Application of Learning Models Through Process Oriented Guided Inquiry Learning (POGIL) to Anecdotal Text Teaching Materials in Order to Be Able to Create Interactive Media in High School

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Abstract.

Purpose: This study aims to outline how the application of the model through Process Oriented Guided Inquiry Learning to anecdotal text teaching materials in order to be able to create interactive media in high school.

Methodology: This type of research is included in qualitative research-development of reconstruction studies to test how effective a product is and produce a particular product. The design of this study in the form of videos and photos of students when discussing can be used as a primary data source. Data collection techniques use observation, questionnaires, teacher interviews, and documentation. The data analysis technique in this study uses interactive data analysis techniques where the components in it include data collection, data reduction, data presentation, and drawing conclusions.

Results: The results of this study show that the application of the POGIL learning model can be done in four ways, namely: introduction, providing examples, forming designs, and implementation. The response of students in the application of the POGIL learning model was that 76% of students felt very pleasant and 24% of students felt quite pleasant.

Applications/Originality/Value: The POGIL learning model is one of the learning models to help students to become more active, think critically and analytically to be able to find answers to a problem in question.

1 Introduction Section

Teaching and learning activities are the process of interacting between teachers and students in learning units. In the teaching and learning process, the teacher is a very decisive component. In addition to imparting knowledge, a teacher also functions as an organizer, facilitator, and motivator. Teachers as actors in the teaching process, can direct how the teaching and learning process is carried out. The key to student success when the teacher acts as the director, who organizes and facilitates the learning needs of each student. Therefore, teachers must be able to make the learning process more lively and interesting so that students are always motivated to be actively involved in the learning process and have the responsibility to complete learning. Education that is increasingly developing day by day adjusts to the times. This is indicated by curriculum changes in education. Changes in the educational curriculum are a demand that inevitably must be made, in the latest curriculum, namely the independent student-centered learning curriculum. When teaching something, teachers need to know which students have been tested, this initial assessment of learning is useful for knowing the learning process of students and educators. This stage will make it easier for educators to find out the right and effective method in learning.

A problem that often haunts the world of education so far is in applying learning models. Many educators still do not understand the importance of learning models, so many teachers are less creative in using learning models in the classroom, causing the implementation of the learning process to tend to be monotonous. One of the supporting factors for success in the learning process in the classroom is the learning model. Of the many learning models, there is an inquiry learning model. This model is a teaching technique used by educators by distributing tasks to students to research a problem [1]. Learners can find or search for information on their own about questions that educators have given them to solve problems [2]. Problems that are often found in Indonesian learning, especially in anecdotal text teaching materials. Where the teacher when teaching only delivers the material then gives examples through films, text, and anecdotal images. After that the teacher instructs each student to look for structures as well as make anecdotes in written form. Therefore, its implementation requires a learning model so that learning objectives can be achieved properly. There are several text-based Indonesian learning models, particularly anecdotal texts. Nevertheless, each learning model has a different level of effectiveness. Therefore, it is necessary to apply and develop a more creative and effective learning model. Anecdotal texts are funny and entertaining short stories that contain interesting, ridiculous and annoying events, but also contain expressions of a truth that are generally critical and satirical [3]. With this problem, it requires educators to be able to apply a learning model that is able to create interactive media by utilizing digital media platforms in today's rapidly developing technological era. One such digital media platform is tiktok. TikTok is a short video platform where users can imagine and express themselves in a relatively short duration. TikTok digital media can be used as a learning medium in applying learning models, one of which is anecdotal text learning because TikTok digital media is currently widely known by students and its use is easy and interesting for students themselves. Educators are expected to be able

to apply the learning model by creating interactive media in the form of videos. Utilizing the TikTok digital media platform as an alternative form of renewal in the learning model, so that students are more active and do not feel bored in the learning process.

Based on the background described above, the researcher will explain how to apply the *POGIL* learning model to anecdotal text teaching materials in high school in the learning process, so as to be able to produce interactive media in the form of TikTok videos that are able to make students think critically and creatively. The author is encouraged to conduct research at Muhammadiyah PK Kottabarat Senior High School (SMA) which is manifested in the form of a final project with the title *"Penerapan Model Pembelajaran Melalui Process Oriented Guided Inquiry Learning (POGIL) pada Materi Ajar Teks Anekdot Mampu Menciptakan Media Interaktif di SMA"* (Application of Learning Model Through Process Oriented Guided Inquiry Learning (POGIL) on Anecdotal Text Teaching Materials in order to be able to Create Interactive Media in High School). Based on the results of research on the use of video media (Devi et al., 2018) states that video media is used more efficiently and can make learning outcomes more meaningful for students' abilities, especially in learning anecdotal texts.

