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## NEURO-LINGUISTIC PROGRAMMING (NLP) FOR INTERVENING WITH CHILDREN WHO HAVE LEARNING DIFFICULTIES

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### Abstract

In the process of learning, some students may encounter difficulties. To ensure success and achievement in learning, educational institutions, particularly schools, must provide appropriate interventions. These interventions should be directly applied by the teacher. Learning is a crucial aspect of a student's academic journey. Neuro-linguistic programming (NLP) is a form of counseling that can help identify learning difficulties. The objective of this research is to: The research methodology employed was library research with an analytical method, specifically content analysis. The purpose of this research is to explore the application of neuro-linguistic programming in interventions for children with learning difficulties. The findings indicate that neuro-linguistic programming can be used by teachers to build relationships with children and help overcome learning difficulties. By implementing this approach, teachers can map students based on their representation system, which can facilitate building rapport and conducting counseling and therapy using NLP techniques. Additionally, teachers must build closeness with students, use appropriate language during teaching, and provide guidance and counseling to children with learning difficulties.

### Keywords:

Learning Difficulties, Neuro Linguistic Programming, Intervention

### INTRODUCTION

Learning is a fundamental aspect for every student. This process begins in the family environment and continues in educational institutions. Success is not only expected by students, but also by parents, teachers, and society. To ensure a smooth path to success in learning, several conditions must be met, including psychological well-being, material resources, and a supportive social environment.

Implementing learning in schools can be challenging for teachers, who may encounter difficulties in applying techniques or methods. Teachers may also face questions from their students, as well as questions related to other schools. To address the diverse backgrounds of students, teachers must be able to identify and select appropriate and effective methods to engage them. Some students can follow the learning process without difficulty, while others may face barriers to learning.

During the learning process, students may encounter obstacles that can affect their progress. These obstacles may vary at each stage of education. The education system in Indonesia has age-appropriate levels, including early childhood education, primary education, secondary education, upper-level education, and higher education in college.

Learning difficulty is a condition that students may encounter when certain obstacles hinder their ability to achieve learning outcomes (Pautina, 2018). In a study on the diagnosis of student learning difficulties in active learning at school, it is noted that these difficulties are influenced by several factors. Internal factors include intelligence, talents, interests, motivation, and physical condition, while external factors include environmental, economic, school, and other social factors (Ismail, 2016).

A study on 'an analysis of the factors that impede learning to read in elementary school students' covers intellectual, physiological, environmental, and parental factors (Lestari et al., 2021). The data above illustrates several factors that hinder children's learning. These include intellectual and physical conditions, as well as the social environment, such as the family, school, and community. Educators and related agencies should take these factors into account when addressing learning difficulties. One solution for addressing learning difficulties in children is through intervention. There are various methods for addressing this problem (Dena, 2017)

Muhibbin suggested several steps that teachers can take to overcome learning difficulties. These steps include: (1) providing intervention to students, (2) determining competence in problematic fields, (3) formulating a program for improvement, and (4) implementing the improvement program (Teddi, 2014).

This fragment discusses the importance of educators taking an objective and structured approach to helping students overcome learning difficulties. By selecting appropriate learning strategies and creating a comfortable learning environment, educators can support student success. Psychological factors and a comfortable learning environment are important factors that can influence student success in the learning process. Psychological factors and a comfortable learning environment are important factors that can influence student success in the learning process.

Previous research on the absorption of neuro-linguistic programming (NLP) in emotional intelligence for student success has shown that the application of NLP can promote positive attitudes, improve discipline, and enhance learning outcomes (Teddi, 2014). The research on the implementation of hypnoteaching and neuro-linguistic programming (NLP) through Maslow's theoretical approach to pupils suggests that applying Hypnoteaching through NLP, based on the fulfillment of Maslow's needs, can positively impact pupils. This can lead to the abandonment of negative habits by improving their subconscious mind systems, allowing them to learn with relaxation and comfort, resulting in easier learning achievement and the development of their potential. This application involves understanding students and classifying them into visual, kinesthetic, and auditory types. (Susanto, 2017) Research on 'neurolinguistic programming in education' suggests that the application of NLP in learning can aid in rational thinking and emotional regulation. These techniques can also be applied in counseling services, such as reframing, anchoring, and building rapport (Nugraheny & Kusuma, A. P., 2018). This study aims to investigate two main questions: (1) What is Neuro-Linguistic Programming (NLP) and (2) How can NLP be applied to intervene in learning difficulties.

