

## APPENDICES

### Appendix 1: Transliteration

Surah	Translation	
	English	Indonesian
Ar-Rahman Verse 33	O assembly of the jinn and the human! If you have the power to penetrate through the diametrical zones of the heavens and the earth, then penetrate (go through them)! You cannot penetrate through them except with a Sultan (authority)!	Wahai segenap jin dan manusia, jika kamu sanggup menembus (melintasi) penjuru langit dan bumi, tembuslah. Kamu tidak akan mampu menembusnya, kecuali dengan kekuatan (dari Allah).

## Appendix 2: Observation Sheets

This observation checklist was developed based on the stages of digital literacy by Jenkins (2015)

Date and Time :  
 Lecturer Name :  
 University :

Class		: TBI A, B & C 21	
Learning Material		: Teaching English Prose, Poetry and Drama	
No	Digital Literacy Stages	Lecturer's Activities	Notes
1.	<b>Warm-Up/Review</b>	▪ Begin the lesson with the content and material that has been studied before	
		▪ Do not introduce new technology or applications to students	
		▪ Ensure that all students understand the given task even though they were not present in the previous week	
2.	<b>Introduction</b>	▪ Focusing students' attention on language learning	
		▪ Introduce the learning objective and digital literacy objective	
		▪ Planning a web or an application that will be used for students to work on projects	
3.	<b>Presentation</b>	▪ Introduce new information to students in the form of visual, realia, description, explanation, or written text	
		▪ Check students' understanding	

		<ul style="list-style-type: none"> <li>▪ Presenting the use of technology that will be used by students to work on projects in short and simple steps</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ Make sure that students understand how to use the technology provided</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ Ask some students to practice the technology in stages</li> </ul>	
<b>4</b>	<b>Practice</b>	<ul style="list-style-type: none"> <li>▪ Provide different models for each activity</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ Facilitate students to convey/display their new knowledge through different activities</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ Guide students in practice</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ Observe the progress of student projects</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ Provide feedback to students</li> </ul>	
<b>5.</b>	<b>Evaluation</b>	The lecturer assesses students based on:	
		<ul style="list-style-type: none"> <li>▪ Language learning objective (students' have a good understanding of the material and are ready to apply their new knowledge in the real world)</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ Students' digital literacy abilities (make sure all students experienced technology in doing their project)</li> </ul>	
<b>6.</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>▪ Students applied their new knowledge in real life or new situations</li> </ul>	

### Appendix 3: Interview Guidelines

Interview guideline to the students: Digital Literacy challenges

This relates to students' experiences in implementing digital literacy in Introduction to Literature class. This interview guide was created based on ten aspects of digital literacy by Churchill (2016)

No	Interview Questions	Participant's Response
<b>1</b>	<b>Determine the quality of information and media required</b>	
	1. Do you have good competence in operating technology tools?	
	2. Do you like to read articles, books, novels, etc. through digital media?	
	3. How often do you use the Internet for your learning purposes? Does it help you in doing your task?	
	4. How do you identify the digital sources you will use to complete the task?	
<b>2</b>	<b>Find out a variety of information</b>	
	1. Have you ever visited websites like Google Scholar, Harzing, etc?	
	2. Could you tell me the example of the website that you visit the most?	
	3. Are there any difficulties that you face when searching for an article through digital sources?	
	4. How do you evaluate and filter the articles to get the appropriate topic that you are looking for?	
	5. Do you think that getting information from one source is enough?	
<b>3</b>	<b>Evaluate the reliability of the information</b>	
	1. How do you evaluate the article to get reliable sources and information?	
<b>4</b>	<b>Analyze, interpret, and utilize various information and media to communicate the idea through multimodal text</b>	
	1. How could you analyze, interpret, and use the information and digital media?	
	2. Are there any difficulties you face in understanding literary text from digital sources?	

	3. Do you have the capability to communicate/express the information you get from digital media?	
<b>5</b>	<b>Use digital technology in a safe and socially responsible manner</b>	
	1. Are you responsible for using digital technology?	
<b>6</b>	<b>Manage digital information in the technology space</b>	
	1. Are there any problems you face when working on projects related to the hardware or software of your device? (If any, please mention it and how you handle it?)	
<b>7</b>	<b>Ethically use information and media</b>	
	1. Do you respect the works of people on the Internet?	
	2. How do you respect the author's copyright to avoid plagiarism?	
	3. Are you interested in creating your own media or content with digital media?	
<b>8</b>	<b>Apply information and communicate knowledge effectively to others</b>	
	1. How do you apply the information to create your presentation?	
<b>9</b>	<b>Develop ability in problem-solving and reflecting on own technology skills</b>	
	1. What are the difficulties you face when working on the whole project and publishing your project?	
	2. Do you think learning by integrating technology to complete the project is needed?	
	3. Does it make you interested to take a role in learning English Literature	
<b>10</b>	<b>Utilize a variety of technology tools to create digital information</b>	
	1. Have you finished your Flipbook?	
	2. What are the technology tools that you use?	
	3. Do you create and edit your Flipbook by yourself?	

