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Development of hypnoteaching-based learning videos to improve learning outcomes of IPAS materials: "Let's get acquainted with our earth" grade V students

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Article info

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Abstract

This study aimed to develop hypnoteaching-based learning media to enhance fifth-grade students' learning outcomes in Natural and Social Sciences (IPAS – a subject that integrates natural and social science content in the Indonesian elementary curriculum) using the ADDIE model. Conducted in a public elementary school in Central Java, the study employed expert validation, observation, student response questionnaires, and learning outcome tests. Data were analyzed using descriptive statistics and paired-sample t-tests. Results showed excellent validity (average expert rating = 4.7) and a significant improvement in scores from the pre-test (60.00) to the post-test (70.26), with an N-Gain of 0.26, categorised as low based on Hake's criteria. The media received a positive response from students (average satisfaction score = 4.2). Despite the low N-Gain, the hypnoteaching-based media proved to be a practical and engaging tool. Future integration with broader educational technologies is recommended.

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1. Introduction

Education plays a crucial role in developing people's intelligence. This aligns with Abidin's (2021) opinion, who stated that education is one of the most vital aspects of a person's life and

can significantly influence their future (Abidin, 2021). The success of education is highly dependent on the central role of a teacher in the learning process. Learning outcomes from various fields of study are often unsatisfactory due to three main factors: the lack of suitability of education with actual needs, the use of methods that are not in harmony with the subject matter, and the lack of supporting infrastructure. These combined factors have a significant impact on educational progress (Purnasari & Sadewo, 2021).

According to Munawir, Salsabila, and Nisa (2022), teachers can be considered as "learning architects" who design comprehensive learning processes. The success of the teacher's role is reflected in well-structured instructional design that enables the achievement of educational objectives (Munawir, Salsabila, & Nisa, 2022). However, based on observations conducted on August 7, 2023, at a public elementary school in Central Java, it was found that teachers had not yet optimized the instructional design, particularly in selecting learning strategies and media. In social studies classes, teachers predominantly relied on traditional media such as maps, globes, and black-and-white images from textbooks. Interviews revealed that teaching remains teacher-centred, with minimal integration of modern technology. Facilities such as computers and LCD projectors were underutilized.

However, most instructional practices remain teacher-centred and underutilize technological resources. This study addresses the need for engaging multimedia-based learning tools, particularly in the context of IPAS (Ilmu Pengetahuan Alam dan Sosial), a uniquely Indonesian curriculum subject that integrates both natural and social sciences. For the benefit of international readers, IPAS can be understood as an interdisciplinary science subject taught in elementary schools.

While hypnoteaching has been primarily applied in direct classroom settings, its combination with multimedia formats remains underexplored. Hypnoteaching, which emphasises subconscious engagement through positive affirmations and guided visualisation, aligns well with Mayer's multimedia learning theory, which stresses dual-channel (visual-auditory) processing. This synergy has the potential to address the needs of students when dealing with abstract IPAS content, such as the layers of Earth or tectonic movement.

Recent studies emphasise that student motivation and engagement are crucial components for achieving success in science learning, particularly at the elementary level, where abstract concepts require a strong mental representation. According to Herwanto et al. (2024), integrating pedagogical strategies with technology, such as the TPACK model, significantly enhances students' motivation and engagement in science learning by creating more contextual, active, and varied learning experiences (Herwanto, Wati, Senen, Nurhayati, & Marwan, 2024). Similarly, Cabrera, Bae, and DeBusk-Lane (2023) found that students with firm motivational profiles—especially those with high self-efficacy and mastery goal orientation—tend to exhibit more authentic and persistent engagement in science classes. These findings highlight the importance of designing instructional activities that not only convey content but also stimulate intrinsic motivation, encourage inquiry, and foster sustained attention. This is particularly critical in topics such as Earth's layers, tectonic movement, and the water cycle—areas that often challenge elementary students' comprehension due to their abstract and dynamic nature.

To further support student engagement and conceptual understanding in science learning, recent studies affirm that video-based media can significantly enhance learning outcomes at the elementary level. For instance, video integration has been shown to increase student interest, facilitate more precise explanations of complex topics, and enhance the retention of science content, such as water cycles, forces, and earth systems (Panjaitan et al., 2023; Yuliana, Desiningrum, & Yudianto, 2023). Animated and contextual video media not only support visual

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and auditory learning but also promote active cognitive processing among elementary learners (Qondias, Kale, Tawa, Ngura, & Mere, 2024); (Wedaswari & Tegeh, 2023).

