Construction And Validity Of The Hypnoteaching-Based Learning Model: A Development Study In Elementary Schools

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ABSTRACT

This study aims to develop and validate the Hypnoteaching-Based Learning model in strengthening character in elementary schools. It is a research and development study conducted using the ADDIE model. The subjects of this study were students at MI Darul Khaeriyah Towondu in Luwu Regency, South Sulawesi. The model's validity was assessed by three experts: learning design experts, character education implementation experts, and hypnoteaching experts, who evaluated and provided assessments of the developed Hypnoteaching-Based Learning model. The results of the study showed that the Hypnoteaching-Based Learning model achieved high validity qualifications, with a validity percentage of 90.42%. The model combines learning syntax with hypnotic syntax to design instructional steps that enhance students' character. The implications of this research indicate that the Hypnoteaching-Based Learning model can be an effective alternative to improve learning and character development in elementary schools. Further research and implementation of the Hypnoteaching-Based Learning model are expected to yield significant benefits in the field of education.
Keywords: Strengthening Character, Learning Model, Hypnoteaching.

A. INTRODUCTION

The development study of the Hypnoteaching-Based Learning model in elementary schools is an innovative step in education aimed at enhancing learning effectiveness. Hypnoteaching is a method that utilizes hypnosis techniques to stimulate students' attention and concentration, making them more receptive to information and better able to retain learning materials. This research has shown that the use of this model can improve understanding, learning motivation, and student engagement in the learning process. Additionally, the Hypnoteaching-Based Learning model also contributes positively to the development of social skills, such as cooperation and communication among students. Therefore, the implementation of this model can be an interesting and effective alternative to enhancing the quality of education at the elementary school level.

The construction and validity of the Hypnoteaching-Based Learning model in elementary schools are the outcomes of an intriguing study in an effort to enhance learning effectiveness. In constructing this model, various essential elements have been considered, such as the integration of hypnosis techniques with teaching methods suitable for the characteristics of elementary school students. This research also involved active participation from teachers and students in the model's development, ensuring a strong connection between the learning content, the hypnosis techniques used, and the students' learning needs. The validity of this model has been tested through a series of research stages and field observations in one of the elementary school units. The results indicate a significant improvement in the understanding and academic achievement of students who participated in the Hypnoteaching-Based Learning model. Furthermore, this model also has a positive impact on the development of students' social skills, such as their ability to communicate and collaborate effectively in groups.

When connected to the current educational context, the Hypnoteaching-Based Learning model contributes significantly to enriching existing teaching methods. In addition to providing an engaging and enjoyable learning experience for students, this model can also help address common learning challenges at the elementary school level, such as lack of concentration and learning motivation. By using hypnosis techniques, this model effectively stimulates students' attention, enabling them to be more receptive and better absorb information. Moreover, the use of this model also has the potential to enhance social interaction among students, developing cooperation and communication skills that are crucial in daily life. Therefore, the Hypnoteaching-Based Learning model has the potential to be a beneficial approach in improving the quality of education at the elementary school level and providing significant positive impacts on students' academic and social development.

A study conducted by Giuseppe De Benedittis reported that the use of hypnosis methods in learning can improve students' focus and concentration, as well as help them gain a better understanding of subject matter (De Benedittis, 2015). The research involved a group of elementary school students and found that students who participated in hypnosis-based learning tended to achieve higher academic levels compared to the control group.

Additionally, a study conducted by Wita Asmalinda et al, also revealed that the Hypnoteaching-Based Learning model has positive effects on the development of students' social skills at the elementary school level (Asmalinda et al., 2023). The research findings showed that students engaged in hypnosis-based learning experienced improvements in communication abilities, cooperation, and conflict resolution within the context of group learning. This indicates that the use of this model not only provides benefits in terms of academic achievement but also has the potential to enhance social interaction and social skills that are essential for students' overall development.

Simply put, this article aims to inform readers about this innovative learning model and how its implementation can enhance learning effectiveness, student understanding, learning motivation, and the development of social skills within the learning environment. By providing relevant social facts and highlighting related research findings, the article also aims to foster a better understanding of the potential and benefits of implementing the Hypnoteaching-Based Learning model in improving the quality of education at the elementary school level.

