**Teachers’ and Students’ Perception about Accelerated Learning Program in Teaching and Learning Process at MTsN Model Makassar and SMPN 8 Makassar**

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**ABSTRACT**

The objectives of this research are to find out: (1) the learning achievement of English subject at the accelerated learning program in MTsN Model Makassar and SMPN 8 Makassar (2) the teachers’ and students’ perception about the accelerated program at MTsN Model Makassar and SMPN 8 Makassar. This research employed qualitative-descriptive and quantitative research. The research instruments were interview, tests, and documentation. The subjects of the research were taken from 2 English teachers of acceleration program and 10 seventh grade students of acceleration program for each MTsN Model Makassar and SMPN 8 Makassar. Data analysis was conducted based on Miles and Huberman (1994) theory which cover: data collection, data reduction, data presentation, and conclusion/verification. The research data then further be analysed using Independent Sample Test and Inferential Statistic SPSS 20.0. The data from interview revealed that teachers and students at both school had various perceptions about the implementation of the accelerated program. Students of accelerated program normally graduated earlier than the regular program because they had extra learning time and more subjects to be learnt. They also had exclusive facilities to help them learn comfortably. However, the program also made them stressful because too many assignment to be accomplished. The accelerated program students in MTsN Model Makassar had more subjects to be learnt than students in SMPN 8 Makassar. From the data above it can be concluded that; (1) students of accelerated program in MTsN Model Makassar had higher achievement than students in SMPN 8 Makassar (2) accelerated program in both schools had advantages and disadvantages. Moreover The result of the research showed that the mean score of posttest in MTsN Model Makassar was higher (88.60) rather than the mean score in SMPN 8 Makassar (84.00). These significant difference has been proven statistically based on t-test at the level of signification (0.000<0.05).

**Key words:** Teacher and students Perception, Accelerated Learning,

**INTRODUCTION**

Entering the 21st century, the problem about the quality of education in Indonesia is a national problem. Hidayatullah (2010) explained the indicator that shows how low quality of education in Indonesia by UNESCO in 2000 on the Human Development Index (Human Development Index) ranked proven composition of educational attainment, health and income per head which shows that Indonesian human development index decline. Based on the data from UNESCO, among 174 countries in the world, the rank of Indonesia has been decreased. The decline in the quality of education in Indonesia looks of the countries’s ranking in the survey from year to year, namely: in 1996 ranked 102, 1997 99 rankings, ranking 105 in 1998, ranking 109 in 1999, and in 2000 ranked 112. The situation is reinforced also from the results of the Political survey and Economic Risk Consultant (PERC), about the quality of education in Indonesia was ranked 12th out of 12 countries in Asia, Rosyada (2004: 4) issues related to the fact the quality of education at the top of a very urgent to think about refinement and improvement of education in Indonesia. The low quality of education is influenced by many things. Government, schools and communities need to hold the correction of educational measures that had been done. School as a formal implementation of education has a great responsibility to improved educational outcomes. One of the educational improvement steps is to find a form of learning that can improve the quality of education. Form of learning which refers to the internal capacity building in stimulating students' learning strategies or implementing learning so that students can achieve the goal of learning as much as possible. In learning activities need to be chosen the right strategy for the purpose of learning can be achieved. Educational reform is changing the learning process, by offering a number of innovative learning. Lessons are offered such as a correction to the conventional traditional learning that has been used.

Accelerated learning program has been being implemented in some schools in Makassar. MTsN Model Makassar, SMP 12, SMP 8, and SMPN 6 Makassar are the schools where accelerated learning as a school program being implemented. In this research, the researcher focused on MTsN Model Makassar and SMPN 8 Makassar. It supported by the interview that the researcher did on January 28th, 2016, Hj. Darmawati, S.Pd., M.Pd as a vice principle of curriculum affairs said that accelerated learning program in Madrasah Tsanawiyah Negeri Model Makassar has been being implemented since 3 years ago. Accelerated learning program was first established by reason; many students in Madrasah Tsanawiyah Negeri Model Makassar have score in their test 90, 98 to 99. By looking at the score of these students, it is better put them into accelerated class. This reason drove Hj. Darmawati, S. Pd., M. Pd., to find the way to open the acceleration class at that school.

