
The Use of Hypno-Parenting in Early Children's Character Development

Siti Fatimah

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
siefafatimah27@gmail.com

Erni Munastiwi

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
erni.munastiwi@uin-suka.ac.id

Abstract

Parents are the first teachers who play an essential role for children in forming their cheerful character. Especially in the early childhood phase, where in this phase is the golden age phase, a perfect golden age when children are given positive stimuli, both from their mindset and behavior. Parents have crucial moments for forming children's character and personalities during this period. This study aims to determine the extent to which the benefits of hypno-parenting techniques are applied to early childhood development and the appropriate techniques for carrying out hypno-parenting. This research uses a qualitative approach with the type of library research. The results of this study are that hypno-parenting is necessary for the formation and development of character in early childhood. The ways that can be done are: a) When communicating with children, try to use positive and constructive words; b) Speak gently, do not use harsh language or high intonation; c) Show affection by giving hugs, often inviting discussions, get involved in school activities, d) Parents have cohesiveness in providing education and care for children, e) Appreciate the hard work that has been done, f) Do not be ashamed to apologize if parents do make a mistake, g) Set a good example, by demonstrating behavior, not just words. At the same time, the purpose of hypno-parenting in forming children's character is to form noble morals by giving suggestions through the subconscious and with the principle of parents giving noble examples, both in terms of words or actions towards children.

Keywords: Hypno-parenting, character-building development, early childhood

Abstrak

Orang tua merupakan guru pertama yang berperan penting bagi anak dalam pembentukan karakter positifnya. Terlebih pada fase anak usia dini, di mana pada fase ini merupakan fase golden age, masa emas yang sangat baik ketika masa ini

anak diberikan stimulus-stimulus positif, baik dari pola pikir ataupun perilakunya. Masa ini merupakan masa di mana orang tua memiliki waktu-waktu yang krusial untuk pembentukan karakter dan kepribadian anak. Adapun tujuan dari penelitian ini adalah sejauh mana manfaat dari teknik hypnoparenting diterapkan pada perkembangan anak usia dini dan bagaimana teknik yang tepat untuk melaksanakan hypnoparenting. Penelitian ini merupakan penelitian yang menggunakan pendekatan kualitatif dengan jenis penelitian library research. Adapun hasil dari penelitian ini adalah bahwa hypnoparenting sangat diperlukan dalam pembentukan dan perkembangan karakter pada anak usia dini. Adapun cara yang dapat dilakukan adalah: a) Ketika berkomunikasi dengan anak, usahakan dengan kata-kata positif dan membangun, b) Berbicara lemah lembut, tidak menggunakan bahasa kasar ataupun intonasi yang tinggi, c) Menunjukkan rasa kasih sayang, dengan memberikan pelukan, sering mengajak diskusi, ikut terlibat dalam kegiatan sekolah, d) Orang tua memiliki kekompakan dalam memberikan pendidikan dan asuhan terhadap anak, e) Menghargai jerih payah yang sudah dikerjakan, f) Jangan malu minta maaf jika memang melakukan kesalahan, g) Memberikan contoh yang baik, dengan menunjukkan perilaku, bukan hanya perkataan. Sedangkan tujuan dari hypnoparenting dalam pembentukan karakter anak yakni membentuk akhlak mulia, dengan cara memberikan sugesti melalui alam bawah sadar dan dengan prinsip orang tua memberikan contoh yang mulia, baik dari segi perkataan ataupun perbuatan terhadap anak.

Kata Kunci: *hipno-parenting, pengembangan karakter anak, anak usia dini*

A. Introduction

Every parent certainly hopes that their children will grow and develop optimally. For this reason, it is essential to focus on the early days, namely their childhood. Childhood is a golden period, where children can quickly absorb and capture what they see and teach them. This phase can occur in children aged 1-5 years. In this phase, the child will go through critical developmental stages such as motor, cognitive, language, emotional, and social development.¹

According to Soetjiningsih, development is a change of two types: qualitative and quantitative. A qualitative change is a change in the condition of something from simple to more complex or plural.² Qualitative changes include changes in type, structure, or organization characterized by the emergence of new symptoms that are not easily predictable. Meanwhile, quantitative change is a change in the condition of something from small to bigger.³ Among them are weight, height, the addition of vocabulary, increased behavior, and others. Of course, with the increasing ability to

¹ Maufa Islami, "Pengaruh Hipnoparenting: Pemberian Sugesti Positif Terhadap Perkembangan Anak Dalam Bersikap Tanggung Jawab Pada Anak Pra Sekolah Di PAUD An AuFa Gulai Bancah Bukittinggi Tahun 2019" (Universitas Perintis Indonesia, 2019).

