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RESEARCH ARTICLE

THE IMPLEMENTATION OF HYPNOTEACHING METHOD ON MATHEMATICS INSTRUCTION BY ELEMENTARY SCHOOL TEACHERS IN MUNCAR, BANYUWANGI, INDONESIA

Wiyono¹, M. Sulthon Masyhud² and Tri Dyah Prastiti¹

1. Department of Elementary School Teacher Education, Indonesia Open University.
2. Department of Elementary School Teacher Education, The University of Jember.
3. Department of Elementary School Teacher Education, Indonesia Open University.

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Abstract

This research aimed to investigate the implementation of hypnoteaching method on mathematics instruction in Muncar, Banyuwangi, Indonesia. The research used descriptive research design in the form of case study. The research subjects were the sixth grade elementary school teachers of five schools in the school work group VI in Muncar sub-district of Banyuwangi district. The data were collected by using interview, questionnaire, observation and documentation. To analyze the collected data, descriptive qualitative and descriptive statistics were used. The research findings were as the following. 1) The teaching learning process in mathematics instruction from pre instructional activities, main activities up to post activities was good (78.9%). 2) The students' participation in the hypnoteaching class showed: a) activities in group working, in giving ideas, and in answering questions were good (79.86 %), b) responses on hypnoteaching instruction was very good (90.9 %), and c) assessment on the teachers' performance was very good (90.2 %), 3) the quality of hypnoteaching method with eight aspects was good. Three aspects: empathy, sympathy, and communication ability, were very good (86.66%) whereas the other five aspects: teachers' performance, language use, appropriate expression with the subjects, motivating students, and managing students' mood, were good (71.6%). The eight aspects were implemented well by the teachers in grade VI at the Public Elementary School (SDN) 1 Sumbersewu (75.0 %), SDN 3 Sumbersewu (72.7%), and SDN 4 Sumbersewu (72.2%).

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Introduction:-

Having students with high boredom and low motivation is a challenge for teachers to bring the students back to be enthusiastic and motivated to join an instruction again. Therefore, teachers are required to be able to create a conducive class atmosphere which enable the students to enjoy the teaching and learning process in it. Teaching methods applied must also be various, unique and interesting. Hamalik (2016) claims that teachers should know and understand well about their students, so that they can help the students develop their mental condition and physical condition optimally. In addition, teachers are also required to be able to apply appropriate teaching methods in their class and to diagnose the students' weaknesses.

Corresponding Author:- Prof. Dr. M. Sulthon Masyhud, M.Pd

Address:- Department of Elementary School Teacher Education, The University of Jember (Email: msulthon59@gmail.com)

The sixth grade elementary school teachers of the school work group in Muncar sub-districts of Banyuwangidistrict, found that the sixth grade students tended to get bored and played their smartphone in about two hours while joining the instruction. To solve the problems, the teachers improved the students' motivation by applying hypnoteaching method which was learnt in a certain training they had already joined. According to (Yustisia, 2012) t hypnoteaching makes students get better achievement through hypnosis or suggestion given to them.

Teachers have a very important role to develop students' talent, interest, moral and maturity. According to (Muhlison, 2014) that teachers are the main and important factor in education process, since teachers are responsible for students' physical and mental development at schools to gain maturity perfectly so that they can understand what they are supposed to do as human being.

An appropriate joyful teaching method which enables students to understand well about science and technology are needed by the students. Hypnoteaching method is one of the teaching methods which can be applied to fill the need. According to (Wati&Kusuma, 2016) that hypnoteaching is from hypnosis, meaning giving hypno or suggestion, and teaching, which has meaning facilitating the students to learn. In addition, (Wati and Kusuma, 2016) claim that teachers' attitude to hypnosethe students, has a very important role to facilitate the students to increase their achievement.

Hypnoteaching method is regarded as a complete method used in an instructional process. This is because hypnoteaching method accomodates the positive important elements of various kinds of teaching and learning methods. According to (Wati&Kusuma, 2016) that hypnoteaching method is as the combination of five learning and teaching methods. They are: a) Quantum Learning, b) Accelerate Learning, c) Power Teaching, d) NLP (Neuro-Linguistics Programming), and e) Hypnosis.

