



The Results of Evaluation Online Learning Using Hypnoteaching Method and Self-hypnosis

Wita Asmalinda^{1*)}, Yunetra Franciska¹, Edy Sapada²

¹ Health Polytechnic of the Ministry of Health, Palembang, Indonesia

² STIK Siti Khadijah Palembang, Indonesia

ARTICLE INFO

Article history:

Received 10 October 2022

Accepted 31 January 2023

Published 20 March 2023

Keyword:

Hypnoteaching

Self-hypnosis

Learning Evaluation

ABSTRACT

Hypnoteaching is a method that is attractive, provides comfort, and makes students feel happy when participating in the online learning process. This study aimed to determine the effect of online learning using hypnoteaching and self-hypnosis on the results of student learning evaluation. This type of research is quasi-experimental with a comparison group (post-test only with control group design) for 2 months. The research sample was all students in the Diploma III midwifery program, totaling 87 people. Data analysis was a significant difference in the mean value of learning evaluation results in the treatment group and the control group, it was concluded that the hypnoteaching and self-hypnosis methods were effective in improving student learning evaluation results. It is advisable to conduct research with learning motivation variables and measurement of brain waves.

This open access article is under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Kata kunci:

Hypnoteaching

Self-hypnosis

Evaluasi belajar

*) corresponding author

Wita Asmalinda, SST., M.Kes

Department of Midwifery Health
Polytechnic of the Ministry of Health,
Palembang
Jl H.M.Saleh Perumahan Alam Raya
residence Blok E1 No 14 Kec. Sukarami
Kota Palembang-Indonesia 30153

Email: wita_asmalida@yahoo.co.id

DOI: 10.30604/jika.v8i1.1493

Copyright 2023 @author(s)

ABSTRAK

Hypnoteaching adalah metode yang menarik dan memberikan kenyamanan dan membuat mahasiswa merasa senang ketika mengikuti proses pembelajaran daring. Tujuan penelitian ini adalah untuk mengetahui pengaruh pembelajaran daring menggunakan *hypnoteaching* dan *self-hypnosis* terhadap hasil evaluasi belajar mahasiswa. Jenis penelitian ini bersifat eksperimen semu (*Quasi eksperimental*) dengan kelompok pembandingan (*post test only with control group design*) selama 2 bulan. Sampel penelitian adalah seluruh mahasiswa program studi diploma III Kebidanan Palembang, berjumlah 87 orang Analisis data ada perbedaan yang bermakna nilai rerata hasil evaluasi belajar pada kelompok perlakuan dan kelompok kontrol, disimpulkan bahwa metode *hypnoteaching* dan *self-hypnosis* efektif dalam meningkatkan hasil evaluasi belajar mahasiswa. Disarankan untuk melakukan penelitian dengan variabel motivasi belajar, dan pengukuran gelombang otak.

This open access article is under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



INTRODUCTION

The Covid-19 pandemic has caused confusion and panic in the community but has also caused huge losses in various sectors of life. Regarding efforts to suppress the spread of Covid 19, the government has adopted a policy of imposing a lockdown rule. This virus spreads through droplets or

splashes of saliva produced when an infected person coughs, sneezes, or exhales. the government recommends the application of the 3M pattern (wearing a mask, washing hands, and keeping a distance). The government is also implementing social distancing patterns. With the implementation of social distancing, restrictions are imposed on the movement of people who can cause crowds and limit

movement for mutual safety, people must carry out all their activities at home, be it work, study and worship. The application of social distancing has an impact on the entire world community because human nature is a living creature that always interacts with others. Humans as living beings cannot live alone, but need the role of others. The world of education also feels the impact. Since the discovery of Covid 19, almost the entire world has closed schools, and colleges. The teaching and learning process that has been conducted face-to-face has changed to online (Parmin, 2022; Fuadi, TM, Musriandi, R., and Suryani, L., 2020; Dinigrat, SWM., Nindya. MN., and Salwa. 2020) Online learning is one of the efforts to break the chain of the spread of Covid 19 (Mustakim, 2020; Sadikin, 2020). In online learning, the process of delivering materials, discussions, guidance, assignments, and evaluations uses online learning applications (Fuadi, TM, Musriandi, R., and Suryani, L., 2020). Optimization of online learning must be supported by learning technology, namely technology-based learning (audio, voice, mail, telephone, and video) and web technology-based learning (internet, email, and telecollaboration) (Fuadi, TM et al, 2020).

