

Language Solving Creativity Efforts through The Brilliant Teaching Method At Smartgama Learning Guidance Institution

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Abstrak

Tujuan penelitian ini adalah untuk mencari solusi bagaimana agar pengajaran dapat menyenangkan dan dapat diterima (baca: dapat dipahami oleh siswa). Cukup banyak metode pembelajaran yang dijadikan filosofi pembelajaran dari beberapa tutor di kota Surakarta. Dari referensi tersebut penulis mengambil salah satu metode pembelajaran yang digunakan di Lembaga Bimbingan Belajar Smartgama yang dikenal dengan Metode Brilliant Solution. Penelitian ini merupakan penelitian studi kasus. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif. Sumber data yang digunakan dalam penelitian adalah: kegiatan pembelajaran kooperatif, informan dari guru dan siswa, sumber dokumen, dan arsip. Teknik analisis data menggunakan analisis deskriptif kualitatif. Komponen analisisnya meliputi: reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi data. Kesimpulan yang diperoleh adalah: 1) metode pembelajaran yang digunakan mahasiswa Lembaga Bimbingan Belajar Smartgama adalah metode solusi brilian yaitu menyelesaikan masalah dengan cara yang cerdas, yang masing-masing mempunyai singkatan dan filosofi sebagai berikut: "B" artinya berani (berani).), "R" artinya rasional (berakal), "I" artinya intelektual (terpelajar), "L" artinya pemimpin (pemimpin/ketua, kepala, prinsip), "L" artinya liberal (mau menghargai atau menerima perilaku atau pendapat yang berbeda dari milik sendiri; terbuka terhadap ide-ide baru), "I" artinya menarik (interesting). "A" berarti dapat diterapkan, "N" berarti menonjol (mudah diingat), dan "T" berarti Trick (taktik atau strategi). 2) Hasil uji coba yang dilakukan menunjukkan bahwa dengan metode solusi brilian siswa dapat belajar lebih gembira, cepat dalam menjawab soal, tenang, berani, dan tentunya nilai akademiknya meningkat...

Kata Kunci: *Kreativitas, Metode Pembelajaran, Metode Cemerlang, Lembaga Bimbingan Belajar*

Abstract

The purpose of this research is to find a solution on how to make teaching enjoyable and acceptable (read: it can be understood by students). There are quite a number of learning methods that are used as learning philosophies from several tutors in the city of Surakarta. From these references, the writer takes one of the learning methods used at the Smartgama Tutoring Institute, known as the Brilliant Solution Method. This research is a case study research. The method used in this study is a qualitative research method. Sources of data used in the study are: cooperative learning activities, informants from teachers and students, document sources, and archives. The data analysis technique uses descriptive qualitative analysis. The components of the analysis include: data reduction, data presentation, and drawing conclusions/data verification. The conclusions obtained are: 1) the learning method used by the students at the Smartgama Learning Guidance Institute is a brilliant solution method, namely solving problems in an intelligent way, each of which has an abbreviation and philosophy as follows: "B" means brave (dare).), "R" means rational (reasonable), "I" means intellectual (learned), "L" means leader (leader/chairman, head, principle), "L" means liberal (willing to respect or accept behavior or opinions different from one's own; open to new ideas), "I" means interesting (interesting). "A" means applicable, "N" means notable (easy to remember), and "T" means Trick (tactic or strategy). 2) The results of the trials carried out showed that with the brilliant solution method students could learn more happily, quickly in answering questions, calm, brave, and of course their academic scores increased.

Keyword: *Creativity, Learning Method, Brilliant Method, Learning Guidance Institution*

INTRODUCTION

Basically, educators must have the concept of systematic thinking in their minds to be passed down to their students. It is not impossible if ideally they master the concept of teaching materials which they must master according to their specialists, as well as trying to figure out how the students can love (happy) with

themselves. Likewise, the way teachers (lecturers/teachers/tutors) teach. There are many ways or ways to instill knowledge in students. Various methods, both in the form of discussion methods (including various types of discussion methods), as well as quick ways to analyze problems (Budiyono and Ngumarno, 2019; Behforouz & Frumuselu, 2020; Budiyono, Harta, and Yuliantoro, 2021; Budiyono and Ngumarno, 2021).

