

APPENDICES

Appendix 1. Translation of Al-Qur'an

Name of The Surah	Indonesia	English
Surah Ar-Rum verse 22: وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَإِخْتِلَافُ أَلْسِنَتِكُمْ وَالْوُانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ	"Dan di antara tanda-tanda (kebesaran)-Nya ialah penciptaan langit dan bumi, perbedaan bahasa dan warna kulitmu. Sungguh, pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui."	"And among His signs is the creation of the heavens and the earth and the diversity of your languages and colors. Indeed, in that are signs for those of knowledge."
Surah Al-Hasyr verse 18: يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ	"Wahai orang-orang yang beriman! Bertakwalah kepada Allah dan hendaklah setiap orang memperhatikan apa yang telah diperbuatnya untuk hari esok (akhirat). Bertakwalah kepada Allah. Sungguh, Allah Mahateliti terhadap apa yang kamu kerjakan."	"O you who have believed, fear Allah. And let every soul look to what it has put forth for tomorrow. Indeed, Allah is" All-Aware of what you do.
Surah An-Nahl, Verse 90: إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَائِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ	"Sesungguhnya Allah menyuruh (kamu) berlaku adil dan berbuat kebajikan, memberi kepada kaum kerabat, dan Allah melarang dari perbuatan keji, kemungkaran dan permusuhan. Dia memberi pengajaran kepadamu agar kamu dapat mengambil pelajaran."	"Indeed, Allah commands justice, grace, as well as generosity to close relatives. He forbids indecency, wickedness, and aggression."
Surah Ali 'Imran Verse 134:	"(yaitu) orang-orang yang menafkahkan (hartanya), baik di waktu lapang	"[They are] those who donate in prosperity and

الَّذِينَ يُنْفِقُونَ فِي السَّرَّاءِ وَالضَّرَّاءِ وَالْكُظُمِينَ الْعَيْظَ وَالْعَافِينَ عَنِ النَّاسِ وَاللَّهُ يُحِبُّ الْمُحْسِنِينَ	maupun sempit, orang-orang yang menahan amarahnya dan memaafkan (kesalahan) orang lain. Allah menyukai orang-orang yang berbuat kebaikan."	adversity, control their anger, and pardon others. And Allah loves the good-doers"
Surah Al-Hujurat Verse 13: يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ اتَّقَى اللَّهَ إِنَّ اللَّهَ خَبِيرٌ	"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 Maha Teliti".	"O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may get to know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted"
Surah Ali 'Imran Verse 159: فَبِمَا رَحْمَةٍ مِنَ اللَّهِ لِنْتَ لَهُمْ ۖ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ ۚ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى	"Maka berkat rahmat Allah engkau (Muhammad) berlaku lemah lembut terhadap mereka. Sekiranya engkau bersikap keras dan berhati kasar, tentulah mereka menjauhkan diri dari sekitarmu. Karena itu, maafkanlah mereka, mohonkanlah ampunan untuk mereka, dan bermusyawarahlah dengan mereka dalam urusan itu. Kemudian, apabila engkau telah membulatkan tekad, bertawakallah kepada Allah. Sungguh, Allah	"So it is by mercy from Allah that you were gentle with them. Had you been rough, hard-hearted, they would have scattered from around you. So pardon them and ask forgiveness for them, and consult them in the matter. And when you have decided, then

اللَّهُ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ	<i>mencintai orang-orang yang bertawakal."</i>	rely upon Allah. Indeed, Allah loves those who rely [upon Him]."
Surah Ash-Shura Verse 38: وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ	<i>"Dan (bagi) orang-orang yang menerima (mematuhi) seruan Tuhan dan melaksanakan salat, sedang urusan mereka (diputuskan) dengan musyawarah antara mereka; dan mereka menginfakkan sebagian dari rezeki yang Kami berikan kepada mereka."</i>	"And those who have responded to their lord and established prayer, and whose affair is [determined by] consultation among themselves, and from what We have provided them, they spend [in charity]."

Appendix 2. Research Instrument

A. Interview guideline

RQ 1: How do teachers in the English Program at Al-Falah apply social-emotional skills in English speaking learning?

Research Question	Aspect / Indicator	Main Question	Sub-Questions
How do teachers in the English Program at Al-Falah apply social-emotional skills in English speaking learning?	Building Trust and Emotional Safety	Tell me a story about the process of building trust with a new cohort of students so they feel safe to speak English.	a. Tell us about your experience when you first encountered a very passive class. What steps would you take to dilute the atmosphere? b. How do you feel the emotional temperature of the class before starting a speaking lesson? c. Tell us about a specific moment where you successfully transformed a difficult student to talk to and introvert into someone who actively participated d. Have you ever created an unwritten learning contract where making mistakes in English is considered normal and not a shame? e. Have you ever deliberately told an embarrassing story or your own struggles while learning English? f. As a leader who also lives in the dormitory, how do interactions outside class help build chemistry with students? g. How do you manage your tone of voice, eye contact, and body language when asking a nervous student to speak?
	Scaffolding , Mistakes, and Supportive Feedback	Describe a specific incident when a student made a noticeable mistake or froze in front of others, and tell me how you handled it.	a. Tell about an incident when a student suddenly became blank in front of the class b. If other students laugh at a friend's mistake, what immediate action do you take? c. What is your strategy in correcting pronunciation or grammar without breaking students' confidence? d. Tell us about a moment when positive feedback changed a student's confidence. e. How do you balance language fluency demands with students' emotional readiness?

			f. Tell us about students who were initially defensive when corrected .g. Have you ever approached a student personally after class because they were devastated by failure in speaking practice?
	Managing Speaking Anxiety and Performance Pressure	Tell me a story about how you navigate and reduce the intense fear and nervousness students experience during public speaking tasks.	a. What signs of anxiety do students usually show? b. Tell me about a time when you changed your lesson plan because class anxiety was too high. c. Have you used pair work or group discussion to reduce anxiety? d. How do you mentally prepare students before debates or oral exams? e. Tell about a moment when you helped students separate self-esteem from English ability. f. Have you ever used humor to lower tension during speaking practice?
	Embedding <i>Pesantren</i> Values and Moral Support	As a leader in an Islamic boarding school, tell me how you use religious values or <i>Pesantren</i> culture to support your students emotionally.	a. Tell us about a moment when you used Islamic values such as patience or <i>husnudzon</i> to calm students. b. How do you relate learning English to Islamic teachings? c. How do you use <i>ukhuwah</i> to encourage students to support each other? d. Have you ever used Surah Ar-Rum verse 22 to motivate students? e. How do you maintain <i>adab</i> and togetherness in competitive English activities? f. Tell us about an experience where moral advice was more effective than English instruction itself.

