The Effect of the Hypnoteaching Method on Student Achievement in Fiqh Lessons

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ABSTRACT

Education is a change in the behavior of students for the better. In education teachers have an important role in the progress of education. The teacher plays a major role in achieving educational goals. Teachers must be able to develop the potential of students optimally. In the process of optimally developing the potential of students, a teacher should be able to convey learning material appropriately and well. One of the things that must be mastered in learning is the learning method. One of the learning methods is the hypoteaching method. This study aims to see the effect of using the hypoteaching method in learning jurisprudence in schools on student learning outcomes. The research method that the author uses is a quantitative research method by distributing questionnaires to teachers and students at schools related to the use of the hypoteaching method in learning Fiqh. From the results of the research that the authors did, the use of the hypoteaching method in learning greatly influenced student learning outcomes. The hypoteaching method is often used by teachers in learning. The hypoteaching method makes students more enthusiastic in learning which increases student achievement.

Keywords: *Hypnoteaching Method, Fiqh Lessons, Student Achievement*

INTRODUCTION

The introduction is a little different from the short and concise abstract. The reader needs to know the background to your research and, most importantly, why your research is important in this context. The purpose of the Introduction is to stimulate the reader's interest and to provide pertinent background information necessary to understand the rest of the paper. You must summarize the problem to be addressed, give background on the subject, discuss previous research on the topic, and explain exactly what the paper will address, why, and how. Please explore in more words the background of your paper and your current research position among other research on related themes. You should discuss here as well your research's relations with those of other researchers; literature review, especially on most relevant, newly academic works published in high reputation journals, is a must. Please try to answer at question: why you believe that your research question is such an important to answer, how you think your answer would be a contribution to the existing scholarship on the subject and how the novelty of your article give a contribution. Here you may discuss every aspect of the issue. It is necessary to build argument and to provide original data discussed and compared to research and works of other scholars.

In other words, the way to discuss an issue here is by combining the data and the discussion. So, it is not recommended to separate merely data description from the analysis on it. Every quotation is written down in a specific way that can be identified as a "quotation" different from your original text. Then desrcibe your purpose of this research. The tips areb egin the Introduction by providing a concise background account of the problem studied, state the objective of the investigation. Your research objective is the most important part of the introduction, establish the significance of your work: Why was there a need to conduct the study?, introduce the reader to the pertinent literature. Do not give a full history of the topic. Only quote previous work having a direct bearing on the present problem. (State of the art, relevant research to justify the novelty of the manuscript, state the gap analysis or novelty statement, clearly state your hypothesis, the variables investigated, and concisely summarize the methods used.

Define any abbreviations or specialized/regional terms. Education is a well-planned and structured effort in the context of efforts to improve the quality and quality of human resources as well as in the educational process which aims to create competent generations in the social and religious fields (Christ & Desjardins, 2018; Thomas et al., 2019). Education is a conscious effort to achieve one's social status and position through improving the quality of human resources themselves (Battel-Kirk & Barry, 2020; Liu & Bi, 2019), meaning to achieve and realize a better life, so that education becomes an important channel that is taken by someone (Cerna & Chou, 2019; Mohammed et al., 2020). Education is also an effort to develop the skills, interests, talents and potential and competence of a person (García-Guardia et al., 2019; Taamneh et al., 2021). In an effort to develop this talent interest, a continuous educational process is needed so that a person can apply the results of his learning in the life of society, nation, religion and state.

Education is a change in the behavior of students to be better (Crimmins et al., 2018; Nayak, 2018)Education is essentially a human effort to improve human resources so that they can develop their potential so that they are able to deal with the changes that occur (McFadden et al., 2021; Rice et al., 2018). Education is a conscious and planned effort to develop the potential of students so that they can develop optimally. The teacher as the main role holder has an important role to guide students in developing their potential, so that students are able to become better human beings who are useful for religion, nation

and state. Education also makes students to be independent, able to control themselves and be able to distinguish between good and bad, so that they are able to have a good personality and noble character, have social and emotional intelligence and skills (Almazova et al., 2020; Phadermrod et al., 2019). The above statement is in accordance with the function of National education to develop students' abilities, character in students and national civilization whose main goal is to make human beings who are faithful and pious, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic citizens. and be responsible.