Building on these developments, hypnoteaching emerges as a complementary approach that incorporates elements of suggestion, affirmation, and subconscious engagement to deepen the impact of learning. Although traditionally applied in direct instruction, recent research suggests that its integration into animated and interactive video formats offers new opportunities to enhance both emotional and cognitive engagement in science education. Such combinations can be especially effective in conveying abstract science topics at the primary level, making learning more immersive, motivating, and memorable.

Despite these promising findings, most studies on hypnoteaching remain focused on conventional classroom-based implementations. Research has primarily examined the direct interaction between teachers and students using suggestive language or verbal cues in face-to-face settings (Setiana and Lathivah, 2020; Rahmaniah and Rohman, 2020). There is a notable lack of empirical research that explores how hypnoteaching principles can be systematically integrated into digital learning media, such as animated instructional videos. Additionally, few studies address how such media can be rigorously developed and validated using instructional design models, such as ADDIE, in the context of elementary-level IPAS content. This gap is crucial, especially as elementary students require engaging, multisensory media to grasp complex scientific and geographical concepts, yet instructional materials remain primarily text-based and teacher-centred in practice.

To address this, researchers have begun integrating hypnoteaching with modern learning models. For example, Istiqomah, Lestari, and Puspitasari (2023) combined problem-based learning with hypnoteaching and found significant improvements in students' learning motivation and comprehension. Similarly, Darwin, Boeriswati, and Setiadi (2024) implemented hypnoteaching in Mandarin language instruction using video-based learning, achieving high student engagement and effectiveness scores. These findings confirm that hypnoteaching, when combined with digital media, can create a fun, motivating, and cognitively engaging learning environment. However, applications in natural and social science subjects at the primary level, especially in the Indonesian context, remain limited and underexplored.

Based on the identified issues, this study aims to develop and evaluate the validity, effectiveness, and practicality of hypnoteaching-based learning videos for the integrated natural and social sciences subject, specifically on the topic "Let's Get Acquainted with Our Earth," targeted at fifth-grade elementary students. In particular, the study aims to assess the validity of the developed product according to expert evaluations, its effectiveness in enhancing student learning outcomes through classroom implementation, and its practicality based on feedback from both teachers and students during the learning process. The development of this media is expected to optimize the use of available resources and foster meaningful learning by incorporating real-life environmental objects and tailoring the content to the students' characteristics, thereby increasing motivation and cognitive learning outcomes among fifth-grade elementary students.

2. Literature Review

Hypnoteaching is a learning method that emphasizes positive suggestion, relaxation, and subconscious stimulation to enhance student engagement and comprehension. The core idea is that when students are in a calm and receptive state, they absorb information more effectively.

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This method utilises motivational language, affirmations, and non-verbal cues to influence learners' mindsets, self-confidence, and openness to learning (Fitria, 2023). According to Baroroh and Amrulloh (2019), hypnoteaching leverages students' subconscious potential through positive reinforcement and suggestive communication, making it a powerful tool for creating enjoyable and compelling learning experiences, particularly in language and concept-heavy subjects (Baroroh & Amrulloh, 2019).

In practice, hypnoteaching generally includes steps such as: (1) setting intention and motivation; (2) pacing–aligning teacher-student interaction emotionally and physically; (3) leading–directing student focus through subtle guidance; (4) using positive language affirmations; (5) providing praise; and (6) modeling behavior through tone, attitude, and examples. When implemented consistently, hypnoteaching not only improves students' academic outcomes but also increases their confidence, reduces anxiety, and fosters a deeper emotional connection to learning (Nuruddin and Jannah, 2023).

Recent studies have demonstrated the effectiveness of hypnoteaching as a pedagogical method in improving learning outcomes among elementary school students. A study conducted by Wiyono et al. (2021) found positive results from the implementation of hypnoteaching in mathematics instruction across several elementary schools in Banyuwangi. Teachers effectively applied components of the method, including empathy, motivational language, and suggestive communication, which led to increased student participation, group collaboration, and enthusiasm during lessons. The learning environment became more supportive and emotionally engaging, contributing to improved instructional quality and student satisfaction (Wiyono, Masyhud, & Prastiti, 2021).

Similarly, Setiana and Lathivah (2020) applied hypnoteaching in social studies learning for fourth-grade students and observed a marked improvement in students' academic performance. Through classroom action research, they reported that the method helped address passive learning habits and increased the number of students who achieved scores above the minimum competency criteria. It suggests that hypnoteaching not only enhances content mastery but also fosters more active classroom participation (Setiana and Lathivah, 2020).

