TEENAGE EDUCATION AND CHARACTER BUILDING – A REPORT OF THE APPLICATION OF HYPNOPARENTING METHOD

Nurjanah
Indraprasta PGRI University
nurjanah3434@yahoo.com

Muhammad Sulhan
Indraprasta PGRI University
m.sulhan20@yahoo.com

Engliana
Indraprasta PGRI University
engliana.seok@gmail.com

Abstract

Recently many adolescents have not received adequate character education either in their families or school environments and probably even both; it is to say that the result shows delinquent behaviors occurred among adolescents. In regards to these environments, there are other aspects may influence such behaviors, and to name a few, we have technology in hand. Technology and the Internet give us access to sufficient information – due to its nature is accessible to many - both advantages and disadvantages. These two-sided effects, however, are possible to control and minimize if proposed actions are taken to achieve the maximum benefits for building strong characters in adolescents. This writing reports the predetermined actions that took place in a community group (Rukun Warga or RW) in Cibereum, in the district of Cisarua, Bogor. It focuses on the members of Family Welfare Movement or Pemberdayaan dan Kesejahateraan Keluarga (PKK); the members are mothers with young children and adolescents of the community group. The program used in encouraging and raising awareness of the PKK members was a hypnoparenting method in their parenting style. At the end of the program, the PKK members could apply the skills learned throughout the program into their parenting practices.

Keywords: *character building; hypnoparenting; family; young adult education*

INTRODUCTION

Recently adolescents have not received adequate character education either in their families or school environments and probably even both; it is to say that the result shows delinquent behaviors occurred among adolescents. In regards to these environments, there are other aspects may influence such behaviors, and to name a few, we have technology in hand - both advantages and disadvantages. These two-sided effects, however, are possible to control if proposed actions are taken to maximize the benefits of building strong characters in adolescents. Family and formal education are a duo key element in building strong characters in teens these days. Rather than aiming schools or teachers for this kind of responsibility, we focus on another important institution in the construction of strong character, i.e. family. Family serves the basis of education in these teens. Thus it can be said that parents and home environment should be able to nurture and shape strong characters. The parents are the closest role models for modeling good virtues among their children before the education they receive in schools and from the teachers. However, each parent has different parenting style which makes each individual becomes unique. The uniqueness of each family should be preserved, but it is also possible to

make room for improvement in parenting style suitable to the needs of the children in their way to their adulthood. Therefore, it is true to say that family plays a major role in creating comfort and feeling safe in these teenagers (Panuju and Umami, 1999: 156).

Achieving this goal, the team conducted a program to be applied to the members of Family Welfare Movement or *Pemberdayaan dan Kesejahateraan Keluarga* (PKK) movement whose members are stay-at-home mothers living in a community group (RW) 10 in Cibereum village, Bogor. PKK members are the most suitable selection for this program as this group represents mother figures in the family. These mother figures play a major role in children development as they spend more hours and efforts in doing house chores and raising the children, while father figures represent the bread winner of the family who does not often stay longer at home compared to the mother figures. The program is set to make use of hypnoparenting which will eventually affect parenting style to adolescents at home resulting in a strong character and better school performance. Furthermore, one of PKK Principal Program is to encourage skills and education of the community, and this made the hypnoparenting program conducted suits to their needs.

THEORETICAL FRAMEWORK

Hypnoparenting method is one of the methods applied to overcome children's temper tantrum by infusing positive suggestions into children's subconscious mind. However, in this program hypnoparenting was implemented to explore good emotion on teenagers, so they are ready to build stronger and positive character in the process of growing to be adults in later years. Alongside with hypnoparenting, there are also numerous studies on the application of hypnosis in education, i.e. Hypno teaching due to its effectiveness in students' ability to comprehend lessons and be able to focus and concentrate during the lesson. Indonesian Association of Clinical Hypnotheraphist (2010) says that the benefits of applying hypnoparenting method will result in more calm and positive children, effective in overcoming temper tantrum. Afterward, the Literature Review discusses the need for parents to acknowledge their parenting style first hand before moving to the next stage, that is hypnosis. Knowing parenting style will equip these mothers to choose any actions needed for their teenagers while adjusting to family lifestyle and another parent's parenting style.

