

# IMPROVED ABILITY IN PREPARING RPP THROUGH HYPNOTEACHING METHOD OF TEACHER TRAINING CURRICULUM 2013 IMPLEMENTATION IN SUBJECT ECONOMIC OF MAKASSAR

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**Abstract:** This study aims to determine the improvement of the ability of teachers in preparing RPP in the Implementation of Curriculum 2013 by using Hypnoteaching method. Hypnoteaching method is a method of learning that in delivering the material, the facilitator uses a subconscious language that can grow its own interest to learners or training participants. The type of this research is research training action (PTD) with research respondents are teachers in the implementation of Curriculum Implementation 2013 in MGMP Economic Makassar. Data were collected through questionnaires and interviews. The results showed that the ability of teachers in preparing the RPP can be improved through hypnoteaching method in the Implementation of Curriculum 2013 training. In general, respondents gave a positive response to the learning steps in this hypnoteaching method. Therefore, this method should be developed in other training materials with attention to several things such as time management and preparation of training implementation.

**Keywords:** Methods, Hypnoteaching, implementation, Curriculum, Teacher.

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## 1. INTRODUCTION

In Law No. 14 of 2005 on Teachers and Lecturers, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education of formal education, primary education, and secondary education. Thus, it is clear that teachers at all levels of formal education should be professional educators, not amateur educators. Professional meaning in Law Number 14 Year 2005 is a work or activity undertaken by a person and become a source of income of life that requires skill or skills that meet the quality standard or certain norms and require professional education.

In reality the average competency of teachers today is still below the standard. This is evidenced by the results of supervision and monitoring of the implementation of Curriculum 2013 by the Ministry of Education and Culture in 2013 and 2014 which shows that the understanding and implementation of learning models and assessment in schools has not been optimal (Kemdikbud, 2015). The optimal implementation of the Curriculum 2013 is also reinforced by the School Self-Evaluation Monitoring (EDS) report to measure the quality performance of SNP conducted by the Quality Assurance Institution (LPMP) throughout Indonesia in 2014 which shows that the average quality achievement of Process Standards and Assessment Standards Which is a representation of the performance of teachers nationally is still relatively low ie 5.67 and 6.73 respectively (LPMP South Sulawesi, 2015). The regional achievements of process quality standards and assessment standards for the South Sulawesi provinces were 5.41 and 6.56, respectively, which means overall still below the national average. Specifically for the SMA level of Kota Makassar the achievement of 2014 process standard quality from EDS result is 5.33 and the assessment standard is 6.29 (LPMP Sul-Sel, 2014).

From the preliminary study which the writer did to the teacher of SMA Economics who joined in the Economic Subject Teachers (MGMP) of Makassar City on January 7, 2017, obtained information that the understanding and ability of teachers in implementing Curriculum 2013 is still low, both in the aspects of learning planning, Implementation of learning and assessment. This is evidenced from the average score of the initial test of 20 MGMP participants is 53 and the average value of the Lesson Learned Plan (RPP) that has been made is 64 which means it is still below the Process Standards set out in Permendikbud No. 22 of 2016. The apparent shortcomings of the RPP made, among others, the development of indicators of achievement of competence has not been sufficient, the formulation of learning objectives has not provided an overview of the learning process, the development of learning steps has not been based on activity-based learning model, and the development of insufficient evaluation tools.

RPP that has not met the process standard will affect the quality of the learning process and learning outcomes of students, because RPP is a guide for teachers in carrying out learning activities. This fact reinforces Sanjaya's (2007: 1) statement that one of the problems facing our education is the problem of the weakness of the learning process. This is an indication of the weak competence of teachers in the field of learning (pedagogic competence), including in the development and preparation of RPP in accordance with Standard Process.

Starting from the above description, it is necessary to make efforts to make improvements or continuous improvement to the implementation of education and training. This is important to do considering the training is one effective way to improve teacher competence. One of the things that can be done to improve the effectiveness of the training is the use of hypnoteaching method in the training. The use of this hypnoteaching method is based on several studies that the method effectively improves learning outcomes. Yustisia (2012: 75) suggests that hypnoteaching is a learning method in delivering the material, the facilitator uses a subconscious language that can foster his or her own interest to learners or training participants. It certainly will facilitate the training participants in receiving and understanding the training materials delivered by the facilitator or resource person. In line with that opinion, Hajar (2012: 5) states that the hypnoteaching method has proven effective in optimizing learning activities in school.

