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Journal of Education and Computer Applications

journal homepage:
https://jeca.aks.or.id/index.php/jeca/index

Application of *Hypnoteaching Method* in Social Science Learning in Elementary School

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Article Info

Keywords:

Hypnoteaching Method,
Social Science Learning,
Science,
Primary school

ABSTRACT

This study aims to describe the implementation and effectiveness of the hypnoteaching method in the IPAS (Science and Social Studies) learning process for fourth-grade students at UPT SD 214 in Pinrang Regency, as well as to explore students' responses toward the use of this method in IPAS learning. A descriptive qualitative approach was employed to elaborate on the application of the hypnoteaching method in IPAS instruction.Data collection was conducted through observation, interviews, and documentation. The findings revealed that the hypnoteaching method was successfully implemented by the teacher in a systematic manner across ten key aspects: intention and motivation, facing, leading, the use of positive language, giving praise, modeling, mastery of learning materials, enhancing students' self-confidence, effective communication, and meaningful lesson closure. The teacher was able to create a learning environment that was comfortable, interactive, and conducive, thus supporting a more effective learning process. The application of the hypnoteaching method had a positive impact on increasing students' learning motivation, self-confidence, and understanding of IPAS material. Students felt more at ease in a relaxed yet focused classroom atmosphere, allowing them to better follow the learning steps provided by the teacher.It is recommended that teachers continue to enhance their creativity in applying the hypnoteaching method, particularly by developing more innovative instructional strategies to support students' understanding of more complex IPAS topics. In addition, it is important for teachers to provide extra guidance for students who experience difficulties so that all learners can equally benefit from this method. Future studies are suggested to examine the implementation of this method on other IPAS topics to broaden the scope of its effective application.

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1. INTRODUCTION

Teachers are the main components that have a central role in the success of a learning process. A professional teacher will be able to manage learning effectively so that the learning goals that have been set

can be achieved optimally [1]. Each teacher has different characteristics, both in teaching style, approach, and material delivery techniques. This difference certainly affects the learning process and student learning outcomes. In the ever-evolving world of education, various learning methods have been applied to create a learning atmosphere that is not only fun but also interesting and motivates students to be more active in the learning process, so that learning goals can be achieved to the maximum.

Learning method is a method or approach used by teachers in delivering subject matter to students so that the material can be accepted and understood well. The application of the right method is an important factor in the success of the teaching and learning process. The choice of learning methods by teachers needs to be adjusted to the characteristics of students, classroom conditions, and learning objectives. The right method will make it easier for students to understand the subject matter and create a fun learning atmosphere. On the other hand, if the method used is not suitable, then the learning process will feel boring, difficult to understand, and can even reduce students' enthusiasm for learning. Therefore, teachers are required to be able to apply innovative, creative, and relevant methods to the needs of students so that the learning process can run effectively and efficiently [2; 3].

One of the learning approaches that has begun to be developed is *the hypnoteaching method.* This method integrates the persuasive and suggestive communication techniques used in hypnosis into the learning process. *Hypnoteaching* does not mean that students are hypnotized like in the practice of medical hypnosis, but rather creates a comfortable, relaxed, and focused learning environment so that students can more easily accept and understand the subject matter. In this method, teachers play the role of communicators who are able to influence students' subconscious through evocative language, positive suggestions, and emotional approaches that arouse students' enthusiasm and motivation to learn [4]. Thus, *hypnoteaching* can build a conducive classroom atmosphere, establish a harmonious relationship between teachers and students, and increase students' confidence in learning. Teachers are required to convey material with enthusiasm, varied voices, pleasant facial expressions, and use sentences that contain motivation and inspiration. This strategy is believed to be able to foster students' interest and curiosity in subject matter, especially in science subjects that require an in-depth understanding of concepts [5].

In the current era of the implementation of the Independent Curriculum, a fun, flexible, and student-centered learning approach has become very relevant. The Independent Curriculum provides space for teachers to be more flexible in developing learning strategies that suit the needs and characteristics of students. In this context, *the hypnoteaching* method is very much in line with the spirit of the Independent Curriculum, as it gives teachers the freedom to create a fun and meaningful learning atmosphere. Social studies learning that is integrative between the natural and social sciences requires an approach that is able to stimulate students' thinking, curiosity, and analytical skills. *Hypnoteaching*, with the power of suggestion and positive language, is believed to be able to build a deeper and more enjoyable learning experience, as well as increase the active involvement of learners in the learning process [6; 7].

