



## Learning Short Story Reading Skills Using Innovative Strategies Based on Google Forms and Online Journal Scientific Articles

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### ABSTRACT

This study aims to explore: 1) the learning procedure for prophetic short story reading skills using an innovative strategy based on online journal scientific articles through Google Forms; 2) the learning outcomes of prophetic short story reading skills using an innovative strategy based on online journal scientific articles through Google Forms; 3) the similarity of learning outcomes for prophetic short story reading skills using an innovative strategy based on online journal scientific articles through Google Forms per submission time. The study was conducted at SMK Ar-Rahman, Cianjur, West Java. The study took place in the odd semester of the 2025/2026 academic year. The study population was 33 10th-grade students of SMK Ar-Rahman who participated in prophetic short story reading skills learning through Google Forms. The sample was determined at 28 students through statistical formulas. The research data were collected using a four-option multiple-choice test instrument. The short story reading skills data were analyzed using descriptive statistics. Research results: 1) The learning procedure for short story reading skills through Google Forms included 4 initial activities, 19 core activities for using Google Forms and online journal articles, 16 activities for copying assignments, and two final activities; 2) learning outcomes for short story reading skills through Google Forms were categorized as high; 3) there was no difference in learning outcomes for short story reading skills through Google Forms between sample groups.

*Keywords: short story, reading skills, innovative strategies, google forms, online journals*

### INTRODUCTION

Reading, in the sense of skillfully grasping the meaning of written texts, is a crucial activity for students at all levels of education. Therefore, students at every level need to master narrative text reading skills.

For upper elementary school students, narrative text reading skills are essential to facilitate learning activities in every subject, both autonomously and through integrated learning (Halim, 2009).

For junior high school students, narrative text reading skills are also crucial because they can strengthen learning in all subjects that use books

as teaching materials, including Indonesian language learning (articles).

At the high school level, reading narrative texts becomes even more crucial. Internally, narrative text reading skills are important because they are the goal of Indonesian language learning, particularly in the reading aspect. Externally, narrative text reading skills empower students to generate diverse ideas for every subject that uses written teaching materials. This means that if students possess strong narrative reading skills, their chances of understanding subjects such as Islamic Religious Education and Character Education, Pancasila and Citizenship Education,

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Science, Social Studies, and Mathematics are greatly increased, or vice versa (article).

Based on the description above, teaching narrative reading skills is deemed necessary. The narrative text chosen as the learning material is a short story. Expository text was chosen for two reasons. First, the structure of short stories is closely related to character education.

Learning short story reading skills is believed to be more engaging for students if innovative strategies are used. The strategy in question is a copying task technique in special materials based on Google Forms.

The innovative strategy referred to in this article is a combination of strategies involving a process skills approach, a constructivist approach, a test technique, and a copying task technique.

This is a process skills approach. This approach is the opposite of the outcome approach. This traditional approach is believed to be very effective when used in teaching expository text reading, which has an expository structure (thesis and argumentation as the core structure and title and interpretation as the non-core structure).

Through a process skills approach, teachers facilitate students' knowledge and understanding of the linguistic rules of expository texts, including the nature of paragraphs, types of paragraphs, types and functions of sentences within paragraphs, and types and functions of ideas within paragraphs. Therefore, this article is titled "Learning Expository Text Reading Skills Based on Online Journal Scientific Articles Using a Process Skills Approach." Learning strategies in the form of media, such as Google Forms, are not included in this title. This was done to consider the maximum number of words allowed in online journal scientific article titles.

The process skills approach is commonly used in research on writing online journal scientific articles. Authors of scientific articles that can be randomly encountered who use the process skills approach are (Amelia & Artimis, 2024; Suyono, 2007; Wilujeng, 2020).

This article contains several problem formulations.

The problem formulations are presented below:

- 1) What is the procedure for learning short story reading skills based on online journal scientific articles using an innovative strategy through Google Forms for 10th-grade students at Ar-Rahman Vocational School?
- 2) How are the reading skills of short stories based on scientific articles in online journals using innovative strategies through Google Forms for grade X students of SMK Ar-Rahman?
- 3) Are the reading skills of short stories based on scientific articles in online journals using innovative strategies through Google Forms for grade X students of SMK Ar-Rahman the same? by gender and by submission time?

