



Hypnoteaching Method in Arabic Learning

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Article History:

Received : March 15th, 2019

Revised : April 9th, 2019

Accepted : May 19th, 2019

Published : June 1st, 2019

Keywords:

Arabic Language, Hypnoteaching,
Inovation, Learning

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Abstract: Hypnoteaching is a new learning method in Arabic learning. Various kinds of Arabic language learning methods have developed before, such as the lecture method, memorizing vocabulary and Arabic rules. But the method makes students feel bored in learning because it cannot make students enjoy learning so that learning outcomes are better. Starting from the development of hypnotherapy in various functions and uses such as health, psychological to the world of education which is then called hypnoteaching. This method is a new learning method in Arabic that uses students 'positive suggestions to reach students' subconscious. This innovation is an acute hypnotherapy with teaching so as to produce a new method as an alternative choice in the selection of fun Arabic learning methods. This research is a library research that seeks to find the literature that is in accordance with the theme of the discussion then analyzed by descriptive analysis. The results showed that hypnoteaching fulfilled the requirements as a new method in Arabic learning. This is one of the innovations in Arabic learning methods that can be used today. Because this method maximizes students' subconscious, so learning can achieve maximum results with fun learning.

Introduction

The development of Arabic learning methodologies has not caught up with the changes of era for approximately two decades compared to the methodology of English learning. It is caused by the tardiness of Arabic scholars, especially Arab scholars, in pursuing and developing the methodology¹.

Nevertheless, along with the times, Arabic has experienced an improvement in its functions and objectives, in line with the increasing number of Muslim population in Indonesia and their need for wider Arabic functions. From the classical model in *huts* or *langgar* become a system of *madrasah* managed by Islamic educational institutions.

¹ Muhibb Abdul Wahab, 'Pembelajaran Bahasa Arab Di Era Posmetode', *Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 2015, 2, p. 62 <<http://dx.doi.org/10.15408/a.v2i1.1519>>.

Fuad (2009) stated that in the 20th century the method of Arabic learning also continued to grow along with the community's need of Arabic. He added, the proof of the development of the language method was the establishment of several modern institutions used the direct method (*thariiqah mubasyarah*). As used by Ustadz Abdullah Ahmad in his Adabiyah Madrasah (1909), also Ustadz Mahmud Yunus and then it was developed by KH Imam Zarkasyi at *Kulliyatul Mua'llimin Al-Islamiyyah* Gontor Ponorogo²

Arabic has been well-known in Indonesia for approximately 8 centuries. The prestige of Arabic is no better than English, Mandarin, English and Indonesian is the largest Muslim country in the world³. This can be proven by the presence of Chinese and English television shows, the proliferation of foreign language courses in every corner of the city. Ideally, the language use must be equalled with the number of Muslim population. Hence, it must be supported by advanced and modern language education.

Arabic language education in schools or *madrasah* has not been able to become one of the solutions to the tardiness of Arabic language in Indonesia. In *Madrasah Aliyah* (High school) level, the achievements of students in learning Arabic results are still not good. The aspects of curriculum and curriculum design which combined with the age of IT and Globalization also must be concerned.

To reinforce the argument, the author made observations about student learning outcomes in one of the Islamic school in Yogyakarta. The results of the observation indicate that the achievement of Arabic language in MAN 1 Yogyakarta is also not optimal. The author tries to explore the causes of why learning outcomes have not been maximized by conducting interviews with the teacher and some students there. The interview results show that among the main causes of achievement of Arabic language learning outcomes, the students of MAN 1 Yogyakarta have not been maximized because of their motivation and interest in learning Arabic

In addition, the author also conducted interviews with female students who took the author randomly. Among them are with Ananda Salma from class X IPS 2. From the results of the interview shows something that can make their learning outcomes low and their motivation to learn Arabic are also still low is because of the use of learning methods that are obsolete and less innovative. Like using the lecture method, memorizing

² Ahmad Fuad Efendy, *Metodologi Pengajaran Bahasa Arab*, 2009th edn (Malang: Misykat), p. 31.

³ Suhendra. Suhendra. Diakses pada Hari Jumat, 25 Mei 2018 pukul 21.50 WIB.

vocabulary, reading classics and doing practice questions as usual. According to them learning is not packaged in a fun way so that their motivation to learn languages is low.

