



The Learning the Message of Exemplary Stories Using a Innovative Approach via Google Form

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ABSTRACT

The skills approach is a learning method that emphasizes achieving learning objectives and is deductive. The constructivist approach is an inductive approach that involves five stages of learning. The use of these two approaches in one learning can be interpreted as an innovative approach. Google Form media with the file upload option is a type of electronic media that is believed to be able to increase student learning motivation in learning to find the message of exemplary stories. This study aims to explore: 1) the learning procedure for finding the message of exemplary stories using an innovative approach through the Google Form file upload option; 2) the learning outcomes of finding the message of exemplary stories using an innovative approach through the Google Form file upload option. This study took place in the odd semester of 2025/2026. The population consisted of 34 students from class X MAN Kota Kupang, who participated in a learning activity to discover the message of exemplary stories using an innovative approach via the Google Form file upload option. The sample was determined to be 32 students based on a statistical formula. Observation guidelines were used to collect learning procedure data. Test instruments were used to collect learning outcome data. Learning procedure data were analysed thematically. Learning outcome data were analysed using parametric inferential statistical procedures. Research results: 1) the learning procedure for finding the message of exemplary stories using an innovative approach through the Google form file upload option involves three initial activities, 20 core activities, and two final activities; 2) the learning outcomes for finding the message of exemplary stories using an innovative approach through the Google form file upload option reached the standard mean target of 81.75.

Keywords: message, exemplary story, innovative approach, google form

Pembelajaran Menemukan Amanat Kisah Teladan Menggunakan Pendekatan Inovatif melalui Google Form

ABSTRAK

Pendekatan keterampilan merupakan suatu pendekatan dalam pembelajaran yang menekankan kepada cara untuk mencapai tujuan pembelajaran dan bersifat deduktif. Pendekatan konstruktivisme merupakan pendekatan induktif yang melibatkan lima tahap pembelajaran. Penggunaan dua pendekatan ini dalam satu pembelajaran dapat dimaknai sebagai pendekatan inovatif. Media google form opsi file upload merupakan jenis media elektronik yang diyakini mampu meningkatkan motivasi belajar siswa dalam pembelajaran menemukan amanat kisah teladan. Penelitian ini bertujuan untuk mengeksplorasi: 1) prosedur pembelajaran menemukan amanat kisah teladan menggunakan pendekatan inovatif melalui google form opsi file upload; 2) hasil belajar menemukan amanat kisah teladan menggunakan pendekatan inovatif melalui google form opsi file upload. Penelitian ini berlangsung di semester ganjil 2025/2026. Populasi adalah para siswa kelas X MAN Kota Kupang yang mengikuti pembelajaran menemukan amanat kisah teladan menggunakan pendekatan inovatif melalui google form opsi file upload yang berjumlah 34 siswa. Sampel ditetapkan 32 siswa berdasarkan formula statistik. Pedoman observasi digunakan untuk mengumpulkan data prosedur pembelajaran. Instrumen tes digunakan untuk mengumpulkan data hasil belajar. Data prosedur pembelajaran dianalisis secara tematik. Data hasil belajar dianalisis menggunakan prosedur statistik inferensial parametrik. Hasil penelitian: 1) prosedur pembelajaran menemukan amanat kisah teladan menggunakan pendekatan inovatif melalui google form opsi file upload melibatkan 3 kegiatan awal, 20 kegiatan inti, dan 2 kegiatan akhir; 2) hasil belajar menemukan amanat kisah teladan menggunakan pendekatan inovatif melalui google form opsi file upload mencapai target mean baku 81,75.

