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# Student Responses on The Application of Hypnoteaching Method in Learning Hindu Religious Education

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## **Abstract**

*This research aims to identify and analyse students' response on the application of the Hypnoteaching in learning Hindu religious education in class X of SMAN 7 Denpasar. This research follows a qualitative approach with observation as the main data collection technique. The sample of the study is X MIPA 6 class with 34 students from a total of 389. The application of hypnoteaching methods is fun for students compared to conventional methods which tend to be uninteresting. When using Hypnoteaching method, students were very excited during learning activities. By using hypnoteaching methods in learning Hindu religious education students becomes very enthusiastic in listening to the teacher's explanation of Hindu religious learning materials. To improve learning activities students prepare themselves for the topic discussion. Students' response to the application of Hypnoteaching method is positive. They think that the method is effective as it can increase students' enthusiasm to learn.*

**Keywords:** *students response; hypnoteaching method; increase learning activities*

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## **Introduction**

Educational policies that are often changing are also one of the many factors that influence the stagnation of Indonesian education. Improvements in education must certainly be carried out by all elements of education in this country, considering education as an important investment for the future and survival of this nation. Besides, education determine the progress or decline of this nation through the human resources it produces. In other words, the future of the nation is very much determined by the educational conditions that exist in that nation (Pritchett, 2001).

There are many things that must be addressed from the current education problem, ranging from overlapping problems of the education bureaucracy, lack of coordination, to the internal problems of education itself, namely the teaching and learning process that needs to be improved. In using the method teachers must have innovation so that they can hold active and creative learning in the teaching and learning process. The teacher directs students to discuss and answer the questions given, the teacher facilitates and stimulates students to be able to provide arguments in the teaching and learning process in the classroom especially Hindu religious education subjects (Sudarsana et al., 2018).

Hindu religious education in Bali, especially at SMAN 7 Denpasar, still uses conventional learning methods such as story, lecture and recording methods. To increase

learning activities, so as not to be monotonous, teachers must always be innovative in using the right method in learning Hindu religious education. To achieve an effective teaching and learning process, teachers are required to have methodological abilities in terms of the design and implementation of learning. To be always up to date with recent teaching methods innovation, teachers needs to be participated in professional development program. Participating in Continuing Professional Development increase teachers' knowledge that shapes minds (Utami, et al., 2019).

Through professional development participation, teachers may update their knowledge on teaching methods. To improve teaching quality, teachers are required to habituate and manipulate student behavior through manipulation of actions during learning activities in the classroom. In addition, this action can also be enhanced through school climate, extracurricular activities, and peer communities (Dewi P.F. & Budimansyah, 2016). In short, teachers are required teachers are required to have creative teaching style and be able to support students in learning with various techniques (Bryant et al., 2005; Dewantara, 2012).

Literature mentions that the application of Hypnoteaching method in learning activities really helps the learning process in the classroom, it increases students' learning motivation which has an impact on increasing students participation. With the implementation of hypnoteaching methods students tend to be more active and more often respond to questions given by the teacher in each learning process takes place. The responses referred to in this study are questions, answers or arguments given by students in the learning process. The application of hypnoteaching method is an effort to improve student abilities and stimulate student behavior in the learning process. Increase student learning activities and confidence in answering questions by means of colliding opinions (Kasmaja, 2016).

The application of hypnoteaching method will stimulate students to train and develop the power of thought, generate student success, teaching and learning skill (Budiarso, 2016). Hypnoteaching methods involves inducing peace of mind during the teaching and learning process by giving directions and positive sentences to suggest and motivate students' enthusiasm for learning. Regarding subject matter the teacher must already understand the contents that will be delivered to students. Thus, students learn seriously in order to answer the questions given by the teacher during the learning process.

