

Implementing Hypnoteaching to Foster Children's

Emotional Intelligence at PAUD Nurul Furqon

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ABSTRACT

This study aims to describe the implementation of interactive learning through the hypnoteaching method in fostering emotional intelligence among early childhood learners at PAUD Nurul Furqon. Emotional intelligence is a crucial aspect of early childhood development, as it influences children's ability to recognize and manage emotions, develop empathy, and engage in positive social interactions. This research employed a qualitative descriptive approach involving 15 children and 2 teachers at PAUD Nurul Furqon. Data were collected through classroom observations, interviews with teachers, and documentation of learning activities. The findings show that the implementation of the hypnoteaching method was characterized by the use of positive suggestions, empathetic communication, and warm interactions that created a conducive and emotionally supportive learning environment. Observation and interview data revealed that children were more actively involved in learning activities, demonstrated emotional awareness, expressed empathy toward peers, and engaged in positive social

interactions during the learning process. The study concludes that the implementation of interactive learning through the hypnoteaching method reflects learning practices that support the development of children's emotional awareness, empathy, self-regulation, and social interaction skills within the context of early childhood education.

Introduction

Early childhood education constitutes a foundational stage in human development, as it shapes children's cognitive, social, emotional, and moral capacities that influence their later learning experiences. At this stage, children are not only expected to acquire basic academic skills but also to develop emotional competencies that support healthy interpersonal relationships and self-regulation (Munif, 2024). Emotional intelligence, which encompasses the ability to recognize, understand, manage, and express emotions appropriately, plays a central role in early childhood development. Children with well-developed emotional intelligence tend to demonstrate positive social behaviors, greater empathy, improved communication skills, and better adaptability to learning environments (Nurhasana et al., 2025).

In practice, emotional development in early childhood education settings is often overshadowed by an emphasis on cognitive achievement and academic readiness. Many learning activities prioritize literacy and numeracy skills, while emotional aspects are treated as secondary outcomes rather than integral components of the

learning process (Hidayat & Puspita, 2024). This condition creates a gap between the developmental needs of young children and the instructional approaches commonly implemented in early childhood education institutions. When emotional intelligence is not adequately nurtured, children may experience difficulties in managing emotions, cooperating with peers, and engaging effectively in learning activities (S. Rahmawati, 2025).

Interactive learning is widely recognized as an effective approach to addressing the holistic developmental needs of young children. Interactive learning emphasizes active participation, meaningful engagement, and reciprocal communication between teachers and learners (Anshar, 2025). Through interactive learning, children are encouraged to explore, express ideas, and respond emotionally to learning experiences. Such an approach aligns with the developmental characteristics of early childhood, as young learners naturally learn through interaction, play, and emotional connection. A learning environment that fosters interaction can support emotional growth by providing opportunities for children to express feelings, develop self-confidence, and build social awareness (Saputra, 2024).

One instructional method that has gained increasing attention in early childhood education is hypnoteaching. Hypnoteaching refers to a teaching method that integrates principles of hypnosis, positive suggestion, and effective communication to influence learners' subconscious minds in a constructive manner (Dewi & Azizah, 2026). In

educational practice, hypnoteaching does not involve inducing hypnosis in a clinical sense but focuses on creating a positive emotional atmosphere, building rapport, and using affirming language to enhance learners' receptivity and motivation. For young children, hypnoteaching can help create a sense of comfort, security, and emotional openness, which are essential for effective learning (Kurnia, 2024).

The application of hypnoteaching in interactive learning contexts offers potential benefits for fostering emotional intelligence among young children. Through positive verbal suggestions, storytelling, tone modulation, and empathetic teacher-child interactions, hypnoteaching can encourage children to develop emotional awareness and self-regulation (Maulana et al., 2023). Teachers who employ hypnoteaching strategies are more likely to establish emotional connections with learners, helping children feel valued and understood. These emotional connections contribute to a supportive learning environment in which children are more willing to express emotions, engage in learning activities, and interact positively with others (Niyanti et al., 2022).

