

## MIKIR LEARNING WITH GO "ADIK SIMBA" FOR INDONESIAN LANGUAGE EDUCATION

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**Abstract.** Indonesian language learning in general is still monotonous, resulting in low student engagement in learning, particularly in class 5 of MI Ya BAKII Kesugihan 01. The "ADIK SIMBA" GO (Active Learning Media) is one of the tools that teachers can utilize to promote active learning using the MIKiR (Experiencing, Interacting, Communicating, Reflecting) approach in the Indonesian language learning process. This study is a qualitative research employing a case study design. The research subjects consist of teachers and students from class 5 of MI Ya BAKII Kesugihan 01. Data collection was conducted through interviews, observations, documentation, and field notes. MIKiR is a learning approach introduced by the Tanoto Foundation. During the learning process, students engage in discussions, both in pairs and groups, and create their own GO, enabling them to record important information and easily summarize the presented reading texts. The GO 'ADIK SIMBA' learning media is an acronym for several question words (What, Where, When, Who, Why, and How). Meanwhile, GO stands for Graphic Organizer. In Indonesian language learning, the GO does not have to adhere to the typical graph format, but can be creatively customized as needed (such as in the form of a flower, tree, etc.). This approach has been proven to effectively activate students in learning Indonesian language in class 5 of MI Ya BAKII Kesugihan 01.

**Keywords:** Learning, Indonesian, GO "ADIK SIMBA" Media, MIKiR Approach.

### INTRODUCTION

Teachers play a vital role in active learning, where they act as facilitators. As facilitators, teachers assist students in learning and developing the necessary skills to achieve learning goals. They are also responsible for providing the pedagogical, psychological, and academic support required for students' cognitive development (Naibaho, 2018)

In this context, teachers need to have a deep understanding of educational theories and relevant teaching models. They should also have a good command of the subject matter to effectively convey it to students. This is crucial for ensuring a smooth and effective active learning process. Thus, teachers function as facilitators who support students in developing their understanding and skills. They create a learning environment that encourages active participation, interaction, and reflection among students. Through this role, teachers help students achieve optimal learning outcomes and develop their potential holistically.

To achieve this, teachers must determine the appropriate methods and select suitable media to maximize their effectiveness. One subject that often poses challenges in verbal explanation and student engagement is the Indonesian language. Therefore, to enhance student engagement in learning, appropriate instructional media is required. This is because, psychologically, children find it easier to comprehend concrete objects (Dr. Muhammad Hasan, S.Pd., MP.d, 2021). To determine the suitable media, teachers need to understand the learning objectives.

Active and enjoyable Indonesian language learning requires the creativity of teachers in building communication with students and the learning environment. The communicative approach should be integrated and thematic, binding the four language skills within a specific theme (Heru

Kurniawan, 2015, p. 4) MIKiR learning can create an active and enjoyable learning experience by integrating the steps of Experiencing, Interacting, Communicating, and Reflecting.

Since 2019, MI Ya BAKII Kesugihan 01 has partnered with Tanoto Foundation, a philanthropic organization focused on education. Through this partnership, teachers have received various training programs to equip them with the skills to conduct active and enjoyable learning. In contrast to existing active learning approaches, Tanoto Foundation introduced the MIKiR (Experiencing, Interacting, Communicating, and Reflecting) approach in their Module 1 training. To better understand the concepts taught during the training, teachers practiced MIKiR learning in their respective classrooms. In 2021, the 5th-grade teachers of MI Ya BAKII Kesugihan 01 implemented MIKiR learning in Indonesian language education using the GO "ADIK SIMBA" instructional media. This media was designed to facilitate students in gathering information, taking notes on important details, and summarizing reading texts with the help of guiding questions (What, Where, When, Who, Why, and How).