Previous research provide positive impact of the use of hypnoteaching method in math class to improve motivation (Kasmaja, 2016), and of the development of science teaching material based on hypnoteaching method (Budiarso, 2016). Despite these positive

reports, few research has been done by using Hypnoteaching method especially in the context of Teaching Hindu religious education. Thus this study gears to identify and analyse students' response regarding the Hypnoteaching application in teaching Hindu religious education.

## **Materials and Methods**

This research uses a qualitative methods which allows researcher to be in the natural setting and becomes fully immersed in the context to gain an understanding through the eyes of research participants (Cresswell, 2012). The researcher analyzes the data with interpretive descriptive methods. Descriptive method is a way of processing data by compiling systematically to obtain general conclusions, while interpretation requires logic, interviews, observation and application of theory (Bogdan & Biklen, 2007) that can be done with mastery steps through reading from the data field) and education step through reading and interpreting theories (Sugiyono, 2016).

The location of this research is at SMAN 7 Denpasar because at that school there is a teacher as a national instructor in Hindu religious education subjects the teacher can also use the hypnoteaching method. In Hindu religious education subjects with an effort to increase student learning activities and understand Hindu religious education subjects. these subjects must be supported by a conducive environment and school so students are able to capture the material provided by the teacher optimally. A conducive environment is very important for students to learn in class using the Hypnoteaching method.

SMAN 7 Denpasar performs the learning process optimally in accordance with the Learning Implementation Plan that has been prepared. The pre instructional, instructional, and evaluation stages by the teacher in the learning process have been done well. Almost all aspects of the learning process are seen in every meeting, but there are some aspects that are not done so that the implementation of learning activities that are set in the learning implementation plan has not all been fulfilled. Increasing student learning activities in implementing the learning process of Hindu religious education in tenth grade and optimizing learning media to be a contribution for teachers in the learning process carried out by the teacher so that it can be done effectively and can achieve the learning objectives. Implementation of the hypnoteaching method is influenced by supporting factors, namely internal factors and external factors Green et al, (2005) internal factors are factors that come from students while external factors that come from outside including supporting facilities and infrastructure, human resources educators or Hindu religious teachers who are

ready to apply hypnoteaching methods. From the title of this research, the students' responses about the teacher applying the hypnoteaching method to improve learning activities, the main problem arises to be questioned how to apply the hypnoteaching method. First, how to apply the Hypnoteaching method by the teacher in teaching and learning in Hindu religious education subjects in the tenth grade of SMAN 7 Denpasar. for the second how students respond when the teacher applies the Hypnoteaching method in the teaching and learning process of Hindu religious education in the tenth grade of SMAN 7 Denpasar.

This research takes the object in the tenth grade because the teacher who is able to apply the hypnoteaching method is assigned by the principal to educate all tenth grade. The things observed in this study involved students, teachers, class situations and conditions in learning. All tenth grade students of SMAN 7 Denpasar, totaling three hundred and eighty nine students, were divided into twelve classes. To see the response of students in capturing lessons with hypnoteaching methods, a sample of one class was taken namely the X Mipa 6 with 34 Hindu students.

In this research, the authors used three techniques, namely: educational technique, argumentation technique and speculation technique. Educational techniques is a technique for obtaining conclusions by presenting facts that apply specifically. Argumentation Technique is a technique for obtaining conclusions by giving arguments or comments, the reasons for each drawing conclusions. Speculation technique is to only use the eye or reason at each interesting conclusion. The data obtained through data collected both from observations, interviews, literature and documented and then clarified.

## **Results and Discussion**

### ***3.1 The response of students conscious and unconscious minds by applying hypnoteaching methods.***

The human brain has three important and fundamental parts called the brain stem or reptile brain, the limbic system or "mammalian brain", and the high intelligence brain or "neo cortex brain". Maclean, (1949) in Quantum Learning, called these three components of the brain organ by the name of a triune brain or three in one brain. In the brain three in one, each divided into two parts, namely the right and left (Newman & Harris, 2009).