² Christiana Hari Soetjiningsih, *Perkembangan Anak: Sejak Pembuahan Sampai Dengan Kanak-Kanak Akhir* (Jakarta: Kencana Prenada Media Group, 2012).

³ Soetjiningsih.

make directed changes and go through stages of development, such as motor, cognitive, language, and socio-emotional.⁴

Often the aspect of child development that parents pay the most attention to is the child's social development. Social development is a process of forming a person's personality and the ability to behave according to the values and norms in society. One aspect of social development is social attitudes such as being responsible. The form of this attitude of responsibility is a duty or obligation to carry out or complete a task with satisfaction (given by someone or on their promise or commitment) that must be fulfilled by someone and which has consequent penalties for failure.⁵

According to Riggins-Caspers, several causes of children's negative behavior include parenting style. The family is the smallest community in the educational environment that plays a vital role in raising and educating children. The family is a reflection of the child's speech and behavior. Bad parenting can have a bad influence on the growth and development of children. *Second*, is the factor of formal educational institutions. The process of a child's education also plays an essential role in influencing his emotional and psychosocial functioning—*third*, the environment. The environment around children includes peers, gadgets, and so on. From this environment, children learn to behave and speak following what is seen, both positive and negative.⁶

Based on this opinion, parenting style is crucial in influencing children's behavior. That is, character formation in children cannot be separated from the role of parents.

It is also stated that the family environment is the first school that will shape the child's personality or character. Parents will be the first teachers who will be imitated, imitated, and used as modeling by children. Therefore, parents need to know their nature and role in raising children. It can be done by parents learning good parenting techniques for their children.

One technique or concept that parents can apply is hypno-parenting, which is a method or technique that combines knowledge about hypnosis and educating children. The thing that needs to be considered in Hypnoparenting is that parents most effectively carry out this method by giving suggestions to children.

The hypno-parenting method can be done when the child is not sleeping by repeatedly giving positive suggestions when the child is learning

⁴ Soetjningsih.

⁵ Muhammad Yaumi, *Pendidikan Karakter: Landasan, Pilar, Dan Implementasi* (Jakarta: Prenada Media Group, 2014).

⁶ Kristin M. Riggins-Caspers, "Biology-Environment Interaction and Evocative Biology-Environment Correlation: Contributions of Harsh Discipline and Parental Psychopathology to Problem Adolescent Behaviors," *Behavior Genetics* 33 (2003): 205–20, <https://doi.org/https://doi.org/10.1023/A:1023434206261>.

and doing activities, namely when the child's wave is in the alpha and theta waves. This hypno-parenting will affect the child's subconscious mind. It is because when a child's brain waves are at the alpha and theta frequencies, the child is focused on something, and 88% is using his subconscious mind. By giving positive suggestions that are applied when the child is in that frequency condition, it will be able to influence the occurrence of changes in the child and help make the child a positive person.⁷

As stated by Septian and quoted by Ulfa, there are four kinds of brain wave frequencies, namely beta, alpha, theta, and delta. Beta frequency conditions can be understood cognitively, analytically, logically, concentrating, prejudiced, active, anxious, worried, stressed, and panicked. In this condition, a person's mind is very conscious. This condition can make a child think three thoughts or more in one activity. For example, in one learning activity, children think of three other thoughts: listening to the teacher's explanation, playing games in an internet cafe, and thinking about homework that still needs to be done. So, at this frequency, the mind is very crowded, so the child is unsuitable to give suggestions or advice because the critical area is very active.⁸

