



Development of Test Devices to Find Intrinsic Elements of Prophetic Short Story Texts as a Learning Technique for Grade X Senior High School

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ABSTRACT

This study aims to describe: 1) the procedure for developing a formative test device for the skill of finding intrinsic elements of prophetic short story texts for grade X SMA students; 2) the profile of the formative test device for the skill of finding intrinsic elements of prophetic short story texts for grade X SMA students resulting from the development. The study was conducted at SMA Negeri 1 Siakhulu in the odd semester of 2025/2026 on 38 students who are members of class X.1. This study uses a modification of the ADDIE procedure to develop a formative test device for the skill of finding intrinsic elements of prophetic short story texts. Questionnaires were used to collect validation data for the test device development procedure, especially the procedure for preparing test specifications, validating the suitability between test items and test specifications. The readability of prophetic short story texts was measured using the Fog Index. Observation guidelines were used to collect test device trial data for both teachers and students. Research results: 1) the procedure for developing a formative test device for the skill of finding intrinsic elements of prophetic short story texts for grade X SMA students includes the following procedures: a. basis analysis; b. design preparation; c. initial product development; d. initial product trial; e. evaluation and revision of initial product; f. trial of revised product; g. evaluation and revision of revised product; h. reproduction of final product; 2) profile of formative test device for skills in finding intrinsic elements of prophetic short story text for grade X SMA students, namely: a. test device for skills in finding intrinsic elements of prophetic short story text as a learning technique for grade X SMA students which is the result of development; 48 multiple choice items according to indicators; 6 pages of A4 HVS.

Keywords: formative test tools, finding intrinsic elements, learning technich, prophetic short story

INTRODUCTION

A learning activity for a specific learning objective is incomplete without a formative assessment. This means that there is no learning without formative assessment (Loyd & Koenig, 2008; Bennett, 2011). Formative testing has two functions. First, it serves as a measuring tool to determine student achievement in learning. Therefore, valid formative tests are essential in learning activities. Through accurate measurement tools, learning outcomes can be objectively identified. Second, it serves as a measuring tool for teachers to identify learning strengths and weaknesses.

The validity of a test instrument can be distinguished between form validity and content validity. Determining form validity involves using test subjects or students for a pilot test. A set of tests that are relatively easy scientifically may not be answered by a group of students with low competency. In other words, a group of scores is found to produce a mean that is absolutely low. Analysis of high-level form validity typically uses statistical procedures. Unlike form validity, determining content validity does not involve testing but rather is determined by the objective and systematic procedures by which a test is constructed. If a test is constructed using objective

Submitted
12/01/2026

Accepted
23/01/2026

Published
27/01/2026

Citation	Elmustian, E., & Nurhasni, N. (2026). Development of Formative Test Tools for Skills in Finding Intrinsic Elements of Prophetic Short Story Texts for Grade XI of Senior High School. <i>Discussant: Journal of Language and Literature Learning, Volume 4, Issue 1, January 2026, 25-42</i> . DOI: https://doi.org/10.55909/dj31.v4i1.77
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Publisher
Raja Zulkarnain Education Foundation

considerations, it will produce objective test specifications that form the basis for developing test items (Azwar, 2012; Razak, 2020; Fraenkel et al., 2012; Fulcher & Davidson, 2007).

This is a reading skill for prophetic short stories in 11th grade high school. The goal is for students to develop the skills to identify intrinsic elements such as characters, characterization, and theme. Elmustian (2020) states that the study of intrinsic elements is an effort to appreciate literary works from an objective approach.

This learning must be complemented by learning tools that measure student comprehension and teacher competency in implementing the learning process. The tool in question is a multiple-choice reading skill test for prophetic short stories. In line with the explanation above, scientific research is needed. This research activity is entitled "Development of a Multiple-Choice Formative Test for Prophetic Short Story Reading Skills for Grade 10 High School Students."

This research was conducted to address two research questions. The questions are:

- 1) What is the procedure for developing a formative test for identifying intrinsic elements of prophetic short stories for grade 10 high school students?
- 2) What is the profile of the developed formative test for identifying intrinsic elements of prophetic short stories for grade 10 high school students?

These are the two objectives of this research on the development of a multiple-choice formative test for identifying intrinsic elements of prophetic short stories for grade 10 high school students. First, to describe the procedure for developing a multiple-choice formative test for identifying intrinsic elements of prophetic short stories for grade 10 high school students. Second, to describe the profile of the formative test instrument for the skill of identifying intrinsic elements of prophetic short stories for eleventh-grade high school students, developed as a result of the development.

These are also some of the benefits of this article. First, from the perspective of literary appreciation learning, this article is useful because it can be used as a consideration for use as a formative test instrument. Second, from the perspective of Language and Literature Education students, this article is also useful because it can be used as a consideration for developing valid tests. Third, from the perspective of educational supervision, this article is also useful because it can be used as a basis for principals' supervision of teachers regarding test instrument development. Fourth, from the perspective of character education, this article is also useful because it contributes to improving prophetic character education for students.