Kata Kunci: pembelajaran amanat, kisah teladan, pendekatan inovatif, google form

Submitted
06/09/2025

Accepted
26/09/2025

Published
27/09/2025

Citation	Jamhar, R., & Buniamin, B. (2025). The Learning the Message of Exemplary Stories Using a Dual Approach via Google Form. <i>Journal of Language and Literature Learning, Volume 3, Nomor 3, September 2025, 131-144</i> . DOI: https://doi.org/10.55909/dj3l.v3i3.57
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Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Exemplary stories are a type of narrative-factual text frequently found in scientific articles in online journals. For prophetic topics, their relatively short length makes them easy to read and highly engaging to teach to students. First article that has been written by Ariffiando (2021) in *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 14(1), 80–89. <https://doi.org/10.33369/pgsd.14.1.80-89>. Second article that has been written by Lutfi (2015) in *Manuskripta*, 5(2), 237–272. <https://doi.org/10.33656/manuskripta.v5i2.43>. The third article that has been written by Farokhah et al. (2024) in *Jurnal Pembelajaran Bahasa dan Sastra*, 3(2), 271–280. <https://doi.org/10.55909/jpbs.v3i2.579> (Original work published March 29, 2024).

Teaching exemplary stories in Indonesian language lessons strengthens the role of this language subject in character education. This is believed to occur if the teaching of exemplary stories to students includes an examination of the message. Furthermore, teaching exemplary stories on prophetic topics strengthens integrated learning with Islamic Religious Education and Character Building.

To introduce students to scientific articles in online journals, the lesson involves using online journal articles. This means that students must obtain the exemplary stories that serve as the object of learning from scientific articles through links provided by the teacher.

Based on the description above, teaching the message of exemplary stories uses Google Forms to provide relevant learning materials and strategies to achieve learning objectives. These relevant strategies include a process skills approach, a copying task technique, and a testing technique.

The process skills approach is a learning approach that cares about how students acquire knowledge and skills. Therefore, a Google Form, as a teaching material, contains instructions on the nature of moral messages and how to find them in exemplary stories.

To ensure students read the instructions, the teaching material includes instructions for students to write each point of the teaching on a blank sheet of paper. The writing must be photographed using a cell phone camera. Finally, the photo is uploaded to the Google Form. This is what is known as the copying assignment technique.

Furthermore, the learning approach and technique above is reinforced with a traditional technique, namely the test technique. Thus, the Google Form provides a section for students to practice answering questions about the moral messages in exemplary stories. In other words, the teaching material for finding moral messages in scientific articles in online journals based on the Google Form file upload option contains four sections. First, section 1, which includes student attributes, includes: student name, class, gender, WhatsApp number, and email. Second, section 2, which is a collection of questions on finding moral messages in three exemplary stories, fulfils the requirements for the idea generation phase in the constructivist approach. Third, section 3 is the idea reconstruction phase, which involves a demonstration of finding the message of exemplary stories in scientific articles from online journals. This material must be manually copied onto blank paper, photographed, and uploaded as evidence of the use of the constructivist approach combined with the task-based technique. Fourth, section 4 is the idea application phase, which includes practice questions on finding the message of exemplary stories in scientific articles from online journals involving three exemplary stories.

Based on the above description, scientific research is necessary. This research is entitled *Learning to Find the Message of Exemplary Stories Using a Constructivist Approach through Google Forms*.

This scientific article contains several research questions. First, what is the learning process for discovering the moral of exemplary stories using a constructivist approach through Google Forms? Second, what are the learning outcomes for



discovering the moral of exemplary stories using a constructivist approach through Google Forms?

First, to explore the learning process for discovering the moral of exemplary stories using a constructivist approach through Google Forms. Second, to analyse the learning outcomes for discovering the moral of exemplary stories using a constructivist approach through Google Forms. This research aims to achieve two objectives: to find the moral of exemplary stories using a constructivist approach through Google Forms.