The research objectives are then presented. The objectives of the research are to describe:

- 1) the learning procedure for short story reading skills based on scientific articles from online journals using innovative strategies through Google Forms for 10th-grade students at Ar-Rahman Vocational School;
- 2) the learning outcomes for short story reading skills based on scientific articles from online journals using innovative strategies through Google Forms for 10th-grade students at Ar-Rahman Vocational School;
- 3) the similarity of short story reading skills based on scientific articles from online journals using innovative strategies through Google Forms for 10th-grade students at Ar-Rahman Vocational School by gender and submission time.

This research has several benefits. First, from a supervisor's perspective, this article is useful



because it can be used as material for principal supervision of Indonesian language teachers in particular and teachers of other subjects in general. Second, from an electronic media perspective, this article is useful because it motivates other teachers to use Google Forms. Third, from a reader perspective, this article is useful because it trains high school/vocational school students to recognize and interact with scientific articles from online journals. Fourth, from an academic perspective, this article also has many benefits. Both students and lecturers teaching courses on text-based Indonesian language learning can critique this article from various perspectives. Relevant articles can be found in online journals. Some relevant articles include:

- 1) Razak, A. (2026). Prosedur Penggunaan Uji t Satu Sampel dan Sampel Berpasangan untuk Data Prates dan Postes Cerpen Profetik. *GAUNG: Jurnal Ragam Budaya Gemilang*, 4(2), 81–96. <https://doi.org/10.55909/gj.v4i2.127>
- 2) Dewi, Y. S., Halil, M. A., Hasanah, A., & Damayanti, D. A. (2025). The Prophetic Short Story Reading Skills Learning Using Constructivism Approach via File Upload Google Form Option. *DISCUSSANT: Journal of Language and Literature Learning*, 3(1), 29–44. <https://doi.org/10.55909/dj31.v3i1.41>
- 3) Elmustian, E. & Nushasni, N. (2026). Development of Test Devices to Find Intrinsic Elements of Prophetic Short Story Texts as a Learning Technique for Grade X Senior High School. *DISCUSSANT: Journal of Language and Literature Learning*, 4(1), 25–42. <https://doi.org/10.55909/dj31.v4i1.77>
- 4) Rahayu, S. P., & Ikhtiaruddin. (2024). The Learning Results for Skills in Reading Prophetic Short Story Texts Using Copying Task Techniques in Special Teaching Materials. *DISCUSSANT: Journal of Language and*

*Literature Learning*, 2(2), 99–110. <https://doi.org/10.55909/dj31.v2i2.28>

## METHOD

This research, which focused on learning expository text reading skills based on scientific articles, used a descriptive method. Descriptive methods are commonly used by researchers in the fields of education and learning (Abubakar, 2021; Arikunto, 2013; Balaka, 2012; Razak, 2017). This method describes the research results from various perspectives.

The research took place at SMK ar-Rahman, located in Cibodas, Pacet District, Cianjur Regency, West Java. The research took place in the odd-numbered semester of the 2025/2026 academic year. The research activities during this period included: 1) planning, 2) implementation, and 3) writing a research report in the form of an online journal scientific article.

The population of this study was 10th-grade students of SMK ar-Rahman who participated in the prophetic short story reading skills course based on online journal scientific articles using an innovative strategy through Google Forms. There were 33 students, namely, students in grades X, E, and E. The sample size was 28 students, divided into 18 female students and 10 male students. This number was based on a formula developed by Slavin (Amin et al., 2017; Razak, 2005; Santoso, 2023). Each sample member was randomly selected from the population using a technique without replacement.

Several instruments relevant to the research data were used to collect research data. First, an observation guideline. This instrument was used to obtain data on short story reading skills learning activities based on scientific articles from online journals using a process skills approach through Google Forms. This instrument was compiled objectively and systematically to produce valid observation guidelines. Second, a checklist. This instrument was useful for validating the collected data and the results of the data analysis.

