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HYPNO-ANDRAGOGY 2.0: TRANSFORMATION OF LEARNING PROCESS USING HYPNOSIS METHOD IN ANDRAGOGY CLASS

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Abstract

It turns out that the technique of teaching in the Andragogy class is very different from the teaching techniques in the Paedagogy class. Note in our previous research there are some trainers who only master substantial competence, but donot master the andragogy. As a result there are trainees who experience the state of Futur while in the classroom. Other significant findings such as in BLC (Building Learning Commitment) classes, where trainees are rather slow in making decisions in the classroom. Their decision-making time below average time. We did research on 6 classes in year 2017. These findings can be solved by the hypno-andragogy method. Hypno-Andragogy is a learning process technique that in delivering the subject matter using communication techniques that are very persuasive and suggestive with the aim that trainees easily understand and feel comfortable in the classroom. In this version 2.0 there is a change in step 4th and 7th. That are Positive vibes with positive self-talk and self-healing using Simple-TRE (Tension and Trauma Releasing Exercise) technique. The use of Hypno-Andragogy methods in the classroom can help create a more effective learning process. Thus, according to the outcomes we expect, the atmosphere in the class becomes more conducive. Class more secure

and comfortable. Well motivated trainees. Easy to accept and understand the learning materials so that learning objectives can be achieved.

Keywords

Andragogy, Hypno-Andragogy, Learning Process, Positive Vibes, Simple-TRE

1. Introduction

This research is devoted to the transformation of the learning process, where a Widyaaiswara (also known as Teacher) does not only use microteaching techniques as usual, but can also use the subconscious mind communication media which is often referred to as hypnosis towards the trainees in the classroom.

This journal is a follow-up study from a previous one. Hypno-Andragogy version 1.0 which contains 7 steps in the transformation of the learning process using the Hypnosis method in the Andragogy class (Hawkins, 1993 as quoted by Hajar, 2012). The steps in question are Step-1 Intention, then Step-2 Pacing, followed by Step-3 Leading, and continued with Step-4 Positive Self-Talk. The next step is Step-5 Appreciation, which is done along with Step-6 Modeling. And, last but not least is the Step-7 Self-healing.

Well, in the Hypno-Andragogy 2.0 study, there are several additional techniques, namely the use of Positive-vibe techniques in Step-4 Positive Self-talk, and simple-TRE techniques on Step-7 Self-healing.

Psychologically adults as training participants in learning activities cannot be treated like children sitting in school. Adults grow as individuals and have maturity of self-concept. Moving from dependence towards independence. Adult psychology maturity as a person capable of self-direction. Not directed, not forced or even manipulated by others. So that if an adult faces a situation that does not allow him to be himself, then he will feel himself depressed and feel unhappy. Seeing this, it is expected that on the Widyaaiswara side, in addition to mastering the content delivered as a science, it is also necessary to master Andragogis's delivery techniques. (Suprijandoko, 2017).

2. Andragogy

John D. Ingals (1973) as quoted by Sunhaji (2013), gives a restriction that adult education is a way of approaching the adult learning process. This limitation emphasizes the learning techniques, so they are able and willing to learn in accordance with the objectives to be achieved.

Table 1: *Assumption dan Andragogy Model*

No.	Assumption	Andragogy
1.	Concept of self.	Psychologically, adults generally need more self-direction.
2.	Experience function.	Life experience is a source of learning for them. Therefore it will be suitable with the method of delivering experiment, experiment, discussion, practice, problem solving.
3.	Learning readiness.	Learning is expected to solve the problem. Learning can help them find what they need to know. Learning programs are arranged according to the needs of their lives. The presentation is sorted according to the readiness of trainee.
4.	Learning orientation.	Learn to improve your ability and to develop your current orientation. Therefore, the learning orientation is focused on activities that are in line with their expectations.

Tisnowati Tamat, 1985:19-20

Adults, in their learning have different characteristics with children, including the following:

- Learning leads more to a maturation process. A person will change from being dependent to having the ability to direct themselves. And requires self direction even though in certain circumstances they are dependent.
- Because the main principle is to gain self-understanding and maturity to survive, the learning process prioritizes using experimental techniques, discussion, problem solving, simulation and field practice.
- Adults will be ready to learn if the training material is in accordance with what is important in his life. Therefore the creation of learning conditions, tools, and procedures will make adults ready to learn. In other words, learning programs must be arranged according to their real life needs and the order of presentation must be adjusted to the readiness of students.
- Capacity development is oriented towards its activities. In other words, how to arrange lessons based on what abilities or appearance. (Tisnowati Tamat, 1985:20-22).

