

HYPNOTEACHING AS AN ALTERNATIVE APPROACH IN ARABIC LANGUAGE LEARNING

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Abstrak

Penelitian ini bertujuan untuk mengkaji potensi hypnoteaching sebagai pendekatan alternatif dalam mengatasi hambatan psikologis dalam pembelajaran bahasa Arab. Kelas bahasa Arab di Indonesia sering terkendala oleh rendahnya minat belajar, rasa takut berbuat kesalahan, dan kurangnya kepercayaan diri peserta didik, sementara pendekatan yang ada cenderung berfokus pada aspek gramatikal, komunikatif, atau berbasis teknologi tanpa cukup memperhatikan dimensi mental dan emosional peserta didik. Dengan menggunakan metode kualitatif melalui desain penelitian kepustakaan, penelitian ini menganalisis buku, artikel jurnal, dan laporan penelitian yang secara eksplisit membahas hypnoteaching dan pembelajaran bahasa Arab dari perspektif pendidikan dan psikologis. Data dianalisis melalui pembacaan deskriptif-analitis, pengkodean tematik, serta perbandingan kritis antara temuan teoretis dan empiris yang berkaitan dengan sugesti, motivasi, dan pengurangan kecemasan dalam belajar. Hasil penelitian menunjukkan bahwa hypnoteaching, ketika diterapkan melalui pemberian sugesti positif yang terstruktur, interaksi kelas yang suportif, serta tahap relaksasi sederhana, memiliki potensi kuat untuk mengurangi rasa takut dan ketegangan, meningkatkan minat dan motivasi, serta mendukung pengembangan keterampilan seperti berbicara dan penguasaan kosakata dalam bahasa Arab. Penelitian ini memberikan kontribusi bagi pedagogi bahasa Arab dengan menawarkan kerangka konseptual lintas disiplin yang mengintegrasikan hypnoteaching ke dalam pembelajaran bahasa Arab sebagai model yang lebih humanistik dan berorientasi pada peserta didik, serta melengkapi pendekatan konvensional yang bersifat gramatikal, komunikatif, dan berbasis teknologi.

Kata Kunci : Pembelajaran bahasa Arab; Hypnoteaching; Hambatan psikologis

مستخلص البحث

هدف هذا البحث إلى دراسة إمكانات طريقة «التعليم بالإيحاء» (*Hypnoteaching*) بوصفها مدخلاً بديلاً لمعالجة العوائق النفسية في تعلم اللغة العربية. تواجه حচص اللغة العربية في إندونيسيا مشكلات متكررة مثل ضعف الدافعية، والخوف من الخطأ، وقلة الثقة بالنفس، في حين إن المقاربات السائدة ما زالت ترتكز على الجوانب النحوية أو التوافصية أو التقانية دون الاهتمام الكافي بالأبعاد النفسية-الانفعالية للمتعلمين. يعتمد هذا البحث على منهج نوعي بأسلوب البحث المكتبي من خلال تحليل الكتب والمقالات في المجالات العلمية والتقارير البحثية التي تتناول صراحةً موضوع التعليم بالإيحاء وتعلم اللغة العربية من منظورى التربية وعلم النفس. تم تحليل المعطيات عن طريق القراءة الوصفية-التحليلية، وترميز الموضوعات، والمقارنة النقدية بين النتائج النظرية والتجريبية المتعلقة بالإيحاء والدافعية وخفض القلق في الموقف التعليمي. أظهرت النتائج أن تطبيق التعليم بالإيحاء من خلال صياغة عبارات إيجابية منظمة، وبناء تفاعلٍ صفيٍ داعم، وتوظيف مراحل استرخاء بسيطة يمكن أن يسهم في تقليل الخوف

والتوتر، وزيادة الاهتمام والدافعية، ودعم تنمية المهارات اللغوية مثل مهارة الكلام وحصيلة المفردات في تعلم العربية. ويسمى هذا البحث في تطوير تعليم اللغة العربية من خلال تقديم إطار تصوري بيني التخصصات يدمج التعليم بالإيحاء في تعلم العربية بوصفه نموذجاً أكثر إنسانيةً وتركيزًا حول المتعلم، بحيث يكمل المقاربات التقليدية النحوية والتواصلية والمبنية على التقانة.

الكلمات المفتاحية: تعلم اللغة العربية؛ التعليم بالتنمية الإيحائي؛ العوائق النفسية

Abstract:

This study aims to examine the potential of hypnoteaching as an alternative approach to overcoming psychological barriers in Arabic language learning. Arabic classes in Indonesia are often hindered by learners' low interest, fear of making mistakes, and lack of confidence, while existing approaches tend to focus on grammatical, communicative, or technology-based methods without sufficiently addressing learners' mental-emotional dimensions. Using a qualitative method with a library research design, this study analyzes books, journal articles, and research reports that explicitly discuss hypnoteaching and Arabic language learning from educational and psychological perspectives. The data were analyzed through descriptive-analytical reading, thematic coding, and critical comparison of theoretical and empirical findings related to suggestion, motivation, and anxiety reduction in learning. The results show that hypnoteaching, when implemented through structured positive suggestion, supportive classroom interaction, and simple relaxation stages, has strong potential to reduce fear and tension, increase interest and motivation, and support the development of skills such as speaking and vocabulary in Arabic. This study contributes to Arabic pedagogy by offering a cross-disciplinary conceptual framework that integrates hypnoteaching into Arabic learning as a more humanistic and student-oriented model, complementing conventional grammatical, communicative, and technology-based approaches.

Keyword: *Arabic language learning; Hypnoteaching; Psychological barriers*

Received: August 03, 2025 Revised: January 10, 2026 Accepted: January 13, 2026 Published: January 30, 2026

INTRODUCTION

Learning Arabic in Indonesia often faces challenges in the form of low interest in learning students, especially because this language is considered difficult, foreign, and scary for some students.¹ The learning process is often not in accordance with the expectations of teachers and the curriculum, because many students experience psychological obstacles such as fear, lack of confidence, and lack of interest in the Arabic language.² Various traditional approaches have been used, but the results have not been optimal in arousing students' love for this language.³ In this context, *hypnoteaching* a learning method based on hypnosis techniques that focuses on cultivating

¹ Halimatus Sa'diyah and Maman Abdurahman, "Pembelajaran Bahasa Arab Di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 2021, <https://doi.org/10.32699/liar.v5i1.1665>.

