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Hypnoteaching Method for Developing Students' Humility Attitude in Islamic Education Learning

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Islamic education primarily aims to instil moral values in students, with tawadhu' being a key emphasized aspect, representing humility and respect in interpersonal interactions. However, in practice, many students struggle to embody the virtue of tawadhu'. This research aims to bridge this gap by examining students' respect for teachers within the context of Islamic Education at SMA Surya Buana Malang. Specifically, this study explores using hypnoteaching methods to enhance students' understanding and practice of tawadhu' towards their educators. Employing a qualitative approach, this research involved students from class X at SMA Surya Buana Malang. Data collection methods included interviews and questionnaire surveys to assess the development of Students' Humility traits following the implementation of hypnoteaching. The findings indicate that integrating hypnoteaching into instructional practices positively impacts the cultivation of students' humility. Students showed increased motivation to practice tawadhu' daily and a deeper understanding of its importance. Additionally, they reported improved attitudes towards others, displaying greater humility and a willingness to learn from their peers.

Pendidikan Islam pada dasarnya bertujuan untuk menanamkan nilai-nilai moral pada siswa, dengan *tawadhu'* menjadi aspek utama yang ditekankan, mewakili kerendahan hati dan rasa hormat dalam interaksi antarpribadi. Namun pada praktiknya, banyak pelajar yang kesulitan mewujudkan keutamaan *tawadhu'*. Penelitian ini bertujuan untuk menjembatani kesenjangan tersebut dengan mengkaji rasa hormat siswa terhadap guru dalam konteks Pendidikan Agama Islam di SMA Surya Buana Malang. Secara khusus penelitian ini mengeksplorasi penggunaan metode hypnoteaching untuk meningkatkan pemahaman dan praktik *tawadhu'* siswa terhadap

pendidiknya. Dengan menggunakan pendekatan kualitatif, penelitian ini melibatkan siswa kelas X SMA Surya Buana Malang. Metode pengumpulan data meliputi wawancara dan survei angket yang bertujuan untuk menilai perkembangan sifat Kerendahan Hati Siswa pasca penerapan hypnoteaching. Temuan menunjukkan bahwa mengintegrasikan hypnoteaching ke dalam praktik pengajaran berdampak positif pada pengembangan kerendahan hati siswa. Siswa menunjukkan peningkatan motivasi untuk mempraktikkan *tawadhu'* dalam kehidupan sehari-hari dan pemahaman yang lebih mendalam tentang pentingnya *tawadhu'*. Selain itu, mereka melaporkan peningkatan dalam sikap mereka terhadap orang lain, menunjukkan kerendahan hati yang lebih besar dan kemauan untuk belajar dari rekan-rekan mereka.

I. INTRODUCTION

Acquiring knowledge in Islamic Education plays a crucial role in shaping students' spirituality and character. A positive relationship between educators and learners is one of the key components of effective learning. However, students often must demonstrate sufficient humility and respect towards their teachers in the modern era. This failure can lead to a lack of understanding, a shallow grasp of religious concepts, and a failure to internalize moral principles (Ikhwan, 2016). Whether consciously or not, various factors, such as the teaching strategies employed, can influence students' perceptions of their educators. When students interact with their teachers humbly, they are more likely to absorb knowledge, grasp religious concepts comprehensively, and instil moral principles in their daily lives. However, many student behaviours must reflect their commitment to their teachers, often hindering the attainment of learning objectives (Huda et al., 2020).

Al-Ghazali defines *tawadhu'* as disregarding one's position and considering others more significant than oneself (Al-Ghazali, 2007). The first interpretation suggests that *tawadhu'* entails demonstrating simplicity and humility towards others, even though the humble person holds a higher status than others. According to As-Suhrawardi, being humble means putting oneself in situations that may lead to ridicule and neglecting one's rights, while being arrogant means elevating oneself beyond one's level. Humble individuals exhibit kindness and friendliness towards everyone and accept the truth from anyone, regardless of

their wealth or poverty, honour or simplicity, strength or weakness, or friends or enemies (Rohman, 2020).

