Learning Speaking Skills Through The MIKiR Method Based On Local Genius *Tri Pramana*

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Abstract. Learning speaking skills through the MIKiR method (Experiencing, Interaction, Communication, and Reflection) based on local genius Tri Pramana is a language learning innovation by combining innovative learning methods with local wisdom as a source of innovation that can be empowered as one of the breakthroughs in creating a more meaningful learning process and challenging students to think critically, creatively, innovatively, skilled in communicating and collaborating. This study aims to describe the concept and application of MIKiR (Experiencing, Interaction, Communication, and Reflection) based on the local genius of Tri Pramana in speaking skills. This research uses the literature study method. The application of the MIKiR (Experiencing, Interaction, Communication, and Reflection) method based on the local genius of Tri Pramana can create more meaningful learning as well as being the answer to the learning challenges of the 21st century. Simultaneous learning will provide opportunities for students to construct their own knowledge so that the learning process becomes more interesting and fosters students' curiosity. This certainly makes students' understanding of a material more in-depth and remembered longer so that students become more communicative / fluent in conveying their ideas or ideas.

Keywords: speaking, MIKiR, local genius *Tri Pramana*

1 Introduction

One of the language skills that play a role in showing a person's identity and quality is reflected in speaking skills. A person who is skilled in speaking describes his ability to think (Baharman, et al 2021:96). To be skilled in speaking requires understanding concepts and intensive practice. Speaking as one of the skills cannot be taught in the way the teacher speaks, but more than that the teacher needs to provide direct experience (learning by doing). This is in line with the opinion of Arsjad and Mukti U.S. (1991:1) the ability to speak formally is not possessed by a person instantly. To acquire such abilities must go through any form of examination in the form of intensive practice and direction or guidance. Thus the orientation of learning speaking skills is carried out by providing students with the widest possible opportunity to develop potential related to the skills being learned.

The speaking skills that need to be developed are not only related to appearance, but also the creativity of students in developing ideas during speech practice. The problem is that helping students develop speaking skills is not easy. Abidin (2013: 131) mentioned that there are four speech learning goals that students should achieve in school, namely: 1) shaping students' sensitivity to the source of ideas, 2) building students' ability to generate ideas, 3) training the ability to speak for various purposes, and 4) fostering students' speaking creativity (finding, organizing, packaging, and conveying ideas).

The barometer of the success of speaking learning with the naked eye can be seen from the student's performance during practice in front of the class. In one class, there will be many

images of the results that can be seen. There are some students who are fluent in conveying ideas, but there are not a few students who still nervous to appear in front of classmates. These signs include nervousness, cold sweat, standing stiffly, missing words, pale faces, and others. This exposure shows that learning speaking skills has not achieved the expected goals.

Another, more specific issue comes from students with regard to the inexperience of speaking practice. Sa'bani (2009:107) conveys some of the obstacles that students often experience in individual speaking practice, including: 1) students are less enthusiastic about attending lessons; 2) students prefer to use rote methods; 3) students are afraid, embarrassed and lack confidence; 4) students run out of ideas or words when performing in front of the class; 5) students receive less attention from fellow students; 6) there are so many students in a class that there is limited time to perform; 7) the students who will perform have no prior planning; 8) Laboratory facilities are still very limited. In addition to some of the above, other obstacles that are often encountered in students' speaking practices, namely: 1) students have limited experience and even minimal experience of speaking in public; 2) students have not been able to choose an interesting idea to present in front of friends; 3) students have not been able to develop ideas even though the tricks have been possessed; 4) students still have limited language skills.

In addition to these problems, teachers are also required to be able to equip students 4Cs Competency (N. Kholifah, H., 2021: 719). The 4Cs competency consist of critical thinking, creative thinking, communication and collaboration skills (W. Widarto, S., 2020:4; M. Nurtanto and H. Sofyan, 2015:352). In addition, teachers also act as role models for students in terms of openness, perseverance, and a strong commitment to learning. To accelerate this, the teacher must also evolve into a creative person, to build knowledge with students in the classroom. The teacher will stimulate engagement and guide students to develop the skills of formulating arguments/opinions, sharing and communicating arguments to others and collaborating with others. Responding to all these problems, teachers are required to be able to choose and use innovative learning methods that are in accordance with the characteristics of 21st century learning as an effort to improve speaking skills. One of the learning methods that can be used is the MIKiR method.

MIKiR is an acronym for "Experiencing, Interaction, Communication and Reflection". This MIKiR learning seeks to answer the challenges of the 21st century. Mengalami (involving) is to invite students to do experiments or practices or observe. Interaksi is the process of exchanging ideas between two or more people, responding to the opinions of others. Komunikasi (communication) is the process of expressing ideas / thoughts, communication can be in the form of writing and oral, providing ideas, presenting work results, reporting the results of group discussions. Refleksi (reflection) is an activity carried out so that teachers and students look back at the learning experience so that the next learning is better. (Piki, 2019: 152).

