

Optimalizing Teacher's "God-Spot" In Promoting the Learning Effectiveness in Elementary School

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Abstract: A wellknown Four Educational Pillars by UN are well recognized by teachers all over the world. All countries in the world has determined teacher's qualifications, with high expectation those young generations get the best quality of educational service, so the objective of education can be obtained. The Indonesian government through the Minister of National Education Regulation No. 16/2007 about Standards of Teacher's Competence and Academic Qualifications, stated that teachers in all education level must have competencies of pedagogy, personality, social, and professional. The academic qualifications is at least have a bachelor degree in education or suitable background of study. With these standard, it's critical that some teachers fail to conduct an effective learning. Based on questionnaires collected, problems are not only about classroom management, but also about emotional management. The amounts of trainings given, seems to not really contributed significantly. The study of optimalizing "God Spot" by Danah Zohar, inspires researcher to implement it at her own elementary school. The activities to be done are all teachers, must do several "rituals" before meeting students in the classroom. Using survey and questionnaire as data collecting instrument, the findings shows that problems in early learning activities are decreased

Keyword: "God-Spot – effective learning – Elementary School"

I. Introduction

Teachers today are expected not only to teach in the meaning of transferring knowledge, but also to educate young learners in the meaning of transforming knowledge for building better generation. So teaching mastery is not only about command in implementing learning strategy and method, but also about having consciousness of professional commitment. The amounts of training given and offered by government and private institutions, seems not really contribute significantly to the teaching competencies in daily learning activities.

Government of countries in a whole world has determined standards of teacher's qualifications, with high expectation those young generations get the best quality of educational service, so the national objective in education can be obtained. Indonesian government, regulates this mater through the Minister of National Education regulation number 16/2007 about Standards of Teacher's Competencies and Academic Qualifications. It is stated that teachers in all education level must have pedagogics, personality, social, and professional competencies. If all teachers meet these standards, many educational problems should be overcome, such as students attitude, bad learning behavior, poor score in National Examination, bullying, physical abuse and harassment, and so on. And its ironical that some teachers contributed primarily in such problems.

From the experience of eleven years leading an Elementary School as a principal, the writer concluded that teachers did bad things in teaching, commonly deal with competencies and commitments, which are poor skill in teaching, bad personal experience in the past, problems at home, economics pressure, lack of nurture intuition, and selves-misconception. Students didn't like their teachers because of those characters. When students didn't like the teacher, mostly they won't like the subject too. If they don't like the subject, how can they get a good score? Those are most reasons of learning ineffectiveness in elementary school. According to these facts, the hypothesis is that the learning process will be effective when students cheer and enjoy it. It is essential that teachers welcome their students in the best emotional condition, so they will be ready to meet their lovable students in the classroom.

The study of Danah Zohar and Ian Marshall (Zohar, 2000) about spiritual intelligence (SQ) and the findings of the "God-Spot" in human's brain, has inspired the writer to optimalize teacher's spiritual intelligence especially the "God Spot". The activities to be done are all teachers, must do several "ritual" early in the morning, just before meeting students in the classroom, in order. The first activity is recites the holy Qur'an for 5 – 10 verses to activate theta waves in the brain more. Secondly, they listen to a brief preach delivered by certain

religion teacher. Then they share inspirational story or quotes one another. In this session, teacher with problem may ask for a collegial advice from other teacher. Finally, they do a motivation game and practice their English. After doing all activities orderly, it is strongly assumed that teachers are ready to facilitate students for the rest of school hour in a good and right way.

1.1. Problems

It is mentioned previously, that most problems in learning ineffectiveness is teachers competencies and commitments, identified as follows

1.1.1. Competence problems

The research site determine requirement for their teachers as job specifications and job qualifications. Job specifications caused problems among others are (1) fresh graduates, so relatively young and inexperience; (2) educational background of study is not a must; (3) it is not necessary has religious education background; (4) English proficiency will not be considered. Problems occur are as follows.