One's everyday actions reveal one's humility. Humble behaviour can be identified by: a) speaking respectfully and showing respect towards others; b) being humble; c) enjoying helping others; d) obeying parents; e) following teachers' instructions; f) working hard at school; and g) dressing modestly and cleanly. *Tawadhu'* is a commendable attitude characterized by humility, prioritizing others, showing respect, and not considering oneself superior to others (Anwar, 2021; Fauziah & Mahpudz, 2022).

Humility (*tawadhu'*) is a fundamental element in Islam highly esteemed and expected to be integrated into students' daily lives. *Tawadhu'* is characterized by a humble attitude, refraining from considering oneself superior to others and avoiding arrogance. This attitude is crucial for every knowledge seeker. *Tawadhu'* is an inseparable aspect of noble behaviour. Thus, it is only fitting that humility is applied in the learning process, as it is an ethical obligation for both students and teachers (Rozak, 2017). *Tawadhu'* is a disposition that helps individuals avoid arrogance and foster respect for others, including students (Ikhwan, 2021; Rahman & Nasution, 2023).

The primary emphasis in enhancing learning quality is utilising the Hypnoteaching approach, which integrates hypnosis with teaching methods. However, more research is still needed on the specific impact of this approach on students' loyalty to their instructors within the framework of Islamic Education Learning. Education involves improving academic skills and instilling strong moral principles and ethics in students (Ilham, 2023). One of the expected character values is humility, which entails respecting others and accepting one's strengths and weaknesses with an open heart. A technique is required to develop children's potential. Selecting an approach is crucial to ensure the goals of Islamic education are met (Anwar & Tobroni, 2023).

An educator must be able to distinguish and select the appropriate methodology for education and teaching. They should utilize various teaching strategies in this context (Basuki & Febriansyah, 2020). To facilitate an adequate

understanding of the course content and enable practical application of the acquired knowledge in everyday situations, students need to be able to absorb the material well. Through exploring effective memory optimization in students, the hypnoteaching approach has been identified as a suitable strategy for problem-solving in the learning process. Hasbullah & Rahmawati (2015) The hypnoteaching method enhances students' memory by shifting the utilization from the left brain to the right brain, enabling students to access their best talents (Romadhon & Julianingsih, 2022).

Hypnoteaching is a linguistic term that refers to the combination of hypnosis and teaching. Hypnosis refers to the process of inducing suggestion, while teaching involves delivering knowledge and skills. Hypnoteaching is an effort to induce a hypnotic state in students and recommend ways to enhance their abilities and improve their performance (Nasution et al., 2023). According to N. Yustisia, the origin of the term hypnoteaching is a combination of the words hypnosis and teaching. Hypnosis means suggesting and teaching means instructing (Suparyanto dan Rosad (2015, 2020). Hypnoteaching is effectively communicating through suggestions to enhance students' intelligence. Hypnoteaching, an approach easily adaptable to students' conditions, is suitable for implementation in school-based learning (Muliddya et al., 2022).

According to Heriyanto Nurcahyo, hypnoteaching effectively communicates in teaching to make learning enjoyable. Students can tap into their untapped potential by using language in the form of recommendations. Hypnoteaching combines teaching and learning activities with the scientific principles of hypnosis. Hypnoteaching is a learning practice that can enhance learning outcomes. This reason is supported by the findings of research conducted by Kasmaja (2016), which state that the increase in students' learning enthusiasm begins with using hypnoteaching employing a contextual approach. They can understand the content more efficiently by providing students with contextual examples that connect the curriculum with real-life situations. The process of implementing hypnoteaching involves four main steps: (1) fostering personal intention and motivation; (2) synchronizing posture, body movement, language, and brain

waves with students; (3) guiding and directing students; and (4) using positive language (Nasution et al., 2023).