Relevant research can be found in several scientific articles in online journals. These scientific articles include:

- 1) Rezeki, K. S., Ansari, K., & Arif, S. (2023). Development of an Authentic Assessment Instrument for Short Story Texts for Class XI Students of SMA Negeri 12 Medan Academic Year 2022/2023. Proceedings of the 8th Annual International Seminar on Transformative Education and Educational Leadership, AISTEEL 2023, 19 September 2023, Medan, North Sumatera Province, Indonesia, <http://dx.doi.org/10.4108/eai.19-9-2023.23405>
- 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/dj3l.v3i1.41>
- 3) Februarini, Y. T., Sugiatno, S. & Suratman, D. (2017). Pengembangan Perangkat Tes untuk Mengukur Kemampuan Problem Solving dan Penalaran Matematis Siswa Sekolah Menengah Kejuruan.



Khatulistiwa: Jurnal Pendidikan dan Pembelajaran, 6(5), DOI: <https://doi.org/10.26418/jppk.v6i5.19934>

METHOD

This research took place in the odd semester of the 2025/2026 academic year. During this period, various preparatory activities were carried out, such as developing a questionnaire instrument to validate data for planning a formative test for reading prophetic short stories, developing test instruments, including testing the initial and final products, and preparing a scientific article for reporting.

The first instrument in this research was an external validation questionnaire with a progressive system. This questionnaire validated the indicator data for the skill test for identifying intrinsic elements in prophetic short stories, validated the specifications for the multiple-choice skill test for identifying intrinsic elements in prophetic short stories, and validated the initial and final products.

The second instrument was a checklist. This instrument served to externally validate all procedures for developing the skill test for identifying intrinsic elements in prophetic short stories.

The study population consisted of 10th-grade students from two schools. The 39 students were from 10th-grade SMA Negeri 1 Siakhulu, who participated in the learning process for identifying intrinsic elements in prophetic short stories using special teaching materials.

This study used a total sample. This means that the sample size of this study is the same as the population, namely 76 students.

The readability data for the prophetic short story text was measured using a modified Fog Index. The calculation principle is the proportion of the number of words in a sentence and the number of sentences in a paragraph in the prophetic short story text, expressed in index value units, as shown in the table below.

Table 1
Interpretation of Readability Levels Using KIFMAR

No.	KIFMAR Values Level	Interpretation of the Meaning of KIFMAR Values
1	< 7.00	text that is easy to read for students from elementary school to college level
2	7.00 - 10.00	text that is easy to read for students from secondary school to college level
3	10.00 - 13.00	text that is easy to read for students from high school to college level
4	> 13.00	Text is easy to read only by college level

A score <7.00 means the text is easy to read for elementary school students, especially for higher levels. Second, a score of 7.00-10.00 means the text is easy to read for junior high school students, especially for higher levels. Third, a score of 10.00-13.00 means the text is only easy to read for high school students and higher levels. Fourth, a score >13.00 means the text is only easy to read for college students.

Based on the explanation above, a practical short story text is considered to have high readability if the KIFMAR score is 13.00. This is because the short story is intended for high school students.

This article uses a progressive system of external validation. Razak (2000) states that progressive validation is a type of validation that is synonymous with supervision. This means that the validator provides correction notes if the validation results do not achieve a minimum score of 3 on a scale of 1-4. After the validation material is corrected, the validator conducts a second validation. This method consistently yields a minimum validation score of 3.

The 1-4 rating scale is a simplification of the Likert scale, which ranges from 1-10 (Budijati, 2013; Gareis & Grant, 2015). This simplification

gives validators four scoring options.

TEMUAN

1. Prosedur Pengembangan Perangkat Tes Menemukan Unsur Instrinsik Teks Cerpen Profetik sebagai Teknik Pembelajaran

1.1 Needs Assessment

There are seven procedures for developing formative test equipment for skills in finding intrinsic elements of prophetic short story texts as a learning technique for class X high school students. The procedure in question is outlined below.

First, determine the type of test used to measure the skill of finding intrinsic elements of prophetic short story texts for class X high school students. The type of formative test chosen is a multiple choice test.

Second, determine the options in the multiple choice test. The multiple choice test finds the intrinsic elements of prophetic short story texts using 4 options.

Third, determine the form of formative test used to measure skills in finding intrinsic elements of prophetic short story texts. The formative test chosen is a written test.

