



## The Student Activeness in Learning to Appreciate Exemplary Stories Using Integrated Strategies through Manual Teaching Materials

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### ABSTRACT

This study aims to describe: 1) student activeness in learning to appreciate exemplary stories using integrated strategies through manual teaching materials; 2) the equality of student activeness in learning to appreciate exemplary stories using integrated strategies through manual teaching materials per sample group. This study took place in the even semester of the 2024/2025 academic year at Abata Lombok Integrated Islamic Junior High School. The population of this study were 7th and 8th-grade students who participated in learning to appreciate exemplary stories using integrated strategies through manual teaching materials. There were only 36 students, divided into fifteen 7th-grade students and twenty-one 8th-grade students. This study used a total sample because the population was small. Observation guidelines were used to collect data on student activeness in learning to appreciate exemplary stories using integrated strategies through manual teaching materials. To validate the data and the results of the data analysis, check-check guidelines were used. Data on student activeness in learning to appreciate exemplary stories using integrated strategies through manual teaching materials were analysed using descriptive statistical procedures, namely frequency, percentage, and mode. Research results: 1) student activity in learning to appreciate exemplary stories using integrated strategies through manual teaching materials is categorised as very active; 2) there is no category of student activity in learning to appreciate exemplary stories using integrated strategies through manual teaching materials per sample group.

*Keywords: student response, appreciation of exemplary stories, integrated strategies, manual teaching materials*

## Keaktifan Siswa dalam Pembelajaran Apresiasi Kisah Teladan Menggunakan Strategi Terpadu melalui Bahan Ajar Manual

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) keaktifan siswa dalam pembelajaran apresiasi kisah teladan menggunakan strategi terpadu melalui bahan ajar manual; 2) sama-tidaknya keaktifan siswa dalam pembelajaran apresiasi kisah teladan menggunakan strategi terpadu melalui bahan ajar manual per kelompok sampel. Penelitian ini berlangsung di semester genap tahun pelajaran 2024/2025 di SMP Islam Terpadu Abata Lombok. Populasi penelitian ini adalah para siswa kelas 7 dan 8 yang mengikuti pembelajaran apresiasi kisah teladan menggunakan strategi terpadu melalui bahan ajar manual. Mereka hanya 36 siswa; terbagi dari lima belas siswa kelas 7 dan dua puluh satu siswa kelas 8. Penelitian ini menggunakan sampel total karena populasi berukuran kecil. Pedoman observasi digunakan untuk mengumpulkan data keaktifan siswa dalam pembelajaran apresiasi kisah teladan menggunakan strategi terpadu melalui bahan ajar manual. Untuk memvalidasi data dan hasil analisis data digunakan pedoman cek-riccek. Data keaktifan siswa dalam pembelajaran apresiasi kisah teladan menggunakan strategi terpadu melalui bahan ajar manual dianalisis menggunakan prosedur statistik deskriptif yakni frekuensi, persen, dan modus. Hasil penelitian: 1) keaktifan siswa dalam pembelajaran apresiasi kisah teladan menggunakan strategi terpadu melalui bahan ajar manual berkategori sangat aktif; 2) tidak terdapat kategori keaktifan siswa dalam pembelajaran apresiasi kisah teladan menggunakan strategi terpadu melalui bahan ajar manual per kelompok sampel.

*Kata Kunci: respon siswa, apresiasi kisah teladan, strategi terpadu, bahan ajar manual*

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## INTRODUCTION

Planning an innovative learning strategy for the Indonesian Language Course is urgent. This planning involves approaches, techniques, and learning media that are believed to increase student learning motivation.

First, the chosen learning approach is a process skills approach. Through this approach, students are facilitated in achieving learning objectives.

Second, the copying assignment technique is also part of the innovation strategy. Through this technique, students are encouraged to read teaching materials to discover ideas for scientific articles in online journals.

Third, tests are used as a learning technique. Extrinsic motivation in learning includes studying for grades. These grades typically come from tests. Therefore, modifying tests into learning techniques is crucial.

