

Hypnoteaching Method to Foster Self - Belief of Primary School Students in Learning Math

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Abstract— The aim of writing this article is to examine theoretically related to the use of hypnoteaching method in growing self-belief of primary school students in mathematics. Self-belief is one of important affective aspects that human has in living and dealing with challenge. Self-belief can encourage confidence, interest, motivation and optimism in everyone. It implicates for people's success in reaching their desire. In the process of mathematics learning in the classroom, self-belief becomes a connection for establishing a student's knowledge. However, to cultivate the students' self-belief in the mathematics learning is not easy, because the students' mind sets negative thinking or pessimistic of their success in learning mathematics. Therefore, the teacher as an important factor in the learning process should be able to determine an appropriate learning method to minimize the occurrence of these problems. If we browse the characteristic of primary school students, the hypnoteaching learning model could be one of the solutions in order to foster students' self-belief. Hypnoteaching is a learning method that presents the learning material through the subconscious has a great influence on the brain system. In addition, hypnoteaching can also foster students' self-belief in learning mathematics. Thus, if self-belief has become a part of the students, it will have a positive impact not only in teaching process but also in the daily activities to face global competition.

Keywords: *Hypnoteaching Method, Self-belief, Primary School, Learning Math*

I. INTRODUCTION

Mathematics is one of the subjects that provide a range of benefits in life. However, this rationale does not make mathematics being loved by the students; rather it is a subject that the students afraid of because it is regarded as a lesson that only consist of numbers and formulas. This view makes students' mathematics learning achievement tend to be low. This is supported by the results of PISA 2102 [1] which depicts the students' ability of the Mathematics in Indonesia is on the ranking 64 of the 65 participants. One factor affecting students' achievement is belief or confidence of students in mathematics and mathematics learning.

Self-belief or self-confidence is believed as one of the very important affective aspects for someone to have in living and dealing with something challenging. Self-belief can boost self-confidence, interest, motivation and optimism that implicate to the success in reaching the desired objectives. Similar to mathematics learning, self-confidence has a positive role in order to improve students' achievement. False beliefs, such as making mathematics as a difficult lesson, which filled with numbers and formulas, as well as the abstractness, will have an impact on lower educational achievement. It would be different if the students have a good belief, then implications of course are to the good learning achievement. This is supported by research conducted by Perkins, Adams, Finkelstein & Wieman [2] concluded that there is a positive correlation between students' belief and conceptual learning. Additionally, Eleftherios & Theodosios [3] said that there is a positive correlation between a strong belief and the capabilities and good mathematics performance.

In realizing this, the teacher as the subject of learning designer has a very important role. Teacher should be able to change students' belief of mathematics which said that mathematic is regarded as a difficult subject into an easy mathematics lesson as well as it is beneficial to them. In the process of

accommodating this goal, teachers need the ability to select and sort out the proper strategies, approaches, and method in learning mathematics.

In line with the characteristics of elementary school which is contextual math-based learning, then one of the teaching methods that are capable of supporting the learning of mathematics is hypnoteaching method. This method focuses on positive communication uttered by a teacher, who influence the students' subconscious, therefore students will follow what the teachers say and concentrate on learning. By doing so, students will acquire and store knowledge presented by the teacher easily. In addition, Hajar [4] revealed that hypnoteaching has an important role in enhancing confidence in the learning process in the classroom.

Due to the big influence of the students' self-belief to increase their mathematics achievement and the relevance of Hypnoteaching methods to cultivate students' self-belief, then this article will discuss about " Hypnoteaching Method to Foster Self - Belief of Primary School Students in Learning Math".

II. DISCUSSION

A. *The Characteristic of Mathematics in Elementary School*

Mathematics School is not same to pure mathematics studied in university since both have different paradigm. Mathematics school is form of mathematics application concretely that relates to student's life. However, pure mathematics is built on definitions, axioms which become theorems.

