



Prophetic Short Story Reading Skills Learning Using Constructivism Approach via File Upload Google Form Option

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ABSTRACT

This study aims to describe: 1) the procedure for learning prophetic short story reading skills using a constructivist approach through the Google form file upload option; 2) the learning outcomes of prophetic short story reading skills using a constructivist approach through the Google form file upload option; 3) the equality of learning outcomes of prophetic short story reading skills using a constructivist approach through the Google form file upload option per sample group. This study took place in the odd semester of the 2024/2025 academic year. The population of the study were 3rd semester students of the Indonesian Language and Literature Education Study Program, Khairun University who took part in prophetic short story reading skills learning using a constructivist approach through the Google form file upload option. There were 26 students. The sample of this study was determined as many as 25 students based on a statistical formula. To collect data on learning procedures, observation guidelines were used to determine the suitability between the RPS and learning activities. To collect data on learning outcomes, a prophetic short story reading skills test was used based on the Google form. The checklist was used to internally validate the implementation plan for prophetic short story reading learning. The teaching materials used had four sections. Section-1 was about student attributes and section-4 was about prophetic short story reading skill evaluation instruments. Learning procedure data were analyzed thematically. Learning outcome data were analyzed using parametric inferential statistical procedures, namely a one-sample t-test using a standard score of 85.00 expected mean. The results of the study: 1) the learning procedure for prophetic short story reading skills using a constructivist approach through the google form file upload option involved 3 initial activities, 27 core activities, and 2 final activities; 2) the learning outcomes for prophetic short story reading skills reached a standard mean of 86.83 above the target of 86.11; 3) there was no difference in the learning outcomes for prophetic short story reading skills per sample group.

Keywords: *prophetic short story, reading skills learning, constructivism approach, file upload, google form*

INTRODUCTION

Literature lecture materials include learning about short story appreciation. The appreciation aspect uses various approaches such as the mimetic approach, the structural approach, and the pragmatic approach. The approach that is commonly taught to new students is the structural approach, namely a study that involves the study of intrinsic and extrinsic elements.

Short stories are divided into fictional short stories and factual short stories. Fictional short stories contain imaginary stories through a plot, either dense or loose, on a theme that contains various messages. Unlike fictional short stories, factual short stories contain real stories, not imaginary, through a plot, either dense or loose, on a theme that contains various messages (Elmustian, 2019:42).

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Popular factual short stories are factual short stories about Islam; short stories that contain themes and messages to avoid sinful acts; on the contrary, remind readers to do good deeds. The selection of prophetic short stories in literary appreciation lectures also strengthens character education for new students. Several scientific articles in online journals containing studies on prophetic short stories are widely circulated (Farokhah et al., 2024:271-280; Rahayu & Ikhtiaruddin, 2024:99-110).

As a lecturer in the Indonesian Language and Literature Education Study Program, Khairun University, learning prophetic short story reading skills is interesting to do. Learning uses a constructivist approach through the media google form file upload option. The constructivist approach model chosen is the 5-phase model from Needham which is modified into the phases: 1) idea generation; 2) idea reconstruction; 3) application of ideas (Needham in Mahamod, 2014:00; Zakaria, 2015:12-21; Zhang, 2008:89-116; Wardoyo, 2013:8; Sukiman, 2008:59-70; Othman & Salleh, 2013:60-71; Nair & Muthiah, 2005:21-41; Supardan, 2016:1-12). Therefore, the learning material is placed in the idea reconstruction phase in google form. In more detail, the structure of the google form-based teaching material is presented, namely:

- 1) section-1: contains student attributes, namely name, semester, WhatsApp number, and gender.
- 2) section-2: idea generation phase involving 32 prophetic short story reading skill test questions according to the indicators for the two prophetic short stories-1 and prophetic short stories-2 in multiple choice form
- 3) section-3: idea reconstruction phase, namely teaching demonstrations about characters and traits as well as themes and messages that must be copied on blank paper and then uploaded
- 4) section-4: idea application phase, namely repeating answers to 32 prophetic short story reading skill test questions according to the indicators for the two prophetic

short stories-1 and prophetic short stories-2 in multiple choice form

- 5) section-5: contains a reading skill test for the text of prophetic short stories-3 and prophetic short stories-4 in multiple choice form with 4 options

