

Effect of Hypnoteaching Method on Learning Motivation of PAI Students

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ABSTRACT

Hypnoteaching is an instructional method that engages students' subconscious mind through suggestion, relaxation, and various hypnotic techniques to foster meaningful communication between teachers and learners. This quantitative correlational study examined the effect of the hypnoteaching method on the learning motivation of Islamic Religious Education (PAI) students at Universitas Pesantren Tinggi Darul Ulum Jombang. Data were collected from 75 semester VI students through observation, documentation, and questionnaires, then analyzed using a percentage formula and Pearson product-moment correlation with the assistance of SPSS. The results showed that the implementation of the hypnoteaching method reached a percentage score of 77.2%, while students' learning motivation reached 67.5%, both falling within the good category. Correlation analysis yielded a coefficient of 0.306 with a significance value of 0.007, below the 0.05 threshold, leading to the rejection of H₀ and the acceptance of H_a. This result was further confirmed by comparing the calculated r-value with the critical r-value at the 0.05 significance level ($0.306 > 0.227$). Although statistically significant, the correlation was weak-to-moderate in strength, accounting for approximately 9.4% of the variance in learning motivation. These findings indicate that the hypnoteaching method contributes meaningfully to learning motivation among PAI students, though its effect should be interpreted alongside other factors that also influence student motivation in this setting.

Keywords: Correlation Analysis, Hypnoteaching Method, Islamic Religious Education, Learning Motivation

INTRODUCTION

Education is fundamentally a process of transforming individual and collective behavior through teaching and training activities, aimed at guiding human development toward maturity. Preparing and implementing effective instruction is a critical determinant of educational success, and this depends heavily on teachers' pedagogical competence (Nurkholis, 2017). Education enables individuals to cultivate their potential and to address the challenges they encounter in life, in line with the goals of national education.

Throughout the teaching process, educators are required to master both the theoretical and practical dimensions of instructional skill. Beyond the ability to design innovative learning experiences that sustain students' enthusiasm, teachers must also select instructional materials that facilitate comprehension, taking into account students' cognitive development and the need to create a suggestive learning atmosphere (Budiarso, 2015). When these conditions are met, students are more likely to develop strong intrinsic motivation, given that motivation is widely regarded as one of the most influential factors in learning outcomes.

In response to this need, the hypnoteaching method has been proposed as an approach capable of making learning both more effective and more enjoyable. Hypnoteaching represents an innovation within instructional and educational methodology (Kuswinarno, 2021, personal communication, December 12, 2022) that fosters student comfort throughout the learning process through creative and distinctive teaching techniques, allowing students to sustain full concentration from the beginning to the end of a lesson.

Five prior studies inform the present research. First, Achmadian (2015) examined the effect of the hypnoteaching method on students' learning motivation at PKBM HIMMATA in North Jakarta and found that students perceived the material as easier to understand (70%), reported that teachers consistently used positive language during instruction (89%), and expressed greater confidence in their own abilities (82%). Second, Julianti (2018) investigated the application of hypnoteaching on Islamic religious education motivation among seventh-grade students at SMP Kartika 2 Bandar Lampung, reporting a posttest percentage of 83% in the control class compared to 100% in the experimental class, with a Wilcoxon test yielding $z = -5.097$ for the experimental group and $z = -5.087$ for the control group. Third, Akmaliyah and Asyah (2021) found that fifth-grade students' average learning motivation increased significantly following the implementation of hypnoteaching, reaching a completion rate of 92.10% with an enthusiastic student response. Fourth, Amaliya and Ermawati (2022) demonstrated an increase in elementary students' mathematics learning motivation before and after the application of hypnoteaching, supported by a dependent-samples t-test ($p = 0.000 < 0.05$). Fifth, Rahmawati and Hasbullah (2015) reported a difference in university students' learning motivation following hypnoteaching treatment, with a mean posttest score of 86.63 compared to a pretest score of 72.93, and a calculated t-value of 19.031 exceeding the critical t-value of 1.697.

