Instilling Creative Spirit and Improving Work Ethics through Hypno Spiritual Teaching

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Abstract

This study aims to instill spirit of creativity and improve the work ethic of students in applying the knowledge gained from learning related to renewal / creativity / innovation and enhancing the quality of students' work. Thus, related to national education goals in Indonesia, there needs to be a lot of development in innovating learning in the classroom. The method used in this study is qualitative research, with a descriptive approach. The subjects of this study are 11th graders of Islamic Education Subject at Public Vocational High School (SMK N) 1 Tengaran, in the academic year of 2018. Data collection techniques uses observation, interviews and documentation. The data analysis technique is descriptive in analyzing the application of the content and the impact of the implementation of hypno spiritual teaching in learning Islamic Education (PAI) in shaping the character of renewal/creativity spirit and increasing work ethic of fashion students. As a result of the research, the value of learning spirit tobe a reformer in finding ideas/creations and enhancement of work ethics that can be found are: core competencies, syllabus-based competencies, and instructional books. The implementation of PAI in building the character of the spirit of creation and improvement

of work ethic is manifested in the form of activities in learning, extracurricular activities, in daily life, and various habits in the school and learning methods used. The impact of PAI in shaping the character of the creativity/innovation spirit and improving the work ethic of students is the awareness of the importance of learning spirit as a reformer who is passionate in working to achieve a better future, and motivating other students to foster a spirit of learning/innovation and have a good work ethic.

Keywords: *Hypno Spiritual Teaching, Creativity, Work Ethic*

Introduction

Education is the foundation of a nation's hope that it can exist in the midst of the struggle of the international community. The indicator of the success of an educational process is detected from the quality of human resources. Quality human resources are born from quality educational institutions. The quality of educational institutions will of course be influenced by the quality of a learning process, because the learning process in the opinion of the author is the spirit of an educational institution. However, the reality is a policy, when the policy is not able to be interpreted appropriately in the learning process, then the policy will be barren. Just mentioning the policy about the curriculum, the fact that happened is that a series of changes in the education curriculum in Indonesia has not yet shown significant results.

Regarding this issue, in this case the teacher becomes the main actor in the design of quality education institutions, in addition to several other factors. Without the active involvement of the teacher, education is

empty of matter, essence, and substance. No matter how sophisticated a curriculum, vision and mission, and financial strength, as long as the teacher is passive and stagnant, the quality of educational institutions will decline sharply, and vice versa. Thus, the teacher as an actor who is directly involved in the learning process is actually able to create innovative products that emerge from high creativity and reasoning. Creativity according to Balnadi Sutadipura as stated by Jamal Ma'mur Asmani is an important element for a teacher. Creativity is the ability to find something new by using imaginary power, fantasy, or imagination.

In the learning process, the failure of a method is when the method becomes a place to lean too long, causing a person to be independent and dependent on the method. If the teachers understand how to communicate with students' subconscious, it will certainly help in the teaching and learning process. One of the communication methods used and quite popular today is hypnosis. Hypnosis is the art of communication to influence someone by changing their level of consciousness. Hypnosis is not only useful for dealing with problems involving physical and psychological conditions, but also can be used in an effort to optimize the learning process. Hypnosis in the learning process is known as hypno teaching.

The world of education that is increasingly developing with all its problems and progress, requires a lot of changes to achieve the goals of National Education that are able to compete in world level. The 2013 curriculum which focuses on character education is certainly a special

concern in the development of education in Indonesia. National Education Goals in Law No. 20 of 2003 concerning the National Education System particularly article 3, "the aim of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, who are healthy, knowledgeable, capable, creative, independent, democratic and responsible". Efforts to National Education need to be carried out steps that must be carried out by every education stakeholder, from basic to higher education. Hypno Spiritual Teaching is applied in learning in the spirit of learning and work ethic to inspire learning and work ethic for students in everyday life, as the goal of National Education, namely to educate the life of the nation. Allah says in Qs. Al-Mujadilah, 58:11:

> Translation: *O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.*

The learning commands above, of course, must be carried out through cognitive processes (stages that are aqliah). In this case, the memory system consisting of sensory memory, short-term memory, and long-term memory plays a very active role and determines the success or failure of someone in gaining knowledge and skills.

