



PKM IMPLEMENTATION OF INDONESIAN LANGUAGE LEARNING ON ANECDOTE TEXT MATERIAL IN THE WRITING SKILLS OF GRADE X STUDENTS At SMKIT DARUSSALAM 01 BATAM

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Abstract: Indonesian language is a subject that enhances students' literacy skills. It serves as an essential foundation for improving learning outcomes and plays an important role in various aspects of life, including the study of anecdote texts. This learning helps develop students' creativity in writing anecdote texts. Students become more active, critical, and skilled in composing texts that adhere to the structure and linguistic rules of anecdote writing. Therefore, learning anecdote texts not only strengthens literacy but also trains students' writing abilities. The purpose of this Community Service Program (PKM) is to apply Indonesian language learning through anecdote texts to enhance writing skills among grade X students at SMKIT Darussalam 01 Batam. The PKM was conducted from September to October 2025, involving 23 students. The program involved the principal and school partners. The outcomes, evaluated through student worksheets (LKPD), show that the program effectively supports Indonesian language learning through anecdote text material.

Keywords: Indonesian language, anecdote texts, writing skills, *students*

INTRODUCTION

Indonesian is the national and official language of the Republic of Indonesia, serving as a means of communication, a unifying tool for the nation, and a medium for the development of science, art, and culture. It plays an important role in shaping students' character. In the process of learning Indonesian, writing skills are one of the aspects that require special attention because writing not only demands mastery of language but also the ability to express ideas logically, creatively, and communicatively.

According to Nurnaningsih (2020), writing is a language skill used to communicate indirectly with others. Writing ability is not acquired automatically but must be developed through continuous practice and training. Consistent practice can significantly improve writing proficiency. One of the relevant topics in Indonesian language learning at the senior high school or vocational school level is anecdote text. Komariah (2022) defines anecdote text as a short, humorous, and memorable story that often contains subtle criticism or satire directed at someone or a particular situation. Through anecdote texts, students not only learn to express their ideas creatively but also become more aware of social phenomena around them.



Field observations indicate that the writing skills of Grade X students at SMKIT Darussalam 01 Batam are relatively good. This is evident from their ability to express ideas, select appropriate words, construct sentences following linguistic conventions, and demonstrate proficiency in writing anecdote texts. The learning process has been quite effective in motivating students to develop their writing abilities.

Based on these findings, strong innovation in teaching methods is required to make students more active, creative, and motivated to write anecdote texts. In addition, learning should be designed to be interactive and practice-oriented in order to foster creativity while improving students' writing competence.

From the explanation above, the Community Service Program (PKM) entitled *Application of Indonesian Language Learning on Anecdote Text Material to Enhance Writing Skills of Grade X Students at SMKIT Darussalam 01 Batam* is expected to assist teachers and students in implementing more creative and engaging learning methods. This program also provides opportunities for students to gain direct practice. Thus, it is expected to overcome existing challenges, apply anecdote text learning effectively to writing skills, and support Indonesian language learning objectives that are communicative and relevant to everyday life.

METHODOLOGY

This Community Service Program (PKM) was carried out from September 2 to September 16, 2025, involving 23 Grade X students from SMKIT Darussalam. The partners involved in this PKM included the principal and the educational community of the Kepulauan Riau. The implementation of the PKM was conducted through a managerial process consisting of several stages: planning, organizing, implementation, controlling, and evaluation. The following is a descriptive explanation of each stage of the PKM implementation.

Planning

At this stage, the PKM team developed a plan concerning the implementation schedule, the structure of the learning activities, the identification of materials, and the instruments to be used. The planning activities were conducted through direct learning sessions involving 23 students in one class group of Grade X TKJ. The agreed output was the development of an assessment instrument derived from the *Student Worksheet (LKPD)*.

Organizing

This stage was carried out to ensure that the PKM activities proceeded according to plan and



that all relevant parties were optimally involved. The organizing process included coordination with partner schools, the design of learning activity plans, and the preparation of the required facilities and infrastructure.

Implementation

The implementation stage was conducted successfully over three meetings within the period of September 2–16 2025. All scheduled activities ran smoothly according to the predetermined plan.

