An Evaluation of *MIKiR* Learning in English Subject

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Abstract: This paper aims to evaluate English learning on the components of the context, input, process, and product. This research is an evaluation research. Data were collected by observation, interview, and documentation then analyzed descriptively. The conclusions in this paper: 1) the value of the context of the initial condition of the institution is sufficient, the value of the input of the sub-components of facilities and infrastructure, sufficient teaching staff and curriculum, the value of the process of the planning and implementation of English learning is lacking, and the value of the product component on student learning outcomes; and 2) the recommendation of this paper, the head of the institution needs to review or change the implementation of the institution's curriculum for reform for a better direction, provided there are many English textbooks, teachers must make lesson plans based on the syllabus of competency units.

Keywords: Evaluation, *MIKiR* Learning, CIPP (context, input, process, and product)

Abstrak: Artikel ini bertujuan untuk mengevaluasi pembelajaran bahasa Inggris pada komponen *context, input, process,* dan *product.* Penelitian ini merupakan penelitian evaluasi. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi kemudian dianalisis secara deskriptif. Kesimpulan dalam artikel ini: 1) nilai *context* untuk kondisi lembaga sudah cukup, nilai *input* untuk sarana dan prasarana, tenaga pengajar dan kurikulum memadai, nilai *process* untuk pembelajaran perencanaan dan pelaksanaan pembelajaran bahasa Inggris kurang, dan nilai komponen *product* terhadap hasil belajar siswa sudah cukup, dan 2) atas rekomendasi artikel ini, pimpinan lembaga perlu mengkaji ulang atau merubah implementasi kurikulum lembaga untuk reformasi ke arah yang lebih baik, dengan syarat buku teks bahasa Inggris yang banyak, guru harus membuat RPP berdasarkan unit kompetensi silabus.

Kata kunci: Evaluasi, Pembelajaran MIKiR, CIPP *(context, input, process, and product)*

INTRODUCTION

Education is one of the primary needs of humans. So that education has an important role for humans in living their lives, as a provision to deal with various problems that come and to fulfill their needs. The problem of education is totally inseparable from life. Both in family life, and in the life of the nation and state. The

progress of the retreat of a nation is largely determined by the decline of education in the country.[1]

For over a century, English has become a global language and has been accepted in many countries around the world. English is a common language used by world communities and is recognized for global interaction, especially for countries that speak different languages when engaged in business and diplomatic relations.[2]

English subjects need to be developed to address global challenges, especially in the Indonesian region.[3] Moreover, Indonesia will step into the free market of the ASEAN economic community which forces the Indonesian people to interact and compete in the international level. This is where the role of the young generation especially students can master English in the midst of globalization. Because all business, education, social life in the international community must use English.[4] So that learning can succeed in accordance with the planned goals, the teacher needs to think creatively choose and determine the material, choose the method and how to convey to students.

To support active learning innovations in English, one important thing that teachers can do is to design learning scenarios based on active learning, in this case the method used is the MIKIR method developed by the Tanoto Foundation. MIKIR stands for *mengalami, interaksi, komunikasi,* and *refleksi* (experiencing, interaction, communication, and reflection). MIKIR method was developed with the intention that learners (learning subjects) can be invited to be creative, collaborate and collaborate in teams, and be critical during the learning process. This is because the conditions of learning English so far still show students' low understanding of English concepts. An active learning strategy is needed to improve this so that all students are actively involved in all learning activities.

The researcher limits the problem and focusing on the evaluation of MIKIR learning in English Subject in SMP Negeri 3 Bantan at Bengkalis, Riau Province by using CIPP (context, input, process, and product.) Based on the limitation of the problem, the problems of this research can be formulated as follow: 1) the evaluation of MIKiR learning based on the context in relation the success of the program; 2) the quality of input in MIKiR learning in relation the success of the program; 3) the evaluation of MIKiR learning on the process in relation the success of the program; and, 4) the evaluation of MIKiR learning on the product in relation the success of the program.

Evaluation

The assessment concept has a similar definition, each pointing from the effects of policies and services to the implementation of the importance of scale. In addition, assessment is a mechanism that decides the situations in which an objective has been accomplished and evaluation can be equated with evaluation, ranking and evaluation.

