

APPENDICES

Appendix I. Translation of Al-Qur'an

No.	Name of The Surah	Indonesia	English
1.	Al-Hujurat verses 13: يَأَيُّهَا النَّاسُ اٰتَنَا خَلَقْنَاكُمْ مِّنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُوَّبًا وَّقَبَّلِينَ لَتَعَارِفُوا إِنَّ اَكْرَمُكُمْ عِنْدَ اللَّهِ اَتَقْسِكُمْ اِنَّ اللَّهَ عَلِيمٌ خَيْرٌ	<p>“Wahai manusia, sesungguhnya Kami telah menciptakan kamu dari seorang laki-laki dan perempuan. Kemudian, Kami menjadikan kamu berbangsa-bangsa dan bersuku-suku agar kamu saling mengenal. Sesungguhnya yang paling mulia di antara kamu di sisi Allah adalah orang yang paling bertakwa. Sesungguhnya Allah Maha Mengetahui lagi Mahateliti.”</p>	<p>“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).”</p>
2.	Ali-Imran verses 104: وَلَنْكُنْ مِّنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَمْرُونَ بِالْمَعْرُوفِ وَبَيْنَهُنَّ عَنِ الْمُنْكَرِ وَأَوْلَئِكَ هُمُ الْمُفْلِحُونَ	<p>“Hendaklah ada di antara kamu segolongan orang yang menyeru kepada kebajikan, menyuruh (berbuat) yang makruf, dan mencegah dari yang mungkar. Mereka itulah orang-orang yang beruntung”</p>	<p>“Let there be a group among you who call ‘others’ to goodness, encourage what is good, and forbid what is evil—it is they who will be successful.”</p>

Appendix II. Research Instruments

**EXPLORING THE ACTIONS OF PRE-SERVICE TEACHERS
TOWARDS STUDENTS' ATTITUDES IN MULTI-CULTURAL
EDUCATION**

Instrument of RQ 1: How do the pre-service teachers anticipate multi-cultural education students' differences in instructing collaborative learning activities?

a. Interview guideline to the pre-service teachers: anticipating multi-cultural education

This interview guideline is designed based on an example of the application of the principles of multi-cultural education proposed by Prasetyawati (2017), Dwintari (2018), & Dewi (2020).

No	Interview Questions	Participant's response
1.	Pre-service teachers' views, knowledge, awareness of multi-cultural education anticipation in collaborative learning activities	
	<p>1. What do you know about multi-cultural education? (Possible) probes:</p> <p>a. Where you learned or got that information? b. Do you think your class (in PPL 2) is a class with multi-cultural education environment?</p> <p>2. Do you think it is important to consider students' diversity (differences in background, gender, ability, social, cultural, economic) in collaborative learning activities that you will do in your class? (Possible) probes:</p> <p>a. Why do you think it is important? b. Does it make you anticipate or design your collaborative learning activities to fit the objectives and principles of multi-cultural education?</p>	
2.	Predictions or assumptions that pre-service teachers have about students' diversity that will affect the process and results of CL activities.	
	1. When you design the materials, strategies and actions that you will do in class, what do you think are the possible multi-cultural attitudes or things that will happen among students in your collaborative learning activity?	

	<p>(Possible) probes:</p> <ol style="list-style-type: none"> Why did you predict that thing would happen? How can you predict that? Has this ever happened to you in your class before? Will that attitude affects your collaborative learning activities or other students? <ol style="list-style-type: none"> Do you think the predictions of attitudes or diversity that you mention earlier can be used positively and minimize the negative possibilities? <p>(Possible) probes:</p> <ul style="list-style-type: none"> - How your concept to anticipate it? 	
3.	<p>Materials, strategies, action or things that pre-service teacher instruct before CL activities occur to anticipate multi-cultural education</p>	
	<ol style="list-style-type: none"> What do you do to anticipate student diversity in your collaborative learning activities? <p>(Possible) probes:</p> <ol style="list-style-type: none"> How do you do that? (in which aspect: materials, strategies, and attitudes) Do you think it will be successful or useful to anticipate the intersection of multi-cultural education in your classroom? <ol style="list-style-type: none"> Do you explicitly mention the purpose of that anticipate to your students when instructing CL activities? <p>(Possible) probes:</p> <ul style="list-style-type: none"> - why did you do it? (mention/not) 	

b. Observation check-list: anticipating multi-cultural education

This Observation check-list is designed based on the dimensions of implementing multicultural education according to James A. Banks proposed by Fajri, Maksum, and Marini (2024)