The copying task technique is used in this learning. This technique is integrated with the use of upload files on Google Form. This means that all the lesson materials in the idea reconstruction phase section are copied by students manually on blank paper to be uploaded. The function of this technique is to ensure that students read all the lesson materials available in the teaching materials. The copying task technique is a relatively new technique in Indonesian language learning (Razak, 2020:11-12). Part 2 still involves the copying task technique. The copied material in this technique is the prophetic short story itself in the teaching materials. Several scientific articles in online journals containing studies on copying task techniques were written by (Farianti & Amrillah, 2024:775-784; Harahap & Ningsih, 2024:179-186; Permana & Kurniawan, 2024:745-760; Razak & Elmustian, 2024:761-774; Delfiana, 2024:451-464; Yulaeha & Handayani, 2024: 173-180). The process skills approach is used in the Google Form teaching materials with the file upload option. This approach is a consequence of the idea reconstruction phase. Through this approach, the teaching materials contain how to find the intrinsic elements of prophetic short stories. Through this approach, all learning materials are explained accurately in the teaching materials. Several scientific articles in online journals containing studies on the process skills approach were written by (Aryani & Achmad, 2024:731-744; Amelia & Artimis, 2024:643-652; Sari et al., 2020:111-120; Amaya & Robo, 2024:793-800; Hasanah & Hasanah, 2024:701-714).

Test techniques are also used in this learning. This learning technique is related to the application phase of ideas in the constructivism approach. Through this technique, students are facilitated by lecturers to be able to work on tests, namely find-



ing intrinsic elements of prophetic short stories. In teaching materials, this technique uses the term Competency Test. Through this term, it is believed that students are more motivated to follow learning compared to using the terms exercise or assignment. Several scientific articles in online journals containing studies on test techniques were written by (Sabariah & Norisah, 2023:223-232; Rahayu & Sukmawan, 2024:41-52; Sari, 2023:111-120; Karisma & Azizah, 2023:775-786).

This article uses Google Form as a medium to place learning materials based on the constructivist approach. In other words, each phase of learning is included in Google Form, including test instruments. The use of Google in learning indicates that this learning is innovative learning. Google Form media is involved in learning, among others, as contained in this scientific article (Zazuli et al, 2023:85-98; Widiastuti et al, 2023:73-84; Yuniarti et al, 2023:13-22).

Based on the description above, it is necessary to conduct a study entitled 'Learning Prophetic Short Story Reading Skills Using a Constructivist Approach through Google Form'. This article contains 3 problem formulations. The two problem formulations are:

- 1) How is the procedure for learning prophetic short story reading skills using a constructivist approach through Google Form?
- 2) How are the results of learning prophetic short story reading skills using a constructivist approach through Google Form?
- 3) Are the results of learning prophetic short story reading skills using a constructivist approach through Google Form the same for each sample group?

This article contains 3 research objectives. The objectives are to describe:

- 1) the procedure for learning prophetic short story reading skills using a constructivist approach through Google Form;
- 2) the results of learning prophetic short story reading skills using a constructivist

approach through Google Form;

- 3) the same results of learning prophetic short story reading skills using a constructivist approach through Google Form per sample group.

The constructivist approach used in this study is a modified approach to the 5-phase constructivist model approach from Needham. The last phase, namely reflection, is not involved so that this approach only uses the orientation phase, the idea generation phase, the idea reconstruction phase, and the idea application phase. This approach is widely used by researchers in research-based learning (Niswanti et al, 2023:683-692; Yamin & Faridah, 2023:203-212; Kadirun & Ismail, 2022:271-280; Sari 2022:281-292; Nurhidayati, 2017:1-14; Wibisono & Annisah, 2023:121-134; Damayanti & Hamidah, 2023:61-72; Jasin & Shaari, 2012:79-92).

This research is beneficial from various parties. First, for colleagues, this article is useful because it can be used as a discussion material and motivation to write similar articles. Second, for the development of teaching strategies, this article is also useful because it contains copying assignment techniques as a technique to trigger students to read. Third, for the use of electronic media, this article is useful because it also uses electronic media as a learning medium. Fourth, for students, the article is also useful because it has the potential to be used as reference material in writing college assignments.

METHOD

This research was conducted at the Indonesian Language and Literature Education Study Program, Khairun University. The research was conducted in the 3rd semester of the 2024/2025 academic year. The population of this study were 3rd semester students who took part in prophetic short story reading skills learning using Google Form. There were 30 students consisting of three groups. First, group A, namely students who submitted on the Google Form in sequences 1 to 10. Second, group B, namely students who submitted on the Google Form in sequences 11 to 20. Third, group C, namely students

who submitted on the Google Form in sequences 21 to 30.

