



Learners Through Understanding Gestalt Learning Theory: Classroom Implementation Experience Individual-Based Approach

Manurung, Paisal¹,

Doctor Program of Padang State University¹, English Education Study Program FKIP-UNA
paisalmanurung@yahoo.com¹

Abstract

The purpose of this paper is to provide information to educators on one theory of learning and teaching there. The theory in question is the Gestalt theory. This theory has been implemented in the learning process is at the University of Asahan in English Education Study Program in Course Introduction to English Literature at half V. The methodology used is descriptive method quantitative research with an individual approach experience approach. The results of the data quantitative approach this method is described as a result of the application of learning theory Gestalt. The results of this quantitative descriptive explaining that the new students realize that learning theory is petrified educators in understanding all aspects of the students, but the physical and psychological aspects as a self-understanding reach an average value of 33.78 or equal meaning that an understanding of learners achieving 80% based on the scale of reference benchmark. Thus, in theory, this is a very important part for educators to convey information to students as a learning process to improve the cognitive, affective and psychomotor.

Keywords: Theory, Gestalt, Comprehension, Quantitative Data Deskriptive



This is an open-access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited, © 2019 by author and Universitas Negeri Padang.

Introduction

Education is the right of every citizen without exception as the basic foundation of education. According to Law No. 20 of 2003, education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, society, nation, and state.

Nationwide education serves to reality ability and form behavior for creating civilization dignified nation in the context of the intellectual life of the nation, in order to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. Clear that education can not be separated from the learning activity itself.

Learning is a process of interaction of learners with educators and learning resources in a learning environment (Act No. 20 of 2003. Article 1, paragraph 20). Disasarka to the points above, the need for good cooperation between students, teachers, and support from all sectors such as a conducive learning environment, and infrastructure for learning creating can run smoothly with implications for the success of education in this country.

In the early wisdom of Indonesian nation has many scholars have learned about things related to education so that it appears streams of educational psychology, such as the flow of humanistic psychology, behaviouristic, nativism, and many psychological gestalt teaching and learning. Many theories have emerged from various schools of psychology such. Although it looks different from each other, the theory appears filed to have the same goal which is to assess and analyze the effectiveness and weaknesses of the elements that influence the success of education itself.

In Indonesia, education was grounded to the achievement of three important aspects, namely cognitive, affective, and psychomotor. During this time the cognitive aspects that are considered best describe the achievement of the objectives of education in many sectors of science, such as mathematics, language, physics, and so on. Therefore, the authors raise a theory of learning which includes a different theory as a

theory of learning of the students in the component as a student, a child in the family, and members of the community into the Gestalt theory.

(Guide nd2002) and (Pautina 2018) states leading figures from learning theory is Kurt Koffka (1886-1941), Max Wertheimer (1880-1943), Wolfgang Kohler (1887-1967) one of the founders of Gestalt psychology, said that the big question about the perception is: "Why does everything look like it?" At first, it seems an almost silly question. We are tempted to answer, "Because everything is happening as it is." It seems high objects seem high because they are high. And things are farsighted far as they are far away. On the other hand, why the moon looks bigger just above the horizon than when overhead? It did not become larger, or closer. And, if a series of disconnected point arranged in a pattern, say, the letter F, it looks like the letter, not a bunch of disconnected points - which is debatable, it is true, the visual image on your retina upside summary, it can be said that we are acting largely in terms of our perception. And for this reason, it is a basic perception study in psychology (Tentama and Subardjo 2019).

Besides these requirements, some indicators can be used as a benchmark that the learning process is successful or not. As for the indicators, as follows: (1) absorption of the teaching materials reach high achievement, either individually or in groups; (2) the behavior outlined in the objectives of teaching / instructional special (ICT) has been achieved by learners, both individually or in groups; and (3) a change in the behavior of students, so there is motivation to understand, control, and digest the material that is taught at the level of mastery learning. (Pautina 2018) according to the component of this, there are several children who have to be considered in many ways as it is delivered (Saliha 2017).

