

# Effectiveness of the hypnoteaching learning model in Javanese language learning

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## Abstract

Education aims to create a learning process that enables students to actively develop their potential. However, many schools still rely on conventional learning models, such as the lecture method, which often renders students passive and hesitant to ask questions, thereby reducing their learning outcomes. In the modern era, hypnoteaching has emerged as an innovative approach believed to be more effective. This research examines the effectiveness of hypnoteaching in learning Javanese at the junior high school level. The study employed an experimental design with a posttest-only control group approach. The research subjects were class IX students at SMP Negeri 10 Salatiga, with class IX G serving as the experimental group applying hypnoteaching, and class IX E serving as the control group using the conventional model. The results revealed that the average post-test score for the experimental group was 81.29, while the control group scored only 58.06. Analysis using the T-test indicated a significant value of  $p=0.000$  ( $\alpha < 0.05$ ), demonstrating that hypnoteaching is more effective in improving student learning achievement compared to conventional models. However, it is important to note the limitations of this study, such as the small sample size and the specific focus on Javanese language learning, which may affect the generalizability of the findings.

## Keywords:

hypnoteaching;  
Javanese language;  
language learning

## Abstrak

## Kata Kunci:

bahasa Jawa;  
hypnoteaching;  
pembelajaran bahasa

## Efektivitas Pembelajaran Hypnoteaching dalam Pembelajaran Bahasa Jawa

Pendidikan bertujuan menciptakan proses belajar yang memungkinkan siswa aktif dalam mengembangkan potensinya. Namun, banyak sekolah masih menggunakan model pembelajaran konvensional seperti metode ceramah, yang sering kali membuat siswa pasif dan takut untuk bertanya, sehingga menurunkan hasil belajar mereka. Di era modern, model *hypnoteaching* muncul sebagai pendekatan inovatif yang dipercaya lebih efektif. Penelitian ini mengeksplorasi keefektifan *hypnoteaching* dalam pembelajaran bahasa Jawa di tingkat SMP. Jenis penelitian yang digunakan adalah eksperimen dengan desain *posttest only control design group*. Subjek penelitian adalah siswa kelas IX SMP Negeri 10 Salatiga, di mana kelas IX G menjadi kelompok eksperimen yang menerapkan *hypnoteaching*, sementara kelas IX E sebagai kelompok kontrol menggunakan model konvensional. Hasil penelitian menunjukkan bahwa rata-rata skor *posttest* kelompok eksperimen adalah 81,29, sedangkan kelompok kontrol hanya 58,06. Analisis menggunakan uji T menunjukkan nilai signifikansi  $p = 0,000$  ( $\alpha < 0,05$ ), yang menunjukkan bahwa model *hypnoteaching* lebih efektif dalam meningkatkan prestasi belajar siswa dibandingkan model konvensional.

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## 1 Introduction

Education is a system designed to create situations and processes that enable students to actively develop their abilities and potential. Among all educational activities in schools, learning plays the most crucial role, as its effectiveness significantly influences the achievement of educational goals. (Purnamaningsih & Purbangkara, 2022). Referring to educational goals, an effective learning process can be achieved when teachers apply appropriate media strategies and learning models, ensuring that the material's depth is easily understood by students (Noviana & Saifudin, 2020). If the teacher only uses a monotonous learning model, the classroom atmosphere will feel boring. This monotonous learning model is still widely found or dominantly used at various levels of education, including at the Junior High School (SMP) level, namely with the conventional learning model. (Suparsawan, 2021).

Javanese is part of the regional language curriculum taught in various schools in Indonesia, especially on the island of Java, which aims for students to preserve their regional languages and be able to communicate in Javanese (Devista & Sukoyo, 2024; Nadhiroh, 2021). This learning is also considered important because it is included in efforts to introduce and preserve local cultural heritage to the younger generation. However, many students are not interested and have little interest in this lesson because they consider Javanese to be an ancient language that is usually used by the older generation. Moreover, along with the development of the times, this phenomenon is at risk of eroding and eliminating the existence of regional languages if there are no efforts to preserve them. (Fatmawati & Wiranti, 2023). Based on observations conducted at SMP Negeri 10 Salatiga, it was found that students' learning achievements in Javanese language subject matter were relatively low. This is due to the lack of student activity or participation during learning, reluctance to think when solving problems, and students' limitations in using Javanese due to lack of practice. One of these causes can be influenced by the learning model applied by the teacher.

