

## Educational Management of Hypnoteaching-Based Learning Model Development in Islamic Higher Education

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### **Abstract**

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This study addresses the persistent issue of monotonous instructional practices in Islamic Religious Education (PAI) in higher education, which tend to emphasize surface-level cognitive achievement without effectively engaging students' subconscious dimensions. From an educational management perspective, this condition reflects limitations in instructional planning, lecturer readiness, and the systematic implementation of innovative learning models. The objective of this research is twofold: (1) to analyze existing learning conditions in the PAI Study Program, and (2) to develop a hypnoteaching-based learning model that is valid, effective, and practical within a structured management framework. This study adopts a Research and Development (R&D) approach using the ADDIE model, which integrates key managerial functions, including planning (analysis and design of the model), organizing (lecturer preparedness and instructional system support), implementation (integration of the model into classroom practice), and evaluation (validation and effectiveness testing as part of quality control). The findings indicate that the developed model achieved a high level of validity, with expert validation reaching 93%, categorized as "very valid." In the implementation stage, the model proved to be more effective than conventional lecture-based methods, significantly enhancing students' learning interest, engagement, and active participation. Moreover, the model contributes to a more conducive and psychologically supportive learning environment. From a management standpoint, the hypnoteaching approach supports lecturers in applying structured, persuasive communication strategies while strengthening institutional efforts in improving instructional quality and governance. It also facilitates the internalization of Islamic values through a more holistic and student-centered learning process. In conclusion, this study offers a strategic contribution to educational management by providing a systematic and applicable framework for planning, implementing, and evaluating innovative learning models in higher education.

**Keywords:** Islamic Religious Education, Hypnoteaching, ADDIE Model, Educational Management, Learning Innovation

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## INTRODUCTION

Education plays a strategic role in developing human capital by shaping individuals' cognitive, behavioral, and affective capacities to function effectively within society (Ananda et al., 2026). In the context of higher education, the learning process is not merely concerned with knowledge transfer but also with fostering adaptive competencies, self-regulation, and character development that support long-term productivity and societal contribution (Triwiyanto, 2022; Hamalik, 2013). From a human capital perspective, education is a deliberate investment aimed at enhancing individual capabilities, which in turn contributes to broader socio-economic development (Saefullah et al., 2023).

In Indonesia, the mandate of education as a structured and intentional process is formally regulated in Law No. 20 of 2003 concerning the National Education System, which emphasizes the development of students' spiritual strength, self-control, intelligence, personality, and skills required for personal and societal advancement (Ministry of National Education, 2003). Within this framework, higher education institutions are expected to design learning systems that not only deliver academic content but also cultivate behavioral transformation aligned with ethical, social, and professional standards (Ramadhanna et al., 2024).

From a behavioral learning perspective, effective education requires approaches that are capable of influencing not only students' cognitive understanding but also their internal motivation and psychological readiness to learn. This is particularly relevant in the context of personality development courses, such as Islamic Religious Education (PAI), which are positioned as part of the character-building curriculum in higher education (Ministry of National Education, 2000; 2002). These courses are expected to contribute to the formation of students' values, attitudes, and behavioral orientation, which are essential components of human capital development.

However, empirical observations indicate that the implementation of learning models in higher education, particularly in PAI courses, often remains conventional and cognitively oriented, with limited emphasis on behavioral engagement and affective transformation. As a result, learning processes tend to be monotonous and less effective in influencing students' deeper psychological dimensions, including motivation, self-awareness, and value internalization. This gap suggests the need for innovative learning approaches that integrate cognitive, emotional, and subconscious aspects of learning.

One emerging approach that aligns with behavioral learning principles is hypnoteaching, which combines instructional strategies with elements of suggestion, subconscious engagement, and positive reinforcement. Hypnoteaching can be understood as a communication-based teaching method that utilizes psychological techniques to create a conducive learning environment and enhance students' receptivity to learning materials (Hidayat et al., 2024; Syarifuddin, 2024). Unlike conventional teaching methods that primarily target conscious cognition, hypnoteaching seeks to engage both conscious and subconscious processes, thereby improving learning effectiveness and behavioral outcomes.

Previous studies have demonstrated that hypnoteaching contributes positively to student engagement, learning motivation, and academic performance by creating a more relaxed and focused learning atmosphere (Wahyudi et al., 2023; Wiguna, 2020). From a human capital development perspective, such approaches are particularly relevant because they support not only knowledge acquisition but also the development of soft skills, emotional intelligence, and self-regulation capacities. These competencies are critical in preparing students to face complex and dynamic socio-economic challenges.