The present study focuses on the implementation of interactive learning through the hypnoteaching method in fostering children's emotional intelligence at PAUD Nurul Furqon. The institution represents an early childhood education setting that seeks to integrate innovative teaching methods into daily learning activities. By examining how hypnoteaching is applied in interactive learning

practices, this study aims to provide an in-depth understanding of its role in supporting emotional development among young learners. The research objectives include describing the stages of hypnoteaching implementation, identifying strategies used by teachers to engage children emotionally, and analyzing the outcomes of these practices in relation to children's emotional intelligence (Anggela et al., 2023).

The benefits of this research are both theoretical and practical. From a theoretical perspective, the study contributes to the growing body of literature on emotional intelligence development in early childhood education by highlighting hypnoteaching as an alternative pedagogical approach (Alghadari et al., 2022). From a practical perspective, the findings may serve as a reference for early childhood educators in designing learning environments that prioritize emotional well-being alongside academic development. The study also offers insights for school administrators and policymakers regarding the importance of integrating emotionally responsive teaching methods into early childhood education curricula (Muhazaroh, 2023).

Recent studies published within the last decade have emphasized the importance of emotional intelligence in early childhood education and its relationship with learning outcomes. Research in educational psychology has demonstrated that children's emotional competencies are closely associated with social adjustment, learning motivation, and classroom engagement (Wijayanto, 2022). Several empirical studies have reported that instructional approaches that emphasize emotional

support and positive teacher–child interactions significantly enhance children’s emotional regulation and social skills. These findings underline the necessity of integrating emotional development into daily learning practices (Pratiwi, 2022).

Studies on interactive learning in early childhood settings indicate that active engagement and meaningful interaction contribute to both cognitive and emotional growth (Nindiasari & Syamsuri, 2023). Interactive learning environments encourage children to communicate, collaborate, and respond emotionally to learning stimuli. Research has shown that children who participate in interactive learning activities exhibit higher levels of emotional expression, empathy, and cooperative behavior compared to those engaged in teacher-centered instruction. These studies support the view that interaction is a key mechanism for fostering emotional intelligence in early childhood education (Amar, 2024).

In recent years, hypnoteaching has emerged as a pedagogical method explored in various educational contexts, including early childhood education. Several journal articles have reported that hypnoteaching can enhance learners’ motivation, focus, and emotional comfort during learning activities (Jumanti & Bahri, 2022). Research findings suggest that the use of positive suggestions and emotionally supportive communication can reduce anxiety, increase self-confidence, and promote positive attitudes toward learning. In early childhood settings, hypnoteaching has been found to create a learning atmosphere

that is conducive to emotional engagement and social interaction (E. Rahmawati et al., 2022).

Despite the growing interest in hypnoteaching, existing studies tend to focus on its impact on learning motivation and academic performance rather than emotional intelligence. Many studies examine hypnoteaching in primary or secondary education contexts, with limited attention given to early childhood education (Romadhon & Julianingsih, 2022). Furthermore, research on hypnoteaching often employs quantitative approaches that measure outcomes without exploring the instructional process in depth. As a result, there is limited understanding of how hypnoteaching is implemented in daily classroom interactions and how it influences children's emotional development through interactive learning activities (Maslahah, 2022).

Another limitation in previous research lies in the lack of contextual studies conducted in early childhood education institutions at the local level. While emotional intelligence and interactive learning have been widely discussed in international literature, fewer studies have examined how these concepts are applied in specific educational settings, particularly in early childhood institutions with unique cultural and institutional characteristics (Ridwan et al., 2023). This gap suggests a need for research that explores the implementation of innovative teaching methods within authentic educational contexts.

The gap addressed by this study is the limited empirical exploration of hypnoteaching as an interactive learning method for

fostering emotional intelligence in early childhood education. Existing research has not sufficiently examined the integration of hypnoteaching principles into interactive learning practices aimed at emotional development (Hardiana et al., 2024). Moreover, there is a lack of qualitative studies that provide detailed descriptions of instructional strategies, teacher–child interactions, and emotional responses of children during hypnoteaching-based learning activities.