Fourth, determine the number of prophetic short story texts that are used as test objects. This article uses three prophetic short story texts, each entitled:

- 1) Tidur di Masjid
- 2) Juraij
- 3) Sukur dan Kufur

Fifth, determine indicators for formative test tools for skills in finding intrinsic elements of prophetic short story texts for class X high school students. The indicators used are:

- 1) main actor
- 2) supporting actor-1
- 3) supporting actor-2
- 4) main character
- 5) supporting character-1
- 6) supporting character-2
- 7) place setting-1
- 8) place setting-2

- 9) time setting-1
- 10) time setting-2
- 11) main message
- 12) supporting message-1
- 13) supporting message-2
- 14) main theme
- 15) supporting theme-1
- 16) supporting theme-2

Table 2

Validation Results of the Test Indicators for Identifying Intrinsic Elements of Prophetic Short Stories for Grade 10 High School

No.	Validators	Scale Value 1-4			
		1	2	3	4
1	Validator-1				√
2	Validator-2				√
3	Validator-3				√
	Mode				√

Sixth, determine the order of question numbers. The order of question numbers is determined based on the order of the formative test indicators. Therefore, question 1 concerns the main character of the prophetic short story 1 (Tidur di Masjid) through question 16 concerning supporting theme 2 of prophetic short story 1. Question 17 concerns the main character of prophetic short story 2 (Juraij) through question 32. Question 33 concerns the main character of prophetic short story 3 (Syukur dan Kufur) through question 48.

1.2 Test Design

The design of the skill of identifying intrinsic elements of prophetic short stories for 10th grade high school students is presented in a table. The table consists of five columns: a column for the serial number, a column for the test indicators, the number of questions per type of prophetic short story (Tidur di Masjid, Juraij, Syukur dan Kufur), and a column for the number of questions, as listed below.



Tabel 3
 Design Tes Menemukan Unsur Intrinsik Cerpen Profetik untuk Kelas XI SMA

No.	Indicators	Item Number per Prophetic Short Story Text Title			Total
		Baby Dispute	Juraj	Gratitude and Ignorance	
1	Main Actor	1	17	33	3
2	Supporting Actor-1	2	18	34	3
3	Supporting Actor-2	3	19	35	3
4	Main Character	4	20	36	3
5	Supporting Character-1	5	21	37	3
6	Supporting Character-2	6	22	38	3
7	Setting place-1	7	23	39	3
8	Setting place-2	8	24	40	3
9	Setting time-1	9	25	41	3
10	Setting time-2	10	26	42	3
11	Main message	11	27	43	3
12	Supporting message-1	12	28	44	3
13	Supporting message-2	13	29	45	3
14	Main theme	14	30	46	3
15	Supporting theme-1	15	31	47	3
16	Supporting theme-2	16	32	48	3
	Total	16	16	16	48

Table 4
 Designated Validation Results Identify Intrinsic Elements of Prophetic Short Stories for 11th Grade High School Students

No.	Validators	Scale Value 1-4			
		1	2	3	4
1	Validator-1			√	
2	Validator-2				√
3	Validator-3				√
	Mode				√

1.3 Prophetic Short Story Development Test

First, prepare three prophetic short stories which are secondary data. First, the short story "Tidur di Masjid" consists of 4 paragraphs and 224 words. Second, the Prophet's short story "Juraj" consists of 7 paragraphs and 275 words.

Third, the Prophet's short story "Syukur dan Kufur" consists of 9 paragraphs and 682 words.

Prophetic Short Story Text-1: Tidur di Masjid

Caliph Harun ar-Rasyid once had a difference of opinion with his wife, Zubaidah. The caliph thought that one sweet was superior to the other sweet, while his wife thought otherwise. Ultimately, the caliph became angry. Finally, they slept separately. Then the caliph said to his wife, "If you sleep in my kingdom tonight, then divorce will fall on you.

A moment later, the caliph was confused. Caliph Harun ar-Rasyid realized that his words were illogical. His wife had to go far to sleep, out of his territory that stretched from east to west.

Caliph Harun al-Rashid gathered the scholars to find an immediate solution to the complicated

problem. The scholars were ultimately unable to help Caliph Harun ar-Rasyid to overcome the problem caused by his tongue towards his wife.

Imam Malik came to Caliph Harun ar-Rasyid that night. Caliph Harun ar-Rasyid did not expect it at all, but the caliph hoped that there would be a solution to the complicated problem that was befalling him. Imam Malik did intend to convey a solution to the caliph's case against his wife. What was the solution? Imam Malik said, 'Tonight, Umu Ja'far, namely Zubaidah, should sleep in any mosque because the mosque is the house of Allah Taala. The mosque is not the territory of the ruler (Asy-Syinawi, 2013, as cited in Priatno et al., 2025).

Teks Cerpen Profetik-2: Juraij

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

Juraij was recorded as a devoutly religious man. He built his own prayer place. While he was praying, his mother called. In his heart, he said whether to continue praying or respond to his mother's call. He continued praying. This happened 3 times. His mother was angry and said he had met a prostitute.

Indeed, 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 it was time for her to give birth to a baby. The prostitute told the crowd that the baby was Juraij's. The Israelites were furious. They abused and tore down Juraij's place of worship.

After Juraij found out the cause, he immediately stood up and asked to be taken to the baby's place. When he met the baby, Juraij prayed to Allah while rubbing the baby's stomach and said,

"Hey baby, who is your father?" Hearing Juraij's question, the baby said, "Shepherd."