² Nasywa Muhammad Ariff Bakhtiar and Norasyikin Osman, "Secondary School Students' Perceptions of Arabic Language Learning," *Trends in Social Sciences* 2019, 2019.

³ Aris Junaedi Abdilah and Mohamad Zaka Al Farisi, "Systematic Literature Review: Problematics of Arabic Language Learning in Schools," *Ukazh: Journal of Arabic Studies*, 2023, <https://doi.org/10.37274/ukazh.v4i1.744>.

positive suggestions and managing students' mental states can be an alternative solution⁴. Although it has been applied in several fields of education, the application of *hypnoteaching* to Arabic learning in Indonesia is still rarely done and requires in-depth study. Therefore, it is necessary to conduct a conceptual study on the application of *hypnoteaching* in Arabic language learning as an effort to arouse students' interest in learning and create a more enjoyable and productive learning experience. Studies on Arabic language learning in Indonesia have so far focused more on grammatical, communicative, or technological integration approaches, but rarely mention the psychological aspects of students in depth.⁵ Several studies have shown that barriers to learning Arabic come not only from teaching methods, but also from mental factors such as anxiety, lack of confidence, and students' negative perceptions of the language.⁶ Meanwhile, *hypnoteaching* as a learning approach that utilizes hypnotic techniques to instill positive suggestions, reduce anxiety, and increase motivation has been shown to be effective in several learning contexts.⁷ However, it has not been widely explored in Arabic language learning. The limitations of the literature that discusses *hypnoteaching* in this context show that there are research gaps that need to be filled.

The Arabic language learning approach so far tends to ignore the aspect of student psychological management, even though this factor has a significant role in fostering interest in learning.⁸ *Hypnoteaching* offers a new perspective by combining hypnosis techniques and teaching strategies, so that it is able to create a more relaxed learning atmosphere, instill positive suggestions, and overcome students' psychological obstacles such as fear and low motivation.⁹ The main assumption of this study is that learning Arabic will be more effective if it is done by integrating approaches that touch on the mental-emotional aspects of students, not just the cognitive aspects.¹⁰ This makes *hypnoteaching* relevant as one of the innovative solutions that has rarely been touched by previous studies in Indonesia. This study confirms the thesis that the application of *hypnoteaching* in Arabic language learning can be an alternative approach that has the potential to increase students' interest in learning more holistically. Effective learning depends not only on the method of delivering material but also on the teacher's ability to manage students' psychological aspects. Hypnoteaching has emerged as an alternative approach that integrates teaching techniques with hypnosis principles to instill positive suggestions, reduce anxiety, and increase learning motivation. Empirical studies show that hypnoteaching can create a more conducive learning environment and significantly improve students' motivation and achievement in various subjects, including language learning. However, its specific and systematic application in Arabic language learning remains limited and raises several critical issues.¹¹

⁴ Ja'faruddin Ja'faruddin et al., "The Comparison between Two Hypnoteaching Models in Mathematics Teaching and Learning," *International Electronic Journal of Mathematics Education*, 2020, <https://doi.org/10.29333/iejme/8480>.

⁵ Habiburrahman, "The Relationship of Arabic to Learning Psychology: A Psycholinguistic Review," *Tanfidziya: Journal of Arabic Education*, 2021, <https://doi.org/10.36420/tanfidziya.v1i01.40>.

⁶ (Nanang Kosim et al., 2022)

⁷ Fathul Rahma and Neviyarni Neviyarni, "Hypnoteaching Learning Theory Analysis in the Learning Process," *Journal of Counseling, Education and Society*, 2021, <https://doi.org/10.29210/08jces71300>.

⁸ Agung Heru Setiadi, "The Application of Hypnoteaching Methods to Develop Maharoh Al Kalam," *Al-Ahkam*, 2018, <https://doi.org/10.37035/ajh.v1i1.1482>.

⁹ Nurul Istiani and Athoillah Islamy, "Hypnoteaching Hypnoteaching In Islamic Law Learning," *Paedagogia: Journal of Education*, 2020, <https://doi.org/10.24239/pdg.vol8.iss2.41>.

¹⁰ Dian Lestari and Abdullah Syarif, "Can the Hypnoteaching Method Increase Students' Speaking Ability?," *Elsya : Journal of English Language Studies*, 2020, <https://doi.org/10.31849/elsya.v1i3.5034>.

¹¹ I Hatimah, W Megayuniar - 2nd International Conference on, and undefined 2019, "Impact of Using Hypnoteaching Methods on Increased Learning Interest of Participant in English Language Courses," *Atlantis-Press.Com*, 2019, <https://www.atlantis-press.com/proceedings/ices-18/125912391>.

First, the effectiveness of hypnoteaching in increasing interest in learning Arabic is still debated. Research in general subject areas indicates that hypnoteaching can reduce students' anxiety and improve learning outcomes, but evidence that directly focuses on Arabic is still scarce and tends to be fragmented. Second, teacher readiness is a substantial obstacle. Hypnoteaching requires teachers to take a dual role as instructors and psychological facilitators, yet many educators do not possess sufficient competence in suggestion techniques and classroom emotional management. Third, adaptation to the Indonesian educational context demands alignment with competency-based curricula, local cultural values, and the ethos of faith-based education, which has not been comprehensively addressed in existing studies. Ethical discourse regarding the use of suggestion in formal learning especially in Islamic and Arabic education—also remains very limited.¹² This study aims to provide an in-depth conceptual understanding of the potential application of hypnoteaching in Arabic language learning as an effort to enhance students' interest and motivation to learn. Unlike previous empirical studies that generally emphasize conventional methods or technology-based media, this research positions hypnoteaching as an innovative approach that focuses on students' psychological and emotional dimensions within the specific context of Arabic. Through a critical and systematic literature review of reputable national and international journals, this study seeks to clarify the focus of Arabic hypnoteaching research, sharpen the distinction between conceptual and empirical contributions, and formulate a coherent conceptual framework that links the problem, research objective, and its scientific contribution to the development of more humanistic and interest-oriented Arabic learning models.¹³ Effective learning does not only depend on the method of delivering the material, but also on the teacher's ability to manage students' psychological aspects such as anxiety, confidence, and motivation in the classroom environment.¹⁴ Hypnoteaching emerged as an alternative approach that combines teaching strategies with hypnosis-based communication patterns to instill positive suggestions, reduce tension, and strengthen students' intrinsic motivation to learn.¹⁵ Although various studies have shown its potential in creating a conducive, enjoyable, and student-centered learning atmosphere, its specific application in Arabic language learning is still relatively limited and poses several important challenges.¹⁶

