



The Wide-Scale Trial of Reading Skill Teaching Materials Based on Digital Information Technology

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ABSTRACT

The research objectives are to describe: 1) procedures for wide-scale testing of teaching materials for reading skills in expository texts on prophetic topics based on digital information technology at high school level; 2) teacher assessment of the process of implementing wide-scale trials of teaching materials for skills in reading expository texts on prophetic topics based on digital information technology at high school level; 3) teacher assessment of teaching materials for skills in reading expository texts on prophetic topics based on digital information technology at high school level. The research was conducted at SMAIT within the Islamic Foundation of al Kahfi Batam; implemented in the odd semester 2025/2026. The research population was class X students who took part in a series of learning activities in order to test reading skills teaching materials based on digital information technology. They numbered 69 students. The main instruments of this research are reading skills teaching materials based on digital information technology at the high school level itself, reading skills tests, observation guidelines, closed system questionnaires for teachers, and audio-video recording tools. Pre-test data and post-test data on learning outcomes were analyzed using descriptive statistics, namely mean, percent, standard deviation, median and mode. Learning process data originating from audio-video is analyzed qualitatively using objective considerations. Questionnaire data were analyzed using a closed category answer system tabulation approach. Research results: 1) wide-scale trial procedures, namely: pre-test, implementation of online learning in formal classes, and regular and repeated post-tests; 2) teacher assessment of the process of implementing wide-scale trials of teaching materials in the very systematic category; 3) the teacher's assessment of teaching materials for reading skills in expository texts on prophetic topics based on digital information technology at the high school level is in the very good category.

Keywords: wide-scale trials, teaching materials, expository text, reading skills, digital information technology

INTRODUCTION

Learning Indonesian at every level of education is very strategic. This is indicated by the position of this subject as one of the compulsory group subjects with a relatively high weight, namely 4 million per week. The country's political attitude towards this subject is not very optimal compared to the Koran's arguments regarding language; in the context of the Republic of Indonesia is Indonesian. According to surah ar-Rahman (QS, 52:1-4 in Katsir, 2008) Allah Taala revealed to His Majesty the Great Prophet Muhammad SAW that Allah the Most Rahman, Allah the Most Rahman revealed the Koran, Allah

the Most Rahman created humans, Allah the Most Rahman taught language.

The logical consequence of the conceptual meaning of the paragraph above is the duty of Indonesian language teachers to carry out their mandate so that they can successfully teach Indonesian. Standard learning requires standard equipment. Among the many learning tools, teaching materials are the most strategic type of learning tool. That is, without teaching materials, learning activities become meaningless; Without teaching materials, learning tends to become more of a spectacle than a learning experience that should be full of guidance.

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Teaching materials are essentially provided by the central government through the BSE (electronic school textbook) system. This availability also applies to Indonesian language learning at the high school level. These teaching materials are provided in annual units (two semesters). These teaching materials are typed on A4-size, 11-point paper and range in size from 300 to 320 pages. The consequences of providing teaching materials for an annual period usually involve constraints regarding adequacy, depth, relevance to core competencies or learning objectives, and/or strategic learning aspects. In other words, despite its positive aspects, the annual BSE inevitably has negative aspects (Razak, 2000).

The above conditions have prompted various parties to develop smaller-scale teaching materials (for example, for two sessions).

The Al Kahfi Islamic Foundation in Batam continues its efforts to intensify Indonesian language teaching materials for grade 10 high school students. This effort took the form of collaborative research with the Pekanbaru Institute for Social and Exact Education Research to develop a reading material for expository texts on prophetic topics using digital information technology. This article outlines an important step in developing these teaching materials, specifically for student worksheet units. This involves a large-scale trial.

The prophetic topic was chosen for several rational reasons. First, to strengthen student character through Indonesian language learning. Second, the initial stage of the teaching materials was designed for internal learning purposes, specifically for high schools within the Al Kahfi Foundation in Batam, and externally for Islamic high schools.

Based on the description above, a scientific activity was conducted in the form of research. This activity was titled "Large-Scale Trial of Indonesian Language Teaching Materials on Prophetic Topics Based on Digital Information Technology."

Based on the description above, research was necessary for writing a scientific article. This research was titled "Large-Scale Trial of Indonesian Language Teaching Materials Based on Digital Information Technology." The title implies that this teaching material is revised based on a limited-scale trial. A study of teaching materials tested on a limited scale is not part of this article.

The problem of this article is structured based on the background. The problems are formulated as follows:

- 1) What is the procedure for a large-scale trial of teaching materials on prophetic reading skills based on digital information technology at the high school level?
- 2) What are the categories of teacher assessments of the process of implementing a large-scale trial of teaching materials on prophetic reading skills based on digital information technology at the high school level?
- 3) What are the categories of teacher assessment of teaching materials for reading skills on prophetic exposition texts based on digital information technology at the senior high school level?

First, to describe the procedure for a large-scale trial of digital information technology-based prophetic reading exposition text teaching materials for senior high school students. Second, to describe the categories of teacher assessments of the large-scale trial of digital information technology-based prophetic reading exposition text teaching materials for senior high school students. Third, to describe the categories of teacher assessments of digital information technology-based prophetic reading exposition text teaching materials for senior high school students. These are the three objectives of this study.

Here are some of the benefits of this article. First, it serves as comparative material for the Al Kahfi Islamic Foundation, Batam, in developing



similar materials for grades 11 and 12. Second, it serves as discussion material for the foundation's supervisors during their teacher supervision. Third, externally, this article is useful because it can serve as a source of criticism for digital technology-based Indonesian language teaching materials for prophetic topics. Fourth, from a digital information technology perspective, this article is useful because it contributes to educating students about the use of digital information technology in learning. Fifth, from a higher education perspective, this article also offers numerous benefits, including providing students with a basis for consideration when planning a technology-based scientific writing program.