In relation to the above, a tutor or teacher in an agency or institution must always strive to advance the institution, either directly or indirectly. Directly in the sense of having an audience/face to face directly, while indirectly in the sense of being through letters, e-mail, internet, or other electronic media.

There are many Tutoring Institutions in Surakarta and its surroundings, which compete with each other with various programs and advantages. These are the things that actually make the tutoring institutions continue to race and maintain each other's quality to compete to maintain their achievements. One of the things that the institution strives to make its students like or interested in is how to create a special learning method? This is shown by the various tricks they have created in answering some of the difficult questions faced by the students.

There are many tutoring institutions in the Surakarta (Solo Raya) area. The tutoring institutions compete with each other to bid on the problem-solving methods they offer. For more details, there are several examples of learning methods at several tutoring institutions below.

The Yogyakarta Neutron Tutoring Institute uses Reasoning, Ganeca Operation uses The King of the Fastest Solution method, Primagama Tutoring Institute has a Smart Solution, Gama 88 also has a Practical Formula, while the Smartgama Tutoring Institute has a Brilliant Solution.

This research was only conducted at the Smartgama Tutoring Institute. Why? The basic reason is because in addition to the efficiency factor, it is also due to the closeness and intimacy between employees and their tutors. Another reason is because one of the teaching media used at the Smartgama Tutoring Institute is the teaching method using the brilliant solution learning method.

It should be noted that an educator (as well as a tutor) has two concepts of meaning, namely a broad and a narrow meaning. Educators in a broad sense are all people who are obliged to nurture children. Naturally, all children, before they become adults, receive guidance from adults so that they develop and grow naturally. Because naturally the human child also needs such guidance because he is equipped with very few instincts to maintain his life. In this case, the people who are obliged to nurture children naturally are their respective parents, community members, and their leader (Pidarta, 2007).

Meanwhile, the types of educators in a narrow sense are people who are prepared intentionally to become teachers and lecturers. The two educators were given lessons about education in a relatively long term so that they mastered the knowledge and were skilled in implementing it in the field. It is not enough for these educators to only study at universities before being appointed as teachers or lecturers, but also to learn and be taught while they are working so that their professionalism will increase.

In relation to the statement above, this study aims to: 1) describe the linguistic problems that are usually faced by 12th graders of SMA at the Smartgama Tutoring Institute; 2) describe a method of solving linguistic problems carried out by tutors at the Smartgama Learning Guidance Institution.

Learning has the essence of planning or design (design) as an effort to teach students. That is why in learning, students do not only interact with the teacher as a source of learning, but may interact with all learning resources that may be used to achieve the desired learning objectives. Therefore, learning pays attention to "how to teach students?" and not on "what do students learn?" (Uno: 2010; Behforouz, & Frumuselu: 2020; Behforouz, & Frumuselu; 2021; Jamalipour & Farahani: 2015; Hayati, Jalilifar, & Mashhadi; 2013; Kamal; 2019; Li & Kirby; 2015; Rahimi & Miri; 2014).

Improving the quality of learning must begin with improving the learning design. Learning planning can be used as a starting point for efforts to improve the quality of learning. This is possible because in learning design, the stages that will be carried out by teachers or lecturers in teaching have been well designed, starting from conducting an analysis of learning objectives to carrying out summative tests whose purpose is to measure the achievement of predetermined learning objectives..

METHOD

Basically a scientific research is carried out with standard systematics. It is impossible for research to be called scientific without being based on systematic, logical, and empirical work procedures. Starting from logical, systematic, and empirical work procedures, in the context of research, work procedures are guided by certain methods called research methods (Darwin, 2002: 39). The research method used in this study is a qualitative research method.