2 Literature Review

2.1 Theoretical Studies

Learning Model
A learning model is a teaching method in which a teacher specifically explains everything from beginning to end. In other words, according to [5] the learning model is a framework for the application of learning strategies, methods, and strategies. If a learning model meets the three requirements of validity, practicality, and effectiveness, it is considered high-quality [6]. In creating a learning model, it must meet the characteristics and components of the model that refer to theory and practice. Therefore, the learning model cannot be applied in various learning situations but the learning model must be based on situations that are associated with the achievement of learning objectives. According to [7] the learning model is structured based on a theory of knowledge. Based on the explanation above, it can be interpreted as a learning model including how we design, deliver material well, motivate students, and carry out effective training. Therefore, students will find it easier to learn to be able to improve the knowledge and soft skills obtained.

POGIL Model
POGIL stands for Process Oriented Guided Inquiry Learning, where this technique uses collaborative inquiry-based learning and students are divided into study groups to encourage mastery of a concept, skill development, thinking, problem solving, and individual responsibility so as to make each student active in following the learning process. This POGIL learning model is one of the models that develops inquiry which is process-oriented [8]. Learning that develops inquiry means learning activities that emphasize the process of critical and analytical thinking to be able to find the answer to a problem in question. Students can use the POGIL learning model to develop their

understanding through a process that draws on previous knowledge and experience. According to [9] said that guided inquiry learning based on the POGIL process is a series of learning activities that can help students understand new concepts collaboratively by building prior knowledge.

According to [10] explaining the POGIL learning model allows students to build knowledge socially through an iterative cycle that can include three steps, namely: exploring the model, finding concepts, and applying the ideas generated. According to [11] explaining the POGIL method is a form of guided inquiry, because it can provide guidance to direct students' thinking. There are five stages of learning using the POGIL method according to [12], namely: orientation stage, exploration stage, and concept formation. According to [13] explained that this model has advantages for students, namely that the learning process activities are more organized, organized, and guided and can achieve learning goals and effective use of time. The POGIL learning model is different from other inquiry-based methods, where in the guided process it is directed to obtain concepts with a process-oriented, more constructive and interactive, so that students have their respective roles in finding a concept [14].

Based on the results of the POGIL learning model research [15] states that the learning model with a constructivist approach is constructivist in nature. Where the POGIL learning model is also cooperative with learning strategies to form students into a small group. This POGIL learning model is one of the alternative ways that teachers can use in the learning process Indonesian because students become more active and creative in thinking and can develop critical thinking skills.

Anecdotal Text

Anecdotes are brief, entertaining, and interesting stories about real events or people. According to [16] anecdotes are made-up stories and are not based on what happens in real life. In learning Indonesian especially in anecdotal texts, educators must be willing to be facilitators of the learning process. Learning should involve as many students as possible so that they can explore ways to build competencies by being aware of different possibilities. Anecdotal texts can create a new atmosphere when learning Indonesian. Anecdotal texts are important to present in the learning process Indonesian because the presence of anecdotal texts not only improves the cognitive aspects of the student but also the emotional aspects of the student. Anecdotal texts include short stories that contain humor to criticize or satirize someone who is considered important [17]. According to [18] anecdotal texts are images of events that make or seem silly, where the feeling is a crisis that is responded to by a reaction to the conflict between comfort and discomfort, satisfaction and frustration, and achievement and failure. Humor stories in anecdotal texts are not merely for entertainment, but as a form of distorted expression that gives a laughable and humorous effect [19]. According to [20] explained that anecdotes belong to the text of the story genre which has the purpose of entertaining and is used as a learning. From the above understanding, it can be concluded that anecdotal texts are one of the literary genres where the stories contain funny traits and tell hot issues in the community. The structures contained in anecdotal texts include abstractions, orientations, crises, reactions, and codas [21]. The following is an explanation of the structure of the anecdotal text: (a) Abstraction is an introduction that contains an overview of the content of the text [22]. Abstractions are found in the first and second paragraphs [23]. (b) Orientation

is the part that indicates the beginning of the story of how the event occurred [24]. This sentence is usually written in the second paragraph after the abstract on the text. (c) A crisis is a section containing a unique problem that is unusual for the author or person to whom it is told [25]. This section is at the heart of the events of an anecdote. This part has ridiculousness that intrigues and invites laughter. (d) A reaction is a story explaining the resolution of a problem [26]. (e) The koda is the final part of the story, the form of an inference of the events that occurred in the text [27].