Another study by Adelita, Rinaldi, and Putra (2021) investigated the impact of hypnoteaching on students' problem-solving abilities and conceptual understanding. Using a quasi-experimental design, they found that students who were taught using hypnoteaching outperformed those in conventional classes in both areas. The findings support the view that hypnoteaching enhances not just motivation but also higher-order cognitive skills such as analysis and application (Adelita, Rinaldi, and Putra, 2021).

In a more recent context, Darwin, Boeriswati, and Setiadi (2024) investigated the effectiveness of hypnoteaching in Mandarin language instruction, reporting significant improvements in student engagement and academic performance. The study revealed that students taught using this method scored an average of 87 out of 100, which is categorised as "very effective" in terms of learning outcomes. This reinforces the idea that hypnoteaching is versatile and applicable across various subjects and educational levels (Darwin et al., 2024).

In addition, qualitative research by Wiguna (2020) in the context of religious education showed that students responded positively to hypnoteaching techniques. The use of affirmative language and relaxed classroom atmospheres contributed to students feeling more excited, focused, and emotionally connected to the learning material. This aligns with the principles of hypnoteaching in promoting internal motivation and emotional safety, which are essential for meaningful learning experiences (Wiguna, 2020).

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These findings collectively highlight that hypnoteaching is not merely a classroom technique but a comprehensive learning approach that addresses both cognitive and affective dimensions of student learning, making it especially suitable for elementary-level education.

Hypnoteaching operates on the theoretical foundation that learning becomes more effective when students are in a relaxed, emotionally supportive, and receptive state. The technique draws from concepts of subconscious influence, emotional safety, and motivational psychology. Rahma and Neviyarni (2021) describe hypnoteaching as a method that engages students both internally and externally by building a classroom environment that feels calm, secure, and enjoyable. When students are emotionally at ease, they are more likely to process and retain new information effectively (Rahma & Neviyarni, 2021).

This aligns with affective learning theories and elements of the Social-Emotional Learning (SEL) framework, which suggest that emotional engagement has a significant impact on learning outcomes. Hypnoteaching also applies the concept of positive reinforcement and modelling—where teachers influence students through tone, posture, empathy, and affirmations—forming a powerful learning climate. According to Fitria (2023), this method leverages subconscious communication, allowing students to absorb not only cognitive content but also motivational and behavioral cues (Fitria, 2023).

Recent research highlights the increasing interest in integrating hypnotherapy with digital learning media, including videos, graphics, and interactive platforms. Combining hypnoteaching strategies—such as suggestion, affirmation, and visualization—with digital tools offers new possibilities for creating immersive and emotionally engaging learning experiences. Sajidah, Risnawati, and Andriadi (2024) found that integrating hypnoteaching with extensive reading in digital environments significantly improved students' writing skills and motivation. This suggests that digital media can successfully carry hypnoteaching principles when properly designed (Sajidah, 2024).

In a similar study, Anggela, Zulfa, and Nazmi (2023) implemented hypnoteaching supported by image-based media in high school history classes. They concluded that the combination of visual aids and hypnoteaching enhanced both the enjoyment and effectiveness of the learning process (Anggela & Nazmi, 2023). These findings are echoed by Salis Masitha et al. (2017), who demonstrated that incorporating graphic media into elementary IPS lessons with hypnoteaching enhanced both comprehension and long-term memory retention (Masitha, Chamdani, and Rokhmaniyah, 2017).

These studies suggest that digital tools—especially visual and narrative-based media—can serve as effective vessels for delivering the motivational and subconscious aspects of hypnoteaching. This opens up the potential for broader implementation of hypnoteaching in remote, blended, or digital-first learning environments.

3. Method

This study employed a research and development approach, following the ADDIE model, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen due to its structured, iterative process, which supports the systematic development of instructional media tailored to student needs (Febriani, Tegeh, and Sudhita, 2015). The research was conducted at a public elementary school located in Brebes Regency, Central Java, involving 19 fifth-grade students during the odd semester of the 2023/2024

academic year. The main product developed was a hypnoteaching-based learning video for the IPAS subject on the topic "Let's Get Acquainted with Our Earth."

The development and validation involved three expert validators: one in material content, one in media design, and one in hypnoteaching methodology. The development tool used was CapCut Video Editor, selected due to its accessibility and capability to produce animated and engaging educational videos without requiring advanced technical skills.

The research instruments included expert validation forms, pre-test and post-test items, observation checklists, and student questionnaires. Validity and reliability tests were conducted for the pretest-posttest instruments to ensure data accuracy and consistency. The validity was ensured through expert review, and reliability was confirmed using Cronbach's Alpha, which yielded a coefficient of 0.78, indicating acceptable internal consistency.

