

APPENDICES

Appendices I. Transransliteration

Surah Al-Baqarah verse 286 States: “Allah does not burden any soul beyond its capacity. To its credit is what it earns, and against it is what it commits. 'Our Lord, do not condemn us if we forget or make a mistake. Our Lord, do not lay upon us a burden like the one You laid upon those before us. Our Lord, do not burden us with more than we have strength to bear. And pardon us; and forgive us; and have mercy upon us. You are our Protector, so help us against the disbelieving people.”	Surah Al-Baqarah ayat 286 <i>Allah tidak membebani seseorang, kecuali menurut kesanggupannya. Baginya ada sesuatu (pahala) dari (kebajikan) yang diusahakannya dan terhadapnya ada (pula) sesuatu (siksa) atas (kejahatan) yang diperbuatnya. (Mereka berdoa,) “Wahai Tuhan kami, janganlah Engkau hukum kami jika kami lupa atau kami salah. Wahai Tuhan kami, janganlah Engkau bebani kami dengan beban yang berat sebagaimana Engkau bebankan kepada orang-orang sebelum kami. Wahai Tuhan kami, janganlah Engkau pikulkan kepada kami apa yang tidak sanggup kami memikulnya. Maafkanlah kami, ampunilah kami, dan rahmatilah kami. Engkaulah pelindung kami. Maka, tolonglah kami dalam menghadapi kaum kafir.”</i>
---	--

Appendices II. Document Analysis and Interview Guedline Rq 1

RQ 1: How do the content, materials, and activities in English textbooks match up with the Independent Curriculum standards and today's educational goals, especially when it comes to focusing on students' needs and supporting students with different learning abilities?

Theory/Previous Studies' Extract for RQ 1:

In the learning process we must ensure that the textbooks used can meet the needs of students. In the learning process, we must ensure that the textbooks used meet the needs of students. Therefore, document analysis needs to be used regularly to review and evaluate documents in order to clearly understand their content and meaning Bowen (2009) & Tomlinson (2011). This method is very suitable for use in educational research because it allows researcher to analyze textbooks as representations of curriculum objectives, learning objectives, and teaching approaches.

References	Key Findings
Richards (2017)	Student-centred learning makes students active participants who construct knowledge through meaningful learning activities and reflection on what they have learned.
Farrell (2016)	Student-centred learning materials increase student engagement and responsibility by shifting the focus from teacher-delivered teaching methods

	to active student participation.
Cunningsworth (2018)	A good textbook encourages students to be more active by providing communication-based assignments, problem-solving activities, and exercises that involve interaction.
Ayu & Indrawati (2018)	The assignments in English textbooks play an important role in engaging students' minds and language skills during the learning process.
Tomlinson (2017)	Differentiated learning requires textbooks that provide a variety of tasks tailored to the different abilities, interests, and learning speeds of students.
Ahidaturohmah (2021)	Some English textbooks are not yet fully aligned with students' levels of understanding, so greater task variation and flexibility are needed.
Suryarini (2019)	English textbooks for beginners that are equipped with images and material relevant to everyday life help students understand and remember the material better.
=Rahmat Valentiyo et al. (2024)	HOTS-based questions in English language learning help improve students' analytical and critical thinking skills in line with the Independent curriculum.
Supena et al.(2021)	Critical thinking develops when students are asked

	to analyse information, express opinions, and solve problems together.
Richards (2017)	Collaborative activities in English textbooks help students improve their communication and social interaction skills.
Hasibuan et al. (2022)	The implementation of the Independent Curriculum emphasises the importance of teamwork and collaboration as essential skills for students.
Tomlinson (2018)	Creative tasks in language help students express their personal ideas and increase their engagement with the subject matter.
Bukhori (2017)	English language textbooks should reflect cultural and social contexts to make learning more meaningful and relevant.
Fidian & Sandy (2020)	Learning books act as a bridge between academic material and students' real-life experiences.
Richards (2016)	Listening, speaking, reading, and writing skills must be integrated to reflect correct and authentic language use.
Nurhamsih & Syahrial (2017)	Integrating language skills in a balanced manner is important in evaluating English language learning materials.

