



MANAGEMENT IMPLEMENTATION OF INDONESIAN LANGUAGE LEARNING ON ANECDOTE TEXT WRITING SKILLS

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ABSTRACT

The research is about Indonesian language as 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 research is to analysis of management Indonesian language learning through anecdote texts to enhance writing skills among grade X students at SMKIT Darussalam 01 Batam. The analysis of management was conducted from September to October 2025, involving 23 students. To achieve the objectives of this study, the researcher employed a descriptive qualitative research method. Data were collected through in-depth interviews with students, classroom observations, and documentation of student learning outcomes in writing anecdotal texts. The program involved the principal and school partners. The outcomes, evaluated through student worksheets, show that the program effectively supports Indonesian language learning through anecdote text material. This study contributes theoretically to language learning management and writing pedagogy in three ways. First, it extends POAC management theory planning, organizing, actuating, controlling to a specific-genre context, demonstrating that effective anecdote writing instruction depends on contextual theme planning, ability-based grouping, humor scaffolding, and rubric-based controlling, confirming that learning management is genre-sensitive.

Key words: *Indonesian language, anecdote texts, writing skills, students.*

INTRODUCTION

Indonesian is the national and official language of the Unitary State of the Republic of Indonesia. It functions as a means of communication, a unifying tool for the nation, and a medium for the development of science, art, and culture. Indonesian also plays an important role as a means of shaping students' character. The teaching of Indonesian is an educational process aimed at developing students' ability to communicate effectively and politely, both orally and in writing. According to Tarigan (2021), language skills consist of four aspects: listening, speaking, reading, and writing. These four aspects are interrelated as they form an inseparable unity.

The definitions of the four aspects of language skills are as follows. First, listening skills, according to Gusnetti et al. (2022), are "A process that includes activities of hearing language sounds, identifying, interpreting, evaluating, and responding to the meanings contained within them." Meanwhile, according to Syamsuddin, Rohana, (2021), listening is "The process of hearing with understanding and attention to the meaning and message of the sounds". Second, speaking skills, according to Ramdhani et al. (2005), state that "Speaking is the process of expressing ideas in the form

of utterances,” which consist of meaningful language sounds. Third, reading skills, according to Susanti, Elvi (2022), state that “Reading is an activity that not only involves interpreting written text but also includes various processes such as visual activity, thinking, psycholinguistic, and metacognitive processes.”

In this context, reading is receptive in nature because through reading, a person acquires information, knowledge, and new experiences, and it enables individuals to enhance their thinking ability, sharpen their perspective, and broaden their insight. Fourth, writing skills, according to Nurnaningsih (2020), are “Language skills used to communicate indirectly with others.” Writing skills are not acquired automatically but must be developed through continuous practice and training. Intensive practice can significantly improve writing skills.

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. One of the relevant materials in Indonesian language subjects at the senior high school/vocational school level is anecdotal text. According to Komariah (2022), “An anecdotal text is a short, humorous, and impressive story.” Anecdotal texts also contain criticism or subtle satire directed at someone. Through anecdotal texts, students not only learn to express ideas creatively but are also trained to be sensitive to social phenomena around them.

Based on the various opinions of these experts, it can be concluded that language skills are abilities that encompass four main aspects listening, speaking, reading, and writing which are interconnected in the communication process. Listening is an active process of understanding language sounds through hearing, identifying, interpreting, evaluating, and responding to meaning. Speaking is the ability to express ideas orally in the form of utterances. Reading is not merely understanding written text but also involves complex thinking processes such as visual, psycholinguistic, and metacognitive activities. Meanwhile, writing is a language skill used to convey messages indirectly through written language. In addition, anecdotal text, as one form of language skill product, is a short, humorous, and impressive story that can be used as a means of communication and expression.

