

## Gaya Bahasa Satire dan Nilai Bernalar Kritis dalam Video YouTube “Santoon TV” serta Relevansinya pada Pembelajaran Teks Anekdote Kelas X

### The Satirical Language Style and Critical Reasoning Values in the YouTube Video 'Santoon TV' and Their Relevance to the Learning of Anecdotal Texts for Class X

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**Abstract:** This research examines the types of satirical language styles and critical reasoning values found in the YouTube video "Santoon TV," as well as their relevance to teaching anecdotal texts to tenth-grade students. The objective of this study is to describe the types of satirical language styles and critical reasoning values in the YouTube video "Santoon TV," along with its relevance to the teaching of anecdotal texts for tenth graders. The method employed in this research is a descriptive method with a qualitative approach. The data collection techniques used are free listening, conversational engagement, and note-taking. The data analysis technique in this study utilizes an interactive model, encompassing data collection, data reduction, data presentation, and conclusion drawing. The research findings from the YouTube video "Santoon TV" are relevant to the learning of anecdotal texts as it contains two types of satirical language styles, namely Horatian and Juvenalian, which are interesting for students to study as material content for anecdotal texts. The critical reasoning values present in the YouTube video "Santoon TV" also comprehensively encompass the three elements, making it beneficial for enhancing the Pancasila Student Profile among learners. Furthermore, the YouTube video "Santoon TV" meets the criteria for a learning resource, being practical, economical, easy, flexible, and aligned with the learning objectives of anecdotal texts for grade X high school. It is hoped that the results of this research will broaden insights and assist educators in selecting innovative learning resources for anecdotal texts.

**Keywords:** anecdote, critical reasoning, relevance, satire, YouTube.

**Abstrak:** Penelitian ini menganalisis jenis gaya bahasa satire dan nilai bernalar kritis yang terdapat dalam video YouTube “Santoon TV”, serta relevansinya terhadap pembelajaran teks anekdot kelas X. Tujuan penelitian ini adalah mendeskripsikan jenis gaya bahasa satire dan nilai bernalar kritis dalam video YouTube “Santoon TV”, serta relevansinya terhadap pembelajaran teks anekdot kelas X. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data yang digunakan adalah simak bebas libas cakap dan catat. Teknik analisis data dalam penelitian ini menggunakan model interaktif mulai dari pengumpulan data, reduksi data, penyajian data, hingga penarikan simpulan. Hasil penelitian video YouTube “Santoon TV” memiliki relevansi dengan pembelajaran teks anekdot karena memuat dua jenis gaya bahasa satire, yaitu horation dan juvenalian yang menarik untuk dipelajari peserta didik sebagai muatan materi teks anekdot. Nilai bernalar kritis yang terdapat dalam video YouTube “Santoon TV” juga lengkap memuat ketiga elemen sehingga bermanfaat untuk meningkatkan Profil Pelajar Pancasila pada peserta didik. Selain itu, video YouTube “Santoon TV” juga memenuhi kriteria sebagai sumber belajar, yaitu praktis, ekonomis, mudah, fleksibel, dan sesuai dengan tujuan pembelajaran teks anekdot kelas X SMA. Hasil penelitian ini diharapkan dapat menambah wawasan dan membantu pendidik dalam memilih sumber belajar teks anekdot yang inovatif.

**Kata Kunci:** anekdot, bernalar kritis, relevansi, satire, YouTube.

## INTRODUCTION

Language is the primary tool for human communication in everyday life. Language is utilized to exchange information both directly and indirectly. Moreover, by using language, we can also share thoughts and become aware of the issues that are developing in society (Kamalia et al., 2024, p. 124). The use of language is also closely related to distinctive and creative linguistic styles in conveying a message (Kusumaningsih et al., 2024, p. 33). One of the styles of language frequently employed in communication is the satirical style. The style of satire is a form of linguistic expression that often employs irony to critique something perceived as incorrect or unethical, to prompt improvement in the future. Satire contains criticism directed at an individual related to their weaknesses or actions deemed erroneous (Rahmatika et al., 2023, p. 84). Unlike sarcasm, which is expressed through direct and harsh insinuations, satire appears to be more subtle, as its insinuations are not stated overtly but rather aim for positive change (Siti Farmida

et al., 2021, p. 190). Society regularly employs the sarcastic approach in daily communication, including the posting of criticism on social media.

One of the social media sites that the general public uses regularly and has remained relevant to this day is YouTube. YouTube serves not only as a medium of entertainment but also as a means of critique and information (Rohimah & Setyawati, 2025, p. 1703). This is because delivering criticism through humor via audiovisual media is more easily conveyed and understood by the public (A'yunia & Savitri, 2022, p. 57). One of the well-known YouTube channels that often conveys critiques of phenomena or issues in Indonesia is the channel "Santoon TV." Santoon TV first appeared on YouTube on January 27, 2021, and has remained active to this day. The creators of Santoon TV utilize the Indonesian language, infused with figures of speech such as satire, sarcasm, and irony in the dialogues of their animated characters. Consequently, the YouTube channel 'Santoon TV' serves as both an entertainment medium and a means to enhance an individual's critical thinking skills in response to various phenomena. Wijayanti et al. (2025, p. 373) state that critical reasoning abilities are essential for individuals, including learners.

Critical thinking is one of the six dimensions of the Pancasila Student Profile (PPP). The Pancasila Student Profile (PPP) is the outcome of the learning implemented in the Independent Curriculum (Hadisti et al., 2025, p. 231). Through the implementation of the Independent Curriculum in education, it is expected that the values of Pancasila can be instilled in students. There are six dimensions that focus on Pancasila values within the Independent Curriculum, namely faith, devotion to God Almighty, noble character, global diversity, cooperation, creativity, critical thinking, and independence (Handayani et al., 2022, p. 78). Adu et al. (2025, p. 233) state that these six dimensions are holistic and thus integrated within the learning process.