#### Appendix 4: Field Notes

Date and Time : 17 May 2022 – 8 June 2022  
 Lecturer Name : Afifah Linda Sari, M. Pd  
 University : UIN Antasari Banjarmasin

Class		: TBI A, B & C 21	
Learning Material		: Teaching English Prose, Poetry and Drama	
No	Digital Literacy Stages	Lecturer's Activities	Notes
1.	Warm-Up/Review	▪ Begin the lesson with the content and material that has been studied before	The lecturer asked students to search and read the artikel about "teaching prose"
		▪ Do not introduce new technology or applications to students	The lecturer used previous technology tools from the previous week
		▪ Ensure that all students understand the given task even though they were not present in the previous week	The lecturer asked students to make a summary of the article
2.	Introduction	▪ Focusing students' attention on language learning	The lecturer asked students to do small group discussions and take some notes
		▪ Introduce the learning objective and digital literacy objective	The lecturer explained the instruction also the learning objectives
		▪ Planning a web or an application that will be used for students to work on projects	The lecturer designed an online final project to make a flipbook
3.	Presentation	▪ Introduce new information to students in the form of visual, realia, description, explanation, or written text	The lecturer explained new information about poetry and drama to students with PPT and YouTube video
		▪ Check students' understanding	The lecturer asked students to re-explain her explanations and the content of video
		▪ Presenting the use of technology that will be used by students to work	The lecturer presented the stages to make a

		on projects in short and simple steps	flipbook in an easy-to-understand manner
		<ul style="list-style-type: none"> <li>▪ Make sure that students understand how to use the technology provided</li> </ul>	The lecturer repeated the stages for making a flipbook
		<ul style="list-style-type: none"> <li>▪ Ask some students to practice the technology in stages</li> </ul>	-
<b>4</b>	<b>Practice</b>	<ul style="list-style-type: none"> <li>▪ Provide different models for each activity</li> </ul>	The lecturer asked students to make a flipbook after they made a summary and did a group discussion
		<ul style="list-style-type: none"> <li>▪ Facilitate students to convey/display their new knowledge through different activities</li> </ul>	The lecturer facilitated students to convey their idea through a flipbook project
		<ul style="list-style-type: none"> <li>▪ Guide students in practice</li> </ul>	The lecturer gave class time for students to work on the project
		<ul style="list-style-type: none"> <li>▪ Observe the progress of student projects</li> </ul>	The lecturer asked about the students difficulties in working on project
		<ul style="list-style-type: none"> <li>▪ Provide feedback to students</li> </ul>	-
<b>5.</b>	<b>Evaluation</b>	The lecturer assesses students based on:	
		<ul style="list-style-type: none"> <li>▪ Language learning objective (students' have a good understanding of the material and are ready to apply their new knowledge in the real world)</li> </ul>	The lecturer assessed students based on the rubric
		<ul style="list-style-type: none"> <li>▪ Students' digital literacy abilities (make sure all students experienced technology in doing their project)</li> </ul>	The lecturer assessed students based on the rubric
<b>6.</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>▪ Students applied their new knowledge in real life or new situations</li> </ul>	-

## Appendix 5: Interview Results

Interview guideline to the students: Digital Literacy challenges

<b>Determine the quality of information and media needed</b>			
<b>No</b>	<b>Questions</b>	<b>Students</b>	<b>Students' Response</b>
1.	Do you have good competence in operating technology tools?	S 1	Yes, because lots of information/tutorials can be obtained now, like from TikTok so I can find the good websites
		S2	Still inadequate in operating a laptop
		S 3	I can operate digital tools because the lecturers taught us on campus.
		S 4	Yes
		S 5	I still need to improve my ability to operate a laptop.
		S 6	Yes, but I have a standard ability.
		S 7	Yes, I can use technology tools.
		S 8	I can use it, just not very well, either.
		S 9	Yes
		S 10	Yes, but I am a new laptop user.
2.	Do you like to read articles, books, novels, etc., through digital media?	S 1	I prefer printed books
		S2	I like it because it is easy to get and read for free.
		S 3	Yes, I prefer to use digital media because it is more efficient.
		S 4	I wouldn't say I like reading digital books because many notifications appear on my gadget, so I lack concentration.
		S 5	Yes
		S 6	Yes
		S 7	Yes
		S 8	I rarely read anything on digital media.
		S 9	Yes, because it quickly touches the point. It does not like printed media that has to be flipped back.
		S 10	Yes, I often read on digital media when there is free time. And if there is a task, I often search for sources from the Internet.
3.	How often do you use the internet for your learning purposes? Does it help you in doing your task?	S 1	Every time there was an assignment, from the beginning of my college studies, because there was no handbook like in high school, I should search for references from online books on the Internet. Very helpful



		S2	Often Very helpful
		S 3	Often Very helpful
		S 4	Often Very helpful
		S 5	Often
		S 6	Often It was helpful because it was more efficient. I didn't have to go anywhere to find sources.
		S 7	Often Very helpful
		S 8	Often Very helpful
		S 9	Often Very helpful
		S 10	Often Very helpful
4.	How do you identify the digital sources you will use to complete the task?	S 1	Open the web to search for articles, write keywords according to the topic I want, and choose which ones I can understand.
		S2	Open Google, type in the keywords and choose which article suits the topic I am looking for.
		S 3	I chose a more trusted website. I also participated in webinars in the month of Ramadan, where I got new information about trusted sites to find articles.
		S 4	I identify it by looking for information on TikTok about the best sites to get journal articles.
		S 5	Open Google, type in the keywords and choose which article suits the topic.
		S 6	Open google to search for articles, then write keywords according to the topic that I want, and I choose the understandable ones.
		S 7	I chose a more trusted website. I also participated in webinars in the month of Ramadan, where I got new information about trusted sites to find articles.
		S 8	Open google to search for articles, then write keywords according to the topic

			that I want, and I choose which ones I can understand
		S 9	Open the web to search for articles, then write keywords according to the topic that I want, and I choose which ones I can understand
		S 10	Open google, type in the keywords and choose the most understandable article.