Interactive Media

Learning media in the form of videos becomes a systematically designed media so that it is possible for students to receive learning materials to make it easier and more interesting [28]. According to [29] explains that multimedia is a combination of two or more communication media, consisting of text, animation, audio, and video, with computer interactivity to create engaging presentations. Multimedia learning is a learning activity that uses computers to create and combine text, sound, and moving images (video and animation) through a combination of networks and devices that can be operated by users in relation to learning to communicate, collaborate, and interact [30]. According to [31] interactive multimedia programs have a number of advantages, including: (a) Flexible, is that the use of multimedia can be done in the classroom, individually, or in small groups. On the other hand, multimedia flexibility on the use of prominent characteristics as a result is suitable for the whole person. (b) Serving the speed of individual learning, is the speed at which its utilization can be adjusted using the abilities & readiness of each protégé who uses it. (c) It is rich in content, is to provide relatively large amounts of facts, even contain teaching materials that are enrichment & deepening, & also put further details according to the content of the material or detailed explanations of the content of the material specially prepared, or want to learn more. (d) Interactive, which is 2-way communication, is to put the opportunity for students to respond & do a lot of activities that are responded to multimedia using a return. This level of interactivity is one of the benchmarks for assessing the quality of interactive learning multimedia events.

2.2   Relevant Research

Previous research conducted by [32] explained that the problem discussed in this study was to find out an overview of the application of the POGIL model in improving student learning outcomes in chemistry learning.

Previous research according to [33] explained that the problems discussed in this study were about the stages in the application of the POGIL model and its effectiveness in mathematics learning.

Previous research according to [34] explained that where students have difficulty in analyzing anecdotal texts properly due to the lack of learning media. Therefore, from these problems, interactive multimedia products are needed in anecdotal text teaching materials and the results of development analysis as well as knowing the feasibility and effectiveness of interactive multimedia on student learning outcomes.

Research conducted by [35] focuses on the use of POGIL models so that they can produce classes that focus on concepts. This concept provides a good conceptual understanding and retention of information.

Research conducted by [36] as an effort to inspire teachers in creating a learning to be more active and effective.

The research conducted [37] focused on the problem of the influence of the POGIL model with the help of media to improve science literacy and critical thinking of elementary school students with teaching materials in the form of energy materials.

From several previous studies, the author made an updated study by focusing on the application of the POGIL learning model to Anecdotal text teaching materials so as to be able to create interactive media at the high school level. In this study, the author describes the POGIL learning model as well as the results of the effectiveness of anecdotal interactive media produced by students. Based on the explanation above, there is a focus problem that is the main point in this study is the application of the learning model through Process Oriented Guided Inquiry Learning (POGIL) to anecdotal text teaching materials so as to be able to create interactive media at the high school level. Therefore, the author is very interested in this issue. This is because the material in the anecdotal text can be further studied on this issue and add to the author's insight into the POGIL learning model. The importance of this research is to bring to a breadth of insight in thinking (Fig. 1).

3   Method

This type of research is included in qualitative research mixed with research on the development of reconstruction studies. This type of research is used by the author as an effort to analyze the research raised, namely in the form of a development process. Reconstruction studies are used to test how much effectiveness a product is and produce a particular product. The research technique used is kurt Lewin's model of class action research. Kurt Lewin's model is divided into several main components of research which
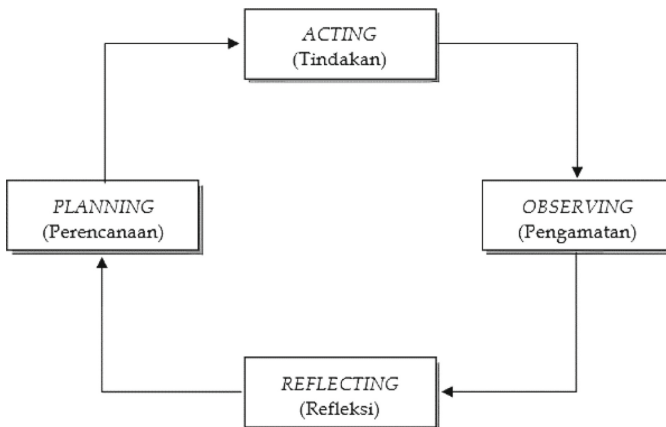

Fig. 1. Kurt Lewin's Research Model.

include: planning, acting, observing, and reflecting. The place of this research was conducted at the Muhammadiyah PK Kottabarat Senior High School (SMA) class X IPA 1 which was addressed at Jalan Pleret Raya, Sumber, Banjarsari District, Surakarta City, Central Java. The research will be carried out on October 10, 2022. The design in this study is in the form of videos and photos of students when discussing and can be used as a primary data source. Data collection techniques include questionnaires, teacher interviews, observations, and documentation. The data analysis technique in this study uses interactive data analysis techniques where this technique has parts that include: information selection, information reduction, information presentation, and determination of achievements. Data source triangulation and data collection triangulation are two methods used in data validity techniques. In this study, the data source triangulation technique was used to compare the truth of a phenomenon based on researcher data. The triangulation technique of data collection in this study is that the data is checked on the same data source with different techniques.

