

## Research Article

# The Effectiveness of Hypnoteaching Method in Improving Students Mandarin Learning Activities at the Dharma Bunda Kasih Indonesia Foundation

David Darwin<sup>1\*</sup>, Endry Boeriswati<sup>2</sup>, Samsi Setiadi<sup>2</sup><sup>1</sup>Student at Postgraduate Program, Universitas Negeri Jakarta, East Jakarta, Indonesia<sup>2</sup>Postgraduate Program, Universitas Negeri Jakarta, East Jakarta, Indonesia**Abstract.**

In the learning process, teacher as an educator is required to design and implement specific teaching methods to improve learning outcomes. This research aims to assess the effectiveness of implementing the hypnoteaching method in enhancing Mandarin language learning activities for students at the Dharma Bunda Kasih Indonesia Foundation. The research method employed is a combination of sequential exploratory methods characterized by its research focus. The findings indicate that the hypnoteaching method can be used by teachers to create an effective and enjoyable learning environment. The effectiveness of this teaching method is demonstrated by the results of the semester II exams in the XI grade at the Dharma Bunda Kasih Indonesia Foundation, where the average score of all students was 87. Additionally, it was known from the average score that students' absorption of learning material was 87%. The calculations shows that the average student scores fall within the 86-100 range in the conversion of learning effectiveness, categorized as 'Very Effective.' Therefore, the data on student learning outcome calculations indicate that the implementation of the hypnoteaching teaching method is effective in improving students' learning activities. Based on T-test analysis, it can be concluded that learning with the hypnoteaching method yields better results compared to direct learning.

**Keywords:** hypnoteaching, learning activities, Mandarin

## 1. Introduction

In the world of education, there are various interactions that occur between various parties. These interactions include the relationship between educators and students, between educators and fellow educators, and between students and one another. In the context of deliberate interaction, there is a term known as "educative interaction". This educative interaction refers to interactions that occur in the context of relationships formed with the aim of education and teaching. In simple terms, educative interaction can be defined as teaching and learning interaction. In this context, interaction between teaching professionals performing instructional duties and learning citizens (students,

Corresponding Author: David Darwin; email: david\_9906922025@mhs.unj.ac.id

Published 15 March 2024

Publishing services provided by Knowledge E

© David Darwin et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the I-CALLED Conference Committee.



learners, or training subjects) participating in learning activities is referred to as teaching and learning interaction [1].

Teachers are expected to have a high level of professionalism in carrying out their duties in the school environment, especially in the context of carrying out the learning process in the classroom. Teacher professionalism includes the ability to use learning strategies, including the utilization of appropriate media and methods. The importance of learning methods is one of the keys that play a role in transferring material to students. The selection of appropriate learning methods can have a positive impact on the quality of material absorption by students. Thus, the level of student understanding of the material can be increased. When teachers can implement learning methods properly and correctly, student learning outcomes can likely provide satisfaction, both for the students themselves, teachers, and parents [2].

If teachers only use monotonous learning methods, the atmosphere in the classroom will certainly be boring. Unfortunately, many teachers continue to use conventional methods such as the lecture method. As a professional in their field, a teacher should have the ability to innovate following the latest scientific developments. In this context, the demands on teachers as professionals include the ability to adapt to the times, including adopting more diverse and interesting learning methods. By innovating in the teaching process, teachers can create a more dynamic and inspiring learning atmosphere, thus increasing student interest and participation in learning [3].

To improve the effectiveness of learning, we need an approach to learning that is engaging, less rigid, and increases interaction between teachers and students. This approach creates a comfortable and relaxed learning environment, allowing students to feel relaxed and understand the lesson better. One method that can be applied is Hypnoteaching [4].

Navis [5] explains that hypnoteaching is a kind of learning that combines conscious and subconscious mental processes. In line with Yustisia [6] that Hypnoteaching is a teaching approach that integrates both aspects of the mind, namely conscious and subconscious. This method is considered a creative, unique, and imaginative learning approach. Before the start of the learning process, students are psychologically prepared to receive learning materials. Thus, they can follow the learning with a fresh mind and full readiness. Teachers in this context are expected to have stability both psychologically and physically, so as to be able to provide effective teaching to their students [6]. This statement is in line with Gunawan's [7] view that describes Hypnoteaching as a learning method that uses subconscious languages to deliver subject matter, because the dominance of the subconscious over the way the brain works is greater.

The conscious mind plays a role of 12%, while the subconscious mind reaches 88%. These two types of mind influence each other and operate at high speed.