RQ 2: What challenges do teachers face in integrating social-emotional skills into

English speaking learning?

Research Question	Aspect / Indicator	Main Question	Sub-Questions
What challenges do teachers face in integrating social-	Navigating Deep-Rooted Student Anxiety and Resistance	Tell me a story about the most frustrating or difficult emotional barrier you	a. Tell us about your experience when dealing with students whose anxiety and fear of making mistakes are so deeply ingrained that all the empathetic encouragement you give seems ineffective

emotional skills into English speaking learning?		faced with a student who simply refused to speak.	b. How do you feel and what do you do when confronted by students who show passive resistance (e.g., silence, refusing eye contact, or apathy)? c. Tell us about the hardest challenge of changing the mindset of a student who constantly compares themselves to more proficient friends and feels they have no English ability d. Tell about a time when a student's emotions exploded (crying, getting angry, or running away from class) because of speaking pressure, and how it challenged your classroom management. e. How do you overcome challenges when junior students are afraid to speak because they fear being judged or bullied by senior students in the dormitory?
	Discipline vs. Empathy Tension (English-Only Rule)	Describe a time you felt a severe internal conflict between enforcing the English-only discipline and being empathetic to a struggling student.	a. Tell about a specific moment when a student violated the English-only rule because they were panicking, frustrated, or unable to express their feelings in English. b. How do you feel when you have to give sanctions to students even though you know the punishment may damage the confidence they have just built? c. Tell us about your experience of being caught between the role of a strict discipline enforcer and an understanding emotional mentor. d. Have students ever become completely silent because they were afraid of language sanctions? How did you deal with this dilemma? e. Have you ever intentionally ignored a language-rule violation because you felt the student was in a fragile emotional state? Tell us why.
	Institutional, Time, and Curriculum Constraints	Tell me a story about how the intensive schedule and program targets have restricted your ability to	a. The schedule at the <i>Pesantren</i> is very busy. Tell us about a moment when you wanted to give more emotional attention to a student, but the schedule forced you to move on b. How does the pressure of achieving daily program targets make it difficult for you to create a relaxed and stress-free learning atmosphere?

		provide social-emotional support.	c. Tell us about a time when you felt that the English-speaking curriculum was too demanding or progressed faster than your students' emotional readiness. d. How does the large number of students in one dormitory limit your ability to provide individual emotional support? e. Do you feel that the physical facilities or dormitory environment sometimes become barriers to creating a comfortable learning atmosphere? Explain your experience.
	Teacher's Emotional Labor, Burnout, and Lack of Training	Describe a moment when continuously supporting your students emotionally left you feeling professionally drained, inadequate, or overwhelmed.	a. Tell us about your experience when continuously accommodating students' complaints and anxiety affected your own energy and mental well-being. b. How do you recover after a very emotionally exhausting day in the dormitory? c. Tell us about a situation where you felt you lacked to handle students' emotional crises or psychological problems. d. Have you ever felt that the program's demands were so great that your own emotional needs as a teacher or mentor were overlooked? Explain your experience. e. When facing difficult student behavior issues, how do you and your fellow leaders support each other emotionally and professionally?

B. Interview guideline for supporting student

Aspect	Main Question	Sub-Questions
Navigating Anxiety	Try to tell me about the most stressful experience you have ever had when you were asked to speak English in front of the class or in front of a leader.	a. In that moment when you were very nervous, what actions or words from the leader made you feel calmer? b. Is there any difference in how you feel when practicing English in a formal class compared to during dormitory language activities? Please explain.
Making Mistakes and Receiving Feedback	Try to remember a moment when you made a significant mistake (wrong vocabulary, grammar, or	a. How did the leader correct your mistake at that time? Did you feel embarrassed or supported?

	forgetting words) while speaking English.	b. Have you ever been laughed at by your friends when speaking incorrectly? What did the leader do when that happened?
Classroom Atmosphere and Emotional Safety	If you had to describe the atmosphere of an English speaking class to a new student, how would you describe it? Is it stressful, relaxing, or safe?	a. What habits or actions from the leader at the beginning of the lesson usually improve your mood before learning starts? b. What makes you feel comfortable or uncomfortable when speaking English in class?
Peer Support and <i>Ukhuwah</i>	Tell a story about how pair work or practicing English with your roommates helped you become more confident in speaking English.	a. Do leaders often emphasize the importance of helping one another in practicing English in the dormitory? Please give an example. b. How do your friends usually respond when you make mistakes while speaking English?
Motivation and <i>Pesantren</i> Values	Have you ever felt discouraged and wanted to quit the English program? What made you continue?	a. Have you ever received religious advice or motivation from a leader when you felt lazy or discouraged about learning English? Please tell the story. b. How do Islamic values or <i>Pesantren</i> values motivate you to continue learning English?

C. Observation Guideline

Research Question	Aspect	Indicators / Observable Behaviors	Yes	No
RQ 1: How do teachers in the English Program at Al-Falah apply social-emotional skills in English speaking learning?	Building Trust and Emotional Safety	Teacher greets students and checks their emotional condition before learning begins.		
		Teacher uses ice-breakers, humor, or a warm tone before speaking activities.		
		Teacher maintains supportive and non-threatening body language toward students.		
		Teacher creates a classroom atmosphere where students feel safe to make mistakes.		
	Scaffolding and Supportive Feedback	Teacher gives students sufficient waiting time when they hesitate to speak.		
		Teacher provides corrective feedback in a supportive manner.		
		Teacher appreciates students' efforts before correcting mistakes.		
		Teacher prevents classmates from mocking or laughing at peers' mistakes.		

