

THE EFFECTIVENESS OF HYPNOTEACHING TO IMPROVE MOTIVATION AND SELF-EFFICACY OF STUDENTS OF MUHAMMADIYAH ELEMENTARY SCHOOL SAMARINDA

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Abstract

Low learning motivation and self-efficacy among students, resulting from the dominance of conventional teaching methods, represent a serious challenge in Islamic elementary education. This study aims to examine the effectiveness of the hypnoteaching method in improving the learning motivation and self-efficacy of fourth-grade students at SD Muhammadiyah Samarinda. The research employed a quantitative approach with a quasi-experimental non-equivalent control group design, involving 106 students from SD Muhammadiyah 2 and SD Muhammadiyah 5 Samarinda selected through cluster random sampling. Data were collected through questionnaires, observations, and documentation, then analyzed using independent sample t-tests, N-Gain Score, and effect size (Cohen's d). The results demonstrate that hypnoteaching effectively enhances learning motivation with a medium effect size (Cohen's $d = 0.576$) and substantially improves self-efficacy with a large effect size (Cohen's $d = 0.914$). However, the N-Gain Score values for both variables remain low (16.55% and 14.15%), indicating the need for extended intervention duration and intensity. These findings imply that hypnoteaching is worthy of broad implementation as a psychologically responsive innovative learning strategy within Islamic elementary education contexts.

Keywords: hypnoteaching, learning motivation, self-efficacy.

Abstrak

Rendahnya motivasi belajar dan self-efficacy siswa akibat dominasi metode pembelajaran konvensional menjadi tantangan serius dalam pendidikan dasar Islam. Penelitian ini bertujuan mengkaji efektivitas metode hypnoteaching dalam meningkatkan motivasi belajar dan self-efficacy siswa kelas IV SD Muhammadiyah Samarinda. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi-experimental non-equivalent control group, melibatkan 106 siswa dari SD Muhammadiyah 2 dan SD Muhammadiyah 5 Samarinda yang dipilih melalui cluster random sampling. Data dikumpulkan melalui angket, observasi, dan dokumentasi, kemudian dianalisis menggunakan independent sample t-test, N-Gain Score, dan effect size (Cohen's d). Hasil penelitian menunjukkan bahwa hypnoteaching efektif meningkatkan motivasi belajar dengan effect size kategori sedang (Cohen's $d = 0,576$) dan cukup efektif meningkatkan self-efficacy dengan effect size kategori besar (Cohen's $d = 0,914$). Meskipun demikian, nilai N-Gain Score untuk kedua variabel masih tergolong rendah (16,55% dan 14,15%), mengindikasikan perlunya peningkatan durasi dan intensitas intervensi. Temuan ini

mengimplikasikan bahwa hypnoteaching layak diimplementasikan secara luas sebagai strategi pembelajaran inovatif yang responsif secara psikologis dalam konteks pendidikan Islam di sekolah dasar.

Kata kunci: *hypnoteaching, motivasi belajar, self-efficacy.*

INTRODUCTION

Contemporary educational paradigms have progressively shifted from mere knowledge transmission to prioritizing the psychological capacities that enable learners to become autonomous agents. Within constructivist frameworks, effective pedagogy relies fundamentally on students' internal conditions as active knowledge constructors (Herlina et al., 2025). This reorientation resonates with Islamic epistemological traditions, which conceptualize education as the holistic development of human potential. The Quranic principle in Surah Ar-Ra'd (13:11), emphasizing that divine transformation begins with individual self-change, serves as a theological anchor affirming that academic achievement is rooted in internalized psychological agency, encompassing both motivation and self-belief (Yusnita et al., 2025).

Despite this theoretical convergence, persistent structural gaps remain in classroom practices. Empirical observations in Islamic elementary schools reveal that instructional activities often remain confined to conventional, teacher-centered frameworks dominated by lecture methods. This approach is characterized by student passivity, limited interactive stimulation, and a failure to achieve learning objectives. The issue is especially acute in upper elementary grades, where students exhibit declining academic confidence and an increasing reluctance to engage, reflecting a broader pattern where motivationally impoverished environments hinder educational quality (Sanjaya et al., 2023).