With high motivation, students will be able to solve their own problems, most importantly students carry out learning activities full of awareness and high concentration. The problem is how to enable students to voluntarily grow willing and happy awareness of learning, teachers must have a good method so that the education and teaching delivered will get a positive response, attract attention, can be developed and implemented in a positive attitude as well. To achieve this, a teacher must be able to choose an interesting teaching method and be able to hypnotize students, so that they are willing and happy that students want to follow the instructions of a teacher.

To improve the quality of teaching in the classroom, many factors must be considered, namely in terms of delivering material from sources through certain channels or media to student acceptance, while the methods used in schools are felt to be lacking in creating a conducive atmosphere and students seem passive. Just listening to the teacher's explanation without any response from the students, so that what students know is only stored in memory, not revealed. The cause of student passivity in class is fear of being wrong or not confident and students tend to be embarrassed to reflect on their opinions.

As believers, people should always be enthusiastic in learning and have a work ethic to be better. Hypno Spiritual Teaching is one method that combines the Islamic Education (PAI) learning approach with the hypnosis approach and spiritual approach. This spiritual approach was carried out by the Prophet Muhammad in teaching Islam to his friends

and ummah (Syaikh Syaiyyurahman, 148-157), while the psychological approach of hypnosis focuses more on the NeuroLinguistic Programming (NLP) process to deliver students to calmness and inner peace in receiving PAI learning in class. Both of these methods can be used by PAI teachers at the same time, all the activities of teachers in the classroom or outside the classroom show a good attitude and can provide learning to students as practiced by Rosulullah peace be upon him.

Some studies show a positive role for the use of hypnoteaching methods in learning about student learning outcomes. Hypnoteaching learning methods have a positive impact on learning outcomes and learning motivation, in several studies of students by (Marganingsih, 2016: 1), where the method of hypnoteaching can improve student learning outcomes in economic mathematics courses. (Rachman, 2016: i) and (Kasmaja, 2017: 103) convey that the hypnoteaching method influences 7th graders learning motivation at the level of junior high school (SMP) in PAI subjects. (Mansur, 2016: i) added that the application of hypnoteaching in PAI learning is able to improve the quality of learning at the Elementary School (SD) level, and (La Ode, 2016: 1) provides a positive picture of the results of applying the hypnoteaching method at the High School level. With regard to pedagogical competence, (Putri Balqis, 2014: 25) convey, the pedagogical competence of junior high school teachers in increasing student learning motivation is done by giving students the opportunity to be actively involved in using information and communication technology facilities in achieving learning goals, communicating effectively with

students, and taking reflective actions to improve the quality of learning. (Zaenuri: 86, 2018: 86) in the formation of tolerance characters at SMP N 1 Kaloran and SMP N 2 Kaloran in a multicultural perspective. Eti Hikmawati, (65,2018: 65) seeks student discipline in improving the quality of learning in MAN Tegalrejo and MAN 1 Magelang. From a number of previous studies, different things can be taken by adding spiritual attitudes to learning, because in more depth, the use of hypnosis combines it with spiritual understanding according to Islam, and the cultivation of a spirit of creativity/innovation and work ethic attitude in 11th graders of Fashion Class at SMK N 1 Tengaran in the year of 2018.

Methodology

This publication uses qualitative methods, meaning that the data taken does not use numbers as data (Lexy, 2004: 131). Qualitative methods make researchers the key in determining the final results of the analysis to be achieved in this study. The descriptive approach is used as a search for data so that this study goes and finds good results for the development of PAI learning in schools. The presence of researchers acted as observers related to hypno spiritual teaching in PAI learning. Researchers actively focus on the research focus, namely observation, interviews and documentation, as well as the focus of researchers related to the implementation of hypno spiritual teaching in PAI learning in the material of "the importance of creativity and work ethics" for 11th graders of Fashion class at SMK N 1 Tengaran.