Field observations reveal that the writing skills of Grade X students at SMKIT Darussalam 01 Batam are relatively strong and show promising development across several linguistic dimensions. Students are generally able to articulate their ideas clearly and arrange them into coherent written expressions. Their ability to select appropriate vocabulary also demonstrates a growing sensitivity to context and tone, which is crucial in writing anecdote texts that rely on humor, subtle critique, or social commentary. In addition, students show progress in constructing grammatically correct sentences that align with standard Indonesian language conventions. This foundational competence suggests that students possess the potential to further enhance their writing proficiency with appropriate instructional interventions.

Furthermore, the students' ability to engage with the characteristics of anecdote texts is becoming increasingly evident. They are able to distinguish between humorous, ironic, and satirical elements while identifying everyday events that can be transformed into written narratives. Their capacity to observe social situations, interpret them critically, and present them in a humorous yet meaningful manner shows their growing conceptual understanding of anecdote texts. Classroom interactions reveal that students respond positively to examples and models provided by the teacher. They are also able to analyze sample anecdote texts, identify structural components such as abstract, orientation, crisis, reaction, and coda and apply these elements to their own writing, showcasing a deeper comprehension of the genre.

Despite these positive indicators, the learning environment still requires stronger pedagogical innovation to maximize students writing potential. The current instructional approach, although effective at a basic level, may not fully stimulate students creativity nor challenge them to explore more advanced forms of expression. Without continuous innovation, classroom activities risk becoming

repetitive, reducing student engagement and limiting the development of higher-order thinking skills. Therefore, it is essential to redesign learning strategies to incorporate more dynamic methods such as problem-based learning, project-based writing, and creative storytelling techniques that can empower students to explore their ideas more freely. These innovations are especially relevant in anecdote text learning, which thrives on imaginative thinking and the ability to communicate subtle messages.

Given this need for enhancement, interactive learning becomes a crucial component of effective instruction. When students are involved in dialogic and participatory learning processes, they are more likely to internalize concepts and apply them independently. Activities such as collaborative discussions, role-play scenarios, and guided writing workshops provide students with opportunities to explore diverse perspectives and practice narrative skills. A classroom environment that encourages experimentation and constructive feedback enables students to refine their writing progressively. Furthermore, practice-oriented learning allows students to repeatedly engage in the writing process drafting, revising, and polishing anecdotes thereby strengthening both their technical and creative abilities.

In addition, connecting learning activities to real life experiences significantly increases students motivation and authenticity in writing. When students are guided to observe daily events, social interactions, or humorous incidents around them, they develop a richer pool of content that can be transformed into meaningful anecdote texts. Encouraging students to journal daily observations, document classroom experiences, or reflect on community interactions helps them develop storytelling skills rooted in reality. This contextualized learning not only fosters creativity but also promotes critical awareness, as students learn to interpret social phenomena and present them through humor or criticism. Integrating local culture, school life, and personal experiences into the learning process further strengthens the relevance of Indonesian language lessons.

Based on the overall findings described above, Analysis of Management Implementation of Indonesian Language Learning on Anecdote Text Material to Enhance Writing Skills of Grade X Students at SMKIT Darussalam 01 Batam holds significant value for both teachers and students. For teachers, this research highlights the importance of developing more engaging, diverse, and student-centered instructional practices. Implementing creative teaching methods not only enriches the learning atmosphere but also allows teachers to better accommodate students' varying skill levels. For students, analysis of management provides meaningful opportunities to participate actively in learning, apply theoretical knowledge through practice, and receive constructive feedback that supports continuous improvement. This dual benefit strengthens the relationship between teaching quality and student learning outcomes.

Therefore, analysis of management is expected to help overcome existing learning challenges and facilitate effective implementation of anecdote text instruction. By prioritizing interactivity, contextual relevance, and sustained writing practice, analysis of management aligns with the broader objectives of Indonesian language education, which emphasize communication, creativity, and critical thinking. Ultimately, this effort aims to shape students into expressive, thoughtful, and articulate writers who can convey ideas meaningfully in both academic and real-world contexts. Through improved instructional design and enhanced student engagement, analysis of management contributes to building a learning environment that supports long-term literacy development and prepares students for increasingly complex communication demands.