Education is essentially a conscious effort made by students to develop their personalities and abilities. In the learning process, there will be an interactive relationship between lecturers and students, there is a learning process, of remembering, thinking, and motivating themselves. Learning to think is not only about the subject matter delivered by lecturers, what is prioritized is the ability of students to acquire their own knowledge (self-regulated), which allows students to build their knowledge (Jayawardana, HBA, 2015; Irwandi, 2015). The creation of an effective and efficient learning organization requires appropriate learning strategies (Jayawardana, HBA, 2015; Irwandi, 2015). Online learning also impacts on a decrease in student motivation to learn. Motivation is a person's personality condition that encourages individuals to carry out certain activities to achieve a goal. High learning motivation in a student to learn can be seen from his perseverance and not giving up hope to achieve the expected success even though he is faced with various difficulties. High motivation can direct and empower students to follow the teaching and learning process, high motivation will very likely appear in students when there is high student involvement in the learning process, student activity in learning, and efforts from lecturers to maintain order. students always have high learning motivation. The role of the lecturer is very important to pay attention to the condition of students, especially their emotions and motivations of students, emotions that do not support the learning process will only cause the learning process to become less successful (Hasbullah, 2015; Julianti, 2018).

The lecturer can use the learning methods that provides comfort and make students feel happy when participating in the online learning process. One of the methods that is interesting and able to increase students' interest in learning is hypnoteaching (Julianti, 2018; Budianto, A., 2017; Hajar, 2011; Taufik, 2018). The use of good methods can also affect student learning outcomes (ZA. Tabrani, Kurdi, M, and Zahrati. 2018; Sanjaya, 2010). Hypnoteaching is a learning method, for delivering material, by exploring the subconscious mind, and creating a supportive learning atmosphere. When students are relaxed (alpha condition), lecturer performance is attractive, and convey material with emotional reinforcement and involves the five senses, the learning objectives will be conveyed (Julianti, 2018; Jayawardana, 2015; Darindo, H. 2013; Schunk and Dale et al.

2013). The process of delivering material repeatedly and routinely will become a habit. Habits make it easier for someone to remember something (Julianti, 2018; Budianto, 2017). Students are invited to relax their physical condition. because the subconscious mind is more dominant in how the brain works. The subconscious mind is a storehouse of all information that a person has (Julianti, 2018; Budianto, 2017).

The hypnoteaching methods aims to reduce brain waves so that students become very relaxed and suggested (Lismalinda, 2019; Asteria, 2017), hypnoteaching emphasizes subconscious communication, both in class and outside the classroom. When lecturers want to motivate their students, the effective way is to give emotional words by encouraging in them. These words can increase their focus to pay more attention, listen, and feel the sentences spoken by the lecturer. Suggesting using positive words in the learning process can reduce boredom, refresh the heart from tension, provide a new atmosphere and change the classroom atmosphere to be more relaxed (Lepper, MR., Iyengar, Sheena, S., and Corpus 2005; Hajar, 2011; Hakim, 2011). This study aimed to determine the effect of online learning using hypnoteaching and self-hypnosis on the results of student learning evaluation.

This study is different from previous studies, in which this study combined the hypnoteaching method and self-hypnosis videos for 21 days in online learning that had never existed in similar studies.

METHODS

This type of research is quasi-experimental with a comparison group (post-test only with control group design). This design has a weakness in a very important aspect of experimentation, namely randomization. The research focus at the Health Polytechnic of the Ministry of Health in Palembang. The research sample was all students of the Palembang Health Polytechnic, in the Diploma III Midwifery program, total of 87 people (Arikunto, 2010). The effective research time required for this study was two months. The research sample was taken by using purposive sampling. To determine whether the sample is included in the treatment group or the control group by lottery, the class sample that gets the number 1 is included in the treatment group, and the class sample that gets the number 2 is included in the control group. All samples explained the objectives, procedures, benefits, and risks of being sampled in this study. After getting the sample agreement then signed the informed concentration to be the respondent in this study. The variables in this study were the hypnoteaching method as the dependent variable, and the results of the learning evaluation.

Starting with direct suggestions using positive, clear, and detailed sentences, general or metaphorical expressions, simple and emotional, personal, and word repetition, and added with positive and emotional imagination, students are invited to imagine (object imagery), in a comfortable class, the class is cool, with aromatherapy to their liking. This technique can help students to relieve pressure, burden, and stress. Students are asked to take deep breaths and exhale slowly repeatedly. The suggestion process is continued with future pacing, students are guided to experience future events, where they have become professionals, who are worthy of being proud, students are guided to let go of bad habits that hinder their enthusiasm for learning, students are

guided to increase their enthusiasm for learning, make commitments with themselves to become better individuals, at the end of this session students were asked to open their eyes with three counts back to the present with extraordinary enthusiasm, this process lasts approximately 7 minutes.

Students who have been hypnotized will participate in the learning process happily, lecturers deliver material with the pacing technique (equalizing positions, body movements, language, and brain waves with students), use positive words when delivering material, and give praise if students succeed in doing or achieving achievement. Give the slightest praise for his achievements, including when he has succeeded in making positive changes to himself. Be modeling for students through consistent speech and behavior. This is very necessary and is the key to the hypnoteaching method. After students feel comfortable with the lecturer, it requires student trust in the lecturer with behavior.

This research has received an ethical approval recommendation from the Palembang Health Polytechnic Research Ethics Commission Number. 469 KEPK/Adm.2/X/2020.

