

Analysis the use of Audiovisual Hypnoteaching Learning Model in Improving Educational Results of Science Subject in Elementary School

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Abstract: This research aims to analyze the effectiveness of audiovisual hypnoteaching learning models given in science learning at SDN Jatiranggon II Bekasi for the 2021/2022 academic year. This study consists of qualitative experimental research using nonequivalent control group design. The test subjects involved 25 students from class IV A as the control class and 26 students from class IV B as the experimental class. Pretest-posttest techniques are used to collect data in each class and the data was quantitatively analyzed. The results of using the audiovisual hypnoteaching learning model on force material obtained an N-Gain score of 0.65 in the control class and an N-Gain score of 0.80 in the experimental class with very high category. The pretest-posttest results of the control class and experimental class are normal. In conclusion, the fourth-grade students' achievement in science on force material are significantly impacted by the audiovisual-based hypnoteaching model.

Keywords: Audiovisual; Hypnoteaching; Learning outcomes; Science learning.

Introduction

One subject that every student in elementary school is obligated to learn is Natural Sciences, which is a collection of knowledge that is systematically organized and focused on nature. In learning Natural Sciences, the emphasis is on understanding and improving the capacity to investigate and comprehend the surrounding nature using science (Rukiah, 2019). Natural Sciences is a subject that is carried out with experimental activities or observation related to natural phenomena so that students can achieve a deeper understanding of the concept of science than they would through mere memorization of the concepts. Natural Sciences also trains students to think critically and objectively; therefore, it can form students' personality (Bahari et al., 2018). Natural Sciences learning in elementary school aims to equip students to understand

science concepts that are useful and can be applied in everyday life (Nur Jannah, 2020). Successful Science learning occurs when the learning outcomes improve, such as increased abilities, skills, and attitudes that are assessed based on test results (Nur Jannah, 2020).

The results of the learning process, as measured by the assessment of knowledge, attitudes, abilities, and behavioral changes, are delivered to students as learning outcomes (Dwijayani, 2019). Learning outcomes can be defined as modifications in the form of intellectual, physical, and mental abilities acquired through the process of learning activities in both formal and informal education, such as the family environment. (Ariyanto, 2018). Learning outcomes are achieved by students after they have completed both the written and oral learning process (Sari, 2021). Mayarni and Kusuma (2022) claim that students' achievement of success or failure in the learning process is measured by their learning

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outcomes. Learning outcomes are the total scores obtained by students from the measurement of cognitive, affective, and psychomotor aspects (Setianingrum & Wardani, 2018).

However, previous research conducted on fourth grade learners at SDN Jatiranggon II Bekasi, found that, in theme 8 of the Science material, many students did not fully meet the minimal requirements for completeness (KKM) limit of 70. This statement is substantiated by the average daily test scores of fourth-grade Science learners, which have shown that many students have not meet the minimal requirements for completeness.

Students' poor achievement in their learning outcomes are essentially caused by various internal and external factors. Parenting styles, family relationships, friendships, and teaching methods can all affect students' performance in their learning outcomes (Pratama, 2019). Moreover, a lack of interest in learning the subject matter at hand also contributes to students' low scores. Students feel no interest in studying Science, which affects their level of knowledge about Science material and in turn makes it more difficult for them to answer exam questions. Fewer creative learning models are also one of the reasons for poor student results. Many educators continue to employ conventional techniques in teaching and learning activities that occasionally bore students. The use of the one-way lecture method makes students rely only on their ability to memorize the material (Aida et al., 2020). This method makes students bored with the lesson, which leads to less understanding of the material (Fawaida, 2019). Teachers are not always very creative in developing learning models, which makes students passive (less active in asking questions and issuing opinions). Students are less motivated and develop a less curious attitude in understanding learning and solving problems, causing low student learning outcomes (Hazmiwati, 2018).

The conceptual structure that outlines a methodical approach for organizing the learning process until the learning goals are attained is a learning model. It is used as a reference for learning designers and teachers in designing the teaching and learning process. (Saragih et al., 2021). According to Mirdad (2020), the learning model is a reference for educators in planning a learning process, which includes the preparation of learning devices, media, and evaluation tools to help students achieve their learning outcomes. The learning model is crucial to the process of teaching and studying, because it serves as a roadmap for reaching those objectives.