Although these studies consistently demonstrate a positive relationship between hypnoteaching and learning motivation, they were conducted with general school or university populations and did not address students enrolled in Islamic Religious Education (Pendidikan Agama Islam/PAI) programs situated within a pesantren-based higher education environment. This distinction is conceptually significant rather than merely demographic. Pesantren-affiliated universities cultivate a learning culture already grounded in suggestive and reflective pedagogical traditions, such as spiritual guidance and rote-recitation practices, which may condition students to respond differently to the suggestion-based techniques central to hypnoteaching compared to students in secular educational settings. Whether this pre-existing pedagogical orientation amplifies or diminishes the method's effect on motivation remains theoretically unexamined. The present study addresses this gap by investigating the effect of hypnoteaching on the learning motivation of PAI students at Universitas Pesantren Tinggi Darul Ulum Jombang, using a quantitative correlational design supported by percentage analysis and product-moment correlation analysis.

METHOD

This study employed a quantitative correlational design. A quantitative approach was chosen because the researcher wanted to examine the relationship between two variables, the hypnoteaching method (X) and students' learning motivation (Y), and to determine the extent to which one variable was associated with the other through a correlation coefficient. Consistent with standard practice for quantitative correlational research, the following

hypotheses were formulated: H₀, there is no significant effect of the hypnoteaching method on the learning motivation of PAI students at Universitas Pesantren Tinggi Darul Ulum Jombang; and H_a, there is a significant effect of the hypnoteaching method on the learning motivation of PAI students at Universitas Pesantren Tinggi Darul Ulum Jombang.

Data were collected from 75 respondents among PAI semester VI students at Unipdu Jombang, using three techniques. Observation was carried out as a deliberate and systematic process of collecting data through careful and calm examination of individuals' actual behavior under specific conditions, followed by recording (Kartiwa, 2018). Documentation served as a complementary data source, consisting of written records, films, photographs, and other monumental works that provide information relevant to the research process (Nilamsari, 2014), and was used to examine documentary sources in order to uncover events, objects, and actions that could deepen the researcher's understanding of the phenomena under investigation (Rukajat, 2018). A questionnaire consisting of six statements for each variable was also administered, since this technique is considered efficient when the researcher has already identified with certainty the variables to be measured and the responses expected from participants (Wachid, 2020).

Data analysis was treated as a systematic process of organizing and processing data so that it could be transformed into meaningful information, making its characteristics and patterns easier to interpret and apply to the research problem. Two analytical techniques were used: a percentage formula, applied to describe the level of implementation of the hypnoteaching method and the level of students' learning motivation, and Pearson product-moment correlation analysis, applied to examine the relationship between the two variables with the assistance of SPSS.

FINDING AND DISCUSSION

FINDING

THE HYPNOTEACHING METHOD

The Kamus Besar Bahasa Indonesia defines a method as the accomplishment of a task in the intended manner, made possible through a prepared plan that facilitates the execution of an activity toward a determined goal. In education, method plays a central role in creating a conducive atmosphere both inside and outside the classroom during the learning process. An instructional method reflects the quality of learning that emerges when a set of components has been optimally combined (Tukiran, 2016).

The term hypnoteaching derives from two words, hypno, meaning to suggest, and teaching, meaning to instruct. From these two components, hypnoteaching can be understood as an instructional method that applies techniques drawn from hypnosis. It can be defined as a form of communication that engages students' subconscious mind through various means, including suggestion and imagination. Hypnoteaching can also be understood as the creation of a comfortable and enjoyable learning environment, deliberately designed and controlled so that positive suggestions can reach the subconscious mind of the learner (Al Risyard, 2011).

Based on the foregoing, it can be concluded that hypnoteaching is an instructional method that engages students' subconscious mind so that they can remain focused, relaxed, and receptive to the positive values embedded in the learning process. The term hypnotic refers to something capable of inducing a sleep-like state, whereas a hypnotist is an individual skilled in hypnosis. Hypnosis itself is an effort to influence a person's thoughts and behavior, which can be achieved through verbal and non-verbal language (Kuswinarno, 2021).