Document Analysis Guedline :

No	Aspect Analyzed	Indicator	Description	Notes
1.	Student-Centered Learning	Learner autonomy	The textbook provides activities that allow students to explore, choose, and reflect on their learning.	Yes, that is reflected in the fact that the teacher mingles fully with the students.
2.	Student-Centered Learning	Active engagement	Activities encourage discussion, problem solving, and student participation.	Yes, the students are actively involved in these activities in class.
3.	Differentiated Learning	Variation of tasks	Textbooks provide tasks with varying levels of difficulty.	Yes, because the textbook provides exercises of varying levels of difficulty that are suited.
4.	Differentiated Learning	Learning styles	The materials adapts to visual, auditory, and authentic learning	Yes, because the learning activities cater to various learning styles, such as visual, auditory and kinesthetic.

			styles.	
5.	Pancasila Student Profile	Critical thinking	Activities encourage reasoning, questioning, and analysis by students during learning.	Yes, because the activity encourages students to ask questions, carry out analysis and solve problems.
6.	Pancasila Student Profile	Collaboration	Tasks encourage group or pair work to interact with classmates.	Yes, because the tasks encourage students to work in groups or in pairs so that they can interact with one another.
7.	Pancasila Student Profile	Creativity	Activities allow students to creatively produce texts, projects, or presentations with their ideas.	Yes, because the activity gives students the opportunity to express their ideas creatively.
8.	Cultural relevance	Contextualization	The material reflects Indonesian culture and the real-life context of students.	Yes, because some of the material reflects Indonesian culture and local culture as it relates to the students'

				everyday experiences.
9.	Integration of skills	Language skills integration	Listening, speaking, reading, and writing are integrated to adapt teaching materials.	Yes, because listening, speaking, reading and writing skills are integrated into the learning process.

Interview Guideline

According to Tomlinson (2014), differentiated instruction is a way of teaching that adapts learning materials and activities to suit the diverse abilities and needs of each student. Therefore, English textbooks must provide a variety of tasks and appropriate assistance to meet the different learning needs of students in accordance with the Independent Curriculum.

Interview Guideline for Students : Participant 1

NO	Interview Question	Participant's Response
1.	Relevance of Textbook Content :	
	a. Do you think the topics in this English textbook are relevant to your interests and daily life?	Yes, because it is suitable for everyday learning, so you get used to it.
	b. Are the examples, texts, and activities in the textbook	Yes, Because the

	easy for you to understand and relate to your daily life?	text and activities are clear, sometimes there is too much text or not enough
2.	Student-Centered Learning Experience :	
	a. Do the activities in the textbook allow you to actively participate in learning English, such as sharing ideas or making choices?	Yes, Because the pictures are fun, funny and a little bit understandable, it makes me have no idea.
	b. What activities make you feel more involved in the learning process?	When learning activities involve modeling certain movements, it is very exciting.
3.	Support for Different Learning Abilities :	
	a. Are the assignments in the textbook appropriate for students with different English abilities?	Yes, according to the students' with abilities.
	b. Are there any activities that feel too easy or too difficult	There are those

	for you?	who find it too easy to demonstrate movements, while there are also those who find it too difficult to speak English.
4.	Comfort and Engagement in Learning :	
	a. Do you feel comfortable learning English using this textbook?	Yes, it is very comfortable because the text and images are clearly understandable.
	b. Which parts of the textbook help you learn well?	The text, activity and image sections are practically everything.
5.	General Opinions :	
	a. What do you like most about this English textbook?	Text and images,

		because I like to see unique things.
	b. Which parts of the textbook do not help you learn effectively?	No, there is because everything is clear and easy to understand.