Atkinson (Uno) [5] said that mathematics as a structured science, the learning process has to be done systematic, consecutively, and logically depending on student's intellectual development. Having same opinion, Piaget (Uno) [5] explains that primary students will get a concrete mathematics which the proportion depends on the grade, the higher a grade, the more abstract the material.

Ebbutt and Straker (Marsigit, Ilham & Nila) [6] suggest that the mathematics school essence is as (1) an activity of the investigation of pattern or relation (2) an activity of problem solving (3) an investigation activity (4) communication. The essence is nowadays regarded as the alternative to make mathematics as a friendly and pleased subject for students.

Mathematics learning for primary school must be designed interesting that is appropriate for student's cognitive development. Primary school students are still interested in concrete object. Therefore, the mathematics learning process needs an instrument that is media, and model to make what teachers said clear (Heruman,) [7]. According to Piaget (Yusuf) [8], the age of primary school is the end of the children think imaginatively and starts to think logically (relates to the reality). The period is signed by three new abilities, those are clarifying, arrange, or associate the number or symbol. The ability is related to counting like adding, subtracting, multiplying, and dividing.

Finally, we can conclude that mathematics learning process in elementary school has to be done based on concrete things that are around student's life that is appropriate to student's cognitive ability. Therefore, to make the purpose come true, the teachers have to be able to choose and manipulate every media around students learning place to become visual symbol instrument, fact, concept or principle in mathematics.

B. *Hypnoteaching Method*

Nowadays, many methods, approaches, or strategies the teachers use in learning process to achieve learning purpose. One of the methods that starts to be developed is hypnoteaching.

Hypnoteaching is the development of hypnotism. The word 'hypnoteaching' consists of two syllables, those are hypno and teaching, means as a learning method that uses hypnotism techniques in learning process (Pertiwi) [9]. Nurcahyono (Hajar) [5] suggests that hypnoteaching is an art to communicate by giving power to the students so that the students develop their thinking ways.

Hypnoteaching is a learning method where in the learning process, the teachers use subconscious languages that can grow students interest (Yustisia) [10]. In hypnoteaching, human's mind is divided by three parts that relate each other, those are subconscious mind, critical factor, and conscious mind. The following paragraph is the relation of human's mind part (Pertiwi) [9]:

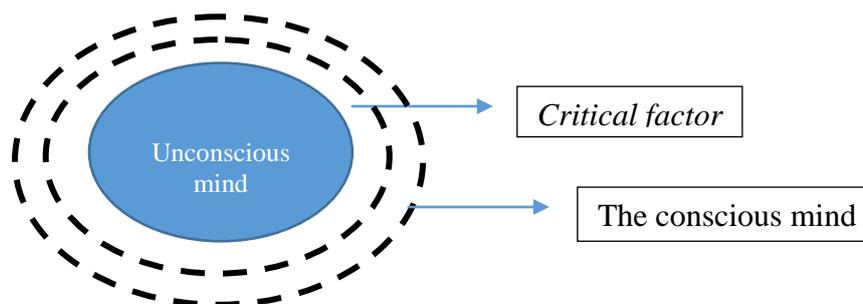


FIGURE 1. BRAIND COMPOSITION

The conscious mind is a mental process which students are in a fully conscious state. In this condition, the students put more emphasis on the process of realistic thinking or according to the ratio of their thinking. The conscious mind has the analysis function to all incoming information, accommodates incoming information and decides on a new piece of information used. The conscious mind has the effect of approximately 10-15% of all aspects of life, such as mindset, attitude, personality, and behavior. Meanwhile, the subconscious mind is a mental process that leads students in a half-conscious thinking process. The subconscious mind is a mind that can accommodate a lot of ideas, thoughts, and actions that the amount is more than the conscious mind. The influence of the subconscious mind in the daily life is about 85-90% that can help people in increasing values, confidence and trust. While the critical factor is the restraint of the conscious mind and the subconscious mind, which acts as a filter of all the information that will be brought into the subconscious. When in a conscious state, the critical factor becomes an obstruction of the incoming information into the subconscious mind. Therefore, with hypnoteaching method teachers help students to undercut critical factor.

