

Exploring Hypnoteaching Practices in Indonesian Language Education: A Qualitative Study of Classroom Interaction

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ABSTRACT:

This study explores hypnoteaching practices in Indonesian language education, focusing on classroom interaction, instructional implementation, and students' responses. Employing a descriptive qualitative approach, data were collected through classroom observations and interviews and analyzed descriptively. The findings reveal that hypnoteaching was implemented through ten principal dimensions: intention and motivation, facing, leading, positive language, praise, modelling, instructional content mastery, student self-confidence, communication, and lesson closure. These practices enabled teachers to create a comfortable, interactive, and conducive learning environment that supported effective classroom interaction. Students responded positively to hypnoteaching, demonstrating increased learning motivation, greater self-confidence, and improved understanding of Indonesian language materials. The relaxed yet focused classroom atmosphere encouraged students to participate more comfortably and follow teachers' instructional guidance more effectively. These findings highlight the pedagogical potential of hypnoteaching in fostering positive classroom interaction and supporting student-centered language instruction. The study suggests that teachers should develop more creative and innovative hypnoteaching strategies, particularly when teaching complex materials. Additional guidance should also be provided to students experiencing learning difficulties to promote more equitable learning opportunities. Future research should examine hypnoteaching across different language learning topics and educational contexts to further understand its pedagogical applicability and potential contributions to language education.

Keywords: Hypnoteaching; Indonesian Language Education; Classroom Interaction; Qualitative Research; Student Engagement.

Introduction

Teachers play a central role in shaping the quality of classroom learning and in determining whether instructional objectives can be achieved effectively (Miftahussaadah & Subiyantoro, 2021). The effectiveness of teaching is influenced not only by the content delivered but also by the instructional approaches used to engage students in the learning process. Different teaching methods may generate different classroom experiences, levels of participation, and learning responses. Consequently, teachers are expected to select and implement instructional methods

that are appropriate to students' characteristics, learning needs, and classroom contexts. In contemporary education, effective instruction increasingly requires learning environments that are not only academically purposeful but also interactive, supportive, and psychologically conducive to student participation. A teaching method can be understood as a systematic way of organizing instructional activities to achieve predetermined learning objectives (Hotimah, 2020). In classroom practice, the selection of an appropriate method is closely related to the teacher's ability to adapt instruction to the

learning situation, students' characteristics, and the intended learning outcomes (Khoerunnisa & Aqwal, 2020). This consideration is particularly important in language education, where learning involves not only the acquisition of knowledge but also active communication, confidence, participation, and interaction between teachers and students. Therefore, instructional approaches that can create a positive classroom atmosphere while encouraging students to participate actively warrant further attention.

One approach that has been introduced in educational practice is hypnoteaching. Hypnoteaching integrates suggestive and positive communication into teaching to encourage students' attention, motivation, and constructive learning responses (Ajeng et al., 2023). The approach does not necessarily involve inducing students into a formal hypnotic state. Rather, it emphasizes the strategic use of persuasive language, positive suggestions, teacher modelling, reinforcement, and interpersonal communication during instruction (Muhamad Anwar, 2019). In this sense, the teacher functions not as a hypnotist in the clinical sense but as an educator who uses psychologically supportive communication to establish a conducive learning environment. Previous studies have associated hypnoteaching with an enjoyable learning atmosphere, increased student attention, emotional support, and more harmonious teacher–student relationships (Hakim & Hariawan, 2017).

The relevance of hypnoteaching becomes particularly apparent in learning contexts where students may experience anxiety, low confidence, limited participation, or difficulties in maintaining attention. Nurhadi and Djamil (2019), for example, reported that hypnoteaching was associated with improvements in students' motivation and learning outcomes, particularly in learning contexts perceived as difficult. A relaxed but focused classroom environment may provide students with greater opportunities to participate, respond to teacher guidance, and engage with learning activities. In addition, the use of positive reinforcement and supportive communication

may contribute to students' confidence in expressing ideas and participating in classroom activities.

Hypnoteaching may also have implications for classroom interaction. Learning is inherently social, particularly in language education, where communication between teachers and students and among students constitutes an important component of the learning process. Through supportive communication, modelling, positive reinforcement, and collaborative activities, hypnoteaching may create opportunities for students to interact more comfortably and participate more actively. Hidayat (2020) similarly suggested that innovative instructional approaches can contribute not only to students' understanding of learning materials but also to the development of their social interaction skills. Thus, the potential contribution of hypnoteaching extends beyond the delivery of instructional content to the quality of interaction established within the classroom.

Despite these reported benefits, existing discussions of hypnoteaching have predominantly emphasized its potential effects on motivation, learning outcomes, or students' psychological responses. Less attention has been given to how hypnoteaching is actually enacted by teachers during classroom interaction, particularly in Indonesian language education. This distinction is important because the effectiveness of an instructional approach cannot be fully understood solely through its outcomes; it also depends on the specific practices, communication patterns, and teacher–student interactions through which the approach is implemented. Moreover, the application of hypnoteaching in Indonesian language classrooms requires contextual examination because language learning involves distinctive forms of interaction, communication, participation, and expression.

This study addresses this gap by exploring the implementation of hypnoteaching practices in Indonesian language education, with particular attention to classroom interaction and students' responses. Rather than measuring the

effectiveness of hypnoteaching through experimental comparisons, this study seeks to understand how teachers implement the approach in authentic classroom settings and how students respond to its application. The study examines ten key dimensions of hypnoteaching practice: intention and motivation, *facing*, *leading*, the use of positive language, praise, modelling, mastery of instructional materials, student self-confidence, communication, and lesson closure. By examining these dimensions as interconnected classroom practices, the study provides a contextual account of how hypnoteaching is translated into everyday teaching and learning activities.