In the two hemispheres of the brain have different ways of thinking. The way the left brain works is known as conscious brain work and functions as a "smart brain", intelligence intelligence or IQ. This part of the brain only grapples with the level of discourse, logic, and cognition. While the right brain is called the subconscious brain and functions as a "stupid

brain". It is said that the brain is stupid because any information conveyed to it is immediately accepted, trusted and acknowledged. This right brain is known as emotional and spiritual intelligence (ESQ) (Green & Lynn, 2000).

It turns out the subconscious never stops in recording the events that are being experienced. The subconscious mind cannot be influenced by anything, such as drugs, alcohol, or any conditions, even in a coma, the subconscious still functions. While the left brain or objective mind will rest when someone is resting asleep, because the left brain works through the senses. While the right brain works through intuition (Hasbullah & Yuni Rahmawati, 2015).

There is no difference between students who receive education at school and children who do not receive education, because many think about schools as a place to acquire knowledge that is a discipline, but really do not consider the values that must be digested by every student who tries to rip off national characters. Regarding conscious and subconscious, most people only rely on awareness, especially in the field of education in schools, the results of test results or report scores become benchmarks for students who are smart or not, and do not consider moral aspects. In essence the cognitive side is used as a benchmark in learning objectives, and does not pay attention to other aspects. Hakim, (2011) Therefore, as a teacher, it is expected to be able to change his views in an effort to educate students, because educating is not only the cognitive side, and not the value that works as a benchmark for student improvement, because there is another more important side that must be discussed, namely student spirituality.

**3.2 Hypnoteaching methods work on the brains of students.**

The focus mind is not just paying attention and hearing what the student is learning, in this case also needed a surefire strategy to move one's mind waves from the beta to the alpha. Through a measuring instrument called EEG (Electro Encephalon Gram) it has been found that a person's mind is divided into three categories so as to produce four mind wave frequencies as follows:

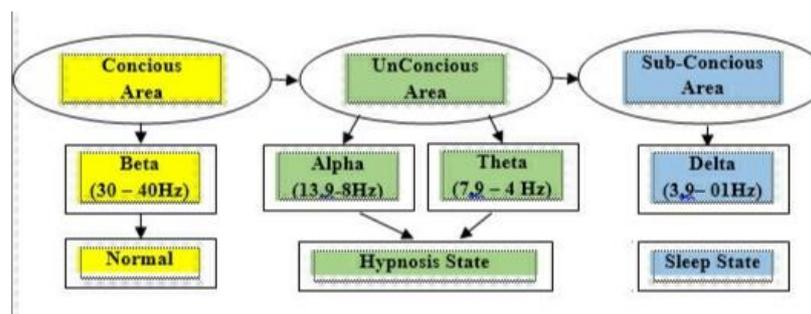


Figure 1. Electro Encephalon Gram (Noer, 2010).

a. Beta (14-100 Hz).

In this frequency, we are in a state of active awake, fully aware and dominated by logic. This is a normal condition that we experience everyday when we are awake (not sleeping). We are in this condition when we are working, concentrating, talking, think about the problems you get. In this frequency, the work of the brain tends to ignite anxiety, worry, stress, and anger.

b. Alpha (8-13.9 Hz).

When our brains are in this vibrational frequency, we will be in a solemn, relaxed, meditative, comfortable, and sincere position. In this frequency, the brain's work can cause us to feel comfortable, calm, and happy.

c. Theta (4-7,9 Hz).

In this low frequency, a person will be in a very solemn condition, deep silence, deep meditation, and "able to hear" the unconscious conscience. This is a condition that might be achieved by Yogin and sulinggih (holy people) when they say their prayers in the midnight silence to God.

d. Delta (0.1-3.9 Hz).

The lowest frequency is detected when a person is fast asleep. In this frequency, the brain produces human growth hormone which is good for our health. If someone sleeps in a stable delta state, the quality of sleep is very high. Even though he sleeps only briefly, he will wake up with his body still feeling refreshed (Holroyd, 2003).