Learning motivation and self-efficacy constitute the psychological infrastructure upon which academic achievement is built. Motivation, as the intrinsic drive directing students toward purposeful educational engagement, is a prerequisite for the sustained cognitive effort required for deep learning (Li et al., 2024). Concurrently, self-efficacy acts as a critical mediator between motivation and performance, enabling students to engage more actively and persevere through difficulties (Mohamad et al., 2025). This psychological construct is reinforced by the Quranic assertion in Surah Al-Baqarah (2:286) that individuals are equipped with the intrinsic capacity to face challenges according to their abilities (Prasetya, 2022).

Addressing motivational and self-efficacy deficits at the elementary level is crucial due to the formative significance of this developmental stage. Failure to cultivate these psychological dispositions during foundational years can trigger *learned helplessness*, a condition where repeated failures foster a chronic belief in one's inability to influence outcomes, carrying long-term implications for psychological health and human capital (Puteri & Santoso, 2025; Qourrichi et al., 2024). This urgency is legally underpinned by the Indonesian National Education System Law, which mandates the holistic

development of students, making the affective and psychological dimensions of learners a constitutive element of national educational goals.

To address these pedagogical challenges, academic attention is increasingly turning to innovative instructional strategies that activate the psychological dimensions of learning through the intersection of pedagogy, psychology, and neuroscience. *Hypnoteaching* has emerged as a promising approach, integrating positive suggestion and relaxation techniques to induce a state of "relaxed alertness" characterized by alpha or theta brain waves (Wiguna, 2021). In this state, critical cognitive barriers soften, allowing motivational messages to be internalized more effectively, aligning with neuroeducative principles and humanistic standards that mandate engaging and participatory learning processes (Malipeddi et al., 2024).

Existing literature reveals a growing evidence base for the effectiveness of *Hypnoteaching* across various educational contexts. Studies have demonstrated its positive impact on building self-efficacy in early childhood through positive suggestion stimuli (Bibah et al., 2023) and its capacity to significantly enhance learning motivation in language education (Nayogi et al., 2024). Furthermore, increased motivation has been shown to function as a significant mediating variable between instructional environments and self-efficacy, which subsequently mediates learning outcomes (Evinjuniawati & Fitrayati, 2025). Collectively, these studies affirm that *Hypnoteaching* positively influences both constructs through systematic constructive suggestions and psychological priming.

However, notable gaps remain in the current literature. First, comprehensive empirical investigations into *Hypnoteaching*'s effectiveness within Islamic elementary schools, specifically for *Al-Islam* subjects, are largely absent. Second, previous studies often examine motivation and self-efficacy as separate dependent variables rather than investigating their simultaneous enhancement through a single intervention. To address these gaps, this study aims to empirically evaluate the effectiveness of *Hypnoteaching* in simultaneously improving learning motivation and self-efficacy among grade IV students at SD Muhammadiyah Samarinda, providing a culturally responsive instructional alternative for addressing motivational crises in Islamic educational contexts.

METHOD

This study employed a quantitative approach with a quasi-experimental design, specifically the *non-equivalent control group design*, utilizing intact classes without individual random assignment to maintain the stability of regular school routines. The research was conducted over an eight-week period at SD Muhammadiyah 2 and SD Muhammadiyah 5 in Samarinda, Indonesia. The target population comprised all fourth-grade students across both schools, totaling 255 students. Using cluster random sampling at the class level, a final sample of 106 students was selected, consisting of 48 students in the experimental group, which received the *hypnoteaching* intervention, and 58 students in the control group, which received conventional instruction. Data regarding students'

learning motivation and self-efficacy were collected through a combination of questionnaires, structured observations, and documentation, administered as pretests and posttests.

