

Analysis of the use of the hypnoteaching method in mathematics learning for elementary school students

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Abstract

This study explores the application of the hypnoteaching learning method in mathematics instruction for students at SD Negeri 1 Sukamulya. The main research question is: How do elementary school students learn mathematics using the hypnoteaching method? To address this, a qualitative research approach with descriptive methods was employed. Data collection techniques included observation, interviews, and documentation. The data were then analyzed using qualitative descriptive analysis techniques. The findings revealed that the hypnoteaching method was implemented by the fourth-grade homeroom teacher during mathematics lessons. The study concluded that this method significantly enhances teacher-student interactions, making learning more engaging. Traditionally perceived as challenging, mathematics became more approachable for students, resulting in a shift in their attitudes toward the subject. Teachers were no longer seen as unapproachable or boring, and students felt more comfortable asking questions, fostering a more harmonious teacher-student relationship. Moreover, students displayed increased enthusiasm and motivation in learning mathematics. The positive affirmations and encouragement provided by teachers inspired students to work harder, boosted their curiosity, and improved their confidence. This method also encouraged students to participate actively in various positive activities during classroom learning, contributing to their overall personal development.

Keywords

Hypnoteaching method, Mathematics learning, Elementary school

Introduction

Education is essentially a process aimed at helping individuals develop their potential to adapt to various changes. Moreover, education plays a vital role in ensuring the sustainability of human life. The learning process itself is complex, as it not only involves receiving information from teachers but also encompasses various activities and actions necessary to achieve optimal learning outcomes.

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Teachers have the responsibility to organize, guide, and create a learning environment that supports students in carrying out various activities during the classroom learning process. To fulfill this role, it is essential to select methods that are appropriate and aligned with the material or concepts being taught. The teaching methods employed by teachers greatly influence students' learning approaches, considering that each student has a unique learning style.

Mathematics is a subject of great importance in the field of education [1]. This subject is taught from basic education levels to higher education. From kindergarten, elementary school, junior high school, senior high school/vocational school, to university, mathematics remains a compulsory subject that students must master. In this context, mathematics is regarded as an abstract science that is free from specific values or morals, allowing the thoughts and contributions of mathematicians to provide broad benefits to society.

A teaching method can be considered efficient if its application achieves the desired objectives while minimizing the use of energy, effort, cost, and time. The fewer resources required, the higher the efficiency of the method. Selecting the appropriate teaching method significantly influences the effectiveness and efficiency of the learning process. However, in practice, teachers often rely on conventional teaching methods, primarily lecture-based approaches. These methods tend to focus on transferring knowledge from teacher to student without considering the varying abilities and prior knowledge students bring to the classroom. Consequently, students are treated as passive objects, reducing their engagement and limiting optimal learning activity.

Such conditions often make learning mathematics feel burdensome for students. The material taught is easily forgotten and lacks meaningful relevance for them. As the level of education increases and mathematics becomes more complex, students face greater difficulties in understanding the subject.

As a solution, teachers can adopt innovative methods such as Smart Character Education, which incorporates paradigms like Quantum Learning, Accelerated Learning, Active Learning, and Hypno-Teaching. These approaches aim to help students develop critical thinking skills, creativity, and self-awareness. One major obstacle to knowledge absorption is students' lack of focus during lessons. The Hypno-Teaching technique can address this issue by helping students achieve a relaxed state that facilitates better comprehension of the material. Teachers can provide positive suggestions through this method to create a more conducive and effective learning environment, enabling students to better understand and retain the knowledge delivered.

Method

This study employs a qualitative approach using descriptive methods. As explained by Mulyana [2], the purpose of descriptive methods is to provide a systematic, factual, and accurate description or depiction of the facts, characteristics, and relationships

between the phenomena being investigated. In line with the qualitative approach used, data collection techniques include observation, interviews, and document analysis. These techniques are designed to ensure that data collection proceeds smoothly, supporting the overall research process.

Data analysis is conducted in three main stages: Pre-field analysis, aimed at understanding the context and preparing the approach.; On-field analysis, which includes data reduction (simplifying and selecting relevant data), data presentation (organizing data to make it easily interpretable), and data verification (drawing provisional conclusions). Post-field data analysis, to ensure that the conclusions drawn are accurate and align with the research objectives.

Results and Discussion

Essentially, hypnoteaching is an effort by a teacher to create a condition where students feel happy and motivated to receive lessons. By using various strategies and techniques, the teacher can keep students' brains in a state of enthusiasm and joy throughout the learning process. This approach also helps students to more easily remember and understand the material being taught [18].

