

The Effectiveness Of Hypnoteaching Technique In Biology Learning To The Eleventh Grade Student Of SMAN 12 Makassar

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Abstract. This study aimed to find out (1) the effectiveness of hypnoteaching technique in Biology of class XI students at SMAN 12 Makassar, (2) the contribution of the students' learning achievement in Biology of class XI students at SMAN 12 Makassar, and (3) the contribution of students' perception in Biology of class XI students at SMAN 12 Makassar. This study was a pre experimental research, supported by the findings of ex-post facto among variables. data collections techniques by way of observation sheet, test, and questionnaire. The result of the study reveal that the hypnoteaching technique effectively to be applied in Biology of class XI students at SMAN 12 Makassar.

Keyword: Effectiveness, hypnoteaching, learning activities, learning achievement, students' perception

1. Introduction

Achievement of good and satisfying learning achievement can be obtained by increasing students' knowledge and understanding of the concepts in each learning. However, there are some challenges that are often experienced by students in learning activities that involve student learning difficulties.

Likewise, what happened to students in class XI IPA of SMA Negeri 12 Makassar where 40% of students got grades below the specified KKM scores which were partly due to: (1) the lack of the teacher's role in creating learning techniques that encourage students to be more active, so that opportunities for developing the mind are limited; (2) teachers are too serious and rigid during the learning activities so that they do not really like biology subjects, are less motivated and tend to play during the learning process; and (3) there are students who are less focused or pay less attention to the teacher's explanation during the learning process, are reluctant if told to go ahead working on the questions in front, and there are some students who are always permitted to leave the classroom when the learning process takes place.

The role of a teacher in these circumstances is an important component in the learning process. One of them is to choose and use teaching techniques that make students excited and make them understand the material provided. The accuracy in using teaching techniques carried out by the teacher will be able to increase student activity during the learning process and will have an impact on student achievement. One of the teaching techniques that can create a pleasant learning atmosphere, not rigid, and increase student interaction with the teacher is by giving positive suggestions to students through the use of hypnoteaching techniques.

The formulation of the problem in this research are: (1) is the hypnoteaching technique effectively applied in biology learning in class XI students of SMA Negeri 12 Makassar ?, (2) is there a contribution between student activities towards learning achievement in learning biology in class students XI 12 Makassar High School ?, and (3) is there a contribution between

students' perceptions of learning achievement in biology learning in class XI 12 Makassar High School Makassar students?

The objectives of this study are: (1) to describe the effects of hypnoteaching techniques in biology learning in class XI 12th High School Makassar Makassar, (2) to determine the contribution of student activities to learning achievement in biology learning in class XI high school students Negeri 12 Makassar, and (3) to determine the contribution of students' perceptions to learning achievement in biology learning in class XI students of SMA Negeri 12 Makassar.

Hypnoteaching is a state of mind that is centered so that the level of suggestibility increases [1]. States that hypnoteaching (hypno in the learning process) is a condition when someone easily accepts certain suggestions, information, and suggestions [2].

Hypnoteaching technique is a technique to produce trance when learning so that it makes us always addicted to learning and feel the pleasure of learning by presenting material using the subconscious languages because the conscious mind (12%) and the subconscious mind (88%) influence each other and work at a fast pace high [3].

The use of language that is easily understood by students in hypnoteaching techniques will reduce brain waves from beta to alpha. The frequency of beta waves is in the range of 12-25 Hz, these waves are dominated by logic and left brain, which is a condition where we are very critical, analytical, and alert. The frequency of alpha waves is in the range of 8-12 Hz, where in this condition a person is really in a relaxed condition and the focus is marked by the eyes starting to heavy then closing, relaxation occurs in the joints marked by loss of balance in the sitting position, the head begins to tilt (no longer upright), and the feet that were originally dense began to open. This condition is what is meant by hypnosis, which is when a person easily absorbs information maximally without any disturbing thoughts.

