Expository Text Writing Skills Using Google Form Media Based on the Learning Community Program at SMA Negeri 1 Teluk Bintan

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ABSTRACT

This study aims to explore: 1) the learning outcomes of expository text reading skills using Google Form media based on the learning community program; 2) the similarity of learning outcomes of expository text reading skills using Google Form media based on the learning community program per sample group. The population of this study were grade XI students of SMA Negeri 1 Teluk Bintan who participated in expository text reading skills learning using Google Form media based on the learning community program. They numbered 105 students divided into three parallel classes with the same number of students. The sample was determined at 84 students based on a statistical formula drawn randomly from the population group. Data on expository text reading skills learning outcomes were collected using a valid test instrument. Data were analyzed using parametric inferential statistics. The results of the study: 1) the learning outcomes of expository text reading skills using Google Form media based on the learning community program reached a mean of 81.11 exceeding the KKM of 80.00; 2) There is no difference in learning outcomes for expository text reading skills using Google Form media based on the learning community program per sample group.

Keywords: *expository text, writing skills, google form, learning community program*

INTRODUCTION

Learning community programs in schools provide a platform for productive interactions between students, teachers, and other stakeholders (Lieberman et al., 2017; Timperley, 2017; Evers & Kneyber, 2016). Through learning community programs, students can be more actively involved in learning activities, develop skills, and improve their understanding of the material being taught. At SMA Negeri 1 Teluk Bintan, the learning community program, which began in the 2023/2024 academic year, has seen significant growth and demonstrated significant potential in supporting a more interactive and participatory learning process for students through improved teacher competency and performance. Through the 2025/2026 academic year, the learning community program at SMA Negeri 1 Teluk Bintan will continue, while evaluating the program's procedures and content.

One of the evaluation activities for the learning community program at SMA Negeri 1 Teluk Bintan is conducting lessons in grade 11. For the first phase, the Indonesian language subject, specifically reading and writing narrative texts, was selected. In learning activities, Indonesian language teachers use integrated learning strategies and learning tools, such as teaching modules. These strategies and tools are the result of the learning community program at SMA Negeri 1 Teluk Bintan.

Through professional competency, Indonesian language teachers provide and use teaching modules on expository text reading skills on character education topics. Furthermore, Indonesian language teachers use expository text reading skills tests that accurately align with reading skill indicators. In other words, Indonesian language learning outcomes are limited to expository text reading skills on character education topics. The activities focused on parallel grade XI students. This means that all grade XI students participated

in expository text reading skills on character education topics. Based on the description above, it is deemed necessary to conduct a research study. The title of the research, which aligns with this program, is "Learning Outcomes of Expository Text Reading Skills Using Google Forms Based on the Learning Community Program at SMA Negeri 1 Teluk Bintan."

This article addresses two research questions. First, what are the learning outcomes of expository text writing skills on character education topics using Google Forms in community-based learning for grade XI students at SMA Negeri 1 Teluk Bintan? Second, how do the learning outcomes of expository text writing skills on character education topics using Google Forms in community learning program-based learning for eleventh-grade students at SMA Negeri 1 Teluk Bintan compare per sample group?

In line with the problem formulation, this study was conducted to achieve two objectives. First, to describe the learning outcomes of expository text reading skills on character education topics using Google Forms in a learning community program-based learning program for eleventh-grade students at SMA Negeri 1 Teluk Bintan. Second, to describe the comparison of learning outcomes of expository text reading skills on character education topics using Google Forms in a learning community program-based learning program for eleventh-grade students at SMA Negeri 1 Teluk Bintan per sample group.

This article has many benefits from various perspectives. First, from the perspective of the principal, this article has many benefits. As a supervisor, the principal can use the results of this study as supervision material for Indonesian language teachers. As an administrator, the results of this study can add physical evidence of school activities. As an innovator, this research is believed to motivate other schools to implement similar activities. As a teacher, the principal has the potential to conduct clinical supervision for subject teachers.

Second, from the perspective of Indonesian language teachers, this article is also beneficial. Through learning activities, Indonesian language teachers will receive additional reinforcement regarding the learning community program, both in terms of professional and pedagogical competencies. Third, from the perspective of Indonesian language education students, this research is also useful. This is because the article describes the learning outcomes of expository text reading skills.