The Indonesian language teaching materials referred to in this article focus on learning expository text reading skills contained in scientific articles in online journals. This factual text learning utilizes a main sentence and three supporting sentences, as well as a main idea and three supporting ideas. Expository texts 1 and 2 are used for practice activities in the competency test 1 and 2 features; they lack a title structure and supporting structure. Expository text 3 is used for pre-test and post-test materials. All texts are sourced from an article by Priatno, Padaameen, & Siregar (2022). One of the expository texts on a prophetic topic is presented below.

Exposition Text-1

A man from the children of Israel, owner and shepherd of goats. The goat started from a pregnant goat mother who was given by someone. With the permission of Allah Taala, the livestock multiplied so that they filled a fertile valley in the pasture. One day he was visited by an angel disguised as a blind man. 'I am a poor man, running out of provisions on my journey, by Allah who has restored your sight, I ask for just one goat to continue my journey,' said the angel. Hearing the request, he said, take as many of these goats as you want as long as they are used for the cause of Allah Taala.

The unknown person asked why the goat owner wanted to give him as many goats as he wanted. The shepherd and goat owner said, 'I used to be blind, then Allah Ta'ala gave me back my sight and I was also a poor man, then He gave me enough, so take whatever you like. By Allah, I will not prevent you from taking something as long as you take it for Allah Taala. Hearing this explanation, the angel disguised as a blind traveler confirmed the incident, stating that once upon a time, Allah SWT had healed his sight through him and given him a healthy pregnant goat and prayed for the goats to reproduce. The angel then departed, saying that the shepherd had passed the test.

Exposition Text-2

There was a dispute between an older and younger mother about a baby. The baby survived, as the other was mauled by a desert wolf. They went to the Prophet David's palace to seek a verdict. David ruled that the surviving baby belonged to the older mother. Several days later, the younger mother went to the older mother to contest their dispute, which had already been decided by David. At the palace, they were served by Prophet Solomon, David's son. Prophet Solomon took the baby and immediately asked his servant for a sword to split it into two equal parts, so that they would each have one.

Not only the baby's mother, but also the palace officials were astonished by Solomon's words. The younger mother stammered that she should give the baby to the older mother. In her heart, the younger mother thought she would let the baby be in someone else's hands as long as her life was safe. On the other hand, the older mother, who had won the previous decision, showed no sadness over Solomon's plans for the disputed baby. Solomon observed the older mother's unconcerned attitude. Therefore, Solomon confidently decided that the disputed baby belonged to the younger mother. Solomon then handed the baby to the younger mother and simultaneously overturned his father's first decision, diplomatically splitting the baby in

half (Bukhari No. 3427, Muslim No. 1720 in Wahab, 2013).

Exposition Text-3

King Nimrod prepared a huge fire. Every bird flying through the sky that passed through the flames would fall and die in the flames. The goal was to burn the Prophet Ibrahim. Using a giant catapult-like device, the Prophet Ibrahim was thrown into the flames. Forty to fifty days later, the Prophet Ibrahim emerged from the flames safe and sound.

What factor prevented the Prophet Ibrahim from being burned in the flames? When he fell into the flames, thrown by a giant catapult-like device, a creature greeted him. The creature asked, "Do you need help?" The Prophet Ibrahim did not answer, but instead asked, "Who are you? If you are Satan, go away!" The creature replied, "I am the angel of shade (adh-Zil) sent by Allah to save you." Therefore, at that moment, he was in a green garden. The son of Azar also experienced life in the flames as the best life possible because Allah commanded the fire to cool (Katsir, 2012).

The following presents relevant articles that can be found in several online journals. The relevant articles to describe follow.

- 1) Aziz et al. (2023). This study aims to produce teaching materials for writing scientific articles using a constructivist approach using Google Forms for the Indonesian Language Student Council. This research and development uses the following procedures: basic analysis, initial product design preparation, initial product design development, limited-scale initial product trials, limited-scale product evaluation and revision, large-scale product trials, product evaluation and revision, revised product trials, and final product reproduction. The development of teaching materials is based on a constructivist approach using Google Forms. Cloze text is used to determine the

readability of narrative texts. Questionnaires are used to validate article writing texts, weigh article writing indicators, weigh initial product designs, and weigh the feasibility of teaching materials. Essay tests are used to collect pre-test and post-test data on article writing skills in large-scale trials. Data sourced from questionnaires are analyzed thematically; data collected using Cloze text instruments are analyzed using descriptive statistics; averages and percentages; Article writing data are analyzed using inferential statistical procedures, namely one-sample t-tests and one-way ANOVA. The results achieved in this study are teaching materials entitled 'Techniques for Writing Scientific Articles: Background and Problem Formulation', 24 A4 pages, Times New Roman, 2 columns, PDF.

- 2) Amril (2022). The subjects of this school action research were 6 high school teachers of SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency, Riau Province. This activity took place in the even semester of the 2021/2022 academic year with a 14-hour pattern, namely 4 x 3.5 hours. The research instruments were: 1) LKP (participant activity sheets) containing 3 main components, namely the rules for writing prophetic paragraphs, prophetic paragraph writing exercises; 2) a performance test instrument for compiling prophetic paragraphs for training subjects; 3) a questionnaire on the feasibility of the prophetic paragraph content validated by Islamic Religious Education (PAI) and Budi Pekerti teachers; 4) a questionnaire on the level of participant satisfaction in the training on compiling prophetic paragraphs for high school teachers through the principal's clinical supervision activities. The results



of the school action research showed: 1) the prophetic paragraphs in the LKP as a training tool met the requirements for content validity; 2) the assignment items for compiling prophetic paragraphs in the LKP met the requirements for content validity; 3) The prophetic paragraphs produced by each group of high-grade teachers met the appropriateness of content and language; 5) All training participants responded with great satisfaction towards the implementation of the principal's clinical supervision activities. <https://doi.org/10.55909/jpbs.v1i4.117>

3) Wulandari & Hayatun (2023). This study aims to produce teaching materials for reading scientific articles in online journals using Google Forms for the Indonesian Language Course (MKWU). The study was conducted at UIN Sjech M. Djamil Djambek Bukittinggi in the odd semester of 2022/2023. This research and development used the following procedures: 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. The development of reading skills teaching materials is based on the constructivism approach of prophetic topics. Cloze texts are used to determine the readability of the text. Questionnaires are used to validate the reading skills texts, weigh the indicators of article reading skills, weigh the initial product design, and weigh the feasibility of the teaching materials. Multiple-choice tests are used to collect pre-test and post-test data for article reading skills in large-scale trials. Data sourced from the questionnaire are

analyzed thematically; data collected using cloze text instruments are analyzed using descriptive statistics; averages and percentages; The article writing skill data were analyzed using descriptive statistical procedures, namely mean and percentage. The results achieved in this study were teaching materials entitled "Techniques for Reading Scientific Articles in Online Journals Using Google Forms," 42 A4 pages, Time New Roman, 2 columns, PDF.

