



Learning Outcomes Finding Religious Messages of Gurindam in Learning Using a Constructivist Approach through Google Form Media

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ABSTRACT

Traditional poetry is part of the literary component taught at all levels of Secondary Schools in Malaysia. One type of traditional poetry that must be taught in grade 4 is the fourth chapter of Gurindam Dua Belas, written by Raja Ali Haji. Gurindam Dua Belas contains 12 chapters. This study aims to describe: 1) the learning outcomes of finding religious messages in the fourth chapter of Gurindam Dua Belas in learning using a constructivist approach in Google Form media; 2) the similarity of learning outcomes in finding religious messages in the fourth chapter of Gurindam Dua Belas in learning using a constructivist approach in Google Form media per sample group. This descriptive-quantitative study was conducted in 2025 at Sekolah Menengah Kebangsaan Sungai Rambai, Merlimau District, Melaka, Malaysia. The population of this study consisted of grade 4 students who participated in learning to find religious messages in the fourth chapter of Gurindam Dua Belas using a constructivist approach and Google Forms. They numbered 124 students divided into four parallel classes. The sample consisted of 96 students, determined according to the statistical formula. Learning outcome data were collected using a four-option multiple-choice test using the Google Form application. Learning outcome data were analyzed using parametric inferential statistical procedures, namely a one-sample t-test using an expected mean of 32,00 and a one-way ANOVA test. The results of the study: 1) The learning outcomes of finding religious messages in the fourth article of Gurindam Dua Belas, achieved through learning using a constructivist approach in Google Forms, are categorized as very high because the t-value at the mean expectation of 40.80 is 0.739 at sig. 0.462 > 0.05; 2) there is no difference in learning outcomes of finding religious messages in the fourth article of Gurindam Dua Belas in learning using a constructivist approach in Google Form media per sample group because the F value is 0.982 at sig. 0.057 > 0.05.

Keywords: learning outcomes, religious message, gurindam learning, constructivist approach, google form media

Hasil Belajar Menemukan Pesan Religi Gurindam dalam Pembelajaran Menggunakan Pendekatan Konstruktivisme melalui Media Google Form

ABSTRAK

Puisi tradisional merupakan bagian dari komponen sastra yang diajarkan di semua tingkatan Sekolah Menengah di Malaysia. Salah satu jenis puisi tradisional yang harus diajarkan di kelas 4 adalah pasal keempat Gurindam Dua Belas yang ditulis oleh Raja Ali Haji. Gurindam Dua Belas sekajatnya berisi 12 pasal. Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil belajar menemukan pesan religi pasal keempat Gurindam Dua Belas dalam pembelajaran menggunakan pendekatan konstruktivisme dalam media google form; 2) sama-tidaknya hasil belajar menemukan pesan religi pasal keempat Gurindam Dua Belas dalam pembelajaran menggunakan pendekatan konstruktivisme dalam media google form per kelompok sampel. Penelitian deskriptif-kuantitatif ini dilaksanakan pada tahun 2025 di Sekolah Menengah Kebangsaan Sungai Rambai, Distrik Merlimau, Melaka, Malaysia. Populasi penelitian ini adalah para siswa tingkatan 4 yang mengikuti pembelajaran menemukan pesan religi pasal keempat Gurindam Dua Belas dalam pembelajaran menggunakan pendekatan konstruktivisme dalam media google form. Mereka berjumlah 124 siswa yang terbagi dari empat kelas paralel. Sampel ditetapkan sebanyak 96 siswa menurut formula statistik. Data hasil belajar dikumpulkan menggunakan tes jawaban singkat tentang pesan guindam menggunakan aplikasi google form. Data hasil belajar dianalisis menggunakan prosedur statistik inferensial parametrik yakni uji t satu sampel menggunakan mean ekspektasi sebesar 32,00 dan uji Anova searah. Hasil penelitian: 1) hasil belajar menemukan pesan religi pasal keempat Gurindam Dua Belas dalam pembelajaran menggunakan pendekatan konstruktivisme dalam media google form berkategori sangat tinggi karena nilai t pada mean ekspektasi 40,80 adalah 0,739 pada sig. 0,462 > 0,05; 2) tidak terdapat perbedaan hasil belajar menemukan pesan religi pasal keempat Gurindam Dua Belas dalam pembelajaran menggunakan pendekatan konstruktivisme dalam media google form per kelompok sampel karena nilai F 0,982 pada sig. 0,057 > 0,05.

