

APPENDICES

Appendix I. Translation of Al-Qur'an

No.	Name of The Surah	Indonesia	English
1.	An-Najm verses: 39-41 وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ. وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ. ثُمَّ يُجْزَاهُ أَجْرَاءَ الْأَوْفَىٰ	“dan bahwa manusia hanya memperoleh apa yang telah diusahakannya (39), dan sesungguhnya usahanya itu kelak akan diperlihatkan (kepadanya) (40), kemudian akan diberi balasan kepadanya dengan balasan yang paling sempurna (41),”	"and that man only gets what he has worked for (39), and indeed his efforts will later be shown (to him) (40), then he will be rewarded with the most perfect reward (41).”

Appendix II. Research Instruments

PHENOMENOLOGICAL STUDY: TPACK FRAMEWORK IMPLEMENTATION PERFORMED BY PRE-SERVICE ENGLISH TEACHERS IN TEACHING PRACTICE COURSE II

Observation Guideline

The observation guideline basically adapted based on the grand theory of TPACK Framework enactment from Mishra & Koehler (2006) and TPACK assessment for Pre-service Teachers from Baser et al., (2015)

TPACK Observation Sheet		Yes	No	Comments/Notes
A) Teknological Knowledge (TK)				
1	The PsT has essential technology tools for the lesson			
2	The PsT mastery and confidence in using the technology tools to support the lesson			
3	The PsT uses technology without any problems or troubleshooting			
B) Content Knowledge (CK)				
1	The PsT shows a good mastery of subject matter knowledge			
2	The PsT confident and comfortable in conveying the content knowledge of subject matter			
3	The PsT presents relevant and accurate facts in relation to the topic			
4	The PsT reinforce the topic lesson by providing assignments to students			
C) Pedagogical Knowledge (PK)				

1	The PsT uses teaching methods and techniques that appropriate for the learning environment			
2	Students shows interest and activeness in the learning process by the PsT			
3	The PsT can handle students with various needs and levels of proficiency by providing appropriate strategies			
D) Technological Content Knowledge (TCK)				
1	The PsT able to take advantage of multimedia (e.g. video, slideshow, etc.) to express ideas about the topic			
2	The PsT can benefit from using technology (e.g. web conferencing and discussion forums) to contribute at a distance to multilingual communities			
3	The PsT can use collaboration tools to work collaboratively with foreign persons (e.g. second life, wiki, etc)			
4	The PsT uses digitalized teaching materials with which make the students can learn better about the subject matter.			
E) Pedagogical Content Knowledge (PCK)				
1	The PsT can manage the classroom learning environment.			

2	The PsT conducts quizzes or games in which the students can practice more about the topic			
3	The PsT conducts group activities or discussion activities in which the students can practice more about the topic			
F) Technological Pedagogical Knowledge (TPK)				
1	The PsT can lead students to use information technologies legally, ethically, safely, and with respect to copyrights			
2	The PsT can support students as they use technology to develop their higher order thinking abilities			
3	The PsT can manage the classroom learning environment while using technology in the class			
4	The PsT can use multimedia such as video and websites to support students' language learning.			
G) Technological Pedagogical Content Knowledge (TPACK)				
1	The PsT teaches a lesson that appropriately combines subject matter, technologies and teaching & learning approaches			
2	The PsT is well prepared (having lesson plan) and able to manipulate technology to present a relevant lesson contents			

3	The PsT can use web 2.0 tools (animation tools, digital story tools, etc) to develop students' language skills			
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Interview Protocol

The interview protocol for the Pre-service English Teacher adapted and modified based on TPACK survey items for Pre-service Teachers from Baser et al., (2015)