Theoretical Review of Educational Management

Definition and Scope of Educational Management

Educational management is the process of planning, organizing, actuating, and controlling educational resources to achieve educational goals effectively and efficiently (Terry, 1977; Bush, 2011). It is both a science and an art that applies management principles to the specific context of educational institutions. Unlike general management, educational management deals with human development,

values, and long-term societal outcomes, making it inherently normative and ethical. Bush (2020) The scope of educational management covers all levels of the education system: macro-level (national policy), meso-level (district or school), and micro-level (classroom). At the school level, it includes academic management, student affairs, personnel, finance, facilities, public relations, and special services (Mulyasa, 2011).

Functions of Educational Management

Most scholars adopt the POAC framework derived from classical management theory (Terry, 1977; Koontz & O'Donnell, 1976) which consist of (1) Planning: The process of defining goals, establishing strategies, and developing action plans to coordinate activities. In education, this includes strategic planning, school work plans, annual work plans, and lesson planning. Effective planning is data-driven and participatory (Caldwell & Spinks, 1992). (2) Organizing: Arranging and allocating human and material resources. This involves establishing organizational structure, job descriptions, delegation of authority, and coordination mechanisms. In schools, organizing creates clear divisions such as curriculum, student affairs, and infrastructure teams. (3) Actuating or Leading: Directing and influencing people to achieve organizational goals. This function includes leadership, motivation, communication, and conflict management. Contemporary views emphasize instructional leadership, where principals focus on improving teaching and learning rather than merely administration. (4) Controlling or Evaluating: Monitoring activities to ensure conformity with plans and taking corrective action when necessary. In education, this includes supervision, performance appraisal, quality assurance, and school self-evaluation (Hoy & Miskel, 2013; Sergiovanni, 2009; Hallinger, 2011).

Relationship Between Educational Management and School Effectiveness

School effectiveness refers to the extent to which a school achieves its stated educational goals, particularly in terms of student learning outcomes, equity, and stakeholder satisfaction. A substantial body of literature establishes educational management as a key determinant of school effectiveness (Scheerens, 2000)

Management Functions as Predictors of Effectiveness

Empirical studies demonstrate that the quality of POAC implementation directly influences school performance. Reynolds and Teddlie (2000) in their review of school effectiveness research found that “purposeful leadership” and “monitoring of student progress” both elements of the actuating and controlling functions consistently differentiate effective from ineffective schools. Hallinger and Heck (2010) conducted a meta-analysis of 40 studies and concluded that principals’ instructional leadership, as part of the actuating function, has a statistically significant indirect effect on student achievement mediated by school capacity and teacher practices.

School-Based Management and Effectiveness

The decentralization of management through School-Based Management (SBM) has been linked to improved effectiveness when accompanied by capacity building. Caldwell (2005) argues that SBM increases effectiveness because it enables schools to align resources with local needs, fosters ownership, and speeds up decision-making. However, the World Bank (2008) cautions that SBM only improves outcomes if schools have strong management capacity; otherwise, autonomy without accountability leads to inefficiency.

Systems Perspective on Effectiveness

Using a systems approach, Hoy and Miskel (2013) conceptualize school effectiveness as the optimal transformation of inputs (students, teachers, funds) into outputs (achievement, skills, values) through effective management processes. Effective educational management ensures that the school system maintains internal alignment among subsystems curriculum, instruction, and assessment while remaining adaptive to external demands from parents, government, and industry.

Evidence from Indonesian Context

In Indonesia, studies by the Ministry of Education and World Bank (2010) on SBM implementation found that schools with high management scores on the School Self-Evaluation instrument had significantly higher national exam scores and lower dropout rates. Principals who scored high on instructional leadership were able to mobilize teachers to conduct lesson study and use assessment data for improvement, which directly enhanced classroom effectiveness (Surya, 2018).

Mediating Role of Teacher Quality and School Climate

Leithwood et al. (2004) proposed that educational management influences student outcomes indirectly through two mediating pathways: (1) Rational path management improves teacher quality via recruitment, professional development, and supervision, and (2) Emotional path management creates a positive school climate, collective teacher efficacy, and student motivation. Thus, management effectiveness should be measured not only by administrative compliance but by its impact on teaching and learning processes.

