

Hypnolearning Reduces Mathematics Learning Anxiety in Elementary School

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ABSTRACT

Mathematics is often assumed to be an unpleasant subject, so that sometimes anxiety arises and there is even a fear of learning mathematics. Efforts are needed to reduce anxiety and fear of learning mathematics by providing positive and pleasant suggestions for learning mathematics through the application of Hypnolearning. The population in this study were fifth grade students at SD Negeri 1 Lengkon Kuningan. The purpose of this research is to prove empirically the application of hypnolearning to reduce anxiety. This research is important to carry out because it can be used as material for consideration in the healing process of anxiety disorders for therapists. This study uses experimental research. Research data obtained from observation, interviews and questionnaires. In the observation technique, researchers come to observe the learning process. Furthermore, researchers conducted interviews and gave questionnaires to students. The research was conducted by providing Hypnolearning to students. Data obtained from pretest and posttest.

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1. INTRODUCTION

Mathematics is often assumed to be an unpleasant subject, resulting in anxiety and even fear for students every time they encounter learning mathematics (Febriyanto et al., 2018). This makes students less focused on learning mathematics (Mulenga & Marban, 2020). Learning with all the pressures and distractions that exist can cause students to become stressed and allow anxiety to occur in the process of starting learning, especially in mathematics learning it is very significant that there is anxiety in the learning process (Chauvet-gelinier & Bonin, 2017).

Anxiety is a behavior that is caused by stress or pressure in humans (Fossat et al., 2014), anxiety causes potentially harmful effects (disorders) (Chauvet-gelinier & Bonin, 2017). In addition, molecular and genetic factors associated with oxidative stress and cell aging are associated with anxiety and depression. Genes involved in protection against oxidative stress are regulated in individual anxiety and stress, thus indicating a relationship between the intensity of anxiety or depression and cell damage, therefore anxiety needs to be cured (Maharani et al., 2018).

Nicky Setyowati (July 2018) Hypno learning is a transformation of hypnoteaching, where this technique is an improvisation of a learning method that uses positive suggestions to reach the subconscious of students. Hypno learning is actually a technique that combines hypnosis, communication, psychology, and classroom teaching techniques. In delivering subject matter, educators or widyaiswara use subconscious languages, namely persuasive language that will generate special interest for students. The word hypno learning is a combination of two words, namely hypnosis and learning. Hypnosis means suggesting and learning means learning. It can be

interpreted that hypnolearning is the art of communicating in the learning process by exploring the subconscious. Hypnolearning uses affirmation, suggestion, and visualization techniques so that students become focused, relaxed, and suggestive in accepting the subject matter provided. Based on the description above, the researcher will describe the Hypno Learning learning method for reducing anxiety learning mathematics in elementary schools, with the hope that it can help students who experience excessive anxiety or fear when facing mathematics learning.

2. RESEARCH METHODS

This study uses an experimental model research. In this model the researcher gives treatment to the sample by applying Hypnolearning to the mathematics learning process. Research looks at causal relationships with variables that are seen as causal factors with effect variables (Zedeck, 2014). The research design is formulated with the aim of having clear directions and targets to be achieved, so that problem solving in research will be good too. The design in this study was "one group pretest-posttest, design" (Sugiyono, 2017).

The population in the study were students of SDN 1 Lengkong, while the research sample was 15 fifth grade students. The sampling technique used purposive sampling. Previously, the subject was given a pretest to find out whether he had experienced anxiety, then learning mathematics through the application of Hypnolearning. Then it will be tested on the posttest to find out whether the anxiety felt has decreased or is still after being given treatment. The instrument used in this study was an anxiety test using the HARS (Hamilton Anxiety Rating Scale) test.

This questionnaire adopts Likert scale theory. The Likert scale is used to determine the level of agreement with a specific statement. This type of scale shows the degree to which respondents agree with the statements prepared (Sarstedt & Mooi, 2014). The data is measured on 5 categories of the Likert scale which contains information on the evaluation of several aspects. In this questionnaire there are 5 answer choices, with a minimum of 0 and a maximum value of 4. Respondents are encouraged to answer the answers provided according to the answer choices and how to answer. Questionnaires are a series of encouraging statements or questions that are used to obtain information from a respondent about a topic of interest, such as background characteristics, attitudes, behavior, personality, abilities or others (Zedeck, 2014). This data analysis technique uses a percentage formula.

