

The Effectiveness of Hypno EFT to Increase Student Motivation in the Travel Business Departement of Vocational School (SMK X) Jakarta

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Abstract

Students majoring in travel business 2 have low learning motivation. Students feel they do not have the enthusiasm to follow lessons well so that students have low grades. This study examines the effectiveness of positive suggestions in increasing learning motivation in students of SMKN 57 Jakarta. The sample in this study were 10th grade adolescents majoring in travel business 2 at SMKN 57 Jakarta, with 12 participants. The research method used was a quasi experiment with one group pretest posttest design. The data analysis technique used in this study was the paired sample t test.

Keywords: Positive suggestion, Hypnosis, Learning Motivation, Student

1. INTROODUCTION

SMK is a vocational school that has a program to prepare students to be ready to go into the field to work when they graduate from school. Various debriefing is good to do in SMK by increasing the practice compared to the material. One of the vocational schools in Jakarta namely SMK Negeri 57 Jakarta which is located in the Jati Padang area of South Jakarta. Based on the results of interviews that have been conducted with several teachers, SMK Negeri 57 is the best State SMK in Jakarta. SMK engaged in tourism it has a vocational focus such as Travel Business, Hospitality Accommodation and Catering. Initially, SMK Negeri 57 had the name SMKK 1 Jakarta, then changed to SMIP Negeri Jakarta and in 1997 changed its name to SMK Negeri 57. In 2012 SMK Negeri 57 added 2 vocational focus programs, namely dance and musical arts.

The educational process applied in SMK places more emphasis on the preparation of students to train students in their respective expertise. To support practical learning, SMK Negeri 57 has various supporting facilities such as a kitchen laboratory for the culinary department, an arts and culture room for dance and musical studies, a house keeping laboratory for the tourism department.

Some students choose SMK Negeri 57 because of their own desires and have already planned plans for the future, such as working or continuing to a level that is more focused on the field of interest. Some students enter because of the wishes of their parents, the final choice is due to insufficient grades to enter the department or school they want, and so on. The diversity of reasons for students attending SMK Negeri 57 affects the differences in student motivation in learning. In accordance with the statement.

Based on the results of interviews conducted with BK teachers at SMK Negeri 57, many students from the first year have shown that they are not enthusiastic about participating in teaching and learning activities. One example of a student's lack of enthusiasm, namely, always complaining when given an assignment by the teacher, lazy to come to school, and going out of the classroom during class hours. This has an impact on student achievement.

According to the information obtained from the counseling teacher, students' learning proceeds are low due to the lack of motivation from students to learn. This is because most of the students do not like the department and want to go to high school, resulting in delays in practical work for students by the school. One of them is the UPW 2 class which has to postpone their work practice, because in order to enter the field of work, students really have to be prepared with the provisions that have been given from the school.

The UPW (Travel Tour Business) jurusa itself encourages them to control foreign languages, various tourist attractions, countries that have destinations that are the target of tourists. However, UPW2 students themselves do not have good motivation to study harder, because it is not their own desire to enter SMK Negeri 57. Various reasons were made by students to avoid the teaching and learning process, by skipping school and going in and out of class.

Based on the information obtained, UPW2 students of SMK Negeri 57 need interventions that make them increase learning motivation and can help students determine future steps after graduating from school.

Motivation is used as a driving force or incentive for someone to carry out certain activities in order to achieve goals within themselves. Hamzah (2008) explains that

the term motivation comes from the word motive which can be interpreted as the power contained in an individual, which causes the individual to act or act. Sardiman (2011) defines: motivation as the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and which provides direction for learning activities, so that the goals desired by the learning subject can be achieved.

According to Hamalik (2001) asserts that the notion of learning is a modification or reinforcing behavior through experience. According to this understanding, learning is a process, an activity and not a mere learning result. Learning is not just remembering, but it is broader than that, namely experiencing it yourself.

Menurut Hamzah (2008) motivasi pada dasarnya dapat membantu dalam memahami dan menjelaskan perilaku individu, termasuk perilaku individu yang sedang belajar.

There are several important roles of motivation in learning and learning, including (1) determining things that can be used as learning reinforcement, (2) clarifying the learning objectives to be achieved, (3) determining learning persistence.

Gunawan (2010) states that hypnosis is a condition of consciousness (State of Consciousness), humans become more receptive to suggestions or information. In addition, hypnosis is a psychological process that creates physiological results, because hypnosis is done to reduce the role of the Critical Area, so that information can more easily enter the Sub-Conscious.

Thus, hypnotherapy is a therapeutic activity that is given when a person is in a hypnotic state. The therapy used is in the form of suggestions through a unique art of communication, and is aimed at the subconscious mind with the aim of changing thoughts, feelings, and behavior for the better. Physiologically, hypnotherapy works through the brain wave system.

As stated by Gunawan (2009) in hypnotherapy sessions, such as induction and deepening, the patient will be guided by the therapist from the conscious mind to the subconscious mind. In this condition, the patient will enter a deeper hypnotic state, so that the brain waves that were originally in beta waves will slowly change to alpha waves. In alpha condition, the brain will produce serotonin and endorphins which cause a person to feel comfortable, calm, and happy. This hormone makes the body's immunity increase, blood vessels open wide, the heart rate stabilizes, and the sensory capacity increases. Changes in brain waves affect the autonomic system. Changes in brain waves will cause the pituitary gland to secrete natural endorphins or opiates, resulting in decreased pain.