The sample was set at 27 students. The determination of this number is based on Slavin's formula, namely: $n = N: [1 + N(e)^2]$ with an error of 0.05 (Amin et al., 2023:34; Fraenkel et al., 2013; Razak, 2017:13; Santoso, 2023:34; Sukmadinata, 2012:19). Each member of the sample group is drawn randomly from the population group using a technique without replacement. This is in line with expert opinion which states that the number of samples that is close to the population number uses a technique without replacement (Arikunto, 2013:22; Razak, 2023:8; Sukmadinata, 2012:19). Creswell, 2014:81; Razak, 2017:14; Balaka, 2012:57).

Table-1
Number of Population and Samples

No.	Groups	Population	Sample
1	Group-A	10	9
2	Group-B	10	9
3	Group-A	10	9
	Total	30	27

Learning procedure data were collected using observation guidelines. Observation points are the suitability between the types of learning activities contained in the lesson plan and learning activities in the classroom.

Prophetic short story learning outcome data were collected using a test instrument. The prophetic short story reading skill test was compiled through objective and systematic steps so that the content validity requirements were met. Azwar (2013:19) and Fraenkel et al., (2012:191) stated that the content validity of the test does not involve statistical calculations at all, but involves objective and systematic test compilation procedures. The steps for compiling the test are presented below.

First, determine the type of prophetic short story reading skill test. The test chosen is an essay test.

Second, determine the number of prophetic short stories that are used as test objects. This arti-

cle involves 2 prophetic short story texts.

Third, determine the indicators of prophetic short story reading skills. This article uses the following indicators: characters, traits, themes, and messages.

Fourth, determine the test system. The prophetic short story reading skill test uses a take home examination system; based on google form file upload option.

Fifth, determine the number of questions for each indicator. This article is limited to the main character, supporting character-1, supporting character-2, the character of the main character, the character of the supporting character-1, the character of the supporting character-2, the main theme, supporting theme-1, supporting theme-2, the main message, supporting message-1, and supporting message-2 that are in line with the theme.

Sixth, compile test specifications. The contents are presented in a table below.

Table-2
Prophetic Short Story Reading Skills Test Specifications

No.	Prophetic Short Story Indicators	Short Story Item Test		Total
		III	IV	
1	Main Actor	1	17	2
2	Supporting Actor-1	2	18	2
3	Supporting Actor-2	3	19	2
4	Supporting Actor-3	4	20	2
5	Main Character Karakter	5	21	2
6	supporting actor character-1	6	22	2
7	supporting actor character-2	7	23	2
8	supporting actor character-3	8	24	2
9	Main Theme	9	25	2
10	Supporting Theme-1	10	26	2
11	Supporting Theme-2	11	27	2
12	Supporting Theme-3	12	28	2
13	Main Message	13	29	2
14	Supporting Message-1	14	30	2
15	Supporting Message-2	15	31	2
16	Supporting Message-3	16	32	2
	Total	16	16	32



Seventh, compiling test items for prophetic short story reading skills. The compilation of test items is based on the test specifications, namely:

- 1) Write the name of the main character of the prophetic short story-3!
- 2) Write the name of the supporting character-1 prophetic short story-3!
- 3) Write the name of the supporting character-2 prophetic short story-3!
- 4) Write the name of the supporting character-3 prophetic short story-3!
- 5) Write the character of the main character of the prophetic short story-1!
- 6) Write the character of the supporting character-1 prophetic short story-3!
- 7) Write the character of the supporting character-2 prophetic short story-3!
- 8) Write the character of the supporting character-3 prophetic short story-3!
- 9) Write the main theme of the prophetic short story-3!
- 10) Write the supporting theme-1 prophetic short story-3!
- 11) Write the supporting theme-2 prophetic short story-3!
- 12) Write supporting theme-3 prophetic short story-3!
- 13) Write the main message of prophetic short story-3 that is in line with the main theme!
- 14) Write supporting message-1 prophetic short story-3 that is in line with supporting theme-1!
- 15) Write supporting message-2 prophetic short story-3 that is in line with supporting theme-2!
- 16) Write supporting message-3 prophetic short story-3 that is in line with supporting theme-3!
- 17) Write the name of the main character of prophetic short story-4!
- 18) Write the name of supporting character-1 prophetic short story-4!
- 19) Write the name of supporting character-2 prophetic short story-4!
- 20) Write the name of supporting character-3 prophetic short story-4!