Despite its potential, the adoption of hypnoteaching in higher education remains limited. Preliminary observations conducted in the Islamic Religious Education Study Program at the Faculty of Tarbiyah and Teacher Training, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, indicate that not all lecturers have integrated hypnoteaching-based approaches into their teaching practices. Learning processes are still predominantly lecture-based and lack strategies that actively engage students' subconscious and emotional dimensions. Interviews with faculty leadership further confirm that while efforts to improve instructional quality have been made, the systematic development and implementation of hypnoteaching-based learning models are still not widespread.

This condition highlights a critical gap in learning management practices, particularly in integrating behavioral approaches into instructional design. Without such integration, the effectiveness of learning in shaping students' character and competencies as part of human capital development remains suboptimal. Therefore, there is a need to develop and validate an innovative learning model that can bridge this gap.

Based on this background, this study aims to develop a hypnoteaching-based learning model within the Islamic Religious Education program as a behavioral approach to enhance learning effectiveness and support human capital development. Specifically, this study seeks to (1) analyze the existing learning model, (2) develop and validate a hypnoteaching-based model, and (3) evaluate its effectiveness and practicality in improving the quality of the learning process.

## LITERATURE REVIEW

### Islamic Education Learning Model Development

#### a. Concept of Islamic Education in Human Capital Development Perspective

Education, from a contemporary management perspective, is not merely a process of knowledge transmission but a strategic mechanism for developing human capital. It plays a central role in shaping individuals' competencies, behaviors, and values to enhance their adaptability and productivity within dynamic socio-economic environments (Triwiyanto, 2022). In this sense, education contributes directly to the formation of intellectual, emotional, and behavioral capacities required in modern organizations.

Within the Islamic framework, education encompasses a holistic transformation process integrating cognitive, affective, and spiritual dimensions. Classical concepts such as *al-tarbiyah* (development), *al-ta'lim* (instruction), and *al-ta'dib* (moral cultivation) reflect a comprehensive approach to human development, emphasizing not only intellectual growth but also ethical and behavioral refinement (Al-Rasyidin & Nizar, 2003). This aligns with the human capital theory perspective, where education enhances both technical competencies and moral character as productive assets.

Islamic Religious Education (IRE) in higher education institutions is therefore positioned as a strategic instrument for shaping graduates who possess not only academic excellence but also ethical integrity and social responsibility (Muhaimin, 2002). Unlike conventional disciplines, IRE integrates belief systems, moral reasoning, and behavioral guidance, making it a critical component in developing value-based human capital.

From a behavioral standpoint, IRE emphasizes internalization processes that influence attitudes, motivation, and decision-making patterns. This aligns with contemporary behavioral learning theories, which argue that effective education must address both observable behavior and

underlying cognitive-emotional processes (Junaedi, 2010). Thus, Islamic education can be viewed as a structured intervention aimed at shaping sustainable behavioral change.

#### Scope of Islamic Education: A Behavioral and Competency-Based Approach

The scope of Islamic education reflects a multidimensional competency framework, integrating knowledge, values, and behavioral practices. It includes three primary domains:

1. Faith (Aqidah) – representing cognitive and belief-based competencies that shape worldview and decision-making orientation. Aqidah functions as the foundational mindset influencing individual behavior and ethical judgment (Muhaimin, 2007).
2. Normative System (Sharia) – encompassing regulatory and ethical guidelines that govern individual and social behavior. From a management perspective, this dimension functions as a behavioral control system guiding compliance and discipline.
3. Behavioral Practice (Akhlaq/Muamalah) – representing the manifestation of internalized values in real-life interactions. This domain is closely aligned with behavioral performance indicators in human capital development, where attitudes and actions reflect the effectiveness of learning processes.

Additionally, Islamic education content in higher education typically includes Qur'an-Hadith studies, theology, jurisprudence, ethics, and Islamic history. These components collectively contribute to the formation of holistic competencies, combining knowledge mastery with behavioral excellence (Muhaimin, 2007).

#### Foundations of Islamic Education: Institutional and Behavioral Legitimacy

The implementation of Islamic education is supported by three major foundations:

1. Legal Foundation

Islamic education in Indonesia is institutionally legitimized through national regulations, including Law No. 20 of 2003 on the National Education System. This legal framework ensures that religious education is an integral part of higher education curricula, contributing to personality development and national character building.