Hypnoteaching techniques in learning Biology will make students relaxed and happy, it will not cause students to be stressed or burdened. Feelings of anxiety and fear of students of the problems given are fused by the teacher with positive suggestions so that students will be more focused and active in solving problems. Hypnoteaching makes the relationship between teachers and students compact, learning is active with more intensive monitoring of students. So the teaching and learning process in the classroom is more effective [4].

The principles of hypnoteaching are as follows: (a) every idea or thought produces a physical response, learns to change rigid negative ideas into strong positive attitudes and changes the mindset by looking at things positively, (b) what must be imagined or expected, when the subconscious mind states a goal, it will automatically try to achieve that goal, by believing the goal to be achieved, will unwittingly try to create good conditions so that the goal is achieved, (c) the law of reverse effect, the harder we try to do something, the harder it is to achieve it. When there is a conflict between will (conscious effort) and imagination (mental image), we not only do what we want to do, but also do the opposite, (d) new patterns of habit can be formed with imagination, the human nervous system does not can distinguish actual events (actual) with imagined events. Custom patterns can be changed and can even be reversed by practicing new responses or behaviors in the imagination, (e) habit patterns can be done with autosuggestion, we are able to create real situations according to the goals we are trying to achieve, the use of autosuggestion that repeatedly functions to form new patterns of behavior, (f) the law of dominant effects, when suggestion is accompanied by strong emotions, the strength of the suggestion will increase, various previous suggestions, now replaced with a combination of suggestion-emotion. [5]

The condition of hypnosis is awareness or tendency when someone is more suggestive. When in these conditions, one easily accepts information or suggestions from others. If the suggestion is positive, it will be useful and become new values that can change old patterns that exist in a person.

There are several steps that need to be taken by teachers in learning that uses hypnoteaching techniques, namely: [6]

a. Intention and Motivation

A person's success depends on his intentions. Great intentions and strong determination will foster motivation and high commitment in the occupied field.

b. Pacing

The teacher adjusts to students from position, gestures, language, and brain waves. The principle in this step is humans tend to or prefer to gather and feel comfortable with people who have similarities with it.

c. Leading

Leading means to lead or direct something, after the teacher pacing students will feel comfortable with the learning atmosphere that takes place. That's when everything that is said by the teacher or assigned by the teacher to students will be done willingly and happily.

d. Use positive words

The way the subconscious mind works accepts whatever is said both negative and positive, so the teacher should make it a habit to use positive words so that nothing negative is received by the student's subconscious.

e. Give praise

Praise is a reward for increasing one's self-esteem which is one way to shape one's self-concept, while punishment is a punishment or warning given by a teacher when a student does an improper act, but the teacher must do it carefully so that the punishment does not make students feel low self-esteem and not excited.

f. Modeling

Is a process of setting an example or example through consistent speech and behavior, this is something that is very important so that we always become a trusted figure and are the key to success or failure to apply hypnoteaching techniques.

g. Mastery of material

To maximize a learning with hypno-teaching techniques, teachers should also master the learning material comprehensively, this can be done by actively involving students in the learning process, as much as possible presenting the material contextually, giving students opportunities to learn collaboratively, giving feedback directly to students. In addition, providing motivation and positive suggestions must often be done during direct learning.

2. Methods

This research is a pre-experimental research supported by ex-post-facto findings between variables with a one-group pretest-posttest research design. The subjects of this study were students of class XI IPA 2 at SMA Negeri 12 Makassar in the 2014/2015 academic year. The instruments used in this study were observation sheets, tests and questionnaires. The technique of collecting student activity data, collected using observation sheets of student activities during the learning process.

Learning achievement data, collected using student achievement tests consisting of pretest and posttest. Data on students' perceptions of learning, collected using student questionnaires.