Participants

The participants who were used as study material in this study were grade 12 high school students (SMA/Senior High School) majoring in Natural Sciences (IPA).

Research Target

In this section, this study presents the methods used in designing the research and how the data were

collected. aims to: 1) describe the linguistic problems that are usually faced by grade 12 high school students at the Smartgama Tutoring Institute; 2) describe a method of solving linguistic problems carried out by tutors at the Smartgama Tutoring Institute. Qualitative methods are used for several reasons, namely: (1) adapting qualitative methods more easily when dealing with multiple realities, (2) methods presenting directly the nature of the relationship between researchers and respondents, (3) this method is more sensitive and can adapt to many sharpenings. shared influence on the patterns of values encountered (Moleong, 1996).

The qualitative research method used is case study or field study. This qualitative research is descriptive with a naturalistic pattern. This research is naturalistic which means that the data collected is in the form of words, pictures, and not numbers. Even if there are numbers, their nature is only as a support, while what is meant by naturalistic patterns shows real conditions that become the object of research, namely the teaching and learning process in the classroom and its environment (Sutopo: 1996).

Data Collection and Analysis Techniques

The technique used in collecting this data is to use the listen and note method. The use of the listen and note method is used because in the research observation application using a recording device type: videocam aiptek and mobile phone type Nokia N 73 ME. So, by recording and adding small notes, data is collected that is ready to be researched or studied. In addition, the researcher also uses the library method, namely with several written questions, which are made by the teacher (read: tutor/tutor) according to their field of study, then tested on students, then the data results are followed up for evaluation.

RESULT AND DISCUSSION

The main data or the basis for this research is the learning activities of class XII students majoring in Natural Sciences (IPA) from several schools around the Smartgama tutoring institution. The number of participants is twenty children. The twenty children came from various areas around Karanganyar. When they enter the Smartgama Guidance Institute, they are treated the same, with the same conditions, and at the same time with different skills.

The results of the study found three data findings which included: 1) the initial abilities of the students before teaching and learning activities began in the form of temporary test results; 2) the two recordings of the teaching and learning process which will be described in the data analysis; 3) The final results of the students at the Smartgama Guidance Institute after they get the Brilliant Method in their learning process. Before the tutors applied the Brilliant method by working on the 30-item version of the problem, the results of their provisional scores could be said to be unsatisfactory (not good; still below the minimum completeness criteria/KKM). Finally, the tutor explains or explains at length what, why, and how, and what the brilliant solution method is for. The students were still curious, did not know, and did not understand, and the results of the temporary assessment proved unsatisfactory. This is evidenced by the results of their scores, which on average are still in the Minimum Completeness Criteria. For more details, the temporary results of the students before receiving the learning treatment with the brilliant method are as follows in table 1.

Table 1. Provisional Test Results (Pretest) Before Treatment

Number	Participants's number	Name	Score	Rank
1	013-035-0003	<i>Novita Dian Ayu Ekawati</i>	8	1
2	013-035-0002	<i>Handini Liesnandari</i>	7,8	2
3	013-035-0007	<i>Linda Rusdiana P</i>	7,6	3
4	013-035-0001	Hanif Bagus Hartawan	7,6	4
5	013-035-0012	Arinda Kusuma Putri	7,6	5
6	013-035-0004	Siti Mulyani	7	6
7	013-035-0041	Andan Dyah F	7	7
8	013-035-0048	Aditya Permadi	6,8	8
9	013-035-0060	Endro Dwi Prasetya	6,8	9
10	013-035-0021	Anis Sholekah	6,8	10
11	013-035-0039	Dedy Kuryanto	6,6	11
12	013-035-0044	Destiara Puspitasari	6,6	12
13	013-035-0022	Dwitya Septian Nugrahanti	6,6	13
14	013-035-0020	Mifrokah Puspitasari	6,6	14
15	013-035-0015	Metatia Ridya R	6,4	15
16	013-035-0030	Aprilia Dwi A	6,2	16
17	013-035-0009	Likda Wibawati	6	17
18	013-035-0013	Hanifah Asmawati	5,8	18