The alpha state can be understood as a state of relaxation, comfort, calm, relaxed, satisfied, refreshed, and happy. People who are in this condition are already relaxed. Calm conditions allow a person to accept parental suggestions or advice well because his critical area is starting to thin out. Meanwhile, theta is interpreted as *khusyu'*, deep relaxation, visualization, subconscious mind, sincere, and imaginative. In this condition, a person is in a very relaxed state and is in the subconscious mind. Children who are in this condition are elementary to absorb positive suggestions. It can happen when the child is experiencing light sleep or is drowsy. Delta's condition can be interpreted as deep sleep, unlike the other three frequencies. In this state, there are no active thoughts or feelings. Children at this frequency are deep asleep, so suggestions will not be listened to and accepted.⁹

Maufa Islami's research revealed a finding regarding the development of children in being responsible. Prior to hypno-parenting, it was obtained that the average developmental attitude of responsibility obtained a value of 1.25 with a standard deviation of 0.24, a minimum value of 1.00, and a

⁷ Adi W. Gunawan, *Hypnosis (The Art of Subconscious Communication)* (Jakarta: Gramedia Pustaka Utama, 2012).

⁸ Septian el Syakir and Ida Ayu Maruti, *Islamic Hypnoparenting: Mendidik Anak Masa Kini Ala Rasulullah*, 1st ed. (Jakarta: Kawan Pustaka, 2014); Risa Alfiyah Ulfa, "Hypnoparenting; Sebuah Metode Menjinakkan Alligator's Brains Pada Anak Usia Dini," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 1, no. 2 (2019): 39-49, <https://doi.org/https://doi.org/10.37680/scaffolding.v1i2.118>.

⁹ Syakir and Maruti, *Islamic Hypnoparenting: Mendidik Anak Masa Kini Ala Rasulullah*; Ulfa, "Hypnoparenting; Sebuah Metode Menjinakkan Alligator's Brains Pada Anak Usia Dini."

maximum value of 1.50. Therefore the average of 1.25 is included in the wrong category. Under categories 1 to 2, developing an attitude of responsibility gets the wrong category. After hypno-parenting was carried out, it was found that the average development of a child's responsible attitude obtained a value of 2.18 with a standard deviation of 0.41, a minimum value of 1.50, and a maximum value of 2.75. So the mean of 2.18 is included in the excellent category according to the range of categories 2 to 3. Thus it is a development of an attitude of responsibility increasing to the excellent category.¹⁰

Based on the results of this study, the analysis of the development of a child's responsible attitude before and after hypno-parenting is 0.93, with a standard deviation of 0.30. The lowest value of the standard deviation is the result of this study showing the statistical test of children's development in being responsible got a p-value of 0.000. It can be concluded that H0 is rejected because of the p-value < alpha = 0.05. That means there is an influence of hypno-parenting techniques on children's development in being responsible.

Character formation is very closely related to character education that is formed in daily life so that the character that is instilled and formed in a person is greatly influenced by whatever things the child receives, whether directly or indirectly, whether from parents or other people. In this case, parents are very influential in the formation of children's character, being an example of a controlling agent in the formation of children's character as quoted by Ratna Megawangi from Mahatma Gandhi, who warned about one of the seven fatal sins, namely "education without character" (education without character).¹¹ Theodore Roosevelt said: "*To educate a person in mind and not in morals is to educate a menace to society.*"¹² That education that emphasizes only aspects of brain intelligence and not moral aspects is a grave threat to society.

Character education is education and the formation of commendable morals. Namely, education that fosters, teaches, guides, and trains so that students or children have character, a positive mental attitude, and good morals.¹³ Thus, this research is considered necessary because the authors will find problem-solving to seek renewal of family education, especially in the concept of hypnotherapy with children's character education. Later, the

¹⁰ Islami, "Pengaruh Hipnoparenting: Pemberian Sugesti Positif Terhadap Perkembangan Anak Dalam Bersikap Tanggung Jawab Pada Anak Pra Sekolah Di PAUD An AuFa Gulai Bancah Bukittinggi Tahun 2019."

¹¹ Ratna Megawangi and Eri Sumiarso, *Semua Berakar Pada Karakter* (Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia, 2007).

¹² "Theodore Roosevelt Quotes," n.d., <https://theodorerooseveltcenter.org/Learn-About-TR/TR-Quotes?page=171>.

