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Implementing Integrity and Character Education Through Hypnoteaching in Elementary Schools: A Case Study Analysis

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Abstract

The decline in academic integrity, marked by increasing cases of cheating and ethical breaches, underscores the urgency for innovative character education approaches. This study evaluates the application of integrity character education using hypnoteaching methods at SDN Bendo 2 Sukodono. Employing a qualitative case study design, data were collected through participatory observation, self-assessment questionnaires, and in-depth interviews with key stakeholders, including principals, teachers, and students in grades IV to VI. Results show significant effectiveness, with implementation scores averaging 81.7% for teachers and 84.3% for students. The highest performance was noted in positive language use (92.5%), while honest behavior improved as 69.7% of students reported no integrity violations. However, challenges persist, including imitative behavior (51.2%) and low acceptance of collective decisions (15%). This study highlights hypnoteaching's potential to enhance character education and recommends systematic teacher training and continuous evaluation to sustain these positive outcomes.

Keywords: Character education; hypnoteaching; integrity; elementary school; thematic learning

Introduction

In today's era of globalization, the world faces serious challenges related to moral and character degradation, especially in terms of integrity. Based on data from Transparency International in 2023, the global corruption perception index still shows a worrying number, where more than two-thirds of countries have a score below 50 on a scale of 0-100. Studies show alarming trends in the rise of academic integrity breaches across a range of environments, with a 42% increase in cases of technology-enabled cheating between 2012-2016 in the UK alone (Bowen, 2017; W. Li et al., 2021). This situation is further complicated by the evolution of internet and social media platforms that have created new opportunities for academic cheating, making it increasingly difficult for institutions to maintain academic integrity standards (Cole et al., 2019; Eret & Ok, 2014). Current approaches to integrity education tend to focus on academic integrity while ignoring other important aspects of character development. Research by (Sefcik et al., 2020) revealed that many existing academic integrity programs do not have comprehensive information on fundamental values and instead concentrate mainly on technical aspects such as plagiarism prevention and reference guidelines. This phenomenon reflects the existence of an integrity crisis that requires serious attention in the education system (Barbier et al., 2022; Nucci et al., 2020). This moral degradation not only occurs among adults but has also penetrated into the younger generation, characterized by increasing cases of academic dishonesty and unethical behavior in the educational environment (Park et al., 2019; Walker et al., 2021). (J. Park, 2023; D. I. Walker et al., 2021; J. Walker & Smith, 2022)

Character education, especially in the cultivation of integrity values, has become the main focus in the global education system in response to these conditions. (Kristjánsson, 2020;

Lapsley & Narvaez, 2006) In his research, it was revealed that character formation that focuses on integrity has a significant impact on the moral development of students. However, the implementation of conventional character education often faces challenges in achieving optimal results, especially at the elementary school level which is a critical phase of character formation (Baehr, 2021; Sanderse, 2019).

Several relevant studies are the basis for this study. For example, research from (Sefcik et al., 2020) has conducted research on the Academic Integrity Education Program through workshops that show a positive impact on students' awareness and confidence. The program focuses on the development of online modules with learning content about academic integrity. Furthermore, research from (X. Li et al., 2022) examine the level of integrity of students in China by analyzing influencing factors such as institutional policies, learning platforms, and supporting environments. However, the research is still limited to the context of higher education. Other research conducted by (Eshet & Margaliot, 2022)) which examines the relationship between thinking creativity and academic integrity of all education students using tests and questionnaires as data collection instruments.

In contrast to previous studies, this study brings novelty (state of the art) through the use of hypnoteaching methods as an innovative approach in integrity character education that has not been widely researched before, especially at the elementary school level. The focus of this research is the formation of integrity character from an early age through learning that touches the cognitive and affective aspects of students at the same time. Another novelty lies in integrating integrity values in the learning process through positive suggestions and effective communication between teachers and students.