Several studies align with the current research topic, such as "Development of MIKiR-Based Mathematics Learning" by Indra Maryanti, Nur 'Afifah, Ismail Saleh Nasution, and Sri Wahyuni, conducted at the university level (Indra Maryanti, Nur 'Afifah, Ismail Saleh Nasution, 2021). Another study at the early childhood education level, titled "Student Engagement through the MIKiR Concept in Early Childhood Education Learning Design during the Covid-19 Pandemic" by Ani Oktarina, Naimah Naimah, and Heldanita Heldanita (Ani Oktarina, Naimah Naimah, 2021). Most of the research has been conducted at the elementary school level, which aligns with the focus of this study conducted at MI Ya BAKII Kesugihan 01. This research aims to present new findings in this context.

Based on the above exposition, the researcher aims to conduct a study to investigate how MIKiR learning with the GO "ADIK SIMBA" media is implemented in teaching Indonesian language to the 5th-grade students of MI Ya BAKII Kesugihan 01.

## RESEARCH METHOD

The type of research conducted is a qualitative descriptive study in the form of a case study, presenting the findings of the research. The research methods employed include interviews, observations, documentation, and field notes to gather information on how MIKiR learning with the GO "ADIK SIMBA" media contributes to a more active, creative, and enjoyable Indonesian language learning experience in the 5th grade of MI Ya BAKII Kesugihan 01.

Both primary and secondary data are utilized in this research. Primary data is obtained through interviews conducted with teachers and students, as well as reflections on students' learning experiences considered relevant in providing information. Secondary data is obtained from relevant documents. In this study, the researcher requests documents from the teachers and students as the sources to gather data.

The research methodology encompasses several steps. Firstly, interviews are conducted with the teachers and students to obtain their perspectives on the implementation of MIKiR learning with the GO "ADIK SIMBA" media. These interviews provide valuable insights into the effectiveness of the approach and media in enhancing student engagement and learning outcomes. Additionally, observations are carried out during the actual classroom sessions to observe the dynamics and interactions between teachers and students, as well as students' participation and level of enjoyment during the MIKiR learning process.

Furthermore, documentation plays a crucial role in the research process. The researcher collects relevant documents such as lesson plans, teaching materials, and students' work samples to gain a comprehensive understanding of how the GO "ADIK SIMBA" media is utilized in Indonesian language learning. These documents provide tangible evidence of the implementation and outcomes of the MIKiR approach.

Lastly, field notes are taken by the researcher to record important observations, insights, and reflections throughout the research process. These notes help in analyzing and interpreting the data collected, as well as in formulating conclusions and recommendations based on the findings.

By employing a combination of interviews, observations, documentation, and field notes, this research aims to provide a comprehensive analysis of the implementation of MIKiR learning with the GO "ADIK SIMBA" media in the context of Indonesian language education in the 5th grade of MI Ya BAKII Kesugihan 01.

## RESULT AND ANALYSIS

The research data was obtained using interview, observation, documentation, and field notes methods. The research findings were analyzed by the researcher using qualitative descriptive techniques, which means that the researcher will describe, explain, and interpret all the collected data in order to obtain a general and comprehensive understanding.

Based on the research conducted at MI Ya BAKII Kessugihan 01 regarding the implementation of learning using the MIKiR (Experiencing, Interacting, Communicating, and Reflecting) approach, the following are the results:

### 1.1 Learning Planning through the MIKiR approach using GO 'ADIK SIMBA'

Based on the interviews conducted by the researcher with the 5th-grade homeroom teacher on December 1-4, 2021, the teacher revealed that they understand the experiential, interactive, communicative, and reflective (MIKiR) learning approach and have mastered the use and functions of the instructional media, GO 'ADIK SIMBA', for learning. They have implemented the MIKiR approach several times in their classroom.

To implement this learning approach, the teacher has studied the characteristics of the students and the characteristics of the Indonesian language subject. In the classroom where they teach, the MIKiR learning approach is always applied in every lesson plan preparation, which can be called their learning scenarios. They always analyze the teaching material before developing the learning scenarios, especially to determine the media that will be used in the material. They always adjust it according to the available resources and the students' conditions in order to achieve the learning objectives.

