

APPENDICES

Appendix 1. Translation of Al-Qur'an

Name of The Surah	Indonesian	English
لَهُ مُعَقِّبَاتٌ مِنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا هُمْ مِنْ دُونِهِ مِنْ وَالٍ ﴿٥٠﴾	Baginya (manusia) ada (malaikat-malaikat) yang menyertainya secara bergiliran dari depan dan belakangnya yang menjaganya atas perintah Allah. Sesungguhnya Allah tidak mengubah keadaan suatu kaum hingga mereka mengubah apa yang ada pada diri mereka. Apabila Allah menghendaki keburukan terhadap suatu kaum, tidak ada yang dapat menolaknya, dan sekali-kali tidak ada pelindung bagi mereka selain Dia.	For him (human) there are angels who always take turns guarding him, from the front and behind him. They guard it by Allah's command. Indeed, Allah does not change the condition of a people until they change the condition of themselves. And if Allah wills evil for a people, then no one can resist it and there is no protector for them besides Him.

Appendix 2. Questionnaire Instrument

QUESTIONNAIRE OF STUDENT'S EXPERIENCE OF FEELING LEFT BEHIND IN LANGUAGE LEARNING

The purpose of this questionnaire is to collect data on the experiences, feelings, and impacts felt by language learners when they feel left behind in learning compared to their peers. The questionnaire also aims to understand how these feelings affect their motivation and learning strategies.

Description : Likert Scale (1-5)

1 = strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Name :

Age :

Gender :

☐ Man

☐ Woman

Time span for learning foreign languages:

☐ <1 year

☐ 1-3 years

☐ 4-6 years

☐ >6 years

Self-assessment

☐ Beginner

☐ Intermediate

☐ Advanced

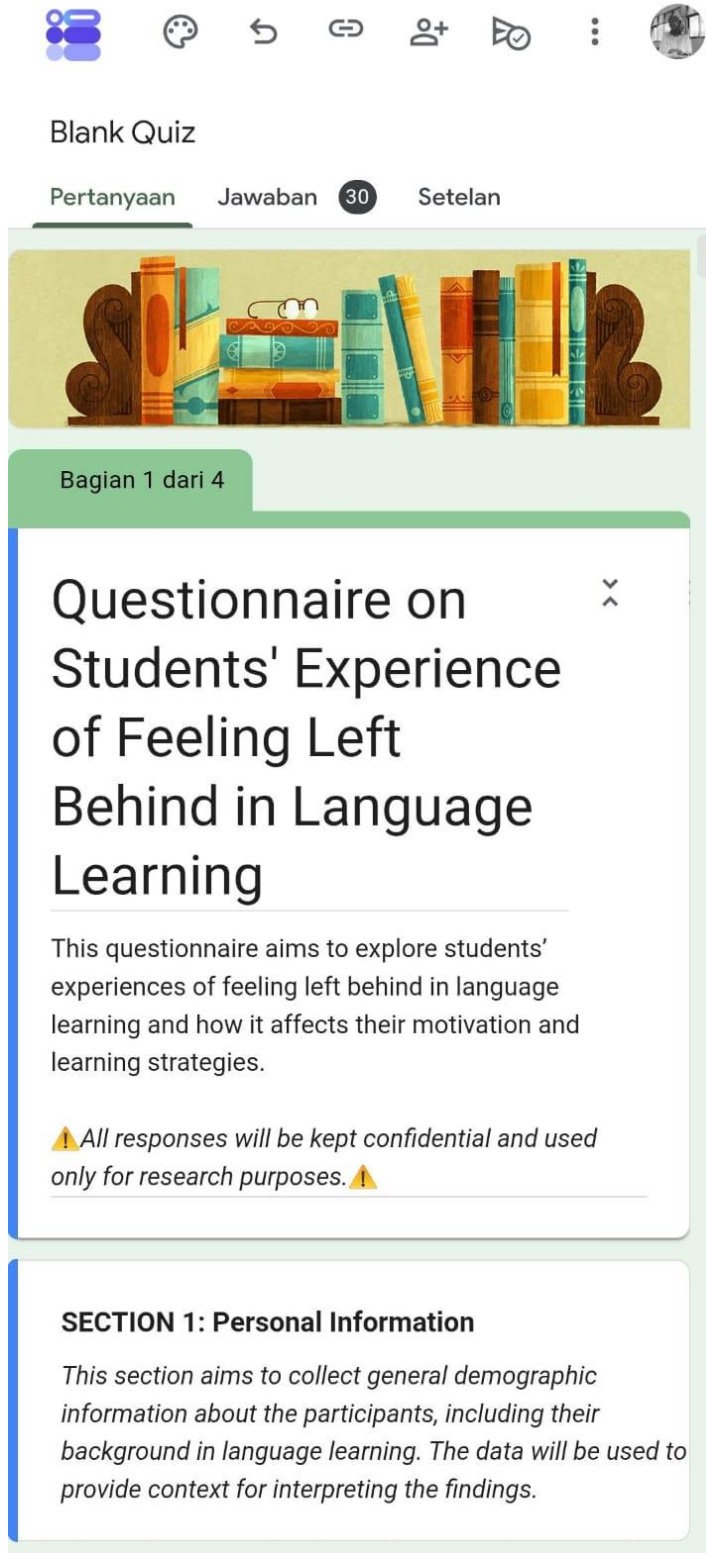
No.	Statement	Scale Likert (1-5)
Experiences and Emotions		
1.	I often feel left behind compared to my friends in language learning.	□□□□□

2.	I tend to compare my language skills with my peers.	□□□□□
3.	I feel anxious when my classmates understand the material faster than I do.	□□□□□
4.	I feel insecure when I do not understand certain aspects of the language.	□□□□□
5.	I feel nervous when speaking English because I am afraid of making mistakes.	□□□□□
6.	I feel frustrated when others are more fluent than I am.	□□□□□
7.	I sometimes stay silent in class discussion because I feel less capable.	□□□□□
8.	I feel pressured when I am asked to answer questions in class with English.	□□□□□
9.	I have difficulty understanding the teacher instructions compared to my peers.	□□□□□
10.	I feel slower in learning new vocabulary than my classmates.	□□□□□
11.	I often find it difficult to remember grammar rules.	□□□□□
12.	I feel that I am behind in certain language skills (e.g., listening, speaking, or grammar).	□□□□□
Motivational Drives		
13.	When I feel left behind, I become more motivated to study harder.	

14.	I study more seriously when I realize I am being left behind.	□□□□□
15.	I feel less interested in learning when I think I am slower than others.	□□□□□
16.	I sometimes feel like giving up when I cannot keep up with the lesson.	□□□□□
17.	I feel more motivated when I see my classmates making progress.	□□□□□
18.	I feel discourage when I do not see improvement in language skills.	□□□□□
19.	I tend to delay studying when I feel I cannot finish an assignment.	□□□□□
Learning Strategies		
20.	I try to use different learning strategies to catch up with my classmates.	□□□□□
21.	I seek help from my friends or teachers when I do not understand the material.	□□□□□
22.	I look for additional learning resources (e.g., videos, online learning apps, books).	□□□□□
23.	I practice more when I feel weak in certain language skill.	□□□□□
24.	I try new techniques (e.g., note-taking, self-talk, flashcards) to improve my understanding.	□□□□□
25.	I prefer interactive learning methods rather than only reading textbooks.	□□□□□

26.	I study independently to improve my language skills.	□□□□□
27.	I feel more comfortable learning in a small group than a large class.	□□□□□
28.	I feel more confident when I start to catch up with the lesson.	□□□□□

Appendix 3. Questionnaire



Blank Quiz

Pertanyaan Jawaban 30 Setelan

Bagian 1 dari 4

Questionnaire on Students' Experience of Feeling Left Behind in Language Learning

This questionnaire aims to explore students' experiences of feeling left behind in language learning and how it affects their motivation and learning strategies.