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[1] Mustapha Kamal Ahmad Kassim et al., "The Role of Islamic Civilization in Teacher's Training Institute Malaysia (IPGM) towards Developing Teachers' Human Capital," *Middle East Journal of Scientific Research* (2013).

[2] Dawn D'Arcy Nell, "English Language Teaching," in *History of Oxford University Press: Volume IV 1970 to 2004*, 2017.

[3] Himpun Panggabean, "Problematic Approach to English Learning and Teaching: A Case in Indonesia," *English Language Teaching* (2015).

[4] Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai dalam Menyongsong Asean Community 2015," *Jurnal Profesi Pendidik* (2016).

Evaluation is carried out to assess the scope of which a policy is useful and to help find a consensus by means of a given set of data that is analyzed and communicated to partners owning a stake in the evaluated movement. Gravestock & Gregor-Greenleaf state that evaluation is the method of assessing the degree to which goals have been accomplished.[5] Although evaluation for Alderson et al. is a comprehensive, prepared, coordinated, and deliberate collection and review of data, applied in order to present the efficacy of programs, building liability as well as pointing to parts requiring change and development.[6]

In addition, evaluation is used to assess whether or not the purpose of the program has been accomplished. In addition, it also tests and demonstrates how far the program's success has come. In addition, assessment aims to provide the policy maker with knowledge regarding which aspects of the curriculum need to be altered and improved.

The evaluation of the program incorporates techniques of social science to routinely examine the efficacy of programs of social intervention in ways tailored to their political and organizational contexts, in order to inform social change in order to enhance social conditions. The evaluation of the program includes the application of scientific techniques to evaluate program implementation and findings for decision-making purposes.[7]

Based on the aforementioned description, where a researcher performs an inquiry to collect knowledge about the efficacy of a social action policy, it can be inferred that the evaluation program is a mechanism in the analysis system. In addition, the assessment has used details such as critical structural elements of the program modules, performance goals, and results to measure whether the program's missions had been accomplished or not. While the outcome of an evaluation program is making decisions about the program itself whether the program will be continued, repaired or stopped.

CIPP Evaluation Model

Different appraisal methods and models exist, but according to the goals and circumstances, the researcher should select the most suitable one. The CIPP model can be used to measure the total functionality of the product and the quality of the input, process and output. CIPP, the abbreviation for Context, Input, Process, and Product, is a model of program evaluation useful for instructional program evaluation. It is as the name implies, the evaluation of context, input, process, and product of an educational program.[8]

Context evaluation involves examining and describing the context of the program, performing an evaluation of needs and objectives, deciding the objectives of the program, and verifying whether the proposed objectives are adequately responsive to the needs identified. Stufflebeam suggests that it helps to make program-planning decisions, as he

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[5] Pamela Gravestock and Emily Gregor-Greenleaf, "Student Course Evaluations: Research, Models and Trends," *Toronto: Higher Education Quality Council of Ontario* (2008).

[6] J C Alderson, C Clapham, and D Wall, "Language Test Construction and Evaluation," *Cambridge Language Teaching Library*, 1995.

[7] Christiane Spiel, Barbara Schober, and Evelyn Bergsmann, "Program Evaluation," in *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 2015.

[8] Daniel L. Stufflebeam and Chris L. S. Coryn, "Daniel Stufflebeam's CIPP Model for Evaluation: An Improvement and Accountability Oriented Approach," in *Evaluation Theory, Models, and Applications*, 2014.

said, "Context assessments evaluate needs, issues and opportunities as foundations for defining goals and priorities and assessing the significance of results."[9]

The activities included in the input evaluation are a description of program inputs and resources, a comparison of program performance with other programs, a prospective benefit/cost assessment, an assessment of the proposed program design, and a review of the recommendations for alternative strategies and procedures which should be considered as recommended. According to Stufflebeam, "input assessments evaluate alternative approaches to meeting requirements as a means of planning programs for all resources allocated."[10]