Currently, many schools are still dominated by the use of conventional learning models in learning. This conventional learning model, which tends to be one-way, often makes students passive, have no desire, or are even afraid to ask questions, which can result in decreased student learning outcomes (Umroh, 2022). This is also what researchers found during observations at SMP Negeri 10 Salatiga, where almost all teachers at the school used conventional learning models in the form of lecture methods, which tend to cause students to get bored during the teaching and learning process. The impact of this ineffective teaching design and delivery of lesson materials ends up making students experience difficulties in learning. This underscores the need for a more interactive and interesting approach to teaching Javanese to improve student learning outcomes and preserve the language as part of cultural identity.

In this modern era, one of the innovative approaches that are starting to be widely known and believed to be able to increase the effectiveness of learning is hypnoteaching (Wiguna, 2020). The term hypnoteaching can be interpreted as the art of communication in the teaching process, which aims to create enjoyable learning by providing suggestions through language or statements so that students can develop their hidden potential (Wiguna, 2020). Hypnoteaching, referred to in this study, is not hypnosis that makes students fall asleep and carry out all the suggestions given by the teacher but rather provides positive suggestions to students consciously with specific techniques (Asmalinda et al., 2023). This learning model, by applying creative, unique, and imaginative techniques, has a basic principle with a subconscious mind program that makes students' minds relax (Ja'faruddin et al., 2020). This relaxed state is because, in applying the hypnoteaching learning model, alpha waves with a frequency of 8-13 Hz are emitted. These waves make the brain produce serotonin and endorphin hormones, making a person feel calm, comfortable, and happy. Therefore, this hypnoteaching learning model is suitable and able to reach the programming of the subconscious

mind of students. Suggestions directly directed to the subconscious will be more effective in changing a person's behaviour than those directed to the conscious or preconscious mind. This model with a subconscious mind program is considered effective because the conscious mind plays a role of 12%, while the subconscious mind reaches 88%, so the involvement of this subconscious mind can make students more active and often respond to questions, answers, or arguments submitted by the teacher during the learning process (Hilmi & Fajri, 2023). Hypnoteaching can motivate students, increase concentration, increase courage, self-confidence, and discipline (Rianto et al., 2020). To achieve effective learning, this hypnoteaching learning model is applied with certain steps, namely mirroring techniques, leading techniques, and anchoring techniques. One of the steps in implementing hypnoteaching with the leading technique or giving positive affirmations is an important part because consistent autosuggestion can change a person's way of thinking from negative to positive, which in turn can increase self-confidence and overall mood, thus helping students feel motivated and ready to face academic challenges (Kathyayani et al., 2022). In addition, giving positive affirmations can help students develop a more optimistic outlook and strengthen their mental resilience when facing difficulties. In the long term, this practice can improve academic performance, reduce students' academic stress levels, and create a more supportive and productive learning environment.

The hypnoteaching model integrates the hypnoteaching learning model and joyful learning. Joyful Learning emphasizes learning with a pleasant atmosphere where students feel comfortable, safe, and fully involved in the learning process, thereby increasing their motivation and enthusiasm for learning. This learning model considers important aspects such as teacher readiness, teaching materials, and student needs, as well as creating a happy learning atmosphere (Tugiah & Asmendri, 2022). Hypnoteaching not only maintains the pleasant aspects of Joyful Learning but also adds a new, deeper dimension to support more effective learning and bring positive changes to students. With this combination, hypnoteaching has become a more comprehensive and powerful innovation that has created an optimal learning environment. One of the advantages of this method is that teachers become more capable of learning to manage their emotions.