	Managing Speaking Anxiety and Performance Pressure	Teacher gives encouragement before speaking tasks.		
		Teacher uses pair work or group activities before individual performances.		
		Teacher helps students manage nervousness and anxiety during speaking activities.		
		Teacher remains calm and supportive when students experience difficulties.		
	Embedding <i>Pesantren</i> Values and Moral Support	Teacher relates English learning to Islamic values and <i>Pesantren</i> culture.		
		Teacher uses values such as patience, sincerity, respect, and <i>ukhuwah</i> as encouragement.		
		Teacher promotes brotherhood and peer support among students.		
		Teacher integrates moral or religious messages into English learning activities.		
	RQ 2: What challenges do teachers face in integrating social-emotional skills into English speaking learning?	Student Anxiety, Resistance, and Different Learning Readiness	Students show signs of anxiety such as trembling, silence, avoiding eye contact, or nervous behavior.	
			Students refuse or avoid participation despite encouragement.	
			Students display emotional reactions such as frustration, crying, or withdrawal.	
			Differences in students' confidence and English proficiency are visible during activities.	
	Discipline versus Empathy (English-Only Rule)		Students violate the English-only rule because of emotional pressure or lack of language ability.	
			Teacher faces a dilemma between enforcing discipline and showing empathy.	
			Sanctions or warnings affect students' confidence or participation.	
			Teacher adapts disciplinary actions to students' emotional conditions.	
	Institutional, Time, and Curriculum Constraints		Teacher rushes activities due to a tight schedule.	
			Limited time reduces opportunities for individual emotional support.	
			Curriculum or program targets create pressure during learning activities.	
	Teacher's Emotional Labor, Burnout, and Lack of Training		Physical classroom or dormitory conditions affect the learning atmosphere.	
			Teacher appears emotionally exhausted after handling students' emotional problems.	
			Teacher experiences difficulties in responding to students' emotional needs.	
			Teacher relies on personal experience rather than formal SEL training.	
			Teacher seeks support from colleagues in handling student-related challenges.	

Appendix 3. Transcript of Data

Note: Due to space limitations, only one sample interview transcript is presented in this appendix. The complete interview transcripts were used during the analysis process and are available upon request.

Respondent 1 (Teacher 1)

Initial (A.Z)

Date and time: 22 April 2026 (Wednesday) 14.00–15.00 WITA

Location: English Language dormitory, Al-Falah Islamic Boarding School

RQ1:

Building Trust & Emotional Safety

A. Tell us about your first experience of teaching in a very quiet class. What specific steps would you take to dilute the atmosphere?

Answer:

The first time I faced a quiet class, the atmosphere was stiff and the children didn't want to talk. So I start by asking light things, and slip in a little humor to make them more relaxed. Also try to talk to some students personally—they become more courageous to talk and the classroom atmosphere becomes more lively. And also sometimes I start with ice breaking to find an atmosphere and not be tense because I teach speaking which incidentally people are afraid to speak in public. Yes, the rough language of speaking is not my favorite lesson for my students and is a little disliked because of the demand to speak continuously in English. And also I usually bond with the students something that makes them like and want to listen to my lessons, whether it's with something viral or maybe with something they like so that they prefer English and want to speak in that language without objection.

B. How do you know if the class seems tired, anxious, or excited before starting a speaking lesson?

Answer:

I usually look at their facial expressions, body language, and the way they respond to initial greetings. If they look lethargic and quiet, they may be tired; If they are stressed and avoid eye contact, they may be anxious. But if they are more responsive and someone starts joking, it means that the atmosphere is quite relaxed. From there I adjust the opening, for example more ice breaking if they look stiff.

c. Tell us about a specific moment where you managed to turn a very anxious and introverted student into someone who was comfortable participating.

Answer:

I once had students who were always silent and lowered their heads when asked to speak. At first, I didn't immediately force her to perform, but invited her to have a casual chat first personally. Then I gave them the opportunity to speak in a small group. After a few times, I praised his efforts even though he was still stammering. Over time, he began to be confident and finally dared to speak in front of the class.

d. How do you create an unwritten "learning contract" where making an English mistake is considered normal and not a shame?

Answer:

I've always emphasized from the beginning that the classroom is a place of learning, so being wrong is natural. I also deliberately didn't correct it hard, but rather corrected it in a subtle way. Sometimes I also give examples of common mistakes so that they know everyone has made mistakes. That way, students become more relaxed and not afraid to try.

e. Have you ever deliberately told about your own weaknesses or struggles when you used to learn English? Tell us about the impact it has on your students.

Answer:

Yes, I once told you that in the past I often mispronounced and was afraid to speak. It turns out that it makes students feel more relatable and not inferior. They think that if the teacher has had difficulties, it means that they are also okay if they are still learning. As a result, they are more willing to try.

f. As a 'Leader' who also lives in the dormitory with them, tell me how interactions outside of class hours (during meals, prayers, breaks) help you build their trust in the classroom.

Answer:

Interactions outside of the classroom were helpful because I was able to get closer to them personally. When eating or relaxing, I often have a light chat, joke, or just ask how I'm doing. From there they felt more comfortable and didn't see me only as a teacher. So when in class, they are more open and not reluctant to participate.

g. How do you manage your tone of voice, eye contact, and body language when asking a nervous-looking student to speak in front of the class?

Answer:

I usually use a soft, non-pressing tone of voice, then make friendly eye contact without making them feel intimidated. I also make body language relaxed, for example with a smile or a small nod as support. The goal is for them to feel safe and more confident when trying to speak.

Scaffolding & Supportive Correction

a. Tell about an incident when a student suddenly 'blank' or was silent for a long time in front of the class. What were the first words or body gestures you gave him?

Answer:

I once experienced a student who was suddenly silent for a long time during a presentation. I immediately gave a smile and a small nod to calm down, then said softly, "Take your time, it's okay." Sometimes I also help by giving him a simple keyword or question so that he can continue without feeling pressured.

b. If another student laughs at his or her friend's mistakes, tell them about the immediate action you took to protect the student's emotions.