Accordingly, this study aims to explore hypnoteaching practices in Indonesian language education by describing their implementation in classroom settings and examining students' responses to the learning process. The study contributes to the discussion of innovative language pedagogy by shifting attention from hypnoteaching as a claimed instructional outcome toward the actual pedagogical practices and classroom interactions through which the approach is implemented. The findings are expected to provide empirical insights for teachers and researchers interested in developing more supportive, interactive, and student-centered approaches to Indonesian language education.

LLiterature Review

a. Hypnoteaching as a Pedagogical Approach

Hypnoteaching has emerged as an alternative instructional approach that emphasizes the use of positive communication, suggestion, emotional engagement, and supportive teacher–student relationships in the learning process. The concept is generally associated with the application of hypnosis-inspired communication techniques in educational settings, although its classroom implementation differs substantially from clinical or stage hypnosis. Navis (2021) describes hypnosis as a state in which individuals may

become more receptive to suggestions, while Yustisia (2017) explains hypnosis as a condition involving changes in attention and responsiveness to suggestions. Within education, these principles are adapted into pedagogical communication rather than being used to induce students into sleep or to remove their conscious control. Thus, hypnoteaching can be understood as an instructional approach that seeks to create a psychologically supportive learning environment through carefully structured communication and positive suggestion.

The pedagogical foundation of hypnoteaching is closely related to the importance of attention, emotional readiness, motivation, and interpersonal communication in learning. Rather than treating students as passive recipients of information, hypnoteaching places considerable emphasis on the teacher's ability to establish rapport, attract attention, communicate positively, and guide students toward active participation. Hm (2019) characterizes hypnoteaching as a form of learning that incorporates subconscious-oriented communication, imagination, and suggestion, while Kasmaja (2016) emphasizes the importance of creating both psychologically and physically comfortable learning environments. These perspectives suggest that the classroom atmosphere is not merely a contextual factor but an important component of the instructional process.

Several studies have associated hypnoteaching with positive learning experiences. Hakim and Hariawan (2017) highlight its potential to create enjoyable learning environments, attract students' attention, support teachers' emotional regulation, and develop harmonious teacher–student relationships. Nurhadi and Djamel (2019) similarly reported positive associations between hypnoteaching, student motivation, and learning outcomes, particularly in learning contexts perceived as difficult. However, these findings should be interpreted within the methodological characteristics of the respective studies, as evidence concerning the mechanisms through

which hypnoteaching operates in actual classroom interaction remains relatively limited.

b. Communication, Suggestion, and Classroom Interaction

Communication constitutes a central element of hypnoteaching because suggestions are primarily conveyed through verbal and non-verbal interaction between teachers and students. In this context, the use of positive language, appropriate intonation, reinforcement, modelling, and persuasive communication becomes particularly important. Suggestion can influence attention, interpretation, and behavioral responses, particularly when it is embedded within an interpersonal relationship characterized by trust and acceptance. From a broader psychological perspective, suggestion is more appropriately understood as a process of influence that interacts with attention, expectation, social context, and individual differences rather than as a mechanism that bypasses conscious cognitive processing altogether.

The teacher's communication style is therefore an important component of hypnoteaching. Yustisia (2022) argues that hypnoteaching does not require students to be put into a sleeping or unconscious state. Instead, teachers can employ supportive communication and classroom management strategies to establish a comfortable and focused learning atmosphere. The effectiveness of this approach depends considerably on the teacher's ability to select appropriate language, regulate vocal tone, establish interpersonal rapport, and communicate messages that students can understand and respond to positively. This perspective places classroom interaction at the center of hypnoteaching rather than treating suggestion as an isolated technique.

Several instructional practices have been identified as important components of hypnoteaching. Noer, as cited in Yustisia (2012), identifies practices including intention and motivation, *facing*, *leading*, positive language, praise, modelling, and mastery of learning materials. These practices describe a progression

from establishing interpersonal connection to guiding students through learning activities. *Facing* emphasizes the teacher's adaptation to students' communication styles and classroom conditions, whereas *leading* refers to the subsequent process of directing students toward instructional goals. Positive language and praise provide reinforcement, while modelling allows teachers to demonstrate behaviors and attitudes that students can observe and emulate. Mastery of instructional materials remains essential because suggestive communication cannot substitute for teachers' pedagogical and subject-matter competence.

Other techniques discussed in the hypnoteaching literature include *yelling*, emotional management activities, *teach and praise*, and the use of motivational questions or "magic questions" (Yustisia, 2022). These practices are intended to restore students' attention, regulate classroom energy, encourage active participation, reinforce confidence, and stimulate students' thinking. Nevertheless, such techniques should be understood as classroom strategies rather than as evidence that students enter a specific neurological state. Their pedagogical value is more appropriately examined through observable classroom behaviors, patterns of interaction, student participation, and participants' experiences.

c. Hypnoteaching in Primary and Language Education

The potential application of hypnoteaching is particularly relevant in educational contexts where students' motivation, attention, confidence, and emotional readiness are important to learning. Primary school students, for example, are still developing cognitively, emotionally, and socially, and therefore may respond differently to instructional strategies depending on the classroom environment and teachers' communication practices. Slavin (2018) emphasizes the importance of developmentally appropriate instructional approaches, while Pertiwi (2014) suggests that hypnoteaching can be adapted to young learners by incorporating

imagination, positive communication, and relaxed learning activities.