Third, a short story reading skills test instrument. The expository reading skills test was a multiple-choice test containing expository text indicators and linguistic indicators using Google Forms.

This Google Form contained three sections. First, Section 1 contained the attributes of the students taking the test: name, gender, WhatsApp number, high school name, and class 10 parallel. Second, section 2 covers the learning material on expository text structure and language. Third, the questions section tests expository text reading skills based on scientific journal articles online using Google Forms. This test is designed using objective procedures to meet content validity requirements. Azwar (2016) and Razak (2020) state that determining content validity does not involve statistical calculations, but rather uses objective procedures to arrive at the test outline. The test construction procedure is outlined below.

First, determine the factual narrative text that will serve as the basis for the test. The factual narrative text in this article is a prophetic short story. Second, determine the scope of the short story's structure. Prophetic short stories are limited to characters, traits, messages, and themes.

Third, determine the test topic that will serve as the basis for the test. This article uses a prophetic topic. Fourth, determine the number and size of the short stories. Only one prophetic short story will be used as the subject of the reading skills test. This short story tells the story of King Nimrod and the Prophet Ibrahim. Fourth, determine the test format. The short story reading skills test for 10th-grade students at SMM ar-Rahaman will be a four-option multiple-choice test.

Fifth, determine the source of the short story text that will serve as the basis for the test. The short story text in this article is sourced from a scientific article in an online journal.

Sixth, determine the medium for the short story reading skills test for 10th-grade students at SMK ar-Rahaman. This article uses Google Forms as the test medium.

Seventh, determine the short story texts for teaching and learning activities and for formative tests. Two short story texts—1 and 2—are available for learning activities, and only one text for formative tests.

### **Prophetic Short Story Text-1**

Imam Ahmad ibn Hanbal refused gifts from his sons, Salih ibn Ahmad ibn Hanbal and Abdullah ibn Ahmad ibn Hanbal. He also refused to be led by them in prayer. Why? They received gifts from the ruler.

Once, Imam Ahmad ibn Hanbal had been without food for three days. He approached one of his students to borrow some flour. The student's family knew full well of Imam Ahmad ibn Hanbal's need for food. They quickly made dough for bread.

Imam Ahmad ibn Hanbal was surprised that the bread cooked so quickly. The student's family saw the stove burning in Salih ibn Ahmad's house, cooking the dough quickly. Upon hearing this, Imam Ahmad ibn Hanbal refused to eat the bread (Asy-Syinawi, 2018).

The incident above shows how strong Imam Ahmad bin Hanbal's principles are. Not a piece of bread will satisfy him if it is cooked in the stove of someone who has received a gift from the ruler (Razak, 2021).

### **Prophetic Short Story Text-2**

Jurajj was verbally abused. The house where he worshiped was torn down. The people carried out the destruction on the king's orders because they were angry and annoyed at his bad behavior. Even though he was known as a person who was diligent and devout in his worship. However, the king regretted his actions and rebuilt Jurajj's house of worship.

Jurajj was a monk. He lived in a highland area next to a shepherd who lived on the slopes. Jurajj built his own place of worship. 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).

Sixth, establish implicit indicators for the reading skills test for prophetic short stories. This test contains 10 implicit indicators, namely (Razak, 2018):

- 1) main character
- 2) supporting character-1

- 3) supporting character-2
- 4) main character
- 5) supporting character character-1
- 6) supporting character character-2
- 7) main theme;
- 8) supporting theme-1;
- 9) supporting theme-2;
- 10) supporting theme-3;
- 11) main message;
- 12) supporting message-1;
- 13) supporting message-2;
- 14) supporting message-3.

Seventh, compile a test outline for reading short stories based on scientific articles from online journals. The test outline is presented in a table.

Eighth, compile test items for reading short stories based on scientific articles from online journals using Google Forms. The Google Form contains three sections: 1) section-1 is about student attributes; 2) section-2 contains 16 reading skill questions on prophetic short story texts based on scientific articles from online journals.

