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HYPNOTEACHING IN ISLAMIC RELIGIOUS EDUCATION: ENHANCING STUDENT LEARNING MOTIVATION

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ABSTRACTS

This study explores the application of hypnoteaching in Islamic Religious Education (PAI) learning management to enhance senior high school students' motivation. Using a qualitative descriptive approach through observations, interviews, and documentation at SMAN 14 Garut, the findings reveal that hypnoteaching-based planning, implementation, and evaluation improve students' focus, participation, and learning enthusiasm. Integrating psychological and pedagogical perspectives, this study positions hypnoteaching as a holistic and applicable approach within Islamic education. The results highlight its potential to be adopted more broadly in PAI learning contexts, offering practical guidance for teachers in designing motivating and student centered instruction.

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A. INTRODUCTION

Education plays a crucial role in shaping the quality of human resources, particularly within the context of Islamic education, which emphasizes not only cognitive development but also the internalization and practice of Islamic values in daily life (Taufik 2020). Islamic Religious Education (PAI) is fundamentally designed as a holistic educational process that integrates knowledge, attitudes, and behavior based on the teachings of Islam. It seeks to guide students to understand, internalize, and implement Islamic teachings as a comprehensive way of life. Therefore, PAI does not merely function as a subject within the curriculum but also serves as a medium for character formation, moral development, and spiritual cultivation. In this regard, the success of PAI learning is closely related to how effectively the learning process is managed and how well it fosters students' engagement and motivation (Ishak 2021).

Learning motivation is widely recognized as a central factor influencing the success of the instructional process. Students with high levels of motivation are more likely to demonstrate persistence, enthusiasm, and active participation during learning activities, which in turn leads to better comprehension and academic achievement. Conversely, students with low motivation tend to exhibit passive behavior, limited engagement, and a lack of interest in learning, resulting in suboptimal outcomes (Diseth 2025). Motivation itself can be understood as a set of internal and external forces that initiate, direct, and sustain behavior toward achieving specific goals, including learning-related objectives (Sari, Sari, and Warsah 2025). Within the context of PAI, motivation plays an even more critical role because the subject requires not only cognitive understanding but also affective and behavioral engagement in practicing religious values.

However, in practical settings, PAI learning often encounters various challenges related to students' motivation and concentration. Observations in educational contexts indicate that students frequently experience limited attention spans, reduced enthusiasm, and low participation during instructional activities. These issues are influenced by multiple factors, including internal aspects such as physical readiness, emotional condition, and self-confidence, as well as external aspects such as teaching methods, classroom environment, peer influence, and family support. Additionally, broader educational challenges, such as the global phenomenon of learning poverty following the COVID-19 pandemic, have further exacerbated the decline in students' foundational skills and learning motivation (UNESCO, 2022). These conditions highlight the urgency of developing innovative and adaptive learning strategies that can effectively address students' diverse needs.

In response to these challenges, effective learning management becomes essential in ensuring that the instructional process runs systematically and achieves its intended objectives. Learning management encompasses a series of structured activities, including planning, implementation, and evaluation, which are designed to facilitate meaningful learning experiences. Beyond procedural organization, effective learning management also involves the teacher's ability to create a positive and supportive

classroom climate, foster constructive interpersonal relationships, and maintain students' engagement throughout the learning process. In the context of Islamic education, learning management is also expected to reflect Islamic values, such as discipline, responsibility, sincerity, and mutual respect, which contribute to the holistic development of students (Nasrullah, Ainissyifa, and Nazib 2024).

Within this framework, the integration of pedagogical approaches that address students' psychological and emotional dimensions becomes increasingly important. One such approach is hypnoteaching, which offers a creative and innovative strategy for enhancing learning motivation. Hypnoteaching is based on the use of positive suggestions, persuasive communication, and subconscious engagement to influence students' attitudes and readiness to learn. By creating a relaxed yet focused learning atmosphere, hypnoteaching enables students to receive and process information more effectively. This approach is particularly relevant in addressing issues of low motivation and limited concentration, as it emphasizes emotional connection and mental readiness as key components of the learning process (Ishida and Sekiyama 2024).

