APPLICATION OF THE HYPNOTEACHING LEARNING METHOD TO IMPROVE SOCIOLOGY LEARNING OUTCOMES AT SMAN 6 KUPANG

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ABSTRACT. This study aimed to determine the increase in student learning outcomes with the Hypothecating Learning Method in Sociology. The method used in this research is classroom action research (CAR), which includes four stages: planning, implementation, observation, and reflection. Data collection techniques used in this study were observation, learning achievement tests, and documentation. Data analysis techniques using descriptive qualitative analysis. The results of the first cycle test obtained an average value of 100%, with the percentage of students who completed 9 students who had reached KKM as much as 36% and those who had not completed 16 students 64%. However, the results of student tests in cycle I have not yet reached the level of success. However, the research continued to cycle II with an average value of 100% obtained with the percentage of students who did not complete 5 students who had not reached the KKM by 20%, and 20 students who had completed or had reached the KKM by 80% with a total of 25 students. Thus, it can be concluded that applying the Hypothecating method can improve student learning outcomes at SMA Negeri 6 Kupang.

Keywords: Hypothecating Method; Learning Outcomes; Sociology

INTRODUCTION

Three educational centres determine educational success: family, school, and community (Robison, Jaggers, Rhodes, Blackmon, & Church, 2017; Yudiawan, Rokhmah, Umkabu, Safitri, & Author, 2022). In schools, learning activities are essentially a process of interaction or reciprocal relationships between teachers and students in the learning process (Syahrul, Nurdin, et al., 2023; Zahrawati, Aras, Syahrul, Jumaisa, & Nzobonimpa, 2023; Zahrawati, Syahrul, Nursaptini, Pristine Adi, & Wulandari, 2023). According to (Maswi, Syahrul, & Datuk, 2022), when implementing the learning process using the hypnoteaching method, students tend to be more active and respond more often to questions given by the teacher in each learning process.

The application of hypnoteaching learning methods in sociology learning can create an effective and enjoyable learning atmosphere for students (Syahrul, 2019; Syahrul, Arifin, & Datuk, 2021; Syahrul & Hajenang, 2021). Sociology learning will not cause students to be depressed; feelings of anxiety and students' fear of the problems presented will be dissolved by the teacher with positive, persuasive suggestions. Hypnoteaching makes the relationship between the teacher and students become compact and dynamic so that the learning process in the classroom becomes more lively and effective. According to (García-Carrión, López de Aguileta, Padrós, & Ramis-Salas, 2020), the hypnoteaching method combines teaching involving the conscious and subconscious minds. The conscious mind functions as the analytical, rational, willpower, critical factor and short-term memory part of the mind, often equated with the left brain (Carlin, 2010; Ciabattari, 2013; Doherty, Dooley, & Woods, 2013).

Previous research by (Kusmana, Wilsa, Fitriawati, & Muthmainnah, 2020) shows that implementing learning by applying the hypnoteaching method can improve student learning outcomes. This is shown by an increase from before taking action to cycle III. Meanwhile, the research results by (Ferreira & Serpa, 2017) show that implementing learning using the hypnoteaching method can improve student learning outcomes. This is shown by the students' learning results before applying the hypnoteaching method, which reached an average score of 40.24 and was in the incomplete category.

Based on the results of observations at SMA Negeri 6 Kupang, problems occurred in the sociology learning process; it turned out that student learning outcomes in sociology subjects were still relatively low and did not meet the predetermined KKM standard, namely 80. Problems that occurred in the sociology learning process occurred because they were still many students did not dare to ask questions from the teacher or their friends, teachers did not stimulate children's thinking abilities in

solving social problems, students prefer to play rather than study, teachers apply lecture methods that are monotonous and only focus on one direction, thus making students become bored, sleepy, and students' lack of absorption (Nnebedum, 2019; Senge, 2023; Tomlinson, Enders, & Naidoo, 2018; Un, 2023).

The reason this research was conducted was to find out the causes of problems in learning faced by students at school. The problem encountered in the learning process is the selection of inappropriate learning strategies, the method used is the lecture method, which has an impact on low student learning outcomes. One of the main problems in sociology learning activities at school is that during the learning process students do not pay maximum attention (Syahrul, Yusuf, Julyyanti, Nautu, & Arifin, 2023; Syahrul, Zahrawati, & Nursaptini, 2023). This impacts low student learning outcomes because students are bored and tired of following lessons.

The solution to low student learning outcomes is that teachers must pay intensive attention to this problem so that students do not feel down and are reluctant to move on from this condition. For this reason, teachers need to pay attention to several factors that influence the quality of student learning achievement, including the fact that the learning process must be effective, students must play an active role in the learning process, and the condition of the school. Teachers have tried to find solutions and take approaches to the students themselves, such as motivating students and providing an understanding of their future if they do not change their behaviour for the better.

METHOD

The type of research used is Classroom Action Research (PTK). Classroom action research is research carried out by teachers in the classroom or at the school where they teach with an emphasis on perfecting or improving learning processes and practices. This data collection was carried out in March-May of the 2023/2024 academic year in semester 2. This research was carried out at SMA Negeri 6 Kupang. The selection of this school aims to improve and improve the processing of the sociology learning process. The subjects of this research were 25 class XD students with details of 14 female students and 11 male students. To make it easier for the writer to carry out classroom action research (CAR), the researchers carried out two cycles of action. Each cycle has two meetings, the second meeting ends with evaluation and observation.