Learning from *Journal of EST* Volume 2 which written by Kasmaja, He tried to solve the problem of student learning motivation in Mathematics which had an impact on student learning outcomes. The results of his research showed that hypnoteaching was proven to be effective in increasing student motivation and learning outcomes⁴. And it can be concluded that mathematics learning does not have to be in tense situation and rigid, but it can still be done pleasantly.

Muhammad Zuhri Dj and Sukarnianti (2015). in "*Using Hypnoteaching Strategy to Improve Students' Writing Ability*" also carried out trials of the application of hypnoteaching in order to increase the ability to write students. His experimental results were, "The application of hypnotherapy is really helpful to improve the students' writing ability because there was a significant writing achievement of students after the treatment was conducted"⁵

It means, that the implementation of hypnoteaching is very helpful and improves students' writing skills, so their writing results and achievements are very significant after this treatment is carried out.

The application of Hypnoteaching in Arabic learning has been effective as well as the results of research conducted by Agung Heru Setiadi in his journal. The results showed that learning Arabic in listening skills using the hypnoteaching method proved to be able to increase the value of students in learning Arabic. So, this method is fairly effective⁶.

According to Hakim (2010), the techniques which applied in the hypnoteaching process are motivating students to be motivated in each subject. This technique can be done by not burdening and making it difficult for students in each learning session⁷.

From the review, an in-depth study related to this matter is crucial, as an innovation method of learning Arabic by responding to the hypnosis phenomenon in

⁴ Hadi Kasmaja, 'Efektivitas Implementasi Metode Hypnoteaching untuk Meningkatkan Motivasi dan Hasil Belajar Matematika Pada Siswa SMP Negeri', Bulukumba : Journal of EST, 2016, 2, p. 44.

⁵ Muhammad Zuhri Dj, 'Using Hypnoteaching Strategy to Improve Student's writing Ability', Watampone : Jurnal Dinamika Ilmu, 2015, 15.Pendidikan, p. 185.

⁶ Agung Heru Setiadi, 'Penerapan Metode Hypnoteaching Untuk Mengembangkan Maharah Al-Istima' (Studi Eksperimen di IAIN Sultan Maulana Hasanuddin Banten)', Jurnal Fakultas Syariah UIN SMH Banten, 2017, p. 32.

⁷ Hasbulloh, 'Pengaruh Penerapan Metode Hypnoteaching Terhadap Motivasi Belajar Mahasiswa Universitas Indraprasta PGRI Pengaruh Penerapan Metode Hypnoteaching Terhadap Motivasi Belajar Mahasiswa Universitas Indraprasta PGRI', Jurnal Formatif 5, 2015, 1, p. 84.

society by changing the negative stigma of hypnosis into a positive stigma of hypnosis which is useful for learning specifically Arabic learning is difficult in Jakarta.

In addition, this study also wants to prove that hypnoteaching as a new method can be used as one of the effective innovations in Arabic learning to increase motivation, learning outcomes, and make learning process fun, so the author writes this journal with the title "Hypnoteaching as an Innovation in Arabic Language Learning Method"

Theoretical basis

Suryani & Agung (2012) explained that a method which used to achieve a goal is called the method⁸. Included in teaching and learning activities, learning methods are the main components needed to achieve the learning goals themselves. A teacher will not be able to achieve the goal properly if he does not comprehend the method that has been formulated by psychology and education experts.

In the *Kamus Besar Bahasa Indonesia Tim Redaksi Kamus Bahasa Indonesia*, (Jakarta, 2008). (Indonesian Dictionary Editorial Team Indonesian Language Dictionary), Method is an orderly and thoughtful way to achieve a purpose or method of working in a system to facilitate the implementation of an activity to achieve the specified goal⁹.

Departing from the discussion of the method above, Ismail (2008) concluded that if the method is associated with learning, it can be underlined that the learning method is a way that is appropriate and suitable to present a matter that effective and efficient learning objectives are as expected¹⁰.

Many learning methods have been developed with various disadvantages and advantages, and with different class segmentations. There is an environment which is suitable for applying certain methods, but not suitable for other places. So, the teacher is required to always innovate and try new methods that are suitable with the character of the class, and learning goals are achieved well.