Relevant articles are widely found in various online journals. First, Zita (2020) concluded that there was no difference in reading skills for expository texts on mathematics and prophetic topics for 10th-grade students at SMP Negeri 2 Lingga. Second, Sabariah & Norisah (2023) concluded that there was an increase in expository text reading skills through student worksheets using a unique multiple-choice test technique for 7th-grade students at SMP Negeri 1 Lingga. Third, Safitri & Mirawati (2022) also concluded that 10th-grade students at SMP Negeri 1 Keritang had the skills to understand the content of the thesis structure of expository texts, including the classification of the form and characteristics of expository texts.

LITERATURE REVIEW

Reading skills are one of the four aspects of language skills. Reading skills are the activity of grasping the meaning of written text, transforming concrete ideas into abstract ones. These skills include (Gorsuch & Etsuo, 2010; Harjasujana & Damaianti, 2003; Razak, 2018). Expository texts are factual narrative texts. These texts have a core structure consisting of a thesis and argumentation, and a non-core structure consisting of a title and generalization (Kosasih, 2014; Mahsun, 2014). Nurwahidah et al. (2022) describe the thesis structure in expository text as an objective statement or compelling truth described in a paragraph. In other words, the thesis structure contains not just truth but a compelling truth This situation is believed to raise new questions for the reader, the answers to which are provided in the argumentation structure.

Based on the description above, the argumentation structure of expository text is the second core structure in expository text, serving to provide logical reasons for the compelling statement in the thesis structure. Expository text-1 contains a surprising thesis. A husband slaughtered a sheep in the morning and ordered his wife to cook. However, after the lamb was served, she refused to eat. This thesis is supported by the argument structure that the husband was initially a kafir. However, he received guidance and converted

to Islam that afternoon. The person who converted him to Islam said that the slaughtered meat was forbidden for him because it was slaughtered while he was still a kafir (Asy-Syinawi, 2013a).

Another fascinating story is found in the story of Imam Ahmad ibn Hanbal. When he was invited to visit his student's house, his student's mother firmly believed that Imam Ahmad ibn Hanbal was very hungry. Therefore, the mother offered to knead bread. Imam Ahmad ibn Hanbal agreed. However, when the bread was served, Imam Ahmad ibn Hanbal refused to eat. This is the content of the paragraph that serves as the thesis structure. Imam Ahmad ibn Hanbal was surprised because the bread was cooked too quickly compared to the standard time. It turned out that the bread was cooked on the stove of his own son, Sholih, who always received gifts from the Commander of the Faithful. This is why Imam Ahmad ibn Hanbal refused to eat bread because the cooking area was believed to be full of evil spirits (Asy-Syinawi, 2013b).

Exposition Text-1

An adult man slaughtered a sheep in the morning. He instructed his wife to cook. Afterward, he went out on an errand. At noon, he returned home and refused to eat the lamb dish his wife had served him. During the day while traveling, her husband received guidance from Allah Ta'ala. Through a scholar, he converted to Islam. He told him about the slaughter of a sheep. He was taught that eating lamb was forbidden because he was still a kafir at the time of the slaughter (Elmustian et al., 2012b).

Exposition Text-2

One day, Imam Ahmad ibn Hanbal visited his student's home. His student's mother, convinced that her son's teacher was very hungry, offered to bake bread. The teacher agreed. However, after the bread was served, Imam Ahmad ibn Hanbal refused to eat it. The bread cooked much faster than Imam Ahmad ibn Hanbal's estimated time. This was because the mother was using the kitchen in Soleh ibn Ahmad ibn Hanbal's house, which had a fire burning at the time. Knowing this, Imam Ahmad ibn Hanbal refrained from eating the bread. He said that the kitchen belonged to someone who liked to accept gifts from leaders (Asy-Syinawi, 2012a). Learning media that aligns with learning objectives can improve learning outcomes through a mediative learning process. Sitepu & Herlinawati (2022), Permana & Kurniaman (2024), and Khadijahet al. (2025) describes media as being able to critically analyze abstract concepts in learning.