Data analysis was performed using SPSS version 24, following a systematic sequence of prerequisite and hypothesis-testing procedures. Initially, the Shapiro-Wilk test and Levene’s test were conducted to confirm the normality and homogeneity of the data distribution, respectively, ensuring the appropriateness of parametric statistics. The primary hypothesis was then tested using an Independent Sample T-test to evaluate the significant differences in posttest scores between the experimental and control groups. To provide a more comprehensive evaluation of the intervention's impact, the study also calculated the Normalized Gain (N-Gain) score to measure the magnitude of internal improvement within the experimental group, and Cohen’s *d* to determine the practical effect size of the *hypnoteaching* method on both learning motivation and self-efficacy.

RESULTS AND DISCUSSION

Descriptive Analysis of Learning Motivation and Self-Efficacy

The descriptive statistics reveal distinct patterns in both learning motivation and self-efficacy across the control and experimental groups. The experimental group demonstrated notable improvements from pre-test to post-test measurements, with learning motivation scores increasing from a mean of 54.10 to 57.58, representing a gain of 3.48 points. In contrast, the control group showed minimal improvement, with scores rising only from 53.86 to 54.43, a modest increase of 0.57 points. This substantial difference in improvement trajectories suggests that the *hypnoteaching* intervention may have contributed to enhanced motivational outcomes among students in the experimental condition.

Table 1. Descriptive Statistics for Learning Motivation Variable

GROUP	N	MINIMUM	MAXIMUM	MEAN	STANDARD DEVIATION
PRE-TEST CONTROL	58	42	65	53.86	5.176
POST-TEST CONTROL	58	39	64	54.43	5.130
PRE-TEST EXPERIMENT	48	40	68	54.10	5.317
POST-TEST EXPERIMENT	48	44	68	57.58	5.852

Source: SPSS output analysis (2024)

The table above presents comprehensive descriptive statistics for the learning motivation variable across both groups and testing periods. The data clearly indicate that while both groups started with comparable baseline scores, the experimental group achieved

substantially higher post-intervention scores with a mean difference of 3.15 points compared to the control group's minimal gain.

Similar patterns emerged in the self-efficacy measurements, with the experimental group showing more pronounced improvements than the control group. The experimental group's self-efficacy scores increased from 54.35 to 58.10, representing a gain of 3.75 points, while the control group improved only from 51.41 to 52.28, a gain of merely 0.87 points. These findings suggest that the hypnoteaching method may have been particularly effective in enhancing students' beliefs in their capabilities to accomplish academic tasks.

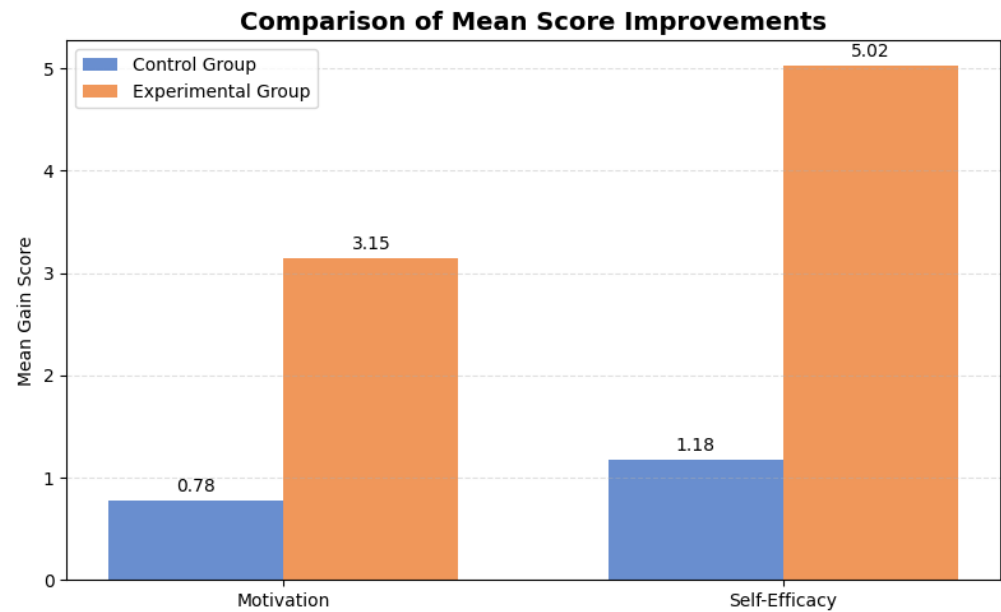
Table 2. Descriptive Statistics for Self-Efficacy Variable