Process evaluation includes reviewing the implementation of the program, monitoring the performance of the program, auditing the program in line with the legal and ethical guidelines required, and identifying design or implementation defects. Evaluators require feedback from program staff because "Process evaluations analyze the execution of plans to guide activities and later to help explain results" can be helpful in making decisions for formative evaluation".[11]

Product evaluation involves the identification and analysis of the program's general and particular results, the measurement of expected outcomes, the effort to detect unanticipated outcomes, the evaluation of the program's merit, a retrospective benefit/cost evaluation and a cost-effectiveness evaluation (to determine if the program is cost effective compared to other similar programs). In making summative assessment choices, product evaluation is very helpful; "Process evaluations identify intended and unintended results, both to help keep the process on track and to determine efficiency".[12]

***MIKiR* Learning**

The learning scenario is a sequence or series of learning process activities arranged by a teacher so that a learning process occurs as desired and the goals to be achieved are achieved. The learning scenario will become a reference for the process in the classroom so that it runs according to the lesson plan. Scenarios are also made deliberately by a lecturer or teacher so that in learning there is an interactive-communication process (active learning) with students by using various learning sources to achieve educational goals. So that a lecturer or teacher must have the skills to prepare learning scenarios before carrying out the learning process.

The skill of preparing learning scenarios is a skill in designing or designing the steps of a learning activity, and choosing (methods, media, and approach) that are appropriate and appropriate. All these things are done so that teachers and students can easily carry out and understand the learning process.

Besides the importance of various active learning innovations at the primary and secondary school level. This is certainly very easy to apply considering that the cognitive development, attitudes and skills of students are far more capable of carrying out this so that lectures can also be more active, creative but still fun.

In this case, one of the active lecture strategies developed in English subjects. This subject should not dwell on classical methods, such as lectures, questions and answers,

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[9] Ibid.
[10] Ibid.
[11] Ibid.
[12] Ibid.

and discussions. With the MIKIR method, teachers can direct students to be more active, critical, innovative and communicative. This is because the MIKIR method will require students to be more actively involved in the effort to carry out experiments, observations and information processing. Then students must be able to work together and collaborate in a group to solve problems, then present the results of their collaboration in front of other students.

Furthermore, this method can create more active learning. This method is also very simple and simple, so it's easy to compile a lesson scenario so that it won't be difficult for teachers to prepare. Of course this is relevant for students who can also learn this method so that later it can be implemented when interacting in society.

The MIKIR method is an element of active learning recently introduced by the Tanoto Foundation. Tim Pintar Tanoto Foundation conveyed the elements of active learning activities using the *MIKiR* method[13] consisting of:

1. *Mengalami* (experiencing)
   Observing: asking questions to which the answer can only be obtained through observation; conducting experiments: giving assignments/asking questions whose answers can only be obtained through experimentation/investigation; interviewing: asking students to gather certain information by interviewing sources with an interview guide; completing projects: assigning tasks to complete specific projects guided by student worksheets; and, writing literary works/articles: assigning student works.

2. *Interaksi* (interaction)
   Discuss: present a problem/question for discussion and ask each group member to have an opinion; asking: inviting students to ask questions; asking for opinions: presenting facts, asking students to give opinions about these facts; leave comments: invite students to comment; working in groups: giving suitable tasks to be done in groups; explaining work results to each other: asking groups to explain their work to each other; and, answering teacher questions: answering and asking questions.

3. *Komunikasi* (communication)
   Demonstrating: asking students to demonstrate; explain: ask students to explain; storytelling: asking students to share experiences; reporting: asking students to report the results either orally/in writing; and, proposing: asking students to argue, speak or answer.

4. *Refleksi* (reflection)
   Rethinking the work: questioning and asking other students to provide comments (reflecting).

It was further explained that; "*Mengalami*" in learning involves many senses so that understanding of the concept will be more stable; "*Interaksi*" can encourage students to express ideas and reflect themselves so that it also supports a good understanding of the concept; "*Komunikasi*" can motivate students to be bold and fluent in expressing opinions and ideas; and "*Refleksi*" gives rise to an attitude of accepting criticism and improving oneself, both ideas, work and attitudes. It should be understood that the elements of

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[13] Tim Pintar Tanoto Foundation, "Praktik yang Baik dalam Manajemen Berbasis Sekolah," *Tanoto Foundation* (Jakarta: Tanoto Foundation, 2019).