After getting the information from the Ministry of National Education about how to get the accelerated class, Hj. Darmwati, S. Pd., M. Pd., tried to collect the student’s score on their raport start from fourth until sixth grades, which consist of Math, Indonesian, English, Science and Social Science as the rule to get the accelerated class. Then the students who had the best score on their raport were informed to take psychology test. There were 160 students at the time who took psychology test and they had to reach minimal score 130 for their IQ to pass the test. In the first test, the committee of accelerated learning program was surprised by the result of the test. They found that there were about 20 students who passed the test, and one of them got 146 for his IQ test. The result of the test is sent to the Ministry of Religion and Ministry of National Education of Republic Indonesia. After waiting for several weeks, Hj. Darmawati, S.Pd., M. Pd., got information from the Ministry of National Education that the school will be surveyed as a recruitment to get accelerated class. The team from the Ministry of National Education came and surveyed the building, classes, the teachers and the media that the accelerated class supposed to have. After being surveyed for a month, Madrasah Tsanawiyah Model Makassar got the license to implement the accelerated class.

Furthermore, in 2010 the beginning of Accelerated program of SMPN 8 Makassar, nevertheless, in practice the accelerated program be approved in 2011, it related to the steadiness of the teachers and adaptability of classroom. After accelerated program is formed, this school employed bilingual program, there are some obstacles that faced in bilingual program namely, only English teacher that able to speak fluently different with another teacher, less of awareness in supporting bilingual program in school environment, and bilingual program is ineffective. In addition, Hikmah Manggani, S.Pd., M.Pd (headmaster of SMPN 8 Makassar) revealed that the requirements of accelerated program limited on the students’ IQ 125, passed from basic competence test, and psychology test that provided by UNM Makassar ultimately, this school monitored by the provincial officers that measure weather accelerated program is worthy. I interviewed also the head section of special education services (that deal with SLB, (extraordinary school) and an accelerated learning program in south Sulawesi) on 4 February 2016, Drs. Muhammad Zain, M.Pd, said that dismissal of accelerated class is not true issues. The accelerated class is stopped temporarily enrolled in 2015/2016 for waiting the following instructions. The procedure of accelerated program that the students’ should be appropriate the requirements to complete their study in two years (targeted time).Now the plan that had been being implemented was being designed by the director of education for primary and secondary are reviewing and issuing technical guidance with regard to the implementation of this accelerated classes. Later the accelerated program in the form of credits (SKS) that truly fit their abilities.

**LITERATURE REVIEW**

**Previous Related Studies**

Lee and Horsfall (2010: 191) states that the responses of faculty members and students indicated that the introduction of accelerated learning can be a positive experience. Importantly, students reported that significant benefits of shortened timeframes for learning were the increased sense of community with and responsibility to their peers, frequency of feedback, and the ability to immerse themselves in a single topic. Faculty members also shared the students’ perceptions of social and motivational benefits to learning in shortened timeframes.

Ganiron (2013: 27) points out that the adoption of the principles of Accelerated learning benefited the students in that they learned more, faster, and better, were able to apply what they learned in class in working on their projects, and became better and more creative innovators.

Serdyukov (2008: 49) states that making the learning process intensive by minimizing waste of the learning time, a faster rate of learning may be expected which will result in achieving the planned outcomes in a shorter time.

**Some Pertinent Ideas**

**Perception**

Kotler (2000) explained the perception as the process how someone elects, manages and interprets the entry of information to create a description of the meaningful whole. Robbins (2003) described that although individuals look at the same object, they may perceive it differently. In contrast to the perception of inanimate objects such as tables, machines or buildings, the perception on individual is a conclusion based on the action of the person. The inanimate objects are also the subject of the nature law but do not have faith, motive or intent as human. As a result, individual are going to develop explanation the reason behind the behavior. Therefore, individual’s perception and judgment on someone will pretty much be influenced by the assumptions that taken on the internal of the person. Essentially, attitude is an interrelation of the various components that according to all port (in Mar’at, 1991) consist of: (1) cognitive component, (2) affective component, and (3) Conative component.