### Prophetic Short Story Text Learning Questions-1

1. The name of the main character...
  - A. Imam Malik
  - B. Imam Abu Hanifah
  - C. Imam Ahmad bin Hanbal
  - D. Imam Syafii'i
2. Supporting character name-1 ...
  - A. Imam Malik
  - B. Imam Abu Hanifah
  - C. Imam Ahmad bin Hanbal
  - D. Imam Syafii'i
3. Supporting character name-2 ...
  - A. Imam Malik
  - B. Imam Abu Hanifah
  - C. Imam Ahmad bin Hanbal
  - D. Imam Syafii'i

4. The character of Imam Ahmad bin Hanbal ...
    - A. istiqomah
    - B. not istiqomah
    - C. having a lot of wealth
    - d. side with the ruler
  5. The character of the mother of Imam Ahmad bin Hanbal's student ...
    - A. ignore the guests
    - B. old age
    - C. istiqomah
    - D. empathy for teachers
  6. The character of Saleh bin Imam Ahmad bin Hanbal ...
    - A. don't pay attention to it
    - B. received gifts from the authorities
    - C. istiqomah
    - D. empathy for teachers
  7. Main theme ...
    - A. always istiqomah
    - B. do not accept gifts from authorities
    - C. should accept gifts from the authorities
    - D. Imam Ahmad bin Hanbal
  8. Supporting theme-1 ...
    - A. people who always try to respect teachers
    - B. furnace
    - C. Abdullah bin Ahmad bin Hanbal
    - D. Imam Ahmad bin Hanbal
  9. Supporting theme-2 ...
    - A. not understanding other people's difficulties
    - B. not arguing against every decision
    - C. should accept gifts from the ruler
    - D. Imam Ahmad bin Hanbal
  10. TSupporting theme-3 ...
    - A. not understanding other people's difficulties
    - B. not arguing against every decision
    - C. should accept gifts from the ruler
    - D. Imam Ahmad bin Hanbal
  11. Main message ...
    - A. stay istiqomah
    - B. do not accept gifts from authorities
    - C. should accept gifts from the authorities
    - D. Imam Ahmad bin Hanbal
  12. Supporting message-1 ...
    - A. often try to respect the teacher
    - B. furnace
    - C. Abdullah bin Ahmad bin Hanbal
    - D. Imam Ahmad bin Hanbal
  13. Supporting message-2 ...
    - A. not understanding other people's difficulties
    - B. not arguing against every decision
    - C. should accept gifts from the ruler
    - D. Imam Ahmad bin Hanbal
  14. Supporting message-3 ...
    - A. not understanding other people's difficulties
    - B. not arguing against every decision
    - C. should accept gifts from the ruler
    - D. Imam Ahmad bin Hanbal
- Prophetic Short Story Text Learning Questions-2**
- 15) Main character...
    - A. Juraij
    - B. baby
    - C. prostitute
    - D. king
  - 16) Supporting character-1 ...
    - A. Juraij
    - B. baby
    - C. prostitute
    - D. king
  - 17) Supporting character-2 ...
    - A. Juraij
    - B. baby
    - C. Juraij mother
    - D. king