Several previous studies have shown the effectiveness of *the hypnoteaching* method in improving student learning outcomes. For example, research from Indarta et al in 2022 [6] shows that *the hypnoteaching* method is able to increase students' motivation to learn and understand concepts in science learning. Another study by Gumilar et al. in 2023 [7] revealed that the use of *hypnoteaching* is able to create a more interactive learning atmosphere and build a positive emotional connection between teachers and learners. In addition, research from Lucy et al in 2021 [8] also shows that the application of *hypnoteaching* in Social Science subjects can increase students' active involvement and make it easier to absorb learning materials. These results reinforce that *hypnoteaching* is not just a communication method, but also an effective learning strategy to improve the quality of learning in various subjects, including IPAS.

The Independent Curriculum aims to create a learning process that is oriented towards strengthening students' competencies, not solely focusing on material achievements. Through differentiated and project-based learning, students are invited to be actively involved in exploring knowledge and solving real problems in the environment. This is very much in line with the characteristics of science subjects that encourage students to understand natural and social phenomena contextually. Teachers have an important role in designing and implementing social studies learning that is relevant to students' daily lives. Therefore, the application of *the hypnoteaching* method in learning science is one of the alternative strategies that can increase students' interest, understanding, and scientific attitude in studying the surrounding environment [9].

UPT SD Negeri 214 Pinrang Regency as one of the basic education institutions in Pinrang Regency always strives to improve the quality of science learning. Based on the results of initial observations, it was found that there are still challenges in creating an interesting learning atmosphere and being able to foster students' enthusiasm for learning. Some students look less active, less motivated, and have difficulty understanding the science material. This is the basis for the need to apply more innovative learning methods that touch the emotional and psychological aspects of students. *Hypnoteaching* is seen as one of the potential

methods to answer these challenges, because it is able to build emotional connection between teachers and students, create a conducive classroom atmosphere, and increase the effectiveness of IPAS learning as a whole.

2. RESEARCH METHOD

This research uses a qualitative approach, which aims to deeply understand the condition of natural objects. In contrast to the experimental approach which is manipulative in nature, this approach prioritizes understanding the situation as it is in the field. In the qualitative approach, the researcher plays the role of the main instrument that is directly involved in the data collection process. The data collection technique is carried out through triangulation, which is by combining various data sources and methods to obtain stronger data validity. Data analysis is done inductively, which means that researchers build patterns and meanings from the data collected, rather than based on predetermined initial hypotheses. The results of qualitative research focus more on the meaning of the phenomenon being studied than simply making generalizations that apply widely.

Although this research is a field study, library *research* is still carried out as a theoretical foothold. This literature review is important, especially in discussions that require literature support, such as in explaining the basic concepts and principles of the hypnoteaching method. Thus, relevant theories can support the interpretation of data obtained from the field.

The main objective of this qualitative research is to understand social phenomena from the perspective of participants. In this case, participants refer to individuals who provide information through interviews, observations, or other data sources, which reflect the student's own perspective on the situation being studied. In this study, the participants were teachers and students at UPT SDN 214 Pinrang Regency, who were directly involved in the application of *hypnoteaching methods* in the classroom.

3. RESULTS AND DISCUSSION

Research Results on the Implementation of *the Hypnoteaching* Method in Science Learning in Class IV UPT SDN 214 Pinrang

Observation activities are carried out by observing the course of the Science learning process from beginning to end. The observation was carried out for two days, starting on Thursday, February 6, 2025. The following are the results of observations on the implementation of learning at the meeting.

The implementation of *the hypnoteaching method* begins with an opening greeting, followed by questions about the student's condition, such as "How are you today?", "Have you had breakfast?", or "Are you still in good spirits after exercise?". The teacher then asks the students about their readiness to learn and provides initial motivation through enthusiastic applause or applause of appreciation, as part of the *facting* technique.

At the core activity stage, the teacher directs the students' attention using a focus tap, then leads the learning process (leading) by providing an initial explanation of the Science material, for example about changes in the shape of objects. Teachers present real-life examples using media such as pictures, props, or simple demonstrations. During this process, the teacher inserts positive sentences such as, "Definitely can!" or "That's great!" to build students' enthusiasm and confidence.

As part of the *modeling* strategy, the teacher displays a visual impression through the LCD and explains simple steps to help students understand the concept in stages. Furthermore, students are encouraged to actively participate by answering questions, discussing, and conveying their ideas. Teachers provide guidance and motivation so that each student can be optimally involved in learning. Explanations are delivered clearly and systematically, and adjusted to the abilities and needs of students. The teacher also actively asks if the students have understood the material or still need additional explanation.

