MIKiR's approach to developing Visual Literacy Skills for PGMI Students at UIN STS Jambi through online lectures

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Abstract. Visual literacy is determined by one's reading comprehension, visual literacy is always found in our environment, lecturers need to provide opportunities for students to get activities that can develop their visual literacy skills, and it is hoped that these visual skills can be taught to MI / SD students. One of the activities that can support visual literacy is the MIKiR approach. MIKiR stands for Experiencing, Interaction, Communication, and Reflection. Experiencing activities such as students observing, doing experiments, making things. Interaction such as discussing, asking, and answering questions, explaining the results of group work. Communication such as conveying work results, telling stories, expressing opinions. Reflection is like writing or mentioning what was learned today and what was not understood. Online lecture activities carried out with the MIKiR approach are able to develop student visual literacy such as students being able to present messages in text into visual forms and students being able to transform visual messages into written text. The implication of this research is that students are able to develop their visual literacy skills and students are able to choose an appropriate learning approach in improving the visual literacy of students.

1. Introduction

One of the skills that a person must have in this era of digitalization is visual literacy skills. We often encounter visual literacy in the surrounding environment, such as a person's visual skills in understanding information on traffic signs, features found in gadgets, and so on, including students as prospective teachers are required to have these visual literacy skills, such as capable students. understand and present messages in a visual form and are able to transform visual messages into written text. It is also hoped that after students become teachers these skills can be taught to MI / SD students, therefore lecturers need to help students develop these skills so they can develop optimally, one of which is designing lectures through active learning, according to design [1] namely a design of learning activities such the learning process, learning resources, learning environment and the like. According to [2] Learning design is a systematic process in designing instructional instruction. It can be concluded that learning design is a systematic, structured planning process before lectures are held.

The creativity of the lecturer in designing lectures to develop visual literacy skills will encourage students to produce works as a form of implementation of their visual literacy skills such as drawing activities. Drawing is one of the student's creativity that requires time, imagination, and focus on giving meaning to pictures. This lecture activity uses active learning, active learning is an activity that encourages students to be more active in learning [3]. It can be interpreted that active learning, namely
learning activities that increase student activity in finding various information to be discussed in lectures so that it not only increases knowledge and experience but also improves student analytical skills. One of the elements of active learning is MIKiR.

MIKiR stands for Experiencing, Interaction, Communication, and Reflection. Experiencing such as observing student activities, listening to the importance of visualizing text. Interaction such as student activities to discuss in groups about the text to be visualized. Communication is like students conveying group work related to the visualized text. Student reflection writes what they learned and how they felt about learning earlier, reflection aims to be willing to accept criticism and suggestions and improve it.

The coronavirus which first occurred in Wuhan, China in December 2019 has spread to various parts of the world, including Indonesia being affected by this outbreak, learning activities that were previously face-to-face have turned into distance learning by utilizing information technology or called learning from networks [4]. The virus has closed educational facilities for an indefinite period of time. Until now, the government has not confirmed when direct face-to-face learning will return to normal operations, this has made visual literacy lectures conducted online or remotely while still using the MIKiR approach. According to [5] and [6] Online learning is learning that is carried out through the internet or online networks using technological media. According to [7] online learning is learning that is carried out without having to meet face to face in the same room.

From some of the opinions above, it can be concluded that online learning is learning without having to meet face to face between teachers and students but using technology components such as zoom, whatshap, e-learning, and others.

2. Research Methods

This research uses a qualitative research approach, qualitative research according to [8] qualitative research is research based on empirical, exploring social activities, analyzing phenomena, according to [9] qualitative methods help researchers obtain information in depth in the form of words, numbers, social phenomena. It is concluded that in this qualitative study, the researcher will observe, collect information, analyze phenomena, attitudes, social activities, events, then the researcher describes them to produce words in the form of writing about events that occur in the field.

Collecting data in this study using interviews, observation, and documentation related to the MIKiR Approach process to develop Visual Literacy Skills for PGMI Study Program Students at UIN STS Jambi through online lectures. The data analysis technique in this study was guided by the qualitative analysis, namely data collection, data reduction, data presentation, and conclusion. The location of the research used by researchers was the 4th-semester students of the PGMI Faculty of Tarbiyah and Teacher Training, UIN STS Jambi.

3. Research Results and Discussion

3.1. The MIKiR approach

The approach is a series of planned learning actions to achieve learning goals, MIKiR is an element of active learning that helps students develop their potential, MIKiR is an acronym for Experiencing, Interaction, Communication, and Reflection.

Experiencing is a learning activity that is actually carried out by students, such as making things, doing experiments, so that learning is more meaningful [10]. Interaction is the exchange of ideas or ideas between two or more people in small groups such as exchanging opinions, discussing, giving comments to each other. Interaction can be interpreted as an exchange of human thought patterns through critical reflection, open dialogue, in cool situations, mutual respect for opinions, and mutual learning [11]. Communication is the delivery of ideas or ideas by someone to others either verbally or in writing, such as delivering group work, writing group works about messages contained in pictures. According to [12] Communication in learning aims to support students to dare to express their opinions.
With communication, there will be a process of sharing experiences to increase the knowledge of students. Reflection is the process of rethinking what has been learned, what needs to be learned again. Reflection is defined as feedback or assessment after participating in learning [13]. It can be interpreted that reflection is a written or spoken message to express messages, impressions, hopes, and improvements to further learning.