The method with the learning model is a different thing but both are related. Learning models and methods can be defined as learning models that are systematic procedures or patterns that are used as guidelines to achieve learning goals in which there are strategies, techniques, methods, materials, media and learning assessment

⁸ N Suryani and L Agung, *Strategi Belajar Mengajar*, 2008 (Yogyakarta: Ombak), p. 43.

⁹ Tim Redaksi Kamus Besar Bahasa Indonesia, '*Kamus Besar Bahasa Indonesia*', 2008 (Jakarta: Depdiknas), p. 956.

¹⁰ Ismail, *Strategi Pembelajaran Agama Berbasis PAIKEM*, 2008 (Semarang: raSail Media Group), p. 34.

instruments. While the learning method is the way or stage used in the interaction between students and educators to achieve the learning objectives that have been set in accordance with the material and mechanism of the learning method¹¹.

Development of learning methods is an attempt to find solutions to problems in teaching and learning activities. The development of learning methods consists of a set of activities which include planning, development, and evaluation of the learning system developed¹². The method to be studied in this study is the hypnoteaching method.

Heriyanto Nurcahyo in a book written by Hajar (2012) explained the notion of hypnoteaching derived from the word *hypnosis* and *teaching*¹³. From here it can be interpreted that "hypnoteaching is the art of communicating by giving suggestions so the students become smarter". With suggestions given, it is expected that they will be aware and enlightened that the extraordinary potential that they have never been optimal in learning.

According to Novian Triwidia Jaya (2010), hypnoteaching is a combination of teaching that involves the conscious and subconscious mind¹⁴. Muhammad Noer (2010), added that in hypnoteaching the teacher acts as a hypnotist, while students act as a hypnotized person¹⁵.

Nurindra states that hypnosis is an art of persuasive communication to convey messages to the "motivation center" of others, so they can "move" the other person towards the intended destination. "Center of motivation" is something that is contained in every human being, which is called the subconscious mind. This subconscious mind has different functions and ways of working with ordinary thoughts (conscious mind)¹⁶, because the power of the subconscious mind is so great. Candace B. Pert states that subconscious activity not only occurs in the brain, but throughout the cells of the human body¹⁷. Godefroy & Vittoz states that the subconscious mind is the main brain, because consciousness develops from the subconscious and guides it to form judgments and

¹¹ Muhammad Afandi, Evi Chamalah, and Octarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah*, 2013 (Semarang: UNISSULA Press), p. 16.

¹² Hepta Bungsu Agung Jayawardana and Djukri, 'Pengembangan Model Pembelajaran Hypnoteaching Untuk Meningkatkan Motivasi Dan Hasil Belajar Biologi Siswa SMA/MA', *Jurnal Inovasi Pendidikan IPA*, 015, 1.Pendidikan, p. 3.

¹³ Ibnu Hajar, *Hypnoteaching Memaksimalkan Hasil Proses Belajar Mengajar dan Hipnoterapi*, 2011 (Yogyakarta: Diva Press), p. 75.

¹⁴ Noviana Triwidia Jaya, *Hypnoteaching Bukan Sekedar Mengajar*, 2010 (Bekasi: D-Brain), p. 45.

¹⁵ Muhammad Noer, *Hypnoteaching for Succes Learning*, 2010 (Yogyakarta: Pustaka Insan Madani), p. 21.

¹⁶ Yan Nurindra, 'Hypnosis for Dummies', 2019 <<http://www.hipnotis.net/free-e-bookhipnotis/>>. Diakses pada 1 Juni 2019 Pukul 15.05

¹⁷ Jayawardana and Djukri, p. 4.

decisions¹⁸.

Aside from being a teacher and educator, a teacher must also have a sense of empathy and sympathy for the students. If he has sympathy for them, surely they will also have sympathy for him. In addition, he needs to use good speech by choosing vocabulary that is heard by them.

