

IMPROVING STUDENT LEARNING MOTIVATION DURING THE COVID-19 PANDEMIC THROUGH HYPNOTHERAPY

MENINGKATKAN MOTIVASI BELAJAR SISWA SELAMA PANDEMI COVID-19 MELALUI HIPNOTERAPI

Tina Haryati

Madrasah Tsanawiyah Negeri 5 Karawang, Indonesia

Email: tinaharyatisulaeman@gmail.com

Abstract

The lack of student motivation to learn in the online learning process during the COVID-19 pandemic can be seen from students' passivity when participating in virtual learning and the reduction in student assignments at school. This research aims to increase students' learning motivation through hypnotherapy methods. The research subjects were 32 students. Data collection used interview techniques, observation and documentation studies with qualitative descriptive data analysis techniques. The results of this research indicate an increase in student learning motivation by 65%. The research results show that the hypnotherapy method can increase students' learning motivation during the Covid-19 pandemic. Thus, learning weaknesses during the pandemic can be corrected by using hypnotherapy, to increase students' learning motivation.

Keywords: hypnotherapy; learning motivation; online learning.

Article history: Submission Date: July 31

Revised Date: December 30

Accepted Date: December 30

INTRODUCTION

Covid-19 pandemic changed the teaching and learning process from face to face at school to online learning, at first online learning was considered the only best solution during the covid-19 pandemic but in the process, there were various obstacles including reduced student learning motivation which was seen in several indicators such as reduced student activity, not collecting school assignments, bored with the one-way online learning process so that it does not work. From the description above, it is necessary to find a solution to overcome these problems, one solution is through hypnotherapy

Learning motivation According to Hamzah B. Uno (Uno, 2011: 23) "learning motivation is"internal and external encouragement to students who are learning to conduct behavior, generally with several indicators or supporting elements. These indicators are the desire to succeed, the drive and the need in learning, future hopes and aspirations, appreciation in learning, and a conducive learning environment. Winkel (Winkel, 2005: 160) and (Prawira & Rachmawati, 2022), states that learning motivation is the overall psychic driving force in students that causes learning activities to achieve a goal. In line with the above opinion, Sardiman A. M (2007: 75), explains that learning motivation is the entire driving force within students that causes learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject are achievable."

According to Hamalik (2001) students are one component in teaching, in addition to teacher factors, objectives and teaching methods. As one component, it can be said that students are the most important component among other components. Wolman defines hypnotherapy as a method for changing behavior through suggestions and without tools. Involving psychological theories into the therapy. Hypnotherapy is a dynamic process and is centered on the client itself (Wulandari, 2016: 5), (Imron & Warsah, 2019), and (Mayangsari & Nurrachmah, 2021). Hypnotherapy is a type of mind therapy that uses hypnosis techniques to cure psychological and physical ailments. In general, Hypnotherapy is closely related to the work activities of the human brain. This activity is very diverse in every condition in accordance with human brain waves (Sugiarso, 2013: 2). From some of the above understanding, it can be concluded that Hypnotherapy is a treatment technique that uses the human subconscious which is generally related to the work activities of the human brain to cure diseases experienced by humans both physically and psychologically and focuses the process on the client himself.

A pandemic is a disease outbreak that spreads very quickly to people and occurs in almost all regions of the world, covers a very wide range, and crosses international boundaries (Masrul, 2020) and (Prawira, Kurnia, & Ayundhari, 2021). Corona viruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory tract infections, ranging from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and severe acute respiratory syndrome (SARS). A new type of coronavirus found in humans since an extraordinary event appeared in Wuhan, China, in December 2019, was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and caused Coronavirus Disease-2019 (COVID-19) research

Learning motivation According to Hamzah B. Uno (2011: 23) "learning motivation is" internal and external encouragement to students who are learning to conduct behavior, generally with several indicators or supporting elements. These indicators are the desire to succeed, the drive and the need in learning, future hopes and aspirations, appreciation in learning, and a conducive learning environment. Winkel (2005: 160), states that learning motivation is the overall psychic driving force in students that causes learning activities to achieve a goal. In line with the above opinion, Sardiman A. M (2007: 75), explains that learning motivation is the entire driving force within students that causes learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject are achievable."

According to Hamalik (Hamalik, 2001) which is being developed again by Rahmat (Rahmat, 2021) students are one component in teaching, in addition to teacher factors, objectives and teaching methods. As one component, it can be said that students are the most important component among other components.

