

# NEURO-LINGUISTIC PROGRAMMING AS STUDENT'S ENERGIZER

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## **Abstrak**

Tugas seorang pendidik (pengajar) tidaklah hanya mentransfer isi materi, tetapi juga menginspirasi para muridnya agar termotivasi untuk belajar serta mengaplikasikannya dalam kehidupan sehari-hari. Dibutuhkan suatu cara yang lebih mudah, cepat dan tepat untuk menginspirasi dan memotivasi para murid untuk mencapai tujuan pembelajaran. Neuro-Linguistic Programming (NLP) adalah model komunikasi interpersonal dan merupakan pendekatan alternatif yang didasarkan kepada pembelajaran subyektif mengenai bahasa, komunikasi, dan perubahan personal. Seperangkat presuposisi yang praktis, efektif, elegan dalam artikel ini dapat diaplikasikan secara riil dalam pengajaran dengan tujuan untuk memperkuat pemahaman siswa.

**kata kunci: NLP, presuposisi (presupposition), interpersonal**

## **Abstract**

The job of an educator (teacher) is not simply transfer the contents of the material, but also inspire their students to be motivated to learn and apply it in everyday life. It takes a way more easily, quickly and precisely to inspire and motivate students to achieve learning objectives. Neuro-Linguistic Programming (NLP) is an interpersonal communication model and an alternative approach based on the subjective study of language, communication and personal change. Presupposition set of practical, effective, elegant in this article can be applied in real terms in teaching with the aim to strengthen students' understanding.

**key words: NLP, presuppositions, interpersonal**

## **I. INTRODUCTION**

*Learning about NLP is useful.*

*Knowing that an orange is good to eat is also useful.*

*But holding an orange in your hand, seeing it sprays as you peel away the skin, smelling its fragrance, popping it into your mouth and biting down into its juicy sweetness*

*--that is entirely different!*

**([www.prioritysky.com](http://www.prioritysky.com))**

Neuro-Linguistic Programming (NLP) has attracted considerable attention in recent years. Paul Tosey and Jane Mathison explore its origins and characteristics- and argue it as a field of practice and innovation with a wide range of tools and techniques that students and professional educators can apply both formal and informal educational settings. Richard Bandler and John Grinder develop NLP in the 1970's. It is an approach that aims to enhance the effectiveness of communication and facilitate learning and personal development. It is becoming increasingly familiar in formal education, professional development, and informal learning.

There are many evidences of NLP's applications that can be found in practitioner magazines and journals, discussion groups, and at conferences. How widespread or popular NLP has become in practice is difficult to say with precision, though. Trainings in NLP are found across the world since it is an extremely powerful concept. It has many beneficial uses for self-development, and for businesses and organizations. NLP enables better awareness and control of oneself, better appreciation of the other person's feelings and behavioral style, which in turn enable better empathy and cooperation.

There is a strong emphasis on understanding the structure and process of, rather than the content of, experience. It can also be said that NLP concerns with how people construct their experiences through cognitive processes, rather than seeking causal explanations in the past for why they experience the world as they do, or in the contents of a particular experience. Bandler and Grinder concluded that 'One of the systematic things to do is to notice unconsciously how the person they are talking to thinks, and make use of that information in lots of different ways' (Bandler and Grinder, 1985; p. 10)

The ways NLP is applied is interesting since it begins with an interest in people. It's about how we do things. NLP in Education tells us about how we think and learn (Galan and Maguire, 2001; p. 1). It does this by enabling us to explore the structure of our own subjective experience: how we construct our view of the world. Used in Education, NLP empowers us to submerge into the inner, virtual world each of us creates as a way of understanding the outside world. Professional educators can apply NLP to virtually any aspect of learning and teaching; self management, presentation skills, use of language for precise communication, study skills, classroom management, teaching design, and so on. Many practical applications to teaching are described by Churches and Terry (2007).