Ibnu Hajar adds (2012), basically, humans have two minds that work in parallel and influence each other, namely the conscious mind and subconscious mind. According to Gunawan, the influence of the conscious mind on human life is 12%, while the influence of the subconscious mind is 88%. This means that the influence of conscious and unconscious forces in a ratio of 1: 9 influences the behavior, mindset, attitudes, and habits of each individual¹⁹

According to him, the conscious mind functions as a storage and reminder of information from each event and individual feelings in the last half hour. In more detail, the conscious mind has five functions, namely analytical, rational, short-term memory, willpower and critical factors. Meanwhile, Gunawan said, the subconscious mind consists of two parts, namely modern memory area (MA) and primitive area (PA). Inside the MA, there are beliefs, values, habits (good, bad, reflexes), long-term memory, personality, intuition and perception. The data storage capacity of the subconscious mind is unlimited. Meanwhile in the PA contains a "program" that has been created by God for every human being. The "program" functions in controlling bodily functions that are autonomous, such as heart rate, breathing, the body's defence mechanism, producing emotions, the immune system, protecting itself from infection, and using reflexes²⁰.

According to Mukhlis, the goal of hypnoteaching is teachers / educators in carrying out their functions as educators, while for students who learn using hypnosis techniques is called the hypnolearning method, namely the technique of producing trance while learning so the students are always addicted to learning²¹.

From this explanation it is very clear that hypnoteaching does not need to put the students to sleep because we cannot teach students when they are sleeping. But we only

¹⁸ Godefroy and Roger Vittos, *Revolusi Otak – Ledakan Kemampuan Berpikir Dengan Senam Otak*. (Terjemahan Imadewi Nurmamukti), 2008 (Yogyakarta: Pararaton), pp. 19–20.

¹⁹ Hajar, *Hypnoteaching Memaksimalkan Hasil Proses Belajar Mengajar dan Hipnoterapi*, p. 75.

²⁰ *Ibid.*

²¹ Kasan As'ari, 'Upaya Meningkatkan Hasil Belajar Pendidikan Agama Islam (Pai) Menggunakan Metode Hypnoteaching Bagi Siswa Kelas Vii C Smpn 1 Limbangan Kabupaten Kendal Tahun 2016/2017', *Jurnal Studi dan Penelitian Pendidikan Islam : Al Fikr*, 2018, 1, p. 26.

condition students to be ready to carry out learning, it can be done by changing the atmosphere of the classroom to be excited or become exciting (gaming) by using positive persuasive languages as a communication tool²².

One important effort that can be done to stimulate learning is to design learning in a pleasant atmosphere and trying to build a new conception that learning is not as boring as they might imagine.

Psychologically, Dyah Mintasih (2016) also provides information, that pleasant learning will bring teaching and learning situations to be comfortable and harmonious. Besides that, the interaction between educators and participants can also flow smoothly. Conditions like this naturally will foster a high learning spirit of students and motivate them to be actively involved in each teaching and learning process. Hence, the ease of educators in controlling the class directly will have a positive impact on improving the quality of learning which leads to the achievement of maximum values²³.

The basic skills of teachers in teaching in the classroom are the demands that must be mastered and carried out by the teachers, with the aim that learning in the classroom can be realized in a good and enjoyable learning²⁴. A teacher does need to create a fun and interesting learning atmosphere, to help improve student learning and developmental achievements. Through hypnotic language through hypnoteaching it is expected that students will more easily receive and comprehend the material which is delivered by the teacher in pleasant conditions²⁵.

Method

This study discussed whether hypnoteaching can be said as an innovative learning method in learning Arabic that is fun. It can be found in the literature so that this research is a literature study using descriptive analytical methods.

The sources of primary data from this study are books relating to hypnotherapy and hypnoteaching. Like the book written by N. Yustisia entitled "*Hypnoteaching Seni*

²² Bahar Agus Setiawan, 'Pengaruh Metode Hypnoteaching Terhadap Aktifitas Belajar Dan Dampaknya Terhadap Hasil Belajar Siswa Kelas Vii Pada Mata Pelajaran Al-Islam Di Smp Muhammadiyah 1 Jember', *Jurnal : Tarlim*, 2018, 1, p. 55.

²³ Dyah Mintasih, 'Merancang Pembelajaran Menyenangkan', *Jurnal : El Tarbawi Jurnal Pendidikan Islam*, 2016, IX, p. 40 <<https://doi.org/10.20885/tarbawi.vol9iss1.art3>>.

²⁴ Hasma Nur Jaya, 'Keterampilan Dasar Guru Untuk Menciptakan Suasana Belajar Yang Menyenangkan', *Jurnal Pendidikan dan Ilmu Pengetahuan*, 2017, 17, p. 24.