METODE

This research was conducted at senior high schools within the Al Kahfi Islamic Foundation, Batam. The senior high schools in question were:

- 1) Al Kahfi International School (The Capitol Imperium Ruko Complex, Block A No. 42B-47, Jl. Jend. Soedirman, Batam, Riau Islands, Indonesia;
- 2) Fajar Ilahi Bengkong Islamic High School (Bengkong Nusantara, Sadai Village, Bengkong District, Batam City);
- 3) Fajar Ilahi Sungaibeduk Islamic High School (Pancur Tower II, RT. 001 RW. 011, Duriangkang, Sei Beduk District, Batam City, Riau Islands Province; NPSN 700234452).

This research took place in the odd semester of the 2025/2026 academic year. The research period was divided into three activities:

- 1) initial activities, namely preparation such as developing data collection instruments, selecting observers, and scheduling large-scale trials;
- 2) The core activity, namely the implementation of a trial learning session for each 10th grader in each high school;
- 3) The final activity, which included checking instrument files, analyzing data, and writing a research report in the form of a scientific article.

The population (N) of this study was 10th grade high school students from the Al Kahfi

Islamic Foundation in Batam who participated in a series of learning activities on prophetic topic exposition text reading skills using Google Forms as part of a large-scale trial of Indonesian language teaching materials on prophetic topics based on digital information technology. There were 37 students, divided into 7 students from the ihwan class at AIS High School, 14 students from the ahwat class at Sungaibeduk High School, and 16 students from the ihwan class at Bengkong High School. These three classes were parallel classes (ihwan-ahwat). The classes used in the limited-scale trial were no longer used in this large-scale trial.

The sample (n) of the study was set at 34 students. This determination is based on Slavin's formula (Razak (2005), Malik & Hamied (2014), Fraenkel et al. (2012), Muhyi et al. (20183), Setiawan (2007), namely: $n = N / [1 + N(e)^2]$. The notation e represents an estimated error of 0.05, and the notation 1 represents a constant value. The number per sample group is calculated using the proportional principle via the formula: $n1 = N1 * N / n$. The notation n1 = number of sample groups - 1. The notation N1 = number of population groups - 1. Each member of the sample group is drawn at simple random from their respective population groups using a technique without replacement. The distribution of population and sample sizes is shown below:

First, the population of SMA AIS Batam is 7 students while the sample is 6 students. Second, the population of SMAIT Fajar Ilahi Sungaibeduk is 14 students while the sample is 13 students. Third, the population of SMAIT Fajar Ilahi Bengkong is 16 students while the sample is 15 students.

The pretest-posttest data were obtained from a valid and reliable test instrument (Ramadhan et al., 2024). The written test was an objective multiple-choice test with four options. The test contained eight questions containing linguistic indicators. The test was structured according to test specifications, using indicators of main sentences and supporting sentences, as well as

main and supporting ideas per expository text structure, namely thesis and argumentation of prophetic topics.

Skill indicators involve implicit indicators. These indicators are: main sentence, supporting sentence 1, supporting sentence 2, supporting sentence 3, main idea, supporting idea 1, supporting idea 2, supporting idea 3. Each indicator applies to all expository text structures, namely thesis and argumentation. Based on the description above, the details of the questions per exposition test structure are as follows:

- 1) Question 1 on the main sentence of the thesis structure
- 2) Question 2 on supporting sentence 1 of the thesis structure
- 3) Question 3 on supporting sentence 2 of the thesis structure
- 4) Question 4 on supporting sentence 3 of the thesis structure
- 5) Question 5 on the main sentence of the argument structure
- 6) Question 6 on supporting sentence 1 of the argument structure
- 7) Question 7 on supporting sentence 2 of the argument structure
- 8) Question 8 on supporting sentence 3 of the argument structure
- 9) Question 1 on the main idea of the thesis structure
- 10) Question 2 on supporting idea 1 of the thesis structure
- 11) Question 3 on supporting idea 2 of the thesis structure
- 12) Question 4 on supporting idea 3 of the thesis structure
- 13) Question 5 on the main idea of the argument structure
- 14) Question 6 on supporting idea 1 of the argument structure
- 15) Question 7 on supporting idea 2 of the argument structure
- 16) Question 8 about supporting sentences-3 argument structure



Data from the large-scale trial of digital information technology-based Indonesian language teaching materials was collected using a non-test instrument. The type of non-test instrument that best suited the desired data was a questionnaire. The questionnaire used a closed system with a scale of 1-4, a modification of the Likert scale (Budiaji, 2013; Azwar, 2012). The learning procedures in the large-scale trial were assessed by observers, namely Indonesian language teachers, using several indicators:

- 1) manual class opening activities;
- 2) joining a Google Form via a WhatsApp group;
- 3) filling in the attributes in section 1;
- 4) practicing in section 2;
- 5) linking to an article in the Google Form;
- 6) understanding a scientific article;
- 7) answering practice questions in the Google Form;
- 8) submitting answers in the Google Form;
- 9) retaking competency test 1;
- 10) facilitating comparisons between sentences and ideas;
- 11) appropriate use of time;
- 12) the teacher's patience in facilitating slow students;
- 13) the teacher's decision to have students retake the material during regular lessons.