First, this article is helpful for Indonesian language teachers. Through this article, Indonesian language teachers can use it as a reference for learning materials for the reading aspect of the Indonesian language. Second, this article is also helpful for those interested in the Google Forms file upload option, as it enriches the use of online media such as Google Forms. Third, this article is also helpful in developing innovative learning by combining the Google Forms file upload option with online journal scientific articles. Fourth, this article also has benefits from an externally integrated learning perspective. Exemplary stories on prophetic topics are part of Islamic Religious Education and Character Building. Fifth, this article is also beneficial for internal integrated learning. This learning is based on reading. However, this aspect is combined with writing through copying assignments. These are some of the benefits of this scientific article.

Relevant research is spread across several online journal articles. These include:

- 1) Harahap, A. Z., & Nugroho, R. A. (2022). Amanat Utama Cerpen Faktual Profetik 'Sengketa Bayi' menurut Respon Siswa Kelas X dan XI. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(3), 321–332. <https://doi.org/10.55909/jpbs.v1i3.49>
- 2) Niswanti, S., Novmarengga, Maulana, Y., & Asahy, F. (2023). Efektivitas Pendekatan Konstruktivisme melalui Media LKPD dalam Pembelajaran Pengetahuan Struktur dan Skema Teks Deskripsi Profetik. *Jurnal*

Pembelajaran Bahasa dan Sastra, 2(5), 683–692. <https://doi.org/10.55909/jpbs.v2i5.527>

- 3) Razak, A., Hermendra, H., & Elmustian, E. (2021). Developing Descriptive Text Reading Materials based on Constructivism Approach. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 5(3), 585–598. DOI: <http://dx.doi.org/10.33578/pjr.v5i3.8272>
- 4) Daeng, S., Hairuddin, Raharjo, S., Jauharsah, & Prasetyo, G. (2023). Prosedur Pengadaan Teks Klotz Versi Cerpen Profetik sebagai Media Pembelajaran Membaca Pemahaman. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(5), 597–612. <https://doi.org/10.55909/jpbs.v2i5.459>
- 5) Juriati, & 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. <https://doi.org/10.55909/jpbs.v1i5.142>

The constructivist approach used in this study is a modification of Needham's five-phase model (Mahamod, 2013:79; Bufkin & Bryde (1996). Razak (2020:71) modified this approach into four phases: idea generation, idea reconstruction, idea application, and idea implementation.

METHOD

This research was conducted at MAN Kota Kupang. This type A school is located at Lapangan Tembak No. 15 Road, Nunbaun Sabu, Alak District, Kupang City, East Nusa Tenggara Province. In the 2024/2025 academic year, this school, with NPSN 50222658, had 977 students.

This research took place in the odd semester of the 2025/2026 academic year. There were three main activities in this study. First, planning activities:

- a) reproducing teaching materials by identifying exemplary stories in scientific articles from online journals;
- b) developing a lesson plan based on a constructivist approach;
- c) developing observation guidelines;
- d) developing a test to identify the message of exemplary stories in scientific articles in online journals;
- e) developing a checklist. Second, the research implementation activity.

That activity involves learning to identify the message of exemplary stories in scientific articles in online journals using a constructivist approach through Google Forms. Third, the reporting activity consists of writing a scientific article for publication in an online journal. This activity is preceded by data analysis and validation.

This article uses a quasi-experimental method using a single-shot case study design. Therefore, this study does not involve a control class. Thus, the research class serves only as the treatment class. Scientific articles in online journals that use this design include those by (Damayanti, 2022:293-300; Razak & Elmustian, 2024:761-770; Zubaidah & Murni, 2024:1-14). This design is commonly used in various educational studies, particularly in the field of learning (Balaka, 2012:29; Cresswell, 2014:178; Fraenkel et al., 2013:176).

The population of this study consisted of 10th-grade students at MAN Kota Kupang who participated in three types of learning activities. These activities were: 1) a pre-test; 2) learning to identify the moral values of exemplary stories in scientific articles from online journals using a constructivist approach through Google Forms-based teaching materials; and 3) a post-test. There were 32 students.

