



The Effectiveness of Dual Strategies in Learning to Write Prophetic Paragraphs via Google Form File Upload

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ABSTRACT

This study aims to describe: 1) the results of the pre-test of writing prophetic paragraphs; 2) the results of the post-test of writing prophetic paragraphs in learning using Google Form file upload; 3) the effectiveness of the dual strategy in learning to write prophetic paragraphs using Google Form file upload. The dual strategy referred to in this article is the process skills approach, model method, test techniques, and copying task techniques. This study used a quantitative descriptive method conducted in the odd semester of the 2025/2026 academic year at the Indonesian University of Education. The population of this study was new students of the Islamic Religious Education Study Program in the 2025/2026 academic year who participated in learning to write prophetic paragraphs using Google Forms and submitted the initial and final tests via Google Forms. They numbered 40 students from one class. The sample was determined to be 37 students based on statistical formulas. The pretest and posttest data instruments were in the form of performance arranged based on test specifications. The pretest and posttest results were analyzed using parametric inferential statistics, namely the one-sample t-test, while the effectiveness data were analyzed using a paired sample t-test. The pretest results of writing prophetic paragraphs were categorized according to the expected mean of the B- value category. The posttest results of writing prophetic paragraphs through learning using a dual strategy in the Google Form file upload option were categorized according to the expected mean of the A- value category. The dual strategy in the Google Form file upload option was effectively used in learning to write prophetic paragraphs in the Islamic Religious Education Study Program, Universitas Pendidikan Indonesia.

Keyword : students' perceptions, learning to write, prophetic paragraphs, dual techniques, google forms

Efektivitas Strategi Ganda dalam Pembelajaran Menulis Paragraf Profetik melalui Google Form File Upload

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil prates menulis paragraf profetik; 2) hasil postes menulis paragraf profetik dalam pembelajaran yang menggunakan google form file upload; 3) efektivitas strategi ganda dalam pembelajaran menulis paragraf profetik menggunakan google form file upload. Strategi ganda yang dimaksudkan dalam artikel ini adalah pendekatan keterampilan proses, metode model, teknik tes, dan teknik tugas menyalin. Penelitian ini menggunakan metode deskriptif kuantitatif yang berlangsung pada semester ganjil tahun akademis 2025/2026 di Universitas Pendidikan Indonesia. Populasi penelitian ini adalah para mahasiswa baru Prodi Pendidikan Agama Islam tahun akademis 2025/2026 yang mengikuti pembelajaran menulis paragraf profetik menggunakan google form file upload dan submit tes awal dan tes akhir di google form. Mereka berjumlah 40 mahasiswa yang berasal dari satu kelas. Sampel ditetapkan sebanyak 37 mahasiswa berdasarkan formula statistik. Instrumen prates maupun data postes berbentuk unjuk kerja yang disusun berdasarkan spesifikasi tes. Hasil prates dan postes dianalisis menggunakan statistik inferensial parametrik yakni uji t satu sampel sedangkan data efektivitas dianalisis menggunakan uji t sampel berpasangan. Hasil prates menulis paragraf profetik berkategori sesuai dengan mean ekspektasi kategori nilai B-. Hasil postes menulis paragraf profetik melalui pembelajaran yang menggunakan strategi ganda dalam google form opsi file upload berkategori sesuai juga dengan mean ekspektasi kategori nilai A-. Strategi ganda dalam google form opsi file upload efektif digunakan dalam pembelajaran menulis paragraf profetik di Program Studi Pendidikan Agama Islam, Universitas Pendidikan Indonesia.

Kata kunci : persepsi mahasiswa, pembelajaran menulis, paragraf profetik, teknik ganda, google form

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INTRODUCTION

Learning to write paragraphs in Indonesian language courses for new students is strategic. This is because knowledge and skills in writing paragraphs are the foundation for writing broader narrative texts such as papers and/or scientific articles.

New students participating in the paragraph writing course are students of the Islamic Religious Education Study Program. Therefore, the paragraph topics chosen for both the lessons and the tests are Islamic topics, which in this case are referred to as prophetic. Therefore, the paragraphs used as the research objective are prophetic paragraphs, which are factual paragraphs. Scientific articles using prophetic topics include those written by (Farokhah et al., 2024; Indariawan et al., 2022; Dewi et al., 2025).