One of the many online journal-based learning methods is discovering ideas for scientific articles. The goal of this learning is for students to develop knowledge and skills related to online journal articles. Learning that involves reading is often unmotivating for students. Students are believed to be tempted by Satan, preventing them from acquiring knowledge and skills in identifying the structure of scientific articles.

Recognizing the above conditions, a learning strategy is needed that can reduce Satan's interference. An innovative learning strategy is believed to help students overcome the pressure of Satan. A plan is considered creative if it involves electronic applications, such as Google Forms, that utilise innovative options, notably the file upload feature.

This article utilises a dual learning strategy, as stated in the title. These dual strategies include a process skills approach, a copying task technique, and a test technique to achieve the learning objective of identifying the structure of scientific articles in online journals. In other words, learning to determine the structure of scientific articles in online journals uses a process skills approach, a

copying task technique, and a test technique through teaching materials based on Google Forms with a file upload option.

The teaching materials for identifying the structure of scientific articles in online journals, based on Google Forms with a file upload option, have four sections. First, Section 1 deals with student attributes. Student attributes include: student name, class, gender, WhatsApp number, and email address. Second, section 2 presents a demonstration of the material on identifying the structure of scientific articles in online journals. This demonstration requires manually copying the material onto blank paper, photographing it, and uploading the photograph as evidence of the use of the process skills approach, copying task technique, and the file upload option. Third, section 3 involves answering questions on identifying the structure of scientific articles, involving five university-based scientific articles (Yuniarti, 2024:537-544; Alfalah & Razak, 2023:755-764) as a consequence of using the practice technique. Fourth, section 4 is a test on identifying the structure of scientific articles in online journals with the file upload option.

Based on the description above, it is deemed necessary to conduct scientific research. This research is entitled *Student Activeness in Learning Exemplary Stories Using Copying and Testing Techniques*.

This scientific article contains two research questions. The two research questions are:

- 1) What are the categories of student activeness in learning exemplary stories using an integrated strategy through manual teaching materials?
- 2) Are the categories of student activity in learning exemplary stories using integrated strategies through manual teaching materials the same for each sample group?

These are the two objectives of this research on student engagement in learning exemplary stories. First, to describe the categories of student engagement in learning exemplary stories using an integrated strategy through separate teaching



materials. Second, to describe the similarity of the categories of student engagement in learning exemplary stories using an integrated strategy through manual teaching materials per sample group.

The exemplary story learning referred to in this article is the presentation of a prophetic text (the story of Talhah bin Ubaidillah, *Sebelah Kurma*).

The integrated strategy referred to in this article is the use of a process skills approach combined with copying assignments and testing techniques in the manual teaching materials.

This article has several benefits. First, from an integrated learning perspective, this article is useful because it integrates Indonesian language learning with Islamic Religious Education and Character Building materials on aspects of Islamic cultural history. Second, from a learning strategy perspective, this article is useful because it applies two techniques in learning: copying assignments and testing techniques.

Relevant research is widely distributed in several online journal articles. The scientific articles in question are:

- 1) Farokhah, L., Agustina, A., & Syahrami, J. A. (2024). Pembelajaran Keterampilan Membaca Teks Cerpen Profetik Menggunakan Teknik Tes Pilihan Ganda Opsi Unik melalui LPKD. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(2), 271–280. <https://doi.org/10.55909/jpbs.v3i2.579>
- 2) Juriati, J. & Fitrianingrum, E. (2022). Pesan Utama Cerpen Profetik menurut Interpretasi Siswa SMA Negeri 2 Senayang, Kabupaten Lingga. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(5), 585–594.
- 3) Murtudlo, A. & Widhyahrini, K. (2019). Model Pembelajaran Interaktif dengan Metode Tanya Jawab dalam Meningkatkan Hasil Belajar Siswa Madrasah Ibtidaiyah. *Quality: Journal of Emperical Research ini*

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## METHODS

The research took place in the even semester of the 2024/2025 academic year and included four core activities. First, planning activities, such as selecting two exemplary stories as learning objectives, developing an activity schedule, developing lesson plans, and developing guidelines for observing student activeness in learning. Second, implementation activities, namely learning to appreciate exemplary stories. Third, reporting activities, namely data analysis and writing a report in the form of an online journal scientific article.

