



The Effect of Hypno-Teaching Toward Ability of Critical Thinking Students 2nd Level of Nursing Study Program, Stikes Santa Elisabeth Medan

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Abstract. Hypno-teaching is a creative, unique, and imaginative learning method. This study aims to determine the Effect of Hypno-Teaching Toward The Ability of Critical Thinking Students 2nd Level of Nursing Study Program, STIKes Santa Elisabeth Medan. The study design was classroom action research. This study's respondents were 74 students of Nurses level II, which obtain through the purposive sampling technique. These respondents divide into two groups: the intervention group using the Hypno-teaching method and the control group using the conventional learning method. Each group was 37 respondents. The results showed that the mean Ability of students' critical thinking in the intervention group before Hypno-teaching was 7.84 with a standard deviation of 3,648 after Hypno-teaching was 12.46 with a standard deviation of 3,671. The statistical test results showed that the value $P = 0.000$ means a positive difference in the average Ability of critical thinking of students between before and after Hypno-teaching, with an increase in the range of 4.62. The control group also found that the mean pretest scores of students were 10.78 with a standard deviation of 4.158, and the mean post-test scores were 13.27, with a standard deviation of 3.097. The results of statistical tests showed that the value of $P = 0.004$ means that there is a difference in the average Ability of critical thinking of students in a positive direction between before and after learning that using conventional methods, with an increased range was 2.49. This study showed that the Hypno-teaching method could improve students' critical thinking skills better than Sectional methods. These two methods influence students' critical thinking skills, but the average increase in Hypno-teaching reached 4.62, while in the conventional method only increases to 2.49.

Keywords: Hypno-teaching, Ability of Critical Thinking, Learning Method



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INTRODUCTION

Critical thinking is a way of thinking to manage ideas and opinions to make the right decisions. Therefore, it is necessary to have high-quality human resources. Human resources can develop their potential and think critically to devote themselves to community service. Nurses need to develop their ability to think critically so that nurses can develop their Ability to provide nursing care to patients. Critical thinking is a mental activity in examining and clarification in detailing evaluating or assessing specific problems using logic, systematic, reflective, and focusing the emphasis on making decisions on inference about what should do to get for the problem (3).

Nurse's critical thinking skills are needed. However, not all nurses have good critical thinking skills. Research results from Ferawati&Elsye (4) stated that students' critical thinking skills in the medical surgical nursing subject were still weak. In this case, a nurse shows various problems in nursing services. The nurse in critical thinking involves reasoning and problem solving where all decisions are evidence-based. So, nurses must have the Ability of critical thinking to solve problems that occur in nursing services optimally. Therefore, in the educational process, nurses should be encouraged to develop critical thinking skills to make the right decisions. The observations in the learning process shown that students of the Second Level Nursing Study Program are less courageous in raising critical ideas and afraid to argue, less interaction between lecturers and students, and are often sleepy. Some students tell stories with their friends during the learning process and rarely do their assignments or homework on time. The evaluation results showed that most of the students got unsatisfactory scores. It indicates that students' thinking skills are still less. Therefore, lecturers are required to develop learning models so that students have their desire to learn and the courage to express their opinions.

Based on the problems, innovation is needed to develop thinking skills. One of the learning methods that will grow in this study is the Hypno-teaching model. Hypno-teaching is a creative, unique, and imaginative learning method. Hypno-teaching is an attempt to hypnotize or suggest students be better and improve their achievement. Hypno-teaching can be said an improvisation of learning (2). The Hypno-teaching method aims to stimulate students' critical thinking skills to answer questions related to perceptions actively. Students are not nervous when expressing opinions, focusing on learning, and building interaction between teachers and students and their friends (6).

OBJECTIVE

The study aimed to determine the Effect of Hypno-Teaching Toward The Ability of Critical Thinking Students 2nd Level of Nursing Study Program, STIKes Santa Elisabeth Medan.