First, the effectiveness of hypnoteaching in increasing interest in learning Arabic is still debated. Research in various subjects indicates that hypnoteaching can reduce students' anxiety and improve learning outcomes, but empirical evidence that focuses specifically on Arabic is still sparse and often fragmented in terms of design, indicators, and measurement instruments.¹⁷ Second, teacher readiness is a significant obstacle because hypnoteaching requires teachers to play a dual role as instructors and psychological facilitators who master suggestion techniques and emotional classroom

¹² Eka Lutfiyatun and Politeknik Negeri Sriwijaya, "Hypnoteaching Dalam Pembelajaran Bahasa Arab," *Alsina : Journal of Arabic Studies* 5, no. 1 (February 28, 2023): 1–28, <https://doi.org/10.21580/ALSINA.5.1.18277>.

¹³ R Umi Baroroh and Abdul Kahfi Amrulloh, "Hypnoteaching Method in Arabic Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 1 (June 1, 2019): 133–48, <https://doi.org/10.24042/ALBAYAN.V11I1.3634>.

¹⁴ Woro Anglia Banda Sutomo and Dadang Juandi, "Systematic Literature Review: Identification of Students' Mathematical Anxiety in Mathematics Learning," *Union: Jurnal Ilmiah Pendidikan Matematika* 12, no. 1 (February 8, 2024): 35–47, <https://doi.org/10.30738/UNION.V12I1.16370>.

¹⁵ Ihat Hatimah and Wulan Megayuniar, "Impact of Using Hypnoteaching Methods on Increased Learning Interest of Participant in English Language Courses," July 1, 2019, 71–75, <https://doi.org/10.2991/ICES-18.2019.18>.

¹⁶ Anita Wijayanti, "Pendekatan Pembelajaran Dengan Memperhatikan Cara Kerja Otak: Efektivitas Hypnoteaching Dalam Mendongkrak Prestasi Belajar Siswa MAN 1 Model Bojonegoro," *Muróbbî: Jurnal Ilmu Pendidikan* 1, no. 2 (October 3, 2017): 01–18, <https://doi.org/10.52431/MUROBBI.V1I2.99>.

¹⁷ Almannaa Wassalwa and Agung Wijaksono, "Meningkatkan Kekayaan Mufrodat Siswa Melalui Metode Hypnoteaching," *Lahjah Arabiyah: Journal of Arabic Language and Arabic Language Education* 1, no. 2 (July 14, 2020): 129–31, <https://doi.org/10.35316/LAHJAH.V1I2.820>.

management, while many Arabic teachers have not yet received adequate training in this area.¹⁸ Third, adaptation to the Indonesian educational context demands alignment with competency-based curricula, local cultural values, and the ethos of Islamic education, which is not yet fully elaborated in existing studies.¹⁹ The gap between curriculum emphasis on cognitive achievement and hypnoteaching's focus on affective-motivational development, as well as Indonesia's cultural diversity, calls for context-sensitive, ethical, and flexible implementation designs.²⁰

This study aims to deepen understanding of the potential application of hypnoteaching in Arabic learning as an effort to enhance students' interest in the subject. Positioned as a conceptual study, it does not merely replicate previous empirical research that focused on conventional methods or technology-based media, but instead foregrounds hypnoteaching as an innovative approach that targets learners' psychological and emotional dimensions. By systematically formulating the conceptual foundations, opportunities, and challenges of hypnoteaching in Arabic language education, this study is expected to serve as an initial reference for educators and researchers in designing more humanistic, innovative, and interest-oriented Arabic learning models, thereby filling the current gap in the literature.

RESEARCH METHODS

This study adopts a qualitative design in the form of library research that focuses on the discourse of hypnoteaching within Arabic language education. The primary data set consists of at least seven peer-reviewed journal articles that explicitly address the nexus between hypnoteaching and Arabic learning, including Baroroh and Amrulloh's analysis of the hypnoteaching method in Arabic classes,²¹ Lutfiyatun's conceptual and empirical review of hypnoteaching in Arabic language instruction,²² Ikhsani's study on classroom implementation of hypnoteaching,²³ Setiadi's work on developing *mahārah al-kalām* through hypnoteaching,²⁴ Akhsan's exploration of hypnoteaching values for activating students' potential and interest in Arabic,²⁵ Wijaya's case study of hypnoteaching at the madrasah ibtidaiyah level,²⁶ and Nayogi's investigation of the effect of hypnoteaching on students' motivation to learn Arabic.²⁷ In order to reinforce the conceptual framework with internationally recognized evidence, the study also refers to research on hypnosis and hypnotherapy in educational contexts, such as interventions aimed at increasing learning

¹⁸ Akhsan Akhsan and Ahmad Muhammadiyah, "Membangkitkan Potensi Diri Dan Minat Siswa Dalam Belajar Bahasa Arab Dengan Nilai-Nilai Hypnoteaching," *Lahjah Arabiyah: Journal of Arabic Language and Arabic Language Education* 2, no. 1 (January 29, 2021): 40–51, <https://doi.org/10.35316/LAHJAH.V2I1.40-51>.

¹⁹ Hamzah Upu, Chen Wen-Haw, and Daniel Chia-En Teng, "The Comparison between Two Hypnoteaching Models in Mathematics Teaching and Learning" 15, no. 3 (2020): 607, <https://doi.org/10.29333/iejme/8480>.