- 21) Write the character of the main character of prophetic short story-4!
- 22) Write the character of supporting character-1 prophetic short story-4!
- 23) Write the character of supporting character-2 prophetic short story-4!
- 24) Write the character of supporting character-3 prophetic short story-4!
- 25) Write the main theme of prophetic short story-2!
- 26) Write the supporting theme-1 prophetic short story-4!
- 27) Write the supporting theme-2 prophetic short story-4!
- 28) Write the supporting theme-3 prophetic short story-4!
- 29) Write the main message of prophetic short story-4 that is in line with the main theme!
- 30) Write the supporting message-1 prophetic short story-4 that is in line with the supporting theme-2!
- 31) Write the supporting message-2 prophetic short story-4 that is in line with the supporting theme-2!
- 32) Write the supporting message-3 prophetic short story-4 that is in line with the supporting theme-3!

The checklist is used to internally validate the data of the process and learning outcomes of prophetic short story reading skills with a time triangulation system. The checklist is also used to internally validate the results of the analysis of prophetic short story reading skills data.

Learning process data is analyzed thematically. The qualitative unit of analysis is the conformity between the learning plan and the implementation of learning.

The answer sheets for the prophetic short story reading skills test for each sample member are processed to obtain raw scores. This learning outcome data is scored using a scoring rubric that produces a total score of 2 times 16, namely 32 (Elmustian et al., 2023:61) which is contained in the table below.

Table-3
Prophetic Short Story Reading Skills Scoring
Rubric

No.	Indicators	Kinds of Shor Story		Total
		III	IV	
1	not writing any actor	0	0	0
2	writing only one actor	1	1	2
3	writing two actors name	2	2	4
4	writing three actors name	3	3	6
5	not writing any character	0	0	0
6	writng main characters	1	1	2
7	writing two characters	2	2	4
8	writing all characters	3	3	6
9	not writing any theme	0	0	0
10	writing one theme only	2	2	4
11	writing two themes	4	4	8
12	writing three themes	6	6	12
13	not writing any message	0	0	0
14	writing onr message only	2	2	4
15	writing two messages	4	4	8
16	writing three messages	6	6	12
	Total	18	18	36

The target learning outcomes for prophetic short story reading skills is 85.00. This means that the target learning outcomes at least reach a mean standard value of 85.00. This high target is based on the potential of students to understand the material very high in learning because it is supported by objective and systematic manual teaching materials. In addition, the relatively limited scope of the material also strengthens the target above.

FINDINGS

1. Learning Procedures

The learning procedure for prophetic short story reading skills for semester-3 students in the 2024/2025 academic year of the Indonesian Language and Literature Education Study Program, Khairun University involves teaching materials using the Google Form file upload option.

1.1 Initial Learning Activities

The learning procedure for prophetic short story reading skills for students contains 3 initial activities. The initial activities are:

- 1) students answer the lecturer's greeting when the lecturer opens the lesson
- 2) students receive a link to the Google Form teaching material file upload option about prophetic short story reading skills
- 3) students are facilitated by the lecturer to fill in their names and WA numbers in section-1

1.2 Core Learning Activities

The learning procedure for prophetic short story reading skills for students contains 23 core activities. The core activities are:

- 1) the students are facilitated by the lecturer to be in section-2 google form file upload option
- 2) the students are facilitated by the lecturer to copy on blank paper paragraph-1 prophetic short story-1, photograph it, and upload it on google form
- 3) the students are facilitated by the lecturer to copy on blank paper paragraph-2 prophetic short story-1, photograph it, and upload it on google form
- 4) the students are facilitated by the lecturer to copy on blank paper paragraph-3 prophetic short story-1, photograph it, and upload it on google form
- 5) the students are facilitated by the lecturer to copy on blank paper paragraph-4 prophetic short story-1, photograph it, and upload it on google form
- 6) the students are facilitated by the lecturer to copy on blank paper paragraph-5 prophetic short story-1, photograph it, and upload it on google form
- 7) the students are facilitated by the lecturer to copy on blank paper paragraph-1 prophetic short story-2, photograph it, and upload it on google form