The way of NLP techniques enable teachers to demonstrate to students their own particular learning processes. This brings them much closer to learning to manage their

own rich internal software- how they represent the world to themselves and even learn how to control their individual representations of reality, the way they think. In short the students will learn how to learn. This is surely teachers' goals as educators.

Many times, a teacher is drawn to discipline students through scolding them, arguing with them, raising his voice, shouting at them, showing anger, making them feel ashamed of their behavior and so on. In other words, a teacher often tends to discipline pupils using a combination of voice and emotional resources. Then, it will be a great problem of managing the class that is no attention. In fact, getting attention in class is one of the first management problems teachers' encounters. When students do not enjoy the class, they have no attention at all towards the materials given by their teacher. As a teacher you feel that this is not the kind of person you really are and that this is not the sort of relationship you want to have with students. So what can we do to discipline and energize the students?

This article is inspired by a Master Practitioner in Neuro-Linguistic Programming, Dr Herbert Puchta. The writer met him in Cambridge day program on March 2011. For almost two decades, Herbert Puchta has carried out research into the practical application of findings from cognitive psychology to the teaching of English as a foreign language. He concludes that NLP is an explicit and powerful model of human experience and communication. Using the principles of NLP it is possible to describe any human activity in a detailed way that allows you to make many deep and lasting changes quickly and easily.

It will be great that a breakthrough in the classroom where learning difficulties were minimized, students worked happily and efficiency and teachers had the satisfaction of achieving all their objectives. It will also great to have real energy for teaching and time to do everything teachers want and to reach those hard-to-get-to students and really find a way to motivate them to learn. As the students are energized and empowered, it means that they are well motivated to learn well what they are going to learn.

### **What is NLP?**

NLP is short for Neuro-Linguistic Programming, which has a very meaningful sense (<http://www.prioritysky.com> accessed on Marh16th, 2012): **Neuro** refers to neurology, our nervous system- the mental pathways our five senses take which allow us to see, hear, feel, taste and smell or an understanding of the brain and its functioning.

**Linguistic** refers to our language ability; how we put together words and phrases to express ourselves, as well as how our “silent language” of movement and gestures reveals our states, thinking styles and more. It relates to the communication aspects (both verbal and non-verbal) of our information processing **Programming**, taken from computer science, refers to the idea that our thought, feelings and actions are like computer software programs or it is behavioral and thinking patterns we all go through. In conclusion, there is a relationship between perception, thinking and behavior that is neuro-linguistic in nature. The relationship is operating all the time, no matter what we are doing, and it can be studied by exploring our internal or subjective experience. How the information are gathered to make models, based on the internal experience and information processing of the people being studied and modeled, including the part that is outside of their conscious awareness

The formal definition of NLP is the study of structure of subjective experience (Dilts, 1980; p. 67).

NLP is the study that is not based on theory. It is based on the process of making models. A model does not have to be true or even perfectly formed. The point is it only has to be useful when applied to what it is designed for. The model shows how we process information which comes to us from the outside and is based on the work of Richard Bandler and John Grinder, who initially recognized the importance of eye contact and movement in identifying emotional states and how individuals think. This is really an *epistemology* (the study of the origin and structure of knowledge itself). Thus, conducting NLP means working diligently to be sure we know what we know, and use it appropriately.

According to Dilts and DeLozier (2000; p. 849) NLP can be seen as a technology, a methodology, and epistemology. By consistently adopting a particular behavior or approach when a teacher stand or sit in one place, the learners will begin to associate that space with what you are about to do and what will happen next. The students’ own internal state then will change in anticipation for what they know from experience will come next. As their internal state changes so will their behavior (Churches and Terry, 2007; p. 54).

NLP is a pragmatic school of thought ([www.nlpu.com](http://www.nlpu.com))- an ‘epistemology- that addresses the many levels involved in being human. NLP is a multi-dimensional process that involves the development of behavioral competence and flexibility, but also involves a strategic thinking and an understanding of the mental and cognitive processes behind

behavior. It means that NLP not only provides tools and skills for the development of states, but also establishes a system of empowering beliefs about what human beings are, what communication is, and what the process of change is all about.