There are several criteria for at-risk children need to be in physical and physically among others: (a) children who are socioeconomic come from poor families marginalized groups, both living in rural and urban slum areas, (B) children out of school, (c) child victims of violence and rape, (d) street children, (e) children of drug addicts, (f) orphans, (g) begging or requesting requested, (h) the child abduction, (i) the child victims of natural disasters, (j) child from the area conflict. Basic gestalt therapy which emphasizes on self-awareness. Gestalt psychologist's traditional focus on cognition, perception, and motivation. Gestalt counselor involves the entire organism (person) and operates from the perspective that humans have the capacity and strength to grow, develop, and become the people they want (Saliha 2017).

In the context of teaching and learning activities of an educator also should become a counselor for their protégé. It is intended that the goal of counseling Gestalt is made counselees not depend on others but were able to discover early on that he could do a lot more than he thought. In Gestalt counseling, there are several techniques that can be developed and provided to help counselees or students in overcoming the problem. One counseling technique in question is the technique of "I am responsible for". Technique "I'm responsible for" It is a technique that is intended to help the counselee to acknowledge and accept the feelings of projecting his feelings to others, or in other words, this technique is more emphasis on consciousness counselee. (Kusumadewi, Sedanayasa, and Antari 2014), Actions in the learning undertaken by an educator are to raise awareness is defined as waking or unable to understand what was going on. Second, awareness is defined as all of the ideas, feelings, opinions, and so a person or group of people. (Mudana, Dharsana, and Suranata 2014) (Tentama and Subardjo 2019) put forward there are some benefits that can be obtained in the presence of self-awareness, among other things: 1) Understanding relating to others, 2) Develop and implement abilities, 3) Determining the choice of life and career to be achieved, 4) Develop a working relationship with others, 5) Understand the value of diversity, 6) improving productivity, 7) Enhancing our participation in the organization, the environment, and family. According Bars and McGovern (in Solso, 2007) proposed a number of functions of consciousness, among other things: 1) The function of context-setting (context setting), 2) The function of adaptation and learning (Adaptation and learning), which argued that the involvement conscious required to handle information with success 3) Function prioritization (prioritizing) and access function where awareness is necessary to access the magnitude of the amount of information available at the level of unconsciousness 4) The function of recruitment and control (Recruitment and control) in which awareness has system-system motor to run actions conscious. 5) The function of decision-making (decision-making).

In other parts of the state that gestalt theory is to have some key concepts in Gestalt theory, as follows: First: Field Theory, according to Gestalt theory, in a field, nothing exists in isolation or isolated. The emphasis is on the whole or totality, and not on the parts or items; Second: Nature versus Nurture, The brain reacts to the incoming sensory information and will make arrangement which makes the information more meaningful because the brain is not a passive receiver, the brain is a warehouse storing the information received from the environment. This is the "nature" that the brain to organize and give meaning to the sensory information; Third: Pragnanz Law, the guiding principle in researching Gestalt perception, learning, and memory; Fourth: subjective and objective reality, the Gestalt theory, (Pautina 2018).

In theory, their Gestalt learning activities that are based on this theory in accordance with the statement (Pautina 2018) According to Gestalt theory, learning activities should be done by providing learning materials related to everyday life. It aims to help students receive the material. When constructing the concept, students should be given the opportunity to engage in dialogue (discussions) with friends or with teachers, explore, and given the freedom to experiment making it easier for the student in the learning process.

(Pautina 2018) The learning process is a cognitive phenomenon. When individuals experience learning, reorganization occurred in perceptions. After learning occurs, one can have a new perspective on a problem. Application of Gestalt theory in the learning process as follows:

- a. Experience insight (insight), that insight plays an important role in the behavior that is the ability to know the relationship of the elements in an object or event.
- b. Meaningful learning (Meaningful learning): meaningfulness related elements will support the formation of insight into the learning process. The more clearly the relationship will be more effective an element of something that is learned.
- c. Purposeful behavior (purposeful behavior): the behavior directed at the goal. Behavior is not only caused by the stimulus-response relationship, but no association with the goal to be achieved. The learning process will be effective if the students get to know the objectives to be achieved. Therefore, teachers should be aware of the objectives as the direction of teaching activities and assist learners in understanding its purpose.
- d. The principle of living space (Life Space): that the behavior of individuals having links with the environment in which it is located. Therefore, the material being taught should have relevance to the situation and environmental conditions of the life of learners.