4   Result and Discussion

4.1   Application of POGIL Learning Model to Anecdotal Text Teaching Materials

Introduction to POGIL Learning Model
The application of the POGIL learning model begins with a first introduction which is carried out in class X1 of Muhammadiyah PK Kottabarat High School. The purpose of introducing this POGIL learning model is to make students able to play an active role, think critically, be independent & be able to solve a problem. This POGIL learning model is like group learning. Where students will be divided into small groups of four groups, five, six, and seven members each of which is adjusted to the concept that has been determined by each group. The application of the POGIL learning model in anecdotal text teaching materials can be done by utilizing digital media, one of which is TikTok social media which is currently widely enjoyed by students. TikTok social media as a forum for development in the learning process so that the learning process that takes place is not monotonous and tends to be considered more interesting. Thus the POGIL learning model on anecdotal text teaching materials by creating an interactive media that utilizes TikTok social media can attract the attention of students so that the learning process feels more enjoyable.

After introducing the POGIL learning model and explaining anecdotal teaching materials to subsequent students, the researcher gave examples of images that would later become interactive media by utilizing TikTok social media. Each group determines one image to be selected and then discussed together to conceptualize a short story of the image phenomenon. In this introduction process, students have begun to understand the POGIL learning model on anecdotal text teaching materials by utilizing TikTok social

media. Through TikTok social media as a means to create interactive media that is not limited to time and space, learning feels good.

Providing Examples of Anecdotal Material Based on Interactive Media
After the process of introducing and forming groups with POGIL learning models for students, the researchers further provided some examples of TikTok videos that are anecdotal genres. Initially researchers gave examples of videos from TikTok accounts named @a and @Sman1ciwaringin. In order for students to understand more about the storyline that will be made, the researcher provides additional examples of TikTok videos from an account called @laporpak_trans7. This effort is made by researchers so that students understand more about the storyline that will later be made.

The Formation of a Short Story Draft
After giving examples of anecdotes in TikTok videos to students, the next stage is that students are directed to form predetermined groups. Then each group compiles a draft concept of the storyline which will later be converted into a video by utilizing TikTok social media. Researchers then checked one by one groups to see the results of the storyline concepts that had been made. At this stage, it is carried out as an effort to find out the creativity of each student in solving a problem and think critically in criticizing a government phenomenon that is trending current topics with jokes, so that the learning process looks more enjoyable.

Implementation of POGIL Learning Model Results
After the formation of a short story design from the predetermined image results, then students implement their work through TikTok social media. The application of the POGIL learning model was carried out initially by forming a small group then the researcher gave 3 examples of images of phenomena that were trending topics in government circles. After that from each group choose 1 interesting image to create as an interactive medium through the TikTok application. This anecdotal learning is carried out with the POGIL learning model so that students are able to solve a problem from images given in groups. The following are the results of the implementation of the work of each group (Fig. 2 and Table 1).
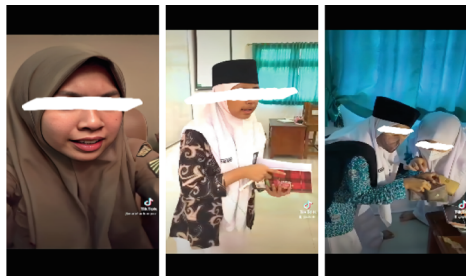

Fig. 2. Implementation of POGIL Learning Model Results.

Table 1. The following are the results of student projects.