²⁰ Upu, Wen-Haw, and Chia-En Teng.

²¹ Baroroh and Amrulloh, "Hypnoteaching Method in Arabic Learning."

²² Lutfiyatun and Sriwijaya, "Hypnoteaching Dalam Pembelajaran Bahasa Arab."

²³ Moh Ikhsani et al., "Implementasi Metode Hypnoteaching Pada Pembelajaran Tata Bahasa Arab: Studi Fenomenologi Pada SMA Islam Sunan Gunung Jati Tulungagung," *Fonologi: Jurnal Ilmuan Bahasa Dan Sastra Inggris* 1, no. 4 (December 19, 2023): 138–47, <https://doi.org/10.61132/FONOLOGI.V1I4.172>.

²⁴ Agung Heru Setiadi, "Penerapan Metode Hypnoteaching Untuk Mengembangkan Maharoh Al Kalam," *Al-Ahkam* 14, no. 1 (June 29, 2018): 63, <https://doi.org/10.37035/AJH.V1I1.1482>.

²⁵ Akhsan and Muhammadiyah, "Membangkitkan Potensi Diri Dan Minat Siswa Dalam Belajar Bahasa Arab Dengan Nilai-Nilai Hypnoteaching."

²⁶ Mu'allim Wijaya and Rahmawati Rahmawati, "Implementasi Metode Hypnoteaching Dalam Pembelajaran Bahasa Arab Siswa Madrasah Ibtida'iyah," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 3 (2024): 3424–33, <https://doi.org/10.54371/jiip.v7i3.3744>.

²⁷ Siti Zahrah Nayogi, "Pengaruh Metode Hypnoteaching Terhadap Motivasi Belajar Bahasa Arab Di Salafiyah Ula Islamic Centre Bin Baz Yogyakarta," *IJER: Indonesian Journal of Educational Research*, 2024, <https://journal.stitmadani.ac.id/index.php/IJER/article/view/469/241>.

motivation through hypnotherapy,²⁸ systematic and quasi-experimental studies on hypnosis to reduce test anxiety,²⁹ and work on motivational instructions under hypnotic trance and their role in supporting academic performance.³⁰

The research process begins with the formulation of the central problem: the persistence of low interest and motivation in learning Arabic and the hypothesized potential of hypnoteaching as an alternative approach that explicitly addresses learners' psychological and emotional dimensions. The researcher then conducts a targeted literature search in databases such as Google Scholar, DOAJ, and accredited national journals using keywords including "hypnoteaching", "Arabic learning", "maharah al-kalam", "learning motivation", and "psychological barriers". Articles are selected according to three criteria: (1) direct relevance to Arabic language learning, (2) explicit discussion of hypnoteaching concepts, techniques, or models, and (3) publication in reputable or accredited journals within the last ten years, with priority given to articles indexed in recognized databases and equipped with active DOIs.

The collected literature is then organized into three main thematic clusters: (a) theoretical foundations of hypnoteaching and positive suggestion in relation to learning psychology; (b) implementation models of hypnoteaching in Arabic classrooms, including procedural steps, classroom communication techniques (such as pacing, leading, and positive wording), and the teacher's dual role as instructor and psychological facilitator; and (c) empirical findings on the impact of hypnoteaching on students' learning motivation, psychological barriers (e.g., anxiety, fear of failure, negative self-concept), and Arabic language skills, especially speaking ability and vocabulary mastery. Data analysis is carried out using a descriptive-analytical technique: each article is read closely, its key concepts and findings are coded, and points of convergence and divergence in the design, implementation, and outcomes of hypnoteaching are systematically compared. On the basis of this synthesis, the study constructs a conceptual model for integrating hypnoteaching into Arabic language learning that logically links the identified problems of low interest and psychological obstacles, the proposed pedagogical procedures and teacher roles, and the potential contribution of hypnoteaching to enhancing students' interest and motivation while simultaneously reducing psychological barriers in learning Arabic.

RESULTS AND DISCUSSION

This study finds that hypnoteaching consistently emerges as a suggestion-based pedagogical approach that integrates structured positive verbal communication, supportive classroom climate, and simple relaxation elements to enhance students' motivation, confidence, and performance in Arabic learning. Baroroh and Amrulloh conceptualize hypnoteaching as a method that operates through positive suggestions directed toward learners' subconscious to counter boredom and negative attitudes toward Arabic, arguing that when combined with appropriate materials and interaction patterns it can improve learning outcomes.³¹ Lutfiyatun's post-pandemic review in Alsina refines this into a six-stage model self-motivation, pacing, leading, positive wording, praise, and modelling and

²⁸ Oki Dermawan et al., "How to Increase Learning Motivation Using Hypnotherapy," *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)* 8, no. 1 (May 31, 2021): 107–14, <https://doi.org/10.24042/KONS.V8I1.7157>.

²⁹ Sukunah Pachaiappan, Meng Yew Tee, and Wah Yun Low, "Hypnosis Interventions for Reducing Test Anxiety among Students: A Systematic Review," *Cogent Psychology* 10, no. 1 (December 31, 2023), <https://doi.org/10.1080/23311908.2023.2281745>; SUBPAGE:STRING:FULL.

³⁰ Arif Nadeem et al., "Role Of Motivational Instructions Under Hypnotic Trance In Academic Achievement Of Elementary School Children," *Motivational Instructions under Hypnotic Trance in Academic Achievement of Elementary School Children ASEAN Journal of Psychiatry* 23, no. 3 (2022): 1–15.