Furthermore, hypnoteaching is not only pedagogically relevant but also conceptually aligned with the principles of Islamic education. Islamic teaching methods have long emphasized the importance of gentle communication, encouragement (*targhib*), exemplary conduct (*uswah hasanah*), and emotional engagement in guiding learners. These principles are reflected in the practices of the Prophet Muhammad in educating his companions, where persuasive and compassionate approaches were prioritized over coercive methods. In this sense, hypnoteaching can be viewed as a contemporary pedagogical approach that resonates with traditional Islamic educational values, particularly in fostering students' intrinsic motivation and facilitating the internalization of moral and spiritual teachings (Haniffah et al., 2020).

Numerous previous studies have discussed the implementation of hypnoteaching within the instructional process, particularly in the subject of Islamic Religious Education (Rifqi, Harto, and Suryana 2022) concluded that hypnoteaching exerts a significant influence on enhancing student motivation and learning outcomes. Furthermore, (Hamida et al. 2024) revealed that the implementation of hypnoteaching in Islamic education is capable of enhancing students' affective aspects, particularly in fostering the character of *tawadhu* (humility). Furthermore, Rakyana Garibaldi Diaz (Diaz 2024) demonstrated that the hypnoteaching method is effective in improving Islamic Religious Education (PAI) learning outcomes through a persuasive instructional approach

This gap in the literature underscores the need for further research that explores the integration of hypnoteaching within a structured learning management framework in Islamic Religious Education. Such research is important to ensure that hypnoteaching is not only applied at the level of classroom interaction but also incorporated into the overall instructional design and management process. By positioning hypnoteaching as an integral component of learning management, educators can develop more coherent and sustainable strategies for enhancing students' motivation and engagement.

In this context, the present study aims to analyze hypnoteaching-based learning management in Islamic Religious Education, with a particular focus on how it is systematically planned, implemented, and evaluated. This study also seeks to examine its impact on students' learning motivation, especially at the senior high school level. Theoretically, this research contributes to the development of learning motivation theory by emphasizing the role of psychological and emotional factors in shaping student engagement. At the same time, it enriches the discourse on learning management by integrating pedagogical and managerial perspectives within the context of Islamic education. Practically, the findings of this study are expected to provide valuable insights for teachers and educational institutions in designing and implementing more effective and meaningful PAI learning strategies.

B. METHOD

The contents of the study method are data collection techniques, data sources, methods of data analysis, correlation tests, and so on, written in Constantia 12 font. This chapter can also include scientific formulas for data analysis/correlation tests. This study employs a qualitative approach to examine the management of Islamic Religious Education (PAI) learning based on hypnoteaching in enhancing student learning motivation. A qualitative approach was chosen because it allows the researcher to study the phenomenon in its natural setting, with the researcher acting as the primary instrument to observe, understand, and interpret learning behaviors as they occur (Hasan et al. 2025). Data collection involved technical triangulation using interviews, observations, and documentation, analyzed inductively to emphasize meaning over generalization, consistent with qualitative research conventions (Nasution 2023).

The research was systematically designed to ensure a structured and replicable process. It began with problem identification through a preliminary review of PAI learning, which revealed low student motivation and suboptimal learning management that did not adequately address students' psychological and emotional needs. These findings guided the study's focus on hypnoteaching-based learning management, aiming to understand the planning, implementation, and evaluation strategies and their impact on students' motivation.

Primary data were collected directly from PAI teachers and eleventh-grade students at SMAN 14 Garut through interviews and classroom observations during hypnoteaching-based instruction. Secondary data consisted of books, journals, scientific articles, and other documentation related to hypnoteaching, learning management, and learning motivation. The study was conducted at SMAN 14 Garut, located in Sukawening District, Garut Regency, West Java. The research instruments included interview guides, observation sheets, and documentation, with the researcher serving as the primary instrument.