- (1) Readiness to teach elementary school students
- (2) Less master the methods of teaching students according to age development
- (3) Unskilled in organizing teaching material
- (4) Less master the psychology of child development
- (5) Less able to apply a good classroom management
- (6) Many of them can't recite the holy Qur'an fluently
- (7) Do not have the ability to speak English both oral and written
- (8) Less able to communicate in publics, with friends, students, parents, and leaders.
- (9) Many do not understand the professional ethics code of teacher

1.1.2. Commitment issues

- (1) discipline primarily attendance and personal permits
- (2) Lack of understanding that teachers is a professional job and not just an office or clerical job, so that the commitment to the work and responsibilities are also less
- (3) Lack of commitment to school's goals, mission and vision

So problems of teacher with those specifications of competencies and commitments, can be formulated as follows.

1. How to build teacher's selves-motivation in order to improve their competencies?
2. How to stimulate teacher's internal motivation in order to redefine their professional commitments?
3. How selves-motivated teacher promoting learning effectiveness?

1.2. Problem Solving Strategies

The strategy chosen for solving the problem, is to create a program that is arranged systematic, comprehensive, integrated, and sustainable. The program must solve both competence and commitment problems.

The writer called the program "Motivation for All to improve school performance".

II. Theoretically Outlook

2.1. Spiritual Intelligence

Early C20 – IQ (rational intelligence) the big idea. Mid 1990s, Daniel Goleman popularized research from neuroscientists and psychologists which demonstrated existence of EQ (emotional intelligence). EQ (feeling) is a basic requirement for use of IQ (thinking).

Further research shows there is a 3rd Q. Spiritual intelligence or SQ. This is the intelligence with which we address and solve problems of meaning and value, the intelligence with which we place our actions and lives in a wider, richer, meaning-giving context, the intelligence with which we can assess that one course of action or one life-path is more meaningful than another. SQ is the necessary foundation for both IQ and EQ; it is our ultimate intelligence. It allows us to be creative, change the rules, alter situations; to dream, aspire, see the uses and limits of both understanding and compassion. EQ allows me to judge a situation and behave appropriately within it; SQ allows me to ask if I want to be in it at all, or would I rather change it, create a new one? (Zohar, 2000). Indications of high SQ are: (1) Flexibility; (2) Self-awareness; (3) Capacity to face and use suffering; (4) Capacity to face and transcend pain; (5) Quality of being inspired by vision and values; (6) Reluctance to cause unnecessary harm; (7) Tendency to see connection between diverse things; (8) Tendency to ask why, what if, and to seek answers; (9) Facility to work against convention; (10) Servant leader. 7 practical steps to better SQ are: (1) become aware of where I am now; (2) feel strongly what I want to change; (3) reflect on what my own centre is and on my deepest motivations; (4) discover and dissolve obstacles; (5) explore many possibilities to go forward; (6) commit myself to a path; and (7) remain aware there are many path.

2.2. The 'God spot' in the brain

In all cultures people communicate with God and with spirits, good or evil. Neuro-psychologist called Persinger experienced God for first time when he set a device to stimulate tissue in his temporal lobes (the bit under the temples). Epileptics, who have seizures there, have above average tendency to report profound spiritual experiences. Temporal lobe activity in normal people increases sharply during spiritual activity/conversation. So neurologists call this the God spot in the brain. Gives examples of experiences of God involving the sense of a presence. Research links mystical experiences with greater capacity for creativity; both go with increased temporal lobe activity. Also a correlation with madness! Schizophrenic and manic depressive patients experience increased temporal lobe activity, with visions, voices, presences, instructions – but usually negative. It seems that mystics are closer to their unconscious minds than others; and more vulnerable to mental instability. 90% of writers suffer from mental instability!! 74% of intellectuals. 42% scientists. Link between creative genius and mental instability. Close link between manic depression and the artistic personality.