The novelty of this research lies in its focus on the process of implementing hypnoteaching within interactive learning to support children’s emotional intelligence in an early childhood education setting. Unlike previous studies that emphasize outcomes or academic achievement, this study highlights emotional development as the primary focus and examines how hypnoteaching strategies are embedded in everyday learning practices (Karsela & Sit, 2025). The study also contributes contextual insights from PAUD Nurul Furqon, offering a localized perspective that enriches the broader discourse on emotional intelligence development in early childhood education.

The urgency of this research is rooted in the increasing recognition of emotional intelligence as a critical component of early childhood education. As educational institutions strive to produce learners who are not only academically competent but also emotionally resilient and socially responsible, there is a pressing need for instructional approaches that address emotional development explicitly. By investigating the implementation of hypnoteaching in interactive

learning, this study responds to the demand for pedagogical innovations that support holistic child development and enhance the interactive learning in the classroom.

Methods

This study employed a qualitative descriptive approach to explore the implementation of interactive learning through the hypnoteaching method in fostering children's emotional intelligence at PAUD Nurul Furqon. A qualitative descriptive design was selected because it enables researchers to obtain an in-depth understanding of educational phenomena within their natural settings and to describe participants' experiences and interactions comprehensively (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

The study was conducted at PAUD Nurul Furqon and involved 17 participants consisting of 15 children aged 4–6 years and 2 classroom teachers who were directly engaged in hypnoteaching-based learning activities. Participants were selected through purposive sampling based on their active involvement in the learning process and their relevance to the research objectives. The children represented various levels of emotional and social development commonly found in early childhood education settings, while the teachers had experience implementing interactive learning activities using hypnoteaching strategies. Data were collected through classroom observations, semi-structured interviews, and documentation. Classroom observations were conducted to examine the implementation of hypnoteaching practices, teacher–child

interactions, classroom atmosphere, and children's emotional expressions during learning activities. Semi-structured interviews with teachers were used to obtain detailed information regarding instructional strategies, perceptions of children's emotional development, and experiences in applying hypnoteaching techniques. Documentation, including lesson plans, learning activity records, and photographs of classroom activities, was utilized to support and verify observational and interview findings.

The research instruments were developed based on indicators of emotional intelligence in early childhood derived from the framework proposed by Goleman (1995), including emotional awareness, self-regulation, empathy, and social interaction skills. Observation and interview guidelines were designed to align with the research objectives and to capture manifestations of these indicators within classroom learning activities. Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), which consists of three interrelated stages: data condensation, data display, and conclusion drawing and verification. The analysis process was conducted continuously throughout the study to identify patterns, themes, and meanings emerging from the data. To ensure the trustworthiness of the findings, credibility was established through source triangulation and technique triangulation by comparing information obtained from observations, interviews, and documentation. In addition, member checking with teachers was conducted to confirm the accuracy of the interpreted data.

The study focused on describing children's participation in learning activities, emotional expressions, interpersonal interactions, and teacher practices observed during the implementation of the hypnoteaching method.

Result and Discussions

Based on classroom observations, the implementation of interactive learning through the hypnoteaching method at PAUD Nurul Furqon was carried out in a conducive, enjoyable, and emotionally supportive atmosphere. Teachers began the learning process by establishing emotional closeness through warm greetings, eye contact, gentle voice intonation, and the use of positive language that helped children feel calm and comfortable. These practices created a sense of security that encouraged children to participate actively in classroom activities. Throughout the learning process, teachers consistently delivered positive suggestions and verbal reinforcement intended to strengthen children's confidence and emotional readiness to engage in learning activities. The implementation of interactive learning through the hypnoteaching method was reflected in children's active involvement in responding to teachers' instructions, both verbally and nonverbally, as shown in Figure 1.