Parenting style is considered as a mirror of parents' attempt to control and manage their children social interaction (Baumrind, as cited in Darling, 1999). The attempt has two points to define what parenting style is, namely "the parenting style is meant to describe normal variations in parenting" and "…normal parenting revolves around issues of control." (Darling, 1999: 2). Baumrind took into account of obstructive parenting behavior resulting in abusive homes and the like, including abandoned homes and children. Primary concern upon the

parenting style to be explored is how parents have influence over their children. Therefore, it should be useful for their homes and upbringing of their children. The upbringing of these children revolves around the home environment and school environment, especially when their teen years. This developmental period often put both parents and their teens into a stressful – and highly unlikely, into a depressive condition. Educators such as school teachers also took part in these teen developmental period. Henceforth, understanding parenting style can help parents and teachers to provide the basis of healthy parenting style – with the goal to impact the children so that they are ready for the present and future social life. A typology of four parenting styles based upon two parenting behavior aspects, namely control and warmth (Maccoby and Martin, 1983):

1. Indulgent. This type of parenting style is often associate with more *permissive* or *nondirective* behaviors or practices. They are "…more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation (Baumrind, 1991: 62).

2. Authoritarian parenting style is highly demanding and directive, but not responsive. Baumrind (1991: 62) mentions that "they are obedience- and status-oriented, and expected their orders to be obeyed without explanation."

3. Authoritative. Authoritative parents are warm yet firm. They teach their children to be independent but within certain limits and controls. The parents are parents who "…monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991: 62).

4. Uninvolved parents are parents who do not require any demands on their children. They have minimum interaction time to the point of neglecting their children. As a result, teens with uninvolved and indulgent parenting styles often show misconduct and "impulsive behaviors due to issues with self-regulation" (Kopko, 2007: 3).

Acknowledge parenting styles for parents and educators does not cover the practice and their consequences to achieve a sustainable present and future social life of these teens. Being aware of other aspects that can bring differences in these teens are things such as gender, ethnicity, family type – this includes the parenting style of each parent may differ to one another which may create conflicts if there is no adjustment is made. In making the adjustment work efficiently at home, parents can start to adapt their parenting style(s) to one or two parenting methods suitable for their homes and teens. Distinguishing parenting style is the first step to analyze and evaluate these parents' parenting style. Next step is to determine the best and

suitable method(s) to apply in such situation. There have been many parenting methods offered these days; some of them relate parenting style with technology development and psychology-based method. One of them is hypnoparenting method. This approach is said to be "…a natural effort to instill positive program to the children's subconscious mind, by which the children have good behavior…[it] is a science that combines knowledge of children education and hypnosis" (Nadia, as cited in Astuti, 2012: 27). Hypnoparenting derives from the word *hypnosis* and *parenting*. Hypnosis itself has been used as a tool for research by psychologists, cognitive neuroscientists, and medical researchers. According to Jamieson (2007) "hypnosis itself is an example of a wider human capacity to experience temporary but profound, alterations in conscious experience which are personally and socially valued" (p.8). Combining these two purposes will enable parents to help themselves and their children to alter unusual conditions and behavior for better results in the future. Hypnosis and parenting aim to calm in any parenting situations, so they become more manageable and calm (Machenberg, 2005).

According to Nadia (as cited in Astuti, 2012; 28) hypnoparenting method includes several steps such as (1) pre-induction, (2) induction, (3) transhypnosist calibration, (4) suggestion, (5) posthypnotic suggestion, and (6) termination. *Pre-induction phase* is a preparation for parents and teen submerge into a relax environment, then the parent can move on to *induction phase* where the main process of hypnotic method takes place. When the teen is in a relaxed condition both mind and body, it is a good start to enter induction phase by bringing the brain wave from Beta wave (12-25 Hz) to Alpha wave (8-12 Hz). Alpha wave is the bridge from conscious mind to subconscious mind. *Transhypnosist calibration* is a stage where a person enters a trance condition, then *suggestion* stage is ready to be calibrated by giving positive sentences to their teenagers' subconscious mind. Posthypnotic suggestion is a kind of suggestion given in a conscious condition. Last phase is the termination phase where building positive suggestions make the teenagers feel relax and fresh ready to enter their real conscious state.