<b>Find out a variety of information</b>			
<b>No</b>	<b>Questions</b>	<b>Students</b>	<b>Students' Response</b>
1.	Have you ever visited websites like Google Scholar, Harzing, etc.?	S 1	Yes
		S2	Google Scholar only
		S 3	Yes
		S 4	Yes
		S 5	Yes
		S 6	Yes
		S 7	Yes
		S 8	Yes
		S 9	Yes
		S 10	Yes
2.	Could you tell me the example of websites that you visit the most?	S 1	Google Scholar, Z-library, and Publish or Perish
		S2	Most often in google scholar
		S 3	Google Scholar, Google books, and Garuda
		S 4	Google Scholar
		S 5	Google Scholar, Z-library
		S 6	Google Scholar
		S 7	Google Scholar
		S 8	Google Scholar, Garuda, and Mendeley
		S 9	Google Scholar
		S 10	Google
3.	Are there any difficulties that you face when searching for an article through digital sources?	S 1	Sometimes after I read the content of the article, it does not match the topic that I am looking for
		S2	No, there are not
		S 3	Yes, there are usually some articles that cannot be opened or can only be opened for a few pages.
		S 4	No, there is no difficulty in searching because so many journals can be accessed on the Internet.

		S 5	The difficulty I faced was in finding a suitable topic. And sometimes, some websites must be logged in first. Also, some articles are paid for.
		S 6	Sometimes I search for journals with a particular theme, but what appears on the search page is mixed with other themes.
		S 7	Sometimes, some articles cannot be downloaded, and I get network problems.
		S 8	It took much work to find an accurate article on Google.
		S 9	Yes, sometimes the articles I get are less specific.
		S 10	Usually, I need help finding relevant articles related to the given topic.
4.	How do you evaluate and filter the articles to get the appropriate topic that you are looking for?	S 1	Selecting articles from recent years If the article was published in 2012, that is no longer of my interest.
		S2.	I will match the content of the article with the material searched for
		S 3	I will change the keyword to find the relevant article.
		S 4	I choose a topic from the journal with the latest year, look for the difference between the previous and latest journals, and then combine them.
		S 5	Type keywords that match the topic
		S 6	I have to be more specific about the keywords I use
		S 7	When I search for articles, I only focus on the topic as long as it is appropriate.
		S 8	I just adjusted the topic.
		S 9	Looking for a source that fits the topic and then merges several articles to find the gist of what I am looking for
		S 10	Changing keywords to focus more on one topic
5.	Do you think that getting information from one source is enough?	S 1	No, I had to look for some articles to understand more.
		S2	No, I don't think so
		S 3	No, it is not enough.
		S 4	Not enough
		S 5	Not
		S 6	Not
		S 7	Not enough

		S 8	Not enough
		S 9	Not
		S 10	Not

No	Evaluate the reliability of the information		
1.	Questions	Students	Students' Response
	How do you evaluate the article to get reliable sources and information	S 1	Translate the abstracts and conclusions from the articles
		S2	Search from multiple sources
		S 3	I take articles from trusted journals or international journals, not from blogs like Wikipedia or Blogspot. In addition, I also compare articles with each other so that the information is more valid. Besides, I opened the paper one by one and chose the most suitable article
		S 4	I open the article one by one and choose the most relevant article.
		S 5	Read the title and abstract of the article I got
		S 6	I choose transparent sources like journals, not personal blogs.
		S 7	Search for articles from reliable sources
		S 8	I used the latest article since 2017
		S 9	Search for multiple sources, then compare and combine them.
		S 10	Adapt the content of the article to the topic I am looking for
		S 25	I believe in articles related to literature because it is not gossip.

Analyze, interpret, and use a variety of information and media to communicate the meaning of multimodal texts			
No	Questions	Students	Students' Response
1.	How could you analyze, interpret, and use the information and digital media?	S 1	Read, translate, understand, and summarize them in my own language.
		S2	Read, summarize, and then mix up several articles to get the core/answer of the problem/material I am looking for
		S 3	Read, translate complex vocabulary, understand, and reread it entirely until I remember the point.

		S 4	Read, translate, compare and combine the contents of several journals, then write them in my own language.
		S 5	Read, translate, understand, and summarize them in my own language.
		S 6	Read, translate, understand, and summarize it in my own language.
		S 7	Read, translate, and understand the articles I get. Still, I prefer YouTube as a reference source for working on projects because I get a better understanding by listening to other people's explanations than by reading and understanding them by myself. After I understood the content of the video, I wrote down the gist with my own sentences in Indonesian and then translated it back into English.
		S 8	Read, translate, understand, and summarize them in my own language.
		S 9	Read, translate, understand, and combine several articles and summarize them.
		S 10	Read, translate, and then understand the article's content and summarize it in my own language. However, I read an article about the drama that was not easy to understand, so I chose poetry.
2.	Are there any difficulties you face in understanding literary text from digital sources	S 1	The language is difficult to understand
		S2	The language is difficult to understand
		S 3	Yes, the language of a literary text is too high, let alone English, so I need to translate it first.
		S 4	I need help understanding the content of an English-language journal.
		S 5	Nothing
		S 6	I need help understanding the text. Then I try to translate and read it over and over again.
		S 7	Yes, I had difficulty understanding the English text because I lacked vocabulary. I should translate the text into Indonesian, and I also read it over and over again. In addition, I also find need help understanding any texts with an unfamiliar theme.

