The Implementation of Hypnoteaching Methods to Improve Good Learning Attitude in Thematic Learning

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Abstract

This research was initiated by the problem of learning attitudes in class IV MIN 1 Bantul students, which were not conducive. This caused the delivery of thematic material not entirely accepted because many students still talk to themselves, play alone, and often even have permission to go to the bathroom. The research aimed to determine the improvement of learning attitudes that were initially not conducive to good learning attitudes using the hypnoteaching method. This study used a qualitative method. Researchers use data from various sources, such as interviews, questionnaires, and documentation. This research was carried out on class IV students of MIN 1 Bantul. The implementation of hypnoteaching that teachers carried out was using positive suggestion sentences spoken by the teacher and followed by students as in the following example sentences: "I am a good child, I can listen to lessons well, I will receive knowledge in a good way," and so on. The condition of students who initially had poor learning attitudes, after applying the hypnoteaching method, was that students could be controlled so that they gave rise to good learning attitudes and could receive the material as a whole.

Keywords: *Hypnoteaching*; Learning Attitude; Thematic Learning

INTRODUCTION

Thematic learning can be combined learning from several subjects in one theme. Because it is new, many teachers do not know how to use it well. A student-centric learning system should be used to have a more meaningful learning experience (Badriah, 2018). Sungkono (2006) emphasized that the teaching and learning process still requires many adjustments. On the other hand, this learning focuses more on students, which is crucial in improving students' understanding and learning attitudes.

According to the National Education System Law, published in a journal by Lathifatul Izzah and M. Hanip, education is a planned and conscious effort to create a learning environment that allows students to develop their potential in various aspects, including intelligence, personality, noble character, and the required appearance of others and themselves (Lathifatul Izzah, 2018). However, it is not easy when you are on the field. Sometimes, teachers are still overwhelmed and often experience inappropriate learning conditions for students, such as not being disciplined, not wanting to know, not focusing, or even leaving the classroom for unimportant purposes. This is based on previous research on learning conditions at MIN 1 Bantul.

Hypnoteaching is a combination of two words, "hypnosis," which, according to the Indonesian Pocket Dictionary, is a sleep-like condition influenced by suggestion (Alex MA, 2014), while teaching means teaching. Based on the previous explanation, the hypnoteaching learning method is where the teacher teaches students to receive suggestions through subconscious language, which can attract students' interest. Gunawan (2007) said hypnosis is a condition where a teacher or instructor can play an imaginative role. Hypnosis generally occurs by a procedure called hypnotic induction, usually consisting of a long series of initial instructions and suggestions. Finally, this is mentioned (suggestion) that a hypnotist can present in front of the subject or may be carried out by the subject himself. Hypnosis is the science of subconscious mind communication, intending to influence other people by changing the waves of their consciousness (Gunawan, 2007).

The guidelines that the hypnoteaching master previously provided can be used to provide recommendations or suggestions, which are usually referred to as recommendations. Using simple language when giving recommendations,

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using long but descriptive recommendations, using the words "now" rather than the words "later" and "will," and focusing on goals rather than prohibitions are all examples of these guidelines. This ensures that the recommendations will not be in vain because the subconscious mind cannot process them (Pertiwi, 2014).

MIN 1 Bantul has been using hypnoteaching learning methods for several years. The school held a workshop that trained almost all teachers on using hypnoteaching learning methods. However, due to significant teacher rotation in 2019, only a few classes could still teach hypnoteaching to students. One of them is class IV. According to information from teachers who also fill this class, such as sports, religion, and substitute teachers, class IV is the most accessible class to direct in the learning process. The fourth-grade homeroom teacher also confirmed this because they often receive hypnoteaching instruction three to four times weekly. This means that the more positive recommendations the participants receive, the greater the positive effect or results the students will get so that they can participate in learning in a conducive manner (Widayanto, 2020).

The class IV homeroom teacher stated that the learning process must be varied and unique so that students are happy and learning does not become a burden. It is difficult for teachers to get students' attention if material or lessons are only provided without exciting elements. As a result, everything that the teacher has explained will not be easily conveyed completely. In cases like this, the class IV homeroom teacher uses hypnoteaching learning methods to ensure students can follow lessons well without being forced to do so. Because he can use positive words during the hypnoteaching learning process so that they are aware of their own learning needs (Widayanto, 2020).