This research holds significant relevance in the current educational context. In the face of challenges in learning, such as lack of student concentration and motivation, innovative approaches that can enhance learning effectiveness are needed. By incorporating hypnosis techniques into the learning process, this model can help stimulate student attention and concentration, facilitate better understanding of learning materials, and develop essential social skills. The implementation of the Hypnoteaching-Based Learning model can provide an intriguing and effective alternative for educators to enhance the quality of education at the elementary school level, thereby leading to significant positive impacts on student academic achievement and social development. Therefore, this research is crucial for expanding insights and enriching existing learning approaches, as well as providing a strong empirical foundation for the development and implementation of this model in educational practice.

B. LITERATURE REVIEW

Several relevant theories can serve as the foundation for this approach. Firstly, the theory of hypnosis highlights the positive effects of hypnosis in enhancing student focus, concentration, and information absorption (Bowers, 2016; Geagea et al., 2023; Mertens & Vermetten, 2018; Pulling et al., 2022). This theory provides the basis for understanding the workings of the Hypnoteaching-Based Learning model, which incorporates hypnosis techniques within the learning context.

Furthermore, constructivism theory emphasizes that students actively construct knowledge through experience and social interaction (Barak, 2017; Chuang, 2021; Clark, 2018; Doolittle, 2014; Efgivia et al., 2021; Suhendi et al., 2021). The implementation of this model can facilitate the construction of students' knowledge by activating their roles in the learning process, enhancing conceptual understanding, and encouraging active participation in group learning.

Additionally, Albert Bandura's social learning theory can be used to explain the impact of the Hypnoteaching-Based Learning model on the development of students' social skills (Bandura, 1980;

Ilmiani et al., 2021; Nickerson, 2022; Rumjaun & Narod, 2020). This theory emphasizes the importance of modeling and social experiences in shaping behavior and social skills. The implementation of this model can create an environment that supports positive social interactions and facilitates the development of communication skills, cooperation, and conflict resolution within the learning context.

By referencing these theories in the literature review, this research can build a more comprehensive understanding of the construction and validity of the Hypnoteaching-Based Learning model. It can also explain the mechanisms and theoretical foundations underlying the effectiveness of this model in enhancing student learning and social skills at the elementary school level.

C. METHOD

The research utilized was Research and Development (R&D). This development research employed the ADDIE model by Robert Maribe Branch, which consists of five stages: analysis, design, development, implementation, and evaluation. The research approach used was a mixed-method approach according to Creswell and Clark (2011), which combines qualitative and quantitative approaches with a specific design to address the research objectives.

Data collection techniques used were interviews, observations, and questionnaires. The research instruments used in the learning events, in line with Gagne (1977), should be able to cause learning events and cognitive processes (instructional events). Data analysis involved qualitative descriptive analysis and quantitative data analysis using inferential statistics. The research design can be seen in the table below:
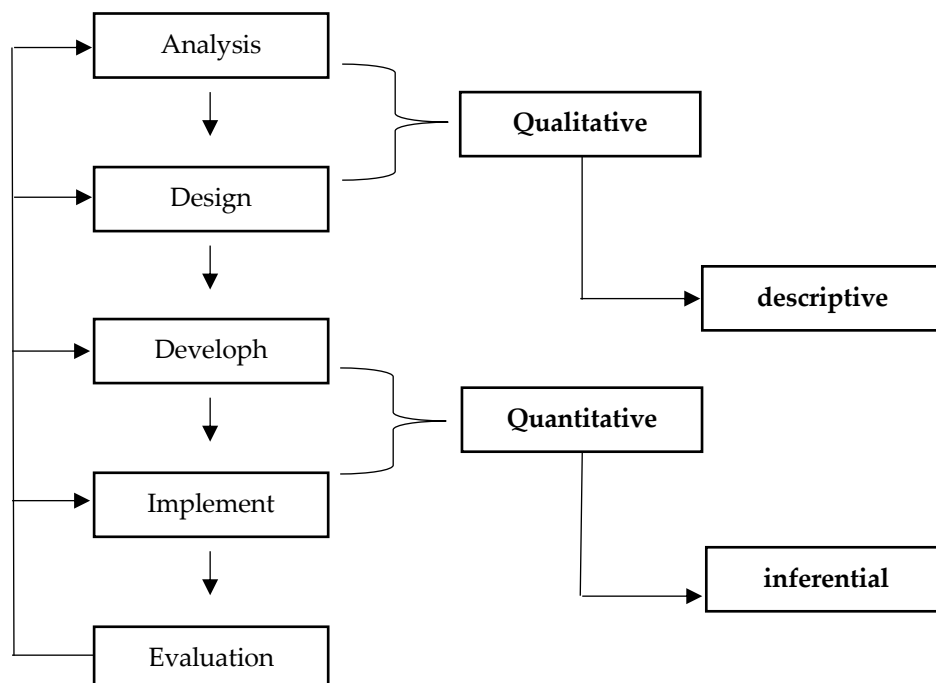