The significance of this research lies in the development of character education methods, especially the value of integrity at the elementary school level. The use of the hypnoteaching approach that has not been widely explored in previous studies offers alternative solutions in overcoming the problem of dishonest behavior of students with a more humanist approach and paying attention to the psychological aspects of students. This makes this research unique and added value in an effort to increase the effectiveness of character education in elementary schools

The focus of this research is the implementation of integrity character education through the hypnoteaching method in thematic learning in elementary schools. Through this research, it is hoped that it can provide an in-depth understanding of how hypnoteaching methods can be integrated in learning to instill integrity values in elementary school students.

The formulation of the problem to be answered in this study includes planning the implementation of student integrity character education through hypnoteaching in thematic learning, the implementation of its implementation in the classroom, evaluation of the implementation that has been carried out, and the identification of obstacles and solutions that arise from the results of strengthening integrity character education after the application of the hypnoteaching method in thematic learning in elementary schools.

In line with the formulation of the problem, this study aims to comprehensively describe the implementation of integrity character education through hypnoteaching in thematic learning in elementary schools, starting from the planning, implementation, evaluation, to the analysis of obstacles and solutions. Through an in-depth description of this implementation process, it is hoped that it can provide a clear picture of how the hypnoteaching method can be applied effectively in instilling integrity values in elementary school students. The results of this study can be a reference for educators and education stakeholders in developing innovative learning strategies for character education, especially in instilling the value of integrity.

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Method

This study adopts a qualitative approach with a single case study design, following the paradigm put forward by (Creswell, 2013; Creswell & Poth, 2018) about qualitative research as an approach to explore and understand meanings that are considered by a number of individuals or groups to originate from social or humanitarian problems. Based on the philosophy of postpositivism, research is carried out on natural objects where researchers play a key instrument. The selection of a single case study design is in line with the thinking (Yin, 2018)) which emphasizes that case studies are a suitable strategy when the research question is related to how or why. In this context, the research focuses on the implementation of integrity character education through hypnoteaching methods in grades IV, V, and VI of SDN Bendo 2, Sukodono District, Sragen Regency. According to (Stake, 2020)affirms that a single case study allows researchers to conduct in-depth investigations of phenomena in real-life contexts.

Research participants were selected using purposive sampling based on criteria relevant to the research objectives (Patton, 2015). The main participants consisted of the principal, teachers of grades IV, V, and VI, as well as students of SDN Bendo 2. The selection of these participants is based on theoretical and practical considerations as suggested by (Miles & A.M, 1992), where teachers at the school have never known hypnoteaching as a method of strengthening integrity character education. The characteristics of student participants include the age range of 10-12 years which according to Piaget's theory of development is at the concrete operational stage, where students begin to be able to think logically about concrete events and classify objects into different shapes (Santrock, 2018). The teachers involved have at least 5 years of teaching experience with a PGSD S1 educational background, while the principal was chosen because of his role as a leader and policymaker in the school.

Data collection uses a multi-method approach according to the triangulation principle proposed (Denzin, 2017). The main techniques include participatory observation that allows researchers to directly observe the implementation of hypnoteaching methods according to guidelines (Spradley, 2016) about ethnographic observations. The self-assessment questionnaire was developed based on the theory of character formation (Lickona, 1991)to evaluate three aspects of integrity character: honesty, responsibility, and respect for the dignity of others. In-depth interviews are conducted following the recommended semi-structured protocols (Seidman, 2019), focusing on the experiences, opinions, feelings, and knowledge of key informants. Documentation and field records are also used as supporting data as recommended (Merriam & Tisdell, 2016) for qualitative research. The research instrument is attached at the end.