In simple terms, hypnoteaching in learning can be understood as the art of communication that involves giving positive suggestions using tone and word choice by the educator. The positive suggestions provided through this method aim to enhance students' focus on specific activities, making it easier for them to absorb the information presented. Additionally, the information received by students through this method is not only easier to absorb but also stored in memory without any disruptive barriers.

Based on the explanation of hypnoteaching provided, it can be concluded that the primary goal of the hypnoteaching method is to enhance the effectiveness of the learning process, making it more engaging, efficient, and capable of stimulating full attention and focus from students. This method also has a significant impact on both the academic and non-academic development of students. Moreover, the benefits of the hypnoteaching method are not only experienced by students but also by teachers, as it strengthens the teacher-student relationship, creating a more harmonious learning environment and preventing students from feeling coerced or pressured.

In addition to observing the profile of SD Negeri 1 Sukamulya, the researcher also conducted observations and analyses of the interactions between the teacher and students during the learning process. The purpose of this observation was to understand how the teacher applies the hypnoteaching method in the Mathematic lessons.

Description of teacher interview results

In this section, the research results related to the use of the hypnoteaching method by the teacher in mathematics instruction in the fifth-grade class of elementary school will be explained. The research results are based on data obtained through observations,

interviews with the teacher and students. This study focuses on the hypnoteaching method applied by the teacher in mathematics instruction at SD Negeri 1 Sukamulya, with the resource persons being the class teacher and 23 fifth-grade students. The data analysis method used in this study includes data collection through observations, interviews, and documentation. Afterward, the researcher will describe the obtained data and draw conclusions from the results.

The researcher conducted an interview with the fifth-grade class teacher of SD Negeri 1 Sukamulya on May 15, 2024. The purpose of the interview was to understand how the teacher applies the hypnoteaching method in Mathematics instruction and how well the teacher understands the method. Based on the interview results, the fifth-grade class teacher of SD Negeri 1 Sukamulya revealed that they understand and can explain the hypnoteaching method. The teacher stated that this method has frequently been used in the learning process, not only in Mathematics but also in other subjects. The teacher explained that hypnoteaching makes the learning process more engaging and interactive, fostering a positive relationship between the teacher and students while maintaining proper boundaries.

To avoid monotony in the learning process, the teacher uses various methods, such as ice-breaking activities, holding discussions, and occasionally asking students to solve problems in front of the class. This aims to teach students public speaking skills, leadership, and build their confidence. The teacher also mentioned that the hypnoteaching method helps change students' perceptions of Mathematics, which is often seen as a difficult and boring subject.

Based on the observation and interview with the teacher on May 15, it can be concluded that during the learning process, the teacher always invites students to pray first, followed by providing motivation, enthusiasm, and positive affirmations for their activities at school and in the community. The interaction between the teacher and students is very good, with students feeling comfortable asking questions about Mathematics, which is often perceived as difficult. The teacher also gives appreciation to students for their ability to solve problems or complete tasks, aiming to boost their learning enthusiasm. The teacher emphasized that the hypnoteaching method applied in Mathematics instruction helps improve student comprehension and enhances interaction during the learning activities.

Description of student interview results

The researcher conducted an interview with the fifth-grade students of SD Negeri 1 Sukamulya on Thursday, May 15. The purpose of this interview was to explore the students' experiences and gather information related to Mathematics instruction using the hypnoteaching method. Based on the interview results with the students of SD Negeri 1 Sukamulya, the students showed high enthusiasm in participating in the learning activities. Some students expressed that initially, they did not enjoy Mathematics, especially in terms of arithmetic. They considered Mathematics to be a

difficult subject, which led to feelings of laziness and even fear when facing the subject, making them less interested in it. Additionally, some students also mentioned that besides Mathematics, which they perceived as difficult, they found the teacher teaching Mathematics to be somewhat boring. Students also often felt reluctant to ask questions to the teacher because the relationship between the teacher and students lacked harmony.

Conclusion

Based on the data analysis and discussion in the previous chapter, the researcher concludes the findings of this study. It can be concluded that the application of the hypnoteaching method in mathematics instruction in grade V at SD Negeri 1 Sukamulya greatly helps teachers create positive interactions between the teacher and students. Furthermore, mathematics learning, which is often perceived as difficult, shows a shift in students' perceptions of the subject after the hypnoteaching method was applied. Positive developments were also observed in the students' personalities, as they became more enthusiastic and eager to learn mathematics. The affirmations and positive motivation provided by the teacher successfully boosted the students' spirits to study harder, increased their curiosity, and made them more confident and daring to engage in various positive activities during class.

Based on the findings, the researcher offers the following recommendations. First, teachers may consider using the hypnoteaching method as an alternative approach in teaching mathematics. Second, students should not feel hesitant or afraid to develop their creative ideas during the learning process.

References

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