²⁵ Hazami, Saiful Ridlo, and Retno Sri Iswari, 'Pengembangan Perangkat Pembelajaran Berorientasi Pendidikan Sikap Peduli Lingkungan Dengan Metode Hypnoteaching Pada Materi Pencemaran', *Journal of Innovative Science Education*, 2015, 2, p. 77 <<http://journal.unnes.ac.id/sju/index.php/jise>>.

Ajar Mengeksplorasi Otak Peserta Didik (Hypnoteaching Teaching Arts to Explore Brain of Students)" supported by the articles and journals that are in accordance with the research theme. The secondary data is data that used to supplement primary data, secondary data includes field observations to find out the phenomena that occur related to Arabic learning, interviews with students and teachers and documentation to complete the research data.

Results and Discussion

Is Hypnoteaching a learning method innovation?

The success of the world of education cannot be separated from the use of learning methods. Learning method (instruction method) is an accumulation of concepts of teaching and the concept of learning. Both are combinations in learning systems that involve students, goals, materials, facilities, procedures, tools or media used²⁶.

When a learning goal cannot be achieved optimally, the teacher should do self-introspection, because the factors that lead to learning objectives are not achieved not solely because of things that come from students. Goal cannot be achieved optimally because there of the teachers while they are teaching, for example in determining the learning method.

In the book of Yustisia 2016), it is explained that hypnoteaching is an interesting method that can be applied in the learning process. This method is one method of learning that uses positive suggestions to reach students' subconscious²⁷. C. George B. (2008), explains that actually human voice will always have greater meaning and intrinsic compared to any instruments which used in the learning process. In other words, in a sophisticated or otherwise any kind of media or learning aids, it is still not much better than the sounds or words the teacher speaks²⁸.

History proves that hypnotherapy as the forerunner to the emergence of hypnoteaching has been used in various functions of human life. In 1845, an English doctor, Esdaile wrote a book entitled *Mesmerism in India*. Esdaile worked in a prison in India and carried out more than 3000 operations without using drugs. Generally, in this condition, 50% of patients will die. However, Esdaile trained his patients to carry out a

²⁶ Erni Ratna Dewi, 'Metode Pembelajaran Modern Dan Konvensional Pada Sekolah Menengah Atas', *Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran*, 2018, 2, p. 44.

²⁷ Yustisia, *Hypnoteaching Seni Ajar Mengeksplorasi Otak Pesera Didik*, p. 5.

²⁸ George C Boeree, *Metode Pembelajaran dan Pengajaran*, 2008 (Yogyakarta: Ar-ruzz Media), p. 65.

certain set of methods. Through this method, the death rate can be reduced to only 5%. This is now known because with hypnosis, bleeding in the body can be minimized²⁹. Besides being used for health, hypnotherapy was also used in several things such as psychology, the motivation of soldiers in World War II.

Looking at the history of hypnosis, we can know that this method has slowly shown its existence along with the increasing acceptance in the medical world. In addition, hypnosis is also widely used in the fields of sports and education. Because, hypnosis is believed to be able to change the mechanism of the human brain in interpreting experience and produce changes in perception and behavior. The application of hypnosis aimed at improvement is known as hypnotherapy. Now, the method of hypnotherapy has been proven to have a variety of benefits and uses to overcome various problems related to emotions and behavior. In some serious medical cases such as heart attacks and cancer, hypnotherapy can speed up the recovery of a patient's condition. Because, hypnotherapy is directed at enhancing the immune system and reprogramming the individual's attitude towards the illness suffered by her or him.

In the world of education today, various learning methods are increasingly being developed. The development of these learning methods is aimed at making the learning process more efficient and achieving the learning objectives set.

In learning Arabic, we know several types of methods. Like the method of discussion, lectures, question and answer, group work, demonstrations, experiments, assignments and others. From these methods, it appears that cognitive and psychomotor aspects are things that are very much considered in the learning process. Meanwhile, the affective aspects and psychological conditions of students become something that is not noticed by the teacher.