- 8) the students are facilitated by the lecturer to copy paragraph-2 of the prophetic short story-2 on blank paper, photograph it, and upload it to google form
- 9) the students are facilitated by the lecturer to copy paragraph-3 of the prophetic short story-2 on blank paper, photograph it, and upload it to google form
- 10) the students are facilitated by the lecturer to copy paragraph-4 of the prophetic short story-2 on blank paper, photograph it, and upload it to google form
- 11) the students are facilitated by the lecturer to be able to answer questions about the characters and nature of the prophetic short story-1, take pictures of them, and upload them on a google form
- 12) the students are facilitated by the lecturer to be able to answer questions about the theme of the prophetic short story-1, take pictures of them, and upload them on a google form
- 13) the students are facilitated by the lecturer to be able to answer questions about the message of the prophetic short story-1, take pictures of them, and upload them on a google form
- 14) the students are facilitated by the lecturer to be able to answer questions about the characters and nature of the prophetic short story-2, take pictures of them, and upload them on a google form
- 15) the students are facilitated by the lecturer to be able to answer questions about the theme of the prophetic short story-2, take pictures of them, and upload them on a google form
- 16) the students are facilitated by the lecturer to be able to answer questions about the message of the prophetic short story-2, take pictures of them, and upload them on a google form
- 17) the students are facilitated by the lecturer to copy on blank paper a teaching guide about the meaning of the characters and the character of the short story, photograph it, and upload it to Google Form
- 18) the students are facilitated by the lecturer to copy on blank paper a teaching guide about the message and theme of the short story, photograph it, and upload it to Google Form
- 19) the students are facilitated by the lecturer to copy on blank paper a teaching guide about the relationship between the theme and the message of the short story, photograph it, and upload it to Google Form
- 20) the lecturer facilitates the students to be in the idea application section, namely the page containing practice questions
- 21) the lecturer facilitates the students to copy on blank paper the answers to questions about the characters and characterization of the prophetic short story-1, photograph them, and upload them to Google Form
- 22) the lecturer facilitates the students to copy on blank paper the answers to questions about the theme of the prophetic short story-1, photograph them, and upload them to Google Form
- 23) the lecturer facilitates the students to copy on blank paper the answers to questions about the message of the prophetic short story-1, photograph them, and upload them to Google Form
- 24) the lecturer facilitates the students to copy on blank paper the answers to questions about the characters and characterization of the prophetic short story-2, photograph them, and upload them to Google Form
- 25) the lecturer facilitates the students to copy on blank paper the answers to questions about the theme of the prophetic short story-2, photograph them, and upload them to Google Form
- 26) the lecturer facilitates the students to copy on blank paper the answers to questions about prophetic short story message-2, photograph it, and upload it on google form

- 27) students and lecturers conduct learning reflection
- 28) students are facilitated by lecturers to be in the prophetic short story reading skills test section which contains 32 tests based on prophetic short story-3 and prophetic short story-4
- 29) students are instructed by lecturers to answer all questions according to the instructions with a take home examination system

All core activities are in line with the learning plan. This means that there is no difference in the type of core activities between the implementation of learning and the planning of the implementation of learning.

1.3 Final Learning Activities

The learning procedure for prophetic short story reading skills for students contains 2 final activities. The final activities are:

- 1) students listen to the lecturer's statement to submit on the Google form at a certain limit
- 2) students answer the lecturer's greeting when the lecturer closes the learning activity

2. Prophetic Short Story Reading Skills

The learning outcomes of prophetic short story reading skills for 3rd semester students of the Indonesian Language and Literature Education Study Program, Khairun University have a mean of 31.226, namely 86.83. The standard deviation value is 1.607 and the standard error mean value is 0.309 (Figure 1).

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
data	27	31,26	1,607	0,309

Figure-1
Screenshot of One Sample Statistics of Prophetic Short Story Reading Skills via SPSS

The one-sample t-value at the expected value of 31.00 is 0.838. This value is at sig. 0.410 (Figure-2). Thus, sig. 0.410 > 0.05 so that Ho is accepted which means the observation mean of 31.26 is the same as the expected mean of 31.00. The mean of 31.26 is equivalent to the standard score of 86.83 percent. Therefore, the target of 31.00 or 86.11 is achieved.

One-Sample Test				
Test Value = 31.00				
	t	df	Sig. (2-tailed)	Mean Difference
data	0,838	26	0,410	0,259

Figure-2
Screenshot of One-Sample t-Test of Prophetic Short Story Reading Skills via SPSS

3. Prophetic Short Story Reading Skills per Sample Group

This is the mean value of prophetic short story reading skills for 3rd semester students of the Indonesian Language and Literature Education Study Program, Khairun University per sample group. Mean group-A 30.67 standard deviation 1.414. Mean group-B 31.11 standard deviation 1.364. Mean group-C 31.26 standard deviation 1.871 (Figure-3).