Data on teacher assessments of digital information technology-based Indonesian language teaching materials for senior high school students were collected using non-test instruments. The relevant non-test instrument was a questionnaire. The questionnaire used a closed system with a scale of 1-4, a modification of the Likert scale. The teaching material assessment indicators: appropriateness of presentation, appropriateness of content, appropriateness of language (Muslich, 2010).

RESULT

1. Large-Scale Trial Procedure

A large-scale trial of Indonesian language teaching materials on prophetic topics using digital information technology was conducted in 10th-grade students at senior high schools within the Al Kahfi Islamic Foundation, Batam. Learning took place in two 45-minute sessions, spaced seven days apart. The first session was regular learning, while the second was repetition learning. The following describes the learning procedures using digital information technology in each class.

1.1 Pretest

The pretest for reading expository texts on prophetic topics was conducted online. The platform used was a multiple-choice Google Form, the link of which was distributed in the WhatsApp group for each sample group. After all answers were received and corrected, online learning was conducted in regular classes. The distribution of raw scores for reading expository texts on prophetic topics for 10th-grade students at senior high schools within the Al Kahfi Islamic Foundation. This is a screenshot of the SPSS calculation. Figure 1 shows descriptive statistics for each sample group. The sample group of SMA AIS Batam had a mean of 5.14 (51.43 percent), the sample group of SMAIT Fajar Ilahi Sungaibeduk had a mean of 5.08 (50.83 percent), and the sample group of SMAIT Fajar Ilahi Bengkong had a mean of 5.27 (52.67 percent).

1.2 Regular Learning Initial Activities

The initial activities are offline learning activities. These activities consist of four types of activities (10 minutes each):

- 1) Students respond to the teacher's greeting when the teacher opens the class;
- 2) Students listen to the teacher express their gratitude for their participation in the pre-test via Google Form;
- 3) Students listen to the teacher prepare their phones for online learning about reading expository texts on prophetic topics;

- 4) Students observe the teacher setting up the infocus for learning media.

1.3 Regular Learning Core Activities

The core activities are predominantly online, although they are interspersed with offline activities to facilitate students' immediate access to features linked to the Google Form. The core activities consist of 14 types of activities (70 minutes each):

- 1) Students are facilitated via the infocus to access the Google Form using the link in the WhatsApp group;
- 2) Students are facilitated via the infocus to fill in data in section 1 of the Google Form;
- 3) Students are facilitated via the infocus to understand the instructions for completing the file upload option in section 2 of the Google Form;
- 4) Students were facilitated via infocus to understand the instructions for completing the online journal-based scientific article questions in section 2 of the Google Form;
- 5) Students worked on each question by writing it on blank paper, photographing it, and uploading it, facilitated by the teacher;
- 6) Students were facilitated by the teacher to successfully submit the Google Form;
- 7) Students observed the Excel data from the submission results, including the time and name columns, displayed by the teacher on the infocus;
- 8) Students and the teacher discussed the answer to question 1, concerning the main sentence of the thesis structure, for students who submitted in position 1;
- 9) Students and the teacher discussed the answer to question 2, concerning supporting sentence 1 of the thesis structure, for students who submitted in position 2;
- 10) Students and the teacher discussed the answer to question 3, concerning

supporting sentence 2 of the thesis structure, for students who submitted in position 3;

- 11) Students and the teacher discussed the answer to question 4, concerning supporting sentence 3 of the thesis structure, for students who submitted in position 4;
- 12) Students and teachers discuss answer number 6 regarding the main idea of ??the thesis structure for students who submitted in order 1;
- 13) Students and teachers discuss answer number 7 regarding supporting idea 1 of the thesis structure for students who submitted in order 2;
- 14) Students and teachers discuss the differences and similarities between the main sentence and the main idea of ??the thesis structure.

1.4 Regular End of Learning Activities

The final activity consists of several activities. The activities (10 minutes):

- 1) students and teacher reflect;
- 2) students listen to the teacher review the competency test;
- 3) students respond to the teacher's greeting as the regular learning activity closes.

1.5 Initial Repetition Learning Activities

The full initial activity consists of four activities. The activities (10 minutes):

- 1) students respond to the teacher's greeting as the teacher opens the class;
- 2) students listen to the teacher as she provides apperception;
- 3) students listen to the teacher as she expresses appreciation for all students who have resubmitted their work in lesson 1 and submitted it for lesson 2;
- 4) students listen to the teacher as she prepares their phones for online learning on reading expository texts on prophetic topics;



- 5) students observe the teacher setting up the infocus for learning media.

1.6 Core Repetition Learning Activities

The core activities are predominantly online, although they are interspersed with offline activities to facilitate students' access to features linked to the Google Form. The core activity consists of eight types of activities (40 minutes):

- 1) Students observe the infocus screen displaying the time column, student name, and class for the Excel submission results;
- 2) Students and the teacher discuss answer number 1 regarding the main idea of ??the thesis structure for the student who submitted in order 1;
- 3) Students and the teacher discuss answer number 2 regarding supporting idea 1 for the thesis structure for the student who submitted in order 2;
- 4) Students and the teacher discuss answer number 3 regarding supporting idea 2 for the thesis structure for the student who submitted in order 3;
- 5) Students and the teacher discuss answer number 4 regarding supporting idea 3 for the thesis structure for the student who submitted in order 4;
- 6) Students and the teacher discuss answer number 6 regarding the main idea of ??the thesis structure for the student who submitted in order 1;
- 7) Students and the teacher discuss answer number 7 regarding supporting idea 1 for the thesis structure for the student who submitted in order 2;
- 8) Students and the teacher discuss the differences and similarities between the main sentence and the main idea of ??the thesis structure.

1.7 End-of-Learning Repetition Activity

The final activity consists of several activities. These activities (10 minutes):

- 1) students and teachers reflect;
- 2) students receive a Google Form link for the post-test activity with a 24-hour time limit;
- 3) students respond to the teacher's greeting that concludes the learning activity.mbelajaran reguler

1.8 Posttest Sheet Correction

Distribution of raw scores from the posttest results for the reading skills of prophetic exposition texts for 10th-grade high school students at the Al Kahfi Islamic Foundation. The minimum score is 5 and the maximum score is 9. The mean score is 7.21, equivalent to a standard score of 72.10.