One of the resources used in the Merdeka Curriculum to promote critical thinking in phase E, or the tenth grade of high school, is anecdotal literature. Anecdotal texts are narratives that contain elements of comedy while also conveying messages or critiques regarding social phenomena occurring around us. As stated by Musdolifah et al. (2023, p. 196) anecdotes can be used as a means of conveying criticism, messages, or life lessons to readers related to social phenomena. Through anecdotal texts, students are expected to think critically and creatively in responding to the social phenomena occurring in their environment. Puspasari et al. (2025, p. 2814) express that anecdotal texts can stimulate students' sensitivity to important issues, particularly those related to the values of Pancasila character education within them.

Prior research on the usage of satirical language in YouTube videos has been conducted about this study. This research was conducted by Rahmatika et al. (2023) under the title "Semiotics of Satire in the Deliberation Program on the Najwa Shihab YouTube Channel." The results of this study identified two forms of satire, namely Horatian satire and Juvenalian satire. Additionally, five meanings of satire were also found, which are foolishness, weakness, greed, distrust, and selfishness. A subsequent study was conducted by Kamalia et al. (2024) titled "The Use of Ironical Language in the Somasi Community Content on Deddy Corbuzier's YouTube Channel in December 2023 and Its Relevance in Teaching to Write Anecdotal Texts in High School." According to the study, 20 speech data comprising various forms of figurative language used by the guests as satire were discovered. These were eleven examples of ironic satire, six examples of sarcastic satire, and three examples of cynical satire. Based on the data analysis, the content studied is relevant as a reference for the development of teaching media in writing anecdotal texts in high schools.

The relevance of this research to the studies by Rahmatika et al. (2023) and Kamalia et al. (2024) lies in their joint analysis of the satirical style in YouTube videos. However, this study presents differences that have not been explored in the previous research. The videos analyzed in this study are sourced from the YouTube channel 'Santoon TV'. Furthermore, this research also examines the critical reasoning values contained within them and their relevance to the learning of anecdotal texts in grade X.

According to a survey conducted by Hardiansyah & Suciya (2024, p. 43) Learning methods need to alter since pupils become disinterested and passive when they are taught only through books or modules. Additionally, educators' skills in using the internet as an additional teaching resource have not yet reached an optimal level, resulting in suboptimal learning outcomes for the students. This is supported by the

statement of Hasanah et al. (2024, p. 14) that textbooks continue to be used more frequently than other educational resources, despite the fact that technology is now far more prevalent in classrooms.

As stated in Akbar et al. (2024, p. 1756), the Association for Education and Communication Technology (AECT) defines learning resources as any sources, whether they be people, information, or tangible objects that are utilized to support educational activities. The AECT classifies learning resources into six categories: message, people, tools, materials, techniques, and environment (K. D. Hasanah et al., 2024, p. 16). Prastowo, as mentioned in Prastia et al. (2024, p. 3), divides teaching materials into several categories: 1) based on their functionality, 2) based on the nature of the teaching materials, and 3) based on the content of the teaching materials. Furthermore, the selection of learning resources must also consider several criteria, namely practicality, cost-effectiveness, accessibility, flexibility, and alignment with learning objectives (Soeharto in Samsinar, 2019, p. 198). Based on the form and criteria of learning resources, YouTube videos can serve as an alternative learning source that optimizes technology usage by educators and learners. The "Santoon TV" YouTube video, for example, demonstrates the use of amusing language and critical thinking abilities that are relevant to the study of anecdotal literature. The substance of each video differs, thus not all of them may be utilized as teaching tools. Therefore, an analysis of the satirical language style and critical reasoning value in the YouTube video "Santoon TV" is necessary so that educators do not arbitrarily select videos as teaching resources, especially for anecdotal text learning in the 10th grade.

So far, there has been no research discussing the use of satire in language and critical reasoning values in the YouTube video "Santoon TV," as well as its relevance to the learning of anecdotal texts in grade X. Based on the issues outlined above, the researcher intends to conduct a study titled "The Use of Satirical Language and Critical Reasoning Values in the YouTube Video 'Santoon TV' and Its Relevance to the Learning of Anecdotal Texts in Grade X."

## METHODS

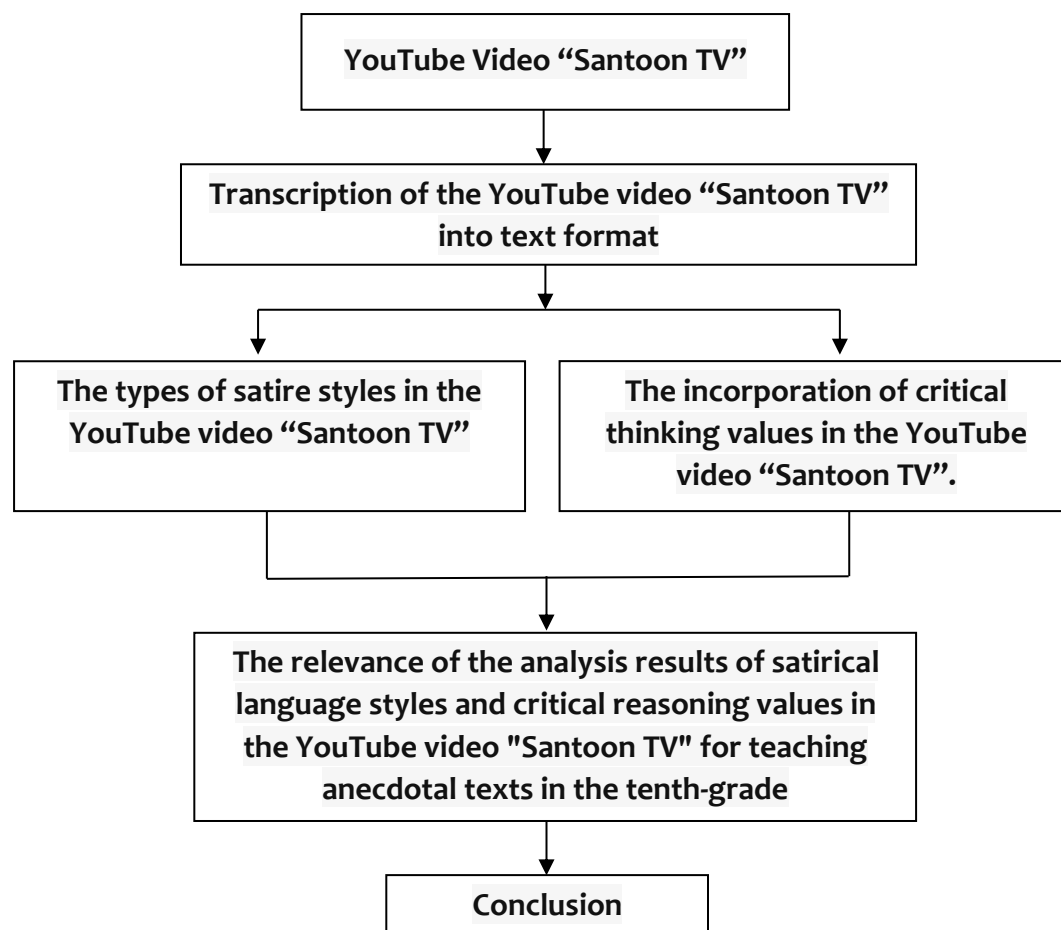
This research is a qualitative study using descriptive methods. The qualitative approach is employed to investigate natural conditions of the object, with the researcher acting as the main instrument. It utilizes a combination of data collection techniques (data triangulation), involves inductive/qualitative data analysis, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2022, p. 18). Moleong in Kasturi et al. (2025, p. 2464) explains that descriptive methods gather information in the form of words and pictures rather than numerical facts. Therefore, the data collected in this study consists of words, phrases, clauses, and sentences that are deemed to contain satire and critical reasoning values in the animated series "Santoon TV". This research utilizes data from videos uploaded by the YouTube channel 'Santoon TV' from January to December 2024. During this period, the 'Santoon TV' YouTube channel has uploaded a total of 116 videos. From these 116 videos, a selection was made based on the elements of satirical language and critical reasoning values, resulting in 10 videos that are indicated to be suitable for a deeper analysis concerning the satirical language style and critical reasoning values, as well as their relevance to the teaching of anecdotal texts for 10th grade high school.