The population of this research was 8th and 9th-grade students who participated in learning to appreciate exemplary stories using copying assignments and tests through separate teaching materials. There were 17 students, divided into nine eighth-grade students and eight ninth-grade students.

This study used a total sample. This sample size was chosen due to the small population size. Arikunto (2013:22) and Razak (2017:8) state that total sample research is common.

Student learning activity was highlighted based on core activities according to the lesson plan in learning that used integrated strategies through manual teaching materials. The core activities in question were:

- 1) The teacher facilitated students to complete copying assignment 1 in the blank area of the manual teaching materials regarding the meaning of the message in the exemplary story.
- 2) The teacher facilitated students to complete copying assignment 2 in the blank area of the manual teaching materials regarding the types of messages in the exemplary story.
- 3) The teacher facilitates students to complete the copy-3 task in the blank area of the manual teaching material regarding

- the meaning of the main message in the exemplary story.
- 4) The teacher facilitates students to complete the copy-4 task in the blank area of the manual teaching material regarding the meaning of supporting message-1 in the exemplary story.
  - 5) The teacher facilitates students to complete the copy-5 task in the blank area of the manual teaching material regarding the meaning of supporting message-2 in the exemplary story.
  - 6) The teacher facilitates students to complete the copy-6 task in the blank area of the manual teaching material regarding exemplary story-1 in the illustrative story.
  - 7) The teacher facilitates students to complete the copy-7 task in the blank area of the manual teaching material regarding exemplary story-2 in the illustrative story.
  - 8) The teacher facilitates students to complete the copy-8 task in the blank area of the manual teaching material regarding exemplary story-3 in the illustrative story.
  - 9) The teacher facilitates students to complete question 1 in the manual teaching material regarding the central message of exemplary story 1.
  - 10) The teacher facilitates students to complete question 2 in the manual teaching material regarding supporting message 1 in the exemplary story.
  - 11) The teacher facilitates students to complete the teaching material Question 3 manual on supporting message 2 of exemplary story-1
  - 12) The teacher facilitates students to work in the manual on question 4 on the central message of exemplary story-2
  - 13) The teacher facilitates students to work in the manual on question 5 on supporting message 1 of exemplary story-2
  - 14) The teacher facilitates students to work in the manual on question 6 on supporting message 2 of exemplary story-2

- 15) The teacher facilitates students to work in the manual on question 7 on the central message of exemplary story-3
- 16) The teacher facilitates students to work in the manual on question 8 on supporting message 1 of exemplary story-3
- 17) The teacher facilitates students to work in the manual on question 9 on supporting message 2 of exemplary story-3

The observation guideline was used to collect data on student activity categories in the exemplary story appreciation lesson using copying and testing techniques through separate teaching materials. The observation aspect was limited to the 11 core activities as contained in the lesson plan.

The observation guideline was compiled objectively and systematically. Therefore, this non-test instrument meets the requirements for content validity. Measurement experts state that valid instrument indicators are not compiled using statistical calculations, but instead using objective and systematic steps (Akbar, 2013:18; Fraenkel et al., 2012:178).

Check-check guidelines were used to validate two activities. First, the validation of data collected through observation guidelines is necessary. Second, the validation of the results of data analysis.

Data on student engagement in learning to appreciate exemplary stories using the copying task technique and the test technique, which utilised separate teaching materials, were analysed using descriptive statistical procedures. Appropriate descriptive statistical measures were frequencies and percentages via tabulation. The categories of activeness in learning to appreciate exemplary stories per indicator were determined using the mode principle.