Figure 1. Research Flow and Data Analysis

The determination of the validity percentage results in each expert test and the feasibility test of using the hypnoteaching-based learning model is categorized using five categories of percentages, as follows:

Table 1. Categorization of Percentage Results.

Percentage	Category
<= 54%	Not much
55% - 59%	Not enough
60% - 75%	Enough
76% - 85%	Well
86% - 100%	Very good

The categorization in the table above is also used as a guideline for assigning scores ranging from 10 to 100. Additionally, this categorization is employed to discuss the findings of each instrument item, thereby depicting the level of research outcomes achievement.

D. RESULTS

The research began with an analysis of the need for developing a character strengthening model in learning. The findings from the research subjects indicated that character strengthening using the hypnoteaching model should be developed within a learning syntax to facilitate its implementation by teachers. Moreover, the desired character traits should be formed through enjoyable learning experiences that align with the characteristics of the learners.

Based on these reasons, a learning model design was created, focusing on the learning syntax, which includes the introductory, middle, and concluding activities. Furthermore, this model combines the learning syntax with hypnosis syntax, analyzing the character values that emerge at each stage of the learning process. Please refer to the integration of the learning model with hypnoteaching syntax through the design presented in the diagram below:
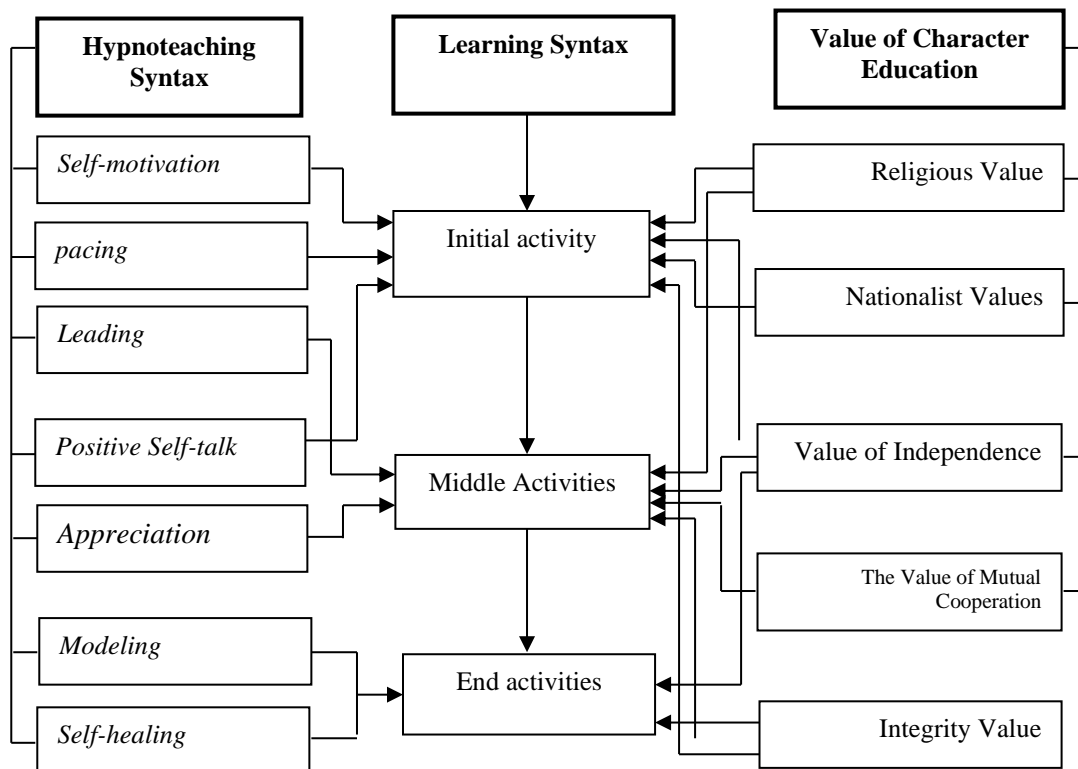
Figure 2. Concept of Integrating Hypnoteaching-Based Learning Model in Strengthening Character in Elementary Schools.