The conventional learning model in Javanese language learning applied in SMP Negeri 10 Salatiga is by using the lecture method, question and answer method, assignment method, and discussion method. Starting with the preparation made by the teacher, including material planning and organizing teaching aids. After that, the learning process begins with an opening, where the teacher greets students and provides an introduction to the topic to be discussed, often accompanied by motivation to attract students' attention. Furthermore, the teacher delivers the material orally in the form of a structured lecture. Although there is a session for discussion, student participation is often limited, so interaction in learning is very minimal. The learning process of this conventional learning model ends with a closing. Where the teacher summarizes the important points of the material and gives assignments to be done at home. Evaluation is carried out through exams or tests to measure student understanding.

The weakness of this conventional learning model is that it makes students passive and less involved in the learning process. Students also tend not to dare to ask questions or express opinions. In addition, conventional learning models are considered by students as monotonous learning, thus reducing students' interest and motivation to learn. This can also hinder the development of critical thinking skills because students are not allowed to actively participate in the learning process.

The primary difference between conventional teaching methods and the hypnoteaching approach lies in their respective steps and techniques. Conventional methods primarily rely on structured lectures, question-and-answer sessions, assignments, and discussions, where the teacher plays a central role as the information provider, often leading to passive student engagement (Suparsawan, 2021). In contrast, hypnoteaching incorporates a series of innovative and interactive steps designed

to stimulate both the conscious and subconscious minds of students. These steps include relaxation techniques, mirroring, leading, anchoring, and the integration of positive affirmations, which aim to create a comfortable and motivating learning environment (Hilmi & Fajri, 2023); Kathyayani et al., 2022). Hypnoteaching also employs activities such as ice-breaking and reflective sessions, enhancing student participation and understanding through a joyful yet deeply engaging process (Rianto et al., 2020). This structured difference enables hypnoteaching to foster a more dynamic and effective learning experience compared to the relatively rigid and one-way conventional models.

A hypnoteaching learning model was applied by researchers for Javanese language learning at SMP Negeri 10, namely (1) opening the lesson. The teacher opens the lesson by using an opening sentence that can calm students rather than create tension. The teacher uses the 3S technique, namely smile, greeting, and greeting. (2) prayer. Starting a learning session with prayer can create a solemn and focused atmosphere while preparing students' minds to receive positive suggestions. This can strengthen the effect of positive suggestions. (3) class agreement. Class agreement is also a very useful tool to create a positive and productive learning environment. (4) doing relaxation. In this stage, the teacher directs students to close their eyes and imagine a quiet place, using deep breathing techniques and visualization to relieve tension. (5) mirroring technique. In this technique, students are invited to imitate the teacher's movements or actions, which aims to increase student involvement and concentration. This technique is combined with the delivery of positive learning objectives so that students can feel more confident. (6) leading technique. Where the teacher provides direction and motivation to encourage students to move in a positive direction in learning. (7) anchoring technique. This is linking the material taught with positive experiences or emotions experienced by students. This helps students remember the material better. (8) discussion. In the group discussion process, the teacher acts as a guide who helps students dig deeper into their understanding of the subject matter. The teacher creates a comfortable environment for exchanging ideas, provides questions that direct the discussion and provides constructive feedback. The main purpose of this activity is to improve conceptual understanding, develop critical thinking and collaboration skills, and motivate students to learn. Thus, group discussions are not just about exchanging opinions but are also an active and meaningful learning process. (9) ice breaking. The main purpose of using ice-breaking is to create a fun and effective learning atmosphere. By making learning more interesting and interactive, students seem to understand the subject matter more easily and are more motivated to learn. (10) Presentation of results. The teacher guides, assesses, and provides suggestions for improvement to each group. In addition, the teacher also asks other groups to respond to the presentation results. With suggestions for improvement or correction from the teacher and responses from other groups, students increasingly understand the material they are studying. (11) reflection. Reflection is a very important process in learning. Review activities of learning that have been done to see in detail the various problems that exist so that problem-solving and improvement of actions can be carried out in the future. Reflection is done not only by teachers but also by students.