¹³ Moh. Haitami Salim, *Pendidikan Karakter: Konsepsi Dan Implementasinya Secara Terpadu Di Lingkungan Keluarga, Sekolah, Perguruan Tinggi, Dan Masyarakat* (Yogyakarta: Ar-Ruzz Media, 2016).

concept of hypnotherapy can be used to educate and shape the character of early childhood. This study aims to determine the extent to which the benefits of using hypno-parenting techniques are applied to forming early childhood characters and the appropriate techniques for carrying out hypno-parenting.

B. Method

The approach used in this research is descriptive-interpretative qualitative. This type of research is library research. The data obtained are library materials that have something to do with the problem under study. With the descriptive-interpretative method, researchers will discuss the importance of hypno-parenting and the techniques used for hypno-parenting based on the ability and understanding of researchers to explain hypno-parenting. Descriptive means to describe what is. Meanwhile, interpretive is impressions, opinions, and views related to interpretation. The descriptive-interpretative method describes natural or artificial phenomena related to social and cultural events. The primary sources for this research include Dahsyatnya Hypnoparenting, published by Penebar Plus in 2010 by Agus Sutiyoni, 5 Minutes to Master Hypnoparenting, published by Penebar Plus in 2012 by Bunda Lucy, P. Si., C. Ht., CMHA. , CI, Islamic Hypnoparenting: Educating Today's Children in the style of the Prophet, published by Kawan Pustaka in 2014 by Septian el Syakir S.El., CNLP, CHt, CI., Hypnoparenting: Becoming Effective Parents with Hypnosis, published by PT Gramedia Pustaka Utama in 2010 by Ariesandi Setyono, Hypnoparenting published by Noura Books in 2012 by Dewi P. Faeni.

In analyzing the data, researchers used content analysis techniques. This type of analysis is often understood as a document analysis technique. Content analysis allows researchers to test problems to increase their understanding of the data. Content analysis allows researchers to distill words or text into less or categorize related content.¹⁴ Meanwhile, triangulation techniques were used to test the data's validity. The type of triangulation used is source triangulation, namely, comparing documents and literature.

C. Result and Discussion

1. Children's Character Building

The character can be interpreted as the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality, which are embodied in thoughts, attitudes, feelings,

¹⁴ Satu Elo and Helvi Kynga's, "The Qualitative Content Analysis Process," *Journal of Advanced Nursing* 62, no. 1 (2008): 107-15, <https://doi.org/https://doi.org/10.1111/j.1365-2648.2007.04569.x>.

words, and actions that are based on religious norms, laws, manners, culture, and local customs. The discourse on character education conveys that spirituality and religious values cannot be separated from character education. Moral and spiritual values are fundamental in building any social organization's welfare. In Islam, there are several central values: morals, adab, and exemplary. Morals refer to duties and responsibilities, while adab refers to attitudes associated with good behavior. Furthermore, exemplary refers to the character quality displayed by someone good who follows the example of the Prophet Muhammad SAW. So these three are the pillars of character education that everyone must have.¹⁵

Character education in Islam contains moral teachings, which are always practical and directly practiced in everyday life in society. Moral teachings that are anticipatory towards the need for change have a flexible principle that can direct citizens in change. Even Lickona, as the Father of Character Education from America, hinted at the close relationship between character and spirituality. Lickona mentioned the importance of steering spirituality in searching for a child's character in her writings.¹⁶

Bambang Q. Anees and Adang Hambali, in their book, reveal there are two paradigms regarding character education:

- a) The paradigm that views character education is a narrower scope of moral education. In this paradigm, it is explained that certain characters are left to be given to students.
- b) They see education from the point of view of understanding broader moral issues. This paradigm views character education as pedagogy, placing individuals seen in the world of education as the main actors in character development. This paradigm views students as agents of interpretation, adherents, and executors of values through their freedom.¹⁷

Through the two paradigms above, senior secondary education will be able to see its impact and be successful if a learner not only understands the values of education as a form of knowledge but makes it part of life and consciously lives based on these values.