Previous studies have reported the application of hypnoteaching in primary education. Kasaniah (2014) examined its application in religious learning contexts and reported improvements in students' attention, understanding, and participation. Among Priyono et al. (2014) also reported the use of hypnoteaching in elementary mathematics learning, particularly in relation to student engagement and reduced apprehension toward difficult learning content. These studies indicate that hypnoteaching has been explored across different subject areas; however, the evidence remains context-specific and does not necessarily explain how teachers enact hypnoteaching practices during classroom interaction.

The relevance of hypnoteaching to Indonesian language education deserves particular attention because language learning depends heavily on communication, participation, confidence, and interaction. Indonesian language classrooms require students to listen, speak, read, write, express ideas, and respond to teachers and peers. An instructional approach that emphasizes positive communication and psychological comfort may therefore provide a useful context for encouraging participation. However, previous research has tended to emphasize learning outcomes or motivational effects rather than examining the concrete interactional processes through which hypnoteaching is implemented in Indonesian language classrooms.

d. Conceptualization of Hypnoteaching Practices

Based on the literature, hypnoteaching in this study is conceptualized not as formal hypnosis but as a set of teacher-mediated pedagogical communication practices intended to establish attention, psychological comfort, positive expectations, active participation, and constructive classroom interaction. The framework integrates ten dimensions identified from the relevant literature and used as an analytical lens in this study: intention and

motivation, *facing*, *leading*, positive language, praise, modelling, mastery of learning materials, student self-confidence, communication, and lesson closure. These dimensions represent interconnected aspects of instructional practice rather than isolated techniques.

The first dimensions, intention and motivation, concern the teacher's preparedness and commitment to creating a positive learning experience. *Facing* and *leading* describe the process through which teachers establish rapport and subsequently guide students toward instructional objectives. Positive language and praise are related to reinforcement and the creation of supportive expectations, whereas modelling emphasizes the consistency between teachers' verbal messages and observable behavior. Mastery of learning materials ensures that supportive communication remains connected to substantive instructional content. Student self-confidence and communication reflect the interactional outcomes that become visible during learning activities, while lesson closure concerns the consolidation of learning and the maintenance of a positive learning experience until the end of the lesson. This conceptualization also provides an important distinction between claimed effects of hypnoteaching and observable practice.

3. Methods

This study employed a descriptive qualitative research design to explore the implementation of hypnoteaching practices in Indonesian language education, with particular attention to teacher–student interaction and students' responses during classroom learning. A qualitative approach was considered appropriate because the study sought to understand instructional practices and classroom experiences in their natural setting rather than to statistically measure the effectiveness of hypnoteaching. The study also incorporated a literature review to provide a theoretical foundation for understanding the concept, principles, and instructional dimensions of hypnoteaching.

The research was conducted at UPT SPF SDN Kapota Yudha I Makassar, with the classroom learning process serving as the primary research setting. The participants consisted of a teacher and several fourth-grade students who were directly involved in Indonesian language learning activities. The teacher was selected as the primary participant because of their role in planning and implementing hypnoteaching practices, while the students were included to provide information regarding their experiences, participation, and responses to the instructional process. Participants were selected purposively based on their direct involvement and relevance to the research objectives.

Data were collected through classroom observation, semi-structured interviews, and documentation. Classroom observations were conducted throughout the learning process, from the beginning to the end of the lesson, to identify how hypnoteaching was implemented in actual classroom interaction. Particular attention was given to the teacher's communication, verbal and non-verbal behavior, students' participation, classroom atmosphere, and interactions between the teacher and students. The observation focused on the principal dimensions of hypnoteaching identified in the literature, including intention and motivation, facing, leading, the use of positive language, praise, modelling, mastery of learning materials, student self-confidence, communication, and lesson closure. Field notes were used to systematically record relevant classroom activities and interactions.

Semi-structured interviews were conducted with the teacher and selected students to obtain more detailed information about their experiences with hypnoteaching. The teacher interview focused on the understanding, preparation, and implementation of hypnoteaching practices, including the use of positive language, praise, modelling, and strategies for establishing student attention and participation. Student interviews explored their perceptions of the classroom atmosphere, communication with the teacher, learning experiences, motivation, confidence, and

responses to the instructional activities. The semi-structured format provided consistency in the main topics while allowing the researcher to explore participants' responses in greater depth.

Documentation was used as supporting evidence for the observation and interview data. Relevant documentation included photographs, field notes, instructional materials, and other classroom records related to the implementation of hypnoteaching. Documentation was not treated as an independent source of interpretation but was used to provide contextual information and support the interpretation of evidence obtained through observation and interviews.

The data were analyzed descriptively through several interconnected stages: data organization, familiarization, coding, categorization, and interpretation. Observation notes, interview data, and documentation were reviewed repeatedly to identify information relevant to the research questions. Meaningful segments of data were coded according to their relationship with the dimensions of hypnoteaching, classroom interaction, and students' responses. Similar codes were then grouped into broader categories to identify recurring patterns in the implementation of hypnoteaching. The findings from classroom observations were compared with interview responses and supporting documentation to identify areas of convergence and variation. This process enabled the researchers to interpret hypnoteaching as an interactional classroom practice rather than simply as a teaching technique associated with predetermined learning outcomes.

