ANALYSIS THEORY POPULAR LEARNING

Nadyya Nulhusni [1*], Neviyarni[1]
[1]FIP Guidance and Counseling, Padang State University, Padang, Indonesia

[1]*nadyya.nulhusni96@gmail.com; [1]neviyarni.suhaili911@gmail.com

Abstract

In this article, we discuss the analysis of popular learning theory using references from relevant literature reviews, in its concept Learning is a process of receiving information and analyzing information that has been received. This is in accordance with the learning theory used previously. In education, there are many theories that are used. This theory has its own purpose. The theory used requires students to be able to adapt and be active in the learning process in the classroom, and not only given by the teacher. In addition, students are asked to actively seek information. Students are also directed to be able to analyze the state of the existing class. So that teachers are able to be active and creative in carrying out the learning process.

1. Introduction

Integrated learning is a set of learning approaches which involve several learning processes that can provide meaningful learning experiences for students. In this learning the focus is on practice and is also tailored to the needs of these students. In the learning process there are several goals that must be achieved by students in accordance with pre-existing demands. There is a process of understanding and solving complex problems. It is expected that there will be skills from the individual himself.

2. Method

This article discusses the analysis of popular learning theory, with the type of research method being literature research analysis, in which this article will provide an explanation regarding the analysis of scientific journals that are relevant to the previously selected discussion. The steps in this research method are (1) selecting related articles, (2) collecting initial data to compile articles, (3) challenges of topics, (4) collecting supporting data, (5) producing conclusions and online recommendations.

3. Result and Discussion

A. Intelligent Character Education

Every life is a mandate from the Creator, namely God Almighty, who must not be allowed to just walk, or be wasted by His creatures. In fact, life can be interpreted as Human Nature and Dignity (HMM), which must be developed, nurtured and empowered by humans, because it can provide great benefits such as gaining glory, prosperity, and happiness for Allah SWT's (human) creatures. alone. It can be seen which are the main features of developing human life, then what is preserved and how is it empowered and what forms and what is beneficial are like. So all of this can be seen that the life that is made alive by God Almighty and is lived by Allah's creatures (humans) with intelligent character who is already in it (in Prayitno, & Afriva Khaidir, 2011).

Furthermore, character education according to Berkowitz and Bier (in Yaumi, 2014) said that a national movement that has created a school to develop the abilities of students, in which later these students have good ethics, are responsible and also have concern for others, through the application and teaching of good character which will be universally assessed.

In addition, character education is a psychological or character trait that distinguishes a person from others who have been embedded in school society such as elements of knowledge, realization or desire, and actions to carry out these values, both to the creator, namely God Who The One and Only (YME), himself, his environment, and nationality make him a perfect human.

The principles of intelligent character education (in Yaumin, 2014) are as follows:

1. The school community develops characteristics and ethics as well as important abilities as a basis for good character (character) for students.
2. The school community defines character (character) as having great insight into thinking, feeling and doing actions.
3. Schools provide broad insights so that students are proactive in developing their character.
4. Schools make people heed the character (character) that has been created.
5. Schools provide instruction to students to do moral actions.
6. The school offers integrated learning to students who appreciate all the students who are in the school.
7. Schools increase the motivation of students.
8. School admissions are a group of people who learn to be responsible in carrying out the process of changing attitudes who are trained to be ethical.
9. Schools expand ways of co-leadership and support.

10. The school includes family members and the community as co-workers in an effort to build character (character) of students.

11. Schools regularly predict and test customs and weather conditions.

There are several useful approaches in character education (in Muslich, 2014) as follows:

1. The process of planting values is a process that is able to bring good character closer to students.

2. Cognitive development process, which is a process that encourages students to think dynamically about moral problems and problems in making moral decisions.

3. Value analysis method is a useful process to think sensibly by analyzing a problem related to society's values.

4. The value clarification method is a process of clarifying a student's mind so that students are able to develop awareness related to these values.

5. The learning method to do is an approach given to students so that students are able to do both individually and in groups.

B. Quantum Learning

Quantum learning can create a more effective learning environment, both in designing a curriculum, in delivering precise content, and also in making the learning process easier.