1. Controlling

The controlling stage involved classroom observations to monitor the learning process and ensure that the PKM activities in Grade X were implemented effectively according to the established objectives.

2. Evaluation

The evaluation stage was carried out reflectively by assessing the overall success of the PKM activities. This stage aimed to identify the strengths of the program and determine areas that need improvement for future implementation. Results and Discussion.

RESULTS AND DISCUSSION

The Community Service Program (PKM) on the implementation of Indonesian language learning in the material of anecdote texts to develop writing skills among tenth-grade students at SMKIT Darussalam 01 Batam was carried out through several well-planned stages. The implementation process began with the involvement of supervising lecturers and school representatives, aiming to identify the needs of the PKM program, followed by interactive learning activities on anecdote text materials to enhance students' writing skills.

The organizing team consisted of supervising lecturers, university students, and Indonesian language teachers who played an active role in designing learning materials, guiding students, and evaluating learning outcomes. The challenges encountered during the PKM activities included limited implementation time, varying levels of understanding among student groups, and differences in students' writing performance during discussions. Overall, the PKM activity was expected to run smoothly and provide a positive impact on the learning process.

The PKM program was participated in by 23 students from one class group, namely class X TKJ A. The activities were measured through students' cognitive, affective, and psychomotor aspects. In



addition, student attendance was full, with high levels of participation, enthusiasm, and responsiveness. Learning outcomes reflected the application and achievement of the targeted competencies. Other measurement indicators included the management of learning, the quality of interaction, and students' attitudes toward the subject matter, the teacher, and the overall learning process.

The Community Service Program (PKM) on the implementation of Indonesian language learning in the material of anecdote texts to develop writing skills among tenth-grade students at SMKIT Darussalam 01 Batam showed positive and tangible results. The students were able to analyze linguistic features and compose anecdote texts throughout the PKM activities. Through interactive learning, students actively participated in discussions and expressed their ideas in writing anecdote texts based on real-life events around them. In terms of writing skills, the assessment focused on students' proficiency in writing, their use of language in accordance with linguistic rules, and their ability to create humorous texts containing social criticism or subtle satire. This success was achieved through the collaborative approach between the supervising lecturers, university students, and Indonesian language teachers, who made significant contributions to the program's success, especially in guiding students during the writing process.

Although several challenges were encountered, such as limited time and variations in the results of group discussions, the activity was carried out effectively and successfully achieved the intended learning competencies.

Supporting data can be presented in the following form:

1. Table of Indonesian Language Learning on Anecdote Text Material in the Writing Skills of Tenth-Grade Students at SMKIT Darussalam 01 Batam

Table 1. Indonesian Language Learning on Anecdote Text Material in the Writing Skills of Tenth-Grade Students at SMKIT Darussalam 01 Batam

No	Name	Score	Assessment Criteria	Percentage Range	Evaluation Description
1	Andini Syairah M	3	Enough	70 – 84	The assignment results have met most of the criteria quite well
2	Ahmad Zaki	3			
3	Airra Al Kansya	3			
4	Fatimah Az-Zahra	3			
5	Farhan Rizqy S	3			
6	Assifa Saputri	4	Very Good	85 – 100	The work results are excellent, complete, and
7	Fakhri Abdullah S	4			
8	Hasna A	4			



9	Muhammad Al Alif	4			demonstrate optimal understanding and skills
10	Muhammad Ridho	4			
11	Acha Lutfi Nisrina	4	Very Good	85 – 100	The work results are excellent, complete, and demonstrate optimal understanding and skills
12	Assyifa Nur Q	4			
13	Muhammad Raihan	4			
14	Ummi Uswatun H	4			
15	Akmaal Alfarishi	4	Very Good	85 – 100	The work results are excellent, complete, and demonstrate optimal understanding and skills
16	Dewi Nurnaini	4			
17	Muhamad Fahri	4			
18	Shania Olvi R	4			
19	Bella Sakinah	3	Enough	70 – 84	The assignment results have met most of the criteria quite well
20	Jawahirus Saniah	3			
21	Jiordhan Zakie A	3			
22	Muhammad Hafidh	3			
23	Murni Tunnisah P	3			