GROUP	N	MINIMUM	MAXIMUM	MEAN	STANDARD DEVIATION
PRE-TEST CONTROL	58	39	63	51.41	6.038
POST-TEST CONTROL	58	38	67	52.28	6.761
PRE-TEST EXPERIMENT	48	33	68	54.35	6.323
POST-TEST EXPERIMENT	48	44	68	58.10	5.854

Source: SPSS output analysis (2024)

The descriptive data for self-efficacy demonstrate that the experimental group not only achieved higher absolute scores but also showed greater consistency in the post-test measurements, as indicated by the slightly lower standard deviation. The control group exhibited more variability in responses, suggesting less uniform outcomes from conventional teaching methods.

Figure 1. Visual Comparison of Mean Score Improvements Between Groups



The bar chart above provides a clear visual representation of the differential improvements between the control and experimental groups across both variables. The experimental group's bars tower significantly above the control group's bars, visually emphasizing the substantial impact of the hypnoteaching intervention on both learning motivation and self-efficacy outcomes.

Prerequisite Assumption Testing Results

Before conducting hypothesis testing, the data were subjected to rigorous assumption testing to ensure the appropriateness of parametric statistical procedures. The normality of data distribution was examined using the Shapiro-Wilk test, which is particularly suitable for sample sizes under 200 participants. This test evaluates whether the data deviate significantly from a normal distribution, which is a fundamental requirement for conducting t-tests and other parametric analyses.

Table 3. Normality Test Results Using Shapiro-Wilk

GROUP	SIG. LEARNING MOTIVATION	SIG. SELF-EFFICACY
PRE-TEST CONTROL	0.125	0.449
POST-TEST CONTROL	0.885	0.656
PRE-TEST EXPERIMENT	0.605	0.098
POST-TEST EXPERIMENT	0.402	0.226

Source: SPSS output analysis (2024). Data are normally distributed if Sig. > 0.05

The normality test results presented in the table demonstrate that all data sets for both variables across all groups and testing periods yielded significance values well above the 0.05 threshold. This indicates that the assumption of normality was satisfied for all measurements, thereby justifying the use of parametric statistical tests for subsequent hypothesis testing procedures.

Following the confirmation of normal distribution, homogeneity of variance was assessed using Levene's Test to determine whether the variances across groups were sufficiently similar. The homogeneity test is crucial for ensuring that any observed differences between groups can be attributed to the intervention rather than pre-existing differences in score variability. This test examines whether the spread of scores is comparable across the experimental and control conditions.