Has been demonstrated in 90s that there is a 'God spot' in the brain, located among neural connections in the temporal lobes; activated during discussion of spiritual topics. Also that there is a neural process in the brain devoted to unifying and giving meaning to our experience – the 'binding problem'. Singer found synchronous neural oscillations across the whole brain. Previously we only knew 2 forms of brain neural organisation: serial neural connections which allow rational thought, and neural networks in which bundles of up to 100,000 neural connections are connected to other bundles – these form basis of EQ, our emotion-driven, pattern-recognising, habit-building intelligence.

God spot contributes to spiritual experience, but not to SQ. To have high SQ is to be able to use the spiritual to bring greater context and meaning to living a richer and more meaningful life, to achieve sense of personal wholeness, purpose, direction.

2.3. School Performance

Whitemore in Mulyasa (2004: 132) states that: "Productivity is a measure of the use of organization resources and usually expressed in ratio of the output obtained by the use of resources to the amount of the resources employee". He considers that the performance as a measure for the use of organizational resources are typically expressed as the ratio of output achieved with the resources used.

School performance is different from the production of goods and services that are easily calculated or measured. School performance with regard to how to produce graduates both quantitatively and qualitatively, and eventually gained the qualified graduates in accordance with the society expectations Performance in terms of productivity in education related to the overall planning, structuring and utilization of resources to obtain educational goals effectively and efficiently.

Effectiveness and efficiency is the hallmark of educational productivity as a criterion. Productivity of education can be seen from the output in the form of educational achievement, as well as the educational process in the form of conditions or learning atmosphere.

School performance is not solely intended to get as much work, but the quality of the individual performance of educators and personnel. Correspondingly Smith in Mulyasa (2004: 136) states that the performance was: "... the drive output from processes, human, or otherwise", so the performance is the result or output of a process.

There are several models used to understand the school performance.

2.3.1. Vroomian Models

Vroom suggested that "Performance = f (Ability x Motivation)". According to this model the performance of someone is multiplication function between the ability and motivation, which means that if someone is low on one of the ability components, his performance will be low also.

2.3.2. Lawler and Porter Models

Lawler and Porter say that "Performance = Ability x Effort x Perceptions". Effort is the number of one's work done in a given situation. While the role perceptions is compatibility between the works done by the supervisor of the person's perception of the tasks that must be completed. 2.3.3. Ander and Butzin Models
Ander and Butzin propose a model that "Future Performance = Past Performance + (Motivation x Ability)"

If all the performance models reviewed, then in it always involves two main components, namely ability and motivation. In this case, ability can be meant competence. Someone with high ability or competence but low motivation, the performance will be low as well. So it is someone with high motivation but low competence. Therefore, it is important to balance and integrate the capabilities and motivation.

2.4. Theory of Motivation

Motivation is one factor that determines the effectiveness of work. Motivation is the driving force that causes the behavior to achieve certain goals. The teachers will work in earnest when highly motivated. If the teacher has a positive motivation then he would show interest, have the attention, and wanted to participate in an activity or task. Therefore, a principal as a leader, are required to have the ability to raise the motivation of teachers and educational personnel so that they can improve the performance, which in turn will improve school performance. Principals are required to have the ability to motivate teachers and other education personnel so that they are willing and able to develop themselves optimally. There are several theories of motivation are quite popular.

2.4.1. Maslow's Hierarchy of Needs Theory

According to Maslow's hierarchy of needs can actually be used to detect human motivation. There are two assumptions which form the basis of his theory, that a person needs depends on what he already has, and needs a visible hierarchy of importance. According to Maslow there is some sort of hierarchical governing human needs, which are divided into five categories, namely physiological needs, safety, social, esteem, and self-actualization needs.

2.4.2. Two Factor Theory of Frederick Herzberg

Almost the same as the theory developed by Maslow, Herzberg think there are two important factors that affect a person's performance, the hygiene factors (environment) and motivational factors (work itself). Preventive hygiene factors and take into account the environmental work related to the person's dissatisfaction and low motivation at work. This factor is almost equal to the lowest of Maslow's hierarchy of needs. The factors that can motivate a person is a motivating factor, which is almost equal to the highest Maslow's hierarchy of needs.

