



Literature Review: The Success of Hypnoteaching Methods in Learning in Indonesia (2017-2022)

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Abstract. One alternative to the success of learning in class is using the Hypothecating strategy. Hypnoteaching is known as an approach that combines hypnotic techniques with traditional teaching methods to improve learning outcomes and classroom effectiveness in many ways. This study aims to investigate and analyze the success of the hypothecating approach in Indonesia's education context between 2017 and 2022 in the last five years. This study is essential as an evidence effort to collect references to the success of previous studies and presented as a single unit. This research method uses a literature review by combining bibliometric analysis, which is expected to provide in-depth comprehensive insight into the success of the hypothecating strategy. More than 100 journals are analyzed and filtered according to the desired indicators. This study's results managed to find that "learning effectiveness" was the most successful variable in applying the hypnoteaching method from 2017-2023. Then the author "Fadhilah. F," is the researcher who writes the most on hypnoteaching topics, and qualitative is the research method that is most widely used, 34.78%. This research is limited to showing only one way; future research must provide comparisons with other methods. In addition, the research questions must be more profound and broader. The implications of this research can provide a better and more comprehensive understanding/reference about the potential of the hypothesis method in improving the quality of learning in Indonesia.

Keywords: Hypnoteaching, Education, Learning methods

1 Introduction

Each individual has a unique way of exploring their potential. In school learning, teachers need creativity and innovation to deal with the diversity of student characteristics. However, differences in students' abilities and habits often lead to learning disorders. Teachers need to use various learning methods to accommodate the diversity of students. In achieving learning objectives, it is essential to pay attention to the process of learning activities. The interaction between students and teachers is critical to learning activities well. Learning activities aim to develop individual potential by utilizing existing knowledge (Budiarti et al., 2016; Mashud, 2020; Park et al., 2020)

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In the context of learning, teachers require prior planning to achieve expected goals (Lisdayanti, 2014; Murfiah, 2017; Utama, 2017). Learning development requires changes in learning patterns that suit student needs ((Benbow et al., 2021; Chai & Kong, 2017; Gürsoy, 2021). The problem today is that many students get low grades and have difficulty learning (Benbow et al., 2021; Dupri et al., 2020; Lawrence & Tar, 2018). Therefore, teachers need to use effective learning methods to improve student achievement through enhanced learning outcomes reflected in grades (Komara, 2014)

One alternative solution to many learning variables is to use the hypnoteaching method. Hypnoteaching is a new method closely related to utilizing the functions of the individual's subconscious ((Novianti, 2014). Because each individual has two ways of thinking: the subconscious mind and the conscious mind, analytical, rational thoughts, willpower, critical factors, and short-term memory occur in the left brain (conscious mind). In contrast, the right brain is more active in storing long-term memories, emotions, habits, and intuitions associated with the subconscious mind. These two organs form the basis of human behavior (Bali & Masulah, 2019; Prasetyo, 2010)

This method has proven effective success in learning e.g. research from (Bali & Masulah, 2019; Safitri Dian Nurul & Purnamasari Nelly Indriastuti, 2017; Syaifuddin Muh & Afif Ahmad, 2019) Among them are learning disorder solutions, geometry and improved learning outcomes. However, this research needs to be followed up as an effort to investigate more deeply the success of this method so that it can become credible evidence. Thus this research is important to research. This study aims to investigate and analyze the success of hypnoteaching methods in the context of education in Indonesia between 2017 and 2022 in the last 5 years. This study is essential to collect evidence to reference previous studies' success and present them as a whole. To navigate this research direction, researchers provide the following research questions:

1. What variables have been successfully carried out by previous researchers in Indonesia in 2017-2023?
2. Who is the author who researches the most about Hypnoteaching in Indonesia?
3. What are the most preferred research method in articles about Hypnoteaching method education?

2 Method

2.1 Article selection process

In 2017-2023, a collection of articles related to the hypnoteaching method was carried out. The selected literature sources come from the Google Scholar database. The keyword used is "hypnoteaching" in the topics section, using the advanced search function on Google. This search found several articles related to hypnoteaching methods, which were then reviewed (Access date: June 2023). All downloaded themes were analyzed based on inclusion and exclusion criteria related to hypnoteaching. Irrelevant articles are eliminated. Therefore, this analysis includes articles published

between 2017-2023. Then more than 225 journals from various variables associated with hypoteaching success and filtered the results of 115 articles were obtained according to the criteria.