The educational process is marked by mutual interaction between teachers, students, media, methods, infrastructure and classroom environment that is directed at achieving learning objectives (Gabrysch et al., 2019; Vermeiden et al., 2018). All of these components influence one another (Abdul Majid & Fuada, 2020; Bechini et al., 2019). If the teacher has good competence but cannot convey material using the right media and methods, it will also have an effect on achieving the desired learning objectives (Calderón et al., 2020; Khera & Kumar, 2020). Everything will work well when these components influence each other positively, then the learning process will run smoothly, efficiently and effectively (Ferentinos, 2018; Li et al., 2020). One that plays a very important role is the learning method. The interaction between teachers and students in learning is very important (Mahdavinejad et al., 2018; Maxwell et al., 2018). Teachers have an important role in the use of learning methods when teaching material in the classroom to students (Guo et al., 2019; Xu et al., 2020). The teacher is one component of education that can develop the potential of students (Iriarte & Prieto, 2022; Tan & Liu, 2022). Teachers are expected to be able to convey a material using the right method so that learning can run well in accordance with expectations so that learning objectives can be achieved appropriately.

There are many methods of learning. In delivering learning material teachers use various methods (Khasawneh & Altakhaineh, 2020; Zakirova et al., 2019). The method that is often encountered in the learning process used by teachers is commonly known as the lecture method (Rodríguez-Loinaz & Palacios-Agundez, 2022; Sampermans & Claes, 2018). According to the Big Indonesian Dictionary, the lecture method is a way of learning and teaching that emphasizes one-way communication from teacher to students. According to Arief, the lecture method is a method of delivering learning material by speaking or verbally to students at school (Cogan & Martzoukou, 2018; Gächter et al., 2019). From the statement above, it can be understood that the lecture method is the method most often used by teachers or educators in learning (Magana et al., 2018; Ozgonul & Alimoglu, 2019). The lecture method provides material to students by speaking only words (Herron et al., 2019; Raes et al., 2020). The lecture method is synonymous with one-way communication. In the lecture method, the teacher provides information and students listen to the information conveyed by the teacher.

The learning method has advantages and disadvantages, the lecture method which is often used by teachers has several advantages such as, it is easier for the teacher to master the direction of the conversation in conveying material and also makes it easier for the teacher in class management. the use of this method does not require a lot of preparation, because this method is easy for teachers to use. The drawback of the lecture method is that students become inactive in learning. Because in this method students only focus on listening to the teacher. In this method makes students participate less in activeness in the classroom. So that only the teacher speaks conveying messages or teaching materials.

The hypnoteaching method is a learning method in which the lecturer gives positive suggestions to students which involves the subconscious mind bringing students to a comfortable, relaxed state of mind and body so that any information can easily enter into students' long-term memory without any distortion or other thoughts that burden them. Hypnoteaching is a learning method by optimizing the power of the student's subconscious mind to become smarter. So it can be understood that the hypnoteaching method is a method that encourages students to think smarter. In accordance with early morning education students are required to be active and participate in the learning process. Suppose the teacher in learning can use methods that can provoke students' thinking. The hypnoteaching method is a method that provides lessons to students so that they impress and students are happy with the lessons delivered or discussed in class..so that students are able to think smarter in the learning process in order to develop students' self-potential.

The teacher as the main role in memmbangthe potential of students, teachers must be able to understand the method and apply learning methods that are in accordance with the characteristics of the students being taught. Teachers, students and methods in learning certainly have a position that both have an important role to achieve learning goals. The use of appropriate learning methods will affect student learning outcomes (Abbas et al., 2019; Castelli & Sarvary, 2021).The learning outcomes obtained by students will be related to the methods used by the teacher in the process of learning activities (Brinkley-Etzkorn, 2018; Tchamyou, 2020). Observable learning outcomes are changes in attitude and behavior in accordance with the expectations of the school and parents which are contained in the form of mutually agreed educational goals (Choi et al., 2018; Tharwat, 2021). Furthermore, the learning outcomes expected by students experience changes in the field of knowledge, meaning that students can master knowledge through the methods applied by the teacher during learning (Sun et al., 2019; Wang et al., 2018). The results of the learning process can be expected in the ability of students to find and develop the skills they already have, so that they are more focused and become skills whose benefits can be used at any time, and can even be used as a source of livelihood.