Students were given the opportunity to present the results of their group work. The teacher gives sincere praise as a form of appreciation for the students' efforts, which also serves as additional motivation. Class discussions are conducted to strengthen the concept and ensure that all students understand the material being studied. The teacher also facilitates questions and answers so that students can more easily convey their confusion.

At the end of the lesson, the teacher gives time to the students to conclude the material that has been learned. This activity aims to strengthen the understanding of the main concepts in the lesson. The teacher closed by giving appreciation for the active involvement of students and maintaining a warm and positive closing atmosphere.

During the learning process, teachers apply the *facing* and *leading* approach effectively to maintain student focus and engagement. Teachers actively approach students to check their understanding and provide help when someone is experiencing difficulties. This interaction makes the learning atmosphere more personal, supportive, and adaptive to the individual needs of students.

As a marker of the end of the activity, the teacher uses the countdown method, then together discusses the practice questions that have been done by the students. To strengthen understanding, the teacher repeats

the key points of the material and closes the lesson by conveying moral or motivational messages related to character values, such as responsibility, cooperation, and curiosity.

In general, the application of *the hypnoteaching* method in science learning in initial observation shows that this strategy is able to create an active, comfortable, and fun learning atmosphere. Teachers succeed in building emotional closeness with students through suggestive and communicative approaches, as well as clarifying abstract concepts through concrete learning media. Despite the obstacles in the form of decreased concentration due to physical fatigue, teachers are still able to maintain student involvement through active guidance and material reinforcement. Therefore, *the hypnoteaching* method has great potential to increase students' motivation and participation in Science learning, although additional strategies are still needed to manage external factors that affect students' learning focus.

The second observation was held on Tuesday, February 11, 2025. In the early stages of learning, teachers start activities by building students' motivation and mental readiness through joint prayer. This activity not only fosters a positive atmosphere, but also encourages students' enthusiasm for learning. Afterwards, the teacher greets the students in a friendly manner, using warm voice intonation as well as pleasant body expressions, as part of the faceting approach. These interactions build emotional comfort and create a close connection between teachers and students from the beginning of learning.

The teacher then conveys the science learning objectives in an interesting and motivating way, such as through sparker questions that are relevant to the students' daily lives. This strategy helps students relate the material to the real context, so they feel more personally involved in the learning process. In the core activity, teachers apply *a hypnoteaching* approach by using positive language, giving praise, and ensuring mastery of the science material presented. Teachers actively lead the learning process (leading) by delivering clear instructions and using simple language so that it is easy for students to understand. To build a gradual understanding, the teacher gives examples of problems related to the material such as changes in the shape of objects or the properties of light, then invites students to try to solve them together.

As part of the modeling strategy, teachers use visual aids, such as drawings or concrete objects, to clarify the steps of completing concepts. In this activity, students work in groups using the Student Worksheet (LKPD) as an active learning medium. Teachers continue to provide motivation and guidance to the study groups to ensure good cooperation and equitable understanding among the group members. Students were also given the opportunity to present the results of the group's work in front of the class. Teachers give sincere appreciation and praise as a positive reinforcement that increases their confidence. Classroom discussions guided by teachers are a means of clarification and deeper exploration of science concepts that are not yet fully understood, so that all students can be actively involved.

In the closing stage, the teacher gave students the opportunity to reconvey the content of the day's learning as a form of strengthening the concepts that had been learned. Teachers also appreciated their participation, which helped create a positive and fun closing atmosphere. To deepen their reflection on learning, the teacher invites students to fill out a reflection sheet, in which they write down their feelings during learning, the challenges they faced, and the things they learned from their friends in the group. This activity provides a space for students to evaluate their personal learning experiences, as well as input for teachers in developing the next learning strategy.

In closing, the teacher gave an introduction to the upcoming material so that students are better prepared for the next lesson. The application of *the hypnoteaching* method in this second observation shows that this approach is able to create a conducive learning atmosphere, build active involvement, and strengthen students' understanding of Science materials. Through effective classroom management and positive communication, teachers succeed in creating a learning environment that supports the development of students' potential as a whole.

Based on the results of observations made at two meetings, it can be concluded that the application of *the hypnoteaching* method in science learning in grade IV UPT SDN 214 Pinrang has touched on various important aspects that contribute to increasing student motivation, involvement, and understanding. Students responded positively to the teacher's approach to the face, such as opening with a greeting, attention to their physical and emotional condition, and creating a comfortable atmosphere before learning began.