Gunawan (2010) states that hypnotherapy does not deal with physical ailments, but rather emotional problems that cause physical illness. For example, individuals who are experiencing heartburn or gastritis. One of the causes of this disease is due to the excessive production of stomach acid due to a stressful mind. Hypnotherapy deals with stress itself. If the stress can be cured, the gastritis disease will automatically be cured.

2. RESEARCH METHOD

This research uses experimental research with pre-test post-test group design. The experimental design was carried out by pre-test before treatment / intervention was given and post-test after treatment / intervention was carried out. The independent variable in this study is positive suggestion, while the dependent variable in this study is learning motivation

The population in this study were students of SMKN 57 Jakarta who are in the Department of Travel and Tourism Business. The sample to be taken in this study amounted to 12 people. The sample collection technique used in this study was purposive sampling.

Measurements in this study used a scale of learning motivation at the pre-test and post-test.

Pre-test Treatment Post-test

O1 $\longrightarrow$ X $\longrightarrow$ O2

Information:

O1 = Pretest scores before being given treatment.

O2 = Posttest value after getting treatment.

X = Treatment by applying positive suggestion therapy with hypnosis.

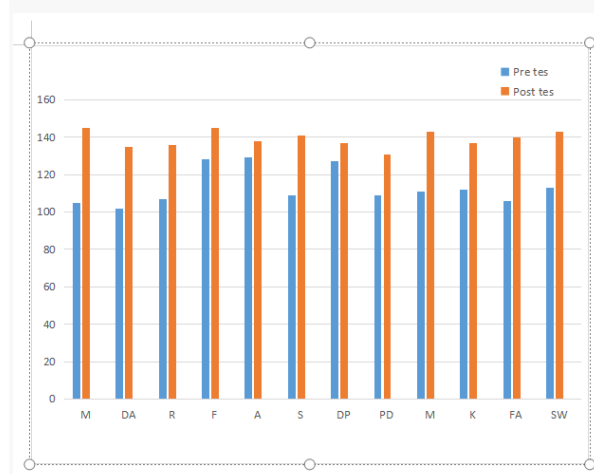
The research subjects in this study were students of class 10 Travel Business 2 SMKN 57 Jakarta, totaling 34 students. Researchers took 10 students who were identified as having low learning motivation. The technique of taking the subject in this study using purposive sampling.

The instrument used in this study is the Learning Motivation scale to learn, this scale is used to see the changes in the motivation of the research subjects. This scale has been tested for validity and reliability previously by Gergorius (2014). With a Cronbach alpha score of 0.942, the value is more than 0.60, thus the questionnaire is reliable.

Data analysis method using Microsoft Excel. Used to compare the pre-test and post-test scores.

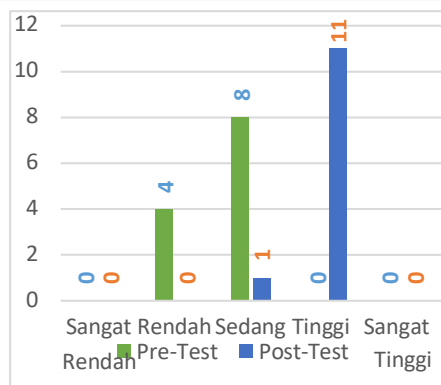
3. RESULTS AND DISCUSSION

Based on the results of the learning evaluation that has been carried out through the pre-test and post-test, it can be concluded that there are significant changes regarding the increase in student learning motivation. Positive Suggestion Interventions are effective in increasing learning motivation.



Graph 1. Results of Each Student's Score

Graph 2. Results of Each Category



From the results of interviews and observations that have been made, it is known that students of Travel Business 2 have low learning motivation. Therefore an intervention was carried out so that the students of SMKN 57 Jakarta Tourism Travel Business could increase their learning motivation.

One of the factors that influence learning motivation is psychological factor (Yusuf, 2009). Psychological factors are intrinsic factors related to aspects that encourage or inhibit learning activities in students. This factor concerns the emotional condition of students (Yusuf, 2009).

To help students increase their learning motivation, an intervention was carried out in the form of positive suggestions. As has been done before, positive self-talk is done to increase learning motivation. This intervention is given to the subject so that the subject can apply for himself after the direction and guidance given by the researcher. As with positive suggestions, subjects can suggest themselves with various kinds of positive sentences to increase learning motivation in the subject.

Motivation to learn is very important to be developed by every student, because motivation is a psychic driving force that causes learning activities, ensuring continuity of learning in order to achieve one goal. Motivation plays an important role in providing passion, enthusiasm and pleasure in learning, so that students who have high motivation have a lot of energy to carry out learning activities (Wulaningsih, 2016)

Therefore, positive suggestions can be given as an effort to instill positive values that can influence the subject to increase enthusiasm for learning and also be eager to achieve the dreams they want to get.

4. Conclusion

From the results of the research that has been done, there are significant results in increasing learning motivation in students. This is due to the effectiveness of the Positive Suggestion intervention given to students of SMKN 57, Jakarta.

Based on the interventions that have been carried out, students are expected to maintain and even further increase their motivation to learn by doing a number of things that have been conveyed during the intervention session.

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