The informants in this study consisted of PAI teachers and students who were directly involved in hypnoteaching-based learning. Their characteristics and roles are summarized in Table 1.

Informant Type	Number	Characteristics	Role in Research
PAI Teacher	1	Have experience implementing hypnoteaching in PAI learning	Provide information on planning, implementation, strategies, and evaluation of hypnoteaching-based learning
Students (Grade XI-11)	36	Actively participate in PAI learning and have experienced hypnoteaching	Provide information on motivation, focus, engagement, and learning experiences
School Context	1 (Setting)	SMAN 14 Garut	Provide contextual data on learning environment and institutional support

Teachers provided insights into instructional planning, strategy selection, and pedagogical techniques, while students shared their experiences regarding changes in motivation, focus, engagement, and learning comfort. Both groups contributed valuable data on responses to teacher communication, instructional media, and the classroom environment.

Data collection techniques included in-depth interviews to explore how hypnoteaching strategies were implemented and their impact on motivation, direct observations to examine teacher and student activities and verbal/non-verbal cues, and documentation such as instructional notes, archives, and other supporting materials.

Data analysis followed the qualitative-descriptive approach based on the Miles and Huberman model, consisting of three stages: (1) data reduction, which involved simplifying and focusing on information relevant to hypnoteaching and student motivation; (2) data display, presented narratively to clarify relationships among findings; and (3) conclusion drawing and verification, aiming to identify patterns, meanings, and interconnections that demonstrate the effectiveness of hypnoteaching-based learning management in improving student motivation (Sugiyono 2024).

In addition, this study considered ethical aspects to ensure the protection of participants. Prior to data collection, informed consent was obtained from all informants, including teachers and students, with clear explanations regarding the purpose of the research, procedures, and their rights as participants. Participation was voluntary, and informants were given the option to withdraw at any time without consequence. To maintain confidentiality, all personal identities were anonymized, and data were reported using codes or pseudonyms. Furthermore, the data collected were used solely for academic purposes and stored securely to prevent unauthorized access

The study's design ensures comprehensive understanding of how hypnoteaching, integrated with careful planning, execution, and evaluation, enhances learning motivation by addressing psychological, emotional, and pedagogical aspects. The findings provide evidence that strategically applied hypnoteaching techniques can increase students' engagement, attention, and enthusiasm in PAI classes. Furthermore, this research contributes to theory and practice by linking hypnoteaching with learning management and motivation theories, offering practical guidance for teachers to design psychologically oriented, motivating learning experiences. The study also provides a foundation for future research on hypnoteaching-based learning management models in Islamic education.

C. RESULT AND DISCUSSION

This section outlines the research findings regarding the management of Islamic Religious Education (PAI) through the implementation of a hypnoteaching approach as a strategy to enhance student learning motivation. The discussion focuses on how teachers manage PAI instruction by utilizing hypnoteaching principles to ensure that the learning process remains conducive, engaging, and oriented toward the psychological needs of the students.

The subsequent analysis emphasizes the implementation of the planning, execution, and evaluation stages of hypnoteaching-based PAI instruction, as well as its impact on shifts in student learning motivation throughout the instructional activities. Through this approach, a positive shift is observed in the students' levels of engagement, focus, and enthusiasm during PAI lessons, demonstrating that hypnoteaching contributes significantly to strengthening their learning motivation.

1. Hypnoteaching-Based PAI Instructional Planning

Instructional planning plays a fundamental and strategic role as the initial stage in the teaching and learning process. It involves a series of systematic and deliberate efforts by teachers to design, organize, and direct learning activities in order to achieve meaningful educational outcomes. As stated by (Widyanto and Wahyuni 2020), instructional planning consists of structured efforts to guide and support students in achieving a well-organized and meaningful learning experience

Based on the findings obtained from interviews and classroom observations at SMAN 14 Garut, PAI teachers have implemented hypnoteaching-based instructional planning that is oriented toward enhancing students' learning motivation. This planning process begins with identifying students' characteristics, needs, and psychological conditions as a foundation for designing appropriate instructional strategies.