The quantum learning model consists of:

1. Context is experience, namely familiarity with the environment, atmosphere, foundation, and design

2. Content, method or form of presentation of the material

According to DePorter & Reardon & Nouurie (2014) there are several objectives of quantum learning, namely as follows:

1. Can make the learning environment more effective for students.

2. Can make the learning process more enjoyable for students.

3. Can equate the ability of the mind (brain) of students with what is needed by the brain.

4. Can increase the success of students in their career life.

5. Can speed up the process.

There are several steps in the quantum learning reference which can be known as "TANDUR" (in DePorter, 2014), which are as follows:

1. Grow that is, to grow one's interest by satisfying himself, for example "What's in it for me" (AGUBAS).

2. Experience, namely create or generate general experiences that make all students understand.

3. Name that is to prepare a keyword, concept, model, formula, strategy, or an "input" that is easy for students to understand.

4. Demonstrate that is to provide opportunities for students to be able to "show that they know" about something discussed.

5. Repeat, namely showing students how to repeat the material and explain.

6. Celebrate, namely the process for completion, participation, and the results of the skills and knowledge that have been acquired.

C. T-test

Accelerated learning can be applied to students who have abilities above normal, where these students are able to complete their lessons first from the learning period that is difficult to determine beforehand. Accelerated learning shows that there are students who have extraordinary abilities and can obtain predetermined competencies and have very good grades (> 95), apart from that students also do not need much time to facilitate accelerating the determined competencies. IQ> 120 ----- □ acceleration □ ------ EQ> 120.

Accelerated learning is learning provided for students who in the learning process are accelerated according to the level of understanding of the material so that students can go through their study time earlier than the time specified in the normal class.

The demand for accelerated learning is to be able to meet expectations such as learning cognitive strategies related to thinking skills and demands for change as a tool used to improve student learning.

Ahmadi & Setyono & Amri (2011) The principles of Accelerated Learning include:

1. Individuals who totally learn to follow the lesson will improve their learning outcomes.
2. Learning is an accepting process in storing knowledge but a dynamic process that creates knowledge.
3. Cooperation between students will increase their learning outcomes.
4. Activity-centered learning is much better than learning which only emphasizes presentation activities first.
5. Learning events that emphasize learning activities are much more effective than learning activities presentations.

According to Maier (in Ahmadi & Setyono & Amri, 2011) the stages in implementing the accelerated approach are:

1. Preparation, namely a design that is relevant to the efforts required to carry out a learning activity.
2. Presentation (presentation) is starting to present everything that is known and the desired skills to be learned.
3. Practice, namely individuals who practice to integrate everything they know and their pre-existing skills.
4. Performance (performance), namely the individual step of observing performance through the application where everything he knows (knowledge) and skills that have been learned is in a state that really exists.

D. Active Learning

Hamdayama (2014) The design of active learning development is a rule that views learning as an activity that builds meaning or an image of something that has been experienced and notifications carried out by students not by teachers, and views teaching as an activity that creates

conditions that can expand. the initiative and responsibility of learning of students so that they are willing to continue learning during their lifetime. Here are some efforts to make students dynamic, namely:

1. Team formation strategy is a good initial activity for students who are familiar with one another.

2. Simple assessment strategies, namely efforts that do not make students afraid or feel daunted to deepen what students need and want.

3. The direct learning engagement strategy is that one class can quickly foster an informal (informal) learning atmosphere that is free of tension by asking students to do something funny creatively with regard to the subject matter they are learning.

According to Silberman (2002) there are several principles of the Active Learning approach, namely the fundamental behavior of students who are always visible and pay attention to their involvement in the teaching and learning process, both from the inner and the character (mental), intelligence and emotional which appear in various ways. which is seen immediately in the form of physical activity.

1. Principle of Motivation, which is a principle that encourages students to always be active in the teaching and learning process.

2. The principle of background or context, which is a principle in which circumstances or situations support for carrying out activities that foster the enthusiasm of students.

3. The Principle of Directionality to a Specific Center or Focus Point, which is a principle that directs students to an activity.

4. Principles of Social Relations or Socialization, namely a principle that is directly related to students with the social environment.