In this study, the researcher proposed a method called the audiovisual hypnoteaching model to address the issue of poor learning outcomes in Science learning in elementary school. Hypnoteaching makes it easier for a person to absorb information quickly without pressure, ego, and anxiety getting in the way. In this

model, a person enters a hypnotic state, which makes them more suggestible (Putri, 2019). The hypnoteaching method delivers material using communication techniques that make it simpler for students to comprehend the information (ZA et al., 2018). According to Anwar (2017), teachers use persuasive and suggestive communication techniques in delivering learning materials so that students can understand the subject matter more easily. The goal of utilizing hypnoteaching is to accelerate the process, make it more enjoyable, and encourage students to focus on learning. The hypnoteaching method also encourages teachers to communicate effectively with students, because effective communication between teachers and students may increase the quality of learning outcomes (Qomario, 2018). The application of hypnoteaching in the form of fostering a pleasant learning environment to raise students' motivation to learn (Hardiana & Dewi, 2019). It can be concluded that hypnoteaching is a communication technique that makes it simpler for students to comprehend the information subconsciously, which consequently affects their interest in the material being studied and improves learning outcomes.

Some benefits of hypnoteaching are learning process feels more fun, a harmonious relationship is established between teachers and students, more attention to detail, improved learning, overcome the ill-fated and reducing the power of ego in students (Kusuma, 2019). The use of hypnoteaching in learning emphasize communication with the student's subconscious mind, both inside and outside the classroom. Therefore, before learning begins educators can provide motivation to students that the material to be learned is a material that is fun and easy to understand. According Saleh et al., (2018) to the steps of learning hypnoteaching as follows: identify the needs of the students first; plan learning by using hypnosis media such as voice, picture, writing and symbols; start teaching by making students focus well with games, singing together, inspiring stories, and yelling (focusing); perform relaxation and imagination; divide the students into groups (grouping) where each group discusses shares knowledge and teaches and praises; declare something positive from the student (affirmation); repeating the words of inspirational motivation (repeating); evaluate, and before the learning ends, the student reflects on the lesson learned.

In order to create optimal learning conditions, audiovisual learning is a medium that is used to communicate information and absorb it through sight and sound (Sulfemi, 2019). Audiovisual learning can encourage students to want to know more about things related to the material the teacher has presented (Nababan, 2020). Audiovisual learning is an effective

teaching and learning tool (Idris et al., 2018), and it attracts students' interest in the process of delivering material, fosters learning motivation, and provides learning experiences by concluding the lesson from the video presentation (Fitria, 2018). Nababan (2020) states that the audiovisual method is a type of teaching that makes it simpler for students to comprehend what is being taught. Based on some of these opinions, it can consequently be said that audiovisual media is a method or teaching tool that presents sounds and visuals to be used as learning materials so that students may simply absorb the subject taught. The performance of student learning can be increased by using engaging learning resources (Supriyono, 2018). This is the result of technological advancements that can raise students' success rates in comprehending the lessons they are being taught (Aida et al., 2020). Examples of audiovisual media include videos, movies, tv programs, sound slides, and so on.

The advantage of using audiovisual media is that the results are more easily understood by students, because they receive information through both hearing and vision (Nabilla Maghfi & Na'imah, 2020). In addition to the fact that audiovisual media can also develop students' reasoning skills by displaying images in conjunction with backgrounds that can stimulate students' emotional understanding of an event (Aida et al., 2020). By using audiovisual media, teachers can focus more on the development and progress of individuals as well as valuable teaching and learning activities. This will produce qualified individuals for the community (Fadillah, 2020). Based on some previous research shows that audiovisual media tend to made students enthusiastic about following it because they can see examples of what they are learning directly.

This study focus about force submaterial. This was chosen because it includes content that is difficult for students and because material forces can be explained with concrete objects (Firdaus & Yermiandhoko, 2020).