The character embodies a person's personality, mindset, disposition, and actions. Today's youth are highly susceptible to external influences, leading to a gradual erosion of respect. Adolescents must avoid several negative attitudes, such as behaving rudely, disrespecting elders, displaying arrogance when apologizing, neglecting to express gratitude, and more. The development of the virtue of humility is influenced by several factors including family, educational institutions, peer groups, social media culture, and other influences. One's attitude does not develop suddenly but gradually evolves. Children and adolescents may seek to shape their identities, and a lack of supervision during these formative years can have negative consequences (Muntuan, 2023).

Our research focuses on tenth-grade students at SMA Surya Buana Malang, a crucial developmental period in their lives. At this stage, students undergo significant psychological and neurological changes (Khaulani et al., 2020). By implementing hypnoteaching techniques in education, we aim to enhance their neurological and cognitive growth. Tenth-grade students at SMA Surya Buana Malang are particularly open to new learning methodologies, adapting to the unfamiliar educational environment with high motivation levels to acquire knowledge. The application of hypnoteaching in this context has the potential to significantly improve their capacity to acquire knowledge more effectively and efficiently.

Hypnosis can facilitate the delivery of course materials to increase students' receptivity to the material and foster moral perspective changes. Moreover, it can enhance collaboration during the learning process and improve students' motivation to learn (Rianto, 2020). This research intends to examine the impact of Hypnoteaching techniques on students' humility towards their teachers in the context of Islamic Education learning. The expected outcome of this research is to significantly contribute to improving the quality of the relationship between teachers and students in religious education.

Using hypnoteaching techniques represents a novel approach in the educational process that significantly impacts students' academic achievements (Subuki, 2023). Previous research has demonstrated the efficacy of the hypnoteaching approach in enhancing learning outcomes and facilitating effective communication between teachers and students. This method fosters the successful attainment of learning objectives and students' achievements and positively impacts their overall school experience. Additionally, it simplifies the process for teachers to convey understanding to their students (Agusalim et al., 2023). However, the extent to which students trust their professors remains to be determined practically. Existing research needs to provide more insights into this correlation, particularly regarding implementing hypnoteaching techniques in the context of Islamic Education. Therefore, a comprehensive evaluation is necessary to determine how hypnoteaching techniques influence students' trust in their teachers. This can be observed from the results of the VOSviewer analysis below (Figure 1):

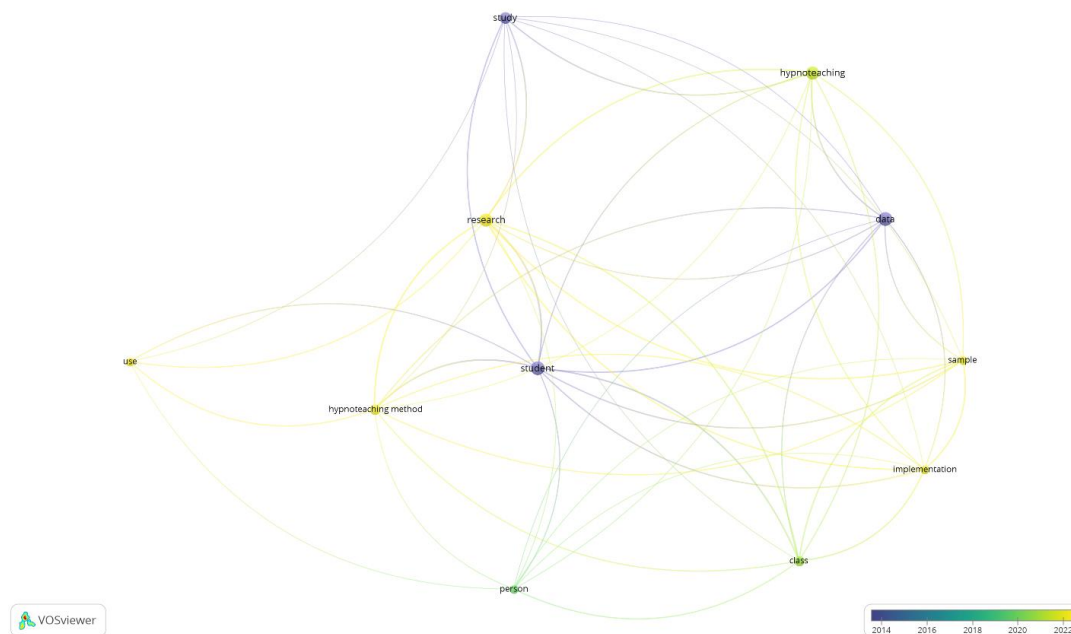


Figure 1. Results of VOSviewer analysis on research about hypnoteaching in the last 5 years