METHOD

The design of this study was classroom action research. Classroom action research is action research carried out by teachers in the classroom, which is a series of research and actions carried out cyclically to solve problems (5). This study direct at product development. It was called the Hypno-teaching-learning model and thinking skills. This study conduct in two cycles of action, consisting of four stages: planning, implementing the action, observation, and reflecting. The higher result can see the benchmarks for the success of this study of measuring students' thinking abilities.

In general, the flow chart in Classroom action research describ as follows:

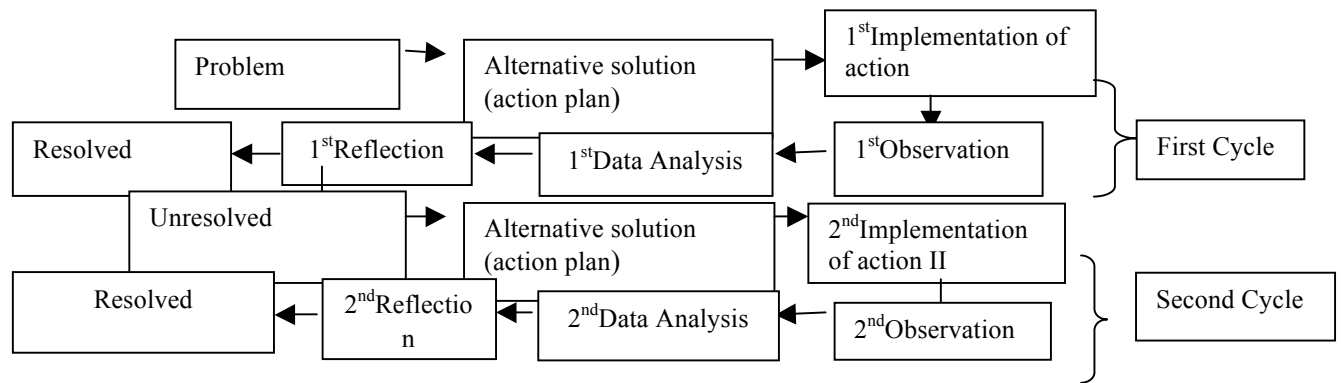


Figure 1. Flow Action in *Classroom action research*

Before the study was carried out, the writer first passed the ethical test by the research ethics committee of STIKes Santa Elisabeth Medan. After that, the writer submitted a study or research permit to the Board for Research and Community Service. After receiving a research letter from the Board for Research and Community Service, the researcher coordinated with the Chief of the Nursing Study Program STIKes Santa Elisabeth Medan to prepare the study's implementation. Researchers provide explanations to respondents about the research objectives, research benefits, and the research process. Furthermore, the researcher invited the respondent to sign the approval sheet as a statement of approval for participation as research respondents.

The data collection process was carried out during the teaching and learning process taking in the classroom, namely during learning in the third semester of the 2018/2019 academic year from August - September in 2018. The instruments used in this study included (1) data on Ability of students' critical thinking that using tests and (2) Hypno-teaching implementation data were collected by observation sheets.

This study's population was all students of the 2nd Level of Nursing Study Program, STIKes Santa Elisabeth Medan, in the 2018/2019 academic year, totaling 112 students. The total population was 91 students (based on student data for the 2017/2018 school year). However, because the research implementation began in the 2018/2019 academic year, the population number changed to 112 students divided into 2 classes (A and B). The previously sampling technique was cluster random sampling which changed to purposive sampling because one of the sampling criteria was the respondent had to pass the suggestion test. So Sample was found as 74 students divided into 37 students of level II-A as the control class using conventional learning methods and 37 students of level II B as the experimental class using the Hypno-teaching learning method. Class B was used as the intervention group because class B's average GPA was lower than class A.