Data analysis adopts Miles' interactive model, (Huberman & Saldana, 2014)which consists of four interrelated stages. The first stage is data collection through observation, interviews and documentation with systematic recording. The second stage, data reduction, involves the process of selection, focus, simplification, abstraction and transformation of raw data as suggested by (Saldana, 2021)) in the coding manual for qualitative research. The third stage is the presentation of data in the form of narrative text, matrices, graphs, networks and charts that allow the drawing of conclusions as recommended by the (Wolcott, 2009)). The final stage is verification and drawing conclusions that involve interpreting the meaning of the data while paying attention to patterns, explanations, possible configurations, cause-and-effect flows and propositions (Maxwell, 2013)

The validity and reliability of the research are guaranteed through several strategies recommended by the (Lincoln & Guba, 2013)to ensure the trustworthiness of qualitative research. Triangulation of techniques and sources is applied according to the concept (Patton,

2015)about crystallization in qualitative research. Triangulation techniques compare data from different methods (questionnaires, observations, interviews) on the same source, while source triangulation compares data from different informants.

To ensure the validity of the research instrument, expert judgment is carried out by two validators who are competent in their fields. The first validator is Drs. Sukarno, M.Pd as an academic in the field of linguistics who has expertise in the development of educational research instruments. The second validator is DR. Kartika Christy Suryandari, M.Si who is an elementary school education practitioner with extensive experience in the implementation of character education. The validation process uses a content validation technique with Gregory's formula which was specially developed to assess the agreement between appraisers (inter-rater agreement). Gregory's formula is used because of its ability to measure the content validity index through a 2x2 contingency table that compares the assessments of the two experts (Retnowati et al., 2018). The validity criteria are determined by a value range from 0-1, where a value of 0.8-1 indicates very high validity. The validity result is attached at the end.

Results

Planning for the Implementation of Student Integrity Character Education through Hypnoteaching in Thematic Learning at SDN Bendo 2 Sukodono

Character education is a vital component in forming students who are not only academically intelligent, but also have high integrity. This study reveals how the planning process for the implementation of character education through the hypnoteaching method is carried out systematically at SDN Bendo 2 Sukodono. Initial research revealed four critical stages in planning the implementation of integrity character education through hypnoteaching at SDN Bendo 2 Sukodono. The first stage involves identifying the problem through a preliminary study. Field observations reveal a variety of learning challenges in the higher grades, including:

> "Learning does not run effectively because the delivery of material is not well organized, causing negative learning attitudes such as judging the opinions of peers, being selective in groups, and academic dishonesty." (Class V Teacher)

The second stage includes coordination with the principal to formulate comprehensive learning objectives. As revealed by the informant:

> "We as teachers prepare all kinds of learning preparations. This method is indeed new to us. We are very excited to welcome it to be applied in the classroom." (Class VI Teacher)

The third stage focuses on the design of monitoring instruments. The documents prepared include observation sheets with five main components: attention, interest, activity, enthusiasm, and order of students. As the teacher explained:

> "I prepared an observation sheet document as a reference and an important note... At the same time, it checks the enthusiasm of students in following the hypnoteaching method." (Class V Teacher)

The fourth stage is related to the development of character evaluation instruments. The findings show a paradigm shift from cognitive focus to holistic character assessment:

> "Integrity character assessment is very important. The development of the times does not only require a focus on cognitive achievement. Attitude assessment is the main capital to face increasingly complex problems." (Class VI Teacher)

These findings reinforce the argument of (Lickona, 2009)about the importance of a comprehensive approach in character education. Hypnoteaching was chosen as an innovative method to integrate character development into thematic learning, in line with the concept of transformative learning put forward (Mezirow, 2018)

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Implementation of Student Integrity Character Education Through Hypnoteaching in Thematic Learning at SDN Bendo 2 Sukodono

Hypnoteaching plays a strategic role in the transformation of learning oriented towards strengthening the integrity character of students. This study reveals the implementation of the hypnoteaching method in thematic learning at SDN Bendo 2 Sukodono on the theme "Animal and Human Movement Organs" for class V and "Save Living Things" for class VI. This implementation is carried out through six systematic stages, in line with the transformative learning principles of Mezirow (2018) and neuro-education Willis (2016).