Wolman defines hypnotherapy as a method for changing behavior through suggestions and without tools. Involving psychological theories into the therapy. Hypnotherapy is a dynamic process and is centered on the client itself (Wulandari, 2016: 5). Hypnotherapy is a type of mind therapy that uses hypnosis techniques to cure psychological and physical ailments. In general, Hypnotherapy is closely related to the work activities of the human brain. This activity is very diverse in every condition in accordance with human brain waves (Sugiarso, 2013: 2), (Lisnawati, 2020), and (Suryaman, Anwar, Hadiana, & Sutarna, 2022). From some of the above understanding, it can be concluded that Hypnotherapy is a treatment technique that uses the human subconscious which is generally related to the work activities of the human brain to cure diseases experienced by humans both physically and psychologically and focuses the process on the client himself.

Previous research related to hypnotherapy are Budiman Effectiveness of Anchor Technique Hypnotherapy on Changes in Adolescent Smoking Behavior The results of this study found the effect of Hypnotherapy with Anchor Technique on changes in adolescent smoking behavior. This is evidenced by the Statistical Test with paired t obtained a value of 0.00 smaller than alpha 0.05 which means that there is an effect of applying Hypnotherapy with the Anchor Technique to changes in adolescent smoking behavior. Hypnotherapy with Anchor technique is used while the research that will be carried out is only Hypnotherapy in general (Mayangsari & Nurrachmah, 2021) and (Marbun, Th, & PdK, 2018). In addition, Yulita Puspa Nur Anisa, Effectiveness of using Parts Therapy technique Hypnotherapy to deal with students who are disappointed due to breakups in class X students at SMK MUHAMMADIYAH 1 as a result of a breakup. It has similarities in Variable X which is used, namely Hypnotherapy, but in this study Hypnotherapy with Part Therapy techniques is used, while the research that will be conducted in 45 Kediri for the 2016-2017 academic year is Hypnotherapy in general. Furthermore, Endang Fourianalistyawati, the effectiveness of clinical hypnotherapy to treat depression in drug addicts at UPT T&R BNN The results of this study showed that there was a difference between depression in the experimental group

(drug addicts) and the control group. By giving hypnotherapy to the experimental group there was a decrease in the category of depression from moderate to mild. Have similarities in the X variable used, namely Hypnotherapy.

A pandemic is a disease outbreak that spreads very quickly to people and occurs in almost all regions of the world, covers a very wide range, and crosses international boundaries (Masrul, 2020) and (Suryaman, Yuliardi, & Anwar, 2022). Corona viruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory tract infections, ranging from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of coronavirus found in humans since an extraordinary event appeared in Wuhan, China, in December 2019, was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and caused Coronavirus Disease-2019 (COVID-19) research..

Another thing that is highlighted is the weak motivation due to the impact of the Covid-19 pandemic, where learning is carried out indirectly. Therefore, the researchers stated that the aim of the research was to examine how to improve learning motivation through hypnotherapy.

METHODOLOGY

This research uses the type and design of qualitative descriptive research with a case study approach or CSR (Case Study Research) according to Saryono and Anggraeni, (2013), case study research is a study that explores a problem with detailed boundaries, has in-depth data collection and includes various resources. This research is limited by time and place, the case studied is in the form of a program, event, activity or individual (Creswell, 2016) and (Yin, 1994). This research was conducted for four months, from June to October and was conducted in Karawang district

The sample is a part of the population to be studied and which is considered to be able to describe the population (Soehartono, 2004). Based on the object studied, the technique used to determine the sample in this study is purposive sampling, namely the sample is selected with certain considerations and goals. In this study, the researcher used the word "respondent" instead of the word "sample".

The research was conducted on MTs level students in Rawamerta sub-district, Karawang district. Respondents amounted to 6 people consisting of 4 key respondents and 2 supporting respondents.

Data Collection Techniques and Tools (a). Observation Observation is the foundation of all science and is the easiest way that scientists can obtain data directly. This technique is the first technique that God gave to humans for learning media according to their nature. Observation is a data collection tool that is carried out by observing and systematically recording the symptoms being investigated. (b). Interview. An interview is a conversation with a specific purpose. Conversation of two people, the interviewer as the one who asks the question and the source who gives the answer", (Moleong, 2007: 186). Because the research was carried out during the COVID-19 pandemic, interviews were conducted through the WhatsApp application, and other social media. Even if the interview is in person, the interview is carried out in accordance with the health protocol. (c). Documentation. Documentation is a method of reviewing and processing data from pre-existing documents and supporting research data. "Documentation is a method used to trace historically", (Burhan, 2008:122).

