

Model of Superflex Learning: Limited trial

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ABSTRACT: Model of Superflex Learning is model for students with special needs, especially Emotional and Behavioral Disorder (EBD). The purpose of the study in 2nd years is a limited test Superflex learning model. The 2nd model that has been developed in the first year, tested on a limited basis in three schools. Research method is used exploratory survey. The study is intended to map out their exploration and development Model of Superflex Learning® in inclusion elementary school at Cimahi City, Indonesia. The results of questionnaires and observations indicate a change from learners who suffer from EBD. All teachers argue that the use of animation with various characters, which aims to assist children in social skills and develop flexibility in any social conditions. The success of the Superflex® Learning Model is determined by the teacher's ability to direct learners, especially in distinguishing reality and delusion.

1 INTRODUCTION

School is one of the important things to develop social and emotional behavior of children. At school, students need to have skills such as managing negative emotions, being calm and focused, following directions, and exploring relationships with peers and adults. To build and support these skills, schools can adopt learning models that enhance students' social and emotional skills (Jones & Bouffard 2012). The learning model to train students emotional behavior and behavioral disorders (EBD) is needed so that students can actively participate in daily activities (Anderson 2012).

Model of Superflex Learning is a learning model by teachers for students with special needs, especially Emotional and Behavioral Disorder (EBD). According to Lynch and Lewis, EBD is someone who behaves disorderly, behave, violates social norms, intolerance, often makes trouble for himself or others (Putra et al. 2014). Based on research results in some elementary and secondary schools, social attitudes are influenced by respect, responsibility, communication and rules (Lestari 2015). Other studies have shown that teachers should be able to use varied learning methods so that students' social attitudes can develop (Rufaida 2013). Recommendations from other studies suggest that teachers in schools maintain social competence in the school environment, so that students can show good social attitudes and support learning comfort (Riyati 2012). Assessment of attitudes affect student behavior so that students will always express

the noble attitude and become a daily habit and form the desired character (Purwanto 2016).

Social attitude is related to how students have social thinking well. Social thinking is how students use their knowledge to interact socially with others (Rachmah et al. 2016a). It is also in social thinking, faced with how one thinks about the people who influence his behavior. Someone will respond to the social attitudes of others so that will affect his social attitude. (Social Thinking 2011). Social thinking is related to social skills that have five dimensions (a) peer relations skills (b) self-managements skills (c) academic skills (d) compliance skills, and (e) assertion skills (Rachmah, et al 2016b).

Results of research conducted by Winner (2014) shows that social cognition can be trained with Model of Superflex Learning. The Superflex curriculum is interventional and effective enough for autism and hyperactive students (Yadlosky 2012). Learners are invited to become social detectives who are invited to search their own issues about their behavior so they can become social thinkers and solve social problems. Learners are shown the behavior of unthinkables so that the behavior of thinkables. *Superflex*® is a superhero man possessed in every child's mind to help oneself in self-improvement, social cognition and social skills. Also with Superflex® learning, general teachers can help learners explore their social cognitive abilities (Rachmah et al. 2016a).

This study is a follow-up study conducted in 2016 with the goal of testing the limited Superflex®

Learning Model in schools, evaluating the results of limited trials with specialists in social education and inclusion, improving Model of Superflex Learning and organizing Focus Group Discussion with an elementary school teacher in Cimahi City, Indonesia who has organized inclusive education. This is based on preliminary observations made during June 2016 at inclusive primary schools in Cimahi, the number of EBD students in each school averaging over 15 people. However, the number of professional teachers who specialize in EBD does not belong to the whole school. Teachers teach EBD students just like any other student, because they consider behavioral problems do not require special handling (Rahmah, et al. 2016a).

2 LITERATURE REVIEW

2.1 Superflex® Learning Model

Model of Superflex Learning utilizes comic books as a learning medium and superhero handout called Superflex® and a group of opponents called the Unthinkables Team to teach flexible cognition to children with social cognition problems. Superflex® is a flexible thinker and has the power to solve problems. Unthinkable Team is a group of opponents of 14 (fourteen) characters who have inflexible thinking. Each character has a different power to the mindset that leads to social behavior disorders (Madrigal & Winner 2008) in (Baker 2011, Rachmah, et al. 2016a).

The superflex character is described as a problem solver and flexible thinking tool which is expected to color the students themselves into superflex. Models made with cartoon characters with stories that fit the EBD criteria are made so well that they imitate the character and turn out to be good. Learning using the image media can attract attention and increase the concentration of learners. Model of Superflex® students can know themselves and how to overcome themselves.