Qualitative methods are influenced by Weberian's naturalistic-interpretative paradigm, the post-positivistic perspective of critical theory groups and post-modernism as developed by Baudrillard, Lyotard, and Derrida (Cresswell, 1994). "Style" qualitative research seeks to construct reality and understand its meaning. Thus, qualitative research is usually very concerned about processes, events and authenticity. Indeed, in qualitative research the presence of researcher values is explicit in limited situations, involving subjects with relatively few numbers. Thus, the most common thing is that he struggles with thematic analysis. Qualitative researchers are usually involved in interactions with the reality they are researching.3 As explained earlier, research methods also have paradigmatic assumptions. John W. Cresswell looks at several dimensions of paradigmatic assumptions that distinguish quantitative and qualitative research. These dimensions include ontological, epistemological, axiological, rhetorical, and methodological approaches. Ontologically, quantitative researchers view reality as "objective" and in the eyes of "out there", and independent of themselves. Meanwhile, qualitative researchers view reality as the result of reconstruction by individuals involved in social situations. Epistemologically, quantitative researchers are independent and keep a distance (detachment) with the reality under study. While qualitative researchers, interact intensely with the reality they study. Rhetorically or using language, quantitative research usually uses research languages that are formal and impersonal through numbers or statistical data.

Discussion

Neuro Linguistic Programming (NLP)

Neurolinguistic Programming (NLP) is created by Richard Bandler, an expert in computer programming and physics from the University of Santa California. Initially, Bandler felt interested in the success of famous therapists, namely Milton Erickson, Virginia Satir, and Fritz Perls when handling his patients. Through his research, which is modeling the behavior and habits of the three therapists towards others, Bandler finds the amazing fact that their strategies and behavior can be copied with very accurate results. Then, Bandler continues his research with a professor of linguistics named John Grinder. John Ginder is a specialist linguistic researcher in the theory of Noam Chomsky, accent researchers and model makers of language speakers' cultural behavior. Because they share the same interests, both of them combine their expertise in the field of computers, linguistics, and model human nonverbal behavior. Through their research, they conclude that the four models they studied (Virginia Satir, a well-known therapist; Gregory Bateson, a philosopher and anthropologist; Milton Erickson, a hypnotist; and Fritz Perls, a Gestalt psychology therapist) have similar patterns when communicating. The communication pattern used by the four people is then applied to others, and it turns out to have the same effect. The results of their research, not only used in the field of therapists, then widely used in various fields of life, one of them in the field of education. (Ghannoe, 2010: 13-16). NLP

can help someone to communicate with himself better, reduce fear without reason, and control negative emotions and anxiety (Elfiky: 2007).

Being seen from the origin of the word, neuro linguisitc programming consists of three words, namely neuro, linguistic and programming. The word neuro comes from English, meaning nerve, linguistic means language, while programming means programming. Elfiky (2007: 14) and Andreas (2008: 23-24) define the three words as follows: Neuro refers to the nervous system, the mental pathway for the senses to be able to hear, taste, pass, and feel. Linguistics refers to the natural ability to communicate verbally and nonverbally. Verbal refers to the choice of words and phrases, reflecting the world of human mentality. Nonverbal is related to 'silent language', such as posture, gestures and behavior. 'Silent language breeds thinking and trust.

The word programming refers to patterns of thinking, feeling, and action. Daily behaviors and habits can be replaced with new, more positive behaviors and habits. The word programming is borrowed from computer science to signify that human thoughts, feelings, and actions are habitual programs that can be changed by improving mental software. The definition of NLP in the Encyclopedia of Systemic NLP and NLP New Coding are patterns or programming created from the relationship between the brain (neuro), language (linguistic) and body conditions (body state). Viewed from the perspective of NLP, the relationship will affect human behavior effectively and ineffectively, and greatly affect the formation of mental adjustment and maladjusment of individuals. (Dilts,

2000: 849). Based on the above definitions, it can be concluded that NLP is a mind programming (human brain) by using language as its medium, both through verbal and nonverbal languages so that it can produce thoughts and behavior. In other words, NLP is the influence that language has on a person's thoughts and behavior.

In NLP, verbal and nonverbal languages have the same position as a source of information that will influence behavior. Judging from the origin of the word, neuro linguisitc programming consists of three words, namely neuro, linguistic and programming. The word neuro comes from English, meaning nerve, linguistic means language, while programming means programming. Elfiky (2007: 14) and Andreas (2008: 23-24) define the three words as follows: Neuro refers to the nervous system, the mental pathway for the senses to be able to hear, taste, pass, and feel. Linguistics refers to the natural ability to communicate verbally and nonverbally. Verbal refers to the choice of words and phrases, reflecting the world of human mentality. Nonverbal is related to 'silent language', such as posture, gestures and behavior. 'Silent language breeds thinking and trust. The word programming refers to patterns of thinking, feeling, and action.