Hypnoteaching is a learning model that is very flexible and can be adapted to students' circumstances. Etymologically, Hypnoteaching comes from the words hypnosis and teaching. Hypnosis is the ability to affect someone through communication, changing their level of consciousness by lowering brain waves from beta to alpha or theta. On the other hand, teaching means teaching. Thus, Hypnoteaching can be interpreted as the art of communicating in the teaching process by giving suggestions so that students become smarter. Through this suggestion, students are expected to realize the extraordinary potential that they may not have optimized so far in learning [8].

According to Hamalik [9], learning outcomes include all measurement activities, including data and information collection, management, interpretation, and consideration to make decisions about the level of achievement of learning outcomes that have been achieved by students. This procedure takes place following the completion of learning tasks by students in order to meet the established learning objectives. If it is related to Chinese language learning which has the aim to develop learners' oral and written communication skills, as well as to improve their understanding and ability to convey information, thoughts, and feelings. Learners are encouraged to be actively involved in the learning process, especially in reading through both print and electronic media. Then at the end of the lesson, a test is used as a measuring tool to measure the level of success of students in learning Chinese.

## 2. Material and Methods

This research uses a sequential exploratory model combination research method whose research characteristics lie in the research focus [10]. This research applies a sequential exploratory model combinative research approach that integrates qualitative and quantitative methods successively. In the early stage, the research uses qualitative methods to support hypotheses in a special case or limited sample, while in the later stage, quantitative methods are used to support hypotheses in a wider population. Therefore, this method plays a role in discovering hypotheses and simultaneously validating the external validity of these hypotheses [11].

This study was conducted in three stages, the first stage was determining the sample, compiling research instruments, and the last stage was testing the effectiveness of Chinese language learning. This study uses the t-test technique to determine whether

or not there is a difference in the mean of two populations that applied different learning methods to student learning achievement.

In this study, there were two data collection techniques, namely documentation and test techniques. The documentation technique was used to find UAS data of second-semester students which was needed to test the balance before the application of the learning model. Meanwhile, the test technique was used to assess students' learning achievement after the application of the learning model.

The first data analysis technique in this study is to determine the mean value and absorbency then test normality using the Lillifors method. In addition to the normality test, the homogeneity test was also conducted with F-test. Normality and homogeneity tests were carried out as prerequisites for conducting balance tests using the t-test. The balance test was carried out with student data in semester II as initial data to determine the initial condition of students before being given treatment. In addition to the balance test, the prerequisite test using the normality and homogeneity test was also carried out on student achievement data in Chinese lessons for the Hypothesis test which was carried out using the t-test with a significance value of 5%.

Data gathering to determine how the Hypnoteaching approach is applied to increase student learning activities using the average score (Me) calculated by the formula [11]:

$$Me = \sum \frac{X}{N}$$

Description:

Me = Mean (average)

$\sum$  = Epilison (number of student grades)

X = Student Score

N = Number of Students

Thus the maximum student score is 100 and the minimum is 0. Furthermore, student scores in learning are categorized on a Likert scale, namely very effective, effective, quite effective, less effective, and ineffective.

Based on the measuring above for each of these categories, a conversion guideline for the application of the Hypnoteaching method in increasing Mandarin learning activities of class X students of Yayasan Dharma Bunda Kasih Indonesia can be arranged as in Table 1.

Then, you can also find out the student's absorption with the absorption formula as follows [11]:

DS = Me. 10%

Description:

DS = Absorbency

Me = Average student learning achievement score.

This study took objects in classes X and XI. The things observed during the research process involved students, teachers, situations, and conditions of class X at the Dharma Bunda Kasih Indonesia Foundation by looking at the effectiveness of students capturing lessons with the Hypnoteaching method given by the teacher by taking a sample of one class, namely class X with a total of 15 students.

TABLE 1: Conversion of the Application of the Hypnoteaching Method in Linking Student Activities.

No	Student Score	Category
1	86-100	Very Effective
2	66-85	Effective
3	46-65	Moderately Effective
4	26-45	Less Effective
5	0-25	Not Effective

TABLE 2: Normality Test Results of Experimental and Control Classes.

Mandarin scores	Class	Test of normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Hypnoteaching Experiment Pre-Test	.166	15	.200*	.974	15	.917
	Hypnoteaching Experiment Post-Test	.181	15	.200*	.964	15	.758
	Conventional Experimental Pre-Test	.177	15	.200*	.970	15	.854
	Conventional Experimental Post-Test	.196	15	.125	.966	15	.799

\*. true significance.

a. Correction of Lilliefors Significance

### 3. Results

The results of the overall data analysis found that the CEFR-based teaching materials that had been designed in previous studies had a significant effect on the ability to write Arabic essays. This can be seen from the results of the following pre-test and post-test.