According to Astaty (2010) in Rachmah (2013) The learning model is an activity that describes the process from start to finish and is presented with certain approaches, methods, and learning techniques. The superflex learning model can help students in raising self-awareness of behavior and learn how to modify negative behavior using a super-flexible strategy.

The development Model of Superflex Learning in this study is based on models already developed in the United States (Madrigal & Winner 2008). Unthinkables figures are adopted from the original but the naming is tailored to the condition of learners and using the Indonesian language. In addition, the initial concept of this Superflex® Learning Model adopts also a model that has been developed and presented at various seminars (Linton 2015), so

expect the early draft Model of Superflex Learning to be more comprehensive.

The next step in Model of Superflex Learning can be seen in the following table:

Table 1. Model of Superflex Learning

Lesson	Step	Purpose
1	Met Superflex	a. Introducing Superflex b. Increase self-awareness c. Introducing team unthinkable and thinkable d. Introducing "the power of companions"
2	Dr. Superflex	a. Helping students do physical movement b. Helping learners in shaping social intelligence c. Helping learners in shaping the intelligence of thinking
3	Superflex dan Momen "Rock Brain"	a. Exploring how the superflex and rock brain attitude should be done b. Make rules with family c. Superflexible shaping behaviors
4	Superflex Gym... Train the Brain	To reinforce the idea that students have the ability to change and control their minds
5	The First Mission became Superflex	a. Continue exploring Superflex attitude and Rock Brain through role play. b. Watch the superflex video
6	Introduce the Unthinkable	Learn to know every unthinkable, strength and strategy
7	This is D.O.F (Destroyer of fun)	Know the pleasure crushers and how to overcome them
8	"Brain Eater"	Explore and develop strategies to defeat "Brain Eater"
9	Increase to Superhero-Superflex Ultimate	a. Helping students to understand, there needs to be a process to change behavior. b. Help team members to address social issues
10	Develop work strategies	Moving students into the self-monitoring phase and generalizing in the strategies they apply
11	Practice, Practice, Practice	Students continue to repeat lessons until they are able to master their emotions and overcome unthinkable
12	Planning a Graduation	Provide opportunities to groups that have not been able to master the Unthinkable
13	Put Unthinkable to Rest	To use a positive and rewarding system to encourage students to change their behavior

Source: Madrigal (2013)

The Superflex® curriculum can be used by psychologists, teachers and parents by learning the concepts of social cognition with reference to social thought books (Winner 2014). Learners who can utilize starting from elementary school students, learners in the middle and upper middle class. The developed curriculum leads to a model of learning where the model is an overall planning to help learners learn all kinds of knowledge, attitudes and skills. The learning model has a theoretical basis that includes certain learning steps to achieve the expected educational outcomes (Joyce, et al. 2009).

The assessment is tailored to the characteristics of the superflex learning model that aims to enable students to have social skills. Performance appraisal is one of the skills assessments undertaken by identifying the characteristics of the learner, besides asking the learner to perform the task in the real situation by demonstrating the required knowledge and skills (Directorate of Development Primary Schools 2015). The appraisal tool for the superflex learning model adopts the tools that have been prepared by Baker (2011) which includes basic demographic questionnaires, observation sheets and interview guides. Reasons to be considered in developing assessment tools are:

“(1) The criteria define for students and others the type of behavior or attributes of a product which are expected, and (2) a well-defined scoring system allows the teacher, the students, and others to evaluate a performance or product as objectively as possible. If performance criteria are well defined, another person acting independently will award a student essentially the same score. Furthermore, well-written performance criteria will allow the teacher to be consistent in scoring over time”(Wisconsin Education Association Council 1996)

2.2 Social Cognition

The basic concept of social cognition (social thinking) is the ability to think about oneself and the thoughts of the emotions and intentions of others even when one is not physically interacting with others. Another basic concept is the ability to adjust behavior based on the situation and what it knows about other people who think about themselves in the expected way. The ability of good social cognition affects the feelings of others in ourselves and our feelings towards ourselves (Madrigal 2013).

One of the important things in the application of social cognitive theory is self-efficacy that is students' belief about personal competence or effectiveness in certain field (Woolfolk 2008). According to Pajares (1997) in Woolfolk (2008) self-oriented

self-efficacy, is a context-specific assessment of the competencies to perform a particular task. Self-efficacy is a person's feeling that he or she is capable of handling certain tasks effectively without comparing with the abilities of others. Confidence arising from self-efficacy is a strong predictor of behavior.