MIKIR learning are not a sequence of activities, each element can also occur several times and even appear simultaneously in one learning process.

METHODS

The type of paper evaluation research. The purpose of the research is to evaluate MIKIR learning for English subject in SMP Negeri 3 Bantan, Bengkalis, Riau Province by using the CIPP model developed by Stufflebeam.[14] This research will take the place in SMP Negeri 3 Bantan. It is located at Gajah Mada Street KM 25, Bantan District, Bengkalis Regency, Riau Province. It is approximately 30 kilometers from the capital regency of Bengkalis. Researchers chose this school because it is one of the schools that has partnered with the Tanoto Foundation as the founder of *MIKiR* learning. Moreover, the program has only been implemented for several years. In addition, the quality of the school is also quite good because it has excellent accreditation and is located in the center of Bantan district area. The phases of data collection include defining the research boundaries, gathering data through unstructured or semi-structured evaluation and interviews, reports, and audio-visual items, as the beginning of the information recording process. In this paper the investigator gathered the data through an interview.[15]

In this paper, the researcher interviewed the headmaster, staff, and teachers to know their point of view about *MIKiR* learning in English subject. Before doing the interview, the researcher arranged the questions. The researcher gathered the data over a technique which is described in the previous discussion. This data of this research will be taken by doing interviews. The researcher do interviews to gather data about context, input, process, and product.

DISCUSSION

The Context of *MIKiR* Learning

In the components of the vision, mission and objectives, there are several things that must be considered in formulating a vision,[16] including: 1) the vision must be able to provide direction and motivation, 2) the vision must be spread among organizational members, 3) the vision must be used to disseminate important organizational decisions and actions. Likewise with goals, which are the translation of the mission statement, goals are something that will be achieved or produced within a predetermined time. Goal setting is generally based on the key success factors that follow the determination of the vision and mission. Objectives do not have to be stated in quantitative form, but must be able to show the conditions to be achieved in the future.

MIKiR learning is a program initiated by Tanoto Foundation and began to be implemented periodically in the 2018-2019 period in each region. *MIKiR* learning is a program based on the belief that quality education can accelerate the creation of equal opportunities. We utilize the transformative power of education to help people realize their potential and improve their lives. The philosophy and mission of this program is to

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[14] Stufflebeam and Coryn, "Daniel Stufflebeam's CIPP Model for Evaluation: an Improvement and Accountability Oriented Approach."

[15] JW Creswell, "Qualitative, Quantitative, and Mixed Methods Approaches," in *Research Design*, 2013.

[16] Colin Bryson, "Engagement through Partnership: Students as Partners in Learning and Teaching in Higher Education," *International Journal for Academic Development* (2016).

realize quality education, increase equality of opportunity and develop individual potential and improve living standards through transformative quality education.

Based on the results of research on the context component, the school has formulated and established a vision, mission and objectives and has the documents. Schools have also done enough to socialize the vision, mission and goals to all educators, students and other related elements. For an organization, the vision and mission has an important role in determining the policy direction and characteristics of the organization. What's interesting about the vision and mission of this program is that it contains a learning philosophy that must be applied by emphasizing quality over quantity.

The Input of *MIKiR* Learning

Based on the results of the paper, learning English using *MIKiR* active learning is divided into three basic functions, namely, conversation, listening, and the function of instructor management in managing teaching and learning activities. In order to achieve these learning objectives, supporting infrastructure is needed and in this school all facilities are complete including the language laboratory, library, reading corner, and the English zone. But the library in schools is still inadequate. Books used for the learning program are only books recommended by the central government without any other handbooks. There are also many teacher handbooks that are incomplete for each of the sub-classes. In this case, the teacher's handbook is very important for the implementation of learning in the classroom. By having a guidebook, the teacher can take a lot of material and even learning methods that will be used in the learning process in the classroom.