3. Discussion

a. The effectiveness of learning by using hypnoteaching techniques

1. Student Activities Taught by Hypnoteaching Techniques

Student activity data obtained from observations at each meeting using the assessment rubric with a range of scores from 1 to 4 with indicators of student activity. The results of the summary of each activity observation during the learning process take place are presented in Table

Table 1. Observation Results of Student Activities

Activity items observed	Meeting				Average	Category the response
	I	II	III	IV		
1. Answering introductory questions from the teacher	3	3	4	4	3,5	Very Active
2. Pay close attention to information on the learning objectives provided by the teacher	4	4	4	4	4	Very Active
3. Listen / understand and follow instructions given by the teacher	4	4	4	4	4	Very Active
4. Entering into a relaxed state and focusing on one focus	4	3	4	4	3,8	Very Active
5. Hear / understand the explanation of the teacher	4	4	4	4	4	Very Active
6. Give questions / responses to the teacher or students related to the material	2	3	3	4	3	Active
7. Students understand the problems contained in the problem and work on the problem	4	4	4	4	4	Very Active
8. Work on assigned questions	4	4	4	4	4	Very Active
9. Going forward completing the assigned problem	4	4	4	4	4	Very Active
10. Giving opinion in discussion	3	3	3	4	3,3	Active
11. Helpless about material that is not yet understood	3	4	4	4	3,8	Very Active
12. Make a summary and pay attention to evaluations given by the teacher	4	4	4	4	4	Very Active
13. Pay attention to explanations and follow the teacher's instructions	4	4	4	4	4	Very Active
Total	47	48	50	52	197	
Average	3,6	3,7	3,8	4	3,8	Very Active

Based on Table 1 it can be seen that the score of student activity is 3.8 in the very active category. Thus it can be concluded that student activities meet the effectiveness criteria.

Student activities in learning by using hypnoteaching techniques take place optimally, although there are still students who do not pay attention and listen to the teacher's explanation. In general, students are very enthusiastic in following the lessons with hypnoteaching techniques on the excretory system material. This is dissatisfied because in hypnoteaching

techniques students will always be eager to learn and do learning happily because students' minds are not branched and emotional level is more stable. Its absorption is faster and lasts longer, because students do not memorize. Students' attention is fully sucked into the material they are learning. This can be seen from the enthusiasm of students during the learning process, they seem to feel comfortable accepting the subject matter because the atmosphere is relaxed class with the presentation of material using language that is easily understood by students. In addition, students also look active in expressing their ideas or ideas in working on or explaining the results of their work in front of the class.

2. Student Learning Achievements Taught by Hypnoteaching Techniques
Data on student achievement can be seen in Table 2.

Table 2. Recapitulation of Student Learning Achievement

Kategori	Pretest	Posttest
Sample Size	42	42
The mean	40,11	80,83
Median	40,00	85,00
Mode	30,00	80,00
Standard Deviation	12,12	12,29
The highest score	65,00	95,00
Lowest Value	20,00	40,00

Based on the learning achievement data in the pretest it is seen that at a mean value of 40.11, a median of 40, and mode 30 shows that 50% of students get a score of brought to 40, while at the posttest it is seen that a mean value of 80.83, a median of 85, and mode 80 indicates that around 50% of students scored below 85. The standard deviation of the pretest was 12.12 smaller than the standard deviation of the posttest which was 12.29, this shows that the ability of students was more varied after going through the learning process using hypno-teaching techniques.

3. The classification of student achievement improvement is presented

Table 3. Classification of Normalized Gain

Coefficient Normalization Gain	Number of Students	(%)	Classification
$g < 0,3$	1	2,38	Low
$0,3 \leq g < 0,7$	11	26,19	Medium
$g \geq 0,7$	30	71,42	Hight
Average	0,42		Medium

Based on Table 3 it appears that increasing students' abilities after being taught by using hypnoteaching techniques is in the medium classification.

Based on the minimum completeness criteria (KKM) that must be obtained by students in Makassar 12th High School namely 70, the level of completeness of classical learning achievement biology in the experimental class taught by using hypnoteaching techniques can be seen in the following table.