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Philip (2006: 31-32) says that Neuro Linguistic Programming programs the brain using the language and actions that build Philip and Jenny convey into actual terms, namely: Neurology: about the brain and how to think. Linguistic: about how we use language and how it impacts us. Programming: about how we sort actions. NLP as an approach that is done by someone to give influence to change attitudes or behavior of others. The NLP technique Philip (2006: 9-10) in learning needs to be known by prospective PAI teachers, a phrase that is most appropriate in terms of psychology is coaching. Coaching is managing self motivation and stress, negotiating and influencing others effectively, building and lead. The NLP/Coaching technique is one thing that needs to be mastered by all PAI teacher candidates. Learning will encounter many problems when in a class there are many individuals who have various problems. A teacher

must be able to control the class well. Factors or reasons for a PAI teacher must master coaching, among others: Dilemma of developing student understanding, issues of interpersonal relationships, issues of balance of life, issues of self-confidence, handling stress and dissatisfaction, making important decisions, checking reality, and other issues The best approach to using the NLP technique is to become an organizer of learning and become a manager in the classroom by preparing everything to get the best results in the learning process.

Neuro refers to the mind and how individuals organize their mental life. The process of neurology is a process of how humans through the brain's working mechanism can translate received experiences into their physiological functions. Likewise with language, both verbal and non verbal and the use of language in life, the process is a specific pattern of words in which the formulation of the pattern will be used to describe something, then programming is an individual effort to learn to react to a particular situation and build automatic patterns or programs that occur in the neurological system or in the language system.

NLP studies the structure of subjective experience and will always hold the consistency of the intent and terms. Where initially it focused more on the environment, behavior and cognitive factors that influence human achievement. Over time, NLP continues to be responsible for human and world change. As long as there are new phenomena to model, NLP coverage will increase over time, and if coverage increases, of course new tools and models will exist to create a new generation.

Nurul Ramadhamani Makarao (2010: 3) revealed that Neuro Linguistic Programming can play a role in helping people communicate better with themselves, reducing fear without reason, controlling negative emotions and anxiety. NLP is rooted in everything that underlies harmony with anyone even with difficult individuals. In addition, NLP helps people create positive goals for their future, helps formulate specific goals and plans that will lead them to a better future.

Hypno Spiritual Teaching

Hypnoteaching in learning (miftahurrozaq, 2018: 83-104) Literally hypnoteaching comes from the word hypnosis and teaching. Hypnoteaching is a learning method by activating and optimizing the power of the unconscious mind of students becoming more intelligent. (Ibnu Hajar, 2011: 5) added that the hypnoteaching method is a combination of five teaching and learning methods, namely quantum learning, accelerated learning, power teaching, neuro linguistic programming (NLP) and hypnosis. This method emphasizes the communication of students' subconscious minds, both those carried out in various ways such as suggestion and imagination. (Ibnu Hajar, 2011: 76) The ability of suggestions to ring in the brain, can lead someone to what they think. Hypnoteaching activates inner motivation and persuades students to be comfortable and at home in learning. Suggestions given by the teacher make students motivated to continue to enjoy learning. in order to be smarter, by prioritizing the principle that suggestions can

influence learning outcomes through the use of the persuasive languages of the subconscious mind.

Hypnoteaching is a new term that is often the object of conversation. Hypnoteaching itself means an effort to reduce the frequency of brain waves so that students become relaxed and more suggestive in capturing positive values of a learning process. Hypnoteaching is part of the science of hypnosis developed in education, to understand how the implementation of hypnoteaching in the learning process comprehensive understanding is needed regarding the basic understanding of hypnosis. The application of hypnoteaching in learning cannot be separated from a teacher's understanding of the basics of hypnosis knowledge, below will describe what and how actually hypnosis is: A brief definition and history of the development of hypnosis. The term hypnosis comes from the word hypnosis which is the basic word of hypnos which means "god of sleep" in Greek legend. In the Great Indonesian Language Dictionary as stated by Willy Wong & Andri Hakim, hypnosis is a state of sleep due to suggestion, which at the beginning of the person is under the influence of the person who gives the suggestion, but at the next stage becomes totally unconscious (Willy, 2010: 23).