5. The principle of learning while working, which is a principle that involves students learning while having a career.

6. Principle of Individual Difference or Individualization, which is a principle that shows that each student has their own differences between them.

7. The principle of finding, which is a principle that gets or finds something that did not exist before from students.

8. The principle of problem solving, which is a principle that in essence, students can solve a problem they are facing appropriately.

E. Hypno Teaching

Jaya (2010) states that hypno teaching is a process that is carried out in the conscious and subconscious mind. Hypno teaching is a step in the learning process that is creative, and also different from the others (unique) and imaginative (imaginative). Before carrying out the learning process, students have been held to carry out the learning process. That way, students pay attention to the lesson in a comfortable / healthy state and are willing to get lesson material from the teacher. Before preparing it all, teachers are required to be strong (stable) both psychologically and psychologically. For that, the teacher himself has perfect readiness in giving lessons to his students.

In the learning process that includes the conscious mind and subconscious mind of students, it is much more satisfying and lasting. The learning process in this way is called hypno teacing. Meanwhile, teachers who can apply this method are called hypnotic teachers. Therefore, it is assumed that teachers must continue to learn new methods that are widespread in the world of education (Salami, 2017).

The steps for hypno teaching (in Jaya, 2010) are as follows:

1. Yelling or shouting / shouting, this can be used to restore the concentration of learners on learning materials that call for something simultaneously.

2. Emotion time is a time to regulate emotions. Basically, the emotions of each individual can change every second, as well as the emotions of students at school. The students have different emotional times. The emotional timing consists of the following:

a. Quiet time, which can be proven by the color green or by the words "QUIET". This time shows that every student is welcome to calm down and concentrate because there are some important materials that will be explained by the teacher.

b. During the discussion, which can be proven in blue or with the words " DISCUSSION". This indicates that students must follow the discussion in each group that has been previously divided.

c. Time off, which can be proven by the yellow color or by the words "FREE". This time shows that each student is prepared to release their respective emotions. Which each student can laugh, chat briefly with a classmate or in front of him, or take a breath with a predetermined time. Something that must be observed is that teachers must still be able to monitor each student's behavior during free time so as not to disturb other classes.

d. Time of the button, which can be proven by the red color or by the words "BUTTON". At this time it shows that students are able to turn on an active state in their learning.

3. Show and praise, which can be seen on a normal scale, in the learning process it shows that a student is able to repeat 20% of what the child has read before. A learner is able to repeat 30% of what they have heard before. A learner is able to repeat back 40% of what they have seen before. A student is able to repeat back 50% of what they have said before. A learner is able to repeat 50% of what they have done before. A student is able to repeat back 90% of what they have seen, heard, and said before.

4. Magic notification, namely in compiling a notification that can increase the learning achievement of students, which requires a special notification that can improve the learning process, provide solutions, increase potential, and guide students. By doing this effort can make students more motivated to pay attention to learning. The notification that has been submitted by the teacher is called a magic question or

magic notification. The magic question / notification will cause students to be willing and motivated to provide answers to the magic questions proposed by the teachers.

4. Conclusion

In character education (in Yaumi, 2014) states that the national movement makes schools a place to increase students' morals, responsibilities and care, by applying and providing learning to students with good character which will be universally assessed.

In quantum learning, it focuses on dynamic bonds in the area of classroom interactions that have upheld the basis and design for learning these learners. Then, accelerated learning is learning provided for students who in the learning process is accelerated according to the level of understanding of the material so that students can go through their study time earlier than the time specified in the normal class.

Furthermore, regarding active learning is a rule that views learning as an activity that builds meaning or a picture of something that has been experienced and notifications carried out by students not by teachers, and views teaching as an activity that creates circumstances that can expand initiative and responsibility. learn students so that they are willing to continue to learn during their lifetime.

Meanwhile, Hypnoteaching is a step in a creative learning process, and is also different from the others (unique) and imaginative (imaginative). Before carrying out the learning process, students have been held to carry out the learning process. That way, students pay attention to the lesson in a comfortable / healthy state and are willing to get lesson material from the teacher. Before preparing it all, teachers are required to be strong (stable) both psychologically and psychologically. For that, the teacher himself has perfect readiness in giving lessons to his students.

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