Effectiveness of hypnoteaching method as described above, supported also by some research results related to the use of hypnoteaching method in learning. The results of this research, among others, research conducted by Nature (2015) with the title of research "Development of Model Materials Teachers Skills Writing Scientific Publication Based on Hypnoteaching Methods for Teachers of Indonesian Junior High School in South Sulawesi". The study resulted in teaching materials based on Hypnoteaching Method. Similarly, research conducted by Hasbullah and Rahmawati (<http://journal.lppmunindra.ac.id>, accessed on January 31, 2017) with the title of research "The Effect of Hypnoteaching Method Implementation on Student Motivation University Indraprasta PGRI Jakarta. The results of this study indicate that there is a positive effect of the application of Hypnoteaching Method to the motivation of learning English Student Education Mathematics Program Unindra PGRI Jakarta. Similar research conducted by Subiyono and Hanim (2013) with the title of research "The Effect of Hypnoteaching Method on Student Achievement Achievement in Field Study of PAI at SMP Bina Bangsa Surabaya". The results of this study indicate that there is influence of Hypnoteaching Method on student achievement in SMP Bina Bangsa Surabaya.

Based on the description, then in this study the authors lifted the title of "Improving the Ability of Teachers to Prepare Learning Implementation Plan (RPP) Through Hypnoteaching Methods in Education and Training (Implementation of Curriculum Implementation 2013) at High School Teacher Consultant (MGMP) Makassar City High School. The implementation of the 2013 Curriculum Implementation is carried out by the MGMP group of SMA Economics of Makassar City.

This research is conducted with the following objectives:

1. Improving the ability of teachers to arrange RPP through Hypnoteaching method in the Implementation of Curriculum 2013 in MGMP economy of SMA Makassar.
2. Describe the implementation of hypnoteaching method in the Implementation of Curriculum 2013 in MGMP Economy of SMA Makassar.

## 2. TEACHER COMPETENCE

According to Suyanto and Jihad (2013: 1), there are generally three main tasks of teachers as professions, that is to educate, teach, and train. Educating means continuing and developing the values of life, teaching means continuing and developing science, and training means developing skills for the life of the student. In full the main task of teachers as stated in Law Number 14 Year 2005 is to educate, teach, guide, direct, train, assess, and evaluate learners.

To carry out the tasks of teachers who are so complex, then the teacher as a professional educator must have competence. Competence in English among other means "competence (n) is being competent, ability (to do the work)" which means that the competence basically show the skill or ability to do any work (Saud, 2010: 44). Skills and abilities referred to by Suyanto and Jihad (2013: 39) includes knowledge, attitudes and skills relevant to the job field. Thus, the teacher's competence can be defined as the ability in the form of knowledge, attitudes, and skills that should be possessed by teachers in implementing the learning activities. In Act No. 14 of 2005 declared that the competence of teachers is a set of knowledge, skills and behaviors that must be owned, lived, ruled, and actualized by teachers in implementing the tasks of professionalism. The competency includes pedagogical competence, personal competence, social competence and professional competence.

## 3. TEACHER'S ABILITY TO PREPARE RPP

One of the competencies in the pedagogic competency area that teachers must possess is the competence of "developing curriculum related to the field of development that is". In this competence teachers are required: (1) able to arrange syllabus in accordance with the curriculum; (2) designing a RPP in accordance with the syllabus to discuss certain teaching materials so that learners can achieve the Basic Competency (KD) that is determined; (3) following the sequence of instructional materials by taking into account the learning objectives; (C) according to the age and level of learners' learning ability, (d) can be implemented in the classroom, (e) according to the context of life Everyday learners (Kemdiknas, 2011).

The development of RPP as the elaboration of the competence of "curriculum development related to the development of the taught area" is very important for the teacher as a reference to carry out the learning activities to be more focused, efficient and effective. The development of the RPP is tailored to the objectives and characteristics of the applicable curriculum. Thus, for schools or classes that have implemented the Curriculum 2013, the development of RPP adjusted with the goals and characteristics of the Curriculum 2013.

Curriculum 2013 aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. To achieve these objectives, the learning developed in the Curriculum 2013 is activity-based learning, ie learning in which learners play an active role in learning activities, while teachers play more role as facilitator and motivator. Activity of learners in learning activities by Kosasih (2016) include: (1) physical activity shown by various activities such as discussion, practical work, presentation; (2) intellectual activity shown by observing impressions and nature, reading references; (3) emotional activity shown by care, sympathy, passion for change; And (4) the social liveliness shown by mutual response, collaboration, and other forms of collaboration.