Previous research on hypnoteaching has shown its relationship with several other subjects, but no one has discussed thematic learning related to learning attitudes. Because thematic learning is relatively new, there must be variation or something more varied to provide enlightenment. Another thing that differentiates this research from previous research is the location of the research location. MIN 1 Bantul is a school whose efforts to make the learning process good and conducive are beyond doubt, although this cannot yet be applied to all classes. This research hopes to prove how conducive the application of the hypnoteaching method is in the learning process in the classroom so that it can motivate other classes to participate in using this method.

As mentioned above, researchers need to conduct further research to determine the application of the hypnoteaching method to improve good learning attitudes in thematic learning. To achieve this goal, the researcher chose a topic regarding the Application of Hypnoteaching Methods to Improve Good Learning Attitudes in Thematic Learning at Madrasah Ibtidaiyah Negeri 1 Bantul.

METHOD

This research used qualitative research on the phenomenon to be studied. Qualitative research contextualizes symptoms using researchers as a natural part of the process (Marlow, 2000; Merriam et al., 2002; Rohana & Saharani, 2023). This type of research does not produce results through statistics or calculations because the technique or method used in this research is qualitative, namely qualifying every conversation in the interview and observation of the subject being observed. We used qualitative methods because we stated the goal here, raised the problem through question formulation, and collected data without quantifying it (Glesne, 2006). Qualitative research prioritizes processes and meanings based on the subject's judgment or perspective rather than an inductive approach, allowing for more explanation, description, and analysis (Charles & Mertler, 2002; Prasetiyowati, 2023).

The primary data were from observations and interviews, while the supporting data, in the form of a theoretical basis, was obtained from literature and documentation. All of this data was obtained during the research process. In this study, those acting as research subjects were class IV teachers and class IV students at MIN 1 Bantul Yogyakarta. This data collection started with the class IV teacher as the key informant, followed by class IV students.

This research used three types of data collection methods: documentation, questionnaire method (open questionnaire), and interview method. This research was carried out by interviewing seven participants, namely class IV teachers and six class IV students at MIN 1 Bantul Yogyakarta. In this case, the researcher used an open form sent to fourth-grade students via Google Forms. The questionnaire contains questions about the use of hypnoteaching teaching methods and how students respond to them, both during teaching and after.

Table 1. Open Questionnaire Grid (Adopted and developed from sources: Creswell, 2008 & Neuman & Kreuger, 2003)

Variable	Aspect	Indicator	Data Collection Techniques	Data source
Hypnoteaching Method		a. Method execution time b. Media in the use of methods c. The process of using the method	• Interview • Question-naire	• Classroom teacher • *Student*
Learning Attitude	*1. Receiving*	a. Listen to lessons given by the teacher b. Willingness to understand	• Interviews • Question-naire	• Classroom teacher • *Student*
	2. Responding	a. Interested in learning b. Active in learning		
	3. Valuing	a. Can differentiate between good and evil b. Appreciate other people's suggestions		
	4. Characterization	a. Controlling attitude b. Obey the rules		

This analysis is needed to develop categories to compare and find basic things. This data analysis was carried out in three stages:

Data reduction

Reducing data means summarizing or focusing on important things, removing unnecessary things, choosing essential themes, and looking for themes that fit the pattern (Sugiyono, 2018a; Sumanto & Saharani, 2023). The reduced data comes from inconsistent results from questionnaires and interviews.

Data presentation

Data was collected through interviews and observation. Next, the researcher transferred data from recordings and observations, which were transcribed verbatim. In this process, researchers only present relevant data according to the research questions (Wolcott, 2011). The displayed data is then

reduced. The next step is to present it as a result. This can be done through short descriptions, flow diagrams, charts, relationships between categories, and so on (Sugiyono, 2018). The data in this research is presented as a description or picture.

Drawing conclusions

In qualitative research, the conclusion is the answer to the problem formulation. However, this may not be the case because the problems at the start of the study are temporary and may change during the study (Sugiyono, 2018b). So, the conclusions drawn in this research are data concluded based on the data presented by the researcher.