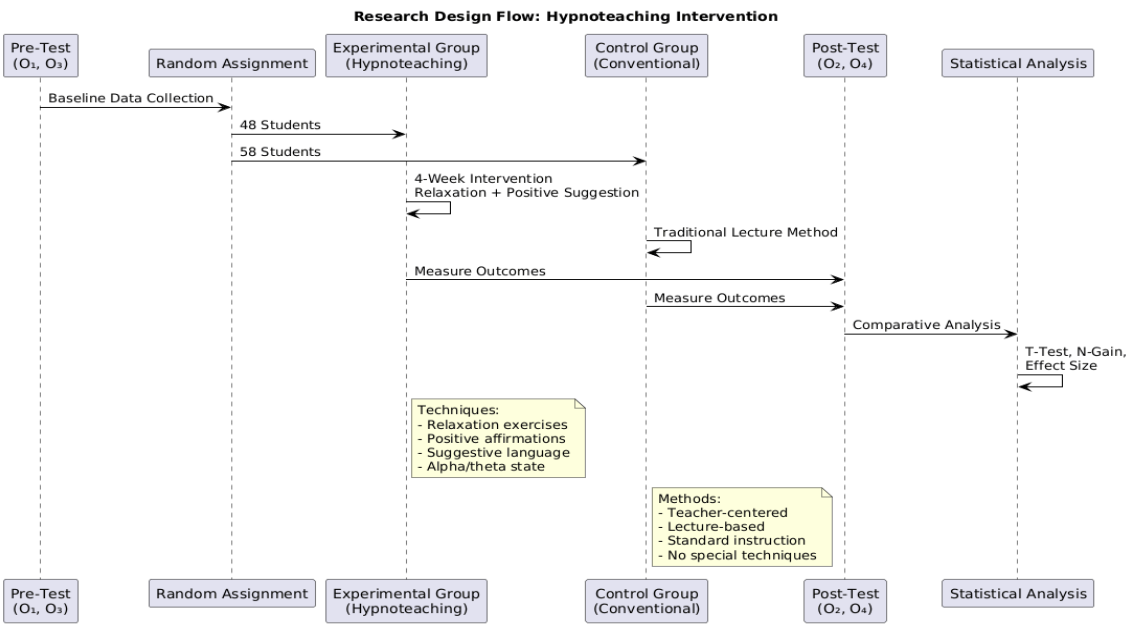
Table 4. Homogeneity Test Results Using Levene's Test

VARIABLE	LEVENE STATISTIC	DF1	DF2	SIG.
LEARNING MOTIVATION	0.239	3	208	0.869
SELF-EFFICACY	0.444	3	208	0.722

Source: SPSS output analysis (2024)

The homogeneity test results indicate that both variables demonstrated homogeneous variances across groups, with significance values of 0.869 for learning motivation and 0.722 for self-efficacy, both substantially exceeding the 0.05 criterion. These findings confirm that the assumption of homogeneity of variance was met, allowing for the application of independent samples t-tests with confidence that the statistical comparisons would be valid and reliable.

Figure 2. Research Design Flowchart Illustrating the Intervention Process



The flowchart above illustrates the systematic progression of the research design, showing how participants moved from initial assessment through random assignment to their respective intervention conditions and final evaluation. This visual representation emphasizes the parallel structure of the experimental and control conditions while highlighting the distinctive features of the hypnoteaching approach, including relaxation techniques and positive suggestion strategies that characterized the experimental intervention.

Hypothesis Testing for Learning Motivation

The first hypothesis testing examined whether the hypnoteaching method produced significantly different learning motivation outcomes compared to conventional teaching methods. The independent samples t-test was conducted on post-test scores between the experimental and control groups, with the assumption of equal variances confirmed by Levene's test ($F = 0.484$; $p = 0.488$). This statistical comparison provides empirical evidence regarding the effectiveness of the hypnoteaching intervention in enhancing students' motivational dispositions toward learning.

Table 5. Independent Samples T-Test Results for Post-Test Scores

VARIABLE	T	DF	SIG. (2-TAILED)	MEAN DIFFERENCE	95% CONFIDENCE INTERVAL
LEARNING MOTIVATION	-2.954	104	0.004	-3.152	-5.268 to -1.036
SELF-EFFICACY	-4.691	104	0.000	-5.828	-8.292 to -3.365

Source: SPSS output analysis (2024). Negative t-values indicate Control Group mean < Experimental Group mean

The t-test results for learning motivation revealed a statistically significant difference between the experimental and control groups, with $t(104) = -2.954$ and a p-value of 0.004, which falls well below the conventional alpha level of 0.05. The mean difference of -3.152 points, with a 95% confidence interval ranging from -5.268 to -1.036, indicates that the experimental group consistently achieved higher motivation scores than the control group following the intervention period.

The statistical significance of these findings supports the conclusion that hypnoteaching effectively enhances learning motivation among elementary school students. The confidence interval, which does not include zero, provides additional assurance that the observed difference is not attributable to random sampling variation but rather reflects a genuine effect of the intervention. This finding aligns with the theoretical premise that relaxation techniques and positive suggestions can create psychological conditions more conducive to motivational development.