⚠️ All responses will be kept confidential and used only for research purposes. ⚠️

SECTION 1: Personal Information

This section aims to collect general demographic information about the participants, including their background in language learning. The data will be used to provide context for interpreting the findings.

Appendix 4. Descriptive Statistics Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	30	1	5	3.07	.944
Q2	30	1	5	3.50	1.075
Q3	30	1	5	3.57	1.073
Q4	30	1	5	3.87	.937
Q5	30	1	5	3.73	1.202
Q6	30	1	5	3.10	1.296
Q7	30	1	5	2.87	1.137
Q8	30	1	5	3.00	1.287
Q9	30	1	5	2.73	1.143
Q10	30	1	5	2.57	1.073
Q11	30	1	5	3.80	.961
Q12	30	1	5	3.20	.925
Q13	30	2	5	3.90	.885
Q14	30	1	5	3.77	1.006
Q15	30	1	5	2.33	1.093
Q16	30	1	5	2.80	1.157
Q17	30	1	5	3.83	.986
Q18	30	1	5	2.93	1.230
Q19	30	1	5	3.07	1.363
Q20	30	1	5	3.63	.928

Q21	30	2	5	4.17	.834
Q22	30	1	5	4.07	.907
Q23	30	1	5	3.50	1.106
Q24	30	1	5	3.60	.932
Q25	30	2	5	4.13	.860
Q26	30	2	5	3.90	.712
Q27	30	1	5	4.07	.944
Q28	30	3	5	4.17	.791
Valid N (listwise)	30				

Appendix. 5 Interview Guideline

QUESTIONNAIRE OF STUDENT'S EXPERIENCE OF FEELING LEFT BEHIND IN LANGUAGE LEARNING

The purpose of this Interview is to collect data on the experiences, feelings, and impacts felt by language learners when they feel left behind in learning compared to their peers. The Interview also aims to understand how these feelings affect their motivation and learning strategies.

Name :

Age :

Gender :

☐ Man

☐ Woman

Time span for learning foreign languages:

☐ <1 year

☐ 1-3 years

☐ 4-6 years

☐ >6 years

Self-assessment

☐ Beginner

☐ Intermediate

☐ Advanced

A. Main Questions

The experience of feeling left behind

- 1) Have you ever feeling left behind in learning English? Can you tell me about the time when you felt left behind?
- 2) How did you feel at that moment?
- 3) In which language skill do you feel most left behind?

Factors Causing Feelings of Falling Behind

- 1) What do you think are the main factors that make you feel left behind in language learning? (For example: teaching methods, friend's learning speed, lack of practice, psychological factors such as fear of speaking, etc.)

- 2) Are there certain situations where you feel more behind than usual? For example, during a test, when you have to speak in front of a class, or when working in a group?

Emotional and Psychological Impact

- 1) Does this feeling affect your motivation?
- 2) Have you ever felt like giving up? Can you tell me why?

Responding to Feelings of Falling Behind

- 1) What do you usually do when you feel left behind in understanding an aspect of a language?
- 2) Do you prefer to study on your own or with others? Why?
- 3) What strategies help you catch up the most?

Expectations and Suggestions

- 1) How do think your teachers or friends respond to you?
- 2) Does the learning environment affect your motivation?
- 3) If you could change one thing in the way you learn a language, what would you change?

B. Additions

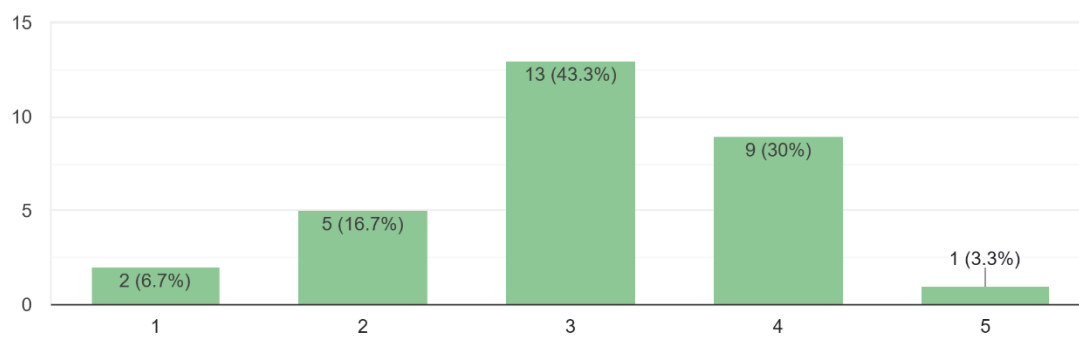
- 1) Have you ever feel successfully caught up? What helped you?
- 2) Are you more motivated to learn a language if you have specific goals (e.g., traveling abroad, getting a language certificate, etc.)?
- 3) Has there been a change in the way you learn after a few times of feeling left behind?

Appendix 6. Questionnaire Answers Percentage

1.

I often feel left behind compared to my friends in language learning.

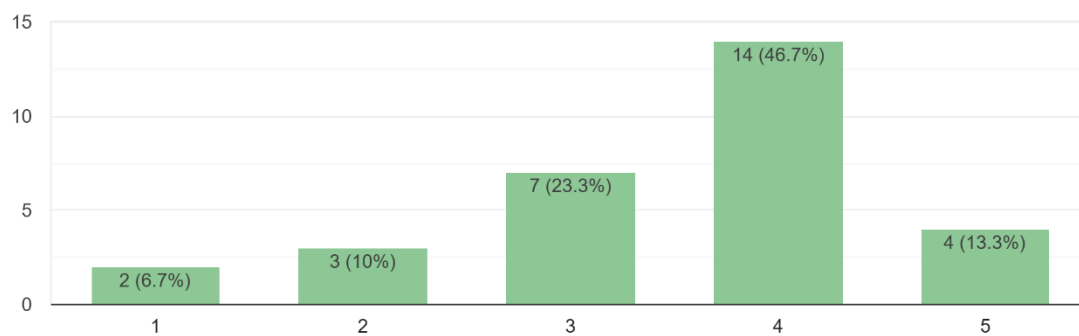
30 responses



2.

I tend to compare my language skills with my peers.

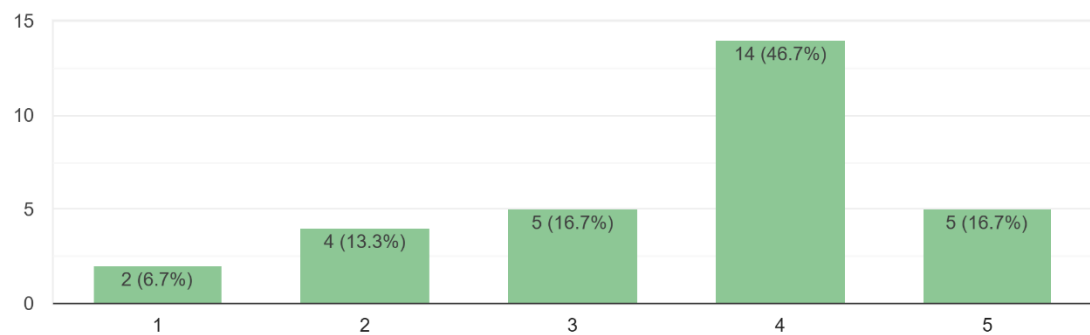
30 responses



3.

I feel anxious when my classmates understand the material faster than I do.