		S 8	I usually translate the text, and if I still do not understand, I will ask my friend to explain it. But I wouldn't say I like learning literature related to material or text. I prefer to practice, for example, poetry, storytelling, or drama.
		S 9	Yes, I need help understanding words in the text that sometimes have figurative meanings. I am also always translating and rereading the text, but if I still do not understand, I will read another article that is easier to understand
		S 10	Yes, sometimes I find it challenging to understand the text, but I always translate it so I can understand it.
3.	Do you have the capability to communicate/express the information you get from digital media?	S 1	Yes, because I search and summarize it myself, I automatically understand and can communicate it.
		S2	I still cannot
		S 3	Yes
		S 4	Yes, because I have summarized and explained the essence of the material.
		S 5	Yes
		S 6	I am still trying to convey my ideas.
		S 7	Yes, but I am still nervous.
		S 8	I have no good communication skills, but I can share the information I get through social media.
		S 9	Yes
		S 10	I am still lacking in terms of communication because I am embarrassed.

<b>Use a safe and socially responsible manner of using digital technology</b>			
<b>No</b>	<b>Questions</b>	<b>Students</b>	<b>Students' Response</b>
1.	Are you responsible for using digital technology?	S 1	Yes
		S2	Yes
		S 3	Yes
		S 4	Yes
		S 5	Yes
		S 6	Yes
		S 7	Yes
		S 8	Yes
		S 9	Yes

		S 10	Yes
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<b>Manage information in the technology space</b>			
<b>No</b>	<b>Questions</b>	<b>Students</b>	<b>Students' Response</b>
1.	Are there any problems you face when working on projects related to the hardware and software of your device? (If any, please mention it and how you handle it?)	S 1	None
		S2	None
		S 3	None
		S 4	None
		S 5	Yes, there was a problem when I uploaded my flipbook file to the fliphtml5 website; I twice failed when uploading, whether because of the internet network or other. Then I tried again until it could be published.
		S 6	None
		S 7	Yes, I had a network problem when looking for a source then I tried to stabilize my network by getting close to the signal source.
		S 8	None
		S 9	None
		S 10	None

<b>Use information and media ethically.</b>			
<b>No</b>	<b>Questions</b>	<b>Students</b>	<b>Students' Response</b>
1.	Do you respect the works of people on the Internet?	S 1	Yes
		S2	Yes
		S 3	Yes
		S 4	Yes
		S 5	Yes
		S 6	Yes
		S 7	Yes
		S 8	Yes
		S 9	Yes
		S 10	Yes
2.	How do you respect the author's copyright to avoid plagiarism?	S 1	If I quote it directly, I will write the author's name. I also paraphrase the writing so as not to copy-paste.
		S2	I wrote citations like footnotes or endnotes.
		S 3	I always write down the source of the article or book I cite, and I also develop the source's words so that it is not plagiarism.

		S 4	Write down the author's name, year, or quote by whom
		S 5	Write down the source.
		S 6	I wrote down the source and revealed the article's content in my own language.
		S 7	I wrote down the source of the article and the video link I used
		S 8	I wrote down a footnote or endnote. I also changed some words so as not to be exposed to plagiarism.
		S 9	I write down the author's name and include the article link, but sometimes I copy and paste.
		S 10	I always write down the source, but I still plagiarize often, but sometimes I summarize in my own language.
3.	Are you interested in creating your own media or content with digital media?	S 1	Yes, I like it because many people can see my project.
		S2	I am interested in creating and sharing digital content with others so that they gain new knowledge from what I share.
		S 3	I really like it because I can show my creativity.
		S 4	Interested, but less able
		S 5	I am interested, but I need more than the memory of my gadget.
		S 6	Quite interested because I can introduce my created content to others.
		S 7	I am more confident creating digital content because I only look at the screen.
		S 8	Not interested because I wouldn't say I like editing content
		S 9	Sometimes I am ashamed of my work, but I am happy to share it if it is good.
		S 10	No, because I'm embarrassed

<b>Apply information and communicate knowledge effectively to others</b>			
<b>No</b>	<b>Questions</b>	<b>Students</b>	<b>Students' Response</b>
1.	How do you apply information to create your presentation?	S 1	I understand and summarize my chosen article in my own language, then make it a PPT.
		S2	Read/translate articles that fit the topic, summarize and combine several articles in my own language, and then create a PPT.



		S 3	I created/made up my own content for flipbook based on my learning experience then I made it into PPT through Canva.
		S 4	I understand the content of the article and then summarize it in my own language and write it into PPT.
		S 5	I understand and summarize the article I chose with my own Language, then make it a PPT whose template I took from Slides go.
		S 6	I understand and summarize my chosen article in my own language then I make it into a PPT.
		S 7	I watch the video on YouTube and then use the website to summarize the content creator's explanation, understand the content, summarize the video's points in my own language, and then make a PPT.
		S 8	I use a website to summarize content creator talks in a video, understand and summarize the video I chose in my own language and then make it a PPT.
		S 9	I understand the information in several articles and summarize it by combining it and then making it a PPT.
		S 10	I understand and summarize the article I chose in my own Language and then make it a PPT in Canva.

<b>Develop ability in problem-solving and reflecting on own technology skills</b>			
<b>No</b>	<b>Questions</b>	<b>Students</b>	<b>Students' Response</b>
1.	What difficulties do you face when working on the whole project and publishing it?	S 1	It is challenging to find a suitable journal because I want to make a flipbook about teaching strategies for elementary school students.
S 2		I need help finding sources and understanding the explanation/content.	
S 3		I had trouble understanding the article about prose, so I chose the play and then made my own teaching strategy. I developed that strategy based on my experience at the cottage and my own new ideas to complete it. It took a reasonably long time, two days.	