2. Religious Foundation

The Qur'an and Hadith provide normative guidance for educational practices, emphasizing wisdom, ethical communication, and persuasive approaches in teaching (Shihab, 2011). These principles are consistent with modern pedagogical approaches that prioritize student-centered and emotionally engaging learning.

3. Philosophical and Psychological Foundation

From a behavioral perspective, education addresses fundamental human needs for meaning, stability, and emotional well-being. Spiritual engagement, as emphasized in Islamic teachings, contributes to psychological balance and intrinsic motivation, which are critical factors in effective learning (Amin, 2014).

#### d. Characteristics of Islamic Education in Higher Education

Islamic education in higher education institutions has distinct characteristics that influence instructional design and learning management:

First, it integrates cognitive, affective, and psychomotor domains, ensuring that learning outcomes extend beyond knowledge acquisition to behavioral transformation (Muhaimin, 1993).

Second, it functions as a personality development course (*Mata Kuliah Pengembangan Kepribadian*), aiming to produce graduates with ethical awareness, professional responsibility, and strong work ethics (Law No. 12 of 2012). Third, it targets students in early adulthood (18–23 years old), requiring andragogical approaches that emphasize autonomy, critical thinking, and experiential learning (Hurlock, 1968). Fourth, the diversity of students' educational backgrounds necessitates adaptive learning strategies to bridge gaps in religious knowledge and practice (Amin, 2014). These characteristics highlight the need for innovative and adaptive learning models capable of addressing both cognitive and behavioral dimensions of student development.

## 2. Hypnoteaching as a Behavioral Learning Approach

### a. Conceptual Definition of Hypnoteaching

Hypnoteaching is an innovative instructional approach that integrates principles of hypnosis, communication, and psychology to influence students' subconscious minds through positive suggestion and persuasive language (Hakim, 2011). Unlike conventional teaching methods, hypnoteaching focuses on creating a conducive psychological state that enhances attention, motivation, and receptivity to learning.

From a behavioral learning perspective, hypnoteaching operates by optimizing both conscious and subconscious processes. Research suggests that subconscious processes play a dominant role in shaping behavior, accounting for a significant proportion of human actions and responses (Gunawan, 2010). Therefore, effective learning strategies must engage this deeper cognitive layer. Hypnoteaching can also be interpreted as a strategic communication model in learning management, where educators act as facilitators who shape students' mental states, emotions, and attitudes toward learning (Wati & Kusuma, 2016).

### b. Core Elements of Hypnoteaching

The effectiveness of hypnoteaching is influenced by several key elements:

- Teacher appearance and credibility, which influence students' trust and engagement
- Empathy and emotional connection, fostering a supportive learning environment
- Positive and persuasive language, shaping students' cognitive framing
- Use of storytelling and imagination, stimulating subconscious engagement
- Motivational reinforcement, strengthening self-efficacy and learning persistence

These elements align with behavioral management theories emphasizing the importance of reinforcement, modeling, and emotional engagement in shaping learning outcomes (Noer, 2010).

### c. Behavioral Mechanism of Hypnoteaching

Hypnoteaching is grounded in the interaction between conscious and subconscious minds. The subconscious mind, which operates during relaxed states such as alpha and theta brainwave conditions, is highly receptive to suggestion and plays a crucial role in habit formation and behavioral change (Gunawan, 2010).

By creating a relaxed and focused learning environment, hypnoteaching enables students to absorb information more effectively and develop positive learning behaviors. This approach is consistent with modern neuroscience-based learning theories, which emphasize emotional regulation and cognitive readiness as prerequisites for effective learning.

#### d. Implementation Strategies in Learning Management

Effective implementation of hypnoteaching involves several structured steps:

1. Building intention and motivation – aligning educator commitment with learning objectives
2. Pacing – establishing rapport through synchronization of language and behavior
3. Leading – guiding students toward desired learning outcomes
4. Use of positive language – reinforcing constructive thinking patterns
5. Providing reinforcement (praise) – enhancing motivation and self-confidence
6. Modeling behavior – demonstrating consistency between words and actions
7. Effective communication skills – integrating visual, vocal, and verbal elements
8. Deep reflection and persuasion – strengthening internalization of learning values

These steps reflect a structured behavioral intervention model aimed at influencing both cognitive and emotional dimensions of learning (Wati & Kusuma, 2016).