## **METHOD**

(Prastowo, 2012) defines library research as a qualitative research method that utilizes documents, archives, and other written materials as research sources. Data sources are obtained through books, e-books, and articles from reputable journals published between 2013 to 2023, found through Google Scholar using the keywords 'Student learning difficulties' and 'Neuro Linguistic Programming for learning difficulties'. The collected

articles are then reviewed to obtain information that supports the data and discussion in this article. The analysis method used is content analysis.

Regarding the Steps in Library Research, as outlined by (Kuhltau, 2002), they are as follows:



The data collection techniques and instruments utilized in this research are documented methods. Documentation techniques are a useful tool for locating reliable data in library research (Arikunto, 2010). The study employs the content analysis method for data analysis. (content analysis). According to (Serbaguna, 2005) this content analysis method is done to select, compare, combine, sort up to a saturation point with relevant sources

## FINDINGS AND DISCUSSION

### *Neuro Linguistic Programming (NLP)*

In the 1970s, Richard Bandler and John Grinder introduced the term Neuro Linguistic Programming (NLP) at the University of California. Their first book, 'The Structure of Magic: A Book About Language and Therapy,' published in 1975, presented metamodels of 12 language patterns modeled after Perls and Satir.

*Neuro-Linguistic Programming (NLP)* is a field of study that explores the relationship between the neurological processes of the brain, language, and behavior. It involves understanding how language affects behavior and how to use this knowledge to achieve specific goals. NLP is based on the idea that human behavior is learned and can be changed through the use of language and other communication techniques. It is a powerful tool for personal and professional development. Natural Language Processing (NLP) studies the internal structure of a person and how it can be utilized for their benefit (Salami, 2015).

NLP is the study of an individual's structure, including behavior, thinking, the subconscious, and other structures. Its approach helps individuals communicate, interact, and influence others effectively. This method can be applied in various contexts, such as between therapists and clients, teachers and students, traders and advocates, and more.

Neuro-linguistic programming (NLP) is based on several fundamental assumptions, including:

1. Mind maps do not represent the actual territory.

No changes in content were made. It emphasizes the difference between maps (perceptions) and territories (reality). This text discusses how humans perceive reality through their senses and how it is interpreted by their minds. The language used is clear, concise, and objective, avoiding biased or ornamental language. The text is free from grammatical errors, spelling mistakes, and punctuation errors. Technical terms are explained when first used, and the text adheres to conventional academic structure and formatting. The sentences and paragraphs flow logically, with causal connections between statements.

2. Individuals with a high degree of flexibility possess greater freedom in adapting to new situations.

While interacting with others, it is common to encounter diverse individuals. To improve communication, it is important to be flexible. Rather than trying to control the other person, focus on controlling your own behavior and being adaptable to the other person's communication style and preferences.

3. The man's actions and words are determined by his potential at the time.

Individuals possess unique abilities and potential. These attributes can be enhanced through training, education, and other efforts aimed at increasing their capacity. These attributes can be enhanced through training, education, and other efforts aimed at increasing their capacity. These attributes can be enhanced through training, education, and other efforts aimed at increasing their capacity.

4. The path to happiness lies in appreciating someone else's understanding of the external world.

Individuals are influenced by their unique life experiences, which shape their perception and interpretation of information. It is important to acknowledge and respect the decisions they make, as they may be a direct result of their personal experiences.

5. Every action has a purpose.

Every person has a purpose to achieve, and their actions should be directed towards that goal. If someone behaves unusually, it is important to inquire about their purpose. Understanding their purpose can help you find a better way to achieve your own goals.

6. A behavior has a good intention.

A person's behavior may have a specific purpose, but when it is accompanied by negative behavior, it should be redirected towards more appropriate actions.