TABLE 3: Pre-Test Homogeneity Test Results of Experimental and Control Classes.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Learning outcomes	According to Mean	.000	1	28	1.000
	According to Median	.000	1	28	1.000
	According to Median and with adjusted df	.000	1	28.000	1.000
	According to trimmed mean	.000	1	28	1.000

TABLE 4: Post-Test Homogeneity Test Results of Experimental and Control Classes.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Mandarin scores	According to Mean	.060	3	56	.980
	According to Median	.051	3	56	.984
	According to Median and with adjusted df	.051	3	55.600	.984
	According to trimmed mean	.059	3	56	.981

TABLE 5: Results of the Experimental and Control Classes' T-Tests.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	F
Mandarin scores	Equal variances assumed	.116	.736	-4.970	28	.000	-20.467	4.118	-28.903	-12.031
	Equal variances not assumed			-4.970	27.778	.000	-20.467	4.118	-28.906	-12.028

### 3.1. Application of the hypnoteaching method for Class X Dharma Bunda Kasih Indonesia Foundation

According to Wiguna [3]. In the Hypnoteaching procedure, the role of the mentor is considered as a hypnotist, while the student as a suyet, that is, a hypnotized person. Teachers, in their capacity as hypnotists, do not need to force sleep on students for giving offers in the studying process. It is important for the teacher to understand the language used in hypnotization. When starting the class, the teacher is recommended

does not immediately give the opening greeting or lesson material, because the classroom environment is unfavorable and students are not prepared to learn.

In early learning process, the teacher can simply sit quietly on the chair without giving any reprimands, advice, or getting angry. After that, the teacher can look at each student one by one by using his/her inner psychological power. By taking a deep breath, holding it briefly in the chest, and releasing it slowly, the teacher can observe the students' reactions. The students engage in this exercise several times until their hearts, brains, and emotions are entirely at calm. The teacher will then be calmer, more patient, and more at comfort. At this point, the disruptive behavior from students will stop, and the classroom environment will improve to a more manageable level. Learners who have settled down quietly and are prepared to learn will instinctively correct and caution their peers who are still drowsy, laying down, or making noise. The instructor focuses the class's attention and focus on one thing—the language of suggestive communication—without requiring them to feel anything. The stages of applying the Hypnoteaching method in class X Yayasan Dharma Bunda Kasih Indonesia are as follows:

i. Yelling

Yelling is used to return students' concentration to the subject matter by shouting the words "Is our spirit up" and being answered with a collective "Yes Sir". When students' concentration starts to be broken, the teacher can apply this technique to restore their focus.

ii. The emotion clock

The emotion clock is a clock for managing emotions. In essence, everyone's emotions can change every second, and students are no different. They also have different emotional times. Therefore, a way is needed so that they remain in the same emotion at a time. The emotion clock in class X of Yayasan Dharma Bunda Kasih Indonesia is divided into two parts as follows:

a. Quiet time

The teacher writes the word "Quiet". At this time, students are asked to remain calm and focused because the teacher will deliver important material.

b. Discussion time

The teacher writes "Discussion". The discussion time indicates that during this time, students are expected to participate in the discussion of the topic just discussed.

c. Giving praise

At this time the teacher will give praise to students who can answer correctly to the questions given or to students who have been wrong in answering the questions given.

The benefit of giving this word of praise is to motivate students to dare to answer every question given by the teacher.

d. Magic questions.

In creating questions that can improve students' learning achievement, special questions are needed that can build the learning process, provide solutions, increase potential, and guide students. This effort aims to motivate students further to participate in learning. The questions asked by teachers are often referred to as "magic questions," which can arouse students' enthusiasm and motivation to respond enthusiastically to the questions.

When the teacher applies the Hypnoteaching method system in the classroom with the participation of all students, they follow the teacher's instructions one by one. In this process, students are allowed to ask the teacher directly if there are things they do not understand. The Hypnoteaching method applied at Yayasan Dharma Bunda Kasih Indonesia involves giving hypnosis to students who are seriously willing, which is carried out by the teacher.