Answer:

I immediately calmed the situation down by saying that in this class everyone is still learning, so it is not allowed to laugh at mistakes. I also shift the focus back to the student who is talking with support, for example praising his efforts to keep him confident and not feel embarrassed.

c. What is your detailed strategy in correcting pronunciation or grammar without discouraging them from continuing to speak?

Answer:

I usually don't cut right away when they talk. I let them finish first, then I repeat their sentences with the correct version subtly. Sometimes I also use a questioning technique, such as "Maybe you can use this word?" so that they feel invited, not blamed.

d. Tell about a moment when the positive feedback (small compliment) you gave clearly changed the posture or facial expression of the student to be more confident.

Answer:

I once complimented a student by saying, "Your pronunciation is much clearer." At that moment, it was immediately seen that he who had lowered his head became more upright and began to dare to make eye contact. After that he became more active in speaking than before.

e. How do you balance the program's demands for language fluency with the mental/emotional readiness of students at the time?

Answer:

I still follow the program target, but adjust to the student's condition. If they don't look ready, I start with lighter activities first, such as small group discussions. So they continue to grow, but without feeling pressured.

f. Tell us about your experience dealing with students who were initially very defensive or angry when corrected, and how you rebuilt their trust.

Answer:

I have faced students who feel offended when they were corrected. After class, I spoke to him personally and explained that my goal was just to help him grow. I also started to give corrections in a more subtle way and gave compliments often. Over time, he became more open and accepted input.

g. Have you ever made a personal approach after class (in the dormitory) to a student who seemed to be very upset because he failed in speaking practice? Tell me.

Answer:

Yes, I once approached students after class while in the dormitory. I invited him to have a casual chat and calm him down, then I motivated him that the learning process does take time. I also remind him of the small progress he has made. After that, he looked calmer and began to dare to try again at the next meeting.

Managing Speaking Anxiety & Performance Pressure

a. What kind of physical or behavioral signs do you usually see most often from students when they are hit by severe anxiety (e.g., sweating, bowing, shaking)?

Answer:

It is usually seen from those who are lowered, avoiding eye contact, the voice becomes soft or shaking, and some even sweat or stiffen when standing. Some also look restless, such as playing hands or keeping looking at notes because they are not confident.

b. Tell me about one experience when you had to spontaneously change your lesson plan (lesson plan) because you realized the collective anxiety in class was too high.

Answer:

Once, I had prepared individual presentation activities, but seeing that the students looked tense and many were silent, I finally changed it to a small group discussion first. After that, I asked for a representative of the group to perform. As a result, they are more prepared and less anxious.

c. How do you use pair work or small group discussions to reduce their mental load before performing individually?

Answer:

I usually start with pair work so they can practice with friends who are closer and less stressed. After that, it was continued to a small group, so they already had an idea before performing on their own. This helps them be more confident.

d. Tell how you mentally prepare students before they face high-pressure activities, such as English debates or oral exams.

Answer:

I usually motivate first and emphasize that what is judged is effort, not perfection. I also give them gradual exercises and simulations to get them used to it. In addition, I invite them to be more relaxed and not too afraid of making mistakes.

e. Tell about a moment when you helped a student separate their self-esteem from their English skills (realizing that poor English scores don't mean they failed as students).

Answer:

I have met students who felt down because their grades were bad. I talked to him and explained that English skills can be trained and do not determine his value as a student. I also highlighted other strengths that he has, so that he can see himself more positively.

f. Have you ever used humor or jokes to lower tension during speaking practice? Tell us about the situation.

Answer:

Yes, ever. When the atmosphere in the class was too tense, I deliberately made light jokes, for example sentences in a funny or slightly exaggerated way. The students immediately laughed and the atmosphere became more relaxed. After that they were more courageous to try to speak.

Embedding *Pesantren* Values & Moral Support

a. Tell us about a specific moment where you used Islamic concepts such as patience, sincerity, or husnudzon (good prejudice) to calm students who were frustrated learning English.

Answer:

I once accompanied students who were going to take part in an English competition but felt insecure and quite depressed. I advised him not only to make an effort, but also to get closer to Allah, one of which is by regularly performing tahajud. I emphasize the importance of patience, sincerity, and husnudzon in the process. Alhamdulillah, after that he was calmer, his training was more optimal, and finally he was able to perform well and even achieve proud results.

b. How do you relate the fatigue and difficulty of learning a foreign language to the Islamic teachings on the virtue of studying or preparing for da'wah in the future?

Answer:

I usually associate directly with a larger purpose. I have to admit that learning English is not just about grades, but it can be a provision for da'wah in the future. So when they feel tired, I remind them that their tiredness is worth worship. From there, they usually become mentally stronger because they feel that what they are doing has a purpose.

c. Tell us how you used the concept of ukhuwah (brotherhood) in the Maliki dormitory to encourage students to support each other in speaking English.

Answer:

I built an atmosphere that they were a team. I often say that the success of one person is also the success of the collective. During speaking practice, I encourage them to help and encourage each other, not knock each other down. With the ukhuwah approach, the atmosphere becomes safer and they are more daring to try.

d. Have you ever used religious evidence (such as Surah Ar-Rum verse 22) to motivate students who have lost their spirit? Tell us how you delivered it.

Answer:

Yes, I once said that language differences are one of the signs of Allah's greatness. I convey in simple and relaxed language, that learning English is not a foreign thing, it is part of

understanding the diversity that God has created. From there, they become more motivated because they feel that there is spiritual value in it.

e. How do you ensure that a competitive culture in English (such as debate or vocab deposits) does not damage the value of togetherness and respect (adab) between students?

Answer:

I always emphasized from the beginning that the goal of the competition is to grow, not to knock down. I made clear boundaries about manners, such as not to underestimate or laugh. In addition, I also often give appreciation to the effort, not just the results, so that all students still feel appreciated.

f. Tell us about an experience where your moral/religious advice has proven to be more effective in solving students' learning problems than the English instruction itself.

Answer:

I've met a student who actually has the ability, but he closed himself off because he was afraid of making mistakes and feeling inferior. Every time he was given English directions, he still didn't change much. Finally, I talked to him from the religious side, I reminded him about the intention in pursuing knowledge and the importance of tawakal. I told you that God sees effort, not just results. After that, he slowly began to change—more daring to try, less afraid of making mistakes, and his speaking skills also improved.

