

# Genius Learning Strategies in Anecdotal Text Learning

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## ABSTRACT

This research aims to conceptualize learning anecdotal texts using genius learning. The research method uses descriptive qualitative. The object of this research is in the form of empirical qualitative data for learning anecdotal texts that are adapted to the concept of genius learning by using observation and documentation data collection techniques through Miles Huberman data analysis techniques. The results of the research are in the form of the implementation of the genius learning learning strategy, namely 1) Conducive atmosphere; THE teacher observes the situation starting from the situation of the class and students whether they are ready to start learning, 2) Connect; The teacher will provide a perception related to learning anecdotal texts, 3) Big picture; The teacher begins to enter the material by providing a concept map, 4) Set goals; teachers convey learning outcomes, 5) Material input; a. observing b. stimulating students by asking questions c. comparing texts d. analyzing texts e. evaluating f. interpreting d. writing and editing, 6) demonstration; anecdote presentation in grade, 7) Repeat and anchor; reflect and ask questions again in order to remember what has been learned previously. The teacher reflects on the students from the learning carried out. This is expected to be one of the options in dealing with different learning contexts in schools.

**Keywords:** *Strategy, Genius Learning, Anecdotal Texts*

## 1) INTRODUCTION

There are many problems in learning anecdotal texts in schools. Starting from students, teachers, even in terms of the anecdotal text itself. Here are some problems in learning anecdotal texts: 1) students are not able to write funny innuendo, 2) students write humorous texts instead of anecdotal texts 3) students are less familiar in writing anecdotal texts, 4) poor teacher readiness and learning, 5) low ability of students to write anecdotal texts. One way to overcome this is by implementing a genius learning strategy. Genius learning is carried out with a sensory preference learning style approach, which is based on visual (sight), auditory (speaking and hearing), and kinesthetic (touch and movement) (Siregar et al., 2023; Gunawan, 2012). Genius learning is a planned system with a very efficient intertwining that includes students, teachers, learning processes and environments and has eight success circles that are all interrelated with each other (Palasonthi & Piriyasurawong, 2024; Gunawan, 2012). Piaget in Gunawan (2012) stated that the basis of genius learning is constructivistic learning theory. Data shows that creativity and independence are in the spotlight in the era of the

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industrial revolution 4.0, with high creativity and independence, children are able to compete and be able to answer the nation's challenges (Munastiwi, 2023; Hernandez-de-Menendez, 2020). The constructivistic learning theory emphasizes more on students' creativity in building their own knowledge.

The constructivistic learning theory emphasizes more on students' creativity in building their own knowledge. In this constructivistic learning theory, accelerated learning was born which Bobbi De Porter later developed into a quantum teaching model. From here, genius learning was born into a learning model based on quantum teaching, but has taken into account the conditions in Indonesia. In essence, the purpose of these learning models is the same, namely, how to make the learning process effective, efficient, and fun. Genius learning was created to differentiate it from accelerated learning. The difference between genius learning and accelerated learning strategies is that genius learning strategies have taken into account the conditions of Indonesia society in general, the nation's diverse culture, socio-economic conditions, our national education system and educational goals, while accelerated learning itself is a teaching model that allows students to learn scientifically by using techniques that match their character so that they will feel that learning it is fun, effective and fast (Rose and Nicholl in Rachmawati, 2014:16).

The genius learning strategy has several main principles in it, namely: (1) Total involvement of students in improving the learning process. (2) Learning is not collecting information passively, but actively creating knowledge. (3) Activity-based learning often brings positive results compared to presentation-based learning (Konopka et al., 2015; Gunawan, 2012). In addition, the genius learning strategy focuses on mental activities so as to produce a creative mindset with the following stages: (a) always asking questions, (b) always considering new information and unusual ideas with open thinking, (c) always building connections, especially between different things, (d) always connecting things freely, (e) always applying imagination in every situation to produce new and different things, (f) always listen to intuition (Gunawan, 2012). The genius learning strategy helps students to create an effective, efficient and fun learning process that is in accordance with the character and conditions of education in Indonesia (Franco & DeLuca, 2019; Sastrawan, 2014). Because in the context of the demands of the 21st century, several main competencies that must be possessed by students are needed, such as the ability to think critically and solve problems, the ability to communicate effectively, collaboration, and creative and innovative potential (Harsiati, 2018; Lan & Yu, 2023). Based on this, this strategy can be one of the choices of teachers in schools in learning development, in which case learning anecdotal texts.