FINDINGS AND DISCUSSION
School Overview

The Madrasah Ibtidaiyah Negeri 1 Bantul site is on Jalan Imogiri Timur km 8.5, Jati, Wonokromo, Pleret, Bantul, Yogyakarta. The telephone number is (0274) 4399811, and the postal code is 55791. The MIN 1 Bantul site is in Yogyakarta, approximately 3 km south of the Giwangan passenger bus terminal. The Madrasah building is located between people's houses and to the east of the main road. Wonokromo Village has agricultural land in front of MIN 1 Bantul. MIN 1 Bantul, PT. Sampoerna and Pleret Community Health Center are lined up from the north to the south end.

This madrasa is located on the outskirts of the city of Bantul, but its location is very strategic for schools because it is near formal and non-formal educational institutions. Formal schools include SD Negeri Jejeran, SMK 1 Pleret, SMP N 1 Pleret, MTsN Wonokromo, MAN Wonokromo, and many other formal schools within a 1-2 km radius. In the villages around the madrasah, many Islamic boarding schools function as non-formal educational institutions, including Al Fitrah Islamic Boarding School, Ar Rahmah Modern Islamic Boarding School, Al Husein, Fadluminallah, Al Wahbi Islamic Boarding School, Al Futuh, Islamic Boarding School, specifically, for Ta'abud boys, and Islamic boarding schools specifically for Baiquniyah children.

Application of the Hypnoteaching Method

Hypnoteaching is a combination of two words: hypnosis and teaching. Hypnosis means to suggest, while teaching means teaching. Therefore, it can be interpreted that hypnoteaching is an attempt to hypnotize or what could also be called suggest to students so that they become better.

Hypnoteaching is a unique, innovative, and imaginative way of learning. Students have been conditioned to learn before learning begins. Students participate in learning because they are fresh and ready to receive lessons. To do this, teachers must be psychologically and psychically stable. Thus, teachers are fully ready to teach students.

To implement hypnoteaching, teachers do not need to hold students back from making suggestions; they use persuasive language to communicate with students. Because it is doubtful that hypnosis will be successful if the subject does not understand the hypnotist's intentions. According to Noer (2010, p. 137) and Justicia (2017), some things to know about teaching hypnosis:

1. Teacher Appearance
   Educators must see how they look first to get good learning results from the hypnoteaching method. To foster high self-confidence, a teacher must always look good. Students can be interested if they are interested.

2. Sympathy
   A teacher must have high empathy for his students so that his students also have empathy for him. Therefore, the rule of reciprocity is a natural law that applies. If teachers treat their students well, other students will treat them well, too. Even though the student is very naughty, he will still be reluctant and respect his teacher, who also respects him.

3. Empathetic attitude
   A teacher must feel what his students experience. By feeling like that, teachers will try wholeheartedly to help students experiencing difficulties. In addition, he is very passionate about developing and advancing his students. When teachers see their students always busy, misbehaving, enjoying disturbing their close friends, and engaging in other inappropriate actions, the teacher will be very empathetic. It is difficult for a teacher to call a student "naughty." Instead, they must find out the background and reasons why the student behaved disruptively or inappropriately.

4. Language use

    Language represents the feelings in a person's heart, so what they say reflects their feelings. Likewise, with teachers, good teachers will use smooth and polite language. Moreover, he will never fail to influence the emotions or anger of students who make mistakes.

5. Motivate students with stories or tales

    Using stories or tales is a successful component of the hypnoteaching method. Imagination and fantasy are the essential habits of a person's mind. However, stories are studies of imagination. Therefore, teachers can provide stories about specific lesson themes deemed appropriate. Teachers can provide encouragement or motivation to students who feel tired, unenthusiastic, fatigued, or in other conditions. They can do this by giving them exciting stories that can be imitated without making the learning seem too hard.

6. Demonstration (for the kinesthetic)

    One component of hypnosis in learning is demonstration or expression. Students will become more interested and focused if the teacher can provide an exciting expression or body language style. However, teachers must first understand the material to be presented.

7. Master the heart

    Master someone's heart before you can control them. Teachers can play various games and more exciting learning variations in this mastery so students do not get bored and remain enthusiastic about learning. They did not even complain significantly about it.