#### e. Strengths and Limitations of Hypnoteaching

Hypnoteaching offers several advantages, including increased student engagement, improved motivation, enhanced creativity, and deeper retention of learning materials. It promotes active learning and supports individualized development aligned with students' interests and potentials.

However, its implementation also faces challenges, such as the need for specialized training, limited educator familiarity, and potential constraints in classroom management. Additionally, institutional support and infrastructure are critical factors influencing its effectiveness.

From a human capital development perspective, Islamic education and hypnoteaching share a common objective: shaping individuals who are not only knowledgeable but also behaviorally competent and emotionally resilient. While Islamic education provides value-based foundations, hypnoteaching offers a behavioral mechanism to internalize these values effectively. However, existing literature tends to treat these domains separately—Islamic education as a normative framework and hypnoteaching as a pedagogical technique—without integrating them into a comprehensive learning model. This gap highlights the need for a contextualized instructional model that combines value-based education with behavioral learning strategies, particularly in higher education settings.

A number of previous studies have examined the development of learning models in both general and Islamic education contexts, particularly in relation to instructional innovation and student outcomes. First, a study by Jayawardana (2020) developed a hypnoteaching-based learning model aimed at improving students' motivation and learning outcomes in biology education. Using a Research and Development (R&D) approach adapted from the Borg and Gall model, the study demonstrated that the hypnoteaching model was empirically valid, reliable, and categorized as "very good." Furthermore, statistical analysis using MANOVA revealed that the model had a significant positive effect on both student motivation and academic achievement. This study highlights the effectiveness of hypnoteaching as a pedagogical innovation capable of enhancing cognitive and motivational dimensions of learning. However, the study primarily focuses on quantitative outcomes and does not explore the underlying behavioral mechanisms or psychological processes that shape student engagement.

Second, Zamathoriq (2022) examined a multicultural-based Islamic Religious Education (IRE) learning model through a library research approach. The study emphasized the importance of integrating multicultural values into Islamic education to foster tolerance, respect, and social harmony among students. The findings suggest that a multicultural learning model can effectively shape students' attitudes toward diversity and reduce potential social conflicts in educational environments. While this study contributes to value-based education, it remains conceptual in nature and lacks empirical validation in classroom settings. Moreover, it does not address how instructional communication strategies influence students' internalization of these values.

Third, Nikmawati (2021) investigated the implementation of a project-based learning (PBL) model in Islamic Religious Education using a qualitative case study approach. The findings indicate that project-based learning enhances student engagement, confidence, collaboration, and problem-solving skills. The study also identifies both supporting factors (institutional support and teacher training) and challenges (time constraints and varying student comprehension levels). Although this study demonstrates the effectiveness of experiential learning in developing student competencies, it focuses primarily on observable behaviors and learning outcomes, without deeply examining the psychological or subconscious processes that influence student readiness and participation.

A critical review of these studies reveals several important gaps. First, although hypnoteaching has been proven effective in improving motivation and learning outcomes (Jayawardana, 2020), existing research predominantly adopts a quantitative and outcome-oriented perspective. There is limited exploration of how hypnoteaching functions as a behavioral intervention that shapes students' subconscious processes, emotional states, and learning readiness—particularly in the context of Islamic education.

Second, studies on Islamic Religious Education models, such as multicultural-based learning (Zamathoriq, 2022) and project-based learning (Nikmawati, 2021), tend to emphasize either value integration or experiential learning. However, they largely overlook the role of instructional communication and psychological engagement in influencing students' internalization of religious values and behavioral transformation.

Third, prior research generally treats pedagogical models (e.g., hypnoteaching, multicultural learning, project-based learning) as separate approaches. There is a lack of integrative frameworks that combine value-based education (Islamic education), behavioral approaches (hypnoteaching), and learning management strategies into a cohesive instructional model.

Fourth, most studies are conducted in general or secondary education contexts, with limited focus on higher education institutions—particularly in Islamic higher education settings. This creates a contextual gap, as university students have distinct psychological, cognitive, and developmental characteristics that require more adaptive and andragogical learning approaches.