RESULTS AND DISCUSSION

This research was carried out effectively for 2 months, which took place in the Diploma III Midwifery program. The learning process and learning evaluation using the google classroom application and the academic management system (AMS), for 21 days students apply the hypnosis process using self-hypnosis videos that have been uploaded in the assignment menu in the google classroom application. Students in the treatment group, every night at the same time (between 07.00-11.00 P.M) and in a quiet place, it is preferable in the bedroom, students are guided to increase their interest in learning and practice focus on learning using self-hypnosis videos, self-hypnosis logbook (attached). In the 5th week after the learning process of hypnoteaching and self-hypnosis, a learning evaluation was carried out in the subject of family planning and reproductive health services

in the treatment group and the control group online using the google classroom application and the academic management system (AMS). The number of questions given is as many as 40 questions which have been determined by the weight of each question.

RESULT

The results obtained are data after 21 days of hypnoteaching and self-hypnosis interventions using self-hypnosis videos. The data obtained in this study were then analyzed statistically using the SPSS version 16 program, which includes the sample homogeneity test using the Kolmogorov-Simov test, and descriptive analysis to determine the mean and standard deviation. The resulting data is homogeneously distributed.

Table 1. Distribution of Class Participants

Variable Class Participants	n	%
Class A (Control group)	45	51.72
Class B (Treatment group)	42	48.28

Table 1. above shows that of the 87 research samples, it was found that the number of students in class A (control group) was more than that in class B (treatment group), namely 45 people (51.72%).

Table 2. Distribution of Respondent Learning Participants Evaluation Results

Variable	N	Min	Max	Mean	Median	SD
Results of Learning Evaluation	87	24	83	62.57	64.00	11.731

Table 2. It is known that from 87 samples, the lowest respondent's learning evaluation value 24 and the highest respondent's learning evaluation value is 83. The mean value of the respondent's learning evaluation value is 62.57.

Table 3. Distribution of Learning Evaluation Results

Variable	n	Min	Max	Mean	Median	SD
Results of Learning Evaluation ((Treatment group)	45	40	79	59.00	59.00	11.138
Results of Learning Evaluation (Control group)	42	24	83	66.40	64.50	11.247

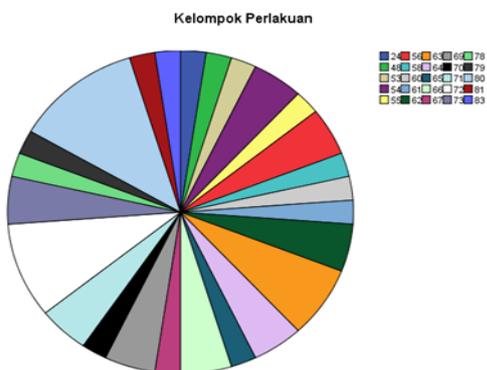


Figure 1. Value Classification Diagram (Treatment Group)

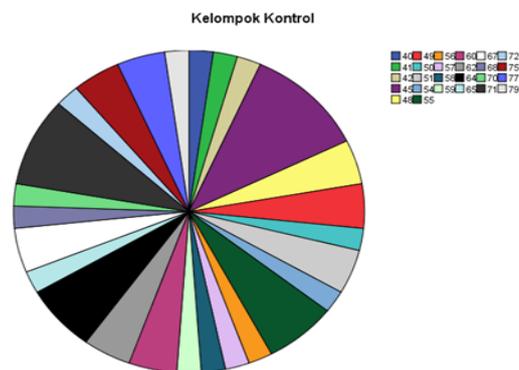


Figure 2. Value Classification Diagram (Control Group)

Table 3, it shows that of the 42 samples in the treatment group, it was found that the results of the study evaluation of the group given the highest hypnoteaching treatment were 83 and the lowest was 24, the average result of the evaluation of the treatment group was 66.40, From Table 4 and Figure 2 above, and it shows that of the 45 samples in the control group, it was found that the highest control group evaluation results were 79 and the lowest was 40, the mean value of the treatment group learning evaluation results was 59.

The normality test results in the treatment group and the control group were normally distributed ($p = .200$) then continued with the Paired t-test statistical test.

Table 4. The Difference in the Mean Learning Evaluation Results of the Treatment Group and the Control Group (Independent Sample T-test)

Variable	n	Mean + SD	p value
Results of Learning Evaluation (Treatment)	42	45.66+11.247	.003
Results of Learning Evaluation (Control)	45	59.00+11.138	

Table 4. shows that the mean value of the evaluation results in the treatment group is 66.40 + 11,247, while the control group is 59.00 + 11,138 with a difference of 7.40. The results of statistical tests using the Independent t-test obtained p-value = .003 with $\alpha = .05$ ($p < \alpha$). Ho is rejected, this shows that there is a significant difference in the mean value of learning evaluation results in the treatment group and the control group.