3.2. Visual Literacy Skills

According to [14] proficiency is the ability to manage data, and [15] said that skills need to be possessed by every student at primary, secondary, and tertiary levels. It can be interpreted that skill is a person's potential to do something. Visual literacy refers to visual competencies that can be developed [16]. One of the goals of visual literacy learning is to be able to combine visual and verbal elements to convey messages, visual learning is a skill that has three basic elements, namely reading pictures, visual learning, and material design. [17] explains visual literacy, which is the human ability to understand messages contained in symbols, objects, nature, or man-made things that he encounters in the environment. From some of the opinions above, it can be concluded that visual literacy skills are a person's ability to interpret and give meaning to information in the form of images. In this lecture with the MIKiR approach, students will parse the messages contained in the images and transform the visual messages into written text.

The MIKiR approach aims to develop visual literacy carried out in 4th-semester students of the PGMI UIN STS Jambi study program online, a week before carrying out lectures the lecturer gives directions to students to prepare work writing tools such as hvs paper, scissors, drawing books, crayons, pencils and rulers as a group material are obtained through group tuition, lectures begin with the lecturer and students conducting brainstorming activities, reading stories and conveying lecture objectives, to find out students' initial knowledge about visual literacy, lecturers display pictures through zooming about illegal logging and forest fires, and ask questions about their opinions about this picture, how do you feel if you are affected by natural damage like this? Students answer through voice zoom, then students are given the task of making messages through visuals related to images of natural damage that have been discussed, along with student worksheets and the results of the visualization.
After the student's initial knowledge is sufficient, it is continued with the core activities of the lecture according to the MIKiR scenario that was previously designed, for more details, see the lecture scenario below:

Table 1. Lectures Scenario - MIKiR
Subject: Indonesian
Material: Narrative Text
CPMK:
1. Knowledge: Students are able to identify the characteristics of narrative text
2. Skills: Students are able to visualize narrative text
Learning objectives:
1. Through reading the text "Edo dan Kelinci", students are able to identify the characteristics of the narrative text correctly.
2. Through reading the text "Edo dan Kelinci", students are able to visualize it.
| The MIKiR approach | What students do | Class Manage (i, c, g) | Time |
|--------------------|------------------|------------------------|------|
| Experiencing (activities of doing, observing ...) | • Students brainstorm about paragraph types by zooming  
• Students see examples of text descriptions and persuasion, (impressions are displayed via share screen zoom)  
• Students pay attention to display examples of visualization and examples of basic competencies related to visual text  
• Students listen to things related to the importance of visualizing text. | i | 15 |
| Interaction (the process of exchanging ideas / ideas between two or more people) | • Students identify examples of paragraph types in the text displayed by the lecturer through share screen zoom  
• Students discuss LKM A, B and C through private zoom chat, may also use wa  
• Students visualize LKM A, B and C on paper that has been prepared by each pair  
• Students exchange work with other pairs via wa and then comment on them  
• Students discuss the commented on the work that is commented on, and improve it via chat wa or zoom | c | 40 |
| Communication (the process of conveying ideas / ideas by one person to another) | • Students present their work through zoom  
• Students conclude learning outcomes about visual literacy through chat zoom | i, c | 15 |
| Reflection (the process of thinking about the meaning of learning that has been experienced) | Students write reflections on related learning  
• What they learned  
• How do they feel after studying (answers are typed in the chat zoom column) | i | 10 |
| Total time outside of the initial activity | | | 80 |

Information:

I: individual  
C: couple  
G: group

In this lecture, the student worksheets that are given require students to find answers through imagination, creation, examples of worksheets are as follows:
Figura 4. Worksheets that require students to find answers with imagination and creation

Figura 5. Student visualization works  
Figura 6. Student visualization works

After the online lecture is complete, the work of each group that has been corrected is sent via the group's WhatsApp, the results will be saved via Google Drive as an appreciation and motivation for student work, this greatly affects student learning motivation, students who have high motivation tend to be active in lectures. [18] also, students' work can be used as a learning resource.

3.3. Discussion

Lectures with the MIKiR approach can develop visual literacy of students of the PGMI UIN STS Jambi study program, students can develop their imagination and creativity through pictures, this can be seen in the ability of students to convey messages through posters made in pairs, the ability of students to visualize narrative text, the suitability of poster content with images and visual suitability in conveying messages. As the results of the interview by the researcher via WhatsApp with one of the PGMI students, Dhea Amalia Sari, who has attended this visual literacy lecture, said it was fun, because we are invited to observe images that indirectly train motor skills, besides learning visual literacy can improve and develop our abilities in reading messages on pictures. By observing the image, we can find out and conclude what the message contained in the image is.

Visual skills are a person's ability to read visual symbols and interpret them [19]. According to [20] Visualisation literacy is understood as the ability and skill to read and interpret the messages contained in the visual. Also argues that visual literacy is the ability of a person to think, understand, and learn, to express all things using images.

The MIKiR approach to visual literacy lectures is fun because there is a process a student experiencing, interaction, communication, and reflection. According to [21], visual literacy can be developed by being trained during learning. At the end of the lecture, students can produce meaningful works, simple works but contain messages and lessons in it. Following the lecture process with the
MIKiR approach makes students involve many senses so that understanding the material being taught will be more memorable. The importance of visual literacy, because we often encounter visual information in the surrounding environment at schools, roads, campuses, and others, students, as prospective teachers are required to have skills in understanding visual messages, one of the activities that can help visual skills, is the MIKiR approach. It is hoped that these skills can be taught to SD/MI students. Likewise, questions on student worksheets, the answers require students to imagine, be creative, and make something more meaningful in lectures. This lecture is conducted online using the zoom and whatshap application.

4. Conclusion
The MIKiR approach can develop student visual literacy, one of the visual benefits in lectures is to attract attention and motivate students to learn, visual literacy can also help students interpret visual messages appropriately. It is hoped that this MIKiR approach can be used as a reference in developing visual literacy of students in formal and non-formal educational institutions.

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