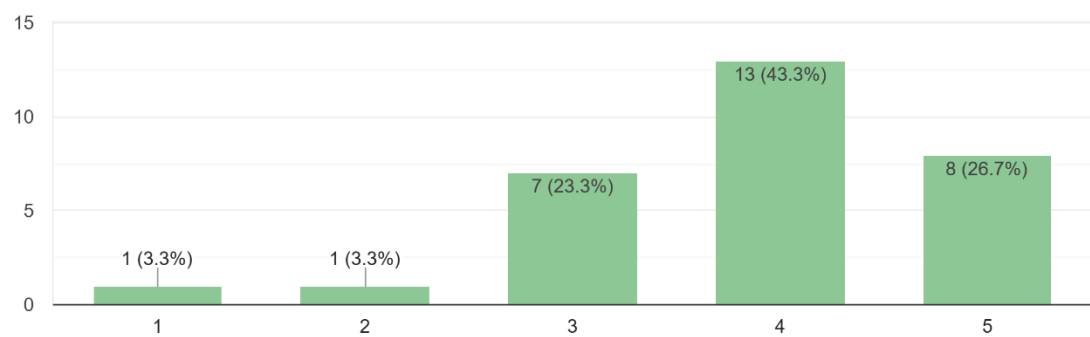
30 responses



4.

I feel insecure when I do not understand certain aspects of the language.

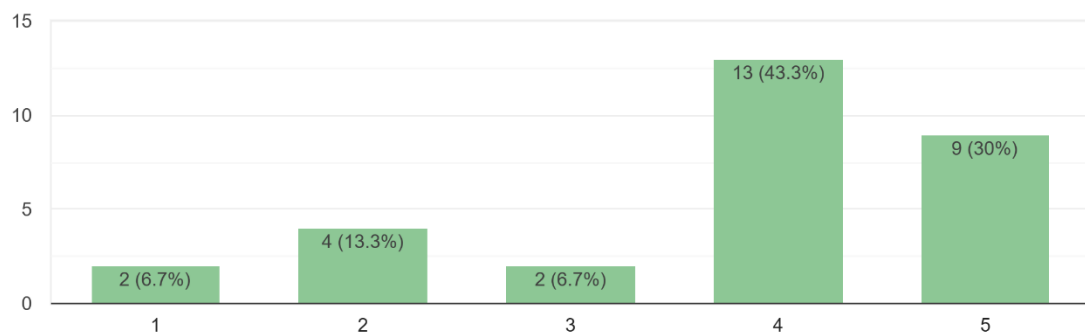
30 responses



5.

I feel nervous when speaking English because I am afraid of making mistakes.

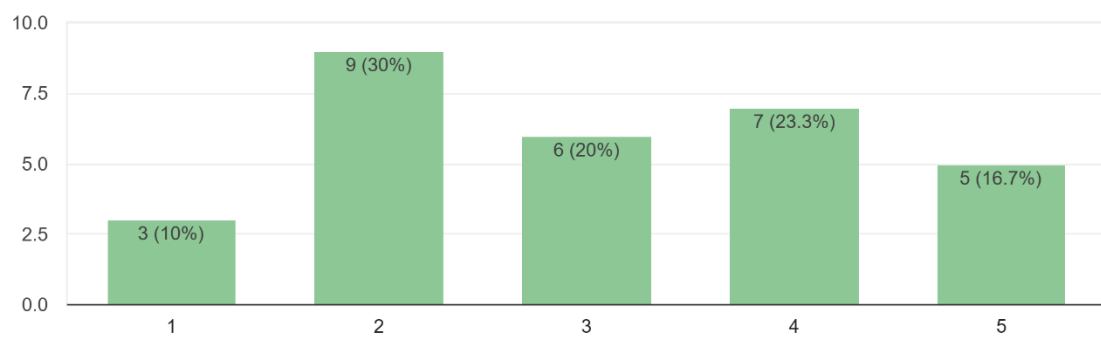
30 responses



6.

I feel frustrated when others are more fluent than I am.

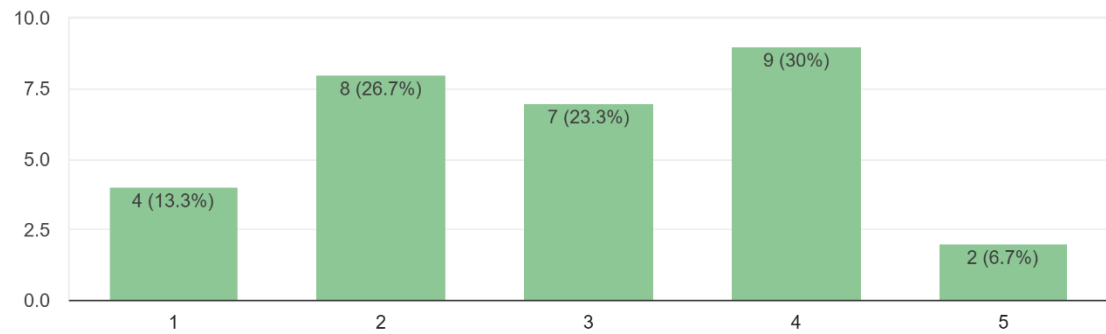
30 responses



7.

I sometimes stay silent in class discussion because I feel less capable.

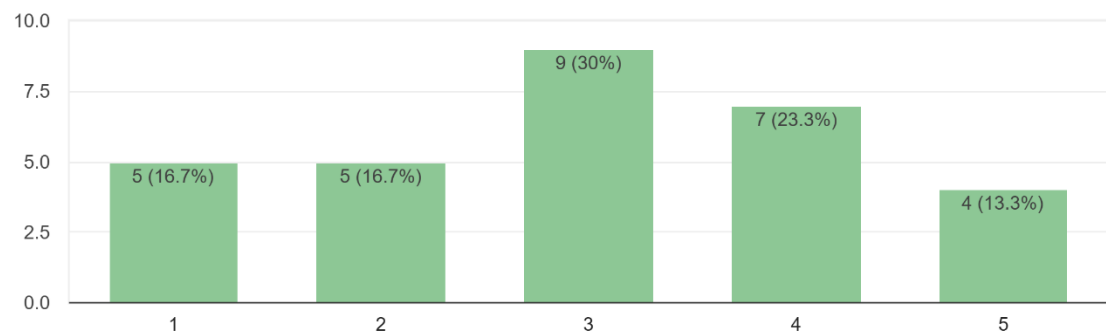
30 responses



8.

I feel pressured when I am asked to answer questions in class with English.

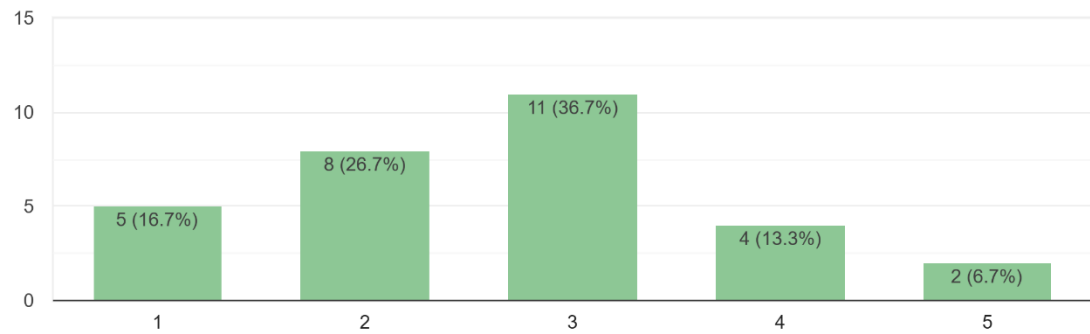
30 responses



9.

I have difficulty understanding the teachers instructions compared to my peers.