Relevant research conducted by Subiyono and Nurhamim in their article entitled the effect of the hypoteaching method on student achievement in the field of PAI studies at SMP Bina Bangsa Surabaya in 2013, he said that in applying the hypoteaching method the teacher does this by inviting students to relax, giving words -Motivational words that are easy for students to remember, provide sympathy, impress students, visualization, affirmations and yells to encourage students in learning. In addition, the teacher must be able to control the hearts of students and the teacher must be able to create a comfortable classroom atmosphere so that students feel comfortable and enjoy the ongoing learning. Fun learning will make it easier for students to be excited to learn.

Meanwhile, research conducted by Ratno Singgih and Syifa in 2022 entitled The Effect of the Hypoteaching Method in online PPKN learning on student activity. In his research it was said that the method used by the teacher in learning was by conveying from the beginning starting with prayer then relaxing before learning began then telling stories and giving words that fostered students' enthusiasm then the core activities of providing learning material in accordance with student discussions during learning. There is reciprocal interaction between the teacher and students as well as with questions and giving rewards to students and up to the end of the lesson where the teacher gives prayers and positive sentences to make students better.

The reason the researcher chose this title is because there are many fiqh learning in schools that only use one method, which is often like the lecture method. So that only using the lecture method will certainly make students feel bored and make learning only centered on the teacher or called the teacher center. This makes learning ineffective and efficient. While a teacher should be able to use the right method according to the material being taught. Therefore the researcher wants to see how a new method that is used is the hypoteaching method used in learning and also the effect of the hypoteaching method is used. The method has an important role in achieving learning objectives. Some teachers teach fiqh learning materials using inappropriate methods, resulting in discomfort in learning, learning becomes ineffective for students. This will certainly affect student learning outcomes which lead to learning achievement at school.

RESEARCH METHODOLOGY

The method that researchers use is quantitative research. Researchers distributed questionnaires to Fiqh teachers in Madrasas and also students in Madrasas. The data obtained is in the form of a score from a questionnaire that the author has made using the Google form media and the author has shared it via WhatsApp media (Karabulut-Ilgu et al., 2018; Marusin et al., 2018). The questionnaire/questionnaire distributed contained ten questions related to the hypoteaching method research.the questionnaire is a question about the facts that are considered controlled by the respondent. The questionnaire/questionnaire in this study contained questions.

The technique used in this study is a statistical data analysis technique using diagrams. The author chose this technique because the data processing includes examination, processing and data modeling to draw conclusions. In this study the authors directly obtain information from respondents. Respondents filled out a questionnaire which the author distributed via whatsapp media. Quantitative research data collection can also be done through interviews and observation techniques related to the effect of the hypnoteaching method on student learning outcomes in fiqh learning. However, in this study the authors only used a questionnaire containing questions that were immediately responded to via the Google form media.

RESULT AND DISCUSSION

Education is a deliberate effort which is a design that has been prepared to achieve a predetermined goal. Education is a conscious and planned effort to develop the potential that exists in students in order to achieve spiritual and religious strength and also independence. In education there will be a learning process. In the learning process marked by the interaction between educational components. Components of teachers, students, methods, media, facilities and infrastructure and a directed classroom environment to achieve learning objectives. Thus a teacher must understand the various methods of providing subject matter to students.
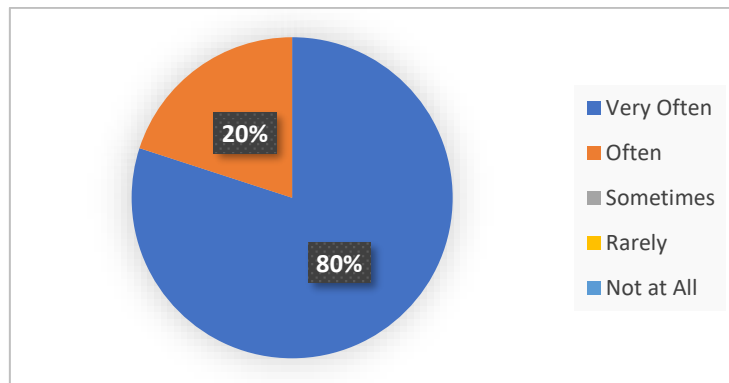
Figure 1. Teacher's understanding of the hypnoteaching method