Teachers develop teaching modules that are not only instructional tools but also incorporate psychological elements, such as: the use of positive and calming language ,

the integration of suggestive and motivational expressions , the adjustment of materials and activities to students' needs

As stated by the PAI teacher:

"Before the instruction is carried out, we develop teaching modules that are tailored to the characteristics and needs of the students. Within these modules, we pay close attention to the use of positive and calming language, and we integrate positive suggestions so that students become more focused, confident, and motivated in participating in the learning process."

Furthermore, the planning stage includes efforts to prepare students' psychological readiness before learning begins. Teachers design apperception activities that aim to create a sense of calmness and comfort, followed by the use of motivational language to build students' readiness to receive the learning material.

This is supported by the teacher's statement:

"We plan apperception activities that can make students feel calm and comfortable first, then we use motivational words so that students are ready to receive the material and the classroom atmosphere becomes more conducive."

These findings are consistent with the concept that instructional planning is a systematic process that includes determining objectives, selecting materials, choosing appropriate methods, and designing evaluation strategies to ensure the effectiveness of learning (Amma, Komariyah, and Bahrudin 2024).

Moreover, instructional planning involves several stages, including student needs analysis, formulation of learning objectives, and selection of relevant instructional materials (Mardiana, Mujahidin, and Andriana 2025).

In the context of hypnoteaching, teachers are also required to possess strong communication skills and mastery of instructional techniques, as these competencies are essential for designing persuasive and effective learning strategies (Paramita, Sharma, and Anderson 2020). This competency is essential for teachers to design appropriate, persuasive teaching styles and strategies that align with student characteristics, thereby ensuring that the instructional process proceeds optimally and achieves the desired objectives (Bastian et al. 2023).

Additionally, before instruction begins, teachers prepare students by creating a relaxed and receptive mental state through the use of simple and positive language. This approach helps reduce mental tension and distractions, enabling students to focus more effectively on the learning material (Eriksani et al. 2022). When students are psychologically prepared and motivated, they become more receptive to positive suggestions, which in turn enhances their readiness and engagement in learning (Wiyono 2021).

2. Implementation of Hypnoteaching-Based PAI Instruction

The implementation of hypnoteaching in Islamic Religious Education (PAI) is carried out through structured and systematic stages that integrate pedagogical and psychological approaches. Hypnoteaching is a teaching approach that focuses on optimizing students' subconscious mind to create a more effective and meaningful learning process. It enables students to achieve a calm and focused mental state, thereby improving concentration, comprehension, and overall learning outcomes (Idham, Alam, and Usman 2023).

a. Opening Activities

Based on observational findings, teachers begin the lesson by creating a positive and conducive classroom atmosphere. This is achieved through friendly greetings, calm vocal intonation, and the use of motivational and suggestive language.

As stated by the teacher:

"At the beginning of the lesson, we strive to create a comfortable atmosphere first for instance, by greeting the students positively and using calming language so that they are more prepared and focused when receiving the material."

This initial stage functions as psychological conditioning, helping students transition into a focused and receptive learning state.

b. Core Learning Activities

During the core learning phase, teachers apply hypnoteaching techniques through: Persuasive and positive communication, Continuous reinforcement and encouragement, Interactive learning methods such as discussions, games, and group work

As expressed by the teacher:

"During the lesson, we always strive to use positive words and provide reinforcement to the students. We also incorporate games or group discussions so that students do not get bored and remain focused on following the lesson."

The implementation of hypnoteaching also includes several key steps, such as:

The **3S approach (Senyum, Sapa, Salam)** (Nurriyah, Susilowati, and Sukoyo 2025), **Pacing**, which aligns teacher communication with students' emotional state (Ikhsani and Choiruddin 2023), **Leading**, where teachers guide students toward learning objectives (Nurkhalizah 2025), **Modelling**, where teachers demonstrate positive behaviors (Sukman and Ilyas 2020).