Method

This study employs a quasi-experiment as part of its quantitative experimental design. Quasi-experiments, also called controlled experiments not involving randomization (Polit & Beck, 2017), are studies in which researchers contrast two groups that are not comparable or repeatedly measure the same group (Krishnan, 2018). The quasi-experiment used a non-equivalent control group design in which one group of participants underwent an experimental program, therapy, training, or service while the other group served as the control group (Krishnan, 2018).

While the control class learned by using traditional methods, the experimental class were taught with an audiovisual hypnoteaching learning model. Therefore, it was anticipated that future learning would differ between the experimental and control groups of students. In order to determine the effects of an audiovisual hypnoteaching learning model on the learning outcomes of fourth-grade Science students, this study used an experimental design using pretest-posttest control group design approaches. Two groups were randomly chosen for this design, and both were given a pretest to ascertain each group's beginning condition and identify any discrepancies between the experimental group and the control group (Setyaningsih et al., 2020). The pretest results are good if the experimental group values are not significantly different from that of the control group (Sugiono, 2019).

A posttest is administered at the conclusion of the experiment to demonstrate the impact of the audiovisual hypnoteaching learning model on students' acquisition of the subject matter. Table 1 presents a description of the research design.

Table 1. Research Design

Variable	Pretest	Treatment	Posttest
Experiment	R 01	X	02
Control	R 03	C	04

(Sugiono, 2019)

The technique of data collection in this study using test instruments' learning outcomes. Before the instrument used to collect research data, validity and reliability of the instrument are tested. Validity of research instruments refers to the extent to which the research instrument can measure accurately. Instrument reliability refers to the concept of permanence regarding research results. Multiple-choice questions are used to assess learning outcomes. The collected data then analyzed based on the criteria of completeness of at least 70, after the final value is calculated by means of the Formula 1.

$$Final\ Value = \frac{score\ obtained}{maximum\ score} \times 100\% \tag{1}$$

Suprpti (2021) classify the minimum graduation criteria as follows:

Table 2. Graduation Criteria

Criteria Graduation	Qualification
≥70	Completed
<70	Not Completed

The researchers employed the N-Gain Score, t test, homogeneity test, and normality test in this study. The t test with Independent Samples t-test formula through SPSS software. The normality test was conducted using

the One-Sample-Kolmogorov-Smirnov technique, while the homogeneity test was calculated using the Levene test with the help of SPSS software.

$0.30 < g < 0.70$ Medium
 $0.70 < g < 1.00$ High

$$Ngain = \frac{S_{posttest} - S_{pretest}}{S_{max} - S_{pretest}} \quad (2)$$

Description:

- $S_{posttest}$: Score posttest
- $S_{pretest}$: Score pretest
- S_{max} : Maximum score

Table 3. N-Gain Criteria

N-Gain score normalized	Description
$-1.00 < g < 0.00$	Decrease
$g = 0.00$	No increasing
$0.00 < g < 0.30$	Low

Result and Discussion

The aim of this study was to ascertain how using an audiovisual hypnoteaching approach affected students' learning outcomes. The study included a control class that was taught by means of conventional methods. The following figure illustrates the learning results of the control class.

