

The Effectiveness of MIKiR Approach in Mentoring Program for Lecturers during The Covid-19 Pandemic

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ABSTRACT

The study entitled the effectiveness of Mengalami-Interaksi-Komunikasi-Refleksi (MIKiR) approach on lecturers of the Tarbiyah and Teacher Training faculty (FITK) at the Walisongo State Islamic University, Semarang in the Covid-19 pandemic era and was aimed to examine the implementation of the method in a teaching mentoring program. The researchers employed a qualitative research method (field research) and collected primary data from interview data, observations, and documentation using Google Forms. The primary data collected include all documents related to the implementation and results of the mentoring program (RPS, lecture scenarios, LKM, lecture documents, etc). Secondary data consist of books and reference sources. The subjects of this study were FITK lecturers of the Walisongo State Islamic University, Semarang. Several stages of data processing were carried out: editing, classifying, verifying, analyzing, and concluding. The results showed that the mentoring program is relatively effective in helping the mentee lecturers in developing active learning using MIKiR approach.

KEYWORDS

Mentoring Program, MIKiR approach, Lectures in the Era of the Covid-19 Pandemic



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Introduction

Educators (lecturers and teachers) must have instructional/educational Competence central to their actions, obligations, and tasks. Law No. 14 of 2005 on Teachers and Lecturers defined competence as a combination of attitudes, knowledge, and skills teachers and lecturers must learn, absorb, and practice to fulfill their professional responsibilities. A lecturer's competence is determined by mastery over the teaching subjects and the ability to implement a proper learning approach for the subject. Competent educators have skills to provide reinforcement, give a question, make a variation, explain subjects, and open and close lessons (Budiadi & Sulistyawati, 2013, p. 37). Therefore, competence is often defined as an individual's knowledge, abilities, talents, and personal traits that directly impact his or her professional performance (Pramudyo, 2010, p. 3). Competence is one's fundamental, an essential characteristic that pertains to the individual's compelling performance in a given activity or circumstance (Pramudyo, 2010). Pramudyo (2010) added that Competence might predict an individual's performance, i.e., who would do well or poorly based on one's talents, as determined by the criteria or standards used (Pramudyo, 2010, p. 3). Thus, a lecturer's competence is his/her ability to arrange work, participate in an academic program, develop his/her talents and enhance his/her skills and abilities used to teach, conduct research, and run community service programs (Cahyoadi & Madhuri, 2018, p. 123).

The increasing challenges can continually hone each lecturer's skills. Participants are introduced to the digital generation, whose members are concerned with their identity in cyberspace, are extraordinarily inquisitive, and want to seize opportunities by utilizing ICT. Therefore, educators should have literacy abilities as Competence (Wiyani, 2019, p. 144). After the Covid-19 pandemic hit Indonesia in March 2020, the government instructed all education, business, and religious activities to be conducted domestically to control the spread of Covid-19. The governments temporarily shut down educational institutions. UNESCO actively supports governments' efforts to promote online learning to help teachers teach regardless of distance, location, or time (Firdaus & Yusuf, 2020, p. 262-263). The State Islamic University (UIN) Walisongo chancellor released an online (distance) learning policy in Circular No. B-1630/Un.10.0/R/HM.00/03/2020 on the prevention of the Covid-19 pandemic. Moore, Dickson-Deane, and Galyen (cited in Firman & Rahman, 2020, p. 82) defined online learning as the use of the internet network to allow accessibility, connectivity, flexibility, and the ability to develop a range of learning activities. Online learning utilizes networks (Internet, LAN, WAN) to disseminate learning materials and facilitate instructor-student interactions, supplemented by various learning services (Isroqmi, 2020, p. 70). Learning is the lifelong process of gaining varied competencies, abilities, and attitudes. Learning is the process through which an individual undergoes personal transformation via instruction and experience (Apriliana et al., 2022).

Hilgrad and Bower defined learning as a process of (1) gaining knowledge, understanding, or mastery via experience or study, 2) fixing in the mind or memory, 3) acquiring something through experience, and 4) becoming in the form of discovery. Education is obligatory for all Moslems. The objective of learning in Islam is to attain the pleasure of Allah SWT and happiness in life and the hereafter, to illuminate one's own and others' ignorance, to develop and preserve Islamic teachings, and to show gratitude to Allah for His favors (Baharuddin & Wahyuni, 2015, p. 13-41). Education Law No. 12 of 2012 stated that learning is a process of interaction between students, instructors, and learning tools in a learning environment, including a university.