Immediately people kissed and apologized to Juraij. They rebuilt a place of worship for Juraij (Wahab, 2013).

The mother's anger brings disaster to the child. However, Allah also saves that person from a greater disaster through an unexpected testimony that Allah wills.

Prophetic Short Story Text-3: Syukur dan Kufur

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

First, an angel came to the leper. The angel asked, "What do you desire most?" The man replied, "A handsome face, beautiful skin, and to remove from me everything that disgusts people." The angel then stroked the leper, and his disease disappeared, and he was given a handsome face and beautiful skin. The angel then asked the man, "What kind of wealth do you desire most?" He replied, "A camel or a cow." He was given a pregnant camel and prayed, "May Allah Taala bestow His blessings on this camel."

Second, the angel also came to the bald man. The angel then asked him, "What do you desire most?" The man replied, "Beautiful hair, and to remove from me everything that disgusts people on my head." The angel rubbed the bald man and the disease he was suffering from disappeared and his hair became thick. Then the angel asked the person again, 'What wealth do you really like?' The answer was, 'Camel or cow'. Then he was given a pregnant cow and prayed, 'May Allah bestow His blessings on this cow.'

Third, angels also come to blind people. The angel asked, 'What is the thing you want most?' The blind man answered, 'May Allah Taala be willing to restore my sight so that I can see people'. The angel rubbed his face and immediately Allah restored his sight. After that, the angel asked the



person again, ‘What wealth do you like most?’ The answer was, ‘Goat’. Then he was given a pregnant goat and prayed, ‘May Allah Taala bestow His blessings on this goat.’

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

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

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

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

tested by Allah Taala. Allah Taala has been pleased with you and angry with your two friends’.

Table 4
 Summary of the Readability Calculation Results for the Prophetic Short Story Text Using KIFMAR

Types of Prophetic Short Story Texts	KIFMAR Formula Elements	Value	Level
Sleeping in the Mosque	Sum of Word (w)	224	elementary school
	Sum of Sentence (S)	15	
	Complex Word (CW)	0	
	KIFMAR Value	5,23	
Juraij	Sum of Word (w)	275	elementary school
	Sum of Sentence (S)	24	
	Complex Word (CW)	0	
	KIFMAR Value	4,01	
Gratitude and Ignorance	Sum of Word (w)	682	elementary school
	Sum of Sentence (S)	48	
	Complex Word (CW)	0	
	KIFMAR Value	4,97	

The second step is to develop test items based on the test specifications. All items are presented at the end of the discussion structure of this article.

Table 6
 Summary of Expert Team Validation Results for Test Instruments as Learning Techniques

No.	Validators	Values Scala (1-4)			
		1	2	3	4
1	Validator-1			√	
2	Validator-2				√
3	Validator-3				√
	Mode				√

The rating mode is 4 (very good). Two validators gave a score of 4, while the other validator gave a score of 3.

1.4 Implementation: Initial Product Trial

The initial product trial of the test device, which identified intrinsic elements of prophetic short stories, lasted 80 minutes in a 10th-grade class at SMA Negeri 1 Siak Hulu. The learning process used the test device as a learning technique, which was the initial product of this research and development. The trial activities in this learning process were observed using observation guidelines by a teacher observer regarding teacher and student activities during the lesson.

The processed data from the observation guidelines for teachers and students are presented in the two tables below. Table 7 contains teacher data, while Table 8 contains student data. According to Table 7, The ease of teachers facilitating all test items in learning according to the learning plan is categorized as easy (value = 3). According to table 8, main actor indicator, supporting actor-1, supporting actor-2, place setting, time setting are easy for students to understand.

Table 7

Summary of Suitability of Classroom Teacher Activities and Lesson Plans

No.	Indicators	Ease of Facilitation			
		1	2	3	4
1	The teacher facilitates students to be able to answer questions 1 to 16.			√	
2	The teacher facilitates students to be able to answer questions 17 to 32.			√	
3	The teacher facilitates students to be able to answer questions 33 to 48			√	

Table 8

Summary of Students' Ease in Answering Questions through Teacher Facilitation in Initial Product Trial

No.	Indicators	N	f	%
1	Main Actor	38	38	100,00
2	Supporting Actor-1	38	38	100,00
3	Supporting Actor-2	38	38	100,00
4	Main Character	38	27	71,05
5	Supporting Character-1	38	27	71,05
6	Supporting Character-2	38	27	71,05
7	Place Setting-1	38	38	100,00
8	Place Setting-2	38	38	100,00
9	Time Setting-1	38	38	100,00
10	Time Setting-2	38	38	100,00
11	Main Message	38	30	78,95
12	Supporting Message-1	38	30	78,95
13	Supporting Message-2	38	30	78,95
14	Main Theme	38	30	78,95
15	Supporting Theme-1	38	30	78,95
16	Supporting Theme-2	38	30	78,95

1.5 Evaluation and Revision of the Initial Product

Students' difficulty in responding to the message and conclusion in the test kit, used as a learning technique, was not caused by the test kit itself. The primary cause was the teachers' lack of skills in explaining the message and theme of the short story. This occurred because the teachers lacked specific teaching materials for the pilot test of this learning kit. However, the discriminating power of the options for the message and theme questions was reduced.