These are the descriptive statistics for each sample group from the posttest. The SMA AIS Batam sample group had a mean of 5.14 (51.43 percent), the SMAIT Fajar Ilahi Sungaibeduk sample group had a mean of 5.08 (50.83 percent), and the SMAIT Fajar Ilahi Bengkong sample group had a mean of 5.27 (52.67 percent).

2. Teacher Assessment of the Large-Scale Trial of Teaching Materials

Observer assessments are part of the objective indicators in the large-scale trial of teaching materials for reading skills on prophetic exposition texts using information technology. The observers were two Indonesian language teachers and the high school principal for each school in the large-scale trial. None of the observers scored on the positive scale of 1 or 2. All observers scored positively. Of the 13 indicators, 8 received a category 4 rating.

3. Teacher Assessment of Revised Teaching Materials

The teaching materials tested in this large-scale trial have been validated based on feasibility indicators by experts. The results showed that all feasibility indicators were categorized as "feasible." However, to enhance the appreciation of observers in the large-scale trial, their

assessment of the feasibility of these teaching materials is also expected. Observers are those mentioned in the findings structure in point 2 of this article.

All observers rated all teaching material feasibility indicators by selecting category 4. The table below summarizes the observers' responses on a scale of 1-4.

The conclusion from the large-scale trial is that no revisions were made to the teaching materials tested. In other words, these teaching materials are ready for use in learning using digital information technology.

DISCUSSION

The digital information technology-based teaching materials for reading expository texts on prophetic topics for senior high school students were found to be suitable for use in grade 10 of senior high school. This is supported by the results of the large-scale trial, both from the perspective of implementation procedures and the perspective of achieved results.

From a procedural perspective, learning activities can essentially be conducted without formal classes, allowing them to be implemented outside of the school's formal schedule. The use of formal classes and learning time, as in the study, takes several factors into consideration, including:

- 1) facilitating students to access articles, especially those with relatively slow comprehension, will be readily resolved if learning using Google Forms combined with online journal scientific articles becomes commonplace;
- 2) mobilizing observers from among teachers and principals at the trial schools to carry out additional duties as observers;
- 3) physical evidence of ongoing clinical supervision by the education division and outreach to teachers and principals regarding the implementation of learning within the context of large-scale trials of teaching materials.

Learning within the context of large-scale trials of teaching materials using digital information technology applications is conducted in standard classrooms. As mentioned in point (3), this is done in order to integrate clinical supervision activities with teachers and principals. Urgent supervision activities are carried out by each supervisor. The following are several abstracts of articles containing educational supervision activities.

First, Andriyani (2022). This study aims to describe (1) the process of preparing a multiple-choice test for expository text reading skills based on the principal's clinical supervision using the workshop method; (2) the profile of the multiple-choice test for expository text reading skills. Research activities based on principal supervision are to present the specifications of the choice test and to present other workshop products, namely the multiple-choice test instrument for expository text reading skills for grade X. The study took place at SMA Negeri 15 Batam City, Riau Islands Province. Aubjwk research Indonesian Language teacher of SMA Negeri 15 Batam City. The study was conducted at the beginning of the even semester of the 2021/2022 academic year. The first day of the workshop lasted for 4 x 60 minutes to deliver introductory material about expository texts. After a 7-day break, a second day of the workshop was also held for 4 x 60 minutes to discuss the process and product of the expository text reading skills test including scoring techniques. This principal-based research using the workshop method resulted in (1) specifications for the multiple-choice test for expository text reading skills for grade X; (2) a multiple-choice test instrument for expository text reading skills for grade X equipped with scoring techniques for each test item. The results of this study have the potential to become a model for teachers in developing multiple-choice tests that meet content validity requirements and also become a basis for clinical supervision in other classes.



Second, Rusnah (2022). The principal's clinical supervision of teachers in his/her learning environment is a strategic activity. For teachers, this activity is very beneficial because they can directly observe the learning procedures carried out by the principal. For the principal, this activity is useful for fulfilling the principal's duties and functions as a supervisor. Clinical supervision in the form of learning aims to improve reading ideas through lexical meaning in the even semester of 2021-2022 in grade IV of SD Negeri 026 Pancur, Keritang District, Indragiri Hilir Regency, Riau Province. The main target of the learning is clinical supervision activities for grade IV teachers on how to improve reading idea comprehension through lexical meaning. Other research subjects were 12 students out of 21 who had not yet understood the reading idea and a grade IV teacher who also acted as an observer. The research instruments were: 1) objective test on reading idea comprehension; 2) LKPD; 3) RPP; 4) observation guidelines for teacher and student activities; 5) teacher statement questionnaires regarding understanding of the supervision material. All instruments met the requirements for content validity. Data was collected during conventional learning in early February 2022, spanning two meetings. Quantitative data analysis used descriptive statistics. The results showed: 1) 4th-grade teachers stated they could follow the teaching procedures for core activities as demonstrated by the principal; 2) 7 out of 12 students (53.88 percent) successfully understood the reading material in cycle I and

Third, Bastian (2022). The limited learning time allocation in junior high schools (SMP/MTs) due to the Covid-19 pandemic requires principals to facilitate subject teachers in developing narrative worksheets (LKPD) per class. Through these LKPDs, the relatively limited learning time allocation can be maximized. Narrative LKPDs are written descriptive texts in the form of gaps with topics related to core competencies (KD) according to the teacher's subject. For Indonesian language teachers, this type of text is already well-known.