Not all early career lecturers at the Faculty of Education and Teacher Training (FTIK) have teacher education backgrounds. Therefore, the lecturers may have tools, techniques, and skills to transmit, transform, and energize their pupils' knowledge. Thus, the notion and efforts to promote continuous/lifelong education also apply to these lecturers. Faculty of Education and Teacher Training (FTIK) is dedicated to and continuously organizes quality and competence development activities for its lecturers, for example, by organizing a mentorship program for young lecturers (mentees) facilitated by senior lecturer facilitators. The program was conducted in collaboration with the Tanoto Foundation (TF), a philanthropic organization founded by Sukanto Tanoto and Tinah Bingei Tanoto, who work to reduce poverty through support for education, community empowerment, and improving the quality of life.

The researchers planned to examine the mentoring program carried out by five lecturer facilitators (mentor lecturers) aimed to develop and strengthen young lecturers' pedagogical competencies, including designing learning and conducting lectures (e.g., organizing and setting learning), implementing conducive learning, as well as designing and conducting evaluations using MIKiR approach (Mengalami "Experiencing," Interaksi "Interacting," Komunikasi "Communicating," and Refleksi "Reflecting"). MIKiR approach is primarily used to develop students' abilities and assist them in actualizing their academic and non-academic potential.

The mentoring program is a continuous and systematic effort to assist individuals, groups, and communities in overcoming and adapting life problems to have better lives (Nazuhi, n.d.). Mentor lecturers/facilitators act as facilitators, communicators, and dynamists (Asih, 2017). Mentoring may include coaching, teaching, and guiding individuals or groups to master, direct, and control them (Abtokhi, 2009, p. 170). Thus, mentoring may be described as a series of continuous and sustainable activities to empower the community individually and collectively, with one or more facilitators to help the mentees overcome obstacles and create positive change. The mentoring program in this study was aimed to enhance lecturers' abilities in managing learning activities and optimally enhance their potential through the learning process.

Mentoring program can have several functions: a) to bolster the institutional status within the community. b) to grow and build effective operating and goal-attainment strategies. c) to enhance the policymakers' and community leaders' engagement in implementing the mentoring program (Nazuhi, n.d.). A mentoring program demands an appropriate mentoring approach. Three main mentoring techniques are consultation, learning, and counseling (Asih, 2017). Mentoring activities are conducted using the following principles: self-help and nongovernmental, group partnering and cooperation, networking, continuity, and learning through self-inquiry discovery (Asih, 2017). Mentoring is crucial for assisting instructors in adopting an approach taken from research (Prioritas, 2015, p. 516). For example, mentoring on lesson study can be conducted using three steps: planning (a simulation of Lesson Study use), doing (observing the learning process in videos), and seeing/reflecting (discussing the observation results) (Prioritas, 2015, p. 518).

Mentoring facilitators should show positive attitudes toward their mentees (Foundation, 2018, p. 191). Excellent Facilitators should commit to guiding because they know how to develop a relationship and recognize that it takes time to create connections and effect change. Good mentors determine their duties and responsibilities with clarity and specificity. They regularly checked their mentees and recorded notes on each meeting. These notes are used to gauge progress and achievement and are not to be shared with their superiors. A good mentor acts gender-sensitive and inclusive. He/she accepts the mentees as a professional in development without making judgments. In addition, a good mentor is skilled in offering learning support and advising the mentees using various methods following their needs. They improve their capacity for providing effective feedback and reflection. An excellent mentor is a lifelong learner learning from their peers. They are not specialists in every field, but they demonstrate reflective conduct and methods for obtaining and advancing their understanding. Another criterion of a good partner is optimism and hope. An excellent mentor encourages the mentee to think that success is achievable. They search for evidence of progress and rejoice accordingly. In addition, they comprehend the mentees' setbacks and challenges and explain how to overcome them. Mentors have several roles, including problem-solvers, performance enhancers, and developers. Mentors should act as problem-solvers, not problems. The mentor also provides feedback to enhance the mentees' performance. In addition, mentors nurture others by being instructors and leaders (Foundation, 2018, p. 192).

During the Covid-19 epidemic, this mentorship activity used the MIKiR lecture paradigm to accompany lectures. The lecture model is a strategy or pattern to guide classroom or tutorial learning planning and learning tool selection. The lecturers used the learning model as a guide to creating curricula and instructional materials, contributing to the enhancement of instruction (Suparen, 2019). Active learning has been frequently used to foster young learners' creativity since 1979. However, the

model must be improved by identifying its ideal patterns so it can be used to foster the learners' creativity development.

