

GENIUS LEARNING STRATEGY AND ITS IMPLEMENTATION IN EARLY CHILDHOOD EDUCATION

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Abstract

Genius learning strategy is one of the learning methods used in the learning process of early childhood in an effort to improve the results of the learning process by using knowledge abilities, experiences such as knowledge about personality, intelligence, learning styles, emotions and other knowledge, so early childhood at this time it requires interesting learning so that children are able to accept the learning delivered by the teacher. Therefore, with this genius learning learning method it provides color and little by little learning that requires children to learn not at their age in the sense that it is not at the level according to the child's cognitive abilities, this is in line with government regulations which emphasize that learning should be done interactively, inspiring, fun, challenging, motivating students to participate actively, according to their talents, interests and psychological development. Therefore, the presence of this method among early childhood education helps educators in the teaching and learning process.

INTRODUCTION

Indonesian educational culture tends to focus more on memorization rather than stimulating creativity to think and create. Seeing this phenomenon, Adi W Gunawan offered a Genius Learning Strategy learning model. In it are Accelerated Learning Practices that are in accordance with Indonesian culture including, in addition to presenting strategies to improve children's achievements and life skills, he also pays a lot of attention to memory processing in relation to memorization, including memorization strategies. Educational practice pays more attention to the structure of thinking in the left hemisphere of the brain. From an early age children are forced to learn long strings of numbers and memorize letters (Yuliani Nurani Sujiono and Bambang Sujiono, 2010; Putra, Liriwati, et al., 2020; Putra & Aslan, 2020; Putra, Mizani, et al., 2020; Aslan, 2017).

The problem that occurs is that children are not taught to play, even though their world is the world of play. Such learning can burden children's thinking

patterns and in the end can turn off creativity. Currently, there are still many early childhood education institutions that have not been able to provide a play environment that can stimulate children's creativity.

In early childhood education, teachers should also act as good managers for the class. One of them is to build and develop strategies and a positive and conducive learning environment for children's creativity, learning and play. And pay attention to the modalities of each child in order to optimally be able to capture teaching material that is meaningful to him. This is what is then referred to as Holistic Learning. It is a term used to describe a series of practical approaches in an effort to improve learning outcomes, all of which aim to prepare students to lead successful and meaningful lives. According to Adi W Gunawan who said that the Genius Learning Strategy model he offers is a Holistic Learning model, that this improvement effort is achieved by using knowledge from various disciplines such as knowledge about how the brain works/neuroscience, how memory works, neuro-linguistic programming, motivation, self-concept, personality, emotions, feelings, metacognition, and learning styles (Adi W Gunawan, 2003).

In genius learning places the child as the center of the learning process, as the subject of education. Unlike what happened in this salami, students are placed in an incorrect position, namely as objects of education. (Achmad Yusuf, 2018). From here, teachers as educators must be able to bring students through a correct learning method to be able to develop genius learning according to their full potential (Adi W Gunawan, 2004).

RESEARCH METHOD

The design of this research is literature review research. The purpose of the research design used is to analyze the genius learning strategy from several references, the data collection technique used is the documentation technique. This documentation technique is used to obtain references from both books and journals related to the material being studied or in accordance with the criteria expected by the researcher, the use of data analysis techniques in this study is equated with references used in a literature review which includes normality test, homogeneity test and t test. (Ema Delima and Riza Yonisa Kurniawan, 2017).

RESULTS AND DISCUSSION

Genius Learning Strategy is an accelerated learning method. the point is a fast learning method) which was developed by Adi W Gunawan. This method is adapted to the conditions of society, culture and the education system in Indonesia. There are three basic assumptions in Accelerated Learning, namely: first, positive feelings (happy/happy) will accelerate learning, while negative feelings, such as sadness, fear, threat and feeling unable to slow down learning. Second, if a child is able to use his reasoning and emotions (of course according to his developmental stage) accurately,

then he will be able to make unexpected leaps in learning achievement. Third: If every child can be properly motivated and taught in the right way, in a way that respects their learning styles and modalities of talents and interests, they will be able to achieve optimal results (Hamruni, 2009).