- 18) Charactr of Juraijj ...  
A. obedient in worship and able to overcome the temptations of Satan  
B. honestly answering questions  
C. being envious and committing sins  
D. being rash in making decisions but willing to correct wrong decisions
- 19) Charactr of Juraij mother ...  
A. obedient in worship and able to overcome the temptations of Satan  
B. honestly answering questions  
C. being envious and committing sins  
D. being rash in making decisions but willing to correct wrong decisions
- 20) Charactr of king ...  
A. obedient in worship and able to overcome the temptations of Satan  
B. honestly answering questions  
C. being envious and committing sins  
D. being rash in making decisions but willing to correct wrong decisions
- 21) Main theme ...  
A. disobedience on the part of the biological mother is saved by the witness of the baby  
B. The mother is angry with the child because the child doesn't care about her  
C. adultery slander which is canceled by the declaration of infancy  
D. the leader gives punishment to his guilty people
- 22) Supporting theme-1 ...  
A. disobedience on the part of the biological mother is saved by the witness of the baby  
B. The mother is angry with the child because the child doesn't care about her  
C. adultery slander which is canceled by the declaration of infancy  
D. the leader gives punishment to his guilty people
- 23) Supporting theme-2 ...  
A. disobedience on the part of the biological mother is saved by the witness of the baby  
B. The mother is angry with the child because the child doesn't care about her  
C. adultery slander which is canceled by the declaration of infancy  
D. the leader gives punishment to his guilty people
- 24) Supporting theme-3 ...  
A. disobedience on the part of the biological mother is saved by the witness of the baby  
B. The mother is angry with the child because the child doesn't care about her  
C. adultery slander which is canceled by the declaration of infancy  
D. the leader gives punishment to his guilty people
- 25) Main message ...  
A. We should always obey our birth mother  
B. Mothers should not get angry easily with children who do not respond to calls  
C. Don't make new mistakes to cover old mistakes  
D. be a leader who gives objective punishment
- 26) Supporting message-1 ...  
A. We should always obey our birth mother  
B. Mothers should not get angry easily with children who do not respond to calls  
C. Don't make new mistakes to cover old mistakes  
D. be a leader who gives objective punishment
- 27) Supporting message-2 ...  
A. We should always obey our birth mother  
B. Mothers should not get angry easily with children who do not respond to calls

- C. Don't make new mistakes to cover old mistakes
- D. be a leader who gives objective punishment

28) Supporting message-3 ...

- A. We should always obey our birth mother
- B. Mothers should not get angry easily with children who do not respond to calls
- C. Don't make new mistakes to cover old mistakes
- D. be a leader who gives objective punishment

The third instrument was a checklist. This instrument served to internally validate the collected data and validate the results of the data analysis on short story reading skills based on scientific articles in online journals.

The maximum possible score for each sample member was 28. A score was achieved if the sample member answered all questions according to the key, as each answer according to the key was worth one point. A score of zero was achieved if the sample member did not answer all questions according to the key.

Data on short story reading skills based on scientific articles in online journals using Google Forms were analyzed using descriptive statistical procedures. The statistical measures appropriate to the objectives of this study were the mean and percentage.

## RESULTS

### 1. Learning Procedures

The learning procedures for short story reading skills based on scientific articles from online journals using innovative strategies through Google Forms for 10th-grade students at Ar-Rahman Vocational School are based on the learning plan. The learning procedures are presented below.

### 1.1 Initial Learning Activity Procedures

The initial learning activity for short story reading skills based on scientific articles from online journals uses an innovative strategy through Google Forms, consisting of four activities. These activities are:

- 1) Students respond to the teacher's greeting when the teacher opens the class.
- 2) Students listen to the teacher's explanation of the learning objectives.
- 3) Students receive a Google Form link sent to the class representative.
- 4) Students are facilitated by the teacher to log in to the Google Form.

### 1.2 Core Learning Activity Procedures

The core learning activities for short story reading skills based on scientific journal articles online through Google Forms involve numerous activities. The activities that focus on the use of a process skills approach are:

- 1) The teacher assists students in filling in their full names in section 1 of the Google Form.
- 2) The teacher assists students in filling in their gender information in section 1 of the Google Form.
- 3) The teacher assists students in selecting their gender information in section 1 of the Google Form.
- 4) The teacher assists students in selecting the option to understand the description of the meaning of the short story in section 2 of the Google Form.
- 5) The teacher assists students in understanding the intrinsic elements of the short story in section 2 of the Google Form.
- 6) The teacher assists students in understanding the characters and traits of the short story in section 2 of the Google Form.