		S 4	The difficulty I experienced was that when determining the theme, I had to choose between prose, poetry, or drama, and finally, I decided on drama.
		S 5	The problem I face when publishing my flipbook
		S 6	I need help when searching for articles and understanding them.
		S 7	The challenge is finding and understanding sources with the topic I wanted. Besides, I am also constrained by the network when looking for sources.
		S 8	I had difficulty finding material. Initially, I chose the theme of poetry, but my lecturer said if I decided on poetry, my flipbook must contain the poetry taught in it. Then I searched for it on YouTube and found a video delivered by an Indian content creator. I could not reach the point he was explaining. Then I changed the theme I chose to drama, and finally, I found an understandable video.
		S 9	The most challenging part is looking for a source and understanding it.
		S 10	I searched for articles, understood the content and created my own words.
2.	Do you think learning by integrating technology to complete the project is needed?	S 1	Yes
		S2	Yes, because technology is needed to support learning, but in literature classes, if the context is poetry and drama, it will be more interesting if we perform.
		S 3	Yes
		S 4	Yes, it is necessary because everything is based on all technology in this day and era.
		S 5	Yes
		S 6	Yes, because the information/material I get from digital media directly touches the point, so I do not get bored.
		S 7	Yes, because it increases my knowledge.
		S 8	Yes
		S 9	Yes
		S 10	Yes

3.	Does it make you interested in taking a role in learning English literature?	S 1	Yes. Because when I focus on finding one topic and then the article that appears on the homepage is different, I will indirectly get new knowledge outside of the topic I am looking for.
		S2	I am more interested in literature in the poetry and drama section.
		S 3	Yes, because it reduces reading boredom because it combines images and backgrounds. In addition, I also gained new knowledge about teaching English through literature (prose, poetry, drama)
		S 4	Yes, it is exciting because this project could increase my skills in operating digital tools. In addition, my knowledge of good teaching strategies so that children do not get bored also increases because I read several articles with that theme and am more active in learning.
		S 5	Yes, because I feel satisfied with my flipbook result.
		S 6	Yes, this project is more fun because it contains writing and can be added to other media. In addition, I also gained new knowledge about strategies for teaching English that is not only by memorizing.
		S 7	Yes, because with this project, I read more, and it made me realize that there is much knowledge about the world of literature that I didn't know before, so I am interested in it.
		S 8	Yes, because this project makes literature lessons more varied by using flipbook maker's website, YouTube and Google, and making a book livelier because it includes background, etc.
		S 9	Yes, because I learned a new thing that I have never tried before, namely making a Flipbook which will undoubtedly be very useful the next day when you want to present or teach
		S 10	Yes, because the flipbook is a unique medium I just knew about, it can be applied when I become an English teacher someday.

<b>Utilize a variety of technology tools to create digital information</b>			
<b>No</b>	<b>Questions</b>	<b>Students</b>	<b>Students' Response</b>
1.	Have you finished your flipbook?	S 1	Yes
		S2	Yes
		S 3	Yes
		S 4	Yes
		S 5	Yes
		S 6	Yes
		S 7	Yes
		S 8	Yes
		S 9	Yes
		S 10	Yes
2.	What are the technology tools that you use?	S 1	Fliphtml5 and Publish or Perish (I chose the Indian thesis)
		S2	Fliphtml5 and Google Scholar
		S 3	Fliphtml5 and Canva
		S 4	Fliphtml5 and Google Scholar
		S 5	Fliphtml5, Google Scholar, and Slides go
		S 6	Fliphtml5 and Google Scholar
		S 7	Fliphtml5 and YouTube
		S 8	Fliphtml5, Google Scholar, and YouTube
		S 9	Fliphtml5 and Google Scholar
		S 10	Fliphtml5 and Google
3.	Do you create and edit your flipbook by yourself?	S 1	Yes, I do
		S2	Yes, I do
		S 3	Yes, I do
		S 4	Yes, I do
		S 5	Yes, I do
		S 6	Yes, I do
		S 7	Yes, I do
		S 8	Yes, I do
		S 9	Yes, I do
		S 10	Yes, I do

## Appendix 6: Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274482  
 Email: ftk@uin-antasari.ac.id Web: www.fk.uin-antasari.ac.id

Nomor : B-1219 /Un.14/III.1/PP.00.9/06/2022      23 Juni 2022  
 Sifat : Penting  
 Lampiran : 1 (satu) berkas  
 Hal : Permohonan Izin Penelitian (Riset)

Yth. Rektor UIN Antasari Banjarmasin  
 Banjarmasin

*Assalamu'alaikum Warahmatullah Wabarakatuh*  
 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 : Melda Nursaina  
 N I M : 190101030141  
 Jurusan : S1 Tadris Bahasa Inggris (TBI)  
 Fakultas : Tarbiyah dan Keguruan  
 Alamat : Jl. A. Yani Kupang RT. 12 RW. 03 Kelurahan Kupang Kecamatan Tapin Utara Kabupaten Tapin  
 No HP : 81952576891

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh*

Wakil Dekan Bidang Akademik  
 dan Kelembagaan,  
  
 Ahmad Muradi

Tembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.