Based on the results of the respondents in the diagram above, it shows that there are respondents who choose answers very often and also often. The research that the author did through a questionnaire that the author made using the Google form and the author shared it via WhatsApp media with fiqh teachers at Madrasas. In the questionnaire that the author shared, there are ten questions related to the hypnoteaching method. In each question there are five answer choices. Starting from the answers very often, often, sometimes, rarely and never. From the diagram above it can be seen from the results of the respondents that 80% of the teachers answered very often and 20% answered often.
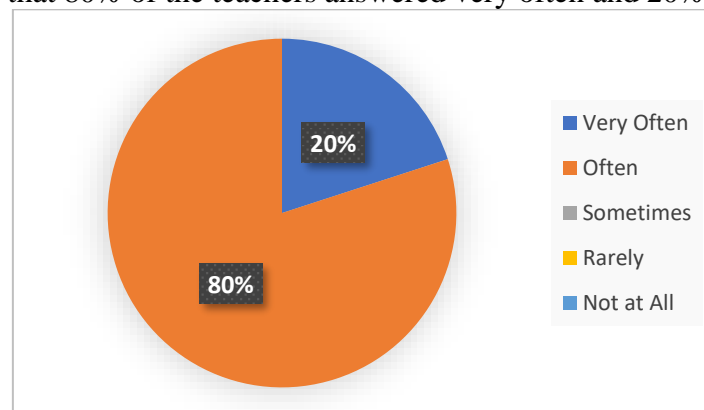

Figure 2. The application of the hypnoteaching method in fiqh learning

Based on the answers from the respondents illustrated in the diagram above, that teachers in fiqh learning often apply the hypnoteaching method. From the above it can be understood that teachers often use the hypnoteaching method because this hypnoteaching method has many advantages including the application of this method students will be more enthusiastic about learning because its use makes learning fun. And students easily absorb any material delivered by the teacher at school and this method fosters student interest in learning so that students can develop their potential if they have confidence in themselves and are always active in learning.
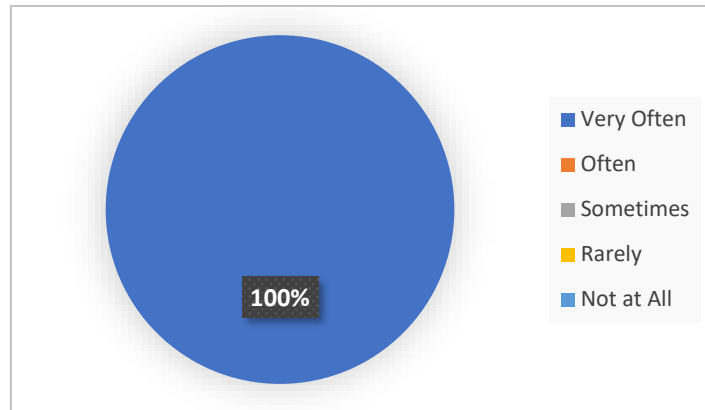
Figure 3. Benefits of Hypnoteaching in learning Fiqh