2.2 Data analysis

This research utilized a literature review and bibliometric analysis through Pop software (Baneyx, 2008; Parmar et al., 2019). Bibliometric networks were visualized using Vos's Viewer software (Martínez-López et al., 2020), generating publication, author, and keyword maps. Additionally, literature synthesis was presented as tables and distribution maps. Classification methodology (Yilmaz & Goktas, 2017) was applied for article analysis, including methodological trends and data collection tools. Descriptive statistics will present research results aligned with the research questions.

3 Result and discussion

3.1 Most used variable success in the articles related to the use of the hypnoteaching method

Table 1. Most emerging variables 2017-2023

No	Variabel	Number of occurrences	Presentase
1	Learning effectiveness	25	45.5%
2	Problem-Based Learning (PBL)	20	36.4%
3	Speaking Skill	12	21.8%
4	Student motivation	18	32.7%
5	Student engagement	15	27.3%
6	Mathematical concepts	10	18.2%
7	Improved understanding of concepts	8	14.5%
8	Improved critical thinking skills	7	12.7%

The chart that can be presented is as follows. It can be seen in Figure 1.

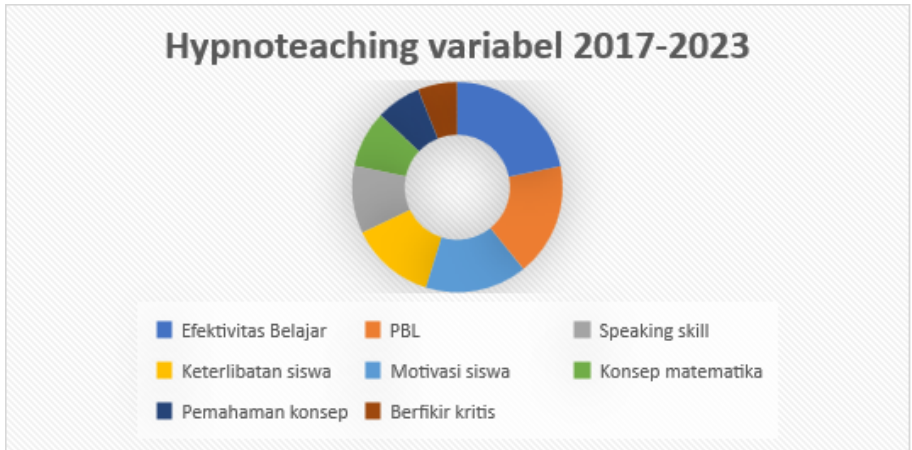


Fig. 1. Most emerging variables 2017-2023

These data indicate that these variables are often discussed in the context of the use of hypnoteaching methods in articles related to the success of the method. Learning effectiveness and Problem-Based Learning (PBL) were the most common variables that emerged, followed by student motivation, student engagement, and others.

3.2 Popular Author pada topic hypnoteaching

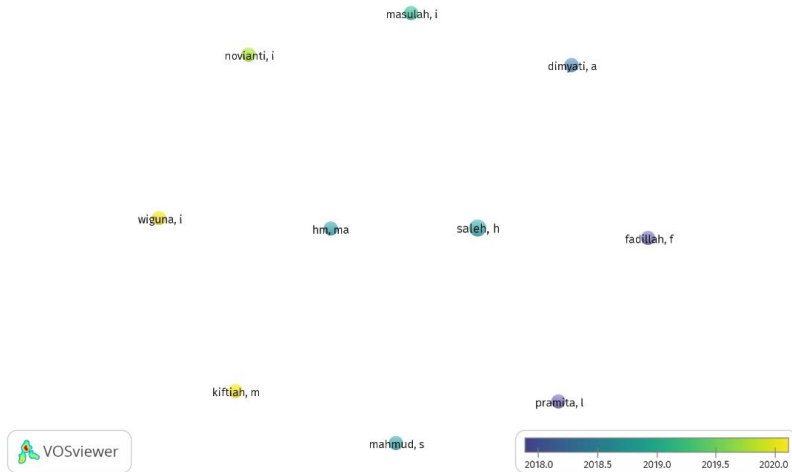


Fig. 2. The most famous author related to Hypnoteaching in Indonesia

Figure 2 shows the author "fadhilah. F" became the most written researcher by being shown with purple intensity graphics, followed by "Pramita" and "saleh"

3.3 What are the most preferred research method in articles about Hypnoteaching method education

Table 2. Most research method

No	Research Methods	Number of occurrences	Presentase
1	Kualitatif	40	34.78%
2	Kuantitatif	30	26.09%
3	Penelitian tindakan	10	8.70%
4	Quasi-Eksperimen	8	6.96%
5	Studi kasus	5	4.35%
6	Survei	15	13.04%
7	Other methods	17	14.78%

The chart that can be presented is as follows. It can be seen in Figure 3.