Learning to write prophetic paragraphs uses a dual strategy through a Google Form file upload option. The dual strategy referred to in this article includes a test technique, a process skills approach, a modeling method, and a copying task technique. The process skills approach is combined with the copying task technique and the Google Form file upload option. This means that each instructional guide on writing prophetic paragraphs must be manually copied by students in notebooks or blank paper. Afterward, the copies are photographed and uploaded to a Google Form.

The test technique is believed to increase motivation to write prophetic paragraphs for new students. The learning material presented using the test technique covers paragraph knowledge, namely paragraph types, main and supporting sentences within paragraphs, prophetic as a paragraph topic, and the requirements for paragraph unity. The test, as a learning technique, is followed by questions on writing deductive and inductive paragraphs, which are also manually written on blank paper and then photographed for upload to the Google Form. Scientific articles that use the test technique include (Razak & Elmustian, 2024; Sari, 2023; Sariwati & Machmudah, 2024).

The process skills approach is a type of learning strategy that prepares instructional guides for

learning materials. This means that all learning materials are provided in written teaching materials. Scientific articles using the process skills approach are found in (Aryani & Achmad, 2025; Amalia & Artimis, 2024; 2000). To ensure that the teaching materials are read by students, a copying assignment technique is also used. Through the copying assignment technique, students manually write the teaching materials on blank paper, then photograph them and upload them to a Google Form.

The model method is a learning strategy that provides examples that serve as learning objectives. If the learning objective is to write expository text, examples of expository text are provided. If the learning objective is to write review text, examples of review text are also provided in the teaching materials (Razak, 2019). Scientific articles that use the model method are found in (Harahap & Ningsih, 2024; Yassin & Harun, 2024; Achmadinata & Yusmanika, 2025). The copying assignment technique is a learning technique that has recently become widely used, especially in Indonesian language learning. Razak (2020) stated that the copying assignment technique aims to ensure that students actually read the example paragraphs contained in the teaching materials, in this case using the Google Form file upload option. Scientific articles using the copying task technique are often found in online journals, including those written by (Hariyati et al., 2024; Rahayu & Ikhtiaruddin, 2024; Jarkasih & Pasanea, 2023).

In line with the development of digital media, this article uses Google Forms as a platform for posting test questions as a learning technique and providing teaching guides on paragraphs related to the use of the process skills approach. Furthermore, Google Forms is also used as a platform for uploading photos of each copy of the example paragraph. Scientific articles using Google Forms with options

In line with the description above, this article addresses three research questions. First, what are the categories of pre-test results for writing prophetic paragraphs? Second, what are the categories of post-test results for learning to write



prophetic paragraphs using the dual strategy in Google Forms with the file upload option? Third, is the use of the dual strategy in Google Forms with the file upload option effective in teaching writing prophetic paragraphs?

In line with the research questions, this article addresses three research objectives. First, to describe the categories of pre-test results for writing prophetic paragraphs. Second, to describe the post-test results of learning to write prophetic paragraphs using the dual strategy in Google Forms with the file upload option. Third, to describe the effectiveness of using the dual strategy in Google Forms with the file upload option in learning to write prophetic paragraphs.

This research has many benefits from various perspectives. First, from a character education perspective, this article is useful because it strengthens character education in both Indonesian language learning materials and prophetic topics, which are part of Islamic Religious Education. Second, from a supervisory perspective, this article is also useful because it can serve as an alternative for supervisors to supervise lecturers. Third, from an academic perspective, this article is also useful because it can serve as reference material for writing papers and/or scientific articles.

Relevant articles are widely found in online journals. Three of the many relevant articles are presented below.

First, Hasanah & Suhendar (2024) entitled Pembelajaran Keterampilan Menulis Paragraf Induktif Berbasis Paragraf Deduktif Menggunakan Bahan Ajar Pengayaan [Learning Inductive Paragraph Writing Skills Based on Deductive Paragraphs Using Enrichment Teaching Materials]. Research results: 1) the learning procedure for inductive paragraph writing skills based on deductive paragraphs using enrichment teaching materials contains 3 initial activities, 12 core activities, and 2 final activities in accordance with the learning plan; 2) the learning outcomes for inductive paragraph writing skills based on deductive paragraphs using enrichment teaching materials reached a mean of 81.40 percent.