### 3.2. Effectiveness and student learning outcomes with the hypnoteaching method

The progress of student learning activities can be measured through an increase in student learning scores. The effectiveness of the implication of the Hypnoteaching test in increasing student learning activities in class X of Yayasan Dharma Bunda Kasih Indonesia is as follows:

Calculating the average value of class X students of Yayasan Dharma Bunda Kasih Indonesia with the average formula is:

$$Me = \frac{1305}{15}$$

$$Me = 87$$

So, the average student score.  $Me = 87$

For the average (mean) in the study of the effectiveness of the application of hypnoteaching methods in increasing learning activities into Table 1 Conversion of the application of hypnoteaching methods in the "Very effective" category with an average value of 87.

Calculate absorption (DS) with the following formula:

$$Ds = \frac{87}{10} \times 100\%$$



$$D_s = 87\%$$

So, the absorption value of students.  $D_s = 87\%$

To assess the effectiveness of the application of hypnoteaching methods in learning, the conversion guidelines refer to Table 1 on data processing techniques. The criteria used to state the level of effectiveness in this learning are in the categories of very effective, effective, quite effective, less effective, and ineffective.

The results of student's mean score and absorption above obtained from the results of distributing questionnaires for the average of the overall student learning outcomes in class X of the Dharma Bunda Kasih Indonesia Foundation is 87 and the absorption obtained seen from the average student score is 87%. From these results it shows that seen from Table 1 the conversion of the effectiveness of the Hypnoteaching method in increasing student learning activities shows that the average score or value of students is in the range of 85-100 with a very effective category. So from the data on the calculation of learning outcomes above, it can be seen that the Hypnoteaching method is very effective in increasing student learning activities.

Furthermore, to perform normality test, homogeneity test, and t-test. After summarizing the average value of the Final Semester Examination (UAS), the results showed that the experimental class had an average value of 75, while the control class had an average value of 76. However, in the context of Chinese learning achievement, which was measured after students received learning with the Hypnoteaching method and direct learning in Chinese listening lessons, the average result for the experimental class was 87, while the control class had an average of 78. This indicates that students' learning achievement in Chinese tends to be higher after applying the Hypnoteaching method compared to direct learning.

The following are the results of the normality test, homogeneity test, and T-test in the experimental and control classes:

Normality test decision (Table 2)

If the significance value  $> 0.05$ , then the residual value is normally distributed.

If the significance value  $< 0.05$ , then the residual value is not normally distributed.

Homogeneity test decision (Table 3-4)

If the significance value  $> 0.05$ , then the data is homogeneous.

If the significance value  $< 0.05$ , then the data is not homogeneous.

Independent Sample T-test decision-making basis (Table 5)

If the Sig (2-tailed) value  $< 0.05$ , then there is an influence on student learning outcomes

If the Sig (2-tailed) value  $> 0.05$ , then there is no effect on student learning outcomes.

## 4. Discussion

After analyzing the data on the initial data, namely the second-semester UAS scores, the results for the normality of the experimental class were 0.917 and the normality test for the control class was 0.854. Because the value for each sample value of 0.05 so  $H_0$  is accepted. This means that each population is normally distributed. In addition, the homogeneity test of the variance between the two groups used the F test with a significance level of 5%, with the result of  $1.000 > 0.05$  so it can be concluded that the sample comes from a homogeneous population. After the second-semester students' UAS score data consisting of students in the hypnoteaching group and students in the conventional learning group were declared normally distributed populations and the variance of the two populations was homogeneous.

After the conditions of the two classes were tested for normality and homogeneity, then the application of learning using the hypnoteaching model in the experimental class and direct learning in the control class. After the learning ends students are given a test to determine their learning achievement in Chinese listening lessons. Furthermore, the achievement data obtained was analyzed and the results obtained for the normality of the experimental class were 0.758. The normality of the control class is 0.799. Because the value for each sample value is greater than 0.05, so  $H_0$  is accepted. This means that each population is normally distributed. In addition, the homogeneity test of the variance between the two groups uses the F test with a significance level of 5%, with the calculation result of 0.980 so it can be concluded that the sample comes from a homogeneous population. After the data from the students' learning presentation is normal and homogeneous for the experimental class and control class, then hypothesis testing is carried out with the t-test. The results of the t-test calculation with a significance level of 0.05 obtained  $0.000 < 0.05$ , it can be concluded that Hypnoteaching Learning produces better achievement than direct learning.