In order for learners to play an active role in learning activities, the implementation of learning activities in the Curriculum 2013 apply a scientific approach. The scientific approach is a learning process designed in such a way that learners actively construct concepts, laws or principles through observing stages (for identifying or finding problems), formulating problems, filing or formulating hypotheses, collecting data with various techniques, analyzing data, Draw conclusions and communicate concepts, laws or principles that are "discovered" (Kemdikbud, 2013). The process of scientific learning in its application consists of five basic learning experiences: observing, asking, gathering information, reasoning, and communicating.

To optimize the application of a scientific approach in the learning activities, the teacher should develop an activity-based learning model that supports the application of the scientific approach. In the 2013 Curriculum there are three suggested instructional models, namely, discovery learning (DL) or discovery learning model, problem based learning (PBL) or problem-based learning model, and project based learning (PJBL) or project-based learning model.

To apply the learning model of DL, PBL, PJBL or other activity-based learning model, it is necessary for teachers to design and develop RPP by using the learning model. The ability of preparing the lesson plan in this study is the ability that includes the knowledge and skills possessed by teachers in developing and preparing the RPP based on Curriculum 2013.

#### 4. HYPNOTEACHING METHOD

The hypnoteaching method consists of two words namely the method and hypnoteaching. The method literally means way. According Fathurrohman and Sutikno (2007: 55) method is defined as a way or procedure used to achieve certain goals. In line with this opinion Sanjaya (2007: 126) states that the method is an effort to implement the plan that has been prepared in real activities for the objectives that have been compiled is achieved optimally. While Rusman (2010: 132) states that the method is a way that can be used to implement strategies to achieve a goal. Based on some of the above definition, it can be argued that the method is the way used in conducting an activity to achieve the goals set.

While Hypnoteaching is a combination of two words, namely hypnosis and teaching. According to Zazuli (2015: 4) hypnosis comes from the word "hypnos" meaning the name of the sleeping god in Ancient Greek mythology, but hypnosis is not the same entirely as sleep. People who sleep do not realize and can not hear the sound around it. While someone who is in a state of hypnosis can still respond and hear clearly the things being asked, even though it seems to be sleeping. Therefore, hypnosis is often interpreted as a deliberately resembling sleep condition so that the level of suggestibility (the power of receiving suggestion) increases greatly (Zazuli, 2015: 5). Further, Zazuli (2015) argues that the term hypnosis was first introduced by a renowned British physician named James Braid (1795-1860). Previously hypnosis was known by the name of magnetism or mesmerism. Mesmerism comes from the name of Anton Mesmer (1734-1815) who is considered the father of Modern Hypnotism.

At first, hypnosis is used in religious rituals and healing rituals (medication). In its development, according to Yan Nurindra (in Wong, 2010: iv) hypnosis has now been applied in various fields of life, from the field of therapy and self-empowerment (hypnotherapy), entertainment (stage hypnosis) to forensic hypnosis. In the present time hypnosis is beginning to be applied in the world of education called hypnoteaching or hypnostudying, as well as in the field of management / leadership called hypnoteaching. Some universities in the United States, even hypnotists are studied to doctoral level (Hajar, 2012: 12).

According to Hakim (2011: 46), hypnosis is a persuasive communication technique and emphasizes on the selection of language patterns, both the information giver and the recipient of the information. In line with that opinion, Oka (2016: 69) suggests that hypnosis is a communication technique using words of suggestion that is easily understood and can be done by anyone, anywhere and anytime. Zazuli (2015: 5) states that there are several definitions of hypnosis, among others; (1) hypnosis is the practice of influencing others to follow the order of the hypnotist; (2) hypnosis is the art of communication to lower brain waves from beta to alpha / theta. The hypnosis experts incorporated in the U.S Department of Education, Human Service Divisions (in Zazuli, 2015: 5) state that hypnosis is a technique to minimize the role of a critical area so that information or suggestions can more easily enter one's subconscious mind.

Based on some of the above definition, it can be argued that hypnosis is an art, method, or technique of communicating persuasively and suggestive with the aim that the message conveyed by someone can be understood easily by others. While teaching means teaching the delivery of information or knowledge from teachers / facilitators to learners / training participants. This is where the connection between hypnosis and teaching (teaching) which is then called the hypnoteaching.

