



Genetic Based EFL Classroom Management

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Abstract

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This article was inspired by Jamil Pooniran's concept of STIFIn genetic intelligence and language learning methodology, especially regarding classroom management. All of these inspirations became the author's reference for pursuing his mind in building a genetic-based EFL classroom management concept. This article was not based on empirical data. Still, it was built and constructed from the previous concept, namely the STIFIn concept of genetic intelligence, which was synthesized into a genetic-based class management concept for the EFL class. This study aimed to determine how to apply the concept of genetic-based classroom management to the EFL class. Based on the STIFIn concept of genetic intelligence, the authors formulated a genetic-based classroom management concept for EFL classes adapted for EFL students' five types of machine intelligence. For answering the objectives, the concept synthesized from such references and qualitatively analysed 7 senior STIFINers perception about the concept. In summary, the author concluded that genetic-based EFL classroom management concept is an acceptable concept as well as the concept support better the prototype curriculum 2022.

Keywords: EFL classroom management, genetic-based, intelligence machine

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INTRODUCTION

The motivation behind this article was to realize equitable learning for English Foreign Language (EFL) students in Indonesia. This motivation is driven by the results of a review (Zein, et al., 2020) towards EFL condition Indonesia from 2011 – 2019. It also supports the implementation of the prototype curriculum 2022 that prioritizes the independence of character-based learning (Aline, 2021).

A Review (Zein, et al., 2020) concluded that the condition of EFL learning in Indonesia still requires special attention. This is caused by a number of factors, namely perception among English varieties, limited pedagogic competence of teachers, limited teacher education background, the status of English as EFL in Indonesia, the unstable Indonesian curriculum, traditional material development culture, student and teacher interactions, national evaluation policy, and the use of English as a teaching medium.

These findings were supported by Poedjiastutie, et al. (2018) that the applicable Indonesian curriculum did not fully support the improvement of students' English competence. No less importantly, teachers tend to be oriented towards teaching based on national exams in the hope of realizing an educational



system. In fact, the national exam system requires students to achieve a certain score even though demographic factors do not allow equal treatment of learning outcome measurements (Setiadi, 2016). This requirement violated the principle of fairness and this obligation does not meet the learning needs of every student who is genetically different from Machine Intelligence (IM) (Hiday, 2019).

Of course, as academician, the authors do not just turn a blind eye. For the above expectations, the authors offer a genetic-based EFL classroom management concept, which is a concept that combines EFL teaching principles, classroom management principles, and STIFIn learning principles. Basically, a number of previous studies have revealed the existence of genetic-based learning, namely the concept of Hanson's Learning Profile Indicator and Silver, Hanson, and Strong's Teaching Style Inventory. (1996), validated by Carifio and Everitt (2007). Plus, the Myers-Briggs Type Indicator-based learning development research (Adewale, et al., 2019). However, the genetic basis applied was different from the genetic basis of this study, namely STIFIn-based genetics. Furthermore, even though in practice a number of schools have implemented the STIFIn concept in learning, but in application, the STIFIn concept was applied for incubating by dividing students into certain classes based on the similarity of IM types as an example of STIFIn for tahfids Qur'an (Baharun & Adhimiy, 2019); and the latest research related to the application of STIFIn in education (Yandri, et al., 2021) indicated that students who have taken the STIFIn test have an increased understanding of their potential and better understand the potential for career choices that suit themselves. The concept offered in this study was managerial and it is applicable for EFL general classes, it does not need to divide students into classes according to a certain type of IM. In addition, this article focused on the synthesis of the STIFIn concept for EFL classroom management.

METHODS

In principle, this study is a conceptual research. In this sense, this study offered a genetic-based class management concept as a result of the synthesis of genetic intelligence STIFIn and classroom management. For achieving the research objectives, this study used a literature review of previous studies which was supported by STIFIners' perceptions. A literature review was conducted as reference material to draft the concept. The concept was carried out perception of STIFIners' was investigated to provide an overview of its feasibility. This study examined several books and articles on classroom management, EFL learning, and STIFIn genetic intelligence. References for the authors of the four books related to STIFIn as follows:

1. Recognizing a person's IM, it facilitates success, including learning (Poniman, 2011)
2. Each IM requires a different calibration in learning (Hiday, 2019)
3. This current time is the time to put something from the perspective of genetics including learning (Purnomo et al, 2017)
4. There are five types of human intelligence machines, each of which requires separate treatment to maximize success (Poniman & Arista, 2019)

The data from these sources are then synthesized into a table that presents a summary of the concept of classroom managerial activities based on the needs of each IM, which in this study is called genetic-based EFL class management. To measure of the initial feasibility of this proposal, this study involved the perceptions of STIFIners consisting of 5 solvers and 2 promoters. The STIFIner's elders were involved in providing input and at the same time give the feasibility of the concept being offered.

