



MODEL ACCELERATED LEARNING IN ENHANCING LEARNING ABILITIES OF PARTICIPANTS

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Abstract:

This research aims to determine the improvement of students' learning abilities through the implementation of the Accelerated Learning model. The method used in this research is a qualitative descriptive approach with a library research study type. The results of this research show that in the learning activities, students face differences in their abilities to grasp the lesson materials. The characteristics of students vary, with some having above-average abilities in receiving lesson materials, some having average abilities, and some below-average in receiving lessons. Therefore, there is a need for innovative learning methods to enhance students' learning abilities. Accelerated Learning emerges as a model to create enjoyable learning activities. The Accelerated Learning model aims to establish a pleasant learning environment without the pressure felt by students, and it occurs rapidly, effectively, and efficiently.

Keywords: *Accelerated Learning, learning abilities, teaching and learning*

INTRODUCTION

A learning process for students to understand, comprehend, and develop critical thinking skills is referred to as education. Essentially, education aims to assist learners in empowering their existing abilities or enhancing their potentials. The process of acquiring knowledge by each individual, a fundamental element, is called Learning. The effectiveness and efficiency of this process are highly influential when learners are in a relaxed and pressure-free environment. Thus far, learning activities in schools or training programs often take place in a monotonous and boring atmosphere, leading students to boredom. Some educators still maintain a distant relationship with their students, limiting themselves to transferring knowledge, resulting in a static or 'pour and snor' impact. Students receive lessons primarily through lecturing methods, neglecting efforts to improve their ability to think, develop, and respond to the knowledge provided by educators.

At times, the learning process is accompanied by threats or pressure, causing students to feel afraid or even traumatized. Such a learning process clearly does not create an optimal environment. To address this issue, educators need to pay special attention and make fundamental improvements to optimize students in developing and expressing their inherent abilities into actual competencies. Fundamental improvements include strategic planning and adopting learning models that transform the learning process from tense to enjoyable, fostering creativity in students through the learning activities.

Enjoyable learning is a learning process designed to create a joyful and fulfilling atmosphere, primarily avoiding monotony for students. This situation enables students

to focus more on their learning activities, subsequently increasing their interest in the subjects taught by educators. An initiative taken by educators to create enjoyable learning activities and enhance students' learning abilities is the implementation of the Accelerated Learning model. The Accelerated Learning model imparts core skills in how to learn and think creatively. It can be said that the Accelerated Learning model is an effort to improve the quality of education, particularly in terms of learning outcomes, enabling faster learning, quick memorization, retention of more information, fast reading, effective note-taking, and creative thinking. Through the implementation of the Accelerated Learning model in education, students with weak learning abilities will appear to perform better than before, likened to seeds about to sprout.

RESEARCH METHODS

The method employed in this research is a qualitative descriptive approach with a library research study type. This involves gathering data or scientific writings related to the research subject, utilizing a literature-based data collection method. The data collection procedure includes using keywords to search for relevant material related to the Accelerated Learning method in enhancing students' learning abilities. Subsequently, the identified material is read, summarized, and organized.

RESULTS AND DISCUSSION

Understanding Accelerated Learning

Accelerated Learning is a learning model that taps into students' knowledge and provides flexibility for them to actively participate in the learning process. The approach to learning activities was first introduced by Georgi Lazanov, a psychiatrist from Bulgaria. This approach goes beyond mere memorization of answers; it encourages active engagement, utilizing students' full capabilities to grasp underlying concepts and develop their skills.

The Accelerated Learning model was developed to maximize learning by acknowledging the diverse needs of individuals. Its primary goal is to help individuals learn faster and more effectively by understanding their unique learning preferences. This model recognizes that each individual has different learning styles corresponding to their unique characteristics.

With Accelerated Learning, students gain access to multidimensional learning approaches. This allows students to remember information in a multisensory and natural way. Therefore, Accelerated Learning is a natural model for individuals to explore various aspects of their lives, including emotional, intellectual, and physical dimensions. Students undergo a holistic training process that leads to effective and rapid learning while tapping into their hidden potentials.

Accelerated Learning is characterized by its flexible, enjoyable, multi-directional, cooperative, multi-sensory, meaningful, activity-centered, and inclusive of mental, physical, and emotional aspects. In the teaching and learning process, cooperation is interpreted as learning that involves the entire body, mind, and personality by directly interacting with others. Bobbi DePotter states that Accelerated Learning enables students to learn quickly, using optimal and engaging efforts, accompanied by cheerfulness and pleasure.

Based on the above understanding, it can be concluded that Accelerated Learning is a strategic learning model that can quickly absorb and comprehend learning materials by utilizing the unique capabilities of each student. The conceptual essence of the Accelerated Learning model is to create a pleasant and pressure-free learning environment that is fast, effective, and efficient. This model is a manifestation of the understanding that each individual has different learning styles, making Accelerated Learning a solution to cater to the diverse preferences in students' learning activities, prioritizing the enhancement of intelligence, competence, and success.

Principles of the Accelerated Learning Model

Accelerated Learning can create an interesting and enjoyable learning

atmosphere for students by providing various learning styles. This model emphasizes the importance of collaborative learning to enhance students' learning abilities, allowing them to learn faster and achieving a balance of concepts among students. Creating an engaging learning environment with effective interaction between educators and students can make the learning process both efficient and effective.