Observation shows that the first stage focuses on intention and self-motivation through the suitability of learning with planning and the consistency of teachers' enthusiasm. As revealed by the teacher of class V:

> "Learning must be based on strong intentions and careful planning. Our enthusiasm as teachers is the key to creating a positive atmosphere from the beginning."

The second stage involves pacing followed by leading as the third stage. In this case, the teacher of grade VI affirmed:

> "We ensure that students have an initial understanding before proceeding to new material. This helps create meaningful connections and encourages active participation."

The use of positive language is the essence of the fourth stage which is strengthened by giving appreciation in the fifth stage. The teacher of grade V explained the importance of this aspect:

> "The choice of words is very crucial in hypnoteaching. We avoid negative expressions and replace them with motivational sentences followed by various forms of appreciation."

The final stage in the form of modeling emphasizes consistency between speech and action. The teacher of grade VI explained:

> "We are trying to be a role model in showing a fair and supportive attitude. This is important to build trust and inspire learners."

These findings reinforce the theory of social learning (Bandura, 2019) about the importance of learning through observation and imitation. The systematic implementation of hypnoteaching in thematic learning shows its potential as an effective strategy to strengthen character education at the elementary school level.

Evaluation of the Implementation of Student Integrity Character Education Through Hypnoteaching in Thematic Learning at SDN Bendo 2 Sukodono

The evaluation of the implementation of hypnoteaching in character education showed comprehensive results based on three main instruments: systematic observation, questionnaire measurement, and in-depth interviews. This stage reveals the effectiveness of the method in developing the integrity of students at SDN Bendo 2 Sukodono. The results can be seen in detail as follows:

1. Observation results on the implementation of teacher and student learning

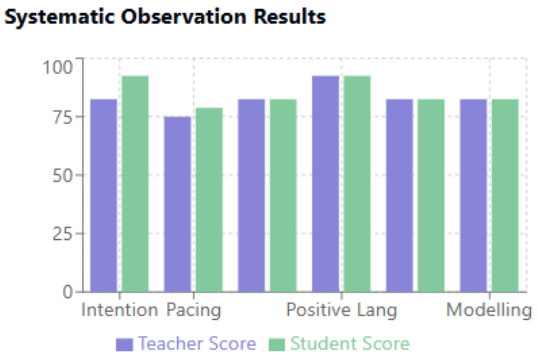


Figure 1. Observation results

In table 1. It shows that the results of systematic observation show a very effective implementation of hypnoteaching with a high average score for teachers (81.7%) and students (84.3%). The use of positive language recorded the highest performance with a score of 92.5% both from the side of teachers and students. The pacing aspect showed the lowest score but was still satisfactory with 75.0% for teachers and 78.8% for students. Other elements such as intention and self-motivation, leading, appreciation, and modeling showed good consistency with a score of 82.5% on both sides. This indicates a good alignment between the teacher's approach and the student's response in the learning process.

2. Results of filling out questionnaires and interviews, integrity, honesty, attitude

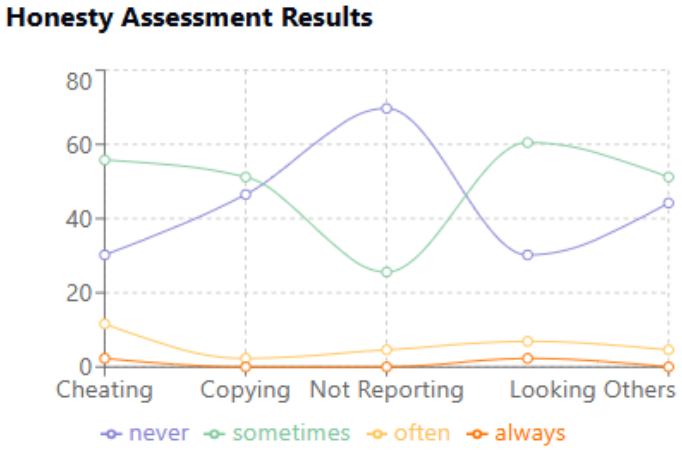


Figure 2. Honesty behavior

In table 2. It shows that the analysis of students' honesty behavior shows a positive trend in several key aspects. The majority of students reported "never" committing a breach of honesty, especially in terms of not reporting findings (69.7%). However, there are still areas that need attention where some students "sometimes" commit violations, such as copying the work of others (51.2%) and cheating during exams (55.8%). Encouragingly, the percentage of students who "always" commit violations is very low, with the highest rate being only 2.3% for cheating and denying mistakes