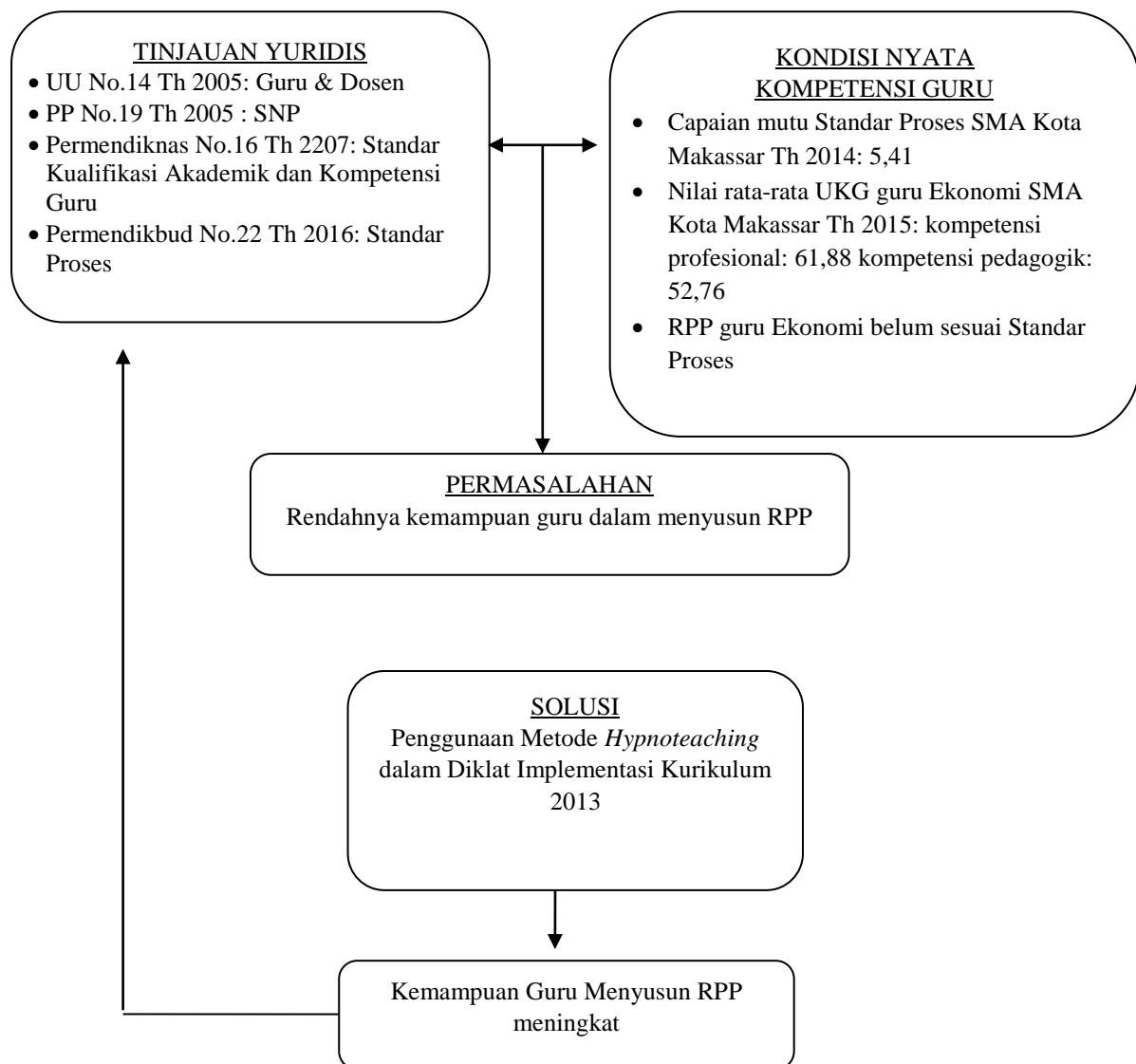
According to Yustisia (2012: 75) hypnoteaching is an attempt to hypnotize or suggest the trainees to be better and his achievement increases. In line with that opinion, Hajar (2012: 75) suggests that hypnoteaching is the art of communicating by giving suggestions so that learners / training participants become more intelligent. Further Hajar (2012: 75) suggests that in hypnoteaching the presentation of lesson materials using subconscious language that leads to suggestions of students / participants of the training to concentrate fully on the knowledge conveyed by the teacher / facilitator. According to Wati and Kusuma (2016: 5) hypnoteaching is a form of a teacher's attitude to suggest learners / training participants in order to give good learning so as to improve student achievement / training participants.