Subbag. Mikros & Alami FTK UIN Antasari



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274482  
 Email: ftk@uin-antasari.ac.id Web: www.fk.uin-antasari.ac.id

**SURAT RISET**  
 Nomor: B-1219 /Un.14/III.1/PP.00.9/06/2022

Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Melda Nursaina  
 Nomor Induk Mahasiswa : 190101030141  
 Semester : ENAM (VI)  
 Alamat : Jl. A. Yani Kupang RT. 12 RW. 03 Kelurahan Kupang Kecamatan Tapin Utara Kabupaten Tapin  
 Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

**INTEGRATING DIGITAL LITERACY THROUGH FLIPBOOK PROJECT IN ENGLISH FOR LITERATURE COURSE**

Tempat yang dituju : UIN Antasari Banjarmasin  
 Barang yang dibawa : Seperangkat alat riset  
 Lamanya Riset : 2 (Dua) bulan  
 Dari tanggal : 27 Juni 2022  
 Sampai dengan tanggal : 26 Agustus 2022

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 23 Juni 2022  
 Wakil Dekan Bidang Akademik  
 dan Kelembagaan,  
  
 Dr. Ahmad Muradi, M.Ag  
 NIP. 197808082005011008

Mahasiswa yang bersangkutan,  
  
 Melda Nursaina  
 NIM. 190101030141

Subbag. Mikros & Alami FTK UIN Antasari



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274482  
 Email: ftk@uin-antasari.ac.id Web: www.fk.uin-antasari.ac.id

Nomor : B-1219 /Un.14/III.1/PP.00.9/06/2022      23 Juni 2022  
 Sifat : Penting  
 Lampiran : 1 (satu) berkas  
 Hal : Permohonan Izin Penelitian (Riset)

Yth. Ketua Jurusan TBI  
 UIN Antasari Banjarmasin  
 di-Tempat.....

*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 : Melda Nursaina  
 N I M : 190101030141  
 Jurusan : S1 Tadris Bahasa Inggris (TBI)  
 Fakultas : Tarbiyah dan Keguruan  
 Alamat : Jl. A. Yani Kupang RT. 12 RW. 03 Kelurahan Kupang Kecamatan Tapin Utara Kabupaten Tapin

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Wakil Dekan Bidang Akademik  
 dan Kelembagaan,  
  
 Ahmad Muradi

Tembusan :  
 1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari,  
 2. Kepala UIN Antasari Banjarmasin

Subbag. Mikros & Alami FTK UIN Antasari



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274482  
 Email: ftk@uin-antasari.ac.id Web: www.fk.uin-antasari.ac.id

Nomor : B-1219 /Un.14/III.1/PP.00.9/06/2022      23 Juni 2022  
 Sifat : Penting  
 Lampiran : 1 (satu) berkas  
 Hal : Permohonan Izin Penelitian (Riset)

Yth. Ketua Jurusan TBI  
 UIN Antasari Banjarmasin  
 di-Tempat.....

*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 : Melda Nursaina  
 N I M : 190101030141  
 Jurusan : S1 Tadris Bahasa Inggris (TBI)  
 Fakultas : Tarbiyah dan Keguruan  
 Alamat : Jl. A. Yani Kupang RT. 12 RW. 03 Kelurahan Kupang Kecamatan Tapin Utara Kabupaten Tapin

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.



*Wassalamu'alaikum Wr. Wb.*

Wakil Dekan Bidang Akademik  
 dan Kelembagaan,  
  
 Ahmad Muradi

Tembusan :  
 1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari,  
 2. Kepala UIN Antasari Banjarmasin

Subbag. Mikros & Alami FTK UIN Antasari

## Appendix 7: Tittle Change Letter

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI ANTASARI</b> <b>FAKULTAS TARBIYAH DAN KEGURUAN</b> <b>PRODI TADRIS BAHASA INGGRIS</b> Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin <b>Telepon (0511) 3253939 Faksimile (0511) 3274492</b> Email: tbi@uin-antasari.ac.id Web: www.ftk.iain-antasari.ac.id
6 April 2022	
Nomor : B – /Un.14/III.1.f/PP.00.9/01/2022	
Lamp : -	
Hal : <u>Perubahan Judul Skripsi</u>	
Kepada Yth. Sdr (i) Melda Nursalna NIM. 190101030141 Mahasiswa Jurusan TBI	
di Banjarmasin	
Assalamu'alaikum. Wr. Wb.	
Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:	
<b>INTRODUCING DIGITAL LITERACY THROUGH PROJECT-BASED LEARNING</b>	
Berubah menjadi:	
<b>HARNESSING DIGITAL LITERACY FOR ENGLISH LITERATURE CLASS THROUGH PROJECT-BASED LEARNING</b>	
Menunjuk :	
<ol style="list-style-type: none"><li>1. DR. Hj. Raida Asfihana, M.Pd sebagai Dosen Pembimbing Konten dan Metodologi.</li><li>2. Afifah Linda Sari, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.</li></ol>	
Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.	
Wassalamu'alaikum. Wr. Wb.	
 Ketua Afifah Linda Sari, M.Pd NIP 198711102015032004	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**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**  
Email: tbi@uin-antasari.ac.id Web: www.ftk.iain-antasari.ac.id

9 Juni 2022

Nomor : B – /Un.14/III.1.f/PP.00.9/01/2022  
Lamp : -  
Hal : Perubahan Judul Skripsi

Kepada Yth.  
Sdr (i) Melda Nursalna  
NIM. 190101030141  
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**HARNESSING DIGITAL LITERACY FOR ENGLISH LITERATURE  
CLASS THROUGH PROJECT-BASED LEARNING**

Berubah menjadi:

**INTEGRATING DIGITAL LITERACY THROUGH FLIPBOOK PROJECT  
IN ENGLISH FOR LITERATURE COURSE**

Menunjuk :

1. DR. Hj. Raida Asfihana, M.Pd sebagai Dosen Pembimbing Konten dan Metodologi.
2. Afifah Linda Sari, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Ketua,  
  
Afifah Linda Sari, M.Pd  
NIP. 198711102015032004



## Appendix 8: Certificate of Seminar Proposal



ANTASARI Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

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

### SURAT KETERANGAN

Nomor: B – 693/Un.14/III.1.f/PP.00.9/06/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Melda Nursalna  
N I M : 190101030141  
Jurusan/Prodi : TBI  
Alamat : Jl. A. Yani Kupang Rt. 12 Rw. 03 Kelurahan Kupang  
Kecamatan Tapin Utara Kabupaten Tapin  
adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang  
berjudul:

