

APPENDICES

INTERVIEW TRANSCRIPTION

There were **10 participants** involved in this study.

(All participants responded to all interview questions. However, the responses are presented thematically, and only selected excerpts are included to represent common patterns and key perspectives among participants.)

1. Have you participated in the Internship program?

All participants stated that they had participated in the **Internship Program**.

2. Have you participated in the AECI Thailand program?

Most participants only participated in the Internship Program. However, **three participants** reported that they had participated in **both the Internship Program and the AECI Thailand Program**.

3. Describe the academic tasks you completed in this program.

For participants in the **Internship Program**, all of them completed similar academic tasks consisting of eight main components:

- School Management
- Classroom Action Research (CAR)
- School Program Development
- Curriculum Analysis

- Lesson Plan Development
- Learning Assessment
- Instructional Media Development
- Teaching Material Development

For participants in the **AECI Thailand Program**, the academic tasks mainly involved **observation and reporting activities**. During the observation process, participants were required to identify various school programs, particularly those related to **English language teaching**, including teaching methods used by teachers.

They were also required to **document all academic-related activities**, such as assisting teachers, welcoming students at the school gate, and participating in classroom teaching. In addition, they had to complete written reports, although these were **less detailed compared to the Internship Program**.

P3: “We were required to observe teaching activities, especially English lessons, and document everything related to academic reporting.”

P2: “Compared to the internship, the report was not as detailed, but we still had to document all activities during the program.”

4. Explain the main academic challenges you faced.

Participants who joined the **AECI Thailand Program** mainly faced challenges related to **language barriers and adaptation to a new environment**. They experienced difficulties communicating with students and school members due to

differences in **native language (Thai)** and limited English proficiency on both sides. As a result, they often relied on **body language**, which made communication challenging.

P1: “We had difficulty communicating because we did not understand Thai, and the students also did not fully understand English.”

P2: “Sometimes we had to use body language to communicate, which made the interaction challenging.”

In addition, participants had to adapt to schools with **multiple educational levels (kindergarten to senior high school)**, requiring different teaching approaches.

P3: “The school had multiple levels, so we had to adjust our teaching approach in each class.”

Participants in the **Internship Program** reported a wider range of challenges.

Some challenges were related to **instructional planning and program structure:**

P4: “Sometimes the lesson plan had to be changed depending on the classroom situation.”

P5: “The internship lasted four months, and sometimes we felt confused about how to use our free time.”

In classroom practice, participants faced **student-related challenges**, such as low motivation and limited English proficiency:

P6: “Some students had low motivation because they did not plan to continue their studies.”

P7: “Most students had difficulty understanding English, especially in reading and speaking.”

P7: “They could understand a little, but when asked to have a conversation, they struggled.”

These conditions required interns to create more engaging and varied teaching methods.

P8: “We had to create more varied activities because the teaching method was mostly textbook-based and sometimes boring.”

Participants also reported **interpersonal and personal challenges**, including lack of respect from students and internal issues such as anxiety:

P9: “Some students did not respect us as teachers and treated us like their friends.”

P9: “I also faced personal challenges such as anxiety, which affected my confidence.”

In terms of **academic and institutional challenges**, participants mentioned unclear instructions and workload management:

P10: “The instructions from lecturers were sometimes unclear, so it was difficult to understand the tasks.”

P10: “We were also handling internship tasks while preparing our proposal, so time management became a challenge.”

Language-related challenges were also evident:

P10: “I often mixed Indonesian and English when teaching because I felt nervous.”

5. How did these challenges affect your academic performance or learning outcomes?

Participants reported that the challenges had both **positive and negative impacts** on their academic performance and learning outcomes.

Some participants highlighted the development of higher-order skills:

P1: “These challenges trained me to think more critically, develop strategies, and create new ideas.”

Others emphasized increased awareness of professional responsibility, which motivated them to improve their English skills:

P2: “I realized that as a teacher, I must be responsible for my knowledge, so I improved my English skills.”

Participants also noted that **consistency** is essential in language learning:

P3: “Consistency is the key in learning a language.”

In addition, challenges led to continuous **evaluation and adjustment:**

P4: “There were many adjustments and evaluations during the process.”