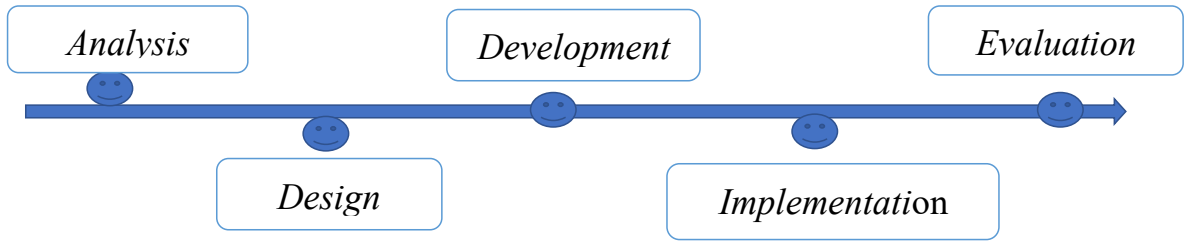

Figure 1. ADDIE development model scheme

3.1 Analyze stage

At this stage, a problem analysis was conducted through classroom observations, teacher interviews, and an assessment of student learning outcomes. The data showed that learning was still centred around traditional methods, with minimal use of engaging media. This resulted in low student motivation and difficulty understanding abstract concepts in the IPAS subject. Based on this need analysis, the development of hypnoteaching-based learning videos was selected as a solution to improve motivation and conceptual understanding (Sugiyono, 2018).

3.2 Design stage

The design stage involved constructing a detailed storyboard that structured the learning flow, integrating visual, auditory, and emotional engagement components following hypnoteaching principles. Each video segment was designed to include suggestive narration, positive affirmations, and guided visualization techniques. The instructional content was aligned with Mayer's multimedia learning theory, emphasising the dual-channel (visual-auditory) processing of information (Mayer, 2009). The complete storyboard structure is presented in Table 1.

Table 1. Storyboard video hypnoteaching

Duration	Visual	Audio	Content Description
00:00–00:30	The school logo appears with an attractive animation.	Energetic and inspiring background music.	Unveiling: The school logo appears on the screen with an eye-catching animation.

Duration	Visual	Audio	Content Description
00:30–02:00	Display of school buildings, classrooms, laboratories, and school facilities.	The voice narration introduces the school and its missions.	School Profile: A brief introduction to the school, its mission, vision, and values, accompanied by pictures and videos of the school's facilities.
02:00–03:30	Display of student activities at school, including classroom learning and extracurricular activities.	Cheerful background music and a narrative about student activities.	School Activities: Displays student activities, ranging from academic learning to extracurricular pursuits, including notable achievements.
03:30–05:00	A brief interview with the principal or teacher, accompanied by student interaction in the classroom.	The sound of the interview introduces the school's excellence, accompanied by calm background music.	Principal/Teacher Interview: Explanation of the school's excellence, teaching methods, and student achievement.
05:00–05:30	Transition to learning materials with engaging animations.	Background music fades, then stops.	Transition: Animation transitions from the school profile to learning, introducing the topic "Let's Get Acquainted with Our Earth".
05:30–06:00	Chapter titles and learning topics appear on the screen.	The narrator's voice introduces material about the shape of the Earth's surface.	Introduction to Material: The title "Let's Get Acquainted with Our Earth" appears on the screen, with an introductory narration.
06:00–07:30	3D animation of the shape of the Earth's surface, such as mountains, valleys, and oceans.	The narrator explains the shape of the Earth's surface, accompanied by soothing background music.	Concept Explanation: The animation displays the Earth's surface, including its features such as mountains, valleys, and oceans, accompanied by an informative narrative.
07:30–09:00	Animation of the water cycle, from evaporation to rain.	The narrator explains the process of the water cycle in a soothing tone, accompanied by sound effects of water.	Water Cycle: The animation illustrates the stages of the water cycle through simple visualisations.
09:00–10:30	Animation of the movement of the Earth's plates that form mountains and cause earthquakes.	The narrator explains the movement of the Earth's plates, accompanied by calm background music.	Movement of the Earth's Plates: Visualization of plate movements and their impact on mountain formation and earthquakes.
10:30–12:00	Visualization of scenery from the top of a mountain or the bottom of the sea.	The narrator invites students to imagine themselves in that place.	Guided Visualisation: Students are invited to imagine being at the top of a mountain or the bottom of the sea, while experiencing the sensation.
12:00–13:30	View of students in small groups discussing or modeling.	Soft background music, with an instructional narration about group activities.	Group Activities: Students work in groups, create models or discuss changes in the shape of the Earth's surface.