**Accelerated Learning**

Accelerated learning is two words combined into one, which is derived from the Accelerated English language that have meaning and Learning accelerated learning that has meaning. So in terms of the Accelerated Learning a language means learning to be accelerated. The following definitions of accelerated Learning are divided from several views: Russel (2011: 5) says that accelerated basically means growing fast. Learning is defined as the process of changing habits due to the skills, knowledge, or new attitudes. If combined, accelerated learning is "changing habits by increasing velocity".

DePorter and Mike (2000: 14) considere accelerated learning to enable learners to learn at an impressive pace, with a normal effort and accompanied by joy. This method brings together elements that at first glance seems not to have similarities, such as entertainment, games, colors, how to think with a positive thinking, physical fitness and emotional health. But all these elements work together to produce an effective learning experience. In line with the statement above Lee and Horsfall (2010: 191) stresses that accelerated learning can be conceptualized as an approach to education in which learning and teaching methods emphasize active, holistic experiences designed to increase the learning that can be achieved within any given timeframe. In other hand, Wlodkowski (2003: 6) defines accelerated learning programs as a structure to enable students to take courses and earn credits in a shorter period of time than would occur in a traditional semester long course.

**METHOD**

**Design and Samples**

This research applied mixed method, descriptive qualitative research and quantitative research. The samples of this research were accelerated and regular class in MTsN Model Makassar and SMPN 8 Makassar. The accelerated class consist of 20 students and regular class consist of 40 students.

**Instrument and Procedure**

Two kinds of instruments- test and interview were applied in this research. The test administered to know the ability of the students between Islamic school (MTsN Model Makassar) and Public school (SMPN 8 Makassar). The interview was conducted and it involved 1 teacher of each school and 10 students of each school. The interview conducted to know the perception of accelerated learning between Islamic and Public school.

**Data Analysis**

To examine the students ability in English the researcher use SPSS Analysis version 20.00 with inferential analysis, including independent test. Meanwhile, to analyze the students’ perception the researcher used data reduction, data display, conclusion and verification.

**RESULT AND DISUSSION**

**EFL teachers’ and students’ perception of accelerated learning**

According to EFL teachers in these findings, accelerated learning program is the program that follows by the enthusiasm students in learning and IQ high level. The students of accelerated class special intelligences and aptitude. Therefore, it should be appreciate and support it. In relation to the reasons of employing accelerated learning program have good significances to the students. Some students said that they are graduated faster than their friends whose age is same as their age. In addition, significances of accelerated learning program, according to some students it can motivated them to learn, because of their friends progress in learning that have a good improvement, with Accelerated Learning Program, they are more diligent to study and they get more spirit, it may be caused by the facilities in their school. Regarding to the significances of Accelerated Learning Program, Ganiron ( 2013: 27) point out that the principles of Accelerates Learning benefited the student to learned more faster and better, so they can be able to apply what they learned in class or in their working and become better or creative innovators. Russel (2011: 5) also said that accelerated basically means growing fast. Learning is defined as the process of changing habits due to the skills, knowledge, or new attitudes.

**Students Achievement in English test**

*The students’ mean score between accelerated class in MTsN Model Makassar and SMPN 8 Makassar*

The table 1 is the statistically summary of the students’ mean score between accelerated class in MTsN Model Makassar and SMPN 8 Makassar.The statistical summary depicted in table 1 below shows that the total number of subjects is 40 students.

*Table 1*

*The Statistically Summary of the Students’ Mean Score Between Accelerated Class In MTsN Model Makassar And SMPN 8 Makassar*

|  |  |  |
| --- | --- | --- |
|   | MTsN Model Makassar | SMPN 8 Makassar |
| N | 20 | 20 |
| Mean | 88.60 | 84.00 |
| Std. Deviation | 5.062 | 3.183 |

The data in table 1 shows that the comparisons of students mean score between MTsN Model Makasar and SMPN 8 Makassar shows that there was a significant difference. It was proved by the statistical summary that the mean score of MTsN Model Makasar was categorized as ‘very good’ while the mean score of SMPN 8 Makassar was categorized as ‘good’. It means that overall it indicated that there was a significant difference on between two groups.