Second, Amril (2022) entitled Pengembangan Paragraf Profetik bagi Guru Kelas Tinggi: Supervisi Klinik Kepala Sekolah Berbasis Pelatihan [Prophetic Paragraph Development for Senior Class Teachers: Training-Based Clinical Supervision of School Principals]. The results of the school action research show: 1) the prophetic paragraphs in the LKP as a training tool meet the requirements for content validity; 2) the task items for compiling prophetic paragraphs in the LKP meet the requirements for content validity; 3) the prophetic paragraphs produced by each group of high-grade teachers meet the appropriateness of content and language; 5) all training participants responded with great satisfaction towards the implementation of the principal's clinical supervision activities.

Third, Banont & Nur (2024) entitled Pembelajaran Keterampilan Menulis Paragraf Opini Menggunakan Metode Model dan Teknik Tugas Menyalin [Learning Opinion Paragraph Writing Skills Using the Model Method and Copying Task Technique]. Research results: 1) there is a match between the type of teaching and learning activities between planning and implementation in class; 2) the learning outcomes of opinion paragraph writing skills using the model method and copying task technique are in the high category.

METHOD

This study used a quantitative descriptive method. Through this method, the research data were described using descriptive statistical calculations. Fraenkel et al. (2012), Bogdan & Biklen (2007), Razak (2017), and Abubakar (2021), quantitative descriptive methods are commonly used by researchers in the fields of education and learning.

This research took place in the odd semester of the 2025/2026 academic year. The research agenda was primarily devoted to preparatory activities, namely the development of Google Form-based teaching materials involving six sections: student attributes, text techniques,

modeling methods, and process skills approaches. The second agenda was data collection, which only took two 50-minute sessions, plus two tests (an online pre-test and post-test). The final activity was data analysis and writing an online journal-based article.

The research was conducted on new students in the 2025/2026 academic year of the Islamic Education Study Program, Universitas Pendidikan Indonesia. Only one class out of three parallel classes was selected as the research subjects.

The population of this study was new students in the 2025/2026 academic year of the Islamic Education Study Program, Universitas Pendidikan Indonesia who submitted pre-tests, learning activities, and post-tests via Google Form. 39 out of 40 students.

The sample size was determined at 37 students. This determination was based on the Slavin formula (Fraenkel et al., 2012; Amin et al., 2023; Santoso, 2023; Razak, 2005). Each sample member was drawn using simple random sampling without replacement.

Data on prophetic paragraph writing were collected using a test instrument. According to Azwar (2016), Fulcher & Davidson (2007), Akbar (2013), and Razak (2020), this test is considered valid if it is compiled using systematic and objective procedures, not through statistical calculations.

Based on the above opinion, six procedures were followed to develop the prophetic paragraph writing test. These procedures are described below. First, determine the medium for the prophetic paragraph writing test. This article uses a Google Form.

Second, determine the testing technique. This article uses a 24-hour take-home examination.

Third, determine the number of prophetic paragraph writing questions. This article uses two questions.

Fourth, determine the size of the prophetic paragraph. This article uses a prophetic paragraph that involves five supporting sentences to one main sentence.

Fifth, determine the prophetic aspects that serve as alternative paragraph topics. This article uses five aspects as alternatives to one or two aspects that must be chosen when writing a prophetic paragraph: the Quran and Hadith, Islamic faith, Islamic jurisprudence, morals, and Islamic cultural history.

Sixth, determine the paragraph type for each question item. Question item 1 is deductive, while question item 2 is inductive; both may use the same prophetic aspects.

Seventh, develop the specifications for the prophetic paragraph writing test. The test specifications are compiled in a table containing columns for sequential number, paragraph type, topic, and question number.

Table 1
Prophetic Paragraph Writing Test Specifications
for New Students

No.	Type Paragraph	Topics	Item Test
1	Deductive	Quran-Hadith, Morals, Fiqh, Aqidah, History of Islamic Culture	1
2	Inductive		2
	Total		2

Eighth, write the test items based on the specifications above. The test items are:

- 1) Write a prophetic paragraph with the following requirements:
 - a) The main sentence is at the beginning of the paragraph
 - b) Five supporting sentences
 - c) Alternative prophetic aspects: Quran-Hadith, Islamic creed, Islamic jurisprudence, morals, and Islamic cultural history.
 - d) Answers must be written manually on blank paper and photographed for upload to Google Forms.
- 2) Write a prophetic paragraph with the following requirements:



- a) The main sentence is at the beginning of the paragraph
- b) Five supporting sentences
- c) Alternative prophetic aspects: Quran-Hadith, Islamic creed, Islamic jurisprudence, morals, and Islamic cultural history.
- d) Answers must be written manually on blank paper and photographed for upload to Google Forms.

