Online Learning Based on the MIKiR Approach during the Covid 19 Pandemic at MIS Muhajirin Jambi City

Kiki Fatmawati*, Nasyariah Siregar1, Amirul Mukminin Al Anwary1, Ikhtiati1 and Paujan Azim1
1Faculty of Tarbiyah and Teaching UIN STS Jambi; Jl. Jambi Ma. Bulian KM. 16 Sei. Duren Kec. Jaluko, Kab. Muaro Jambi 36361, Jambi-Indonesia

Email: *kikifatmawati86@uinjambi.ac.id

Abstract: Online learning using multiple platforms will be more effective when juxtaposed with other methods or approaches. This study aims to determine the online learning process based on the MIKiR Approach during the Covid 19 Pandemic at MIS Muhajirin Jambi City. This research is a qualitative descriptive field research. This research was conducted at MIS Muhajirin Jambi City. The subjects of this study were teachers and students of grade VI. Data collection was taken through interviews, observation, documentation and field notes. The author takes the role of a direct interviewer to explore more complete data for teachers and students. Thinking is a learning approach that was initiated by the Tanoto Foundation in 2018. Thinking stands for Experiencing, Interaction, Communication, and Reflection. The results showed that the online learning process based on the MIKiR approach began with the preparation of a learning implementation plan and the preparation of media and learning resources, learning assessment tools and learning scenarios along with Student Worksheets (LKPD) based on the "MiKiR" approach. The implementation of learning with learning steps consists of experiencing activities, interaction, communication, and reflection. Assessment is carried out by the teacher by assessing the assignments sent by students through google classroom to be used as a portfolio. Each lesson uses a learning approach to think, the teacher always tries to be creative and innovative in preparing teaching materials and learning scenarios.

1. Introduction

The Covid-19 pandemic has forced the government and all elements of society to change the way they interact and in the socio-economic process. The world of education is one of the sectors most affected in this pandemic. Social incarceration requires education providers to change face-to-face learning approaches into online learning systems. The corona virus initially occurred in Wuhan, China in December 2019, has spread to various countries in the world including Indonesia so that the learning system that was originally face-to-face has turned into distance learning that utilizes information technology or is called online learning (Irfan Fauzi et al. 2020).

The online learning system (in a network) is a learning system without face-to-face learning between teachers and students but is done online using the internet network. Bakia M, et al (2012) stated that the term online learning can be used to refer to a wide range of programs that use the Internet to provide instructional materials and facilitate interactions between teachers and students and in some cases among students as well. Teachers must ensure that teaching and learning activities continue, even though students are at home. In online learning, students can become less active in...
conveying their aspirations and thoughts, which can result in saturating learning. Based on the results of research by Jamaluddin D, et al. (2020), one of the obstacles that are felt in online learning is the accumulated task because the learning conditions are still unable to adjust properly. Therefore, a learning approach is needed that can optimize the development of students’ creative potential, namely an active learning approach without causing student tasks to accumulate. In line with what Prince (2004) explains in Roehl Amy, et al (2011) states that active learning focuses on student activities and student involvement in the learning process.

Active learning stimulates higher order cognitive processes such as critical thinking and analysis. Active learning strategies can be used in online learning. The use of active learning strategies involves students' higher order thinking (eg, analysis, synthesis, and evaluation), which allows students to assimilate, apply learning outcomes (Phillips, J. M, 2005). Thinking is an active learning approach that was initiated by the Tanoto Foundation in 2018. Thinking stands for Experiencing, Interaction, Communication, and Reflection. The application of the "MiKiR" learning approach will add to the variety of learning models that are more interesting, fun, involve students, increase student activity, and cooperation, plus when learning is given Student Worksheets (LKPD) to find out how far students understand the material presented teacher. In learning at school, the presentation of learning materials must be able to motivate students and lead to activities so that students play an active role in the learning process.