Before the study is carried out, the study instrument is tested for validity and reliability to be used as a measuring tool for study. Before collecting the data, the instrument tested first, aiming to ensure that the tools to be used have validity and reliability. The instrument test used the Hypno-teaching implementation procedure test, which involved 4 hypnotherapists who also worked as health and nursing education lecturers and the limited trial (small group trial) in the Diploma III Nursing Study Program level II, totaling 20 students using a randomized control group design. pretest-posttest. (14)

The Validity Test and Reliability Test of the product/instrument used qualitative and quantitative descriptive analysis (empirical test). The practical test used the Rasch model with the program of Winstep for free/ Ministeps (15). This study's assessment analysis model developed using qualitative and quantitative descriptive analysis based on the Ministry of National Education Junknis 2010. The Valid items were in the range $0.5 < \text{MNSQ} < 1.5$ (attached), which means that 26 question items on the critical thinking ability questionnaire were good.

Analysis of the effect of Hypno-teaching on the Ability of students' critical thinking in the control and intervention groups used the T-test. The significance level that was used is $\alpha = 0.05$.

RESULTS

Characteristics of Respondents in Control and Intervention Group

Table 1 described the characteristic of respondents based on gender. The results found that most of respondents in the control group were female (91.8%) and only 8.2% of Male. The intervention group shows that most of respondents were also female (89.1%) and 10.9% of them were male

Table 1. Distribution of respondents in control and intervention group

| Gender | Control group | | Intervention group | |
|--------|---------------|------|--------------------|------|
| | N | % | N | % |
| Male | 3 | 8.2 | 4 | 10.9 |
| Female | 34 | 91.8 | 33 | 89.1 |

Mean score of students' ability on critical thinking before and after receiving the hypnoteaching among the control and intervention group

Table 2 described the Mean score of students' ability on critical thinking before and after receiving the *hypnoteaching* among the control and intervention group. The findings showed that Mean Ability of critical thinking before receiving the Hypno-teaching in the control group were $M \pm SD$: 10.78 ± 4.158 . Whereas in the intervention group showed that $M \pm SD$: 7.84 ± 3.648 before receiving the intervention.

After receiving the intervention, the mean of critical thinking among the control group was $M \pm SD$: 13.27 ± 3.097 . Whereas in the intervention group also showed $M \pm SD$: 12.46 ± 3.671 .

Table 2. Mean score of students' ability on critical thinking before and after receiving the hypnoteaching among the control and intervention group

| Ability on critical thinking | Group respondents | N | Mean | Median | SD | Minimize-Maximize | 95% CI |
|------------------------------|-------------------|----|-------|--------|-------|-------------------|---------------|
| Before <i>Hypno-teaching</i> | Control | 37 | 10.78 | 11 | 4.158 | 4 - 21 | 9.40 – 12.17 |
| | Intervention | 37 | 7.84 | 7 | 3.648 | 1 - 16 | 6.62 – 9.05 |
| After <i>Hypno-teaching</i> | Control | 37 | 13.27 | 14 | 3.097 | 6-17 | 12.24 – 14.30 |
| | Intervention | 37 | 12.46 | 13 | 3.671 | 5 - 19 | 11.24 – 13.68 |

The Effect of hypno-teaching on students' ability on critical thinking in intervention group

The mean ability of students' critical thinking in the intervention group before Hypno-teaching was 7.84 with a standard deviation of 3.648. The mean Ability of crucial thinking after Hypno-teaching was 12.46 with a standard deviation of 3.671. The results of the statistical test showed that the value $P = 0.000$, which means that there is a positive difference in the average Ability of critical thinking students between before and after Hypno-teaching, with an increase in the range in 4.62

Table 3. The Effect of hypno-teaching on students' ability on critical thinking in intervention group

| Variable | Mean | SD | t | P-value |
|----------|-------|-------|--------|---------|
| Before | 7.84 | 3.648 | -5.690 | 0.000 |
| After | 12.46 | 3.671 | | |

The effect of hypno-teaching toward ability of students' critical thinking in control group

The mean ability of critical thinking of control group students before conventional learning is 10.78 with a standard deviation of 4.158. The mean of essential skills of thinking after education was 13.27, with a standard deviation of 3.097. The statistical test results showed that the value $P = 0.004$, which means that there is a difference in students' average critical thinking ability in a positive direction between before and after learning that using conventional methods, with an increased range in 2.49.