The sample size was determined to be 30 students. This sample size was determined based on Slavin's formula: $n = N : [1 + N(e)2]$ with an error of 0.05 (Abubakar, 2021:42; Amin et al., 2023:34; Sukmadinata, 2012:19; Razak, 2017:71;

Santoso, 2023:34). The sample size was drawn randomly from the population without replacement.

Data on learning procedures, including the message of exemplary stories in online journal articles, were collected using observation guidelines. Observers were tasked with checking whether or not activities aligned with the lesson plan occurred during the lesson.

To collect data to identify the message of exemplary stories in online journal scientific articles, a test instrument that meets the requirements for content validity was used. A valid test is determined by the existence of objective and systematic test development steps (Akbar, 2013:18; Azwar, 2013:18; Fraenkel et al., 2012:178). The following are the steps for developing a test to identify the content, results, and conclusions of online journal scientific articles.

First, determine the type of test. This online journal scientific article uses a written test.

Second, determine the test format. This scientific article is a four-option multiple-choice test.

Third, determine the number of scientific articles used as the basis for the test. This article uses three scientific articles from different online journals.

Fourth, determine the indicators for identifying the message of exemplary stories in online journal scientific articles. This article is limited to four indicators:

- 1) main message
- 2) supporting message-1
- 3) supporting message-2
- 4) supporting message-3

Fifth, develop test specifications for identifying the message of exemplary stories in online journal scientific articles. The specifications for this multiple-choice test are listed in the following table.



Table 2
 Test Specifications for Identifying the Message
 of Exemplary Story

Indicators	Items per Exemplary Story			Total
	I	II	III	
Main Message	1	5	9	3
Supporting Message-1	2	6	10	3
Supporting Message-2	3	7	11	3
Supporting Message-3	4	8	12	3
Total	4	4	4	12

Seventh, develop test items according to the test specifications above. The test items are presented based on online journal scientific articles, namely:

- 1) Questions 1 to 4 are based on the first article at <https://doi.org/https://doi.org/10.19109/tazir.v6i2.14359>
- 2) Questions 5 to 8 and questions 9 to 12 are based on the second article at <https://doi.org/10.37968/jhesy.v3i2.781>.
- 3) Questions 9 to 12 are based on the second article at <https://doi.org/10.37968/jhesy.v3i2.781>.

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).

- 1) Central message text above...
 - A. He was Talhah ibn Ubaidullah.
 - B. He was a young Quraysh merchant.
 - C. While he was in Bushra, he received news from a Jewish priest that a final messenger had been sent to Mecca.
 - D. 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.
- 2) Supporting message-1 text above... ..
 - A. He was Talhah ibn Ubaidullah.
 - B. He was a young Quraysh merchant.
 - C. While he was in Bushra, he received news from a Jewish priest that a final messenger had been sent to Mecca.
 - D. 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.
- 3) Supporting message-2 text above... ..
 - A. He was Talhah ibn Ubaidullah.
 - B. He was a young Quraysh merchant.
 - C. While he was in Bushra, he received news from a Jewish priest that a final messenger had been sent to Mecca.
 - D. 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.
- 4) Supporting message-1 text above... ..
 - A. He was Talhah ibn Ubaidullah.
 - B. He was a young Quraysh merchant.
 - C. While he was in Bushra, he received news from a Jewish priest that a final messenger had been sent to Mecca.

- D. 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.

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).

- 5) Central message text above...
- A. In the eyes of his people, he was a highly respected leader
 - B. He was respected because of his position and wealth.
 - C. 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.
 - D. He is Abu Lahab
- 6) Supporting message-1 text above...
- A. In the eyes of his people, he was a highly respected leader
 - B. He was respected because of his position and wealth.
 - C. 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.
 - D. He is Abu Lahab
- 7) Supporting message-2 text above...
- A. In the eyes of his people, he was a highly respected leader

- B. He was respected because of his position and wealth.
- C. 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.