There were indeed several points of doubt among students regarding the message and theme of the short story. Therefore, the discriminatory power level of each test item was lowered to make it easier.

Based on the description above, in the pilot test of the revised product, the teacher implementing the lesson was equipped with a teaching module whose content aligned with the message and theme indicators of the short story.



1.6 Implementation: Revised Product Trial

The revised product trial of the test device, which identified intrinsic elements of prophetic short stories, lasted 80 minutes in a 10th-grade class at SMA Negeri 1 Siak Hulu. The learning process used the test device as a learning technique, which was therivice product of this research and development. The trial activities in this learning process were observed using observation guidelines by a teacher observer regarding teacher and student activities during the lesson.

The processed data from the observation guidelines for teachers and students are presented in the two tables below. Guru melaksanakan kegiatan pembelajaran selaras dengan rencana pembelajaran.

Table 9 contains student data. According to this table, all indicators are easy for students to understand.

Table 9
 Summary of Students' Ease in Answering Questions through Teacher Facilitation Revised Product Trial

No.	Indicators	N	f	%
1	Main Actor	38	38	100,00
2	Supporting Actor-1	38	38	100,00
3	Supporting Actor-2	38	38	100,00
4	Main Character	38	38	100,00
5	Supporting Character-1	38	38	100,00
6	Supporting Character-2	38	38	100,00
7	Place Seting-1	38	38	100,00
8	Place Seting-2	38	38	100,00
9	Time Setting-1	38	38	100,00
10	Time Setting-2	38	38	100,00
11	Main Message	38	38	100,00
12	Supporting Message-1	38	38	100,00
13	Supporting Message-2	38	38	100,00
14	Main Theme	38	38	100,00
15	Supporting Theme-1	38	38	100,00
16	Supporting Theme-2	38	38	100,00

1.7 Evaluation and Revision of the Revised Product

Students no longer encountered difficulties when teachers facilitated their responses to the messages and themes of prophetic short stories in the test kits used as a learning technique. This was due to two factors. First, the use of teaching materials containing instructional instructions on the messages and themes of the short stories. Second, there was a decrease in the differences in the question options on the messages and themes of the short stories.

Based on the description above, in the trial of the revised product, the teachers implementing the learning were equipped with an open module aligned with the message and theme indicators of the short stories.

1.8 Final Product Reproduction

The final product of this research and development is a test tool to find the intrinsic elements of prophetic short stories for grade X high school. The test items are as follows.

- 1) The main character of the prophetic short story text-1 ...
 - A. Harun al-Rasyid
 - B. Zubaidah
 - C. Imam Malik
 - D. palace priest
- 2) Supporting characters-1 prophetic short story text-1 ...
 - A. Harun al-Rasyid
 - B. Zubaidah
 - C. Imam Malik
 - D. palace priest
- 3) Supporting characters-2 prophetic short story text-1 ...
 - A. Harun al-Rasyid
 - B. Zubaidah
 - C. Imam Malik
 - D. palace priest

- 4) Zubaidah's Characteristics
 - A. intelligent
 - B. engaging in arguments with her husband
 - C. antigone
 - D. forgetful
- 5) Imam Malik's Characteristics
 - A. smart and obedient
 - B. engaging in arguments with her husband
 - C. antigone
 - D. forgetful
- 6) Harun al-Rasyid's character
 - A. emotional
 - B. engaging in arguments with his wife
 - C. antagonistic
 - D. easily repentant
- 7) The location where the conflict between Harun al-Rashid and Zubaida arose ...
 - A. Harun al-Rashid's palace
 - B. Imam Malik's house
 - C. mosque
 - D. bedroom
- 8) The place where the incident occurred when Iman Malik gave an objective solution to Harun al-Rasyid ...
 - A. Harun al-Rashid's palace
 - B. Imam Malik's house
 - C. mosque
 - D. bedroom
- 9) The time when the incident occurred when Harun al-Rasyid argued with Zainab ...
 - A. in the morning
 - B. at night
 - C. in the afternoon
 - D. during the day
- 10) The time of the event when Imam Malik's faith provided an objective solution ...
 - A. in the morning
 - B. at night
 - C. in the afternoon
 - D. during the day
- 11) The main message of the prophetic short story-1 ...
 - A. be a highly knowledgeable person so that it is useful for others
 - B. be a leader who easily admits mistakes
 - C. the wife should not argue with her husband
 - D. a highly knowledgeable person who is useful to others
- 12) Supporting message-1 prophetic short story-1 ...
 - A. be a highly knowledgeable person so that it is useful for others
 - B. be a leader who easily admits mistakes
 - C. the wife should not argue with her husband
 - D. a leader who is aware of his own mistakes
- 13) Supporting message-2 prophetic short story-1 ...
 - A. be a highly knowledgeable person so that it is useful for others
 - B. be a leader who easily admits mistakes
 - C. the wife should not argue with her husband
 - D. a wife who argues with her husband
- 14) Main theme of prophetic short stories-1 ...
 - A. a person who is knowledgeable and therefore useful to others
 - B. a leader who readily admits mistakes
 - C. a wife who argues with her husband
 - D. be a highly knowledgeable person so that it is useful for others
- 15) Supporting theme-1 prophetic short story-1 ...
 - A. a person who is knowledgeable and therefore useful to others
 - B. a leader who readily admits mistakes
 - C. a wife who argues with her husband
 - D. be a leader who easily admits mistakes