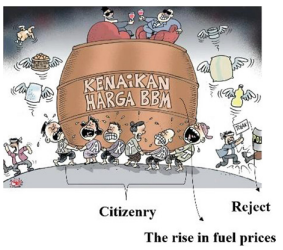| No	Gambar Yang Dipilih	Hasil Siswa	Keterangan
	Direct translation: **Selected picture**	Direct translation: **Student Results**	Direct translation: **Information**
1	 **Village funds** He could… He could… He could…	Kelompok 1 dengan peserta didik (MH), (LNK), (NLZA), (SNPK), dan (ZRL) memilih topik menikmati anggaran dana desa dengan jalan cerita sebagai berikut: Dua warga sedang menonton talkshow yang mengundang seorang ibu Kepala Desa dan Wakilnya. Pembawa acara: "Wah katanya habis dari Korea ya, Bu? Naik pesawat pribadi?" Bu Kades: "Iya nih, alhamdulillah lagi banyak rejeki" Pembawa acara: "Oh alhamdulillah. Eh, bu Wakades itu perhiasan baru ya?" Bu Wakades: "Iya nih, emas murni 24 karat" Pembawa acara: "Wah, pasti desanya lagi makmur ya?" Bu wakades: "Iya alhamdulilah lagi banyak pemasukan" Warga 1: "Wah desanya lagi makmur nih. Ini yang makmur rekeningnya atau desanya?" Warga 2: "Hah, maksudnya gimana tuh?" Warga 1: "Lihat aja kemarin prasarana desanya jelek! Kemarin aja ada berita tentang anak kelaparan karena ngak dapat bansos" Warga 2: "Hmmm, kayaknya larinya ke pesawat pribadi sama perhiasan ya?" Warga 1: "Iya, yang gendut rekening pribadinya" Warga 2: "Hmmm bener juga nih" Dua warga tersebut akhirnya melanjutkan menonton berita tersebut.	Dari hasil analisis pekerjaan kelompok 1 cerita yang dibuat sangat lucu dan bersifat menggelitik. Alur cerita yang dibuat oleh kelompok 1 ini layaknya seorang pejabat yang sedang diwawancarai dalam sebuah talkshow. Tokoh yang digunakan dalam alur cerita tersebut berisi tokoh-tokoh penting. Sindiran yang digunakan dalam alur cerita tersebut sangat sesuai menggambarkan kondisi apa yang sedang terjadi.
		Direct translation: Group 1 with learners (MH), (LNK), (NLZA), (SNPK), and (ZRL) chose the topic of enjoying the village fund budget with the following storyline: Two residents were watching a talk show that invited a village chief's mother and his deputy. Host: "Well it says it's out of Korea, huh, Mom? Take a private pesawat?" Mrs. Kades: "Yes, thank God there is a lot of fortune" Host: "Oh alhamdulillah. Uh, Mrs. Wakades is a new piece of jewelry, right?" Mrs. Wakades: "Yes, 24-carat pure gold" Host: "Well, the village must be prosperous again, right?" Mrs. Wakades: "Yes, thank God there is a lot of income" Resident 1: "Wow, the village is prosperous again. This is the prosperous account or the village?" Citizen 2: "Huh, what do you mean?" Resident 1: "Just look at yesterday, the village infrastructure was ugly! Yesterday, there was news about children starving because they didn't get social assistance." Citizen 2: "Hmmm, it's like running to a private plane with jewelry, huh?" Citizen 1: "Yes, the fat one has his personal account" Citizen 2: "Hmmm, that's right" The two residents finally continued to watch the news.	Direct translation: From the results of the analysis of the work of group 1, the story made it very funny and intriguing. The storyline created by group 1 is like an official who is being interviewed on a talk show. The characters used in the storyline contain important figures. The satire used in the storyline is very appropriate to describe what conditions are going on.

(*continued*)

Table 1. (*continued*)

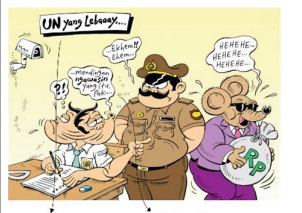| No	Gambar Yang Dipilih	Hasil Siswa	Keterangan
2	Village funds He could… He could… He could…	Kelompok 2 dengan peserta didik (ANOO), (Raya) (KCP), (MKF), dan (NSP) memilih topik menikmati anggaran dana desa dengan jalan cerita sebagai berikut: Ada sekumpulan lima remaja yang sedang bersantai di kelas kemudian, mereka bermain tebak-tebakkan. A: "Eh, Kades sekarang kalo cari makan pasti gausah pusing ya" B: "Kok bisa?" A: "Iyalah, tinggal ambil dana desa" A: "Kemarin saya habis transfer pak lewat aplikasi dana, tapi saya malah makan dulu" B: "Lah kok makan?" A: "Iya makan dana desa" A: "Tadi saya juga habis makan loh" B: "Makan apa?" A: "Makan anggaran desa" A: "Pas sarapan, saya ketemu pak RT lagi makan, eh dia kaget" B: "Kaget kenapa?" A: Kaget soalnya kepergok makan uang desa" A: "Minggu lalu, aku liat bu RT habis belanja barang branded banyak banget lagi" B: "Apa iya? Uang dari mana tuh?" A: "Dari uang anggaran desa lah, dari mana lagi" Lima remaja tersebut akhirnya melanjutkan obrolan santainya.	Dari hasil analisis pekerjaan kelompok 2 cerita yang dibuat sangat lucu dan bersifat menggelitik. Dimana kelompok 2 menggunakan sindiran seperti akun tik-tok *@laporpak_trans7* yang dicontohkan oleh peneliti, sehingga hasil sindiran pun terkesan lebih menarik dan lucu. Pembawaan karakter serta intonasi yang digunakan kelompok 2 sangat mendukung ditambah dengan pemberian instrumen lagu-lagu viral sehingga terkesan lebih menarik.
		Direct translation: Group 2 with learners (ANOO), (Raya) (KCP), (MKF), and (NSP) chose the topic of enjoying the village fund budget with the following storyline: There was a bunch of five teenagers who were relaxing in class later, they were playing guesswork. A: "Uh, Kades now if you are looking for food, you must have a headache, okay" B: "How come?" A: "Yes, just take the village fund" A: "Yesterday I finished transferring pak through the fund application, but I even ate first" B: "Lah coke eat?" A: "Yes, eat village funds" A: "I also finished eating loh" B: "Eat what?" A: "Eat village budget" A: "When I had breakfast, I met Mr. RT again eating, uh he was shocked" B: "Surprised why?" A: Shocked about the fact that the village money is eaten" A: "Last week, I saw that Mrs. RT spent a shopping for branded goods a lot more" B: "What is it? Where does the money come from?" A: "From the village budget money, where else" The five teenagers finally continued their casual chatter.	Direct translation: From the results of the analysis of the work of group 2, the stories made are very funny and intriguing. Where group 2 uses innuendo such as the tik-tok account *@laporpak_trans7* exemplified by researchers so that the satirical results seem more interesting and funny. The character rendition and intonation used by group 2 are very supportive coupled with the instrumentation of viral songs so that it seems more interesting.