Kata kunci: hasil belajar, pesan religi, pembelajaran gurindam, pendekatan konstruktivisme, media google form

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INTRODUCTION

Traditional poetry learning at level 4 of secondary school is carried out in line with the standard content of the reading aspect of the Standard Secondary School Curriculum for Malay language subjects. The general object of the content is in point (3), namely reading and using various reading strategies and techniques to understand, interpret, analyze, and assess information in prose, poetry, and graphic materials critically, reflectively, correctly, and precisely. Gurindam is included in the non-narrative-factual type. Gurindam is composed of couplets, two lines of content from each stanza. That is all the Gundam lines, excluding the shadow lines, as seen in the Pantun. Most of the lines contain moral messages, such as those found in Gurindam Dua Belas by Raja Ali Haji. Idris (2015) stated that Gurindam Dua Belas contains moral communication.

The fourth article of Gurindam Dua Belas is one of the 12 articles that is the objective of learning literary compositions for the subject of Malay. Level 4 students are expected to be able to find various messages. Article 4 contains 11 stanzas, as presented below.

Chapter 4

hati itu kerajaan di dalam tubuh
jikalau zalim segala anggota pun rubuh

apabila dengki sudah bertanah
datanglah daripadanya beberapa anak panah

mengumpat dan memuji hendaklah pikir
di situlah banyak orang yang tergelincir

pekerjaan rumah jangan dibela
nanti hilang akal dikepala

jika sedikit pun berbuat bohong
boleh diumpamakan mulutnya itu pekung

tanda orang yang amat celaka
aib dirinya tiada ia sangka

bakhil jangan diberi singgah
itulah perompak yang amat gagah

barang siapa yang sudah besar
janganlah kelakuannya membuat kasar

barang siapa perkataan kotor
mulutnya itu umpama ketor

di mana tau salah diri
jika tiada orang lain yang berperli

pekerjaan takbur jangan direpih
sebelum mati didapat juga sepih

The constructivist approach is a teaching method that is currently in high demand among teachers in various subjects. This inductive approach first gives students the freedom to express themselves outside of learning objectives, facilitated by the teacher. However, in the middle phase, students are presented with teaching materials. Therefore, the inductive approach is used to learn and identify messages in the fourth chapter of Gurindam Dua Belas.

Based on the description above, research is needed. This study is entitled 'Learning Outcomes to Find Religious Messages in Gurindam through a Constructivist Approach Using Google Forms.'

Referring to the description above, this study contains two problems. The problems are formulated as follows:

- 1) How are the learning outcomes of finding religious messages in the fourth chapter of Gurindam Dua Belas in learning using a constructivist approach through Google Form media in grade 4 of senior high schools?
- 2) Are the learning outcomes of finding religious messages in the fourth chapter of Gurindam Dua Belas, achieved through learning using a constructivist approach with Google Form media in grade 4 of senior high schools, the same across the sample groups?



First, to describe the learning outcomes of finding religious messages in the fourth article of Gurindam Dua Belas in learning using a constructivist approach through Google Form media in class 4 of senior high schools. Second, to describe the similarity of learning outcomes in finding religious messages in the fourth article of Gurindam Dua Belas in learning using a constructivist approach through Google Form media in class 4 of senior high schools per sample group. Those are the two objectives of descriptive-quantitative research on finding religious messages in the first to fourth articles of Gurindam Dua Belas.

This research has several benefits. First, in terms of learning strategies, this article is helpful because it introduces variation to learning, specifically through the constructivist approach. Second, in terms of learning strategies, this article helps introduce the constructivist approach to literature learning. Third, in terms of school principals, this article is helpful because it can be used as discussion material among school principals, both regarding the message of Gundam and the constructivist approach.

The learning outcomes of identifying religious messages in the fourth article of Gurindam Dua Belas, as referred to in this article, are the scores obtained by students in a test that required them to find the main message and supporting messages through a written test using Google Forms, in the form of a short essay. The test is conducted in writing with indicators: main message and 12 supporting messages.