The primary instrument of this research is the researcher themselves. This is because in qualitative research, the researcher serves as the key instrument of the study (A'yun et al., 2025, p. 352). This research employs data collection techniques, specifically free observation of spoken discourse and note-taking (transcription/documentation). The researcher acts only as an observer and does not engage in the discourse being observed (Rahmatika et al., 2023, p. 86). The free observation technique in this study is conducted by having the researcher listen to or observe videos uploaded on the YouTube channel "Santoon TV" from January to December 2024. Subsequently, the researcher transcribes data from videos deemed potential for further analysis using the note-taking technique. The researcher records the titles of the videos and relevant discourse pertaining to the research problem. Data cards are utilized to facilitate the interpretation of types of satirical language styles and critical reasoning values in the observed videos.

The degree of confidence (credibility) and the source triangulation approach are used in this study's data validation method. The degree of confidence (credibility) data validation technique is carried out through meticulous observation (Ernawati & Rahmawati, 2022, p. 6135). The triangulation technique

involves re-verifying the data before and after the analysis process (Musdolifah et al., 2025, p. 968). Source triangulation is the process of evaluating the reliability of data by comparing and verifying information gathered from multiple sources.

According to Miles and Huberman, the data analysis method used in this work employs an interactive model that comprises data gathering, data reduction, data display, and conclusion drawing (Dewi et al., 2025, p. 329). Data collection in this research began by watching videos from the YouTube channel "Santoon TV" and selecting videos relevant to the issues to be investigated. The "Santoon TV" movies were ultimately converted into text form in order to assist the researcher in examining the films' amusing language style, critical thinking ideas, and suitability for teaching tenth-grade anecdotal tales. Subsequently, data reduction was carried out by interpreting the videos into data cards based on the types of satirical language and critical reasoning values. The content is also provided as an overview of the assessment of the critical thinking and sarcastic language skills discovered through the use of data cards, along with its connection to the study of anecdotal experiences in the tenth grade. Following a successful analysis of all the data, the research's results were made. These conclusions also addressed the previously identified problems. The following flowchart illustrates the research process.



*Figure 1. Research Flow*

## RESULT AND DISCUSSION

### Results

The results of this study consist of qualitative data from the utterances of ten previously selected YouTube videos from "Santoon TV." The results show three components of critical reasoning values the acquisition and processing of ideas and information, the analysis and evaluation of reasoning, and the final

reflection and evaluation as well as two types of satirical language styles, namely horatian and juvenalian, and their applicability to the study of anecdotal texts in grade X.

The research yielded 66 instances of sarcastic language styles, comprising 18 instances of Juvenalian satire and 48 instances of Horatian satire. Additionally, 66 data points containing values of critical reasoning were identified, which include 14 data points on acquiring and processing information and ideas, 18 data points on analyzing and evaluating reasoning, and 34 data points on reflecting and evaluating. The types of satirical language and values of critical reasoning in the YouTube video "Santoon TV" are relevant to the learning of anecdotal texts for grade X. Below is a table of the research findings from the analysis that has been conducted.

**Table 1.** Results of the Research on Satirical Language Style

No.	Video Code	Video Title	Types of Satire	
			Horatian	Juvenalian
1.	V1	<b>Kompilasi Misteri Hilangnya Tangga Thomas Full Version</b> (Compilation of the Mystery of the Disappearance of Thomas' Stairs Full Version)	2	0
2.	V2	<b>Kompilasi Penghianatan Seorang Ayah (Full Part)</b> (Compilation of a Father's Betrayal (Full Part))	7	1
3.	V3	<b>Kompilasi Series Ayahku Seorang Polisi All Part</b> (Compilation of the Series My Father is a Policeman All Parts)	6	1
4.	V4	<b>Kompilasi Udin Ingin Baju Baru All Part</b> (Compilation of Udin Wants a New Shirt All Parts)	3	2
5.	V5	<b>Rebutan Harta Warisan (Full Movie)</b> (Inheritance Dispute (Full Movie))	6	2
6.	V6	<b>Kompilasi Keadilan untuk Vini (Full Movie)</b> (Compilation of Justice for Vini (Full Movie))	3	1
7.	V7	<b>Kompilasi Donal dan Hakim yang Tidak Adil</b> (Compilation of Donald and the Unjust Judge)	2	3
8.	V8	<b>Kompilasi Tukang Roti Jadi Pejabat (Full Movie)</b> (Compilation of the Baker Becoming an Official (Full Movie))	9	3
9.	V9	<b>Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)</b> (Compilation Mother! Love Me Just Once! (Full Movie))	6	2
10.	V10	<b>Kompilasi Pak Guru Masuk Penjara (Full Movie)</b> (Compilation of Mr. Teacher Goes to Jail (Full Movie))	4	3
Number			48	18