Duration	Visual	Audio	Content Description
13:30–15:00	Presentation of students with the model they have created.	The narrator provides positive praise and feedback to the students.	Group Presentations: Students present the results of the discussion or model made, accompanied by a narrative of praise from the narrator.
15:00–17:00	Animated hero stories that explain the concept of the water cycle or the movement of plates.	The narrator tells a story with metaphors related to scientific concepts.	Metaphors and Stories: Hero stories are used to help students understand the scientific concepts described earlier.
17:00–18:00	The narrator repeats the main points of the material, accompanied by the main visuals.	The narrator calmly repeats the main point.	Review Materi: The repetition of the main points studied reaffirms important concepts.
18:00–19:00	Animation-based interactive quizzes with questions around the material.	Cheerful background music, with narrator instructions for interactive quizzes.	Interactive Quiz: Students answer short questions to review the material they have learned.
19:00–20:00	Teachers and students end the learning with a joint prayer.	The narrator leads a prayer, accompanied by calm background music.	Closing and Prayer: The video concluded with a joint prayer, closing the learning experience with an atmosphere of calm and gratitude.

3.3 Develop stage

At this stage, the storyboard was transformed into an animated video using Powtoon and supported by audio editing tools. The media incorporated hypnotherapeutic techniques, including pacing, leading, affirmations, and modelling. Expert validation was conducted by three experts: a content specialist, a media design specialist, and a hypnoteaching methodology expert. A 5-point Likert scale was used to assess media validity based on clarity, instructional accuracy, visual quality, and alignment with hypnoteaching principles. Suggestions from validators were incorporated into a formative evaluation process to refine and enhance the product. The entire development flow is illustrated in Figure 2.

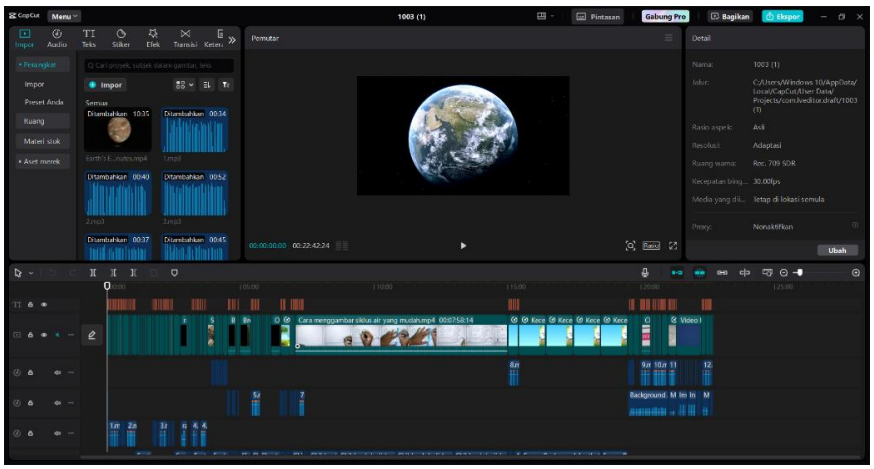

Figure 2. Hypnoteaching video development process

3.4 Implement stage

The implementation involved a limited trial with 19 students in three sessions. Each session introduced the developed video in actual classroom settings. Students watched and interacted with the video, which included animated explanations, guided visualizations, group activities, and an embedded quiz section. Observations were conducted during implementation to record student engagement, behavior, and participation.

3.5 Evaluate stage

The evaluation stage involved both formative and summative evaluations. Formative evaluation was conducted through expert feedback during the product development process. A summative evaluation was used to assess the effectiveness and practicality of the implementation. Three types of data were collected: (1) Pre-test and posttest to assess improvement in learning outcomes; (2) Questionnaires to evaluate students' responses and perceived practicality; (3) Observations to record student interaction and behavior during learning (Tania, 2017).

3.6 Instruments and data analysis

The instruments included expert validation sheets, pretest-posttest questions, student response questionnaires, and observation sheets. Data analysis was performed quantitatively using SPSS 27.0. (1) Validity and reliability tests were conducted to ensure the accuracy of research instruments (Arikunto, 2016); Normality tests were conducted using the Shapiro-Wilk method; Paired sample t-tests were applied to compare pre-test and posttest scores (Nashan, Anisa, Ummah, Margaretha, and Amaliyah, 2023); N-Gain analysis was used to calculate the effectiveness of the media in improving student learning outcomes (Sukarelawan, Indratno, and Ayu, 2024); Student questionnaire responses were analyzed descriptively to assess practicality and user perception.