19	013-035-0023	Mega Cahaya Kintang Timur	5,6	19
20	013-035-0027	Whenny Alvionita	5,6	20

From the table data above, it states and shows that based on the minimum completeness criteria (KKM) it shows that there are only five students who pass the pretest. The five students are Novita Dian Ayu Ekawati, Handini Liesnandari, Linda Rusdiana P, Hanif Bagus Hartawan, and Arinda Kusuma Putri. The highest score was achieved by Novita Dian Ayu Ekawati and the lowest score was Mega Cahaya Lintang Timur and Wheny Alvionita.

After the tutors got the pretest scores, the majority of which were below the KKM, they finally gave special treatment or assistance to these students. Assistance by using brilliant methods which are used as reliable methods at the Smartgama Guidance Institute. The results of the treatment showed that in the Posttest trial the students experienced a significant increase (significantly enough) except for one student named Siti Mulyani. However, even though the student did not go up, the score was still 7. In principle, the score did not meet the minimum completeness. For more details, the data on a significant increase in value can be seen in table 2 below.

Table 2
Final Test Results (Postest) After Treatment

Number	Participants's number	Name	Score	Rank
1	013-035-0003	<i>Novita Dian Ayu Ekawati</i>	9,2	1
2	013-035-0002	<i>Handini Liesnandari</i>	8,8	2
3	013-035-0048	<i>Aditya Permadi</i>	8,8	3
4	013-035-0044	Destiara Puspitasari	8,8	4
5	013-035-0007	<i>Linda Rusdiana P</i>	8,4	5
6	013-035-0001	Hanif Bagus Hartawan	8,4	6
7	013-035-0012	Arinda Kusuma Putri	8,4	7
8	013-035-0022	Dwitya septian nugrahanti	8,2	8
9	013-035-0027	Whenny Alvionita	8,2	9
10	013-035-0020	Mifrokah Puspitasari	8,2	10
11	013-035-0015	Metatia Ridya R	8,2	11
12	013-035-0041	Andan Dyah F	8	12
13	013-035-0060	Endro Dwi Prasetya	8	13
14	013-035-0021	Anis Sholekah	8	14
15	013-035-0039	Dedy Kuryanto	8	15
16	013-035-0030	Aprilia Dwi A	7,8	16
17	013-035-0009	Likda Wibawati	7,8	17
18	013-035-0023	Mega Cahaya Lintang Timur	7,8	18
19	013-035-0013	Hanifah Amawati	7,6	19
20	013-035-0004	Siti Mulyani	7	20

Based on the above illustrates that after experiencing treatment using the brilliant method the students experienced a fairly drastic increase. Almost all students experienced a significant increase (meaning) except for one student named Siti Mulyani. The first rank was still held/achieved by Vovita Dian Ayu Ekawati, but a student named Whnny Alvionita who was originally in the last rank during the pretest had actually risen to rank 9. It means that one student did not experience an increase in grades, but dropped to the last rank during the post-test. An overview of the comparison of values, whether it is up or down will appear graphically. For more details, can be seen in Figure 1 below. This graphic image 1 describes how far each student has increased after receiving tutoring treatment at the Smartgama Guidance Institute.