Meanwhile, there are 7 presuppositions or basic assumptions used in the genius learning method (Adi W Gunawan, 2003):

- a. Everyone is born a genius. Everyone is born with a different combination of intelligences. Due to differences in travel and life experiences, differences arise in the dominance and level of intelligence development possessed
- b. Intelligence is a unique phenomenon. There are many ways in which a person sees and understands the world around him and how he expresses the understanding he gets
- c. A person's self-concept is directly proportional to the potential he explores and develops. The better the self-concept that he manages to build, the better he is able to maximize the use of his potential
- d. A high IQ helps academic success but is not the only factor. Low IQ (in a positive connotation) is not a guarantee of failure
- e. Teachers can influence and improve children's intelligence
- f. Intelligence develops gradually. Namely stimulation, reinforcement, learning and understanding, and transfer and influence.
- g. Thinking can be taught. Metacognition or what we know as thinking about the thinking process also includes aspects of learning the right way of learning.

Departing from these basic assumptions, genius learning applies nine basic principles, namely (Adi W Gunawan, 2003):

- a. The brain will develop optimally in an environment rich in multi-sensory stimuli and thinking challenges. Such an environment will result in a greater number of connections between brain cells
- b. The amount of hope / expectation is directly proportional to the results achieved. The brain is always trying to find and create meaning from learning
- c. A safe learning environment is a learning environment that can provide high challenges but with a low level of threat
- d. The brain is in dire need of immediate feedback and has many options
- e. Music helps the learning process in 3 ways. First, music helps to charge the brain. Second, music can help relax the brain so that the brain is ready to learn. And third, music can be used to carry the information you want to convey into memory
- f. There are many different pathways and types of memory that exist in our brains. By using special techniques and strategies, the ability to remember can be improved

- g. Physical and emotional conditions are interrelated and cannot be separated. To be able to achieve maximum learning outcomes, these two conditions, namely physical conditions and emotional conditions, must really get attention
- h. Each brain is unique with different development capacities based on personal experience
- i. Although there are differences in function between the right brain and left brain, the two hemispheres can work together in processing information.

The Basic Concepts That Landed the Genius Learning App

Before moving on to step by step genius learning, it's a good idea to briefly review the basics of knowledge that go through the application of this method

Self Concept

Self-concept consists of 3 components. First, the ideal self (Self Ideal), this is a picture of someone who is very desirable if possible to be like that. In the context of early childhood education, the ideal self that is often set by parents is that the child must be able to read, write and count. Second, self-image is a way of seeing yourself and thinking about yourself now/now. For example, if a person sees himself as a person who is confident, calm and able to learn well, every time he learns he will feel confident, calm and capable. This is where the importance of positive reinforcement in children by parents or teachers. Third, self-esteem, self-esteem can be defined as how much someone likes himself. The more a person likes himself, accepts himself, and respects him as a person of value and significance, the higher his self-esteem. Adi W Gunawan uses the illustration of a table leg when describing this concept.

Building self-concept in children is very important for them because at this time they are still individuals who depend on others. Hurlock discusses it with a period of helplessness in children at this stage he perceives the world as the people around him perceive him. (Elisabeth B Hurlock, 2007) Regarding self-concept at this time, children have not been able to build it independently. Parents, closest family, and teachers who have a big influence on building his self-concept. As children grow, events, life experiences through interactions with parents and the environment will shape a child's self-concept. According to Adi W Gunawan's analogy regarding self-concept with table legs, how strong the self-concept is formed in a child is influenced by 3 things: Who puts the legs up, The closest person who has authority will have a very big influence on the child. whether or not the table legs are attached. They are parents as well as teachers; How strong the intensity of the emotions that arise at that time. If a child is in a very embarrassed or sad condition and is given a negative table leg reinforcement at that time, then the position of the leg is firmly established to form a negative self-concept; Repetition. How often the incident is experienced by the child, the more often, the stronger the self-concept is formed.