Method

The method used in the data collection approach is to provide questions to the object of research by asking questions verbally to the object of prospective educators. The methodology of this research is the study of narrative, the requester often learns one individual. Researchers' narrative focuses on the experience of one or more individuals. Although less frequent, the researchers were able to learn more than one individual (Creswell, 2012). Mentioned oral questions to the object of study include:

1. Have you ever heard of learning theory Gestalt models?
2. Have you ever read a book on the theory of models Gestalt?
3. Are you using this theory with your peers?
4. Do you feel happy, if you understand your colleagues?
5. How, if this theoretical model used in the teaching and learning process?

Interviews were conducted in the classroom with the number of participants 45 people were divided into two classes. The division of classes A and B, Class A was 23 people, with the number of men 2 and the number of women 21. While in class B was 22 people with the number of men: 1 and the number of women 21. In each class are given the same questions at different times. Class A sign at 08.00 s / d 09:45, while class B entered at 09.45 s / d 11. 20. Each question in the interview given to the object of study then analyzed as a result of the questions provided. After being given an explanation challenged the importance of this Gestalt model theory, the research object is given a few cases of problems challenged students. The problems presented in tabular form with 10 cases and forms filled by the object of research by filling in the tables that have been made previously. The shape of the case that is loaded by the object of study such as the table below:

Table: I Give Solution Using Learning Theory there are cases Gestalt

No.	perception of Kids	Perception Theory meaning Gestalt
1.	Prolonged Physical Abuse	It is some statement cases given to respondents or students to respond or, given an explanation and how to resolve this case by using Gestalt learning theory.
2.	Sexual harassment	
3.	Emotional Abuse And Neglect	
4.	Different Biological Integrity	
5.	Violence and Torture	
6.	Shadows of Violence Against Behavioral Characteristics	
7.	Normal EmosionaTidak	

8.	adaptation dissociative
9	Low Self Concept
10.	Declining Cognitive Function

From interviews did, the researchers gave scala assessment based on the reference value meant benchmark. The results of the students' answers assessed based on the provisions that have been created with reference to:

Table: II Reference Rate Benchmark

No.	Instrument Value	Score Value
1.	The revelation Clearly, there is an example, and in the base to personal experience	85-100
2.	The statement is clear, there are examples and are not based on personal experience	75-84
3.	The statement clearly no examples and are not based on personal experience	65-74
4.	The statement is unclear and there are examples and are not based on experience	55-64

Results and Discussion

Results of research conducted by the interviews showed that:

Table: III Results Data

No.	perception of Kids	Average Percentage Comprehension of Students of the Case
1.	Prolonged Physical Abuse	76%
2.	Sexual harassment	65%
3.	Emotional Abandonment	67%
4.	Different Biological Integrity	73%
5.	Violence and Torture	65%
6.	Shadows of Violence Against Behavioral Characteristics	65%
7.	Emotional Not Normal	75%
8.	adaptation dissociative	65%
9	Low Self Concept	75%
10.	Declining Cognitive Function	80%

From the results table above, researchers can portray that participants are on the stationing based on the average percentage is:

Table: IV Results Data Rate Class A and B

No.	indicators Answers	Object of research	
		class A	class B
1.	Prolonged Physical Abuse	2	1
2.	Sexual harassment	1	0
3.	Emotional Abandonment	3	2
4.	Different Biological Integrity	4	3
5.	Violence and Torture	1	0
6.	Shadows of Violence Against Behavioral Characteristics	1	3
7.	Emotional Not Normal	4	4
8.	adaptation dissociative	3	3
9.	Low Self Concept	2	2
10.	Declining Cognitive Function	2	4
	Amount	23	22

Total	45
-------	----

The level of students' understanding of the case presented by the knowledge index are:

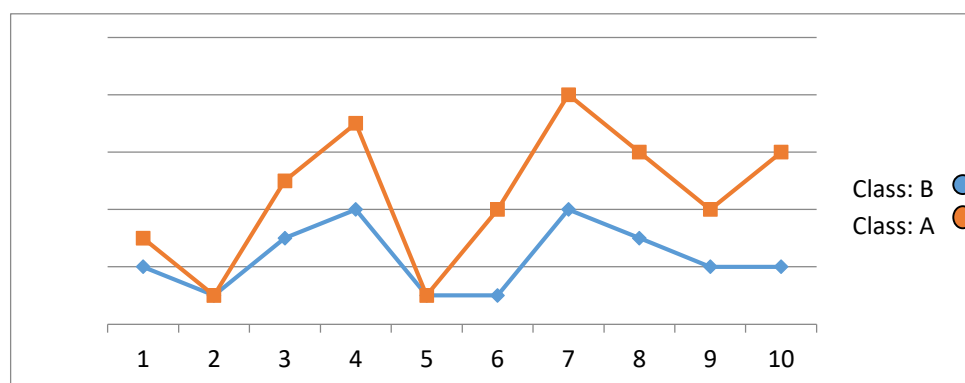


Figure I: Comprehension of Students Against Case

Based on the analysis results understanding of Gestalt learning theory on the object showed that the level of understanding of students in some cases above show that the class A and B have the same assessment of the cases presented a case of 7, 8 and 9. It can be drawn that the value the average of the answers given cases learners can be seen in the graph below:

Table: V: Rating Average Case Results

No-Case	Object of research	The percentage value	Average
1.	3	76	32.20
2.	1	65	29.25
3.	5	67	30.15
4.	7	73	32.85
5.	1	65	29.25
6.	4	65	29.25
7.	8	75	33.75
8.	6	65	29.25
9.	4	75	33.75
10.	6	80	29.25

Based on in the above table shows that the average value of students' understanding of the given case is the case 7: 33, 75, the case of 9: 33.75 and retrospective case series, 4: 32.85. So it can be interpreted that the understanding of learners to learn Gestalt theory is based on the case presented is average. It is based on the average value produced by learners is not so much difference between class A and class B is 4.5. This value is derived from the highest value minus the lowest value.

Conclusion

Gestalt learning theory is very helpful in the implementation of the process of learning and teaching. An educator should be able to understand that the teaching of an educator is not only an educator, but also as counselor education, the environment, and households. Thus, based on the results of tests that have been done to the students showed that the students who understand the components are in the highest average in the case presented is 33.75 and 32, 85. Gestalt learning theory is very well used in the process of learning for all low education levels of education to higher education. In this theory, educators release to see participants' students from a variety of physical and psychological aspects of them, so that the learning process will be achieved in line with expectations.

Acknowledgment

This study will not be successful without the participation of students at the University of Asahan in the English Education Study Program. And also say many thanks to the parties who have been directly involved in this research, so this study can be published with the wider community. However, this research has not

been perfectly well in line with the expectations of researchers, so that researchers hope no input from various stakeholders to provide input so that this research will be even better.

References

- BPK. 2007. Interpersonal Skills (Fourth Edition). Center for Education and Training oversight Financial Supervision and Development http://pusdiklatwas.bpkp.go.id/namafile/301/IS_Dalnis.pdf
- Creswell, John W. 2012. Educational Research: Planning, Conducting and Evaluating *qualitative and Quantitative Researach* 4th edition. London: Pearson
- Guide, A Self-teaching. Psychology of Self-Teaching.
- Kusumadewi, Km. Risma, Gd. Sedanayasa, and Ni Ngh. Madri Antari. 2014. "With the Gestalt Counseling Effectiveness Techniques 'I Responsible for' To Improve Student Academic Responsibility." *Journal of Guidance and Counseling Programs Online* 2 (1): 2014. <https://media.neliti.com/media/publications/250039-efektivitas-konseling-gestalt-dengan-tek-9f97e46a.pdf>.
- Mudana, I Nyoman Oka, I Ketut Dharsana, and Kadek Suranata. 2014. "With the Gestalt Counseling Application Reframing Techniques To Increase Self Awareness Student In Class VIII SMP Negeri 4 Singaraja A1." *E-journal Undiksa Department of Guidance and Counseling* 2 (1).
- Pautina, Amalia Rizki. 2018. "Learning in Children." 6: 14-28.
- Saliha, Annisa Era Emansi. 2017. "The application of gestalt therapy in overcoming trauma to the victims of child trafficking Annisa Era Emansi Saliha." *Proceedings*: 39-46.
- Tentama, Fatwa, and Subardjo Subardjo. 2019. "Moral Analysis Work At Lecturer." *Journal of Educational Psychology and Counseling: Study Journal of Educational Psychology and Counseling* 5 (1): 33-41.