In summary, effective educational management is a necessary condition for school effectiveness. While it does not teach students directly, it creates the organizational conditions clear goals, aligned resources, motivated staff, and continuous monitoring that make effective teaching and learning possible. Weakness in any management function produces “organizational bottlenecks” that constrain student outcomes regardless of teacher competence or curriculum quality.

MATERIAL AND METHODS

This research employed a descriptive qualitative method, aimed at providing an in-depth description of the management of Indonesian language learning on anecdote text material at SMKIT Darussalam 01 Batam. Descriptive analysis is an initial stage of data processing that aims to describe or explain a condition as it is, without drawing further conclusions or making specific predictions (Riyanto & Arini, 2021). The study was conducted from September 2 to 16, 2025, involving 23 tenth-grade students as research subjects. Data were collected through observation, interviews, and documentation. Observations were carried out to directly examine teacher and student activities during the learning process, while interviews were conducted with the Indonesian language teacher and the school principal to obtain information related to planning and organizing the learning process. Documentation was used to support the data in the form of activity photos, learning tools, and students’ written results.

Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. To ensure a comprehensive overview, analysis of management focused on five key functions of learning management planning, organizing, implementation, supervision, and evaluation. In the planning stage, the study examined the preparation of materials and learning strategies. In the organizing stage, analyzed the distribution of roles between teachers and students, along with the use of supporting facilities. The implementation process was observed to assess teacher–student interactions in learning anecdote texts. Supervision was analyzed based on the teacher’s monitoring mechanisms of student activities, while evaluation was reviewed through assessment instruments measuring students’ writing performance. These analytical stages provided a complete picture of the effectiveness of the learning management applied at the school.

RESULT AND DISCUSSION

Analysis of management 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 analysis

of management 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 analysis of management activities included limited implementation time, varying levels of understanding among student groups, and differences in students' writing performance during discussions. Overall, analysis of management activity was expected to run smoothly and provide a positive impact on the learning process.

Analysis management 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. These analytical stages provided a complete picture of the effectiveness of the learning management applied at the school.

1. Planning

At this stage, analysis of management 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)*. The results showed that 83% of teachers had prepared lesson plans specifically for anecdote texts. The planning stage was characterized by two key activities: 1) selecting contextual themes and 2) designing learning objectives aligned with the text structure: abstract, orientation, crisis, reaction, and coda. Teachers who chose themes close to students' daily lives, such as "Funny Moments During Online Learning" or "Unique School Rules," produced higher student engagement during pre-writing. However, 17% of lesson plans did not include specific rubrics for assessing the humor element, which is the core of anecdote texts.

2. Organizing

This stage was carried out to ensure that analysis of management 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. In the organizing phase, teachers grouped students heterogeneously based on writing ability and creativity level. Each group consisted of 4–5 students with one member assigned as "idea coordinator." The organization of learning resources was also evident: 100% of teachers used multimodal stimuli such as comic strips, viral memes, and short videos as prompts. The main constraint found was limited time allocation only 2x40 minutes which made organizing group discussions less optimal.

3. 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. Actuating was implemented through scaffolding strategies. Teachers modeled the process of transforming a personal experience into an anecdote structure, then facilitated peer feedback sessions focused on two aspects: 1) completeness of structure and 2) effectiveness of humor. Observation data indicated that students were most active during the revising stage when humor was discussed. The use of the 3C technique Clarity, Conflict, Comedy helped students identify weak points in their

drafts. Nevertheless, some students tended to use sarcasm or offensive jokes, indicating weak teacher control during actuating.

4. Controlling

The controlling stage involved classroom observations to monitor the learning process and ensure that analysis of management activities in Grade X were implemented effectively according to the established objectives. Controlling was conducted through formative and summative assessment. Formative controlling used checklists during group work, while summative controlling used an analytical rubric covering five criteria: structure, humor, language features, creativity, and mechanics. The average student score increased from 65.2 in the pre-test to 81.7 in the post-test after POAC implementation. The highest improvement was in the “coda” and “humor” aspects (+24.6%). However, controlling was not yet optimal in providing individual written feedback due to large class.