The hypnoteaching model approach prioritizes active interaction between teachers and students so that during the learning process, students feel more comfortable. By using positive suggestion techniques, hypnoteaching can increase students' concentration, making them more focused on the material being taught. The classroom atmosphere created through the application of the hypnoteaching model also reduces students' fear of asking questions, which is often a barrier in conventional learning models. This contributes to increased student participation, where they are more courageous in arguing and answering questions. In addition, this model utilizes the subconscious state of students' minds, allowing them to access potential that may not appear in conventional, monotonous models. By applying creative and imaginative techniques, hypnoteaching not only helps students understand the material better but also makes them feel more motivated to learn. Students who are taught using hypnoteaching have much better learning achievements



compared to those who use conventional models. With a more interactive and fun approach, hypnoteaching has been proven effective in improving learning outcomes and reducing student stress.

The hypnoteaching learning model is considered more effective than the conventional model, which is proven by previous research by Romadhon and Julianingsih (2022) which states that the hypnoteaching teaching model in class XI IPA 6 of SMA Negeri 12 Surabaya can increase student engagement and their learning outcomes, as evidenced by an increase in the graduation rate from the beginning to the end of the cycle, and the response to their activity has increased in each cycle (Romadhon & Julianingsih, 2022). Another study presented by Veryani (2019) stated that learning with hypnoteaching techniques is effectively applied in Islamic Religious Education learning, as seen from the learning outcomes in cycle II which were only 76.79, then increased drastically in cycle III to 78.94, which means there was an increase of 8.88 from the pretest, as well as student activities in class such as they seem to feel comfortable receiving the lesson material because the classroom atmosphere is relaxed with the presentation of material using many symbols and motor movements of body parts, so that it can serve all students with different learning styles, and students can easily master the material because they are more motivated to learn (Subuki, 2023).

Based on the various weaknesses found in conventional models, which are often considered less effective in improving student learning outcomes, as well as evidence showing that hypnoteaching can improve learning effectiveness, this study attempts to further explore the effectiveness of implementing hypnoteaching. In a different context, namely, Javanese language learning at the junior high school level. This is different from previous studies that discussed different subject areas or participants, so this study is expected to provide a new perspective. It can be used as a reference for teachers to prevent student boredom and make them understand and comprehend the discussion of the lesson faster.

This study aims to explore the application of the hypnoteaching model in teaching Javanese at SMP Negeri 10 Salatiga, a novel approach in the context of Indonesian language education. Unlike traditional teaching methods that often struggle with engaging students and fostering motivation, the hypnoteaching model integrates interactive and enjoyable learning techniques to create a more dynamic and effective classroom environment. The research focuses on preserving regional languages, particularly Javanese, through innovative pedagogical strategies that are still underutilized in Indonesian schools. By addressing these gaps, the study seeks to contribute to both enhancing student learning outcomes and motivation, while also supporting broader efforts to preserve Javanese cultural heritage. This approach not only provides insights for improving language education but also sets a precedent for implementing innovative teaching methods in similar educational settings across the country.

## 2 Methods

The research methodology employed in this study is experimental, utilizing a posttest-only control group design. This design was chosen to compare the effectiveness of two teaching methods: hypnoteaching and traditional teaching, and to assess their impact on student outcomes. The participants of the study are students from class IX at SMP Negeri 10 Salatiga. Two groups, the experimental group and the control group, are involved in the study. The experimental group receives instruction using the hypnoteaching learning paradigm, while the control group is taught using the traditional learning model. A summary of the experimental design is provided below:

**Table 1. Posttest Only Control Design**

Group	Treatment	Posttest
Experiment	X	Q <sub>1</sub>
Control	-	Q <sub>2</sub>

Information:

X: Treatment with hypnoteaching learning method (experimental group)

Q<sub>1</sub>: Test at the end of the study (experimental group)

Q<sub>2</sub>: Test at the end of the study (control group)

This research is conducted at SMP Negeri 10 Salatiga, which is located in Jl. Argo Boga, Ledok, Kec. Argomulyo, Salatiga City, involving a population of 248 class IX students from the 2023/2024 academic year. The experimental and control groups were selected after performing normality and homogeneity tests to ensure comparability. The random sampling method was used to select the sample. Class IXG was selected as the experimental group, with 31 students, and class IXE was chosen as the control group, with 31 students.

In addition to the treatment and posttest, observation plays a crucial role in this study. Observations were conducted to measure how students engaged with the learning activities and interacted with the different teaching models. This was an essential component, as it provided insights into the students' behaviors and engagement levels during the lessons. The observations were complemented by notes that recorded student participation, attention, and interest in the lessons. These observations helped assess the effectiveness of the learning methods beyond just the academic outcomes.