**INTRODUCING DIGITAL LITERACY  
THROUGH PROJECT-BASED LEARNING**

Pada Hari/Tanggal : 25 Maret 2022

Tempat : Google Meet

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 17 Juni 2022

Ketua,



Arifah Linda Sari, M.Pd  
NIP 198711102015032004



## Appendix 9: Seminar Proposal Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
ANTASARI BANJARMASIN  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS  
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: tbi@uin-antasari.ac.id Web: fk.iain-antasari.ac.id

### SEMINAR PROPOSAL SKRIPSI

Hari/Tanggal : Jum'at, 25 Maret 2022  
Judul Proposal Skripsi : Introducing Digital Literacy Through  
Project-Based Learning  
Nama Penyaji/NIM : Melda Nursalna/190101030141  
Dosen pembimbing : DR. Raida Asfihana, M.Pd  
Afifah Linda Sari, M.Pd  
Ruang Seminar : Daring (Google Meet)  
Alamat Rumah : Jl. A. Yani Kupang RT. 12 RW. 03 Kelurahan Kupang  
Kecamatan Tapin Utara Kabupaten Tapin  
Penanggap Utama : Nur Yulia Latifah  
Penanggap Umum : 1. Norlinda  
2. Anisa Zahra  
3. Halinda

Banjarmasin, 25 Maret 2022

Pembimbing,  
(Konten & Metodologi)

DR. Raida Asfihana, M.Pd  
NIP. 198311302006042003

Pembimbing,  
(Bahasa & Teknik Penulisan)

Afifah Linda Sari, M.Pd  
NIP. 198711102015032004

Moderator,

Khairatunnisa, S.Pd  
NIP. -

#### Catatan:

1. Blangko ditandatangani oleh Pembimbing dan Moderator sewaktu kegiatan seminar dilaksanakan.
2. Blangko ini segera diserahkan ke Prodi setelah kegiatan seminar dilaksanakan.

**Appendix 10: Thesis Consultation Notes**





**CONSULTATION NOTES**



**ADVISOR OF CONTENTS AND RESEARCH**





**METHODS**



**NAME OF ADVISOR: Dr. Hj. RAIDA ASFIHANA,**

**M.Pd**

Date	Notes	SIGNATURE
April 11, 2022	<ul style="list-style-type: none"> <li>• Proposal Revisions</li> <li>• Change of title, RQ, and participant from high school to university</li> <li>• Plans to do research in Intro to Literature class</li> <li>• The plan to change Literature class to CALL and the research is carried out in the 7<sup>th</sup> semester because the Literature class has been running for almost half of the semester</li> <li>• Doing research in a literature class if the final project is a digital project and 60% of digital media in the learning activities</li> <li>• Focus on what skills you want to achieve from the literature class (e.g., reading, writing, ...)</li> <li>• Make sure the number of participants; do not write some students</li> <li>• Take the participants from all literature classes, and choose them randomly</li> <li>• Determine how long the research will be conducted</li> <li>• If the literature class does not create a digital project, focus on exploring the implementation of PjBL in Teaching Literature</li> <li>• Use the correct citation method; use Mendeley</li> <li>• Sent a book and two articles about PjBL</li> </ul>	
April 12, 2022	<ul style="list-style-type: none"> <li>• Make sure the core of research (PjBL or digital literacy) is because those are two big things</li> <li>• Look again at the research gap, strengthen the difference</li> <li>• Focus on the skills to be achieved (reading skills, writing skills, etc.), not the course</li> </ul>	

	<ul style="list-style-type: none"> <li>• Strengthen the reasons for choosing a Literature class</li> <li>• Reinforce the theory of English Literature</li> <li>• Mastering the theory, getting high and reliable data</li> <li>• The contents of chapter 2 consist of: <ul style="list-style-type: none"> <li>- Digital Literacy</li> <li>- PjBL</li> <li>- English Literature</li> </ul> </li> <li>• Because the monitoring in the CALL class has not run optimally, still choose the literature class; if the project is digital, continue to discuss digital literacy, but if the project is not digital, focus on exploring the implementation of PjBL, the usual case study</li> </ul>	
Mei 17, 2022	<ul style="list-style-type: none"> <li>• After pre-observation, there is a digital project in the Literature class to make a flipbook, so this research is still being carried out in the Literature class</li> <li>• Consultation on time allocation and the stages of learning</li> <li>• Make the research instruments according to the theory used</li> <li>• Clearly describe the steps of PjBL in the instrument</li> <li>• Sent interview guide</li> </ul>	
June 8, 2022	<ul style="list-style-type: none"> <li>• Improvements on the research instruments in observation sheets number 14 should be divided into three parts</li> <li>• Add more questions related to the process of monitoring</li> <li>• Use definite, original, strong, and clear sources (books or articles) for the instrument</li> </ul>	