The label 'Hypnoteaching' in the above figure is relatively small and brighter, indicating that research on hypnoteaching is quite popular. Similarly, the greenish-

yellow colour suggests that this issue is somewhat dated and has been debated frequently. However, further research on this topic is still necessary for continuous refinement, as the findings of this study have yet to identify the debate topics regarding the nature of humility associated with the influence of hypnoteaching methods on Islamic Education Learning.

II. METHODS

This research uses a mixed methods approach, combining qualitative and quantitative approaches to understand the phenomenon being studied comprehensively. As a result, teachers can improve the effectiveness of their teaching strategies. The CAR was conducted over two months. The study aimed to enhance students' humility towards teachers in class X at SMASURBA through the hypnoteaching method. This was carried out by the Kemmis and McTaggart design, presented as a spiral of self-reflection: a cycle of preparation, action, observation, and reflection, followed by replanning, further action, and so forth (Prihantoro & Hidayat, 2019). The following figure illustrates the research flow:

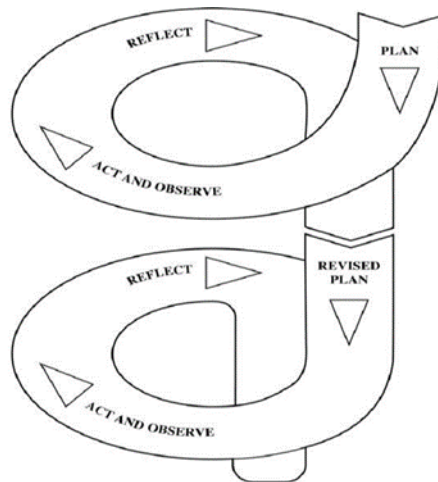


Figure 2. *Spiral MOBIL model by Kemmis & McTaggart*

The population of this study consists of students from SMA Surya Buana Malang, with the sample comprising class X students who participate in PAI lessons, selected using purposive sampling. This technique chooses samples with information relevant to the research objectives. Data for this study were collected through observation, interviews, and documentation. The documentation study involved collecting data from various documents, including school records and

evaluation reports (Prawiyogi et al., 2021). The research instruments used are observation guidelines, interview guidelines, and a Likert scale questionnaire to measure students' humility. Data analysis is conducted qualitatively using content analysis techniques to identify the main themes from observations and interviews and quantitatively using descriptive statistics (mean, percentage) to measure the level of students' humility from the questionnaire data. Validity is tested through content validity by expert judgment from several education experts. In contrast, reliability is tested by conducting a trial of the questionnaire on a sample not included in the main study and calculated.

III. FINDINGS AND DISCUSSION

Hypnoteaching Approach in Learning Islamic Education

The hypnoteaching approach integrates hypnotic methods with the teaching process to provide a profound and captivating learning environment. Increased student engagement and attention during the learning process can enhance understanding of the subject matter, greater acceptance of instructor guidance, and increased respect for teachers. Using the hypnoteaching approach, students are expected to demonstrate high loyalty to their teachers, including obedience, discipline, and gratitude for the information and learning experiences the teacher provides.

The research results indicate that using the hypnoteaching approach in Islamic Education learning at SMA Surya Buana Malang positively influences students' humility towards their teachers. There is an increase in student engagement in the learning process, as evidenced by the positive reception of the teaching approach. This study suggests the need to train teachers to enhance their abilities and use new teaching approaches, such as hypnoteaching, to improve interaction and connection between teachers and students in the context of Islamic Education learning. Due to its potential to enhance understanding and foster moral development in students, this can have beneficial effects.