From the description above, it can be concluded that hypnosis carried out in learning aims to streamline the learning process itself so that it becomes more enjoyable, effective, and can foster an attentive focus of students. Through hypnosis, teachers can use appropriate learning techniques for optimal learning goals. Teacher is very instrumental in making students able to enter the alpha mind wave.

Based on the results of interviews with Hindu religious education teachers the following are some important things that need to be done:

a. Get attention

Before the learning process is carried out, a teacher can start by praying or singing. The goal is that the students' subconscious mind is interested in the subjects to be delivered.

b. Build a Theme

Determine an interesting theme in each learning process. For example, in biology in the sub anatomical material of the body, a theme that can provoke the subconscious mind is "heart attacks result in death". This theme is a inducement to the students' subconscious minds to enter their respective alpha thought waves.

c. Displays Structure and Rules.

Avoid sentences that can be burdensome for students' learning. The rules need to be applied so that the students' subconscious mind is able to cover what should be the center of attention. Rules like that should not be joking during lessons and the like that can make a person's subconscious mind become consistent in focusing. However, remember that every regulation that is made must be accompanied by punishment.

d. Building Relationships

Teachers who are too hard and "over dicipline" because it makes the condition of students not relaxed. And that's one of the things that makes it difficult for students to wave into alpha. Techniques such as breathing (breathing together), mirroring (equating teacher body movements with students) and the use of persuasive languages that are invited to make the information given directly heard by one's subconscious mind.

From all the descriptions above it can be concluded that in a learning process that utilizes the hypnoteaching method, in essence the teacher is required to be able to hypnotize students, this hypnosis aims to bring students into an atmosphere that is relaxed, comfortable and quiet so that students are easy to accept every material and moral message conveyed by the teacher. Hypnosis is meant that the teacher must be able to speak language which indirectly is persuasive languages that are invites with great confidence and motivation so that students feel confident and very interested in all the invitations of the teacher until the students are not interested in anything around. The teacher is the center of attention, and the teacher's speech is something that is meaningful to the student, so students are reluctant to switch from learning done in the class.

**3.3 Student responses in learning with the application of hypnoteaching method.**

From the researchers' direct observation, Student responses about the teacher applying the method of hypnoteaching to increase learning activities especially on teaching material "yajna in the Ramayana story" are effective, this can be seen from the writer's observation of tenth grade students who are very enthusiastic about listening to the questions given by the teacher. students are very eager to follow the process of hypnoteaching methods to compose themselves before starting the lesson and make study groups and raise your hands to answer the questions given and it seems students can answer the questions correctly. In addition to

answering questions given by the teacher, students can also ask things that are not understood so that the material provided can be received more clearly.

Students are very happy if the teacher does the hypnoteaching method because according to him if the teacher only teaches the atmosphere will be lonely and boring, if the teacher does the hypnoteaching method the classroom atmosphere becomes peaceful and after that it becomes crowded and the learning activities become engrossed in a race to answer the questions given by the teacher. While other students said he really liked the application of hypnoteaching method in learning because it was not boring so it did not make him sleepy and he could ask things that were not understood from the material provided by the teacher.

Photo 1. students are very enthusiastic when doing hypnoteaching methods.

The teacher said that the application of the hypnoteaching method in class ten SMAN 7 Denpasar was very good because the learning process felt more exciting and pleasing, the students were very enthusiastic and competing to answer questions and were able to answer questions very well, students became active and could think looking for very appropriate answers so that students can better remember the lessons that have been given. The application of hypnoteaching method is very effective to be used in the subject matter of yajna values in the Ramayana story because it can arouse students' learning enthusiasm which previously felt boring even there are some who are sleepy turned into very excited and actively involved in teaching and learning activities. The passive class situation becomes active. By using hypnoteaching methods in learning Hindu education students become very enthusiastic in listening to the teacher's explanation of Hindu religious learning material to prepare themselves in question and answer activities that will be held after the teacher explains the material with the lecture method. Hypnoteaching method is highly awaited by

students because it can calm student's mind so that it is focused. Seen when the teaching and learning process takes place the students are very enthusiastic and very motivated to be able to answer the questions given.

