

APPENDICES

Appendix I. Translation of Al-Qur'an

No.	Name of The Surah and Hadith	Indonesian	English
1.	An-Nahl verse: 120 إِنَّ إِبْرَاهِيمَ كَانَ أُمَّةً قَانِتًا لِلَّهِ حَنِيفًا وَّمِنْ لَدُنْهِ الْمَشْرِكِينَ	Sesungguhnya Ibrahim adalah seorang imam yang dapat dijadikan teladan lagi patuh kepada Allah dan hanif. Dan sekali-kali bukanlah dia termasuk orang-orang yang mempersekutukan (Tuhan),	Indeed, Abraham was a [comprehensive] leader, devoutly obedient to Allah, inclining toward truth, and he was not of those who associate others with Allah.
2.	Hadith of Bukhari خَيْرُكُمْ مَنْ يَنْفَعُ النَّاسَ (رواه البخاري)	“Rasulullah SAW bersabda bahwasanya: Tidak ada seorang bayipun yang dilahirkan kecuali dilahirkan pada fitrahnya.”	“Rasulullah SAW said: "The best among you is the one who is most beneficial to others." (HR. Bukhari)

Appendix II. Research Instruments

a. Interview guideline to the teacher

It discusses Independent Curriculum Implementation. This interview protocol is designed based on experiences of Independent Curriculum by (Fani, Armin 2022).

No	Interview Questions	Participant Response
1	Language-related identity	
	1. Do you use English when communicating with students who are able to understand English with students who are already grouped? <ol style="list-style-type: none"> a. Do you consistently use the independent curriculum concept? (if yes) b. How do you apply it? c. (if not) What's the problem you don't apply it? 	
2	Disciplinary identity	
	1. Do you a graduate of English education department? <ol style="list-style-type: none"> a. how long did you take the education? b. Have you ever join the program for developing your ability to teach? (if yes, tell what?) c. How that program develop skills? 	
3	Context-related identity	
	1. Have you ever moved teaching from one school to another? (If yes) <ol style="list-style-type: none"> a. How did you adapt to the new school? b. Are there any challenges teaching in a new school? (If yes) c. how do you handle it? 	
4	Students-related Identity	
	1. Do you know the student abilities? <ol style="list-style-type: none"> a. Do you know the characteristics of students? (If yes, tell what?) b. How do you approach it? 	
5	Experience and History Factors	

	1. How is the teacher's experience during teaching? a. what are the most teaching skills do that you use?	
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b. Constructing Teacher Identity Theory from (Lankveld et al., 2017)

No	Interview Questions	Participant Response
1	A Sense of Appreciation	
	1. What can make a teacher feel appreciated or recognized for his teaching work? 2. How can feelings of appreciation influence a teacher's motivation and enthusiasm for their teaching work? 3. Why is a feeling of appreciation for the work of teaching so important for the development of a teacher's identity?	
2	A Sense of Connectedness	
	1. Why is it important for a teacher to feel connected to other teachers? 2. How important is it to create an environment that supports a sense of connection between teachers and other teachers?	
3	A Sense of Competence	
	1. What makes you successful in your role as a teacher? 2. Why is it important for a teacher to feel competent or successful in their role? 3. How can feelings of competence influence identity development as a teacher?	
4	A Sense of Commitment	
	1. What is meant by a "deep feeling of responsibility" in the context of teaching? 2. Why are feelings of responsibility and commitment important for a teacher? 3. How can the feelings of responsibility and commitment influence how a teacher faces	

	situations and challenges in the work environment?	
5	Factors Imagining their Future Career Trajectory as Teacher	
	<ol style="list-style-type: none"> 1. How can teachers imagine what they will do in the future as teachers? 2. Why is it important for teachers to be able to imagine and plan how they want to develop in their careers as teachers? 3. How can a teacher make a plan for developing their career in the teaching field? 	

c. Constructing Teacher Identity Theory from (Pishghadam et al., 2022)

No	Interview Questions	Participant Response
1	Mirrors of Powers	
	<ol style="list-style-type: none"> 1. How can the concept of "mirrors of power" influence the construction of a teacher's identity? 2. How can the experience of interacting with individuals or groups who have high power shape a teacher's self-image? 3. Is the formation of a teacher's identity influenced by how they view and interpret power in the school environment? 	
2	Discourse	
	<ol style="list-style-type: none"> 1. How do teachers use words and ways of speaking to explain what they do at school? 2. Why is it important for teachers to use kind and polite language when they speak to their students? 3. How can the way teachers speak make their students feel cared for and appreciated in class? 	
3	Imagination of Reality	
	<ol style="list-style-type: none"> 1. How do teachers understand and interpret their roles and responsibilities in education? 2. Why is "imagined reality" important in the formation of teachers' identities, and 	