**Table 2.** Results of the Critical Thinking Skills Analysis

No.	Video Code	Video Title	Elements of Critical Thinking Values		
			A	B	C
1.	V1	<b>Kompilasi Misteri Hilangnya Tangga Thomas Full Version</b> (Compilation of the Mystery of the Disappearance of Thomas' Stairs Full Version)	1	0	1
2.	V2	<b>Kompilasi Penghianatan Seorang Ayah (Full Part)</b> (Compilation of a Father's Betrayal (Full Part))	1	2	5
3.	V3	<b>Kompilasi Series Ayahku Seorang Polisi All Part</b> (Compilation of the Series My Father is a Policeman All Parts)	3	1	3
4.	V4	<b>Kompilasi Udin Ingin Baju Baru All Part</b> (Compilation of Udin Wants a New Shirt All Parts)	0	3	2
5.	V5	<b>Rebutan Harta Warisan (Full Movie)</b> (Inheritance Dispute (Full Movie))	1	4	3
6.	V6	<b>Kompilasi Keadilan untuk Vini (Full Movie)</b> (Compilation of Justice for Vini (Full Movie))	2	1	1
7.	V7	<b>Kompilasi Donal dan Hakim yang Tidak Adil</b> (Compilation of Donald and the Unjust Judge)	1	0	4
8.	V8	<b>Kompilasi Tukang Roti Jadi Pejabat (Full Movie)</b> (Compilation of the Baker Becoming an Official (Full Movie))	1	4	7
9.	V9	<b>Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)</b> (Compilation Mother! Love Me Just Once! (Full Movie))	3	3	2
10.	V10	<b>Kompilasi Pak Guru Masuk Penjara (Full Movie)</b> (Compilation of Mr. Teacher Goes to Jail (Full Movie))	1	0	6
Number			14	18	34

Description:

A: Code for acquiring and processing information

B: Code for analyzing and evaluating reasoning

C: Code for reflecting on and evaluating one's own thinking

### Discussion

According to the study's findings, the manner in which the characters in the YouTube video "Santoon TV" speak satirically suggests that horatian satire outweighs juvenalian sarcasm. This is due to the fact that the characters' dialog in the examined YouTube video "Santoon TV" mostly uses subtly ironic language instead of scathing mockery. This finding contrasts with the results of the study conducted by Roswinda et al. (2025), which revealed that among the five analyzed videos of "Santoon TV," the dominant

language style was cynicism. This study illustrates the prevalence of humorous language, namely Horatian satire, in "Santoon TV" YouTube videos. Furthermore, the YouTube video "Santoon TV" also encompasses all three elements of critical reasoning. This demonstrates a strong relevance between the video content and the learning of anecdotal texts in grade X.

The results of this study are in line with the research conducted by Rahmatika et al. (2023) and Kamalia et al. (2024), both of which found the presence of ironic language in YouTube videos. However, this study differs as it focuses on the YouTube channel 'Santoon TV' and analyzes critical reasoning skills that have not been extensively discussed. Theoretically, this research reinforces the theory of contextual learning, which emphasizes the importance of the connection between material and students' experiences. Practically, the YouTube channel 'Santoon TV' can be used as an innovative teaching resource for learning anecdotal texts, motivating students, and training critical thinking skills.

### 1. The Satirical Style in the YouTube Video 'Santoon TV'

The style of satire according to Keraf in Edhi (2020, p. 49) is a style of language used to deliver humor while simultaneously rejecting a person with the aim of fostering ethical and aesthetic improvement. The classification of sarcastic language kinds by Holbert is the subject of the study of satirical language styles in the "Santoon TV" YouTube video. According to Holbert et al. (2011), There are two primary types of satirical linguistic styles: Horatian satire and Juvenalian satire.

#### 1.1 Horatian Satire

Horatian satire is a type of satirical discourse aimed at criticizing elite parties deemed to violate social norms. In practice, horatian satire is delivered with a smiling expression to belittle, yet it carries good intentions and purposes behind the seemingly harsh words (Holbert in Kurniasih et al., 2024, p. 764). This study presents findings from 48 instances of horatian satire. Below is a description of the horatian satire discourse found in the YouTube video "Santoon TV" uploaded in 2024.

#### Data 1. The Style of Satirical Language According to Horatian

**Video Title: Kompilasi Misteri Hilangnya Tangga Thomas Full Version** (Compilation of the Mystery of the Disappearance of Thomas' Stairs Full Version)

**Data Code: SA.HO.V1.01**

Dipo: "*Bangun Miguel, tidur saja kerjaannya kayak parlemen Negeri Odni.*" (Wake up Miguel, sleeping is his only job like the parliament of the Odni State.) (Minute 02:19-02:21)

The spoken excerpt in the YouTube video "Santoon TV" titled "Kompilasi Misteri Hilangnya Tangga Thomas Full Version" falls under horatian satire. This is because the discourse is delivered without the presence of vulgar language. As stated by Mulloh et al. (2023, p. 25) in their research, horatian satire tends to be gentle and empathetic. The utterance is intended to subtly mock the Indonesian parliament concerning the performance of certain members of parliament who are known to have fallen asleep during meetings. The statement above is not only meant to criticize but is also hoped to serve as a reflection and evaluation for the Indonesian parliament to improve in the future. The satirical discourse of Horatian style also serves as an interesting and appropriate element of the ironic language style for the learning objectives of anecdotal texts in the 10th grade of high school. Through this discourse, students can broaden their perspective that it is still possible to use polite language styles, such as the Horatian satirical discourse mentioned above, when critiquing something. Therefore, the discourse in the YouTube video 'Santoon TV' can be considered an innovative learning resource for students in schools.