However, some participants experienced emotional pressure:

P5: “I often felt worried before teaching because I was afraid the lesson would not match the plan.”

Despite these challenges, many participants were able to adapt effectively:

P6: “Although there were challenges, I could handle them, so they did not significantly affect my performance.”

6. How did you organize your academic tasks while participating in the MBKM program?

Participants organized their academic tasks through **planning, prioritization, and task categorization.**

Some participants emphasized completing tasks as early as possible:

P1: “My principle is to finish tasks as soon as possible. When a task comes, I do it immediately.”

P1: “I arrange tasks based on which deadline is closest.”

Participants also categorized tasks based on urgency and nature:

P1: “Tasks like lesson plans, teaching materials, and media must be completed early before teaching.”

P1: “Tasks like assessment and observation can be done during the internship.”

Other participants used structured planning approaches:

P2: “I set clear timelines and targets so all tasks can be completed properly.”

P3: “I prefer to complete easier tasks first before moving to more difficult ones.”

7. What strategies did you use to manage deadlines and assignments?

Participants applied various **time management strategies** to manage deadlines and assignments.

They prioritized tasks based on urgency:

P1: “If there are many assignments at once, I create a plan and decide which one to do first based on the deadline.”

They also avoided last-minute workload by working gradually:

P2: “I collected school data gradually so it would not be overwhelming at the end.”

Time management was considered essential:

P4: “Good time management is important to complete tasks on time.”

For participants in the AECI Thailand Program, coordination with lecturers was important:

P3: “We informed the lecturers about our program, and we were allowed to take exams earlier before departure.”

8. When facing difficulties, how did you handle them?

Participants handled difficulties by being **proactive, adaptive, and self-directed** in their learning.

They attempted to improve their understanding independently:

P1: “If I do not understand something, I try to learn it again and improve myself.”

They also worked on building confidence, especially in communication:

P1: “I train myself to speak in formal situations by practicing and controlling my nervousness.”

Other participants emphasized adaptability:

P2: “I adjust to the situation and handle problems depending on the condition.”

P3: “I try to stay flexible and adapt to different classroom conditions.”

9. Did you seek help from lecturers, peers, or other resources?

Yes, participants actively sought help from multiple sources, including **lecturers, peers, and online resources.**

Some participants followed a step-by-step strategy:

P1: “If I do not understand, I ask the lecturer. If they do not respond, I ask my friends. If they also do not know, I search on the internet or use AI.”

Others preferred consulting lecturers:

P2: “I often consult with my supervising lecturer because they are very helpful and informative.”

Meanwhile, some relied more on peers:

P3: “I prefer asking my peers because sometimes they are easier to communicate with.”

Collaboration was also important:

P3: “We usually work on group assignments together at the same time.”

Technology also played a role in supporting learning:

P1: “Technology really helps me complete tasks and improve my understanding.”

10. What advice would you give future students?

Participants provided several recommendations for future students.

They emphasized the importance of building networks:

P1: “Build connections and make more friends because it helps you get more information.”

They also highlighted the importance of asking questions:

P1: “Do not be afraid to ask questions to lecturers.”

Digital skills were considered essential:

P1: “Improve your digital skills and use technology wisely.”

In terms of academic preparation:

P2: “You must really understand how to create lesson plans.”

P2: “Improve your speaking skills so teaching can run effectively.”

P3: “Learn classroom management before starting the internship.”

Time management and mindset were also important:

P4: “Manage your time well and set priorities.”

P4: “Do not see tasks as a burden.”

Finally, communication skills were emphasized:

P5: “Build good communication with peers, lecturers, and school members.”

P5: “Be active in asking questions and seeking important information.”

RESEARCHER'S BIOGRAPHY



PERSONAL DATA

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EDUCATIONAL BACKGROUND

1. Elementary School : SDN Jambangan 1 (Year: 2008-2010),
SDN Bulusari 1 (Year: 2010-2014)
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RESEARCH EXPERIENCE

Thesis: "Academic Challenges of Implementing Merdeka Belajar Kampus Merdeka (MBKM) among English Department Students at UIN Syekh Wasil Kediri"

Declaration:

I hereby declare that all information provided above is true and correct.

Kediri, May 8th, 2026

(Hanif Nurazizah)