DISCUSSION

From the statistical results on the results of learning evaluation in the treatment group after being given the hypnoteaching learning method compared to the control group, it was found a significant difference. These results are in line with the results of Jayawardana's (2015) research that the hypnoteaching learning model has a significant effect on improving student learning evaluation results. Hypnoteaching is a combination of teaching and learning methods, namely quantum learning, accelerate learning, power teaching, neuro-linguistic programming (NLP), and hypnosis.

Hypnoteaching emphasizes subconscious communication, both in class and outside the classroom. This can be done in various ways, such as through suggestion and imagination. Suggestions have extraordinary power. The ability of suggestion that keeps ringing in the brain, can lead a person to what he thinks. Meanwhile, imagination is the process of imagining something first, then doing it. In this case, the lecturer must be able to let students express and imagine (Hasbullah, 2015; Hajar, 2011). Hypnoteaching referred to in this study is not hypnosis that makes students fall asleep and carry out all the suggestions given by the lecturer, but rather giving suggestions to students consciously with certain techniques.

The hypnoteaching method is expected to give suggestions to the subconscious of students so that they can concentrate on the subject matter. Hypnoteaching referred to in this study is not hypnosis that makes students fall asleep and carry out all the suggestions given by the lecturer, but rather giving suggestions to students consciously with

certain techniques. The hypnoteaching method is an interesting method that can be applied in learning activities, where this method uses positive suggestions to reach the subconscious of students. Suggestions that are directly directed to the subconscious will be more effective at changing a person's behavior, than if directed to the conscious or preconscious. Thus, students can master the learning material more easily. Why the subconscious, because the subconscious has greater dominance over how the brain works. The subconscious mind is the repository of all the information a person has. The subconscious mind can clearly remember many things that cannot be remembered by the conscious mind. There are also many lecture materials that students cannot remember during exams, but they can remember them in the state of their subconscious mind. Things that can be done so that the subject matter is easy to remember is to deliver it repeatedly, create a supportive learning atmosphere, when students are relaxed (alpha condition), the lecturer's performance is captivating, and convey material with all emotions or involve the five senses (Julianti, 2010). 2018; Jayawardana, 2015).

According to Hasbullah (2015), the hypnoteaching learning method uses hypnosis techniques, this condition allows students to easily receive suggestions, information, and suggestions (Hakim, 2010; Irwandi, 2015; Fatma, 2017). According to Segatto. BL., & Lafreniere, K. 2013, high motivation to achieve a goal, often makes individuals try their best to achieve their targets. Motivation is a change in energy in a person (person) which is marked by the emergence of feelings and reactions to achieve goals. Motivation is the driving force of a conscious effort to influence a person's behavior in order to be moved to do something so as to achieve certain results or goals (Hajar, 2010). The human mind is divided into two, namely, conscious mind and subconscious mind. The conscious mind area has a critical, logical analytic nature, analogous to the left brain region (Susilowati, 2017). The subconscious mind is a data bank, containing experiences, knowledge and basic beliefs, protected by critical area filters. If it is wide open, information will easily enter the subconscious (Hakim, 2010; Susilowati, 2017). If someone communicates with someone they like and the topic of discussion is what they are interested in, then that person will automatically expand the critical area. The way to open critical areas is to do self hypnosis, namely hypnotic communication in the form of words of suggestions that focus on the internal (Susilowati, 2017; Banyan, D., & Calvin. 2005; Syarifudin, 2015; Syukur, 2016).

To open the critical area, the conscious mind must be deactivated, making the conscious mind atmosphere very relaxed and comfortable (Susilowati, 2017). Self-hypnosis carried out by the treatment group at night, in the room which is the subject's preferred place, will help students focus more on completing assignments given by the lecturer and as well as re-reading the material received in class. Self-hypnosis videos that last for 20 minutes, help subjects to be able to focus themselves so that the mind does not divide. Students are in a condition to relieve anxiety, anxiety and fear that they may have felt so far. In the self-hypnosis video, students are also invited to imagine a character who is their role model. His idol character who will be the inspiration to become like his idol character. The end of the self-hypnosis video session, the research subjects were asked to attach an anchor (symbol) by placing their hands on their chest, the subject was guided every time they put the anchor, which would generate self-confidence, feelings of pleasure and happiness.

According to Jiwantoro, YA., Kridawati, AI., & Pratiwi, DT. (2020), self-hypnosis has been shown to have an effect on reducing student anxiety in facing exams. concluded that giving self-hypnosis was proven to have an effect on reducing student anxiety in facing exams. Self Hypnosis is a technique of self hypnosis. In this study, self hypnosis using video media. Continue for 21 days, students independently try to improve their self-belief system. According to Hakim (2010), self-hypnosis is intended to build and activate the optimization of power and strength in the learning process. Hypnotists have developed self-hypnosis methods. Through this method, it is hoped that everyone will be able to apply real hypnosis through communication with their subconscious independently without the help of a trainer / other person so as to create a comfortable and calm condition, so that anxiety can gradually decrease.