- 16) Supporting theme-2 prophetic short story-1 ...
A. a person who is knowledgeable and therefore useful to others
B. a leader who readily admits mistakes
C. a wife who argues with her husband
D. be a highly knowledgeable person so that it is useful for others
- 17) Main character prophetic short story text-2 ...
A. king
B. Juraij
C. baby
D. prostitute
- 18) Supporting character-1 prophetic short story text-2 ...
A. king
B. Juraij
C. baby
D. prostitute
- 19) Supporting character-2 prophetic short story text-2 ...
A. king
B. Juraij
C. baby
D. prostitute
- 20) Juraij's character
A. prioritize mother's affairs
B. vengeful
C. not trusting
D. trust in Allah Taala's decision
- 21) The king's character is related to babies in the Juraij period...
A. doubt the baby's speech
B. really don't believe the baby's words
C. do not believe what the baby says
D. believes the baby's words
- 22) Juraij's mother's character
A. obey
B. be patient
C. can't wait
D. firm in leading
- 23) The incident of Juraij refusing the prostitute's invitation to commit adultery...
A. in the palace
B. in Juraij's house
C. in the pasture
D. in the prostitute's house
- 24) A place the baby talked happened...
A. in the palace
B. in Juraij's house
C. in the pasture
D. in the prostitute's house
- 25) Time-1 the story happened when Juraij was called by his mother...
A. in the morning
B. at night
C. late at night
D. during the day
- 26) Time-2 the story happened when Juraij was called by his mother...
A. in the morning
B. at night
C. late at night
D. during the day
- 27) The main message of the prophetic short story-2 ...
A. the bad words of parents who feel hurt towards their children always come true
B. be a leader who dares to change decisions based on new, objective evidence.
C. use objective testimony when making important decisions.
D. be a person with strong faith so that you can overcome various trials

- 28) Supporting message-1 prophetic short story-2 ...
- A. the bad words of parents who feel hurt towards their children always come true
 - B. be a leader who dares to change decisions based on new, objective evidence.
 - C. use objective testimony when making important decisions.
 - D. be a person with strong faith so that you can overcome various trials
- 29) Supporting message-2 prophetic short story-2 ...
- A. the bad words of parents who feel hurt towards their children always come true
 - B. be a leader who dares to change decisions based on new, objective evidence.
 - C. use objective testimony when making important decisions.
 - D. be a person with strong faith so that you can overcome various trials
- 30) The main theme of the prophetic short story-2...
- A. people who have strong faith will be able to overcome various trials
 - B. the baby's testimony is a very objective testimony
 - C. the leader changes the decision from giving punishment to acquittal based on the baby's testimony.
 - D. don't say bad things to your child because they always come true
- 31) Tema pendukung-1 cerpen profetik-2 ...
- A. people who have strong faith will be able to overcome various trials
 - B. the baby's testimony is a very objective testimony
 - C. the leader changes the decision from giving punishment to acquittal based on the baby's testimony.
 - D. don't say bad things to your child because they always come true
- 32) Tema pendukung-2 cerpen profetik-2 ...
- A. people who have strong faith will be able to overcome various trials
 - B. the baby's testimony is a very objective testimony
 - C. the leader changes the decision from giving punishment to acquittal based on the baby's testimony.
 - D. don't say bad things to your child because they always come true
- 33) The main character in the prophetic short story 3...
- A. a former bald head sufferer
 - B. a former leper
 - C. an angel in disguise
 - D. a former blind person
- 34) The supporting character-1 in the prophetic short story 3...
- A. a former bald head sufferer
 - B. a former leper
 - C. an angel in disguise
 - D. a former blind person
- 35) The supporting character-2 in the prophetic short story 3...
- A. a former bald head sufferer
 - B. a former leper
 - C. an angel in disguise
 - D. a former blind person
- 36) Character of former bald head sufferers
- A. honest
 - B. dishonest
 - C. likes to help
 - D. does not like to help
- 37) The character of a former leprosy sufferer
- A. honest
 - B. dishonest
 - C. likes to help
 - D. does not like to help