METHOD

This research employed a descriptive-quantitative method. Cohen et al. (2000); Darusalam & Hussin (2021), and Fah & Hoon (2015) describe descriptive-quantitative methods as commonly used in educational research. Using this method, comparative data on learning outcomes for grade 11 students at SMA Negeri 1 Teluk Bintan were described based on descriptive statistical data analysis and parametric inferential statistics. This research took place in the odd semester of 2025/2026. The research timeframe was used for three main activities. First, planning, which involved preparing research instruments, namely a test for reading skills on expository texts on character education. Second, preparing learning materials for reading and writing expository texts based on the learning community program. Third, reporting, which included analyzing learning outcome data and compiling a scientific article for publication in an online journal.

The population was 11th-grade students of SMA Negeri 1 Teluk Bintan who participated in reading skills lessons on expository texts on the topic of character education and took the post-test. There were 105 students divided equally into three parallel classes; Class X1.1, Class X1.2, and Class X1.3 (Table 1). A sample of 84 students was determined based on a Slavin formula (Santoso, 2020; Razak, 2015; and Mahamod, 2014). Each sample member was drawn randomly from the population.

Table 1. Population and Sample Size

No.	Classes	Population	Sample
1	Class XI.1	35	28
2	Class XI.2	35	28
3	Class XI.3	35	28
	Total	105	84

Data on the learning outcomes of expository texts on the topic of character education were collected using a test instrument. The test was structured objectively and systematically, as described below. First, the number of expository texts on the topic of character education to be tested was determined. This article uses two expository texts on the topic of character education to be tested. The first text is about the story of the slaughter of a sheep, and the second is about Imam Ahmad ibn Hanbal.

Second, the structure of the expository texts on the topic of character education to be tested was determined. This article only uses expository texts with core structures, namely thesis and argumentation structures. In other words, non-core structures, such as titles and generalizations, are not included in the test. Third, the size of the expository texts used as the reading skill test was determined. This article uses expository texts on the topic of character education with a size of 33-41 words for the thesis structure and 40-60 words for the argumentation structure.

Fourth, two expository texts on the topic of character education from written sources were presented. Both expository texts are listed in the test instrument. Fifth, determine the indicators for the expository text reading skills test. This article uses explicit indicators, namely sentences, and implicit indicators, namely ideas. The indicators are: main sentence, supporting sentence 1, supporting sentence 2, main idea, supporting idea 2, supporting idea 2, message, and conclusion. Sixth, develop the specifications for the expository text reading skills test on the topic of character education. The test specifications are listed in the table below.

Table 2. Specifications for the Expository Text Reading Skills Test on the Topic of Character Education

No.	Indicators	Expository Text-1 Item		Expository Text-2 Item		Total
		Thesis	Argumentation	Thesis	Argumentation	
1	Main sentence	1	4	17	20	4
2	Supporting sentence-1	2	5	18	21	4
3	Supporting sentence-2	3	6	19	22	4
4	Main idea	7	10	23	26	4
5	Supprting idea-1	8	11	24	27	4
6	Supprting idea-2	9	12	25	28	4
7	Message-1		13		29	2
8	Message-2		14		30	2
9	Interpretation-1		15		31	2
10	Interpretation-2		16		32	2
	Total					32

Sixth, write the items for the expository text reading skills test on the topic of character education based on the test specifications. The test items are listed in the results and discussion structure. Scoring the results of the expository text reading skills test on the topic of character education uses two criteria. If the question is answered according to the answer key, it is given a score of 1. If the question is answered inconsistently, it is given a score of 0. Therefore, the maximum score that can be achieved by the sample members is 16.

Teaching expository text reading skills on the topic of character education using Google Forms is implemented based on the teaching module developed in the learning community program at SMA Negeri 1

Teluk Bintan. Indonesian language teachers have been accustomed to using learning strategies, learning media, and teaching modules since the 2023/2024 academic year.

Based on the above assumptions, the hypothesis of this study is that reading skills on expository texts on character education topics can achieve a mean of 80.00 with a relatively small standard deviation. Data on reading skills on expository texts on character education topics were analyzed using parametric inferential statistics. To answer problem 1, a one-sample t-test was used. This t-test uses an expected mean of 80.00. To answer problem 2, a one-way ANOVA was used.

RESULTS AND DISCUSSION
Learning Outcomes of Reading Expository Texts on the Topic of Character Education
The mean reading skill in expository texts on the character education topic for grade XI students at SMA Negeri 1 Teluk Bintan is 25.91, equivalent to a standard score of 80.97%. Other data are the maximum score is 28 and the minimum scoreis 24 and standard deviation of 1.071 and 1,148 as a variance. Complete data are presented in the Figure-1.