No.	Stages/TPACK Components	Interview Question	Participant's Response
1.	Technology Knowledge (TK)	<p>1. Have you used certain technology equipment (hardware or software) in the teaching process in class?</p> <p>Possible probes :</p> <p>a. What kind of technology do you use?</p> <p>b. How have you incorporated these tools into your EFL teaching practice?</p> <p>2. Have you ever experienced creating a teaching media or multimedia (e.g. video, audio, pictures, web pages, etc.) using text, pictures, sound, video, and animation in the context of teaching EFL?</p> <p>Possible probes :</p> <p>a. What kind of teaching media or multimedia you have create and used?</p> <p>b. How have you used these tools to enhance your teaching?</p> <p>3. Have you ever used or learned a software (e.g. using VN App to create teaching media) that can helps you in teaching EFL efficiently during TPC II?</p> <p>Possible probes :</p> <p>a. Can you describe how you have used or learned these/this software?</p>	

		b. How have you incorporated these new tools into your teaching?	
2.	Content Knowledge (CK)	<p>1. How important do you think it is to understand or deepen knowledge of learning content?</p> <p>Possible probe :</p> <p>a. Why do you think its important? Explain.</p> <p>2. How confident are you in conveying knowledge of learning content in classroom?</p> <p>Possible probes :</p> <p>a. How you include or convey content of ELT into your teaching? Please explain.</p> <p>b. What kinds of content are you good at or confident in?</p> <p>3. How did you think the content (that you have mentioned) in ELT would facilitate your students' language learning?</p> <p>Possible probe :</p> <p>a. In what way it would facilitate your students?</p>	
3.	Pedagogical Knowledge (PK)	<p>1. How do you determine which teaching methods, approaches or techniques are most appropriate for a learning environment?</p> <p>Possible probes :</p> <p>a. What kinds of method, approach, or technique you mostly used?</p> <p>b. Can you describe or explain how then your strategy works?</p>	

		<p>2. How do you design learning experiences that are appropriate for students at different levels of proficiency and varying needs?</p> <p>Possible probe :</p> <p>a. What strategies do you use to differentiate instruction for students with varying needs and different levels of proficiency?</p> <p>b. How then those strategies works?</p>	
4.	Pedagogical Content Knowledge (PCK)	<p>1. Classroom Management:</p> <p>a. Can you describe your approach to managing a classroom learning environment?</p> <p>b. How do you handle discipline and maintain a positive atmosphere in the classroom?</p> <p>2. Evaluating Students' Learning Processes:</p> <p>a. What methods or strategies do you use to assess students' learning progress?</p> <p>b. How do you differentiate between students who are struggling and those who are excelling in their learning?</p> <p>3. Using Appropriate Teaching Methods and Techniques:</p> <p>a. How do you determine the most suitable teaching methods and techniques to support students in developing their language skills?</p>	

		<p>b. Can you give examples of specific teaching methods you have used in the past and how they were effective in enhancing students' language skills?</p> <p>4. Preparing Curricular Activities:</p> <p>a. How do you design and plan curricular activities to promote the development of students' language skills?</p> <p>b. Can you provide examples of engaging and interactive activities you have implemented in the classroom to enhance students' language learning?</p> <p>5. Adapting Lesson Plans:</p> <p>a. How do you assess and determine the language skill levels of your students?</p> <p>b. How do you modify your lesson plans to accommodate students with different language skill levels?</p>	
5.	Technological Pedagogical Knowledge (TPK)	<p>1. Meeting Individualized Needs Using Information Technologies:</p> <p>a. How do you utilize information technologies to meet the individualized needs of your students?</p> <p>b. Can you provide examples of how you have used technology to personalize and differentiate instruction for students with varying learning needs?</p> <p>2. Supporting Higher Order Thinking Abilities through Technology:</p>	