These strategies help create a learning environment that is engaging, interactive, and psychologically supportive.

c. Supervision and Classroom Interaction

During the learning process, teachers actively monitor students by moving around the classroom and interacting directly with them. When students lose focus, teachers provide constructive and motivational guidance rather than punitive measures.

As stated:

"During the learning process, we constantly monitor the students by moving around the classroom and approaching them to ensure they remain focused."

This approach reflects the principle of positive suggestion, which emphasizes encouragement and constructive feedback in shaping students' behavior and learning attitudes (Lutfiyatun and Sriwijaya 2023).

d. Closing Activities

At the end of the lesson, teachers provide reinforcement through reflection, appreciation, and motivation for future learning.

As stated:

"At the end of the lesson, we usually provide reinforcement and motivation so that students feel appreciated for their efforts."

This stage serves to strengthen students' emotional engagement and sustain their motivation for subsequent learning activities.

In the implementation of PAI learning using the hypnoteaching method, the teacher applies a technique of delivering material through language that reaches the students' subconscious mind. This approach is designed to foster specific interest and engagement among students, effectively bridging the gap between instructional content and student receptivity (Merissa, Murjainah, and Hermansyah 2025).

The use of this method represents an instructional strategy that employs subtle suggestions to create a state of relaxation. In this state, students are able to absorb information more easily and strengthen their memory retention of the material (Rahmawati, Pomalingo, and Katili 2025).

The objective of employing the hypnoteaching-based learning method is to assist students in comprehending the material delivered by the teacher more effectively and optimally (Azahra and Santoso 2025).

The implementation of the hypnoteaching method in PAI instruction is carried out through several core steps (Moh. Syarif Hidayat et al. 2023). The first stage of the lesson is the material introduction activity, which aims to enhance and reengage student interest. The teacher initiates the learning process by implementing the '3S' approach: *Senyum* (smile), *Sapa* (greet), and *Salam* (salute)

In the next stage, the teacher applies the pacing technique, aligning verbal communication, body language, tone, and facial expressions with students' mental and emotional state. This creates comfort and psychological safety, helping students focus, engage attentively, and achieve the readiness needed for optimal participation. By using pacing at the start of instruction, teachers lay the foundation for active, motivated, and meaningful learning experiences.

Subsequently, the process moves into the leading stage, in which the teacher provides guidance and assignments aligned with the learning objectives to ensure students are better prepared to follow instructions. This process is reinforced by the use of positive language and the provision of praise to maintain student motivation.

The teacher also serves as a role model (modelling) by consistently demonstrating the attitudes and values of Islamic Religious Education (PAI), making them easily emulated by students. Finally, mastery of the subject matter is a primary prerequisite for the hypnoteaching method to function effectively and support the creation of a harmonious learning environment.

In the implementation of learning that applies the hypnoteaching method, there are several key principles that must be considered. One of these is the use of positive suggestion by the teacher through the delivery of constructive words that foster positive energy and are capable of shaping students' learning attitudes and behaviors constructively throughout the instructional process.

Furthermore, the teacher employs empathetic communication to establish an emotional rapport with the students. Through this approach, students feel valued, acknowledged, and understood, thereby creating a more comfortable learning atmosphere that encourages active student engagement in the learning process (Fauzi 2025).

Thirdly, this method emphasizes the aspects of relaxation and focus, wherein a calm and comfortable mental state helps students enhance their concentration and maximize their ability to comprehend and absorb learning materials more effectively (Muhmar and Madani 2021).

Fourthly, the application of affirmations or motivational slogans serves as an emotional anchor that provides positive reinforcement for students, ensuring that their enthusiasm and learning motivation are maintained throughout the entire instructional process (Juita et al. 2024).