The credibility of the findings was strengthened through methodological triangulation by comparing evidence obtained from classroom observations, interviews, and documentation. The use of multiple data sources enabled the researcher to examine the consistency of information concerning teacher practices and student responses. Participant identities were protected in the reporting of the findings, and the data were used solely for academic research purposes. Participation was voluntary, and

participants were informed about the purpose and nature of the study before data collection was conducted.

4. Results and Discussion

a. Results of Classroom Observations

The classroom observations revealed that hypnoteaching practices were implemented through a combination of positive communication, interpersonal engagement, structured guidance, reinforcement, modelling, and continuous teacher support. Rather than appearing as a single instructional technique, hypnoteaching was observed as a sequence of teacher behaviors that shaped the classroom atmosphere and influenced how students participated in the learning process. The observed practices were particularly visible in the teacher's efforts to establish rapport with students, maintain their attention, provide encouragement, and guide them gradually through the learning activities.

The first observable dimension was intention and motivation. At the beginning of the lesson, the teacher attempted to prepare students psychologically for learning by creating a friendly atmosphere and communicating positive expectations. The teacher did not immediately move to the delivery of instructional content but first attempted to establish students' readiness to participate. This was reflected in greetings, questions concerning students' condition, and introductory communication designed to make students feel comfortable. Such practices are important because students' engagement is influenced not only by the content of instruction but also by how teachers structure the learning environment and communicate expectations. Previous research has shown that teacher support and motivating instructional styles are positively associated with student engagement and motivational resources.

The second dimension involved facing, which was evident in the teacher's effort to establish direct and supportive communication with students. The teacher approached students, paid attention to their reactions, asked about their

understanding, and adjusted communication according to classroom conditions. This finding indicates that facing functioned as an initial mechanism for establishing interpersonal connection before the teacher directed students toward specific learning tasks. Such interaction is consistent with contemporary research emphasizing the importance of positive teacher–student relationships for classroom engagement. A longitudinal study involving elementary school students found that teacher–student relationships and classroom engagement are dynamically associated over time, suggesting that the quality of interpersonal relationships is relevant to students' participation in classroom activities.

The third dimension was leading. After establishing communication with students, the teacher gradually directed them toward the learning objectives. The teacher did not immediately provide complex tasks but used simple questions and exercises to develop students' understanding step by step. This pattern indicates that leading was implemented as a gradual transition from interpersonal connection to academic engagement. The students were given opportunities to respond, ask questions, and demonstrate their understanding before moving to more complex learning activities. This finding is consistent with research showing that teachers' provision of structure and autonomy-supportive practices can contribute to students' behavioral and agentic engagement.

The fourth dimension was the use of positive language. During classroom activities, the teacher used language that encouraged students to participate and reduced the possibility of students feeling afraid of making mistakes. Positive expressions were particularly visible when students were asked to answer questions or explain their understanding. Instead of immediately emphasizing incorrect answers, the teacher provided guidance and encouragement. This practice is relevant to language learning because students need sufficient confidence to express ideas and respond orally. Contemporary research on teacher communication has specifically highlighted the role of supportive

communication in student motivation and engagement.

The fifth dimension was praise and positive reinforcement. The teacher provided verbal appreciation when students attempted to answer questions, completed tasks, or participated in discussions. Praise was not limited to students who produced completely correct answers but was also used to acknowledge effort and participation. This observation is particularly important because positive reinforcement may contribute to students' willingness to continue participating. A review focusing on English as a foreign language education found evidence supporting the relationship between teacher praise, academic motivation, and student engagement. Similarly, a microanalytic study of classroom teaching found that positive feedback and support during learning activities were associated with subsequent positive student engagement.

The sixth dimension was modelling. The teacher demonstrated how students should approach learning tasks rather than relying exclusively on verbal explanations. Modelling was observed through direct demonstrations and the use of instructional aids to illustrate how a problem or task could be completed. This practice provided students with an observable example before they were expected to perform the task independently. In the context of hypnoteaching, modelling therefore operated as a concrete instructional component that connected teacher communication with actual learning behavior.

The seventh dimension was mastery of instructional materials. The teacher demonstrated sufficient familiarity with the material and was able to explain concepts using language that was accessible to the students. Instructions were presented sequentially, allowing students to follow the learning process without being overwhelmed by complex explanations. This finding is important because supportive communication cannot substitute for subject-matter competence. Hypnoteaching practices appear to be most meaningful when positive

communication is integrated with clear and academically relevant instruction.

The eighth dimension concerned student self-confidence. During the observed learning activities, students were given opportunities to answer questions and express their understanding. Some students who initially appeared hesitant gradually became more willing to respond after receiving encouragement from the teacher. The teacher's approach appeared to reduce the social risk associated with giving an incorrect answer. This finding is consistent with research indicating that supportive teaching practices can contribute to students' motivational resources and engagement.

The ninth dimension was communication. Communication occurred not only through teacher explanations but also through questions, responses, clarification, discussion, and individual guidance. The teacher actively approached students to determine whether they understood the material and provided additional explanations when difficulties were identified. This finding reinforces the interactional character of hypnoteaching. Rather than functioning as a one-directional process in which the teacher delivers suggestions to students, hypnoteaching in this classroom was enacted through continuous communication between teachers and learners. Research examining real-time teacher-student interactions similarly demonstrates that what teachers do during moment-to-moment classroom interactions is related to students' engagement.