3. Objective

If these Hypno-Andragogy steps can be implemented properly, the atmosphere of learning in the classroom is believed to be more conducive. All trainees felt themselves

important, felt safe and felt comfortable and they were motivated to take lessons. Thus it will be easier to accept and understand the subject matter. So that learning objectives are more easily achieved.

The purpose of this study is a preliminary study to find recommended models. The recommended model is still in the form of a projection. Starting from the initial draft, which was then validated and tested on a small scale and large scale. All of them must go through consultation stages to make revisions to the draft, based on Hypno-Andragogy, and with a view to further enhancing the competency of the training-participants.

4. Methodology

The research method is a step in collecting, organizing, analyzing and interpreting data. According to Sugiyono (2010) in general the research method is defined as a scientific way to obtain data with specific purposes and uses.

Data collection methods were conducted using a triangulation method that combines several techniques in data collection, namely documentation of interviews, questionnaires, and field observations. The Triangulation method aims to improve researchers' understanding of what has been discovered (Sugiyono, 2010).

The analysis method used is correlation analysis, used to discuss the degree of relationship between variables (Zaenal Arifin, 2011: 48), namely to see the relationship between the benefits of hypno-focus to increase concentration learning, and the easy value in understanding the material being taught.

4.1 Population, Research Finding, and Research Tools

Sugiyono (2010) states that "the population is an area of generalization consisting of objects or subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions".

In the Journal "Case Study of Apparatus HR Education: Efforts to prevent Futur conditions using the Hypno-Andragogy Method on Participants of DSD 203 and DSD 204 Lemsaneg Training Center" (Suprijandoko, 2017). There are 50 participants who are suspected of having a Futur condition (Arif, 2015). That is, most of the participants experienced a concentration failure, could not focus and even less participated in the class.

In the Journal "Efforts to improve Self-affirmation in Building Learning Commitment (BLC) classes in the Workshop on Information Awareness for Local Government Officials using

the Hypnosis for Andragogy method: Case study of adult education". There are 2 (two) Classes A and B, with a total population of 155 participants. Using the Hypno-Andragogy method in class A, the results of the Correlation Analysis are that they can complete 2 (two) BLC tasks in 1 minute and 3 minutes compared to 10 minutes of BLC standard time. Then, in class B, it was recorded in 3 minutes and 5 minutes compared to 10 minutes of standard BLC time.

In the Journal "The process of brand management is conducted at the moment of transforming the brand of Lemsaneg into BSSN: The branding process is done by effective communication method involving Cyber Public Relations, in hopes of getting internal public support in Lemsaneg itself". This brand management process is a given from the Leader, and the participants are all employees. The sampling technique is used to measure the understanding of the results of the learning process with positive self-talk, leading, and appreciation. As a result, the transformation from Lemsaneg to BSSN can run smoothly, safely and peacefully.

In this study, the process involved 2 (two) DSD 208 and DSD 209 classes. There were 35 participants in total, with 3 training sessions multiplied by 3 days continuously with me. By using Hypno-Andragogy 2.0, we eliminate the feeling of boring, encouraging, ethical and performing.

4.2 Hypno-Andragogy 2.0

There were 2 (two) techniques from the previous method (Hajar, 2012): Positive Vibe with Positive Self-talk and Self-healing Technique with Simple-TRE. So full steps on this Hypno-Andragogy 2.0 method are as follows:

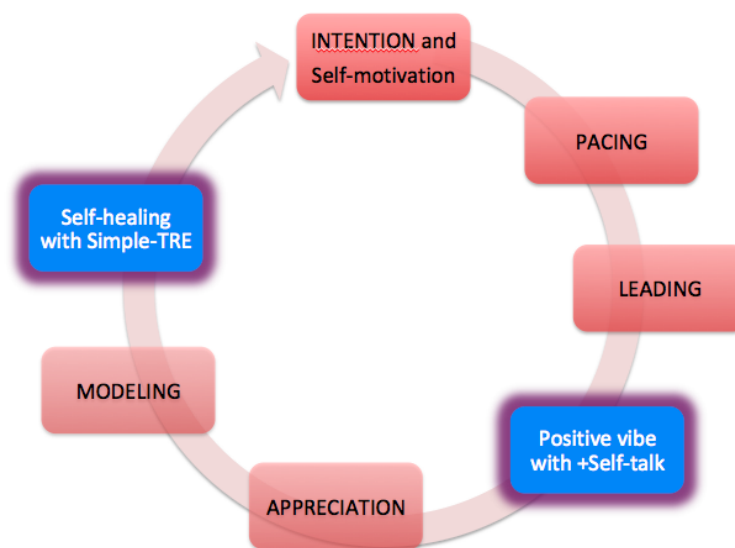


Figure 1: Cycle of Hypno-Andragogy 2.0

4.2.1. First is Intention and Motivation in yourself

From Umar radhiyallahu 'anhu, that the Prophet Muhammad sallallaahu' alaihi wasalam said, "The charity depends on his intentions, and one just gets in accordance with his intention. Whoever migrates to Allah and His Messenger, then migrates to Allah and His Messenger, and whoever migrates to the world or the woman to whom he is married, then his migration is according to which he migrated. " Bukhari, Muslim, and four Imam Experts of Hadith.

At this step, Widyaiswara should put intention to preach knowledge. Conveying even one verse. Deliver training perfectly. For the sake of building the future of participants, nation and state.

If this is the case, then the existence of a Widyaiswara in the classroom will have an impact on achieving maximum value. From him obtained good motivation, which is equipped with a high commitment to devote all potential. For the sake of educating participants.

4.2.2. Second, Pacing

Pacing means equalizing position, gesture, language, and brain waves with participants. In principle, humans tend to prefer to interact with "friends" who have many similarities, so that they will feel comfortable.

In this step, Widyaiswara can do an introduction. At the same time create a comfortable and relaxed class atmosphere.

The powerful Pacing technique can be combined with self-affirmation techniques to get a positive mindset energy, and story-telling techniques to deliver material. (Muzaki, 2015)

4.2.3. Third, Leading

After pacing, the participants will feel comfortable with the Widyaiswara. At that moment, Leading, which means leading or directing something, can be used to provide directions and tasks in class activities, and they will receive the material easily and comfortably.

In this step, the Widyaiswara can begin with the Hypno-Focus technique which aims to enable participants to focus and more-focus on concentrating and actively participating in the classroom. (MMIH, 2017)

4.2.4. Fourth, Positive Vibe with Positive Self-Talk

The use of positive words is well suited to the work of the mind-subconscious. In this position, the mind does not accept negative words. In the classroom, we use vibe-games to

simulate delivering any kind of positive/good messages between two or more participants. This game will be better when it comes to abdominal breathing techniques.

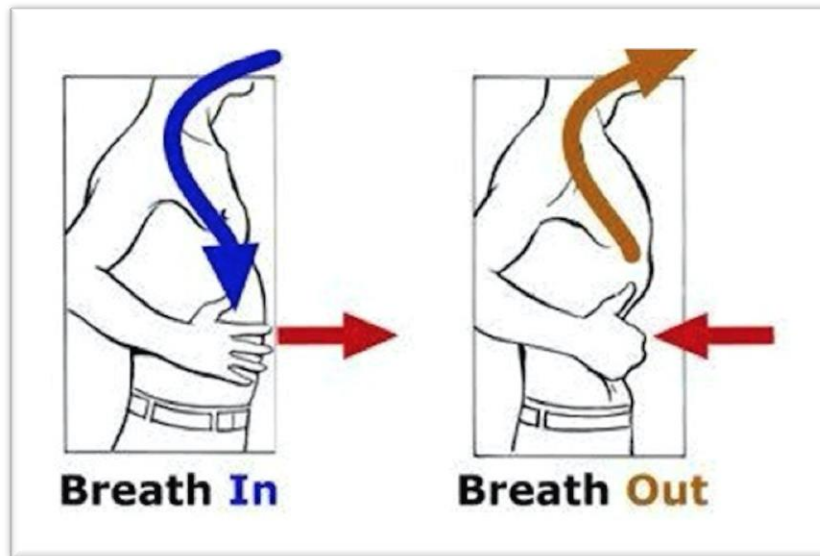


Figure 2: *Abdominal Breathing*

Why do we use abdominal breathing techniques. Because of this abdominal breathing technique involves the abdominal muscles and diaphragm. The benefit is that participants are not easily tired, keep on going and have more energy. Deep abdominal breathing encourages full oxygen exchange. That is, the beneficial trade of incoming oxygen for outgoing carbon dioxide. Not surprisingly, it can slow the heartbeat and lower or stabilize blood pressure. (Harvard Medical School, 2018)



Figure 3: *Positive vibe – Sending a Message*

The game delivers messages, is a simulation of the use of positive vibe. In this case, the message can be in the number 0 to 9 numbers written. The size of the number, and the paper is stored in the right or left hand. Male participants tried to send messages through eye contact energy to female participants. And female participants try to receive the message in a relaxed manner, and a sincere heart.