D. He is Abu Lahab

- 8) Supporting message-3 text above... ..
- A. In the eyes of his people, he was a highly respected leader
 - B. He was respected because of his position and wealth.
 - C. 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.
 - D. He is Abu Lahab

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).

- 9) Central message text above...
- A. Aisyah, Ummul Mukminin, rushed to check the food supply in her house.
 - B. There are only two dates.



- C. This food was immediately given to two people, mother and daughter, who came in need of food.
- D. A date is given to the mother, and another is given to the child.
- 10) Supporting message-3 text above...
- A. Aisyah, Ummul Mukminin, rushed to check the food supply in her house.
- B. There are only two dates.
- C. This food was immediately given to two people, mother and daughter, who came in need of food.
- D. A date is given to the mother, and another is given to the child.
- 11) Supporting message-3 text above...
- A. Aisyah, Ummul Mukminin, rushed to check the food supply in her house.
- B. There are only two dates.
- C. This food was immediately given to two people, mother and daughter, who came in need of food.
- D. A date is given to the mother, and another is given to the child.
- 12) Supporting message-3 text above...
- A. Aisyah, Ummul Mukminin, rushed to check the food supply in her house.
- B. There are only two dates.
- C. This food was immediately given to two people, mother and daughter, who came in need of food.
- D. A date is given to the mother, and another is given to the child.

Data from the teaching procedures for the exemplary story message were analysed thematically using a constructivist approach. The focus of the thematic analysis was on the appropriateness of the learning activities in the lesson plan and classroom activities.

The data analysis was based on the raw data obtained from the scoring technique. Each student's answer, according to the key, received a score of

1; if the answer did not match the key, a score of 0. Therefore, the maximum possible score for a student was $4 \times 3 \times 1 = 12$.

The learning outcome data were analysed using parametric inferential statistical procedures, namely the t-test. The t-test in question was a one-sample t-test with an estimated mean equal to the standard score of 87.50. Additionally, a paired-sample t-test was used to test whether the pre-test and post-test means were equal.

RESULT

1. Learning Procedure

1.1 Initial Activities

The initial learning activity, which involves discovering the message of exemplary stories in scientific articles from online journals, uses a constructivist approach through Google Form-based teaching materials. This initial activity, preceded by an online pre-test, involves:

- 1) Students respond to the teacher's greeting when the teacher opens the teaching and learning activity using Google Form-based teaching materials.
- 2) Students receive a Google Form link from the teacher via a WhatsApp group as teaching materials.
- 3) Students are facilitated by the teacher to be in section 1 of the Google Form.

1.2 Core Activities

The core learning activity, which involves discovering the message of exemplary stories in scientific articles from online journals, uses a constructivist approach through Google Form-based teaching materials. This includes 20 activities. The core activities are:

- 1) The teacher facilitates students to fill in data in section 1 of the Google Form.
- 2) The teacher facilitates students to be in section 2 of the Google Form during the idea generation phase in the Google Form with multiple-choice options.
- 3) The teacher instructs students to complete a multiple-choice test on the main