In addition to using the MIKiR method, in order for the learning process to be more meaningful, a learning cycle is needed that is able to construct student knowledge, namely learning based on Tri Pramana. Tri Pramana is one of the local wisdom of the Balinese (Hindu) community which means three ways of learning used in finding knowledge / truth (Parmiti, 2017: 2). The Tri Pramana concept can be used as a learning cycle that can be started from Pratyaksa, Sabda, and Anumana (PSA). The PSA model begins with a direct observation of the problem (Pratyaksa Pramana). Students are looking for references to support the results of observations / reading references (Sabda Pramana). The knowledge gained from the first and second activities is used to build an understanding of other similar objects of study that cannot be observed directly (Anumana Pramana).

The combination of MIKiR learning methods with the application of a learning cycle based on local wisdom can improve abilities / skills while answering the challenges of the 21st century, namely: (1) the ability to think critically and creatively, (2) the ability to communicate effectively, (3) the ability to innovate, (4) the ability to find solutions to a problem, and (4) the ability to collaborate. Departing from this, the author conducted a study related to the concept of learning speaking skills through the MIKiR method based on Local Genius Tri Pramana and its application as an effort to improve students' critical thinking skills in producing ideas or ideas that are spelled out through speaking skills.

2 Research Methods

This study categorized as qualitative research with a type of library study research (library research). In literature studies, researchers try to find information about everything that is relevant in the problem, namely theory, expert opinions, and research that is relevant to the problem being studied. The main sources in conducting literature studies include search studies to search engine database centers / journal publishers, google scholar, Scopus journal, researchgate. Based on the previous statement, the literature study will be the basic method for researchers to develop and strengthen the researcher's thinking framework in drawing conclusions from the problem under study (Septianisha et. al.:2021)

3. Result and Discussion

3.1 The concept of Learning Speaking Skills through the MIKiR Method based on *Local Genius Tri Pramana*

3.1.1 The Concept of Learning Speaking Skills through the MIKiR Method

Designing and implementing learning is the task of a teacher to create learning that can encourage students to express their ideas or creative ideas. These actions are poured into each activity of learning steps designed in such a way that are oriented towards the learning objectives to be achieved. One of the methods that can be used is the concept of MIKiR active learning method introduced by Tanoto Foundation through a smart driving program at its partner schools.

This MIKiR Learning Concept invites students to experience, interact, communicate and reflect on the learning process. The MIKiR concept can be a solution for teachers who are looking for learning concepts that can implement 21st century skills. With the hope that students will increase their learning activities, be more creative in expressing their ideas and be critical of what they face. So this concept changes the paradigm of the teacher's attitude in teaching, which was previously more dominant in speaking, now acts more as a facilitator for students. They will be involved in every activity in learning. The concept of learning speaking skills through the MIKiR method consists of several elements including:

1. Involving
   Students involved in the learning process directly. They collaborate with teachers to identify problems, search for information and dig into something they don't know yet. activities that can be done include: observing, conducting experiments, interviewing and making things.

2. Interaction

The activity that students carry out in their learning process is solving problems. Students interact both with the teacher and with their classmates in search of solutions in solving problems or dig deeper into the material by engaging in active collaboration. The activities that arise are discussing, asking / questioning, asking for opinions, making comments, working in groups, explaining each other's work results, answering teacher questions.

3. Communication

This element is a medium that students can use in conveying their creative ideas or ideas both individually and in groups. This demands skills in speaking. Activities that can be applied to students include demonstrating, explaining, telling stories, reporting (oral / written), expressing opinions / thoughts, speaking.

4. Reflection

Reflection is carried out to identify the shortcomings and advantages of each student after carrying out the learning process in terms of mastering the material that has been taught. They reveal the things they have learned, the material they have mastered and even design advanced activities after the learning activities to increase their knowledge. Activities in reflection can take the form of rethinking the results of one's own work / thoughts. Other students can comment or question the results of these reflections.

Active learning elements (MIKiR) are not limited to sequences. From each element, it can happen several times and can even be present at the same time. For example, in group learning, students can experiment repeatedly to obtain data (Experience). However, when interacting, you will definitely conduct a review (reflection) and convey opinions (Communication) (Saragih, Novayanti, 2022: 207)

Learning this MIKiR concept makes students more creative, critical and active in the learning process. In active learning, students do many activities using their brains to find concepts and solve problems learned (Nadwa, 2013). In addition, students can also learn literacy at the same time when carrying out the learning process in class. They learn to work together in the form of a team or group that demands high social process skills and learn to respond actively to problems. Thus this learning makes students learn actively which they were initially passive (Rini & Abdul, 2018:5).