4. Results

4.1. Expert validation of learning materials

This model is applied to develop hypnoteaching-based learning media in the IPAS subject, which integrates natural and social sciences through the material "Let's Get Acquainted with Our Earth". The results of the research are presented based on the stages of this development model and the analysis of data obtained from the implementation of the learning media.

4.2 Results of learning media development

Media development is carried out to overcome various learning problems identified during the analysis stage. The hypnoteaching-based learning media developed are in the form of interactive videos, which integrate animation, suggestive narratives, and audio-visual elements to enhance students' understanding and motivation to learn.

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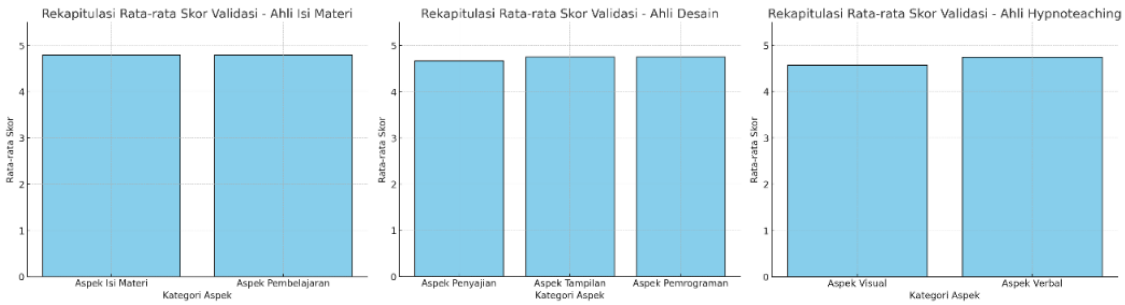

Figure 3. Validation results by material experts, design experts, and hypnoteaching experts

Validation is carried out by material experts, design experts, and hypnotherapy experts to ensure that the media developed follows learning standards. The validation results showed that this media had a "very good" feasibility level, with average scores in the material aspect (4.8), the design aspect (4.7), and the hypnoteaching aspect (4.6).

4.3 Results of media implementation in learning

The implementation was carried out with grade V students at the same public elementary school through three main stages: pre-test, learning using media, and post-test. Pre-tests were administered to measure students' initial understanding before learning, followed by the learning process using hypnoteaching-based learning videos, and concluded with post-tests to evaluate the improvement in student learning outcomes.

The implementation results showed a significant increase in learning outcomes. The average pre-test score was 60.00, while the post-test increased to 70.26. The analysis using a paired-sample t-test yielded a $p < 0.05$, which indicates that the difference between pre-test and post-test is statistically significant. Additionally, the N-Gain test result of 0.26 indicates that the improvement in learning outcomes falls into the "low" category according to Hake's criteria.

Although the increase was statistically significant ($p < 0.05$), the average N-Gain score of 0.26, based on Hake's criteria, falls within the "low" category. This suggests that while the video was engaging, it may not have had a substantial impact on deep learning. Possible reasons include the short implementation period and the complexity of the material. Notably, individual N-Gain scores varied widely (e.g., Student-8: 0.47 vs. Student-16: 0.14), potentially due to differences in learning styles, prior knowledge, or motivation. The following table presents a summary of students' pre-test and post-test scores:

Table 2. Pre-test, post-test, and N-Gain scores

Student_ID	Pre_Test_Score	Post_Test_Score	Difference	N_Gain
Siswa-1	56	65	9	0,2
Siswa-2	69	74	5	0,16
Siswa-3	64	78	14	0,39
Siswa-4	60	70	10	0,25
Siswa-5	57	70	13	0,3
Siswa-6	70	75	5	0,17
Siswa-7	56	71	15	0,34
Siswa-8	68	83	15	0,47
Siswa-9	60	74	14	0,35
Siswa-10	60	67	7	0,18
Siswa-11	70	81	11	0,37

Student_ID	Pre_Test_Score	Post_Test_Score	Difference	N_Gain
Siswa-12	53	61	8	0,17
Siswa-13	57	70	13	0,3
Siswa-14	52	59	7	0,15
Siswa-15	70	79	9	0,3
Siswa-16	51	58	7	0,14
Siswa-17	61	72	11	0,28
Siswa-18	55	64	9	0,2
Siswa-19	51	64	13	0,27
Average	**60,00**	**70,26**	**10,26**	**0,26**

The following graph shows a comparison of the average scores before and after the use of hypnoteaching-based learning media:

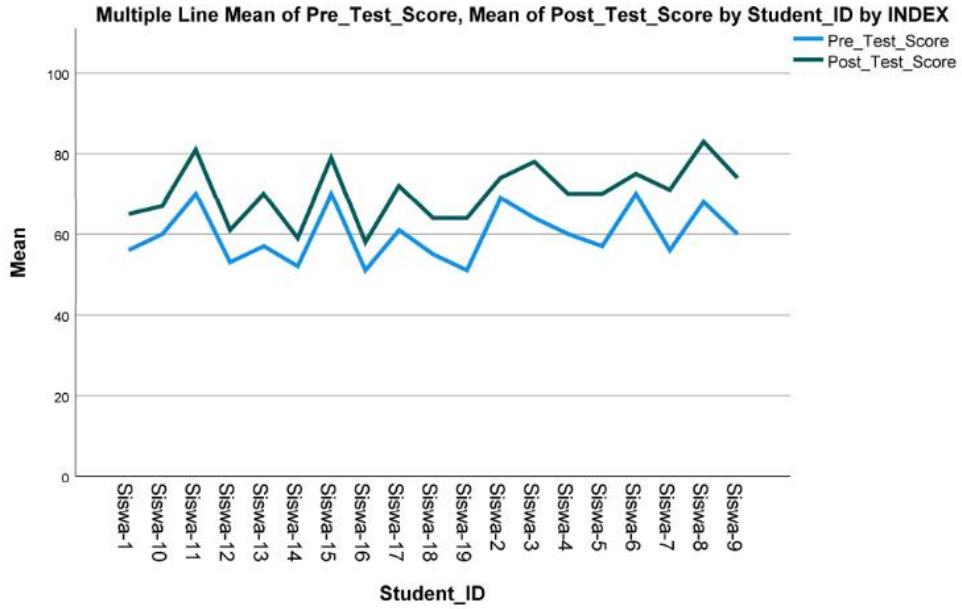

Figure 4. Student pre-test and post-test charts

In addition to the test results, students' responses to the learning media also showed positive outcomes. The majority of students believe that learning videos are interesting, help them understand the material, and increase their learning motivation. The results of the questionnaire showed that 90% of students stated that this medium was effective, with an average satisfaction score of 4.1 on the Likert scale.

4.4 Analysis of research results

The results of this study show that the use of hypnoteaching-based learning media can significantly improve student understanding. This media provides a more interactive and engaging learning experience than conventional methods. In terms of practicality, teachers consider this media to be easy to use, efficient in delivering material, and able to attract students' attention during the learning process. The average practicality score given by teachers is 4.6, indicating that this media is highly feasible for use in elementary school learning.

4.5 Research implications and limitations

The results of this study reveal the significant potential of integrating hypnoteaching techniques into video-based learning media as an innovative solution to improve student learning outcomes. This approach opens up new opportunities in developing more effective learning methods and involving students deeply in the learning process.

However, some limitations should be considered when interpreting the results of this study. First, the relatively short duration of implementation limits the ability to observe and analyse the long-term impact of using these learning media on students' academic development. Second, the study's limited scope to a single school highlights the need for further testing on a more diverse population to validate the effectiveness of learning media more comprehensively.

In addition, the implementation of technology-based learning media faces technical challenges related to the availability of devices in schools. The limitations of this technological infrastructure can affect the smooth implementation of learning media and potentially affect the results obtained. Understanding these limitations is important for the development and implementation of similar learning media in the future.

5. Discussion

The results of this study indicate that the development of hypnoteaching-based learning videos is efficacious in improving student learning outcomes in the IPAS subject. This is evidenced by the increase in students' posttest scores compared to their pre-test scores, which shows a positive impact on students' conceptual understanding. In addition, the product received high scores in the expert validation stage, and student responses were categorized as "very good," indicating the practicality and acceptability of the media in real classroom settings.

These findings support previous studies that demonstrate the effectiveness of the hypnoteaching method in fostering a more engaging and emotionally supportive learning environment. For example, Darwin et al. (2024) demonstrated that the implementation of hypnoteaching significantly improved student achievement in Mandarin learning, with an average score of 87, categorised as "very effective" (Darwin et al., 2024). Similarly, Setiana and Lathivah (2020) found that applying hypnoteaching in social studies improved student performance and classroom participation among fourth-grade students (Setiana and Lathivah, 2020).

The emotional aspect of hypnoteaching—particularly the use of positive suggestions, affirmations, and guided visualizations—plays a key role in enhancing student motivation. Rahma and Neviyarni (2021) emphasized that hypnoteaching helps reduce anxiety and increases student confidence by creating a calm and emotionally safe learning environment. This aligns with our findings, where students expressed increased interest and comfort during learning sessions using the developed video (Rahma & Neviyarni, 2021).