The integration concept depicted in Figure 2 is explained in the lesson implementation plan (RPP). The learning steps in the format of the developed lesson implementation plan based on hypnoteaching syntax can be seen in the following table.

Table 2. Syntax of Hypnoteaching-Based Learning Model in Strengthening Character.

No.	Learning Phase	Teacher Activities	Student Activities
Early Learning Activities			
1.	self-invention and motivation	The teacher checks the cleanliness and tidiness of the class.	Students arrange their seats neatly.
		The teacher invites the students to pray and read one of the verses of the Qur'an; the teacher explains the content of the verse that has been read, and the teacher explains by linking it with character values. (Religious Value)	Students pray and continue reading several verses that the teacher has determined; students are enthusiastic about listening to the teacher's explanation because they are in a calm state. Strive for the prayer that is read to be louder

No.	Learning Phase	Teacher Activities	Student Activities
		Giving initial motivation by singing one of the mandatory national anthems. (Nationalist Values)	Students sing one of the compulsory national songs classically (together).
2.	*Pacing*	The teacher takes turns at the same time asking how the students are doing; the teacher will build intimacy by positioning himself as someone who understands the students themselves. (Integrity Value)	Students raise their hands and answer questions from the teacher about how they are; because students are in a calm state and respect their teachers, students will feel happy learning
		The teacher invites students to do an apperception about the material that has been discussed previously. (Independence Value)	Students take turns explaining the previously understood material
3.	*Positive Self-Talk*	The teacher suggests the value of character education and conveys the theme of the material to be taught; this stage can arouse readiness to receive the material. (Character Values)	Students listen to the theme presented by the teacher; by knowing the theme, students will remember and match experiences related to the theme of the material to be studied.
		The teacher explains the learning objectives that will take place, where the teacher will explain the good things that will be obtained after the learning occurs.	Students will accept all explanations and suggestions given by the teacher because they are in a trance or suggested state.
Middle Learning Activities			
4.	*Leading*	The teacher briefly conveys the subject matter by using media or teaching aids.	Students listen to the material explained by the teacher; students will focus

No.	Learning Phase	Teacher Activities	Student Activities
			on the media presented by the teacher.
		The teacher asks questions about the material that has been explained previously.	Students ask things that have not been understood, and other students who know the answer may answer.
		The teacher divides students into several heterogeneous groups, resulting in differences in cognitive levels.	Students will join groups that the teacher has directed in an orderly manner.
		The teacher directs and assists each group in discussion activities. (collaborative value)	Each group discusses the sub-topics that the teacher distributes.
5.	*Appreciation*	The teacher invites one group member to convey the results of his discussion; each student who finishes the percentage will be given applause. (Independence Value)	Students who feel confident will raise their hands to be invited by the teacher, and after the percentage, the other students give applause.
		The teacher invites students to summarize the material that has been discussed; for each questioner or responder, the teacher gives praise and encouragement.	Students will ask again if there are things that have not been understood; those who do not understand will dare to ask, and other friends give applause.
End of Learning Activities			
6.	*Modeling*	The teacher gives direction to stay diligent in studying at home by suggesting the importance of studying for a bright future. *(Integrity Value)*	Students listen well to the teacher's explanation, so they can understand the bad effects if they are lazy to study.
		Singing one of the national anthems….	All students will sing songs with high notes; with high

No.	Learning Phase	Teacher Activities	Student Activities
		(Nationalist Values)	notes, students will refresh their tired bodies after a day of studying.
7.	*Self-healing*	The teacher briefly explains the material to be studied at the next meeting. *(Independence Value)*	Students with curiosity will find out the material to be studied next.
		The teacher invites students to read a prayer before going home, followed by a greeting. (Religious Value)	Students read the prayer home and continue to answer greetings from the teacher.