RQ2:

a. Tell us about your experience of dealing with students whose fear of making mistakes is so ingrained that all the empathetic encouragement you give seems to be ineffective.

Answer:

I have met students who are really afraid of making mistakes and don't want to talk at all, even when I have convinced them many times. Every time he was asked to speak, he immediately lowered his head and was silent. Honestly, I felt stuck, because the usual empathy approach was not enough. Finally, I changed my strategy, no longer forcing him to speak in front, but starting with very small things—like answering just one word, sometimes even giving a nod first. It was a long process, but from there she slowly began to feel safe. The moment he finally dared to say that simple sentence was actually a very meaningful turning point.

b. How do you feel and what do you do when confronted by students who show passive resistance (e.g., silence in a thousand languages, refusing eye contact, or apathy)?

Answer:

At first, of course, there was frustration, because it was like "no response" from students. But I realized that it wasn't just laziness, it could be that they were uncomfortable or under pressure. So I didn't immediately press, but tried to approach him personally outside the classroom. I invited him to have a casual chat without discussing the lesson first. Once the relationship begins to open up, usually in class they slowly start to respond, although it is still a little bit.

c. Describe the most difficult challenge in changing the mindset of a student who constantly compares himself to his smarter friends and feels that he "has no English talent."

Answer:

This is quite difficult because they already "believe" in that thought. I once had a student who always said, "I can't do it, it's different from him." The challenge is not in his ability, but in his own mind. I tried to change it by showing him the small progress he had made, even things that he thought were trivial. I also deliberately didn't compare him to other people, but to his

former self. It took time, but as he began to realize that he was actually developing, slowly that sense of insecurity diminished.

d. Tell about a time when a student's emotions exploded (crying, getting angry, or running away from class) because of speaking pressure, and how it challenged your ability to manage the class.

Answer:

I have experienced students who suddenly cried when asked to speak because they were too tense. At that time, the class immediately became silent and the situation was quite sensitive. I didn't continue the activity, but focused on calming him down first and giving him space. Meanwhile, I also keep the classroom atmosphere conducive and no one pays too much attention. After the conditions were calmer, I continued with a lighter approach. The moment was quite challenging as I had to quickly balance empathy for the individual and overall control of the class.

How do you overcome challenges where junior students are very afraid to speak up for fear of being bullied or assessed by senior students in the dorm?

Answer:

I have seen juniors who are very afraid to speak up because they feel that they will be judged by seniors. For this reason, I created the classroom environment as a "safe zone" where there should be no mockery or negative judgment. I also often emphasize that everyone here is equally learning. In addition, I encourage more positive interactions between seniors and juniors, such as supporting each other in practice. Slowly, that fear diminishes as they begin to feel safe and valued.

a. The program has a strict English-only policy. Tell about a specific moment when a student violated this rule because they were panicking, frustrated, or because they really didn't know how to express their feelings.

Answer:

I often find violations just outside the classroom, such as on the street in the cottage area. There was once a student who suddenly spoke Indonesian with his friend because he looked panicked and didn't know how to express what he wanted to say in English. From the look on his face, it looks that he is confused and desperate. At that time I did not immediately reprimand harshly, but approached them and asked to repeat the sentence in English with my help. From this it is clear that the violations are not intentional, but because of their limitations. So I made that moment a lesson, not just a violation.

b. How is your inner turmoil when you have to give sanctions/punishments to the student, even though you know that the punishment may destroy the confidence that he has just built?

Answer:

Honestly, it's often a dilemma. On the one hand I have to be fair and keep the rules, but on the other hand I know he is just starting to dare to speak. It feels like "breaking" his own progress. Usually I still give consequences, but I change the form to be more constructive, like additional practice, not humiliating punishment. After that, I always approach him personally again so that he still feels supported, not dropped.

c. Tell us about your experience of being caught between the role of a strict "enforcer of dormitory discipline" and the role of an understanding "emotional mentor".

Answer:

I once had to reprimand a student in front of me for a language violation, even though I knew he had a personal problem. It was hard because if I was too strict I was afraid that he would be more depressed, but if I kept quiet, the rules would not be respected. Finally, I continued to carry out the role of a discipline enforcer at that time, but after that I approached him personally. There I listened to his story and gave support. From that experience, I learned that being firm in front and caring behind are equally important.

d. Have students ever been afraid of the sanction of language violations actually made them choose to be completely silent (silent period)? How do you deal with this dilemma?

Answer:

Yes, ever. There are students who choose to remain silent rather than wrong, because they are afraid of being sanctioned. This is actually a new problem because he is not developing at all. I ended up reducing the pressure by giving them a safe space, such as pairs exercises first or small groups without assessment. I also often assert that trying is more rewarding than silence. Slowly, he began to speak again, even though he was still stammering.

e. Have you ever "turned a blind eye" to a violation of language rules because you feel that the student is in a fragile emotional state? Tell us why.

Answer:

Yes, ever. There were students who looked very down, even almost crying, and he unconsciously used Indonesian when speaking. At that time, I chose not to reprimand immediately, because what he needed was not correction, but calmness. I let him express what he feels first, then after his condition is more stable, then I redirect him back to the rules in a more subtle way. In my opinion, there are moments where maintaining an emotional state is more important than directly enforcing the rules rigidly.

a. The schedule at the *pesantren* is very busy (from Fajr to Isha). Tell us about a moment when you wanted to give more emotional attention to a student, but the class/dormitory schedule forced you to move on.

Answer:

I have seen students who looked very down after the speaking session—they were silent, lowered, and clearly needed to be talked to. At that time, I actually wanted to directly accompany for longer, but the schedule had to proceed to the next activity. It felt a bit "cut", because I knew he hadn't really recovered yet. Finally, I only had time to calm down for a while and gesture that we would continue chatting later. It was only in my next free time that I looked for him again to really listen to his story. That moment made me realize that sometimes the intention to help must be postponed because of the running system.

b. How does the pressure of achieving daily goals (such as vocabulary deposits every afternoon) make it difficult for you to create a relaxed, stress-free learning atmosphere?