		<p>a. How do you leverage technology, such as virtual discussion platforms, to support students in developing their higher-order thinking abilities?</p> <p>b. Can you share an example of how you have used technology to encourage critical thinking or problem-solving skills in your English language classroom?</p> <p>3. Managing the Classroom Learning Environment with Technology:</p> <p>a. How do you ensure a smooth and productive classroom learning environment while incorporating technology into your teaching?</p> <p>b. How do you handle technical issues or challenges that may arise during technology-based lessons?</p> <p>4. Integrating Technology to Enhance English Curricular Standards:</p> <p>a. How do you determine when and how to incorporate technology to enhance the teaching of specific English curricular standards?</p> <p>b. Can you give an example of a specific English curricular standard that you have successfully integrated technology to teach, and the positive outcomes you observed?</p> <p>5. Designing Technology-Enhanced Learning Materials:</p> <p>a. How do you utilize technology to design learning materials that effectively support students' language learning?</p> <p>b. Can you provide an example of a learning material you have created</p>	
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		using technology, and how it contributed to students' language development?	
6.	Technological Content Knowledge (TCK)	<ol style="list-style-type: none"> 1. Utilizing Teaching aids for Expressing Ideas: <ol style="list-style-type: none"> a. How do you incorporate teaching aids, such as videos and slideshows, to express your ideas about various topics in English? b. Can you share an example of a topic or concept you have effectively conveyed using teaching aids, and how it enhanced your students' language skills development? 2. Selecting and Assessing Technology Tools for English Instruction: <ol style="list-style-type: none"> a. How do you evaluate and choose appropriate technological tools or resources to support English language learning in your classroom? b. Can you describe a specific instance where you selected a technology tool that aligned well with the English content you were teaching, and how it benefited your students' language learning? 3. Adapting Instructional Strategies with Technology in English Teaching: <ol style="list-style-type: none"> a. How do you adapt your instructional strategies to incorporate technology and enhance language instruction in the English classroom? b. Can you share an example of how you have used technology to modify or enrich a traditional English 	

		teaching method or activity to better engage your students?	
7.	Technological Pedagogical Content Knowledge (TPACK)	<ol style="list-style-type: none"> 1. Selecting Technologies to Enhance Lesson Content: <ol style="list-style-type: none"> a. What are the kinds of technology you have used to teach English during TPC II? b. How do you choose and utilize technologies that enhance the content of a specific lesson in English learning? c. Can you discuss a specific instance where you selected a technology tool to augment the content of an English lesson, and how it contributed to students' understanding and engagement? 2. Combining contents, Technologies, and Teaching Approaches: <ol style="list-style-type: none"> a. How do you integrate contents, technologies, and teaching approaches to create effective and engaging lessons in your classroom? b. Can you provide an example of a lesson where you successfully combined contents skills, technology tools, and innovative teaching approaches to enhance students' learning experiences in learning English? 	

8.	TPACK Implementation Challenges	<p>1. What are the challenges that you have faced on the implementation of TPACK during Teaching Practice Course II?</p> <p>Possible probes :</p> <ol style="list-style-type: none"> Please explain what or how the challenges that you have faced? What solution have you done or what solution do you think is right for the problem? <p>2. Troubleshooting and Problem-Solving with Technology in English Instruction:</p> <ol style="list-style-type: none"> How do you handle technical challenges or issues that may arise while integrating technology into your English instruction? Can you provide an example of a situation where you encountered a technical problem during an English lesson and how you resolved it while minimizing disruption to the learning process? 	
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Appendix III. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH 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- 613 /Un.14/III.1/PP.00.9/07/2023 04 Juli 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMAN 7
Banjarmasin

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 : Muhammad Hilal Nazmi
NIM : 190101030488
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Pekapuran Raya, RT. 15, NO. 30
No HP : 085650812024

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

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Wakil Dekan Bidang Akademik dan Kelembagaan,

Almad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 7 BANJARMASIN
Jl. Dharma Praja V No.47 RT.17 Banjarmasin 70249 Kalimantan Selatan
Telp (0511) 3253206, Fax (0511) 3250016
Website : www.sman7-bjm.sch.id E-mail : info@sman7-bjm.sch.id



SURAT KETERANGAN

Nomor : 074/563/SMAN 7 BJM/2024

Kepala SMA Negeri 7 Banjarmasin, dengan ini menerangkan bahwa :

Nama : **Muhammad Hilal Nazmi**
NIM : 190101030488
Fakultas : Tabiyah dan Keguruan
Program Studi : Tadris Bahasa Inggris
Universitas : UIN Antasari Banjarmasin
Tempat : SMA Negeri 7 Banjarmasin
Jangka waktu : 24 Juli s.d 08 September 2023

benar-benar telah melakukan Penelitian untuk memperoleh informasi/data dalam rangka penyusunan Skripsi pada Sekolah Menengah Atas (SMA) Negeri 7 Banjarmasin.