Teachers who implement hypnoteaching method are teacher-learners who are innovative, consistent in good ways, and who can be as a teacher model and can be proud of. Relevant to the idea, (Noer, 2010) explains that some components must be owned by teachers who apply hypnoteaching method. They are: 1) teachers' performance, 2) empathy, 3) sympathy, 4) using language well, 5) using learning media, 6) motivating the students and 7) controlling students' mood.

The most important component of hypnoteaching is the effective communication between a teacher and students. The effective communication can be carried out if the teacher can present the learning materials well, and the students are in condition to be ready to accept the learning materials joyfully. According to (Zainurrahman, 2020) that learning materials can be presented well by the teacher, and understood well by the students because of the effective communication between the teacher and the students.

In order to be able to run the class well, a teacher should construct a lesson plan, and having intention to educate students. The intention is built up in the heart, and the lesson plan is created by considering the steps which are constructed in order. Hypnoteaching, according to (Mansur, 2015) in (Hajar, 2018) notes that the steps of implementing Hypnoteaching are as the following: 1) having self intention and self motivation, 2) having equal position between teacher and students, 3) leading the students to be happy in joining an instruction, 4) using positive words, 5) giving reinforcement, 6) and being the model for the students.

When students find difficulties in understanding learning materials and can not do the learning tasks well, it is the indicators that the students have mental problem or mental block. This often happens in mathematics subject, because usually some teachers in low class often ask the students to pay much more attention on mathematics subject. This make the students' mindset believes that mathematics is a real difficult subject. Taufiqi(2017) gives solution to build students' self confidence by making good communication between the teacher and the students, treating every student in special way, and never give a mock to them .

Hypnoteaching method is not a perfect method, like others. It has its strengths and its weaknesses. (Yusita, 2012) explains about the strengths of hypnoteaching as the following: teachers become more active and learning become more joyful; students become more active, more developed and happier. Whereas the weaknesses are as follows: it needs supporting facilities, teachers should study all the time, and the number of students in a class is limited.

There were a number of previous related research about the use of hypnoteaching method to improve students' understanding and achievement. (Puspitasari, 2018) in her research found that hypnoteaching method could increase students' achievement. Further research was conducted by (Sobirin, 2018) who found that hypnoteaching method could improve effective learning atmosphere at elementary school. In addition, (Qomario, 2018) claimed that his research results showed that communication ability in mathematics of the fifth grade students was improved after joining mathematics class by applying hypnoteaching method within cotextual teaching and learning (CTL) class.

Based on the ideas explained above, the research problem is formulated as the following: how is the teaching learning process of a mathematics class using hypnoteaching method conducted by the elementary school teachers grade VI in the school work group VI in Muncar subdistrict of Banyuwangi district, and the students' responses along joining the mathematics class by applying hypnoteaching method.

Research Method:-

To solve the research problem, this research used descriptive qualitative research design. More specifically the descriptive qualitative research design applied was case study. According to (Masyhud, 2016) case study is a research design involving deep analysis of a certain case, because one case is completely different from the others. The use of descriptive qualitative research design was intended to gain information about the implementation of hypnoteaching method deeply and comprehensively by the elementary school teachers grade VI, in the school work group VI in Muncar subdistrict of Banyuwangi district. In addition, by using descriptive qualitative, it was expected that the situation and the problems faced by the elementary school teachers grade VI could be explored deeply and clearly. This research about the implementation of hypnoteaching method was conducted in the school work group VI in Muncar subdistrict of Banyuwangi districts. More specifically, the research was conducted in Sumbersewu village and Kemendung village in November of 2017/2018 academic year.

The research subjects were the elementary school teachers grade VI in the school work group VI in Muncar subdistrict of Banyuwangi district. The parameter for being the research subjects were having experience of the teaching learning process by applying hypnoteaching method in grade VI, and getting involved directly in the teaching learning process by using hypnoteaching method in grade VI. The research subjects who could fulfill the requirements were the elementary school teachers grade VI, the elementary school students grade VI, and the principals of the elementary schools. The reasons why those people were selected as the research subjects were as the following. 1) The elementary school teachers grade VI were regarded as the person who had known well about the implementation of hypnoteaching method in the teaching learning process in grade six, because they got involved directly in the teaching learning process by using hypnoteaching method. 2) The elementary school students grade VI could give the data needed because they experienced and got involved directly in the teaching learning process by applying hypnoteaching method. 3) The principals were expected to be able to give the data needed in this research in relation to the implementation of hypnoteaching method in mathematics instruction.