The activeness of 8th and 9th-grade students at Ibnu Hajar Asqalani Integrated Islamic Junior High School in learning to appreciate exemplary stories was categorised into four categories:

- 1) very inactive: if students prepared a maximum of a quarter of the learning activities;



- 2) inactive: if students prepared a maximum of half of the learning activities.
- 3) active: if students prepare learning activities for a maximum of three-quarters of the activities
- 4) very active: if students carry out learning activities for more than three-quarters of the activities

## RESULT

### 1. Student Activeness in Learning

Student activeness in learning about exemplary story appreciation using integrated strategies is categorized as active. In other words, eighth and ninth grade students at SMP Islam Terpadu Abata Lombok) are in the active category across 17 core learning activities. The following is a presentation of student activity categories per type of core learning activity:

- 1) Students work on copying task 1 in the blank area of the manual teaching material regarding the meaning of the message in the exemplary story (active category).
- 2) Students work on copying task 2 in the blank area of the manual teaching material regarding the types of messages in the exemplary story (active category).
- 3) Students work on copying task 3 in the blank area of the manual teaching material regarding the meaning of the main message in the exemplary story (active category).
- 4) Students work on copying task 4 in the blank area of the manual teaching material regarding the meaning of supporting message 1 in the exemplary story (active category).
- 5) Students work on copying task 5 in the blank area of ??the manual teaching material regarding the meaning of supporting message 2 in the exemplary story (active category).
- 6) Students work on copying task 6 in the blank area of ??the manual teaching material regarding exemplary story 1 in the exemplary story (active category).
- 7) Students work on copying task 7 in the blank area of ??the manual teaching material regarding exemplary story 2 in the exemplary story (active category).
- 8) Students work on copying task 8 in the blank area of the manual teaching material regarding exemplary story 3 in the exemplary story (active category).
- 9) Students work on the manual teaching material Question 1 about the main message of Exemplary Story-1 is categorized as very active.
- 10) Students work in the manual teaching materials. Question 2 about supporting messages - 1 Exemplary Story-1 is categorized as very active.
- 11) Students work in the manual teaching materials. Question 3 about supporting messages-2 Exemplary Stories-1 is categorized as very active.
- 12) Students work in the manual teaching materials. Question 4 about the main message of Exemplary Story-2 is categorized as very active.
- 13) Students work in the manual teaching materials. Question 5 about supporting messages-1 Exemplary Story-2 is categorized as very active.
- 14) Students work in the manual teaching materials. Question 6 about supporting messages-2 Exemplary Stories-2 is categorized as very active.
- 15) Students work in the manual teaching materials. Question 7 about the main message of Exemplary Story-3 is categorized as very active.
- 16) Students work in the manual teaching materials. Question 8 about supporting messages-1 Exemplary Story-3 is categorized as very active.
- 17) Students work in the manual teaching materials. Question 9 about supporting messages-2 Exemplary Stories-3 is categorized as very active.

## 2. Student Activeness in Group Learning Sample

There was no difference in student engagement in learning about exemplary story appreciation using an integrated strategy through manual teaching materials. In other words, both 8th and 9th grade students had similar engagement levels. Furthermore, there were no very inactive or inactive categories.

### DISCUSSION

Several factors contribute to students' active participation in learning about exemplary stories. These factors are presented below.

First, exemplary stories serve as a learning topic. Students believe this topic encourages active participation and/or engagement in learning. As students at an integrated Islamic junior high school, Islamic topics are undoubtedly a unique attraction in Indonesian language learning. Several scientific articles in online journals have similarly mentioned the function and positive influence of Islamic topics in language and literature learning (Priatno et al., 2025:133-140; Indariawa et al., 202:651-660; Dewi et al., 2025:29-44).

Second, manual teaching materials. These teaching materials include blank spaces where students can copy instructional instructions and main and supporting messages from exemplary stories. The students were very active in this activity. In addition to blank spaces, the manual also contained instructional guides on the main and supporting messages in the exemplary stories. It included questions to be worked on within the manual. Several scientific articles in online journals have similarly mentioned the function and positive influence of specially prepared manuals in language and literature learning (Damayanti, 2022:293-300; Yulaeha & Handayani, 2024:173-180; Debataraja, 2023:391-400; Sahria, 2023:831-840).