The implementation of hypnoteaching involves several sequential steps. First, intention and self-motivation: an individual's success depends on the intention to work hard and work intelligently in pursuit of that success, since strong intention generates high motivation and commitment within one's chosen field. Second, pacing, which refers to aligning one's position, body language, speech patterns, and brainwave frequency with another person, particularly students, based on the principle that individuals are more inclined to connect with those who share similarities with them. Third, leading, which refers to guiding or directing students once they feel comfortable within the learning atmosphere, at which point they become willing to follow the teacher's instructions willingly and enthusiastically. Fourth, modeling, the process of providing a consistent example through speech and behavior, considered one of the key elements of hypnoteaching; once students feel comfortable, they are guided using positive statements. Fifth, the use of positive language, which supports the pacing and leading steps, since the subconscious mind does not readily accept negative words. Sixth, providing praise, recognized as an important means of reinforcing a person's self-esteem and shaping self-concept (Kuswinarno, 2021).

Several conditions facilitate access to the subconscious mind. First, repetition, in which frequently repeated information is accepted and stored by the subconscious mind, eventually becoming habitual. Second, emotional attachment, through which information enters the subconscious mind more readily when accompanied by an emotional connection. Third, group identity, in which information is more easily accepted when delivered by someone from the same group, age range, or profession. Fourth, an authoritative figure, since individuals with particular authority, such as idols or public figures, can influence students who admire them. Fifth, hypnosis or an alpha state, in which suggestion, understood as new information introduced into the subconscious mind, is delivered once an individual has reached a particular level of consciousness (Kuswinarno, 2021).

Several elements of hypnoteaching require careful attention from educators during instruction. First, a teacher's appearance, which can strengthen self-confidence and serve as a strong point of attraction for students. Second, empathy, which allows the teacher to build a positive relationship with students, since an empathetic teacher consistently seeks ways to assist students in need. Third, sympathy toward students, which in turn fosters students' sympathy toward the teacher. Fourth, the use of language as a reflection of the heart, such that what is spoken mirrors one's inner state and feelings. Fifth, motivating students through stories or narratives, which can contribute to the successful implementation of hypnoteaching (Satya, 2015).

The application of hypnoteaching offers several benefits. First, learning becomes more enjoyable for both students and teachers. Second, teachers become more capable of managing their emotions. Third, learning fosters a harmonious relationship between teacher and student. Fourth, teachers are better equipped to address students experiencing learning difficulties through a personal approach. Fifth, teachers can help students overcome undesirable habits. Sixth, learning becomes more engaging through the creative games teachers incorporate into instruction (Prasetyo, 2016).

The advantages of hypnoteaching include the following: the teaching and learning process becomes more dynamic, with strong interaction between teacher and student; students develop according to their individual talents and interests; students grasp the material more easily because they are more motivated to learn and better able to imagine and think creatively; monitoring of students becomes more intensive due to increased learning activity; students engage in learning willingly and enthusiastically; retention of material is faster and longer lasting, since students are not required to memorize; and students maintain full concentration on the material delivered by the teacher (Fitriana, 2016).

At the same time, several limitations accompany the application of hypnoteaching. Teachers may find it difficult to give individualized attention to every student in a large class; teachers must undergo training before applying the method in the classroom; the method remains relatively uncommon among teachers in Indonesia, given its novelty; and school facilities and infrastructure are sometimes inadequate to support its implementation (Fitriana, 2016).

LEARNING MOTIVATION

Motivation constitutes one of the essential prerequisites for learning. Through motivation, students' intentions, talents, abilities, and skills are able to develop, which is why different methods, techniques, and approaches are required to address them. Motivation functions as a driving force capable of generating enthusiasm and altering an individual's behavior toward more constructive outcomes. It has also been defined as the entirety of the driving force within a student that initiates learning activity, sustains that activity, and directs it so that the intended learning goal can be achieved (Sadirman, 2012).

Learning itself refers to the effort and practice undertaken to acquire knowledge or skill, resulting in a change in behavior or response arising from experience (Purwanto, 2017). Several definitions of learning have been proposed by different scholars. Sabri (2010) defines learning as a process of behavioral change resulting from experience or practice. Slameto (2010) describes learning as a deliberate process undertaken by an individual to bring about an entirely new change in behavior as a result of that individual's own experience in interacting with the environment. Whitherington, as cited in Purwanto (2017), describes learning as a change within one's personality that manifests as a new pattern of response in the form of skill, attitude, habit, aptitude, or understanding.