Interview Guideline for Students : Participant 2

NO	Interview Question	Participant's Response
1.	Relevance of Textbook Content :	
	a. Do you think the topics in this English textbook are relevant to your interests and daily life?	Yes, because we read/study so it becomes a habit in our daily lives.
	b. Are the examples, texts, and activities in the textbook easy for you to understand and relate to your daily life?	Yes, sometimes we can chat in English and not in Indonesian.
2.	Student-Centered Learning Experience :	
	a. Do the activities in the textbook allow you to actively participate in learning English, such as sharing ideas or making choices?	Yes, the book is fun, exciting, comfortable to study.
	b. What activities make you feel more involved in the learning process?	There was a time when I demonstrated the movement at the front of the class, it was very exciting.
3.	Support for Different Learning Abilities :	
	a. Are the assignments in the textbook appropriate for	It is already

	students with different English abilities?	correct
	b. Are there any activities that feel too easy or too difficult for you?	Some activities are easy, but others can be difficult.
4.	Comfort and Engagement in Learning :	
	a. Do you feel comfortable learning English using this textbook?	Yes, it's very comfortable because the text is clear.
	b. Which parts of the textbook help you learn well?	All parts can make learning good.
5.	General Opinions :	
	a. What do you like most about this English textbook?	The visualization part is because it feels more exciting and fun.
	b. Which parts of the textbook do not help you learn effectively?	Nothing, everything in the textbook helped me.

Interview Guideline for Teacher :

NO	Interview Question	Participant's Response
1.	Compliance with the Independent Curriculum Standards :	
	a. To what extent does the English textbook comply with the standards and principles of the Independent Curriculum?	It's in tune, everything fits.
	b. Does the textbook clearly demonstrate competency-	Yes, Support

	based learning as required by the Independent Curriculum?	
	c. Are the learning objectives in the textbook clearly stated and applicable to classroom activities?	Yes, that's correct
2.	Student-Centered Learning :	
	a. To what extent do the activities in the textbook give students a leading role in the learning process?	Yes, sometimes
	b. Does the textbook encourage students to participate actively through discussions, problem solving, or project-based assignments?	It is quite effective, as digital activities help to boost student engagement and make it easier to understand the material through interactive media.
	c. How does the textbook help students to be more independent and responsible in their learning?	When there are problems with the internet network.
3.	Support for Differentiated Learning :	
	a. Does the textbook provide tasks with varying levels of difficulty to accommodate students with different abilities?	It helps students to solve problems by thinking critically.
	b. Are there alternative activities or flexible learning paths for students with different learning needs?	Observe contextual things.
	c. What limitations are found in the textbook regarding	No, because learning materials can

	differentiated learning?	always be developed.
4.	Consideration of Student Needs and Context :	
	a. Are the topics and materials in the textbook relevant to students' interests, backgrounds, and daily lives?	Yes, it was implemented.
	b. Does the textbook take into account students' language abilities and learning speeds?	Students become more active in communicating and collaborating.
	c. How does the textbook address cultural relevance and context?	More about the personality of each student which is different.
5.	General Evaluation :	
	a. In your opinion, which aspects of the textbook best support student-centered learning and adapted learning?	Presenting the current material in line with the curriculum
	b. Which aspects of the textbook do not fully meet the diverse needs of students?	Perhaps in the example questions. Sometimes it needs to be adapted to the circumstances.
	c. What improvements would you suggest to make the textbook more compatible with the Independent Curriculum?	It is even more contextual and can be simplified further.

Appendices III. Document Analysis and Interview Guedline Rq 2

RQ 2 : How do English textbooks support or not fully support the achievement of current educational goals, such as critical thinking and collaboration skills?

Theory/Previous Studies' Extract for RQ 2:

English textbooks have an important role in supporting the curriculum and meeting students' needs in language learning. Some studies Cunningsworth, (1995), and Tomlinson, (2011) show that not all textbooks can reflect the competency-based approach optimally. A study conducted by Ahidaturohmah (2021) found that some textbooks are less relevant to students' cognitive level and less supportive of critical thinking skills. Therefore, textbook evaluation is needed so that the material presented is truly in line with the curriculum objectives and students' learning needs.