Here is an example of the learning scenario used by the teacher:

#### LESSON SCENARIO

School	: MI Ya BAKII Kesugihan 01
Theme/Subtheme	: Theme 2/Subtheme 1
Subject	: Indonesian Language
Grade/Semester	: Grade V/Semester I
Duration	: 2 x 35 minutes

#### 1.1.1 Competency Standards

- 1.1.1.1. Classifying information obtained from books based on aspects: what, where, when, who, why, and how.
- 1.1.1.2. Presenting classified information obtained from books grouped into aspects: what, where, when, who, why, and how using standard vocabulary.

#### 1.1.2 Learning Objectives

- 1.1.2.1. Through reading a text, the students can identify detailed and accurate information.
- 1.1.2.2. Through discussion, the students can categorize information into aspects: what, where, when, who, why, and how correctly.
- 1.1.2.3. Through discussion, the students can present the categorized information into aspects: what, where, when, who, why, and how in a graphic organizer correctly.

Learning Approach	: MIKiR Learning
Model	: Cooperative Learning Teaching
Method	: Discussion
Teaching Media	: Graphic Organizer (GO) "ADIK SIMBA"
Learning Resources	: Reading texts "The Importance of Afforestation" and "Nyonyo, Beloved Turtle"

**Table 1.** Lesson Steps Lesson Steps Class

Lesson Steps	Class Management	Time (minutes)
<b>A. INTRODUCTION</b> 1. Apreception (students pray, attendance check, and greet each other using English language questions). 2. Students observe the GO with question words posted on the whiteboard (Experiencing). 3. Students answer the teacher's questions about the previous lesson related to question words (Experiencing). 4. Students listen to the learning objectives presented by the teacher (Experiencing). 5. Students receive materials, worksheets, and additional information about various types of GO, how to make them, and the acronym GO (Graphic Organizer) with ADIK SIMBA (What, Where, When, Who, Why, and How) explained by the teacher (Experiencing).	Classical  Individual  Individual  Individual  Classical	10"
<b>B. CORE ACTIVITIES</b> 6. Students are divided into 6 groups, each group consisting of 3-4 students using the lottery technique (Experiencing). 7. Students read the text on the distributed sheets for 3 minutes in pairs (Experiencing). 8. Students discuss the read text in pairs and make question sentences based on the text, taking notes for 10 minutes (Interaction). 9. Students confirm their individual notes within their groups and agree on the final notes (2 minutes) (Interaction). 10. Students write down the final notes and arrange the information based on the agreed GO ADIK SIMBA on colorful folded papers (10 minutes) (Experiencing and Interaction). 11. Students stick the colorful folded papers on Asturo paper and form the GO according to the agreement (15 minutes) (Experiencing and Interaction). 12. Students present the discussion results through a gallery walk (2 students guard the station, and 2 students visit different groups) (10 minutes) (Communication).	Classical  Couple  Couple  Group  Group  Group  Group	50"
<b>C. CLOSURE</b> 13. The teacher and students conclude the learning activity (Reflection). 14. Students reflect by answering reflection questions on papers and sticking them on the reflection tree: a) How did you feel	Individual  Individual	

<p>during the lesson? (stick an emoticon), b) What difficulties did you encounter when using the GO? How did you overcome them? C) Explain the benefits you gained after the lesson! (Reflection).</p> <p>15. The teacher provides reinforcement and learning motivation based on the reflection</p>	Classical	10"
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### 1.1.3 Assessment

1.1.3.1. Written: Create a Question Sentence whose answer is found in the Reading Text using the GO ADIK SIMBA graph.

1.1.3.2. Practical: Present important information from the GO ADIK SIMBA text using standard vocabulary.

Based on the analysis of the learning scenario document using the MIKiR learning approach, it is evident that the teacher has developed the learning scenario in accordance with the principles of the MIKiR approach. The learning activities that have been designed incorporate the elements of the MIKiR learning approach.