According to Halim (2014), repetition of habits that are carried out routinely at the same atmosphere, time and place in the same way without a connection of reason will be embedded in oneself as a habit. The time required is a minimum of 21 days (Halim, 2014; Susilowati, 2017; Salma, 2013; Istiani, N., 2019). According to Diantari's research, P. (2014) Hypnoteaching is creative, unique, and imaginative learning. 98-99% of learning is done by the brain and body at a subconscious level. the use of preconscious learning techniques will be able to achieve excellent learning outcomes through the maximum effect on memory (Diantari, 2014; Lestari, D., & Syarif, A., 2020).

The functions of the human body are regulated by the brain, which controls human behavior. It is important to optimize brain function for the benefit of human life (Jazariyah, 2017; Kusuma, 2019). The brain is divided into two hemispheres, which have different ways of working. When humans think about words, numbers or lists, the left hemisphere is working, it's different when we use imagination, make music, dance, then the right hemisphere works. Likewise, in processing data, the two are different in processing information. Generally, humans have brain dominance. Everyone has their own learning style and way of transferring well-understood information. Ideally, so that the potential can be extracted optimally, the brain must always be stimulated, it is estimated that 20-50% of the potential of the new brain is functioned, the rest for the potential of the subconscious, intuition and connectivity has not been optimized (Jazariyah, 2017; Godefroy & Vittoz, R. 2008).

The brain coordinates with all other parts of the body including the organs of movement and sense organs. Neurotransmitters connect the motor and sensory parts of the brain with body senses and extremity, by involving these two organs, the brain will more quickly capture information involving these two groups of organs at once. Information will also be conveyed more effectively if you maximize brain waves. There are four brain waves namely: beta, alpha, theta and delta waves. Brain waves determine a person's consciousness at certain times. Beta is a brain wave when conscious, alpha is a brain wave when relaxed, theta is a wave generated by the subconscious, and delta is a brain wave during sleep. Hypnosis conditions are in alpha and theta waves. When a person is in alpha condition, the brain is at a frequency of 8-13 Hz, the condition is calm and relaxed but remains alert (Susilowati, 2017).

When the alpha hormones serotonin and endorphin are elevated, what you feel is comfort, calm and happiness (Susilowati, 2017). Endorphins are produced by the human body, namely the navel nervous system and the pituitary gland. Endorphins are chemical substances consisting of

endogenous opioid neuropeptides, which have the effect of morphine, namely the effect of reducing fear, relieving anxiety, as a trigger for comfort, calm, pleasure and happiness. The human body consists of 20 types of endorphins, among which are beta-endorphin, which is a type of endorphin that has a stronger potential effect than morphine. Endorphin is non-addictive (non-addictive in nature). The function of the endorphin hormone, among others, is to reduce stress, in the self-hypnosis process, the body is trained to manage the breath, where the subject is guided to take a deep breath and release the breath slowly. The analogy is when the subject inhales, they seem to carry their stress load on a deep breath, and when they exhale slowly from both noses, they are analogous to releasing the stress load. The next function of endorphins is to improve mood. After the subject felt great relief after releasing stress, the endorphin hormone then activated the brain system in the body, by calming the nerves so that it could create a feeling of calm and happiness, the subject felt a more peaceful and sincere mood. Enhancing immunity is the next endorphin function. This hormone can trigger the formation of natural killer cells which are part of the immune system. so this hormone can also increase immunity. This hormone affects the work of brain cells, in a way help improve memory and concentration (Novita, N., Asmalinda, W., & Setiawati, D., 2020). Reasoning is deductive, the rhythm of the brain can only break down thinking, so the hypnosis given is in the form of positive words and suggestions (Susilowati, 2017). In the theta condition, the brain is at a frequency of 4-8 Hz, the release of the hormones melatonin, catecholamine and arginine-vasopressin which causes a relaxed, imaginative, calm and solemn state, therefore it can learn faster than usual, hemispheric and dominant, (Susilowati, 2017 ; Jazariyah, 2017; Hamidah, 2016; Navis, 2013; Noer, 2010; Yustisia, N. 2012).

According to research by Bragard, I., Etienne, A. M., Faymonville, M. E., Coucke, P., Lifrange, E., Schroeder, H., Wagener, A., Dupuis, G., & Jerusalem, G. (2017). Who examined yoga and self-hypnosis in cancer patients, the results can be that patients prefer self-hypnosis therapy, because with self-hypnosis patients can manage their anxiety and sleep disorders. In this study, after students did self-hypnosis students were asked to repeat lessons at school and work on assignments from the lecturers for 1 hour, after which students were asked to sleep, which was expected to maximize the data storage/ memory function. In the practice of vocational learning, students are conditioned to solve midwifery cases using the problem-based learning method.