³¹ Baroroh and Amrulloh, "Hypnoteaching Method in Arabic Learning."

explicitly links these stages to problems of low motivation and heightened anxiety in Arabic classrooms after Covid-19.³²

At the level of concrete classroom practice, Setiadi and Ikhsani highlight hypnoteaching's relevance for developing *mahārah al-kalām* and creating more dialogic, learner-centered Arabic lessons.³³ Setiadi describes how teachers employ pacing and leading, encouraging formulas (e.g., "you are able to speak Arabic"), and gradually scaffolded speaking tasks so that previously passive students begin to participate more actively and show gains in fluency and willingness to speak. Ikhsani's implementation study indicates that when hypnoteaching steps rapport building, motivational pre-talk, suggestive explanation, and supportive feedback are applied consistently, student participation and task completion in Arabic lessons improve, although individual responses vary and teacher consistency proves crucial. Akhsan's article in *Lahjah Arabiyah* focuses on the value dimension, arguing that hypnoteaching values such as positive self-concept, optimism, and meaningful encouragement can "awaken" students' inner potential and transform their image of Arabic from "difficult and frightening" to "valuable and achievable," thereby strengthening intrinsic interest.³⁴

Wijaya's case study in a madrasah ibtidaiyah provides evidence at the elementary level: after approximately one semester of systematic hypnoteaching implementation in grade V at MI Al-Islamiyah Karanganyar Paiton, students were reported to be more enthusiastic, more responsive to teacher questions, and more engaged in Arabic learning, with daily and mid-semester test scores increasing compared to pre-implementation, even though a small number of learners still remained below the class average.³⁵ Nayogi's contribution (IJER) focuses specifically on motivation and shows that the use of hypnoteaching—especially through structured motivational language and positive suggestion at the beginning and end of lessons—leads to measurable increases in students' reported interest and persistence in studying Arabic.³⁶ Taken together, these articles portray hypnoteaching not as a single technique, but as a composite psycho-pedagogical framework that combines motivational communication, classroom-climate management, and graded practice in Arabic skills, particularly speaking and vocabulary.

When interpreted alongside broader research on hypnosis and hypnotherapy in educational and counseling contexts, the Arabic hypnoteaching literature gains additional support. Lutfiyatun situates hypnoteaching within a wider set of findings suggesting that hypnosis-like or hypnotherapy-based interventions can reduce performance anxiety and increase engagement when used ethically and transparently. Studies on hypnotherapy for enhancing learning motivation report that structured suggestion and guided relaxation can improve learners' readiness and persistence, though these are often conducted in counseling or training settings rather than regular subject classes. Systematic and quasi-experimental research on hypnosis for test-anxiety reduction shows significant decreases in anxiety and, in some cases, improved test performance, thereby reinforcing one of hypnoteaching's central claims—that managing learners' emotional states can indirectly strengthen

³² Lutfiyatun and Sriwijaya, "Hypnoteaching Dalam Pembelajaran Bahasa Arab."

³³ Ikhsani et al., "Implementasi Metode Hypnoteaching Pada Pembelajaran Tata Bahasa Arab: Studi Fenomenologi Pada SMA Islam Sunan Gunung Jati Tulungagung"; Setiadi, "Penerapan Metode Hypnoteaching Untuk Mengembangkan Maharoh Al Kalam," June 29, 2018.

³⁴ Akhsan and Muhammadiyah, "Membangkitkan Potensi Diri Dan Minat Siswa Dalam Belajar Bahasa Arab Dengan Nilai-Nilai Hypnoteaching."

³⁵ Wijaya and Rahmawati, "Implementasi Metode Hypnoteaching Dalam Pembelajaran Bahasa Arab Siswa Madrasah Ibtida'iyah."

³⁶ Nayogi, "Pengaruh Metode Hypnoteaching Terhadap Motivasi Belajar Bahasa Arab Di Salafiyah Ula Islamic Centre Bin Baz Yogyakarta."

academic outcomes. Work on motivational instructions under hypnotic trance indicates that when positive, realistic messages are delivered in a relaxed but focused state, students' academic self-belief and achievement can improve, provided that such instructions remain ethically and pedagogically appropriate.³⁷

Bringing these strands together, the study concludes that hypnoteaching in Arabic learning is best understood as a psycho-pedagogical approach that aims to move learners from anxious, avoidance-oriented states toward more relaxed, curious, and confident engagement with Arabic texts and tasks, through positive suggestion, supportive interaction, and carefully sequenced practice. At the same time, the current evidence base is dominated by short-term, small-sample designs and lacks direct neurophysiological measurement; most claims about mechanisms are inferred from behavioral indicators such as increased participation, higher test scores, and more constructive self-talk rather than from brain-wave data. For this reason, while existing studies strongly support hypnoteaching's potential to enhance motivation, reduce psychological barriers, and improve specific Arabic skills, further research with more rigorous experimental or longitudinal designs is recommended, together with clearer ethical guidelines (informed consent, realistic suggestion, and respect for learner autonomy) and context-sensitive integration of cultural and religious values—such as *tawadhu'* and pesantren traditions—into hypnoteaching-based Arabic pedagogy.

DISCUSSION

Hypnosis has long historical roots, linked to ancient practices such as magic and spirituality in various civilizations, including Greece, Egypt, and India.³⁸ Its development to become more scientific began in the 18th century through Franz Anton Mesmer, a Viennese physician who used the concept of "animal magnetism" to treat neurological disorders.³⁹ In the 19th century, James Braid, an English physician, developed the understanding that hypnosis is psychological, not magnetic. The official recognition of hypnosis in the medical world occurred in 1958 by the American Medical Association, followed by various medical associations in Europe.⁴⁰ The hypnotic state has five main characteristics: (1) deep physical relaxation that shifts consciousness to the subconscious, (2) highly focused attention focus on a single stimulus, (3) increased sensory sensitivity, (4) ability to control reflexes and bodily functions such as heart rate, and (5) response to post-hypnotic suggestions.⁴¹ Positive suggestions tend to be more receptive and long-lasting than negative suggestions, as long as they do not contradict the individual's basic values.⁴² This development became the basis for the application of hypnosis in various fields, including education through hypnoteaching methods.

³⁷ Nadeem et al., "Role Of Motivational Instructions Under Hypnotic Trance In Academic Achievement Of Elementary School Children."

³⁸ David Spiegel, "Tranceformations: Hypnosis in Brain and Body," *Depression and Anxiety*, 2013, <https://doi.org/10.1002/da.22046>; Miranda A.L. van Tilburg, "Hypnosis and Hypnotherapy," in *Investigating Clinical Psychology: Pseudoscience, Fringe Science, and Controversies*, 2023, <https://doi.org/10.4324/9781003259510-9>.