2. Chart/graph of Indonesian language learning on anecdote text material in writing skills of grade 10 students at SMKIT Darussalam 01 Batam



Figure 1. Indonesian Language Learning Outcomes on Anecdote Text Material in Writing Skills of Grade 10 Students at SMKIT Darussalam 01 Batam

1. Identified Partner Problems



Based on the initial identification results with the school, no problems were found with the partners in the Indonesian Language Community Service (PKM) learning activities, particularly regarding anecdotal texts for 10th-grade students at SMKIT Darussalam 01 Batam. However, they were still relatively good at understanding the linguistic rules of anecdote texts, such as the use of satire, irony, and humorous storylines containing social criticism. Challenges identified during the PKM implementation included limited time, differences in student ability in understanding the material, and variations in student writing. These problems underpin the need for community service (PKM) activities to provide guidance in implementing more interactive and effective learning.

2. Empowerment Concept or Approach Applied

This PKM activity uses a participatory empowerment approach that actively involves all relevant parties, including supervisors, students, teachers, and students. This approach aims to ensure that partners (schools and teachers) are not merely beneficiaries but also act as collaborative partners in the learning development process. Through this approach, teachers are empowered to develop new skills in developing creative writing lessons, while students are trained to be more active, confident, and critical in writing anecdotal texts. Thus, this Community Service Program (PKM) activity focuses not only on improving student learning outcomes but also on strengthening teachers' capacity as innovative learning facilitators.

3. Relevant Previous Community Service

Several studies and previous community service activities support the effectiveness of the approach used in this PKM. Research by Sari & Indrawati (2022) showed that applying a process approach to anecdotal text learning improved students' ability to develop ideas, organize text structure, and correct linguistic errors. This aligns with Rohman's (2021) findings, which stated that a process-based learning model can improve writing outcomes while fostering student engagement in the classroom.

Furthermore, a community service activity conducted by Ningsih et al. (2023) at a high school in Pekanbaru demonstrated that teacher training and the application of interactive visual media in Indonesian language learning effectively increased student motivation and learning outcomes in anecdotal texts. Meanwhile, research by Rahmawati (2020) confirmed that a participatory approach in community service activities can enhance collaboration between lecturers, teachers, and students, as well as create sustainable learning innovations.



These findings strengthen the conceptual basis of this Community Service Program (PKM), which states that the active involvement of all parties through a participatory approach and process-based learning is an effective strategy for improving students' writing skills and teachers' capacity.

4. Program Effectiveness and Sustainability

The results of the Community Service Program (PKM) implementation indicate that the program successfully addressed most of the partners' challenges. The implementation of interactive learning with a process-based approach has been shown to increase student enthusiasm and participation in writing activities. Students became more creative in expressing humorous ideas and social criticism through the anecdotal texts they wrote. Based on the evaluation results, improvements will be made to the effectiveness of linguistic rules, the accuracy of language use, and the appropriateness of content to the characteristics of the anecdotal text.

From the teacher perspective, training and mentoring activities have had a positive impact on pedagogical and professional skills. Teachers have become more confident in implementing active learning strategies and utilizing digital and contextual learning media. The direct involvement of teachers in each stage of the activity also strengthens the sense of ownership of the learning innovations implemented.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The Student Creativity Program (PKM) activity, which focused on the application of Indonesian language learning to anecdotal texts in the writing skills of tenth-grade students at SMKIT Darussalam 01 Batam, demonstrated tangible and positive results. Students successfully grasped the concept of anecdotal texts, including their structure and linguistic rules, and were able to apply these concepts in written works containing elements of humor and satire. Through interactive and collaborative learning, students became more active in discussions, expressing ideas, and developing creative writing based on everyday experiences.

Furthermore, collaboration between the supervising lecturer, students, and Indonesian language teacher played a crucial role in providing effective guidance and support throughout the learning process. Despite several obstacles such as time constraints and varying abilities among



students, overall, the activity ran well, achieving its learning objectives and improving students' writing skills in anecdotal texts. This program also demonstrated the potential for sustainability in developing innovative Indonesian language learning models in schools.

Recommendations

There is an extension of the implementation time, continuous mentoring, use of creative learning media, increased collaboration and evaluation, and replication and development of further PKM activities.

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