According to Kurniawati, L (2014) the ability of students to think problem-oriented must be continuously trained, the hypnoteaching learning method creates a comfortable learning atmosphere, students are trained to be actively involved in solving cases, motivate each other in their groups, support each other and share learning experiences with other students. According to research Rahmaniah, R., & Rohman, A. (2020) the hypnoteaching learning method establishes a closeness between lecturers and students emotionally, students can discuss comfortably because of the similarity in frequency with lecturers, students can interact with lecturers. student concentration/ focus, when students concentrate on the material it will be easier to understand the lecturers' explanations. With the hypnoteaching method, the lecturer equates brain waves, perceptions and interactions with students (Istiani, N., 2019). The method of hypnoteaching is effective by facilitating student involvement in the teaching process so that it will increase understanding of course material and produce positive

changes in student attitudes and perceptions about the subjects of family planning and reproductive health services (Ja'faruddin, et al., 2020; Sari, FD., & Prihatnani, E., 2019).

CONCLUSION AND SUGGESTIONS

Based on the results of the discussion analysis, it can be concluded that the hypnoteaching learning method has an effect on the results of the evaluation of learning outcomes in the group given hypnoteaching and self hypnosis treatment for 21 days. The results of statistical tests using the Independent t-test obtained p value = .003 with $\alpha = .05$ ($p < \alpha$). This research only examines the effect of hypnoteaching learning methods on the results of evaluation of learning outcomes, has not revealed the factors that influence this increase, so it is advisable to conduct research with learning motivation variables, and measurement of brain waves.

CONFLICT OF INTEREST STATEMENT

The authors declared that no potential conflict of interests with respect to the authorship and publication of this article.

REFERENCES

- Arikunto, S. (2010). *Dasar-Dasar Evaluasi Pendidikan* [Basics of Educational Evaluation]. Revised Edition. Umi Aksara. Jakarta.
- Asteria, P.V., Rohmah, S.K., & Renhoran, F.Z. (2017) Application of Hypnoteaching Methods in Learning Role Playing Students of Class V SDN Lidah Kulon IV Surabaya. *Journal of Education*, 2(2): 150-155. doi:<http://dx.doi.org/10.26740/jp.v2n2.p150-155>. Retrieve from: <https://journal.unesa.ac.id/index.php/jp/article/view/1396/1372>.
- Banyan, D., & Calvin. (2005). *Book Self hypnosis-get on The Path and Program Yourself for Succes. Study Guide for The 7th Path (TM) Self-Hypnosis*.
- Budianto, A. & Wiratama, NS. (2017). Hypnoteaching in Historical Learning. *Jurnal Edutama*. 4(2); 1-10. Retrieve from: <https://ejournal.ikipgribojonegoro.ac.id/index.php/JPE/article/view/50>.
- Bragard, I., Etienne, A. M., Faymonville, M. E., Coucke, P., Lifrange, E., Schroeder, H., Wagener, A., Dupuis, G., & Jerusalem, G. (2017). A Nonrandomized Comparison Study of Self-Hypnosis, Yoga, and Cognitive-Behavioral Therapy to Reduce Emotional Distress in Breast Cancer Patients. *International Journal of Clinical and Experimental Hypnosis*. doi: <https://doi.org/10.1080/00207144.2017.1276363>
- Darindo, H. (2013). Application of Reciprocal Learning Strategies accompanied by Hypnoteaching Methods in Mathematics Learning for Class VII Students of SMPN 7 Padang. *Jurnal Pendidikan Universitas Bung Hatta*.1-9.
- Diantari, and Putu. (2014). The Influence of Hypnoteaching-Based Problem Based Learning Model on Mathematics Learning Outcomes of Class V Elementary School Students. *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha*, 2(1):1-5. doi: <http://dx.doi.org/10.23887/jjpsgd.v2i1.3103> Retrieve from:<https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/3103>