RESEARCH METHODOLOGY

Selection of partners is based on the needs of the PKK to overcome the problems in their adolescent children to repair and maintain the character values that have been ingrained since childhood. The approach of these community service activities is through team presentations and demonstrations the use of hypnoparenting. There are twenty participants of Cibereum PKK members available to participate in the hypnoparenting program. These are the stay-at-home mothers with young children and teenagers who live in RW 10, Cisarua-Bogor. The team first had to inform the head of Cibereum administrative village, and then when the team obtained the permit to conduct the program, it was possible to recruit the participants

based on their willingness to choose if they want to participate in the program. Once they agreed to join, they will have to register to the head of RW 10 beforehand. The team received the list of names including the number of children they have as well as their age.

The first stages, using the direct inform technique (Direct Suggestion). At this stage a mother holding her child shoulders with her hands and flat gaze, and the mother began to talks ".... start tomorrow school is fun ...." Mom said that sentence firmly, exchange glances with his son. The mother was repeating the phrase three times and then let go of her grip and let their children back to their activities. The second stage is using magic cinema. Magic cinema is a sniper stance to enter suggestion quickly and accurately. As parents we should have the storytelling skill. Telling the children their favorite stories or bedtime stories is one thing to consider, because in such environment parents can insert the values that can be suggested to children. In storytelling parents should pay attention to the following: (1) avoid negative words because the brain does not recognize negative sentences, (2) parents should choose the right words when communicate with children, (3) tell the story consistently with full variety. The third stage is using storytelling, e.g. fairytale. Storytelling is parent's habit when their children going to bed. At this point the child's awareness began to fall and the door to the subconscious mind begins to open. While the child is going to sleep, then tell the fairytale according to the children's need.

FINDINGS AND DISCUSSION

Counseling held in RW 10 has a role as a medium of illumination and the wealth of knowledge to the PKK cadres about good parenting and it has already proved effective dealing with children behavioral and intelligence development. Parenting is essentially a way of parents in educating, guiding and directing the children so that one day they get success in their future lives. In accordance with Casmini's statement (2007: 47) that is how parents treat, educate, guide, and discipline and also protect the child in achieving maturity process, until to the efforts to establish norms that is expected by the general public. Based on the results of community service activities are conducted in RW 10 to the PKK cadres attended by 20 people. The result of this activity, there are found that the most dominant parenting is authoritative parenting because the level of responsiveness and demandingness of parents equally high. Responsiveness and demandingness is parenting tendency dimensions. Respati et. Al. (2006: 128) mentioned that the attitude of parents who accept, loving, understanding, listening, oriented to the needs of children, reassuring and giving praise often are resulting a more reliable, trustworthy, and controllable environment in the family – this is the relationship between parents to children and children to their parents. The results obtained from the interviews of the parents, they express

their responsiveness with the compassionate and sympathy high to their children.

Demandingness as said earlier on according to Baumrind (as cited in Darling, 1999: 1) is the claims parents make on children to become integrated into family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child to disobey. In other words, the statement is meant to have purpose demands of parents to children to make unity throughout the family, through their demands, efforts to discipline and a willingness to face child abuse. From the interviews 87% of parents give great demands on children and some do not give a lot of demands, even give leniency and tolerance to develop their selves. There are characteristics of the authoritative parenting style according to Baumrind (as cited in Casmini, 2007: 50), among others: (1) gave a high value on compliance and fulfilled his request. For example, when parents ask their children to learn or persuaded to go to school, the parents promised give small rewards for adherence to child or if the children want to be asked to the shop to buy stuff and he asked for wages, then these parents gave him a reward. (2) Tend to be more punitive, being absolute and discipline, e.g. when children do not want to go to school, pray or do not want to be asked for help parents would punish them, simply provide a deterrent effect to them, and the punishment does not injure the child. (3) Parents should ask their children accept everything without question, e.g. when parents ask their children not to sit in front of the door, play or sleep late in the afternoon. (4) Rules and standards are still provided by the parents. For example, parents have a rule if it had been eaten, the children must learn to clear up their eating, and dirty clothes should be kept in dirty laundry tubs. (5) They do not encourage their children behavior freely and restrict children, for example: parents do not allow their children to socialize freely. Children have to be restricted in order to always be monitored. Authoritarian parenting styles on children have impacts, both positive and negative.