Neurosain

At birth, humans are equipped with extraordinary brains. One organ consisting of 1 trillion brain cells. Of this 1 trillion, 100 billion are active brain cells and 900 billion are supporting brain cells. However, human intelligence is not only determined by the number of brain cells he has but is more determined by how many connections can occur between each brain cell. Each brain cell can have connection possibilities ranging from 1 to 20,000 connections. So you can imagine how much potential a human can have. The amount of this potential is influenced by the stimulations given. If children are given the opportunity to do activities that are stimulating and challenge their brain/intellectuality, such as reading or playing puzzles, this can optimize brain function. For children, an environment that is supportive and can stimulate children's thinking will be very good for the strength of their thinking power. An environment that provides a lot of mental pressure and stress will greatly hamper the performance of the child's brain.

Memory

Recent research in the field of memory shows that humans have more than one type of memory. Each memory has a unique information storage mechanism and is connected to each other. And with some training techniques, humans are able to improve their memory (Adi W Gunawan, 2003). One effective way to help children learn and remember material is to organize information into a single concept or theme. By doing this the child will get the big picture of what he is learning. Examples that teachers can use are capturing learning moments that are considered important and representative and then documenting them in the form of videos or photos. One day when the children look at the photo again, the child will be able to recall or feel again the feelings, emotions, thoughts, happiness about the theme.

Learning style

Learning style is the preferred way for children to think, process and understand information. For example, if you want to learn about plants. Which one does a child prefer, watching videos about plants, listening to the teacher's explanation, reading a book or playing directly on the plantation? Research results show that children who learn by using their dominant learning style will get maximum results. A teacher should be able to recognize children as unique individuals who have different potentials. This includes having different learning styles. In early childhood, the foresight of a teacher is needed to be able to recognize the learning styles of each child in order to optimize their learning abilities. This is important because this period is the beginning for him to study in academia. Its influence will be long in the next period. It may be very difficult to know the learning style in early childhood but every child has a style that is natural and comfortable (Thomas L Madden, 2000).

Multiple Intelligence

The results of research by experts on Accelerated Learning and modern learning methods show that if all these intelligences are grown, developed, and involved in the learning process, it will greatly increase the effectiveness and learning outcomes. These intelligences are: linguistics, mathematical logic, visual and spatial, musical, interpersonal, intrapersonal, kinesthetic, and naturalist. The existence of this plural intelligence shows the teacher that the potential intelligence of a child is not only in the realm of IQ. So the next task for the teacher is how to integrate this multiple intelligence concept into the teaching and learning process. Teachers can take advantage of a variety of children's learning methods and strategies to optimize these intelligences. For example, playing mazes and LEGOs to optimize visual-spatial intelligence. Meanwhile, naturalist intelligence can be optimized through access to nature, giving children the opportunity to interact directly with plant animals.

Music in learning

There is one very surprising result obtained when conducting a study of brain activity during learning and when the brain listens to and processes Mozart's music. The results of the scan (Scanning) of the two brain activity shows a picture that is similar or almost the same. It means? When studying and listening to Mozart's music, the brain does almost the same activity, the part of the brain that is active is also almost the same. Here are some of the advantages of using music in the learning process:

- a. Children can relax and reduce stress
- b. Stimulates creativity and thinking ability
- c. Stimulates interest in reading, motor skills and vocabulary

Listening to classical music is part of the stimulation. Experts in developed countries believe that classical music will stimulate the development of children's brain cells. Stimulation at an early age is important because the fastest growing period of brain development according to these experts is from pregnancy until the baby is 3 years old (Tim Pustaka Familia, 2006). According to Thomas L Madden Research shows a direct link between music and body physiology. Music can change a child's mood or feelings and help children's learning process by generating positive emotions. (Thomas L Madden, 2000). Georgi Lazanov in his pioneering work describes the ability to strengthen the brain thanks to music that has a great influence, Lazanov found that rhythmic and soft baroque music affects the ability to absorb information and remember it. The steady tempo of baroque music at about sixty beats a minute is the same as the wavelength of the brain in a relaxed state of alertness. Alpha brain wave pattern. According to Lazanov, this situation is a receptive state for learning (Collin Rose and Malcolm J Nicholl, 2002).