To obtain raw data for writing prophetic paragraphs, scoring is carried out. To obtain valid scores, the scoring rubric is used as contained in the table below.

Table 2
 Scoring Rubric for Writing a Six-Sentence Prophetic Paragraph

No.	Indicator	Description	Score	
			A	B
1	Main Sentence	there is a main sentence	2	2
		there is no a main sentence	0	0
2	Supporting Sentence-1	supporting sentence-1 explains the main sentence	4	4
		supporting sentence-1 does not explains the main sentence	1	1
3	Supporting Sentence-2	supporting sentence-1 explains the main sentence	4	4
		supporting sentence-1 does not explains the main sentence	1	1
4	Supporting Sentence-3	supporting sentence-1 explains the main sentence	4	4
		supporting sentence-1 does not explains the main sentence	1	1
5	Supporting Sentence-4	supporting sentence-1 explains the main sentence	4	4
		supporting sentence-1 does not explains the main sentence	1	1

6	Supporting Sentence-5	supporting sentence-1 explains the main sentence	4	4
		supporting sentence-1 does not explains the main sentence	1	1
7	Prophetic topic	according to topic	2	2
		off topic	0	0
maximum score			24	24
minimum score			5	5

Based on the table above, each prophetic paragraph has a score range of 5-24. Therefore, the score range for all paragraphs is 10-48.

The pre-test and post-test data for writing prophetic paragraphs were analyzed using parametric inferential statistical procedures because all test requirements were met. All calculations were performed using SPSS version 26.

The pre-test and post-test data were analyzed using a one-sample t-test. The mean for the comparison was 0.00 for the pre-test data and 0.00 for the post-test data. Ho means the pre-test/post-test mean is equal to the comparison value. Ho is accepted if the t-value is at a significance level of >0.05. Otherwise, Ho is rejected.

To determine the effectiveness of the dual strategy in Google Forms with the file upload option in teaching writing prophetic paragraphs, a paired-sample t-test procedure was used. Ho means the pre-test mean is equal to the post-test mean. Ho is accepted if the t-value is at a significance level of >0.05. Otherwise, Ho is rejected.

The pre- and post-test prophetic paragraph writing categories were divided into four categories, with the lowest score assumed to be 75.00. These categories are shown in the table below.

No.	Tandard Score	Category
1	92-100	A
2	86-92	A-
3	81-86	B+
4	76-81	B
5	71-76	B-

RESULTS

1. Prophetic Paragraph Writing Pre-Test Data

The mean was 35.76 and the standard deviation was 2.36, with a maximum and minimum score of 40 and 32, respectively (Table 4). These are the descriptive statistics from the prophetic paragraph writing pre-test for freshmen in the Islamic Religious Education Study Program, Universitas Pendidikan Indonesia.

Table 4
 Prophetic Paragraph Writing Pre-Test Data for Freshmen in the Islamic Religious Education Study Program, Academic Year 2025/2026

Descriptive Statistics	
Pretest	
N	37
Minimum	32
Maximum	40
Sum	1323
Mean	35,76
Maximum Score	48
Std. Deviation	2,36

The data above is normally distributed. The Shapiro-Wilk test results show a statistical value of 0.913 with a df of 37, with a significance value of 0.067 (Figure 1). Therefore, $0.067 > 0.05$.

Tests of Normality					
Pretest					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,216	37	0,069	0,913	37	0,067

a. Lilliefors Significance Correction

Figure 1
 Screenshot of the Normality Test for Pre-Test Data on Writing Prophetic Paragraphs via SPSS

Data prates menulis paragraf profetik homogen. Levene statistic 5,226 memiliki nilai sig. 0.062 (Gambar 2). Dengan demikian, $\text{sig. } 0,062 > 0,05$.