Answer:

Daily targets sometimes make the atmosphere feel "rushed for time". Students focus on pursuing memorization, not enjoying the process. I often see them become tense, even afraid if they don't meet the target. The challenge is to maintain balance—the target is still on the way, but the atmosphere is not too rigid. Usually I insert more relaxed methods such as games or light reviews so that the pressure is a little less.

c. Tell us about a moment when you felt that the demands of the English speaking curriculum were too heavy or too fast for your students' emotional capacity.

Answer:

There was a moment when the material had entered the debate stage, but I saw that some students were still not mentally ready. They are still hesitant to speak simply, but they have been required to argue. It is clear that some people are starting to get depressed and lose confidence. From there, I felt that the curriculum was too fast for some students, so I tried to take it slow by giving extra stages before moving on to more strenuous activities.

d. How does the large number of students in a single dormitory limit your space to provide individual emotional support?

Answer:

With a large number of students, not all of them can be reached in depth. Sometimes I know there are some who need more attention, but time and conditions do not allow us to accompany one by one intensely. Finally I had to be smart about dividing the focus—which ones needed to be addressed immediately, and which ones could follow. This is a challenge because not all emotional needs can be met immediately.

e. Do you feel that physical facilities or the conditions of the dormitory environment are sometimes a barrier in creating a comfortable learning atmosphere? Tell us about your experience.

Answer:

Yes, sometimes environmental conditions are quite influential. For example, a crowded or less conducive space can make it difficult for students to focus, especially for speaking who needs confidence. There was also a time when the atmosphere was too noisy so that students were uncomfortable for practice. In such conditions, I usually try to adjust the method, for example making small groups or looking for quieter corners, although it is still limited.

a. Being a teacher and dormitory supervisor is tiring. Tell us about your experience when having to accommodate students' complaints and anxiety constantly has an impact on your own energy and mental health.

Answer:

There was once a phase where almost every day there were students who came to tell stories—ranging from learning problems, feelings of inferiority, to personal problems. At first I tried to be fully present for them, but over time I felt emotionally exhausted. It felt like "full", even after that I became involved in my thoughts and my energy was drained. From there, I learned that as a mentor, I also need to maintain my own boundaries and conditions. I started to manage my time, not always respond to everything right away, and give myself pauses to stay stable. Because if I don't take care of my mental health, I will not be able to help the students optimally.

b. How do you cope after a very emotionally draining day in the dorm?

Answer:

Usually I need time to "withdraw" from the crowd for a moment. I use that time to reflect, calm my mind, or get closer to Allah through worship such as sunnah prayer or dhikr. Sometimes I also talk to my fellow teachers, not to complain, but to share stories so that the burden feels lighter. These simple things are enough to help me get back more emotionally stable.

c. Tell about a situation where you feel stuck and feel that you do not have enough formal skills/training (SEL training) to handle emotional crises or complex psychological problems of students.

Answer:

I have faced students whose problems are quite complex, not only about learning but also about deep emotional conditions. That's when I felt stuck, because the usual approach wasn't enough and I realized my abilities were limited. I feel like I want to help further, but I'm also afraid of

making a mistake. In the end, I chose not to force myself to handle it myself, but to discuss with more experienced parties so that the students could get more appropriate handling.

d. Have you ever felt that the demands of the institution are so great that your own emotional needs as a teacher/mentor are neglected? Tell us about your experience.

Answer:

Yes, ever. With a busy schedule and many responsibilities, sometimes I am too focused on meeting demands to forget my own condition. There were moments where I continued to carry out activities even though I was actually mentally tired. From there, I began to realize that taking care of myself is not selfish, but rather important so that I can still carry out my role well.

e. When you face difficult student behavior constraints, tell how you and other 'Leaders' tell each other stories or provide moral support to each other.

Answer:

We usually share stories with each other after facing difficult situations. Sometimes just listening to it is very helpful. We also give each other advice or new perspectives, so we don't feel alone facing problems. The support of fellow "Leaders" is very important because it is a place to recharge emotionally and keep the spirit.

STUDENT INTERVIEW

Student 1, initials (M.F.R)

Date time: 26 April 2026 (Sunday) 19.30–20.00 WITA

1. On Navigating Anxiety:

• **"Try to tell me about the most stressful experience you've ever had when you were asked to speak English in front of the class or in front of a leader."**

Answer:

When I was first asked to go forward, I was very nervous and anxious because I couldn't master the correct grammar and only had a few vocabs that I knew at that time. At that time, I was really blank about what I wanted to talk about. Even though before moving forward I had prepared everything, but when I saw all eyes on me everything became empty, it was an experience that I will remember because it was the first time I was as nervous and blank as I was when asked to move forward.

• **"In that moment when you are very nervous, what are the actions or words of the leader that make you feel calmer?"**

Answer:

The leader didn't directly blame me or try to cut off my words, he raised his hand a little as if to encourage me to get through all of this, he didn't give up in encouraging me even though I was talking brick and very slow like a snail but he was still patient while waiting for my story to finish, occasionally he said calming words like *it's okay / go on* and others.

• **"Is there a difference in how you feel when practicing English in a formal class compared to during the practice of time? Tell me."**

Answer:

It is definitely very different, when the atmosphere is more fun and more informal because the atmosphere is usually only asked to talk to colleagues on the topic that has been given and we talk without paying attention to grammar and the time of the conversation we are not asked to move forward, different time of study in class, usually we are asked to go forward to speak in English which makes me feel more nervous when studying in class. However, the Leader

understands that not all students can speak the language, so moving forward is usually made to vary such as having a conversation between two people to move forward or with a Podcast containing 4-6 people in front which makes the lesson more exciting and not stressful.

2. On Making Mistakes:

- **"Try to remember a moment where you made a big mistake (wrong vocab, wrong grammar, or suddenly forgot words) while speaking."**

Answer:

I often make mistakes to be honest, whether it's when it's not in class or during study. I also had difficulty in removing my Banjar accent and other friends as well so that made the term Banjarlish (Banjar English) that made me speak English look funny. Sometimes when I don't know or suddenly forget vocab, I try to match it with other English that is similar to Banjar.