The low level of humility among students towards teachers can occur anywhere and anytime. Therefore, the hypnoteaching method is created to facilitate teachers in instilling students' awareness of humility towards teachers

during the Islamic Education learning process. Researchers used the hypnoteaching method to address this issue. The hypnoteaching method conditions students to be ready to participate in learning. In this method, teachers use positive language to suggest to students so that their positive suggestions penetrate students' minds, enabling them to think by those positive words.

The researcher employed the Classroom Action Research (CAR) method in two cycles, each comprising four stages of activities: planning, implementation, observation, and reflection. Before conducting the two cycles, a pre-cycle stage was carried out, collecting initial information relevant to the study. The results obtained from the pre-cycle were used as a basis for comparison, improvement, and determination of the research success criteria. The following are the results of each cycle.

Pre-Cycle

The pre-cycle (initial observation) occurred from July 18, 2023, to July 31, 2023, during the Islamic Education (PAI) class at Class X SMASURBA Malang. The initial observation focused on students' humility towards teachers and students' enthusiasm for the Islamic Education subject. Based on the observations, students tended to be passive and unresponsive, disregarding the teacher's presence during the learning process. Conventional teaching methods, such as teacher-centered lectures, lack of innovative teaching strategies, and minimal media use cause this condition. Six out of eighteen Class X students expressed that the Islamic Education learning was monotonous and lacked innovation. This was evident from interviews with several students from the class, indicating that the deficiency made some students reluctant to listen to the teacher's materials, decreasing students' humility. Based on the pre-cycle stage, it was concluded that students' humility towards teachers was still low. To address this issue, the hypnoteaching method was applied in cycles 1 and 2 to enhance students' humility towards teachers in Islamic Education learning.

Cycle 1

Cycle 1 was conducted from August 1, 2023, to August 31, 2023. The teaching was done according to the school's lesson plan (RPP), with two sessions

lasting 45 minutes weekly. In this cycle, the researcher presented material on noble characters using the hypnoteaching method, following these steps in implementing the process. First, the researcher prepared the Islamic Education (PAI) teaching materials to be delivered. Second, creating a calm and comfortable learning atmosphere, such as using a quiet tone to ensure students are relaxed. Third, during the delivery of the PAI material, the researcher repeatedly inserted positive suggestions to enhance students' understanding and acceptance of the material presented and to intensify the interaction between students and teachers. These suggestions were aimed at encouraging students to reflect on their behavior and actions, and to guide them towards applying the religious values they were learning. Fourth, the researcher provided regular feedback and evaluation and assessed students' learning outcomes continuously to monitor their progress. Additionally, the researcher provided suggestions for students' self-improvement to enable them to apply religious values. Observers evaluated students' enthusiasm during the learning process, indicating that Class X students were enthusiastic, and there was an improvement in their humility towards teachers. Observations were based on several criteria: students listening to the teacher, respecting the opinions or advice given by the teacher, displaying humility in accepting guidance and criticism from the teacher, and behaving politely and respectfully towards the teacher.

The observation results also indicated that some students were less enthusiastic or had yet to show any changes in their humility towards teachers in Islamic Education learning. Thus, adjustments were needed to address the identified shortcomings in the first cycle. In this regard, the following improvements were made: 1) Increasing interaction with students to enhance their active participation in the learning process. 2) Providing positive suggestions to students to raise their awareness of their humility towards teachers. After conducting a reflective analysis, Cycle 2 was carried out.

Cycle 2

The research findings from Cycle 1 were used as a reference for implementing Cycle 2, as Cycle 2 mainly addressed the shortcomings identified in

Cycle 1. Cycle 2 was conducted on Wednesday, February 28, 2024, and consisted of two sessions lasting 45 minutes each. In this cycle, the researcher presented material on noble character using the hypnoteaching method. Observers concluded that there was a significant improvement in [specific aspect of student behaviour or learning]. This improvement indicated that the next cycle was not necessary. The results of the increased humility of students towards teachers in cycles 1 and 2 indicate that this method can cultivate awareness of the importance of students' humility towards teachers. However, there are several obstacles to this method, including teacher competence resources; the method will not run smoothly if teachers lack knowledge in this regard and if educators are unwilling to learn the hypnoteaching method. Furthermore, the limited duration of time in Islamic Education learning, the short allocation of time for Islamic Education learning restricts the flexibility in applying this method during Islamic Education classes.