	<p>how does it influence the way they interact in school?</p> <p>3. What role does “imagination of reality” play in helping teachers make meaning of their experiences as educators?</p>	
4	Investment	
	<p>1. What is meant by “investment” in a teacher's identity, and why is it important in the development of their professional identity?</p> <p>2. How can teacher investment to developing skills and experience relevant to the teaching profession?</p> <p>3. How can support from the school environment or educational institutions help teachers strengthen their commitment/investment to developing their professional identity?</p>	
5	Emotioncy	
	<p>1. How do you experience emotions when teaching in class?</p> <p>2. How do your emotions affect your interactions with your students?</p> <p>3. Do you believe that understanding your emotions helps you become a better teacher?</p>	
6	Capital	
	<p>1. What types of resources or strengths do you feel will most help you in your work as a teacher?</p> <p>2. How do you use your knowledge and skills to improve your students' learning experience?</p> <p>3. How do you leverage support from colleagues or school leaders to help you in your work as a teacher?</p>	

- d. Supporting Factors of Teacher Identity Theory from (Gholampour&Ayati, 2020)

No	Interview Questions	Participant Response
1	Personal Experiences	
	<ol style="list-style-type: none"> 1. What positive experiences have you had in teaching that were the most memorable and made a major contribution to your professional identity as a teacher? 2. How have experiences of positive interactions with students, colleagues, and parents strengthened your confidence in yourself as an educator? 3. How do you face and overcome challenges or negative experiences in teaching, and how does this affect the development of your professional identity as a teacher? 	
2	Academic Background	
	<ol style="list-style-type: none"> 1. How does your formal education and educational background influence the way you see yourself as a teacher? 2. What do you value as the greatest contribution of the professional development and training programs you participated in to your development as an educator? 	
3	Classroom Contexts	
	<ol style="list-style-type: none"> 1. How do your classmates and teachers at school influence how you view your role as a teacher? 2. What do you do when there are problems in class, such as different students or problems with classmates? Does it make you feel differently about being a teacher? 3. When you are in class, what do you do when something doesn't go well? Do you feel more confident or different about being a teacher after facing these issues? 	
4	Developmental Differences	
	<ol style="list-style-type: none"> 1. How do you understand developmental differences among your students in terms of how they learn and develop? 	

	<p>2. How do you adapt the way you teach to meet the unique needs of each student in your class?</p> <p>3. How do you ensure that you can respond well to these differences and help each student reach his or her potential?</p>	
5	Motivational and Learning Considerations	
	<p>1. How do you ensure that every student feels motivated and involved in the learning process in your class?</p> <p>2. How do you overcome the challenge of motivating students who may not be interested or find the subject matter difficult to understand?</p> <p>3. How do you adapt your teaching strategies to accommodate different learning styles among your students?</p>	
6	Conditions Inside and Outside the Educational Environment	
	<p>1. What is your experience in dealing with conditions in the classroom, such as the atmosphere and interactions with students?</p> <p>2. How do you feel about the administrative support you receive at school? Does this influence how you see yourself as a teacher?</p> <p>3. What factors outside the educational environment do you think influence teaching and learning in your classroom?</p>	



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Lampiran : 1 (Satu) Berkas
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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 :

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

Wassalamu'alaikum Wr.Wb



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Telah selesai melakukan penelitian dalam rangka penyusunan skripsi di SMP Islam Terpadu Insan Madani dimulai dari tanggal 10 s.d 17 Februari 2024

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 08 Maret 2024
Kepala Sekolah,



Manliya Astuti, S.Pd
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Appendix IV. Photographs



Appendix VI. Consultation Schedules and Note

CONSULTATION NOTES

Name of Advisor: Dr. Hj. Raida Asfihana, M. Pd

No	Day/Date	Notes	Signature
1	Monday, 27 November 2022 (Online)	Thesis title consultation	
2	Monday, 4 December 2022 (Online)	Thesis research question consultation	
3	Tuesday, 19 December 2022 (Online)	Recheck the Research question	
4	Wednesday, 12 April 2023 (Online)	Checking definition of key terms	
5	Wednesday, 10 May 2023 (Online)	Checking of the previous study	
6	Thursday, 25 May 2023 (Offline)	Consulting research instrument	
7	Tuesday, 30 January 2024 (Offline)	Consulting & checking findings	
8	Monday, 26 February 2024 (Boothcamp)	Consulting new findings & Chapter 3	
9	Tuesday, 27 February 2024 (Boothcamp)	Checking findings & Chapter 1	
10	Wednesday, 28 February 2024 (Boothcamp)	Checking findings & Making discussion	
11	Thursday, 29 February 2024 (Boothcamp)	Finishing findings & Finishing discussion	
12	Tuesday, 5 March 2024 (Offline)	Checking the all of content (draft of skripsi) finish.	

CURRICULUM VITAE

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 - a. The Secretary of Social and Religion Field ESA Antasari Banjarmasin
 - b. The Member of Social Environment IKPDH
9. Academic Achievement :
10. Non-Academic Achievement :
 - a. The Second Winner of Badminton Competition
11. List of Scientific Works :
 - a. Investigating Pre-service Teachers' Ability to Implement the Digital Literacy Skills in Real English Instructional Settings
 - b. Exploring Pre-service Teachers' Readiness to Embrace Digital Literacy Skills in English Instructional Settings
 - c. Exploring Teacher Identity on Independent Curriculum Implementation in English Subject

Banjarmasin, 5 March 2024



Khairunnisa