- **"How did the leader correct your mistakes at that time? Do you feel humiliated or do you feel helped?"**

Answer:

The leader usually does not cut right away, he will correct when everything is done and evaluate it with a joke that makes us not take heart with his evaluation.

- **"Have you ever been laughed at by your friends when you spoke the wrong way? What did the leader do when that happened?"**

Answer:

Once, because my banjar accent was very thick, I was laughed at by my friend's friend, and at that time the leader reprimanded my friend for laughing at me. Honestly, I don't have a problem when my friends laugh at me because I think it's a funny joke, but if the leader reprimands me, I feel closer to the leader because he cares very much about his students.

3. On Classroom Atmosphere:

- **"If you had to describe the 'atmosphere' of an English speaking class to a new person, what would you describe it? Is it stressful, relaxing, or safe?"**

Answer:

Fun, the first word I would say to new people who are just learning English, because in speaking class you will hear interesting stories from friends and I really like to tell my stories to friends. The leaders who teach speaking are also very exciting which makes me and others feel more confident in this class.

- **"What are the habits of leaders at the beginning of class that usually make your mood better before you start studying?"**

Answer:

Usually he greets us with a warm greeting, sometimes he starts with ice breaking and exciting games that make us as his students feel the flow of his enthusiasm which makes the class conducive.

4. On Peer Support & Brotherhood:

- **"Tell a story about how pairing exercises with roommates help you be more confident in your speech."**

Answer:

When I first learned English, I was not sure about my ability to speak, but with this method of Paired Speaking Lessons, I became more helpful because at this time we were able to correct each other's mistakes with laughter because it was exciting and not like moving forward alone, I thought at that time.

- **"Do leaders often emphasize the importance of helping each other in the dormitory in practicing English? Give an example."**

Answer:

That's right, because we are all here to learn to be able not to learn because we can. For example, when there is a friend who is having trouble in another field (for example, grammar), the leader asks my friend who is better at grammar to help the one who is in distress, and vice versa. Because the leader prioritizes brotherhood above all else, he said "you all enter this program together, so all of you who graduate from this program must also graduate together" and usually if I don't know this English I like to ask my other friends. And that's what makes our relationship closer and helps us understand English easier.

5. On Motivation & Values:

- **"Have you ever felt so desperate and wanted to quit an English program? What makes you survive?"**

Answer:

Once, at that time I was already blank in memorization and I often did not pass the weekly exams which made my spirit break, at that time I consulted with the leader and wanted to express my intention to resign. The leader who heard it became a person I really admired, his motivational words lifted my spirits again and I canceled my intention for a while, but what the leader said was true, I started to enjoy all these English lessons and I have survived until now.

- **"Have you ever *had a leader* give religious advice or remind you about your intention to go to school when you were lazy to learn English? Tell me what happened."**

Answer:

He liked to give advice quoted from Qur'an and Hadith verses when we were lazy to memorize and it reminded me that indeed after difficulties there is ease.

Observation Transcript

OBSERVATION SESSION 1

Date: 21 April 2026

Focus: *Implementation of Social Emotional Learning in English Speaking Learning*

From April 21, 2026, researchers observed the speaking learning process to observe how teachers implemented Social Emotional Learning (SEL) in the classroom. Before starting the lesson, the teacher entered the class by greeting all the students and asking them how they were doing. The teacher then starts the learning with a light conversation about student activities in the dormitory and inserts simple humor to dilute the atmosphere of the class. Some students who previously seemed passive began to smile and respond to the teacher's questions. During the learning activities, teachers show an open attitude through relaxed body language, often move closer to students, and maintain friendly eye contact when interacting with them. The researchers observed that teachers did not show intimidating attitudes so that students seemed more comfortable when asked to speak in English.

When the speaking activity begins, the teacher gives students the opportunity to discuss in pairs before appearing individually. The strategy gives students the opportunity to come up with ideas and practice talking with friends so that their anxiety levels are reduced when they have to perform in front of the class.

During the presentation, there was a student who stopped speaking for a while because he forgot the sentence to be delivered. The teacher does not immediately interrupt the conversation or give an answer, but rather gives the students time to think while saying, *"It's okay, just take it easy."* After the student finishes his presentation, the teacher repeats the student's sentence again using the correct English structure without delivering the correction directly. This approach makes the correction process take place naturally without lowering students' confidence.

On another occasion, some students appeared to laugh when one of their friends made a mispronunciation. The teacher immediately stops this behavior by reminding that mistakes are part of the learning process and that every student has the right to have the opportunity to learn without feeling humiliated. The teacher then praised the courage of the students so that the classroom atmosphere was conducive again.

In addition to providing emotional support, teachers also integrate *pesantren* values during the learning process. The activity began and ended with a joint prayer. When providing motivation to students, teachers associate English learning with Islamic values such as patience, sincerity, and the importance of studying as a provision for da'wah. Teachers also encourage students to help each other and remind that learning success is a shared responsibility as a form of *ukhuwah* between students.

Overall, the researcher observed that teachers consistently applied various Social Emotional Learning strategies through the development of positive relationships with students, the provision of supportive corrections, the reduction of anxiety before speaking activities, and the integration of *pesantren* values into the learning process.

OBSERVATION SESSION 2

Date: 28 April 2026

Focus: *Challenges in Implementing Social Emotional Learning in English Speaking Learning*

The second observation was carried out in April 28, 2026 with the aim of observing various challenges that arise during the implementation of Social Emotional Learning in speaking learning. Although teachers have created a supportive learning atmosphere, researchers still found some students who showed signs of anxiety when asked to speak in front of the class. Some students were seen avoiding eye contact, speaking in a very quiet voice, lowering their heads, and several times being silent for a long time before answering the teacher's questions.

During the activity, there were students who tried several times to avoid their turn to speak by pretending to look for notes or asking their friends to speak first. The researchers also observed a student who looked frustrated after making several pronunciation mistakes. Although the teacher continued to provide support and motivation, the student chose to speak as little as possible until the activity ended.