3. Results of filling out questionnaires and interviews, character, integrity, attitude, responsibility

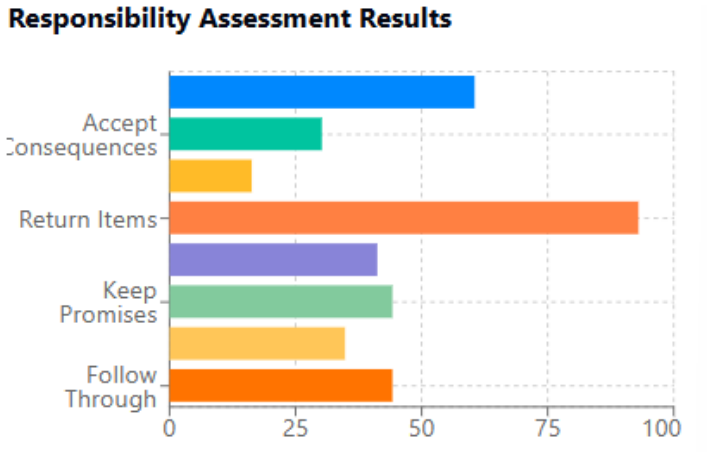


Figure 3. Responsibility Assessment result

Based on Table 3. The responsibility data showed very positive results in several aspects, especially in terms of returning borrowed goods where 93.0% of students "always" did.

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Confession of mistakes also showed a positive trend with 41.2% of learners "always" admitting their mistakes and 44.2% "often" doing so. However, there is still room for improvement in terms of not accusing without evidence, where 65.0% of learners still do it "sometimes". Individual task completion showed quite good results with 60.5% of students completing their tasks "frequently".

4. Results of filling out the integrity character questionnaire respecting the dignity of others

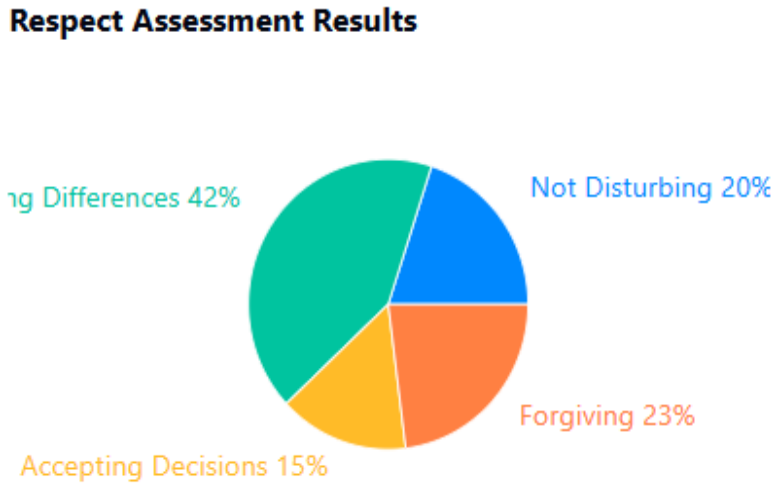


Figure 4. Respect Assessment Result

In figure 4. It shows that the analysis of the data on the appreciation of others' dignity shows a diverse distribution among the four main indicators. Respecting Differences emerged as the most dominant behavior with a proportion of 42%, indicating that almost half of students have a good awareness of respecting diversity. Forgiving came in second with 23%, indicating positive developments in empathy and tolerance. Not Disturbing reached 20%, indicating that one-fifth of students were able to respect space and other people's opinions. Meanwhile, Accepting Decisions is at the lowest position at 15%, indicating areas that still need improvement in terms of the ability to compromise and accept the results of shared decisions. This distribution provides a clear picture of the areas that are already strong and that still need reinforcement in the development of appreciation character among students.