(*continued*)

Table 1. (*continued*)

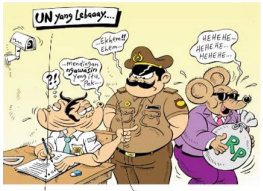| No	Gambar Yang Dipilih	Hasil Siswa	Keterangan
3	Citizenry Reject The rise in fuel prices	Kelompok 3 dengan peserta didik (AS), (HKM), (SZ), dan (YD) memilih topik kenaikan harga BBM dengan jalan cerita sebagai berikut: Ada dua wanita yang sedang mengendarai sepeda motor, tiba-tiba motornya terhenti. A: "Eeehh, kenapa ini" B: "Waduh bensinnya habis nih ayo kita cari bensin dulu" A: "Dekat sini emang ada pom bensin" B: "Cari dulu yuk" A: "Waduh pom bensin dimana ya ini. Mbak-mbak mau tanya disini kalau mau beli bensin dimana ya?" Warga: "Di deket situ ada kayaknya deh" B: "Oh, bisa minta tolong dianterin ngak?" Warga: "Ayok. Ini mba!" A: "Oh, makasih ya mba" Warga: "Iya mba, saya duluan ya" A: "Permisi mba mau isi bensin" Penjual: "Oh iya, mau berapa liter?" B: "1 liternya berapa ya?" Penjual: "12 ribu" B: "Wah kok mahal" A: "Iya nih perasaan kemarin udah naik kok sekarang naik lagi" Penjual: "Biasalah namanya juga pemerintah, suka mencekik rakyat" A: "Udah miskin, tambah miskin lagi" Kemudian dua wanita tersebut melanjutkan perjalanan setelah mengisi bensin.	Dari hasil analisis pekerjaan kelompok 3 cerita yang dibuat sangat lucu. Alur cerita yang dibuat layaknya video drama pendek serta tokoh yang diceritakan dalam cerita tersebut adalah para warga yang merasa harga BBM terus melonjak. Sindiran yang digunakan dalam alur cerita tersebut sangatlah sesuai dengan kondisi yang sedang terjadi. Pembawaan karakter serta intonasi yang digunakan sangatlah bagus.
		Direct translation: Group 3 with students (AS), (HKM), (SZ), and (YD) chose the topic of fuel price increase with the following storyline: Two women were riding a motorcycle, and suddenly the motorcycle stopped. A: "Eeehh, why is this" B: "Wow, the gas is gone, let's go find gas first" A: "There's a gas station here" B: "Find it first" A: "Wow, where is this gas station? Do you want to ask here if you want to buy gasoline, where do you want to buy it?" Citizen: "There's something like that in there." B: "Oh, can you ask for help?" Citizen: "Come on. It's mba!" A: "Oh, thanks ya mba" Citizen: "Yes mba, I go first" A: "Excuse me mba want to fill bensin" Salesperson: "Oh yes, how many liters do you want?" B: "How much is 1 L?" Seller: "12 thousand" B: "Wow, how expensive is it" A: "Yes, yesterday's feeling has gone up, how come it is now going up again" Seller: "His name is also the ruler, loves to strangle the people" A: "Already poor, add poorer" Then the two women continued on their way after filling up with gas.	Direct translation: From the results of the analysis of the work of group 3 the stories made are very funny. The storyline is made like a short drama video and the characters told in the story are residents who feel that fuel prices continue to soar. The satire used in the storyline is very appropriate to the conditions that are happening. The character rendition and intonation used are very good.

(*continued*)

Table 1. (*continued*)