Relevant articles are widely found in online journals. The articles in question are such as:

- 1) Hanipah, H., & Mardhatilla, Y. (2023). Aspek Moral dalam Syair Gurindam 12 Karya Raja Ali Haji: Pendekatan Moral. *Literature Research Journal*, Vol. 1, No. 2, September 2023, 146–156. DOI: [10.51817/lrj.v1i2.669](https://doi.org/10.51817/lrj.v1i2.669)

- 2) Mutiara, D. (2021). Nilai-Nilai Komunikai Profetik dalam Syair Gurindam Dua Belas (Analisis Semiotik Ferdinand de Saussure). *Jurnal Studi Islam dan Kemuhadiyahahan (JASIKA)*, 1(2), 173–197. <https://doi.org/10.18196/jasika.v1i2.12>
- 3) Zulfadhli, M., Farokhah, L., & Abidin, Z. (2021). Analisis Gurindam Dua Belas Karya Raja Ali Aji Ditinjau dari Aspek Sintaksis. *Geram (Gerakan Aktif Menulis)*, 9(1), 1–8. [https://doi.org/10.25299/geram.2021.vol9\(1\).6868](https://doi.org/10.25299/geram.2021.vol9(1).6868)

METHOD

This research uses descriptive-quantitative methods. Descriptive-quantitative methods are commonly employed in various research fields, including education (Darussalam & Hussin, 2021; Konting, 2005; Amin et al., 2023; Fah & Hoon, 2015; Wiersma, 2000). Through this method, data is described using parametric inferential statistical procedures. This method is widely used by educational researchers, among others (Hamzah & Sirat, 2018; Ratnam et al., 2018; Peng & Mohamed, 2013).

This research was conducted in early 2025 at Kebangsaan Sungai Rambai Middle School. This school is located at Jalan Parit Putat, 77400 Sungai Rambai, Merlimau District, Melaka, Malaysia. “The population of this study consisted of grade 4 students who took the learning activity to find religious messages in the fourth chapter of Gurindam Dua Belas, using a constructivist approach in Google Forms. They numbered 124 students divided into four parallel classes. The number of students in each class was 32, 30, 32, 30. The sample consisted of 96 students, as determined by the Kricitje table (Isaac & Michael, 1982; Setiawan, 2007). The number of each sample group was calculated proportionally according to the population group, resulting in 25, 23, 25, and 23 individuals.

Learning outcome data were collected using a short-answer test via the Google Form

application. To obtain a test that meets the criteria for content validity, a systematic and objective test preparation procedure needs to be carried out (Kubiszyn & Borich, 2000; Fulcher & Davidson, 2007; Kubiszyn & Borich, 2000; Yusoff et al. (2018). To produce a valid test, the test preparation steps are used as described below.

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

Second, determine the form of the test. This literary article uses a short essay test.

Third, determine the test media. This article uses Google Forms as the test media.

Fourth, determine 12 test indicators for finding religious messages in the fourth article of Gurindam Dua Belas. The indicators in question::

- 1) the central message in chapter four
- 2) supporting message in verse 1 of chapter four
- 3) supporting message in verse 2 of chapter four
- 4) supporting message in verse 3 of chapter four
- 5) supporting message in verse 4 of chapter four
- 6) supporting message in verse 5 of chapter four
- 7) supporting message in verse 6 of chapter four
- 8) supporting message in verse 7 of chapter four
- 9) supporting message in verse 8 of chapter four
- 10) supporting message in verse 9 of chapter four
- 11) supporting message in verse 10 of chapter four
- 12) supporting message in verse 11 of chapter four

Fifth, prepare the test specifications for finding religious messages in the form of descriptive tests. The test specifications contain test items based on the indicators contained in the table below.