Based on the T-test results, the value $p = 0.000$ ($p < 0.05$) was obtained. It means that there is a significant effect of Hypno-teaching on students' critical thinking ability of the 2nd level of Nursing Study program, STIKes Santa Elisabeth Medan.

Table 4. The effect of hypno-teaching toward ability of students' critical thinking in control group

| Variable | Mean | SD | t | P-value |
|----------|-------|-------|--------|---------|
| Before | 10.78 | 4.158 | -3.064 | 0.004 |
| After | 13.27 | 3.097 | | |

DISCUSSION

The Ability of Students' Critical Thinking Before Hypno-teaching

Based on table 2, the data shows that the mean of critical thinking ability before Hypno-teaching in the control group is 10.78 with a standard deviation of 4.158. In the intervention group, the mean is 7.84, with a standard deviation of 3.648. It showed that before implementing Hypno-teaching, the average of the control group's critical thinking ability was higher than the intervention group. The control group has a higher critical thinking ability. Since the beginning, class A, the control group, had a higher GPA average than class B, which was the intervention group, or in other words, these respondents were not homogeneous. It is also the reason for choosing class B to become the intervention group, and I hope that will obtain meaningful changes will be obtained in class B.

Critical thinking skills are essential for students because they can be rational and have the best choices (8). Students who think critically will be able to solve problems effectively. Can see the ability to conclude what students know, know how to use the information to solve problems, and search for relevant information sources (13).

Critical thinking will improve intellectual abilities so that it will support student learning achievement. Students' intellectual Abilityability greatly determines their success in obtaining achievements, whereas achievement is interpreted as the results obtained because their learning activities have been carried out and evaluated (1). In accordance with the results of Kozma's research (9) critical thinking skills will increase students' Ability to explain during discussions. Factors that influence students' critical thinking skills are cognitive, social, motivation, psychology, intellectual development, anxiety, and physical conditions (12).

The Ability of Students' Critical Thinking After Hypno-teaching

Based on table 3. the results data show that the mean of critical thinking skills after conventional learning in the control group is 13.27 with a standard deviation of 3.097. In contrast, the intervention group with the Hypno-teaching-learning method has a mean of 12.46, with a standard deviat

Bystudy, was conducted in second cycles. In this study, the 2nd cycle of implementation is an improvement of the 1st cycle. This study applies learning of Hypno-teaching by observing student activity and the results of evaluation tests. Before implementing Hypno-teaching for the intervention group, data was obtained that from 37 students of the 2nd level Nursing Program of STIKes Santa Elisabeth Medan's took the evaluation test and found the mean value of critical thinking skills was 7.84.

Based on the achievement of the student's critical thinking ability indicators, before the Hypno-teaching action, students were unable to achieve critical thinking ability. And then, its learning activities need to have reflection before Hypno-teaching is carried out. Based on fellow lecturers' observations, the group's determination was incompletely heterogeneous, where high-ability students were obtained as the most active group. The implementation of second cycle learning depends on the results of reflection in the first cycle. In the last lesson, the average student activity is very active even though there are still students who do not dare to express their opinions during the discussion and less able to answer the lecturer's evaluation test. The evaluation test results in the second cycle in the intervention group obtained an average value of critical thinking skills in 12.46. It shows the increase of students' thinking ability. So it can be concluded that the average score of student test results after using hypno-teaching has increased to 4.62. It shows that students' critical thinking ability that used Hypno-teaching have increased. The pretest's mean value in the control group using conventional methods was 10.78, and the post value was 13.27. The control group also experienced an increase in the mean value of critical thinking ability, but only 2.49.