After the design phase, the developed model was subjected to validation by three experts. These experts were a learning design expert, a character education implementation expert, and a hypnoteaching expert. The validation results from these three experts are as follows.

Table 3. Recapitulation of Validation Results for Hypnoteaching-Based Learning model by Experts.

Expert	Max Score	Earning Score	Percentage	Qualification
Learning Design	*264*	*239*	*90.53%*	*Valid*
Character building	*256*	*231*	*90.23%*	*Valid*
Hypnoteaching	*96*	*87*	*90.62%*	*Valid*
Total	616	557	90.42%	Valid

Table 3 illustrates that the learning design experts obtained a score of 239 out of a maximum score of 264, with a valid qualification percentage of 90.53%. The character education experts obtained a score of 231 out of a maximum score of 256, with a valid qualification percentage of 90.23%. The hypnoteaching expert obtained a score of 87 out of 96, the maximum score. Therefore, the percentage of 90.62% qualifies as valid. The total validity score for the Hypnoteaching-Based Learning model product from these three experts reached 557 out of the maximum score of 616, with a total percentage of 90.42% qualifying as valid. Thus, based on the validity results from the three experts, it can be concluded that the PKBH model falls under the category of Valid.

E. DISCUSSION

The research findings indicate that the Hypnoteaching-Based Learning model has achieved a valid qualification based on the assessments of three experts. The learning design experts, character

education experts, and hypnoteaching expert all obtained high scores, with validity qualifications ranging from 90.23% to 90.62%. The total validity score of the Hypnoteaching-Based Learning model, combining the scores from these three experts, reached a validity qualification of 90.42%. These findings demonstrate that the Hypnoteaching-Based Learning model aligns with the established objectives and accurately measures the targeted aspects of learning and character development.

The concept of validity, as explained by Anderson and supported by Kimberlin, Winterstein, and Li et al., emphasizes the importance of measurement instruments that accurately reflect the measured object. In this regard, the Hypnoteaching-Based Learning model has utilized measurement instruments that align with the objectives and characteristics of the learning process (Hisbullah & Ajigoena, 2021). Therefore, considering the evaluation from the experts and the alignment between the measurement instruments and desired outcomes, the Hypnoteaching-Based Learning model can be considered valid.

Overall, this study concludes that the Hypnoteaching-Based Learning model has achieved a valid qualification based on the assessments of three experts. This validity indicates that the model effectively measures the desired aspects of learning and character development, in accordance with the established goals and objectives.

Several theories support the findings of this research. The measurement theory states that the validity of a test depends on the extent to which the test measures what it is intended to measure (Kimberlin & Winterstein, 2008). In this context, the research findings indicate that the Hypnoteaching-Based Learning model model has achieved validity because the measurement instruments used align with the intended object of measurement, which is learning and character development. The constructivism theory also supports these findings, as the Hypnoteaching-Based Learning model, which incorporates hypnosis techniques, can facilitate the process of constructing knowledge through active experiences and social interactions.

The social learning theory by Albert Bandura can also support the research findings. According to this theory, a learning environment that facilitates positive social interactions can aid in the development of students' social skills. In the context of the Hypnoteaching-Based Learning model, the use of hypnosis techniques as one of the learning components can create an environment that supports constructive social interactions and expands opportunities for students to communicate, collaborate, and resolve conflicts. Thus, the model can provide additional benefits in enhancing students' social skills, indirectly supporting the research findings regarding the validity of the Hypnoteaching-Based Learning model.