## 2) METHODS

The research on this learning strategy uses a descriptive method. Creswell's (2018) moderate observation data collection technique because it involved only part of the activity and documentation. The data was analyzed using the Creswell (2018) spiral technique: 1) management of anecdotal text learning problems while determining genius learning strategies, 2) understanding and making notes from mistakes to be adjusted to the genius learning strategy, 3) developing learning activities, genius learning strategies in anecdotal text learning, 4) representing the essence of genius learning learning in anecdotal text learning.

## 3) RESULTS AND DISCUSSION

The learning steps of genius learning are known as eight stages. In general, this step is almost the same as other learning steps. It's just that this learning uses visual, auditory and kinaesthetic media which are its hallmarks. The following is a simple form of genius learning.

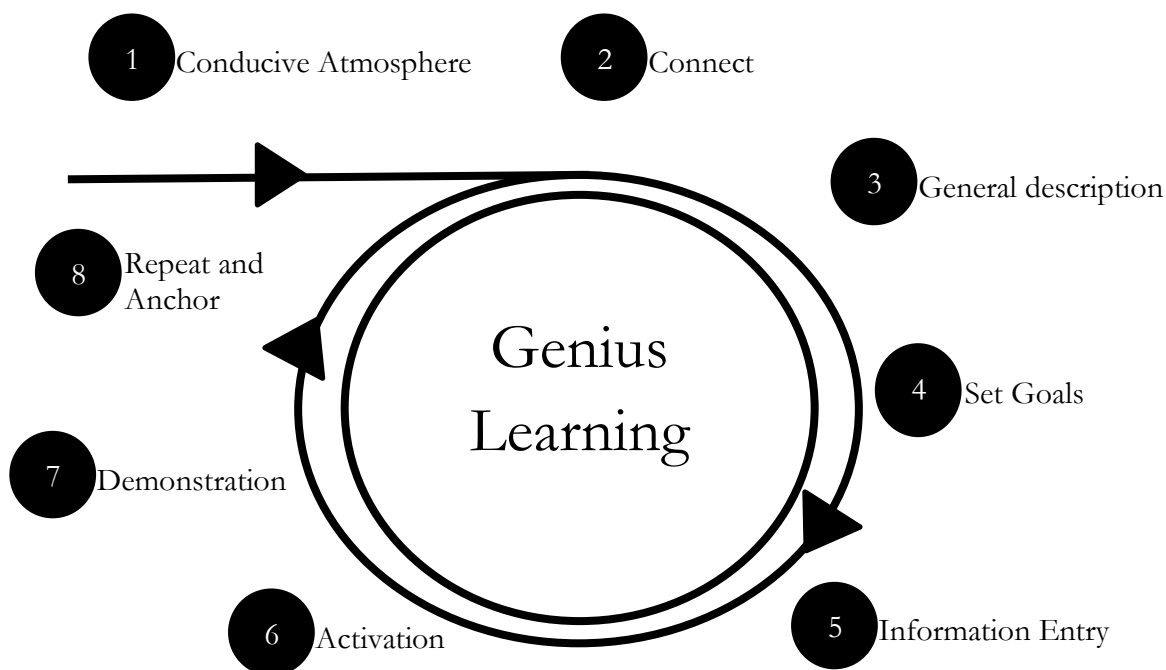


Figure 1. Learning Steps of Genius Larning

**a. Conducive Atmosphere**

Genius learning designs learning strategies that build and develop a positive and conducive learning environment. Without a supportive environment, the strategies implemented in the classroom will not be effective. Teachers are responsible for creating a conducive learning climate in preparation for starting the learning process. Conducive conditions are a condition for achieving optimal learning outcomes. A conducive learning atmosphere in the genius learning concept includes a physical atmosphere and an inner atmosphere.