The tenth dimension was lesson closure. At the end of the learning activities, the teacher attempted to consolidate the learning experience and maintain a positive classroom atmosphere. The closing stage was not treated merely as the termination of instruction but as an opportunity to reinforce the students' learning experience. This observation indicates that the principles associated with hypnoteaching were distributed throughout the lesson rather than being restricted to the opening stage.

An important finding emerged from the comparison between the first and subsequent observations. During the initial observation, some students required repeated prompts and positive suggestions to maintain their attention. Their readiness to learn was not uniform, and the teacher needed to repeat certain forms of encouragement before students became sufficiently focused on the learning activities. During the second observation, students appeared more prepared to participate, and the teacher was able to establish attention and motivation more readily. This pattern should not automatically be interpreted as evidence that hypnoteaching caused an improvement in students' behavior. Rather, it suggests that repeated teacher-student interaction and familiarity with classroom routines may have contributed to a more readily established learning environment.

This observation is consistent with research demonstrating that student engagement and teacher motivational behavior can dynamically influence one another. In a five-week study, students' perceived teacher autonomy support and classroom structure were associated with changes in their engagement, while students' engagement also shaped subsequent teacher motivational behavior. Similarly, research based on real-time classroom interaction found that supportive teacher behavior was related to student engagement at the moment of interaction itself. Thus, the observed change between the first and second classroom observations may be better understood as part of an evolving interactional process rather than as a simple treatment effect.

Overall, the observation data indicate that the implementation of hypnoteaching was characterized by a supportive classroom climate, gradual instructional guidance, positive communication, reinforcement, modelling, and opportunities for student participation. These practices appeared to facilitate a learning environment in which students were increasingly willing to interact with the teacher and participate in learning activities. The findings are also

broadly consistent with previous research on hypnoteaching. For example, Ilyas, Dollah, and Munir reported that hypnoteaching was associated with student motivation in an English learning context at SMAN 7 Makassar, while a 2021 meta-analysis reported positive effects of hypnoteaching on several learning outcomes across experimental studies. However, the present qualitative findings contribute a different perspective by illustrating how hypnoteaching practices are enacted through everyday classroom interaction rather than measuring their effects statistically.

b. Results of Interviews

The interviews provided additional information concerning the teacher's experiences in implementing hypnoteaching and the students' perceptions of the learning process. Overall, the interview data indicated that the teacher perceived hypnoteaching as useful for establishing a comfortable classroom atmosphere, maintaining students' attention, encouraging participation, and supporting students who were initially hesitant to communicate during learning activities.

According to the teacher, students did not always demonstrate the same level of readiness or responsiveness at the beginning of the lesson. Some students required more direct attention, repeated encouragement, or additional explanation before they became actively involved in the learning process. The teacher therefore adapted the use of positive language, questions, praise, and individual guidance according to students' needs. This finding suggests that hypnoteaching was not implemented as a rigid sequence of techniques but as a flexible interactional strategy.

The teacher's experience also indicated that individual differences among students were an important consideration. Some students responded quickly to questions and encouragement, whereas others required more time and repeated support. Consequently, the teacher needed to adjust the intensity and form of communication. This finding is important

because contemporary research indicates that students do not respond uniformly to teacher motivational practices. Research on lesson-specific autonomy support, for example, has demonstrated meaningful variation in students' motivational and engagement responses across lessons and among students.

The interviews with students further indicated generally positive responses to the classroom environment created through the teacher's communication style. Students reported feeling that the teacher paid attention to them and provided encouragement when they experienced difficulties. Such attention appeared to make some students more willing to attempt tasks and express their answers. Importantly, the students did not describe the learning process solely in terms of the instructional technique itself; rather, their responses emphasized the interpersonal experience of being guided, encouraged, and supported by the teacher.

Several students who initially appeared less confident became more willing to answer questions or communicate their difficulties. The students' perceptions suggest that individualized attention was interpreted positively. Instead of viewing additional attention as a form of pressure, some students perceived it as evidence that the teacher cared about their learning. This perception may have contributed to their willingness to participate more actively in classroom activities.

The finding concerning teacher attention is consistent with contemporary research on teacher support. A study examining perceived teacher support found that autonomy support and teacher involvement were positively associated with students' psychological need satisfaction and, subsequently, motivational and engagement outcomes. Similarly, research on teacher autonomy support has emphasized the role of teachers in supporting students' internal motivational resources and engagement. Although the present study does not measure these relationships statistically, the interview accounts provide qualitative evidence of how

teacher attention and supportive communication were experienced by students.

The role of praise also emerged strongly from the interview data. Students appeared to appreciate verbal recognition from the teacher, particularly when they attempted to answer questions or complete learning tasks. Praise functioned not merely as a reward but as a form of interpersonal communication that communicated recognition of students' effort. This finding corresponds with research emphasizing the role of teacher praise in supporting academic motivation and engagement, particularly in language-learning contexts.

The interview findings also indicate that positive communication and classroom comfort were closely related. Students expressed greater willingness to communicate when they felt that mistakes would not immediately result in negative judgment. The teacher's use of supportive language created opportunities for students to attempt answers even when they were uncertain. This is particularly relevant to Indonesian language education, where classroom learning requires students to communicate ideas, respond to questions, explain interpretations, and participate in discussion.