The "MIKiR" model is an alternative lecture model based on cooperative learning that can be utilized to engage and encourage students. Cooperative learning is an instructional method for fostering group collaboration and student interaction. MIKiR approach is active learning aimed at engaging students with learning materials using diverse thinking development activities in r. The MIKiR approach can be used to implement the 2013 curriculum in an interesting, contextual, innovative, and enjoyable manner (Sani, 2017, p. 69) and assist the implementation of a scientific approach using 5M activities (menanya "to question," mengamati "to observe," mencoba "to try," menalar "to reason," dan mengomunikasikan "to communicate")

Learning can be conducted scientifically using MIKiR approach, making it simpler for students to acquire information and making learning more enjoyable. The lecture activities are student-centered as students are always involved in all learning activities. For instance, students are given ample time and opportunity to ask questions, provide feedback, and offer criticism, suggestions, and input so their creativity can grow optimally through activities they experience and feel. MIKiR approach consists of several components. The first is to experience (mengalami), which includes participating in and observing activities, observations, experiments, interviews, etc. The second is interactivity. The process of sharing ideas, thoughts, and concepts between two or more individuals via conversation, discussion, responding or commenting, and asking or responding to others.

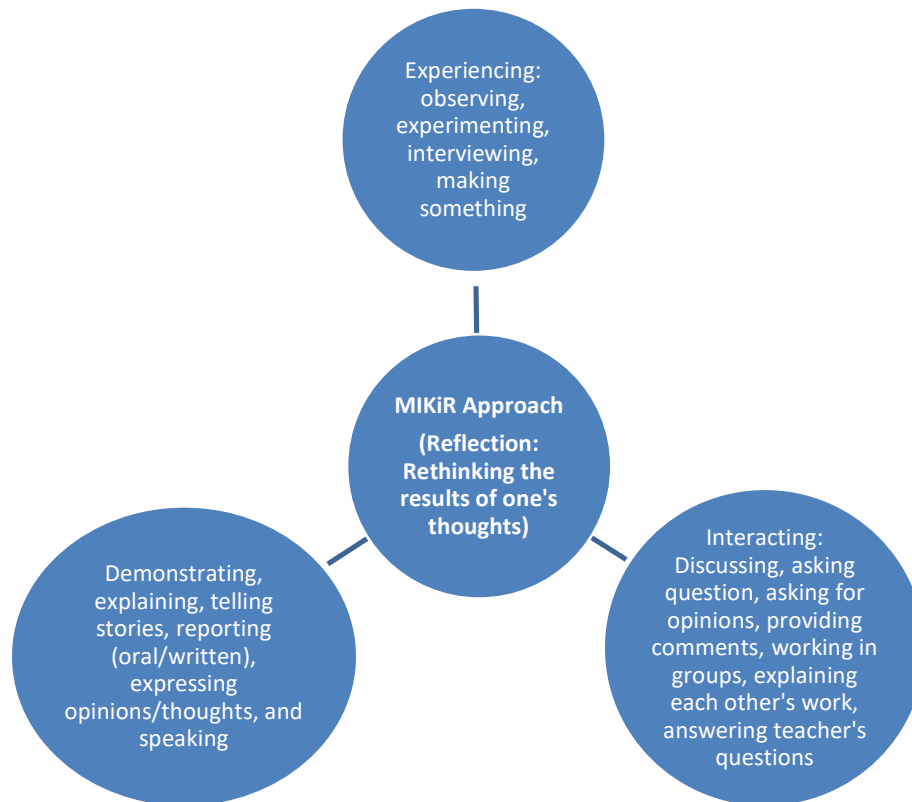


Figure 1. Displays MIKiR-based learning elements and activities.

The third is communication, which refers to the process of transmitting and receiving thoughts, ideas, and emotions from one person to another verbally or in written, e.g., displaying one's works, writing an experiment/research report, and reporting discussion findings. The fourth component is reflection, which entails paying attention, presenting learning experiences, and extracting lessons, values, and meanings from all expressed and inferred information so that the lecture process can be more organized and successful. MIKiR-based activities are developed based on students' creative and active learning activities (Foundation, 2018, p. 18).