The action stages in each cycle are planning (creating teaching modules, determining sociology learning materials, and creating student observation sheets), implementation (learning and application of

hypnoteaching methods), observation, and reflection. Data collection techniques are as follows: observation, interviews, and questionnaires. Data analysis in this research is descriptive statistics, which starts with collecting, compiling, measuring, managing, presenting, and analyzing data. Meanwhile, qualitative data analysis, namely, data reduction, presenting data, drawing conclusions, and verification.

RESULT AND DISCUSSION

The observations carried out were observing the process of learning activities and the application of the methods used as well as improving sociology learning outcomes. To find out the extent of students' understanding of the learning process using classroom learning methods, there are several steps in learning, one of which is that the teacher can prepare a teaching module. The method used in sociology material still uses the lecture method or has not varied so that the level of students' understanding of sociology material is not optimal because the majority of students still get unsatisfactory grades or do not reach the KKM standards determined by SMAN 6 Kupang.

Thus, there are several inhibiting factors that can influence the learning process, namely, the learning material prepared by the teacher is not in accordance with the learning model or the method used by the teacher is not appropriate, so that the results obtained by students have not improved. Student learning outcomes are one of the criteria or potential that students have in learning by applying the hypnoteaching method. The application of the hypnoteaching method can improve sociology learning outcomes, because based on the stages in the hypnoteaching method, namely at the organizing stage students are directed to learn and guide individual experiences as well as in group form.

The application of the hypnoteaching learning model shows a significant influence of the application of the hypnoteaching learning method in improving student learning outcomes. This shows that the use of hypnoteaching methods can improve student learning outcomes. According to Amanina (2016) in her research on hypnoteaching learning methods and group work on class semiology learning outcomes. The results of this research show that student learning outcomes achieved significant results using the hypnotaching method and group work on student sociology learning outcomes.

Based on the results of this research, it can be seen that the application of the hypnoteaching method can improve student learning outcomes in sociologist subjects. This can be seen by the increase in student learning outcomes through the pre-cycle, cycle I and cycle II hand learning tests.

Outcome	Pre-cycle	Cycle I	Cycle II
Score achievement	6	9	20
Usuccessfull	19	16	5
Overal	25	25	25
Percentage	100%	100%	100%

Based on the table above, it can be seen that the average learning outcome scores from pre-cycle to cycle 1 and cycle II have increased, namely from 6, 19 and to 20. The number of students who scored above the KKM from pre-cycle to cycle I and cycle II also experienced an increase, namely from 6 students (24%) to 9 students (36%) and finally to 20 (80%). Meanwhile, the percentage of learning completeness from pre-cycle to cycle I and cycle II also increased.

The implementation of the hypnoteaching method and the relationship with the teacher were not optimal when students took part in learning in cycle I, so that student learning outcomes in the evaluation of cycle 1 were not optimal, where there were 21 students who did not reach the KKM standard with the highest score of 93 and the lowest score of 26. Learning materials provided given in cycle I causes its own difficulties for students. Meanwhile, in cycle II, student learning outcomes are maximally better and can still be improved, so action needs to be implemented in cycle I to improve student learning outcomes. Then the average student learning outcomes in cycle I finally increased. This result has reached the KKM set at the school, namely 80. In this heterogeneous discussion activity, there are differences in the cognitive abilities of students in each group so that smarter students can help students in their group to understand the material being studied.

Even though overall student learning outcomes and average scores have increased, if we look at the learning outcomes obtained by each student, it shows that not all students experience improvement in each cycle. Based on the calculation of learning outcomes from pre-action, cycle I and cycle II, of the 25 students there were 4 students who decreased in cycle I and increased in cycle II and 21 students experienced an increase in learning outcomes in cycle I but decreased in cycle II.

The existence of students who experience increases and decreases is influenced by various factors, the characteristics of each student are different, resulting in differences in the results obtained by each student. It can be observed that the student learning outcomes have decreased, because the students concerned are less interested in implementing the based learning method, they seem less enthusiastic during discussion activities and less focused on explanations and the teacher. From the research carried out by researchers and collaborative teachers using the expository method, it can be seen that learning using the based learning method that has been implemented can improve student learning outcomes. This is also in line with the opinion of Mutmaina (2014), that the application of based learning methods can improve student learning outcomes.

Apart from that, Indra's research on the influence of expository learning method strategies on students' sociology learning outcomes through the expository method of sociology learning strategies on student learning outcomes, is that the implication of this research is that educators have a task, one of which is choosing learning strategies that are used to help students achieve the desired competencies. (Indar, 2019). The development of hypnoteaching learning strategies using the hypnoteaching learning method, based on the concept of teacher-centered learning and combined with learning methods that involve student activity in the learning process. Hypnoteaching learning strategies in the classroom, the teacher is the subject who provides information, while students are the objects who receive information who tend to be passive (Kusuma, 2017).

CONCLUSION

By implementing the hypnoteaching method, it can be seen that there is an increase in student learning outcomes in sociology subjects. This is known through the implementation of cycle I and cycle II. There was a very significant increase in cycle I and cycle II with average scores increasing student learning outcomes at SMAN 6 Kupang. The hypnoteaching method can improve sociology learning outcomes because it can be seen through several stages starting from the pre-cycle stage, cycle I and cycle II. At the pre-cycle stage, namely from 6, 19 and to 24. The number of students whose scores were above the KKM from pre-cycle to cycle I and cycle II also increased, namely from 6 students (24%) to 9 students (36%) and finally became 24 (96%). Meanwhile, the percentage of learning completeness from pre-cycle to cycle I and cycle II also increased. This result has reached the target score set at 80, although overall student learning outcomes have increased, but there are some students who have experienced a decline.

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