Based on the results of the observations and interviews, it can be concluded that the implementation of hypnoteaching in Islamic Religious Education (PAI) at SMAN 14 Garut has been consistently applied through psychological conditioning, suggestive communication, and positive reinforcement. This implementation has proven effective in creating a comfortable learning atmosphere, enhancing focus, and fostering students' learning motivation throughout the instructional process.

Through the application of various appropriate instructional methods and strategies, teachers can create a learning atmosphere that keeps students' brains active, enthusiastic, and joyful throughout the instructional process. This approach helps prevent student burnout, enhances focused attention, and encourages positive emotional engagement, thereby making the learning process more effective and meaningful (Nursiami and Suryaman 2024).



Figure 1. The Implementation of Hypnoteaching-Based Learning

3. Evaluation of Hypnoteaching-Based PAI Learning

Evaluation is an integral component of instructional management, serving to measure the effectiveness of learning strategies and the achievement of learning objectives (Sholahudin et al. 2025). In practice, evaluation provides a comprehensive overview of student achievement while identifying strengths and weaknesses in instructional methods (Azman and Harahap 2025). It also aims to assess how effectively the learning process operates and its impact on student motivation (Nur'Aliimu Bagus; Mustafa Triono Ali 2023).

Based on observations and interviews, PAI teachers at SMAN 14 Garut have implemented evaluation and supervision of hypnoteaching-based learning systematically and sustainably. The evaluation focuses not only on learning outcomes but also on the learning process, particularly students' concentration, participation, and focus during instructional activities. Teachers conduct reflections and review student assignments to help learners understand their strengths and weaknesses, in line with hypnoteaching principles that emphasize positive and non-pressuring evaluation.

Evaluation is carried out through both oral and written techniques. Teachers pose questions to measure students' understanding, which also reflects their level of focus and concentration. As stated by the teacher: *"In the evaluation process... we consistently perform evaluations by posing both oral and written questions..."*

Question-and-answer activities are also used to assess comprehension while encouraging student participation and curiosity. Students who actively ask or answer questions demonstrate engagement and understanding of the material. Additionally, evaluation is conducted based on specific material elements; each element is generally

assessed separately, although similar elements may be evaluated simultaneously depending on the planning.

Learning evaluation plays a crucial role in improving instructional quality and supporting student motivation (Akbar et al. 2025). It is not limited to cognitive assessment but also includes affective and motivational aspects, enabling teachers to design appropriate follow-up actions process (Dari, Arief, and Rehani 2024). Process based assessment is conducted by observing students' participation, responsiveness, and interaction during learning activities, which reflect meaningful engagement ((Tsawab et al. 2019). Through this approach, students become active participants in the learning process, fostering a sense of achievement that strengthens intrinsic motivation.

Meanwhile, outcome-based assessment measures students' progress across cognitive, affective, and psychomotor domains, providing a basis for improving instructional strategies (Hidayat et al. 2025). Feedback from evaluation helps students recognize their level of achievement and areas for improvement, encouraging continuous learning.

Affective and motivational assessments focus on students' attitudes, discipline, and enthusiasm during learning (Tanzila and Anjelia 2025). When students feel appreciated and actively engaged, a positive classroom climate is created, enhancing confidence and sustained motivation (Royhanuddin, Ari, and Harahap 2024).

Overall, evaluation in hypnoteaching-based PAI learning functions not only as a measurement tool but also as a motivational strategy. It reinforces positive suggestions delivered during instruction, maintains student focus, and supports the development of discipline and engagement. Thus, evaluation becomes a key component of hypnoteaching-based instructional management, contributing to both academic achievement and the enhancement of students' intrinsic motivation.

4. The Impact of Hypnoteaching-Based Learning Management on Enhancing Student Learning Motivation

Based on the research findings, the management of Islamic Religious Education (PAI) learning at SMAN 14 Garut, which is implemented using hypnoteaching, has a strong and positive correlation with the improvement of student learning motivation. The application of hypnoteaching goes beyond simply delivering instructional content; it also creates a learning environment that is comfortable, calm, and enjoyable. This atmosphere helps students feel more relaxed and psychologically prepared to receive and understand the material. As a result, they can focus better, experience less stress or boredom, and gain confidence in participating in the learning process.