The next component of MIKiR approach is experiencing; students can observe, experiment, interview, and create something. Students can discuss, ask questions, solicit opinions, provide feedback, work in groups, explain each other's work, and respond to teacher questions while interacting with others. Afterward, students can demonstrate, explain, tell stories, report (orally/in written), express opinions/thoughts, and speak (telling) when communicating with others. Students are able to reconsider

their work (rethinking) when they reflect on their learning. As educational institutions, universities are tiny communities that provide learning in line with contemporary demands and global issues. Thus, some educators proposed a model called PAIKEM (Active, inventive, creative, effective, and enjoyable learning “pembelajaran aktif, inovatif, kreatif, efektif, dan menyenangkan”). The learning focus should be on the students, not the lecturer. The objective of MIKiR-based learning is identical to that of learning using a scientific method. The goals of active learning are 1) students' intellectual abilities advance to a sophisticated degree, 2) students' abilities to solve issues rationally and methodically improve and are solidified, 3) students recognize the significance of education, 4) students achieve superior learning results, 5) students learn to write scientific papers, and 6) students' character develops well (Daryanto, 2013, p. 54).

This study employed qualitative research methods to show facts in their native environment. The obtained data are neither displayed as symbols nor numbers nor analyzed using statistical-mathematical rules (Martin, 1996, p. 174). Qualitative research is descriptive (Emzir, 2010, p. 23). The Interview, observation, and documentation results must be refined into a concise description (data reduction) into the categories. The final step of qualitative analysis includes describing and telling about the research problems. The field research was used to investigate the context of the present situation and the interplay between social conditions, individuals, organizations, and communities (Usman, 2006, p. 5). The data were collected from fieldwork. The researchers did not possess unique skills and in-depth knowledge of the literature or theories used. The current study was undertaken to decide/judge the research context. There are two data collected: primary and supplementary data. The primary data sources consist of interviews, observation, and documentation pertaining the mentoring process and outcomes, in the form of RPS, lecture scenarios, LKM, lecture materials, etc. The secondary data are data that have significance to this study, such as books and reference materials.

The data were gathered via observation, interview, and documentation techniques. Observation is used to examine whether the objects of study are participating directly or not. Interviews were conducted with both mentors and mentees. The researchers also analyze documents (documentation), including lesson plans, lecture scenarios, LKM, research photographs, observation sheets, and observation notes. The gathered information will be used to answer the research questions. The data were processed using editing, classification, verification, analysis, and conclusion. To analyze the data qualitatively, the researchers collected, managed, classified, and sorted the data into manageable, combinable, searchable, and discoverable units that the researchers could present or report the findings to the public.

Method

This study used qualitative field research that began in July 2021. The research subjects were two groups of lecturers of the Faculty of Tarbiyah and Teacher Training (FITK) of Walisongo State Islamic University (UIN) Semarang: mentoring lecturers and mentee lecturers. This study aimed to understand the mentoring process and the application of MIKiR approach to mentees' teaching at the Faculty of Tarbiyah and Teacher Training of UIN Walisongo during the Covid-19 pandemic.

The field research was conducted in line with the MIKiR-based mentoring project developed by the Faculty of Tarbiyah and Teacher Training in collaboration with the Tanoto Foundation. Five (5) mentor lecturers and twenty-four (24) mentee lecturers were recruited. Five mentor lecturers are KL, LW, NK, RM, and ZA. Mentees consist of 18 FITK lecturers and six FST lecturers. Of the twenty-four (24) mentee lecturers, fourteen (14) lecturers agreed to be supervised, while four disagreed with being supervised. The list of lecturers who should be the list of mentored lecturers from FITK and FST are as follows: AMK (FITK), AP (FITK), AH (FITK), AS (FITK), ADP (FITK), AFI (FITK), CF (FITK), DASM (FITK), MR (FITK), M (FITK), NA (FITK), RS (FITK), SH (FITK), SIS (FITK), NF (FITK O), R (FITK O), HHB (FITK O), AR (FST), UF (FST), D (FST), AR (FST), SB (FITK O).

The data were collected using interviews accessible online via <https://forms.gle/vkpNTetGc9nBSbnW6>. The researchers sent the research instrument to all nineteen (19) informants. Before participating in training and mentoring sessions, the lecturers developed lecture scenarios and practiced the scenarios using general activities such as lecture introduction, paper presentation, discussion, enrichment, and closing for almost all courses with distinct characteristics. The data are as follows.