*Table 2*

*The Statistically Summary of the Students’ Mean Score Between MTsN Model Makassar And SMPN 8 Makassar in Regular Class*

|  |  |  |
| --- | --- | --- |
|   | MTsN Model Makassar | SMPN 8 Makassar |
| N | 30 | 36 |
| Mean | 81.92 | 78.33 |
| Std. Deviation | 2.761 | 4.892 |

The data in table 2 shows that the comparisons of students mean score between MTsN Model Makasar and SMPN 8 Makassar in regular class shows that there was a significant difference. It was proved by the statistical summary that the mean score of MTsN Model Makasar was categorized as ‘good’ while the mean score of SMPN 8 Makassar was categorized as ‘good’. It means that overall it indicated that there was a significant difference on between two groups.

*Test of Significance (T-Test)*

this case, the researcher used t-test (testing of significance) for independent sample test. It was intended to know the significance difference between thr result of the students’ mean scores between two groups. The result of t-test was calculated by using SPSS version 20.00. After using the statistics, the researcher found the probability value of t-test as presented in the following table.

*Table 3*

*Test of Significance (t-test) for MTsN Model Makassar and SMPN 8 Makassar in*

|  |  |  |
| --- | --- | --- |
|  | Levene’s Test of Equality of Variances | t-test for Equality of Means |
| F | Sig | t | Df | Sig.2 (tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |
| Lower | Upper |
| Accelerated Class | 7,847 | ,008 | 3,440 | 38 | ,001 | 4,600 | 1,337 | 1,893 | 7,307 |
| Regular Class | 9,700 | ,003 | 3,564 | 64 | ,001 | 3,583 | 1,005 | 1,575 | 5,592 |

Based on the result of data analysis as summarized in table 3 in accelerated class, the researcher found that the probability value or *P-value* (0,001) was smaller than the level of significance α (0.05) or 0.225 < 0.05. It means that there was significant different between the students score in MTsN Model Makassar and SMPN 8 Makassar. In other word, the students’ ability in MTsN Model Makassar is more superior than SMPN 8 Makassar. Whereas, the data in regular class shows that probability value (*P value)* was smaller than α (0.001 < 0.05). It means that there is also a significant different between two schools in regular.

The factors that influence both of school Islamic school basis and public school is amount of lessons. Almost of the lesson in MTsN Model Makassar which teaches in SMPN 8 Makassar. Moreover, the allocation time of teaching and learning process in MTsN Model more than in SMPN 8 Makassar. Due to the lesson of Islamic education includes several kinds as follows: Aqidah akhlak, Al-qur’an Hadits, Sejarah Kebudayaan Islam, Fiqhi, Arabic, and memorizing Juz Amma while, in SMPN 8 Makassar only Islamic Education.

**CONCLUSION AND SUGGESTIONS**

Accelerated Learning Program in Madrasah Tsanawiyah Negeri Model Makassar and SMPN 8 Makassar have positive significances for the students in accelerated learning class. The effect that students get in Accelerated Learning Program are graduated faster than their friends whose age are same as their age, Accelerated Learning Program can motivated them to learn because of their friends progress in learning that have a good improvement, with Accelerated Learning Program, they are more diligent to study and they get more spirit, it may be caused by the facilities in their school and the process of teaching and learning in accelerated learning class make the students learned more faster and better, so they can apply what they have learned in class or in their working and become better or creative innovators.

The learning schedule of MTsN Model Makassar is crowded, for instance, the regular class normally end at 2pm while the accelerated class end at 4pm. Students are trained to manage their time, learn and memorize their things that be their responsibilities. The different from SMPN 8 Makassar, the regular class end at 12am while the accelerated class end at 2pm. By giving more subjects to be learnt, students in MTsN can have more skills to be compete with others by having their best quality of education.

Based on the conclusion above the researchers gives suggestions as follows: (1) The implementation of accelerated learning Program in Accelerated Learning Program has been already in progress as it should. However, the teacher should find other media than can improve the students’ ability in learning English and also provides a blend of various methods that aim to broaden the horizon for the teachers themselves and provide positive influence on students. (2) Accelerated Learning Program should help you in teaching and learning process. This program also gives impression for the students because they can learn with fun and relax. By knowing the ability, psychology condition and the weaknesses of students will facilitate the teacher to know from where to start the lesson, what materials should be taught and what way or media that should be used in teaching English at Accelerated Learning Class.

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