References	Key Findings
Auerbach & Schussler (2017)	Adapted curricula and teaching materials can improve the effectiveness of the learning process and students' literacy outcomes.
Ajeng Puspita (2023)	Learning languages with the help of mobile devices helps improve students' digital skills and makes them more interested in learning English.
Zakaria (2024)	English textbooks in the Independent Curriculum must include activities that focus on higher-order thinking skills (HOTS) to support current educational goals.

Irma Hidayah (2021)	An analysis of textbook content shows that critical thinking skills are essential in developing effective English learning materials.
Angga (2022)	The Independent Curriculum prioritises collaborative learning as a key competency in primary education.
Richards (2017)	Communicative tasks help students use English meaningfully in everyday situations.
Cunningsworth (2018)	A good textbook provides opportunities for students to evaluate themselves and engage in reflection, thereby supporting independence in learning.
Braun & Clarke (2021)	A reflective approach helps in recognising strengths and weaknesses in the learning process and materials.
Bukhori (2017)	Creating content that is relevant to the real world in textbooks can improve students' understanding and ability to use language.
Fidian & Sandy (2020)	Using practical learning materials can improve students' learning experiences and outcomes.

Document Analysis Guideline :

No	Evaluation Criteria	Yes	No	Notes/Explanation
1.	Learning outcomes (CP): The lesson material is organized systematically to align with the Learning Outcomes (CP) outlined in the Independent Curriculum.	✓		This is because the material has been structured in a systematic manner and is aligned with the learning outcomes set out in the curriculum.
2.	Digital literacy (learning resources): This book encourages students to learn additional knowledge by using digital devices and online learning resource.	✓		The use of technology such as videos and text available on the internet in learning activities is already well established.
3.	Digital literacy (integrate technology) : Technology is integrated into learning through digital-based tasks such as the use of videos and online texts in learning	✓		The use of technology such as videos and text available on the internet in learning activities is already well established.

	activities.			
4.	Critical thinking : Learning activities are designed to improve higher-order thinking skills such as analyzing, evaluating, and solving complex problems.	✓		Students are able to analyse, evaluate and solve problems as they learn.
5.	Collaboration skills: Students are given the opportunity to develop social skills and the ability to work in groups through various learning activities.	✓		This has already been implemented, enabling students to work in groups and communicate effectively.
6.	Communication skills: The tasks in this book help students communicate in English in a real and meaningful way to improve their speaking skills.	✓		Students find it easier to speak English thanks to specific tasks.
7.	Assessment support: This	✓		This book gives students the opportunity to assess themselves and reflect on their learning progress.

	book provides space for students to assess themselves and reflect on their learning progress.			
8.	Practicality: Learning materials are presented by connecting academic concepts with real-life situations in students' daily lives.	✓		The learning material is presented by linking academic concepts to real-life situations that students encounter in their daily lives.

Interview Guideline

The support of textbooks for learning achievement (CP) and current educational goals can be examined using the opinion (Hutchinson and Waters 1987) on needs-based learning. This opinion argues that teaching materials must meet students' digital literacy needs so that their learning experiences are meaningful. In addition, the criteria (Cunningsworth 1995) that emphasize adaptability and interaction are used as a basis for assessing the extent to which textbooks can help students develop critical thinking and collaboration skills through challenging and interactive tasks. Finally, (Bukhori's 2017) argument about the importance of content that is relevant to the real world is used to detect inconsistencies that could hinder the achievement of CP, thereby ensuring that

textbooks can function as an effective bridge between classroom material, curriculum, and students' global competency needs.