Through narrative LKPDs in the form of gaps, learning materials are presented briefly at school but have the opportunity to be continued by students to complete at home for each subject. This study aims to describe the principal's clinical supervision based on Indonesian language teacher mediation to facilitate teachers in developing gaps in narrative LKPD learning in a school action research activity using the workshop method. The research was conducted in early January 2022 using an 8-hour workshop method. The research subjects were 34 teachers of SMP Negeri 2 Tembilahan Hulu, Indragiri Hilir Regency, Riau Province. The principal's clinical supervision, mediated by the Indonesian language teacher, lasted for two meetings. Each teacher was tasked with preparing incomplete texts as learning media for two core competencies compiled in the Student Worksheet. On the first day of the workshop, all participating teachers could select texts from the BSE to be converted into incomplete texts. On the second day of the workshop, all participating teachers were able to compile LKPDs that predominantly contained incomplete texts through the principal's clinical supervision based on the Indonesian language teacher's mediation.

From an implementation perspective, the learning activities achieved a relatively good mean score. Compared to the pre-test results, the post-test results for reading expository texts on prophetic topics were significantly higher. This condition applies to every large-scale trial class.

The title of this teaching material explicitly states the use of learning media. This media, which also includes teaching and learning activities, is considered innovative because it combines several digital information technology products. First, there is a Google Form product where students complete exercises for competency testing and where students obtain links to scientific articles to obtain expository texts on prophetic topics to answer questions about sentences and main and supporting ideas. The use of electronic media is indeed popular among teachers, especially for

students who enjoy learning. In various online journal scientific articles, researchers have found that electronic media utilizes mediated learning materials to deliver relatively effective and efficient learning materials to students. The following is an abstract of some of these articles.

First, Mustakdiakh (2023). This experimental study aims to describe: 1) the skill of reading observational report texts through learning using conventional media; 2) the skill of reading observational report texts through learning using Google Form media; 3) the effectiveness of Google Form media in learning the skill of reading observational report texts. The study was conducted at SMK Negeri 1 Pendalian IV Koto; took place at the beginning of the odd semester of 2023/2024. The study population was 52 class X students; divided into 2 majors. The sample was determined at 46 students through a formula developed by Slavin. This number was divided into 24 students from the Financial Accounting and Institutions Department (22 students) and the Visual Communication Design Department (24 students). Learning outcome data were collected through multiple choice tests. To answer the formulation of problem-1 and problem-2, a one-sample t-test statistical procedure was used; with a comparison value of 70.00 for the control group and 75.00 for the treatment group. To answer the formulation of problem-2, an independent sample statistical procedure was used. Research results: 1) the skill of reading the text of the observation report results through learning using conventional media reached a KKM of 70.00; 2) the skill of reading the text of the observation report results in learning using Google Form media reached a KKM of 75.00; 3) the use of Google Form media is very effective in learning the skill of reading the text of the observation report results.2)

Second, Rahmawati & Pranowo (2022). The use of technology in education can be applied in foreign language learning, particularly French. Technology can be utilized in the implementation of a hybrid learning model that focuses on the use of technology. Hybrid learning itself is a learning

model that emphasizes the process of acquiring skills and knowledge developed through a learning design that integrates traditional learning with technology-based online models. This study aims to observe the learning outcomes of students in speaking skills using the hybrid learning model and describe the steps of its implementation in the learning process. This study used a mixed-method with a quasi-experimental design to measure student learning outcomes and a descriptive method to describe the steps of its implementation. Speaking skills are a language skill that must be mastered to be able to communicate in French, unfortunately, students' French language skills are still considered insufficient. Through hybrid learning, students will more easily improve their French speaking skills because they have the opportunity to explore as much information as possible through technology and the internet. The results of the study indicate that this method is suitable for use in learning French speaking skills because the results of the measurements conducted indicate that there is an effect of using the hybrid learning model in learning French speaking skills. Then, for its implementation there are 11 steps starting from selecting online learning, selecting the media and technology used, to reflection on activities.

Third, Zita (2023). This study aims to describe: 1) reading skills of expository texts on prophetic topics; 2) reading skills of expository texts on mathematical topics; 3) comparison of expository text reading skills between prophetic topics and mathematical topics. The study was conducted at SMP Negeri 3 Lingga, Lingga Regency, Riau Islands Province, which took place at the beginning of the odd semester of the 2022/2023 academic year. The population was 23 8th grade students of SMP Negeri 3 Lingga who submitted answer sheets for reading skills tests on prophetic and mathematical topics. The sample of this study was 22 students. This number was determined using the Slavin formula. The research instrument was in the form of a 4-option multiple-choice test. The expository text reading skills test



contained implicit indicators, namely the main idea and supporting ideas in each core structure of the expository text. Data on expository text reading skills for both prophetic and mathematical topics were analyzed using parametric inferential statistics, namely the one-sample t-test. Data on comparison of expository text reading skills between prophetic and mathematical topics were analyzed using the independent sample t-test procedure. The results of the study: 1) the reading skills of prophetic topic exposition texts are in the medium category; 2) the reading skills of mathematical topic exposition texts are in the medium category; 3) there is no difference in the reading skills of exposition texts according to the differences in text topics for 8th grade students of SMP Negeri 3 Lingga.

Fourth, Widawati & Razak (2022). This study aims to describe the comparison of reading skill test results between learning using online scientific articles and printed scientific articles for university students. The study was conducted at the beginning of the odd semester of 2022/2023. The study population was 69 undergraduate students at the Indonesian University of Education who participated and submitted tests via Google Form based on online scientific articles and printed scientific articles. This number was divided into 35 new undergraduate students in Computer Science and 34 new undergraduate students in Communication Science. The sample was determined to be 59 students divided into 30 new undergraduate students in Computer Science and 29 new undergraduate students in Communication Science; drawn by simple random sampling from each member of the population group. The research instrument was a 5-option multiple-choice test via Google Form. Data were analyzed using parametric inferential statistical procedures because the assumption test was met. One-sample t-tests and independent sample t-tests were used to analyze the data according to the problem formulation. Each statistical test used the SPSS application. For problem formulation-1, the t-value was found to

be -10.879 for the one-sample t-test at $\text{sig.} = 0.00$ so that $\text{sig.} = 0.00 < 0.05$ which means that reading skills via online articles are in the moderate category. For problem formulation-3, the t value = -12.295 was found for the one-sample t-test at $\text{sig.} = 0.00$ so that $\text{sig.} = 0.00 < 0.05$ which means that reading skills via printed articles are in the moderate category. For problem formulation-5, the t value = 0.439 was found for the independent sample t-test at $\text{sig.} = 0.662$ so that $\text{sig.} = 0.662 > 0.05$ which means that the reading skills test results do not differ between tests using online articles and printed articles.