Descriptives				
	N	Mean	Std. Deviation	Std. Error
Group-A	9	30,67	1,414	0,471
Group-B	9	31,11	1,364	0,455
Group-C	9	32,00	1,871	0,624
Total	27	31,26	1,607	0,309

Figure-3
Screenshot of Descriptives Statistics One Way Anova Reading Skills of Prophetic Short Stories via SPSS

The data on prophetic short story reading skills for 3rd semester students of the Indonesian Language and Literature Education Study Program,



Khairun University has per sample group that meets the requirements for homogeneity of population variance. In df1 and df2, the sig. value is 0.774 (Figure 4). Therefore, sig. 0.774 > 0.05.

	Levene Statistic	df1	df2	Sig.
Based on Mean	0,259	2	24	0,774

Figure 4
Screenshot of Homogeneity Test of Population Variance of Prophetic Short Story Reading Skill Data via SPSS

The one-way ANOVA test of prophetic short story reading skills for 3rd semester students of the Indonesian Language and Literature Education Study Program, Khairun University has per sample group that produces an F value = 1.691 at sig. 0.206 (Figure 5). Therefore, sig. 0.206 > 0.05. Therefore, H_0 is accepted, which means that the mean of the three sample groups is not different.

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,296	2	4,148	1,691	0,206
Within Groups	58,889	24	2,454		
Total	67,185	26			

Figure-5
Screenshot of One Way Anova Test of Prophetic Short Story Reading Skills via SPSS

DISCUSSION

The achievement of learning targets is believed to be due to two factors. First, the factor of manual teaching materials containing teaching materials on figures, characters, themes, and messages of prophetic short stories. These teaching materials are a consequence of using the process skills approach. In addition to the learning approach, the achievement of learning targets is also due to learning techniques, namely the copying task technique and the test technique. Second, the reading skills of students. It is believed that students have relatively high reading competence. Through

this competence, they can easily understand the material made in the teaching materials. This is in line with the views of several experts who state that the aspect of reading skills is the key to participating in activities related to written sources (Harjasujana & Damaianti, 2013:9; Razak, 2018:52; Dewi & Nurhasanah, 2022:2230).

The prophetic short stories used as learning materials are relatively short stories. These prophetic short stories are sourced from books translated from Arabic into Indonesian.

Prophetic Short Stories-1

Juraij was verbally abused. The house where he worshiped was torn down. People did this to him because they were angry and upset about his bad behavior even though he was known as a person who was diligent and devout in his worship. However, the people regretted it and rebuilt their house of worship.

Juraij was a monk. He lived in a highland area next door to a shepherd who lived on its slopes. Juraij built his own prayer place. While he was praying, his mother called. In his heart, he said whether to continue praying or respond to his mother's call. He continued praying. This happened 3 times. Finally, his mother got angry and said he was being exposed to prostitutes.

One day a prostitute came to tempt him to commit adultery. However, Juraij was firm in his faith and at the same time refused the prostitute's offer. The prostitute comes to the shepherd. He teased the shepherd. Finally, they made a mistake. Until the time came, the woman gave birth to a baby and was brought to the king. The woman admitted that the baby was Juraij's baby. People destroyed Juraij's place of worship with axes on the king's orders. He was also verbally abused, beaten, and had his hands tied. He was dragged towards the palace. On the way, Juraij was passed over to prostitutes. When they saw it, Juraij smiled and the prostitutes saw Juraij who was among the people.

The king then asked him, "Who do you think this is?" Juraij asked back, "Who do you mean?" The king said, "He said that his child was the result

of a relationship with you." Juraij asked, "Did you say that?" "That's right," answered the woman. Juraij then asked, "Where is the baby?" The people answered, "It was in his mother's lap." Juraij then met him and asked the baby, "Who is your father?" The baby answered, "The shepherd."

The king said, "Do we need to rebuild your house of worship with gold?" Juraij replied, "No need." "Or is it made of silver?" continued the king. "Don't," answered Juraij. "Then what will we build your house of worship from?" asked the king. Juraij answered, "Get up as usual." The king then asked, "Why are you smiling?" Juraij answered, "I smiled because of something I already knew, namely the fulfillment of my mother's prayer for me." Then Juraij told them about it." (Wahab, 2013:37-38).

Prophetic Short Story-2

Caliph Harun ar-Rasyid once had a difference of opinion with his wife, Zubaidah. The caliph thought that one sweet was superior to the other while his wife thought otherwise. In the end, the caliph was angry until they finally slept separately. Then the caliph said to his wife, "If you sleep in my kingdom tonight, then your divorce will be." A moment later the caliph was confused because his wife had to go far to sleep, out of his territory that stretched from east to west.

