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APPENDIXES

1. Surat Keputusan Bimbingan



UNIVERSITAS ISLAM NUSANTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus : Jl. Soekarno - Hatta No. 530 Bandung 40286, Telp/Fax. (022) 7509708
Website : www.uinunus.ac.id Email : info@uinunus.ac.id

KEPUTUSAN DEKAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM NUSANTARA

Nomor: 090/Kep-Dek/FKIP-UIN/ VII/2026

TENTANG
PENETAPAN DOSEN PEMBIMBING TUGAS AKHIR MAHASISWA

- MENIMBANG** :
1. Bahwa tugas akhir ialah karya ilmiah yang dibuat oleh mahasiswa sebagai prasyarat untuk mencapai derajat gelar akademik Sarjana yang memuat deskripsi saintifik hasil penelitian atau pengkajian tentang implikasi pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora, sesuai dengan keahliannya, berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, dan desain/ model;
 2. Bahwa dalam upaya penyusunan artikel, diperlukan dosen pembimbing yang profesional dan memiliki kompetensi yang relevan dengan topik permasalahan sehingga artikel ilmiah tersebut dapat dipertanggungjawabkan secara akademik;
 3. Bahwa tugas akhir dibuat oleh mahasiswa dengan bimbingan dosen yang setara bidang keilmuan atau keahliannya dengan program studi, serta ditetapkan melalui Surat Keputusan Dekan.
- MENGINGAT** :
1. Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-undang No. 12 Tahun 2012 tentang Pendidikan Tinggi;
 3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 4. Peraturan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
 5. Peraturan Rektor Universitas Islam Nusantara No. 1 Tahun 2022 Perubahan atas Peraturan Rektor No. 3 Tahun 2020 tentang Pedoman Akademik Universitas Islam Nusantara;
 6. Peraturan Rektor Universitas Islam Nusantara Nomor 1 Tahun 2025 tentang Tugas Akhir Mahasiswa Universitas Islam Nusantara
- MEMPERHATIKAN** :
1. Pedoman Penyelenggaraan Pendidikan Akademik Program Sarjana FKIP Uninus;
 2. Standar Prosedur Operasional FKIP Uninus tentang Pengajaran dan Bimbingan Penulisan Artikel Ilmiah;
 3. Usulan penetapan Dosen Pembimbing Tugas Akhir pada Program Studi Pendidikan Bahasa Inggris FKIP Uninus.

MEMUTUSKAN :

- MENETAPKAN PERTAMA** :
1. Penunjukan dan Penetapan Dosen Pembimbing Tugas Akhir Mahasiswa.
 2. Menunjuk dan menetapkan nama di bawah ini:
Riki Ruswandi, M.Hum Sebagai Pembimbing I
Paulina Novarita, M.Hum Sebagai Pembimbing II

untuk membimbing penulisan Tugas Akhir atas nama mahasiswa:

Nama : Mutia Hafifah Haerunisa
NIM : 41032122221005
Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian :
"The Readiness of English Teachers for AI Integration in High School English Classes"

- KEDUA** :
1. Prosedur pembimbingan merujuk pada Petunjuk Teknis Penyelesaian Tugas Akhir Program Sarjana (Peraturan Rektor Uninus Nomor 01 Tahun 2025 tentang Tugas Akhir Mahasiswa)
- KETIGA** :
1. Keputusan ini berlaku selama 1 (satu) semester terhitung mulai tanggal ditetapkan. Apabila dikemudian hari terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Bandung
Pada tanggal : 20 Juli 2026

Wakil Dekan I,
Dr. Farhan, S.S., M.Pd.I.
NIDN. 0426088402
FKIP UNINUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Tembusan disampaikan kepada:

1. Yth. Pimpinan Program Studi di lingkungan FKIP
2. Yth. Pimpinan Uninus, sebagai acuan untuk ditindaklanjuti;
3. Yth. Dosen Pembimbing Skripsi, sebagai dasar pelaksanaan kegiatan bimbingan;
4. Yth. Mahasiswa yang bersangkutan, sebagai dasar pelaksanaan kegiatan bimbingan;
5. Arsip.

