The Implementation of the Digita-RI Model within the Active Learning Framework of MIKiR (Experiencing, Interacting, Communicating, and Reflecting) and Its Influence on Improving Students' Analytical Skills towards Scientific Experimental Data

by Sabar Nurohman, Widodo Setiyo Wibowo, Allesius Maryanto, Laifa Rahmawati, Listianing Widya Maya Karsita, Widya Aprilia Mujiarsih, Sitta Nurlaili Sufi

ABSTRACT

This research aims to: 1) Describe the contribution of the Digita-RI learning model syntax towards the emergence of active learning elements in MIKiR (Experiencing, Interacting, Communicating, and Reflecting), 2) Analyze the effectiveness of implementing the Digita-RI learning model within the framework of active MIKiR learning in enhancing students' analytical skills towards scientific experimental data. The research method employed a quasi-experimental design with a Non-Equivalent Pre-test Post-test Control Group Design. The experimental group students underwent learning using the Digita-RI model and MIKiR approach, while the control group received education through the Inquiry model and the scientific approach (5M). Two types of instruments were utilized in this research. Firstly, learning instruments, comprising learning scenarios and worksheets. Secondly, research instruments, including observation sheets for the implementation of learning and analytical skills test questions. Pre-test and post-test data were analyzed using an independent t-test hypothesis. The research findings indicate that: 1) each syntax of the Digita-RI learning model can contribute to the emergence of the Experiencing, Interacting, Communicating, and Reflecting (MIKiR) components, 2) the Digita-RI model with the MIKiR approach is effective in enhancing students' analytical skills.