Drawing on these definitions, learning motivation can be understood as the effort or driving force within an individual that generates the level of willingness to carry out an activity, whether originating from within the individual (intrinsic motivation) or from external sources (extrinsic motivation), in pursuit of a change in oneself that leads to the achievement of a goal, whether in the context of learning, work, or other areas of life.

Two forms of motivation are commonly discussed. Intrinsic motivation arises from within an individual without external stimulation, and its underlying drive relates directly to the values embedded in the goal of the activity itself. Extrinsic motivation, by contrast, arises from external stimulation, such as a student who studies diligently in anticipation of an examination, and its underlying drive bears no direct relationship to the value embedded in the goal of the activity (Hakim, 2022).

Strong learning motivation is understood to produce favorable learning outcomes, and it fulfills three primary functions. First, it drives individuals to act, serving as the motor behind every activity undertaken. Second, it determines the direction of action, clarifying which goal is to be pursued and guiding behavior accordingly. Third, it selects action, determining which

behaviors are appropriate for achieving the goal while setting aside behaviors that do not contribute to it (Hakim, 2022).

Several forms and strategies are commonly used to cultivate learning motivation in educational settings. These include the use of grades as a symbol of learning achievement, which many students pursue as an incentive; rewards, which may or may not function as effective motivators depending on a student's interest and aptitude for the task in question; competition, whether individual or group-based, which can enhance both learning achievement and motivation; ego involvement, which fosters students' awareness of the importance of a task and encourages them to treat it as a challenge tied to their self-esteem; the use of tests, which encourages diligence, provided that testing is not excessive and students are informed in advance; knowledge of results, which encourages students to remain engaged, particularly when progress is evident; praise, which functions as positive reinforcement following the successful completion of a task; punishment, which functions as negative reinforcement but can serve a motivational purpose when applied appropriately and judiciously; a genuine desire to learn, reflecting deliberate intent rather than aimless activity; interest, considered a fundamental motivational tool that can be cultivated by generating a sense of need, connecting new material to past experience, providing opportunities for success, and employing a variety of instructional approaches; and recognized goals, which strengthen motivation when students understand and accept the value and benefit of the goal to be achieved (Syaparudin, 2011).

Several factors influence learning motivation, including students' aspirations, which sustain motivation over an extended period and can strengthen both intrinsic and extrinsic motivation through the sense of self-actualization that accompanies goal attainment; learning ability, given that students with higher learning ability tend to demonstrate stronger motivation; students' physical and psychological condition, which can affect motivation, with teachers generally more able to recognize physical rather than psychological difficulties; environmental conditions, including family, school, and community environments, which can be managed through effective classroom management and the creation of an enjoyable learning atmosphere; and the dynamic elements of learning, referring to aspects of the learning process that are inherently unstable and may weaken or disappear altogether (Dimiyati & Mujiono, 2004).

PRESENTATION AND ANALYSIS OF RESEARCH DATA

Table 1 presents the raw scores obtained from the questionnaire administered to 75 respondents, comprising PAI semester VI students at Unipdu Jombang, measuring the implementation of the hypnoteaching method (X) and students' learning motivation (Y).

Table 1. Student Scores on the Hypnoteaching Method (X) and Learning Motivation (Y) Questionnaires

No	X	X2	Score (%)	Y	Y2	Score (%)	No	X	X2	Score (%)	Y	Y2	Score (%)
1	6	36	100	5	25	83	39	6	36	100	6	36	100
2	6	36	100	5	25	83	40	4	16	67	6	36	100
3	6	36	100	5	25	83	41	4	16	67	6	36	100
4	6	36	100	5	25	83	42	4	16	67	6	36	100
5	6	36	100	4	16	67	43	5	25	83	6	36	100
6	6	36	100	6	36	100	44	5	25	83	6	36	100