Based on the results of the respondents' answers, it shows that the hypnoteaching method in learning jurisprudence is very useful. Of the 5 respondents, all of them answered very often. This shows that the use of the hypnoteaching method in learning jurisprudence is very useful. By using the hypnoteaching method, learning becomes more effective and efficient. And also in learning students participate actively in learning. So that learning is not only centered on the teacher. So that students try to be active in learning, of course when students have actively participated in learning, the learning learned will be easily absorbed and understood by students, and learning will be fun.
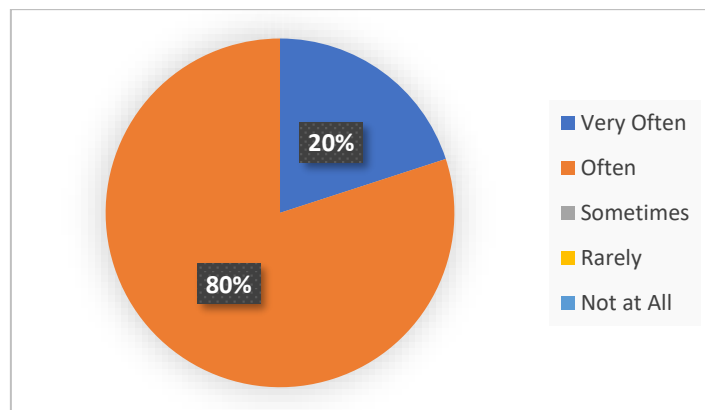

Figure 4. Adjustment of the Hypnoteaching Method with students' abilities

Based on the results of the respondents' answers related to the use of the hypnoteaching method, most teachers answered often and a small number of teachers answered very often because the teacher in teaching used the right method so that the material being taught was well conveyed to students. The use of the hypoteaching method adapts to students' abilities so that the material presented can be understood by students properly and correctly. The teacher in using a method must consider all the components involved in it. One of them is the use of methods that are adapted to the abilities of students. So that learning according to students' abilities will be memorable for students and can be liked by students in learning, and students can think more strongly.
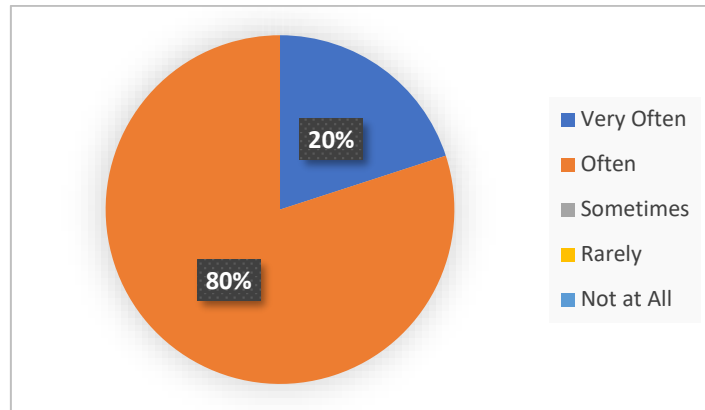
Figure 5. Successfully Applying the Hypnoteaching Method in learning Fiqh

Based on the results of the research that the author did, the teacher was successful in applying the hypnoteaching method in learning fiqh. From 5 respondents, 80% of respondents answered often and 20% of respondents answered very often. Based on these results the teacher is often successful in implementing it. This hypnoteaching method is because with this method the teacher succeeds in cultivating student interest in learning, making students more enthusiastic in learning fiqh. Students are active and appear confident in conveying their arguments in learning, especially during discussions. so that learning becomes fun. The hypnoteaching method encourages students to become smarter which aims to increase student achievement. This is done by the teacher by giving positive sentences for and making learning fun for students at school
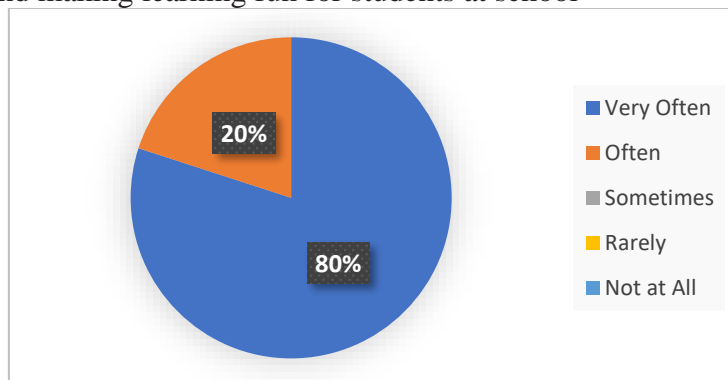