From some understanding of hypnoteaching which has been described above, it can be stated that hypnoteaching is a learning method in delivering learning materials / training materials, teachers or facilitators using communication techniques that are very persuasive and suggestive with the aim that learners / trainees easily understand the subject matter / Training materials. The facilitator who applies the hypnoteaching method in the training can present the material using the subconscious language, which is persuasive and suggestive language that makes the trainee's mind focus on the training materials delivered by the facilitator. With the high attention of the training participants, it will grow the spirit and high concentration in training.

In order to use the hypnoteaching method to work properly, certain steps are required in its application. According to Hajar (2012: 100) there are several steps that need to be done by the facilitator in using the method in the training, namely: (1) intention and motivation in self; (2) pacing; (3) leading; (4) using positive words; (5) give praise; (6) modeling.

## 5. CONCEPTUAL FRAMEWORK

The framework of this research can be seen in the following scheme:



## 6. HYPOTHESIS OF ACTION

By using hypnoteaching method in Implementation of Curriculum 2013 training, hence ability of teacher in preparing RPP at MGMP of SMA Economics of Makassar City increase.

## 7. RESEARCH METHOD

This research includes action research, which is a systematic procedure conducted by researchers to obtain information about the actions and consequences of such actions in order to improve organizational performance (Sugiyono, 2015). Specifically, this research is a research of acts of cultivation (PTD), ie research conducted by instructors / facilitators who teach on a training activity to find out how much influence the actions used to improve performance.

Location and time in this study are described as follows:

### 1. Research location:

This research was conducted in MGMP Economic City of Makassar. Place of execution of activity at SMA Negeri 5 Makassar and / or in other high school agreed by MGMP member for training of Curriculum Implementation 2013.

### 2. Time of study:

This research is conducted every Saturday according to the meeting schedule of Economics teachers who are incorporated in the MGMP Economic High School Makassar City from February 4 until March 25, 2017.

Research subjects are high school economics teacher in Makassar City. The number of teachers who became the subject of this study were 20 people consisting of 17 women and 3 men.

Data collection techniques in this study are tests, documentation, questionnaires, and interviews.

1. The test is used to obtain data about the ability of the training participants about RPP concepts and training materials related to the preparation of RPP, such as scientific approach, learning model, and assessment of learning outcomes that are given before action and after action.
2. Observation The documentation is used to obtain data about the skills of the training participants in preparing the RPP which was done before the action and after the action.
3. Questionnaire is used to obtain information about the responses / opinions of training participants on the use of hypnoteaching methods in the Implementation of Curriculum 2013 training.
4. Interviews are used to obtain information about the responses / opinions of training participants on learning in the Implementation of Curriculum 2013 training with hypnoteaching method.

Data analysis technique used is descriptive analysis technique, with explanation as follows:

1. Data in the form of value of knowledge and skill of composing RPP obtained from test result and observation of RPP documentation is analyzed with average calculation then categorized in Very Good Classification (91 - 100), Good (76 - 90), Self (61 - 75) , Medium (51 - 60), and Less ( $\leq 50$ ) based on Permennegpan and RB Number 16 of 2009.
2. Data on the use of hypnoteaching methods obtained through questionnaires filled by training participants were analyzed using descriptive statistics and classified based on the aspects of the focus of the analysis to determine the level of use of hypnoteaching methods in the Implementation of Curriculum 2013.
3. Data on the implementation of the training with hypnoteaching methods obtained through interviews are analyzed descriptively qualitative.

In addition, cross-table analysis is used to describe the link between hypnoteaching method and teacher's ability in preparing RPP. In this case, the author uses SPSS 17.0 computer program.

## 8. RESEARCH RESULT

From the preliminary study conducted on January 7, 2017 obtained information that the understanding of teachers in applying the Curriculum 2013, especially on aspects of learning and assessment for teachers who are members of the MGMP Economic High School Makassar is still relatively low. This is evidenced from the results of preliminary tests before PTD performed shows that the average value achieved from 20 teachers by 53. Similarly the average value of RPP made by the teacher is 64 or is in the category Enough, which means still below Standard or Good category (Permennegpan and RB Number 16 of 2019).