### **A Brief History of NLP**

NLP was introduced in the early 1970's by Richard Bandler, Ph.D., an information scientist, and John Grinder, Ph.D., a linguist. Both of these men were interested in how people influence one another, and in the possibility of being able to duplicate the behavior, and therefore effectiveness of highly influential people. Their early research was done at the University of California at Santa Cruz. The special thing of the research was their use of technology from linguistics and information science, compiled with insight from behavioral psychology and general system theory, to uncover the secret of highly effective communication.

During their early studies, Bandler and Grinder developed a unique system of asking questions and gathering information based on the two fields: transformational grammar and semantics. Later they discovered certain minimal cues people indicating very specific kinds of thought processes such as eye movements, certain gestures, breathing patterns, and voice tone changes. These cues should be modelled.

Modeling is the core activity in NLP. A very good given activity is the process of extricating and replicating the language structure and behavioral pattern of an individual who is excellent. Grinder and Bandler started their NLP quest by modeling three genius people; they are Fritz Perls, Virginia Satir, and Milton Erickson. These people were outstanding as professional agents of change, working in the domain of therapy. All three geniuses performed their magic from a perspective of unconscious excellence. They did not present Grinder and Bandler with a conscious description of their behavior. Grinder and Bandler unconsciously absorbed the patterning inherent in the geniuses and then provided a description.

Inspired by the three geniuses who had given little direct knowledge of each their speciality and little knowledge of the field of psychotherapy on the whole, Grinder and Bandler set out enthusiastically bordering on fervor over two years period to explicate selected portions of the geniuses' behavior. They put the results of their work into language-based models using the patterns of transformational grammar as the descriptive

vocabulary. Finally, the powerful skills of the geniuses were made explicitly through NLP and NLP was firstly started.

Grinder and Bandler presented the first two NLP models to the world in the volumes “Structure of Magic I and II” in 1975. The volumes published by the respected publishing house “Science and Behavior Books inc” put NLP on the map and interest in the new field of NLP spread very fast. People in fields related to communication, behavior and change sought to learn how they too could get amazing results when doing change work. These two men willingly offered training courses in the application of their models. The training courses conducted- proved that NLP models were transferable to others, meaning the learners could use the NLP successfully in their own work.

Since those days, NLP has considered as the techniques which can be learnt and adapted to your individual experience to achieve the same sort of results of excellence that the top people in their field enjoy. It has spread all over the world and in an eclectic but principled way added a much deeper understanding as to how each of us perceive the world and structure it internally. It has owned a particular impact in the area of therapy and medicine and can be distinguished from other treatments by its forces on process rather than content. For instance, the problems of a patient may have are dealt with by examining the physical sensations and mental images a person has and trying to change those analyzing and staying on the events or the causes that may have led to the illness.

### **NLP Guiding Principles as Energizer**

Neuro-linguistic programming, or NLP, has been applied in many different areas such as sales, personal life, and family life. However, NLP techniques can also be applied in education. There are many NLP principles can truly enhance learning in classrooms if done well and right. By applying these techniques effectively, an educator can communicate better with students, strengthen the learning environment, and develop positive interaction that will increase academic effectiveness (Tosey, P & Mathison, J, 2003; p. 86). Since modelling is the essence of NLP, an academic effectiveness can be achieved through NLP when the modeling techniques used are well applied. The key word of NLP’s description is known as human modeling; actually the building of models of how people perform or accomplish something. Hopefully, the learners are learnt how to learn well.

NLP has several guiding principles that can be used as modeling tools in conducting a class. These principles are very different from traditional psychology. It is about HOW our thoughts, actions, and feelings work together right now to produce our experience. It is aimed at empowering the students and getting a better understanding. Founded on the modern sciences of biology, linguistics, and information, NLP begins with new principles of how the mind/brain works. NLP doesn't claim that these guiding principles/presuppositions are necessarily true, but they turn out extremely powerful, in the sense that they will assist those who follow those models of the world in achieving more easily what they really want to achieve. These principles or assumptions are called the NLP Presuppositions. If we could summarize all the NLP Presuppositions in one phrase, it would be: PEOPLE WORK PERFECTLY (<http://www.prioritysky.com>).