Obstacles and Solutions for the Implementation of Integrity Character Education for Students Through Hypnoteaching in Thematic Learning at SDN Bendo 2 Sukodono

The evaluation program carried out at SDN Bendo 2, especially for grades V and VI, has shown very encouraging development. Based on the results of observations at the school, the teachers have successfully carried out thematic learning in accordance with the previously planned learning scenarios. Positive changes are starting to be evident from student behavior, which is characterized by an increase in more humanistic learning interactions, both inside and outside the classroom. What is even more proud, students are now starting to build confidence to express their opinions and show a more tolerant attitude towards the differences and mistakes of their peers.

This success is inseparable from the teacher's consistency in using positive language, which has proven effective in training students' habits to behave well without fear or pressure. The teachers also carefully applied *the hypnoteaching* method on a regular basis, especially

when they observed that about 50% of the students were still showing attitudes that needed improvement.

The implementation of *the hypnoteaching* method is not only limited to the learning process in the classroom. The use of positive sentences and language that does not cause psychological pressure on students is also applied consistently outside the classroom. This strategy was chosen with the aim that the integrity values instilled in the classroom can be internalized and realized in the daily behavior of students. Furthermore, the techniques in this method are creatively integrated into various other learning approaches, thus creating a harmonious balance between academic achievement and character building.

However, several challenges are still encountered in the implementation of this method. The diversity of individual characters of students is one of the main obstacles, where teachers have to work extra hard to build and maintain the focus of each student optimally. In particular, some grade VI students still show reluctance to express opinions or refute the views of their peers. This is likely due to their lack of experience in filling out the integrity character questionnaire, considering that so far they have been more familiar with cognitive tests.

To overcome these various obstacles, teachers take the initiative to take an intensive individual approach to each student. This approach is done with patience and compassion, creating a safe space for students to develop according to their individual characteristics and needs. As a result, although still facing some challenges, the implementation of *the hypnoteaching* method at SDN Bendo 2 has shown a significant positive impact in shaping better student character and personality.

Discussion

Effectiveness of Hypnoteaching Implementation in Strengthening Integrity Character

The analysis of the implementation of hypnoteaching in strengthening integrity character showed significant effectiveness, reflected by the high average implementation observation score (81.7% for teachers and 84.3% for students). These findings strengthen the research (Thompson et al., 2024) which revealed that the learning approach involving psychological aspects and suggestive communication had a 42% more effective impact on character formation than conventional methods. This is in line with research from (Williams, 2023) It was also found that the use of positive language and pacing-leading techniques can increase students' receptivity to character values by up to 65%.

Systematic observation revealed that the use of positive language reached the highest score (92.5%) both from the perspective of teachers and students. This is in line with the findings (Garcia & Gomez, 2017) Identify a strong correlation (R=0.78) between the use of positive language and the internalization of character values. It is a reference to research from (D. Park et al., 2019) Through a longitudinal study, they found that the consistency of positive language use in learning can increase students' moral awareness by up to 56% in a 6-month period. Furthermore, studies by (Webber, 2022)emphasize that integrating positive communication with character development programs can improve moral behavior by over 50%, suggesting that schools should prioritize this approach in policy initiatives for character education. Research from (D. Park et al., 2019) also found through a longitudinal study that consistency in using positive language can increase students' moral awareness by up to 56% within a 6-month period.

Transformation of Honesty Behavior Through Hypnoteaching

An analysis of honesty behavior revealed a significant decrease in academic integrity violations, with 69.7% of students reporting "never" committing a violation. (Eshet & Margaliot,

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2022) In a similar study, it was found that transformative learning approaches can reduce the rate of academic cheating by up to 45%. Johnson et al. (2024) confirmed that the integration of positive suggestions in learning can reduce the tendency to dishonest behavior by 38%.