- message, supporting message 1, supporting message 2, and supporting message 3 of Exemplary Story 1 in the Google Form.
- 4) The teacher instructs students to complete a multiple-choice test on the main message, supporting message 1, supporting message 2, and supporting message 3 of Exemplary Story 2 in the Google Form.
 - 5) The teacher instructs students to complete a multiple-choice test on the main message, supporting message 1, supporting message 2, and supporting message 3 of Exemplary Story 3 in the Google Form.
 - 6) The teacher facilitates students to be in section 3 of the Google Form during the idea reconstruction phase in the Google Form.
 - 7) The teacher facilitates students to understand the meaning of the main message in the exemplary story and copy it on blank paper, photograph it, and submit it to the Google Form.
 - 8) The teacher facilitate students to understand the meaning of the supporting message in the exemplary story 1 and copy it on blank paper, photograph it, and submit it to Google Form.
 - 9) Teachers facilitate students to understand the meaning of the supporting message in the exemplary story 2 and copy it on blank paper, photograph it, and submit it to Google Form.
 - 10) Teachers facilitate students to understand the meaning of the supporting message in the exemplary story 3 and copy it on blank paper, photograph it, and submit it to Google Form.
 - 11) Teachers facilitate students to be in section 3 of the Google Form during the idea application phase in the Google Form file upload option.
 - 12) Teachers facilitate students to be able to answer questions about the main message in the exemplary story 1 in the Google Form multiple-choice option.
 - 13) Teachers facilitate students to be able to answer questions about the supporting message in the exemplary story 1 in the Google Form multiple-choice option.
 - 14) Teachers facilitate students to be able to answer questions about the supporting message in the exemplary story 2 in the Google Form multiple-choice option.
 - 15) Students are facilitated by the teacher to be able to answer questions about the supporting message-3 exemplary story-1 in the multiple choice option Google form
 - 16) Students are facilitated by the teacher to be able to answer questions about the main message of exemplary story-2 in the multiple choice option Google form
 - 17) Students are facilitated by their teachers to answer questions about supporting message-1, exemplary story-2, on a multiple-choice Google form.
 - 18) Students are facilitated by their teachers to answer questions about supporting message-2, exemplary story-2, on a multiple-choice Google form.
 - 19) Students are facilitated by their teachers to answer questions about supporting message-3, exemplary story-2, on a multiple-choice Google form.
 - 20) Students are facilitated by their teachers to complete a unit test on the exemplary story message using a take-home examination system.

1.3 Final Activity

The final learning activity for finding the moral of exemplary stories in scientific articles from online journals using a constructivist approach through Google Form-based teaching materials consisted of two activities. The final activities were:



- 1) Students listened to the teacher's questions, who expressed gratitude for their active participation in the lesson.
- 2) Students responded to the teacher's greeting when the teacher concluded the teaching and learning activity using Google Form-based teaching materials.

2. Learning Outcomes

2.1 Pre-test Results

The pre-test scores for finding the moral of exemplary stories in scientific articles from online journals for grade X students of MAN Kota Kupang are shown in Figure 1. The figure shows a mean score of 8.41 with a standard deviation of 0.675. This mean value is equivalent to a standard score of 70.08.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest	32	0,36	0,675	0,108

Figure 1
 Screenshot of Descriptive Statistics Scores for Pre-test Data on Finding the Moral of Exemplary Stories via SPSS

The one-sample t-test value for the expected mean pre-test score of 8.40 is 0.276. This value is at a significant level of 0.811 (Figure 2). Therefore, sig. 0.792 > 0.05. Thus, the null hypothesis is accepted. This means that the mean of 8.40 is equal to the expected mean of 8.40, which is equivalent to a standard score of 70.00.

One-Sample Test				
Test Value = 8.40				
	t	df	Sig. (2-tailed)	Mean Difference
pretest	0,276	31	0,792	0,033

Figure 2
 Screenshot of a One-Sample t-Test of Pre-test Data Finding the Message of Exemplary Stories via SPSS

2.2 Post-tes Score

The post-test score for finding the exemplary story message in online journal scientific articles for grade X students of MAN Kota Kupang is shown in Figure 3. In the figure, it is known that the mean value is 9.81 and the standard deviation is 0.611. This mean value is equivalent to a standard score of 81.75.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
post-test	32	9.81	0,611	0,101

Figure 3
 Screenshot of Descriptive Statistics Scores for Post-test Data: Finding the Message of Exemplary Stories via SPSS

The one-sample t-test value for the expected mean post-test score of 9.00 is 0.299. This value is at sig. 0.803 (Figure 4). Therefore, sig. 0.803 > 0.05. Thus, the null hypothesis is accepted. This means that the mean of 9.81 is equal to the expected mean of 9.00, which is equivalent to a standard score of 81.75.