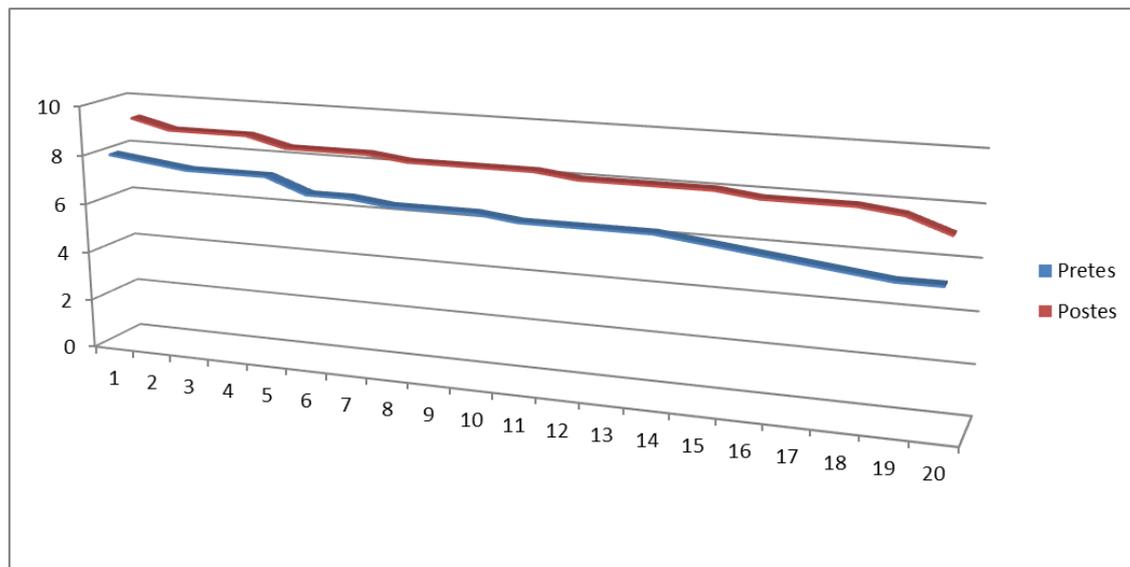


Figure 1 Comparison of Prestress and Posttest scores

The graphic above shows that the treatment of learning using the brilliant method is very helpful for students, especially in dealing with problems that are difficult for them. The students become more skilled, quick in making decisions, enthusiastic, confident, and the last thing is not to forget the tricks they use in doing the questions.

The victory or success of students in achieving high scores is due to the creativity of the Tutoring Institution managers by using their creativity (managers) in selling their learning methods to the public. The greater the power of their creativity, of course, will lead to the behavior of the institution.

Brilliant Method of Creativity

Below are sample questions for their students to work on!

Hakim menyatakan dengan sesungguhnya bahwa yang bersalah harus mendapatkan sanksi. Saat mendengar keputusan hakim bahwa dirinya harus mendapatkan sanksi tersebut, terdakwa sangsi, apakah hukumannya berat atautkah tidak. Dalam hati dia berharap semoga hukumannya bisa lebih ringan.

Dari kutipan di atas terdapat kata 'sangsi' dan 'sanksi' yang memiliki hubungan

- A. Homograf B. Homonim C. Sinonim D. Antonim E. Homofon

The judge stated that the guilty must be punished. When he heard the judge's decision that he had to get the sanction, the defendant sanctioned whether the sentence was severe or not. In his heart he hoped that his sentence would be lighter.

From the quote above, there are the words 'sanctions' and 'sanctions' which have a relationship

- A. Homographs B. Homonyms C. Synonyms D. Antonyms E. Homophones

Perhaps students will answer with the basic concepts of rote that they master. However, if they work on the problem with the brilliant method, of course it is very simple or easy to answer. They will use examples of how to work on problems with the brilliant method as follows below.

Tabel 3
The example of metode brilliant

Nu	Term	Term Form (writing)	Pronunciation (speech)	Meaning	Examples
1	Homonyms	=	=	≠	<i>Bisa</i> (means poison) <i>Bisa</i> (means can)
2	Homophones	≠	=	≠	<i>Bank</i> (circulation of money, and so on) <i>Bang</i> (means brother)
3	Homographs	=	≠	≠	<i>Tahu</i> (food/tofu) <i>Tahu</i> (know/understand)
4	Antonyms	≠	≠	≠	<i>Antonym</i> . Means the form (writing) is not the same; the words are not the same, and the meaning is also not the same
5	Synonyms	≠	≠	=	<i>Match words</i> . The writing is not the same, the words are not the same, but the meaning is the same.