Test of Homogeneity of Variances				
Pretest				
	Levene Statistic	df1	df2	Sig.
Based on Mean	5,226	4	32	0,062
Based on Median	2,381	4	32	0,092
Based on Median and with adjusted df	2,381	4	19,122	0,088
Based on trimmed mean	4,542	4	32	0,075

Figure 2
 Screenshot of the Test of Homogeneity of Variance for Pre-Test Data on Writing Prophetic Paragraphs via SPSS

The pre-test mean for writing prophetic paragraphs was 35.76 (Table 4). This mean value is equal to the expected mean value of 36.00. This is evidenced by the results of the one-sample t-test of -0.626 with a sig. value of 0.535 (Figure 3). H_0 is accepted because $\text{sig. } 0.535 > 0.05$. H_0 means there is no difference between the observed mean, namely the pre-test data for writing prophetic paragraphs of 35.76, and the expected mean of 36.00. The mean of 36.00 is equivalent to a standard percent value of 75.00. This standard percent value is included in the B- category.

One-Sample Test				
Test Value = 36.00				
	t	df	Sig. (2-tailed)	Mean Difference
pretest	-0,626	36	0,535	-0,243

Figure 3
 Screenshot of the Results of a One-Sample t-Test for Pre-Test Data on Writing Prophetic Paragraphs via SPSS

2. Prophetic Paragraph Writing Post-test Data

The mean was 41,51 and the standard deviation was 2.87, with a maximum and minimum score of 46 and 38, respectively (Table 5). These are the descriptive statistics from the prophetic paragraph writing post-test for freshmen in the Islamic Religious Education Study Program, Universitas Pendidikan Indonesia.

Table 5
 Prophetic Paragraph Writing Prost-test Data for Freshmen in the Islamic Religious Education Study Program, Academic Year 2025/2026

Descriptive Statistics	
Post-test	
N	37
Minimum	38
Maximum	46
Sum	1536
Mean	41,51
Maximum Score	48
Std. Deviation	2,87

The data above is normally distributed. The Shapiro-Wilk test results show a statistical value of 0.866 with a df of 37, with a significance value of 0.071 (Figure 4). Therefore, $0,067 > 0,05$.

Tests of Normality					
Post-test					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,243	37	0,063	0,866	37	0,071

a. Lilliefors Significance Correction

Figure 4
 Screenshot of the Normality Test for Post-Test Data on Writing Prophetic Paragraphs via SPSS

Data posttes menulis paragraf profetik homogen. Levene statistic 3,883 memiliki nilai sig. 0.059 (Gambar 5). Dengan demikian, $sig. 0,059 > 0,05$.

Test of Homogeneity of Variances				
Post-test				
	Levene Statistic	df1	df2	Sig.
Based on Mean	3,883	5	31	0,059
Based on Median	0,572	5	31	0,721
Based on Median and with adjusted df	0,572	5	19,798	0,721
Based on trimmed mean	2,836	5	31	0,080

Figure 5
 Screenshot of the Test of Homogeneity of Variance for Post-Test Data on Writing Prophetic Paragraphs via SPSS

The post-test mean for writing prophetic paragraphs was 41.51 (Table 5). This mean value is equal to the expected mean value of 42.00. This is evidenced by the results of the one-sample t-test of -1.030 with a sig. value of 0.310 (Figure 6). H_0 is accepted because $sig. 0.310 > 0.05$. H_0 means there is no difference between the observed mean, namely the post-test data for writing prophetic paragraphs of 41.51, and the expected mean of 42.00. The mean of 42.00 is equivalent to the standard percent value of 87.50. This standard percent value is included in the A- category.

One-Sample Test				
Test Value = 42.00				
	t	df	Sig. (2-tailed)	Mean Difference
post-test	-1,030	36	0,310	-0,486

Figure 6
 Screenshot of the Results of a One-Sample t-Test for Post-Test Data on Writing Prophetic Paragraphs via SPSS

3. Paired Samples t-Test

A paired sample t-test was used to determine the effectiveness of the dual strategy in the Google Form file upload option in teaching prophetic paragraph writing to new students in the Islamic Religious Education Study Program. The pretest mean was 35.76 (Table 4) and the posttest mean was 41.51 (Table 5). The paired sample t-test yielded a t-value of -30.708 with a significance level of 0.00 (Figure 7). Therefore, significance level $0.00 < 0.05$. This condition requires that H_0 be rejected. This means that the pretest mean of 35.76 is significantly different from the posttest mean of 41.51 obtained through learning using the dual strategy in the Google Form file upload option.