Fifth, Doda (2024). The purpose of this study was to describe: 1) the learning outcomes of reading and writing facts and opinions in scientific articles in online journals using digital information technology; 2) the differences in the learning outcomes of reading and writing facts and opinions in scientific articles in online journals using digital information technology per sample group. The research activities were carried out in the odd semester of the 2023/2024 academic year. The research population was limited to 3 parallel classes of grade XII students totaling 100 students who participated in learning to read and write historical story messages using digital information technology. The study used 80 students as sample members determined according to the sample formula for the population. To collect data on learning outcomes in finding facts and opinions in scientific articles in online journals using digital information technology, a test was used in the Google Form file upload option. The Google Form-based test contained 6 fact indicator items and 6 opinion items on 3 scientific articles in online journals; each indicator was represented by 2 questions. Data on learning outcomes in finding facts and opinions in scientific articles in online journals using digital information technology were analyzed using inferential statistical procedures, namely the one-sample t-test and the one-way ANOVA test. One sample t test was used to find answers to problem formulation-1 and problem formulation-3 while one-way Anova test was used

to answer problem formulation-2 and problem formulation-4. The results of the study: 1) the learning outcomes of reading and writing facts of scientific articles in online journals reached a mean of 79.67 with a minimum score of 72.43; 2) there was no difference in the learning outcomes of reading and writing facts of scientific articles in online journals using digital information technology per sample group; 3) the learning outcomes of reading and writing opinions of scientific articles in online journals reached a mean of 79.67 with a minimum score of 70.33; 4) there was no difference in the learning outcomes of reading and writing opinions of scientific articles in online journals using digital information technology per sample group.

Sixth, Damayanti et al. (2026). An example of a review of the novel *Laut Bercerita* (<https://www.brainacademy.id/blog/con>) is available on social media. This novel by Laila S. Chodiri was published in 2017 and is 394 pages thick. The structure of the novel review is: identity, orientation, synopsis, analysis, and evaluation. This study aims to describe the categories of students' perceptions of the quality of the review text of the novel *Laut Bercerita* published on social media at the link <https://www.brainacademy.id/blog/con>. This study uses a quantitative descriptive method conducted in the odd semester of the 2025/2026 academic year in the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts Education, Universitas Pendidikan Indonesia. The population of this study was third-semester students who submitted a Google Form-based questionnaire. They numbered 69 students divided into two parallel classes. This study used a total sample. Data on students' perceptions of the quality of the review text of the novel *Laut Bercerita* were collected using a Google Form-based questionnaire compiled following systematic and objective procedures. A checklist was used to validate both collected and analyzed data. The research data were analyzed using descriptive statistics, namely mean and percentage, based on frequency distribution. The results

showed that students' perceptions of the quality of the novel review text *Laut Bercerita* were categorized as high. This category indicates that there was no distortion of perception because objectively, many of the novel review texts did not meet objective aspects. However, 4 out of 10 statements were categorized as low.

From a prophetic perspective, this article contributes to enriching students' noble morals. Prophetic topics (prophet = prophet, which is broadly interpreted as noble morals) are essential to be continually presented to students so that, by Allah's permission, they will receive an example (Syihabuddin, 2014). In scientific articles in online journals, studies that include prophetic topics are found in scientific articles. Below is an abstract of the article on the prophetic topic.

First, Farokhah et al. (2024). This study aims to describe: 1) Lesson Plans containing aspects of prophetic short story reading skill indicators for 5th grade students, teaching and learning activities for prophetic short story reading skill using multiple choice test techniques with unique options, and prophetic short story reading skill tests in the form of 4 multiple choice options; 2) learning outcomes for prophetic short story reading skill. The study was conducted in 5th grade of SDS Muhammadiyah 2 Jakarta; took place at the beginning of the even semester of 2023/2024. The population was 19 students who participated in prophetic short story reading skill learning activities using multiple choice test techniques with unique options. The sample was set at 18 students selected randomly without replacement. For learning guidelines, lesson plans were used containing aspects: 1) indicators of prophetic short story reading skill for 5th grade students; 2) teaching and learning activities for prophetic short story reading skill using multiple choice test techniques with unique options; 3) prophetic short story reading skill tests in the form of 4 multiple choice options. The test instrument was designed following the test specifications so that validity requirements were met. The raw data of the test results were processed by giving a score of 1 for



each correct answer, but a score of 0 for incorrect answers. The raw data were analyzed using descriptive statistics, namely the principle of mean, percentage, and standard deviation. The results of the study: 1) The lesson plan contains 10 explicit and implicit indicators, 17 types of teaching and learning activities for reading prophetic short story texts using multiple choice test techniques with unique options, and a set of reading skills tests for prophetic short story texts in the form of multiple choice with 4 options totaling 10 questions; 2) the learning outcomes for reading prophetic short story texts are included in the high category.

Second, Daeng et al. (2023). This descriptive study aims to describe: 1) the procedure for procuring the KLOZ text version of the prophetic short story as a learning medium for reading comprehension for each high grade SDIT; 2) the feasibility of the content of the KLOZ text version of the prophetic short story as a learning medium for reading comprehension for each high grade SDIT. The study was conducted at SDIT Fajar Ilahi Sungaibeduk in the middle of the odd semester of 2023/2024. The population of this study was 116 out of 234 students; divided into 35 students in grade 4, 36 students in grade 5, and 35 students in grade 6. The sample was set at 90 students. This number was divided into 30 students in grade 4, 30 students in grade 5, and 30 students in grade 6. To collect data on the prophetic short story, documentation techniques were used sourced from manuals and online journal scientific articles. Data on the feasibility of the content of the short story text used a closed questionnaire on a scale of 1-4. Data related to research objective-1 were analyzed thematically while data related to research objective-2 used descriptive statistical procedures, namely mode and percentage. Research results: 1) procedures for procuring the prophetic short story version of the kloz text: (a) recording the prophetic short story text through documentation techniques, (b) selecting the prophetic short story text per high class, (c) changing the prophetic short story text

into a kloz text, (d) providing answer keys, (e) conducting trials in high classes, (f) analyzing the trial results for follow-up to obtain the prophetic short story version of the kloz text per high class; 2) the suitability of the contents of the kloz text version of the prophetic short story as a learning medium for reading comprehension per high class of high-quality SDIT.