In reality, the message can be in the form of advice to superiors who are suspected of being involved in corruption. Or advise children who are far from us. Or just say Hi to your parents. Etc.

4.2.5. Fifth, Appreciation

Appreciation is one way to shape self-concept. Give appreciation to participants sincerely, so they will be encouraged to do better than before. Giving appreciation can be done when participants succeed in achieving. And, also if they do not achieve achievements, still give an appreciation for their achievement. *Ganbatte*.

4.2.6. Sixth, Modeling

Modeling is the process of giving examples of words and behavior. Leadership by example is one of the keys to success in Hypno-Andragogy. After the participant feels comfortable with his Widyaaiswara, he needs to establish his behavior so that he is consistent with his words and teachings, so that he is always a trusted figure. The former of Indonesian President, Soekarno began his treatise with a quote, "You can't teach what you want. You can't

teach what you know. But you can only teach who you are" (Anwar 2017). The expression implies that the example is more efficacious than advice or command.

4.2.7. Seventh, Self-healing with Simple-TRE

Self-healing is given as an injured healer due to wrong speech and wrongdoing. Also provided as a tired body refresh because of daily sitting and less moving in the room.

Tension and Trauma Releasing Exercises (TRE) is a series of simple exercises that stretch and stress specific muscle patterns throughout the body evoking neurogenic tremors in a controlled and sustained manner (Berceli, 2009). These exercises were designed to evoke neurogenic tremors as a way of releasing deep chronic tension patterns held in the body. These exercises have already been used in nine countries with over 20,000 people. Although this method can be used with large populations experiencing PTSD (Posttraumatic Stress Disorder) from traumas due to external events, it can also be used for childhood developmental traumas as well. The body responds to all traumas in a similar fashion whether it is trauma due to long-term developmental issues or single life threatening events.

In Hypno-Andragogy 2.0, we only provide simple-TRE. That is, the participant is only given good suggestions so that his body can be easily incorporated by the surrounding energy. This suggestion will give a cheerful, beautiful and light impact. so a smile will appear on his face.



Figure 4: *Simple TRE – Abdominal Breathe with Smile*

Many self-healing techniques can be taught to participants. In addition to healing and freshness, it is also a bonus for mental therapy that can cause good memories of the Widyaiswara.

5. Discussion

There are 2 crisis points in running this Cycle of Hypno-Andragogy 2.0. First, at the Leading stage. Orders from the Widyaiswara will be successfully accepted, then digested and then run if the Widyaiswara succeeds in passing the Pacing stage. Leading will fail if the stage of Pacing is not passed properly. But this is not absolute. It could be, if students face Senior-Widyaiswara, who have influence, sometimes the Leading stage can be passed well. That is, students can carry out orders properly.

The second critical point is in the modeling stage. Not all Widyaiswara have a good attitude and appearance, which can be used as a model by students. Yes, there are good Widyaiswara and some are not good to imitate. However, the Model indicator can still be discussed further.

6. Conclusion, Limitations, and Future Research

Hypno-Andragogy is an effective learning method which in delivering training materials uses communication techniques that are very persuasive and suggestive, with the aim that the trainees easily understand the material well.

Hypno-Andragogy steps in creating effective learning include: Good intentions and motivation; Pacing or equating brain wave vibrations with participants; Leading or directing; Positive Vibe with Positive Self-Talk; Giving appreciation; Modeling or setting an example through words and behavior; and Self-healing with Simple-TRE.

Every research has its limitations. In designing the study, the researcher tried to be as scientific as possible. This research still has some limitations, namely, first, not all Widyaiswara use this method in their class. Sometimes they forget to do pacing before leading. As a result the results of student activities cannot be measured. Second, not all Widyaiswara have competence as coaches and have the concept of collaboration between students. This can also be difficult in measuring happiness in the learning process.

The next research projection is to focus more on the psychiatric therapy process that has become a problem in previous journals. The process of psychiatric therapy in question is to

involve the mechanism of Collaboration, Coaching, Human-hacking (Okenyi, 2007), the method of Hypno-Writing and so on. All aim to lead to happiness in the learning process.

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