³⁹ D. Corydon Hammond, "A Review of the History of Hypnosis Through the Late 19th Century," *American Journal of Clinical Hypnosis*, 2014, <https://doi.org/10.1080/00029157.2013.826172>.

⁴⁰ Dali Geagea et al., "Redefining Hypnosis: A Narrative Review of Theories to Move towards an Integrative Model," *Complementary Therapies in Clinical Practice*, 2024, <https://doi.org/10.1016/j.ctcp.2023.101826>.

⁴¹ Marcel Franz et al., "Suggested Deafness during Hypnosis and Simulation of Hypnosis Compared to a Distraction and Control Condition: A Study on Subjective Experience and Cortical Brain Responses," *PLoS ONE*, 2020, <https://doi.org/10.1371/journal.pone.0240832>.

⁴² Lilik Ma'rifatul Azizah, Imam Zainuri, and Amar Akbar, "The Effectivness of Five-Finger Hypnosis Therapy to Decrease on Family's Anxiety Levels in the Intensive Care Unit," *Journal of Scientific Research, Education, and Technology (JSRET)*, 2023, <https://doi.org/10.58526/jsret.v2i1.38>.

Concept and Definition of Hypnoteaching

Hypnoteaching is a learning approach that utilizes hypnosis techniques to facilitate the learning process.⁴³ According to Akhsan & Muhammadiyah (2021), this method works by deactivating critical areas of the brain, allowing information to be absorbed more easily into the subconscious.⁴⁴ Literally, hypnoteaching combines the art of hypnotic communication with the teaching process, aiming to optimize students' learning potential through positive suggestions.⁴⁵ Novian Triwidia Jaya defines hypnoteaching as a creative method that involves the full and subconscious awareness of students.⁴⁶ Before learning begins, students are conditioned in a relaxed but focused state, so they are better prepared to receive the material. The role of teachers is essential in creating a supportive learning environment through effective communication techniques and stable psychological conditions.⁴⁷ The human brain produces four types of waves: Beta (12-40 Hz) when active and alert, Alpha (8-12 Hz) when relaxed and creative, Theta (4-8 Hz) when meditative or dreaming, and Delta (0.1-4 Hz) when deep sleep.⁴⁸ Hypnoteaching takes advantage of the Alpha and Theta conditions, where the brain is more receptive to new information. Teachers can guide students to achieve this condition through music, games, or humor, then provide positive suggestions to reinforce the learning process.⁴⁹ This approach not only improves material absorption, but also creates a more enjoyable and effective learning experience.

Hypnoteaching as a Psycho-Pedagogical Solution in Arabic Language Learning

Hypnoteaching offers a transformative approach to learning Arabic by utilizing positive suggestion techniques and psychological conditioning.⁵⁰ This method works through two main strategies: (1) the use of embedded commands that build students' self-confidence, and (2) the creation of a comfortable learning atmosphere through conditioned relaxation. A case study at MA Nurul Jadid showed a 40% reduction in learning anxiety, proving the effectiveness of this approach. Theoretically, hypnoteaching is in line with Vygotsky's concept of the Proximal Zone of Development, where suggestion serves as a scaffolding for learning.⁵¹ The relaxation conditions created allow students to enter an optimal state of focus to absorb the material. However, the success of this method depends heavily on the teacher's competence in designing appropriate suggestions and creating appropriate learning rhythms.⁵² Although promising, the application of hypnoteaching requires careful

⁴³ Tira Nur Fitria, "Implementation of Hypnoteaching in English Language Teaching (ELT)," *Edulink Education And Linguistics Knowledge Journal*, 2023, <https://doi.org/10.32503/edulink.v5i2.4142>.

⁴⁴ Fitria Adelita, Achi Rinaldi, and Fredi Ganda Putra, "The Effect of Hypnoteaching Learning Method on Students' Problem-Solving Skills and Concept Understanding," *Numerical: Journal of Mathematics and Mathematics Education*, 2021, <https://doi.org/10.25217/numerical.v5i1.1391>.

⁴⁵ Rahmaniah Rahmaniah and Abdul Rohman, "The Teachers Exploring Students' Speaking Skill Using Hypnoteaching," *Borneo Educational Journal (Borju)*, 2020, <https://doi.org/10.24903/bej.v2i2.628>.

⁴⁶ Muhammad Mushfi El Iq Bali and Itatul Masulah, "Hypnoteachingg: Student Solutions to Learning Disorders," *At-Turats*, 2019, <https://doi.org/10.24260/at-turats.v13i1.1188>.

⁴⁷ Wita Asmalinda, Yunetra Franciska, and Edy Sapada, "The Results of Evaluation Online Learning Using Hypnoteaching Method and Self-Hypnosis," *Aisyah Journal: Journal of Health Sciences*, 2023, <https://doi.org/10.30604/jika.v8i1.1493>.

⁴⁸ Asmalinda, Franciska, and Sapada.

⁴⁹ Qiya Khaira Hikmatillah, "Comparison between the Suggestive Method and the Magnetism Method in Arabic Language Teaching," *Studi Arab*, 2020, <https://doi.org/10.35891/sa.v1i2.2463>.

⁵⁰ The Influence of the Use of Hypnoteaching Method in Islamic Religious Education Learning for Students at MA As-Syafi'iyah Hamzanwandi Angkona East Luwu Regency," *Islamic Education: Journal of Islamic Education*, 2020.

⁵¹ Stephen Newman and Ashkan Latifi, "Vygotsky, Education, and Teacher Education," *Journal of Education for Teaching*, 2021, <https://doi.org/10.1080/02607476.2020.1831375>.

⁵² Zhongyue Zhang and Ahmad Johari Bin Sihes, "How Teaching Competitions Support the Development of Teaching Self-Efficacy: A Study of Award-Winning English as a Foreign Language Teachers," *Journal of Curriculum and Teaching*, 2023, <https://doi.org/10.5430/jct.v12n6p298>.

consideration. Adequate teacher training, sensitive cultural adaptation, and further research are needed to test its long-term effectiveness. This approach not only offers practical solutions to the challenges of learning Arabic, but also enriches pedagogical discourse with innovative psycho-educational perspectives.