The data collection methods used in this research were interview, questionnaire, observation and documentation. The interview was carried out to collect the data about the implementation of hypnoteaching method in mathematics teaching and learning process done by the elementary teachers grade VI. Furthermore, the questionnaire used in this research was in the form of closed questionnaire under consideration that it allowed to make data processing easier from scoring the data, tabulating the data, and analyzing the data. In addition, guided observation was used in this research. The observation was done by using an observation checklist in which there was a list of detail questions that needed to be checked in the box provided based on the fact or phenomenon observed. Lastly, this research used documentation method to collect the data dealing with year-program, semester program, lesson plans, log-book constructed and applied by the elementary school teachers grade VI in the schools.

After the needed data were collected completely, the next step was analyzing the collected data. Two kinds of data analyses methods were used in this research. They were descriptive qualitative analyses and descriptive statistics analyses.

To decide the implementation quality on the use of hypnoteaching method by teachers was based on the qualification and criteria suggested in the following table.

Table 1:- The Criteria of Implementation Quality on the Use of Hypnoteaching Method by Teachers.

Qualification	Percentage (%)
Very good	81 – 100
Good	61 – 80
Fair	41 – 60
Bad	21 – 40
Very bad	0 – 20

(Masyhud, 2016)

Research Results And Discussion:-

This research was conducted in the school work group VI, consisting of five elementary public school (SDN) in Muncar sub-district of Banyuwangi district. They were SDN 1 Kumendung, SDN 2 Kumendung, SDN 1 Sumbersewu, SDN 3 Sumbersewu, and SDN 4 Sumbersewu. The main research subjects in this research were the elementary school teachers grade VI and the elementary school students grade VI taken from those five schools. The supporting research subjects were the principals of those schools. Each school had its own characteristics which were different from one to the others. Those differences could be seen from the school position towards the center of the crowd, school yard condition, classroom condition, students' condition dealing with their social status, economic condition, health, thinking ability, attitude and interest.

SDN 1 Kemendung is closed to housing in the north side and in the south side. In the east side it is next to the main road of the sub-district, while in the west side it is near rice- field. Therefore, the noisy from housing, road and rice-field can be heard in the school. SDN I Kemendung has a large and comfortable yard with a number of manggo trees. So, it has fresh air along the day.

SDN 2 Kumendung is located in Sumberjoyo village. It is quite far from the crowded center and the main road of the sub-district. So it is relatively quiet. The housing is also quite far from the school. So, the noisy from the housing and the road cannot be heard. The school also has a large and comfortable yard with a number of manggo trees. So, it has fresh air along the day. The classrooms of the school are clean and have enough ventilation with good classroom decoration. Each class also has enough learning and teaching media. Slogan is also provided there.

SDN 1 Sumbersewu is the oldest school in the school work group VI in Muncar sub-district. It is located in the centre of Sumbersewu village. In the west side, it is closed to Sumbersewu village hall meeting, whereas in the south and east side, the school is near the village housing which is occupied by many people. In the north side the school is very closed to the main road of the sub-district. The yard of the school is very comfortable provided with clean environment. The school yard is also large and comfortable with manggo tree there. The classroom is clean with ceramic floor and good ventilation. However, the class is hot, because there are 37 students in it. It also has learning and teaching media. The learning atmosphere is also conducive.

SDN 3 Sumbersewu is located in Sumbersewu village. In the south side, it is closed to the village road and garden. In the east side it is near rice field. In the north side it is next to garden, and in the west side it is closed to housing. The school condition is not very noisy, because the school is far from the activities done by people surrounding. The schoolyard is large and comfortable with some trees there. The classroom is clean with conventional floor. Apart from its wall is not good. The class has a black board with chalk for writing. It has also some media, but it does not have a Slogan to motivate the students.

SDN 4 Sumbersewu is located in Sumbersewu village. It is popular as Palukuning area which is separated to village centre by rice field. In the west and north side, the school is closed to rice field. In the east side, the school is closed to housing and villageroad. People around the school were not too many. Therefore, the grade VI of the school did not have many students. There were only 11 students in the school.

The results of observation on the sixth grade teachers in the school work group VI in Muncar sub-district, showed that 78.89% of them used hypnoteaching method in their teaching learning process of mathematics covering in pre-instructional activities, in main activities, and in post activities. The highest percentage on implementing hypnoteaching method by the teacher grade VI of SDN 2 Kemendung gained 90.77%, and the lowest percentage on implementing hypnoteaching method by the teacher grade VI of SDN 3 Sumbersewu was 68.06 %.