#### Data 2. The Style of Satirical Language According to Horace

**Video Title: Kompilasi Misteri Hilangnya Tangga Thomas Full Version** (Compilation of the Mystery of the Disappearance of Thomas' Stairs Full Version)

**Data Code: SA.HO.V1.02**

Thomas: "*Ini pengadilan apa pegadaian.*" (Is this a court or a pawnshop?) (Minute 22:30-22:31)

The quoted speech in the YouTube video "Santoon TV" titled "Kompilasi Misteri Hilangnya Tangga Thomas Full Version" falls under Horatian satire. This is because the speech aims to gently make fun of dishonest judges who take bribes and lack objectivity when rendering judgments. The speech makes reference to a "pawnshop" to suggest that our nation's legal system is still skewed and may be bought with money, much like the scales at a pawnshop. Nevertheless, the speech is wrapped in humor, making it

easier to accept. In accordance with the characteristics of Horatian satire, which mocks with clever humor (Mulloh et al., 2023, p. 25), this form of Horatian satire also constitutes an engaging aspect of the sarcastic language style that aligns with the educational objectives of teaching anecdotal texts in the tenth grade of high school. Through this discourse, students can broaden their perspectives that criticism can be wrapped in humor, making it more easily accepted. Therefore, the discourse in this YouTube video 'Santoon TV' can serve as an innovative learning resource for students in schools.

## 1.2 Juvenalian Satire

Juvenalian satire is a type of satirical language style that has a higher degree of harshness in its utterances compared to Horatian satire. The function of juvenalian satire is almost aligned with sarcasm, which is expressed with the intent to hurt feelings; however, juvenalian satire still shows sympathy by providing constructive criticism to its interlocutor (Holbert in Kurniasih et al., 2024, p. 764). This analysis identifies eighteen instances of Juvenalian satire. This result indicates that Juvenalian satire is utilized less frequently in the speech of characters in the YouTube video 'Santoon TV' compared to Horatian satire. Nevertheless, some character speeches in the YouTube video 'Santoon TV' exhibit harsh sarcasm that offends their interlocutors. Below is a description of the Juvenalian satire speech found in the 2024 upload of the YouTube video 'Santoon TV'.

### Data 1. The Type of Satirical Language in Juvenalian Discourse

**Video Title:** *Kompilasi Penghianatan Seorang Ayah Full Part* (Compilation of a Father's Betrayal (Full Part))

**Data Code:** SA.JU.V2.01

*Hakim Bambang: "Hak kemanusiaan diberikan kepada manusia, bukan kepada entitas yang lebih rendah dari binatang." (Human rights are conferred upon humans, not on entities that are lesser than animals.) (Minute 37:03-37:09)*

The excerpt from the YouTube video "Santoon TV" titled "Kompilasi Penghianatan Seorang Ayah Full Part" represents juvenile satire. This is due to the harsh and coarse remarks made by the character Judge Bambang, as the perpetrator is regarded as being lower than animals. This aligns with the characteristics of juvenile satire, which is severe and uncompromising (Nurhaliza et al., 2024, p. 141). The remarks are employed to mock the perpetrator who invokes human rights while behaving in an inhumane manner. Judge Bambang's statements are indeed not easily accepted by his interlocutor, but they effectively awaken the perpetrator to the realization that their actions are despicable. This speech's Juvenalian satire also functions as an intriguing ironic style feature for teaching materials in anecdotal writings for high school students in the tenth grade. This speech teaches students how to be more direct in their criticism while maintaining a humorous tone. This discourse can also assist students in selecting the proper sarcastic style that fits the context of their speech, even if Juvenalian satire is typically harsher than Horatian satire. Therefore, the discourse in the YouTube video "Santoon TV" can become an innovative learning resource for students in schools.

### Data 2. The Type of Satirical Language in Juvenalian Discourse

**Video Title:** *Kompilasi Series Ayahku Seorang Polisi All Part* (Compilation of the Series My Father is a Policeman All Parts)

**Data Code:** SA.JU.V3.02

*Polisi: "Kalian memang bagian dari masyarakat, lebih tepatnya sampah masyarakat" (Police: "You are indeed part of society, more precisely the garbage of society") (Minute 06:15-06:21)*

The quoted discourse from the YouTube video "Santoon TV" titled "Kompilasi Series Ayahku Seorang Polisi All Part" falls under Juvenalian satire. The discourse from the police character is intended to ridicule thugs who disturb the community. The police refer to these thugs as societal trash due to their actions that harm the public. When criticizing actions that defy social norms, the Juvenalian satire can across as extremely harsh and uncaring (A'yuni & Sodiq, 2025). Although the police's discourse may seem rough and not easily accepted by the interlocutors, it effectively raises their awareness that they do not contribute positively to society. The juvenalian satire discourse also serves as an interesting linguistic style for the source of learning anecdotal texts in grade X of high school. Students can learn how to critically examine a phenomenon while maintaining a humorous tone through this discussion. Students can utilize this discourse to select a humorous language style that is suitable for the discourse's setting, even though



Juvenalian satire is typically harsher than Horatian satire. Therefore, the discourse in this YouTube video "Santoon TV" can serve as an innovative learning resource for students in schools.

## 2. Critical Thinking Values in the YouTube Video "Santoon TV"

To enable students to approach problems critically and analytically, integrating their learned theories with outside influences to find a solution, critical thinking values are crucial qualities that must be ingrained in them. According to Encabo-Fernandez et al. (2023, p. 1), critical thinking is the process by which individuals assess information received from external sources, based on their reflection and existing knowledge, thereby rendering it an activity characterized by high cognitive complexity and an interdisciplinary nature. Wicaksono & Mustofa (2025, p. 295) state that the ability to think critically is not only related to teaching and learning but is also essential for fostering rational and responsible attitudes.