The findings are also supported by recent research on teacher–student interaction. Zeinstra et al. found that teacher behavior supporting students' needs for autonomy, competence, and relatedness mattered for engagement during moment-to-moment classroom interactions. Likewise, Flunger and Hollmann found that autonomy-supportive teaching strategies were meaningfully associated with students' motivation and engagement across mathematics and second-language lessons. These studies provide a broader theoretical context for understanding why the interactional components observed in the present study may be important to student participation.

c. Discussion

The findings indicate that hypnoteaching in this classroom is better understood as an interactional pedagogical practice than as a process of placing

students into a particular psychological or neurological state. The observed practices were primarily manifested through teacher communication, positive language, attention, praise, modelling, structured guidance, and opportunities for student participation. This finding is consistent with contemporary perspectives on classroom interaction, which emphasize that students' engagement develops through the quality of interactions between teachers, students, and learning activities (Zeinstra et al., 2023). In this sense, hypnoteaching can be interpreted as a pedagogical approach that organizes supportive communication and interpersonal interaction to facilitate students' readiness and participation in learning.

The ten dimensions identified in this study form an interconnected instructional process. Intention and motivation provide the initial orientation for learning; facing establishes interpersonal connection; leading gradually directs students toward learning objectives; positive language and praise reinforce participation; modelling provides concrete examples; mastery of learning materials ensures instructional quality; communication facilitates reciprocal interaction; student self-confidence becomes visible through participation; and lesson closure consolidates the learning experience. The findings suggest that these dimensions should not be treated as isolated techniques but as interconnected teacher behaviors that operate within the classroom interaction process. Such an interpretation is consistent with research showing that teacher motivational behavior, classroom structure, and supportive interaction are related to students' engagement in learning (Flunger & Hollmann, 2022; Yang et al., 2022).

The role of positive communication emerged as one of the most prominent characteristics of the observed hypnoteaching practices. The teacher used supportive expressions, encouraging statements, and accessible language when communicating with students. Instead of emphasizing students' mistakes, the teacher provided opportunities for them to reconsider

their answers and try again. This approach appeared to create a classroom environment in which students were more willing to participate. Contemporary research has emphasized that teachers' interpersonal behavior and motivational support can contribute to students' psychological resources and classroom engagement (Ma, 2021; Yang et al., 2022). Thus, the positive communication observed in this study can be understood as an important mechanism through which hypnoteaching becomes visible in everyday classroom practice.

The findings concerning facing and teacher attention are also significant. The teacher actively approached students, asked about their understanding, observed their reactions, and provided individual assistance when difficulties emerged. These practices indicate that facing was not merely a physical positioning technique but functioned as a form of interpersonal engagement. Students appeared to interpret the teacher's attention as a sign of concern for their learning. This finding is consistent with research demonstrating the importance of teacher–student relationships for classroom engagement, particularly among younger learners (Wang et al., 2023). A positive teacher–student relationship may provide students with a greater sense of security and belonging, thereby creating conditions that support participation.

The leading dimension was reflected in the teacher's gradual guidance of students from simple questions toward more demanding learning activities. Rather than expecting students to immediately master complex material, the teacher provided sequential explanations and opportunities to respond. This practice is consistent with the importance of providing structure while maintaining students' active involvement in learning. Flunger and Hollmann (2022) found that teachers' motivational practices, including autonomy support and classroom structure, were associated with students' motivation and engagement. In the present study, leading can therefore be interpreted as a process of providing instructional direction while allowing students to remain

actively involved in constructing their understanding.

Another important finding concerns praise and positive reinforcement. The teacher provided verbal appreciation when students attempted to answer questions, completed tasks, or participated in discussions. Interestingly, praise was not limited to completely correct answers but was also used to recognize students' efforts and willingness to participate. Such practice appeared to encourage students to continue interacting with the teacher. Research on motivating teacher behavior has demonstrated that positive feedback and supportive responses can be associated with subsequent positive student engagement (Sánchez-Oliva et al., 2022). Similarly, research on teacher support indicates that positive interpersonal behavior can contribute to students' motivation and engagement (Ma, 2021). The present findings therefore suggest that praise within hypnoteaching may function as an interpersonal reinforcement mechanism rather than simply as a reward.

The role of modelling was also evident in the classroom. The teacher demonstrated how students should approach particular learning tasks and used instructional aids to make abstract or difficult concepts more concrete. Through modelling, students were provided with an observable example before being asked to complete similar tasks independently. This finding indicates that hypnoteaching does not operate solely through verbal suggestion. Instead, verbal communication needs to be accompanied by concrete instructional practices. Teacher modelling can therefore strengthen the connection between positive communication and actual learning behavior.

The findings further demonstrate the importance of mastery of instructional materials. The teacher was able to explain the material in language that was accessible to students and provide clarification when students encountered difficulties. This aspect is particularly important because positive communication cannot replace teachers' pedagogical and subject-matter

competence. A comfortable classroom atmosphere needs to be accompanied by clear explanations, appropriate learning activities, and accurate instructional content. Therefore, hypnoteaching should not be viewed as a substitute for effective teaching competence but as a communication-oriented approach that can be integrated with sound instructional practices.

The dimension of student self-confidence was visible in students' willingness to answer questions, express opinions, and communicate difficulties. Some students who were initially hesitant appeared more willing to participate after receiving encouragement from the teacher. However, these observations should not be interpreted as direct evidence of a measurable increase in self-confidence. Rather, they indicate an observable change in students' willingness to communicate within the classroom. This distinction is important because qualitative observations capture behaviors and experiences rather than statistically measured psychological changes. Nevertheless, the finding is consistent with broader research suggesting that supportive teacher behavior can contribute to students' motivational resources and engagement (Ma, 2021; Yang et al., 2022).