At the stage of improving self-efficacy, students are invited to assess their feelings toward a task. Students are asked to think about how well students are accomplishing the tasks required by the teacher. For example, students are asked to practice theory about making layer cake. If students have high confidence in making layer cakes, failure will not make it stop to continue making the best layer cake ever. Students will motivate themselves to always practice and make the layer cake with the right composition according to the experience gained. It may be that the recipe will slightly deviate from the cake recipe given by the teacher but this will only reassure the students that he can complete the task well.

3 RESEARCH METHOD

3.1 Participant and Procedures

The study was conducted in three Inclusive Elementary Schools in Kota Cimahi with EBD students. Students are involved as many as six people from three different schools. Students involved are students who have behavior problems ranging from very silent, hyperactive, lack of confidence and quick temper. Selection of students is done after the teacher made the observation five times. Each time the observations are made, the records are mainly for students indicated by EBD.

Schools that are subjected to trials are three primary schools in Cimahi. Prior to the observation, the researcher conducted the first discussion in the focus group discussion (FGD) activity. Observations to students involve teachers (general teachers and special education) in these schools. The trial results are used for evaluation materials with social education specialists and extraordinary education. Only then did the learning model be perfected to be tested widely in the 3rd year.

Explorative survey is one form of inductive approach that aims to obtain the discovery of what you want to know about an unsatisfactory situation (Subagyo 2004). The exploratory study is intended to map the needs and development Model of Superflex Learning at inclusive Elementary School in Cimahi. Questionnaires were given to general teachers, extraordinary education teachers and students. The questionnaire and observation sheet refers to the results of research conducted by Yadlosky(2012).

The students involved are given individual services with a meeting time of 10 times. During the study, all students were asked to point to images of

expected and unexpected behavior. Each session lasts 30-40 minutes and is done after school hours. At the end of each session, students are awarded a Superflex® award when they have behaved positively.

4 RESULT

Focus group discussion (FGD) activities were held on March 18, 2017 and July 15, 2017. The FGD activities were participated by all research teams and teachers from three schools targeted by model trials. The first FGD aims to confirm and discuss matters relating to what teachers can and should not do before implementing the superflex learning model by providing documents related to it. The second FGD activity discusses the planning of the Superflex Learning Model.

All teachers are given an explanation of instructional media and guidebooks in the implementation of the Superflex Learning Model. The learning media takes the source of all the characters present in the Superflex Learning by performing simplified translations that match the language skills of learners in elementary school. Learning media created in the form of books, posters and flash cards in accordance with the requested by the teacher, in order to facilitate the process in the class.

The observation results show that in the first and second weeks, the whole class shows that students still cannot listen to the teacher's instructions or hear the opinions of their classmates. Students also not all follow the instructions and complete the entire task. A total of five students have not been able to ignore the disturbance made by his friend. In the second to sixth week, 60% of students are able to follow the orders given, but still cannot ignore the disturbance that arises from his friends. In the seventh to tenth week, all students are able to follow the instructions and complete all the tasks.

The results of the questionnaires for teachers show different assessments of the general teachers and teachers of extraordinary education. The assessment of extraordinary educational teachers is higher than that of general teachers. For the question of "following the teacher's instructions," the general teacher often mentions "sometimes," while many out-of-school teachers often give "often," and even two students get "always" answers from extraordinary teachers. In the question of "stay focused when there is something disturbing" the general teachers and teachers of non-formal education agree that by the end of the 10th session all students will be able to focus despite disturbing ones. However, for the question of "keep working according to task and focus to completion" all teachers agree that all students "sometimes" can focus.

The results of the questionnaire given to the students show that almost every time at least three students always make the given statement. Two students replied that they did not listen to his teacher. All students likesuperflex characters and likesuperflex overall. Five students agree that Model of Superflex Learning helps them stay focused and get things done. Nevertheless, four students did not immediately follow orders when given orders.

5 DISCUSSION

Based on FGD results it can be revealed that all teachers have been given an explanation of learning media and guidebooks in the implementation of the Superflex Learning Model. The learning media takes the source of all the characters present in the Superflex Learning by performing simplified translations that match the language skills of learners in elementary school. Learning media created in the form of books, posters and flash cards in accordance with the requested by the teacher, in order to facilitate the process in the class.

The Superflex Model Learning guidebook contains activities prior to the Superflex Learning Model being implemented, execution and observation and evaluation. The Superflex Model Learning guidebook is designed to see the progress of learners in classroom and out-of-class learning.