- 7) The teacher assists students in understanding the solid and loose plots of the short story in section 2 of the Google Form.
  - 8) The teacher assists students in understanding the single and double plots of the short story in section 2 of the Google Form.
  - 9) The teacher assists students in understanding the time setting of the short story in section 2 of the Google Form.
  - 10) The teacher assists students in understanding the nature of the main character of the short story in section 2 of the Google Form.
  - 11) The teacher assists students in understanding The nature of supporting characters in short story 1 in section 2 of the Google Form
  - 12) Students are facilitated by the teacher to understand the nature of supporting characters in short story 2 in section 2 of the Google Form
  - 13) Students are facilitated by the teacher to understand the nature of supporting characters in short story 3 in section 2 of the Google Form
  - 14) Students are facilitated by the teacher to understand the meaning of character traits in short story 2 in section 2 of the Google Form
  - 15) Students are facilitated by the teacher to understand the types of character traits in short story 2 in section 2 of the Google Form
  - 16) Students are facilitated by the teacher to understand the meaning of theme in short story 2 in section 2 of the Google Form
  - 17) Students are facilitated by the teacher to understand the meaning of interpretive principles in understanding theme in short story 2 in section 2 of the Google Form
  - 18) Students are facilitated by the teacher to understand the meaning of interpretive principles in understanding message in short story 2 in section 2 of the Google Form
  - 19) Students are facilitated by the teacher to understand the fundamental difference between theme and message in short story 2 in section 2 of the Google Form
- Core learning activities for short story reading skills based on scientific articles in online journals using innovative strategies through media Google forms also involve learning techniques, namely the copying task technique. Learning activities using the copying task technique
- 1) Students are facilitated by the teacher to copy the meaning of the intrinsic elements of the short story on blank paper, photograph them, and upload them to section 3 of the Google Form.
  - 2) Students are facilitated by the teacher to copy the meaning of the characters and traits of the short story on blank paper, photograph them, and upload them to section 3 of the Google Form.
  - 3) Students are facilitated by the teacher to copy the meaning of the solid plot and the single plot of the short story on blank paper, photograph them, and upload them to section 3 of the Google Form.
  - 4) Students are facilitated by the teacher to copy the meaning of the solid plot and the loose plot of the short story on blank paper, photograph them, and upload them to section 3 of the Google Form.
  - 5) Students are facilitated by the teacher to copy the meaning of the time setting of the short story on blank paper, photograph them, and upload them to section 3 of the Google Form.
  - 6) Students are facilitated by the teacher to copy the meaning of the setting of the short story on blank paper, photograph them, and upload them to section 3 of the Google Form.

- 7) Students are facilitated by the teacher to copy the meaning of the theme of the short story on blank paper, photograph them, and upload them to section 3 of the Google Form. Google Form
- 8) The teacher assists students in copying the meaning of the short story's theme on blank paper, taking photos, and uploading it to Section 3 of the Google Form.
- 9) The teacher assists students in copying the meaning of the short story's theme principles on blank paper, taking photos, and uploading it to Section 3 of the Google Form.
- 10) The teacher assists students in copying the meaning of the short story's message on blank paper, taking photos, and uploading it to Section 3 of the Google Form.
- 11) The teacher assists students in copying the meaning of the short story's message on blank paper, taking photos, and uploading it to Section 3 of the Google Form.
- 12) The teacher assists students in copying the meaning of the short story's message principles on blank paper, taking photos, and uploading it to Section 3 of the Google Form.
- 13) The teacher assists students in copying the similarities between the theme and the message of the short story on blank paper, taking photos of it, and uploading it to section 3 of the Google Form.
- 14) The teacher assists students in copying the differences between the theme and the message of the short story on blank paper, taking photos of it, and uploading it to section 3 of the Google Form.
- 15) The teacher instructs students to be in section 4 of the Google Form, which contains a formative test of short story reading skills.

- 16) The teacher instructs students to complete a Google Form-based reading skills test of prophetic short stories.

### 1.3 End-of-Learning Activity Procedures

The final activity for reading prophetic short stories based on scientific articles from online journals using a process skills approach through Google Forms consisted of two activities. These activities were:

- 1) Students listened to the teacher's statement expressing gratitude for their participation in the short story reading lesson based on Google Forms and completed a short story reading skills test.
- 2) Students responded to the teacher's greeting when the teacher closed the lesson.