Brain Gym

Brain Gym is a series of simple body movements that are used to combine all parts of the brain to improve learning abilities, build self-esteem and a sense of community. Brain gym is the result of work done by Paul E Dennison and Gail E Dennison which based their findings on the understanding that there is a very close relationship between body development, language acquisition, and academic achievement. Dr. Dennison and his wife spent 19 years leading the Valley Remedial Center in California, America and succeeded in turning learning difficulties into extraordinary success and developing a series of movements that they called brain gym which eventually became an effective learning aid (Adi W. Gunawan, 2003)

In explaining how the brain gym works, Paul and his wife divide the brain into 3 functions:

- a. Lateral dimension: coordination of the left and right hemispheres of the brain to communicate effectively
- b. Dimensions of concentration: coordination between the upper and lower parts of the brain for the regulation of thought processes and actions
- c. Dimensions of focus: coordination between brainstem and prefrontal cortex for understanding and perspective purposes

Brain gym makes these three dimensions unified and integrated as a whole. This will result in a very significant increase in achievement (Adi W Gunawan, 2003). Brain gym is very good to do at the beginning of the learning process, especially when accompanied by songs or music that are cheerful and happy. Brain gym can also be done to refresh the child's physical and mind after undergoing a learning process that requires high concentration which causes fatigue in the brain. Among the brain gym movements for early childhood are:

- a. Lazy 8
- b. Brain Button
- c. Cross Crawl
- d. Hooks-up
- e. Brain gym in story form by combining some of the brain gym moves above

Applications Step By Step Genius Learning Strategy Model in Early Childhood Education

From the Genius Learning Strategy learning model offered by Adi W Gunawan, we can apply it to the step by step PAUD learning process as follows

Setting Up a Conducive Atmosphere

This conducive atmosphere is both physically and psychologically. From a physical point of view, a teacher should pay attention to the physical condition of the child. They will not learn optimally when they are hungry, too full, thirsty, tired, sleepy, etc. Here the role of the teacher is needed to be able to manage these kinds of problems. While psychologically, a child will learn happily if his/her needs for

security, love and respect are fulfilled and feel part of a group, this is important for early childhood, because this is a basic need that all children always crave. So before starting learning, according to Adi W Gunawan, it should be started first by saying positive affirmations, relaxing, full of jokes, using music or the brain gym.

Furthermore, Adi W Gunawan said that teachers can hold a memorable opening when starting learning. Because a warm and memorable opening really helps the process of delivering the material. Teachers are not recommended to enter the classroom directly to teach because a good opening has functions, including directing children's minds, conducting a general review of the material to be studied, increasing motivation, generating enthusiasm for learning, providing inspiration and building relationships with children (Adi W Gunawan, 2003).

In preparing this conditional atmosphere, it is also related to classroom management. According to Anita Moultrie Turner (Anita Muoltrie Tumer, 2008). The classroom is an environment with many visions, meaning that the classroom can contain several things including: charts, posters, wall paintings, visual aids, examples of student work, songs or poems, photos and so on. Meanwhile, regarding the spatial arrangement, Anita recommends that the teacher can arrange the study table arrangement in a way that allows the children to have a dialogue with each other. This includes children's study desks that support opportunities for group learning in pairs of threes, fours or working together. In terms of the table/chair arrangement format, Adi W Gunawan suggested a circle shape, a V shape, a rectangular shape, a U shape, and a Herring bone. In addition, the shape of the table and chairs should be a concern because it is closely related to the comfort of children in learning. Traditional desks used in classrooms pull the child's weight down and place great stress on the lower back. In addition, chairs made of hard wood make the sitting position uncomfortable and disturbing (Adi W Gunawan, 2003). So it is better to use chairs and tables to pay attention to the comfort aspect of children in learning.

CONCLUSION

The genius learning method offered by Adi W Gunawan is very important for teachers as educators, who are in direct contact with students. Especially for PAUD teachers, this Holistic Learning learning method is very feasible to apply because in it, the author of this book is very intense in reviewing learning not only from the side of the teacher as a teacher but also from the side of the student as the subject of learning. Early childhood children are very special and therefore require extra effort to enter their world. The expertise of PAUD teachers as first educators (in school institutions) will be very thick, contributing to their meaning about life in their adult years.

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