Implementation of Curriculum Implementation Training 2013 with Hypnoteaching method is done with the following steps;

### **1) Intention and Motivation of Facilitator to Teach:**

Data of research result about intention and motivation of facilitator to teach obtained from questionnaire by respondent with two indicator that is; The facilitator prepares the required teaching materials and is available on time in class. The results showed that; As many as 8 people (40%) stated that the facilitator often prepared the required teaching materials, and 12 people (60%) said that the facilitator always prepared the required teaching materials. In addition, as many as 2 people (10%) of respondents have the ability to arrange the RPP in very good category. 15 people (75%) have ability to prepare RPP in good category, and 3 people (15%) have ability to arrange RPP in enough category. Furthermore, the relation between the respondent's perception of the facilitator preparing the required teaching materials with the ability to arrange the RPP can be seen that; The percentage of respondents who stated that the facilitator always prepared the required materials and had the ability to arrange the RPP in the good category by 45 percent. This percentage is higher than other categories. This shows that there is a relation between the respondent's perception about the facilitator preparing the required teaching materials with the ability to arrange the RPP.

Furthermore, as many as 2 people (10%) of respondents stated that the facilitators were often present on time in the classroom, and 18 people (90%) of the respondents stated that the facilitator was always present on time. In addition, as many as 2 people (10%) of respondents have the ability to arrange the RPP in very good category. The link between the respondent's perception of the facilitator preparing the required teaching materials with the ability to prepare the RPP can be seen that; The percentage of respondents who stated that the facilitator is always present on time and has the ability to prepare the RPP in the good category by 65 percent. This percentage is higher than other categories. This indicates that there is a correlation between the respondent's perceptions about the facilitators present on time with the ability to develop the RPP. In other words, respondents who have a positive perception of the intent and motivation of the facilitator in teaching, which is one of the learning steps in the hypnoteaching method, tend to have the ability to arrange the RPP in either category.

### **2) Pacing:**

Data of research results about pacing obtained from the questionnaire by respondents with two indicators namely; Invite the participants to stand up for doing light gymnastics or other game form to be passionate in following the training, and build familiarity with the training participants. The results showed that; As many as 2 people (10%) stated that the facilitator never invited the training participants to stand for gymnastics or other game form to be enthusiastic in following the training, 5 people (25%) stated that sometimes, and 13 people (65%) Stated that the facilitator always invites the training participants to stand doing gymnastics or other game form to be eager in following the training. The relationship between the respondent's perception of the facilitator invites the training participants to stand for gymnastics or other game form to be eager in following the training with the ability to arrange the RPP can be seen that; The percentage of respondents who stated that the facilitator often invites the training participants to stand for gymnastics or other forms of play to be passionate in following the training and have the ability to arrange the RPP in the good category of 65 percent. This percentage is higher than other categories. This shows that there is a link between the respondent's perception of the facilitator invites the training participants to stand for gymnastics or other forms of play in order to be passionate in following the training with the ability to prepare the lesson plan.

Furthermore, as many as 5 people (25%) of respondents stated that the facilitator never built familiarity with the training participants, 5 people (25%) said that sometimes, and 10 people (50%) stated that the facilitator always built the familiarity with the participants Training. The link between the respondent's perception of the facilitator builds familiarity with the training participants with the ability to prepare the lesson plan can be seen that; The percentage of respondents who stated that the facilitator often builds familiarity with the training participants and has the ability to develop a good category of RPP of 40 percent. This percentage is higher than other categories. This shows that there is a relation between the respondent's perception about the facilitator to build familiarity with the training participants with the ability to prepare the lesson plan. In other words, respondents who have a positive perception of pacing which is one of the learning steps in hypnoteaching method, tend to have ability to arrange RPP in good category.

### 3) Leading:

Data from leading research results obtained from the questionnaire by respondents with two indicators namely; Motivate the trainees with wise expressions or inspirational stories, and use a language that is easy to receive and followed by the training participants.

The results showed that; As many as 2 people (10%) said that the facilitator sometimes motivated the training participants with wise expressions or inspirational stories, 4 people (20%) stated frequently, and 14 people (70%) stated that the facilitator always motivated the training participants With a wise expression or inspirational story. The link between the respondent's perception of the facilitator builds familiarity with the training participants with the ability to prepare the lesson plan can be seen that; The percentage of respondents who stated that the facilitator always motivates the training participants with wise or inspirational expressions and has the ability to prepare the RPP in either category by 60 percent. This percentage is higher than other categories. This indicates that there is a link between the respondent's perception of the facilitator motivating the training participants with the expression of wisdom or inspirational story with the ability to formulate the RPP.