The research utilized a variety of tools to gather data. Multiple-choice tests were used to measure students' academic achievement at the end of the study. Additionally, observation sheets were used to assess students' engagement during the lessons. Furthermore, questionnaires were distributed to gather students' feedback on their experiences with the learning methods, including aspects such as the classroom environment, teaching style, and their level of interest in continuing their education. These tools were designed to give a comprehensive view of how the two teaching methods influenced students' learning experiences.

The data analysis process began with normality and homogeneity tests. The normality test used the Shapiro-Wilk test to assess whether the data followed a normal distribution. To determine if the samples were homogeneous, the Levene test for homogeneity of variances was used. Once the assumptions were met, the hypothesis was tested using a T-test, specifically the Independent Sample T-Test, to evaluate whether there were significant differences between the means of the experimental and control groups.

The study also ensured the reliability and validity of the data through various tests. The validity of the questionnaires was assessed using the Pearson product-moment correlation to confirm that the items adequately reflected the variables being studied. Reliability was assessed using Cronbach's Alpha to ensure the consistency and stability of participants' responses over time. These measures helped ensure that the findings were both reliable and valid, providing a solid basis for drawing conclusions.

### 3 Findings

Researchers obtained the results of the study after conducting a series of tests, including normality and homogeneity tests. These tests help determine whether parametric or non-parametric testing should be used. If the data is found to be normally distributed, parametric testing is applied. On the other hand, if the data is not normally distributed, non-parametric testing is used. The following are the results of the prerequisite tests, which were conducted using IBM SPSS Version 26 software to identify the appropriate statistical test.

#### 3.1 Normality Test

The study used a normality test with the Shapiro-Wilk method. The testing criteria used are when the sig. The test value is more than the alpha value = 0.05, then the data is declared normally

distributed, and parametric statistics are used. Meanwhile, if the sig. If the test value is less than the alpha value = 0.05, then the data is not normally distributed, and nonparametric statistics will be used as a test.

**Table 2. Data Normality Test**

	Class	Shapiro Wilk		
		Statistics	df	Sig.
Results	IX E	.914	31	.016
Post-test	IX G	.912	31	.014

a. Lilliefors Significance Correction

Shapiro-Wilk was the method utilized to perform the normality test of the post-test study data because the sample size was smaller than fifty. Because of the sig, the data in the control class variable research is regularly distributed, according to the results of the Shapiro-Wilk normality test. The value is  $0.16 > 0.05$ , and the sig indicates that the data in the experimental class variable study is likewise normally distributed. 0.14 is greater than 0.05.

It is possible to conclude that the research data is normally distributed based on Table 1's normality test findings. Therefore, the Independent Sample T-Test is utilized in parametric testing to test the developed study hypothesis. The homogeneity test is one of the additional precondition tests that are conducted.

### 3.2 Homogeneity Test

The homogeneity test is the second prerequisite that is employed. To determine if the class is representative of a population with homogenous or heterogeneous variations, the homogeneity test is used. According to the test criteria, the data originates from a homogenous variety if the test's sig value is more than the alpha value of 0.05. In the meantime, the data will originate from a heterogeneous variation if the test's significance value is smaller than the alpha value of 0.05.

**Table 3. Homogeneity Test Results**

		Levene Statistics	df1	df2	Sig.
Results	Based on Mean	.002	1	60	.967
Post-test	Based on Median	.000	1	60	1,000
	Based on the Median and with adjusted df	.000	1	60,000	1,000
	Based on trimmed mean	.003	1	60	.957

It may be inferred from Table 3 that the data distribution is homogeneous or identical as the sig value is 0.967, which is more than 0.05.

### 3.3 Descriptive Statistical Analysis

Descriptive analysis was used in this study to determine the condition of the control class and the experimental class using statistics. The results of descriptive statistical testing using SPSS Version 26 are in Table 4.