Hypnoteaching method provides many benefits in the learning process. Hypnoteaching can provide and create a fun learning environment, in which the negative perception of the teacher and the lesson will change. The atmosphere as this will enable the student to absorb and understand the lessons. The following is a benefit of hypnoteaching (Yustisia) [10]: (1) Learning to be more enjoyable, both students, and teachers; (2) Growing the linkage of students in learning with a variety of creative games that applied by teacher; (3) The teacher becomes more proficient in managing emotions; (4) Fostering a harmonious relationship between teachers and students; (5) Teachers can help students who have difficulties in learning through a personalized approach; (6) Teachers can motivate students through the hypnoteaching game; and (7) The teachers help the students in eliminating bad habits of students.

According to Noer (Yustisia) [10] stages conducted in hypnoteaching are:

1) *Self intention and motivation*

The successfulness of a person basically is depending on their intention to achieve it. From that intention then motivation of the teacher to applied the hypnoteaching method in class is developed, thus expected to help the students to understand the materials given.

2) *Pacing*

Pacing are meant to adjust the position, body movement, language, and brainwave in equal manner to the students. Naturally and instinctively, every people should be comfortable and had pleasure to gathering with other people who had something in common. From this comfortable feeling, messages from the teacher are expected to be more easily to be received by the students. The teacher, in this condition are could be: thinking to be as a figure with similar age as the students, using language used by the students, perform movement or mimics that related to the theme discussed in the class, and the teacher can also relate the discussed materials to the daily life of the students.

3) *Leading*

Leading are expected to direct. Leading are done after the pacing, where the students are already comfortable with the class atmosphere. In this condition, the teacher could be direct the student. So, although in actuality the given material is rather difficult, the students' sub-consciousness is more easily to accept.

4) *Giving positive words*

This is a supporting step in pacing and leading. The use of positive words is suitable with how the sub-consciousness are work which tend to reject negative words. Positive words given by the teacher are believed to be able improving the students' confidence in receiving the materials given. For example, the teacher is expected to avoid the use of "be quiet", and advised to use "your attention please" instead.

5) *Compliment*

Reward or punishment are not something wrong to be applied in class. Compliment are reward to improve the self-esteem of a person, and punishment is a penalty or warning given by the teacher when students are deemed to have inappropriate behavior. From the reward, students are expected to be motivated to improve their performance. In other case, punishment is expected to made students avoid inappropriate or norm breaking acts

6) *Modelling*

This steps are a process to give a role model for example from the teacher to the students by consistent words and behavior. Modelling is applied to develop students' trust to the teacher

7) *Mastery of the materials*

A teacher should be well prepared to the materials presented in the class and relate it contextual condition in order to help student more easily to understand the respective materials.

Based on these review, it could be concluded that hypnoteaching is an educational method that insists on giving suggestion to the student along the learning process, where the teacher using a certain "subconscious language" that expected to develop interest in students that led to improvement of their way of thinking.

C. *Self-Belief*

Self-belief are often defined as internal factor in a person which affect their attitude in daily life. According to Raymond [11], trust in mathematics are defined as "personal judgments about mathematics formulated from experiences in math". Similar thing is stated by Eleftheories and Theodosios [3] "We will use the term "beliefs" in the meaning of personal judgments and views, which constitute one's subjective knowledge, which does not need formal justification".

Self-belief are included as affective aspect. This aspect important role in mathematics and mathematical education. This was stated by McLeod (Maab and schlogman) [12] that in mathematical education affective aspect are including emotional, behavior, and belief. This aspect is given in order to improve stability and cognitive elements. Kloosterm (Kislenko) [13] stated that belief is a something that are known and perceived by the students as effect of learning math. In another view, belief is related to student's effort to prepare in learning math.

Maab and Schlogman [12] stated that self-belief of the student became interesting issue to explored, because self-belief has tightly related to math or math education. Self-belief has positive effect to the improvement of students' achievement. This is in line with the Maab and Schlogman's opinion that in math education, self-belief became an important predictor in teaching. Beside, self-belief also very important as foundation of the student in math studies.