Several factors can explain why the research findings indicate that the Hypnoteaching-Based Learning model achieves validity. First, the Hypnoteaching-Based Learning model is based on well-established theories related to the field of learning and character development. Previous studies have demonstrated the effectiveness of hypnosis techniques in improving students' focus, concentration, and understanding (Martin-Conty et al., 2020). Additionally, the underlying constructivist concept of the Hypnoteaching-Based Learning model emphasizes the importance of students' active role in knowledge

construction. With a strong theoretical foundation, the Hypnoteaching-Based Learning model has an advantage in attaining validity in measuring the learning and character development objectives.

Second, this research involves assessments from three experts who specialize in instructional design, character education, and hypnoteaching. The involvement of these experts brings diverse perspectives and in-depth knowledge of the aspects measured in the Hypnoteaching-Based Learning model. Their assessments are based on extensive knowledge and experience in their respective fields, strengthening the validity of the research conclusions.

Lastly, the use of appropriate and valid measurement instruments is also a crucial factor in achieving valid research results. The measurement instruments employed in this study have been developed considering the research objectives and the objects being measured. In this regard, these instruments are designed to accurately reflect the aspects intended to be measured in learning and character development, thereby enhancing the validity of the research findings.

The findings of this research have several important implications in the context of education. First, the Hypnoteaching-Based Learning model can be considered as an interesting and effective alternative to enhance learning at the Elementary School level. By incorporating hypnosis techniques into the learning process, this model can help stimulate students' interest and concentration, improve their understanding of the materials, and develop essential social skills. These implications provide opportunities for educators to implement innovative approaches in efforts to enhance the quality of learning and achieve educational goals.

Furthermore, the research findings also underline the importance of validity in developing and adopting a learning model. By demonstrating its validity, the Hypnoteaching-Based Learning model can provide a strong empirical foundation for decision-making in the implementation and development of this model. This highlights the significance of using appropriate and valid measurement tools to support the development of effective learning models. These implications encourage critical thinking and engagement of educational practitioners in selecting and developing learning models that can have a positive impact on students' academic achievement and social development.

The findings of this research provide a solid basis for further actions in the educational context. Firstly, the Hypnoteaching-Based Learning model can be integrated into the curriculum and teaching methods at the Elementary School level. Detailed implementation steps can be developed, including training for educators on the use of hypnosis techniques in learning, lesson planning that incorporates elements of the Hypnoteaching-Based Learning model, and appropriate assessments to measure students' progress and success. In this regard, collaboration among educators, curriculum developers, and Hypnoteaching-Based Learning model experts will be crucial to adapt this model appropriately to the needs and contexts of schools.

Furthermore, further research can be conducted to delve into the long-term effects and influence of the Hypnoteaching-Based Learning model on student learning and character development. Longitudinal studies can be carried out to track the academic and socio-emotional development of

students involved in the Hypnoteaching-Based Learning model over a longer period of time. This research can also involve larger and more diverse samples to broaden the generalizability of the findings. Thus, further action in the form of additional research can help build a more comprehensive understanding of the potential and effectiveness of the Hypnoteaching-Based Learning model in enhancing student learning and character development at the Elementary School level.

This research also has several limitations that need to be considered. The relatively small sample size of the study, involving only three expert assessors, may limit the generalizability of these findings to a larger population. By involving more experts and a more representative sample, the research outcomes can be more valid and encompass variations in educational contexts. Additionally, this study focuses on measuring the validity of the Hypnoteaching-Based Learning model based on expert assessments, but has not directly examined the impact on academic achievement and character development of students. Therefore, further research that involves direct observations of students and the collection of additional quantitative and qualitative data can provide a more comprehensive understanding of the effectiveness of the Hypnoteaching-Based Learning model in the context of Elementary School education.

F. CONCLUSION

The most significant finding of this research is that the Hypnoteaching-Based Learning model exhibits high validity in measuring aspects of learning and character development at the Elementary School level. By incorporating hypnosis techniques into the learning process, this model is capable of enhancing students' interest, concentration, understanding, and social skills. The added value of this study lies in providing an innovative and effective alternative to improve the quality of student learning and character development. The PKBH model can serve as a foundation for the development of a curriculum that is oriented towards more active, interactive learning and enhances students' self-awareness. The practical implications of these findings are to encourage the adoption of the Hypnoteaching-Based Learning model in educational practice to achieve broader educational goals, including the development of academic, social, and emotional aspects of students at the Elementary School level.

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