Furthermore, as many as 3 people (15%) said that facilitators often use acceptable language followed by training participants, and 17 people (85%) stated that facilitators always use acceptable language followed by training participants. The relation between the respondent's perception of the facilitator using a language that is easily accepted and followed by the training participants with the ability to arrange the RPP can be seen that; The percentage of respondents who stated that the facilitator always uses a language that is easily accepted and followed by the training participants and has the ability to prepare the RPP in the good category by 65 percent. This percentage is higher than other categories. This shows that there is a correlation between respondent's perception about facilitator using acceptable language and followed by training participants with ability to arrange RPP. In other words, respondents who have positive perceptions toward leading, which is one of the learning steps in the hypnoteaching method, tend to have the ability to arrange the RPP in either category.

### 4) Using Positive Words When Presenting Training Materials:

In this fourth step (using positive words), there are two indicators used to capture information, namely; The facilitator gives positive suggestions to the training participants, and communicates politely with the training participants. The results showed that; As many as 11 people (55%) stated that the facilitator often gave positive suggestions to the training participants, and 9 people (55%) stated that the facilitator always gave positive suggestions to the training participants. The relation between the respondent's perception about the facilitator gives positive suggestion to the training participants with the ability to arrange RPP can be seen that; The percentage of respondents who stated that the facilitator often gives positive suggestions to the training participants and has the ability to prepare the RPP in the good category by 45 percent. This percentage is higher than other categories. This shows that there is a relation between the respondent's perception about the facilitator giving positive suggestion to the training participants with the ability to arrange RPP.

Furthermore, as many as 3 people (15%) of respondents stated that the facilitator often communicates politely with the training participants, and 17 people (85%) stated that the facilitator always communicates politely with the training participants. The relation between the respondent's perception of the facilitator using a language that is easily accepted and followed by the training participants with the ability to arrange the RPP can be seen that; The percentage of respondents who stated that the facilitator always communicates politely with the training participants and has the ability to prepare the RPP in the good category by 65 percent. This percentage is higher than other categories. This shows that there is a correlation between the respondent's perception of facilitator communicating politely with the training participants with the ability to arrange RPP. In other words, respondents who have positive perceptions of the facilitator using the positive word which is one of the learning steps in the hypnoteaching method, tend to have the ability to arrange the RPP in either category.

### 5) Give praise to Training Participants:

Data on giving praise to the training participants is obtained from the results of questionnaires with two indicators, namely; Giving praise for the enthusiasm of the training participants in following the training materials, and giving appreciation for the good performance in completing the task. The results showed that; As many as 9 people (45%) said that facilitators often give praise to the enthusiasm of the training participants, and 11 people (55%) stated that the



facilitator always facilitates praise for the enthusiasm of the training participants. The relation between the respondent's perception of the facilitator using a language that is easily accepted and followed by the training participants with the ability to arrange the RPP can be seen that; The percentage of respondents who stated that the facilitator is always the facilitator gives praise for the enthusiasm of the training participants and has the ability to prepare the RPP in the good category by 45 percent. This percentage is higher than other categories. This shows that there is a correlation between respondent's perception about facilitator giving praise to enthusiasm of training participants with ability to arrange RPP.

Furthermore, as many as 11 people (55%) stated that the facilitator often praised the enthusiasm of the training participants, and 9 people (45%) stated that the facilitator always gave praise for the enthusiasm of the training participants. The correlation between respondent's perception about giving praise to enthusiasm of training participants with ability to arrange RPP can be seen that; The percentage of respondents who stated that the facilitator often gives praise to the enthusiasm of the training participants and has the ability to prepare the RPP in the good category by 45 percent. This percentage is higher than other categories. This indicates that there is a link between the respondent's perception of the facilitator giving praise for the enthusiasm of the training participants with the ability to arrange the RPP. In other words, respondents who have positive perceptions on the facilitator give praise which is one of the learning steps in the hypnoteaching method, RPP in either category.