According to Meier (2002: 54-55), the implementation of Accelerated Learning involves fundamental principles, including. Learning involves the entire mind and body: Learning activities engage the entire body or mind with all senses, nerves, and emotions. It goes beyond using only the brain (conscious, rational, using the left brain, and verbal). Learning is creative, not consumptive: Learning goes beyond mere knowledge absorption and includes a combination of knowledge and skills within each student. Collaboration aids the teaching and learning process, and cooperative efforts have a social foundation. Therefore, collaborative learning produces better results than individual learning.

Learning occurs on many levels simultaneously: Effective learning involves absorbing not just a small piece of information at a time linearly but absorbing many things simultaneously. Learning comes from doing it yourself (with feedback): Directly doing the learning activities oneself is better than continuous passive reception of material. Engaging in learning activities and then applying them oneself stores experiences that are easy to remember and hard to forget. This serves as feedback to improve learning outcomes obtained from experiences.

Positive emotions greatly aid learning: Emotions influence the learner's memory, attention, motivation, learning-teaching processes, and self-regulation abilities. Therefore, feelings can determine students' learning outcomes, with positive emotions affecting the quality and quantity of learning. Learning in a monotonous and stressful environment hinders the learning process, while enjoyable and stress-free learning accelerates success. A relaxed and interesting learning atmosphere becomes a driving factor for the quality and quantity of student learning.

According to Hartono et al. (2012: 84-85), the principles of implementing the Accelerated Learning model include: Learning must involve both the mind and body. Learning is a process of creating knowledge, which means knowledge is not just received but must be manifested by students. Educators must design the learning process, and students must be active in it. Students must be more active in the learning process and not positioned merely as listeners. Real things are easier to understand than abstract ones. Positive emotions have a significant impact on the learning process and its results. Accelerated Learning Strategies. According to Colin and Nicholl (2002: 94), the accelerated learning model is divided into six basic steps. These steps are abbreviated as M-A-S-T-E-R, a term coined by leading trainer Jayne Nicholl. The steps include:

Motivating your mind: Educators should motivate students to create the right mindset for learning. Positive motivation makes the learning process interesting, and students become enthusiastic about participating in learning activities. Acquiring the information: Students need to absorb facts and understand information using tactics tailored to their preferred sensory learning methods. This approach simplifies the learning process for students.

Searching out the meaning: After receiving information, students are encouraged to delve deeper into the explored material. Educators create learning processes that encourage and motivate students to find solutions independently.

Triggering the memory: Learning activities designed to enhance students' understanding require repetition of lesson materials for long-term memory storage. Repetition can be applied in various ways, such as reviewing key materials before the end of each learning session, asking students to review key materials every night at home, quickly reviewing key materials at the beginning of the next learning session, reviewing key materials once a week, and allocating a full day every six months to review all learning materials received.

Exhibiting what you know: Educators assess students' abilities not as a determination of success or failure but as a responsive element in the teaching and

learning process. Students begin to see this as helpful guidance rather than a tool for judgment. This step is crucial to reinforce evaluation as acknowledgment, measuring how far students fulfill their responsibilities. Educators provide opportunities for students to convince themselves with evidence that they truly understand the learned material.

Reflecting how you've learned: A truly independent learner constantly strives to improve their learning quality. Reflecting on the best ways to achieve the best results is an ongoing process. This involves evaluating the learning process daily, requiring intrapersonal intelligence to assess one's strengths and weaknesses in learning more deeply.

According to Meier (2002), there are four stages of accelerated learning: Preparation techniques, Presentation techniques, Training techniques, and Performance techniques. These stages aim to transform experiences into knowledge, knowledge into understanding, understanding into excellence, and excellence into action.

In summary, the Accelerated Learning model is a comprehensive and innovative approach to education. It focuses on creating an engaging and enjoyable learning environment, promoting collaboration, involving the whole mind and body, and emphasizing creativity. The model's principles and strategies aim to enhance learning outcomes by accommodating individual learning styles and preferences. By understanding and implementing the Accelerated Learning model, educators can create effective, enjoyable, and results-driven learning experiences for students.

CONCLUSION

Learning activities should be strategically designed to provide a joyful, exciting, and non-monotonous environment for students. By utilizing a learning model that can create enjoyable learning experiences, the process no longer becomes intimidating but rather becomes a delightful endeavor. This way, students will become more creative with the knowledge they acquire through the learning process. An initiative to create enjoyable learning activities aimed at enhancing students' learning abilities involves implementing the Accelerated Learning model. The Accelerated Learning model is an effort to improve the quality of education, particularly in learning capabilities, enabling students to learn faster, remember more, memorize quickly, read swiftly, take effective notes, and think creatively.

Through the implementation of the Accelerated Learning model in education, students' learning abilities will be enhanced. The application of this learning model can create a joyful learning and teaching environment without the perceived pressure on students, making the process rapid, effective, and efficient. This model recognizes that each individual has different learning styles, making Accelerated Learning a solution to cater to diverse preferences in students' learning activities, prioritizing the enhancement of intelligence, competence, and success.

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