Interview Guideine for Students : Participant 1

NO	Interview Question	Participant's Response
1.	Learning Outcomes (CP) :	
	a. Does the English textbook help you understand the learning objectives?	Very helpful, because it is clear and understandable.
	b.Does the textbook help improve your English skills, such as listening, speaking, reading, and writing? Which skills have improved the most?	Yes, I understand enough to be able to speak English even if a little and writing, a little.
	c. Are the exercises in the textbook appropriate for your English skills?	Yes, because they are appropriate.
2.	Digital Literacy :	
	a. Does your English textbook contain activities that involve digital tools, such as videos, online texts, or multimedia resources?	Yes, sometimes.
	b. Do these digital-based activities help you learn English more effectively?	Yes, it is very helpful for me.

	c. Did you encounter any difficulties when completing digital-based assignments from the textbook?	Yes, because they are appropriate.
3.	Critical Thinking Skills :	
	a. Does the textbook encourage you to think critically, such as analyzing texts, giving opinions, or solving problems?	Yes, because it is understandable.
	b. What types of activities make you think more deeply or critically?	When modeling movements or reading.
	c. Are there any activities that ask you to explain your opinion or give reasons for your answers?	Yes, there are, and they are quite difficult for me.
4.	Collaboration Skills :	
	a. Does the textbook encourage you to work with friends through pair or group activities?	Yes, it strongly encourages collaboration.
	b. In what ways does this textbook not help you achieve your learning goals?	Activities and writing.
	c. What suggestions for improvement would make this textbook better for learning English?	Perhaps it could be adapted to the abilities of elementary school students.
5.	General Support and Limitations of Textbooks :	
	a. In what ways do you think English textbooks support your learning process?	Everything written in the textbook, in my

		opinion, supports learning.
	b. In what ways do these textbooks not help you achieve your learning goals?	Listening, learning, and writing English correctly.
	c. What suggestions do you have for improving these textbooks to make them more effective for learning English?	More emphasis should be placed on pronunciation in the lessons.

Interview Guideline for Students : Participant 2

NO	Interview Question	Participant's Response
1.	Learning Outcomes (CP) :	
	a. Does the English textbook help you understand the learning objectives?	Yes,very helpful
	b.Does the textbook help improve your English skills, such as listening, speaking, reading, and writing? Which skills have improved the most?	Yes, Speaking listening reading and writing, I excel.
	c. Are the exercises in the textbook appropriate for your English skills?	It's suitable and there are some that are very easy for me.
2.	Digital Literacy :	
	a. Does your English textbook contain activities that involve digital tools, such as videos, online texts, or multimedia resources?	Yes, Sometimes there is
	b. Do these digital-based activities help you	Yes, very helpful

	learn English more effectively?	
	c. Did you encounter any difficulties when completing digital-based assignments from the textbook?	No, I'm pretty good at it
3.	Critical Thinking Skills :	
	a. Does the textbook encourage you to think critically, such as analyzing texts, giving opinions, or solving problems?	Yes, it helps me think critically when solving problems.
	b. What types of activities make you think more deeply or critically?	When answering the quiz
	c. Are there any activities that ask you to explain your opinion or give reasons for your answers?	Yes, is there during the quiz or answering questions.
4.	Collaboration Skills :	
	a. Does the textbook encourage you to work with friends through pair or group activities?	There are groups usually consisting of one or two more people.
	b. In what ways does this textbook not help you achieve your learning goals?	Answer questions and exemplify the movement.
	c. What suggestions for improvement would make this textbook better for learning English?	The picture is clearer
5.	General Support and Limitations of Textbooks :	
	a. In what ways do you think English textbooks support your learning process?	When read, in explain, or while quiz taking about it.
	b. In what ways do these textbooks not help you achieve your learning goals?	If the text content is too complicated, it makes it difficult for me to

		understand the material in the book.
	c. What suggestions do you have for improving these textbooks to make them more effective for learning English?	More visual images learning make more fun.