3. RESULT AND DISCUSSION

The achievement of the desired goals in this study was carried out by an anxiety disorder test. The data collected consists of the overall pre-test, as well as post-test data. The data is then analyzed by statistical t-test as shown in the appendix. The summary of the results of the overall data analysis is presented in the form of table 4.1 as follows:

Table 1. Data Description of Anxiety Reduction Test Results
In the Hypnolearning Implementation Group

Group	Tes	N	Lowest Yield	Highest Yield	Mean	SD
Hypnolearning Implementation Group	<i>pretest-</i>	15	25	45	32.67	8.91
	<i>posttest</i>	15	10	18	15.67	2.21

From table 4.1 it can be seen that before being given treatment the hypnolearning application group had an average anxiety disorder of 32.67, while after getting treatment it had an average anxiety disorder of 15.67.

Test Instrument Trial Results

To find out the level of reliability of anxiety disorder test results from the initial test results, a reliability test was carried out. The results of the initial anxiety disorder reliability test are as follows.

Table 2. Summary of Initial Test Data Reliability Test Results

Hasil Tes	Reliabilitas	Kategori
Anxiety disorder test data	0,805	Tinggi

As for the definition of the reliability coefficient category of the test, it uses the correlation coefficient table guidelines from Book Walter as quoted (Arikunto, 2017), namely:

Tabel 3. *Range Kategori Reliabilitas*

Kategori	Validitas	Reliabilitas	Obyektivitas
Lofty	0,80 – 1,00	0,90 – 1,00	0,95 – 1,00
Tall	0,70 – 0,79	0,80 – 0,89	0,85 – 0,94
Enough	0,50 – 0,69	0,60 – 0,79	0,70 – 0,84
Not enough	0,30 – 0,49	0,40 – 0,59	0,50 – 0,69
Not significant	0,00 – 0,39	0,00 – 0,39	0,00 – 0,49

Hypothesis Testing

The t value between the pre-test and post-test in the Hypnolearning application group = 49.3978, while t -table = 2.145. It turns out that the obtained $t > t$ in the table, which means the null hypothesis is rejected. Thus it can be concluded that there was a significant difference between the results of the pre-test and post-test in the hypnotherapy application group. This means that the Hypnolearning application group has a decrease in anxiety disorders caused by the application of the treatment given, namely by applying Hypnolearning. In this application students (students) with anxiety disorders use Hypnolearning, thus causing a decrease in anxiety disorders for the better.

In carrying out the application that the effect of the method used is special, so that the different characteristics of the method can produce different effects. The treatment given during the activity is a stimulus that will get a response from the perpetrator. In this study, students (students) were given treatment with the application of Hypnolearning. Hypnolearning treatment given during the learning process will get a different response from the subject, so that it can have a different influence on the formation of abilities in research subjects. Therefore, the group that was given the Hypnolearning treatment had a different effect on reducing anxiety disorders. Thus the hypothesis which states that there is an effect after being given treatment between the application of Hypnolearning to a decrease in anxiety disorders in students (students), can be accepted as true.

Discussion of Data Analysis Results

Based on the results of testing the hypothesis by testing the difference in t values between the initial test and the final test in the Hypnolearning application group = 49.3978, while t -table = 2.145. It turns out that the obtained $t > t$ -table, which means the null hypothesis is rejected. This shows that there is a significant difference between the results of the pre-test and post-test in the Hypnolearning application group. The Hypnolearning application group had a decrease in anxiety disorders caused by the application given, namely the application of Hypnolearning. This research is in line with Lukitawati's research, (2014); Safitri & Purnamasari, (2017) found that the application of Hypnolearning in the mathematics learning process can reduce students' anxiety in geometry material.

There was a significant difference between the Hypnolearning application group, so the value of the difference in decreasing anxiety disorders was calculated in percent in the Hypnolearning application group. The Hypnolearning application group has a percentage value of reducing anxiety disorders by 37,079%. In this application students are given Hypnolearning treatment before learning, thus causing a decrease in anxiety disorders to be more optimal. This is the main factor in the formation of decreased anxiety disorders. With the good implementation of Hypnolearning, it will support a more optimal reduction of anxiety disorders. From the results of the difference test analysis, it can be described the main things as a result of this study, namely the application of Hypnolearning has an effect on reducing anxiety disorders. The results of this research analysis are supported by research by Alizamar et al., (2019); Gunderson et al., (2019) the results of his research show that there is a significant difference between the two comparison groups in the average score of math anxiety. In other words, through Hypnolearning in the experimental group with observations there was a reduction in anxiety disorders in students.

4. CONCLUSIONS

Based on the results of the research and the results of the data analysis that has been carried out, it can be concluded that there is a significant effect of the application of hypnolearning on reducing anxiety disorders in students of SD Negeri 1 Lengkong especially grade 5. This is evidenced from the results of the calculation of the final test of the application group hypnolearning, namely t count = 49.3978 greater than t -table = 2.145 with a significance level of 5%.

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