Table 3. **Descriptive statistical data on the results of the reading skills test on the topic of character education**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
reading expository texts	84	4	24	28	25,91	1,071	1,148

Below, the homogeneity of variance and normality of curve tests are calculated sequentially. These two tests are performed to fulfill the requirements for using the one-way t-test and one-way ANOVA in parametric inferential statistical procedures.

Normality Test
The statistical value of Kolmogorov-Smirnov is 0.195. This value has a df of 84 and a sig. of 0.088 (Figure 2). Therefore, the null hypothesis is accepted because sig. $0.088 > 0.05$. The interpretation is that the test data on reading skills of expository texts on the topic of character education for grade XI students of SMA Negeri 1 Teluk Bintan is normally distributed.

Table 4. SPSS Screenshot of the Results of the Normality Test Calculation for Expository Text Reading Skills
Homogeneity Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
reading skills of expository texts	0,195	84	0,088	0,914	84	0,089

The sig. The Levene statistic (0,193) for the reading skills of expository texts on character education topics, based on the mean, is 0.825. This value has df1 = 2 and df2 = 81 (Figure 3). Therefore, the null hypothesis is also accepted because sig. $0.825 > 0.05$. The interpretation is that the test data on the reading skills of expository texts on character education topics for class XI students at SMA Negeri 1 Teluk Bintan are homogeneous.

Table 5. SPSS Screenshot of Data Homogeneity Test Results for Reading Skills Test on Expository Text on Character Education Topic

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	0,193	2	81	0,825
Based on Median	0,178	2	81	0,837
Based on Median and with adjusted df	0,178	2	80,281	0,837
Based on trimmed mean	0,194	2	81	0,824

One-Sample t-Test

A one-sample t-test was conducted to answer problem statement 2. The sample t-test met the criteria for use because the data on the reading skills of expository texts on character education topics for 11th-grade students at SMA Negeri 1 Teluk Bintan were normally distributed and homogeneous. The mean observation of the reading skills of expository texts on the topic of character education of class XI students of SMA Negeri 1 Teluk Bintan was 25.77 and the standard deviation was 1.186 (Figure 4).

Table 6. SPSS Screenshot of One Sample Statistic of Reading Skills of Expository Text on Character Education Topic

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
reading skills of expository texts	84	25,77	1,186	0,129

The t-value for the expected mean reading skills of expository texts on character education topics for 11th-grade students at SMA Negeri 1 Teluk Bintan, 26.08, was -1.494. This value had a df = 83 and a sig. 0.084 (Figure 5). Therefore, sig. 0.084 > 0.05, thus accepting the null hypothesis. Consequently, the mean reading skills of expository texts on character education topics for 11th-grade students at SMA Negeri 1 Teluk Bintan, 25.77 (standard score 80.53 percent), equals the expected mean of 26.00, which is equivalent to a standard score of 81.25 percent.

Table 7. SPSS Screenshot of One Sample Statistic of Reading Skills of Expository Text on Character Education Topic

One-Sample Test				
Test Value = 26,00				
	t	df	Sig. (2-tailed)	Mean Difference
reading skills of expository texts	-1,748	83	0,084	-0,226

Comparison of Learning Outcomes for Reading Skills in Expository Texts on the Topic of Character Education per Sample Group

Before conducting a one-way ANOVA test on the reading skills data for expository texts on the topic of character education, the test results for each sample group were first presented. A screenshot of the SPSS data is presented below.

Table 8. SPSS Screenshot of Data on Expository Text Writing Skills on Character Education Topics per Sample Group

Descriptives

reading skills of expository texts

Group	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Class XI.1	28	25,86	1,177	0,223	24	28
Class XI.2	28	25,75	1,236	0,234	24	28
Class XI.3	28	25,71	1,182	0,223	24	28
Total	84	25,77	1,186	0,129	24	28

In a one-way ANOVA in SPSS, the between-groups sum of squares is 0.310 with df = 2, yielding a mean square of 0.155. The sum of squares for within groups is 116.393 with df = 81, resulting in a mean square of 1.437. Thus, F = 0.108, which is 0.155/1.437 (Figure 7). The F value for the one-way ANOVA is significant (p = 0.898). Therefore, the null hypothesis is accepted, because sig. 0.898 > 0.05. The interpretation is that the mean reading skills for expository texts on character education among class XI students at SMA Negeri 1 Teluk Bintan do not differ across the sample groups. In other words, the mean 25,86 in class XI.1 is the same as the mean 25,75 in class XI.2 and the same as the mean 25,71 for class XI.3.