#### **6) Modeling:**

Data from the research on modeling is obtained from the questionnaire by respondents with two indicators, namely; Be sympathetic and not blame the training participants, and be consistent in speech and action. The results showed that; As many as 2 people (10%) stated that the facilitator was sometimes sympathetic and did not blame the training participants, 8 people (40%) stated often, and 10 people (50%) stated that the facilitator was sympathetic and did not blame the training participants. The relation between the respondent's perception about being sympathetic and not blaming the training participants with the ability to arrange RPP can be seen that; The percentage of respondents who stated the facilitator was sympathetic and did not blame the training participants and had the ability to arrange the RPP in the good category by 40 percent. This percentage is higher than other categories. This shows that there is a correlation between the respondent's perception about the facilitator being sympathetic and not blaming the training participants with the ability to prepare the lesson plan.

Furthermore, as many as 7 people (35%) of respondents stated that the facilitator was consistent in speech and action, and 13 people (65%) stated that the facilitator was always consistent in speech and action. The link between the respondent's perceptions of the facilitator is consistent in speech and action with the ability to formulate the RPP can be seen that; The percentage of respondents who stated the facilitator was always consistent in speech and action and had the ability to arrange the RPP in the good category by 45 percent. This percentage is higher than other categories. This indicates that there is a relation between the respondent's perception of the facilitator consistent in speech and action with the ability to prepare the lesson plan. In other words, respondents who have a positive perception of the modeling which is one of the learning steps in the hypnoteaching method, tend to have the ability to arrange the RPP in either category.

Based on the observation in cycle 1, it turns out with the action of using hypnoteaching method in the Implementation of Curriculum 2013 in MGMP Economy of SMA Kota Makassar, the knowledge and skills of training participants in the preparation of RPP has increased. Nevertheless, in training activities still found some drawbacks that are: (1) there are still participants who are not actively follow the training; (2) there are still training participants who have not been able to complete the tasks at the appointed time; (3) there are still training participants who have difficulty in developing learning steps in accordance with the activity-based learning model (PBL, DL, PJBL); (4) there are still training participants who have difficulty in developing the learning result assessment instrument. To remedy these deficiencies, planning is done and improved in cycle 2

Based on the results of observation in cycle 2, it turns out by the action of using hypnoteaching method in the implementation of Curriculum 2013 training at MGMP High School Economics Makassar City, the knowledge of training participants about the preparation of RPP has increased so that in turn encourage the skills of trainees in preparing the RPP. This is evidenced by the average score of knowledge of training participants on the preparation of the RPP reaches 83 and the average value of skills in preparing the RPP reaches 80. This shows that the application of hypnoteaching method in cycle 2 can improve the knowledge and skills of teachers (training participants) in preparing RPP. Although there are still 3 training participants whose value is still below the Good category. This is because the three people are less active in participating in the 2013 Curriculum Implementation Training.

## 9. CONCLUSIONS AND SUGGESTIONS

The conclusions obtained from the results of this study are:

1. The use of hypnoteaching method in the Training of Curriculum Implementation 2013 in MGMP High School Economics Makassar can improve the ability of teachers to prepare RPP. This is evidenced by the average score of knowledge of training participants on the preparation of the RPP reaches 83 and the average value of skills in preparing the RPP reaches 80. This shows that the application of hypnoteaching method in cycle 2 can improve the knowledge and skills of teachers (training participants) in preparing RPP. In addition, respondents who responded positively to the methods used by the facilitator, tend to have the ability to arrange the RPP in either category. In addition, in this lesson, the facilitator delivers the material effectively and efficiently, manages the class well, and communicates well with the training participants.
2. Implementation of hypnoteaching method in the 2013 Curriculum Implementation Training, implemented well. This is shown by the responses of respondents, either through questionnaires or from interviews conducted. From the questionnaire results showed that respondents generally tend to give positive responses to the hypnoteaching method. From the interview result, it is found that hypnoteaching method is an interesting, fun, communicative, easy to understand, clear, coherent, detail, and facilitator method of sharing about the material discussed with the training participants. The steps taken in the method of hypnoteaching are: the intention and motivation of the facilitator to teach well, doing the pacing of equalizing the position, gestures, language and brain waves with participants dikla, leading to direct the training participants to follow the learning activities, Positive words when presenting the training materials, giving praise to the training participants for the accomplished performance, and modeling or being role models in speech and action.

Based on the above conclusions, the suggestions are:

1. Due to the use of hypnoteaching method in the Training of Curriculum Implementation 2013 in MGMP High School Economics Makassar can improve the ability of teachers to prepare RPP, it is advisable to use hypnoteaching method in the teacher functional training.
2. Since the MGMP is an effective forum for improving teacher competence, the role of MGMP needs to be optimized by requiring teachers to follow PKG activities in the MGMP.

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