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The Open Eye Induction Techniques (Alert-Hypnosis) Development in Hypnoteaching Models for Mathematics Learning

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***Abstract*—The study was aimed at developing an effective and efficient technique of open-eye induction or alert hypnosis in hypnoteaching model for mathematics learning. It applied developmental research as the research method based on the Plomp theory with students majoring in mathematics as the research subjects. The findings of this study suggest many advantages of the application of the hypnoteaching learning models, i.e., the model make students feel relaxed on their bodies and their minds, easy to understand the subject matter, feel excited in attending the lecturers, easy to control themselves, and overcome their nerves. Based on the validation analysis, the model is categorized as valid, practical, and effective model.**

Keywords—open eye hypnosis, hypnoteaching model, developmental research

I. INTRODUCTION

Alert-hypnosis induction is one of the techniques used to make students relax and focus on learning. This technique has been studied by several hypnosis experts, e.g., [1] and they mainly the found that, in an experiment involving two groups, experimental group and control group which were respectively with and without induction alert-hypnosis, students in the former group performed the ability to listen and note the lessons better than the latter group.

Induction of alert-hypnosis or induction with open eyes logically can be used in learning because the condition of the student in learning directs them to follow conscious learning with their open eyes. Its strength over the closed eyes induction is that some symptoms such as drowsiness and lethargy as in the closed eye induction [2] do not occur. Moreover, the closed eye induction requires a separate time in learning itself, of which students must be energized to omit the unexpected symptoms. In the open eye induction, subjects will feel excited and immediately focus.

The use of Induction alert-hypnosis in a hynoteaching model will be an interesting thing to study since the closed eye induction which has been used in learning so far can be replaced with this induction model. Induction of alert-hypnosis is very different from some traditional inductions because it does not instruct the subject to close the eyes. Since it is rare to see the application of the model, it is quite important to pay attention to the model. Furthermore, it still requires to examine the model of induction with open eyes valid, practical, and effective in mathematics learning. The formulation of the problem in this study is: How do we create the alert-hypnosis induction technique in hypnoteaching learning model for effective and efficient mathematics learning.

II. METHOD

The type of research is developmental research by describing the development process and the products. The product of this study is a prototype alert-hypnosis induction technique in mathematics learning that meets the validity, practicality and effectiveness criteria. The research design used in relation to the objectives of the development research is the design of development according to [3] by following consecutive development phases, namely: preliminary study phase, design phase, realization phase, test, evaluation, and revision phase, and implementation phase

The subject of this study were students majoring in mathematics at one of higher education institution, Universitas Negeri Makassar. The object that is the focus of attention of this study is the development of the Prototype of Alert-hypnosis Induction Technique. The development process is related to activities carried out during the development phases. The results of the development relate to conclusions from the results of data analysis whether the prototype meets the validity, practicality, and effectiveness criteria are fulfilled.

A. Preliminary Study Phase

In this phase, researchers conducted observations in several classes in the department. The head of the department, the lecturers, and the students were observed and interviewed. This phase focused on seeking information about the model which were commonly applied in teaching, the references and the textbooks, the obstacles and the difficulties of the lecturers and the students, and the components of the evaluations [4].

B. Design Phase

In this phase 2, a prototype of the technique of induction of alert-hypnosis Hypnoteaching in Mathematics Learning was designed. The activities in this phase include (a) designing steps for Prototype of Alert-hypnosis induction in Mathematics Learning, (b) designing social systems or learning environments, namely situations or rules that apply in the Hypnoteaching Model, (c) designing the principles of reaction, namely the description of the teacher about how to

respond to the behaviors shown by students during learning (d) determining the support system, namely the conditions needed for the temporarily designed learning model to be implemented properly, for example the learning systems, the media, and other learning facilities, (e) setting the impact of learning for both instructional impacts and the nurturant impacts. In this phase, the instruments to implement the Induction Hypnosis were also designed [5].

C. Realization/Construction Phase

In this phase, the initial prototype was produced as a realization of the results of the Prototype design and research instruments. The results of the construction were examined whether the adequacy of supporting theories of the Induction Hypnosis has been fulfilled and applied well to each of the components. In summary, it can assure that it is ready to be tested for validity by experts and practitioners from the theoretical rational points of view.

D. Test, Evaluation, and Revision Phase

In this phase several activities were undertaken, i.e., (1) asking for expert consideration, (2) holding a trial of the application of prototype I in a lecture at a small classroom, (3) holding the revision of the prototype I based on the results of the trial and the revisions from the researchers, experts, and lecturers. This revision activity was carried out on matters deemed necessary for each component. In this activity, it is also possible to pay attention to or review things that have been done or decided in the previous phases. From the results of this review, prototype II was re-designed to be tested again. Subsequently, it was revised again on the components that are deemed necessary, then tested again. This cycle was stopped after a prototype was obtained that truly reflected the Prototype of Induction of Hypnosis in the Hypnoteaching model expected for Mathematics Learning.

E. Implementation Phase

In this phase, the implementation of the model and its instruments meet valid, practical, and effective criteria were carried out in the classroom.

III. Results and Discussion

Following each consecutive phase, the design of the alert-hypnosis is considered valid, practical, and effective. In the implementation phase, at the beginning of the lecture, students were given an explanation of active-alert hypnosis and its use in learning. It turns out that all students became very interested and motivated to participate in learning activities.

Furthermore, the participants were asked to conduct a suggestive test in the form of a "magnetic hand" technique, "magnetic eye" and "sticky finger." The results of the suggestive tests show that all research subjects have moderate to high levels of suggestiveness. Thus the programming process can be implemented properly. The success of the suggestive test will be very influential to the next program. This is in accordance with the programming theory of the subconscious mind under small success which makes great success. Next, the students were instructed to have relaxed sit. They were asked to look for the most comfortable sitting position because the position makes the subject feel relaxed quickly and deeply.

The results showed that the subjects could understand the subject matter well. Indeed, the model brings the influence of which the subject focus on lecture activities and changes in the way they learn which make them easy to understand the material. A good focus on learning will make the research subject have good absorption in learning activities.

The increased understanding is also influenced by changes in the way they learn. They did not only learn from the lecture notes, and the books recommended by the lecturers but also became active in searching for other references such as from the internet and intensively discussing the subject matter with other students. Another finding from this study was that the study subjects felt a very significant increase in ability after giving a suggestion. Subjects responded that they experienced an increase in their abilities to understand the subject matter after the suggestion by induction.

IV. Conclusion

Based on the development process and the products, it can be drawn several conclusions that the product derived from the development process has several characteristics can make students feel relaxed on their bodies and their minds, easy to understand the subject matter, feel excited in attending the lecturers, easy to control themselves, and overcome their nerves. Based on the validation analysis, the model is categorized as valid, practical, and effective model.

It can be seen that, although the open eye induction techniques can bring many advantages to the students, however, much further research which can cover broader areas of disciplines are necessary to strengthen the generalization of this study.

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