Caliph Harun ar-Rasyid gathered the scholars to immediately find a solution to the complicated problem. The scholars were ultimately unable to help Caliph Harun ar-Rasyid to overcome the problem caused by his tongue towards his wife.

Imam Malik came to Caliph Harun ar-Rasyid. He intended to provide a solution to the caliph's problem with his wife. What was the solution? Imam Malik said that tonight Umm Ja'far (Zubaidah) should sleep in any mosque because the mosque is the house of Allah. The mosque is not a territory of authority (Asy-Syinawi, 2013:21).

The incident above shows the height of knowledge. The owner can provide solutions appropriately and quickly to anyone who is facing a problem.

Prophetic Short Story-3

Tsabit bin Nukman took an apple. After eating half of it, he remembered that the apple was not his. He immediately looked for the owner of the orchard to make the half of the apple that had been eaten permissible. The owner of the apple orchard would only forgive him if he could fulfill a unique condition. Tsabit bin Nukman accepted the unique condition.

One morning Tsabit bin Nukman bin Marzaban was walking on the edge of the orchard in Kufah. Suddenly an apple fell from the tree. Tsabit took it and ate half of it. Instantly, he realized that the apple was not his. He immediately entered the orchard and told the gardener about the incident. "Forgive me and take the rest," said Tsabit bin Nukman while showing the rest of the apple to the gardener. "I cannot forgive you. This is not my orchard but my master's orchard," said the gardener. "Where is your master's house? I will ask him to forgive me," asked Tsabit bin Nukman. "A day and night's journey from here.", replied the gardener.

Tsabit bin Nukman walked for a day and a night until he reached the house of the orchard owner.

"Sir, forgive me. I have eaten your apple. Here is the rest," said Tsabit after greeting him. The orchard owner looked at him in surprise.

"I will not forgive you except on one condition," said the orchard owner.

"What is the condition?" asked Tsabit bin Nukman.

"You must marry my daughter," said the orchard owner. Tsabit was confused after hearing the condition.

"Before you marry her, I will tell you her characteristics so that later you will not accuse me of deceiving you. My daughter is blind, mute, deaf, and paralyzed," said the orchard owner explaining the characteristics of his daughter.

Tsabit bin Nukman was even more confused. He had to marry a blind, mute, deaf, and paralyzed girl to obtain forgiveness for eating one apple. In his heart he asked, "Aren't there many other easy



conditions?" During that confusion, the gardener said to him again, "I forgot to tell you that my daughter is ugly. I have to tell you all this because the Messenger of Allah said, "People who cheat are not among us."

Tsabit bin Nukman covered his face with both hands. At that time he read verse 156 (al-Baqarah) which means, "Those who, when a calamity strikes, say, 'Indeed we belong to Allah and to Him we will return'.

"How?", asked the owner of the garden.

"La ilaha illallah Muhamdur Rasulullah."

"That is the best sentence but what is your answer to my offer?", said the owner of the garden.

Tsabit bin Nukman finally accepted the offer of the owner of the garden. He could catch a sign of a smile that appeared on the owner's face. He was very sure that the owner of the garden did not oppress him even though he had never thought of becoming the son-in-law of the owner of the garden.

Tsabit bin Nukman entered the bridal chamber. A girl was seen with her back to him.

"Why don't I say hello first? However, didn't her father say she couldn't hear? It's better for me to say hello anyway. "If he really can't answer it, I will still get ten kindnesses and answers from the angels," he said to himself.

"Assalamu alaikum," said Thabit bin Nukman.

"Waalaikumusalam warahmatullah wa barakatuh," came a soft reply. Thabit bin Nukman was amazed. He looked right and left. "Did the angels answer my greetings or did this girl's maid come?", he asked to himself.

"Have you prayed the Isyak prayer?" Thabit bin Nukman heard the Sharia question clearly. Thabit bin Nukman looked to the right and left again. In his heart, Thabit bin Nukman said, "He, my wife, is speaking. But didn't her father say that his daughter was deaf and mute?"

His wife turned to Thabit bin Nukman. She saw a beautiful face like the full moon.

"Your father has told me that you ..."

"I am ugly, mute, blind, deaf, and paralyzed," his wife continued Thabit bin Nukman's words.

His wife stood up. It turned out that she was not paralyzed. After that, she extended her hand to Thabit bin Nukman. It turned out that she was not blind.

"Why did your father say that you are blind, mute, deaf, and paralyzed?"