The research of Perkins, Adams, Finkelatein, and Wieman [2] concluded that there is positive correlation between the self-belief of the student with conceptual learning and stated that self-belief was a factor that affect the learning of the student, which have resulted in successfulness in study and remarkable achievements. Along with it, research of Eleftheories and Theodosios [3] showed that there is also positive correlation between strong confidence with good capabilities and performance in math.

Based on the review of several opinion and two research result, it can be concluded that self-belief of the student to math is a factor that can lead the students to their best achievement, especially in math and math studies. Therefore, this aspect needs critical attention from the teacher, so that math wouldn't become fearsome for the students. Teacher should become a facilitator in improvement of the student's confidence in learning math, so implicated to the improvement of students' achievement.

D. *Hypnoteaching Method in developing Self Belief Student*

Math is one of the subject which is full of concept. Concept is defined as abstract idea which became differing characteristic between one object with another. As with the standpoint of Howard (Schunk) [14] which stated that a concept is a real arrangement ore categorical representation which allow people to recognize examples and that which isn't categorical examples. That concepts are could cover concrete

objects or abstract ideas. Therefore, abstract idea causing math concept are relatively difficult to be understand and applied in solving problems in daily life. Thus, this became the duty of the teachers in creation of learning that relate math with concrete matters of students' daily life.

Beside creating a concrete learning, teachers also able to use hypnoteaching method to sustain the learning process. Hypnoteaching method is having some advantages, which is : (1) Learning process is became more dynamic and creating conducive interaction between student and teacher; (2) Student are studying based on their interest and talent; (3) Many skills given in hypnoteaching; (4) Variety of earning process; (5) Mastery of the materials by the students are faster and easier; (6) Very active learning process; (7) Students in learning can be intensively observed; (8) The ability of student to imagining and thinking are more noticeable; (9) Students studying in good mood; (10) Students are having high understanding and absorptivity on the lesson and could be memorized in a long time; (11) Student are more focused in the study.

Math learning that adjusted with cognitive level of the students and supported with hypnoteaching learning model which emphasized on giving suggestion to the student. Student could be asked to focus in learning and understand the lesson given. Teacher also could convey positive words to motivated the students in learning. These words could be received by the student's sub-consciousness. Thus, hypnoteaching method could help student to develop self-belief which then giving positive effect to the student's achievement in learning. Self-belief are often defined as internal factor in a person which affect their attitude in daily life. According to Raymond, trust in mathematics are defined as "personal judgments about mathematics formulated from experiences in math". Similar thing is stated by Eleftherios & Theodosios (2007) "We will use the term "beliefs" in the meaning of personal judgments and views, which constitute one's subjective knowledge, which does not need formal justification".

III. CONCLUSION

As the importance of students' Self-Belief in improving learning achievement of mathematics and mathematical characteristics of primary school in concrete learning-oriented, then the use of hypnoteaching method with all its advantages have strong relevance to be applied in teaching mathematics. This is because the method has great potential in ensuring students on their success in learning mathematics.

Hypnoteaching method focuses on verbal communication filled with positive suggestions, so that students feel comfortable and high concentrated in the learning process. The atmosphere as this will enable students to absorb and understand the lessons. In addition, this method also implied to an increased interest, motivation, confidence and mathematics learning achievement of students. Strong confidence makes the negative perception of students towards teacher and mathematics will change. Mathematics subjects will be eagerly awaited by the students every day, for teacher and learning materials taught are very interesting, fun and easy to understand.

However, success in improving students' confidence depends on the ability of teacher applying methods hypnoteaching. In the process of implementing this method the teacher required: (1) Having the intention and motivation inside; (2) Pacing; (3) leading; (4) providing positive words; (5) Giving praise; (6) Modeling and (7) mastering the material. The reliability of teacher in implementing all of the syntaxes of this method becomes the deciding factor in the successful use of hypnoteaching method, which is expected to realize the goal of learning and growing students' self-belief in mathematics.

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