Interview Guideline for Teacher :

NO	Interview Question	Participant's Response
1.	Alignment with Learning Outcomes (CP) :	
	a. To what extent does the English textbook align with the Learning Outcomes (CP) outlined in the Independent Curriculum?	Some aspects are already in line with this, as the textbooks already refer to the learning outcomes and support the development of the Pancasila Student Profil.
	b. Does the textbook support the development of the four main skills of students, namely listening, speaking, reading, and writing?	Yes, because textbooks focus on achieving competencies through activities that improve students' abilities, not just mastering the material.
	c. Are the assignments and assessments in the textbook appropriate for the current abilities of students?	Yes, is already in accordance and running with the learning objectives that are apply.
2.	Support for Digital Literacy :	

	a. Does the textbook integrate digital literacy through activities that use technology or online resources?	Having a textbook really helps in carrying out learning activities.
	b. Based on your experience, how effective are the digital activities in the textbook in helping students learn English?	It has already been carried out.
	c. What challenges did you face when implementing technology-based activities from the textbook?	As there are individual tasks that must be completed first, students are taught to think independently and take responsibility for their work.
3.	Critical Thinking Skills Development :	
	a. Does the textbook encourage students to think more deeply, such as analyzing, evaluating, and problem solving?	The tasks are appropriate to the students' level of difficulty and ability
	b. What activities in the textbook are most effective in building students' critical thinking skills?	Learning pathways for students with different learning needs usually offer a range of options; for example, those who prefer reading or writing are placed in small groups based on their preferred learning style.
	c. Are there any limitations in the textbook regarding the development of students' critical thinking skills?	There isn't one, as the textbooks are already sufficiently varied and support differentiated learning

4.	Improving Collaboration Skills :	
	a. Does the textbook provide sufficient opportunities for students to work in groups or pairs?	Yes, is relevant and appropriate to students' needs
	b. How do collaborative activities in the textbook help the learning process and student engagement?	Yes, because textbooks offer various levels of language difficulty and types of assignments that can be adjusted to students' abilities and learning pace.
	c. What are some of the difficulties that often arise when students engage in collaborative activities?	In other words, the textbook presents material related to Indonesian culture and local wisdom.
5.	General Evaluation of Textbooks :	
	a. In your opinion, what are the main advantages of English textbooks in supporting current educational goals?	The most beneficial aspect is the variety of activities and tasks, as this gives students the opportunity to learn and demonstrate their mastery in line with their individual abilities and learning styles
	b. Which aspects of the textbooks do not fully support students in achieving the desired learning outcomes?	The examples or assessment questions are sometimes quite difficult for students to understand.
	c. What suggestions would you make to make the textbooks more compatible with the	It should be more carefully tailored to the diverse

	Independent Curriculum?	abilities of the students.
--	-------------------------	----------------------------

Appendices IV. Documentation

SDN 1 Jorong adalah sekolah dasar negeri tertua yang terletak di Jalan Masjid Al Abror, RT. 02/RW. 01, Desa Jorong, Kecamatan Jorong, Kabupaten Tanah Laut, Kalimantan Selatan. SDN 1 Jorong Sekolah yang telah terakreditasi B ini berperan penting dalam memberikan akses pendidikan dasar bagi komunitas local dan kawasan sekitarnya di wilayah Tanah Laut.





Appendices V. Sempro Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: <https://tbi.uin-antasari.ac.id>

SURAT KETERANGAN

Nomor: B-197/Un.14/III.1.f/PP.00.9/06/2025

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rina Juangsih
N I M : 220101030562
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jorong Kecamatan Tanah Laut.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

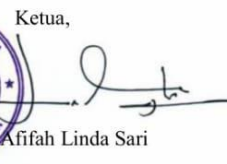
**“REFLECTION ON ENGLISH TEXTBOOKS WITH MERDEKA CURRICULUM
STANDARD AND CURRENT EDUCATIONAL GOALS”**

Pada Hari/Tanggal : Jumat 23 May 2025
Tempat : Ruang TBI 1.24

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 02 Juni 2025

Ketua,

Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

Appendices VI. 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- 0144 /Un.14/III.1/PP.00.9/01/2026
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

15 Januari 2026

Yth. Kepala Sekolah SDN 1 Jorong
 Kabupaten Tanah Laut

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 : Rina Juangsih
 NIM : 220101030562
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl. Ingub RT 31 no 131, kota banjarmasin, kec. Banjarmasin timur,
 kalimantan selatan
 No HP : 082152398139

