NON-DIRECTIVE TEACHING: A REVIEW

Nurhidayah Yaakop¹, Mohd Norazmi Nordin², Helvinder Kaur a/p Balbir Singh³,
Nor Fauziyana Mosbiran⁴, NoorasyikinMohd Noh⁵
¹Universiti Kebangsaan Malaysia
²Cluster of Education and Social Sciences, Open University Malaysia
³Universiti Kuala Lumpur Royal College of Medicine Perak, Malaysia
⁴Universiti Tun Hussein Onn Malaysia
⁵Albukhary International University

ABSTRACT

Personal family models or known as The Personal Family of Models are teaching models that are built based
on the needs of human psychology in determining the atmosphere and learning needs. These models are
created on the basis of the awareness that every human being in general and students in particular has their
own potential that should be polished and valued. Not all of us are aware of our potential until others help us
in assessing its potential and existence in us. The potential of each student is equal and it requires the
environment or people around them to realize that potential. This is referred to as non-direct teaching. This
review article discusses non-direct teaching based on previous studies. It is hoped that the discussion in this
article can provide a brief overview to the next researcher to conduct further research.

Keywords: indirect teaching, education scene, review article, learning models, teaching strategy

I. INTRODUCTION

The resulting learning model also gives broad authority to students to determine their own ways and needs of
learning (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustaфа et al., 2021; Roszi et al., 2021; Tumisah et al.,
2021). This situation has led teachers to consider their students partners in learning (Irma et al., 2021; Suzana et
al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). Several studies have proven that a
person’s academic achievement can be improved by meeting their psychological needs. Among the popular
models in this personal family model are the Non-Directive Teaching Model and the Enhancing Self-Esteem
Model.

Figure 1: Personal Family Model

II. NON-DIRECTIVE TEACHING CONCEPT

Non-Directive Teaching (NDT) was introduced by the famous pioneer of education, Carl Rogers. This teaching
applies the relationship between students ‘needs or students’ inclinations towards their learning needs. For its
founders, the pupil is a human being born originally is positive (Mohd Arafat et al., 2021; Sumaiyah et al., 2021;
Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). Thus, all the things highlighted by the students are
positive actions for themselves. This means that each behavior performed by the student has a specific reason and
it is closely related to the needs of the student. Through the game approach in their study they explained that students’ behavior while playing was their original approach based on needs.

This model explains that one’s learning is a process that needs to be carried out well. Taking into account that each student has their own needs for their behavior, teachers are suggested to only be facilitators in guiding the potential of students and also act as a stimulus to students for them to solve their own problems (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). The applied NDT is based on the diversity of students’ needs in learning. In addition to being a loyal and respectful listener, teachers also need to act as generators of problem-solving ideas as well as good counselors. Teacher involvement is to monitor students as well as help them generate ideas for decision making.

Characteristics of the NDT Model

Among the features applied through this model is the thickened interest of the teacher to give a good response to all the problems shown by his students. This means that the teacher shows genuine unconditional acceptance of all student behavior. This situation is similar to the actions of a counselor who is in the process of giving counseling to his client. NDT requires a teacher to act like a counselor i.e. to accept genuinely (Mohd Ali et al., 2021; Parimala et al., 2021; SitiJamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). This genuine acceptance will give the student a happy feeling to express all the feelings that are locked in the heart. Teachers should sincerely accept students as they are and respect the opinions expressed.

In addition, this model also describes the characteristics of how important it is for a teacher to have openness in acceptance of his students. All words or actions shown by the student should not be judged or filled with prejudice. Going back to the basic principles of the personal family model, it requires the willingness of teachers to accept all forms and circumstances of students. Teachers need to accept students’ behavior and try to ask some relevant questions in helping them to do more positive things. Another important feature of this NDT model is the space of freedom given to students to express the problems they face. There was no direct provocation or judgment carried out by the teacher. Teachers need to give concern to students' problems without any judgment. This freedom in expressing feelings does not mean that all actions are uncontrollable, on the contrary, teachers need to ensure that they are always controlled and still within the scope of the problems discussed (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al. , 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021).

In the implementation of this NDT model, there is no compulsion for students to express their feelings. The interactions carried out are free without any constraints. However, the teacher who handles it needs to be smart in arranging the questions so that the students can cooperate. What is most important is that the teacher must not be biased in evaluating every problem raised by the student. Teachers need to give freedom to students to interact and have a good collaborative relationship between them.

III. DISCUSSION

Discussing the role of teachers in this model brings our understanding towards the task of a counselor in helping clients find solutions to each problem encountered. The role of the teacher is seen to be more significant in seeing and thinking as the student thinks. Teachers try to see the world from the perspective of students, teachers need to help students to realize that they have the ability to define and deal with problems that come with their own solutions (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al. , 2021; Khairul et al., 2021; Rohani et al., 2021). This means that the teacher needs to lower the level of standing and understanding to the same level as the student feels. Teachers need to give space to students in stating something they want. The implementation of NDT to students is to curb situations where students do not have space to throw ideas and concepts.