Findings and Discussions

1. The Function of Mentor Lecturers in MIKiR approach-Based Lecture mentoring Program for FITK Lecturers at Walisongo State Islamic University During the Covid-19 Pandemic

The mentor lecturers assisted the mentored lecturers in maximizing their teaching ability and motivation during the mentoring sessions through several activities : (1) guiding the participants to enhance their teaching and learning activities using MIKiR principles, (2) The supplied material forms the foundation for creativity in designing learning, although the majority of learning is conducted individually, (3) activities were conducted directly and continuously, (4) the mentor lecturers provided feedback on mentee lecturers' scenarios to construct a "MIKiR"-based learning process, and (5) guided the mentees

developing new, creative learning. (6) The mentors provided much information to enhance the learning process developed by the mentees. (7) The mentoring is effective, and the participants receive new knowledge and experience. (8) supports and solutions. (9) They learned how to upgrade, design, develop, and innovate their learning. (10) The mentoring program consisted of several teaching phases to give more understanding for more successful instruction. (11) In reality, the lecturers' potential and motivation are very significant, as shown in their creativity in developing learning models independently.

The mentor lecturers must possess broad abilities and knowledge, solid commitment, expertise to identify problems while collecting and analyzing data, effective communication, motivation, teaching experience, and the capacity to organize and develop. The mentor lecturers supported the participants by (1) mapping problem solving to identify answers, (2) improving the learners' performance improvement; and (3) guiding the creative process. The mentors' support aligns with the study's goal, which is to evaluate the application of the MIKiR approach (Experiencing, Interaction, Communication, and Reflection) in the mentoring program for FTIK lecturers at UIN Walisongo during the Covid-19 pandemic.

Lesson plan mentoring consisted of guiding the lecturers to create a lesson plan, watching the implementation of the lesson plan, and evaluating the implementation: (1) the lecturers assisted the mentee lecturers with the lesson study strategy and made adjustments to the delivered lectures; (2) they established effective communication to create smooth learning; (3) the mentors provided a new learning strategy; (4) they shared information and learning tools related to the training; and (5) they followed up the training session.

All mentor lecturers used a plan-do-see activity pattern during lesson plan building. "Plan" means creating a plan, "Do" means executing the plan, and "See" means evaluating the plan's implementation. During the "Plan" stage, the lecturers engaged in various activities: (1) helping with designing learning scenarios, (2) discussing the lecture scenario to see if it adheres to the MIKiR principle, (3) examining the learning scenarios and giving feedback for improvement, (4) creating learning scenarios and worksheets, and (5) helping the mentees in developing the scenarios and worksheets and enhancing the modules in learning scenarios and worksheets. The "Do" activity includes several tasks, such as (1) assisting the mentee lecturers in delivering lectures using previously designed lecture scenarios, (2) observing the lecture practice using MIKiR approach and taking note of the teaching faults and deficiencies, (3) observing and evaluating the learning, (4) determining whether the learning process conforms to the MIKiR approach and worksheet that incorporate PITA features, and (5) assisting the mentees in carrying out learning activities and contributing to each other.

2. Implementation of MIKiR-Based Teaching mentoring program for FITK Lecturers at Walisongo State Islamic University During the Covid-19 Pandemic

Mentoring is a sequence of actions to empower the community conducted by a facilitator, communicator, and dynamic individual. Thus, mentoring may include coaching, teaching, and guiding groups to control them or empowering the community individually and collectively with the help of facilitators to solve issues and cause positive change. The current lecture mentoring provided opportunities and improved the mentee lecturers' potential and performance in managing lectures. Mentoring activities are designed to assist and encourage individuals in managing their learning so that they may maximize their potential, develop skills, enhance their performance, and become the person he wants to be. Mentoring is a powerful tool for personal empowerment and development; it is an effective way to help a person develop his career. It is a collaboration between two people (a mentor and a mentee) who usually work in the same field or share similar experiences; it is a productive working relationship based on mutual trust and respect.