During classroom interactions, children appeared enthusiastic in participating in educational games, storytelling sessions, singing activities, and group discussions facilitated by the teacher. Observations further indicated that children were willing to express their feelings,

communicate their ideas, and interact positively with peers in various learning situations. The use of positive communication and supportive teacher-child interactions also encouraged children to demonstrate empathy, cooperate with classmates, and follow classroom rules appropriately. Interview data with teachers revealed that the hypnoteaching approach helped create a more engaging learning atmosphere and facilitated closer emotional connections between teachers and children. Documentation of learning activities further confirmed the presence of interactive communication patterns characterized by active participation, mutual respect, and positive emotional expressions. These findings illustrate that the implementation of hypnoteaching-based interactive learning at PAUD Nurul Furqon was characterized by emotionally supportive interactions, active child participation, and opportunities for children to express and manage emotions within the learning process.



Figure 1. Teacher Child Interaction in Interactive Learning Using the Hypnoteaching Method.

Teacher-child interaction during the implementation of the hypnoteaching method was characterized by warm communication, emotional engagement, and active participation throughout the learning process. Classroom observations showed that teachers consistently used positive language, gentle voice intonation, eye contact, and supportive gestures when interacting with children. These communication strategies created opportunities for children to express their thoughts, respond to questions, and participate in learning activities in a comfortable and emotionally supportive environment. Figure 2 provides visual evidence of the interaction patterns observed during classroom learning activities.

The figure shows the teacher positioning herself close to the children while providing guidance and responding to their participation. This interaction reflects the application of hypnoteaching principles that emphasize emotional closeness, positive communication, and children's psychological comfort during learning. The observed proximity between teacher and children enabled direct communication and facilitated children's involvement in classroom activities. The figure also supports observational data indicating that children were attentive to the teacher's instructions and actively engaged in the learning process. Several children were observed maintaining visual attention toward the teacher, responding to questions, and participating in group activities.

These behaviors were consistently documented during classroom observations and demonstrate the presence of reciprocal communication between teacher and children rather than one-way instruction. The interaction captured in Figure 2 illustrates how children were provided with opportunities to communicate, listen, and engage with both the teacher and their peers during learning activities. Interview data further reinforced these observations. One teacher stated: "We try to build closeness with the children first so they feel comfortable. When they feel comfortable, they are more willing to participate and express what they think and feel during the lesson." (Teacher A, Interview, 2026) Similarly, another teacher explained: "Positive words and encouragement are important because children respond better when they feel appreciated and understood." (Teacher B, Interview, 2026) These statements are consistent with the interaction patterns documented in Figure 2. Therefore, the figure serves as visual evidence supporting the observational and interview findings that teacher-child interaction in hypnoteaching-based learning was characterized by emotional support, positive communication, and active engagement during classroom activities.



Figure 2. A Conducive Learning Atmosphere in Fostering Children's Emotional Intelligence

Furthermore, analysis of children's engagement in learning activities indicates that children were more focused and able to maintain attention for longer periods. Children not only followed teachers' instructions but also demonstrated initiative in learning activities, such as asking simple questions and expressing their ideas. This active engagement was closely related to children's more stable emotional condition and the sense of security established through the hypnoteaching approach. Based on observation and interview data, the implementation of interactive learning through the hypnoteaching method was associated with learning situations in which children actively participated, expressed emotions, interacted with peers, and responded positively to teacher guidance during classroom activities.

Overall, the research findings indicate that the implementation of interactive learning through the hypnoteaching method at PAUD Nurul Furqon was characterized by learning activities that emphasized positive communication, emotional support, and active interaction between teachers and children. Observation, interview, and documentation data showed that children expressed emotions, responded to teacher guidance, demonstrated empathy toward peers,

and participated in social interactions during classroom activities. The findings also revealed that teachers consistently applied positive suggestions, empathetic communication, and supportive learning practices as part of the hypnoteaching approach. These observations describe how emotional aspects were integrated into the learning process and how teacher–child interactions were manifested within the context of early childhood education at PAUD Nurul Furqon.