The application of hypnoteaching method is fun for students compared to only using conventional methods with lecture methods students feel bored and easily drowsy, but it is different with the hypnoteaching method, students are very excited and teaching and learning activities are not boring. In addition, hypnoteaching methods carried out in class make students feel calm and focused on the ongoing lessons so that students are challenged to find the right answers and can more broadly understand the lessons that have been given and easier to remember the Hindu religious education lessons that have been taught.

This excellent student response is the result to be achieved in increasing student interest in learning to create good human resources. If the teaching given by the teacher is not monotonous and varied, it will make students not feel bored because the teaching is given in different ways, the students feel more interested in paying attention to the teacher who is teaching, the results of the interview with Hindu religious education teachers in class tenth SMAN 7 Denpasar. Said the application of hypnoteaching methods conducted in class tenth made students eager to learn and made it easier for students to better understand what was taught by them.

### ***3.4 Individual Student Response***

Individual responses are individual student responses regarding learning Hindu religious education. The response can be seen from the students' ideas to make simple questions. Individual student responses to Hindu religious education learning can be seen from the collection of tasks made by students of each student. The set of assignments consists of the homework results of all students put together so that it becomes the value used by the teacher in the sum of the average at the end of the semester and when researchers make observations in the classroom looks very active classroom atmosphere students explain the results of group discussions one by one asking and answer the questions given by the teacher the atmosphere.

This shows students have a response to learning using hypnoteaching methods in class tenth SMAN 7 Denpasar in learning Hindu education. Homework made by students is classified into learning responses using hypnoteaching methods because homework is part of learning. Individual response is a response to learning using hypnoteaching by the teacher

arising from individual students personally. The individual response can be seen from the activeness of students in the classroom with their classmates.

### ***3.5 Student Responses in Groups***

Group response is the response of students as a group about learning Hindu religious education. The response can be seen from the students' ideas in groups in activeness in the discussion of solving the questions given by the teacher and presenting the results of the discussion in front of the class. The activeness of students in discussions is and presentation is one form of student response to learning Hindu religious education. In discussions, students can respond to learning material taught by the teacher. Discussion is one form of response to learning Hindu religious education in groups. This is because the discussion is not done individually, the discussion is carried out in the form of groups. assignments made by students are one form of student creativity. In addition, making assignments by students is one form of student response to learning using hypnoteaching methods.

Photo 2. Student responses are very active in asking questions that are not yet understood

Student responses to the application of hypnoteaching methods in class X SMAN 7 Denpasar, most students showed a positive attitude or the effectiveness of the application of hypnoteaching methods so students became active learning in class. The results of the study provide an assessment of the learning model of hypnoteaching method can improve student learning achievement. In order to improve learning achievement, the teacher's role in the teaching and learning process with the hypnoteaching method of learning tends to be dominant. So that learning activities remain controlled and run conducive.

### ***3.6 Benefits of Applying Hypnoteaching Method for students***

During this time education always puts forward three areas of intelligence, namely intelligence (cognition), skills (psychomotor), and personality (personality), the first two appear to be more important in educational practice. While the realm of personality often lacks attention. Even though only a high IQ without adequate EQ and SQ actually makes

someone more dangerous because it is easy to commit professional crime. The rise of corruption, collusion and nepotism in this country. Because education has so far been more concerned with mathematical intelligence than social piety.