All lecturer participants suggested that a mentoring program with specific emphasis on lecturers (particularly young lecturers) is crucial. First, mentoring activities can determine the implementation of learning activities and their benefits. Second, it incorporates MIKiR approach into learning to produce active learning. Third, it can help identify and evaluate the benefits and drawbacks of the acquired knowledge. Fourth, the mentoring will ensure that the created learning tools are consistent with the instruction, Fifth, the program can be used to exchange experiences and monitor the applied module. The mentor lecturers mentioned various motivations and intentions in offering mentorship programs to the mentored lecturers at the Faculty of Tarbiyah, and Teacher Training varied, including (1) helping lecturers to modify the delivered lectures; (2) establishing effective communication to produce smooth learning; (3) providing a novel learning technique; sharing information and learning tools following the training; and (5) continuing previous training session. Twenty-four FITK lecturers at Walisongo State Islamic University Semarang were selected for a mentorship program in 2020/21. The lecturers were assisted by five (5) mentor lecturers from PGMI Department. All mentor lecturers employed a lesson study pattern, namely the "Plan, Do, See" stages. During the interview, all informants reported that the lecture mentoring activities were conducted according to the MIKiR approach. All fourteen (14) mentee lecturers developed lecture scenarios using the MIKiR methodology. The scenarios include learning activities that include four aspects of learning activities. The mentors reported that eleven (11) lecturers created and implemented a lecture scenario incorporating

MIKiR approach, while three (3) other mentees had created a MIKiR-based lecture scenario but did not implement the scenario in class.

The lecturers conducted a workshop using the lesson plan method by collaboratively designing their lesson plan, watching its execution, and evaluating its implementation. The learning observation focused on student activities rather than lecturers', focusing on what activity runs well and what activity is still lacking. The following are the stages of mentoring program: (1) "Plan", creating a lecture planning using a lesson plan model; (2) "Do", carrying out the lecture activities; and (3) "See"/Reflection, discussing the outcomes of lecture activities.

During "Plan" stage, the mentor lecturers engaged in the following activities: (1) assisting with designing lecture scenarios for upcoming lectures; (2) discussing the lecture scenario and checking that it adheres to the MIKiR principle; (3) examining learning situations and giving comments for improvement; (4) creating instructional scenarios and worksheets; and (5) assisting the participants in creating learning scenarios and worksheets; and (6) strengthening the use of modules in learning scenarios and worksheets.

During the "Do" stage, the mentor lecturers performed several tasks, including (1) assisting the mentees in delivering lectures using lecture scenarios developed during "Plan" stage, (2) observing the implementation of MIKiR-based lecture and taking note of its deficiencies, (3) observing and evaluating learning, (4) determining if the learning process conforms to MIKiR scenarios and worksheets, and (5) accompanying participants as they engage in learning activities and giving feedback.

Lastly, during the "See" stage, the mentor lecturers performed the following tasks: (1) reflecting on the delivered lectures and concentrating on the pupils, (2) reflecting on the learning implementation's strengths and weaknesses and developing a follow-up or improvement strategy, providing input, (4) acknowledging accomplishments and share feedback if there are still things that need to be addressed, and (5) assisting participants in reflecting on the lessons learned and providing them with feedback.

3. Problems and Solutions in MIKiR-based Lecture Mentoring for FITK Lecturers at UIN Walisongo During the Covid-19 Pandemic

The participating lecturers gave different responses regarding hurdles while participating in mentoring activities. (1) there are no obstacles, and all lecturers are glad to participate. (2) The internet network was poor, so the learning processes did not proceed as expected. (3) Time restrictions; the mentors and the mentees have different spare time, so the meeting should be rescheduled. In addition, the

scenarios and worksheets were collected late, so the worksheets did not receive feedback.

The mentor lecturers proposed some solutions, including (1) collaborating with the mentees to discover a solution, (2) reviewing the learning goals, organizing learning with network and time limits in mind, and using flipped classrooms to optimize the synchronous process, (3) using WhatsApp for communication, (4) personal assistance was provided through private WhatsApp, (5) asking the participants to create learning scenarios and worksheets promptly.

Some other problems found during the mentoring program were, such as inactive students (the online implementation of the MIKiR approach cannot stimulate students to be active), poor facilities (poor internet signals and chairs were difficult to move), some materials cannot be implemented, and insufficient time.

The mentor teachers proposed several solutions to overcome the obstacles encountered during online learning, such as preparing backup wifi, modifying and adapting the materials with the learning process, browsing learning methods and class activities from other universities, shortening the material delivery while prioritizing the substance of the lecture, and understanding the obstacles so that appropriate solutions can be implemented. In addition, some lecturers also suggested implementing offline learning, improving the learning scenarios, assigning students one by one to express opinions, using various platforms such as WhatsApp, telephone, e-learning, e-mail, and virtual meetings, providing warm-up and using learning techniques such as cooperative learning to increase student motivation, managing time so that MIKiR-based lecture can be implemented, and motivating students to participate actively.