Discussions

This discussion examines the implementation of interactive learning through the hypnoteaching method in relation to the development of emotional intelligence in early childhood (Ansyari, 2022). The research findings indicate that interactive learning designed with an emotional-based approach is able to create a learning environment that supports optimal emotional development in children. This is consistent with the view that young children learn most effectively when they feel safe, accepted, and emotionally connected to their teachers and learning environment (R. I. Wulandari & Nada, 2023).

The hypnoteaching method applied in interactive learning contributes to the establishment of positive emotional relationships between teachers and children (Sulfaidah et al., 2023). This approach emphasizes the use of positive language, constructive suggestions, and empathetic communication, which theoretically aligns with the concept of emotional intelligence as proposed by Goleman, particularly in the aspects of emotional awareness and emotional regulation. When

teachers are able to create a conducive emotional atmosphere, children become psychologically more prepared to engage in learning activities and to express their emotions appropriately (Saifi, 2022).

Interactive learning through hypnoteaching also plays a role in enhancing children's self-regulation. Warm and non-threatening interactions help children learn to manage their emotional responses in various learning situations. Children are not merely directed to follow instructions, but are also guided to understand the emotions that arise during the learning process (Algifari, 2022). This condition supports the development of emotional regulation skills, which are one of the key indicators of emotional intelligence in early childhood. Learning that integrates emotional aspects into the instructional process is proven to be more effective than approaches that focus solely on cognitive development (Ridwan, 2022).

Furthermore, the hypnoteaching method within interactive learning encourages the development of empathy and children's social skills. Through intensive and meaningful interactions, children learn to recognize the emotions of others, respect differences, and cooperate within group activities (K. N. Wulandari et al., 2023). This process is in line with theories of social-emotional development in early childhood, which emphasize the importance of direct social experiences as a medium for emotional learning. Interactive learning provides opportunities for children to practice positive social interactions, while hypnoteaching reinforces these experiences through consistent

emotional reinforcement (Rohmah & Indrianto, 2022).

The findings of this study also indicate that hypnoteaching functions as a pedagogical approach that supports holistic learning. Children not only develop emotionally, but also demonstrate increased engagement and learning motivation (Sari et al., 2023). This suggests a reciprocal relationship between positive emotional conditions and children's readiness to learn (Putri et al., 2022). When children's emotional states are stable and positive, the internalization of social and emotional values can occur more effectively, ultimately enhancing the overall quality of the learning process.

From the perspective of early childhood education, these findings strengthen the view that interactive learning should be integrated with approaches that prioritize children's emotional development. Hypnoteaching offers an alternative learning strategy that is not merely instructional, but also responsive to children's emotional needs (Humaidah & Nisa', 2022). This approach is relevant to the demands of 21st-century education, which emphasizes the development of social and emotional skills as a foundation for academic success and children's future social life (AMINULLAH, 2022).

Thus, interactive learning through the hypnoteaching method has important implications for early childhood education practices. Teachers are required not only to master learning materials and instructional methods, but also to possess emotional sensitivity and effective communication skills (Widyartono et al., 2025). The integration

of hypnoteaching into interactive learning can serve as a potential strategy for fostering children's emotional intelligence in a sustainable manner, provided that it is implemented consistently and adapted to the developmental characteristics of early childhood.

Conclusion

Based on the research findings, the implementation of interactive learning through the hypnoteaching method at PAUD Nurul Furqon was characterized by the use of positive suggestions, empathetic communication, and warm interactions between teachers and children during classroom activities. Observation, interview, and documentation data showed that the learning process took place in an emotionally supportive and engaging environment where children actively participated in learning activities, expressed emotions, interacted with peers, and responded to teacher guidance. The findings also described teacher-child interactions that emphasized emotional closeness, positive communication, and opportunities for children to engage in social interaction within the classroom context. Overall, the study illustrates how the hypnoteaching method was implemented in early childhood learning practices and how emotional and social aspects were manifested during the observed learning activities at PAUD Nurul Furqon.

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