Based on the T-test analysis, it can be concluded that learning with the hypnoteaching method produces better achievement than direct learning ( $0.000 < 0.05$ ). This result supports the researcher's hypothesis which states that hyp-noteaching contributes positively to learning achievement. The effectiveness of the hypnoteaching method in learning lies in creating a relaxed condition before learning begins. Students are conditioned by being given ideas in the form of short phrases or sentences, which helps them feel relaxed and untroubled. Students who are in this situation are more

prepared to learn the content, which improves their comprehension of it. Furthermore, it has been shown that utilizing humor in the classroom helps lower kids' anxiety levels. This is in line with the conclusions of research conducted by Dinasty et al. [4] and Wiguna [3] which concluded that Hypnoteaching produces better performance than conventional learning.

## 5. Conclusion

The study's findings, which show that hypnotically taught Mandarin is a more effective way to learn than conventionally taught Mandarin, constitute the study's conclusion. Conventional learning in this study was carried out using a direct learning model with the lecture method. The use of hypnoteaching is an alternative option that can be utilized by teachers to create an effective and fun learning atmosphere. The hypnoteaching method works by the teacher communicating at the student's subconscious level, shifting brain-waves from beta to alpha levels. In the alpha state, students' concentration becomes focused, creating conditions where the learning process becomes more meaningful.

The effectiveness of the hypnoteaching method can be measured from the results of the second-semester exam in class X of Yayasan Dharma Bunda Kasih Indonesia. The average score of all students reached 87, and from the average score, it can be seen that the absorption of students reached 87%. The calculation results show that the students's mean score, in the conversion of student learning effectiveness, is in the range of 86-100 with the category "Very Effective." Thus, the calculation of these learning outcomes shows that the use of the hypnoteaching method is effective in increasing student learning activities.

## Conflict of Interest

The authors declare that there is no have potential conflicts of interest.

## References

- [1] Sardiman AM. *Interaksi & motivasi belajar mengajar [Interaction & motivation for teaching and learning]*. Jakarta : RajaGrafindo Persada; 2012.
- [2] Karim A. *Efektivitas partisipasi perempuan pada pendidikan non formal di pusat kegiatan belajar masyarakat (PKBM) Kecamatan Wedarijaksa Kabupaten Pati [The effectiveness of women's participation in non-formal education at*

- the community learning activity center (PKBM) in Wedarijaksa District, Pati Regency]. *INFERENSI: Jurnal Penelitian Sosial Keagamaan*. 2017;11(1):119-140. <https://doi.org/10.18326/infs13.v11i1.119-140>
- [3] Wiguna IDAA. Efektivitas penerapan metode hypnoteaching dalam meningkatkan aktivitas belajar siswa [The effectiveness of applying hypnoteaching methods in increasing student learning activities]. *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran*. 2020;4(2):66-74. <https://doi.org/10.26858/pembelajar.v4i2.13006>
- [4] Dinasty A, Suryawan IPP, Sugiarta IM. Efektivitas penerapan metode hypnoteaching terhadap motivasi belajar matematika siswa SMP [The effectiveness of applying the hypnoteaching method to the mathematics learning motivation of junior high school students]. *Prisma*. 2021;10(1):30-43. <http://dx.doi.org/10.35194/jp.v10i1.1302>
- [5] Navis AA. Hypnoteaching: Revolusi gaya mengajar untuk melejitkan prestasi siswa [Hypnoteaching: A teaching style revolution to boost student achievement]. Yogyakarta: Ar-Ruzz Media; 2017.
- [6] Yustisia N. Hypnoteaching: Seni ajar mengeksplorasi otak peserta didik [Hypnoteaching: The art of teaching to explore students' brains]. Yogyakarta: Ar-Ruzz Media; 2012.
- [7] Gunawan AW. Hypnotherapy the art of subconscious restructuring. Jakarta: PT Gramedia Pustaka Utama; 2007.
- [8] Kihlstrom JF. Hypnosis. *Annual Review of Psychology*. 1985;36:385-418. <https://doi.org/10.1146/annurev.ps.36.020185.002125>
- [9] Hamalik O. Proses belajar mengajar [Teaching and learning process]. Jakarta: Bumi Aksara; 2016.
- [10] Khairunnisa N, Sutjihati S, Retnowati R. Analisis sequential exploratory kemampuan berpikir analisis dalam pembelajaran biologi di SMA Negeri 1 Ciawi [Exploratory sequential analysis of analytical thinking skills in biology learning at SMA Negeri 1 Ciawi]. *EduBiologia: Biological Science and Education Journal*. 2021;1(1):68-77. <http://dx.doi.org/10.30998/edubiologia.v1i1.8229>
- [11] Sugiyono PD. Metode penelitian kuantitatif, kualitatif dan R&D [Quantitative, qualitative and R&D research methods]. Bandung: Alfabeta; 2019.