**b. Connect**

The connection in the concept of genius learning is the connection between what will be learned and what is already known by students. The learning process begins by connecting the material to be delivered with the material that has been known by the students, both through the student's experience and through the learning process that has taken place before.

**c. Big Picture**

A big picture of the whole material is given before the learning process begins. The big picture aims to prepare students' minds in receiving the material to be taught. This big picture can be done by providing a summary of the material and key words. You can also use images or posters, flowcharts or ask open-ended questions that require answers that stimulate deep thinking.

**d. Set Goals**

It is at this stage that the learning process begins. What results will be achieved at the end of the session should be explained and stated to the students. The results to be achieved can be explained directly to the whole class, some are explained per group, or sometimes explained to students individually. Write in large and clear letters on the blackboard so that students can always see the purpose of the learning process that they will soon start. This stage is also the goal-setting stage. Teaching students how to achieve predetermined results, using the student's own language. Ask students to make goals in detail, preferably in writing.

**e. Information Entry**

At this stage of income, the information provided involves several learning styles. Delivery methods can accommodate visual, auditory and kinesthetic learning styles. Visual/verbal learners like to read written words, books, posters with slogans, lecture materials in the form of clear written text. This will certainly improve their literacy skills. As conveyed by one of the competencies of students

that has become a national and even international problem is literacy skills (Nisa & Arliani, 2023). Reading literacy is one of the important skills for acquiring new knowledge and as a prerequisite for achieving success in social life (Smith et al., 2020; Tan et al., 2022). Meanwhile, auditory learners love to hear new information through oral explanations, commentary and tapes. Kinesthetic learners love hands-on learning so they can try it out on their own. The learning process must pay attention to student involvement (Widiastuti et al., 2023). They like to do while studying, such as: writing, underlining, doodling, describing. At this stage, the input of unique and interesting information can access long-term memory.

#### f. Activation

The activation process is a process that brings students to a deeper level of understanding of the material being taught. In the concept of genius learning, Howard Gardner's theory of Multiple Intelligence is used to access various intelligences that exist in students.

#### g. Demonstration

This stage is a process of testing students' understanding during learning. This aims to find out the extent of students' understanding and at the same time is a very appropriate time to be able to give feedback. In conventional learning, teachers will usually give an exam one week after the information entry process. Based on the understanding in the concept of genius learning about the optimal way the brain works, the way to give the exam is very ineffective.

#### h. Repeat and Anchor

Repetition and Anchoring at the end of the lesson session as well as making conclusions from what has been learned is very useful to improve memory and increase the effectiveness of the learning process. This review can be done by conducting a self-test or a test conducted by the student himself on his or her understanding. You can also use group testing in a fun and stress-free situation.

- A. Teacher enters the classroom and then prepares the class (looking at the neatness of the students or seats, checking attendance, and praying). Teachers give positive perceptions to students who have entered the classroom. Some children who look lethargic and sleepy are welcome to wash their faces and then re-enter (if any).
- B. The teacher repeats the past lesson and relates it to the student's previous knowledge of the anecdotal text.

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C. The teacher then provides a big picture of the learning so that students can prepare their minds to reach the lesson about anecdotal texts

D. Teachers set a common goal in learning anecdotal texts.

SET  
GOALS

### 1. Observer

- a) Teachers provide anecdotal texts and videos as observation materials for students
- b) The teacher provides several explanations as reference materials that students must know later
- c) Students observe anecdotal texts and videos that have been provided with the teacher's direction

### 2. Ask

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- a) The teacher gave questions as a theoretical benchmark contained in the text and video Apa isi cerita yang disampaikan dalam teks dan video
  - 1) What are the things contained in texts and videos
  - 2) How is the structure of text and video
  - 3) What are the language rules of the text and video
- b) Students ask and answer each other against the text and video observed through the teacher's direction
- c) Students deduce theories from questions and answers that occur through the direction of the teacher