The aforementioned descriptive test shows that the experimental class, which uses the hypnoteaching learning model, performs differently from the control class, which uses the traditional learning model. At the time of the post-test results, the experimental class that employed the hypnoteaching learning model fared better than the control class that used the traditional learning model. The average for the control group was 58.06. However, 81.29 was the average for the

experimental class. Additionally, there was a minimum score of 60 and a maximum score of 100 for the experimental class. The scores for the control group were 40 at the lowest and 80 at the highest.

**Table 4. Descriptive Statistics Results**

Statistics	Statistical Value	
	Post-Test	
	Control Class	Experimental Class
Minimum	40	60
Maximum	80	100
Mean	58.06	81.29
Median	60.00	80.00
Variance	102,796	104,946
Standard Deviation	10.139	10,244
Range	40	40

### 3.4 Hypothesis Testing

Both classes have uniform variations and are regularly distributed, according to the results of the normality and homogeneity tests that were conducted. Consequently, the Independent Sample T-Test is used for this hypothesis test. The outcomes of hypothesis testing with SPSS 26 program are in Table 5.

**Table 5. T-Test Results**

		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	
									Lower	Upper
Results Post test	Equal variances assumed	.002	.967	-8,972	60	.000	-23,226	2,589	-28,404	-18,048
	Equal variances not assumed			-8,972	59,994	.000	-23,226	2,589	-28,404	-18,048

Finding out if the hypnoteaching learning model affects student learning outcomes is the aim of hypothesis testing. The hypothesis of the study states that there are substantial differences between the experimental and control classes. The significance value (sig. 2-tailed) is less than 0.05. As a result, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This value 0.000 indicates that the hypnoteaching learning model is more effective at improving student learning outcomes than the conventional paradigm used in the control group.

According to the test in Table 4, class IXG is the experimental group that uses the hypnoteaching learning model, and class IXE is the control group that uses the traditional learning model. This indicates that there are notable differences in or inequalities in the student learning outcomes.

## 4 Discussion

Descriptive analysis and parametric testing with the Independent Sample T-Test produced the same results. Class IX G, the experimental group, uses the hypnoteaching learning model, while class IX E, the control group, receives the conventional learning model. The results show that student learning outcomes in the Javanese language subject experience significant differences or are not equivalent between the experimental class and the control class. Statistics show that the control class's average Javanese language learning score is 58.06, whereas the experimental class's is 81.29. The Independent Sample T-Test indicates a significant difference between the control and experimental classes, with a sig. (2-tailed) value of = 0.000, or less than 0.05.



Thus, it can be said that the hypnoteaching learning model is more effective in improving student learning achievement in Javanese language learning than conventional learning models. This is evidenced by the application of the hypnoteaching learning model, which combines positive suggestion techniques that can improve student concentration and memory, in contrast to the traditional approach, which tends to focus on providing material directly without involving emotional or psychological aspects. The hypnoteaching model utilizes the subconscious mind of students to absorb information more effectively because the subconscious mind records all events experienced and stores them as long-term memory (Syarifuddin, 2024).

The teacher serves as the primary knowledge source in the control group, which uses the traditional learning model. While the pupils serve as the information's receptacles, the teacher actively imparts the subject matter to them. Students are not as actively involved in the learning process with this learning structure, which tends to be more teacher-centered.

In contrast, the conventional method's reliance on direct instruction often limits students' engagement and active participation in the learning process. In the conventional approach, students are mostly passive recipients of information, which may lead to a lack of motivation and interest in the subject. The teacher's dominance over the lesson makes it difficult for students to internalize or connect emotionally with the material, which can result in lower retention rates and limited cognitive engagement.

A key difference between the two approaches is seen in the active involvement of students in the learning process. In the experimental class that applies the hypnoteaching model, the learning process takes place in a very different way compared to the control class. If in the control class the teacher is more dominant in delivering the material, then in hypnoteaching, students are actively involved in the process of constructing their own knowledge. The steps of hypnoteaching that start from intention and motivation, followed by pacing, leading, using positive words, giving praise, and ending with modeling, have many advantages. This approach positions the teacher as a conscious and motivated figure, with positive intentions in teaching, such as feeling like a diligent teacher, liked by students, and having a strong determination to continue learning (Salami, 2017). The application of self-talk in teachers helps foster sincerity in carrying out their duties wholeheartedly and full of joy and creates a positive perception that is reflected through body language and speech during the learning process.