As a result, students exhibit increased interest and engagement in PAI learning, participating more actively in discussions and classroom activities with greater enthusiasm and commitment. Hypnoteaching serves not only as a teaching

method but also as an effective learning management strategy that enhances student involvement, focus, and intrinsic motivation, emphasizing the integration of psychological and pedagogical aspects to create a supportive and motivating learning environment.

Observations and interviews indicate that persuasive communication, the use of positive suggestions, and the reinforcement provided by the teacher have a direct impact on increasing students' self-confidence, focus, and engagement. Students have become more courageous in asking questions, expressing opinions, and actively participating in discussions and group activities. Furthermore, a relaxed and low-stress learning environment helps students maintain their concentration and learning enthusiasm throughout the instructional process.

In addition to increasing student engagement, hypnoteaching-based learning management also fosters the development of discipline, responsibility, and persistence in learning. Students who comprehend the material thoroughly demonstrate great earnestness in completing assignments and possess a high sense of curiosity toward the subject matter. Consequently, the implementation of hypnoteaching in PAI learning at SMAN 14 Garut contributes positively to the sustainable enhancement of student learning motivation.

Therefore, the combination of learning methods implemented by the teacher exerts a positive impact on the students. These impacts include the ability to enhance students' focus and concentration, reduce anxiety and stress levels, and strengthen their comprehension and retention of the instructional material (Sa'adah 2024). Furthermore, this method is capable of building students' intrinsic learning motivation, creating positive learning experiences, and minimizing conflicts as well as tension within the classroom.

Hypnoteaching possesses the potential to strengthen the relationship between educators and learners through communication that is more persuasive, empathetic, and respectful. This approach facilitates a dynamic, warm, and interactive learning atmosphere, allowing students to feel a closer rapport with the teacher and greater comfort in expressing opinions, asking questions, and engaging actively in learning activities. Through the establishment of positive interaction, the instructional process becomes more meaningful and supports the optimal enhancement of student motivation and participation (Made and Angelica 2024).

The hypnoteaching method has been shown to significantly enhance students' motivation and learning attitudes. By fostering a positive and comfortable learning environment, it promotes focus, engagement, self-confidence, perseverance, and active participation. The continuous use of positive suggestions by the teacher gradually increases students' interest and intrinsic motivation, influencing both cognitive development and the formation of positive mental attitudes, thereby supporting a more meaningful and holistic learning experience (Idham, Alam, and Usman 2023).

This enhancement is evident in the development of student attention and engagement during the learning process, both in following the teacher's explanations and in participating in discussion activities. Furthermore, students demonstrate an improved ability to respect the opinions of others, adhere to established classroom rules, and regulate their behavior more positively throughout learning activities. These conditions indicate that hypnoteaching impacts not only academic aspects but also the formation of students' learning attitudes and character (Hikmah and Lessy 2024).

Focusing on enhancing learning motivation, hypnoteaching creates a comfortable, positive, and supportive environment that helps students feel relaxed, confident, and motivated to engage deeply with the material. It also promotes active teacher-student interactions, making the learning process more dynamic, engaging, and enjoyable.

Through the consistent use of positive suggestions, teachers gradually cultivate students' interest, increasing attention, engagement, and active participation in classroom activities. Hypnoteaching thus enhances cognitive abilities while also shaping positive mental attitudes such as self-confidence, perseverance, and enthusiasm. By addressing psychological and emotional aspects, this approach creates a more meaningful, motivating, and holistic learning experience for students (Fratiwi, S, and Nirwana 2025).