Based on these identified gaps, this study contributes in several significant ways. First, it develops a hypnoteaching-based Islamic education learning model that integrates both behavioral and subconscious learning processes, enabling a more comprehensive learning experience. Second, it bridges instructional communication with the internalization of values, particularly within the context of Islamic Religious Education, thereby strengthening not only knowledge acquisition but also character formation. Third, the study provides an empirically grounded and context-specific model tailored to the realities of higher education institutions, ensuring its practical relevance and applicability. Fourth, it frames Islamic education as a strategic approach to human capital

development, in which cognitive, emotional, and behavioral competencies are cultivated simultaneously. Thus, this study not only extends previous research but also offers a more holistic and integrative approach to the development of learning models in Islamic higher education.

## **METHODS**

This study was conducted at the Islamic Education Study Program (PAI), Faculty of Tarbiyah and Teacher Training (F'TIK), UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, from May to November 2024. It employed a field-based research design integrated with a Research and Development (R&D) approach aimed at producing and validating an educational product in the form of a hypnoteaching-based instructional guidebook. R&D was selected as it facilitates both the systematic development of educational products and the empirical testing of their effectiveness (Sugiyono, 2017; Saputro, 2021).

The development procedure followed the ADDIE model, which consists of five structured phases: analysis, design, development, implementation, and evaluation. In the analysis phase, a needs assessment was conducted through classroom observations and semi-structured interviews to identify instructional challenges and opportunities in PAI learning. The design phase involved conceptualizing the structure and components of the hypnoteaching-based instructional model and its guidebook. In the development phase, the prototype product was created and subjected to expert validation, including material, language, and media experts, to assess its feasibility and quality. The implementation phase involved applying the validated product in actual classroom settings, where lecturers utilized the guidebook in teaching activities, and responses were gathered from both lecturers and students. Finally, the evaluation phase assessed the overall effectiveness, practicality, and validity of the developed product, ensuring its suitability for broader application.

Data were collected using multiple qualitative techniques, including observation, interviews, and documentation. Observations focused on classroom interactions, teaching practices, and the application of hypnoteaching strategies. Interviews were conducted with key informants selected through purposive sampling, including the Dean (1 person), Head of the PAI Department (1 person), and PAI lecturers (8 persons), to obtain in-depth insights. Documentation analysis included curriculum documents, lesson plans, institutional reports, and relevant academic literature. Additionally, a Likert-scale questionnaire was employed to capture expert judgments during the validation process.

Data analysis combined qualitative descriptive analysis and quantitative descriptive statistics. Product validity, practicality, and effectiveness were measured using percentage-based scoring derived from expert evaluations and user responses, following standard criteria classifications. This integrative approach ensured that the developed hypnoteaching-based instructional guidebook was empirically grounded, contextually relevant, and pedagogically effective.

## **RESULT AND DISCUSSION**

### **1. SWOT Analysis of F'TIK UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**

The findings reveal a comprehensive institutional profile based on SWOT dimensions.

### Strengths.

The Faculty demonstrates strong internal commitment from stakeholders to institutional advancement. There is alignment between academic program development and societal needs, particularly in Islamic education. The Tri Dharma of higher education—teaching, research, and community service—is strongly emphasized. Strategic partnerships at regional, national, and international levels further support institutional development. Human resources are relatively qualified, with lecturers holding Master’s and Doctoral degrees. Student demand continues to increase annually, indicating positive institutional attractiveness. Additionally, study programs remain relevant, tuition fees are affordable, and the campus environment is strategically located and conducive to learning.

### Weaknesses.

Despite these strengths, several structural limitations persist. Administrative and technical staff with specialized competencies remain insufficient. Infrastructure, particularly in information technology and library resources, is limited. While lecturers are academically qualified, interdisciplinary integration between general sciences and Islamic studies is still weak. Research productivity and academic creativity among lecturers are relatively low. Institutional collaboration for funding and professional development is not yet optimal. Internal participation in institutional development is uneven, and administrative service quality requires improvement.

### Opportunities.

Externally, significant opportunities exist. Government policies such as KMA No. 606/2018 provide mandates for teacher professional education (PPG), opening pathways for institutional expansion. National programs addressing education, poverty, and infrastructure increase demand for educational expertise. The growing need for Islamic education graduates strengthens the faculty’s relevance. Increased public funding (APBN/APBD) and expanding partnerships with public and private institutions create further opportunities. Additionally, the growth of integrated Islamic schools increases demand for qualified educators.

### Threats.

The institution faces challenges from rapid technological change, which influences student behavior and learning preferences. The social image of the teaching profession remains relatively low. Furthermore, competition among higher education institutions offering similar programs is intensifying.