	<ul style="list-style-type: none"> <li>• Make sure again that the core focus in research is to develop instruments based on the theory</li> <li>• Expand core theory in chapter 2</li> <li>• Add more research participants, from five students per class to ten students per class</li> <li>• Observations have been carried out since April (there has been pre-observation before determining where the research will be done); the duration of the research is at least three months</li> <li>• Write the date of observation and research</li> <li>• See the results of student projects</li> <li>• Remove the word "harnessing" from the title</li> </ul>	
<b>June 9, 2022</b>	<ul style="list-style-type: none"> <li>• Determining the title of "Integrating Digital Literacy through Flipbook Project in English for Literature Course."</li> <li>• Determine the core focus on digital literacy, and PjBL is the addition</li> <li>• Strengthen and expand the theory of digital literacy</li> <li>• Creating a new instrument for digital literacy, especially the observation sheets, because it is the stages of PjBL</li> <li>• The results will be slightly different in the discussion because the stages have changed, but it is okay because the data analysis has not been carried out/written</li> </ul>	
<b>June 17, 2022</b>	<ul style="list-style-type: none"> <li>• Consulting the research approval letter to send to the faculty</li> </ul>	
<b>July 20, 2022</b>	<ul style="list-style-type: none"> <li>• Consulting the reference for answering the first research question</li> </ul>	
<b>November 15, 2022</b>	<ul style="list-style-type: none"> <li>• Change the 2<sup>nd</sup> RQ</li> <li>• Used the stages of DL to analyze RQ 1</li> </ul>	




	<ul style="list-style-type: none"> <li>• Used the aspects of DL to analyze RQ 2</li> <li>• The core research is focused on digital literacy, while PjBL is only an additional theory related to the flipbook project</li> <li>• Add student challenges in working on literature projects/learning as minor findings</li> </ul>	
<b>November 28, 2022</b>	<ul style="list-style-type: none"> <li>• Add the theories in the discussion to the themes in chapter II</li> <li>• Make sure chapter IV reflects the answers for each RQ</li> <li>• Give highlight color for findings and discussion for each RQ</li> <li>• Used two articles about PjBL</li> </ul>	
<b>December 4, 2022</b> <b>December 7, 2022</b>	<ul style="list-style-type: none"> <li>• Create a matrix for research instruments</li> <li>• Use Grammarly</li> <li>• Change the writing order of chapter I in the definition of key terms section</li> <li>• Eliminate descriptive qualitative in chapter III. Immediately explain the case study and its reasons</li> <li>• Place the matrix at the end of chapter III</li> <li>• Change the RQ in chapter IV to a statement</li> <li>• Consistent writing in chapter IV using students or participants</li> <li>• Add information to the interview result quotation (S1, S2, S3, etc)</li> </ul>	










## **CONSULTATION NOTES**

### **ADVISOR OF LANGUAGE AND WRITING TECHNIQUES**

**NAME OF ADVISOR: AFIFAH LINDA SARI, M.Pd**

Date	Notes	SIGNATURE
April 6, 2022	<ul style="list-style-type: none"> <li>• Proposal Revisions</li> <li>• Change of title to "Harnessing Digital Literacy through Project-Based Learning"</li> <li>• Change of RQ, research setting, participants from high school to university, also the source of data</li> <li>• Plans to do research in Intro to Literature class</li> <li>• Discuss the mentoring and monitoring process in the literature class</li> </ul>	
April 11, 2022	<ul style="list-style-type: none"> <li>• Discussing the results of the consultation with the advisor of content and research method regarding the requirements if choosing a literature class; the project made must be digital</li> </ul>	
April 18, 2022	<ul style="list-style-type: none"> <li>• Discussing the results of the consultation with the advisor of content and research method regarding the project; if the project is digital, continue to discuss digital literacy, but if the project is not digital, focus on exploring the implementation of PjBL in Literature Class</li> </ul>	

April 20, 2022	<ul style="list-style-type: none"> <li>• Improve the writing techniques, adapt to the "thesis guide", make it two spaces, and divide by chapter</li> </ul>	
May 16, 2022	<ul style="list-style-type: none"> <li>• Discuss the digital project design that will be given to students</li> <li>• Discuss the steps for implementing digital literacy in literature class</li> </ul>	
May 31, 2022	<ul style="list-style-type: none"> <li>• Discuss the flipbook project</li> </ul>	
June 7, 2022	<ul style="list-style-type: none"> <li>• Discuss the kind of assessment of the project</li> </ul>	
June 8, 2022	<ul style="list-style-type: none"> <li>• Discuss the changes in the research instruments and title</li> <li>• Sent students' project results</li> <li>• Discuss the steps of PjBL</li> </ul>	
June 17, 2022	<ul style="list-style-type: none"> <li>• Consulting the research approval letter to send to the faculty</li> </ul>	
December 7, 2022	<ul style="list-style-type: none"> <li>• Reform the presentation of the table in chapter IV</li> <li>• Eliminate the writing of "key findings" in the discussion</li> <li>• Write down the keywords in the abstract in alphabetical order</li> </ul>	

## **CURRICULUM VITAE**

### **I. Personal Details**

Name : Melda Nursalna  
Place and Date of Birth : Tapin, June 25<sup>th</sup> 2001  
Gender : Female  
Marital Status : Single  
Religion : Islam  
Nationality : Indonesia  
Parents : H. Sally Deviani, S.P., M.M., and Hj. Rina Harnita, S.P  
Sibling : Muhammad Defri Nursauqi

### **II. Formal Education Background**

2005 - 2007 : Aisyiyah Kindergarten (TK Aisyiyah Bustanul Athfal)  
2007 - 2013 : Islamic Elementary School of Muhammadiyah Rantau  
(MI. Muhammadiyah Rantau)  
2013 - 2016 : State Islamic Junior High School 2 Rantau (MTsN 2  
Rantau)  
2016 - 2019 : State Islamic Senior High School 1 Tapin (MAN 1  
Tapin)  
2019 - 2023 : English Education Department of Antasari State Islamic  
University Banjarmasin

### **III. Organization Experience**

2021 - 2022

: Member of Lembaga Pengajian dan Pengkajian Islam

Annisa UIN Antasari Banjarmasin