Our specific thoughts, actions, and feelings consistently produce specific results. We may be happy or unhappy with these results, but if we repeat the same thoughts, actions, and feelings, we'll get the same results. The process works perfectly. If we want to change our results, then we need to change the thoughts, actions, and feelings that go into producing them. Once we understand specifically how we create and maintain our inner thoughts and feelings, it is a simple matter for us to change them to more useful ones, or if we find better ones, to teach them to others. The NLP Guiding Principles are the foundation for doing just that. Here are all the following NLP guiding principles (<http://www.prioritysky.com>).

- **The map is not the territory**

Our mental maps of the world are not the world. We respond to our maps, rather than directly to the world. Mental maps, especially feelings and interpretations, can be updated more easily than the world can be changed.

- **Experience has structure**

Our thoughts and memories have a pattern to them. When we change that pattern or structure, our experience will automatically change. We can neutralize unpleasant memories and enrich memories that will serve us.

- **If one person can do something, anyone can learn to do it**

We can learn an achiever's mental map and make it our own.

- **The mind and body are parts of the same system**

Our thoughts instantly affect our muscle tension, breathing, feelings, and more, and these in turn affect our thoughts. When we learn to change either one, we have learned to change the other.

- **People already have all the resources they need**

Mental images, inner voices, sensations, and feelings are the basic building blocks of all our mental and physical resources. We can use them to build up any thought, feeling, or skill we want, and then place them in our lives where we want or need them most.

- **You cannot NOT communicate**

We are always communicating, at least non-verbally, and words are often the least important part. A sigh, a smile, and a look are all communications. Even our thoughts are communication with ourselves, and they are revealed to others through our eyes, voice tones, postures, and body movements. The contents of this document are strictly confidential and may not be re-produced for any reason without prior permission from Priority Sky Sdn Bhd.

- **The meaning of communication is the response you get**

Others receive what we say and do through their mental maps of the world. When someone hears something different from what we meant, it's a chance for us to notice that communication means what is received. Noticing how our communication is received allows us to adjust it, so that next time it can be clearer.

- **Underlying every behavior is a positive intention**

Every hurtful, harmful, and even thoughtless behavior had a positive purpose in its original situation. Yelling is aimed to be acknowledged, hitting to fend off danger, hiding to feel safe. Rather than condoning or condemning these actions, we can separate them from the person's positive intent so that new, updated, and more positive choices can be added that meet the same intent.

- **People are always making the best choice(s) available to them**

Every one of us has his or her own unique personal history. Within it, we learned what to do and how to do it, what to want and how to want it, what to value and how to value it, what to learn and how to learn. If what you are doing isn't working, do something else. Do anything else. If you always do what you've always done, you'll always get what you've always got. If you want something new, do something new, especially when there are so many alternatives. There is no failure; there is only



feedback. Successful people look at mistakes as outcomes or results, not as failure. Unsuccessful people look at mistakes as permanent and personal.

## II. CONCLUSION

Neuro-linguistic Programming or NLP has already been applied not only in sales, personal development, and family life, but also in education, especially in teaching. Many NLP guiding principles or presuppositions can truly enhance learning in classroom if done right and with proper application. As having the proper motivation to study is the main aspect of learning that educators must focus on, the NLP presuppositions have a very big role to assist students become inspired, energized and motivated to study is to let them understand internal states such as excited, happy, interested, or curious, work great in educational environments to facilitate positive academic response. These internal states can be activated for the right situation when they are needed. An educator should be able to put students in the proper "mood" before starting each discussion. By using these techniques, an educator can communicate better with students, strengthen the learning environment, and develop positive interaction that will increase academic effectiveness.

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