

Application of Active Learning MIKiR Based on Critical Thinking in Improving Ability to Write Text Reports on Observations in Class VIII Students of SMP N 24 Jambi

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Abstract

Based on the researchers' observations during the observation at SMPN 24 Jambi City, when students were studying the text of the observation report, the teacher only gave the lecture method / used the conventional method and then the students did the assignment according to the contents of the text of the observation report they read, but there were still students who do not understand the contents of the text, because the text is too long so students become unfocused. Therefore the researcher offers a learning media approach in the form of critical thinking-based MIKiR media that can be used by teachers in learning observational report texts. The purpose of this study was to apply MIKiR learning media based on critical thinking as a learning medium for the text of observation reports in class VIII SMPN 24 Jambi City. The research was conducted at SMPN 24 Jambi City, the subjects of this study were Grade VIII students. The approach in this research is a quantitative approach. This type of research, descriptive. The data obtained is in the form of student work in the application of critical thinking-based MIKiR media as a learning medium. The results showed that the application of critical thinking-based MIKiR active learning as a learning medium for the text material of observation reports for class VIII SMPN 24 Jambi City in its implementation was in accordance with the learning implementation plan. Starting from the teacher carrying out preliminary activities, then in the core stages the teacher explains, asks questions and determines the results of student work to be made, the teacher helps students determine themes, determines schedules for collecting work results, in closing activities the teacher concludes the learning that has been carried out.

Keywords: Learning Media, MIKiR, Reports on Observations Text.

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Introduction

In learning Indonesian, the text of the observation report is one of the teaching materials that can improve students' writing skills. In practice, the activity of constructing the text of the observation report can train students to think of the results of observations

in the form of text according to good and correct language rules. According to Putri, et al. (2021:46) the text of the observation report is a description of students' thinking results from an object observed in learning or activities outside the classroom. While Wahono, et al (Ismayati, 2017: 73) stated that the text of the observation report is a report text that provides information about something factually and can be proven scientifically.

The learning process of the observation report text can be seen from the interaction activities carried out by educators and students. Every student has the same opportunity to ask or answer according to the learning material of the text of the observation report. Juliana & Sholeh (2021) argue that the elements of interaction provided by educators are in the form of questions or problems to be discussed together, providing comments, and giving students opportunities to ask questions. The text of the observation report contains two basic competencies, namely basic knowledge competencies and basic skills competencies. Focus on basic knowledge competence, namely 3.7 Identifying information from the text of the observation report in the form of knowledge books that are read or listened to. The indicators of these basic competencies are a) understand the definition of the text of the observation report in the form of a knowledge book that is read or listened to, b) determine the characteristics of the text of the observation report in the form of a knowledge book that is read or listened to, c) determine the information from the text of the observation report in the form of a knowledge book that is read or listened to. The expected goal of learning the text of the observation report is that students are able to identify information from the text of the observation report in the form of a book of knowledge that is read or listened to.

The process of learning the text of the observation report on students of SMPN 24 Jambi City begins with an understanding of the text of the observation report, after understanding the steps in compiling the text of the observation report students are required to observe an object or activity in the environment around SMPN 24 Jambi City. The students' difficulties in learning observational report texts are a lack of understanding in constructing sentences so that in writing sometimes the coherence is not quite right, students also have difficulty in determining the object to be observed. The achievement of the learning objectives of the text of the observation report on students at SMPN 24 Jambi City has not yet been fully achieved because there is still a lack of student understanding.

In order to achieve the learning objectives, the ability to design learning methods based on the time and needs of students is required. Learning methods need to be well designed to overcome learning problems. For innovative learning, teachers can use various learning methods and choose according to the needs and learning objectives of their students. One of them is by using the MIKiR active learning approach. MIKiR's active learning approach which consists of Experiencing, Interaction, Communication, and Reflection is an active learning that can be used as a guide in creating learning scenarios. Fatmawati, et al (2021) argues that the MIKiR-based active learning process starts with lesson plans, learning scenarios, choosing media, learning resources, learning assessments, and Student Worksheets (LKPD).

Critical thinking skills can be developed through the learning process. That is, in addition to learning to develop cognitive abilities for a particular subject, learning can also develop students' critical thinking skills (logical, analytical, creative, problem-solving skills and the ability to communicate ideas) in expressing ideas, applying knowledge and responsibility. Besides that, the teacher's integrity in learning and school

culture also influences the growth and development of students' critical thinking. At the junior high school level, students are expected to be able to think critically. The MIKiR learning model stimulates each student to exercise their curiosity by asking questions. Armed with curiosity can lead to students' critical thinking skills and by using internet facilities, students can find alternative answers to questions given by the teacher.

The MIKiR approach research was previously carried out by

a) Sonya Trikandi, the results of her research show that using the MIKiR active learning approach, it can create active learning through students' thinking, analytical, imaginative, creative and innovative activities using high cognition through direct observation activities.

b) Heni Purnamawati, the results of her research are that through active learning the MIKiR approach students can develop communication and collaboration skills.

c) Emmi Gracella et al, the results of her research show that there is an effect of the MIKiR active learning approach on students' persuasive text writing skills.