    In her book, Hypnoteaching, Yustisia (2017) stated several advantages to applying the hypnoteaching method, including making learning more fun and flexible to attract students' attention to receive lessons. This kind of learning can be handled through the role of the teacher by offering a variety of games so that this learning will be more enjoyable for students; apart from the teacher, she feels that the teaching is not a stressor.

    To make learning successful, the teacher should teach with feeling, taking a more personal approach so that the relationship between him and his students looks fluid without any obstacles or barriers. Teachers can also strengthen closeness with their students so that their interactions run smoothly. In this approach, apart from the group approach, the teacher teaches in small groups or asks students to form groups; the teacher can take an individual approach so that

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he knows in detail the needs of each student in their learning. To improve teaching performance to realize the goals above, hypnoteaching games can be initiated to encourage teachers in their actions in the classroom and outside. In this hypnoteaching game, active interaction between teachers and students is emphasized to minimize bad characteristics often shown by students (Yustisia, 2017).

Muhammad Noer in Yustisia (2017) emphasized that teachers must understand several procedures before starting the hypnosis learning process. The primary and first thing is that teachers always have good intentions to motivate their students to study hard to achieve learning success. They need to emphasize to students that the initial intention to do something is the source of success, whereas if a student intends to learn to be successful, of course, his heart will guide him to the right ways to achieve that success.

Teachers must also maintain body movements in communication with students (pacing). The remarkable thing is maintaining alignment in communication. Teachers should not emphasize that they are above their students. All this ensures that there is always motivation between teachers and students to improve the quality of communication to produce good results. For example, the teacher's lesson delivery can be understood well by his students. This is because humans like to interact with one another, and with comfortable communication, results can be easily achieved, namely the goal of communication: getting information (Yustisia, 2017).

In detail, there are several processes in the pacing method above where the teacher must imagine himself as the same as his students. This must be done considering that currently, teachers have to be closer to students, overturning the old paradigm that teachers are authorities who are always obeyed. One way to be successful in this process is for teachers to use language that is easy for students to understand or standard language that is easy to absorb so that students understand quickly and feel comfortable communicating. In a good communication process, the teacher as the communicant should show facial expressions appropriate to the conversation's age and content, apart from always connecting the lesson theme with things often discussed by students at the moment, for example, current popular issues.

Apart from pacing, there is also the word leading, which means directing or leading. After pacing, this is done so that students feel comfortable with the

learning process. During this process, the instructor begins to direct. Everyone the teacher assigns will do it well, happily, and willingly. Even though studying is complex, the student's subconscious mind makes it easy and not scary. Therefore, it is hoped that hypnoteaching will make students behave well and achieve satisfactory learning outcomes.

The two words, pacing, and leading, are supported by positive words. The subconscious mind cannot accept negative words, so these positive words are appropriate. Students can become more confident and better prepared to receive lessons using positive words. Positive words can advise or invite. In cases where there are too many students, the teacher says, "Please be quiet" instead of saying, "Do not be busy."

Apart from the things above, one crucial aspect that teachers must remember is providing rewards and incentives, including praise, during the learning process. Meanwhile, punishment is given to students when they commit inappropriate actions. This is a wise punishment that can make students better without discouraging them. Rewards do not always have to be gifts; they could be compliments or even words of encouragement.

Next, modeling (giving examples and figures) to students is essential. Modeling can take the form of consistent attitudes and speech. Apart from making students feel comfortable, teachers must be trustworthy. In this way, participants can calmly accept the learning process. Effective modeling means that teachers must understand the material being taught so that they can actively involve students in the learning process. During learning, they must be able to convey material contextually as much as possible, provide opportunities for students to work together, provide direct feedback, and much more (Justisia, 2017).

There are several ways to use hypnoteaching methods during the learning process, according to Novian Triwidia Jaya (in Yustisia, 2017). The first is Yelling, a way to return students' concentration to the lesson material. Teachers can yell or shout when they are not focused on the lesson. It will be easier if yelling is done from the start of the lesson because students will more easily understand commands and be more interested in implementing the commands spoken. The second is the emotional clock, also called an emotional control clock. Everyone has different emotional times every moment, just like students in class. Therefore, we need a way to keep their emotions stable and the same at all times. In addition,

emotion hours help train students to restrain their emotions. Teachers can work with the class leader to help their friends participate in an emotional hour.