Observation meeting with collaborative learning method in the classroom			
No	Dimension of anticipate	Principles	Notes and Reflection
1	Material	<ul style="list-style-type: none"> ▪ choose materials or topics of discussion that are open to culture ▪ The material displayed is suitable for all students, without demonizing the identity of a particular ethnicity, religion, taste, group. ▪ Materials are multi-cultural educational 	
2	Strategy	<ul style="list-style-type: none"> ▪ Provide all students many opportunities to interact positively regardless of differences ▪ The activities presented are student-centered ▪ Be a place to help students develop themselves and their peers. 	
3	Action	<ul style="list-style-type: none"> ▪ Directing and asks students to empathize and tolerance each other; conducting cooperation ▪ Asks student to participate actively and freely without being affected by any differences ▪ Encourage students to respect 	

		<p>each other and cooperate with all group members.</p> <ul style="list-style-type: none"> ▪ Inviting and accommodating students to preserve, embrace, and be confident in the uniqueness of themselves as well as the culture that they each bring into the classroom. 	
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Instrument of RQ 2: What are the pre-service teachers' best response to the attitudes of students who encounter multi-cultural educations differences in collaborative learning?

Both instruments in RQ 2 were created based on some examples of attitudes that students should have when encountering differences in background, gender, ability, social, cultural, economic among peers proposed by Assayuthi (2020) and Watoni (2019) as well as examples of teachers' actions responding to students' interactions with multi-cultural education proposed by Kristi (2019) and Mumpuniarti (2012) in their previous research.

a. Qualitative questionnaire with open-ended question for pre-service teachers: response to students' attitudes facing multi-cultural education

Qualitative Questionnaire with Open-Ended Question

About pre-service teachers' best response to the attitudes of students who encounter multi-cultural educations differences in collaborative learning.

A. Identity of Respondent

Name :

SRN :

Gender :

B. Open-Ended Question

1. What attitudes and actions do students make when they face diversity (differences in backgrounds, gender, knowledge and ability, social-economic, & culture) among their classmates in collaborative learning activities?

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2. What response, attitude, or action did you make (directly in the classroom) to that matter?

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3. What is the impact or change in attitude on the student and his/her classmates? (if there is any)

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b. Direct observation: pre-service teachers' action

Observation meeting with collaborative learning method in the classroom		
No	Observation item	Field notes
1	Students' attitudes facing multi-cultural education classroom in collaborative learning method
2	Teacher response or action towards students' attitudes facing multi-cultural education classroom in collaborative learning method
3	The impact or change in attitude that occurred to student and his/her classmate

Appendix III. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN

FAKULTAS TARBIYAH DAN KEGURUAN

Jalan Jenderal Ahmad Yani Km. 4,5 Banjarmasin 70235

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Nomor : B- 0981 /Un.14/III.1/PP.00.9/07/2025
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

02 Juli 2025

Yth.Kepala Sekolah Indonesia Makkah
Provinsi Makkah

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Huda Maulida
NIM : 220101030481
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Aisyah, Komp.Yasin, RT/RW: 018/003, Guntung Manggis,
Landasan Ulin, Banjarbaru, Kalimantan Selatan.
No HP : 081521663926

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapan terimakasih.

Wassalamu'alaikum Wr.Wb

Banjarmasin, 02 Juli 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



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UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
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Nomor : B- 1514 /Un.14/III.1/PP.00.9/10/2025
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

14 Oktober 2025

Yth.Kepala MAN 3 BANJAR
kabupaten Banjar

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Huda Maulida
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Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix IV. Research Completion Letter



KEDUTAAN BESAR REPUBLIK INDONESIA
SATKER ATASE PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH INDONESIA MAKKAH

Hera Complex, Al-Ghassalah District, Jabal Nur, PO BOX 18115, Makkah,
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SAUDI ARABIA

Surat Keterangan

Nomor: 255/SIM.UM/HM/2025

Yang bertanda tangan di bawah ini:

nama : Mustafa, M.Pd.
NIP : 198807012011041001
pangkat/Gol : Penata Tk.1, III/d
jabatan : Kepala Sekolah
unit kerja : Sekolah Indonesia Makkah

Menerangkan bahwa di bawah ini:

nama : Huda Maulida
NIM : 220101030481
program studi : Tadris Bahasa Inggris
fakultas : Tarbiyah dan Keguruan
perguruan tinggi : UIN Antasari

Yang bersangkutan telah melaksanakan penelitian pada tanggal 12 Juli 2023 s.d. 12 September 2025 di Sekolah Indonesia Makkah untuk memperoleh informasi/data dalam rangka penyusunan skripsi yang berjudul:

Exploring the Actions of Pre-Service Teachers Towards Students Attitudes

in Multi-Cultural Education

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya. Atas bantuan dan dedikasinya di Sekolah Indonesia Makkah kami ucapan terima kasih.