Many studies have examined the application of various active learning models, including Active-Learning Exercises in a "Flipped Classroom" (Richard Pierce et al., 2012), active learning strategies for online (Cummings Cdkk., 2017). Learning thinking has also been carried out by various studies (Ninik & Ernawati, 2014). However, research on the application of online learning in collaboration with the MiKiR learning approach is still rare when compared to the various learning models that have been previously mentioned. Therefore, researchers are very interested in describing the extent of the implementation of Online Learning Based on the MiKiR Approach during the Covid 19 Pandemic at MIS Muhajirin Jambi City. The findings of this kind of research will also increasingly popularize MiKiR learning among educators in the world, especially Indonesia.

2. Research methods
This research is a qualitative research. Data collection was taken through interviews, observation, documentation and field notes. The author takes the role of a direct interviewer to explore more complete data for teachers and students. The subjects of this study were teachers and students of grade VI.

This research was conducted at MIS Muhajirin Jambi City. The location of this research was chosen because the madrasah has implemented online learning since the existence of a distance learning policy due to the COVID-19 pandemic. MIS Muhajirin Jambi City is a reference madrasah ibtidaiyah from the LPTK Faculty Facilitator TEAM, UIN STS Jambi in accordance with the Tanoto Foundation socialization regarding the thinking learning approach. While the time of this research was carried out from August 10 to September 20, 2020.

3. Results and Discussion
Online learning that is carried out using multiple platforms will be more effective when paired with other methods or approaches. one of them is the MiKiR approach which consists of several steps including the first, experiencing the form of observing and doing something that aims to activate all the five senses possessed. Second, interaction in the form of an activity to exchange ideas or ideas that are usually carried out in discussions. Third, Communication is an activity to convey the results of the discussions that have been carried out and Fourth, a reflection activity that aims to find out how far the students' knowledge is, what is not understood and how they feel during the learning process. The MiKiR approach is contained in the scenario as a lesson plan implementation and Student Worksheets (LKPD) as teaching materials to facilitate students and provide a more concrete understanding of the
Learning they will experience. Student worksheets can improve mastery of the material and student learning outcomes (Toman, 2013).

In the learning process, there is an interaction between the various main learning components, namely teachers, subject matter and students. The interaction between the three main components involves facilities and infrastructure, such as methods, media, and structuring the learning environment, so as to create a learning process that allows the achievement of previously planned goals. Of the three main components of learning, teachers play an important role in the teaching and learning process with certain tasks. This is in line with the opinion of Syambasril (2006: 9) in Aulia I, et al (2017) which states, "Teachers play a central role in the teaching and learning process, at least carry out three main tasks, namely: planning, implementing learning, and evaluating / assessment."

"These three main tasks are carried out by the MIS Muhajirin teacher in Jambi City in implementing online learning based on the "MiKiR" approach.

Based on the results of interviews conducted by researchers with class 6 teachers of class 6 MIS Muhajirin Jambi City on September 2, 2020, the class teacher revealed that in planning online learning based on the "MiKiR" approach based on the 2013 curriculum at MIS Muhajirin Jambi City, it includes the preparation of learning implementation plans and preparation of media and learning resources, learning assessment tools and learning scenarios along with LKPD based on the "MiKiR" approach. In accordance with what Fatmawati (2017: 14) states that the success of the learning process is determined by planning. Learning objectives can be achieved effectively and efficiently if planned well.

Based on the results of reviewing the learning plan document which is usually called a Learning Scenario with a thinking learning approach, it can be seen that the teacher has compiled an online learning scenario that has included elements of the thinking learning approach. When compiling the learning scenario from the teacher, first identify the learning activities in the thinking learning approach.

![Online learning scenarios based on the MIKIR approach](image)

Picture 1. Online learning scenarios based on the MIKIR approach

Figure 1 depicts an online learning scenario based on the MIKIR approach. From this scenario, it is clear that there are activities from the MIKIR element and the teacher uses several platforms in the learning process such as zoom meetings, google classroom, WhatsApp groups and the media used to support learning in the form of YouTube, and PPT.