Third, the testing technique. This technique is strongly believed to be a factor in students' active participation and implementation of learning. They took the test seriously, as a learning technique

disguised as a competency test. In other words, from the students' perspective, they were actually taking a test, not just practice questions. Several online journal scientific articles mention the same thing about the function of testing techniques in language and literature learning (Sari, 2023:111-120; Rahayu & Sukmawan, 2024:41-52; Widiastuti et al., 2023:73-84; Permana & Kurniawan, 2024:745-760; Sa'adah, 2023:213-222; Sabariah & Norisah, 2023:223-232).

Fourth, the process skills approach. This factor is believed to be the cause of students being active in learning activities. Through teaching materials, they receive instructions regarding the main message and supporting messages of exemplary stories, combined with copying assignment techniques. Several scientific articles in online journals have similarly mentioned the role of the process skills approach contained in manual teaching materials in language and literature learning (Ismail et al., 2025:109-116; Amelia & Artimis, 2024:643-652; Hasanah & Hasanah, 2024:701-714; Mulyadi & Wirda, 202:163-172; Banont & Nur, 2024:499-508; Bungawati, 2023:191-202).

Fifth, student learning motivation. This factor is a domino factor of the factors described previously. Students are motivated to actively participate in the teaching and learning process due to the manual teaching materials, copying assignment techniques, testing techniques, and the process skills approach. Several scientific articles in online journals similarly mention the importance of student motivation in learning (Emda, 2018:172-182; Muhammad, 2016:87-97; Nurdin & Iskandar, 2022:509-526; Rospiati, 2022:547-557).

Sixth, another factor that is sometimes overlooked in learning using manual (written) teaching materials is students' reading skills. With reading skills, students can easily use these manual teaching materials. In other words, without reading skills, students will not be able to participate in learning using written teaching materials. Harjasujana & Damaianti (2013:18) and Razak



(2018:9) state that reading skills are the basic capital for every student and/or university student to be able to use written teaching materials.

#### Exemplary Story-1

He was a young Quraysh merchant. While he was in Bushra, he received news from a Jewish priest that a final messenger had been sent to Mecca. He hurried home and verified the news with Abu Bakr Siddiq. The wealthy man, known for his honesty, said that Allah had sent Muhammad ibn Abdillah as the final messenger for all humanity. Were the two of them, Muhammad al-Amin and Abu Bakr, who had always been known for their honesty, conspiring to tell lies in the name of Allah? This was the crucial question. His reasoning convinced him that they could not possibly conspire to tell a lie in the name of Allah. Therefore, before the Prophet Muhammad, he declared, "I bear witness that there is no god worthy of worship except Allah, and I bear witness that Muhammad is the Messenger of Allah." He was Talhah ibn Ubaidullah (Al-Mishri, 2010 in Razak, 2018:120).

#### Exemplary Story-2

In the eyes of his people, he was a highly respected leader. He was respected because of his position and wealth. However, in fact, Abdul Muthallib's son was insulted by Allah Taala because when he was still alive, it was reported that he was a resident of hell because he denied and opposed Allah Taala and His Messenger. He is Abu Lahab (Razak, 2018:75).

#### Exemplary Story-3

Aisyah, Ummul Mukminin, rushed to check the food supply in her house. There are only two dates. This food was immediately given to two people, mother and daughter, who came in need of food. A date is given to the mother, and another is given to the child. When the mother saw the child eating with gusto, the mother split the dates in half; One of the dates was given to the child and the other he ate. When the Messenger of Allah arrived,

Aisyah told this. The Prophet did not admire his mother, so Aishah was clearly disappointed. The Prophet Muhammad (peace be upon him) said he admired Aisha for leaving no dates, compared to her mother, who left half (Razak, 2016:77).

#### CONCLUSION

This concludes this article. First, student engagement in learning to appreciate exemplary stories using an integrated strategy through manual teaching materials is categorised as very active. Second, there is no categorisation of student engagement in learning to appreciate exemplary stories using an integrated strategy through manual teaching materials per sample group.

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