2.5. Types of teachers based on the level of Competence and Commitment

According to Glickman in Sahertian (2000: 44), the teacher coaching approach and techniques is better suits to the type of teachers themselves. When described, then the relationship between the two basic skills teachers will look as follows.

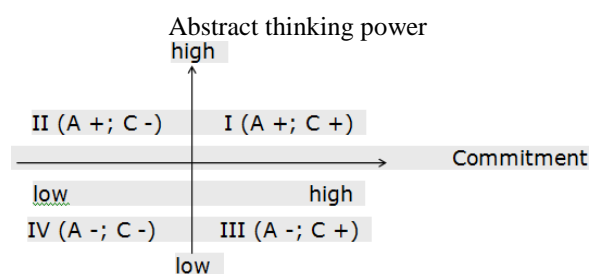


Fig. 1 Teacher's basic skills (Glickman)

Professional teachers are teachers in the first quadrant, where it has high competence and commitment. For low competence levels of teachers, supporting them is by providing education and training according to their needs. As for the commitment of teachers is low, should be given extrinsic motivation.

III. Methods

This papers is not a research report, or the procedures to conduct a study, but the writer experience in an effort to solve learning effectiveness problem at school. The writing is supported by the implementation procedures, data sources, and data collection instruments which is an anonymous self-evaluation check list. This check list contains 30 aspects of competencies and commitments. All aspects are determined from the resume of teacher cases. Those aspects are:

- (1) Disciplinary: 4 aspects (2 components of attendance and 2 compnents of permission)
- (2) Teaching preparation: 2 aspects (mentally, emotionally)
- (3) Materialism understanding: 4 aspects (ego, wealth, overview on others, immaterialism)
- (4) Selves-actualization: 3 aspects (opinion exposure, selves confidence, career planning)
- (5) Communication skill: 2 aspects (with colleague, superior position)
- (6) Respect ability: 4 aspects (students, colleague, superior, parents)
- (7) Working spirit: 2 aspects (think critically and scientifically, do creatively and innovatively)
- (8) Working morale: 5 aspects (survivals, competitive, time bound, keen and honest, work ethics)
- (9) Qur'an recitation skill: 2 aspects (fluency, pronunciation)
- (10) Speaking English skill: 2 aspects (speaking daily English, communicative English in the classroom)

The result from check list will be compared with personnel data for validating.

Analysis and discussion of the results of data collection is not intended to prove the existence of a correlation between certain variables, in this case between performance and motivation, but to determine the extent of adherence to the program from the results of what teachers felt deal with their internal motivation from the program.

Data sources used by the writer to identify the problem is the data of school personnel such as annually resume of teachers absence, teachers substitution, academic supervision, teachers cases, changing mindset and behavior in daily life, observation result of teachers communication skill with colleague, students, parents, and supervisor, data of teachers library visit, note of Qur'an recitation ability, and communicative English ability. Validated result will be represented in percentage.

IV. Program implementation procedures

Every Monday - Thursday starting at 7:00 to 8:30 there are five regular agenda, (1) Qur'an recitation and the verses translation (tarjamah); (2) brief preach; (3) sharing inspirational story or quote; (4) motivation game; and (5) learning English. Here are the details.

- (1) The activity begins with all teachers read the Holy Qur'an using "Gabriel method". The objective is not only for improving reading rudimentary, but also to get to a meditation and relaxation atmosphere.
- (2) Then every teacher needs to understand the meaning of the verse they read, by listening to a brief preach. In this preach some interpretation of the verse delivered by pointed religion teacher, so everybody can understand the meaning of the verse, which followed with question and answer.
- (3) Submission of motivation such as telling inspirational stories or quotes, sharing ideas and experiences about live-leading, ice breaking, and so on, where teachers take turns (according to the draw) to conduct the activities. Teachers who turn to convey motivation are expected to prepare the material that would suit them, and it is worthy to be transmitted to other friends. Hopefully that such material can be applied and inspire teachers to do better on that day, and survive in the following day.
- (4) Conditionally, the principal emphasize or underline good material and activities conducted by teachers. For Principal itself this program is a casual means to make early communication with teachers. By this hopefully could reduce the teachers burden brought from home, so that when facing the students, teachers really ready to transform knowledge in a good pedagogic manner. 4.5. By the end of this session, the activity is to communicate in English, which is guided by an English teacher in turn. English literacy is a tool to knowledge, since many literatures are written in English.