Meanwhile, previous studies have reported improved learning outcomes in each cycle when using the hypnoteaching method; however, no prior study has reported research results on humility towards teachers using this method in Islamic Education learning. The results indicate that the hypnoteaching method can enhance students' humility towards teachers in Islamic Education learning (Lestari & Syarif, 2020; Prawiyogi et al., 2021; Subuki, 2023).

Hypnoteaching to Develop Student Humility

The hypnoteaching approach integrates hypnotic methods with teaching to create a profound and engaging learning environment. Increasing student engagement and attention during the learning process can enhance understanding of the subject matter, greater acceptance of instructor guidance, and increased respect for teachers. Using the hypnoteaching approach, students are expected to demonstrate high loyalty to their teachers, including obedience, discipline, and gratitude for the information and learning experiences provided by the teacher.

The research shows that using the hypnoteaching approach in Islamic Education at SMA Surya Buana Malang positively influences students' humility towards their teachers. The positive reception of the applied teaching approach

demonstrates increased student engagement in the learning process. This indicates the importance of training teachers to enhance their abilities and adopt new teaching approaches like hypnoteaching. Thus, interaction and relationships between teachers and students in the context of Islamic Education can be improved, which can foster students' moral development.

Low levels of students' humility towards teachers can occur anywhere and anytime. Therefore, the hypnoteaching method was created to help teachers instill students' awareness of humility towards teachers during the Islamic Education learning process. This method emphasizes the importance of student participation in learning. Teachers use positive language to suggest to students so that these positive suggestions can penetrate into students' minds, allowing them to think according to these positive words.

This research uses the Classroom Action Research (CAR) method conducted in two cycles, each consisting of four stages of activities: planning, implementation, observation, and reflection. Before these two cycles, a pre-cycle stage was conducted to collect initial information relevant to the research. The results of the pre-cycle were used as a basis for comparison, improvement, and determination of research success criteria.

Pre-cycle: Initial observations show that students tend to be passive and unresponsive to the presence of teachers during the learning process. This condition is caused by conventional teaching methods that are less innovative and the minimal use of media. Many students feel that Islamic Education learning is monotonous and lacks innovation, which decreases students' humility towards teachers.

In Cycle 1, material on noble character was delivered using the hypnoteaching method. Observations show an increase in student enthusiasm and their humility towards teachers. However, there are still some students who are less enthusiastic or have not shown changes in their humility. To address these shortcomings, improvements were made by increasing interaction and providing positive suggestions to students, such as encouraging them to participate more actively in class discussions and to ask questions. Meanwhile, in Cycle 2, which

was conducted to address the shortcomings found in Cycle 1, the results showed a significant increase in students' humility towards teachers, making additional cycles unnecessary.

There are several obstacles to implementing this method, including improving teacher competence and limited learning time. This method will only run smoothly if teachers know and are willing to learn about hypnoteaching. Moreover, the short time allocation for Islamic Education limits the flexibility in applying this method.

IV. CONCLUSION

Hypnoteaching can increase students' humility towards their teacher. This increase can be seen from students' positive engagement and acceptance of the teaching method. This shows the importance of teacher training in applying hypnoteaching to improve teacher-student interactions and relationships and foster students' moral development. Hypnoteaching was introduced to overcome students' lack of humility towards their teachers by using positive language that can positively penetrate students' minds and influence their thinking. In this research, at the pre-cycle stage, students appeared passive due to less innovative conventional teaching methods. The first cycle showed increased student enthusiasm and humility, although some had not experienced any change. Improvements are made by increasing interaction and providing positive suggestions. The second cycle showed a significant increase in student humility, so additional cycles were no longer necessary. Challenges in implementing hypnoteaching include increasing teacher competency and the limited duration of learning sessions. With adequate knowledge, preparation and time allocation, this method can be implemented optimally.

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