Emotional hours can be divided into four parts, and each is indicated by writing or color as shown below: (a) quiet hours, where students are asked to be calm, focused, and relaxed during the quiet hours before class. Quiet hours can be indicated by the color green or "quiet." (b) During discussion hours, they are asked to discuss topics they have just learned about with their classmates or people around them. You can mark it in blue or say "discussion." (c) For free hours, they are allowed to relax for a while, talk for a while, and laugh with their friends during their free hours. You can mark it with yellow or the word "loose." Lastly, (d) button hour is when students start studying. This is indicated by the word "button" or the color red. In this process, what needs to be done is:

1. Teach and praise

    According to the average scale in the learning process, children can remember 20 percent of what they read, 30 percent of what they hear, 40 percent of what they see, 50 percent of what they say, and 90 percent of what they say, what he saw, said, and heard.

    By considering the scale above, teachers must make students able to see, hear, do, and say 90% of presentations in the learning process. If the teacher shows the material to their peers, students better understand what was previously taught.

    After a student tries to teach his friend, the teacher must praise him. This is done so that students have greater self-confidence because they have succeeded in re-teaching what they have been taught to their friends.

2. Magic question

    The teacher can say that the questions to be discussed are magic. These questions can come from the material presented previously, making students excited to answer or look for the correct answer. This is also done to increase their potential, find solutions to problems, and be brave enough to answer.

Over the past few years, the hypnoteaching learning method has been implemented at MIN 1 Bantul, with all teachers being trained once a month. However, since 2019, many teachers have had to move due to significant rotation. Thus, only a few educators can use hypnoteaching methods to teach in their classes. One is class IV, where Mr. Ibnu Widiyanto acts as a teacher.

For classroom implementation, this method is used two to three times per week, sometimes once a week, or sometimes based on direct student requests. However, pk Ibnu does not always grant students' requests directly because of several factors that need to be considered, such as the condition of the class at that time and the amount of time available. Teachers can continue learning if class conditions and available time are reasonable and the learning material allows. However, the teacher would use the hypnoteaching method first if it were the other way around.

Using the hypnoteaching learning method, teachers can provide instructions at the session's beginning, middle, and end. It starts with all students sitting in their respective seats, arranging all the books on the table, both hands on the table, and closing their eyes. After closing his eyes, the teacher asked his students to calm down and just listen to what he said. The teacher asks the students to inhale thrice through their noses and mouths to calm their minds. After that, the teacher asked his students to imitate the positive words he said. The positive sentences spoken are based on the purpose of hypnoteaching. If the purpose of hypnoteaching is to improve students' learning attitudes, then the positive sentences spoken by students are also about the learning attitudes they should have. For example, they can say, "I am a good child, I am a great child, I can be a diligent student, I can listen to lessons well, I am great at studying, I am capable, I can accept assignments," and others.

Figure 1.1 Students carry out the hypnoteaching method process in class 4C MIN 1 Bantul

Learning Attitude after Receiving the Hypnoteaching Method

Attitude is a tendency to do something, whether you like it or not. People can change their attitude when learning by imitating and observing something positive, getting some reinforcement, and receiving information verbally. It is explained below that attitudes consist of several parts: (1) cognitive (conceptual), which includes knowledge, beliefs, and perspectives; (2) affective (emotional), which is related to feeling happy or unhappy about something; and (3) conative (component behavior or behavior), which is related to the tendency to behave towards the attitude object(Sumartini, 2017).

Skinner's theory (Ompusunggu, 2014) states that in the learning process, the formation of students' attitudes emphasizes students' reactions or responses. One should immediately reinforce students with good learning attitudes by providing gifts or pleasant behavior. This should make students feel valued and eager to improve their attitudes(Frederik et al., 2019).

Learning attitude is an individual's determination to respond to life around him to change overall behavior in positive and negative directions. According to Shodri in Rokhmah (2017), indicators of learning attitudes are (1) the ability to accept or stimulate what has been taught by the teacher (receiving), including paying attention to the teacher's instructions and the desire to understand the lesson; (2) views on active involvement in the lesson (responding), including trying to have an interest in the lesson and being active in class when the lesson is taking place; (3) the ability to be able to evaluate objects (valuing), such as being able to differentiate between good and bad actions and being able to respect other people's opinions, and most importantly (4) having good characteristics and behavior (characterization by a value complex), including being able to control behavior and obeying rules.