RESULTS & DISCUSSION

Genetik Based Learning

The concept of this research is based on STIFIn Genetic Intelligence, which is a concept of intelligence machines that combines psychological aspects, neuroscience, human resources science, and fingerprints (Poniman, 2011). According to STIFIn concept, there are five human genetic personality traits. They are Sensing, Thinking, Intuiting, Feeling, and Instinct. These five types give rise to behavior because of the dominance of the human brain's performance (Poniman & Arista, 2019). Sensing students are dominated by left limbic function; therefore, this type has high memory intelligence compared to the other four IMs. Thinking students are analytical students dominated by a left neocortical function. Intuiting students are creative students who can maximize the performance of their right neocortex compared with other parts of the brain. Feeling students are sensitive students. At the same time, instinct students are versatile but responsible student as consequence of midbrain function domination.

Awing to the dominance of brain performance, the characteristic of each IM is different. A detailed description of each IM characteristics and marker feature is provided in Table 1.

IM	Characteristics	Marker Features
Sensing	<ul style="list-style-type: none"> • Need proof • Diligent, thorough, and detailed • Combined thoughts • Need reassurance • Great imitator • Like non-fiction • Strong memory 	<ul style="list-style-type: none"> • Likes to see picture books • Likes regularity • See in detail • Requires a concrete object in learning • Diligent in learning
Thinking	<ul style="list-style-type: none"> • Logical • Less sensitive • Cold • Keep the distance • Requires data • Critical • Firm • Masculine 	<ul style="list-style-type: none"> • Unable to get verbal instructions and must be in written instructions • Likes to do puzzles • Calmly analyze • Skeptical • Thinker • Easy to concentrate
Intuiting	<ul style="list-style-type: none"> • logical thinking • Less sensitive • Cold • Keep the distance • Requires data • Critical • Firm • Masculine 	<ul style="list-style-type: none"> • Speak in a rhythmic pattern • Bad handwriting • Exploring the environment completely • Quickly capture the big picture • Imaginative
Feeling	<ul style="list-style-type: none"> • Engaging emotions • People-oriented • Warm • Friendly • Convincing • Gentle and loving • Good at discussion 	<ul style="list-style-type: none"> • Easily distracted • Learn by listening and reading aloud • Talk too much • More oriented to learning through other people than books
Insting	<ul style="list-style-type: none"> • Multi-talented • Spontaneous • pragmatic • Generalist • Helper 	<ul style="list-style-type: none"> • Always flowing • Always wanting to touch something • Placing hands on a table or chair while walking

	<ul style="list-style-type: none"> • Traumatic • Adaptive • Rely on instinct 	<ul style="list-style-type: none"> • Frequently gesticulating for unnecessary things • Got a lot of things to play • It's not easy to be confused • Stand close to other people • Remembering by walking and looking • Always want to be involved
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Sumber : (Hiday, 2019)

The brain fuction domination figure out in figure 1 below.

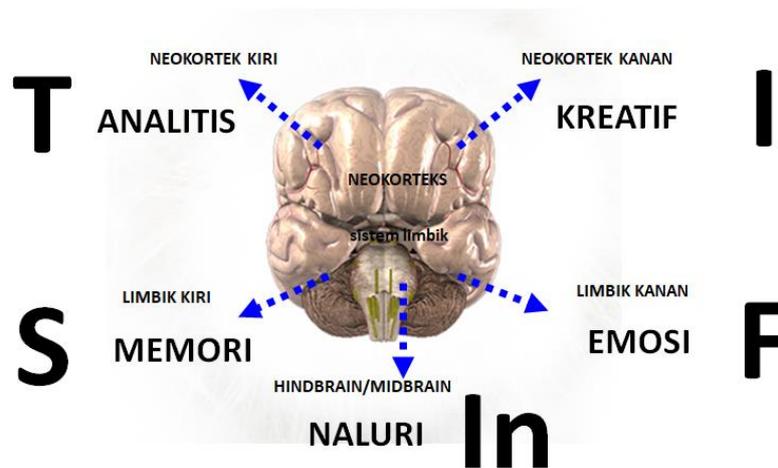


Figure 1. The Dominate Fuction of IM

EFL Classroom management

The success of a process is determined by the quality at each stage of its management implementation. In addition, classroom management begins with the planning, implementation, and evaluation stages (Gesi, et al., 2019). Thus, it can be said that the achievement of a learning process depends on quality of each classroom management involved attributes.