"My father has spoken the truth. I am blind because I have never seen anything that is forbidden by Allah Taala. I am mute because I have never backbitten, caused conflict, and told lies. I am paralyzed because my legs are only used to obey Allah Taala."

Hearing his wife's explanation, Tsabit bin Nukman smiled. Only then did he know the secret behind his father-in-law's smile (Asy-Syinawi, 2013:11-14).

This pious husband and wife were finally given a son. Since childhood, the child had memorized the Quran. He was given the name Nukman. Nukman became a highly knowledgeable person. He was an imam from a school of thought better known as Imam Abu Hanifah.

Prophetic Short Story-4

The first person was a leper. The second person was a bald man with many scabies on his head. The third person was a blind man. Those were the three sick people. They were tested by Allah Taala with healing.

First, an angel came to the leper. The angel asked, 'What do you want most?' The man replied, 'A handsome face, beautiful skin, and remove from me all that disgusts people'. The angel then rubbed the leper and the disease he suffered from disappeared and he was given a handsome face, beautiful skin. The angel asked the man again, 'What kind of wealth do you like most?' He replied, 'A camel or a cow'. He was given a pregnant camel and prayed, 'May Allah Taala bestow His blessings with this camel.

Second, the angel also came to the bald man. The angel asked him, 'What do you want most?' The man replied, 'Beautiful hair, and remove from me all that disgusts people on my head'. The angel rubbed the bald man and the disease he was suf-

fering from disappeared and his hair became thick. Then the angel asked the person again, 'What wealth do you really enjoy?' The answer was, 'Camel or cow'. Then he was given a pregnant cow and prayed, 'May Allah Taala bestow His blessings on this cow.'

Third, angels also come to blind people. The angel asked, 'What is the thing you want most?' The blind man answered, 'May Allah Taala be willing to restore my sight so that I can see people'. The angel rubbed his face and immediately Allah Taala restored his sight. After that, the angel asked the person again, 'What wealth do you like most?' The answer was, 'Goat'. Then he was given a pregnant goat and prayed, 'May Allah bestow His blessings on this goat.'

Some time passed. The first people had a valley of camels. The second person has a valley of cows. The third person had a valley of goats.

The angel came again to meet the first person like himself. The angel said, 'I am a poor man. All ways have been cut off for me to seek sustenance on my journey so I cannot continue my journey except with the help of Allah Taala, then your help. By Allah Taala who has given you a handsome appearance, beautiful skin, and given you this wealth. I ask you for just one camel to continue my journey.' The person answered, 'I have many rights and responsibilities'. The angel who resembled a leper said, 'I think I know you, weren't you a leper, people were disgusted with you, and you were poor, then Allah Taala gave you wealth?' The person answered, 'Indeed, I inherited this wealth from my noble and honorable ancestors'. Then the angel said, 'If you lie, Allah will surely return you to your original state'.

The angel came again to find a second person like himself. The angel said as it was said to the first person. Angels were rejected too. He said, 'If you lie, Allah Taala will surely return you to your original state'.

Finally, the angel came again to meet a third person like himself. The angel said to him, 'I am a

poor man. All ways have been cut off for me to seek sustenance on my journey so I cannot continue my journey except with the help of Allah Taala, then your help. By Allah Taala who has restored your sight and given you this wealth. I ask you for just one goat to carry me on my journey.' The man answered, 'Truly I was blind. Allah has restored my sight and given me wealth. Take what you like and leave what you like. By Allah Taala, I will not make things difficult for you now by asking you to return something that you have taken because of Allah Taala'. The angel who resembled a blind man said, 'Hold on to your wealth because indeed you are only being tested by Allah Taala. Allah Taala has been pleased with you and angry with your two friends'.

CONCLUSION

At the end of this article, a conclusion is presented. The intended conclusion:

- 1) the learning procedure for prophetic short story reading skills using a constructivist approach through Google Form for 3rd semester students of the Indonesian Language and Literature Education Study Program, Khairun University involves 3 initial activities, 29 core activities, and 2 final activities;
- 2) the learning outcomes of prophetic short story reading skills using a constructivist approach through Google Form for 3rd semester students of the Indonesian Language and Literature Education Study Program, Khairun University achieved a standard mean of 86.83 percent on a target of 86.11;
- 3) there was no difference Learning outcomes of prophetic short story reading skills using a constructivist approach through Google Form for 3rd semester students of the Indonesian Language and Literature Education Study Program, Khairun University per sample group.



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