No	X	X2	Score (%)	Y	Y2	Score (%)	No	X	X2	Score (%)	Y	Y2	Score (%)
7	5	25	83	4	16	67	45	6	36	100	4	16	67
8	6	36	100	6	36	100	46	6	36	100	4	16	67
9	1	1	17	1	1	17	47	6	36	100	4	16	67
10	6	36	100	5	25	83	48	6	36	100	6	36	100
11	6	36	100	5	25	83	49	6	36	100	5	25	83
12	6	36	100	5	25	83	50	6	36	100	5	25	83
13	6	36	100	5	25	83	51	6	36	100	5	25	83
14	6	36	100	5	25	83	52	5	25	83	6	36	100
15	4	16	67	5	25	83	53	6	36	100	5	25	83
16	5	25	83	2	4	33	54	6	36	100	5	25	83
17	6	36	100	6	36	100	55	6	36	100	5	25	83
18	6	36	100	5	25	83	56	6	36	100	3	9	50
19	6	36	100	5	25	83	57	6	36	100	3	9	50
20	5	25	83	4	16	67	58	6	36	100	3	9	50
21	5	25	83	4	16	67	59	6	36	100	6	36	100
22	6	36	100	5	25	83	60	6	36	100	6	36	100
23	6	36	100	6	36	100	61	6	36	100	6	36	100
24	5	25	83	6	36	100	62	6	36	100	5	25	83
25	6	36	100	4	16	67	63	6	36	100	5	25	83
26	5	25	83	6	36	100	64	6	36	100	5	25	83
27	6	36	100	3	9	50	65	6	36	100	5	25	83
28	6	36	100	5	25	83	66	6	36	100	5	25	83
29	6	36	100	6	36	100	67	6	36	100	5	25	83
30	6	36	100	6	36	100	68	4	16	67	5	25	83
31	5	25	83	5	25	83	69	5	25	83	5	25	83
32	5	25	83	4	16	67	70	5	25	83	3	9	50
33	6	36	100	4	16	67	71	4	16	67	5	25	83
34	6	36	100	4	16	67	72	6	36	100	5	25	83
35	6	36	100	4	16	67	73	6	36	100	6	36	100
36	6	36	100	6	36	100	74	5	25	83	5	25	83
37	6	36	100	6	36	100	75	4	16	67	1	1	17
38	6	36	100	6	36	100	Total	417	2371	6948	365	1871	6077

The percentage of implementation of the hypnoteaching method was calculated as follows:

$$P = (6948 / 900) \times 100\% = 77.2\%$$

This result indicates that the implementation of the hypnoteaching method falls within the 51%–100% category, and is therefore classified as good, based on responses from 75 PAI

semester VI students at Unipdu who completed a six-item questionnaire concerning the use of the hypnoteaching method. The percentage of students' learning motivation was calculated as follows:

$$P = (6077 / 900) \times 100\% = 67.5\%$$

This result likewise falls within the 51%–100% category and is therefore classified as good, based on responses from the same 75 students to a six-item questionnaire concerning learning motivation. Table 2 presents the Pearson product-moment correlation output generated using SPSS.

Table 2. Correlation Between the Hypnoteaching Method and Learning Motivation

		Hypnoteaching Method	Learning Motivation
Hypnoteaching Method	Pearson Correlation	1	.306**
	Sig. (2-tailed)		.007
	N	75	75
Learning Motivation	Pearson Correlation	.306**	1
	Sig. (2-tailed)	.007	
	N	75	75

Note. **Correlation is significant at the 0.01 level (2-tailed).

Hypothesis testing was conducted by comparing the significance level with the established threshold: if significance > 0.05, H₀ is accepted; if significance < 0.05, H₀ is rejected. The Correlations table shows a correlation coefficient of 0.306 with a significance value of 0.007. Since this significance value is below 0.05, H₀ is rejected and H_a is accepted, indicating a significant effect of the hypnoteaching method on the learning motivation of PAI students at Unipdu Jombang.

To determine whether this correlation coefficient could be generalized, the calculated r-value was compared against the critical r-value. If r-calculated > r-table, H₀ is rejected; if r-calculated < r-table, H₀ is accepted. At a 0.05 significance level (5%), the critical r-value was 0.227. Since r-calculated exceeded r-table (0.306 > 0.227), H₀ was rejected and H_a was accepted, confirming a statistically significant and positive relationship between the two variables. The coefficient of determination (R²) was calculated as 0.306² = 0.094, indicating that the hypnoteaching method accounted for approximately 9.4% of the variance in students' learning motivation, while the remaining 90.6% was attributable to other factors not examined in this study.