3.1.2 The Concept of Learning Speaking Skills Based on *Local Genius Tri Pramana*

The concept of *Tri Pramana* was born starting from three basic potentials possessed by humans, namely sound *(sabda)*, energy *(bayu)* and mind *(idep)* (Subagia & Wiratma, 2006: 34). *Tri Pramana* is one of the local wisdom *of* the Balinese people, the learning cycle is further developed into the *Tri Pramana* Model. The *Tri Pramana* model has synergism in developing students' mental processes *(minds on)* and student skills *(hands on)*. Two important values of the *Tri Pramana* model in the learning process are its ability to accommodate various aspects of learning including process skills, learning outcomes, and mental processes such as critical thinking and accommodating the use of learning models based on the local wisdom of the Balinese people.

Generally, teachers Indonesian difficulties in developing students' speech and critical thinking skills simultaneously with other aspects of learning. However, the *Tri Pramana* PSA cycle learning is designed to improve students' critical thinking skills. In order to help students achieve learning goals, especially with regard to the cultivation of skills, teachers need to develop and create the learning process. This is done with the aim that students can achieve understanding and find the meaning of everything learned in class. Skills cannot be taught in the way the teacher speaks, but more than that the teacher needs to give students direct

experience *(learning by doing).* This needs to be done with orientation giving students the widest possible opportunity to develop potential related to the skills being learned. The concept of learning speaking skills based on *the local genius Tri Pramana* consists of *Pratyaksa, Sabda,* and *Anumana* (PSA) (Arjaya & Puspadewi, 2017:181).

1. *Pratyaksa pramana*

Pratyaksa pramana is method of learning a person which is done by looking directly at the subject matter. In *pratyaksa* pramana, the physical condition of students is highly demanded in learning because students are directly physically involved with the material being studied. In addition, the power of initial knowledge affects the freedom of observation and has implications for the results of observations. Observation of the same object can give different results if it is carried out by different people.

2. *Sabda pramana*

Sabda pramana is method of learning a person which is done by obtaining information directly from reliable learning resources. This way of learning optimally uses the potential of the language used, both orally and in writing.

3. *Anumana Pramana*

Anumana pramana is method of learning a person that is done by reasoning the subject matter that cannot be reached directly. Reasoning of the subject matter is carried out based on the knowledge and experience possessed before it. By drawing conclusions based on previously possessed knowledge and experience

In the context of learning, the three potential *pratyaksa pramana, sabda pramana*, and *anumana pramana* (PSA) will support each other. Tri Pramana's local genius cycle model is in accordance with the theory of learning constructivism, where the initial knowledge possessed by students largely determines the learning process carried out by the students themselves (Rangkuti, 2014: 62). With this cycle model, students will foster student learning motivation. Learning motivation contains the meaning of internal and external impulses that give encouragement, direction, and persistence in the learning process (Santrock, 2008; Glynn & Koballa, 2006: 25-32). By paying attention to learning motivation in the implementation of the *Tri Pramana* SPA model, teachers will be able to improving students' critical thinking skills in exploring potential and improving skills in developing ideas realized through speaking activities.

3.2 Application of Speaking Skills Learning through the MIKiR Method based on *Local Genius Tri Pramana*

The application of learning speaking skills through the MIKiR method based on *local genius Tri Pramana* can facilitate students to be able to express, convey, maintain with data, and produce an idea / idea independently (Laal & Laal, 2012: 491-495). Students must be included and even become the main players to do and use all their knowledge and abilities, because students are more motivated to learn by participating in dynamic activities where teachers and students talk to each other, meet, ask questions, share information, and exchange /*share* ideas. By collaborating with other students, students can overcome and solve bigger problems (Arisanti, 2015:: 82-93). This is in accordance with the results of research Juliana & Sholeh (2021: 35) argues that the elements of interaction provided by educators are in the form of questions or problems to be discussed together, provide comments, and provide opportunities for students to ask questions. It is in situations like this that students' ability to collaborate and communicate becomes important. The following is an application of learning speaking skills through the MIKiR method based on the local genius *Tri Pramana*.