Dengan judul : **“PHENOMENOLOGICAL STUDY: TPACK FRAMEWORK IMPLEMENTATION PERFORMED BY PRE-SERVICE ENGLISH TEACHER IN TEACHING PRACTICE COURSE II”**

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 07 Mei 2024
Kepala,



M. Idris, S.Pd., M.I.Kom
NIP.19660820 199512 1 004



**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- 599 /Un.14/III.1/PP.00.9/07/2023 03 Juli 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala MAN 2 Banjarmasin (PPL 2)
Banjarmasin

Assalamu'alaikum Wr.Wb

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Nama : Muhammad Hilal Nazmi
NIM : 190101030488
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Pekapuran Raya, RT. 15, NO. 30
No HP : 085650812024

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Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN
MADRASAH ALIYAH NEGERI 2 KOTA BANJARMASIN
Jalan Pramuka No.28 RT.20 Telp. (0511) 3258164 – 3270855 Fax : 3258164
Banjarmasin 70238 E-mail : man2modelbim419122@gmail.com

SURAT KETERANGAN TELAH SELESAI PENELITIAN
No : 1863 S /Ma.17.01-2/TL.00/09/2023

Berdasarkan surat dari Kementerian Agama Kantor Kota Banjarmasin, Nomor : B - 1439/Kk.17.01-1/PP.00.9/08/2023, pada tanggal 01 Agustus 2023, perihal : Persetujuan Penelitian Maka Kepala Madrasah Aliyah Negeri 2 Kota Banjarmasin menerangkan bahwa :

N A M A : **Muhammad Hilal Najmi**
N I M : 190101030488
Prodi : Tadris Bahasa Inggris (TBI)
Judul Penelitian : "Phenomenological Study : Tpack Framework Implementation Performed By Pre-Service English Teacher In Teaching Practice Course II"

Yang bersangkutan benar telah mengadakan penelitian pada Madrasah Aliyah Negeri 2 Kota Banjarmasin dari tanggal 24 Juli 2023 s.d 8 September 2023.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

11 September 2023





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH 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- 598 /Un.14/III.1/PP.00.9/07/2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

03 Juli 2023

Yth. Kepala SMPN 23 Banjarmasin (PPL 2)
Banjarmasin

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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 : Muhammad Hilal Nazmi
NIM : 190101030488
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Pekapuran Raya, RT. 15, NO. 30
No HP : 085650812024

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

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Wakil Dekan Bidang Akademik dan Kelembagaan,

Muhammad Muradi

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan



PEMERINTAH KOTA BANJARMASIN
DINAS PENDIDIKAN

SMP NEGERI 23 BANJARMASIN

Terakreditasi : A NSS : 2011 5600 2023 NPSN : 30304223

Jalan Harmoni Komp. Bumi Raya Permai I Rt.31 No. 37 Telp. (0511)255868 Pekapuran Raya, Banjarmasin Timur

Website : www.smpn23banjarmasin.sch.id

e-mail : smpn23banjarmasin@gmail.com



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 070 / 038 – SMPN.23/V/2024

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 23 Kota Banjarmasin menerangkan bahwa :

N a m a : Muhammad Hilal Nazmi
N I M : 190101030488
J u r u s a n : Tadris Bahasa Inggris (TBI)
T e m p a t : SMP Negeri 23 Banjarmasin