Based on data from observations about the online learning process based on the MIKIR approach carried out by class VI MIS Muhajirin class teachers in Jambi City on 6-20 September 2020, it can be concluded that the VIMIS Muhajirin class teachers in Jambi City already understand the application of thinking elements in the learning process that is being carried out.
The implementation of online learning based on the 2013 curriculum at MIS Muhajirin Jambi City uses the "MiKiR" approach with learning steps consisting of experiencing, interaction, communication, and reflection activities. Online learning uses the MIKIR approach on the theme of "Save sentient beings", sub-theme 1 of my friend's plants. The initial activity was carried out using the google meeting platform starting with the teacher giving greetings and inviting all students to pray that the Covid 19 outbreak will pass quickly and may all of us always be given health and be protected by Allah SWT. Next, the teacher greets the students. Good morning, How are you, Sholeh and Sholehah's children, hopefully they are always healthy and protected by Allah SWT. The teacher checks the student's activity through info on Google Meet for this learning activity. The Teacher Inform The theme to be studied is about "Save Living Beings". Sub Theme 1, My Friend's Plants.

The teacher conveys the learning objectives that will be studied today through Google Meet. The teacher gives directive questions to find out the students' initial knowledge and to provoke a deeper curiosity about the learning topic: If you see flowers, what can you see in flowers? What are the benefits of flowers? The teacher can facilitate all the answers without justifying or blaming and asking students to answer them in their notebooks before the child practices them. The teacher conveys the stages of activities that include experiencing, observing, interacting, communicating, and concluding activities.

The results of observations of early learning activities or opening lessons conducted online show that the teacher prepares mentally and focuses students' attention on what the teacher will convey so that the purpose of learning activities is that students have intelligence (cognitive) attitudes (affective) and skills (psychomotor) the good can be achieved. This is in line with the opinion of Aulia I, et al. (2018) who said that opening lessons is a very important activity for teachers to do, because with a good start it will affect further learning activities. If the opening activity is successful, it is very likely that the core and closing activities will be successful.

Core Activities The teacher implements the experience element activity by asking students to read readings about generative reproduction which are taken from reading material that is on the Google next. Students are asked to observe carefully the videos that have been provided related to generative plant reproduction. at this stage the teacher also asks students to make important notes on the material presented.

Experiencing activities carried out by the teacher in online learning are in accordance with the concept of the Experiencing element (an activity directly experienced by students) carried out in various ways during the learning process, for example the teacher asks students to read, observe, conduct experiments. As explained by Yantoro (2020), This experiencing activity aims to make students experience and experience the learning process themselves. In this experience activity involves many senses so that understanding of the concept will be more stable.

To realize the creation of interaction activities that occur during online learning, the teacher gives directive questions to increase student curiosity, then asks students to make questions and then discuss with their parents or siblings. Furthermore, in working on Student Worksheets (LKPD) the teacher directs students to discuss and collaborate with family members at home, so that with this activity students can interact with their father, mother, brother, or other family members. Students are also asked to be able to chat privately with one of their friends to exchange ideas about their respective observations. Students can also chat privately with the teacher if there are things that are not clear or not understood.

Before working on the LKPD the teacher explains the activities that will be carried out and completed by the students while still using the zoom meeting platform sharing the PPT. This activity is shown in the following figure.
Figure 2. Students listen to the teacher's explanation

From Figure 2, it can be seen that even though using the zoom platform students are enthusiastic about listening to the teacher's explanation about how to solve the LKPD and students understand the teacher's explanation, it can be seen from the questions and answers during the learning process.