The weakness of the evaluation of the input component is the sub indicator for the competence of teachers. In this case, it is explained that training activities are basically an integral part of management in the workforce of an institution and an effort to develop the knowledge and skills of members so that in turn they are expected to gain a competitive advantage and be able to provide the best possible service. In other words, teachers can work more productively and improve the quality of their performance. Teachers also still need to be given some knowledge to improve quality and productivity both for teachers themselves and for institutions. In this case, the training provided to improve teacher quality is still lacking or never done.

Another weakness that the researchers found in the sub-indicators was that there was no review or change in the curriculum implementation system since the *MIKiR* active learning program was held at SMP Negeri 3 Bantan, the evaluation results shown were still lacking. Researchers are looking for information that the curriculum used, since its establishment and even when this program was implemented, has never been reviewed and changed at all. Review the curriculum to find out whether changes in curriculum implementation need to be made or not.

The Process and Product of *MIKiR* Learning

The value of the learning process is carried out on teacher activities, student activities, teacher-student interaction patterns and the implementation of the teaching and learning process. In the context of the current education system assessment processes are combined with outcome assessments. Process assessment is carried out to monitor the achievement of learners' overall proficiency, assessment of results is carried out to ensure the achievement of competencies as referred to in content standards.

The results of the context evaluation on the syllabus indicators, the researchers found that the syllabus owned by SMP Negeri 3 Bantan which implements *MIKiR* active learning shows sufficient criteria. However, in the preparation of the syllabus, members of the institution were still not involved in the preparation of the syllabus. As explained in the article from Ulum that in the National Education Standards through Peraturan Pemerintah Republik Indonesia No. 19 of 2005, namely: 1) institutions that administer English programs should have a syllabus, 2) institutions that administer English programs must have a syllabus each subject, 3) syllabus must be prepared with reference to competency standards, 4) syllabus for each subject should be prepared by educators, and 5) syllabus should be documented.[17]

In the context evaluation of the syllabus indicators, it is explained that each competency in the program must have a syllabus because basically the syllabus is the main reference in a learning activity. Some of the benefits of this syllabus, including: 1) as a guide or reference for the development of further learning, 2) provide an overview of the program points to be achieved in a subject, 3) as a measure in assessing the success of a learning program, 4) written documentation as the accountability of a learning program.[18]

Another weakness that the researchers found was in documenting the syllabus each year. Based on the research results, the syllabus of the learning program at SMP Negeri 3 Bantan was also not decided together, meaning that each teacher was free to formulate his own and resulted in different implementation. The syllabus used is also undocumented every year. The program syllabus will be better if it is formulated together and documented so that there is progress or not in the achievement of program objectives so that the school will get better every year.

The results of the process evaluation on the learning planning sub-indicators show that there are many jokes that make lesson plans not in accordance with the set rules. A plan is the first step that must be done before we carry out everything so that the goals we hope can be achieved optimally. With good and proper planning, problems that have the potential to arise in the learning process can be minimized. This planning will also give confidence, help the teacher to include topics that are very important, and maximize time during class.

Learning English at SMP Negeri 3 Bantan requires optimal abilities for teachers because it is not easy to provide learning to students. The application of learning using *MIKiR* active learning requires high preparation from the teacher, in terms of time, media, teaching materials, and other supporting devices. All of these are quite fulfilled by the teachers at SMP Negeri 3 Bantan.

The results of the process evaluation on the method indicators are basically not easy to teach or train students to speak English. One way to teach English to students is to get used to speaking directly using English. Children will easily learn a new language when they are in the right situation. This means that he can immediately use the language so that what he says has meaning. Researchers also found that there were still some teachers who had not made it a habit to invite students to speak English actively.

The learning process on the indicator method shows that some teachers have not facilitated students through giving assignments, English dialogue, and others. It was

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[17] Miftahul Ulum, "Kebijakan Standar Nasional Pendidikan," *Syaikhuna: Jurnal Pendidikan dan Pranata Islam* (2020).

[18] Ibid.

previously explained that getting children to speak English is one way of teaching or training children to learn English. Teachers should take advantage of this method, one of which is to familiarize children with making conversation with each other in the class. This method can also be done while playing a game. This can be an input for the implementation of learning at SMP Negeri 3 Bantan.