V. Discussion

The main objective of this program is to improve the commitment of teachers in particular and all employees in general, which by that can improve the willingness to improve their competencies. So the learning process will be effective, and in return achieve high school performance.

- (1) Starting the day by reading the scriptures is expected to dampen the emotional state of teachers, cool down, relax, open the God Spot, so that teachers will better prepare teaching.
- (2) Brief Preach (Tausiyah) which is teachers fiduciary explain the meaning of verses just read, and presumably can be applied in everyday life.
- (3) Every day the teacher took turns telling stories, words of wisdom, tips to manage lives, brain games. In this way there are some achievements teachers get which are learn to speak in public, learn to organize the material so that a simple thing can give a deep impression to the listener, choose material that suits them means very likely they will do it. Sometimes the principal needs to underline the contents of motivation, conveying official information, conduct a question and answer in the framework of problem solving, and provide targets to be achieved on that day. The motto used is "Serve better, Achieve higher, We are TEAM, less I and more WE". This activity takes approximately 1 hour.
- (4) The last activity is improving the ability to speak English actively and communicatively. This activity is guided by an English teacher alternately, and the material of daily classroom instruction. There is nothing difficult in learning English, there is nothing wrong for any person who is learning. That is the motivation given to all participants. Stressing point is speak in English. By providing the password "What is the meaning ofin English" no one complained about the lack of vocabulary possessed.

In the implementation of a program of course there are some obstacles. These must be addressed as feedback for further action in the form of improvement of the program. The constraints consist of either personal and technical.

Personal constraint is the biggest obstacle in the implementation of this program. Many teachers are reluctant to participate in this program because it assumes that the program is not related to their work. With the paradigm that the teacher's task is only to convey the material in the classroom, and develop learning tools just a routine, it requires its own effort to convince them of this program can help them improve their teaching

performance. Some reasons are given to avoid attending this program. In addition it turned out almost all the teachers nervous when they have to speak and convey the message without being patronizing to peers.

Technical constraints occur due to the implementation of this program in 90 minutes pre-lesson hour, is to re-organize the structure of curriculum and lesson schedule. During teachers attend the program, students learn to recite Qur'an conducted by particular ustadz and ustadzah, that commonly don't have classroom management skill. Therefore, some adjustments have been done during the school year.

Over all constraints, "Motivation for All" program still to be implemented to meet the desired conditions as the previous. With management on the constraints the program is considered very effective and efficient in order to improve and increase the performance teachers and schools

VI. Results

Questionnaire distributed amounting to 76 sheets (according to the number of teachers and employees), which returned 53 sheets, with the result 3 (5.66%) increase in motivation of less than 50%, 16 people (30.19%) increase in motivation between 50 % - 75%, and the remaining 34 (64.15%) feel the impact of the program by increasing the motivation of more than 75%. This indicates that there is a positive contribution of motivation program done in the early days of learning process. Indeed, these results do not automatically get rid of the problems, even sometimes actually create new problems. But at least with the change perceived by the teacher potentially be a glimmer of hope to future sustainability

VII. Conclusion

With the efforts of preparation, implementation strategy, a variety of obstacles encountered, compared with the result that is expected, as well as the contribution of the successful implementation of the program is to increase school performance, it can be concluded that the program deserves to be implemented sustainably. Because between the resources used and the expected results is in balance.

The results shown on the enforceability of the program during the school year, describes that getting the "God Spot" as pre-teaching activity contribute positively to the improvement of school performance through changes in the performance of teachers individually in this regard. Learning effectiveness can be achieved by the reduction pre lesson problem that teachers have. Therefore this program can be refined from the content and technical aspects of implementation, so that it can obtain the best format and most optimally to achieve results effectively and efficiently

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