Table 1
Test Specifications for Finding Religious Messages in the Fourth Article of Gurindam Dua Belas

| No. | Indicators | Item Number |
|-----|--|-------------|
| 1 | the central message in chapter four | 1 |
| 2 | supporting message in verse 1 of chapter four | 2 |
| 3 | supporting message in verse 2 of chapter four | 3 |
| 4 | supporting message in verse 3 of chapter four | 4 |
| 5 | supporting message in verse 4 of chapter four | 5 |
| 6 | supporting message in verse 5 of chapter four | 6 |
| 7 | supporting message in verse 6 of chapter four | 7 |
| 8 | supporting message in verse 7 of chapter four | 8 |
| 9 | supporting message in verse 8 of chapter four | 9 |
| 10 | supporting message in verse 9 of chapter four | 10 |
| 11 | supporting message in verse 10 of chapter four | 11 |
| 12 | supporting message in verse 11 of chapter four | 12 |
| | Total | 12 |

The learning outcome data for finding the religious message in the fourth chapter of Gurindam Dua Belas were analyzed using parametric inferential statistical procedures. First, a one-sample t-test using an expected mean of 40.80. This test is used to find a solution to the first problem formulation. Second, a one-way ANOVA test is helpful in addressing the second problem formulation.



To obtain the raw score of the data for analyzing the religious ideas in the fourth chapter of Gurindam Dua Belas, scoring was carried out. Each item is scored four if answered according to the answer key. Each item is scored three if answered correctly, up to a maximum of 75 percent of the answer key. Each item is scored two if answered correctly, up to a maximum of 50% of the answer key. Each item is scored one if answered correctly, up to a maximum of 25% of the answer key. Each item is scored zero if answered with less than 25 percent accuracy compared to the answer key. Therefore, the total score is 48.

The learning outcome data were analyzed using parametric inferential statistical procedures. First, a one-sample t-test using an expected mean of 40.80 or a standard score of 85.00 to find a solution to the first problem formulation. Second, a one-way ANOVA test was used to address the second problem formulation. All calculations are performed using SPSS, which is preceded by the calculation of the normality test and the homogeneity test for population variance. All of these requirement tests use the SPSS application.

The statistical hypothesis of the one-sample t-test is:

Ho: mean observations are the same as the mean expectation of 40.80.

Hi : mean observations are not the same as the mean expectation of 40.80.

Null hypothesis is accepted if the t-value is significant. > 0.05 . If not, then Hi is accepted.

The statistical hypothesis of the one-way ANOVA test is:

Ho: means observations per group are not different
 Hi, the mean observations per group are different.

The ability to find religious messages in the fourth article of Gurindam Dua Belas is divided into six categories with the following provisions:

- 1) < 50.00 : very limited
- 2) $50.00 - 60.00$: limited
- 3) $60.00 - 70.00$: satisfying
- 4) $70.00 - 80.00$: good
- 5) $80.00 - 90.00$: very good
- 6) > 90.00 : brilliant

RESULTS.

1. Homogeneity Test of Population Variance

The first requirement test is the homogeneity test of population variance. The lowest mean is 40.83, with a standard deviation of 1.154, for Class 2, while the highest mean is 40.96, with a standard deviation of 1.060, for Class 3. The complete data is contained in Figure 1.

| Descriptives | | | | |
|--------------|----|-------|----------------|------------|
| | N | Mean | Std. Deviation | Std. Error |
| class-1 | 25 | 40,88 | 1,236 | 0,247 |
| class-2 | 23 | 40,83 | 1,154 | 0,241 |
| class-3 | 25 | 40,96 | 1,060 | 0,212 |
| class-4 | 23 | 40,87 | 1,140 | 0,238 |
| Total | 96 | 40,89 | 1,132 | 0,116 |

Figure 1
 Descriptive Statistical Data Finding Religious Messages of Gurindam Religion per Sample Group via SPSS

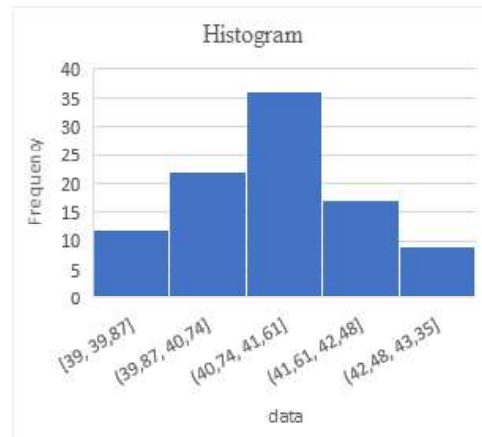


Figure 2
 Histogram of Descriptive Data Finding Gurindam Religious Messages per Sample Group via SPSS