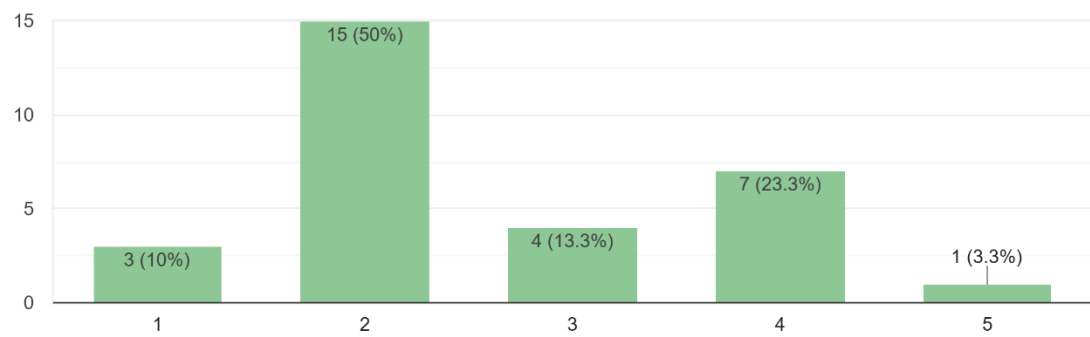
30 responses



10.

I feel slower in learning new vocabulary than my classmates.

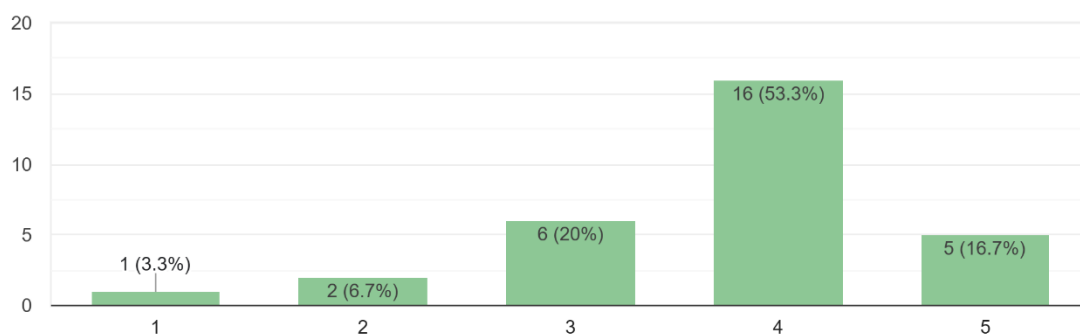
30 responses



11.

I often find it difficult to remember grammar rules.

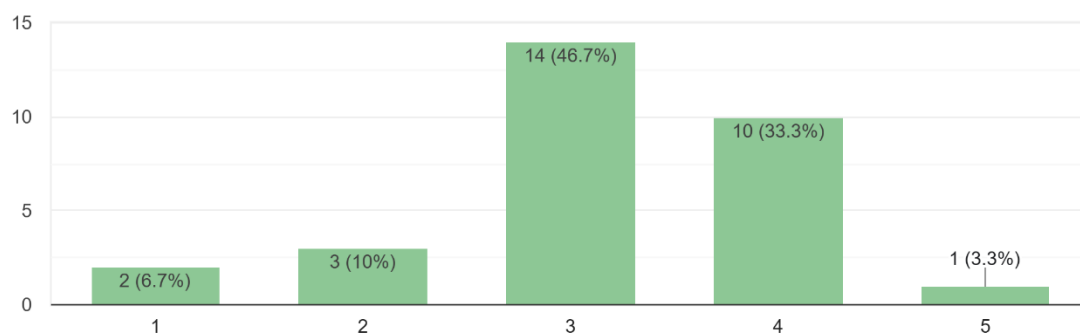
30 responses



12.

I feel that I am behind in certain language skills (e.g., listening, speaking, or grammar).

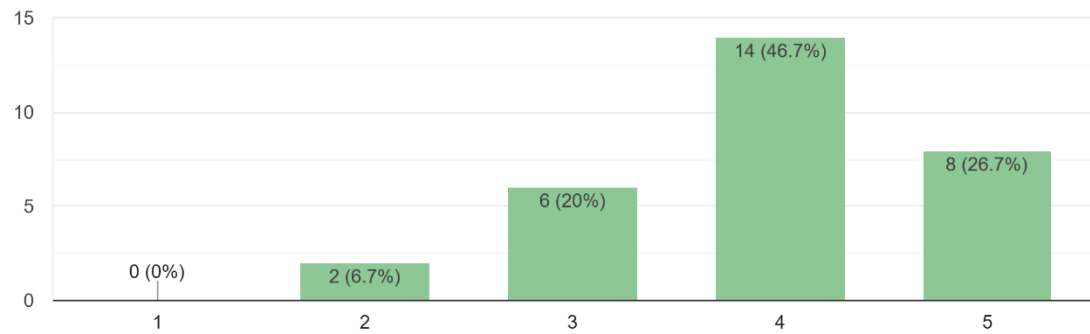
30 responses



13.

When I feel left behind, I become more motivated to study harder.

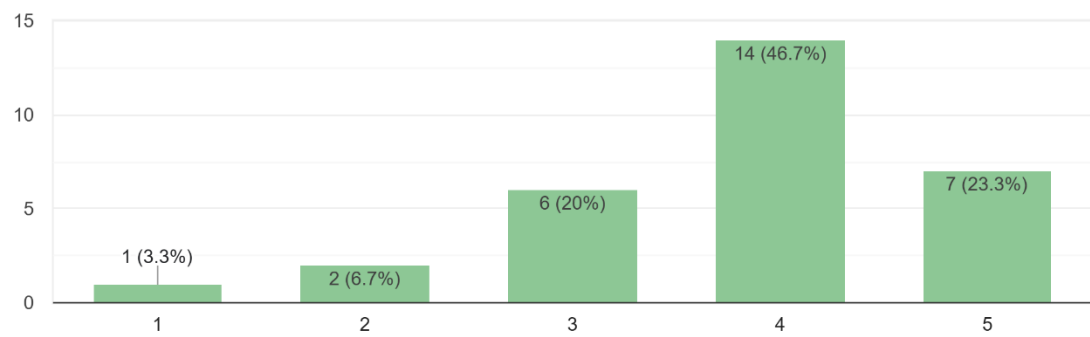
30 responses



14.

I study more seriously when I realize I am being left behind.

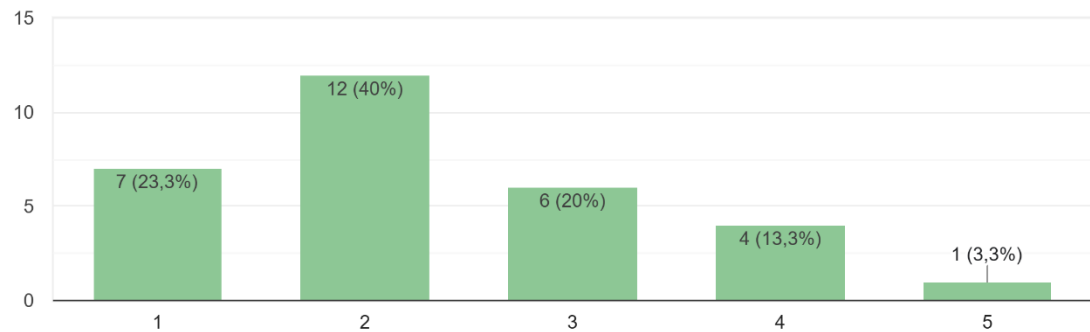
30 responses



15.

I feel less interested in learning when I think I am slower than others.