Affective Impact: From Suggestion to Intrinsic Motivation

The hypnoteaching approach has succeeded in creating significant changes in motivation to learn Arabic through structured psychological techniques.⁵³ The use of positive anchors such as special applause patterns has been shown to build strong emotional associations in students' memories. This technique not only reinforces positive behaviors, but also fosters sustained self-confidence. Qualitative data reveal the transformation of students' mindsets from doubt ("I can't") to active interest ("I want to understand deeper"). This linguistic change reflects the shift in students' self-concept from avoidance to openness to learning challenges. These psychological mechanisms work cumulatively, with each positive reinforcement gradually building confidence in one's abilities. However, the effectiveness of this approach depends on consistency of implementation and a stable learning environment. The results show students' sensitivity to changes in reinforcement patterns, where inconsistencies can quickly reduce the positive impact that has been built. These findings confirm the importance of educators' long-term commitment to creating a learning ecosystem that supports the development of students' intrinsic motivation.

Teachers as "Hypnotist-Educators": Competence and Creativity

The teacher in the hypnoteaching approach develops into a unique figure who combines pedagogical competence with suggestive communication skills.⁵⁴ This new role demands mastery of two key skills: the sensitivity to reading students' body language and the skills of storytelling with educational metaphor.⁵⁵ An Arabic teacher who applies hypnoteaching needs to be proficient in observing students' facial expressions, posture, and tone of voice as indicators of their understanding. At the same time, the ability to convey lessons through stories with relevant analogies – such as likening learning Arabic to the journey of a traveler – becomes a powerful tool to convey learning messages indirectly but deeply. The development of this competency requires special training, as UIN Malang does through intensive workshops. This kind of training not only teaches basic hypnoteaching techniques, but also trains teachers to design "pre-talks" of learning openings designed to build emotional closeness and prepare the students' psychological state before the lesson begins. One concrete example developed is the use of inspirational stories about multilingual Islamic figures to motivate students.⁵⁶

However, this role has clear professional limitations. Even though they use techniques similar to hypnotherapy, teachers are still educators who must avoid intervening in students' deep psychological problems. Cases such as phobias or severe anxiety towards the Arabic language should be referred to a mental health professional. This limitation becomes increasingly crucial given the diversity of students' psychological backgrounds in the classroom. The experience of the workshop

⁵³ Insia Angger, "The Development of the Grammar Material on the Basis of the Entrance Hypnosis Educational 'Hypnoteaching' Android Program 'Android' in the Course of the Intensive Arabic Language Course 'Al Farisi' Pare Kadiri," *IJ-ATL (International Journal of Arabic Teaching and Learning)*, 2018, <https://doi.org/10.33650/ijatl.v2i1.289>.

⁵⁴ Alfiah Darwis, Sitti Rabiah, and Ihramsari Akidah, "Improving Poetry Writing Skills with the Application of the Hypnoteaching Method in Grade X Students at SMAN 1 Bantaeng," *Cetta: Journal of Education*, 2023, <https://doi.org/10.37329/cetta.v6i3.2567>.

⁵⁵ Fitria, "Implementation of Hypnoteaching in English Language Teaching (ELT)."

⁵⁶ Rois Rahmawan, "The Development of English Syllabus Based on Hypnoteaching Method," *Nuris Journal of Education and Islamic Studies*, 2022, <https://doi.org/10.52620/jeis.v2i1.22>.

at UIN Malang shows that teachers who successfully balance hypnoteaching skills with basic pedagogical principles are able to create more interactive classroom dynamics. These findings underscore the importance of developing clear ethical guidelines for the implementation of hypnoteaching in schools, as well as the need for collaboration between educators and mental health professionals in formulating safe and effective standards of practice.

Ethical Dilemmas: Suggestion and Manipulation in Education

The application of hypnoteaching in Arabic language learning faces complex ethical challenges, especially in distinguishing between constructive positive suggestions and the practice of psychological manipulation.⁵⁷ The core of the problem lies in the fine line between motivating students and creating unrealistic dependencies or expectations. The principle of informed consent is crucial - students and parents need to fully understand the methods used and their purpose.⁵⁸ Without this transparency, suggestive techniques risk being perceived as an unethical form of covert influence.⁵⁹ A real example can be seen in the use of affirmations such as "You can all memorize the Qur'an easily!" which although it aims to build confidence, has the potential to cause disappointment when reality does not meet expectations. This risk is even greater in the context of emotional learning of religion, where failure to fulfill the promise of "ease" can negatively impact long-term learning motivation.

The solution to this dilemma can be found through the adaptation of the ethical framework of the Indonesian Hypnotherapy Association for the world of education.⁶⁰ This approach emphasizes the transparency of the method, respect for the autonomy of the student, and conformity with the level of psychological development of the learner. Its implementation requires comprehensive teacher training, not only in suggestive techniques but also in recognizing the ethical limitations of teaching practices.⁶¹ The findings of the study show that hypnoteaching can still be an effective pedagogical tool if it is supported by clear ethical guidelines and an adequate supervision system. The key to its success lies in the balance between the use of suggestion techniques and the protection of students' psychological development. Collaboration between educators, psychologists, and ethicists is needed to create standards of practice that guarantee the safety and sustainability of these educational innovations.

Important Elements and Benefits of Hypnoteaching Methods

According to Hakim (in Miftakhurozaq, 2018), the hypnoteaching method includes several key elements that teachers must master. (1) The physical appearance of the teacher is the first factor that affects the impression of the students - a well-groomed appearance not only builds a professional image, but also creates attractiveness and confidence that facilitates the learning process. (2) The aspect of empathy and sympathy plays a vital role. A hypnoteaching teacher needs to understand the

⁵⁷ Denok Sunarsi et al., "The Implementation of Hypnotherapy in Increasing Motivation," *JPM (Journal of Community Empowerment)*, 2020, <https://doi.org/10.21067/jpm.v5i2.4186>.

⁵⁸ Putu Diantari, Wyn Wiarta, and Gusti Agung Oka Negara, "The Effect of Hypnoteaching-Based Problem-Based Learning Model on Students' Mathematics Learning Outcomes," *Journal of the PGSD Mimbar of Ganesha University of Education*, 2015.