Figure 6. Students like Learning Using the Hypnoteaching Method

Based on the results of the author's research that students often like learning if the teacher uses the hypnoteaching method in learning, especially learning fiqh. Learning fiqh learning requires students to understand the laws of Shari'a, of course students must receive material using the right method. Based on the results of the respondents, it was found that students really liked the hypnoteaching method in learning fiqh, because the teacher was able to attract the attention of students, made students active and also the teacher was able to increase student concentration in learning and students also practiced expressing opinions in front of the class which directly trained students to believe appear in front of a crowd. So it can be concluded that students really like learning jurisprudence when the teacher uses the hypnoteaching method.
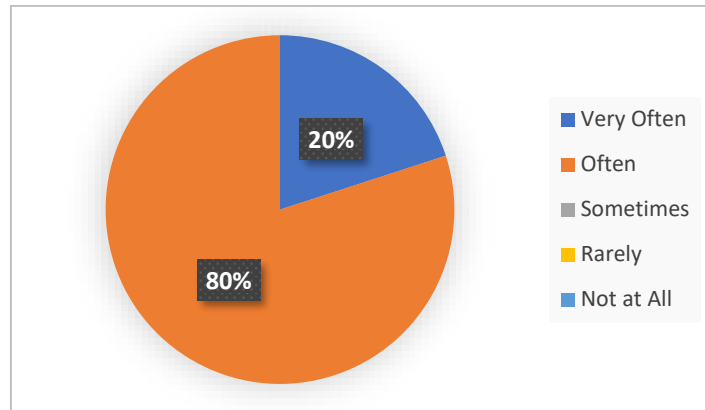
Figure 7. The Hypnoteaching Method Improves Student Learning Achievement

Based on the diagram, it can be seen from the percentage of respondents' answers that the hypnoteaching method improves student achievement, because students are more active in learning so that learning is easier for students to remember. In the learning process if students are active then it will have an impact on learning outcomes or student achievement. It's different if students only listen to the teacher, it will have an impact on students feeling bored, so they are not focused and not enthusiastic in learning. If learning is active, students participate, it will be more dynamic and have an impact on learning outcomes. So it can be concluded that learning with the hypnoteaching method greatly influences student achievement.
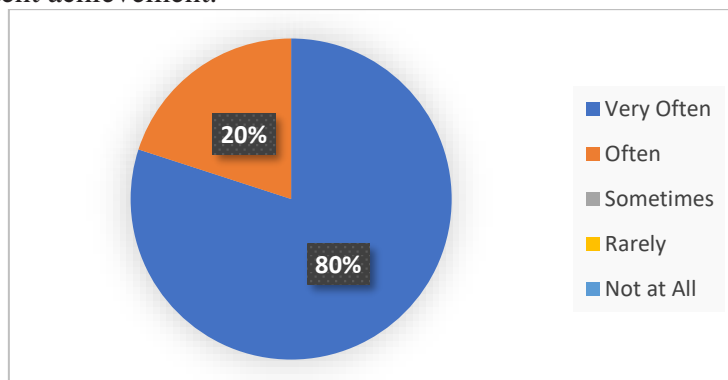