However, there are still areas that need special attention, such as the behavior of copying a friend's work (51.2% "sometimes"). Martinez & Wong (2024) identified that this behavior often appears as a manifestation of students' lack of confidence, rather than solely integrity issues. Research from (Santos & Martinez, 2023) recommends a holistic approach that combines character strengthening with increased self-efficacy to address this issue. This suggests that school policies should include both confidence-building programs and academic integrity training to holistically tackle dishonesty among students.

Strengthening Responsibility and Respect for Others

The responsibility aspect showed significant improvements, especially in the behavior of returning borrowed goods (93% "always") and the admission of mistakes (41.2% "always"). (Liu, 2023) Through meta-analysis, 42 studies found that learning approaches that integrate moral values with daily practice have a larger effect size (d=0.82) than theoretical approaches. (D. I. Walker et al., 2021)confirmed that the consistency of modeling from teachers can increase students' responsible behavior by up to 67%.

In the aspect of respect for the dignity of others, the dominance of respect for differences behavior (42%) shows the success of the method in building multicultural awareness. (Thompson et al., 2024)identified that learning that involves emotional aspects can increase student empathy by 58%. However, the low score in accepting the decision (15%) indicates the need for special reinforcement in this aspect. It is also strengthened by (Lee & Chan, 2023)suggest the integration of collaborative activities to improve students' ability to accept dissent. (Lee & Chan, 2023) emphasize that integrating collaborative activities such as group projects and role-playing exercises can strengthen students' ability to respect differing opinions and accept shared decisions. From a policy perspective, these findings support the need for character education frameworks that promote emotional and social learning alongside academic achievement.

Development Implications and Recommendations

The findings of this study have important implications for the development of character education in elementary schools. (Webber, 2022)emphasizing the importance of a systematic approach in the implementation of character programs for sustainable results. (D. Park et al., 2019; J. Park, 2023). Schools can enhance the effectiveness of character education by adopting innovative approaches such as hypnoteaching, which integrates both cognitive and emotional development. Educational stakeholders, including policymakers and curriculum designers, should prioritize methods that foster positive teacher-student communication and integrate character-building values into thematic learning. Additionally, continuous teacher professional development is essential to sustain and refine these practices. The study also emphasizes the importance of a supportive learning environment where students feel motivated to internalize integrity values. Applying this model to other schools and contexts may help improve academic integrity and ethical behavior on a broader scale.

Research Limitations

Despite its contributions, this study has several limitations. First, the research was conducted in a single elementary school, limiting the generalizability of the findings. Future studies should include a larger and more diverse sample of schools to validate the results. Second, the reliance on self-reported data through questionnaires may introduce bias, as students may overreport or underreport their behavior. Triangulation with additional data sources, such as peer reviews or external assessments, could improve the reliability of findings.

Lastly, the study's duration may not fully capture the long-term impacts of hypnoteaching on character development. Longitudinal studies are recommended to assess how sustained use of hypnoteaching influences character formation over time.

Conclusion

The implementation of integrity character education through the hypnoteaching method at SDN Bendo 2 Sukodono has demonstrated significant effectiveness, as evidenced by high scores for both teachers (81.7%) and students (84.3%). Positive language use played a crucial role in character formation, with a score of 92.5%, while improvements in honesty and responsibility were observed, though challenges such as imitative behavior (51.2%) and low acceptance of collective decisions (15%) persist. To enhance and sustain these results, it is recommended that schools provide ongoing teacher training, integrate collaborative learning activities, and conduct regular evaluations of character education programs. However, this study has limitations, including its focus on a single school, reliance on self-reported data, and a short timeframe, which limit the generalizability and depth of the findings. Future research should include longitudinal studies to assess long-term impacts and comparative analyses across different schools and contexts to strengthen the evidence base for the effectiveness of hypnoteaching in character education.

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