The hypno-teaching method is a learning method in which the lecturer gives positive suggestions for students that involve the subconscious mind bringing students in a comfortable, relaxed body and mind condition. Any information can easily enter the student's long-term memory without distortion or other thoughts that burdenHypno. The suggestions can change the student's mindset towards a more positive one to have Ability to solve the problem. In this study, it was found that there was an increase in the thinking ability of students in the experimental and control classes. The average value of students' critical thinking ability pretest from 10.78 to 13.27 in the post-test and it was a very high category in the control class. Whereas in the

intervention class, the average value of students' thinking ability before applying the Hypno-teaching method was 7.84 to 12.46, and it was a high category. So it got great increasing as many as 4.62.

Based on these data, it can be concluded that there is an increase in average result of students' critical thinking ability, which is higher in the class that used hypno-teaching method. It is based on the previous research who conducted by Novianti Nevi, et al., who said that the hypno-teaching method was able to stimulate students' critical thinking ability, it was seen that when students discussed and experimented students actively answered questions which related to give perceptions, students were in nervous when expressing opinions, focus on learning and interactions between teachers and students just as friends. In the intervention class that applied the hypno-teaching method, it can be seen descriptively in the results of the study that students' thinking abilities are in high category. It is caused several factors that the hypno-teaching learning method builds good interaction between lecturers and students Besides, students are more confident, increase learning concentration, increase motivation, and foster students' desire to solve problems that occur both in learning and outside the learning context. (5). Student participation in the teaching and learning process contributes to the Ability doing transfer of knowledge. So that it has an impact on the acquisition of the results of students' critical thinking ability. Thus learning is more meaningful if students' activeness in following the learning process includes discussion, asking, remembering, solving problems and so on (16).

The Effect of Hypno-teaching on Students' Critical Thinking Ability

Based on the T-test results, the P-value = 0.000 ($p < 0.05$) was obtained. It means that there is a significant effect of hypno-teaching on the critical thinking ability of students of the Second level of Nursing Study Program, STIKes Santa Elisabeth Medan.

Hypno-teaching is a learning method by optimizing the power of the subconscious mind of students to become smarter. Suggestions that was given, hoped students will realize that students actually have extraordinary potential which have been never optimized in learning (10). Supported by the research results of Aminah Siti, et al, (2017) stated that the hypno-teaching method was able to create a funny class for students. A familiar and pleasant learning atmosphere will make it easier for students to absorb and understand the lesson. Students tend to be more active with the relaxation provided by the teacher to feel relaxed, calm, comfortable, and entertained when returning to study.

This study's results are consistent with the study of GatoKasiful (7) stated that the hypno-teaching method can increase student learning motivation and increase student concentration so that students experience an increase in concept mastery. Same with, PuspitasariDwiWina's study (17) stated that application of the hypno-teaching method can improve student learning outcomes, it shown that students become more active than before, students can understand the material presented by the teacher, students have self-confidence, students have sense of enthusiasm for learning and students have sympathetic attitude towards friends. The study by RiandaHerdizal et al. (11) stated that the Hypno-teaching-learning method can effectively improve students' critical thinking ability and opinion skills. So, the study result of Setiawan's (16) stated that the Hypno-teaching-learning method has an effect on increasing the learning activities of students, it can be seen by the activeness of students in following the learning process including discussion, asking, remembering, solving problems and so on.

This study proves that there is an effect of Hypno-teaching on students' critical thinking ability. Hypno-teaching uses positive language to stimulate students' minds to develop student potential so that they have knowledgeable, creative, independent, confident, and responsible.

CONCLUSION

This study shows that the Hypno-teaching method can improve students' critical thinking skills is better than conventional methods. Even though these two methods are the same as influencing students' critical thinking skills, but in hypno-teaching, the average increase reached 4.62, whereas in the conventional method only increases the average critical thinking ability 2.49.

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