Table 1: SWOT Analysis of FTIK UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dimension	Key Findings
Strengths	<ul style="list-style-type: none"><li>• Strong commitment from faculty stakeholders toward institutional development.</li><li>• Alignment between academic programs and societal needs, especially in Islamic education.</li><li>• Strong implementation of Tri Dharma (teaching, research, community service).</li></ul>

	<ul style="list-style-type: none"> <li>• Established partnerships at regional, national, and international levels.</li> <li>• Qualified human resources (Master’s and Doctoral degree holders).</li> <li>• Increasing number of student applicants annually.</li> <li>• Relevant study programs aligned with labor market demands.</li> <li>• Affordable tuition fees.</li> <li>• Strategic campus location with a conducive learning environment.</li> </ul>
Weaknesses	<ul style="list-style-type: none"> <li>• Limited number of administrative and technical staff with specialized competencies.</li> <li>• Inadequate infrastructure, particularly in IT and library facilities.</li> <li>• Weak integration between general sciences and Islamic studies.</li> <li>• Low research productivity and academic innovation among lecturers.</li> <li>• Limited collaboration for funding and professional development.</li> <li>• Uneven participation of lecturers in institutional development.</li> <li>• Suboptimal quality of administrative services.</li> </ul>
Opportunities	<ul style="list-style-type: none"> <li>• Government policy (KMA No. 606/2018) supporting Teacher Professional Education (PPG).</li> <li>• National development programs increasing demand for education professionals.</li> <li>• Growing societal demand for Islamic education graduates.</li> <li>• Increased government funding (APBN/APBD) in education sector.</li> <li>• Expanding collaboration opportunities with public and private institutions.</li> <li>• Growth of integrated Islamic schools requiring qualified educators.</li> </ul>
Threats	<ul style="list-style-type: none"> <li>• Rapid technological advancement affecting student behavior and learning styles.</li> <li>• Low public perception of the teaching profession.</li> <li>• Increasing competition from similar higher education institutions.</li> </ul>

## 2. General and Specific Findings on Learning Models

Empirical findings indicate that the Islamic Education (PAI) program remains highly attractive, with approximately 1,365 active students. However, teaching practices are still largely conventional.

The dominant instructional approaches include:

- Direct instruction (lecture-based methods),
- Group discussions,
- Jigsaw cooperative learning models.

Although these methods provide structure, they often result in passive learning environments. Interviews with lecturers reveal a reliance on habitual teaching practices, particularly lectures, due to familiarity and time constraints.

No lecturer has implemented hypnoteaching as a formal instructional model. However, elements resembling hypnoteaching—such as motivation, classroom engagement, and positive communication—are partially practiced unconsciously.

## 3. Development of Hypnoteaching-Based Learning Model

Using the ADDIE framework (Analysis, Design, Development, Implementation, Evaluation), the study developed a conceptual model for hypnoteaching-based Islamic education. Analysis Stage.

Findings indicate that learning remains teacher-centered, with limited instructional innovation. Students exhibit low engagement, and instructional materials lack interactivity. This aligns with descriptive statistical findings showing variability in learning outcomes.

Design and Development.

The model integrates six key hypnoteaching components:

1. Intention and motivation,
2. Pacing,
3. Leading,
4. Positive language use,
5. Reinforcement (praise),
6. Modeling.

Validation results demonstrate high feasibility:

- Content validity: 86% (very valid),
- Language validity: 93.1% (very valid),
- Media validity: 93% (very valid).

These results indicate that the developed model meets academic and pedagogical standards.

Implementation.

The model emphasizes interactive learning through persuasive communication, visualization, and emotional engagement. Learning begins with motivation and induction, followed by immersive content delivery and reflective discussion.

Evaluation.

Student responses indicate increased interest, engagement, and comprehension when hypnoteaching elements are introduced.

#### 4. Effectiveness of the Hypnoteaching Model

The findings show that the hypnoteaching model has not yet been formally implemented; therefore, its effectiveness is assessed based on limited trials and perceptions.

Three indicators of effective learning communication were identified:

##### 1. Active Student–Lecturer Interaction.

Students express a strong preference for more engaging and interactive methods. Conventional lectures are perceived as monotonous, reducing participation.

##### 2. Peer Interaction.

Current methods limit collaborative engagement. Students report boredom, leading to disengagement behaviors such as absenteeism during class sessions.