Levene statistics is 0.279 at sig. 0.840 (Figure 3). Thus, sig. 0.840 > 0.05 . The estimate of the data is proven to be homogeneous.

| Test of Homogeneity of Variances | | | | |
|----------------------------------|------------------|-----|-----|-------|
| | Levene Statistic | df1 | df2 | Sig. |
| Based on Mean | 0,279 | 3 | 92 | 0,840 |

Figure 3
 Data Homogeneity Finding Religious Messages of Gurindam via SPSS

2. Curve Normality Test

The curve normality test for Kolmogorov-Smirnov and Shapiro-Wilk produced a significant result. Value of 0.061 (Figure 4). Thus, sig. 0.061 > 0.05. Therefore, the data on the ability to find religious messages in the first article of Gurindam Dua Belas, as written by students of grade 4 at Sungai Rambai senior high school, is usually distributed.

| Tests of Normality | | | | | |
|---------------------------------------|----|-------|--------------|----|-------|
| Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| Statistic | df | Sig. | Statistic | df | Sig. |
| 0,189 | 96 | 0,061 | 0,914 | 96 | 0,061 |
| a. Lilliefors Significance Correction | | | | | |

Figure 4
 Results of Descriptive Data Curve Normality Test Finding Religious Messages of Gurindam per Sample Group via SPSS

3. One-Sample t Test

The sample size is 96. The mean learning outcome is 40.89, and the standard deviation is 1.132 (Figure 5). Those are the descriptive statistical data on learning outcomes for finding messages religious of gurindam.

| One-Sample Statistics | | | | |
|-----------------------|----|-------|----------------|-----------------|
| | N | Mean | Std. Deviation | Std. Error Mean |
| data | 96 | 40,89 | 1,132 | 0,116 |

Figure 5
 One Sample Statistical Data Finding Religious Messages of Gurindam via SPSS

The t value with a comparative mean of 40.80 is 0.739. This value is at sig. 0.462 (Figure 6). Thus, sig. 0.462 > 0.05. Therefore, Ho is accepted. This means that the mean value of learning outcomes, 40.89, is the same as the comparative mean value of 40.80. This value is equivalent to the standard percent value of 85.17. This value falls into the very high category.

| One-Sample Test | | | | |
|-----------------|--------------------|----|-----------------|-----------------|
| | Test Value = 40.80 | | | |
| | t | df | Sig. (2-tailed) | Mean Difference |
| data | 0,739 | 95 | 0,462 | 0,085 |

Figure 6
 Descriptive Statistical Data Finding Religious Messages of Gurindam via SPSS

4. One-Way Anova Test

The mean square value between groups for the one-way ANOVA test data, which analyzed religious messages from Gurindam for grade 4 students of Sekolah Menengah Kebangsaan Sungai Rambai is 0.076. The value for within groups is 1.321. Thus, the F value = 0.057, which is 0.076 divided by 1.321. This value is at sig. 0.982 (Figure 7). Thus, sig. 0.982 > 0.05. Therefore, the null hypothesis is accepted. This means that there is no difference in learning outcomes in finding gurindam messages across the sample groups.

| One-Way ANOVA | | | | | |
|----------------|----------------|----|-------------|-------|-------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 0,227 | 3 | 0,076 | 0,057 | 0,982 |
| Within Groups | 121,513 | 92 | 1,321 | | |
| Total | 121,740 | 95 | | | |

Figure 7
 Results of Anova Test of Data Transfer Finding Gurindam Religious Messages per Sample Group via SPSS