This study analyzes critical reasoning values as they are considered prominently featured in the YouTube video "Santoon TV." There are three indicators or elements utilized to determine critical reasoning values, namely acquiring and processing information and ideas, analyzing and evaluating reasoning, and finally reflecting and evaluating (A. Hasanah & Haryadi, 2022, p. 281). Therefore, this research categorizes the utterances in the YouTube video 'Santoon TV' into three indicators of critical thinking values mentioned above. Below is a table of the data resulting from the categorization of critical thinking values in the YouTube video 'Santoon TV'.

### 2.1 Elements of Acquiring and Processing Information and Ideas

The element of acquiring information encompasses sub-elements such as identifying, clarifying, and processing information and ideas, posing questions, reading critically, developing observational skills, enhancing curiosity, and engaging in rich discussions (Ernawati & Rahmawati, 2022, p. 6137). There are 14 speech data instances containing elements of acquiring and processing information and ideas in the YouTube video "Santoon TV." The components of gathering and analyzing knowledge and concepts are explained in the YouTube video "Santoon TV."

#### Data 1. The Discourse on Elements of Critical Thinking Values in Acquiring and Processing Information and Ideas

**Video Title:** *Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)* (Compilation Mother! Love Me Just Once! (Full Movie))

**Data Code:** DBK.A.V9.01

Tono: "Tante siapa?" (Auntie, who is she?)

Mina: "Kayu putih! Kayu putih!" (Eucalyptus! Eucalyptus!)

Thomas: "Sepertinya dia ini gangguan jiwa." (It seems that she is suffering from a mental illness.)

Dipo: "**Kayu putih? Kenapa putih doang disebut?** Wah, white supremacy! Rasis guys dia rasis!" (White wood? Why is only white mentioned? Wow, white supremacy! He's racist, guys, he's racist!) (Minute 02:05-02:12)

The excerpt from the conversation in the YouTube video "Santoon TV" entitled "Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)" above contains values of critical reasoning in the elements of acquiring and processing information and ideas. This is evident from how Dipo poses questions regarding the information he has received. Dipo's speech teaches us to apply critical reasoning to the information we obtain. He does not merely accept what he hears but also processes it as a means to critique the phenomena occurring around him. This represents a form of critical reasoning wrapped in satire in the quoted passage. When used in the learning of anecdotal texts, this discourse also teaches the value of critical reasoning, primarily in the elements of obtaining and processing information and ideas. In critiquing phenomena, it is not only about making sarcastic remarks, but learners can also think critically about the information they receive. This aligns with the research by Wiguna & Sudarti (2024) Accordingly, social media content can help students build their critical thinking skills by assisting them in identifying and classifying the information they encounter and informing their own ideas depending on what they discover. This element is useful for enhancing the Pancasila Student Profile in the dimension of critical reasoning that needs to be developed within learners in the current independent curriculum.

## Data 2. The Discourse on Elements of Critical Thinking Values in Acquiring and Processing Information and Ideas

**Video Title:** *Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)* (Compilation Mother! Love Me Just Once! (Full Movie))

**Data Code:** DBK.A.V9.02

*Hakim: "Berikan kesaksianmu wahai Mina!"* (Provide your testimony, O Mina!)

*Mina: "Saya melahirkannya Pak. Bayiku kutaruh di pinggir kasur, namun ketika aku bangun dia sudah tak ada di sampingku lagi."* (I gave birth to him, Sir. I placed my baby at the edge of the bed, but when I woke up, he was no longer by my side.)

*Hakim: "Bayimu kau taruh di sampingmu dan kau tak sadar bahwa dia hilang?"* (Did you place your beloved beside you and not realize that he is missing?) (Minute 05:25-05:33)

The quoted conversation from the YouTube video "Santoon TV" entitled "Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)" contains critical reasoning values related to the acquisition and processing of information and ideas. This critical reasoning value is evident in how the Judge poses questions to Mina. The Judge asks questions while simultaneously implying doubt due to Mina's contradictory statements compared to the information previously gathered by the Judge, thus, to process the information, the Judge questions Mina to verify the truth of the information received. This is because every piece of information we receive must not be accepted arbitrarily, but rather must be sorted to discern what is valid and what is not. The content in this discourse can serve as a learning resource for anecdotal texts that teach the value of critical reasoning, particularly the elements of acquiring and processing information and ideas. This is supported by the research of Maulana & Widiyono (2024, p. 39) which indicates that the elements of acquiring and processing information and ideas can improve when students are enthusiastic about questioning the information they receive to validate its accuracy. In critiquing phenomena, it is not merely about sarcasm; instead, students can engage in critical thinking regarding the information they have received. This element is valuable for enhancing the Pancasila Student Profile dimension of critical reasoning, which needs to be developed within students in the current independent curriculum.

### 2.2 Elements of Analyzing and Evaluating Reasoning

The elements of analyzing and evaluating reasoning include sub-elements such as analyzing and reasoning information, enhancing analytical abilities, problem analysis skills, and connecting various pieces of information obtained (Ernawati & Rahmawati, 2022, p. 6137). The YouTube video 'Santoon TV' contains 18 utterances that include the components of assessing and evaluating logic. The following is a description of the elements of analyzing and evaluating reasoning presented in the YouTube video 'Santoon TV'.

#### Data 1. Critical Thinking Discourse: Elements of Analyzing and Evaluating Reasoning

**Video Title:** *Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)* (Compilation Mother! Love Me Just Once! (Full Movie))

**Data Code:** DBK.B.V9.01

*Ani: "Pak hakim bayi itu adalah anak sulungku. Aku baru saja melahirkan dan perawat membawanya masuk ruang bayi. Namun, ketika aku hendak menengoknya bayiku hilang dan aku melihat Mina menggendong anakku. Dia adalah penculik anak kecil."* (Your Honor, that baby is my firstborn. I have just given birth, and the nurse took him into the nursery. However, when I went to check on him, my baby was missing and I saw Mina carrying my child. She is a child abductor.)

*Mina: "Perempuan sundul! Berani sekali kau mengarang cerita tak masuk akal."* (You audacious woman! How dare you fabricate such an implausible story.)

*Hakim: "Lancang! Berani-beraninya Anda berkata kasar di pengadilan!"* (How audacious of you to speak rudely in court!)

*Mina: "Tapi Pak dia memang pembohong ulung Pak!"* (But Sir, she is truly a masterful liar, Sir!)