The communication dimension further confirms that hypnoteaching in this study operated as a reciprocal process. Communication was not restricted to teachers giving instructions. It included questions, student responses, clarification, discussion, individual guidance, and feedback. The teacher continuously monitored students' responses and adjusted explanations accordingly. Zeinstra et al. (2023) demonstrated that teacher behavior during moment-to-moment classroom interactions is associated with students' engagement. This perspective helps explain why the communication observed in the present study is central to understanding hypnoteaching. The approach becomes meaningful through interaction rather than through the teacher's verbal suggestions alone.

The difference between the first and second observations provides an additional finding concerning the dynamic nature of classroom

engagement. During the first observation, some students required repeated prompts and suggestions to maintain their attention. During the second observation, students appeared more prepared to participate, and the teacher was able to establish attention and motivation more readily. This development should not be interpreted as definitive evidence that hypnoteaching directly caused an improvement in students' behavior. Other factors, including familiarity with the teacher, classroom routines, students' daily conditions, and the learning material, may also have contributed to the observed differences. Research on classroom motivation similarly indicates that teacher behavior and student engagement may influence one another dynamically across learning situations (Flunger & Hollmann, 2022).

The interview findings strengthen the interpretation of the observation data. Students generally described the teacher as attentive and supportive, particularly when they experienced difficulties in understanding the material. The teacher's willingness to provide additional explanations and individual assistance appeared to make students more comfortable participating in classroom activities. This finding is consistent with research emphasizing teacher involvement and autonomy support as important elements of students' motivation and engagement (Yang et al., 2022). The present study adds a contextual perspective by showing how such support was experienced by students within the implementation of hypnoteaching.

Students' responses also indicate that individual attention was an important aspect of their positive classroom experience. Students who normally hesitated to answer questions appeared to become more willing to express their answers after receiving encouragement. Some students also felt comfortable communicating whether they understood or did not understand the material. This finding suggests that the interpersonal dimension of hypnoteaching may be particularly relevant for students who require additional encouragement. Research on teacher-student relationships has similarly shown that the

quality of interpersonal relationships is associated with students' classroom engagement (Wang et al., 2023).

The findings concerning hypnoteaching are also broadly consistent with previous empirical studies conducted in Indonesian educational contexts. Ilyas et al. (2022), for example, reported the use of hypnoteaching in English language learning and identified its relevance to student motivation. Darmawan et al. (2021), through a meta-analytic study, also reported positive effects of hypnoteaching across several educational outcomes. These findings provide contextual support for the present study. However, the methodological orientation differs. Previous quantitative research has generally focused on measuring changes or relationships involving learning outcomes, whereas the present study focuses on how hypnoteaching is enacted through classroom interaction and how students experience the instructional process.

The findings also suggest that hypnoteaching should not be assumed to produce identical responses among all students. Some students responded readily to positive suggestions and teacher encouragement, whereas others required repeated guidance and individual attention. This variation is consistent with research indicating that students differ in their responses to teachers' motivational practices and classroom support (Flunger & Hollmann, 2022). Therefore, flexibility is an important consideration in implementing hypnoteaching. Teachers need to adapt their communication, reinforcement, questioning, and guidance to students' individual needs and classroom conditions.

From a pedagogical perspective, the findings suggest that the potential contribution of hypnoteaching lies primarily in its ability to organize supportive teacher-student interaction. The approach brings together rapport building, positive language, gradual guidance, praise, modelling, individual attention, and reciprocal communication. These practices correspond with broader evidence concerning teacher support and student engagement (Ma, 2021; Zeinstra et al., 2023). In Indonesian language education, this

interactional orientation is particularly relevant because language learning requires students to communicate ideas, respond to questions, express opinions, and participate actively in classroom activities.

Overall, the findings support the conceptualization of hypnoteaching as a teacher-mediated communication approach that seeks to establish attention, psychological comfort, positive expectations, and active classroom participation. The most visible contribution in the present study was the creation of a supportive learning environment in which students appeared more willing to participate, communicate, and attempt learning tasks. However, the findings do not provide sufficient evidence to conclude that hypnoteaching directly caused improvements in motivation, confidence, or learning outcomes. Rather, the qualitative evidence suggests that hypnoteaching practices can provide a useful framework for organizing positive teacher-student interactions and supporting students' classroom participation. This interactional perspective represents an important contribution to the existing literature, particularly because previous research has more frequently emphasized learning outcomes than the detailed classroom processes through which hypnoteaching is implemented.

5. Conclusion

This study concludes that hypnoteaching was implemented in Indonesian language learning through ten interconnected dimensions: intention and motivation, facing, leading, the use of positive language, praise, modelling, mastery of learning materials, student self-confidence, communication, and lesson closure. The findings from classroom observations and interviews indicate that these dimensions were not implemented as separate techniques but as a sequence of teacher behaviors that supported the overall learning process. The teacher began by establishing students' readiness and creating a comfortable classroom atmosphere, followed by efforts to build interpersonal connection, guide students toward learning objectives, provide positive reinforcement, demonstrate learning

activities, and maintain communication throughout the lesson.

