

# **META-ANALYSIS OF THE INFLUENCE OF THE HYPNOTEACHING METHOD ON LEARNING OUTCOMES IN SCHOOL**

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## **Abstract**

This research study explores the utilization of the hypno-teaching method by an educator aiming to enhance student learning outcomes in a school setting. The primary objective of this investigation is to analyze the influence of employing hypno-teaching on students' academic achievements. The research method involved a systematic review of pertinent literature accessed through Google Scholar using the keywords "learning outcomes and hypno-teaching." A rigorous selection process led to the identification of 12 journal articles and 2 student theses deemed relevant for analysis. Hypno-teaching is an instructional approach that merges hypnosis with pedagogical processes. The findings from this study reveal a significant improvement in student learning outcomes following the implementation of the hypno-teaching method. Quantitative descriptive analysis indicates that the average pretest scores (before the utilization of hypno-teaching) stood at 60.44, whereas the average posttest scores (after the incorporation of hypno-teaching) rose to 78.03. This represents a remarkable 35.46% enhancement in student learning outcomes. Nevertheless, it is essential to acknowledge the limitations inherent in any research endeavor and the various variables that necessitate consideration. While this research contributes substantially to the field of hypno-teaching methodology, further studies with larger and more diverse samples are imperative to validate these findings. Additionally, the effectiveness of the hypno-teaching method may fluctuate contingent upon factors such as student characteristics, teacher competencies, and the learning environment. Thus, continued exploration and refinement of this teaching approach are warranted. This research underscores the commitment of educators to continuously improve teaching methods for the benefit of their students.

Keywords: hypnoteaching, learning outcomes, school, meta-analysis

## **1 INTRODUCTION**

Learning is a complex and essential process in achieving good learning outcomes for students. Learning outcomes refer to what an individual has achieved after undergoing the learning process. According to Tohirin (2011), learning outcomes are what students have attained after engaging in learning activities. According to Dimiyati and Mudjiono (2013), learning outcomes are the results of an interaction between learning and teaching actions, marking the end and pinnacle of the learning process. According to Abdurrahman (2012), learning outcomes are the abilities acquired by a child after engaging in learning activities. According to Susanto (2013), learning outcomes can be defined as the level of a student's success in studying school subjects,

expressed in scores obtained from tests on specific subject matter. So, learning outcomes are the results obtained by a student after participating in a series of teaching and learning activities.

Learning outcomes serve as a crucial parameter for measuring the effectiveness of education. Achieving optimal learning outcomes signifies that education has succeeded in shaping students' understanding and competencies in line with predefined educational objectives. Conversely, unsatisfactory learning outcomes can indicate deficiencies in the teaching process that need improvement. The quality of education depends not only on educators and teaching methods but also on active student participation in the learning process. Therefore, the critical role of the student learning process in achieving high-quality learning outcomes should not be overlooked in the educational context.

In the pursuit of achieving quality education, teachers strive to teach in an effective and creative manner so that students can become more proactive in their learning. They are not solely focused on the end results or grading reports but also aim to equip students with knowledge, intelligence, perseverance, and good behavior. The ideal teaching method is one that can positively influence students in various aspects of their lives, not just within the classroom.

However, the facts indicate that student learning outcomes are still relatively low. According to Istrini (2021), the results of daily mathematics quizzes for VB grade students showed a learning completeness rate of 63%, with 15 out of 24 students meeting the learning objectives. According to Hartanto, Rambe, and Theresia (2023), the average learning outcomes of students were 57.28 out of 25 students, with 18 students not meeting the learning objectives. According to Fitriani and Muldayanti (2017), the learning outcomes of eighth-grade students at MTs. Al-Mustaqim 1 Arang Limbung in the topic of the human respiratory system were below the Minimum Competence Criteria (KKM) (<75), with a completeness rate of 42.60%.

One teaching method that is also quite effective is the hypnoteaching method. When using this method, it is expected that students can actively engage in the learning process. Yustisia (2021) states that hypnoteaching is a teaching method in which the teacher delivers the material using subconscious language to generate students' interest in the subject being taught. According to Anwar (2017), hypnoteaching is a method delivered through persuasive and suggestive communication techniques in teaching. So, hypnoteaching is a method used to communicate with students using subconscious language to provide suggestions so that students become interested in the material being taught.