- 3
- Dinigrat, SWM., Nindya, MN., & Salwa. (2020). Emergency Online Teaching: Early Childhood Education Lecturer's Perseption of Barrier and Pedagogical Competency. *Jurnal Ilmiah Pendidikan Cakrawala Pendidikan*, 39(3):705-719. doi: 10.21832/cp.v39i3.32304. Retrieve from: <https://journal.uny.ac.id/index.php/cp/article/view/32304>
- Fatma, A.N., Damopolii, M., & Afiif, A. (2017). The Effect of Conditioning Brainwave Zone Alpha on Learning Apperception on Student Motivation in Class XI IPA MAN 3 Makassar *Jurnal lentera pendidikan*, 2(2): 134-149. Retrieve from: http://journal.uin-alauddin.ac.id/index.php/lentera_pendidikan/article/download/3960/3841.
- Fuadi, T.M., Musriandi, R., & Suryani, L. (2020). Covid 19 : Penerapan Pembelajaran Daring di Perguruan Tinggi. *Jurnal Dedikasi Pendidikan*. 4(4): 193-200. Retrieve from: <http://jurnal.abulyatama.ac.id/index.php/dedikasi/article/download/1022/pdf>.
- Ja'faruddin, J., Upu, H., Wen-Haw, C., & Teng, D. C.-E. 2020. The Comparison between Two Hypnoteaching Models in Mathematics Teaching and Learning. *International Electronic Journal of Mathematics Education*, 15(3):1-9. em0607. doi: <https://doi.org/10.29333/iejme/8480>
- Jazariyah. (2017). Signifikansi Brain Based Learning Pendidikan Anak Usia Dini. *Jurnal Nadwa. Jurnal Pendidikan Islam*, 11(1):1-24. Retrieve from: <http://journal.walisongo.ac.id/index.php/nadwa>
- Godefroy & Vittoz, R. (2008). *Revolusi Otak-Ledakan Kemampuan Berfikir dengan Senam Otak* [Brain Revolution-Explosion of the Ability to Think with Brain Gym]. (Translation by Imadewi N). Yogyakarta. Pararaton.
- Hajar, I. (2011). *Hypnoteaching: Memaksimalkan Hasil Proses Belajar Mengajar dengan Hipnoterapi* [Hypnoteaching: Maximizing the Results of the Teaching and Learning Process with Hypnotherapy]. Diva Press. Yogyakarta.
- Hakim. (2010). *Hypnosis in Teaching; Cara Dasyat Mendidik dan Mengajar* [Hypnosos in Teaching; Great Way of Educating and Teaching]. Visimedia. Jakarta.
- Halim, N., Hasyim, A., & Yanzi, H. 2014. Influence of Habit in Home with Behavior of Student Class X in School. *Jurnal FKIP. Unila*. Retrieve from: <http://jurnal.fkip.unila.ac.id/index.php/JKD/article/download/6655/4088>
- Hamidah, N. & Komarayanti, S. (2016). Using Hypnoteaching to Increase Student Motivation and Activeness. *Jurnal Biologi dan Pembelajaran Biologi*. 1(1): 1-8. *FKIP Universitas Muhammadiyah Jember*.
- Hasbullah & Rahmawati. (2015). The Effect of application of Hypnoteaching Methods on Student Motivation at Indraprasta PGRI University. *Jurnal Formatif*, 5(1): 83-90. Retrieve from: <https://media.neliti.com/media/publications/234881-pengaruh-penerapan-metode-hypnoteaching-6e265818.pdf>
- Irwandy. (2015). Learning Process by Method *Hypnoteaching*. *Jurnal Al-Irsyad*. 5(1): 124-133.
- Istiani, N. (2019). Hypnoteaching In Islamic Law Learning. *Jurnal Paedagogia*, 8(2): 1-18.
- Jayawardana HBA & Djukri. (2015). Development of a Hynoteaching Learning Model to Increase Motivation and Biology Learning Outcomes of High School / MA Students. *Jurnal Inovasi Pendidikan IPA*. 1(2): 167-177.