Table 1. Application of learning speaking skills through the MIKiR method based on the local genius Tri Pramana

No	Stage	Teacher Activities	Student Activities
1	Stage 1 Praktyasa Pramana	Ask a question or problem whose answer can only be obtained through observation	Students make observations independently or in groups related to problems given by the teacher (Involving)
2	Stage 2 Sabda Pramana	Assigning students to have discussions based on observations (supporting references)	Students present observations as discussion materials and ask each group member to have an opinion (Interaction)
3	Stage 3 Anumana Pramana	Assign students to deliver results in front of the class	Students demonstrate, explain, tell, report the results of the discussion then from other students / groups give feedback and input to the group that performs (Communication and Refection)

Thelearning of the MIKiR method based on *Tri Pramana* is a learning that requires students to explore their own knowledge. Through this learning, students will have the knowledge to solve problems. Students will be challenged to learn and try to solve the problems encountered, so that the knowledge gained will be better remembered by students because in the learning process students are actively looking for, finding, and solving problems. Students who are taught the MIKiR method based on Tri Pramana are not just receiving information from the teacher, because in this case the teacher is a motivator and facilitator who directs students to be actively involved in the entire learning process. As a facilitator, teachers must "facilitate students to enrich their insights and skills and be able to apply them in everyday life" (Monika, 2018:76).

Learning using the MIKiR method based on Tri Pramana can overcome individual student learning difficulties, because in the learning process students will work together to solve problems with their groups. After students find a problem, students will discuss the problem with their group so that they are able to come to a conclusion from the given problem. Students will later be able to develop ideas and exchange opinions so that learning is no longer teacher-centered but student-centered. The role of the teacher in learning is only as a facilitator and motivator. The role of the teacher as a facilitator can be seen when the teacher gives the responsibility to the student to solve the problem presented so that the student is able to discover for himself the facts and knowledge. While the role of the teacher as a motivator is reflected in the problem-solving process, the teacher provides motivation for students to be able to solve these problems so that students find their facts and knowledge.

In general, the application of the MIKiR method based on Tri Pramana can run well if the teacher designs learning steps according to time and class management. Classroom management is designed by educators in accordance with the steps of learner activities, teachers provide learning activities either carried out in groups or individually. Teachers when managing classes have good language speech, in sequence, and with the right intonation (Trikandi et. al., 2022: 4). This is in accordance with Fatmawati et al. (2021:3) argue that MIKiR learning begins with educator activities to design learning implementation plans, appropriate learning scenarios create active learning through the activities of students thinking analytically, imaginatively, creatively, and innovatively using high cognitive through direct observation activities.

3.3 Advantages and Disadvantages of Learning Speaking Skills through the MIKiR Method based on *Local Genius Tri Pramana*

The advantages and disadvantages of learning to speak through the MIKiR method based on *the local genius Tri Pramana*, are as follows.

Advantage

1. Learning is student-centered so that students are able to build their own knowledge;
2. Learning is carried out realistically and concretely, so as to develop understanding and critical thinking in producing ideas or ideas to be communicated;
3. Simultaneous learning can have an impact on improving students' thinking processes that are more constructivism and improving student skills;
4. Learning is carried out in a participatory and collaborative manner so that it can increase self-confidence in solving a problem given by the teacher, actively ask questions and dare to respond to the statements of friends and teachers, can work well together in groups, and confidently present the results of discussions in front of the class;
5. Learning using the MIKiR method based on Tri Pramana is able to attract students' attention and foster students' curiosity to learn.

Disadvantage

1. It tends to take longer and more expert classroom management skills because students are freer;
2. Often the teacher is too focused on carrying out activities and forgets to check whether the core concepts are understood or not;
3. There are several types of material that are sometimes difficult for students to find on their own so they still need to be explained through lectures.

Responding to the challenges of the 21st century, it requires teachers' skills in using and developing learning methods according to student characteristics that will have a major influence on language learning outcomes. In the use of this method, a language teacher must do it in continuity and a comprehensive analysis is needed by looking at various aspects that can affect the success of learning in the classroom. Finally, teachers must be skilled in knowing every advantage and weakness of the MIKiR method based on Tri Pramana. Finally, teachers will be different in using this method and learning objectives are achieved (Saragih & Novayanti, 2022: 208).

Conclusion

1. Learning through the MIKiR method based on *local genius Tri Pramana* is one of the alternatives that teachers can choose in improving students' speaking skills. The application of the MIKiR method based on *the local genius Tri Pramana* can create more meaningful learning as well as be the answer to the challenges of 21st century learning.
2. Simultaneous learning will provide opportunities for students to construct their own knowledge so that the learning process becomes more interesting and fosters student curiosity. This certainly makes students' understanding of a material more in-depth and remembered longer so that students become more communicative / fluent in conveying their ideas or ideas.
3. The application of the MIKiR method based on *the local genius Tri Pramana* in speaking learning, should not be seen from the advantages and disadvantages or try to describe the

good and bad. Ideally, with the development of technology, modifications are given in its application so that students are easier to understand the content provided.

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