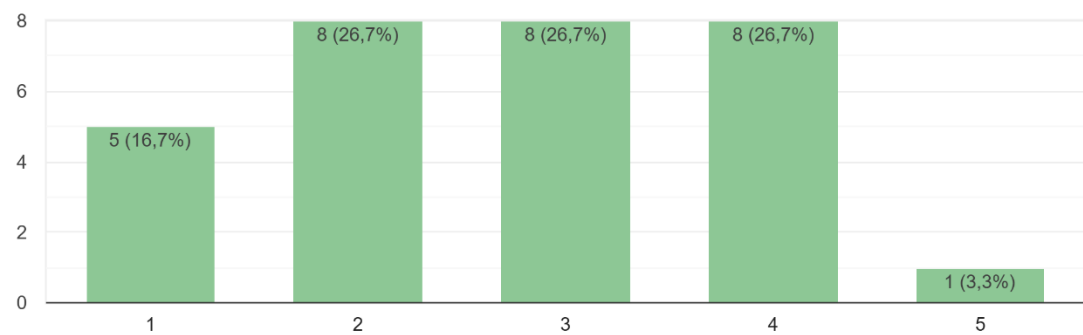
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16.

I sometimes feel like giving up when I cannot keep up with the lesson.

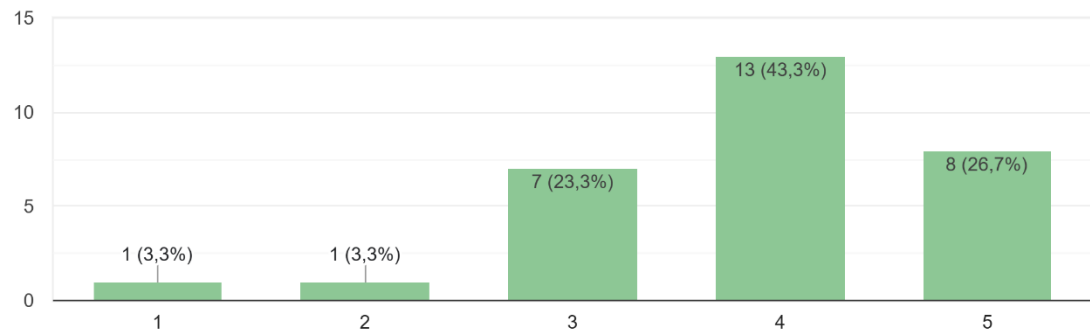
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17.

I feel more motivated when I see my classmates making progress.

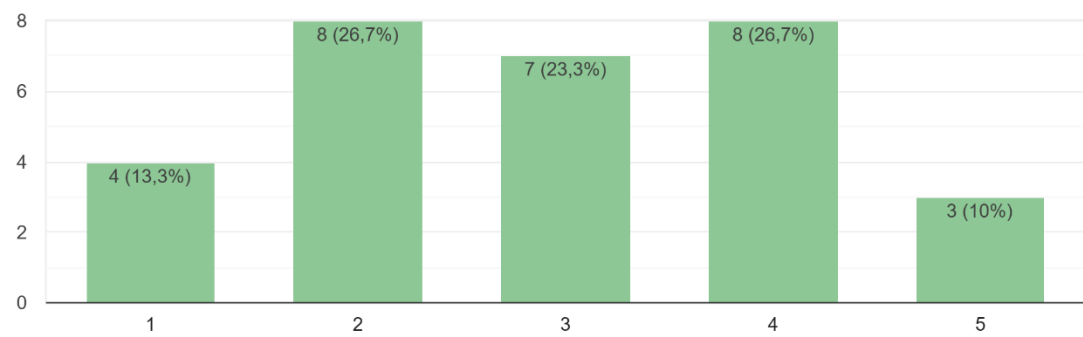
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18.

I feel discourage when I do not see improvement in language skills.

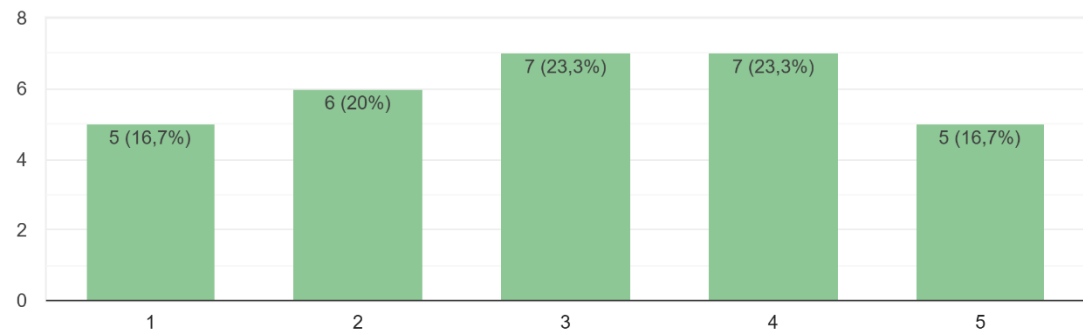
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19.

I tend to delay studying when I feel I cannot finish an assignment.

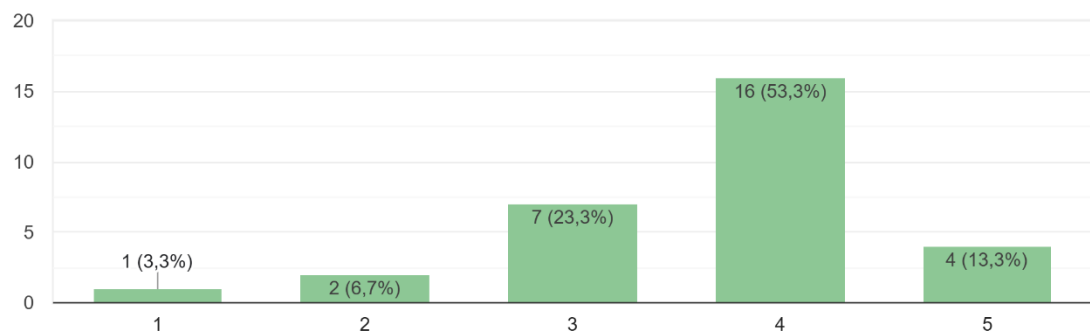
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20.

I try to use different learning strategies to catch up with my classmates.

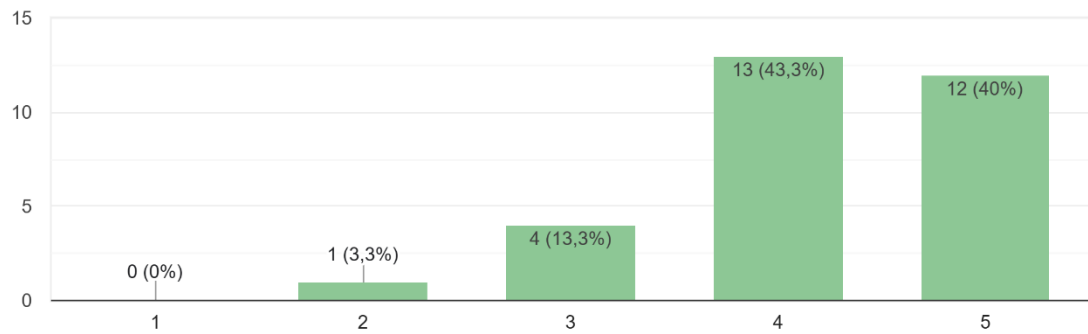
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21.

I seek help from my friends or teachers when I do not understand the material.

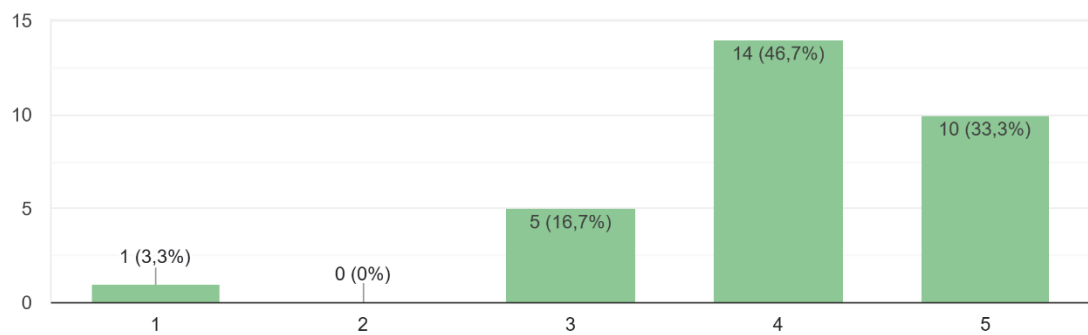
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22.

