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A Dead Language Comes to Life

Every year, many languages dating from a few hundred years old to thousands, die. Among these are American Indian tribal languages, Polynesian tribal languages, African, Inuit, and others become extinct. There is no recorded place in history where the people ceased speaking the language of their nation when they were conquered and dispersed for two thousand years, adopting the languages of the nations where they lived in the diaspora, and then returned to be a nation with its original language. Nonetheless, this is the case of modern-day Hebrew. This paper will deal with how this language "miracle" came about.

Flow Learning Model: Ways to Motivate Students With Special Needs

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Abstract

Students with special needs are characterized by incompleteness or imperfection physical function. Students with special needs are required ability to perform the functions of everyday life and interact optimally in society. The capabilities developed through education in special schools. Refer to the characteristics of students with special needs, the learning activities required planning and proper execution by the teacher. Based on the survey results at two school for students with special needs in Surabaya and Malang Indonesia there are still some difficulties faced by teachers, especially foster students' learning motivation. Characteristics of the students with special needs are varied and require an individualized approach demanding teachers find ways to meet the needs of learners. The solution offered by the flow learning model to increase students' motivation. Flow is a condition characterized by absorption, enjoyment, and intrinsic motivation when performing activities. The flow learning model designed to adjust characteristics of students with special needs include sensory function, cognitive, language, social, learning styles and multiple intelligences that foster a sense of excitement, focus, and motivation to learn. The flow learning model includes relaxation, success stories of individuals with special needs, self-affirmation, the learning method based style of learning, and feedback. Based on expert evaluation, focus group discussion with teacher, and process evaluation flow learning model increase students' motivation in learning process. Results of the study were discussed further.

Key words: flow learning model, students with special needs, learning motivation

Introduction

Students with special needs are individuals who have physical, mental, intellectual or sensory impairments which cause obstacles or unable to function optimally in life. There are several reasons, which are innate, physical accident, or because of errors in the use of drugs that cause limitations in life. These limitations can have an impact on employment, education, social life, and independence (Yuwanto, 2013).

Learning for students with special needs have a pattern that is tailored to the needs of students. In drawing up the program of learning, teachers should already have an idea of the specific characteristics of their students, capabilities and weaknesses, as well as the stage of development. Characteristics of students with special needs that must be understood by teachers, generally associated on functional development, which includes motor function, cognitive,

language, emotional, and social. Activity introduction of these student characteristics will enable teachers to design learning activities that better suit the needs of students.

Difficulties experienced frequently manifests less supportive behaviors learned during the class, including bored, uninterested, and a low learning motivation. Learning motivation is encouragement in achieving the best results and to exert maximum efforts in achieving these targets (Uno, 2011). This condition is triggered by the lack of flow in the learning conditions

The process of education of students with special needs require creative effort and patience. One model of learning which helps improve the motivation to learn is flow learning model. Flow is defined as a condition involving themselves totally to the activities, pleasure, and does not require compensation from the outside, because the motivation perform these activities comes from within (Csikszentmihalyi, 1990). Someone in flow would be easy to feel pleasure, and immerse in the activities.

The characteristics of flow absorption, refers to the entire concentration of the activities. Enjoyment, refers to the feeling of comfort when doing activities. Intrinsic work motivation, which refers to the motivation to do more activity grounded by strong motivation for its own sake is not to get an external reward (Bakker, 2008). Not everyone is able to experience flow conditions while doing the activity. Flow associated with a task orientation, refers to achieve flow when the activities have a clear meaning and purpose, especially for individuals. Flow associated with capability, meaning that the individual will be able to achieve flow if he has the ability to run the activities. Flow associated with motivation, meaning that if the individual does not have the motivation to carry out an activity it is difficult to achieve the conditions of flow. Without the motivation of individuals would be hard to focus, hard to feel comfortable, or push self to do activities.

Some of the benefits when in a state of flow is being able to provide an optimal experience in conducting such activities. When in a state of flow will feel comfortable, enjoy all the processes that occur, whether it's success or failure is happening. Easy to receive information, understand the information, evaluating or thinking to solve problems and think creatively. When in a state of flow will be focused on the activities undertaken so that the thought processes do not interfere with other things that could be a distractor. Generate regularity in carrying out activities. Allows developing skills, because in a state of flow is not only focused on the results of the activities, but the process in the running activity is paramount as a means of self-development.

Based on the concept and characteristics of flow, flow is an emotional condition (emotional state). Flow can occur in various areas of life such as playing music, work, worship, work or academic life. Flow has the benefit of which is to achieve pleasant conditions while running the activities, achievements or results satisfactory performance and long term is to have engagement with activity. Flow is an internal condition, but to achieve the flow conditions also required external factors. For example, a supportive environment such as adequate lighting, class size, adequate space, proper sitting position, desks and comfortable seating, the atmosphere was not crowded. Support from others in this regard is the teacher is also an important factor for instance their attention, providing support and feedback students' progress. Flow in the learning process needs to consider internal and external factors.

These are forms of the flow learning method for students with special needs:

1. Relaxation

   Relaxation helps to lower the brain waves from Beta to Alpha brain waves. Beta brain waves are characterized by a high level of awareness and tend to be more active and tense that it is difficult to understand the material because of the stress experienced. Likewise, relaxation helps revamp of theta brain waves to the alpha, especially when students experience boredom or fatigue.