DISCUSSION

The findings of this study confirm a statistically significant and positive relationship between the hypnoteaching method and learning motivation among PAI students at Unipdu Jombang (r = 0.306, p = 0.007), consistent with the direction of effect reported across the five prior studies reviewed in the Introduction. Achmadian (2015) and Julianti (2018) similarly reported measurable increases in student motivation and comprehension following the application of hypnoteaching, while Akmaliah and Asyah (2021), Amaliya and Ermawati (2022), and Rahmawati and Hasbullah (2015) each documented significant differences in motivation before and after treatment using parametric tests. The present study extends this body of evidence to a previously unexamined population, PAI students within a pesantren-based higher

education setting and produces a converging conclusion: hypnoteaching is associated with improved learning motivation regardless of educational level or institutional context.

However, the strength of this relationship warrants a more calibrated interpretation than the magnitude reported in several prior studies. According to Cohen's (1988) conventions for correlation strength, a coefficient of 0.306 falls within the weak-to-moderate range rather than the strong effect implied by descriptive terms such as "good." With $R^2 = 0.094$, the hypnoteaching method accounts for only a modest proportion of the variance in learning motivation, suggesting that other factors, such as students' aspirations, learning ability, psychological condition, and environmental context as outlined earlier, likely exert a considerably larger combined influence on motivation than the instructional method alone. This distinguishes the present findings from studies such as Rahmawati and Hasbullah (2015), where the reported t-value substantially exceeded the critical threshold, potentially reflecting a stronger treatment effect under different measurement conditions.

Overall, while the results substantiate the existence of a significant positive effect and thereby support H_a , the modest effect size indicates that hypnoteaching functions as one contributing factor among several, rather than a dominant determinant of learning motivation. This distinction carries practical implications for PAI instructors considering the method: hypnoteaching may be reasonably incorporated as a complementary instructional strategy, but should not be expected, on its own, to produce substantial gains in student motivation.

CONCLUSION

This study set out to examine the effect of the hypnoteaching method on the learning motivation of PAI students at Universitas Pesantren Tinggi Darul Ulum Jombang. Learning motivation can be understood as the effort or driving force within an individual that generates the level of willingness to carry out an activity, whether arising from within the individual (intrinsic motivation) or from external sources (extrinsic motivation), directed toward achieving a goal in the context of learning, work, or other areas of life. Hypnoteaching, derived from the words *hypno*, meaning to suggest, and *teaching*, meaning to instruct, refers to an instructional method that applies techniques drawn from hypnosis to engage students' subconscious mind through suggestion and imagination, creating conditions in which students remain focused, relaxed, and receptive to the positive values embedded in the learning process.

The implementation of the hypnoteaching method among PAI students at Unipdu Jombang fell within the 51%–100% category, classified as good, based on a percentage score of 77.2%, while students' learning motivation fell within the same category based on a percentage score of 67.5%. Product-moment correlation analysis, conducted both manually and with the assistance of SPSS, yielded a correlation coefficient of 0.306 with a significance value of 0.007, leading to the rejection of H_0 and the acceptance of H_a . This was further supported by a comparison between the calculated r-value and the critical r-value ($0.306 > 0.227$ at the 0.05 significance level), confirming a statistically significant and positive relationship between the hypnoteaching method (variable X) and students' learning motivation (variable Y), though the effect was weak-to-moderate in strength, accounting for approximately 9.4% of the variance in motivation.

These findings should be interpreted with several limitations in mind, including the single-institution sample, the reliance on self-report questionnaire data, and the modest effect size, which together suggest that a considerable proportion of the variance in learning motivation remains unexplained by the hypnoteaching method alone. Future research would

benefit from replicating this study across multiple institutions, incorporating additional variables such as students' psychological condition and learning environment, and employing mixed-methods or experimental designs to build a more comprehensive understanding of how hypnoteaching interacts with the pesantren learning context.

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