Meanwhile the meaning of the word hypnosis is making or causing someone to be in a state of hypnosis; with regard to hypnosis. In ancient times hypnosis was practiced in religious rituals or healing rituals, at that time Europeans did not pay attention to it even in medieval times hypnosis was considered as magic and science that used the help of spirits

and was identical with superstitious secrecy. (Ibnu Hajar, 2011: 13) Hypnosis began to develop into an era of magnetism and mesmerism, namely the term taken from the name of an Austrian doctor, Franz Anton Mesmer (1734-1815). Mesmer was then considered the first person to lay the foundations of modern hypnosis.

James Braid, a doctor from England, is considered the father of modern hypnosis, which in the 19th century concluded that hypnosis was psychological. In 1958, the American Medical Association approved the use of hypnosis in the medical world. Furthermore, the British Medical Association and the Italian Medical Association for the Study of Hypnosis were also formed and became one of the sciences officially studied and recognized in the medical world. Modern hypnosis then developed rapidly in the 20th century with the emergence of figures such as Milton H Erikson, an American psychiatrist who specialized in medical hypnosis and family therapy. Erickson changed the hypnotherapy paradigm from an authoritarian pattern (authoritarian) into a pattern of cooperation between hypnotherapists and clients. He stated that in a hypnotic process the most important role is the mind of the client himself, besides that he also stated that hypnosis is a natural condition for that person. In other words, this method cannot be used to make people do something that is contrary to the beliefs and norms of the person.

Human Brain Waves

The human brain network produces a fluctuating electric wave called brainwave. These brain waves consist of four types, namely beta, alpha,

theta, and delta waves. At one time, the human brain is sometimes able to produce various brain waves simultaneously. Furthermore, from the four brain waves there will definitely be a dominant type of brain wave, this is what then shows a person's mind activity at that time. To find out the condition of a person's brain waves can certainly not be done in plain view, but must be done using a detector called the Electro Encephalograph (EEG). (Ibnu Hajar, 2011: 49). Beta waves are the dominant brain waves when conditions are awake and undergo daily activities that require high logic or analysis such as exercising, arguing and so on. In this frequency the work of the brain tends to trigger the emergence of anxiety, worry, stress, and anger. When measured by a brain wave measuring device, rotating brain waves as much as 14-24 rounds per second, so that when the brain is not easy to accept suggestions or suggestions from people others because the amount of focus is quite large and difficult to direct.

The brain in beta conditions is very logical, analytical suggestive with a focus of 5-9 focus. At the same time the focus can be on many objects, for example when in a room the view can be focused on 5-9 objects, both cabinets, chairs, tables and so on. Alpha waves, Alpha waves describe a solemn, relaxed, mediative and comfortable position. Alpha waves indicate that a person is in light trance (mild hypnotic condition) Alpha waves are waves that arise when the conscious mind starts passively, whereas the subconscious mind starts to be active. In alpha conditions, the stress of the mind will be more relaxed and brain waves will rotate 7-14 revolutions per second. (Ibnu Hajar, 2011: 50) Alpha waves are conditions

in which the entire process of hypnosis and suggestion begins. Theta waves, in the condition of human consciousness theta is more directed in itself for example when feeling deep sleepiness, in this condition the subconscious mind is really active. Theta waves are at a low frequency.

Someone will be in this condition when he is very solemn and feels deep silence (deep meditation), and is able to hear his subconscious conscience (Ibnu Hajar, 201: 51) Theta condition can also be called a half-sleep condition (mediative) and brain wave conditions like this is not a hypnotic condition that is intended in the learning process in the class. Delta waves, delta conditions are the lowest frequency, these waves are detected when fast asleep and cannot accept any suggestion. A person who enters this condition cannot be given hypnosis suggestions. Someone who is hypnotized is not in a delta condition, because he is not experiencing physical sleep conditions, but a relaxed state with very focused attention.