Based on the data we obtained in the field, when parents are authoritarian, limit the children, then the children will be withdrawn from the association, they are not satisfied and lost trust to others. To overcome this negative impact, we suggest using hypnoparenting so that authoritarian parenting becomes an ideal parenting. Hypnoparenting is a combination of two words; there are "hypnosis" and "parenting". The word hypnosis refers to the process of consciousness deterioration. This condition happens commonly twice a day that is when we will sleep and wake up. Hypnotized is the condition between eyes open and deep sleep. Hypnosis is a natural phenomenon that is experienced by every human being. Parenting is everything related to how parents educate and raise their children. It is very important to be learned and master. Parenting requires a professionalism of parents. Why is that? We cannot apply the same parenting to children as our parents did before because of the condition and environment is much different. Therefore, we must have a good parenting approach so that development

process of maturity growth well. The application of hypnoparenting can be done by parents in a simple way and it will give exceptional benefits. (1) the children become more confident when hanging out with their friends, (2) achievement increase because their emotion control become better so that they can interact with their friends and teachers, (3) greater in positive mindset, so that children are able to think properly and complete school tasks, (4) it reduces stress in children due to positive suggestions is given parents, (5) eliminates the excessive anxiety and fear when facing problems so that children can act positively. In doing hypnoparenting, the team conducted a testimonial to one parent and one child to apply hypnoparenting stages.

CONCLUSIONS

From the results of counseling activities above it can be concluded that: (1) Parents who joined in PKK are very enthusiastic in cultivation parenting in children and adolescents. (2) Parents not too spoil to their children. (3) Firmly in children when they make mistakes. (4) Parents can be a good role model for their children.

REFERENCES

Baumrind, D. 1991. The Influence of Parenting Style on Adolescent Competence and Substance use. *Journal of Early Adolescence*, 11(1), 56-95.

Darling, N. 1999. Parenting Style and its Correlates. ERIC Digest.

Indonesian Association of Clinical Hypnotherapist. 2010. *The Fast to Your Success*. Yogyakarta: IACH Training DIY.

Indonesian Hypnosis Association. Available at http://www.indohypnosis.com/?jenis-hypnosis-menurut-manfaatnya. (Accessed August 21st, 2016).

Jameison, G. 2007. *Hypnosis and Conscious States: The Cognitive Neuroscience Perspective*. Oxford: Oxford University Press.

Kopko, K. 2007. *Parenting styles and adolescents*. Available at http://www.human.cornell.edu/pam/outreach/parenting/research/upload/Parenting-20Styles-20and-20Adolescents.pdf. (Accessed August 1st, 2016).

Machenberg, L. 2005. *Hypnosis and parenting: the natural partnership – part I*. Hypnosis Motivation Institute. 2016. Available at https://hypnosis.edu/articles/parenting/. (Accessed August 4th, 2016).

Panuju, H. P. and Umami, I. . 1999.*Psikologi remaja*. Yogyakarta: Tiara Wacana.
Parenting Styles: What They Are and Why They Matter. (n.d.). Available at https://www.verywell.com/parenting-styles-2795072. (Accessed August 17th 2016).

Phelps, P. H.. 2015. The Challenge of Building Character. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. Vol. 66, Issue. 6. Available at http://dx.doi.org/10.1080/00098655.1993.11478602. (Accessed August 22nd, 2016).

The British Psychological Society. 2001. *The nature of hypnosis*. Leicester, UK.