I look for additional learning resources (e.g., videos, online learning apps, books).

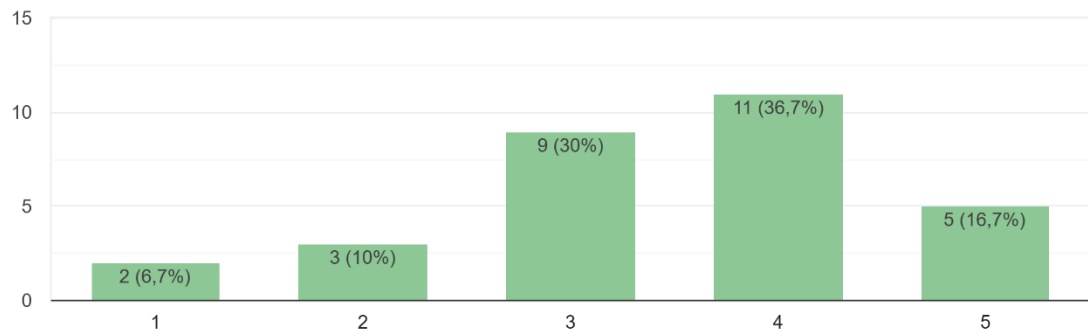
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23.

I practice more when I feel weak in certain language skill.

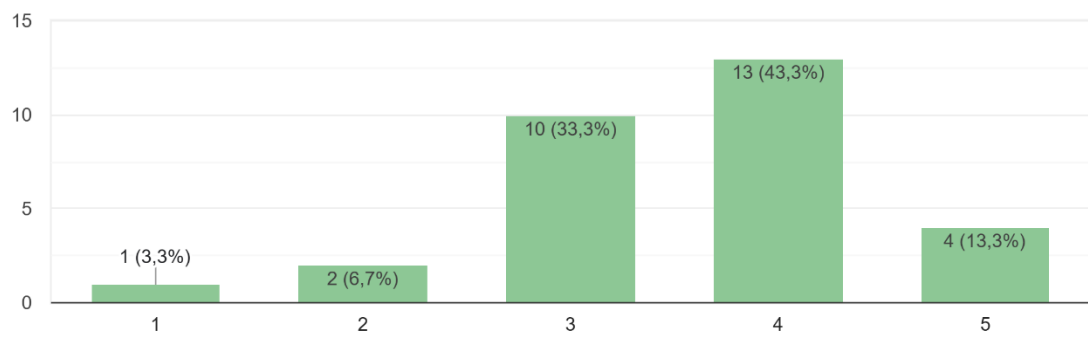
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24.

I try new techniques (e.g., note-taking, self-talk, flashcards) to improve my understanding.

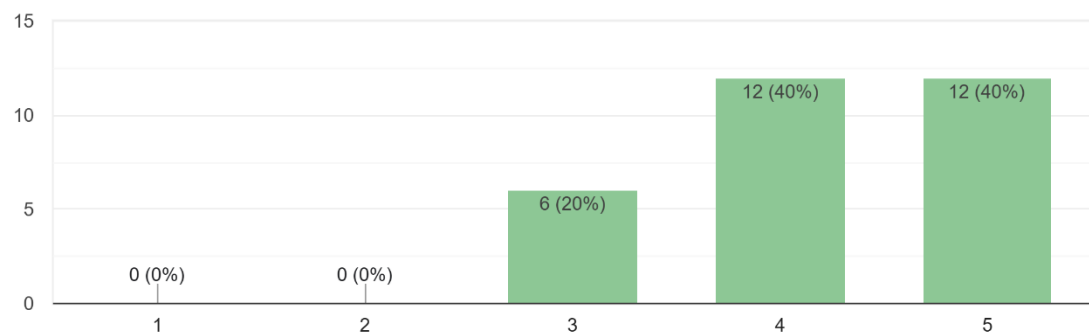
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25.

I prefer interactive learning methods rather than only reading textbooks.

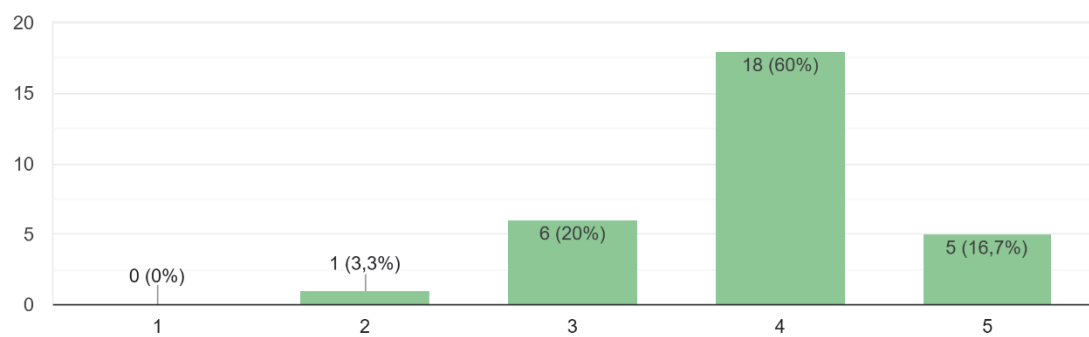
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26.

I study independently to improve my language skills.

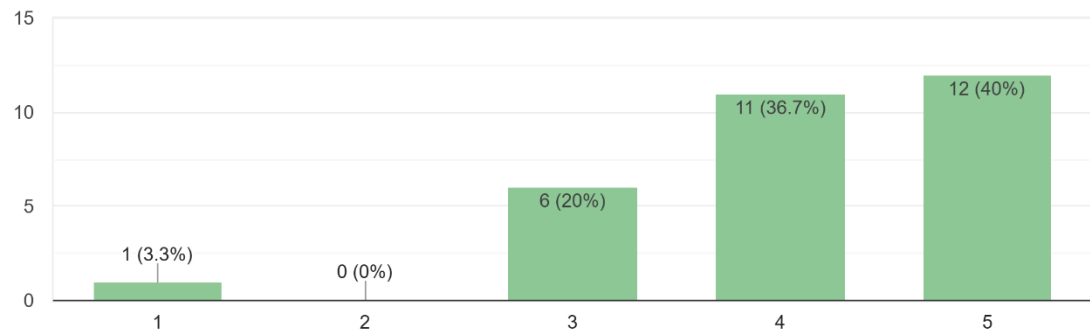
30 jawaban



27.

I feel more comfortable learning in a small group than a large class.

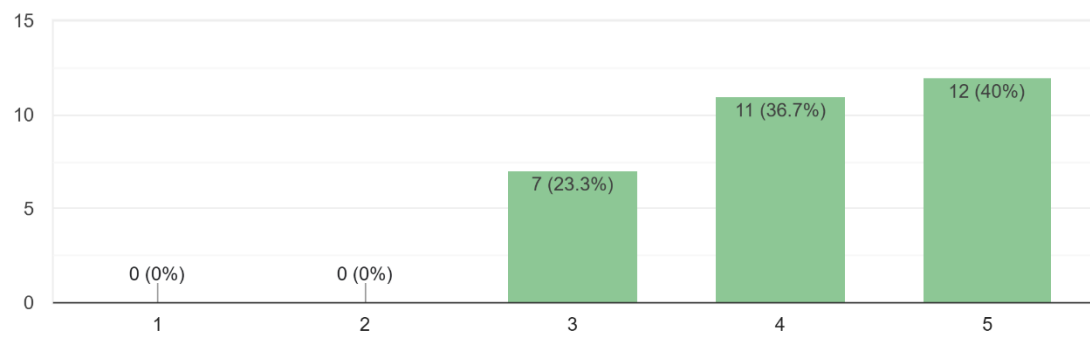
30 responses



28.