2. Kartu Bimbingan Mahasiswa



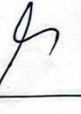
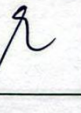
UNIVERSITAS ISLAM NUSANTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SEKRETARIAT : KAMPUS : JL. SOEKARNO-HATTA NO. 530 TELP/FAX. 7509708 KOTA BANDUNG 40286

KARTU BIMBINGAN PENULISAN SKRIPSI

Nama Lengkap : Mutia Hafsa Haerunisa
 Jenis kelamin : Laki-laki/Perempuan *)
 No. Induk Mahasiswa : 91032122221005
 Program Studi : Pendidikan Bahasa Inggris
 Pembimbing : Riki Ruswandi M.Hum.
 : Bulina Novorita S.Pd., M.Hum.
 Judul Skripsi : The Readiness of English Teachers for
 : AI Integrations in High School Classes.
 Nomor Formulir :
 Pengajuan Judul/
 Pembimbing : 090

NOMOR URUT	TANGGAL PERTEMUAN	CATATAN PEMBIMBING	PARAF PEMBIMBING	
			I	II
1	10/Maret/ 2026 (Selasa)	1. Pengajuan judul skripsi 2. Mencari teori dan previous studies yang relevan (judul)	<i>[Signature]</i>	<i>[Signature]</i>
2	31/Maret/ 2026 (Selasa)	1. Pengajuan Draft judul 2. Tinjauan judul-judul dari Pembimbing 1	<i>[Signature]</i>	<i>[Signature]</i>
3	1/April/ 2026 (Rabu)	1. Fixasi judul menjadi "The Readiness of English Teachers for AI Integration in High School Classes"	<i>[Signature]</i>	<i>[Signature]</i>
4	7/April/ 2026 (Selasa)	1. Tinjauan Bab 1 2. Populasi sample jangan Se-Indonesia Lukup Jawa Barat saja 3. Gap penelitiannya harus ada dari Jawa Barat	<i>[Signature]</i>	<i>[Signature]</i>
5	16/April/ 2026 (Kamis)	1. Revisi Bab 1 2. Membahas minimum sampel.	<i>[Signature]</i>	<i>[Signature]</i>

NOMOR URUT	TANGGAL PERTEMUAN	CATATAN PEMBIMBING	PARAF PEMBIMBING	
			I	II
6.	13 / Mei / 2026 (Rabu)	1. Saya koreksi mengubah judul menjadi "An Analysis of Grammatical Errors in Degrees of Comparison Among High School Students"		
		2. Pembimbing 1 merekomendasikan kembali ke judul sebelumnya. 3. Judul tidak ada metode, tidak ada outcome dari penelitiannya.		
7.	31 / Mei / 2026	1. Mengajukan judul sebelumnya dan Akas approved "The Readiness of English Teachers for AI Integrations in High School classes"		
8.	22 / Juni / 2026	1. Mengirim bab 1-3 2. Membuat draft Questioner 3. Tidak perlu mencantumkan asal sekretah guru. 4. Cukup secaraan swasta / negeri.		
9.	9 / Juli / 2026 (Kamis)	1. Membuat draft Bab 4-5 2. Discusion harus mencantumkan sitasi dan referensi. 3. Mengirimkan spread sheet Questioner		
10.	10 / Juli / 2026 (Jumat)	1. Memasukan tabel instrument di Bab 3		
11.	22 / Juli / 2026 (Rabu)	Cek grammar & turuti		

Mengetahui :

Bandung,

Pembantu Dekan I

Ketua Program Studi

Mahasiswa Ybs.

(.....)

(.....)

(..... Mutha Hafsa H.....)

[illegible]

No.	Statement	1	2	3	4	5
1.	I understand the basic concepts of Artificial Intelligence (AI).					
2.	I understand the role of AI in education.					
3.	I understand how AI can support English language teaching.					
4.	I understand the benefits of AI in teaching and learning activities.					

5.	I am familiar with various AI tools such as ChatGPT, Gemini, and Grammarly.					
6.	I understand the functions of AI tools in English language teaching.					
7.	I am aware of various AI applications that can be used in education.					
8.	I understand the ethical issues related to the use of AI in education.					
9.	I understand the risks of plagiarism associated with AI use.					
10.	I understand the importance of verifying information generated by AI.					
11.	I believe that AI can improve the quality of English language teaching.					

12.	I consider AI to be a useful tool in education.					
13.	I have a positive attitude toward integrating AI into teaching and learning.					
14.	I am open to using AI in my teaching practices.					
15.	feel confident using AI in teaching and learning activities.					
16.	I am able to learn how to use AI independently.					
17.	I can adapt to the rapid development of AI technologies.					
18.	I am motivated to improve my AI related competencies.					