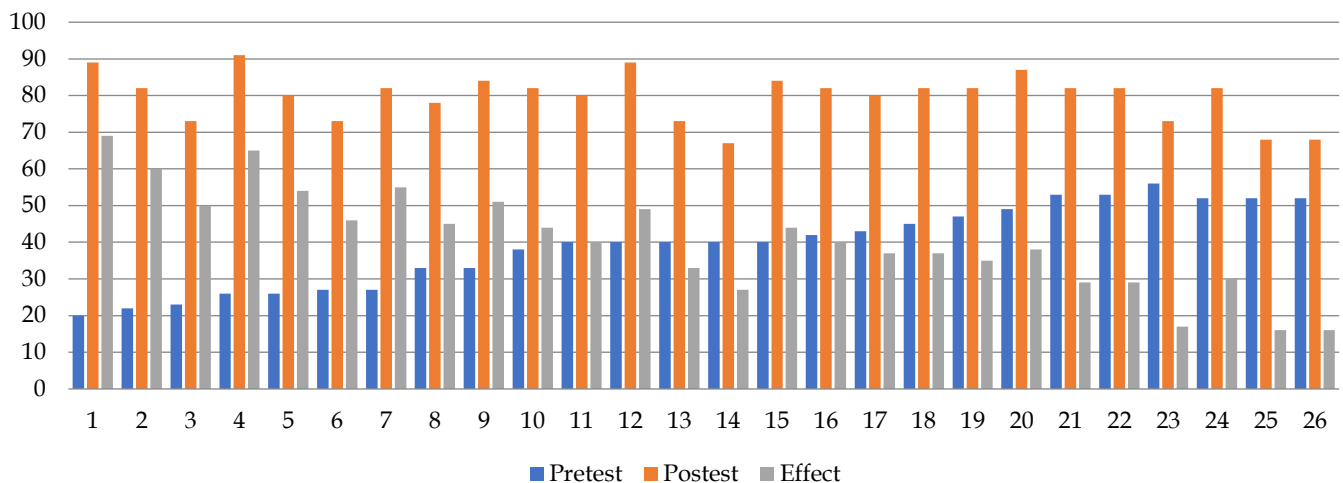


Figure 1. Pretest and Posttest Score of Control Class

The results of the pretest and posttest of the control class showed an increase. The lowest value on the pretest is 20, while the highest value is 56; and the lowest value on the posttest is 68, while the highest value

is 91. This demonstrates that there are still students who have not fulfilled the minimal criteria for completeness, namely 70. The results in the experimental class are shown in the Figure 2.

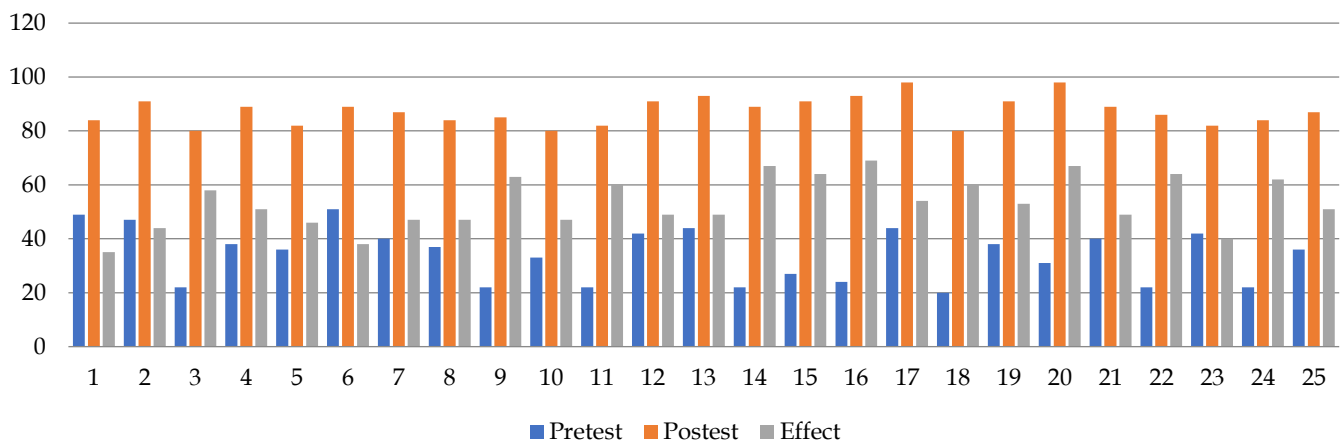


Figure 2. Pretest and Posttest Scores of Experimental Class

Experimental class showed a substantial increase. The lowest value on the pretest is 20, while the highest value obtained is 51; and the lowest value in the posttest is 80, while the highest value is 98. Based on the study's findings, all students in the experimental class had met the minimum standards for completeness. Based on the learning outcomes of control classes and experimental

classes, it can be said that there was a significant increase in learning results in experimental classes using audiovisual hypnoteaching models. Next, the normality test was used to ascertain the normal data distribution. The One-Sample-Kolmogorov-Smirnov technique is used in this normality test, and the results are shown in Table 4.