From a pedagogical perspective, integrating hypnoteaching into multimedia learning also aligns with Mayer's principles of cognitive theory, which suggest that learners benefit more from dual-channel (visual-auditory) processing, especially when the content is emotionally engaging. This is further supported by Maftuhah et al. (2022), who demonstrated that hypnoteaching significantly reduced student anxiety in language learning and increased their confidence and focus (Maftuhah, 2022).

Furthermore, the improvement in students' learning outcomes in this study is consistent with the results of Wiyono et al. (2021), who showed that the application of hypnoteaching in elementary mathematics instruction improved both student engagement and group

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collaboration, with over 90% of students responding positively to the method (Wiyono et al., 2021).

The integration of hypnoteaching with animated video learning, as developed in this study, represents a novel approach that combines emotional, cognitive, and technological aspects of learning. Research by Veryani (2019) found that hypnoteaching enhanced students' perception and performance in science subjects. This suggests that the use of video media can be a strategic channel to apply hypnoteaching principles more consistently and effectively (Veryani, 2019).

Overall, the findings of this study reinforce the idea that hypnoteaching is not only effective in face-to-face instruction but also adaptable to multimedia environments. This expands its relevance in the era of digital learning and supports its application in future instructional media innovations. A paradox appears to exist between the high expert validation scores and the low student learning gains. This could be explained by limitations in media length, insufficient exposure time, or the abstract nature of the IPAS material. Moreover, the absence of a control group restricts the ability to draw firm causal conclusions regarding the media's effectiveness. Future research should incorporate comparison groups and more extended implementation periods.

6. Conclusion and Implications

This study shows the effectiveness of hypnoteaching-based learning media in improving learning outcomes and student motivation in learning IPAS (an integration of natural and social sciences). Media development through the ADDIE model has successfully produced learning products that effectively combine visualisation, narrative, and audio elements. This is evidenced by a significant increase in student learning outcomes, with the average score rising from 60.00 in the pre-test to 70.26 in the post-test, resulting in an N-Gain of 0.26 (in the low category). The significance of this increase was confirmed through a paired-sample t-test that showed a significant influence ($p < 0.05$).

The evaluation of the media implementation showed a very positive response from students, as reflected in the average score of 4.2 on the Likert scale. These findings suggest that the hypnoteaching approach in learning media can be a novel solution to enhance students' understanding of abstract concepts in IPAS learning. The success of this implementation opens up further development opportunities to integrate hypnoteaching approaches in various learning contexts, with a focus on improving visualization and understanding of complex concepts.

Based on the study's findings, several important recommendations can be implemented to enhance learning effectiveness. For teachers, the use of hypnoteaching-based media can be an effective alternative for delivering social science materials, especially when combined with other learning methods, such as group discussions and practical experiments. Meanwhile, media developers should consider adding interactive features, improving the quality of animations, and integrating them with online learning platforms to enhance accessibility and student engagement.

For future development, further research can explore the application of this medium to various subjects and different educational levels, as well as integrate AR/VR technology to enhance the learning experience. With support from various stakeholders and continuous development, hypnoteaching-based learning media have great potential to be an innovative solution in helping students understand complex concepts in a more effective and fun way.

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Research with a broader sample and more prolonged duration is also needed to understand the long-term impact of this media implementation.

While the findings are promising, they should be interpreted with caution. The limited sample size and absence of a control group are important limitations. Furthermore, the low N-Gain suggests a need to refine media design, potentially by increasing interactivity, simplifying complex content, and aligning video pacing with student cognitive load.

7. Limitation

This study was conducted with a limited sample (19 students) in a single elementary school, and over a short implementation period. These limitations restrict generalizability and the assessment of long-term impact. Additionally, the low N-Gain observed suggests that further refinement of media design and delivery is needed to maximize learning outcomes.

Credit authorship contribution statement

First Author (Warto): Conceptualization, methodology, data collection, data analysis, writing – original draft. **Second Author** (Achmad Buchori): supervision, validation, writing, review and editing. **Third Author** (Ngatmini): Supervision, validation, writing, review and editing.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethical declaration

All participants provided informed consent prior to their involvement in the study. The participants were informed about the purpose, procedures, and their rights, including the right to withdraw at any point without any negative consequences. The study was conducted under the ethical standards for research involving human participants. All identifiers related to the school have been anonymized in this revised manuscript to maintain confidentiality and align with ethical standards.

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