The results of the observations show that there are interaction elements that the teacher hopes are carried out online and face-to-face with family members, students discuss and collaborate with their parents, students discuss with the teacher via chat in solving problems in the LKPD. Students and their parents or siblings exchange ideas or ideas to make an amazing observation report from the LKPD Keteratu activity using the available report form. In line with what Suhandi said, Andi (2020) that the completion of Thinking-based LKPD is carried out in teams or in groups, this activity includes the elements of interaction, student interaction to work on experiments and answer questions together.

Online learning communication activities occur when students are asked to present the results of their activity reports through google meet media. When communicating online, students are actively involved in presenting discussion results and opinions in online discussion forums. Conveying ideas to others is an important element of productive interaction and participation in discussions (Wise, A. F, 2012). Furthermore, students are asked to display their work in their respective rooms or in the place they want. Communication is the process of conveying ideas / thoughts or feelings to others through oral or written. Communication activities carried out by students through submitting work results or reporting activities that have been carried out in oral and written ways will build courage and trust (Yantoro, 2020).

The closing activity of the teacher doing reflexes, reflection is also carried out online including students being asked to write some things related to what students have understood, what you have not understood, and how students feel about sexual reproduction. Furthermore, students are asked to write down the activities that have been carried out in the form of a narrative essay on the google classroom application media. The teacher and the students make a learning conclusion today. The teacher asks all students to pray to end the learning activities and pray that Covid 19 will pass quickly. Reflection activities are very important to be carried out by the teacher as a measure of success in teaching. This activity is also very important to determine the level of mastery of the material achieved by students. This statement was confirmed by Suhandi, Andi (2020) the teacher reflected, to find out the level of student understanding or mastery of the material.

Based on the observational data of researchers, the VIMIS Muhajirin class of Jambi City in the implementation of online learning based on the thinking approach has generally divided into several stages from the elements that are in the thinking learning approach, namely experiencing, interaction, communication, and reflection. In the stages of implementing online learning based on a thinking approach in class VI MIS Muhajirin Jambi City, the teacher always tries as much as possible to apply the elements that exist in the thinking approach. And based on the observation data of class VI MIS
Muhajirin Jambi City in online learning activities based on the teacher's thinking approach, they have followed well in accordance with the established procedures, namely student-centered learning to train creativity, independence and high-level or critical thinking. According to Muhammad Nuh (2018) as a facilitator for the Tanoto Foundation in Derlina (2019), students must go through the process of experiencing firsthand, engaging in interaction, communicating, and reflecting. The concept above is known as MIKIR (Experiencing, Interaction, Communication, and Reflection).

Student assessment activities are an important and integral component in teaching and learning activities in schools. To obtain information about the achievement of results from the learning process of students in accordance with predetermined goals, an assessment of learning outcomes is needed. According to (Wahidmurni, Mustikawan, & Ridho, 2010) an important function for educators in evaluating student learning is to provide feedback to students in considering the effectiveness and efficiency of the learning process being carried out (Imania K, et al, 2019)

The teacher's assessment in online learning based on the "MIKIR" approach is that the teacher assesses assignments sent by students through google classroom to be used as portfolios. The teacher also makes exam questions using the google form which are then sent through the class whatshaap group.

4. Conclusion
Teachers play a central role in the online learning process, namely: planning, implementing learning, and evaluation / assessment. Online learning planning based on the "MIKIR" approach based on the 2013 curriculum at MIS Muhajirin Jambi City includes the preparation of learning implementation plans and preparation of learning media and resources, learning assessment tools and learning scenarios along with Student Worksheets (LKPD) based on the "MIKIR" approach. The implementation of learning with learning steps consists of experiencing activities, interaction, communication, and reflection. Assessment is carried out by the teacher by assessing the assignments sent by students through google classroom to be used as a portfolio. MIKIR-based online learning is carried out by teachers using several platforms such as zoom meetings, google classroom, whatsap group. scenario and LKPD based thinking approach can help with limitations in online systems.