Hypothesis Testing for Self-Efficacy

The second hypothesis testing investigated the effectiveness of hypnoteaching in enhancing students' self-efficacy beliefs, employing the same statistical procedure as the motivation analysis. The independent samples t-test compared post-test self-efficacy scores between groups, with homogeneity of variance confirmed (Levene $F = 0.971$; $p = 0.327$). This analysis aimed to determine whether the psychological mechanisms embedded in hypnoteaching could strengthen students' confidence in their academic capabilities.

The results demonstrated an even more robust effect for self-efficacy than for motivation, with $t(104) = -4.691$ and a highly significant p-value of 0.000. The mean difference of -5.828 points, substantially larger than that observed for motivation, suggests that hypnoteaching may have a particularly strong impact on students' self-beliefs. The 95% confidence interval, ranging from -8.292 to -3.365, provides strong evidence that this effect is both statistically significant and practically meaningful.

The notably smaller p-value for self-efficacy compared to motivation indicates that the hypnoteaching intervention may be more potent in influencing students' beliefs about

their capabilities than in affecting their general motivational orientation. This differential effect size suggests that the verbal persuasion and physiological regulation components of hypnoteaching directly target the sources of self-efficacy identified in social cognitive theory, producing more immediate and pronounced changes in this psychological construct.

N-Gain Score Analysis

The N-Gain Score analysis was conducted to assess the magnitude of improvement within the experimental group from pre-test to post-test, providing insight into the absolute effectiveness of the intervention independent of group comparisons. This normalized gain measure accounts for the maximum possible improvement, offering a standardized metric for evaluating the intervention's impact on individual students' development. The N-Gain calculation is particularly valuable for understanding the practical significance of the observed changes.

Table 6. N-Gain Score Results for Experimental Group

VARIABLE	N-GAIN MEAN	N-GAIN PERCENTAGE	CATEGORY*
LEARNING MOTIVATION	0.1655	16.55%	Low
SELF-EFFICACY	0.1415	14.15%	Low

*Source: SPSS output analysis (2024). Hake's criteria: $g < 0.30$ = Low; $0.30 \leq g < 0.70$ = Medium; $g \geq 0.70$ = High

The N-Gain analysis revealed that both variables demonstrated low categories of improvement, with learning motivation showing a mean gain of 0.1655 (16.55%) and self-efficacy showing 0.1415 (14.15%). These values fall below the 0.30 threshold established by Hake's criteria for low gains, indicating that while the intervention produced statistically significant differences between groups, the absolute magnitude of improvement within the experimental group was relatively modest.

Several factors may explain the discrepancy between the significant between-group differences and the low N-Gain scores. The minimum N-Gain values were notably negative for both variables (-1.75 for motivation and -2.00 for self-efficacy), indicating that some students in the experimental group actually demonstrated decreased scores from pre-test to post-test. This individual variability suggests that while the intervention was effective on average, it did not uniformly benefit all participants, possibly due to differences in individual suggestibility, baseline characteristics, or responsiveness to relaxation techniques.

Effect Size Analysis Using Cohen's d

The effect size analysis using Cohen's d was performed to quantify the practical significance of the hypnoteaching intervention, providing a standardized measure of the magnitude of differences between groups that is independent of sample size. Unlike p-

values, which indicate whether an effect exists, effect size measures indicate how large that effect is, offering crucial information for evaluating the educational and practical implications of the findings. This analysis complements the hypothesis testing by addressing the question of meaningful impact.