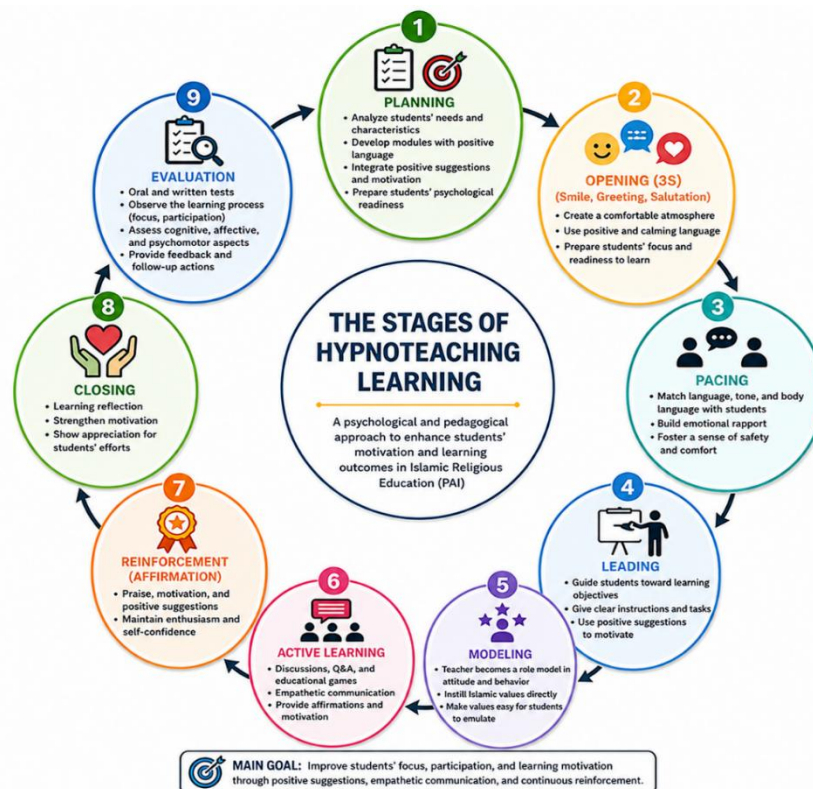


Figure 2. The Stages of Hypnoteaching-Based Learning

CONCLUSION

Based on the results and discussion, it can be concluded that the management of Islamic Religious Education (PAI) learning based on hypnoteaching at SMAN 14 Garut was implemented systematically through integrated stages of planning, implementation, and evaluation. This learning management approach was not solely focused on content delivery but also emphasized students' psychological and emotional aspects through persuasive communication, positive suggestions, and the creation of a comfortable and supportive learning environment. The application of hypnoteaching was shown to enhance students' focus, participation, self-confidence, and learning motivation in PAI classes.

The main findings indicate that planning for hypnoteaching-based PAI learning was carried out by considering students' characteristics and needs, particularly through the use of positive language and psychological conditioning at the beginning of the lesson. During the implementation stage, teachers applied hypnoteaching principles such as pacing, leading, modeling, affirmation, and empathetic communication to encourage active student engagement. Meanwhile, learning evaluation was conducted continuously by emphasizing both learning processes and outcomes in a positive and constructive manner. This evaluation approach helped reduce learning pressure and instead strengthened students' motivation. The novelty of this study lies in its examination of hypnoteaching as an integral part of PAI learning management, rather than merely as a teaching method.

From a theoretical perspective, this study supports motivation theory, which highlights the importance of psychological factors and learning environments in enhancing student engagement. It also reinforces learning management theory that views teaching and learning as an integrated managerial and pedagogical process. In addition, this research contributes to the development of hypnoteaching studies in the context of Islamic education by demonstrating that this approach is effective when systematically managed across all stages of learning.

The implications of this study suggest that PAI teachers need to develop persuasive, empathetic, and positive communication skills as part of effective learning management to improve student motivation. Practically, the findings may serve as a reference for teachers and schools in implementing hypnoteaching as a learning management strategy in PAI instruction.

This study is limited by its focus on a single school and the use of a qualitative approach, which restricts the generalizability of the findings. Therefore, future research is recommended to examine hypnoteaching-based PAI learning management using quantitative or mixed-methods approaches and across more diverse educational contexts and levels.

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