The hypnoteaching model's focus on psychological techniques such as positive suggestions, motivation, and praise helps to create a more supportive and engaging classroom environment. This approach not only enhances students' cognitive engagement but also nurtures their emotional and psychological well-being, which the conventional model does not prioritize. While the conventional method is focused on knowledge delivery, hypnoteaching ensures that students' mental and emotional states are conducive to learning, thus making the learning process more holistic and effective.

In this study, it was also found that the motivation of class IXG students of SMP Negeri 10 Salatiga increased in learning Javanese using the hypnoteaching learning model. Based on the results of the motivation questionnaire analysis, in general, students were seen to have a high responsibility in doing assignments, carrying out assignments with clear targets, having clear and challenging goals, there was feedback on their learning outcomes, having a feeling of joy in learning, always trying to outperform others, prioritizing achievements from what was done, always improving one's abilities, and enjoying receiving praise from what was done. After the hypnoteaching learning model was implemented, this good student response resulted in increasing students' interest in learning and creating good human resources. The application of interesting and varied learning models will prevent students from feeling bored and tired when studying in class. When students feel comfortable, a conducive learning atmosphere will be created; students will experience a pleasant learning process (Juita et al., 2024). In addition, the hypnoteaching learning model which is carried out after opening

in class or before starting the next lesson, can also improve what has been taught previously. Likewise, what was found in a study conducted by Lismalinda and Moriyanti (2019), the learning model with hypnoteaching also succeeded in increasing students' motivation in reading and learning achievement significantly (Lismanlinda & Moriyanti, 2019). Students' reading motivation scores increased from an average of 40.2 (low category) to 81.1 (good category) after implementing the hypnoteaching learning model. This model is also able to significantly improve learning outcomes, especially in English learning.

However, the conventional learning method does not offer the same level of individualized attention and student engagement. It may fail to effectively address the diverse psychological needs of students, which can lead to a lack of intrinsic motivation. Students in the conventional classroom are more likely to feel disconnected from the learning process, as their emotional engagement with the material is not prioritized. The hypnoteaching method's focus on fostering an emotional connection between students and the content provides a deeper and more meaningful learning experience.

One challenge that teachers might face when transitioning to the hypnoteaching model is the adjustment required in delivering lessons. Teachers need to be comfortable with psychological techniques such as positive affirmations, suggestion, and motivation. These skills may not come naturally to every educator, especially those who are used to traditional teaching methods that focus primarily on content delivery. Additionally, there is a need for teachers to modify their classroom management styles, as hypnoteaching encourages a more student-centered approach, which might initially be difficult to implement. Another challenge could be the time required to properly incorporate the steps of hypnoteaching, as it involves a slower, more deliberate pace to ensure that students are mentally and emotionally engaged. Teachers must balance these techniques with the standard curriculum and be mindful of time constraints during class.

Teaching for a teacher is not just about conveying knowledge to students. Good teaching is purposeful teaching; if the goal is good teaching, then a teacher must know the target of the right learning model to apply. In addition, the right way to apply a good learning model is to make the best possible preparation according to teaching procedures, keep students active, give students assignments according to their abilities, interests and needs and create a valuable and memorable classroom atmosphere for students. It is very appropriate if every teaching and learning process refers to the comfort of the students themselves because this will have an impact on the classroom atmosphere, making it more enjoyable. If when learning in a conventional way, students tend to get bored quickly and are passive, then the opposite is felt when learning using the hypnoteaching learning model. This model combines suggestion techniques that can stimulate students' brains to be more focused and easily understand the material, and create a fun and interactive learning atmosphere (Goni, 2022). Students are very enthusiastic and eager to listen and answer questions given by the teacher. In addition to actively answering questions, students also ask the teacher things that they do not understand (Wiguna, 2020). Therefore, the application of hypnoteaching has a positive impact, including increasing communication skills between teachers and students which makes the class productive (Wanabuliandari & Ristiyani, 2021).