- Jiwantoro, YA., Kridawati, AL., & Pratiwi, DT. (2020) Pengaruh *Self Hypnosis* Terhadap Respon Cemas Mahasiswa pada Ujian Tahap Akhir Program di STIKES Buana Husada Ponorogo. *Journal Integrated Nursing*, 2(1), 1-7.
- Julianti, M. (2018). The Influence of the Application of Hypnoteaching Methods on Learning Motivation for Islamic Religious Education in Class VII SMP Kartika II-2 Bandar Lampung. *Thesis at the State Islamic University of Raden Intan Lampung*.
- Kurniawati, L., Kusumah, YS., Sumarmo, U., & Sabandar, J. (2014). Enhancing Students' Mathematical Intuitive-Reflective Thinking Ability through Problem-Based Learning with Hypnoteaching Method. *Journal of Education and Practice*, 5(36), 130–136. <https://www.iiste.org/Journals/index.php/JEP/article/view/17480>
- Kusuma, D.A. (2019). Application of Ethnomathematics and Hypnoteaching in the Mathematics of Chemistry Subject Dianne Amor Kusuma. *Jurnal Nasional Pendidikan Matematika*, 3(2): 165-176. doi: <http://dx.doi.org/10.33603/jnpm.v3i2.2279>. Retrieve from: https://scholar.google.co.id/scholar?q=hypnoteaching+hasil+belajar+journal&hl=en&as_sdt=0&as_vis=1&oi=scholar.
- Lestari, D., & Syarif, A. (2020). Can the Hypnoteaching Method Increase Students' Speaking Ability? *Elsya: Journal of English Language Studies*, 1(3): 81–87. doi: <https://doi.org/10.31849/elsya.v1i3.5034>
- Lepper, MR., Iyengar, Sheena, S., & Corpus (2005). Intrinsic and Extrinsic Motivational Orientation in Classroom; Age Differences and Academic Correlates. *Journal of Educational Psychology*, 97(2): 184-196.
- Lismalinda, M. (2019). The Influence of Hypnoteaching Method on Student's reading Motivation and Achievement in Secondary School. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1), 35 – 45. Retrieve from <http://ijeltal.org/index.php/ijeltal/article/view/286>.
- Mustakim. (2020). The effectiveness of online learning using online media during the Covid 19 pandemic in Mathematics. *Journal Al asma. Journal of Islamic Education*, 2(1), 1-12. Retrieve from: <http://journal.uin-alauddin.ac.id/index.php/alasma/article/view/13646>
- Navis, A. & Akbar. (2013). *Hypnoteaching Revolusi Gaya Mengajar untuk Melejitkan Prestasi Siswa*, Yogyakarta: Ar-ruzz Media.
- Noer, M. (2010). *Hypnoteaching For Succes Learning*, Yogyakarta: Pendagogia.
- Novita, N., Asmalinda, W., & Setiawati, D. (2020). Pemberdayaan Ibu Hamil trimester III dan Keluarga Menggunakan Endhorpin Massage untuk mengurangi Nyeri. *Jurnal JPPM*, 4(2), 265-273.
- Parmin, Savitri EN. (2022) Prospective Science Teachers ' Skills in Exploring Reference Sources of Scientific Articles through Science Education Research Methodology Course. 11(3):382–7.
- Pintrich & Paul. (2005). *Motivation and Classroom Learning*. New Jersey; John Wiley and Sons. Inc.
- Rahmaniah, R., & Rohman, A. (2020). The Teachers Exploring Students' Speaking Skill using Hypnoteaching. *Borneo Educational Journal (Borju)*, 2(2), 68–72. doi:<https://doi.org/10.24903/bej.v2i2.628>
- Sadikin, A., & Hamidah, A. (2020). Online Learning in the Middle of the Covid-19 Pandemic. *Jurnal Biodik: Jurnal Ilmiah Pendidikan Biologi*, 6(2), 214-224. Doi. <https://doi.org/10.22437/bio.v6i2.9759> Retrieve from: <https://online-journal.unja.ac.id/biodik/article/view/9759>
- Salma, DC. (2013). An Overview of The Reasons for The Changing Habits of "Nyirih" to Cigarette Smoking in Way Kanan. *Jurnal kultur Demokrasi*, 2(2), 1-14. Retrieve from: <http://jurnal.fkip.unila.ac.id/index.php/JKD/article/view/1944>
- Sanjaya. W. (2010). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Edisi ke-1. Kharisma Putra Utama. Jakarta.
- Sari, F. D., & Prihatnani, E. (2019). Application of Hypnoteaching Method To Improve Self-Confidence and Results of Student Mathematic Learning. *Journal of Education Research and Evaluation*, 2(4), 172. doi: <https://doi.org/10.23887/jere.v2i4.15699>
- Schunk and Dale *et al.* (2013). *Motivation in Education; Theory and Research and Education (8th ed)*. New Jersey; Person Education.
- Segatto, BL., & Lafreniere, K. (2013). Motivation and Personality Predictors of Body Esteem in High and Low Frequency Exercisers. *Journal of Motivation. Emotion and Personality*, 1(1):27-35.
- Susilowati, U. (2017). *Hypnosis dalam Kebidanan Hipnoprenatal [Hypnosis in Midwifery Hipnoprenatal]*. HCI; IBH.
- Syaifullah. (2015). *Basic Hypnotherapi The Indonesian Board of hypnotherapi*. diakses, Juni 2019.
- Syukur & Freddy, F. (2010). *Menjadi Guru Dahsyat Yang Memikat: Melalui Pendekatan Teknologi Pikiran Bawah Sadar Hypnoteaching dan NLP [Become an Enchanting Powerful Teacher: Through Hypnoteaching and NLP's Subconscious Mind Technology Approach]*. Bandung: Simbiosis Rekatama Media.
- Taufik, A., & Suryanti. (2018). The effectiveness of the application of the Hypnoteaching learning method on mathematics learning outcomes. *Histogram: Jurnal Pendidikan Matematika*, 2(2): 183-194. doi: <http://dx.doi.org/10.31100/histogram.v2i2.206>. Retrieve from: <http://journal.stkip-andi-matappa.ac.id/index.php/histogram/index>.
- Yustisia, N. (2012). *Hypnoteaching: Seni Ajar Mengeksplorasi Otak Peserta Didik*. [Hypnoteaching: The Teaching Art of Exploring Students' Brains]. Yogyakarta. Ar-Ruzz Media.
- ZA. Tabrani, Kurdi, M., & Zahrati. (2018). Team Assisted Individualization (TAI) Learning Model Using Hypnoteaching Method. *Jurnal Pencerahan*, 12(1), 52 – 86. Retrieve from: https://scholar.google.co.id/scholar?q=hypnoteaching+hasil+belajar+journal&hl=en&as_sdt=0&as_vis=1&oi=scholar. <http://jurnal.pencerahan.org/index.php/jp/article/download/19/18>.