DISCUSSION

Religious messages are hopes or messages contained in the fourth article of Gurindam Dua Belas. The message is interpretive, meaning that the message is tied to the interpretation of the person who reads it. However, religious messages are said to be incorrect if they use news language or statement language. Several scientific articles that employ the constructivist approach, as well as those that utilize Google Forms, can be found in online journals. First, Sumiharti & Sari (2025) concluded that 1) the learning procedure for finding the message of exemplary stories using the constructivist approach through the Google Form file upload option involves three initial activities, 20 core activities, and two final activities; 2) the learning outcomes for finding the message of exemplary stories using the constructivist approach through the Google Form file upload option reached the standard mean target of 87.50. Second, Wibisono & Annisah (2023) produced two conclusions, namely: 1) skills in reading descriptive text before using a constructivist approach through a special student worksheet with a mean score of 9.70; 2) there is no difference in descriptive text reading skills before using the constructivist approach through special student worksheets per sample group; 3) skills in reading descriptive text after using a constructivist approach through a special student worksheet with a mean score of 12.77; 4) there is no difference in descriptive text reading skills after using the constructivist approach through the special student worksheet for the sample group. Referring to findings 1 and 2, the constructivist approach has a significant influence on learning descriptive text reading skills. Third, Dewi et al. (2025) concluded that 1) the learning procedure for prophetic short story reading skills using a constructivist approach through the Google form file upload option involved three initial activities, 27 core activities, and two final activities; 2) the learning outcomes for prophetic short story reading skills reached a standard mean of 86.83 above the target of 86.11; 3) there was no difference in the learning outcomes

for prophetic short story reading skills per sample group. Fourth, Niswanti & Novmarengga (2025) concluded: 1) the learning procedure for writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials involves three initial activities, 13 main activities, and two last activities; 2) the learning outcomes for writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials reached a mean of 83.33; 3) the learning outcomes for writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials for grade VII students of Fajar Divine Bengkong Integrated Islamic Middle School are not the same per sample group. Fifth, Delfina & Febri (2025) concluded that: 1) the central message of the Badang Perkasa folktale, according to students' interpretation, is to seek strength that comes from piety to Allah Taala; 2) the supporting message-1 of the Badang Perkasa folktale according to students' interpretation is not to associate partners with Allah Taala; 3) the supporting message-2 of the Badang Perkasa folktale according to students' interpretation in learning using a special teaching-material constructivism approach is to obey the orders of superiors. Seventh, Zakaria (2015) found that there is no significant difference in students' achievement in the pre-test for both approaches; however, significant differences were observed in the post-test. In the post-test, the mean scores for the experimental group were higher than those for the control group. The data indicate that the constructivist approach facilitates students' learning of the Malay language more effectively. Through this study, teachers can transform their teaching approach so that students can learn about literary components with more enjoyment and meaning.

Google Forms involves copying assignment techniques. It means that the learning material of Gurindam Dua Belas, which contains the religious message in section 2, must be copied by students. The purpose of this technique is to ensure that



students read the relevant teaching materials (Razak, 2020). Moreover, the copy is photographed for uploading to Google Forms. Scientific articles that utilize this technique in Google Forms are available in online journals. First, Delfiana (2024) found: 1) the learning procedure for writing paragraphs on multiplication topic procedures using scaffolding techniques and copying assignment techniques includes initial activities, core activities, and final activities; 2) the learning outcomes of writing paragraphs on multiplication topic procedures using scaffolding techniques and copying assignment techniques are in the high category. Second, Jarkasih (2024) found: 1) appreciation of the fairy tale 'Putri Keong Mas' through learning that applies copying assignment techniques in special teaching materials, including at the medium level; 2) appreciation of the fairy tale 'Putri Keong Mas' through learning that applies conventional techniques in conventional teaching materials, including at the medium level; 3) the copying assignment technique in special teaching materials through learning to appreciate the fairy tale 'Putri Keong Mas' is classified as effective.

CONCLUSION

This article contains two conclusions. First, the learning outcomes of finding religious messages in the fourth article of Gurindam Dua Belas, achieved through learning using a constructivist approach in Google Forms, are categorized as very high because the t-value at the mean expectation of 40.80 is 0.739 at $\text{sig. } 0.462 > 0.05$. Second, there is no difference in learning outcomes of finding religious messages in the fourth article of Gurindam Dua Belas in learning using a constructivist approach in Google Form media per sample group because the F value is 0.982 at $\text{sig. } 0.057 > 0.05$.

Sejalan dengan simpulan di atas, maka disajikan beberapa saran. Pertama, hendaknya guru dapat menggunakan pendekatan konstruktifisme melalui media google form untuk pembelajaran pesan religi dalam Gurindam Dua Belas.

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