Paired Samples Test					
Mean	Std. Deviation	SEM	t	df	Sig. (2-tailed)
-5,757	1,140	0,187	-30,708	36	0,000

Figure 7
 Screenshot of the Results of a Paired-Sample t-Test for Data on Writing Prophetic Paragraphs via SPSS

DISCUSSION

Paragraf profetik yang termuat dalam google form selaku bahan ajar disajikan di bawah ini. Penyajian itu terbatas kepada dedutkif untuk topik tauhid dan sejarah kebudayaan Islam.

Paragraph 1

Aisha, the mother of the believers, quickly checked the food supplies in her house. There were only two dates. This food was immediately given to two people, a mother and a daughter, who came in need of food. One date was given to the mother and the other to the daughter. When the mother saw her daughter eating greedily, she split the date in two; one date was given to the daughter and the other was eaten by herself. When the Prophet Muhammad (peace be upon him) arrived, Aisha recounted the incident. The Prophet did not admire her mother, which made her feel disappointed. He said that he admired Aisha for leaving no dates, compared to her mother, who had left half (Razak, 2000).

Paragraph 2

There was a dispute over a baby between an older mother and a younger mother. The baby was the only one who survived because the other was attacked by a desert wolf. They came to the palace of Prophet David to get a verdict. Prophet David decided that the surviving baby belonged to the older mother. Several days later, the younger mother met the older mother to re-submit their case that had been decided by Prophet David. In the palace, they were served by Prophet Solomon, the son of Prophet David. Prophet Solomon took the baby and immediately asked his servant for a sword to split the baby into two equal parts so that they would get one half (Razak, 2000).

Paragraph 3

One morning, a man slaughtered a sheep for his wife to cook before he left for a trip. When he returned in the evening, he refused to eat the lamb she had prepared. His wife asked him why he refused to eat his own lamb. He explained that the dish was forbidden for him because the sheep had been slaughtered while he was still a non-Muslim. During his short journey, he received guidance from Allah Ta'ala and embraced Islam through a religious scholar. The scholar stated that it was forbidden for every Muslim to eat meat from the



slaughter of non-Muslims (Asy-Syinawi, Priatno et al., 2022).

Paragraph 4

That night Harun ar-Rasyid was very upset about his fate with his wife, Zubaidah. The story begins with his annoyance with Zubaidah because he lost an argument so he spontaneously uttered the words, if you sleep in my kingdom tonight, then divorce will befall you. A moment later he regretted because there was no way his wife would go far from his territory to sleep so that the divorce would not happen. That same night all the palace scholars were gathered to find a solution but all could not find a solution. Late at night Imam Malik came to the palace to meet Harun ar-Rasyid, he said 'tonight his wife Zubaidah told him to sleep in the mosque because the mosque is not your territory.'

The copying task technique plays a role in improving the reading skills of paragraph models, improving the reading skills of each instructional guide in the teaching materials, and improving the reading skills of the practice materials in the teaching materials. Haghani & Bahmannejad (2018), Hatteberg & Steffy (2013), and McQuillan & Krashen (2008) state that the variable of reading skills is crucial for successful learning using written sources.

The effectiveness of the dual strategy in teaching prophetic paragraph writing for new students at the Indonesian University of Education is reinforced by Google Forms. In addition to functioning as a medium, Google Forms is believed to increase student achievement motivation. Submission activities, both during the learning process and during tests, are measured in one second. This means that their submission time is accurately monitored by the lecturer on the Excel sheet.

Several scientific articles in online journals conclude that learning motivation is an independent variable that determines the learning process and outcomes. The articles in question

were written by (Muhammad, 2016; Andriani & Rasto, 2019; Nizigama et al., 2023; Ushioda, 2019).

CONCLUSION

First, the results of the pre-test for writing prophetic paragraphs for new students of the 2025/2026 academic year of the Islamic Religious Education Study Program, Universitas Pendidikan Indonesia are categorized according to the expected mean, namely a B-. Second, the results of the post-test for writing prophetic paragraphs for new students of the 2025/2026 academic year of the Islamic Religious Education Study Program, Universitas Pendidikan Indonesia are categorized according to the expected mean, namely a A-. Third, the dual strategy in the Google Form file upload option is effectively used in learning to write prophetic paragraphs for new students of the 2025/2026 academic year in the Islamic Religious Education Study Program, Universitas Pendidikan Indonesia.

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