## 2. Short Story Reading Skills

The mean score for the prophetic short story reading skills test, based on learning using an innovative strategy based on scientific articles from online journals through Google Forms, for 10th-grade students of SMA Negeri 7 SMK Ar-Rahman was 23.67 (84.54 percent); this is considered high. This score applies to  $n = 31$  and a standard deviation of 0.869, based on a test containing 28 items.

## 3. Short Story Reading Skills by Submission Speed

Prophetic short story texts, based on learning using an innovative strategy based on online journal scientific articles via Google Forms for 10th-grade students at Ar-Rahman Vocational School, were also analyzed using two nominal variables. The variable in question was submission speed. The submission speed referred to in this article refers to submissions in the first and last order. Those who submitted in the first to 13th order were grouped as early-order submitters. Those who submitted in the 14th to 28th order were included in the late-order submitter group.



The results showed that the mean for the early-order submitter group did not differ from the mean for the late-order submitter group. The mean for the early-order submitter group was 23.76, while the mean for the late-order submitter group was 23.56. A difference of only 0.20 was used to determine that the two means were not different.

## DISCUSSION

The high learning outcomes achieved are believed to be due to several factors. These influential factors are discussed below.

First, the learning innovation factor. This article uses an innovative strategy to achieve the learning objective of reading prophetic short stories in grade 10 of Ar-Rahman Vocational High School. The strategy's innovation lies in its integrated learning strategy. Students are facilitated with easy access to online scientific journal articles to obtain prophetic short stories for both learning activities and tests. In this context, students switch between Google Forms and online scientific journal articles on their phones. The Google Form itself contains teaching materials categorized into various learning types about short stories, particularly the interpretive intrinsic elements of the message and theme.

Innovative strategies in language and literature learning are found in several online scientific journal articles. The articles in question were written by (Triani & Nuzula, 2025; Hasanah & Adela, 2025; Hasanah et al., 2026).

Second, electronic media. The use of digital media such as Google Forms and online scientific journal articles is believed to facilitate student learning. Individually, through electronic devices, namely mobile phones, they easily find materials facilitated by teachers. In other words, this electronic media truly mediates between the teacher's expression of the learning material on prophetic short story reading skills and the students participating in the lesson.

Several articles in the field of learning utilize Google Forms as a learning medium. This medium

is combined with other electronic media, namely scientific articles in online journals. The articles in question were written by (Harahap & Ningsih, 2024; Alfalah et al., 2022; Aryani & Achmad, 2024; Yuniarti et al., 2023; Sariasih & Praditha, 2023). Third, the learning motivation factor. Learning expository reading skills using innovative strategies actually increases students' learning motivation. Relatively high learning motivation significantly impacts learning activities, which in turn produces maximum results. Thus, this article also strengthens the role of motivation in teaching and learning activities, as has been done by many researchers through scientific articles in online journals, namely (Emda, 2018; Mukhlis, 2016; Rospiati, 2022).

Third, the teaching materials factor. Teaching materials based on innovative strategies are believed to lead to high learning outcomes. The copying task technique, one of the many components of the innovative strategy, is truly effective. This is because students are ensured to read the learning material by manually copying it on blank paper, then taking photos and uploading it to Google Forms.

Relative online journal scientific articles that use copying assignment techniques. First, Jarkasih & Pasanea (2023). The research was conducted at SD Negeri Kebon Baru 11. Research activities took place at the beginning of the odd semester of the 2023/2024 academic year. The population of this study were phase C students, namely class 5, who took part in learning to appreciate the fairy tale 'Putri Keong Mas' which applied copying task techniques in special teaching materials. The population is 59 students; divided into 30 class 5A students and 29 class 5B students. The sample was determined at 52 students; divided equally, namely 26 students in class 5A and 26 students in class 5B, who were chosen at simple random without replacement. Data was collected using a manual 3-option multiple choice test instrument. Data were analyzed using parametric inferential statistics, namely the one sample t test. The requirements

for homogeneity of variance and sampling technique are met. Research results: 1) appreciation of the fairy tale 'Putri Keong Mas' through learning that applies copying task techniques in special teaching materials, including at the medium level; 2) appreciation of the fairy tale 'Putri Keong Mas' through learning that applies conventional techniques in conventional teaching materials, including at the medium level; 3) the copying task technique in special teaching materials through learning to appreciate the fairy tale 'Putri Keong Mas' is classified as effective.