The leading techniques used by teachers also have a positive influence in building active student involvement. Teachers gradually guide their understanding of the Science material through simple examples, structured instruction, and the use of suggestions and positive words that help increase students' confidence. Modeling strategies are also effectively applied through the use of teaching aids, such as visual media and direct demonstrations of science concepts, which make it easier for students to understand abstract material. In addition, teachers provide students with opportunities to answer questions and express their opinions, which is an important part of creating an active learning atmosphere and encouraging their confidence.

Teachers show consistency in approaching students personally, ensuring that each student understands the material, and providing appropriate guidance. Instructions are delivered in easy-to-understand language and accompanied by interactions that build a positive relationship between teachers and students. Giving praise and facilitating discussions to clarify concepts that are not yet understood also strengthens the learning process. In the closing stage, the teacher applies the countdown technique as a signal of the end of the time to work on the assignment, invites students to re-discuss the questions, and conveys a moral message as a reflection that provides added value in character.

Overall, the application of *the hypnoteaching* method in science learning has shown its effectiveness in creating a supportive learning environment, building internal motivation of students, and increasing understanding of concepts through communicative, suggestive, and interactive approaches. With the development of sustainable strategies, this method has the potential to have a greater impact on the quality of learning and learning outcomes of students.

DISCUSSION

Implementation of *Hypnoteaching Method* in Social Science Learning at UPT SDN 214 Pinrang

The application of *the hypnoteaching* method in science learning in grade IV UPT SDN 214 Pinrang shows a structured approach that focuses on increasing learning motivation, concept understanding, and students' confidence. This method is based on the principle of hypnosis in the field of psychology and communication, which is a condition when a person has a high level of concentration and suggestive power, so that information can be absorbed deeper into the subconscious [10]. In the context of education, this concept was developed into a *hypnoteaching* method that relies on persuasive communication and the use of positive suggestions to help students focus more and understand the material better [11].

In accordance with this principle, teachers start learning by creating a physically and psychologically comfortable atmosphere to foster students' intention and enthusiasm for learning. This is in line with the explanation [12] which states that a relaxed and positive learning atmosphere is able to reduce the frequency of students' brain waves to a more receptive condition to new information.

In addition to building motivation, teachers also use *facting techniques*, which are harmonizing body language, tone of speech, and interaction patterns with students, to strengthen emotional connectedness in the classroom. This approach is in line with Noer's view in [12], which emphasizes the importance *of rapport* or closeness between teachers and learners to create effective learning relationships. Research by Kasaniah in 2014 [13] also reinforces that a good emotional connection between teachers and learners can increase participation in the learning process.

At the core stage, teachers apply *leading strategies* by providing direction gradually, clearly, and in accordance with the level of understanding of students. In teaching material such as changes in the shape of objects or the water cycle, teachers use concrete aids such as illustrative drawings, miniature models, or simple experiments before moving on to theoretical explanations. This approach is supported by research by Priyono et al. in 2014 [14] which stated that *hypnoteaching* is effective in improving students' understanding because concepts are conveyed in a concrete and easy-to-understand method. [15] also states that the state of the brain in Alpha or Theta waves makes it easier for learners to absorb information and understand the material in depth.

Teachers consistently insert affirmative words in the learning process to foster students' confidence. According to [16], the use of positive language can help students develop a positive perception of the learning process and increase confidence. In addition, teachers also conduct *modeling* by providing direct examples before students do assignments. For example, when explaining the evaporation process, the teacher demonstrates a simple experiment in front of the class while giving an easy-to-understand verbal explanation. This is in accordance with the findings [17] which state that *modelling* makes it easier for students to understand abstract material through visualization.

Flexibility in interaction is also shown by teachers by paying special attention to students who need more help, while still providing challenges to students who have mastered the material. For example, students who have difficulty understanding the concept of style are given visual aids, while students who have understood are given questions in the form of case studies. This adjustment reflects the application of *hypnoteaching* that is adaptive to the individual needs of learners, as conveyed by [12] that a personal and suggestive approach is the key to the success of this method.

At the end of the lesson, the teacher held a reflection and reinforcement session of the material. Reflection is carried out through provocative questions to encourage students to re-evaluate their understanding of the Science material studied. The teacher also closes the lesson with motivational sentences so that students remain enthusiastic about learning the next day.