There are at least four known brain waves. *First,* beta waves. These brain waves have the highest frequency among the 3 other brain waves and are divided into; Low beta 12-15 Hz, beta is 16-20 Hz, and beta is high 21-40 Hz. Beta waves are generated in the process of conscious active thinking. This beta wave can disappear when we focus our mind. This wave is needed for the function to be aware of what has been, is and will be done, also useful in creative thinking. So in this beta wave condition a person is in active conscious state. *Second,* alpha waves. Alpha waves have a wave frequency that is slower than beta, which is 8-12 Hz. In alpha conditions, a person is relaxed or relaxed. In this condition also a person

can be more able to feel sensations with the five senses and what happens or is seen in his mind. This alpha condition is also known as the "gate" of the unconscious. Because he becomes the link between the conscious and subconscious mind. Alpha waves are also produced when someone meditates lightly.

Third, theta waves, which have a wave frequency of 4-8 Hz. These waves are produced by the subconscious mind. Theta waves occur when a person is in a state of light sleep, during an episode of REM sleep, or very sleepy. Various studies have shown that we can bring out conditions in theta conditions by meditating to a very deep stage. All meditative experiences can be felt in theta conditions, such as silence, calmness, depth, and the peak of happiness. *Fourth,* delta waves. Namely the slowest brain waves, which have a frequency of about 0.1-4 Hz. Delta is a frequency and a semi-conscious mind. The brain can produce delta waves during deep sleep, which aims to restore physical conditions.

Pillars (Principles) and Basic Assumptions in NLP

NLP has a number of pillars. These pillars are components that must be considered when applying a number of techniques. In addition to the principle (pillar) of NLP has a number of basic assumptions. Basic assumptions are the foundation of the technique used. The pillars (principles) of NLP include: 1) individuals (yourself,); 2) outcome (goal); 3) rapport (good relations); 4) high sensitivity; 5) ecology; 6) flexible. (Yuliawan, 2010: 23). The basic assumptions (preusuposition) in NLP are formulated by Bodenhamer (Yuliawan, 2010: 27).

Other sources which are the foundation of the techniques in NLP, including the following. 1) The map is not the territory. Maps are not regions. What is experienced, seen, heard, felt, is not the real thing, but it is the brain that defines it. In other words, a region never changes, meaning to that region can always change; 2) People respond according to their internal maps. A person's response is what is in his internal map / perception; 3) Meaning are context dependent. A meaning depends on a particular context; 4) We cannot not communicate. Humans always communicate. In every circumstance, people are basically always communicating (nonverbal language is always used when we do not make verbal words); 5) Wellformed outcome. Express in positive language. To achieve the goal of an action, language should be used that has positive meaning; 6) Mind and body are one system and affect each other: mind and body influence each other. This assumption forms the basis of sensory acuity techniques: sensory sensitivity, matching and mirroring; and state; 7) There are two communication levels: Conscious and Unconscious. There are two levels of communication, namely through the conscious mind and the subconscious mind. Communication carried out through the subconscious mind is more effective than communication carried out through the conscious mind. Therefore, techniques that can be used to affect the subconscious mind need to be used. Techniques that can be used include alpha techniques. Apart from these seven assumptions, there are still many assumptions.

Elements of the Hypno Spiritual Teaching Learning Method

Andri Hakim explains the elements of the hypnoteaching method including teacher's appearance, empathic attitude, sympathy, language use, visualization, motivation and mastering the hearts of students (Andri Hakim, 2011: 54), which is described below:

Teacher's appearance. Teachers should be well-dressed. A good appearance will give birth to high self-esteem and strong magnetism for students. As an educator, not just a teacher, a teacher must have empathy for the students. When there are found or even many students who have problems, like to make tantrums at school, like to seek the attention of friends and teachers by talking or behaving strangely and various actions that are not good, like to disturb friends and various other destructive actions, the teacher will not be so just embed the title of naughty students on the shoulders of these students. The teacher first investigates what background causes the student's actions by digging and gathering various information.

If the teacher has sympathy for students, students will also be sympathetic to the teacher. If the teacher treats students well even though the student is naughty, students will be reluctant and respectful to the teacher who respects them. Students will try to understand and obey what the teacher says because the teacher also understands himself. A good teacher should have vocabulary and language that is good and good to hear ears, can hold back emotions, not easily provoked anger, likes to appreciate the work, potential and abilities of students. One element of

hypnosis in learning is visualizing or issuing self-expression. All limbs are moved if needed. Hands, feet, gestures and sounds are explored optimally and optimally. When teaching, teachers should use body language so that what is delivered is more impressive. To implement this, the teacher must master the material to be delivered. Student Motivation. The nature and nature of the workings of thought is imagination and fantasy. When the teacher sees students having many problems, lacks learning motivation and various life problems, the teacher can advise and guide students without patronizing.