One-Sample Test				
Test Value = 9.85				
	t	df	Sig. (2-tailed)	Mean Difference
post-test	0,299	31	0,803	0,033

Figure 4
 Screenshot of One-Sample t-Test of Post-Test Data Finding the Message of Exemplary Stories via SPSS

The calculation of the higher post-test results compared to the pre-test results was also confirmed using a paired-sample t-test calculation. The pre-test mean was 8.41 while the post-test mean was 9.09 for 10th-grade students at MAN Kota Kupang. The null hypothesis of the study is that the pre-test mean is equal to the post-test mean. The working hypothesis is that the pre-test mean is not equal to the post-test mean.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	8.41	32	0,675	0,113
post-test	9.09	32	0,611	0,116

Figure 5
 Screenshot of Descriptive Statistics Scores from Pre-test and Post-test Data for Finding the Moral of Exemplary Stories via SPSS

The paired-sample t-test using SPSS was 41.579, with a standard deviation of 0.643 at a significance level of 0.000 (Figure 6). Therefore, significance level of $0.00 < 0.05$. Thus, H_0 is rejected. This means that the pre-test scores for finding the moral of exemplary stories achieved by the sample of 10th-grade students at MAN Kota Kupang differ significantly from the post-test scores.

Paired Samples Test				
t	df	Sig. (2-tailed)	Std. Deviation	Std. Error Mean
41.579	31	0,000	0.643	0.116

Figure 6
 Screenshot of Paired-Sample t-test Data for Finding the Moral of Exemplary Stories via SPSS

DISCUSSION

The copying task technique, which is part of the process skills approach used in this study, is strongly believed to contribute significantly to achieving the learning objectives, namely student responses and learning outcomes in finding the message in exemplary stories. Through this technique, students are guided to read the material contained in the teaching materials. Similar sentiments have been expressed by several authors of articles such as (Mondolalo & Mulyadi, 2023:693-700; Yulaeha & Handayani, 2024:173-180; Debataraja, 2023:391-400; Rahayu & Ikhtiaruddin, 2024:99-110; Jarkasih & Pasanea, 2023:159-172).

The students in the sample are believed to have relatively high reading competency. This compe-

tency facilitates their understanding of the material presented in the Google Forms-based teaching materials. This aligns with the views of several experts who argue that reading skills are key to easily participating in activities related to written sources (Harjasujana & Damaianti, 2013:9; Razak, 2018:52; Tabata-Sandom, 2016:101; Khasanah & Cahyani, 2016:169).

Another strategy that contributes to the learning process and outcomes is testing techniques. From a student perspective, testing techniques are activities that involve participating in learning evaluations. Therefore, they take tests seriously because they are at least extrinsically motivated, such as the hope of a high grade. Several online journal articles that found similar findings include those written by (Rahayu & Sukmawan, 2024:41-52; Sabarullah & Agustina, 2024:29-40; Sari, 2023:111-120; Sariasih & Praditha, 2023:23-32; Sariwati & Machmudah, 2024:261-270; Razak et al., 2020:114-130).

The Google Form file upload option also contributes to the learning process and outcomes of discovering the message of exemplary stories. On the one hand, this electronic device functions as a learning medium. On the other hand, it is a tool to increase student learning motivation. That is why so many scientific article writers use this electronic teaching material, such as (Wibowo & Sujarwo, 2022:131-143; Widiastuti et al., 2023:73-84; Priatno et al., 2025:133-140; Karisma & Azizah, 2023:775-786; Dafittra et al., 2023:667-674; Septyanti & Kurniawan, 2020:368).

CONCLUSION

First, the learning procedure to find the message of the exemplary story using the constructivism approach through the Google form file upload option for class X students of MAN Kota Kupang involves 3 initial activities, 20 core activities, and 2 final activities. Second, the learning outcomes of finding the message of the exemplary story using the constructivism approach through the Google form file upload option for



class X students of MAN Kota Kupang reached the standard mean target of 87.59.

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