All mentee lecturers noted that MIKiR approach could be efficiently utilized and was straightforward in course designing because (1) the MIKiR approach is very methodical and can facilitate lesson designing and planning. As a result, teaching and learning processes can be more regimented and lectures more effective.

The mentee lecturers reported that the students reacted favorably to the MIKiR approach. The students responded positively and can follow because the model is appealing, intriguing, and diversified. Nevertheless, the students expressed difficulty when the learning location was changed. In addition, the students are enthusiastic about attending the participatory lectures. They felt happy and more at ease because they could engage in learning better. The teachers also reported that the students seemed more active, interested, and enthused about the teaching content. Furthermore, the student's comprehension is enhanced by various classroom activities.

The mentor and mentee lecturers encountered some problems during the implementation of MIKiR-based lecture, particularly the internet connection problem. Other constraints include some students were not enthusiastic about participating, the lecturers could not persuade students to participate well, and other facility-related hurdles.

Problems can be solved together by the mentee lecturers and the mentor lecturers. In addition, the lecturers need to plan to learn by considering network and time constraints and using flipped classrooms to maximize the synchronous process. Besides that, they also communicate and assist via WhatsApp messenger so that they can immediately develop learning scenarios and worksheets. The solution that the mentored lecturer also carried out was to overcome the obstacles faced when online learning with backup wifi, to modify and adapt to the learning process and the material to be taught. Solutions are also carried out in online learning scenarios with different platforms such as WA, telephone, e-learning, e-mail, and virtual meetings, providing warming-ups and learning techniques such as cooperative learning to increase students' learning motivation. The pattern of lecture development is still used until the current lecture, which is in the odd semester of 2021/2022.

4. Analysis of the Use of MIKiR approach Lectures During the Covid-19 Pandemic

FITK lecturers conducted online classes and expected active student participation in the lecture. The Quality Assurance Unit (LPM) of UIN Walisongo reported that UIN Walisongo lecturers used a learning management system, Google Classroom, Google Meet, and Zoom as teaching media and WhatsApp group as the primary communication media. The lecturers used various additional applications to avoid students' boredom since each program has benefits and drawbacks.

With the help of the Tanoto Foundation, the faculty conducted online lecture training to promote and enhance the lecturers' quality and competency through implementing the MIKiR approach in lecture design and preparation. This approach was selected due to its straightforwardness, relevance to lecture, and strength in improving students' potential.

Each component of MIKiR (Mengalami, Interaksi, Komunikasi, dan Refleksi) model involves an active learning approach and can be incorporated into a lecture with a variety of activities to contextualize theories and encourage active student participation, so students can express their ideas, simulate and demonstrate their understanding, and practice activities physically and mentally.

All participating lecturers have designed their courses using MIKiR approach, indicating that they are committed to implementing the course's outcomes effectively and consistently. The lecturers also wished to comprehend and

implement all learned topics because they believed practice makes the lecture materials easier to understand.

The implementation and creation of learning scenarios and lecture preparation based on MIKiR approach essentially follow student-centered learning. MIKiR-based Lecture scenarios created by the mentee lecturers that use include learning activities that accommodate four characteristics of learning activities. All mentee lecturers have created lecture scenarios using MIKiR approach, although not all lecturers consistently implement the model in their lectures. Eleven lecturers (78%) have created a learning scenario using the MIKiR approach and simultaneously utilized it in their lectures, while three (3) others (22%) did not use the scenarios they created in their teaching.

All mentee lecturers created teaching scenarios with the mentor lecturers' help. During the 'Plan' activity, the mentor lecturers assisted the mentees in creating lecture scenarios for the coming meeting, discussing lecture scenarios, ensuring the use of MIKiR approach in the scenarios, checking and providing suggestions about their learning scenarios, creating supporting worksheet instruments, and ensuring that the learning modules, learning scenarios, and worksheets are interconnected. The learning scenarios ensure that the learning process is effective.

The study reported that most mentee lecturers (78%) employed MIKiR approach in their lectures during "Do" stage. The lecturers admitted that they experienced hurdles to conducting active learning in their online sessions during the pandemic due to teachers' and students' limitations, such as poor signals and restricted access to learning equipment. As a result, the students can only watch the lecturer's practice but cannot practice it.