5. Evaluation

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

Analysis of management 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 analysis of management 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 analysis of management of group discussions, the activity was carried out effectively and successfully achieved the intended learning competencies. Research Findings 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 demonstrate optimal understanding and skills
7	Fakhri Abdullah S	4			
8	Hasna A	4			
9	Muhammad Al Alif	4			
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			

The findings confirm that effective management of learning directly influences the quality of anecdote writing skills. This supports Terry's (2010) theory that management is the achievement of objectives through others, where the teacher as manager directs student potential into measurable writing products. The success of theme selection in the planning stage aligns with Vygotsky's Sociocultural Theory. Themes that are culturally proximate to students function as the Zone of Proximal Development, enabling students to transform everyday experiences into critical-humorous texts. The absence of humor rubrics in some lesson plans indicates that teachers still prioritize structure over pragmatic function, contradicting the nature of anecdotes as social criticism wrapped in humor. Therefore, planning must integrate both structural and pragmatic objectives.

The effectiveness of heterogeneous grouping and the 3C technique proves that writing is a social-cognitive process (Flower & Hayes, 1981). Organizing provides the social space, while actuating through scaffolding provides cognitive support. The emergence of offensive humor during actuating reveals a gap in teachers' literacy of ethical humor. This implies that the actuating function in anecdote learning must include explicit instruction on ethical boundaries in humor, which is not required in other genres like exposition. Thus, management of anecdote writing is genre-sensitive.

The significant score increase after POAC implementation validates the Genre-Based Writing Management framework proposed in this study. Controlling through analytical rubrics not only measures output but also guides the process, consistent with the concept of assessment as learning. The constraint of minimal individual feedback suggests that the ideal ratio between the controlling function and number of students needs to be reconsidered in future management models. This finding contributes to school-level policy that effective writing management requires systemic support, not just teacher competence. Overall, the four management functions are interdependent. Weakness in one function, such as the absence of humor rubrics in planning, causes difficulties in controlling. This study therefore concludes that POAC must be implemented as a cycle, not as separate linear steps, to optimize anecdote text writing skills.