The documentation study was used to collect documents related to the strategy of socializing the values of religious moderation to adolescents in Karawang district.

The data collected is mostly qualitative data and the analysis technique uses qualitative techniques. The qualitative analysis used is an interactive analysis model, namely an analysis model that requires three components in the form of data reduction, data presentation, and drawing conclusions/verification using Sugiyono's interactive mode.

Data reduction. Reducing data can be interpreted as summarizing, choosing the main things, focusing on important things, looking for patterns and themes (Sugiyono, 2008: 247). By reducing the data will provide a clearer picture and make it easier for researchers to conduct further data collection Reduction begins when the researcher decides on the conceptual framework of the research area, the research problem, and the data collection approach used. During data collection, data reduction can take the form of summarizing, coding, centering themes, making problem boundaries, and writing memos.

Data Presentation In qualitative research, data presentation is carried out in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like", (Sugiyono, 2008: 249). By looking at a data presentation, the researcher will see what is happening and it is possible to teach an analysis or other action based on the research. Better presentation of data is a major means of valid qualitative analysis.

RESULT AND DISCUSSION

The researcher needs to reiterate that the purpose of this study is to find out changes in students' attitudes during distance learning and how the role of parents in helping distance learning. Based on a survey of students and interviews with parents, we can explain during asynchronous distance learning students experienced a more positive attitude change in case MTs Negeri 5 Karawang is a school with Islamic characteristics located in the district of Karawang. Its address is at As-shodiqin street, Sukamerta Village, Rawamerta District, Karawang Regency, West Java, Indonesia. During the COVID-19 pandemic, this school conducted limited online and face-to-face learning by implementing the COVID-19 health protocol

At the beginning the teacher guides students into a state of hypnosis by hypnotic induction, this technique is especially for students who have low suggestively. Guiding students to enter relaxation is the basic principle of induction, which is to make students relax physically and mentally gradually and slowly. The structure of the induction is as follows: (1) Initial Relaxation (2) Eye Relaxation and Test (3) Neck Relaxation and Test (4) Hand Relaxation and Test (5) Leg Relaxation and Test (6) Total Body Relaxation and Test (7) Mind Relaxation (8) Optional: Deepening (Counting) (Suryaman, Anwar, et al., 2022) and (Mayangsari & Nurrachmah, 2021).

The requirements before doing Hypnotherapy that must be prepared are as follows: (1) Cool environmental temperature (2) Soft background music (3) Confidence and trust in the Hypnosis actor (4) Focus (5) Gradual relaxation (6) Good prejudice

Hypnotherapy make it possible for students to be reborn with new thoughts, new perspectives and new beliefs. The easy and interesting stages of hypnotherapy can be done in contemporary ways, active sentences, and focusing on positive goals. Active sentences usually start with the prefix di, for example "now I will study hard", "now I will do my homework". Focusing on positive goals means that every sentence formulated must be positive. To give birth to new thoughts, students can use three ways, namely: (1) Writing as a prayer Good, writing will give birth to a strong belief. Writing that contains beliefs will help the subconscious mind in making it happen. That is, writing that is truly believed and lived can give birth to new beliefs and actions. (2) Language as prayer, language is a very useful part of communication in building one's belief. (3) Hypnotherapy as a prayer the use of hypnotherapy methods helps instill new positive beliefs such as prayer.

Analysis of the Implementation of Hypnotherapy Methods to Improve Student Learning Motivation

Increasing students' learning motivation during the COVID-19 pandemic was carried out with conscious hypnosis techniques on several students as samples, soothing music was needed during the therapy process, suggestions were given using affirmations and visualization. Therapy is carried out according to the condition of the child.

The essence of a Hypnotherapy method is communication. Therefore, the hypnotherapy method is given to children as a medium of communication about the complaints they complain about, what the children want, and hopes for the future. The Hypnosis method applied to students is carried out in a conscious state. In its implementation, the hypnotherapy method is done by giving suggestions repeatedly. Giving suggestions is done by first looking at the condition of the child.

Mastering hypnosis someone will understand the phenomenon of the subconscious mind. Especially for a teacher must know the secret behind his own mind and students. By modeling, the subconscious mind influences about 12% of the actions we take. The fantasy is that 88% of the actions we take come from our subconscious mind.