*Hakim: "Setiap kesaksian berpotensi menjadi kebenaran jika didukung bukti yang kuat dan pula berpotensi menjadi kebohongan jika didasarkan ambisi yang kuat!"* (Every testimony has the potential to become the truth if supported by strong evidence and can also be a lie if based on strong ambitions!) (Minute 05:01-05:19)

The excerpt from the YouTube video "Santoon TV" titled "Kompilasi Mama! Sayangi Aku Sekali Saja!" contains critical reasoning values of analyzing and evaluating reasoning. The excerpt illustrates how Judge's character skills are involved in analyzing issues. In the excerpt, it is evident that the Judge does not merely determine the truth based on the testimony of one party. The Judge conducts an analysis of the case as a whole based on the available testimonies and evidence. Not only that, the character of the Judge also correlates various previously obtained information to distinguish between honest statements and those that are mere lies to fulfill ambitions. This is consistent with research by Imawati et al. (2025, p. 413), which claims that the components of analyzing and evaluating reasoning require students to examine and assess the concepts and data they learn, and then provide pertinent and precise justifications for solving problems and making decisions. Thus, the content in the discourse can serve as a learning resource for anecdotal texts that teach critical reasoning values, primarily the elements of analyzing and evaluating reasoning. In critiquing phenomena, it is not only about sarcasm, but students can also analyze and evaluate their reasoning. This element is beneficial for enhancing the Pancasila Student Profile in the dimension of critical reasoning, which needs to be developed within students in the current independent curriculum.

## **Data 2. Critical Thinking Discourse: Elements of Analyzing and Evaluating Reasoning**

**Video Title: Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)** (Compilation Mother! Love Me Just Once! (Full Movie))

**Data Code: DBK.B.V9.02**

Ibu Tiri Billy: "4x4 berapa?" (Billy's Stepmother: "How much is the 4x4?")

Billy: "Four Wheel drive ma." (Four-wheel drive, mam.)

Ibu Tiri Billy: "Anak tolo!, matematika saja nggak bisa! **Kan sudah kuajarkan dengan cara berteriak menanyakan pertanyaan berulang-ulang tanpa memberikan jawaban dan penjelasan.**" (The child is foolish; he cannot even do mathematics! I have taught him by shouting questions repeatedly without giving any answers or explanations.) (Minute 14:35-14:38)

The excerpt from the YouTube video "Santoon TV" titled "Kompilasi Mama! Sayangi Aku Sekali Saja!" contains critically rational values in the elements of analyzing and evaluating reasoning. According to the extract, Billy's stepmother's character keeps asking him pointed questions in a screaming fashion without offering any clarifications or solutions, which causes Billy to struggle with math. Billy's stepmother character indirectly informs us that Billy's difficulties with mathematics stem from his mother's poor teaching methods, which involve merely posing the same problems over and over again without offering insightful responses or justifications. Billy's situation is also frequently seen in real life, indicating that applying critical thinking requires first assessing issues before coming up with answers. The content in the discourse can serve as a source for learning anecdotal texts that teach critical reasoning values, particularly the elements of analyzing and evaluating reasoning. In critiquing phenomena, it is not merely about sarcasm; rather, learners are encouraged to analyze and evaluate their reasoning. The results of this study align with the research by Khasanah & Muthali'in (2023), which indicates that YouTube video content can enhance students' analytical and evaluative abilities as they are required to analyze and identify solutions to the problems presented in the content. Through its emphasis on critical thinking a skill that students in the current independent curriculum need to develop this component contributes to the improvement of the Pancasila Student Profile.

## **2.3 Elements of Reflecting and Evaluating**

The elements of reflecting and evaluating include the sub-elements of summarizing and conveying information clearly and systematically, evaluating the results of analysis and reflection, the ability to present arguments, and the skills to conduct evaluations (Ernawati & Rahmawati, 2022, p. 6137). There are 34 utterances containing the elements of reflection and evaluation in the YouTube video 'Santoon TV'. The following is a description of the elements of reflection and evaluation in the YouTube video 'Santoon TV'.

**Data 1. Discourse on Critical Thinking Values: Elements of Reflection and Evaluation Video Title: Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)** (Compilation Mother! Love Me Just Once! (Full Movie))

**Data Code: DBK.C.V9.01**

Tono: "**Wasit Bahrain curang?**" (Was the referee from Bahrain corrupt?)

Miguel: “90+6=99?”

Thomas: “**Maksain imbang 2-2?**” (Insisting on a 2-2 draw?)

Dipo: “Wasit yang mana sih? Oh itu...yang botak, jelek, hitam, bertingkah pula” (Which referee are you talking about? Oh, that one... the bald, ugly, dark-skinned one, who also behaves oddly)

Miguel: “**Dipo jangan body shaming Dipo! Tapi kali ini boleh sih**” (Dipo, don't body shame Dipo! But this time it's permissible) (Minute 15:19-15:25)

The excerpt from the conversation in the YouTube video "Santoon TV" titled "Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)" contains critical reasoning values, elements of reflection, and self-evaluation of thoughts. This is evident in how the characters Tono, Miguel, Thomas, and Dipo conclude the information received regarding the refereeing misconduct by Bahrain in the 2026 World Cup qualifying match. Moreover, they also present arguments about the refereeing misconduct with implicit suggestions aimed at facilitating future improvement. Additionally, the character Miguel evaluates Dipo by advising him against body shaming, which he later clarifies as being acceptable for this particular case. This is because body shaming is not a commendable action as it belittles the physical appearance of others. However, in this case, the body shaming performed by Dipo serves as a form of critique stemming from his frustration with the referee's dishonesty in Bahrain. This aligns with Marinda et al. (2024, p. 64) who, in their research, reveal that in critical reasoning, learners are allowed to reflect on and evaluate their thoughts, allowing them to understand their strengths and weaknesses in responding to phenomena. The content in this discourse can serve as a source of learning for anecdotal texts that teach the value of critical reasoning, primarily focusing on the elements of reflection and self-evaluation of one's thoughts. When critiquing phenomena, it is not merely about sarcasm; rather, learners should first reflect on and evaluate their thoughts. This element is beneficial for enhancing the Profile of Pancasila Students, particularly in the dimension of critical reasoning, which needs to be developed within students in the independent curriculum.