Based on table 3 above, students will not be confused in answering the questions given by their tutor. They will immediately say that the answer is "E" (homophone). They (students) can conclude that homophones are two words (could be more) which happen to be written differently, have the same pronunciation, but have different meanings. Similarly, how to read and interpret homonyms, homographs, antonyms and synonyms.

The brilliant solution method is a learning method used to solve problems (the learning process) at the Smartgama Tutoring Institute which is used as a mainstay method to answer questions quickly and precisely. The learning process using this brilliant solution actually does not only occur in the field of Indonesian language studies, but all learning processes in responding to other fields of study also use this brilliant concept. This brilliant method is used as a mainstay in marketing products at the Smartgama Tutoring Institute.

The brilliant solution method is the method used at the Smartgama Tutoring Institute which is used as the basis for philosophy and promotion. All forms of problem solving always accumulate so that students are not bored, happy, practical, fast, and precise. Brilliant means smart and solution means solution. So, a brilliant solution means solving a problem intelligently (read: working on a problem quickly and precisely).

The term "brilliant solution" is none other than that, actually coined by the founder, or the board of directors at Smartgama Institute. This term is actually not much different from the concept of Jhonson Elain who coined the concept of contextual, teaching and learning, how to make learning acceptable? In CTL there are three principles that a teacher must know. These three principles, if understood by the tutor, will surely learn well. The three principles that tutors must know are: 1) The principle of interdependence, 2) The principle of differentiation, and 3) The principle of self-regulation.

Learning designs need to sort and select learning outcomes that can be directly measured after the completion of the learning process, and learning outcomes can be measured after going through the entire learning process, or accompaniment results. Learning designers are often disappointed with the real results they achieve because there are a number of results that cannot be immediately observed after learning ends, especially learning outcomes that are included in the attitude domain.

Learning planning is the arrangement of these efforts so that learning behavior emerges. In well-organized conditions, the planned strategy will provide opportunities for achieving learning outcomes. In addition, the role of the teacher as a learning resource has been arranged in a planned manner, the implementation of both formative and summative evaluations has been planned, which will provide convenience and fluency for students in learning. Similarly, the strategy of cognitive mastery. The tutors are always creative to find practical solutions or brilliant tactical and practical methods.

CONCLUSION

The brilliant solution method is a method used at the Smartgama Tutoring Institute which is used as the basis for philosophy and promotion. All forms of problem solving are always piled up so that students are not bored, happy, practical, fast, and precise. Brilliant means intelligent and solution means solution. So, a brilliant solution means solving problems intelligently (read: doing problems quickly and precisely).

"The term "brilliant solution" is none other than that, actually coined by the founder, or the board of directors at the Smartgama Institute. This term is actually not much different from the concept of Jhonson Elain who coined the concept of contextual, teaching and learning, how to make learning acceptable? In CTL (Contextual Teaching and Learning) there are three principles that must be known by a teacher.

The three principles, if understood by the tutors, will surely learn well. The three principles that must be known

by the tutors include: 1) The principle of interdependence, 2) The principle of differentiation, and 3) The principle of self-regulation.

Learning design needs to sort out learning outcomes that can be directly measured after completing the implementation of learning, and learning outcomes that can be measured after going through the entire learning process, or accompaniment results. Learning designers are often disappointed with the real results they achieve because there are a number of results that cannot be immediately observed after learning ends, especially learning outcomes that are included in the attitude domain.

Learning planning is the arrangement of these efforts so that learning behavior appears. In well-organized conditions, the planned strategy will provide opportunities for learning outcomes to be achieved. In addition, the teacher's role as a source of learning has been arranged in a planned manner, the implementation of both formative and summative evaluations has been planned, it will provide convenience and fluency for students in learning. Different meanings. Similarly, how to read homophones, homographs, antonyms, and synonyms

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