The steps involved in using the hypnoteaching method, as explained by Anwar (2017), are as follows: Intention and Motivation: This step involves setting clear intentions and motivating learners. It is important to establish why the learning is important and what outcomes are desired. This helps direct students' attention and motivation.

Matching Positions: Pacing refers to matching communication style, tone, and speed with learners. This helps create a good rapport and ensures that learners feel comfortable and understood. The teacher or facilitator must be able to communicate effectively with students.

Leading or Guiding Something: In this step, the teacher or facilitator takes on a leadership role by guiding learners through the learning process, such as providing instructions, asking questions, or offering guidance. This helps guide students toward achieving learning objectives.

Use of Positive Language: Using positive language and reinforcement can create a more encouraging and supportive learning environment. Positive words and feedback can boost learners' confidence and motivation.

Giving Praise: Recognizing and praising learners for their efforts and achievements is a key aspect of effective teaching. Positive reinforcement can enhance self-esteem and encourage active participation.

Modeling or Providing Examples: Giving examples or demonstrating desired behaviors or skills can help learners understand and internalize the concepts being taught. Demonstrations and examples make learning more concrete and practical.

The hypnoteaching method aims to create a more positive learning environment, motivate students, and help them achieve better learning outcomes by leveraging the principles of effective communication and positive reinforcement.

Several studies have shown that the hypnoteaching method can enhance learning outcomes. For instance, research conducted by Puspitasari (2018) demonstrated an improvement of 44.09%. Similarly, a study by As'ari (2018) showed a quite significant increase of 105.65%. Another study by Satria, Waluya, and Siswanto (2018) revealed that students experienced a 13.10% improvement after participating in hypnoteaching-based learning. Therefore, the author is interested in investigating the hypnoteaching method further.

This research utilizes meta-analysis to combine the results of studies conducted on the hypnoteaching method across elementary school (SD), junior high school (SMP), and high

school (SMA) levels. The purpose of this is to provide a comprehensive overview of all available data, enabling more reliable and accurate conclusions to be drawn compared to individual research findings alone. Meta-analysis can also provide stronger and more precise estimates of effects than single studies

This research utilizes the results of hypnoteaching studies conducted in schools, spanning from Elementary School (SD), Junior High School (SMP), and Senior High School (SMA), or their equivalent, following the 2013 curriculum. Education in our country faces several challenges, such as regional disparities in educational access, varying educational quality, inadequate infrastructure and facilities, as well as social and economic inequalities that affect both access to and the quality of education. This nation possesses a large population, talented human resources, and cultural diversity.

Based on the identified issues presented above, the research question to be investigated in this study is: Can the use of the hypnoteaching method enhance learning outcomes in schools located in different places or locations?

## 2 METHODOLOGY

This research employs a meta-analysis method by examining several articles from national journals accessible online through Google Scholar and Semantic Scholar. The meta-analysis study utilizes 14 relevant article samples on hypnoteaching in schools and higher education institutions from the period 2018 to 2023. The keywords used for article searching were "hypnoteaching" and "learning outcomes."

## 3 FINDINGS AND DISCUSSION

In this study, the articles used were in accordance with the objectives, namely as many as 12 articles and 2 student theses which were grouped in the table below

*Table 1 Journal articles analyzed 12 articles and 2 student theses*

No	Titles of Journal	Researcher	Years	Grade	Schools	Annotation
A1	Implementasi Metode Hypnoteaching Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar	Wina Dwi Puspitasari	2018	5	SD	