Third, Dafittra et al. (2023). The purpose of this study was to describe: 1) the skill of writing the structure of the prophetic exposition text through learning without applying innovative media-based scaffolding techniques; 2) the skill of writing the structure of the prophetic exposition text through learning by applying innovative media-based scaffolding techniques; 3) the effect of innovative media-based scaffolding techniques in learning the skill of writing the structure of the prophetic exposition text. The study was conducted at SMAIT Fajar Ilahi, Batam, Riau Islands. The research activity took place at the beginning of the odd semester of the 2023/2024 academic year. The population of this study was 24 grade X high school students who took the test of writing the structure of the prophetic exposition text. This number was divided into 9 students from the Jabir bin Abdullah class and 15 students from Khaulah binti Tsalabah. The sample was determined at 22 students referring to the formula developed by Slavin; 8 students from the Jabir bin Abdullah class and 14 students from Khaulah binti Tsalabah; selected by simple random without replacement. Data on the skill of writing the structure of the prophetic exposition text was collected using a valid performance test instrument. The data were analyzed using parametric inferential statistics, namely one-sample t-test and independent sample t-test. The requirements for homogeneity of variance and sampling techniques were met. The results of the study: 1) the skill of writing the thesis structure of prophetic exposition text through learning without applying innovative media-based scaffolding techniques reached a KKM of 64.17; 2) the skill of writing the thesis structure of prophetic exposition text through learning by applying

innovative media-based scaffolding techniques reached a KKM of 78.35; 3) innovative media-based scaffolding techniques had a very significant effect on learning the skill of writing the thesis structure of prophetic exposition text.

Fourth, Mulyadi (2023). This experimental study aims to describe: 1) the achievement of learning outcomes in reading exposition texts on prophetic topics using conventional techniques; 2) the achievement of learning outcomes in reading exposition texts on prophetic topics using copying and test techniques; 3) the effectiveness of using copying and test techniques in learning reading exposition texts on prophetic topics. The study was conducted at MTs Negeri 3 Palu City in the middle of the odd semester of 2022/2023. The study population was grade VIII students of MTs Negeri 3 Palu City. They numbered 66 students divided into 21 students from class VIII-A, 22 students from class VIII-E, and 23 students from class VIII-F. The sample was determined at 57 students using a formula developed by Slavin. This number was divided into 18 students from class VIII-A, 19 students from class VIII-E, and 20 students from class VIII-F who were drawn randomly from each population group. Data on the achievement of learning outcomes of reading exposition texts on prophetic topics before and after using the copying task technique and test technique were collected using a 4-option multiple-choice test instrument. Data were analyzed using a one-sample t-test for problem formulation-1 and problem formulation-2, while for problem formulation-3 thematic analysis procedures were used. The results of the study: 1) learning skills in reading exposition texts on prophetic topics using conventional techniques achieved a minimum completeness criteria (KKM) of 70.00; 2) learning skills in reading exposition texts on prophetic topics using the copying task technique and test technique achieved a minimum completeness criteria (KKM) of 75.00; 3) copying task techniques and test techniques are effective in learning skills in reading exposition texts on prophetic topics.

The selection of reading among the other four language aspects is based on scientific considerations. Reading is an effort to capture information from written sources. This activity is equivalent to listening, which acquires knowledge and skills from oral sources (Ahmadi, 2013; Dahhan et al., 2016; Damaianti et al., 2020; Hatteberg & Steffy, 2013; Kim et al., 2018; Razak, 2018).

Fiftieth, Sari et al. (2020). The study aims to determine the effect of process skills approach in learning reading explanation text in grade 11 of MA Darul Hikmah Pekanbaru. The method used was a quantitative research method with an experimental research model. The design of this research was one group pret estposttest design. Sampling techniques used was simple random sampling. The population in this study was 78 students with 65 students were chosen as the samples. Data collection technique used multiple choice with 20 questions. This test was used to assess student's reading skills. Data analysis techniques used the lilifors normality test and chi-square test, then tested the hypothesis using the one-sample test, one-way ANOVA, and two-way ANOVA. The average pretest scores in the control class were 7.65, while the average pretest scores in the experimental class were 6.25. The average posttest scores in the control class were 8.9, while the average posttest scores in the experimental class were 6.8. The findings showed that there was significant effect of the application of the process skills approach toward learning reading explanation texts in grade 11 students of MA Darul Hikmah Pekanbaru.

From the perspective of seeking knowledge from written sources, reading is an indispensable activity. The meaning of reading and listening to information is beyond one's understanding. Therefore, reading is an obligatory activity in line with the obligation to seek knowledge (QS, 9:122 in Katsir, 2007; QS, 96:1-5 in Katsir, 2008b; QS, 58:11 in Katsir, 2008; QS, 29:43 in Katsir, 2008a).



CONCLUSION

This article contains three conclusions. In line with the problem formulation, the conclusions are as follows:

- 1) the large-scale trial procedure for teaching materials on prophetic topic exposition texts based on digital information technology for high school students includes: a) online pre-tests outside of class, including checking pre-test results; b) online regular meetings in class; c) online repetition meetings in class; d) online post-tests outside of class and correction of pre-test results;
- 2) teacher assessments of the implementation process for the large-scale trial of teaching materials on prophetic topic exposition texts based on digital information technology for high school students in category 4 on a scale of 1-4;
- 3) teacher assessments of teaching materials on prophetic topic exposition texts based on digital information technology for high school students in category 4 on a scale of 1-4.

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