The observation findings further indicate that facing and leading played an important role in establishing students' readiness to participate. The teacher approached students, greeted them, asked about their condition, and attempted to understand their readiness before directing them toward learning activities. After rapport had been established, the teacher gradually guided students through questions, explanations, and relatively simple tasks before moving toward more demanding activities. This sequence created a transition from social interaction to academic engagement and enabled students to participate in the learning process in a more structured manner.

The use of positive language and praise was another prominent feature of the implementation. The teacher used encouraging expressions when students attempted to answer questions, completed tasks, or participated in classroom discussions. Students generally responded positively to these forms of reinforcement. The interview findings suggest that students appreciated the teacher's attention and encouragement and that some students who were initially reluctant to answer became more willing to communicate their ideas. Thus, positive language and praise functioned not only as instructional techniques but also as forms of interpersonal communication that contributed to students' perceptions of comfort and support during learning.

The implementation of modelling also supported students' understanding of the learning material. Rather than relying solely on verbal explanations, the teacher demonstrated how learning tasks could be completed and provided examples that students could follow. This practice helped connect explanations with observable learning procedures. In the context of Indonesian language education, modelling can also provide students with concrete examples of how to perform language-related tasks, formulate responses, and participate appropriately in classroom activities.

The findings also demonstrate the importance of teacher mastery of instructional materials. Hypnoteaching practices were accompanied by clear explanations, structured instructions, and additional guidance when students experienced difficulties. This finding indicates that hypnoteaching should not be understood as a replacement for teachers' pedagogical or subject-matter competence. Positive communication and supportive classroom interaction become more meaningful when they are integrated with appropriate instructional content and clear learning objectives.

The study further found that students' self-confidence and classroom participation were visible in their willingness to answer questions, express opinions, ask for clarification, and communicate difficulties. Some students who were initially hesitant appeared more willing to participate after receiving individual attention, encouragement, and positive responses from the teacher. However, these observations should be interpreted as qualitative evidence of students' willingness to participate rather than as evidence of a statistically measured increase in self-confidence. The findings therefore demonstrate changes in observable classroom behavior and reported experiences rather than establishing a causal effect of hypnoteaching on students' psychological characteristics.

Communication emerged as a central element connecting all ten dimensions of hypnoteaching. The teacher's interaction with students was not limited to delivering instructions but involved questioning, listening, clarification, feedback, individual guidance, and responses to students' classroom behavior. This reciprocal communication allowed the teacher to identify students who required additional assistance and to adjust instructional strategies accordingly. The findings consequently suggest that the interactional character of hypnoteaching is one of its most important features in the observed classroom.

An important finding was the difference in students' readiness between the first and subsequent observations. During the initial

observation, some students required repeated prompts and positive suggestions to maintain attention and remain focused on learning activities. During the second observation, students appeared more prepared to participate, and the teacher was able to establish attention and motivation more readily. This development should not be interpreted as direct evidence that hypnoteaching caused an improvement in student behavior. The difference may also have been related to students' familiarity with classroom routines, the teacher's communication style, the learning situation, and individual student conditions. Nevertheless, the observation indicates that the implementation of hypnoteaching may develop progressively as teacher-student interaction becomes more familiar.

The interview findings complement these observations by showing that students generally perceived the learning environment positively. Students reported feeling that the teacher paid attention to them, provided assistance when they experienced difficulties, and encouraged them to complete learning tasks. Individual attention was particularly meaningful for students who tended to be less confident in expressing their answers. Rather than perceiving additional attention negatively, some students interpreted it as an indication that the teacher cared about their learning. This perception appeared to encourage students to communicate their understanding, difficulties, and feelings during the learning process.

At the same time, the findings demonstrate that students did not respond uniformly to hypnoteaching practices. Some students responded quickly to encouragement and positive communication, whereas others required repeated guidance and more individualized attention. This variation indicates that the implementation of hypnoteaching requires teacher flexibility. Teachers need to consider students' individual characteristics, readiness, learning difficulties, and classroom conditions when applying positive suggestions, questioning,

praise, modelling, and other interactional strategies.

Overall, the findings suggest that the contribution of hypnoteaching in the observed Indonesian language classroom was most visible in the creation of a supportive classroom environment and the facilitation of student participation and communication. Students appeared more comfortable interacting with the teacher, attempting to answer questions, asking for clarification, and completing learning tasks when they received positive communication and individualized support. The approach therefore has potential as a communication-oriented pedagogical strategy, particularly when integrated with structured instruction and appropriate classroom management.

However, the findings should be interpreted within the limitations of the qualitative design and the specific research context. The study involved a limited number of participants in one elementary school classroom, and the data were obtained primarily through classroom observations, interviews, and documentation. Consequently, the findings are intended to provide an in-depth description of hypnoteaching practices in the observed context

rather than statistical generalizations to all Indonesian language classrooms. Future studies could examine hypnoteaching in different schools, grade levels, learning topics, and educational contexts and could combine qualitative observations with quantitative measures when the objective is to examine changes in motivation, self-confidence, engagement, or learning achievement.

In conclusion, hypnoteaching in this study can be conceptualized as a teacher-mediated interactional approach that integrates positive communication, rapport building, gradual guidance, reinforcement, modelling, individual attention, and continuous classroom communication. Its significance lies not simply in the use of suggestion but in the way teachers organize supportive interactions that encourage students to become more comfortable and actively involved in learning. The study therefore contributes a qualitative understanding of how hypnoteaching is enacted in Indonesian language education and highlights the importance of viewing the approach as an integrated classroom interaction practice rather than as a technique that automatically produces predetermined learning outcomes.

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