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

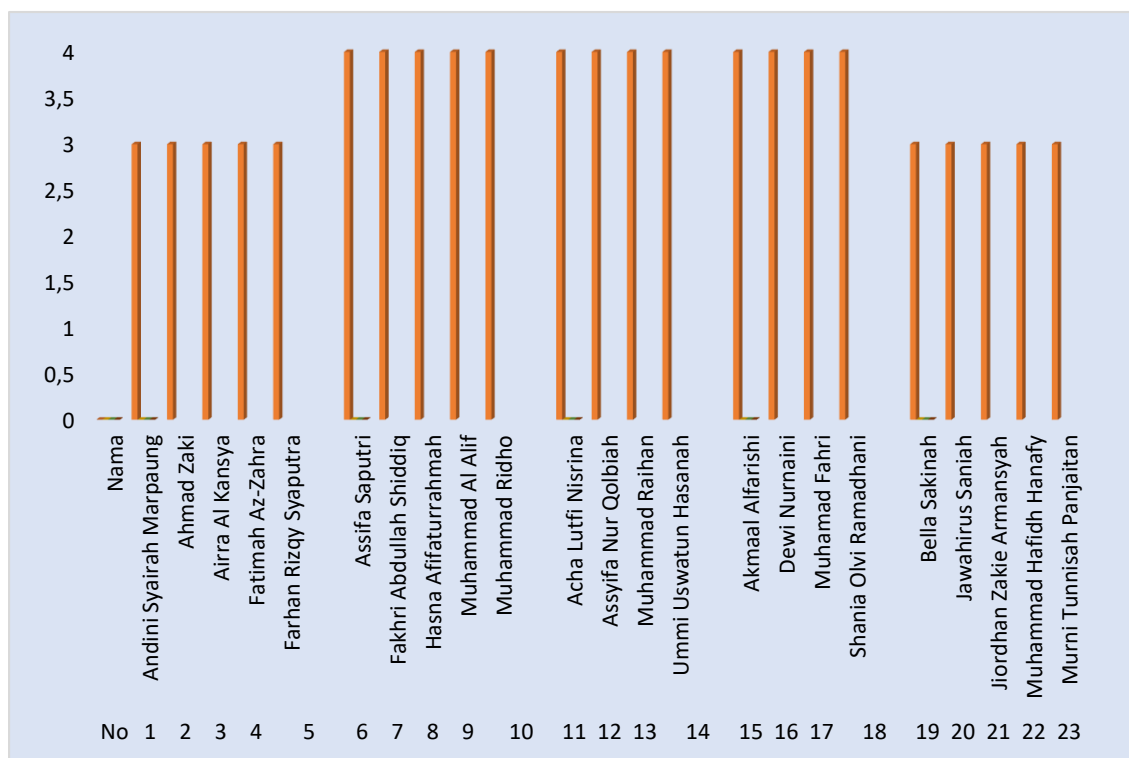


Figure 1. Indonesian Language Learning Outcomes on Anecdote Text Material in Writing Skills of Grade 10 Students at SMKIT Darussalam 01 Batam

Theoretically, this study provides three main contributions to the development of language learning management and writing pedagogy. First, this study extends the application of POAC management theory Planning, Organizing, Actuating, Controlling from the general administrative domain to a specific-genre domain, namely anecdote text writing skills. The findings confirm that the effectiveness of teaching a humor-critical genre is not sufficiently supported by pedagogical approaches alone, but is highly determined by the teacher's managerial quality in planning contextual themes, organizing groups based on heterogeneity of language ability, actuating the creative process through humor scaffolding, and controlling achievement using a rubric based on anecdote structure.

Thus, this study strengthens the argument that learning management is genre-sensitive and cannot be treated as a one-size-fits-all approach. Second, this study produces a new conceptual framework called Genre-Based Writing Management that integrates educational management functions with the stages of the Flower & Hayes writing process. The analysis shows that the planning function in management aligns with the pre-writing stage, organizing aligns with collaborative drafting, actuating aligns with revising based on peer feedback, and controlling aligns with editing-publishing. This integration bridges the theoretical gap between management science and composition studies, which have largely developed separately. Third, this study affirms the dimension of cultural responsiveness in Indonesian language learning management theory. The finding that the success of the planning function is highly dependent on the proximity of anecdote themes to students' sociocultural context supports Vygotsky's Sociocultural Theory. This shifts the paradigm of learning management from a merely technical-administrative aspect to a process that must begin with an analysis of students' culture. Without cultural responsiveness at the planning stage, subsequent management functions become less effective in improving anecdote writing skills.

CONCLUSION

The Student Creativity Program (Research) 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. 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 Research activities.

Based on the findings and limitations of this study, several suggestions are proposed for future research development. For future research, it is recommended to: 1) Conduct a quasi-experimental study to quantitatively test the effectiveness of the Genre-Based Writing Management model compared to conventional models; 2) Conduct a comparative study on the implementation of anecdote learning management in urban, hinterland, and 3T schools to identify variations in planning and actuating strategies influenced by geographical factors; 3) Explore the actuating function in depth through qualitative research on teachers' strategies to evoke students' sense of humor without falling into non-educative SARA or sarcasm; 4) Develop and validate a Writing Management Observation Sheet instrument specifically for the anecdote genre that can be used by school principals as a controlling tool for learning quality. For scientific development, the Genre-Based Writing Management framework generated by this study should be tested on other text genres such as exposition, complex procedure, or short stories to examine the consistency and explanatory limits of the theory. In addition, future research can explore the transformation of POAC functions when anecdote learning is integrated with _Artificial Intelligence writing assistant technology and social media platforms.

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