During the group discussion, one of the students spontaneously used Indonesian because he had difficulty expressing his opinion in English. The teacher was aware of the violation, but did not immediately give punishment. The teacher first helps the student find the appropriate vocabulary and asks the student to repeat the sentence in English. This approach shows that there is an effort by teachers to balance the application of English Area rules with the emotional needs of students.

The researcher also observed the limitations that come from the learning system in Islamic boarding schools. Ahead of congregational prayer time, teachers must speed up the completion of speaking activities so that not all students have the opportunity to receive individual feedback. In addition, some students seem to be more focused on memorizing the vocabulary that will be deposited in the afternoon rather than delving into the speaking material being studied.

The condition of the learning environment is also one of the challenges observed. Activities from other classes several times caused sound that was quite annoying so that students' concentration was disturbed during speaking practice. In this situation, teachers try to keep the classroom atmosphere conducive, even though the opportunity to provide emotional assistance to each student is limited.

Based on the results of observations, the researcher concluded that the implementation of Social Emotional Learning in the *pesantren* environment has gone well, but is still faced with various challenges, such as students' anxiety that has not been fully resolved, the demands of English language use rules, time constraints due to the *pesantren* activity schedule, the conditions of the learning environment, and the pressure to meet the learning targets that have been set. These findings show that the application of Social Emotional Learning is a dynamic process and is influenced by various individual and institutional factors.

Appendix 4. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 630 /Un.14/III.1/PP.00.9/04/2026 17 April 2026
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala Pondok pesantren Al-Falah putra Banjarbaru
Kota Banjarbaru

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 : Rafi Yanor
NIM : 220101030682
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl Dharma bakti, Pemurus luar, Banjarmasin Timur, Kalimantan Selatan
No HP : 085751154008

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan 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 ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Banjarmasin, 17 April 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
NIP 197212112008011009

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix 5. Research Completion Letter



YAYASAN PONDOK PESANTREN AL-FALAH
PONDOK PESANTREN AL-FALAH PUTERA
BANJARBARU KALIMANTAN SELATAN
NSPP : 510363720001

Jalan A. Yani KM.23 Landasan Ulin Tengah Liang Anggang Banjarbaru Kalimantan Selatan KP.70723 HP.0821 4990 6001

SURAT KETERANGAN SELESAI RISET
 Nomor : 697/PPA-Pa./C.7/IV/2026

Saya yang bertanda tangan di bawah ini Mudir Pondok Pesantren Al Falah Putera Banjarbaru menerangkan bahwa mahasiswa yang tersebut di bawah ini :

Nama	: RAFI YANOR
NIM	: 220101030682
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Antasari Banjarmasin
Semester	: VIII (Delapan)
Alamat	: Jl. Dharma Bakti II No. 4 RT. 21 RW.02 Kelurahan : Pemurus Luar Kecamatan : Banjarmasin Timur Kota : Banjarmasin

Judul Penelitian :

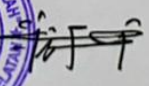
Exploring Teacher's Experiences in Applying Social Emotional Skills in English Speaking Learning at Islamic Boarding School

Waktu Riset : 21 April – 21 Juni 2026.

Yang bersangkutan telah selesai melakukan pengambilan data di Pondok Pesantren Al Falah Putera Banjarbaru.

Demikian surat keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Banjarbaru, 29 April 2026
 Mudir Ponpes Al Falah Putera,



KH. Syamsunie, S.Pd.I.
 NIPY. 750726092



Tembusan : Arsip

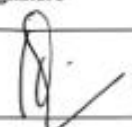
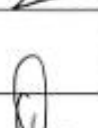
Appendix 6. Documentation



Appendix 7. Consultation Schedules and Notes

CONSULTATION NOTES

Name of Advisor: Drs. Saadillah, M.Pd.

NO	Day/ Date	Notes	Signature
1	Tuesday, 18 November 2025	Revised Chapter I after proposal seminar based on advisor's feedback.	
2	Tuesday, 8 December 2025	Discussed research framework and continued writing the thesis.	
3	Monday, 19 January 2026	Revised Chapter II and III, improved theoretical framework, references, research design, participants, and data analysis.	
4	Tuesday, 7 April 2026	Ask Signature for research letter, discussed data analysis and preparation of Chapter IV.	
5	Tuesday, 13 May 2026	Revised Chapters IV and V based on advisor's suggestions.	
6	Thursday, 4 June 2026	Checked the overall thesis draft, including formatting, references, citation style, page arrangement, and academic writing. Revised several technical aspects based on advisor's recommendations.	
7	Thursday, 18 June 2026	Final consultation and preparation for examination.	
8	Thursday, 18 June 2026	Ready For Examination	

CURRICULUM VITAE

1. Full Name : Rafi Yanor
2. SRN : 220101030682
3. Place and Date of Birth : Tanah Laut, 13 October, 2003
4. Nationality : Indonesia
5. Address : JL. A. Yani, Sungai Cuka, Kec Kintap, Kab Tanah Laut, Prov Kalimantan Selatan
6. Phone Number : 082111281509
7. Email : rafiyanor42@gmail.com
8. Organization/Work experience :
 - a. Member of Student Resource Development and Environment ESA Antasari Banjarmasin 2023/2024
 - b. Head of Cadre and Leader Resources ESA Antasari Banjarmasin 2024/2025
 - c. Steering Comite of International event 10th
 - d. Staff Member of Students' Interests and Talents Division, OSIS Al-Falah Putra Islamic Boarding School 2021/2022
9. Academic Achievement :
 - a. 1st Place Winner of English Drama Competition, Art Performance (Pentas Seni), Al-Falah Putra Islamic Boarding School 2019
 - b. 1st Place Winner of Debate Competition, Haflah Event, Al-Falah Putra Islamic Boarding School 2020
10. Non-Academic Achievement :
 - a. Volunteer at Community Service by ESA Antasari Banjarmasin in Desa Tanuhi, Loksado 2025
 - b. Volunteer at Community Service by ESA Antasari Banjarmasin in Desa Tatah Makmur, Banjar 2024

Banjarmasin, 18 June 2026



Rafi Yanor