- d) Teachers form groups to carry out activities to understand learning

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- e) The teacher gives anecdotal texts to students in determining the structure and rules of the language.
- f) Students present the results of their respective discussions and give an assessment of the results of the presentations of other groups with the direction of the teacher.
- g) Teachers and students conclude the results from the anecdotal texts that have been discussed and presented by each group

### 3. Compare

- a) The teacher gave two texts and videos that almost had something in common, namely anecdotes and humor
- b) Students respond to each other's differences in the two forms of jokes that are almost the same with the direction of the teacher
- c) Students give each other conclusions from the many differences and similarities found
- d) The teacher gave an understanding test to each student by giving 1 anecdotal text and 1 humor text.
- e) Students look for various kinds of similarities and differences from the two texts
- f) Some students convey the similarities and differences of the two texts while other students respond with the teacher's direction
- g) Students conclude together the similarities and differences of the two texts with the teacher's direction

### 4. Analyzes

- a) The teacher gives an anecdotal text as an example in analyzing the text.
- b) Teachers guide students in analyzing texts with pre-made assessment criteria.
- c) Students respond to each other's analysis results
- d) Students conclude the results of the analysis that are responded to together through the guidance of the teacher

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- e) The teacher gives comprehension tests to students through text analysis according to what has been illustrated previously
- f) In groups, students analyze the text with pre-made criteria to make it easier for students to analyze
- g) Each group presented the results of the analysis and responded to each other to the analysis guided by the teacher
- h) Students conclude the analysis of the text directed by the teacher

#### 5. Evaluate

- a) The teacher stimulates students to argue about the shortcomings of the anecdotal text presented
- b) The teacher provides an anecdotal text as an illustration in evaluating
- c) Teachers and students give each other feedback on the text to be evaluated
- d) Students conclude the evaluation that has been delivered through the guidance of the teacher
- e) The teacher gives students an understanding test to evaluate 1 anecdotal text
- f) Students write down the results of their evaluations and convey the results
- g) Students conclude the results of the evaluation with guidance from the teacher

#### 6. Interpreting

- a) The teacher stimulates students to be able to provide students' views or opinions on the anecdotal text presented
- b) The teacher shows 1 text and video anecdote and 1 text and video interpretation whose essence is the same as the anecdote video
- c) Students give each other feedback or ask questions about the illustrations that the teacher provides in interpreting

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- d) Students concluded the interpretation obtained from the two videos with guidance from the teacher
  - e) The teacher provides an understanding test by providing 1 anecdotal text for students to interpret from various views that are biased given by the students themselves
  - f) Some students shared their interpretations of the text  
Students deduce interpretations from various opinions with guidance from teachers
7. Writing and editing
- a) Teachers stimulate students to write and edit anecdotal texts with various motivations conveyed
  - b) The teacher gives an explanation of how to write and tips for writing anecdotal texts
  - c) Teachers implement between the ways and practices of writing anecdotal texts
  - d) Students ask each other questions and answers in writing anecdotal texts
  - e) Teachers provide a test of comprehension of writing texts by providing topics such as KKN, DPR, President, Education, Public Service, bribery and others
  - f) Students are asked to create a framework first and then develop it into a complete anecdotal text
  - g) Students immediately edit their writings based on the criteria that the teacher has given previously

## E. Reflection

his reflection activity is used to plan evaluation activities. Research students and teachers discussed and analyzed the results of observations in the previous stages, including the following:

- a. Draw conclusions about students' abilities after being given learning media,

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- b. Assess students' activeness when interacting with teachers and other students,
- c. Assess each student's skills in anecdote writing practice based on the results

#### **4) CONCLUSION**

Genius learning learning strategy, namely 1) Conducive atmosphere; the teacher observes the situation starting from the situation of the class and students whether they are ready to start learning 2) Connect; The teacher will provide a perception related to learning anecdotal texts 3) Big picture; The teacher begins to enter the material by providing a concept map 4) Set goals; teachers convey learning outcomes 5) Material input; a. observing b. stimulating students by asking questions c. comparing texts d. analyzing texts e. evaluating f. interpreting d. writing and editing 6) Demonstration; anecdote presentation in grade 7) Repeat and anchor; reflect and ask questions again in order to remember what has been learned previously.

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