The learning scenario includes various activities that promote experiential learning, interaction among students, effective communication, and opportunities for reflection. These elements are fundamental to the MIKiR approach and contribute to a comprehensive and holistic learning experience.

By incorporating experiential learning, students are encouraged to actively engage in hands-on activities and directly experience the subject matter. This approach allows them to develop a deeper understanding and meaningful connection to the concepts being taught.

Furthermore, the inclusion of interactive activities fosters collaboration and cooperation among students. Through group discussions, cooperative learning tasks, and peer-to-peer interactions, students are able to learn from one another and develop their social and communication skills.

Effective communication is also emphasized in the learning scenario. Students are given opportunities to express their thoughts, ask questions, and engage in discussions. This not only enhances their language proficiency but also promotes critical thinking and the ability to articulate ideas effectively.

Lastly, the learning scenario encourages students to reflect on their learning experiences. They are prompted to analyze their progress, identify areas of improvement, and make connections between new knowledge and their prior understanding. This reflective practice enhances metacognitive skills and promotes lifelong learning.

Overall, the learning scenario aligns with the principles of the MIKiR approach by incorporating experiential learning, interaction, communication, and reflection. It provides students with a comprehensive and engaging learning environment that supports their holistic development.

## 1.2 Implementation of Learning

The procedure for implementing the learning activities using the MIKiR approach is divided into several stages: experiencing (observing and creating something), interacting (discussing, asking or questioning, seeking opinions, working in groups, explaining their work to each other, and answering the teacher's questions), communicating (explaining, expressing opinions or thoughts orally and in writing, and speaking or presenting in front of others), and reflecting (summarizing the learning that has been done, expressing difficulties faced, and sharing their feelings during the learning process). To support the success of learning with the MIKiR approach, teachers need to choose appropriate strategies, methods, and media that align with the content to be taught. Teachers use methods that are tailored to the content to be delivered, emphasizing a learner-centered approach.

To achieve successful learning with the MIKiR approach, instructional media becomes an important supporting aspect. The instructional media used by teachers are tailored to the topics to be presented to the students. Typically, instructional media can come from electronic media, print

media, and teachers often create their own instructional media using available materials to facilitate students' understanding of the content. For learning with the GO 'ADIK SIMBA' media, the teacher uses colored paper as a base and folded paper to create the shape of GO. Students create GO in the form of flowers.

The selection of learning resources that can support learning with the MIKiR approach should be tailored to the topics. Similarly to media, teachers use learning resources from print media, electronic media, online media, and the surrounding environment of the school.

Here is a description of the implementation of MIKiR learning approach carried out by a 5th-grade teacher for the subject of Bahasa Indonesia:

### 1.2.1. Experiencing

The teacher presents a GO (Graphic Organizer) called "ADIK SIMBA" and invites students to recall the previous lesson on various question words such as Apa (What), Dimana (Where), Kapan (When), Siapa (Who), Mengapa (Why), and Bagaimana (How). Students listen to the teacher reading the learning objectives. Furthermore, the students are divided into 6 groups, with each group consisting of 3-4 children. The teacher distributes materials and tools for creating the GO and provides paired reading texts. The image 1 below depicts one of the Experiencing activities.



**Fig.1.** Reading the text

### 1.2.2. Interaction

The students engage in a discussion about the paired reading texts they have read, focusing on the possible question sentences that can be formulated to gather information from the texts. They discuss and determine the appropriate question words and sentences to extract information from the texts. They also decide on the format of the GO (Graphic Organizer) and collaboratively arrange it. They distribute tasks among themselves to complete the learning activity using the provided Student Worksheet (LKPD) as a guide. In this phase, the students are expected to actively participate within their respective groups. Here is one of the photo documents capturing the learning process.