Another weakness was also found in the indicator method in the implementation of learning, in terms of summary or lesson conclusions. In general, the learning design has explained that the teacher should work together with students or make a summary or conclusion of the lesson. In research both in class observations and interviews, almost all teachers are still lacking in making a summary or lesson conclusion. The teacher should work together with the learner or make a summary or conclusion of the lesson at that time so that the learner is able to conclude what he has learned at that time.

The English learning program at SMP Negeri 3 Bantan, the teacher not only helps in providing material according to the syllabus or competency unit. Each learning program must provide a form of learning outside the program or what is often known as counseling services. Planning for follow-up activities in the form of remedies is also very important to do if there are learners who score below the minimum graduation standard. Planning for follow-up activities in the form of remedial tests and counseling services is still lacking. There are some teachers who have not provided remedial testing and counseling services. In implementing the program in the closing part of learning, the teacher should provide or convey learning at the next meeting. In this case, almost all teachers are still lacking in conveying lesson plans at the next meeting.

Every learning process carried out by students will produce learning outcomes. In the learning process, the teacher as a teacher as well as an educator plays an important role and responsibility in increasing the success of learners which is influenced by the quality of learning and the internal factors of the students themselves. In every learning process in school, it is certain that every learner expects to get good learning results, because good learning outcomes can help learners achieve their goals. Good learning outcomes are only achieved through a good learning process. If the learning process is not optimal, it is very difficult to expect good learning outcomes.

This product evaluation is a record of the achievement of results and decisions to improve and actualize the English learning program at SMP Negeri 3 Bantan using *MIKiR* active learning. Product evaluation activity is to measure and interpret the results that have been achieved. Measurements are developed and administered with care and precision. The accuracy of the analysis will be used as material for drawing conclusions and submitting suggestions according to the standard of eligibility.

The results of class learning at SMPN 3 Bantan use *MIKiR* active learning, many learners still get sufficient grades because learners are not confident when speaking, still cannot understand vocabulary, and there are still a few errors in writing or talking about the grammar. In general, active learning MIKIR at SMP Negeri 3 Bantan is considered sufficient.

CONCLUSION

Based on the results and discussion of evaluation which includes the components of context, input, process and product in the English learning program at SMP Negeri 3 Bantan using *MIKiR* active learning, it can be concluded as follows: 1) the context of the

English learning program at SMP Negeri 3 Bantan using *MIKiR* active learning is categorized as sufficient, not in accordance with the standards that the institution must have, namely the compilation of the vision and mission and program objectives, management, leadership, and management information systems; 2) the input in the English learning program at SMP Negeri 3 Bantan using *MIKiR* active learning is categorized as sufficient, not yet in accordance with the standards of infrastructure, teaching staff and the curriculum that the institution must have; 3) the process of the English learning program at SMP Negeri 3 Bantan using *MIKiR* active learning is categorized as sufficient, not in accordance with the standard process that the institution must have, namely in planning and implementing English learning programs; and, 4) the product or learning outcome of the English learning program at SMP Negeri 3 Bantan using *MIKiR* active learning is categorized as sufficient, because after learning activities in one learning period, generally getting enough grades is not in accordance with the minimum grade standard for passing.

Based on the results of research and evaluation discussion which includes the components of the context, input, process and product in the English learning program at SMP Negeri 3 Bantan using *MIKiR* active learning, it can be recommended as follows: 1) recommendations for the head of the institution from the results of this research are as follows: provided English textbooks in the library and teacher handbooks, the implementation of the curriculum is reviewed or changed for reforms for the better, the syllabus is prepared by involving all teachers and is documented annually in accordance with standard infrastructure and curriculum that the institution must have; and, 2) recommendations for teachers, from the results of this paper are as follows: Teachers must make lesson plans, together with other teachers or themselves make summaries or conclusions of lessons, plan follow-up activities in the form of remedial tests or counseling services, deliver lesson plans at meetings then in accordance with the standard process that the institution must carry out.

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