No	Gambar Yang Dipilih	Hasil Siswa	Keterangan
4	 **UN exaggerated** **Better keep an eye on that Sir…**	Kelompok 4 dengan peserta didik (MARN), (APW), (NYP), (RZF), dan (ARA) memilih topik korupsi dengan jalan cerita sebagai berikut: Ada sekumpulan siswa laki-laki yang sedang bersantai dan bermain tebak-tebakkan di halaman depan kelas. Siswa 1: "Kamu tau ngak. Apa yang tidak terlihat tapi bisa dirasakan selain corona? Ternyata corona dan korupsi penangkalnya sama. Sama-sama cuci tangan dan tutup mulut" Siswa: "Yyaaahhh" Siswa 3: (Bbrruaaak) Siswa 2: "Kenapa mas?" Siswa 3: "Cuma plesetan mas" Siswa: "Hahahahaha" Akhirnya sekumpulan siswa laki-laki tersebut melanjutkan obrolannya.	Dari hasil analisis pekerjaan kelompok 4 cerita yang dibuat sangat lucu dan menggelitik. Alur cerita yang digunakan pada kelompok 4 ini seperti akun tik-tok @*laporpak_trans7* yang dicontohkan oleh peneliti. Pembawaan dan intonasi yang diucapkan sangatlah mendukung sehingga, hasilnya terlihat lebih menarik, lucu, dan jelas.
		Direct translation: Group 4 with learners (MARN), (APW), (NYP), (RZF), and (ARA) chose the topic of corruption with the following storyline: There was a group of male students who were relaxing and playing guessing in the front yard of the classroom. Student 1: "You know what. What is not visible but can be felt beside the corona? It turns out that corona and corruption are the same. You're welcome to wash your hands and shut up." Student: "Yyaaahhh" Student 3: (Bbrruaaak) Student 2: "Why mas?" Student 3: "Just a pun mas" Student: "Hahahahaha" Finally, the group of male students continued their chatter.	Direct translation: From the results of the analysis of the work of the group of 4, the stories made very funny and intriguing. The storyline used in group 4 is like the TikTok account @*laporpak_trans7* exemplified by the researcher. The spoken rendition and intonation are so supportive that, the result looks more attractive, funny, and clear.
5	 **Village funds** He could… He could… He could…	Kelompok 5 dengan peserta didik (NHM), (MAKR), (AE), (MWAN), (CAS), dan (RND) memilih topik menikmati anggaran dana desa dengan jalan cerita sebagai berikut: Di sebuah kampung, sedang terjadi kampanye pemilihan Kepala Desa. Calon Kepala Desa: "Saya berjanji jika saya terpilih di Desa ini. Saya akan memajukan infrastruktur yang ada di Desa ini" Warga desa: HORE….!!! YAAA…!!! AYO DIPILIH…!!! (Selang beberapa bulan setelah terpilih menjadi Kepala Desa) Warga 1: "Lewat jalan baru yok" Warga 2: "Siap" Warga 1: (Bbrruaaak) "Wah jalan nya bagus banget ya ini" Warga 2: "Iya ya bagus banget. Jalanan dari aspal saja bisa diubah menjadi batu" Akhirnya dua warga tersebut kembali berdiri dan melanjutkan perjalanannya kembali.	Dari hasil analisis pekerjaan kelompok 5 cerita yang dibuat sangat lucu dan menggelitik. Alur cerita yang dibuat seperti drama pendek dan tokoh yang digunakan berisikan tokoh-tokoh penting. Sindiran yang digunakan dalam alur cerita tersebut sangat sesuai dimana menggambarkan suatu kejadian yang sedang terjadi.

(*continued*)

Table 1. (*continued*)

No	Gambar Yang Dipilih	Hasil Siswa	Keterangan
		Direct translation: Group 5 with learners (NHM), (MAKR), (AE), (MWAN), (CAS), and (RND) chose the topic of enjoying the village fund budget with the following storyline: In a village, there is a campaign for the election of the Village Head. Village Chief Candidate: "I promise if I am elected in this Village. I will advance the existing infrastructure in this Village" Villagers: HURRAY….!!! YAAA…!!! LET'S BE SELECTED…!!! (A few months after being elected as Village Head) Citizen 1: "Through the new street yok" Citizen 2: "Ready" Citizen 1: (Bbrrruaaak) "Wow, the nets are good, this is it" Citizen 2: "Yes, yes, it's really good. The roads of asphalt alone can be turned into stone" Finally, the two residents stood up again and continued their journey again.	Direct translation: From the results of the analysis of the work of the group of 5, the stories made very funny and intriguing. Alur Cerita a made like a short play and the characters used contain important figures. The satire used in the storyline is very appropriate as it describes an event that is happening.
6	 **UN exaggerated** **Better keep an eye on that Sir…**	Kelompok 6 dengan peserta didik (AFN), (ARP), (ASTA), (KAR), (KHA), (KAR), dan (RSWR) memilih topik korupsi dengan jalan cerita sebagai berikut: Guru yang sedang mengajar murid-muridnya di dalam kelas. Guru: "Selamat pagi anak-anak" Murid: "Pagi pak" Guru: "Gimana liburan kalian kemarin?" Murid 1: "Aku sih kemarin cuma dirumah aja pak" Murid 2: "Gimana sih, aku aja ke restoran yang mahal Murid 1: "Itu sih mahal banget" Guru: "No no no, ada lo makanan yang lebih mahal dari pada restoran yang kamu makan kemarin" Murid: "Apaan tuh pak?" Guru: "Makanan penjara, yang habis dimakan pak Broto sama pak Burhan kemarin" Murid 1: "Kok bisa pak. Padahal kan makanan penjara cuma nasi sama tempe" Guru: "Ya bisa dong, mereka aja harus dapettin uang milyaran bahkan uang triliunan dari uang rakyat" Akhirnya guru dan murid-murid tersebut melanjutkan proses pembelajaran.	Dari hasil analisis pekerjaan kelompok 6 cerita yang dibuat sangat lucu dan menggelitik. Dalam alur cerita yang digunakan sangatlah detail dimana sebelum adegan guru dan murid berlangsung, mereka memberikan contoh adegan para pejabat yang melakukan korupsi dan ditangkap oleh polisi. Sehingga alur cerita yang dibuat seperti itu terlihat lebih lucu ditambah dalam setiap adegan diberikan instrumen lagu-lagu viral saat ini sehingga terkesan lebih menarik lagi. Sindiran yang digunakan dalam alur cerita tersebut sangat sesuai dan lucu.