I feel more confident when I start to catch up with the lesson.

30 responses



Appendix 7. Interview Transcript

A. Main Question	
The Experience of Feeling Left Behind	
Interview Transcript	Answers
1. Have you ever feeling left behind in learning English? Can you tell me about the time when you felt left behind?	P1: “Maybe lately, because we have just completed Final Examination. If this is actually participating in activities outside of lectures, it’s only once, if I’m not mistaken, just participating in BSI Scholarship activities. The activity is also only once in a month or twice. So, for me there are no too many activities. But when it’s comparing with my other friends for example, they are still active in the organization, some even become the heads of the organization but they can sometimes complete the project tasks faster than me. Even if I am the ones have fewer activities, but I am slower.”
	“Yes, in terms of tasks. And in terms of who writes like that, sometimes they are faster, but I usually slower.”
	“In English lectures, I think I can quite equal them, but there is still a sense that other people are faster than me.”
	P2: “I once felt that I was behind in semesters 2 and 3. At that time I had a lot of assignments, including a video project assignment that relied on speaking. I saw the results of my friend’s project; they spoke very fluently in English.” “From there, I often compare their abilities with mine.”
	P3:

	“For example, in learning English, it is clear that I have felt left behind, because everyone has a different level of English knowledge.” “At the beginning of the lecture, I felt that I was at a beginner level. I only know a few English vocabularies.” “When I have passed these few semesters, I have made more progress. Plus, I am also an English teacher, which is a tutor. So, what I’ve learned feels useful when it’s explained again to the children I teach.” “I feel left behind during grammar lessons. So sometimes when it comes to vocabulary, or verbs used, I don't know what to use. Usually that's where I feel left behind.” P4: “I myself feel that for example my knowledge is still lacking when compared to my other friends, especially now that I have entered the lecture in the English department.” “Because most of my friends already have an English background from elementary school to high school, some even take additional courses.” “For example, if there are courses that require full English skills such as speaking or writing that require grammar, I sometimes feel left behind by other friends.”
2. How did you feel at that moment?	P1: “I feel inadequate. I feel lacking in everything. Lack of learning, lack of responsiveness and so on. Sometimes there is a feeling of comparison. How

	they have a lot of activities but they can still keep up.” “As for me, the activities are not too much but sometimes they are behind them.” “Obviously I feel challenged to match my level of understanding with them, it's just that sometimes I feel sad about myself, ashamed of myself because I feel less learned.”
3. In which language skill do you feel most left behind?	P2: “I was immediately insecure. I was less confident, embarrassed, and also anxious. I feel left behind because my friends are fluent in English while I haven’t.”
	P3: “It’s sad, but I direct it more to a form of self-evaluation. Maybe I also lack learning, that’s why I’m a bit behind.”
	P4: “Sometimes I feel a bit nervous or afraid of being wrong. My friends are more confident when it comes to speaking while I still feel nervous and afraid of making mistakes.”
3. In which language skill do you feel most left behind?	P1: “My listening skills are quite good, reading is also quite good, and for speaking I think is quite good. The weakest thing for me is skill writing because it is related to grammar.”
	P2: “I feel the most behind in speaking skills. Sometimes I understand what it means, it’s just hard to say. I’m afraid my pronunciation and grammar are lacking.”
	P3:

	“Writing is not too difficult; it is more difficult to speak.”
	P4: “At most, I feel that I lack writing and speaking skills. If I listen, I can still capture context, reading also can.”
Factors Causing Feeling of Falling Behind	
1. What do you think are the main factors that make you feel left behind in language learning? (For example: teaching methods, friend's learning speed, lack of practice, psychological factors such as fear of speaking, etc.)	P1: “In my opinion, my lag is more based on psychological factors. Because actually in terms of ability, me and the other friends may not be too different, it's just that sometimes when I see others faster, I end up feeling left behind.” “Because of comparing yourself too much to others. So, it's actually not always because of English skills, but because I feel that other people are superior in managing their time and learning.”
	P4: “I am afraid of being wrong when I speak. I was too focused on pronunciation and grammar errors. So in the end he didn't even speak. In addition, I also feel that I lack training compared to my friends.”
	P3: “Maybe it's due to a lack of practice. Before going to college, I rarely studied English seriously. So when I entered the English major, I was a little surprised because it turned out that many other people were much superior. So it is necessary to adjust again and learn from the beginning.”
	P4: “I think there are several factors. The first is because from the beginning my level of English learning was different from my friends. Then also due to

	psychological factors such as lack of confidence. Sometimes I actually know the answer, but I'm afraid of making a mistake when I say it."
2. Are there certain situations where you feel more behind than usual? For example, during a test, when you have to speak in front of a class, or when working in a group?	P1: "Usually during the Final Examination. Because they see friends who are still active in organizations but they can still be productive. Meanwhile, I, who do not have too many activities, sometimes even slower than them."
	P2: "During the presentation. Especially when you have to speak directly in front of the class. Because my friends seem to be going smoothly when I do it while I'm still thinking about it."
	P3: "When in a situation that requires giving a direct answer. Or when the lecturer appointed and while I was not ready. Or when my friends can quickly answer while I'm still thinking."
	P4: "Usually when there is a test. Especially TOEFL or assignments that have a lot of grammar questions. Or when speaking in front of many people."
Emotional and Psychological Impact	
1. Does this feeling affect your motivation?	P1: "There is still motivation. Instead, I wanted to catch up so that I wouldn't be far behind. Even though sometimes I feel sad but I continue to learn."
	P2: "Initially, my motivation decreased. But over time I made it all a motivation for me to grow and catch up with me."
	P3:

	“If I am behind compared to other friends, I think it means that I have to make more effort. So instead of quitting, I chose to study more actively.”
	P4: “Sometimes, falling behind makes me even more motivated. Because When I see my friends achieve or get results first, all of them can also be an encouragement for me to achieve the same results.”
2. Have you ever felt like giving up? Can you tell me why?	P1: “I once doubted my own abilities. But it didn't get to the point of having to give up.”
	P2: “I didn't give up. More like making it all a learning experience.”
	P3: “If it is said to give up, it is not, maybe I think about it almost every day. I still live it all.”
	P4: “I Never give up. It's just that sometimes I feel a little tired.”
Responding to Feeling of Falling Behind	
1. What do you usually do when you feel left behind in understanding an aspect of a language?	P4: “Usually, I go back to the beginning. If I feel that my effort is lacking, for example in terms of grammar lessons, yes, I have to learn grammar again. Sometimes practice from an online learning website or find a way to practice on your own. Sometimes it's important to look at your own progress so you don't compare it too much to others.”
	“Because if you keep comparing it, it becomes more and more behind, then you think.”
	P2: “I usually study on my own. Watch English videos, I Try to listen to how the pronunciation is.