What distinguishes this research from previous research is that it is found in the learning text and in this study the authors apply active learning MIKiR based on critical thinking. Based on some of the research above, the researcher wants to apply MIKiR Active Learning Based on Critical Thinking in Improving the Writing Ability of Observation Report Texts in Class VIII Students of SMPN 24 Jambi City.

Method

This study uses a quantitative approach as its method. The type of research used is differential description. Class VIII students were the subject of this study, namely class VIII C and class VIII D. The data collection technique used tests. Data analysis techniques in this study were data reduction, data presentation, and conclusions/verification.

Findings and Discussion

Findings

In this research data, researchers used tests. The results of applying the elements of MIKiR in learning observation report text based on critical thinking in class VIII SMPN 24 Jambi City are as follows:

In experiencing activities, (M), students are facilitated to carry out activities such as observing an object. The teacher has prepared assignments of questions that encourage students to carry out activities or observations to answer them. In this case, the teacher gives Productive, Imaginative, and Open questions that can trigger students to think at a higher level or known as HOTS (higher order thinking skills). The questions given namely, find differences in the metamorphosis of butterflies from 3 different types of caterpillars. To get the answer, in this case the students conducted an experiment by taking three different types of caterpillars to observe the metamorphosis process that occurs with these caterpillars. Learning here is more meaningful because students can learn by practicing. Then for interaction activities (I), students are facilitated in the process of exchanging ideas between two or more people. The activity is, after the students have made observations on the three caterpillars, the teacher guides the students to discuss the results of their observations about the three caterpillars. Students are more confident when interacting or discussing with their friends because they have experienced the learning process themselves.

Next is communication (K), in this activity students convey ideas, thoughts or feelings to others. Communication in this case is in the form of verbal. That is, students submit reports on the results of discussions with their groups about the process of metamorphosis in the three caterpillars they observed. In communication activities, the teacher facilitates class discussions so that students are actively involved in responding to their friends' presentations. The teacher also provides reinforcement or correction of student presentations. The last activity is reflection (R), where students are facilitated to review their learning experience and take lessons (lesson learned) so they can learn better in the next lesson. In this case, students are guided to write down what they have learned? How is the learning process? and what else do you want to learn. This question guide makes it easier for students to demonstrate the learning experience they have gained.

Discussion

Based on the data analysis that was carried out using SPSS, the pretest results were obtained in the experimental class before being treated in the form of the application of active learning MIKiR with an average score of 58.12. Values are very different after being given the treatment Applying MIKiR active learning in learning to write the text of the observation report. The average score in the posttest was 84.68.

Then the results of the analysis in the control class with conventional learning. In the control class they were not given treatment in the form of active learning MIKiR and only used the media normally used in learning as usual. The pretest score obtained from the control class was 55.62 while the average value in the posttest control class was 82.81.

For the normality test that was carried out, the control class and the experimental class obtained a significant value greater than 0.05. The pretest value of the experimental class obtained a result of 0.401 and the posttest value of the experimental class obtained a result of 0.087. Meanwhile, the pretest value of the control class obtained a result of 0.804 and the posttest value of the control class obtained a result of 0.440. From all these results it can be seen that all variables are normally distributed (> 0.05), meaning that this research can carry out further analysis tests.

After the next normality test is the homogeneity test to see whether or not samples taken from the same population are the same. The homogeneity test calculation in this study used the SPSS 26 program. From the homogeneity test that was carried out as previously discussed, it was obtained a significance value (Sig.) Based on Mean The ability to write the text of the observation report is 0.167 which is greater than 0.05. So it can be concluded that the sample studied is homogeneous.

Next is a hypothesis test to see whether the experimental class that is given treatment has an influence on the ability to write report texts on observations of students at SMPN 24 Jambi City. The hypothesis test conducted in this study used the t test (t-test) using the SPSS 26 program. From the hypothesis testing conducted, a T value of 6.714 was obtained. For t table at a significant level of 0.05 get 2.772. So that $T \text{ count} > T \text{ table}$, $6.714 > 2.772$. Experimental class and control class have a value of Sig. (2-tailed) of 0.001 < 0.05 , meaning that there is an average difference in the results of the ability to write report texts from observations.

From the several tests that have been carried out by analyzing the data obtained

in this study, it can be seen that the application of active learning MIKiR in writing a text observation report in class VIII Jambi City SMPN 24 has an influence. The different values were clearly seen when the treatment was given in the form of the application of active learning MIKiR to the experimental class, namely class VIII D. while the control class did not experience a significant increase. This shows that there is an effect of the application of MIKiR's active learning on the ability to write text reports on observations.

Conclusion

Researchers used the test data collection method. The research subjects were class VIII students of SMPN 24 Jambi City for the 2022/2023 academic year. The researcher gave 2 tests, namely the Pre-test and Post-test related to the application of critical thinking-based MIKiR active learning as a learning medium in the material for writing report texts on observations of class VIII SMPN 24 Jambi City. The test results show that currently the school is still using the Learning Implementation Plan (RPP) as a learning tool because the school is still using the 2013 curriculum. The teacher has implemented MIKiR-based active learning based on critical thinking in improving the ability to write text reports on student observations.

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