A2	Upaya Meningkatkan Hasil Belajar Pendidikan Agama Islam (PAI) Menggunakan Metode Hypnoteaching Bagi Siswa Kelas VII C SMPN 1 Limbangan Kabupaten Kendal Tahun 2016/2017	Kasan As'ari	2018	7	SMP	
A3	Model Discovery Learning Bernuansa Hypnoteaching untuk Meningkatkan Kemampuan Mathematical Reasoning dan Rasa Ingin Tahu Siswa	O.A Satria, S.B Waluya, B. Siswanto	2018	10	SMA	
A4	Efektivitas Penggunaan Metode Hypnoteaching Untuk Meningkatkan Akhlak Siswa	Khulaimata Zalfa, Uswatun Chasanah	2018	5	MI	
A5	Efektivitas Metode Hypnoteaching Untuk Meningkatkan Hasil Belajar Dan Kemampuan Berpikir Kreatif Dalam Pembelajaran Matematika Kelas VII SMPN 3 Polewali	Ishak	2019		SMP	
A6	Penerapan Metode Hypnoteaching Untuk Meningkatkan Hasil Belajar Siswa Pada Tema Lingkungan Sahabat Kita di Kelas V Sekolah Dasar Negeri 017 Tandan Sari Kecamatan Tapung Hilir Kabupaten Kampar	Riri Widayanti	2019	5	SD	skripsi i
A7	Pengaruh Metode Pembelajaran Hypnoteaching terhadap Hasil Belajar Siswa Pada	Juliper Nainggolan, Sanggam Pardede,	2020	10	SMA	

	Materi Pokok Usaha dan Energi	Mariana Surbakti, Wasta Elviat Zega				
A8	Dampak Hypnoteaching Terhadap Hasil Belajar Siswa Kelas IV Mata Pelajaran Quran Hadits di MIN 28 HSU	Mariatul Kiftiah, , Ahmad Rifa'i, Mardiana	2020	4	MI	
A9	Pengaruh Metode Hypnoteaching terhadap Pembelajaran Menulis Puisi Kelas X MIPA 1 SMAN Titian Teras Jambi	Dedi Saputra	2020	10	SMA	skripsi i
A10	Pemanfaatan Hypnoteaching Dalam Meningkatkan Hasil Belajar Anak Bernilai Akademik Rendah (Solusi Pembelajaran Anak Abad 21)	Mariatul Kiftiah, Zamzam Rasyidi, Akhmad Rusydi	2021	4	MI	
A11	Upaya Meningkatkan Hasil Belajar Pendidikan Agama Islam (PAI) Menggunakan Metode Hypnoteaching Bagi Siswa Kelas VIIC SMPN 29 Kaur	Mimi Sugiarti	2022	7	SMP	
A12	Penerapan Hypnoteaching dalam Pembelajaran Matematika Materi Limit Aljabar untuk Meningkatkan Hasil Belajar Siswa Kelas XI IPA 6 SMA Negeri 12 Surabaya	Anggiatama Arif Romadhon, Denok Julianingsih	2022	9	SMA	
A13	Penerapan Metode Hypnoteaching untuk Meningkatkan Pengetahuan Siswa pada	Ade Yulisna, Kamaliah, Syarifah	2022	8	MTS	

	Mata Pelajaran Akidah Akhlak Kelas VIII					
A1 4	Upaya Meningkatkan Hasil Belajar Pendidikan Agama Islam (PAI) Menggunakan Metode Hypnoteaching Bagi Siswa Kelas VIII.2 SMP IT Baitunnur Punggur Kabupaten Lampung Tengah Tahun 2019/2020	Imam Subuki	2023	8	SMP	

From the data in Table 1 it is found that there are 12 articles and 2 theses. The number of articles from elementary school level is 2 articles, MI is 3 articles, SMP is 4 articles, MTs is 1 article, and SMA is 4 articles. The grouping of articles from the year the article was published is as follows.

Table 2. Grouping of articles including theses by year of publication.

Group of Analysis	Year	Total Unit of Analysis
SD, SMP, MI, MTs, SMA	2018	6
	2019	2
	2020	3
	2021	1
	2022	3
	2023	1
Dependent Variable	Learning Outcomes	
Method Used	<i>Hypnoteaching</i>	

Table 3. Results of Hypnoteaching Method Analysys on Student Learning Outcomes Based on Gain Test.

No	Journal Items	Pretest	Posttest	Gain	Gain (%)
1	A1	52,96	76,31	23,35	44,09
2	A2	23,73	48,8	25,07	105,65
3	A3	77,95	88,16	10,21	13,10
4	A4	70,06	78,94	8,88	12,67
5	A5	63,39	85,33	21,94	34,61
6	A6	40,867	77,067	36,2	88,58
7	A7	70,06	78,94	8,88	12,67

8	A8	55	75	20	36,36
9	A9	59,62	87,34	27,72	46,49
10	A10	70,06	78,94	8,88	12,67
11	A11	77,95	88,16	10,21	13,10
12	A12	68,24	81,6	13,36	19,58
13	A14	53,28	76,44	23,16	43,47
14	A15	62,97	71,42	8,45	13,42
	Averages	60,44	78,03	17,59	35,46

From the data presented in Table 3, it can be observed that the Hypnoteaching method has the potential to enhance student learning outcomes in schools. The gain values range from a minimum of 12.67 to a maximum of 105.65. These findings suggest that the Hypnoteaching approach can have a significant positive impact on student learning, with some students experiencing substantial gains in their learning outcomes.