	Sometimes you also read English texts to get used to the structure of the English language.”
	P3: “For example, if I am behind compared to others, I usually still try to follow their pace. Even if you don’t understand it right away, if you don’t understand it, find out for yourself after the class ends. Sometimes I also ask a friend. The important thing is not to always remain silent.”
	P4: “Usually, I relearn on my own. If I still don’t understand, I discuss it with my friends. I’m more comfortable if someone can give me feedback. Because if I study on my own, I still doubt whether my answer is correct or not.”
2. Do you prefer to study on your own or with others? Why?	P1: “If I prefer to study with others. Because if I have to do it myself, sometimes I can lose my spirit. If there are other people, the atmosphere is more felt for learning. Can remind each other too.”
	P2: “I am more comfortable studying on my own. Because it can be according to your own rhythm. When it comes to people, sometimes you feel inferior.”
	P3: “Actually, it depends on the circumstances. If my learning purpose is to understand a material, I choose to study on my own first. But if I can't think anymore, I usually discuss it with friends. Because sometimes a friend's explanation is easier to understand.”
	P4: “I prefer to study with friends. Because they can immediately correct each other's mistakes. If it is wrong, it can be corrected immediately. And also, I feel like I'm not too alone.”
	P1:

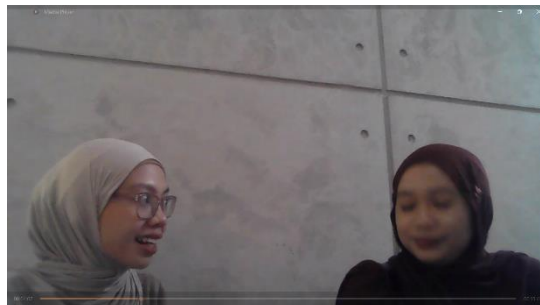
3. What strategies help you catch up the most?	“I Usually would take a break first. I will look again at where the shortcomings are. If the shortcoming lies in grammar, it means that I have to focus on learning grammar. If I have a task to complete, it means I have to focus on time management. Don't directly blame yourself.”
	P2: “I Practice continuously. Heard a lot of English material. I try to Getting used to not being afraid of making mistakes.”
	P3: “More practice. Because in my opinion, just understanding the theory is not enough. Must learn to apply it often.”
	P4: “Group discussions are quite helpful. Especially when discussing complex problems such as grammar. Because you can see how others think.”
Expectations and Suggestions	
1. How do teachers and friends influence your feelings of falling behind? Does the learning environment affect your motivation?	P1: “For me, friends are very influential. Sometimes seeing them becomes motivated. But if I compare myself too much with them, it also becomes unhealthy.”
	P2: “If a friend gives a positive response, it becomes more enthusiastic. Because not too afraid to make mistakes.”
	P3: “If my friends support me, I'm usually more confident. If the lecturer gives me the opportunity to try, I will be more comfortable.”
	P4: “If the environment is supportive, I am more courageous to try. Otherwise, I'm afraid of being

	judged. So, from both of them I learned more easily.”
2. If you could change one thing in the way you learn a language, what would you change?	P1: “Wanting to focus on self-development rather than comparing.”
	P2: “More opportunities to practice speaking skills.”
	P3: “Do more practice.”
	P4: “I would choose a simpler and more gradual method.”
B. Additions	
1. Have you ever feel successfully caught up? What helped you?	P1: “Try to try and succeed. I looked for other alternatives to catch up with me through other activities and so on. Maybe it’s for my own convenience. So, I don’t feel too guilty for not achieving more results than my other friends. Lately, I have also thought that what I do must have a higher value, must have a high quality. So, I was quite at peace with myself I thought, that maybe I did a little thing, but the process that I went through had to be good and also produce good quality. For me, the other friends may have a lot of activities, but sometimes the process is messy and the quality is also questionable. Come to think of it, I should try to make the best use of what I have. Rather than taking a lot of things together but doing it half-and-a-half.”
	P2: “Because of consistent training, I started to have the courage to try many things, because I am a very anti-defeat person. I want to try many things, try all new things to catch up with me. Although, I still have a lot of flaws. There are still a lot of mistakes I made, it’s just that I’m better than I used to be.”
	P3: “Because entering the English major was indeed my own choice. As I said earlier, when I was in junior high and high school, I felt that the lessons were quite easy. So, my mom suggested, ‘Can you just go in as a teacher?’.”
	P4: “To be honest, I feel like there’s been a lot of development since the beginning of the first semester. It can possibly be called a success, although it is not yet fully successful. I managed to get rid of my nervousness when speaking, but my

	grammar skills still didn't develop much. However, some things have started to improve. For example, I still have a bit of a hard time distinguishing between simple sentences and perfect sentences, but when I study in groups, I am better able to distinguish between them."
2. Are you more motivated to learn a language if you have specific goals (e.g., traveling abroad, getting a language certificate, etc.)?	P1: "I feel that if I have a clearer goal, I will be more motivated. For example, in the third semester I got a final project that required us to achieve a certain target. At that time, I went back to learning grammar more specifically. I also went back to learning good pronunciation, as well as things that look similar but are actually different. So, I think that specific goals really help me improve my learning, especially in learning grammar."
	P2: "Obviously, humans do things because they have a purpose. There may be people who do things without a purpose, but in general, that goal is what motivates someone. For example, we go to college with the goal of graduating or achieving success. Therefore, we are motivated to graduate soon. For me, having a clear goal makes me more motivated to improve and continue to develop my skills, including improving my speaking skills. My goal in learning English is not only to become a teacher, but also so that I can use it in everyday communication. I really want to be able to communicate using English in my daily life."
	P3: "The learning I am living is much better now than before, because I feel that there are benefits and impacts that I feel from the process."
	P4: "I think that by being able to speak English, I can understand more things. For example, I can understand international issues or news happening outside Indonesia. In addition, I also have a desire to travel abroad or perhaps continue my studies in the future."
3. Has there been a change in the way you learn after a few times of feeling left behind?	P1: "In my opinion, there are no changes that are too specific. Maybe the change came from the things I got during the lectures. For example, from the Writing course, I came to understand how to structure a good writing structure and how to build

	a good argument. However, for learning grammar, I feel like not much has changed since high school. I still consider that entertainment media, such as listening to music and watching videos on YouTube, are supportive mediums that really help me understand language, especially in a broader context and not as rigid as academic contexts. Because of this, I feel that my vocabulary has become more than other friends."
	P2: "I used to tend to be shy, pressure-driven, and fearful. Therefore, I try to take advantage of a variety of learning resources, such as videos, apps, and social media. I used Duolingo to learn English. In addition, I am also very active on Instagram. In fact, my Instagram content is filled with English-language content. From there, I learned good and correct pronunciation, as well as how to speak English more fluently."
	P3: "For example, if I already know something, but still relearn it, it makes me understand better and helps me know where my mistakes are."
	P4: "I was motivated to learn English. If you look at the change in my learning method from semester one until now, namely semester four, I prefer to study in groups. In the first semester, I was still not confident in my English skills. In addition, I am not too close to others, so I am more comfortable learning independently, for example by watching videos on social media or YouTube. However, now I enjoy studying with friends."

Appendix. 8 Interview Documentation



CURRICULUM VITAE

1. Full Name : Lisa
2. SRN : 220101030650
3. Place and Date of Birth : HSS, March 13th, 2004
4. Nationality : Indonesian
5. Address : Tanuhi, Loksado, Hulu Sungai Selatan,
Kalimantan Selatan
6. Phone Number : 081347095913
7. Email : lisarahman1303@gmail.com
8. Organization/Work experience :
 - a. Secretary of Information and Design ESA Antasari Banjarmasin 2024/2025
 - b. Chief of Humas dan Informasi GENBI Kalimantan Selatan 2024/2025
9. Academic Achievement :
 - a. Selected as Candidate for Faculty Outstanding Student Selection 2025
10. Non-Academic Achievement :
 - a. BNSP Certified in Social Media Marketing 2025-2028
 - b. Volunteer at Community Service by English Education Department in Desa Tanuhi, Loksado 2025
11. List of Scientific Works :
 - a. Pembelajaran Terintegrasi di SMP: Menghubungkan Disiplin Ilmu dan Membentuk Pemahaman Holistik
 - b. Text Factory (2025) – English Learning Website Development

Banjarmasin, June 25th, 2026

Writer