The educational process for transformation/change through those who have a strong will to develop their existence through education. (Hamdan, 2013: 667-668). The transformation activity process goes through three phases, namely 1) the *takhalli* phase, namely cleansing from the contradictions of iniquity and denial that have been done intentionally or not. This can be instilled in students to be more specific in worshiping Allah. For the soul to be calm, the heart to be sensitive to something negative, the mind to be clear, the body is light in worship. 2) the *tahalli* phase, which is the instilling self-existence with understanding, appreciation, and practice of the faith, Islam, virtue, and spirituality of students in everyday life. and 3) The *tajalli*, which is the phase where the self has succeeded in passing the previous two phases so that it becomes a phase of improvement in the learners themselves.

With these three phases, each student is expected to be able to recognize himself, where he came from, and understand in depth the

nature of his life in the world towards life afterwards. So the character that becomes the goal of education in Indonesia becomes easier to instill in students.

Principles in the Implementation of Hypnoteaching

The learning process using hypnosis is certainly different from the learning process in general, so there are several things that must be distinguished in its implementation. (Ibnu Hajar, 20111: 82-83) mentions seven steps that need to be done by the teacher so that the learning objectives can be achieved well, the seven steps are as follows: Identifying student needs is the initial stage before the learning process is carried out, which determines what forms of learning interesting for students, so students are motivated to learn. Planning learning by linking hypnotic media, such as sound, images, writing, motion, and symbols. Starting teaching in accordance with the learning plan that has been made. Doing affirmations (expressing something positive about yourself itself) as a material for generating ideas from students.

For example, the teacher proudly tells students that: I am a person who is thirsty for knowledge and I am a person who continues and will continue to study with anyone, anytime, anywhere anywhere with enthusiasm, doing visualization as a means for students to create ideas related to topic of learning, evaluating. The evaluation carried out by the teacher is evaluating how motivation, activeness, creativity of students during the learning process. In addition, the teacher also evaluates students' understanding of the material provided, reflects on what students

experience before learning is ended. Reflection is done by asking students' impressions during the learning process.

PAI Learning

Islamic education as an effort to educate Islam or Islamic teachings and values, in order to become a way of life for students. Islamic education is also a conscious effort to obey the provisions of Allah as a guideline and basis for the students to be religiously knowledgeable and reliable in carrying out the provisions of God wholly. From this it can be concluded that Islamic education is an educational system that seeks the formation of noble morals of students and aims that they have life skills based on Islamic values. Because Islamic education includes two things, (a) educating students to behave in accordance with Islamic values or morals, (b) educating students to study Islamic teaching material which at the same time becomes knowledge of the teachings of Islam itself.

The definition of Islamic Education (Arifin, 1991: 13) is an education system that covers all aspects of life needed by humans. The purpose and benefits of PAI, the purpose of education, cannot help us talk about the purpose of human life. Because education is only a tool used by humans to maintain their survival, both as individuals and as a community (hasan, 1999: 47). The aim of education in Islam is to worship and to commit oneself to Allah. This opinion is grounded in the word of God, meaning: " And they were not commanded except to worship Allah, [being] sincere to Him in religion, inclining to truth, and to establish prayer and to give zakah. And that is the correct religion". (Al-Bayyinah: 5).

The aim of Islamic education is to prepare children so that in their adult time later they are capable of doing world work and the afterlife practice so as to create happiness with the world-hereafter (Mahmud, 1978: 10). Islamic education in providing knowledge services and Islamic understanding of students provides material that is divided into five learning spheres, namely the Qur'an and Hadith, Faith, Morals, Fiqh, History of Islamic Civilization (Ministry of Educational and Cultural Affairs, 2016: 6). Educators certainly have the obligation to master all the scope in order to give rights to students.

PAI learning in 11th grade of Fashion Class on the material of spirit of reformation and work ethic is expected to increase the insight and enthusiasm of fashion students in increasing creativity in learning and enthusiasm in working to support the future of students to always develop more advanced.