The activities done by the sixth grade students while joining the instruction by using hypnoteaching method concerning working in group, expressing ideas, and answering questions in the school work group VI in Muncar sub-district, showed that in general they can join the instruction well with the percentage of 79.89%. The sixth grade students of SDN 1 Kemendung showed the highest activities with the percentage of 83.81%. However, the sixth grade students of SDN 1 Sumbersewu showed the lowest activities gaining the percentage of 77.66%. The students' responses on the use of hypnoteaching method in the instruction showed that 90.9 % of them happy or agreed to use the method in the instruction. Even the sixth grade students of SDN 2 Kemendung showed 100 % happy or agree to the use of hypnoteaching method in the instruction. The students' assessment on the pre-instructional activities, presenting the learning materials using hypnoteaching method done by the sixth grade teachers, in general was 44.43 % or very good, 45.88% was good, and 9.78 % of them was bad.

The observation results in general showed that the use of hypnoteaching method in the teaching learning process was inter-related among the sixth grade students. School atmosphere, the students' condition, and teachers' preparation on teaching learning process by using hypnoteaching method, were also inter-related. The detail finding is reported in the following table.

Table 2:- The implementation Results of Hypnoteaching Method.

No	Aspects	Score/Aspects	School					Average	Percentage(%)	Quality
			SDN 1 Kumedung	SDN 2 Kumedung	SDN 1 Sumbersewu	SDN 3 Sumbersewu	SDN 4 Sumbersewu			
1	Teacher' Performance	30	26	26	23	20	21	23,20	77%	Good
2	Empathy	30	29	29	25	26	23	26,40	88%	Very good
3	Sympathy	45	40	40	33	35	36	36,80	82%	Very good
4	Language use	50	38	39	36	34	35	36,40	73%	Good
5	Expression based on the subjects	45	36	34	31	29	30	32,00	71%	Good
6	Motivating students	25	17	19	20	16	15	17,40	70%	Good
7	Managing students' emotion	25	19	19	17	16	16	17,40	70%	Good
8	Communication ability with students	10	9	9	9	9	9	9,00	90%	Very good
	Total	260	214	215	191	185	185	24,83*	77,53% *	Good
	Percentage		82,8%	83,5%	75,0%	72,7%	72,2%	198,60* *	76,38% **	

Notes :

* : The average of eight aspects

** : The average of five schools

The observation results on the hypnoteaching aspects consisting of eight aspects: teachers' performance, empathy, sympathy, language use, relevant expression with the subjects, motivating students, managing students' mood, and communication ability with students done by the sixth grade teachers in the school work group VI at Muncar sub-district in average were good. In detail, the sixth grade teachers in the school work group VI in Muncar sub-district fulfilled the teachers' performance of 77%. This means that the teachers were wearing their costume neatly interestingly, and fragrant; enthusiastic, friendly, happy, and homely. Their empathy also showed high percentage (88%), meaning that the sixth grade teachers understood well about their students' problems, cared

to the students, did not give threat to the students, did not hit the students, did not give negative justification, and can uncover the truth of the problem. In addition, the sixth grade teachers' sympathy was 82%. It means that the sixth grade teachers loved their students very much, treat their students well, appreciated the students well based on their performance, understood well about the students' feeling, supported the students' good expectation, gave positive response to the students, controlled their mood, forgiving, and did not smoke.

Language use is an important element of hypnoteaching method. This is because language use is as the reflection of what are thought expressing through words. From the language use, students can understand how their teachers love and care of them. By using this condition, the teachers bring the students to be unconscious so that the students love and enjoy unconsciously about the subjects they learn. It is not easy to use language which can give such an effect on the students. Therefore, this research involved ten parts of the language use. They were: clear to listen the language use, easy to understand the language use, simple sentences, did not underestimate to the students, having good fluency, using familiar language by the students, using variation of tone, speed, and volume; using clear questions, distributing the questions proportionally to all the students in the class, and using various kinds of questions.