Table 9. SPSS Screenshot of One-Way ANOVA Test Data on Expository Text Writing Skills on Character Education Topics

ONE-WAY ANOVA

reading skills of expository texts

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0,310	2	0,155	0,108	0,898
Within Groups	116,393	81	1,437		
Total	116,702	83			

The learning outcomes of reading expository texts on the topic of character education for eleventh-grade students at SMA Negeri 1 Teluk Bintan did not differ based on the sample group. This is indeed reasonable. First, all eleventh-grade classes are taught by the same Indonesian language teacher and use the same Google Form-based teaching materials. Second, the number of students is the same, 35. This number has the same class management.

DISCUSSION

The mean reading skill of expository texts on character education topics for eleventh-grade students at SMA Negeri 1 Teluk Bintan was 25.92 (80.09 percent), well above the Minimum Competency (KKM) of 80.00. The high mean reading skill in expository texts on character education topics achieved by eleventh-grade students at SMA Negeri 1 Teluk Bintan is believed to be related to the school's learning community program. Through this educational program, teachers receive refresher courses on professional and pedagogical competencies, delivered through in-house training and workshops. This program, in turn, improves teacher performance in the context of developing learning tools. Sabarullah et al. (2025), Paida & Sahriani (2024), and Harlita & Ramadan (2024) report that implementing the learning community program improves teacher performance, thereby enhancing student learning outcomes.

The use of Google Forms is also believed to be an independent variable contributing to learning outcomes in expository text writing skills on character education topics for eleventh-grade students at SMA Negeri Teluk Bintan. This is because this electronic media can be used repeatedly outside of class, thereby truly helping students understand the material on reading skills, including sentence indicators, ideas, messages, and interpretation of expository texts. Furthermore, Google Forms is believed to increase motivation to learn expository text reading skills on the topic of character education. Similar sentiments have been expressed by many authors of scientific articles in online journals, including Sabandar & Ramadhani (2023), Putra & Wahyuni (2021), and Razak (2025).

The breakdown of the number of students who answered the questions according to the answer key is outlined below. First, the question most frequently answered according to the answer key by sample members was question number 1. Of the 84 sample members, 79 (94.05 percent) answered this question correctly. This question concerns the main sentence of the thesis structure of expository text-1 on the topic of character education. Second, the second-most frequently answered question according to the answer key was two questions, with 78 (92.86 percent) sample members answering the question. These questions were question 4, concerning the main idea of the thesis structure of expository text-1, and question 6, concerning the supporting sentence-1 of the thesis structure of expository text-2.

Third, the third-most frequently answered question, according to the answer key, was also two questions, with 77 (91.67 percent) sample members answering them. These questions were question 3, concerning supporting sentence-2 of the thesis structure of expository text-1, and question 19, concerning supporting sentence-2 of the thesis structure of expository text-2. Fourth, the question with the fewest answers was question 26. This question was answered by only 41 students (48.81 per cent) of the eleventh-grade students at SMA Negeri 1 Teluk Bintan. This question concerns the main idea of the argumentative structure of expository text-2 on the topic of character education.

Fifth, the second question with relatively few answers was question number 28. This question was answered by only 42 (50.00%) of the eleventh-grade students at SMA Negeri 1 Teluk Bintan. This question concerns the support for sentence one and the thesis structure of expository text one on the topic of character education. Sixth, the third question with relatively few answers was question number 11. This question was answered by only 43 (51.19 per cent) of the eleventh-grade students at SMA Negeri 1 Teluk Bintan. This question concerns the supporting sentence one and the thesis structure of expository text one on the topic of character education.