Hypno Spiritual Teaching in PAI Learning

SMK N 1 Tengaran students, in this study we take samples from the 11th grade of Fashion Class, where in some materials contained in learning there is material about Muslim reformers who are able to change the world with their ideas and work ethic to instill attitudes of high passion in work. The hypno spiritual teaching learning is done so that in the learning process can achieve the purpose of learning, that students have a passion in creativity to find new ideas in supporting their enthusiasm in various ways, and foster a high work ethic attitude in students. Students are able to

provide good results in the form of an attitude of enthusiasm in work or in the form of products because of their enthusiasm in work.

The practical implementation of the hypno spiritual teaching method in PAI learning in teaching-learning activities can be formulated in the learning steps taken by the teacher, such as a simple example below:

The initial activity of Hypno Spiritual Teaching

The teacher invites students to pray with the direction of the teacher so that students pray solemnly, because solemn prayer will be granted by Allah, therefore pray fervently, humble, and ask Allah with hope. All students are welcome to sit relaxed, focus their hearing and thoughts on the teacher's voice, take a deep breath through their nose then exhale through their mouth, they do it repeatedly with regular breathing. They give suggestions for each breath so that the body feels relaxed, doing it continuously and repeatedly, the word suggestion that will make suyet (hypnosis subject) feel relaxed. They then give positive suggestions to the mind, sensitive to hearing, fresh brain and comfort in the whole body, enthusiasm to follow the lesson. If it is enough, they wake up gradually by doing a count of 1-10, then on the count of 10 all the suyet will wake up with a fresh condition and excited.

The teacher conveys the learning objectives with sincere delivery with the language that makes the students get carried away. The teacher performs apperception by asking students about how the spirit of successful people with extraordinary work spirit as a form of stimulus to the material of Muslim reformers and work ethic.

Core Learning Activities

Exploration carried out by the teacher is by telling stories and asking questions about one's actions related to creativity and enthusiasm for work. The teacher invites students to divide the group, to begin the lesson, namely the figures of Muslim reformers and the spirit of work that is around, then discuss the results of observations obtained according to their respective groups. The enthusiasm of the students and the enthusiasm of the teachers in learning is very visible, learning seems very communicative and pleasant. In between discussions, the teacher also invites less active students to ask questions, while the teacher always motivates them to be confident, should not be afraid to answer questions or ask questions, because the teacher will not scold or punish. It is attempted if you do not understand which questions have not been understood, and if asked to answer questions to be answered, do not be afraid of being wrong, and for students there should be no laughing, if there is someone who laughs then the score will be reduced.

The teacher provides feedback by conducting an evaluation of the results of the discussion and asking students who do not understand to ask, not to be afraid and ashamed. The enthusiasm of teachers and students who are still visible at the end of the lesson, shows the ability of teachers in teaching that really can be accepted by students. Then the teacher evaluates both in oral and written way. The teacher motivates students to work calmly and truly uphold honesty so as not to cheat.

Final activities

The teacher closes the learning by giving assignments, interspersing with giving motivation that the assignment is a mandate that must be completed, lived with joy because it is a form of responsibility and capable of being done, nothing is difficult as long as it has the intention and determination to dare to try.

More broadly, the implementation of the hypno spiritual teaching method in PAI learning is very appropriate to be used to convey materials that are motivated because this learning puts forward how to touch students through a heart approach. Passion is the realm of the heart that is not easily reached by logic, through hypnoteaching students are invited to explore through their respective feelings. In addition to this material, the hypnoteaching method is also appropriate for delivering character education in PAI learning, such as examples of honesty, responsibility, courage, charity, cooperation and characters related to Islamic values.

Conclussion

The implementation of hypno spiritual teaching in PAI learning in the material of Muslim reformers and work ethics gives positive things to the 11th graders of Fashion Class at SMK N 1 Tengaran in the year of 2018. Students actively receive learning with a happy heart, pleasant, and more creative in participating in learning. The attitude that arises after this learning takes place can bring out the attitude to always develop according to the demands of the times, besides that the work spirit of students also appears as what is the goal of PAI learnings which are growing an attitude

of always advancing/giving new ideas and enthusiasm at work. This method is very appropriate for delivering material about faith, Islam, devotion, and unity and it will be very easy to deliver character education in learning activities of PAI. The application of hypno spiritual teaching will make it easier for educators to understand students' creative attitude, and work ethic, instill honesty, responsibility, courage, charity, cooperation and character related to the moral values of Islam.

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