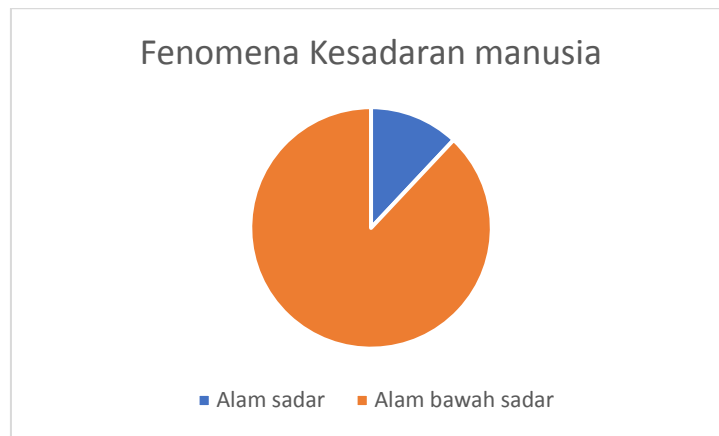


Diagram 1

The hypnotherapy method carried out in class 9C of MTs Negeri 5 Karawang to increase student learning motivation during the covid-19 pandemic used the conscious hypnosis method and soothing music, which was done repeatedly.

Analysis of the Results of the Hypnotherapy Method to Improve Student Motivation in Class 9C MTs Negeri 5 Karawang

The results of the implementation of the hypnotherapy method to increase student learning motivation during the COVID-19 pandemic in class 9C of MTs Negeri 5 Karawang are starting to bear fruit. This can be seen from changes in student behavior, which look more active in participating in online learning, collecting school assignments and cheerful faces when doing zoom meetings.

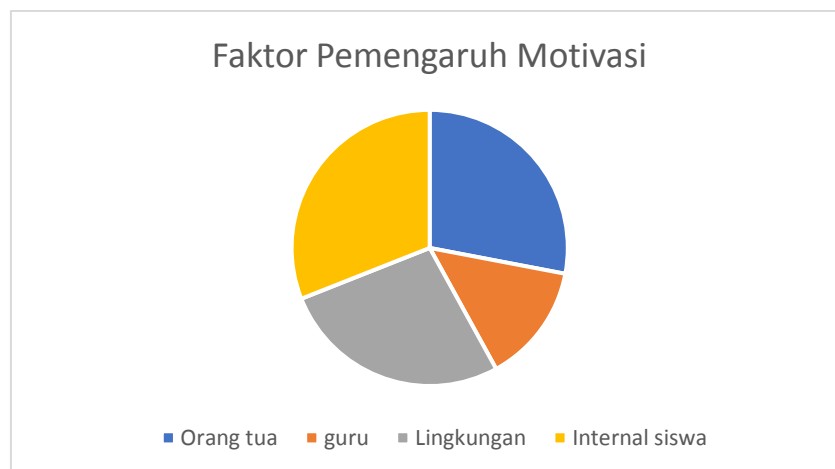


Diagram 2

The success of this method is due to the support of parents, teachers as tutors, the surrounding environment and the willingness of students.

Hypnotherapy methods in the world of education can be applied to overcome various psychological problems faced by children. The Hypnotherapy method can increase students' learning motivation if parents and teachers can work together to monitor students to continue to do good habits at home and at school

CONCLUSIONS

It turns out that the research which resulted in distance learning being ineffective during the Covid-19 pandemic for affective competence was not proven, because it was found to be successful in changing students' attitudes for the better. The application of hypnotherapy learning with a participatory approach from parents may provide different results compared to

the initial assumption which stated that it would be very difficult to change affective competence through distance learning. This research shows that this problem must be resolved by making distance learning more effective in achieving cognitive, affective and psychomotor competencies.

Based on the results of research on the Hypnotherapy method in increasing student motivation to learn during the covid-19 pandemic in class 9C MTs Negeri 5 Karawang can be concluded that:

- a) Hypnotherapy methods can be used to increase student motivation to learn according to the student's condition.
- b) The implementation of the Hypnotherapy method to increase student learning motivation during the covid-19 pandemic in class 9C of MTs Negeri 5 Karawang was carried out with conscious hypnosis techniques accompanied by soothing music. The hypnosis process is carried out repeatedly
- c) The Hypnotherapy method to increase student learning motivation during the covid-19 pandemic in class 9C MTs Negeri 5 Karawang is considered successful, this can be seen from the change in behavior in students when online learning is seen to be more enthusiastic, more cheerful and diligently collect school assignments.