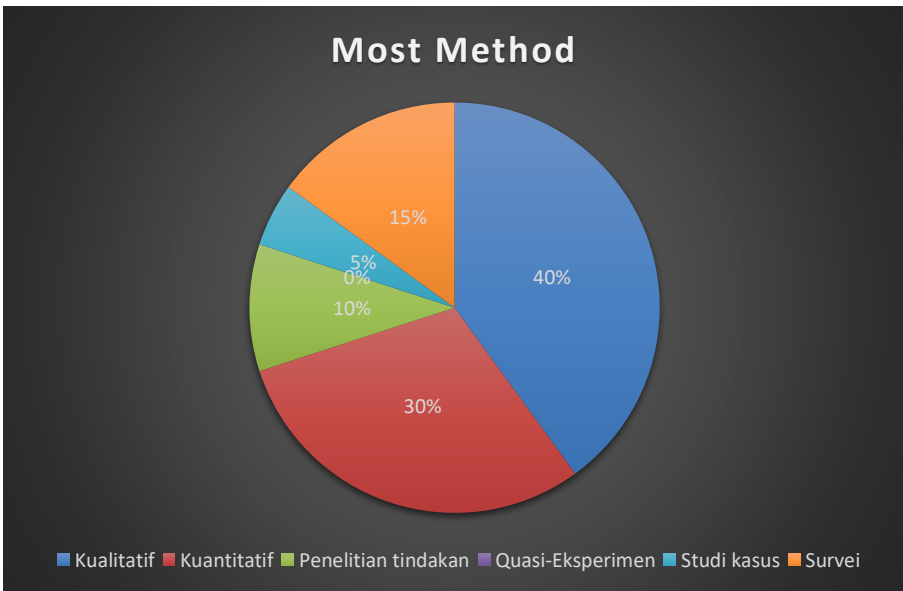


Fig. 3. shows that about 40% is qualitatively followed by quants and others.

4 Discussion

Hypnoteaching is used or applied in some countries teaching and learning processes in special classes. Some researchers claim a person is born with the ability to enter into self-hypnoteaching for seven hours per day. In childhood, a person is given grace, imagination and abundant creativity. Many use this gift, and some do not activate it to the maximum. Those who do not use their imagination and creativity to the fullest cannot process it. The most effective hypnoteaching is in children. In general, children are not afraid of being hypnotized because they have natural beliefs and a clear imagination so they are ideal for Hypnoteaching ((Jayawardana & Djukri, 2015) The advantages of this method are revealed by (Kusuma, 2016) as follows. 1). Students can develop according to their interests and potential; 2) Teachers can create diverse learning processes so that they are not boring for students; 3) Increase the motivation of students in learning. 4) The learning process will be more dynamic; 5) Creating good interaction between teachers and students; 6) The material presented can focus students' attention; 7) The material is easy for learners to master so they are more motivated to learn.

This study shows the trend of research on hypnoteaching in the last 5 years based on a literature review and bibliometric analysis. This result can be seen in points 3.1, 3.2, 3.3. Starting at point 3.1 about the most involved variable of the hypnoteaching method, namely problem-based learning (45.5%). This result is not surprising because hypnoteaching methods can provide opportunities for each individual to think innovatively and creatively based on previous experiences stored in long-term memory (Kasmaja, 2016; Ulya Afif, 2021) particularly in PBL as it focuses on solving problems. It is also corroborated by (Navis, 2017)) that the hypnoteching learning method is a unique, creative, and imaginative learning method.

In point 3.2 about most authors "fadhilah. F" became the most widely written researcher on average discussing development and application in early childhood. . This is not surprising because they are the primary authors of the field of education. Then point 3.3 shows that In the following section (3.3), it is evident that Quantitative studies (53%) have been predominantly employed in the recent three-year period. This choice is motivated by researchers' aim to objectively evaluate the effects of hypnoteaching on diverse variables (Marmoah et al., 2022). This shift towards both quantitative and qualitative methods reflects differences arising from factors such as database variations, study variables, sample compositions, and population characteristics.

5 Conclusion

Overall, this study managed to find that "learning effectiveness" was the most successful variable in the application of hypnoteaching methods from 2017-2023. Then the most authors "fadhilah. F" became the researcher who wrote the most hypnoteaching topics and qualitative became the most widely used research method 34.78%. This research is limited to only showing one method, future research must provide compar-

isons with other methods. In addition, his research questions should be deeper and broader. The implications of this research can provide a better and broader understanding/reference about the potential of the hypothecating method in improving the quality of learning in Indonesia.

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