In situations like this, teachers need to be wise to give statements as well as empathic behaviors. Questioning as well as behaving as if the teacher also has the same level of awareness as the student. This condition is very important so that students feel comfortable to share. According to Digital Common (2010), the implementation of NDT requires the creation of an empathetic learning atmosphere from teachers. Next, through that opportunity, teachers need to help students in finding solutions to the problem. According to Chooong (2010), coaching means the process of driving or showing the way to individuals in need so that they can achieve a set target. This can be summarized as a situation where the teacher tries to help students in overcoming a problem. In addition, teachers also play a role in providing reflective comments on student statements. This is very important in creating awareness to students in assessing their problems. Sometimes students who have a problem actually do not want
to solve it, but they are not aware that their behavior is a mistake and give problems to others. As such, these reflective comments will help them to be more sensitive to their problems. In a game therapy approach, teachers can question and comment on their behavior.

Teachers also play a role in recognizing all their feelings and thoughts whether they are positive or negative. The recognition given will convince the students that the teacher is actually capable and sincere in helping them. Demonstrated confidence will develop positive emotions and build the student’s experience of finding more effective solution ideas. Most importantly, teachers need to act as facilitators or facilitators in helping students solve their own problems. Using a variety of appropriate methods, try to develop students’ confidence and raise awareness in them. Teachers also need to form a partnership with students to jointly assist in finding the best solution. We also need to understand that the teacher is an agent who helps students find solution ideas for their problems where the students themselves state the way how they will solve the problems faced. This means that the solution is not up to the teacher, instead the student is fully responsible for what they will do. There are several important phases in the implementation of this NDT model so that it gives the desired effect. The phases are determining relief conditions, exploring problems, developing resolutions, planning and decision-making, integration of implementation and follow-up action. These phases are interrelated with each other.

The first phase is to determine the state of assistance needed based on the problems encountered. At the beginning of the phase, students are given sufficient freedom in describing who they are, the problems that occur and so on. The teacher then, forms an agreement to set the focus on the conversation being conducted. The focus set is related to the current problems faced by the students. This agreement can be formed directly in the teacher’s statement or indirectly through the teacher’s questioning. Teacher open-ended questioning will help students explore their problems. This will expose the teacher to the students’ initial problems. If it persists, arrangements for subsequent meetings and discussions need to be made (Badaruddin et al., 2021, Abdul Rasid et al., 2021). It is seen as similar to a procedure in counseling. According to Abdul Rasid et al. (2021) in this phase, the teacher does not make interpretations, evaluations or give advice but he describes, explains, considers and demonstrates an understanding of the student’s problems.

Next is the problem exploring phase where this phase will provide a more in-depth picture of the problems presented in the previous phase. In this phase, the teacher plays an important role in encouraging the student to state whether the problem that occurred is negative or positive through his or her own assessment. Exploration and investigation need to continue to be done by teachers through effective question stimulation. Teacher open-ended questioning will help students explore their problems. The most important part of this phase is the teacher’s full acceptance of the answers given. The implementation continues to the third phase, which is the phase of developing a resolution to the problems faced where students are asked to determine for themselves what they want to happen to solve the problem. This determination was achieved after a discussion was made with the teacher based on the explanation in the previous phase. In this phase, the teacher needs to provide support to the student in the selection of the resolution that has been made.

The fourth phase will be carried out, namely planning and decision making. If previously, the decision was made based on discussion, this phase requires the student to make a rigid decision on how to solve the problem faced. The teacher only acts to explain the alternatives that are available, the solution is still in the responsibility of the student himself. The final decision should be placed in the hands of the student. After the end of the fourth phase, then the fifth and final phase will be implemented. This last phase is the integration phase of implementation and also further action where at this point, the decision needs to be translated into implementation. Pupils will develop a more sustainable and positive effort in mobilizing efforts to solve problems. Teachers, as always, will provide solid support to the actions taken by students.

IV. CONCLUSION

The introduction to these models is elemental to how a student can learn by building high self-confidence. These models also allow and encourage students to develop more positively and confident in their abilities. Methods in this category are to cultivate an individual’s interest in creating, directing, and structuring personal meaning. It is also related to cultivating things like self-esteem, self-efficacy, emotions and personal understanding and acceptance. The personal family model refers to a process involving student learning that will determine their learning on their own responsibility.
REFERENCES


www.turkjphysiotherrehabil.org
Nor Diana MohdIdris, Junaidah Yusof, Fazli Abdul Hamid, Muhamad Helmy Sabtu, Mohd Norazmi bin Nordin (2021). Formation of Special Education Leadership Study Questionnaire That Influences The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5319-5323

Nor Fauziyana Binti Mosbiran, Ahmad Faqih Ibrahim, Muhammad Yasin Omar Mokhtar, Muhamad Amin bin Haji Ab Ghani, Mohd Norazmi bin Nordin (2021). Elements Of Welfare In Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5264-5268


Rohani Binti Daud, Shazali Johari, Fazli Abdul Hamid, Syahrul N. Junaini, Mohd Norazmi bin Nordin (2021). Face and Content Validity For The Special Education Leadership (Integration) Questionnaire In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5172-5178


Santibuanu Binti Abd Rahman, Helvinder Kaur a/p Balbir Singh, Albert Feisal @ Mahf Feisal bin Ismail, Salsuhaidabinti Sulaiman, Mohd Norazmi bin Nordin (2021). Formation Of Special Education Leadership Study Interview Protocol That Affects The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. Turkish Journal of Computer and Mathematics Education Vol.12 No.11 (2021), 5313-5318