Table 7. Effect Size Parameters and Cohen's d Values

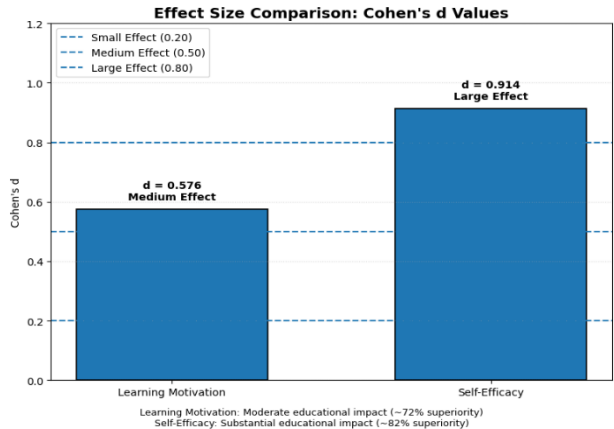
PARAMETER	LEARNING MOTIVATION	SELF-EFFICACY
M ₁ (EXPERIMENTAL MEAN)	57.58	58.10
M ₂ (CONTROL MEAN)	54.43	52.28
SD ₁ (EXPERIMENTAL SD)	5.852	5.854
SD ₂ (CONTROL SD)	5.130	6.761
COHEN'S D	0.576	0.914
CATEGORY**	Medium	Large

*Source: SPSS output analysis (2024). *Cohen's criteria: d = 0.20 small; d = 0.50 medium; d ≥ 0.80 large

The effect size analysis yielded Cohen's d values of 0.576 for learning motivation and 0.914 for self-efficacy, representing medium and large effects respectively according to Cohen's conventional benchmarks. The medium effect size for motivation indicates that the hypnoteaching intervention produced a meaningful and educationally relevant improvement in students' motivational levels, with the experimental group outperforming approximately 72% of the control group distribution.

The large effect size for self-efficacy is particularly noteworthy, as it exceeds the 0.80 threshold and approaches a full standard deviation difference between groups. This substantial effect suggests that hypnoteaching has particularly strong practical utility for enhancing students' self-beliefs, with the experimental group outperforming approximately 82% of the control group. The calculation of pooled standard deviation, which accounts for variability in both groups, ensures that these effect size estimates are robust and reliable indicators of the intervention's practical impact.

Figure 3. Visual Representation of Effect Size Magnitudes for Both Variables



The diagram above provides a visual comparison of the effect sizes obtained for both outcome variables, clearly illustrating the differential impact of hypnoteaching on learning motivation versus self-efficacy. The larger effect size for self-efficacy is visually represented, emphasizing that while both outcomes showed meaningful improvements, the intervention was particularly potent in enhancing students' confidence in their academic capabilities compared to their general motivational orientation.

The convergence of statistically significant hypothesis test results, meaningful effect sizes, and consistent descriptive patterns provides compelling evidence for the effectiveness of hypnoteaching as an instructional strategy. However, the relatively low N-Gain scores suggest that while the intervention is effective, there remains room for optimization in terms of implementation duration, intensity, or individualization to maximize its impact on all students. These findings collectively inform both theoretical understanding and practical application of hypnoteaching in elementary education contexts.

DISCUSSION

The findings of this study demonstrate that the *hypnoteaching* method significantly enhances students' learning motivation with a medium effect size, a result that strongly aligns with recent empirical literature across diverse educational levels. This outcome corroborates the findings of Dinasty et al (2021) and Goni (2022), who similarly reported that *hypnoteaching* positively influences motivation and learning interest in middle and elementary school students. Furthermore, the current results extend the evidence base established by Nayogi et al (2024) in language learning and Julius et al (2025) in secondary mathematics, confirming that the integration of positive suggestions and relaxation techniques consistently fosters a more motivated learning environment. The consistency of these findings across various subjects and age groups underscores the universal applicability of *hypnoteaching* as a motivational catalyst, even when adapted for specific contexts such as Islamic elementary education.

The effectiveness of *hypnoteaching* in elevating motivation can be theoretically explained through the lens of Self-Determination Theory, which posits that motivational growth is contingent upon the fulfillment of basic psychological needs. The relaxed and highly supportive atmosphere characteristic of *hypnoteaching* minimizes cognitive anxiety and fosters a sense of emotional connectedness and competence between the teacher and the students. This mechanism is supported by Ryan et al (2022), who emphasize that environments satisfying these psychological prerequisites are critical for cultivating autonomous motivation. Additionally, Juita et al (2024) observed similar motivational enhancements in higher education, suggesting that the neuro-educative principle of "relaxed alertness" universally primes students' intrinsic drive to engage with academic materials by fulfilling their need for psychological safety and relatedness.