Telah melaksanakan penelitian. **“PHENOMENOLOGICAL STUDY : TPACK FRAMEWORK IMPLEMENTATION PERFORMED BY PRE-SERVICE ENGLISH TEACHER IN TEACHING PRACTICE COURSE”**

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Banjarmasin
Pada Tanggal : 13 Mei 2024

Pt. Kepala Sekolah



Kabul, M.Pd
Pembina Tk.1 / IVb
NIP. 19650428 198902 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH 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- 614 /Un.14/III.1/PP.00.9/07/2023 04 Juli 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMAN 3 Banjarmasin

Assalamu'alaikum Wr.Wb

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Nama : Muhammad Hilal Nazmi
NIM : 190101030488
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Pekapuran Raya, RT. 15, NO. 30
No HP : 085650812024

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

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 3 BANJARMASIN

Jalan Veteran Nomor 381 Telepon 05113268013 Kode Pos 70236 Banjarmasin

SURAT KETERANGAN PENELITIAN

Nomor : 000.9.2/266 -SMAN3/Disdikbud/2024

Yang bertanda tangan di bawah ini :

Nama : H. Zaini Juhdi, S.Pd. M.M
NIP : 19650902 199003 1 010
Pangkat /Gol : Pembina Tk. I- (IV/b)
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 3 Banjarmasin

Dengan ini menerangkan bahwa :

Nama : Muhammad Hilal Nazmi
NIM : 190101030488
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Keguruan
Perguruan Tinggi : UIN ANTASARI BANJARMASIN

Yang bersangkutan telah melaksanakan penelitian pada tanggal 24 Juli 2023 s.d. 8 September 2023 di SMA Negeri 3 Banjarmasin untuk memperoleh informasi/data dalam rangka penyusunan skripsi yang berjudul :

“PHENOMENOLOGICAL STUDY: TPACK FRAMEWORK IMPLEMENTATION PERFORMED BY PRE-SERVICE ENGLISH TEACHER IN TEACHING PRACTICE COURSE II”

Demikian Surat Keterangan ini dibuat untuk diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 13 Mei 2024