**Fig. 2.** Discussion.



**Fig.3.** Create GO.

In picture 2, the students can be seen engaged in a discussion to determine the appropriate question sentences to be written in the GO, which will help them extract important information from the reading texts accurately. Meanwhile, in picture 3, the students are shown interacting and pasting papers together to form the GO.

### 1.2.3. Communication

The students communicate their discussion outcomes by writing them down on paper while referring to the previously created GO. They then present their group's work through a technique called "kunjung karya" (artwork visit). During the artwork visit, the works of each group are displayed on the classroom wall. Two students from each group wait near their work to explain it to visitors from other groups, answering any questions or receiving feedback. Meanwhile, the other two students from each group visit other groups to provide critiques and feedback on the visited works.

The visiting activity concludes when each group has visited the works of all other groups. Afterward, each group discusses and improves their own work based on the feedback received and insights gained from observing others' works. Picture 3 and picture 4 illustrate the artwork visit activity.



**Fig.4.** Stick GO.



**Fig.5.** The presentation "Kunjung Karya".

### 1.2.4. Reflection

At the end of the lesson, guided by the teacher, the students summarize the activities conducted during the learning process by answering questions related to the activities. Individually, the students mention the learning activities starting from experiencing, which involves observing the reading texts, to presenting their final works.

The teacher also asks the students about their feelings during the learning activities and provides emoticons representing different emotions. The students choose the emoticon that represents their feelings and place it on the Reflection Tree. In addition to the emoticon, the students write down the difficulties they encountered and the benefits they gained from learning with the "ADIK SIMBA" GO on post-it notes provided by the teacher. They then stick these notes on the Reflection Tree. The final activity of the lesson includes reinforcing and motivating the students for future topics, followed by applause from both the students and the teacher as a sign of appreciation. The following image shows the Reflection Tree and the students' final works:





**Fig.6.** Reflection Tree.



**Fig.7.** Go "Adik Simba".

## CONCLUSION

Good learning is characterized by active student engagement. The "ADIK SIMBA" GO (Graphic Organizer) is an effective active learning media for the subject of Bahasa Indonesia, utilizing the MIKiR (Experiencing, Interacting, Communicating, and Reflecting) approach. Through this media, students can explore the concept of finding important information within a reading text, enhancing their understanding of the material in an enjoyable manner. Additionally, it increases student engagement in the learning process, resulting in improved learning outcomes.

The conclusion regarding the MIKiR (Experiencing, Interacting, Communicating, and Reflecting) learning with the "ADIK SIMBA" GO media is as follows:

**Enhances learning experiences:** By using the "ADIK SIMBA" GO media, students can have a deeper and more engaging learning experience. They actively participate in practical activities and develop a better understanding of the concepts being taught.

**Encourages interaction:** The "ADIK SIMBA" GO media fosters interaction between students and the learning content, as well as among peers. Students can interact with simulations, games, and other interactive tools offered by the media. This interaction helps strengthen understanding and promotes collaboration among students.

**Improves communication:** The "ADIK SIMBA" GO media provides opportunities for effective communication among students. They can share ideas, solve problems together, and explain their understanding to others through discussions or other forms of communication facilitated by the media.

**Promotes reflection:** The "ADIK SIMBA" GO media supports students in reflecting on their learning. They can revisit the material learned, track their progress, and reflect on their understanding. This reflection helps students identify their strengths and weaknesses in the learning process.

Overall, the use of the "ADIK SIMBA" GO media in MIKiR learning provides significant benefits in enhancing students' learning experiences, fostering interaction and effective communication, as well as promoting self-reflection. It helps students become actively involved in the learning process and enhances their understanding of the subject matter.

In conclusion, the presentation on Bahasa Indonesia learning with the "ADIK SIMBA" GO media aims to be beneficial for primary school teachers, specifically for Sekolah Dasar/Madrasah Ibtidaiyah, as well as for general readers.



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