By implementing the *hypnoteaching method,* teachers in grade IV UPT SDN 214 Pinrang succeeded in creating a positive, active, and fun learning atmosphere. This strategy not only increases students' motivation and understanding of Science material, but also helps them feel more confident in the learning process.

Students' Responses to *Hypnoteaching Methods* in Social Science Learning

Students' responses to the application of *hypnoteaching* methods in Science learning in grade IV UPT SDN 214 Pinrang showed positive results, especially in terms of increased motivation, concept understanding, and confidence during the learning process. The majority of students revealed that students felt more comfortable and excited when the teacher used the hypnoteaching approach, which was shown by the response that the classroom atmosphere felt more pleasant and the material became easier to understand. As explained by [12], a positive learning atmosphere can help lower anxiety levels and increase learners' participation in the learning process.

This is also in line with the brainwave theory of [18], which states that in relaxed conditions such as when the brain waves are in the Alpha or Theta phase, the ability of learners to receive and retain information becomes more optimal.

Students also gave a good response to the use of *facing* and *leading* techniques in learning. Statements such as "Yes, understand" indicate that students are able to understand the instructions given gradually and clearly by the teacher. The *leading* technique, which emphasizes positive suggestions and structured instruction, has been shown to help students better understand science material, such as changes in the shape of objects or the water cycle. According to [11], *the hypnoteaching* method has an influence on the subconscious, making students more focused and motivated during learning activities.

The use of positive language by teachers also affects students' enthusiasm for learning and confidence. Answers such as "Happy, cheerful" show that the words of encouragement from the teacher have succeeded in building self-confidence in following Science learning. [16] states that positive verbal affirmations can increase students' motivation and sense of ability, creating a more supportive learning atmosphere. [19] It is also suggested that suggestions given in a comfortable mental state are easier to accept and internalize by students.

The praise given by teachers also plays a role in increasing students' enthusiasm for learning. This can be seen from the statements of students who feel appreciated when they receive appreciation for their efforts to understand the material. The theory *of reward and punishment* explains that praise can strengthen positive self-concept and increase students' self-esteem [20]. [13] It was also found that *a hypnoteaching* approach that emphasizes positive suggestions can help reduce learning anxiety and improve retention of the material learned.

Students' confidence also increases when teachers manage to create a fun learning environment that is free from stress. Answers such as "Confident" and "Teacher is not fierce, kind" describe a supportive and safe classroom atmosphere for expression. [21] asserts that this kind of atmosphere, built through suggestive and positive communication, is very effective in helping learners overcome psychological barriers to learning. This is closely related to the concept of *trance* in hypnosis, where individuals become more open to learning when in a calm mental state [10].

In terms of communication, most students feel heard and cared for by teachers. Responses such as "Comfortable and focused learning" suggest that the interpersonal approach in *hypnoteaching* strengthens learners' engagement in learning and encourages active interaction. [11] states that effective communication in *hypnoteaching* strengthens positive emotional connections between teachers and learners, as well as increases active participation in learning activities.

Overall, students' responses to *the hypnoteaching* method show that this approach is effective in creating a fun science learning process, increasing learning motivation, and building students' confidence in understanding and completing learning tasks.

4. CONCLUSION

Based on the results of the analysis that has been presented previously, the application of *the hypnoteaching* method in Science learning in Class IV UPT SDN 214 Pinrang shows the positive impact of various aspects observed. The *hypnoteaching method* has been successfully applied systematically by teachers through ten main components, namely: the formation of intention and motivation, the facing approach, the leading technique, the use of positive words, the giving of praise, modelling strategies, mastery of learning materials, increasing student confidence, effective communication, and reflective learning closing. Through the application of these aspects, teachers are able to create a comfortable, interactive, and conducive learning environment, thereby supporting a more meaningful and enjoyable science learning process. The application of this method has also proven to be successful in arousing students' motivation, conveying directions in a clear and structured manner, and adapting the learning approach to individual needs. Teachers provide appropriate support through visual and concrete strategies in explaining Science materials, such as the use of props and

simple demonstrations, which strengthen students' understanding of scientific concepts. It can be concluded that *the hypnoteaching* method makes a positive contribution to increasing learning motivation, confidence, and understanding of the subject matter. Students feel more comfortable learning in a relaxed yet focused atmosphere, so they can follow the learning flow better. Positive verbal support, appreciation in the form of praise, and personal approach carried out by teachers have a significant influence on students' enthusiasm for learning.

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