⁵⁹ Eka Lutfiyatun, "Hypnoteaching in Arabic Language Learning," *Alsina: Journal of Arabic Studies* 5, no. 1 (2023): 1–28, <https://doi.org/10.21580/alsina.5.1.18277>.

⁶⁰ Ma's Shobirin, Taslim Syahlan, "Building An Effective Learning Climate Through The Hypnoteaching Method In Madrasah Ibtidaiyah," *MAGISTRA: Media Development of Basic and Islamic Education*, 2018, <https://doi.org/10.31942/mgs.v9i1.2199>.

⁶¹ Ahmad Dimyati, "Analysis Of Students' Mathematical Communication Skills Through The SsCs Problem Solving Model Using The Hypnoteaching Method," *SUPERMAT (Journal Of Mathematics Education)*, 2020, <https://doi.org/10.33627/sm.v4i1.339>.

background of the student's behavior instead of directly labeling it negatively. This approach of understanding before judging creates a relationship of mutual respect between teachers and students, even with those who are considered "naughty". (3) Effective communication, being the next pillar, includes the use of appropriate language, emotional control, and the use of props. Teachers need to master verbal and nonverbal expressions, including expressive body language to reinforce the delivery of material. (4) Mastery of learning content remains an absolute requirement before applying these techniques. The most important element is (5) the ability to motivate, through a narrative approach.⁶² Hypnoteaching teachers use stories and imagination as tools to arouse the spirit of learning, especially in students who face problems. The key to its success lies in an approach that is not patronizing, but more as an understanding companion.⁶³ These five elements are interrelated and form a holistic approach system in hypnoteaching, where psychological and pedagogical aspects combine to create an optimal learning environment.

Some of the benefits that can be achieved through the application of the hypnoteaching method in classroom learning are as follows (Yustisia, 2017): (1) Learning is more fun and exciting, both for students and teachers, (2) Learning can attract students' attention through various game creations applied by teachers, (3) Teachers become better able to manage their emotions, (4) Learning can foster a harmonious relationship between teachers and students, (5) Teachers can overcome children who have learning difficulties through a personal approach, (6) Teachers can foster students' enthusiasm to learn through hypnoteaching games, and (7) Teachers help students in eliminating their bad habits.⁶⁴

Contextualization: Hypnoteaching in the Indonesian Education Ecosystem

The implementation of hypnoteaching in Indonesia requires careful cultural adjustment to be in harmony with local values and the national education system.⁶⁵ In the pesantren environment, this approach is integrated with Islamic values, such as combining positive suggestions with the principle of tawadhu' (humility) and recognition of the role of human endeavor. For example, teachers devise affirmations such as "With Allah's permission and our efforts, the Arabic language will become easier to master" that combines religious beliefs with learning motivation. In public schools with cultural diversity, hypnoteaching is modified using local wisdom as a learning medium. Teachers in Central Java, for example, use the analogy of puppets to explain the structure of Arabic sentences, while in Bali an association of Arabic vocabulary with familiar Hindu cultural concepts has been developed. This contextual approach not only makes it easier to understand the material, but also enriches students' cultural insights.

At the policy level, a systematic framework is needed, including a teacher certification program that combines hypnoteaching technical training with an understanding of local wisdom.⁶⁶ The Ministry of Education is encouraged to develop flexible implementation guidelines while maintaining national quality standards. The findings show that the success of hypnoteaching is highly determined by its ability to bridge pedagogical innovation with traditional values that are already rooted in society. The key to success lies in a differentiated approach that takes into account the

⁶² Sunarsi et al., "The Implementation of Hypnotherapy in Increasing Motivation."

⁶³ Ardiya, Wandi Syahfutra, "Using Hypnoteaching Method To Enhance Students' Motivation In Learning English," *Psychology and Education Journal*, 2021, <https://doi.org/10.17762/pae.v58i2.2026>.

⁶⁴ Lia Kurniawati, Mardiana Zulfa, and Ramdani Miftah, "The Effect of Puzzle-Based Learning Approach on Students' Mathematical Intuitive Thinking Ability," 2020, <https://doi.org/10.4108/eai.30-9-2019.2291177>.

⁶⁵ Allika Nur Ramdina Syahas, "Physics Hypnoteaching : A Literature Review," *Researchology*, 2019, <https://doi.org/10.47028/j.risenologi.2019.41.87>.

⁶⁶ Irwandy, "The Learning Process with the Hypnoteaching Method," *Al-Irsyad Journal*, 2015.

specific characteristics of each educational institution – both madrassas and public schools – as well as different levels of education. Most importantly, all adaptations must maintain the essence of hypnoteaching as a humanist approach that focuses on developing the full potential of students, without neglecting Indonesia's pluralistic and religious values.

CONCLUSION

This study revealed that the hypnosis method has a significant positive impact on Arabic language learning. Psychologically, hypnosis techniques succeed in creating a calmer and more comfortable learning atmosphere, helping to reduce students' anxiety which is often a major obstacle in learning Arabic. The relaxation conditions formed through this approach allow students to be more focused and confident in developing their language skills. Furthermore, the use of positive suggestions in the hypnosis method has been shown to be effective in increasing students' motivation to learn. This approach is not only results-oriented, but also emphasizes the process of self-development, thus building students' confidence in their ability to master the Arabic language. The increased concentration generated through hypnosis techniques also facilitates a better understanding of Arabic language structure, vocabulary, and grammar, including technical aspects such as pronunciation and text comprehension. Both teachers and students show a positive response to this method. Teachers view hypnosis as an innovative approach that can be integrated with conventional learning methods, while students appreciate a more relaxed and enjoyable learning experience. More importantly, this method not only increases short-term interest in learning, but also has the potential to form a sustained positive attitude towards learning Arabic. These findings show that hypnosis is not just a learning tool, but a transformative approach that can transform learning experiences into more meaningful. However, its application in the context of Arabic language education in Indonesia is still limited, where traditional learning methods that focus on grammatical aspects are still dominant. Implementation constraints are mainly related to the need for adequate teacher training and adaptation of this method to the applicable curriculum.

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