In essence, in an education that is needed by students is physical and psychological needs, it is known that problems in students arise because there are psychological needs that have not been met. Students cannot protest or don't know how to even fear asking their parents at home and asking their teacher at school to meet those needs. What happens on the surface is a change in student's behavior that is increasingly distorted. With regard to the needs of student, in fact what is needed by student the answer will be the same as what humans need, and what humans need is a sense of security. This need occupies the highest position compared to other needs such as feeling loved, valued, or accepted.

Especially when a student experiences difficulties and is making mistakes, because that is the time when a student is a period where a teacher must be able to accept. Because not a few teachers who can not accept the difficulties, mistakes, or failures of students. Because basically a student needs full recognition with all the advantages and disadvantages. Lots of teachers actually drop students who have failed in the teaching and learning process in the classroom. When in fact the conditions in which a student who is experiencing difficulties and failures is a condition where a student needs motivation to keep trying to succeed.

Therefore, hypnoteaching method is considered very important in learning efforts, especially for students who experience mental turmoil and difficulty in digesting a lesson, it can be seen from the benefits of hypnoteaching methods as follows:

- a. Learning becomes fun and more exciting both for students and for teachers.
- b. Learning can attract the attention of students through a variety of game creations that are applied by the teacher.
- c. The teacher becomes better able to manage his emotions.
- d. Learning can foster a harmonious relationship between teachers and students.
- e. Teachers can overcome students who have learning difficulties through a personal approach.
- f. Teachers can foster students' enthusiasm in learning through hypnoteaching games (Ega Rima Wati & Kusuma Shinta., 2016).

To fulfill the three aspects of learning that must be mastered by students, the application of hypnoteaching methods can be combined with other methods that help provide students with cognitive and psychomotor understanding, while the affective aspects and psychological conditions of teacher students can apply hypnoteaching methods to meet

affective needs and psychic students, it is because the hypnoteaching method is a method that suppresses the student's subconscious communication. With the benefits of the hypnoteaching method described above, as well as the problems experienced by each school in dealing with students' problems, it can be considered that teachers are able to apply hypnosis techniques in the effort to deal with students and as an effort to create meaningful learning. Nowadays, we often see schools that are overwhelmed and have difficulty in dealing with various problems experienced by their students, ranging from small to large problems, ranging from students who are lazy to learn, are not enthusiastic in following the lessons, skipping class hours until problems behavioral and criminal deviations that have recently increased. Difficulties that are a problem in a school, until now there is still no perceived outrageous, the school also took the decision to expel students from school.

Considering that school is one place to achieve education, a place to educate students' brains and a place to embed national values, but in reality students who actually need guidance to be able to recover from the mental turmoil that makes students naughty. When students' behavior shows behavior that is not as expected, indirectly it shows a signal for the school and parents to help, not to be scolded, humiliated or even removed. Which can provide appropriate and wise solutions to the incident.

Usually the parties only give advice or punishment to students who have problems. When deemed too much, the school also took the decision to expel students from school. Considering that school is one place to achieve education, a place to educate students' brains and a place to embed national values, but in reality students who actually need guidance to be able to recover from the mental turmoil that makes students naughty. When learners' behavior shows behavior that is not as expected, indirectly it shows a signal for the school and parents to help, not to be scolded, humiliated or even pushed aside.

## **Conclusion**

Learning is the spirit of an educational process, so the learning process becomes a vital part. To create an effective learning process, a teacher is required to deliver innovative and creative products. Hypnoteaching methods could increase student interest in learning; thus, allowing them understand the lesson better. The study shows that monotonous teaching discourage students to participate in the learning. Students pay more attention when they are involved in the learning process and when they are constantly motivated by the teachers. Positive feedback and assurance is a beneficial strategy to shape students self-efficacy in learning. The study shows that students were very enthusiastic and demonstrates a favourable

attitude toward the learning activity with hypnoteaching. The current observational descriptive study provides an initial reference for the teaching of Hindus religious education. Hence, research in the future may need to confirm the findings by conducting a study on the topic which involves more rigorous analytical analysis which yields more generalizable findings.

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