The Model of Superflex Learning® is designed to see the progress of learners in classroom and out-of-class learning. Model of Superflex Learning is divided into several lessons (Madrigal 2008):

- a. Lessons 1 through 5 learn about how to explore and enhance learners' understanding of the flexible way of thinking and the skill associated with it.
- b. Lessons 6 through 9 introduce Unthinkable characters and explore the weaknesses of learners in social interaction.
- c. Lessons 10 through 12 teach learners to develop and utilize super-flexible strategies to fight Unthinkable teams that are in themselves.

The teachers are enthusiastic to implement this model although previously there were some differences in perception, especially about the students who will be the participants in the application of the Superflex Learning Model in schools. Some teachers want the Superflex Learning Model applied to all problem students, but since it is still experimental it is agreed that students who will be involved in each class as much as one person so that teachers can focus more on implementing this model.

Based on the results of the questionnaire and observation, all teachers argue that the use of cartoon characters (animation) with various characters,

which aims to assist children in social skills and develop flexibility in any social conditions. Model of Superflex Learning® is a learning model utilizing comic books as a learning medium and superhero hand out called superflex and aims to help EBD recognize themselves and things that become weakness in him so that EBD can change his mind and behavior. Model of Superflex Learning is suitable for training EBD social cognition. Implementation can be done individually with special handling within a certain time and continuous. The right method can help develop this model more effectively. Development Model of Superflex Learning can be done by creating teams, creating programs and materials, socializing to students, monitoring evaluation and feedback when the program ends.

All teachers expect improvements to such things as more interesting and adequate media learning and mentoring from experienced teachers with EBD students. Model of Superflex Learning according to teachers' perceptions is a learning method that emphasizes self-identification based on the existing unthinkable figures in Model of Superflex Learning material. After knowing himself including figures unthinkable which, raised the figure thinkable that can overcome the figure of the unthinkable.

The Purpose Model of Superflex Learning is to facilitate learners to explore their social cognition, raise awareness of learners' own behaviors, learn the rules that exist in any environment, consider the behaviors from different perspectives, modify behavior to be more "social" by the way Have a flexible social strategy and organize words or body language and maintain the good feelings of others to learners. Model of Superflex Learning is tailored to the learner's development, self-awareness and attention to the social environment (Linton 2015).

The Superflex Learning Model is implemented in conjunction with the day-to-day lesson, so all teachers agree to implement the Superflex Learning Model in their respective schools. After all teachers agree, then the next is discussed what teachers should be prepared before implementing the Superflex Learning Model

Things to consider before applying Model of Superflex Learning to learners are as follows:

Figure 2 Do and Don't for Teaching Superflex

Do	Don't
Begin to teach how to make social observations (social detective) before introducing learners to superheroes (<i>Superflex</i> ®)	Do not rush to explain the concept
Emphasize to the child that Superflex® is itself not just a comic character	Do not use Superflex® if the child has no understanding of the difference between imagination and reality.
Allow children to explore	Do not use Unthinkable to

Do	Don't
whether they enter the Unthinkables Team or thinkables Team so that they have their own awareness of behavior change	name the child.
Use social detectives and Superflex® strategies in public schools	Do not use Superflex® in schools that specialize in EBD teaching
Associate Superflex® and Unthinkables in learning and taught material	Do not teach about Unthinkables characters without teaching strategies to defeat the characters
Do it carefully to younger learners	Do not use superflex concepts and strategies in pre-school children
Link the Superflex concept with other concepts related to learning behavior and social behavior	Do not change the superflex concept into a behavior change plan or teach concepts with behavioral concepts
Take time to teach from a variety of different viewpoints	Do not rely on superflex handouts, posters and comic books that are there just to teach and build superflex concepts
Involve the parent/caregiver and make sure all the parties know the vocabulary and the desired expectations clearly. Remember slow behavior changes	Do not allow learners to be obsessed with unthinkable characters, stop learning Model of Superflex Learning if learners become negative by imitating unthinkable characters.
Have fun and be creative!	Do not sell anything that has been made

Source: Crooke & Winner (2015)

6 CONCLUSION

Model of Superflex Learning is effective enough to help EBD students focus more on the assigned task and complete it according to the instruction of the teacher. The ideal class setting is a small class setting. The success Model of Superflex Learning is determined by the teacher's ability to direct learners, especially in distinguishing reality and delusion. Teachers should let learners to know their success in overcoming Unthinkable Team. Learners should be reminded that the unthinkable team is not an evil army so it is not to be feared. Model of Superflex Learning can be followed by teacher creativity by using this curriculum as an intermediate objective when there is motivational learning.

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