**Data 2. Discourse on Critical Thinking Values: Elements of Reflection and Evaluation Video Title: Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)** (Compilation Mother! Love Me Just Once! (Full Movie))

**Data Code: DBK.C.V9.02**

Tono: “Aku ngga terima timnas negeri odni ini dicurangin nih” (I won't accept the national team of Odni being cheated on!)

Miguel: “Aku juga ga terima” (I won't accept it either)

Thomas: “Tapi Apa yang bisa kita lakukan?” (But what can we do?)

Dipo: “**Mungkin wasitnya mantan parlemen negeri Odni**” (Maybe the referee is a former parliament member from Odni)

Miguel: “hah? Apa hubungannya Dipo?” (Huh? What's that got to do with it, Dipo?)

Dipo: “**Gampang disogok**” (Easy to bribe)

Miguel: “Astaga Dipo Jangan Terlalu Jujur” (Oh my God, Dipo, don't be too honest!) (Minute 15:37-15:42)

The excerpt from the conversation in the YouTube video "Santoon TV" titled "Kompilasi Mama! Sayangi Aku Sekali Saja! (Full Movie)" contains critical reasoning values, particularly in the aspect of reflecting on and evaluating one's thoughts. This is evident in how the character Dipo presents his argument by sarcastically commenting on the referee's resemblance to certain members of the Indonesian parliament, who are easily bribed. Dipo's ability to provide an argument based on the information he has gathered demonstrates the critical reasoning skill of reflecting on and evaluating his thinking. Research conducted by Bangun et al. (2024) indicates that the critical reasoning values, especially the elements of reflection and evaluation of the students' thoughts being studied, remain low as the majority of students lack the motivation to articulate arguments or alter their perspectives regarding the phenomena they encounter. Therefore, the content in the discourse is expected to serve as an alternative learning resource for anecdotal texts that stimulate critical reasoning values, primarily through the elements of reflection and evaluation of one's thoughts via engaging videos. In critiquing phenomena, it is not merely about sarcasm; rather, learners should reflect on and evaluate their thoughts beforehand. This element is essential for enhancing the Pancasila Student Profile, particularly the critical reasoning dimension that needs to be developed within students in the current independent curriculum.



### 3. Relevance in Learning Anecdotal Texts for Class X

The learning of anecdotal texts in the Merdeka Curriculum is included in the Indonesian language subject in the 10th grade of high school. Anecdotal texts are short stories that are engaging because they are humorous and impressive, usually concerning important or famous individuals and based on actual events. The application of language principles in the communication of social criticism is one of the Learning Objectives (LO) for anecdotal writings. The main topics covered include rhetorical questions, irony figures of speech, and material verbs. The Learning Objectives Framework (ATP), which focuses on ATP (1.4), which is writing ideas or viewpoints in anecdotal writings with varied goals in a critical, logical, and creative manner, is in line with the way that writing anecdotal texts is taught in the tenth grade of high school.

The language employed in the anecdotal written materials is satirical or ironic, much like the language in the "Santoon TV" YouTube video. The YouTube video "Santoon TV" uses satirical language to critique current events in Indonesia while still incorporating the qualities of critical thinking. Critical reasoning values are one of the values contained in anecdotal texts and also represent one of the six dimensions of the Pancasila Student Profile that is important to instill in learners. The sarcastic language style in the YouTube video "Santoon TV" incorporates two different satirical language styles that students can utilize to expand their knowledge that satirical language can be Horatian or Juvenalian, making it an intriguing learning tool. Furthermore, the critical reasoning values in the YouTube video "Santoon TV" also encompass all the elements, making it very suitable for instilling critical reasoning values in the learning of anecdotal texts.

The YouTube video "Santoon TV" meets the criteria as a learning resource according to Soeharto in Samsinar (2019), which are practical, economical, easy, flexible, and aligned with learning objectives. It is useful since the "Santoon TV" YouTube video is easy to use, portable, and doesn't require any specific equipment, making it accessible at any time or place. The "Santoon TV" YouTube video is inexpensive without compromising quality since it has tools that support anecdotal text analysis, making it cost-effective. It is easy because the YouTube video 'Santoon TV' can be found and accessed by anyone. It is flexible because the YouTube video 'Santoon TV' can be used in various conditions and situations. Additionally, the 'Santoon TV' YouTube video aligns with the learning objectives of anecdotal texts, which can inspire students to use suitable rhetorical techniques to critique phenomena. The results of this study are supported by Sadeli (2023) research, which indicates that the use of YouTube videos relevant to content and learning materials is effective in enhancing critical thinking skills among learners.

Therefore, the YouTube video "Santoon TV" can serve as an alternative for educators in selecting innovative teaching resources for anecdotal texts. Because it can be used as an alternate teaching resource, the humorous language style and critical thinking material in the YouTube video "Santoon TV" are pertinent to the study of anecdotal texts for the 10th grade of senior high school.

## CONCLUSION

Based on the research conducted, in the YouTube video upload 'Santoon TV' from January to December 2024, there are ten videos that contain satirical language styles and critical reasoning values. From the ten analyzed videos, 66 instances of satirical speech were found, consisting of 48 instances of Horatian satire and 18 instances of Juvenalian satire. In addition, 66 instances of critical reasoning values were identified, including 14 elements of idea acquisition and information processing, 18 elements of analyzing and evaluating reasoning, and 34 elements of reflecting and evaluating. It can be concluded that the YouTube video "Santoon TV" is relevant to the learning of anecdotal texts. This is because the YouTube video "Santoon TV" contains two types of satirical language styles, namely Horatian and Juvenalian, which are interesting for students to study as content for anecdotal text materials. To improve the Pancasila Student Profile of students, the critical thinking values in the YouTube video "Santoon TV" also fully incorporate the three components. Furthermore, the YouTube video "Santoon TV" meets the criteria as a learning resource, being practical, economical, easy, flexible, and aligned with the learning objectives for anecdotal texts in the 10th grade of senior high school.



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