Beyond motivation, this study revealed that *hypnoteaching* exerts an even more robust impact on students' self-efficacy, yielding a large effect size and higher statistical

significance. This finding is strongly supported by Bibah et al (2023), who demonstrated that *hypnoteaching* utilizing positive suggestion stimuli effectively builds confidence and self-efficacy in early childhood. Similarly, Nurjannah et al (2025) highlighted the efficacy of hypno-based learning in overcoming academic difficulties and rebuilding students' academic confidence in elementary settings. The current results also parallel the work of Gadari et al (2022), who found that relaxation-based psychological interventions significantly improve social self-efficacy among elementary students, reinforcing the premise that calming the nervous system is a potent and direct catalyst for enhancing self-belief in young learners.

The pronounced effect on self-efficacy can be attributed to *hypnoteaching*'s direct activation of the primary sources of self-efficacy, specifically verbal persuasion and the regulation of physiological and affective states. By systematically delivering constructive affirmations while guiding students into a relaxed state, the intervention directly alters their physiological arousal and internalizes positive self-beliefs. Usher et al (2023) affirm that verbal persuasion and affective support from educators are highly accessible and effective levers for developing self-efficacy in classroom settings. Furthermore, as noted by Evinjuniawati & Fitrayati (2025), motivation often acts as a crucial mediator between instructional environments and self-efficacy. This suggests that the motivational surge induced by *hypnoteaching* subsequently solidifies into enduring self-efficacy beliefs, which Basileo et al (2024) identify as critical predictors of academic achievement and resilience.

Despite the significant between-group differences and large effect sizes, the normalized gain (N-Gain) scores for both variables remained in the low category, indicating that the absolute internal improvement of the experimental group was moderate. This discrepancy highlights a critical nuance in psycho-educational interventions: while *hypnoteaching* is highly effective at differentiating the treatment group from a control group, the absolute internalization of these psychological traits may require more time or higher intensity to reach optimal levels. This observation aligns with the methodological recommendations of Gadari et al (2022), who emphasized the necessity of measuring follow-up effects to capture the sustained internalization of psychological interventions. The presence of individual variations in suggestibility suggests that future implementations must consider longer intervention durations to ensure that the initial motivational and self-efficacy gains translate into permanent, deeply ingrained psychological dispositions.

CONCLUSION

This study conclusively demonstrates that the *hypnoteaching* method is an effective instructional strategy for enhancing both learning motivation and self-efficacy among elementary school students in Islamic educational contexts. The empirical evidence reveals that students exposed to *hypnoteaching* exhibited significantly higher post-intervention scores compared to their peers receiving conventional instruction, yielding a medium practical effect on learning motivation (Cohen's $d = 0.576$) and a substantially

larger effect on self-efficacy (Cohen's $d = 0.914$). This differential impact indicates that the systematic integration of relaxation techniques and positive verbal suggestions is particularly potent in reshaping students' academic self-beliefs, likely because it directly targets the verbal persuasion and physiological regulation sources of self-efficacy more effectively than the broader, more complex construct of intrinsic motivation.

However, a critical nuance emerged from the normalized gain (N-Gain) analysis, which categorized the absolute internal improvement of the experimental group as low for both variables (16.55% for motivation and 14.15% for self-efficacy). This discrepancy highlights that while *hypnoteaching* successfully differentiates the treatment group from a passive control group, the intervention's duration or intensity was insufficient to maximize the absolute internalization of these psychological traits across all individuals. Consequently, while *hypnoteaching* offers a highly viable, neuro-educative alternative for educators to combat motivational crises and foster academic confidence, future implementations and research must prioritize extended intervention periods, increased application intensity, and longitudinal follow-up measurements to ensure these initial psychological gains translate into permanent, deeply ingrained academic dispositions.

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