Suggestions:

- a) The implementation of the hypnotherapy method must be adapted to the child's psychological and development
- b) There is a need for guidance to the community so that they do not misunderstand about hypnosis
- c) Accompaniment music during the implementation of the hypnotherapy method can be replaced by chanting the holy verses of the Qur'an

REFERENCES

- Ahmadi, Abu (2009). *Psikologi Umum*. Jakarta: PT Rineka Cipta.
- Akbar Navis, Ali (2013). *Hypnoteaching*. Jogjakarta: Ar-Ruzz Media.
- Akbar Navis, Ali (2014). *Sukses UN dengan Hipnoterapi*. Yogyakarta: Ar- ruzz Media,
- Arikunto, Suharsimi (2003). *Manajemen Penelitian*. Jakarta: Rineka Cipta
- Bungin, Burhan. 2017. *Metode Penelitian Kuantitatif Komunikasi, Ekonomi, dan Kebijakan Publik serta Ilmu-ilmu Sosial lainnya*. Jakarta: Kencana.
- Creswell, J. W. (2016). *Research Design : Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Edisi Keempat. *Pustaka Belajar* (Vol. 33). Yogyakarta: Pustaka Pelajar
- Corey, Gerald (2005). *Teori dan Praktek Psikoterapi*. Bandung : PT Refika Aditama.
- Elfiky, Ibrahim (2008). *Berfikir Positif* Jakarta:Zaman
- Fajar, Ramat (2011). *Konseling Anak-anak*. Yogyakarta: Pustaka Pelajar.
- Fidelis E, Waruwu (2003). *Mendidik kecerdasan*. Jakarta: Pustaka Populer Obor.
- Firdaus, Irfan (2010). *Misteri Otak Tengah*. Yogyakarta: PT Pustaka Insan Madani.
- Geladard (2008). *Konseling Anak-anak*. Jakarta : PT INDEK.
- Hidayatullah, Furgon (2010). *Pendidikan Karakter*. Surakarta: Yuma Pustaka.
- Imron, I., & Warsah, I. (2019). Pengaruh Spiritualitas Dalam Kinerja Guru Melalui Modal Psikologis di SMP Muhammadiyah Magelang. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 17(3), 228–237. <http://doi.org/10.32729/edukasi.v17i3.602>
- Lisnawati, A. (2020). Penerapan Hipnoterapi Dalam Meningkatkan Motivasi Belajar Pada Remaja. Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember.
- Marbun, S. M., Th, S., & PdK, M. (2018). *Psikologi pendidikan*. Uwais Inspirasi Indonesia.
- Mayangsari, M. D., & Nurrachmah, D. (2021). Kiat pembelajaran daring di era covid-19 sebagai upaya penerapan psikologi pendidikan pada proses belajar siswa smp. *Jurnal Pengabdian ILUNG (Inovasi Lahan Basah Unggul)*, 1(1), 125–133.
- Prawira, Y. A., Kurnia, T., & Ayundhari, V. L. (2021). Exploring Student's Affective on using asynchronus learning during pandemic. *JPI UIN SGD N*. <http://doi.org/https://doi.org/10.15575/jpi.v7i1.9740>
- Prawira, Y. A., & Rachmawati, R. (2022). Peningkatan Kompetensi Profesional Guru melalui Pelatihan Jarak Jauh dengan Pendekatan Heutagogi dalam masa Pandemi Covid-19. *Edukatif : Jurnal Ilmu Pendidikan*, 4(3), 4170–4179. <http://doi.org/10.31004/edukatif.v4i3.2699>
- Rahmat, P. S. (2021). *Psikologi pendidikan*. Bumi Aksara.
- Suryaman, O., Anwar, A. S., Hadiana, O., & Sutarna, N. (2022). Penerapan hipnoterapi terhadap kecemasan belajar

- matematika dengan pembelajaran jarak jauh pada siswa sekolah dasar. *Jurnal Cakrawala Pendas*, 8(1), 308–315.
- Suryaman, O., Yuliardi, R., & Anwar, A. S. (2022). Penerapan Hipnoterapi Terhadap Kecemasan Belajar Matematika Dengan Pembelajaran Jarak Jauh. *JUMLAHKU: Jurnal Matematika Ilmiah STKIP Muhammadiyah Kuningan*, 8(1), 59–68.
- Moleong, Lexy. (2014). *Metode Penelitian Kualitatif*, Edisi Revisi. Bandung: PT Remaja Rosdakarya.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta.
- Yin, R. K. (1994). *Discovering the Future of the Case Study Method in Evaluation Research*, 20814.