Figure 8. The Hypnoteaching Method Makes the Learning Atmosphere Conducive

Based on the diagram, it can be seen that the hypnoteaching method makes learning atmosphere conducive because the teacher in teaching arouses students' enthusiasm for learning, the teacher gives narratives that arouse students' learning enthusiasm. One good word is very influential for students and also the teacher's hypnoteaching method in using it makes the learning atmosphere enjoyable and two-way communication occurs so that students are enthusiastic in participating in fiqh learning at school where students can focus their attention on what is being learned and are also active in learning so that the competency goals and indicators to be achieved can be achieved properly, and student potential can be developed in accordance with national education goals.
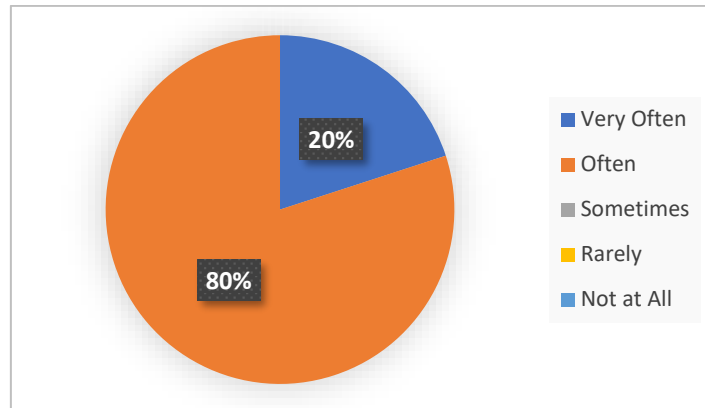
Figure 9. The hypoteaching method makes it easier for teachers to convey material

Respondents' answers indicated that the hypnoteaching method made it easier for teachers to deliver fiqh learning materials at school, because not only were teachers active in the learning process, but students also played a role and students could focus their attention on the teaching material being discussed, so that what was conveyed by teachers are easy to remember and learning is student center, students participate in thinking more strongly and actively express opinions related to learning material. So communication in the classroom is directed and learning is effective and efficient. All of these things, of course, the teacher has a main role to be able to motivate students and the teacher must have innovation in using appropriate learning methods.
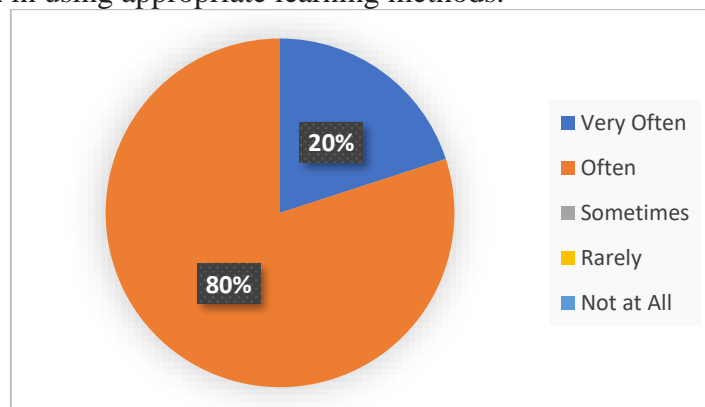

Figure 10. The Hypnoteaching Method Grows Student Learning Interest

Based on the diagram above, the results of the study show that of the five respondents regarding whether the hypnoteching method fosters student learning interest or not, it was found that four respondents answered often and 1 teacher answered very often. Obtaining these data indicates that in the process of learning jurisprudence using the hypnoteaching method will foster students' interest in learning, because at the beginning of learning the teacher gives positive suggestions that involve students' subconscious minds which have an impact on students' enthusiasm in learning. The teacher at the beginning of learning always suggests students and also the teacher provokes students to think more dynamically.

CONCLUSION

The teacher as one of the components of education has a major role in developing the potential that exists in students, for this reason the teacher is required to understand various kinds of learning methods so that the learning delivered is fun and effective by students and easy for students to remember. Teachers in learning should be creative and

innovative regarding the development of learning methods. Teachers must be able to use methods that are appropriate to the material being taught and to suit the characteristics of students so that students are enthusiastic about learning so that learning objectives can be achieved as well as expected.

Based on research that the authors did that the hypoteaching method as one of the new methods in the learning process has a major influence on student learning outcomes. The hypnoteaching method makes the learning atmosphere very enjoyable and also fosters student enthusiasm with positive sentences given by the teacher in learning and increases student confidence in which students are able to participate actively speaking in front of the class expressing opinions during discussions in class. The hypnoteaching method makes learning effective and communication efficiency occurs in two directions between teachers and students, so that learning of jurisprudence is successful for students and has an impact on students' achievement at school, and also makes it easier for teachers to provide understanding to students.

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