The language use was not maximum. This also happened to other three aspects consisting of expressing appropriately based on the subjects, motivating the students, and controlling the students' mood. Those three aspects gained similar achievement. Expressing appropriately based on the subject gained 71 %, whereas motivating the students was 67%, and controlling the students' mood was 70 %. Expression relevant to the subject was teachers' body language towards the students. They were: facial expression, body movement, hand movement, approaching and touching the students, eye contact with the students, giving relevant examples based on the students' experience in order that having good relationship between teachers and students. Giving pausing to let the students feel free on their mind so that they could make reconcentration again in their learning.

Giving motivation to the students was done by giving motivating stories in five minutes before the class is started, giving motivating stories while the students were noisy, giving relating learning theme and the students' theme, making confidence, and motivation yel-yel. The sixth grade teachers in the sixth school work group, in general, did pre- instructional activities provided by apperception before learning is started. However, they did not give motivating story continuously. Conducting classroom management is an art to manage the students so that they feel happy learning in the class. Giving motivating story while the students were noisy was not done consistently by the sixth grade teachers. However, the sixth grade teachers in the sixth school work group were fairly consistent to relate the learning theme with the students' theme and to build up the students' confidence. Even motivation yel-yel was also rarely given by the teachers. There was only one teacher who put the motivation yel-yel on the class wall, and this teacher always reminded the students to consider the motivation yel-yel continuously.

Controlling the students' mood as a part of hypnoteaching method is intended to let the students give feedback, care of, respect and obey to the teachers. There were five parts of controlling the students' mood as the focus of the observation here. They were welcoming the students' present, entering the class while smiling, and listening and giving solution to the students' problem, controlling the students' mood, and the students were happy to join the instruction. The observation result dealing with controlling the students' mood was 70%. It could be interpreted that the sixth grade teachers in the school work group VI did not welcome the students' present for several times, did not smile while entering the class for several times, some students' problems were not listened and solved, sometimes the students' mood could not be controlled, sometimes the students were not happy to join the class.

Communication ability in this observation was regarded as the supporting aspect to help the fluency of the communication between the teachers and the students. This aspect consisted of two parts: remembering the students' name and being able to use the language well. The aspect of language use and appropriate expression based on the subjects were the detail parts of communication. In general, communication aspect gained 90 %. This means that all the teachers remembered all the students' name. All the teachers also used the language well. The implementation of hypnoteaching method in the teaching learning process by the sixth grade teachers in the school work group VI in Muncar sub-districts was good. SDN 1 Kemendung and SDN 2 Kemendung conducted the mathematics instruction by implementing hypnoteaching method with the results of very good category, gaining 82,8% and 83, 5%. Three other schools got good results. SDN 1 Sumbersewu gained 75%, SDN 3 Sumbersewu reached 72,7% dan SDN 4 Sumbersewu got 72,2%.

The eight aspects of hypnoteaching method in this observation, consisting of teachers' performance, using the language, giving appropriate expression with the subjects, motivating the students, controlling the students' mood, and the ability to communicate with the students, in general reached 77.53 %. It could be understood that the sixth grade teachers in Muncar sub-district implemented well hypnoteaching method in their instruction. In other words, SDN 1 Kumendung, SDN 2 Kumendung, SDN 1 Sumbersewu, SDN 3 Sumbersewu and SDN 4 Sumbersewu applied hypnoteaching method in their instruction well.

Conclusion:-

Based on the data analysis and the discussion about the research results, it could be concluded the following main points. The implementation of hypnoteaching method in mathematics instruction by the sixth grade teachers in the school work group VI in Muncar sub-district of Banyuwangi district was good. The aspects of empathy, sympathy and communication ability were carried out very well, reaching 81 %. However, the aspects of teachers' performance, language use, appropriate expression with the subjects, motivating the students' mood were implemented well, gaining more than 61%. In general, all the eight aspects of hypnoteaching method could reach 77.53%. It means that the implementation of all the eight aspects of hypnoteaching method was good.

Based on the implementation of all eight aspects of hypnoteaching method in each school, the observation results showed that SDN 1 Kumendung and SDN 2 Kumendung conducted teaching learning process by applying hypnoteaching method with very good results. In addition, SDN 1 Sumbersewu, SDN 3 Sumbersewu and SDN 4 Sumbersewu conducted teaching learning process by applying hypnoteaching method with good results. In general the five schools gained the results of 76,38 %. It means that the implementation of hypnoteaching method in all the five schools in the school work group VI in Muncar sub-district of Banyuwangi district was good.

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