19.	I am willing to participate in AI related training programs.					
20.	I actively seek information about AI in education.					
21.	I can effectively use ChatGPT or similar AI tools.					
22.	I can write effective prompts when using AI tools.					
23.	I can operate AI applications that support teaching and learning activities.					
24.	I can use AI to develop teaching materials.					
25.	I can integrate AI into lesson planning.					

26.	I can use AI to create English language learning materials.					
27.	I can use AI to design engaging learning activities.					
28.	I can evaluate AI generated content before using it in the classroom.					
29.	I need more professional training on integrating Artificial Intelligence (AI) into English language teaching.					
30.	Opportunities to participate in Artificial Intelligence (AI) training are still limited.					
31.	Limited technological facilities hinder the implementation of Artificial Intelligence (AI) in my school.					
32.	Institutional support for integrating Artificial Intelligence (AI) into English language teaching needs further improvement.					
33.	I am concerned about the accuracy of information generated by Artificial Intelligence (AI).					

34.	I am concerned that students may use Artificial Intelligence (AI) unethically during English language learning activities.					
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5. Data SPSS

1. Descriptive Statistics of Cognitive Readiness

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
I understand the basic concepts of Artificial Intelligence (AI).	38	2	5	4.32	.662
I understand the role of AI in education.	38	3	5	4.37	.633
I understand how AI can support English language teaching.	38	4	5	4.50	.507
I understand the benefits of AI in teaching and learning activities.	38	3	5	4.42	.642
I am familiar with various AI tools such as ChatGPT, Gemini, and Grammarly.	38	4	5	4.47	.506
I understand the functions of AI tools in English language teaching.	38	3	5	4.37	.633

I am aware of various AI applications that can be used in education.	38	2	5	4.03	.753
I understand the ethical issues related to the use of AI in education.	38	3	5	4.21	.664
I understand the risks of plagiarism associated with AI use.	38	2	5	4.24	.751
I understand the importance of verifying information generated by AI.	38	3	5	4.29	.654
Overall Mean	4.33				
Valid N (listwise)	38				

2. Descriptive Statistics of Affective Readiness

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
I believe that AI can improve the quality of English language teaching.	38	3	5	4.42	.642
I consider AI to be a useful tool in education.	38	3	5	4.47	.647

I have a positive attitude toward integrating AI into teaching and learning.	38	3	5	4.47	.603
I am open to using AI in my teaching practices.	38	3	5	4.39	.595
feel confident using AI in teaching and learning activities.	38	2	5	4.21	.777
I am able to learn how to use AI independently.	38	2	5	4.47	.830
I can adapt to the rapid development of AI technologies.	38	2	5	4.29	.835
I am motivated to improve my AI related competencies.	38	3	5	4.32	.739
I am willing to participate in AI related training programs.	38	3	5	4.45	.602
I actively seek information about AI in education.	38	3	5	4.42	.722
Overall Mean	4.39				
Valid N (listwise)	38				

3. Descriptive Statistics of Psychomotor Readiness

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
I can effectively use ChatGPT or similar AI tools.	38	2	5	4.45	.724
I can write effective prompts when using AI tools.	38	3	5	4.18	.652
I can operate AI applications that support teaching and learning activities.	38	3	5	4.45	.686
I can use AI to develop teaching materials.	38	3	5	4.47	.647
I can integrate AI into lesson planning.	38	2	5	4.21	.704
I can use AI to create English language learning materials.	38	2	5	4.26	.795

I can use AI to design engaging learning activities.	38	3	5	4.39	.595
I can evaluate AI generated content before using it in the classroom.	38	3	5	4.37	.786
Overall Mean	4.34				
Valid N (listwise)	38				

4. Descriptive Statistics of Challenges of AI Integration

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
I need more professional training on integrating Artificial Intelligence (AI) into English language teaching.	38	2	5	3.63	.883
Opportunities to participate in Artificial Intelligence (AI) training are still limited.	38	1	5	3.45	.978

Limited technological facilities hinder the implementation of Artificial Intelligence (AI) in my school.	38	2	5	4.39	.855
Institutional support for integrating Artificial Intelligence (AI) into English language teaching needs further improvement.	38	3	5	4.50	.558
I am concerned about the accuracy of information generated by Artificial Intelligence (AI).	38	2	5	4.37	.819
I am concerned that students may use Artificial Intelligence (AI) unethically during English language learning activities.	38	2	5	4.58	.683
Overall Mean	4.15				
Valid N (listwise)	38				