**Table 4 Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	78,0319	14	9,89992	2,64586
	Pretest	60,4384	14	14,76739	3,94675

Based on the information provided in Table 4, it is evident that there are descriptive differences in the average learning outcomes before and after being exposed to the hypnoteaching method. Prior to receiving hypnoteaching-based instruction: The average learning outcome was 60.4384. The standard deviation of learning outcomes was 14.76739.

After receiving instruction through the hypnoteaching method: The average learning outcome increased to 78.0319. The standard deviation of learning outcomes was 9.89992. The difference in averages can be calculated by subtracting the post-instruction average (78.0319) from the pre-instruction average (60.4384): Average Difference = 78.0319 - 60.4384 = 17.5935. This difference indicates that after being exposed to the hypnoteaching method, the average learning outcome increased by 17.5935.

Furthermore, the difference in standard deviation is also noteworthy. Before instruction, the standard deviation was 14.76739, but after instruction, the standard deviation decreased to 9.89992. The reduction in standard deviation suggests that after instruction, learning outcomes became more consistent or exhibited less variability compared to before the instructional intervention



*Table 5 Paired Samples Correlations*

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	14	,810	,000

Based on the information presented in Table 5, the correlation coefficient between the scores of learning outcomes before and after being exposed to the Hypnoteaching method is 0.810. This correlation value indicates a relatively high relationship between the learning outcomes scores before and after the use of the Hypnoteaching method.

Correlation coefficients range from -1 to 1, with interpretations as follows:

A correlation of 1 indicates a perfect positive relationship between two variables. This means that when one variable increases, the other variable also increases proportionally. A correlation of -1 indicates a perfect negative relationship between two variables. This means that when one variable increases, the other variable decreases proportionally. A correlation of 0 indicates no linear relationship between two variables.

For a correlation value of 0.810, it suggests a strong positive relationship between learning outcomes before and after being exposed to the Hypnoteaching method. In other words, the higher the scores in learning outcomes before the intervention, the higher the scores in learning outcomes after using this method. This indicates that the Hypnoteaching method has the potential to be effective in improving student learning outcomes.

However, it's important to note that correlation values only describe a linear relationship between two variables and do not imply causation. To identify the causes of this effect and determine whether these differences are statistically significant, further in-depth analysis and hypothesis testing would be necessary.

**Table 6 Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	17,59357	8,90888	2,38100	12,44974	22,73741	7,389	13	,000

Table 6 presents the paired samples test, revealing a mean difference of 17.59357, indicating the score difference in learning outcomes between the post-hypnoteaching and pre-hypnoteaching stages. A positive value signifies that the learning outcomes after implementing the hypnoteaching method were higher than before. Additionally, the table provides the Std. Error Mean, which represents the standard deviation of the average difference.

The most important finding in this table is the statistical value of  $t = 7.389$ , with degrees of freedom (df) equal to 13 and a significance value (p-value) of 0.000, which is less than the significance level of 0.005. As a result, the null hypothesis ( $H_0$ ) is rejected. Therefore, it can be concluded that there is a significant difference in student learning outcomes between the pre-hypnoteaching and post-hypnoteaching stages

#### **4 CONCLUSION**

Based on the analysis, the hypnoteaching method has been shown to enhance student learning outcomes, with improvements ranging from 12.67% to as high as 105.65%, and an average increase of 35.46%. This indicates that hypnoteaching holds potential as an effective learning approach.

Furthermore, for future research, it is recommended to utilize articles that can be analyzed more extensively and in-depth. By incorporating a wider range of data from various sources, such studies can provide more detailed insights into the effectiveness of hypnoteaching in enhancing student learning outcomes. Employing a more thorough analytical approach will enable researchers to gain a better understanding of the factors contributing to the success of hypnoteaching and offer stronger guidelines for its implementation in educational settings.

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