Furthermore, from a number of previous studies, it was illustrated that EFL teachers in Indonesia do more or less the same action in their classroom management, namely through the stages of class opening, learning action, and class evaluation. In the class opening stage, the teacher opened the class through greetings and the introduction of learning topics. In action activities, the teacher explained the material and students explored the material based on the selected teaching strategy. Genetic based assignment was given in the form of class evaluation. Abid (2020) detailed his research reveals the EFL teachers learning steps taken namely the domination of Indonesian as instructional talk, the tren of reading books and translating, and paper based test tendency. As cocequence, the Indonesia EFL students do not ready for entering the era of industrial revolution 5.0 (Yosintha, 2020).

The limitations of the application of this conventional method was supported by the low pedagogical competence of teachers and educational backgrounds as the results of the review (Zein et al., 2020) regarding the condition of EFL in Indonesia from 2011 to 2019.

In addition, it was found that EFL teachers faced teaching challenges including insufficient supporting facilities, lack students self-confidence, and inadequate vocabulary mastered (Muluk et al., 2021). In short, EFL learning in Indonesia is still dominated by the use of Indonesian as well as the use of grammar translation methods in EFL classroom management.

EFL Classroom Management Based Genetik

The concept offered in this study referred to the STIFIn Learning concept (Poniman et al., 2019) and as a learning concept, this concept employs two principles, namely learning style and teaching style. Then, as learning is a process of changing behavior toward environmental interaction (Purnomo, et al., 2017), a number of attributes should be involved for achieving maximum results as well as both of learning style and teaching style.

Then, concerning STIFIn as a concept based on brain performance dominated, each IM needs to be directed at alpha waves to achieve the learning objectives. Because by being in this wave, students will explore material in a relaxed condition, which is a condition that allows someone to connect the conscious mind and the subconscious mind. Thus being on the alpha wave is the same as enabling students to maximize their brain creativity (Rahma, et al., 2020).

For achieving alpha wave, every IM has its own learning style. The detail of each IM learning style principle can be shown in table 2.

IM	Preparation Phase	Implementation Phase	Evaluation Phase
S	Physique	Imitate	memorize based
T	Thought	Analyze	Project based
I	Imagination	looking for ideas and patterns	Projection based
F	Mood	Through people	Discussion based
In	Good atmosphere	Respond fast	Quick Quiz based

Connecting the above concept with classroom management action, there are three main actions able to be applied namely preparation, action, and evaluation. At first, preparation steps done by apperception it is intended as a preparatory step as a quick guide for each IM concentrate on the lesson. Next implementation or action steps, it is the time to act based on the IM need and it was done by calibration. At the end, evaluation done by crosscheck the students' achievement and it may enable the teacher to identify the students' learning illness (Hidayat, 2019). By understanding all the above explanation, the details of the

genetic-based classroom management phases for EFL class can be shown in table 3.

Preparation Pase		
S	Ice breaking	Gymnastics Steaching
T	Brain game	Stimulation of questions related to past and present topics
I	Video/games	Short recordings related to the topic
F	Fun story	Share two or three short funny stories
In	Musik	Listening to the rhythm
Implementing Phase		
S	Priming	Develop knowledge treasury Understanding through giving examples of right and wrong Repetition
T	Framing	Lesson schema Understanding through formulas Analyze
I	Tipping	Rely on intuition Understanding through synthesis Concepting
F	Deeping	Engaging emotions Digest value discussion
In	Meaning	Rely on instinct Summarizing lessons EvaluateMerespon cepat
Evaluation phase		
S	Compensation Inferiority	Doing something based on work performance rewards
T	Fix Rationalizatio	Complete the formula
I	Projection	Conceptualize ideas by topic

	Fantasy	
F	Regression Transculption	Retelling or exploring similar story ideas
In	Isolation	Lock assignments according to topics and examples that have been given

Based on the above table, genetic-based EFL classroom management concept can be designed as Table 4.

Stages	Activitiy	Coverage of Language Skills	Coverage of IM
Preparation			
1. Students with ice breaking teacher with music		Listening	Sensing dan Insting
2. Students respond to questions about the previous topic		Speaking	Thinking
3. Students predict today's topic		Speaking	Intuiting
4. Students exchange experiences related to the topic		Speaking	Felling
Implementation			
1. Students increase vocabulary related to the topic		Speaking	Sensing
2. Students analyze formulas, both grammar and sentence structure related to the topic		Reading Writing	Thinking
3. Students conceptualize the use of linguistic elements related to the topic		Reading Writing	Intuiting
4. Students digest the linguistic elements of a number of		Listening Speaking	Feeling
5. Students retell lesson insights		Speaking Listening	Insting
Evaluation			
1. Make sentences based on given examples		Writing Speaking	Sensing
2. Complete the structure of the sentence/paragraph gap		Reading Writing	Thinking

	Speaking	
3. Write a story related to the topic	Writing	Intuiting
4. Retelling	Speaking	Feeling Insting

With this series of learning activities in genetic-based EFL classroom management, it is possible to involve each type of IM of EFL students in learning. In addition, every language skill can be explore in the classroom. The dominance of the class IM by certain IM can also be minimized. Still, it is necessary to make notes for teachers as evaluators to be fair in assessing. In this case, the teacher considers the written results or the results of the final presentation of EFL students and evaluates EFL students' activities throughout the learning process. Because after all, there are IM for EFL students who cannot maximally do a written assignments. As well as there are also IM for EFL students who cannot maximally explain orally.

