THE EFFECT OF GENIUS LEARNING MODEL ON GENETIC PERSONALITY IN AL-MUDZAKIR EARLY CHILDHOOD EDUCATION STUDENTS

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Abstract

The research purpose in quasy experiment to take a researching for effectof genius laerning model and ekspository method. The researching took at PAUD Terpadu Al-Mudzakir, and it took only 40 students. The research was an experimental quasi. Population in researching were all of the students a class it took two samples class (experiment class and control class) by random sampling. Class A was done by Genius Learning model and class B using ekspository method. The data collection tool used student learning test on thematic material with essay test form. The result of the research shows that in solving the opportunities material problem which is taught by Genius Learningmodel that is class A obtained higher value compared to students taught by ekspository method. Value t count = 2,69 and t table = 1,67, then Ha accepted.

Keyword *:Genius Learningmodel, ekspository method, genetic personality, thematic*

A. Introduction

Education plays an important role in preparing quality Human Resources (HR) in life in the future. Education involves learning activities and the learning process. The learning process is something that must be considered in the implementation of education in an educational institution at the level of non-formal education specifically in early childhood education. But the reality that occurs in schools shows that some students have difficulty learning and understanding material theories and concepts because student teaching and learning activities are only given concepts in the classroom without providing opportunities for students to involve themselves in proving material theories and concepts in real terms, Problems this results in a low genetic personality that must be formed early, one of them is the way of thinking of students.

Humans in their lives can not be separated from the process of thinking, even since childhood has been done. Thinking as the work process of reason in examining something is an essential characteristic of human beings, and the results of the workings of this mind cannot be known by others if not expressed by language (Bakry, 2001). In the structure of the human body there is what is called the brain and the existence of the brain is to think (Chalijah, 1994). This means that the brain is functioning properly and is well called thinking. In connection with this, Ahmadi and Supriyono (1991) suggest that tools are needed in thinking, namely reason (ratio). Thinking is the power of the soul that can put relationships in a dialectical process, meaning that during thinking, the mind is always asking questions and answers to laying knowledge relationships. The same opinion expressed by Frankel (in Patmonodewo. 2001) defines thinking as the formation of ideas, reorganization and one's experiences and organizing information into a distinctive form.

Teachers as educators are expected to be able to create and develop a conducive and constructive learning climate for the development of students' potential along with the development of atmosphere, knowledge and knowledge habits. Provisions like this really need a critical, logical, creative and systematic thinking coupled with a high willingness to learn. Critical, logical, creative and systematic thinking is part of the way of

thinking of each individual and can be created in learning mathematics, because in mathematics there is a structure and a clear link between one concept and another concept, allowing students to think rationally.

Of course this is not in accordance with the demands of education to develop a logical, critical, and honest mindset. Then it needs to be made a learning that can increase creativity and the ability of students to find and solve problems with their own efforts.

To overcome this problem, it is necessary to find an effective learning model so that it can increase students' creativity and abilities in learning, one of them is by applying the Genius Learning model.

By applying the Genius Learning model students run the learning process effectively and can help direct students to the material they are about to learn and help students remember information related to the material to be learned.

The Genius Learning model designs a pleasant classroom atmosphere, which can lead to student activities, make lessons more attached and learn optimistic, because learning events and student activeness can function as reinforcement of the material given. Model Genius Learning in the learning process helps students to understand strength and their strengths that match their own learning styles, because the learning process begins by exploring and understanding the needs of students.Based on the description above the authors are interested in conducting a study on "The Influence of the Genius Learning Model on genetic personality in students in early childhood education.

The research objectives were: To determine the genetic personality of students who applied the Genius Learning model at students of Paud al-mudzakir Academic Year 2018/2019.

The research hypothesis is that there is an influence of genetic personality by applying the one that applies the Genius Learning model better than the learning outcomes of students who apply the ekpositori to Al-Mudzakir ECD students in the 2018/2019 academic year.

B. Method

The study was conducted at the Integrated Al-Mudzakir PAUD. This research has been carried out in the even semester of the 2018/2019 academic year. The population in this study were all integrated PA-Al-mudzakir students with a total of 40 students.

The research sample consisted of 2 classes with the composition of each class of 20 people. Class A experiments were treated with learning Genius Learning models and class B in the control class treated expository learning.

This research method is quasi-experimental. In this study, researchers collected data by giving different treatments to two groups of research samples designed as follows:

Group	**Pretest**	**Treatment**	**Postest**
Eksperiment	T_1	X_1	T_2
Control	T_1	X_2	T_2

Keterangan:

T_1 :*Pretest*

T_2 : *Postest*

X_1 :The treatment uses a genius learning model

X_2 : The treatment uses a ekspository method

The instrument used to collect genetic personality data is a way of thinking instrument in the form of a questionnaire adapted from Tellier. Next, students use the test on "myself" theme material in the form of visual images. Tests in research are given twice, namely pretest and posttest. The results of the data will be analyzed using the statistical t test.

C. Research Finding

The results of this study are answers to the formulation of a predetermined problem that can reinforce a hypothesis or temporary

answer. Based on the results of research conducted at the integrated PAUD Al-Mudzakir, the following were obtained:

From the results of the pre test learning the average score of the experimental class pre test was 57.16. While the average value of the control class pre-test was 53. Of the 20 experimental group students the Pre-test average was 57.16 while those of the 20 control class students obtained an average of 53. Based on the average pretest of the two classes it can be seen that both the experimental and control classes still have a relatively low average.

D. Discussion

From the test results, the proposed hypothesis is acceptable, namely: genetic personality subject to treatment with the Genius Learning model is better than students who use the expository method in Al-Mudzakir integrated PAUD.

Based on the results of the Post-Test data analysis, it was concluded that the mathematics learning outcomes of students taught using the Genius Learning model were better than the learning outcomes of students who were taught using the expository method. This study found that the average results of experimental class Post-Test (Genius Learning) 76.6 and Standard Deviation 11.1 and control class (expository method) 69.8 and Deviation Standard 9.11.

E. Conclution

Based on the research that has been done it can be concluded that the learning outcomes of students who apply the Genius Learning model are better than the learning outcomes of students who use the expository method on the theme material "myself" PAUD aL-Mudzakir students

The average learning outcomes of students taught using the Genius Learning model are 76.36 and the learning outcomes of students taught using the expository method are 69.83 and are obtained for tcount = 2.69 and t table = then Ha is accepted.

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