Table 1. (*continued*)

No	Gambar Yang Dipilih	Hasil Siswa	Keterangan
		Direct translation: Group 6 with learners (AFN), (ARP), (ASTA), (KAR), (KHA), (KAR), and (RSWR) chose the topic of corruption with the following storyline: The teacher who is teaching his students in the classroom. Teacher: "Good morning children" Student: "Morning sir" Teacher: "How was your holiday yesterday?" Student 1: "I was just at home yesterday, sir" Student 2: "How about it, I just went to an expensive restaurant Student 1: "That's expensive" Teacher: "No no no, there is no food that is more expensive than the restaurant you ate at yesterday" Student: "What the hell, sir?" Teacher: "Prison food, which Mr. Broto ate with Mr. Burhan yesterday" Student 1: "How come, sir? Even though the prison food is only rice and tempeh" Teacher: "Yes, you can, they just have to get billions or even trillions of money from people's money" Finally, the teacher and students continued the learning process.	Direct translation: From the results of the analysis of the work of the group of 6 the stories made were very funny and intriguing. The storyline used great detail before the scene of the teacher and students took place, they gave an example of a scene of officials who committed corruption and were arrested by the police. So that the storyline is made like that look funnier plus every scene is given the instrument of viral songs nowadays so that it seems even more interesting. The satire used in the storyline is very appropriate and funny.

4.2 Student's Response to the Application of POGIL Learning Model

Based on the results of the application of the POGIL learning model above, a response can be obtained from students to the application of the learning model. As many as 76% of students feel that the POGIL learning model is very fun and as many as 24% of students feel that the POGIL learning model is quite fun. The following is a diagram of the response from students in the application of the POGIL learning model to anecdotal text teaching materials capable of creating interactive media.

Based on Fig. 3, it shows that classically out of 33 learners, 25 students have found that the POGIL learning model is very fun while as many as 8 students feel that this learning model is quite fun. Broadly speaking, the reasons why students feel that the POGIL learning model is very fun, namely: a) learning becomes more varied, interesting, and more exciting; b) group learning allows students to exchange ideas in solving a problem
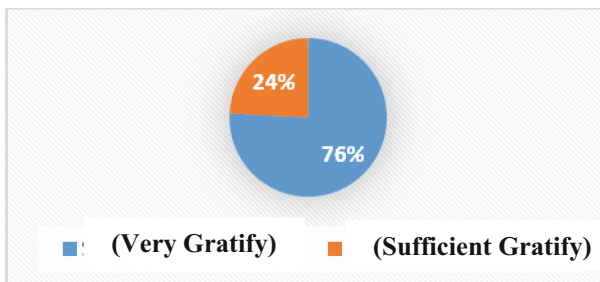

Fig. 3. Diagram of Student Response in the Application of POGIL Learning Model.

with each other; c) learners can express themselves with their creativity; d) learning that follows its times, namely based on technology; e) Unique learning by utilizing Tik-Tok social media. Meanwhile, the reasons for students who feel that the POGIL learning model is quite fun are: a) in practical work too much time and b) students do not like learning to make videos because they feel unconfident.

From the explanation above, it can be concluded that the response from students to the application of the POGIL learning model is quite good. The application of the POGIL learning model can make students think critically, work well together, respect every friend's opinion, be able to solve a problem in a team, be responsible, and be active in the learning process.

5   Conclusion

The conclusion in this study is that in the application of the POGIL learning model there are several stages, namely the introduction stage, giving examples, forming anecdotal short story designs, and implementing POGIL learning. Therefore, the results of the study obtained that the response of students, namely as many as 76% of students felt that the POGIL learning model was very pleasant while as many as 24% of students felt that the POGIL learning model was quite fun. Through the application of the POGIL learning model, it can make students more active, think critically, be able to solve a problem with teamwork and be responsible. Thus, the POGIL learning model can be applied in high school by utilizing interactive media through social media so that the learning process becomes more interesting and fun.

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