The students' attitudes were still inappropriate at the beginning of the meeting or before learning the hypnoteaching method. Several students continue to make noise or chat to themselves during class. As time went by, Mr. Ibnu started teaching hypnoteaching using positive words. The results of interviews with Mr. Ibnu Widiyanto, class IV teacher at MIN 1 Bantul, showed that students experienced significant changes in attitude.

The following are the results of the researchers' findings regarding students' learning attitudes after receiving the hypnoteaching method based on

its aspects. The first is the attitude of accepting or stimulating what the teacher teaches (receiving). The survey results show that students are enthusiastic about the hypnoteaching learning method. Some even said they felt different before and after using this method. This shows that this method can make students calmer during the learning process. Second is the attitude of active participation towards the lesson being delivered (responding). When participants feel dissatisfied with their understanding, they do not hesitate to ask their teacher or friends. These attitudes show that students have a positive attitude after they learn the hypnoteaching teaching method. The results of the questionnaire show that students will try asking teachers, friends, or reading books to get answers (interviews with teachers and classroom observations).

This is also by previous research, which shows that students who participate in learning activities will be more diligent in following lessons and more interested in asking their teachers and friends about things they do not understand. This way, learning can be carried out smoothly(Ningsih, 2013).

1. **The attitude of being able to assess objects, behavior (valuing)**

    After using the teaching methods of hypnoteaching, students' attitudes have improved. It is not just teachers who report this. However, students also say that they prefer to listen to their friends' opinions rather than speak for themselves, never leave the classroom without permission during the learning process, and choose to break up or tell the teacher if someone is arguing.

2. **Have a good personality and behavioral character**

    According to a previous journal by Muhammad Anwar, effective learning is learning that makes learning fun and easy and allows students to achieve goals. One method is hypnoteaching. This method is delivered persuasively and suggestively so that students can understand the lesson material(Anwar, 2017).

    Overall, the hypnoteaching learning approach offered so far has gone well. The class atmosphere is getting better. Students have better attitude changes after learning hypnoteaching compared to before learning. At first, you do not care; you become more concerned, ask more questions, and participate more actively in the learning process.

Effectiveness of Thematic Learning

Researchers will outline the definition of effectiveness before explaining the effectiveness of learning. Effectiveness comes from the word "effective," which means success in achieving specific goals. The following are some that discuss the definition of effectiveness given by experts (Yusuf, 2018)

1. Hidayat (1986) stated that effectiveness measures how far targets (quantity, quality, and time) have been achieved. The more target presentations are achieved, the more effective it is.
2. According to Schemerhon John R. Jr. (1986), effectiveness can be called the achievement of output targets, measured by comparing the actual or budgeted output with the expected output. In these cases, the term "effective" is also used.
3. Effectiveness is defined by Prasetyo Budi Saksono (1984) as the level of output stickiness resulting from the expected amount of input.

In this research, the intended effectiveness is a measure of the success of using the hypnoteaching learning method on students' learning attitudes during the learning process until students can understand what is being taught. For adequate learning conditions, five factors can determine student learning success (Usman, 1992)

1. Actively involving students: Teachers encourage students to participate actively in learning by becoming facilitators.
2. Attract students' interest and attention: Interest greatly influences learning because it makes students more interested in doing what they are interested in.
3. Generating student motivation: Motivation in education can be defined as the driving force within students that encourages learning activities to achieve learning goals(Sardiman, 1986).
4. Principle of Individuality: As teachers, we must be aware that every student is different in various ways, including learning abilities, thinking, and ways of learning.
5. Demonstration in teaching: Demonstrations can clarify the material presented with the help of various learning media.

CONCLUSION

The results of observations focused on teacher teaching in implementation using the hypnoteaching method, which could be implemented well because it received much support from several parties. Teachers use hypnoteaching learning methods three to four times a week, once a week, or sometimes according to student requests. This method is used excitingly and efficiently so that students can receive direction. Hypnoteaching methods can improve good learning attitudes. This can be seen as a result of observations by teachers and students who initially could not condition the class well. After being given the hypnoteaching method, students received positive suggestions from the teacher that it could encourage students' attitudes to become better.

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