As we know from the explanation above, the hypnoteaching method is a new method that comes from hypnotherapy, because hypnosis is applied in the field of education, so the name changes to hypnoteaching. As previously explained, this method leads to the optimization of students' subconscious conditions which can be done in various fun ways. So that psychological and affective conditions of students must also be considered.

In hypnoteaching teachers are really required to master the state of the class and students before entering suggestions or learning material. This is inevitable because this

²⁹ Yustisia, *Hypnoteaching Seni Ajar Mengeksplorasi Otak Peserta Didik*, p. 68.

is from the initial process of the hypnoteaching method.

In addition, learning Arabic is expected not only to support religious values, but at the same time, as a call for productive thoughts and collaborate with the needs in this era. It finally appears that education, including the Arabic learning has experienced dynamics, as well as the importance of innovation in the curriculum and learning of Arabic³⁰ and hypnoteaching is one of the innovations in the method of learning Arabic.

Fun Learning

There are two Juridical foundations of pleasant learning. First, Government Regulation No. 19 of 2005 concerning National Education Standards, in Article 19 paragraph 1 states that "The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiatives , creativity, and independence in accordance with the talents, interests, and physical and psychological development of students"³¹

Second, Law Number 20 of 2003 concerning the National Education System. Dyah Mintasih also mentioned that educators and educators are obliged to create a meaningful, fun, creative, dynamic and dialogical educational atmosphere. By knowing the rules and regulations it is clear that in the teaching and learning process is necessary for a high-quality educator who can use a variety of interesting methods and create an adaptive learning atmosphere in accordance with the needs of participants in general³².

According to the *Kamus Besar Bahasa Indonesia Redaksi Kamus Bahasa Indonesia*. (Indonesia Dictionary), fun comes from the word "happy", which means satisfied, relieved, without feeling difficult. Fun has the purpose of making happy, relieved, satisfied. Learning is said to be fun if there is an atmosphere that is relaxed, free from pressure, safe, attractive, the rise of interest in learning, full involvement, attention is given to students, an interesting learning environment, vibrant, feeling happy, high concentration. While on the contrary learning becomes unpleasant if the atmosphere is depressed, feeling threatened, feeling intimidating, feeling helpless, lacking in enthusiasm, lazy / uninterested, saturated / bored, monotonous learning atmosphere, learning does not attract students. If students have a thought like this in their minds there will be no more passive students in the class, feeling depressed with the deadline for

³⁰ Ahmad Fatah, 'Inovasi Pembelajaran Bahasa Arab (Respon, Tantangan dan Solusi Terhadap Perubahan)', *Jurnal Arabia*, 2016, 8, p. 4.

³¹ Presiden RI, 'PP RI Nomor 19 Tahun 2005 Tentang Standar Pendidikan Nasional', pp. 1-42.

³² Dyah Mintasih, p. 40.

assignments, possible failures, limited choices, and of course boredom.

Pleasant Arabic learning is learning that is able to make all subjects learn to play an active role in the teaching and learning process. Teachers always provide stimuli to students so that they are able to release all their potential. When the learning process involves students, and is well packaged, a good strategy, then student learning motivation will increase, the learning process will be fun eventually the learning outcomes will be maximized.

Motivation is one factor that has a correlation with learning outcomes. Students who are highly motivated are thought to have good learning outcomes. This view is in accordance with Hawley's opinion in Prayitno that students are well motivated in learning to do more and faster activities, compared to students who are less motivated in learning. Achievements will be better if they have high motivation³³.

To help improve student learning and developmental achievement, a teacher does need to create a fun and interesting learning atmosphere. With pleasant conditions, students will also be easier to receive and master the material delivered by the teacher. Therefore teachers need to choose the right learning method to be applied with their students. One interesting and fun method is hypnoteaching.

Designing and creating fun classes for students cannot refer to the perceptions of an educator alone. The introduction of learner characteristics and learning styles will be a more important reference to be able to design enjoyable learning. A fun learning strategy and approach can be applied by paying attention to and considering the closest environment of the students³⁴

Hypnoteaching in Fun Arabic Language Learning

The steps of learning Arabic with the hypnoteaching method are as follows:

1. Intention and self-motivation

At the beginning of learning, a teacher should convey to students to always improve their intentions in learning Arabic. Learning Arabic is a noble learning, because they will get two benefits, there are the general or regular benefit, and learning Arabic specifically as the language of Islam. And it needs to be emphasized, learning Arabic is not only for getting the higher score in tests, or other forms of

³³ Syahrudin, 'Hubungan Antara Motivasi Belajar Dan Hasil Belajar Bahasa Arab Mahasiswa Fakultas Tarbiyah Dan Keguruan Uin Alauddin Makassar', *Jurnal : Lentera Pendidikan*, 2015, 18, p. 2 <http://journal.uin-alauddin.ac.id/index.php/lentera_pendidikan/article/view/676/664>.