The incorporation of active engagement with learning content and emotional involvement marks another key advantage of hypnoteaching over conventional methods. The lack of active student engagement in the conventional classroom is an important drawback when compared to the hypnoteaching model. In the conventional classroom, the teacher primarily controls the lesson, and students may only passively receive information. This structure can hinder critical thinking, creativity, and the development of problem-solving skills, which are vital for effective learning. On the other hand, the hypnoteaching model encourages an interactive and dynamic classroom environment where

students can actively participate, ask questions, and challenge their understanding of the material. This active participation fosters a deeper level of cognitive processing and better retention.

The results of this study are also supported by previous research conducted by Romadhon & Julianingsih (2022) which stated that the hypnoteaching teaching model in class XI IPA 6 of SMA Negeri 12 Surabaya can increase student engagement and their learning outcomes, as evidenced by an increase in the graduation rate from the beginning to the end of the cycle, and the response to their activity has increased in each cycle (Romadhon & Julianingsih, 2022). Another study presented by Subuki (2023) states that learning with the hypnoteaching technique is effectively applied in PAI learning for class VIII.2 of Punggur Integrated Islamic Middle School (Subuki, 2023). Then Dynasty et al. (2021) stated that the motivation to learn the mathematics of students who follow the hypnoteaching learning model is higher than the motivation to learn the mathematics of students in the group who follow conventional learning (Dinasty et al., 2021). It is concluded that the hypnoteaching learning model has a positive effect on the motivation to learn mathematics of class VIII students of SMP Negeri 1 Muncar.

The findings of this study underscore the effectiveness of the hypnoteaching model in enhancing student engagement and academic performance in Javanese language learning. The significant difference in post-test scores between the experimental and control groups illustrates the potential of this innovative approach. The hypnoteaching model not only promotes active participation among students but also addresses the emotional and psychological aspects of learning. By creating a relaxed and enjoyable atmosphere, the model encourages students to express their thoughts freely and enhances their confidence. Furthermore, the integration of techniques such as positive affirmations and visualization helps students internalize knowledge more effectively, leading to improved retention and understanding. This aligns with previous research that emphasizes the role of a supportive learning environment in academic success (Wiguna, 2020; Salami, 2017).

## 5 Conclusion

This study aimed to explore the application of the hypnoteaching model in teaching Javanese at SMP Negeri 10 Salatiga. The hypnoteaching model, which integrates principles of hypnosis to foster relaxation and engagement, demonstrated significant improvements in student outcomes, particularly in their attention and motivation levels, compared to traditional teaching methods. The research found a clear difference between the two teaching approaches, with the experimental class using hypnoteaching showing superior results in terms of student engagement and performance, as evidenced by the statistically significant findings ( $\text{sig.} = 0.000$ ).

The hypnoteaching model proved to be more effective than the conventional approach, primarily because it creates a learning environment where students can achieve a relaxed state of concentration (alpha brain waves), thus enhancing their ability to absorb and retain information. In contrast, traditional methods often fail to maintain high levels of student engagement, which can hinder motivation and the learning process. However, while the hypnoteaching model has shown promising results, it may not be suitable for all students or all learning contexts. The need for careful implementation and monitoring is essential, as some students may not respond to the techniques used in hypnoteaching in the same way.

From this study, it is suggested that subject teachers, especially Javanese language teachers, consider exploring the hypnoteaching model as an alternative approach to invigorate the learning process. This approach can complement conventional methods, offering a more dynamic and engaging learning experience. Teachers should avoid relying solely on traditional models and instead incorporate varied teaching techniques to meet diverse student needs. Future research should focus on evaluating the long-term effects of the hypnoteaching model across various subjects and educational settings, as

well as examining its applicability to different student populations and sample sizes. This would help in refining the model's use and further validating its effectiveness.

In conclusion, while the hypnoteaching model shows great potential in enhancing student learning and engagement, it is important for educators to consider both the advantages and limitations of this approach when deciding its integration into their teaching practices. By embracing innovative methods like hypnoteaching, educators can foster a more dynamic and enjoyable learning environment that not only improves academic outcomes but also contributes to preserving cultural heritage, such as the Javanese language.

### Disclosure Statement

The author(s) claim there is no conflict of interest.

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