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 ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Banjarmasin, 15 Januari 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



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

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

Appendices VII. Research Completion Letter



**PEMERINTAH KABUPATEN TANAH LAUT
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SD NEGERI 1 JORONG
NPSN : 30300800**



Jl. Masjid Al-Abror RT 02/RW 01 Ds Jorong, Kec. Jorong, Kab. Tanah Laut 70881
Narahubung 085345252211 Posel: sdnjorong1@gmail.com

SURAT KETERANGAN SELESAI RISET

Nomor : 046/YPIR-MA.R/SB/III/2026

Yang bertanda tangan di bawah ini:

Nama : ISNANIAH, S.Pd.I
Jabatan : Plt.Kepala Sekolah
Instansi : UPTD SDN 1 JORONG

Dengan ini menerangkan bahwa:

Nama : Rina Juangsih
NIM : 220101030562
Fakultas : Tarbiyah dan Keguruan
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : UIN Antasari Banjarmasin

Telah melaksanakan kegiatan riset/penelitian di UPTD SDN 1 Jorong sejak tanggal 21 Januari sampai dengan 23 Maret 2026 dengan judul penelitian:

“REFLECTION ON ENGLISH TEXTBOOKS WITH INDEPENDENT CURRICULUM STANDARD AND CURRENT EDUCATIONAL GOALS”

Dengan demikian, yang bersangkutan dinyatakan telah menyelesaikan kegiatan riset di instansi kami dengan baik. Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Tanah Laut, 23 Maret 2026
Mengetahui
Plt. Kepala UPTD SDN 1 Jorong

ISNANIAH, S.Pd.I
NIP. 19731115 200604 2 014



Appendices VIII. Thesis Consultation Notes

Date	Notes	SIGNATURE
1. 12/1 2026	1. For writing the thesis should be based on thesis guideline (chapter I - chapter VI) 2. Please add the theory based on your instrument (point by point) and use references at least 10 years (2016-2026). 3. Chapter 3: Research method Please delete the words "will" and use past tense. 4. Please go to solon onisan for Research letter	
2. 5/12 2025	Add strengthen the relevant theory to support the analysis and discussion in the thesis.	
3. 5/1 2026	1. Revise the writing and formatting of the thesis, including Paragraph arrangement, spacing, heading, and overall consistency. 2. Improve Chapter IV, particularly the findings and discussion section. 3. Revise Chapter V, especially the conclusion section, to make it clearer.	
4. 11/5 2026	1. Remove the abstract section 2. Add proof/evidence from the book. 3. Fix the margins and tidy up the formatting.	
5. 13/5 2026	1. Revise chapter III. 2. Add discussion in the key term section. 3. Revise the conclusion to make it consistent with the findings. 4. Organize and tidy up the overall writing structure.	

Date	Notes	SIGNATURE
6. 20/05 2026	1. Revision and Improvement of the abstract to ensure appropriate content and structure. 2. Correction of numbering. 3. Revision of Chapter 14, Particularity the final discussion section and overall organization of the content.	
7. 1/06 2026	1. Revise and expand the abstract by adding more detailed information about the research findings and Providing recommendations or suggestions. 2. Revise the Findings section by removing the numbering format and presenting the findings in Paragraph form.	
8. 20/06 2026.	1. Adjust the format of the captions by Placing the number and caption next in the center at the bottom of each Chapter, and on the following Page in the top right-hand corner.	

CURRICULUM VITAE

1. Full Name : Rina Juangsih
2. SRN : 220101030562
3. Place and Date of Birth : Sumedang, 17 – Agustus – 2004
4. Nationality : Indonesian
5. Address : JL. A. YANI KM. 100 , Desa Jorong, Prov. Kalimantan Selatan
6. Phone Number : 08214831455
7. Email : rinajuangsih19747@gmail.com
8. Organization/Work experience : a. Teater Awan 2023-2024
9. Academic Achievement : -
10. Non-Academic Achievement :-
11. List of Scientific Works :-

Banjarmasin, 29 June 2026



Writer