³⁴ Dyah Mintasih, p. 47.

examinations, but more than that. Learning Arabic is for the purposes of *tafaqquh fiddin*, economics, diplomacy and others. When intentions are well formed, students' strong motivation will arise. So, the students are enthusiastic in learning. This step is a step that should not be missed in hypnoteaching because intention and self motivation are the important initial provisions to follow the next learning process.

2. Pacing

After students have strong intentions and motivations in learning Arabic. The next step is to make students focus on learning. The trick is to equalize the position, gestures, the language of the teacher with the students. The teacher seems to understand the world of students so they easily accept the things that convey. For example, in learning Arabic with the theme *الهواية* the teacher tells about his or her hobby in an interesting language. Sometimes the teacher gives a little humour, so that the classroom atmosphere becomes more comfortable. In this step, a teacher does not need to be shy to show gestures, facial expressions that express something that is conveyed, because this is a way for students to be more interested in the teacher, so they will be enthusiastic and focused. Do not forget to try to associate the theme of learning with current issues so that learning is more enjoyable.

3. Leading

If the students already feel comfortable with the atmosphere of learning, the teacher's instruction will be done easily and happily by the students. The teacher begins to give instructions to students related to the learning objectives of the day, for example learning objectives based on Basic Competence and Core Competencies are students can understand the reading text related to the theme *الهواية* then the teacher conveys his command and runs the learning process in accordance with the directions of teacher. By giving pacing, students will be better prepared to receive orders from the teacher.

4. Use positive words and give praise

In the learning process, it can be met a variety of student conditions. For example, there are students who are enthusiastic in learning, continue to ask the teacher about the meaning of a word, then the teacher guides to open the dictionary and the student successfully opens it, then the teacher must give praise and appreciation to the student, either by utterances or symbolism.

In addition, there are also students who become noisy when participating in the

learning process, so the teacher also admonishes them with positive words such as "please calm down", or maybe if there are several student has less enthusiastic, the teacher motivates them "I believe you can do it, let's do it!" etc.

5. Modeling

This step is an important step. Because the teacher must be a good role model to the students, they will obey what the teacher says, if the teacher has done it. The actions are easier for students to remember than speech. For example, the teacher asks students to always try to use Arabic during the learning process, students will respond both to the request if the teacher always uses Arabic in the entire learning process.

6. Mastering Material

No matter how good the method is, if it is without the mastery of the material, the learning process will not be maximal. So, the combination of the choice of methods and mastery of the material becomes a crucial thing that must be mastered by a teacher.

Conclusion

From the results of observations and review of the literature relating to the title, hypnoteaching is one of the new learning methods that developed from the use of hypnotherapy for the purposes of health, psychology, increased motivation of warriors in previous times. Gradually, hypnotherapy penetrated the world of education, which was called hypnoteaching, as a refinement of the classical methods that existed before. Learning Arabic using the hypnoteaching method can be done by always initiating learning by giving motivation, equating position, gestures, language, and brain waves among students, then proceed by directing students to carry out learning as instructed by the teacher. When the teacher and students are on one frequency, what the teacher says will be followed by the students. Do not forget to also always give compliment to students who are active in learning. And the teacher must always use positive words. To dilute the learning atmosphere, the teacher can also play educational games such as magic, guessing words, and etc, so the students will focus in learning and the atmosphere become pleasant, that is teacher's duty as mentioned in government regulations and laws. This method is one of the breakthroughs in new methods that must be developed in the real form of learning. A further study is needed, So, this method can be used massively,

especially in Arabic learning, such as making a special Arabic learning handbook using hypnoteaching methods, educational hypnoteaching games, and compiling various types of positive affirmations relating to the importance of learning Arabic in a fun way.

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