Second, Aryani & Achmad (2025). This study uses a quantitative descriptive method. Through this method, data on learning outcomes of reading skills of prophetic topic exposition texts are described using descriptive statistical procedures. The study was conducted at SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak. The study took place in the odd semester of the 2024/2025 academic year. The population of this study consisted of grade X students from SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak who participated in learning the skills of reading exposition texts. The students from SMA Negeri 4 Pontianak used the process skills approach and the technique of copying assignments through Google Forms media. They numbered 66 students. The sample was set to include as many members of the population as possible. Data on learning outcomes of reading skills of prophetic topic exposition texts were collected using a four-option multiple-choice test instrument. The data were analyzed using descriptive statistics, namely mean and percentage. The results of the study: 1) the learning outcomes of reading skills for prophetic topic exposition texts using the process skills approach and copying task techniques through Google Form media are in the high category; 3) the learning outcomes of reading skills for prophetic topic exposition texts using the process skills approach and copying task techniques through Google Form media per submission time are not different.

Third, Rahayu & Ikhtiaruddin (2024). This research was carried out at Al Ummah Integrated Islamic Elementary School in the even semester of the 2023/2024 academic year. The research population is 5th grade students who take part in learning in the context of research for writing scientific articles. They numbered 22 students. This research uses a total sample; all members of the population are used as sample members. The instruments of this research are: 1) a test of reading skills in prophetic short story texts-1 and prophetic short stories-2 which contain indicators of character, character, place, message and theme; prepared based on objective and systematic test specifications; 2) useful check guidelines for validating test result data and validating analysis result data. Data on reading skills for prophetic short story texts-1 and prophetic short stories-2 using copying task techniques in special teaching materials were analyzed using descriptive statistical procedures, namely mean and percent. Research results: 1) the skill of reading prophetic short story text-1 using the copying task technique in special teaching materials for grade 5 students at Al-Ummah Integrated Islamic Elementary School is in the high category; 2) skills in reading prophetic short story texts-2 using copying assignment techniques in special teaching materials for grade 5 students at Al-Ummah Integrated Islamic Elementary School in the high category.

This is a prophetic short story that served as the basis for a formative test.

King Nimrod provided a huge blaze. Any bird flying in the sky that passed through the blaze would fall and die in the flames. The goal was to burn the Prophet Ibrahim. Using a giant catapult-like device, the Prophet Ibrahim was thrown into the flames. After 40-50 days, the Prophet Ibrahim emerged from the flames safe and sound.

What prevented the Prophet Ibrahim from being burned in the flames? When he fell into the flames, thrown by a giant catapult-like device, a creature greeted him. The creature asked, "Do you



need help?" The Prophet Ibrahim did not answer, but instead asked, "Who are you? If you are Satan, go away!" The creature replied, "I am the angel of shade (az-Zil) sent by Allah Almighty to save you." Therefore, at that time, he was in a green garden. Azar's son also felt that living in the flames of fire was the best life because Allah Taala ordered the fire to cool.

## CONCLUSION

The conclusion of this article is presented. These conclusions are as follows:

- 1) The learning procedure for prophetic short story reading skills based on scientific articles from online journals using innovative strategies through Google Forms for 10th-grade students at SMK Ar-Rahman contains learning activities aligned with the lesson plan.
- 2) The learning outcomes for prophetic short story reading skills based on scientific articles from online journals using innovative strategies through Google Forms for 10th-grade students at SMK Ar-Rahman are in the high category.
- 3) The learning outcomes for prophetic short story reading skills based on scientific articles from online journals using innovative strategies through Google Forms for 10th-grade students at SMK Ar-Rahman do not differ in terms of submission speed.

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