Table 4. Percentage of completeness in student learning achievement

Interval	Category	Pre-test		Post-test	
		Total	%	Total	%
<70	Not complete	42	100	5	11,90
≥ 70	Complete	0	0	37	88,09

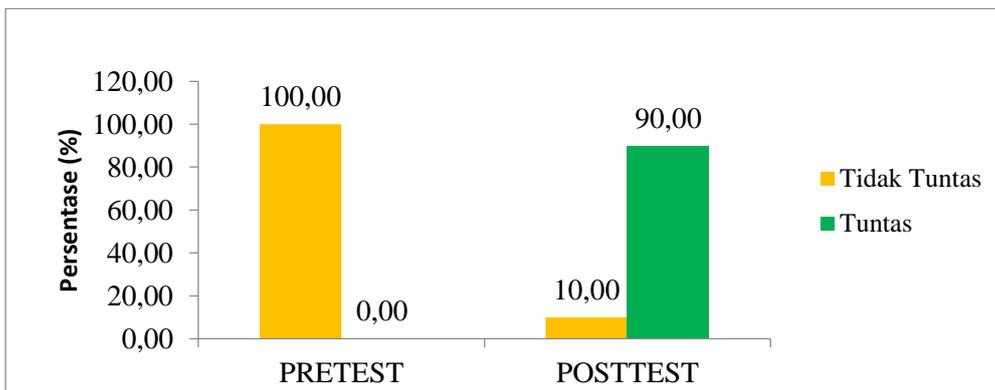


Figure 1. Histogram Percentage of Achievement of Student Achievement in Class XI of SMA Negeri 12 Makassar

Improved student achievement is due to the application of hypnoteaching techniques in learning to make students able to receive material well in a comfortable atmosphere. In the learning process the teacher conveys teaching materials by conditioning students to alpha brainwave conditions so that the child can receive information entering the subconscious memory. The application of the Unconscious Mind Program (UMP) in mathematics learning that operates on the Unconscious Mind Program (UMP) learning model will have a high level of achievement and motivation to learn when compared to learning mathematics through conventional approaches [7].

b. Students' Perceptions Taught by Hypnoteaching Learning Techniques

The data obtained are presented in Table 5 obtained from the average score of the number of students who gave perceptions of certain categories stated in the questionnaire.

Table 5. Average Student Perceptions

No	Item Perception	Average	Category
1	Perception of learning techniques	3,5	Positive
2	Perception of reading material	3,64	Positive
3	Perception of LKS	3,53	Positive
Total		3,56	Positive

The table above shows that students' perceptions of learning using hypnoteaching techniques, both from the learning technique items, reading material, and worksheets are in the positive category. Thus it can be concluded that student activities descriptively meet the effectiveness criteria.

Based on the results of students' perception questionnaire, overall gave a positive perception of learning. In learning by using hypnoteaching techniques obtained a score of 3.56 which is included in the positive category. The acquisition of students' perceptions has met the effectiveness criteria, namely the average student response of each item is in the category of more than 2.4. This means that almost all students provide positive perceptions of the learning process carried out by the application of this hypnoteaching technique.

The results of this study are that students' perceptions of their influence on learning activities. Students who have a good perception of a subject will study it seriously because there is an attraction for them. Students easily understand the subject matter because of their good perception of the subject itself. The learning process will run smoothly if accompanied by good interest and perception [8].

Based on the analysis results previously described, it appears that the effectiveness criteria of student activity indicators, student achievement, and student perceptions are met by learning using hypnoteaching techniques, so it can be concluded that learning with effective hypnoteaching techniques is applied in class XI IPA2 SMA Negeri 12 Makassar on excretion system material.

a. Contribution of student activities to student learning achievement

Based on the results of a simple linear regression analysis, the contribution between student activity and student achievement, the regression coefficient $b = 1.416$ and the constant value $a = 14.758$. Thus a simple regression equation is obtained $\hat{Y} = 14.758 + 1.416$ which means: (1) if student learning activities = 0, student learning achievement can be estimated at 14.758, and (2) if there is a change in student learning activities by one unit, student learning achievement can be estimated at 1,416 on the 14.758 constant unit.

Table 6. Analysis of Variance for the Regression Model $\hat{Y} = 14,758 + 1,416$

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3202.297	1	3202.297	42.789	.000 ^b
Residual	2993.536	40	74.838		
Total	6195.833	41			

The results of the simple regression analysis show that the higher the level of student activity, the higher the learning achievement. The findings in this study also reject H0 which states "there is no contribution of students to student achievement in class XI 12th High School Makassar".