2. Success stories

   At each learning session begins with the success stories of individuals with special needs in life. It can foster internal motivation. The success story of a special needs in life is expected to inspire students with special needs to get involved in the learning process as the basis of success. The inside story of success there must be positive factors that shape the success and at the end of the session the teacher can facilitate students' stories reflect the success story. Reflection session aims to stimulate students to learn from a success story of individuals with special needs, to recognize the potential, identify deficiencies, and build self motivation for realizing the potential and chances of success.

3. Self-affirmation

   Self-affirmation is a self-reinforcing method to evoke the spirit of doing things that are positive. Self-affirmation can be done by speaking the motivational words (self-talk). Teachers train students with special needs to be able to conduct independent self-
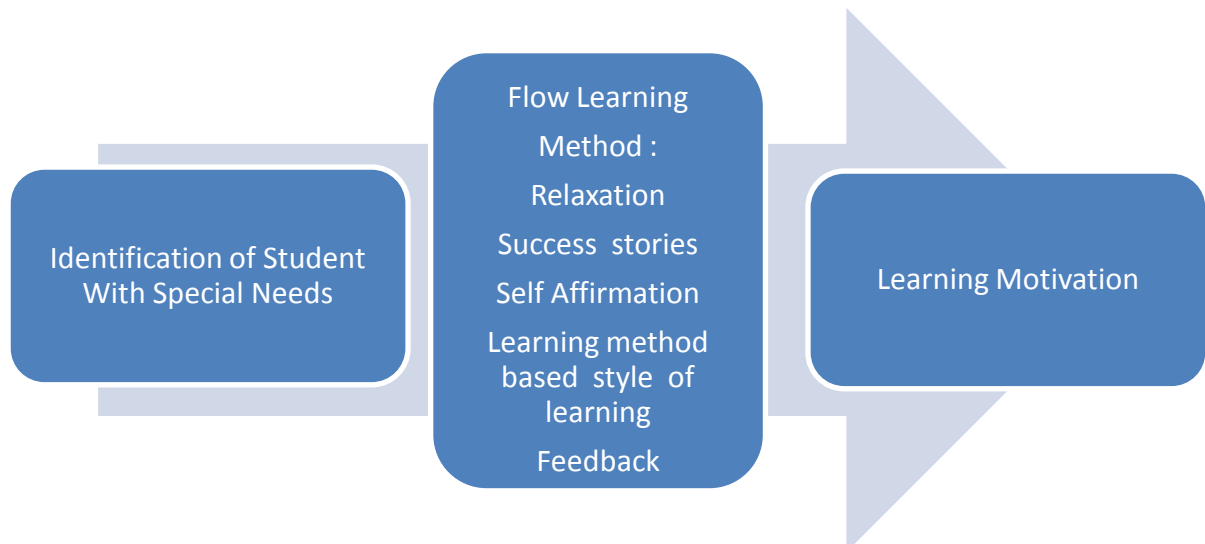
affirmation. The first step, teachers help students with special needs find the motivational word. Then these words are written and submitted to our own.

4. Applying the appropriate learning of student learning styles

Learning style is a tendency in the strategy or the way students learn and learning materials. Strategies or learning style is usually the preferred way of learning students. There are multiple learning styles are visual, auditory, read, and kinesthetic. The visual style of learning is learning by seeing. The auditory style of learning is learning by listening. The read/write style of learning is learning by reading and making summaries. The kinesthetic style of learning is learning by touching, moving, or practice.

5. Giving Feedback Individual in Each Learning Session

Feedback is a step that can be done to convey the achievements of students in the learning process. Feedback is a process of discussion between teachers and students with special needs which includes the delivery of student learning outcomes, supporting factors, inhibiting factors, and planning for the future in maintaining or improving student learning outcomes. Feedback is done at the end of the study session, in a relaxed atmosphere but seriously, takes the form of two-way communication, and recording of feedback.

Identification of Student With Special Needs → Flow Learning Method : Relaxation Success stories Self Affirmation Learning method based style of learning Feedback → Learning Motivation

Method

The flow learning method applied for 12 students with special needs in Malang, Indonesia. Implementation involves teachers who have received training and facilitated flow learning modules. Evaluation of the flow learning method through expert evaluation, focus group discussion with teacher, and process evaluation flow learning.

Result & Discussion

The results showed that the flow learning method increase learning motivation in students with special needs. The flow learning method designed to increase learning motivation in students with special needs. When students with special needs experienced absorption, it will reduce impulsivity (Yuwanto, 2013), avoid doing other activities outside learning. Likewise, when students with special needs experienced enjoyment and intrinsic motivation, it will increase confidence undergo learning activities, tasks or targets to be achieved (increased expectancy) and increase the value of learning activities because it has benefits for students with special needs in the present and in the future (increase in value).

When students with special needs are able to focus, to feel comfortable, and internally motivated, then self assurance, ambition, and tasks related will increase (Yuwanto, 2013). Self assurance is individual confidence when performing a task. Ambition is the ambition to achieve both short-term goals and long term, the desire to learn new things to increase knowledge, and effort to achieve the goal. Task related motivation of individuals ability to maintain their goals. In the process of learning and performing tasks in earnest in accordance with ability, achieve the best results, and focus on the target. Expectancy, low value, and impulsiveness are variables that can explain to achieve the academic flow conditions

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