Table 10. Number of Sample Members Who Answered Correctly per Question per Indicator per Expository Text on Character Education Topic

No.	Kinds of Text	Indicators of Reading	Text Structure	N	Item	Student Answers	
						Correct	Uncorrect
		Main Sentence	thesis (t)	84	1	79	5
		Supporting Sentence-1	thesis (t)	84	2	71	13
		Supporting Sentence-2	thesis (t)	84	3	77	7
		Main Idea	thesis (t)	84	4	78	6
		Supporting Idea-1	thesis (t)	84	5	71	13
		Supporting Idea-2	thesis (t)	84	6	78	6
		Main Sentence	argumentation (a)	84	7	75	9
1	Text-1	Supporting Sentence-1	argumentation (a)	84	8	68	16
		Supporting Sentence-2	argumentation (a)	84	9	68	16
		Main Idea	argumentation (a)	84	10	68	16
		Supporting Idea-1	argumentation (a)	84	11	43	41
		Supporting Idea-2	argumentation (a)	84	12	48	36
		Message-1	(t) and (a)	84	13	76	8
		Message-2	(t) and (a)	84	14	66	18
		Interpretation-1	(t) and (a)	84	15	66	18

		Interpretation-2	(t) and (a)	84	16	71	13
		Main Sentence	thesis (t)	84	17	47	37
		Supporting Sentence-1	thesis (t)	84	18	57	27
		Supporting Sentence-2	thesis (t)	84	19	77	7
		Main Idea	thesis (t)	84	20	69	15
		Supporting Idea-1	thesis (t)	84	21	73	11
		Supporting Idea-2	thesis (t)	84	22	72	12
2	Text-2	Main Sentence	argumentation (a)	84	23	50	34
		Supporting Sentence-1	argumentation (a)	84	24	57	27
		Supporting Sentence-2	argumentation (a)	84	25	54	30
		Main Idea	argumentation (a)	84	26	41	43
		Supporting Idea-1	argumentation (a)	84	27	44	40
		Supporting Idea-2	argumentation (a)	84	28	42	42
		Message-1	(t) and (a)	84	29	73	11
		Message-2	(t) and (a)	84	30	71	13
		Interpretation-1	(t) and (a)	84	31	73	11
		Interpretation-2	(t) and (a)	84	32	71	13

The mean reading skill of expository texts on character education topics for eleventh-grade students at SMA Negeri 1 Teluk Bintan was 80.13. This score significantly exceeds the Minimum Completion Level (KKM) of 80.00. The high mean reading skill in expository texts on character education topics achieved by eleventh-grade students at SMA Negeri 1 Teluk Bintan is believed to be related to the school's learning community program. Through this educational program, teachers are provided with refresher courses on professional and pedagogical competencies, both through in-house training and workshops. This program, in turn, improves teacher performance in the context of developing learning tools. Sabarullah et al. (2025), Paida & Sahriani (2024), and Harlita & Ramadan (2024) describe that the implementation of the learning community program influences teacher performance improvement, which in turn improves student learning outcomes.

The use of Google Forms is also believed to be an independent variable contributing to learning outcomes in expository text writing skills on character education topics for eleventh-grade students at SMA Negeri Teluk Bintan. This is because this electronic media can be used repeatedly outside of class, thereby truly helping students understand the material on reading skills, including sentence indicators, ideas, messages, and interpretation of expository texts. Zazuli et al. (2025), Karisma & Azizah (2023), and Yuniarti et al (2023) also concluded that Google media is able to improve learning outcomes. Furthermore, Google Forms is believed to increase motivation to learn expository text reading skills on the topic of character education. Similar sentiments have been expressed by many authors of online journal articles, including Sabandar & Ramadhani (2023), Putra & Wahyuni (2021), and Razak (2025).

CONCLUSIONS AND RECOMMENDATION

First, the learning outcomes of reading exposition texts on character education topics using Google Form media in learning based on the learning community program for class XI of SMA Negeri 1 Teluk Bintan reached a mean of 25.77 which is equivalent to a standard score of 80.53 percent; this observation mean is the same as the expected mean of 26.00 which is equivalent to a standard score of 81.25 percent. Second, the learning outcomes of reading exposition texts on character education topics using Google Forms in learning, based on the learning community program for class XI of SMA Negeri 1 Teluk Bintan, did not differ across the sample groups. Those are the two conclusions of the Research on the learning outcomes of reading exposition texts on character education topics, using Google Forms media, based on the learning community program.

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