##### 3. Public Communication Skills.

Students demonstrate limited confidence in presenting ideas due to passive learning environments. However, trial applications of interactive approaches indicate improved

confidence and participation. Overall, while the hypnoteaching model shows strong potential, its effectiveness has not been fully realized due to lack of implementation.

The SWOT analysis reveals that FTIK UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan possesses a relatively strong institutional foundation; however, its internal weaknesses and external pressures indicate a need for strategic transformation, particularly in instructional management. The dominance of strengths—such as qualified human resources, increasing student demand, and strong institutional commitment—suggests that the faculty is structurally ready to adopt innovative learning models. This aligns with the argument of Alvesson and Einola (2021), who emphasize that organizational readiness and leadership commitment are critical factors in enabling educational innovation.

However, the persistence of weaknesses, especially in instructional creativity, research productivity, and technological infrastructure, reflects a gap between institutional capacity and pedagogical practice. This finding is consistent with Colquitt, LePine, and Wesson (2021), who argue that organizational performance is not solely determined by resources, but also by how effectively those resources are managed and utilized at the operational level.

Furthermore, the continued reliance on conventional teaching methods, such as lectures and limited discussion models, indicates a form of pedagogical inertia within the institution. Although these methods provide structure, they often fail to create meaningful engagement, particularly for contemporary learners who are more responsive to interactive and psychologically stimulating approaches. This condition supports findings from Trianto (2016), which highlight that traditional teacher-centered models tend to limit students' active participation and critical thinking development. Similarly, constructivist perspectives (Harijanto, 2011) emphasize that effective learning requires active student involvement in knowledge construction, rather than passive reception of information.

The absence of hypnoteaching implementation further reinforces the gap between innovative pedagogical theory and classroom practice, even though some elements—such as motivation and positive communication—are already implicitly present.

The development of the hypnoteaching-based model using the ADDIE framework demonstrates a structured effort to bridge this gap through a systematic instructional design approach.

The integration of key components such as intention, pacing, leading, and positive reinforcement reflects a shift toward more student-centered and psychologically informed learning. The high validation scores across content, language, and media aspects indicate that the model is not only theoretically sound but also pedagogically feasible. This finding is supported by Yustisia (2012), who argues that hypnoteaching enhances learning effectiveness by engaging students' subconscious processes through positive suggestion and emotional connection.

Moreover, empirical studies by Hasbullah and Rahmawati (2015) show that hypnoteaching significantly improves learning motivation, which is a critical determinant of academic success. However, despite its strong conceptual and empirical foundation, the effectiveness of the model has not been fully realized due to limited implementation. This reflects a common challenge in educational innovation, where resistance to change and habitual practices hinder the adoption of new models. Kusuma (2019) notes that innovative teaching methods often face barriers at the implementation stage, particularly when educators lack training or institutional support. Therefore, the findings of this study highlight that the success of hypnoteaching is not merely dependent on model design, but also on strategic educational management, including lecturer capacity building, institutional policy support, and continuous evaluation mechanisms.

## CONCLUSION

This study concludes that the Islamic Education learning model in the PAI Study Program at FTIK UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan has not yet implemented a hypnoteaching-based approach. Current practices remain dominated by conventional lecture methods, with limited variation in instructional strategies. Although hypnoteaching is theoretically considered effective—emphasizing positive suggestion, subconscious engagement, and persuasive communication—it has not been applied in actual classroom settings. As a result, its potential to enhance students' cognitive and affective learning outcomes has not been empirically realized. Furthermore, the validity of the hypnoteaching-based model in this context remains untested. Since lecturers continue to rely on traditional teaching methods, there is a clear gap between innovative pedagogical concepts and their practical implementation. In addition, the effectiveness and practicality of hypnoteaching have not been demonstrated, primarily due to lecturers' habitual dependence on lecture-based instruction and their limited familiarity with alternative approaches. This creates resistance and hesitation in adopting new teaching models. Based on these findings, several recommendations are proposed. First, institutional support is essential to encourage the adoption of innovative learning models, including hypnoteaching. Second, further development and empirical testing are required to establish the validity, effectiveness, and practicality of the model. Third, training programs should be provided for lecturers to enhance their understanding and skills in applying hypnoteaching methods. Finally, improving lecturer–student interaction is necessary to create a more engaging and student-centered learning environment. In conclusion, the successful implementation of a hypnoteaching-based learning model requires not only methodological innovation but also strong institutional commitment and continuous capacity development among educators.

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