- 38) Characteristics of a former blind person
A. honest and generous
B. dishonest and dishonest
C. honest
D. generous
- 39) The place where the story about a former bald man ...
A. goat herd
B. cow herd
C. camel herd
D. shepherd's field
- 40) The place where the story about a former leper takes place
A. goat herd
B. cow herd
C. camel herd
D. shepherd's field
- 41) The time when the story takes place when the leper is healed...
A. morning
B. evening
C. late at night
D. afternoon
- 42) The time when the story takes place when the blind man gets healing...
A. morning
B. evening
C. late at night
D. afternoon
- 43) The main message of the prophetic short story-3 ...
A. let us always be grateful for healing from illness
B. people who are ungrateful because of the increase in wealth
C. let us not insult people
D. we should always be grateful for the increase in knowledge
- 44) Supporting message-1 prophetic short story-3 ...
A. let us always be grateful for healing from illness
B. people who are ungrateful because of the increase in wealth
C. let us not insult people
D. We should always be grateful for the increase in knowledge
- 45) Supporting message-2 prophetic short story-3 ...
A. let us always be grateful for healing from illness
B. people who are ungrateful because of the increase in wealth
C. let us not insult people
D. we should always be grateful for the increase in knowledge
- 46) The main theme of the prophetic short story-3 ...
A. a person who is grateful for healing from illness
B. person who is not grateful for increasing wealth
C. a person who does not insult others
D. a person who is always grateful for increasing knowledge
- 47) Supporting theme-1 prophetic short story-3 ...
A. sa person who is grateful for healing from illness
B. person who is not grateful for increasing wealth
C. a person who does not insult others
D. a person who is always grateful for increasing knowledge
- 48) Supporting theme-2 prophetic short story-3 ...
A. sa person who is grateful for healing from illness

- B. person who is not grateful for increasing wealth
- C. a person who does not insult others
- D. a person who is always grateful for increasing knowledge

2. Final Product Profile

2.1 Physical Profile

The physical product of the test to identify the intrinsic elements of prophetic short stories as a learning technique for 10th-grade high school students involves several characters. First, the final product title is: Competency Test to Find the Intrinsic Elements of Prophetic Short Story Texts. Second, it is 6 A4 pages, two columns, Times New Roman size 11.

2.2 Non-Physical Profile

The non-physical profile of the test to identify the intrinsic elements of prophetic short stories as a learning technique for 10th-grade high school students is limited to two aspects. These aspects are the validation results of the validator team and the responses of high school Indonesian language teachers.

All validators gave a score of 4 on a scale of 1-4 (Table 10). This means that the learning device found intrinsic elements of prophetic short story texts for grade 10 high school students, which was assessed as very good by the validators.

Table 10
Validator Team Assessment Results

No.	Validators	Values Scala (1-4)			
		1	2	3	4
1	Validator-1				√
2	Validator-2				√
3	Validator-3				√
	Mode				√

All high school Indonesian language teachers also gave a score of 4 on a scale of 1-4 (Table 11). This means that the learning tool for identifying

the intrinsic elements of prophetic short stories for grade 10 high school students was assessed as very good by the high school Indonesian language teachers.

Table 11
High School Indonesian Language Teacher Responses

No.	Teachers Code	Values Scala (1-4)			
		1	2	3	4
1	T-01				√
2	T-02				√
3	T-03				√
4	T-04				√
5	T-05				√
6	T-06				√
7	T-07				√
8	T-08				√
9	T-09				√
10	T-10				√

DISCUSSION

The test kit found that the intrinsic elements of prophetic short stories as a learning technique for 10th-grade high school students were insufficient when used in learning without the inclusion of teaching materials. Without teaching materials, students do not receive adequate facilitation from teachers. This demonstrates that teaching materials are more important than learning techniques (Razak, 2020b).

In the initial product trial phase, some students were unable to correctly answer questions about the message and theme. Questions about the theme were answered using the theme option. This also occurred for the message, which was answered using the theme option.

The theme is a thesis, namely a universal interpretive truth (Elmustian & Jalil, 2015; Razak, 2023). In short stories, because they are narrative, truths are numerous. Therefore, options containing themes must be relatively numerous. The text



of the short story Juraij contains many truths. This article only has four themes, as discussed below.

First, a person with strong faith will be able to overcome various trials. This theme comes from the specificity of Juraij's short story, namely when Juraij firmly refuses a prostitute's invitation to commit adultery.

Second, baby testimony is a very objective testimony. This theme comes from the specificity of Juraij's short story, namely when Juraij is accused in front of the king of being the baby's father; prostitute's daughter. Juraij was shocked and then asked the king to approach the baby who was in his mother's arms. Juraij said while rubbing the baby's stomach, 'Hey baby, who is your father?' The baby immediately answered, 'The Shepherd'

Third, the leader changed the decision from giving punishment to acquittal based on the baby's testimony. This theme comes from the incident in the short story Juraij, namely when the king heard the baby say that his father was the shepherd, he freed Juraij and apologized for the king's negligence in demolishing Juraij's house because he heard one-sided reports of an adulterous woman carrying the baby.