The magnitude of the contribution of student activity to student achievement can be seen from the adjusted R square value, from these results obtained a value of 0.505. This value gives an understanding that the contribution of the recognition of student activity to student achievement by 50.50 percent.

b. Contribution of students' perceptions of student learning achievement

Based on the results of simple linear regression analysis, contribution between students' perceptions with student achievement, the regression coefficient value $b = 0.423$ and a constant value $a = 37.539$. Thus obtained a simple regression equation that is $\hat{Y} = 37.539 + 0.423$ which has the meaning: (1) if student perception = 0 then learning achievement students can be estimated at 37.539, and (2) if there is a change in student learning activities by one unit, student achievement can be estimated at 0.423 on a constant unit of 37.539. The results of the analysis of variance can be seen in the following table.

Table 7. Analysis of Variance for the Regression Model $\hat{Y} = 37.539 + 0.423$

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4345.414	1	4345.414	93.934	.000 ^b
Residual	1850.419	40	46.260		
Total	6195.833	41			

The results of the simple regression analysis showed that the higher the level of student perception, the higher the learning achievement. The findings in this study also reject H0 which states "there is no contribution of students' perceptions of student achievement in class XI 12th High School Makassar".

The magnitude of the contribution of students' perceptions of student achievement can be seen from the adjusted R square value, the results obtained value of 0.694. This value gives an understanding that the contribution of students' perceptions on student achievement by 69.40 percent.

c. Learning Effectiveness Analysis Results

In determining the effectiveness of a learning, the three indicators of effectiveness that have been determined must meet the effective criteria. The three indicators in question are student activity, student achievement, and student perception. The results of the analysis of the effectiveness of learning are presented in the following table:

Table 8. Effectiveness Score Scores

Class	Students Activity	Achievement Student Learning	Students Perception	E
Experiment	3,8	0,42	3,5	Effective
	(Hight)	(Medium)	(Low)	

Based on the table above, it appears that the effectiveness of hypnoteaching techniques in learning biology excretory system material in class XI IPA2 SMA 12 Makassar is in the effective category.

The criteria and achievement of learning effectiveness by using hypoteaching techniques are summarized in the following Table 9.

Table 9. Criteria and Achievement of Effectiveness

Learning Techniques	Indicator	Criteria	For Decision	Achievement
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<i>Hypno-teaching</i>	Learning achievement			
	1) KKM	$X > 69,9$	80,83	Fulfilled
	2) Gain	$X > 0,29$	0,42	Fulfilled
	3) Classical completeness	$KK > 84,9\%$	88,08%	Fulfilled
	4) Posttes parameter	$\mu > 69,9$	Significan	Fulfilled
	5) Classical completeness parameters	$\mu_g > 0,29$	Significan	Fulfilled
	Student activities	$X > 2,4$	3,8	Fulfilled
	Student perception	$X > 2,4$	3,5	Fulfilled

Based on the results in the table above, seen from the value of student achievement, student activity, and student perceptions it can be concluded that hypnoteaching techniques in learning biological excretion system material are effectively applied to class XI students of SMA Negeri 12 Makassar.

4. Conclusion

Based on the results of research and discussion, it can be concluded that: (1) Learning with effective hypno-teaching techniques to be applied in biology learning in class XI of SMA Negeri 12 Makassar, (2) Student activities contribute significantly to student achievement in learning biology in grade XI of SMA Negeri 12 Makassar, which means that the more the higher students' learning activities, the higher their learning achievement, (3) students' perceptions contribute significantly to student learning achievement in biology learning in class XI 12th High School Makassar, which means that the higher the student's perception the higher the student's achievement.

Some of the suggestions are as follows: (1) Biology teachers are advised to use appropriate and varied learning techniques such as hypnoteaching techniques to create students who are enthusiastic, active in learning and achievement, (2) for further research, for researchers who are interested in developing this research, it is hoped that they can observe the limitations this research, so that it can improve this research, (3) so that student achievement can improve for all lessons, it is expected that the government as the holder of power can conduct hypnoteaching training for teachers so that every teacher can implement this technique in learning activities.

5. References

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