MIKIR learning approach invites students to be able to learn creatively, work in teams and be critical during the learning process. This approach makes students more active and students like to experience firsthand so that students will easily remember what they learn. With this approach, it is hoped that teachers can plan and implement this approach in the learning process, because with the presence of teachers and prospective teachers who understand and practice this active and creative learning approach, it is hoped that the quality of education in Indonesia can be further improved. In the future, it is hoped that there will be developments, especially in the indicators of social interaction and character

References
[1] Aulia I, dkk. 2018. Analisis Penerapan Keterampilan Membuka Pelajaran oleh Guru Sosiologi Kelas Xa. Jurnal Pendidikan dan Pembelajaran Khatulistiwa Vol 7, No 10 (2018).
[2] Bakia, M., Shear, L., Toyama, Y., & Lasseter, A. (2012). Understanding the implications of online learning for educational productivity. Washington, DC: U.S. Department of Education.
[3] Cummings, C, Mason, D, Shelton, K, Baur, K. Active learning strategies for online and blended learning environments. In Flipped Instruction: Breakthroughs in Research and Practice. 2017: 88-114.
[4] Derlina, Karya Sinulingga, Maryono, Sahyar, Bornok Sinaga. 2019. Ethnophysic In Learning Based On Java Culture To Improve Generic Skills Of Students’ Science. International Journal Innovation, Creativity And Change
[5] Fatmawati, Kiki. 2017. Implementasi Kurikulum 2013: Pembelajaran Tematik di Sekolah Dasar. Primary Education Journal (PEJ) Vol.1, No.1, Desember 2017. 11-16
[6] Imania K, dkk. 2019. Rancangan Pengembangan Instrumen Penilaian Pembelajaran Berbasis Daring. Jurnal PETIK Volume 5, Nomor 1, Maret 2019

[7] Irfan Fauzi, Iman Hermawan Sastra Khusuma 2020 Teachers’ Elementary School in Online Learning of COVID-19 Pandemic Conditions Vol 5 (Lampung: Jurnal Iqro’ Kajian Ilmu Pendidikan) P. 59

[8] Jamaluddin D, dkk. 2020. Pembelajaran Daring Masa Pandemik Covid-19 Pada Calon Guru: Hambatan, Solusi Dan Proyeksi. Database of researches, publications and innovation on coronavirus disease (Covid-19). http://sinta.ristekbrin.go.id/covid/

[9] Pierce, R., & Fox, J. (2012). Vodcasts and active-learning exercises in a “flipped classroom” model of a renal pharmacotherapy module. American Journal of Pharmaceutical Education, 76(10), 1-5.

[10] Phillips, J. M. (2005). Strategies for active learning in online continuing education. The Journal of Continuing Education in Nursing, 36, 77-83.

[11] Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: an opportunity to engage millennial students through active learning strategies. Journal of Family and Consumer Sciences, 105, 44–49.

[12] Suhandi, A., Pamela IA, Oktavia, A., Mubarak, MA., Amri, K., 2020. Need Analysis of Students Worksheet Based on MIKiR at Themes Always Save Energy of Fourth Grade of Primary School. Advances in Social Science, Education and Humanities Research, volume 397

[13] Tim Modul Parktik. 2018. Modul I - Praktik yang Baik dalam Pembelajaran di SD dan MI. Jakarta: Tanoto Foundation.

[14] Töman, U., Akdeniz, A. R., Odabasi Çimer, S., & Gürbüz, F. (2013). Extended Worksheet Developed According to 5E Model Based on Constructivist Learning Approach. Online Submission, 4(4), 173-183.

[15] Wise, A. F., Speer, J., Marbouti, F. & Hsiao, Y. 2012. Broadening the notion of participation in online discussions: Examining patterns in learners' online listening behaviors. Advance online publication. Instructional Science.

[16] Yantoro. 2020. Analysis Of Teacher’s Ability In Applying Mikir Elements In Active Learning At High Classes In The Primary School. Jurnal PAJAR (Pendidikan dan Pengajaran), 4(2), 356-366