Kepala Sekolah,



H. Zaini Juhdi, S.Pd. M.M

Pembina Tk.I

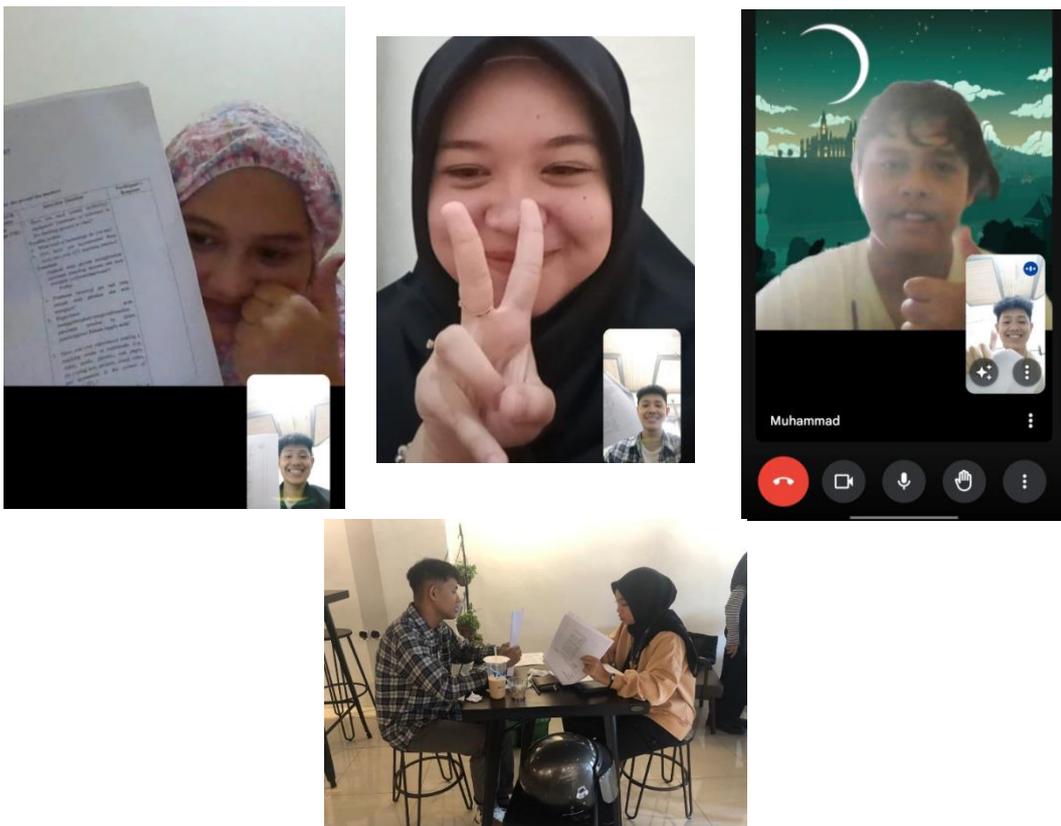
NIP 19650902 199003 1 010

Appendix IV. Photographs

Observation in TPC II Class



Interview Pre-service English Teachers



Appendix VI. Consultation Schedules and Notes

CONSULTATION NOTES

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

No	Day/Date	Notes	Signature
1	Friday, 28 April 2023 (online)	Consultation for the research timelines and documents that should be prepared before conducting field research	
2	Wednesday, 31 May 2023 (offline)	Consultation for revised research instruments and discussed the research setting and participants	
3	Sunday, 25 June 2023 (online)	Consultation about the research setting and participants and prepared the documents to conduct field research	
4	Friday, 29 September 2023 (offline)	Consultation about the fixed research instruments, setting, and participants for the last time	
5	Tuesday, 27 February 2024 (offline)	Completed field research and consultations for the chapter 4 (research findings)	
6	Friday, 15 March 2024 (online)	Consultation about the fixed written research findings (chapter 4)	
7	Monday, 8 April 2024 (online)	Submitted the full chapter 4 (findings and discussions) and consultation for the next chapter 5	
8	Thursday, 11 April 2024 (online)	Consultation related the additional citations on theoretical review part	
9	Wednesday, 17 April 2024 (online)	Submitted the chapter 5 (conclusion and suggestion), previous revisions, and consultation for the abstract	
10	Sunday, 21 April 2024 (online)	Revising the abstract, conclusion on chapter 5, chapter 4 space, and checked the plagiarism	
11	Tuesday, 30 April 2024 (online)	Submitted the final fixed conclusion on chapter 5 and Abstract	

CURRICULUM VITAE

1. Full Name : Muhammad Hilal Nazmi
2. SRN : 190101030488
3. Place, Date of Birth : Banjarmasin, 21st August 2001
4. Nationality : Banjar
5. Address : Jl. Sengaji Hulu, RT. 10, Kec.
Teweh Tengah
6. Phone Number : 085650812024
7. Email Address : hilal777boy@gmail.com
8. Organizations/Work Experience :
 - a. Divisi Perlengkapan International Events 2021 – SC Divisi
 - b. Master of Ceremony of International Events 2021
 - c. Inti pelaksana Pengabdian Masyarakat ESA Antasari 2022 – Ketua Pelaksana
 - d. Master of Ceremony of International Events 2022
 - e. Koordinator Lapangan Open Recruitment ESA Antasari 2022
 - f. Ketua Komisi 4 SEMA UIN Antasari Banjarmasin 2022-2023
 - g. Ketua Publikasi Dekorasi Dokumentasi Kongres SEMA UIN Antasari 2022
9. Academic Achievement :
 - a. -
 - b. -
10. Non Academic Achievement :
 - a. -
 - b. -
11. List of Scientific Works :
 - a. -
 - b. -

Banjarmasin, 1 May 2024

Muhammad Hilal Nazmi