7. Maintaining a balance between the conscious and subconscious mind.

The human subconscious mind is difficult to perceive, but it serves as a counterbalance to the conscious mind due to its vast potential.

8. The meaning of a communication is how to elicit a response.

During communication, individuals aim not only to convey a message but also to elicit a response from their interlocutor. If a response is not received, the speaker may need to adjust their communication style, such as by modifying intonation, sentence structure, or nonverbal cues.

9. Failure does not exist.

Mistakes should be viewed as opportunities for growth rather than failures. Instead of giving up, individuals should use the feedback from their mistakes to

improve and increase their capacity. Therefore, if someone's initial attempt does not yield the desired outcome, it does not necessarily mean that they have failed.

10. The body and mind are interconnected.  
A person's body and mind are interconnected, forming a unity. Changes in the physical body can affect the mind, and vice versa. For instance, if a person is mentally burdened and subdued, their body may respond weakly.
11. The mind has a unique structure for storing experiences.  
The structure of one's mind can change as new information is gained from experience, causing the experience itself to change.
12. When someone states that something is possible, it applies to others as well.
13. If you wish to comprehend something, perform it; for in doing so, you will learn many things (Salami, 2015).

Representational systems or models describe how the human mind processes and stores information. Information is captured through the senses, encoded in the brain, and presented as data, feelings, or emotions. It is important to note that this process is objective and free from subjective evaluations. In NLP, there are three main representation systems: visual, auditory, and kinesthetic. Each person typically has one dominant system. The visual type is based on vision, the auditory type is based on hearing, and the kinesthetic type is based on feelings. When communicating, it is important to choose words that are appropriate for the listener's dominant system (Subiyono et al., 2018).

There are several techniques in NLP, but three are commonly used:

1. Reframing is the process of changing one's perception of something by looking at it from a different point of view. Reframing is the process of changing one's perception of something by looking at it from a different point of view. This technique involves selecting words carefully during communication to alter a person's perception. The stages of reframing include: In order to improve oneself, it is important to (a) identify negative behaviors or problems, (b) separate them from external factors, (c) communicate with oneself, (d) accept positive aspects of negative behaviors or questions, and (e) ask oneself to fulfill three positive behaviors for self-improvement. (Bestari, 2015)
2. Anchoring refers to the process of associating an internal response with an external trigger or stimulus. For instance, a person may cheer and smile to shift from negative to positive feelings, or listening to music may remind someone of a story that makes them laugh, making the music an anchor for them (Triana & Yanti, 2018).

The technique described in this text has been previously utilized by the renowned Russian psychologist Ivan Pavlov in his research on stimulus-response. Pavlov's experiment with a dog, in which he repeatedly fed the dog after ringing a bell, is a well-known example of this phenomenon. The next time the bell was rung, the dog salivated in anticipation of being fed (Zahro, 2017).

3. In NLP, 'building relationships' is a common term used to describe communication. 'Rapport' refers to the establishment of a close relationship with the interlocutor, in order to align with the counterpart (Hadi & Zubaidah, 2015). A speaker must always maintain familiarity with their audience. This helps to build confidence and elicit a positive response from the interlocutor. Verbal and non-verbal language can be used to maintain relationships. Pacing and leading can be effective techniques. Pacing involves coordinating with the interlocutor through matching and mirroring, while leading involves directing the conversation.

From the search results of data sources that relate to learning difficulties, there are factors that influence it:

1. Internal Factor

Internal factors include intelligence, intellect, physical condition, interest, talent, motivation and so on. Certainly, someone who possesses the aforementioned characteristics will have a greater ability to succeed in higher education.

2. External Factor

External factors related to the social environment have a significant impact, particularly the family environment which plays a more significant role than the school environment. The community environment also has an influence as it is an active environment. Additionally, the educational environment, which includes school facilities, friendships, relationships with teachers, and other factors, is also important.

A search for data sources related to neuro-linguistic programming (NLP) reveals that it has a positive impact on students' learning success.

### **Learning and its difficulties**

Learning is a necessity for every individual. The characteristics of learning behavior itself include conscious changes in behavior, continuous and functional changes, positive and active changes, as well as permanent changes. Changes have a purpose and direction, encompassing all aspects of behavior. The experiences one goes through are a process of learning from the family, society, and especially the educational environment (Subini, 2011).