Fourth, bad words from parents who feel hurt towards their children always come true. This truth is based on what Mrs. Juraij said. The first day, Juraij's mother came to Juraij's house. He called Juraij. Juraij heard it but did not respond because he would answer his mother's call when he finished worshipping Allah Taala. His mother came home after calling three times without responding to her son, Juraij. The second day, his mother came again. He called Juraij again but Juraij had not answered because he was worshipping Allah Taala. His mother immediately also because there was no response after calling three times. The third day, his mother came again. He called Juraij again but Juraij had not answered because he was praying. Until the third call, Juraij had not answered because he preferred to complete his worship of Allah Taala rather than answer his mother's call. His mother came home saying, 'So that you will meet a prostitute'.

A prostitute came and tempted Juraij to commit adultery. Juraij firmly refused, causing the prostitute to be deeply embarrassed in front of her colleagues, as she had initially promised she could conquer him. The devil continued to tempt the prostitute to go to a shepherd to commit adultery. The heinous act ensued. Approximately nine months later, the prostitute gave birth to a baby, who was then presented to the king, claiming it was the result of her adultery with Juraij.

This article uses a modified ADDIE procedure with the aim of being more definitive. The modification occurs in components I and E. First, I is differentiated into I for initial product trials and revised product trials, interrupted by E, namely evaluation and revision of the initial product. This means that after the initial product is completed (D), the next activities are:

- 1) initial product trials
- 2) evaluation and revision of the initial product
- 3) final product trials
- 4) evaluation and revision of the final product

Online journal scientific articles using the ADDIE modification are widely used. First, Wulandari et al. (2025) entitled Developing Teaching Materials for Writing Explanatory Texts Based on Google Form File Upload Options Using Innovative Strategies. Research results: 1) development of teaching materials for writing explanatory texts based on Google Form file upload using innovative strategies for grade XI SMA contains the following procedures: a) basis analysis; b) design preparation; c) design development; d) initial product trial; e) evaluation and revision of initial products; f) trial of revised products; g) evaluation and revision of revised products; h) reproduction of final products; 2) structure of the final product of teaching materials for writing explanatory texts based on Google Form file upload using innovative strategies for grade XI SMA: a) section-1 contains student attribute forms; b) section-2 contains descriptions of materials and examples of explana-

tory texts combined with copying task techniques; c) section-3 contains tests as learning techniques; d) section-4 contains evaluation of writing explanatory texts using the take home examination system. Second, Elmustian et al. (2024) entitled *Pengembangan Bahan Ajar Menulis Pantun Menggunakan Pendekatan Konstruktivisme*. The ADDIE modifications are: basic analysis, preparation of initial product design, development of initial product design, limited scale initial product trials, evaluation and revision of limited scale trial products, large scale product trials, product evaluation and revision, revised product trials, and reproduction of the final product. Third, Subandiyono & Ristiani, (2025). entitled *Development of Poetry Musicalization Teaching Materials through a Project-Based Learning Model Assisted by Artificial Intelligence Technology*. The results of the study: 1) 1) the validation results of the teaching material development procedure are rated as mode 4, which is very good; 2) the physical profile of the final product of the teaching material: a) the title is 'The Beauty of Learning Poetry Musicalization in Grade X of Senior High School'; b) the final product of the teaching material is typed using Times New Roman on A4 paper. Font size 11 with automatic spacing for 11 pages; c) the final product of the teaching material contains four initial structures and five core structures; 3) the non-physical profile of the final product of the teaching material: a) the validation mode of the feasibility of the final product according to the review team is 'perfect'; b) the teaching material product is effective for use in learning poetry musicalization for grade X of Senior High School.

CONCLUSION

First, the process of developing the final test product identified the intrinsic elements of the prophetic short story as a learning technique for grade 10 high school students. This included: 1) baseline analysis; 2) design development, namely test specifications; 3) initial product development, namely the development of test items; 4) trial testing of the initial product in grade 10 high school

students; 5) evaluation and revision of the initial product; 6) trial testing of the revised product; 7) evaluation and revision of the revised product; 8) reproduction of the initial product.

Second, the physical profile of the final product is a test tool to find the intrinsic elements of prophetic short stories as a learning technique for class X SMA including: the final product title is: Competency Test to Find the Intrinsic Elements of Prophetic Short Story Texts. Second, it is 6 A4 pages, two columns, Times New Roman size 11.

The non-physical profile of the test to identify the intrinsic elements of prophetic short stories as a learning technique for 10th-grade high school students is limited to two aspects. These aspects are the validation results of the validator team and the responses of high school Indonesian language teachers. Apart from that, all high school Indonesian language teachers also gave a score of 4 on a scale of 1-4.

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