Table 4. Normality Test

Variable	Pretest kolmogrov-smirnov count	-Posttest kolmogrov-smirnov count	Kolmogrov-smirnov table	Criteria
Experiment	0.168	0.104	0.264	Normally distributed data
Control	0.136	0.137	0.259	

Based on the calculation of One-Sample-Kolmogorov-Smirnov technique, it was obtained that $L_{count} < L_{table}$. Therefore, it can be stated that the sample data in the control class and the experimental class come from a normally distributed population. Further analysis using the N-Gain test can be seen in the table below.

Table 5. N-Gain Test

Variable	Pretest	Posttest	N-gain	Description
Experiment	34.04	87.4	0.80	High
Control	39.1	79.8	0.65	Medium

Furthermore, the hypothesis test using an Independent Sample t test with H_0 is that the use of the audiovisual hypnoteaching learning model has no impact on the learning outcomes of fourth-grade students, while H_1 is that the use of the hypnoteaching audiovisual learning model has an effect on the learning outcomes of fourth-grade students. The subsequent table shows the results of the t test.

Table 6. T-test Results

Variable	Sample	Mean	T_{count}	T_{table}	Conclusion
Experiment	25	80.8	11.55	1.349	H_1 accepted
Control	26	65.2	11.55		

The t-test results indicated $t_{count} > t_{table}$; therefore, H_0 is rejected and H_1 is accepted. Thus, it can be interpreted that the audiovisual hypnoteaching learning model has an effect on the learning outcomes of fourth-grade students in material forces. The findings revealed that the typical posttest value is higher than the average pretest value. Before working on the posttest, teachers apply the hypnoteaching learning model that makes learning more fun for both students and teachers. This attracts learners' attention and helps them to stay focused on the material and not become bored during

learning. Hypnoteaching can also foster a harmonious relationship between teachers and learners.

Apart from the average posttest value, to strengthen the study's conclusion that the audiovisual hypnoteaching learning model has a positive influence on the learning outcomes of fourth-grade students is substantiated by the t test that uses a significance level of 0.05 that obtained $t_{count} > t_{table}$ that is $11,55 > 1,349$, so H_0 is rejected and H_1 is accepted. It is determined that the employment of the hypnoteaching learning model has a favorable impact on the academic performance of fourth-grade science students in material forces.

Students who learn with an audiovisual hypnoteaching model achieve significantly different learning outcomes in fourth-grade science than students who learn by means of conventional methods as a result of how the learning steps are treated and how the material is presented. The hypnoteaching educational model places greater emphasis on the learning activities of students by playing an active role and being directly involved during the learning process, while conventional models emphasize memorization and rarely involve students directly. The findings of the research show that the audiovisual hypnoteaching learning model has a substantial impact on teaching material forces to fourth-grade students.

The findings of the analysis also support the conclusions reached by research conducted by Diantari et al. (2014), which are that the hypnoteaching problem-based learning model has a positive effect on the learning outcomes of Mathematics students in Class V Gugus 1 North Kuta in the academic year 2013/2014. In addition, Amelia and Kartika (2020) found that the use of hypnoteaching learning methods had a substantial impact on the results of students' learning compared to the use of conventional methods. There is the effect of the application of hypnoteaching method on learning motivation (Amalia et al., 2022). The conclusion is the use of the hypnoteaching learning model can positively

influence fourth-grade students' performance in the learning of Natural Science (IPA).

This study's limitations are similar to the limitations experienced by other researchers, such as time constraints, because it was conducted for the final assessment semester, or UAS, and the research is only limited to fourth-grade students at SDN Jatiranggon II.

Conclusion

After utilizing the audiovisual hypnoteaching learning model, there were changes in students' learning achievements. This was proven by means of a t test with a significance level of 0.05, which indicates that the hypnoteaching learning model has a positive influence on the learning outcomes of fourth-grade students learning about material forces. Hypnoteaching learning methods can be implemented to make the learning process more interesting for students. The study is focused on the Natural Science subject of material forces; therefore, further research is needed to determine whether the same influence exists on different materials.

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Author Contributions

Conceptualization; M., I. H., R. S.; methodology; M., G. A.; software; R. S.; validation; M., S. M., G. A.; formal analysis; M., I. S.; investigation; M., S. M.; resources; M.; data curation; F. N.; writing – original draft preparation; I. S.; writing – review and editing; M., S. M.; visualization; F. N. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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