The lecturers who taught from home decided to ask the students to work using worksheets, which eventually gave students a limited learning process, experience process, interaction, communication, and reflection process because the lecturers' attention, time, and energy were focused on students' assignments. To respond to the issue, the mentor lecturers introduced MIKiR approach by performing "see" or "reflection" activities and analyzing the delivered lectures' strengths and shortcomings. The success of the mentees' lecture implementation was determined by whether the lecture was executed following the prepared scenario. The MIKiR-based mentorship program was deemed to positively influence the mentees' implementation of lectures since 78% of lecturers used the model.

5. Discussion on the Effectiveness of MIKiR approach of Mentoring Program in Lectures During the Covid-19 Pandemic

The mentee lecturers designed and carried out various activities to engage the students, increase students' understanding, analysis, synthesis, evaluation, and creation, and students' skills following the course objectives and targets. The students were instructed to implement several MIKiR-based tasks, such as completing worksheets, listening to materials/brief instructions/reinforcement, completing tasks and exercise, reading the Koran, reading, watching and listening to learning videos, writing, folding papers, food tasting practice, washing hands, eating lunch together, praying daily, conducting research, observing, reading material, completing worksheets, watching and reading Powerpoint slides, writing song notation, reading, etc. The lecturers motivated the students to discover answers individually, share their thoughts, and contribute to creating conducive online learning.

These FITK lecturers designed their courses using the MIKiR approach and employed various media and learning methods that foster students' passion and enthusiasm, including ebooks, new journals, powerpoints, videos, and technology-based applications such as Minitab, SPSS, and music notation. These technology tools are exciting and suitable for playgroup, kindergarten, primary, and secondary school teacher candidates.

Following MIKiR approach, the mentee lecturers also ensured that they engaged and communicated with their students in their teaching. Lecture activities that foster and develop interactions between lecturers and students and between students are carried out in a variety of ways and activities, including group work, discussions, projects, writing papers using the discovery inquiry method, conducting interviews, creating joint questionnaires, etc. These methods aimed to form students' 21st-century skill identity, including critical thinking and problem solving, creativity, communication, and collaboration skills.

The students were expected to engage mentally, emotionally, and physically in the lectures (active learning). The students mentally engaged with the lectures by listening to the lecturer's explanation and their peers' presentations, discussing, observing, solving problems in the group, developing learning media, working on worksheets, etc. The student's emotional engagement was evident from activities such as understanding each other's sentiments on the impact of the pandemic, group work, encouraging attitude, etc., which indicate students' affective domain development. The pandemic caused students' limited physical immersion in class did not dampen their eagerness and motivation to study.

The lecturers implemented "Reflection" activities, such as students stating what they had learned, describing what they had or had not understood,

evaluating success and obstacles encountered in the lecture process, determining follow-up on problems and obstacles encountered and expressing feelings when attending online lectures. Reflection is an integral aspect of any activity using MIKiR approach. The purpose of reflection is to observe and understand how students react to a process, to understand the deficiencies of learning conducted, and see if the intended techniques, procedures, media, and learning models are accurate enough to obtain the desired outcomes.

The study found that the mentoring program helps train the mentee lecturers to implement MIKiR-based teaching. All mentee lecturers (100%) designed lectures using the MIKiR approach, and 78 percent of them delivered their lectures using MIKiR approach.

Conclusion

Several conclusions can be derived from the above analysis. Five mentor lecturers trained fourteen mentee lecturers to improve their creative thinking and problem-solving capabilities using Plan, Do, and See activities. The mentor lecturers achieved the objective by maximizing the mentee lecturers' resources, fully supporting (but not forcing) the mentees, providing input, considerations, and alternatives based on the mentees' needs, and employing a bottom-up pattern (all initiatives originate from the mentee lecturers themselves), and building equal partner relationship between mentors and mentees).

Two activities demonstrate the implementation of the MIKiR approach in developing lecture scenarios and executing online lecture scenarios. All mentee lecturers have regularly used the MIKiR approach in constructing lecture scenarios, implying that all active learning components have been deliberately included and developed via lecture activities tailored to each course characteristics. 78% of mentee lecturers regularly integrate MIKiR-based scenarios in their lectures.

The effectiveness of implementing the MIKiR approach in teaching is shown in the continuous, scheduled mentoring. The mentees could develop comprehensive learning scenarios using MIKiR approach and implement the scenarios during the Covid-19 pandemic. The lecturers did not directly engage with their students in their offline classes, but they could engage them via online learning. The mentoring program is considered effective in assisting the mentee lecturers in actively using the MIKiR approach to prepare their lectures, as demonstrated by the learning scenarios and lecture preparation before and after the mentoring program.

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