STIFIners feedback

As the basis for the formulation, the author puts forward the STIFIn concept. So to get input regarding this initial proposal, the researcher involved the perceptions of 7 senior STIFIn activists. Feedback from all respondents is positive. Respondents' answers to seven questions related to the feasibility of promoting this initial concept is provided in table 5.

No	Question	R1	R2	R3	R4	R5	R6	R7
1	The above concept can create effective classroom management.	5	4	4	4	5	4	5
2	The above concept allows the involvement of all students in every phase of learning	5	4	4	4	5	4	4
3	The above concept supports the curriculum in an independent learning system.	5	3	4	5	5	5	5
4	The above concept allows the teacher to activate the class effectively.	5	3	4	3	5	5	5
5	The above concept allows students to understand the lesson	5	4	4	4	5	5	5
6	The above concepts are appropriate to be applied in English classes from early childhood to college	5	2	3	4	5	4	1
7	The above concept allows students to achieve good English competence	5	4	5	5	4	1	5

From the table above, it is illustrated that almost all of the respondents support the acceptance of the genetic-based EFL management classroom concept. Even though there are question points that get a response of 1, other respondents give an assessment of 4 and 5. And it is supported by the respondent's answer that according to him the concept above cannot be adapted to the needs of students.

In addition, qualitatively each participant gave suggestions of support to continue the development of the concepts offered. For example, one of the older STIFIners stated that "By STIFIn concept, students will enjoy and understand lessons more easily because the way they learn is in accordance with their genetics." As well as another respondent stated "STIFIn-based class management should be practiced as early as possible so that children will not feel bored in learning, regardless of the subject".

In short, although the number of respondents is relatively small, the selection of respondents is based on the maturity of respondents to understand STIFIn-based genetics since they are active to promote STIFIn from 2010.

Genetic-Based EFL Class Management Concept Support for the 2022 prototype curriculum

In principle, the genetic-based EFL class management is structured by taking into account the principles of STIFIn learning. A concept that puts forward a sense of comfortable learning for every student. So if you analyze that the concept of the 2022 prototype curriculum is seen as aligned with the school curriculum in terms of the similarity of implementation principles, namely holistic orientation, competency-based and contextualization and personalization (Aline, 2021), the author makes an analogy that the genetic-based classroom management concept supports the basic implemented principles both of two curricula above.

This is in line with the STIFIn-based learning principle, which is a learning concept that aims to make learning activities easier and more comfortable while providing maximum learning outcomes according to natural talent (Purnomo et al., 2017). So that through the application of the genetic-based class management concept, it is possible to develop student character. Especially the concept of STIFIn learning with the learning tagline which is *GW Banget* (really I am) (Hiday, 2019).

In addition, this genetic-based classroom management is linear with the principles of curriculum flexibility and lesson planning. This concept allows teachers to set learning based on students' abilities and according to local contexts and content because the basic principle of STIFIn learning is fun learning in accordance with the best nature of every child.

Meanwhile, in terms of independence, genetic-based classroom management is able to liberate teachers and students. Teachers will be independent in terms of no longer being rigid about one teaching method or strategy. Students are independent because students no longer learn by trying to adapt to the approach applied by the teacher who may favor only one IM. In addition, through this management, students will be able to improve their competence holistically because STIFIn basically guides teachers to treat students according to their best interests and if you are facilitated according to your needs then you will be optimal in learning? And are you still thinking about the output

or the learning process at this time? Unfortunately, this research method is limited to literature review and although it has been supported by the perception of a number of senior STIFIners, the number is also limited. So to determine its effectiveness still requires further development research involving feasibility studies and experimental studies.

CONCLUSION

Genetic-based EFL classroom management can be implemented as an EFL class conditioning starting from the preparation phase, implementation phase, and evaluation phase. By applying this management concept, every student has the opportunity to be involved and gain insight from the English lessons given. In short, This concept has the potential to be an alternative to the independence of EFL teachers and students. Actually, this concept is very limited to the exposure of literature studies related to STIFIn, so it is deemed necessary to have a deeper study that relates the initial proposal of this concept to the study of the human brain. Even though this concept has been supported by the perception of STIFIners, the respondents involved are still very limited. There is a need for further research that is developmental in nature which involves analytical or experimental studies.

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