Makkah, 30 September 2025



Mustafa, M.Pd.

NIP 198807012011041001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANJAR**

MADRASAH ALIYAH NEGERI 3 BANJAR

Alamat: Jl. A. Yani Km. 15,200 Kec. Gambut Kab. Banjar 70652 Telp 0511-6746594
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SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: 670 Ma.17.03-3/PP.00.6/10/2025

Yang bertanda tangan dibawah ini Kepala MAN 3 Banjar :

Nama : Said Wajidi, S.Pd, M. Pjis
N I P : 197409032000121001
Jabatan : Plt. Kepala Madrasah

Menerangkan bahwa mahasiswa dibawah ini:

Nama : Huda Maulida
N I M : 220101030481
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Nama mahasiswa tersebut diatas telah melakukan penelitian / pengumpulan data dalam rangka penyusunan skripsi di MAN 3 Banjar, mulai tanggal 20 Oktober 2025 s/d 20 Desember 2025 dengan judul skripsi "**EXPLORING THE ACTIONS OF PRE-SERVICE TEACHER TOWARDS STUDENTS' ATTITUDES IN MULTI CULTURAL EDUCATION**".

Demikian Surat Keterangan ini diberikan dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.



Appendix V. Photographs



Appendix VI. Consultation Schedules and Notes

CONSULTATION NOTES

NAME OF ADVISOR: Dr. Hj. Raida Asfihana, M.Pd.

no	Day/Date	Notes	Signature
1.	Thursday, 6 February 2025	First consultation regarding several points: (a) the research gap that needs to be clarified, (b) revision for the adding of the observation method within the research instrument, (c) and adding the literature review point, which is 'reflection in action'.	
2.	Thursday, 14 February 2025	Consultation regarding: (a) the change in the data analysis method from Thematic Analysis to Interpretative Phenomenological Analysis (IPA), (b) revision of the key term (specifically collaborative learning), (c) revision for the inclusion of previous studies, (d) and detailing the data trustworthiness.	
3	Monday, 26 May 2025	Consultation for the revision regarding: (a) the change of participants from only English department participants to various departments, (b) and the adding of the 'universal pedagogical skill' theory in the theoretical study	
4	Monday, 25 August 2025	(a) Submission of the data results and transcripts for the study that has been conducted, (b) revision of the writing for the findings and discussion section according to the previous dissertation examples, (c) revision of the writing style for P1, P2, etc., (c) and revision for the adding of the word 'designing' in RQ 1	
5	Friday, 26 September 2025	(a) Consultation regarding the permission letter for completing the research at the schools, (b) revision of the creation of thematic categories from the findings, (c) and revision of the writing format for numbers.	

6	Friday, 3 October 2025	(a) Revision for the deletion of all the word 'will' in the thesis, (b) correction of subject-verb agreement in several sentences, (c) addition of 3-5 pages to Chapter 2, (d) revision of the steps of data analysis as they relate to the research, (e) revision of the reflection section in the discussion, (f) correction of the transcript formatting, (g) Revision of the transcript translation from Indonesian to English, (h) and revision of the finding in RQ 2 regarding the placement of 'multi-cultural'	
7	Thursday, 23 October 2025	(a) Uploading the raw data to Gdrive, (b) revision regarding the citation of interview data which must include the line number and the transcript, (c) preparation for journal writing, (d) and creation of the abstract in both Indonesian and English.	
8	Saturday, 8 November 2025	(a) Consultation for the submission of the journal article using the Elite journal template (followed by revision to the Eternal journal template), (b) and revision for the correction of the abstract to be only one page	
9	Sunday, 9 November 2025	(a) Submission of the revised thesis journal template, (b) submission of the revised abstract, (c) and preparation for registering the thesis examination.	
10	Tuesday, 11 November 2025	(a) Uploading all the thesis journal references to Gdrive for Mendeley use, and (b) Consultation regarding the academic transcript letter.	

CURRICULUM VITAE

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 - a. Volunteer International Events 2022
 - b. Master of Ceremony of International Events 2023
9. Academic Achievement :
 - a. 3rd winner of design poster competition ESC 2022
10. Non-Academic Achievement :
 - a. Publikasi Ilmiah di Media Massa Internasional “EchoTalk App for Easy Speaking Practice”
https://www.academia.edu/126883889/EchoTalk_App_for_Easy_Speaking_Practice?source=swp_share
11. List of Scientific Works :
 - a. Publikasi Ilmiah di Media Massa Internasional “EchoTalk App for Easy Speaking Practice”
https://www.academia.edu/126883889/EchoTalk_App_for_Easy_Speaking_Practice?source=swp_share

Banjarmasin, 26 September 2025

Huda Maulida