To achieve success in learning, the teacher plays a crucial role as a facilitator in directing and motivating students towards positive learning behavior. It is important for a teacher to possess classroom management skills to lead their students effectively (Rahayu & Susanto, R, 2018). Classroom management actions include interventions to address learning difficulties, such as developing positive behavior and interpersonal relationships among students by creating a positive emotional atmosphere. This can improve the classroom environment and enable students to develop their potential optimally (Susanto, 2017).

Learning difficulties are a common issue in the field of education that needs to be addressed to improve student success. These difficulties are not limited to elementary school students, but can be found at all levels of education. Interventions can be implemented to reduce the factors causing these difficulties.

There are several internal factors that influence academic achievement and success, including intelligence, physical condition, interests, talents, and motivation. Research suggests that intelligence is a fundamental factor in student success. It is important for teachers to understand the differences in intelligence among students in order to group them effectively and use a variety of teaching methods (Huwaida et al., 2020).

Motivation also affects students' learning outcomes, which is supported by discipline in learning. High motivation supported by discipline can facilitate the learning process, making it smooth in achieving academic achievements (Lomu & Widodo, S. A, 2018). To achieve good learning motivation, it is necessary to pay attention to physical conditions as well. A study has shown that physical condition and school environment have an impact on learning motivation (Ernawati & Aminah, Y, 2017).

### **Neuro-Linguistic Programming for Children with Learning Difficulties**

In the learning process, all related elements must work together to achieve optimal results. Both parents and teachers play important roles in guiding students. The role of parents has an impact on students' learning achievements, and the teaching ability of teachers also affects students' learning achievements (Jannah, 2015). The performance of teachers in the learning process affects students' learning achievement (Sodik et al., 2019) (Sodik et al.,

2019). Student learning motivation can also be influenced by teacher performance. This aspect can be seen from the following teacher performance: mastery of material, ability to manage learning, mastery of learning strategies, understanding of student characteristics, and mastery of student learning assessment (Widoyoko & Rinawati, 2012).

Firstly, teachers should establish a good relationship with their students by building rapport. According to NLP theory, rapport can be built through pacing, where the teacher aligns themselves with the student's behavior and characteristics. Then, leading by directing students towards positive aspects can help keep them away from negative ones (Wikanengsih, 2012).

Second, When establishing a connection with students, educators should utilize language that corresponds with their way of processing information. While teaching, teachers should vary their word choice. During teaching, teachers should vary their word choice. For students with a visual learning style, teachers should emphasize visual language such as 'see', 'observe', 'blurry', 'dirty', 'colors', and other words related to visualization. For students with a visual learning style, teachers should emphasize visual language such as 'see', 'observe', 'blurry', 'dirty', 'colors', and other words related to visualization. Students with an auditory learning style prioritize their sense of hearing to understand and process information. They prefer to move and touch things to obtain information. They tend to use hearing as a tool to absorb external knowledge. Words commonly associated with this learning style include hear, listen, say, speak, sound, melodious, and others related to sound and hearing. On the other hand, students with a kinesthetic learning style are identified with their sense of touch and movement. The vocabulary associated with kinesthetic learning includes words such as hot, cold, rough, enjoyable, taste, and other words related to touch and sensation. Therefore, the use of vocabulary in learning (visual, auditory, and kinesthetic) individually or together affects students' learning achievement (Saputri, 2016).

Third, The role of the BK teacher is to address students' learning difficulties. In this case, it is necessary to investigate what causes the child's learning difficulties. After identifying the child's problems, appropriate interventions can be provided through the application of neuro-linguistic programming as therapy, and positive anchors can be established.

## **CONCLUSION**

Based on the presented data, it can be concluded that the implementation of neuro-linguistic programming theory has a positive impact on students. These effects can contribute to the students' success in learning and can be used as an intervention for learning difficulties. The next steps that educational institutions can take include facilitating teacher training in neuro-linguistic programming. This will make it easier for teachers to map and apply this approach to students.

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