The purpose of character education in children is the formation of a good personality in children. A character education expert said,

¹⁵ Abdul Majid, Anang Solihin Wardan, and Dian Andayani, *Pendidikan Karakter Perspektif Islam* (Bandung: Remaja Rosdakarya, 2011).

¹⁶ Thomas Lickona, "The Power of Modeling in Children's Character Development," in *Parenting for Character: Five Experts, Five Practices*, ed. David Streight (Portland: Council for Spiritual & Ethical, 2008).

¹⁷ Bambang Q. Anees and Adang Hambali, *Pendidikan Karakter Berbasis Al-Qur'an* (Bandung: Simbiosis Rekatama Media, 2008).

"Intelligence plus character is the true aim of education." Intelligence plus character is the true goal of education.¹⁸

The principle of character education, namely: sustainability. Through all subjects, values are not taught but are developed and implemented, and the educational process is carried out by students in an active and fun way. According to Zubaedi, there are ten ways that parents can do proper parenting to build good character in children.¹⁹, namely:

- a) Placing the duties and obligations of parents as the main agenda
- b) Evaluate how parents spend their time for a day/week
- c) Setting parents up as a good example (modeling)
- d) Open eyes and ears to whatever they are experiencing/absorbing
- e) Using character language
- f) Give punishment with compassion
- g) Learn to listen to children
- h) Get involved in the child's school life
- i) Take time to eat with children
- j) Not educating character through words alone²⁰

2. Hypnoparenting

Parenting is everything that deals with the duties of parents in educating and raising children. As parents, we must be able to detect children's needs and facilitate them instead of limiting children's movements and development with various prohibitions and taboos. According to Agus Sutiyono, three parental mistakes can hinder the formation of children's behavior patterns, namely:

- a) Inconsistence

Examples of inconsistencies include ordering their children to study. However, their parents instead watch television or play with gadgets, telling their children to take a bath, but it turns out that their parents still have not taken a bath, telling their children to pray, while their parents lie down instead. Most parents often do it, even though parents are modeling for children. Of course, all the behavior that is done will be imitated by their children.

- b) Too many interventions

In this case, parents often treat their sons and daughters as children, even though they are little humans who should have started to be introduced to the problems that occur in life. "Children should have started to be given instructions to be responsible for themselves," said Agus.

¹⁸ Majid, Wardan, and Andayani, *Pendidikan Karakter Perspektif Islam*.

¹⁹ Zubaedi, *Desain Pendidikan Karakter: Konsepsi Dan Aplikasinya Dalam Lembaga Pendidikan*, 4th ed. (Jakarta: Kencana, 2015).

²⁰ Zubaedi.

c) Comparing

Unknowingly, it often happens that parents utter words in which these words are meaningful in comparing their children. It is an irrelevant analogy because today's era differs from when parents used to grow and develop.

A finding in community service-based research conducted by Fitria Primi Astuti et al. revealed that some still do not understand how to care for their children properly. They even still have difficulty implementing hypno-parenting in carrying out parenting functions. These parents have not been able to apply suggestions when their children sleep because they feel strange talking to them.²¹ As parents, we have a significant role in building the character and success of our children. Personality is formed from what is seen, heard, and felt.²²

The technique of hypnosis is usually used for clinical problems. According to Flemons, hypnosis is a tool that aims to build a comfortable and inclusive connection between mind and body.²³ These hypnotic techniques can be used to facilitate parents in their child's upbringing. So the term hypno-parenting emerged.

Hypno-parenting aims to build quality communication between parents and children so that some mistakes are avoided, as mentioned above. Because in broad terms, Hypno-parenting is hypnotherapy that aims to build the quality of communication between parents and children. This hypnotherapy aims to improve children's positive mindset in building their character.²⁴

According to Firdaningrum et al., hypno-parenting is a method used by parents to educate children by giving positive suggestions to children so that children will save these suggestions in their subconscious minds.²⁵ Trianasari and Sunaryo said hypno-parenting is the knowledge of educating and caring for children by controlling the actions and emotions of children through a series of hypnotic suggestions.²⁶ From this, hypno-parenting is the implementation of the duties and functions of parents and early childhood educators in educating, guiding, and

²¹ Fitria Primi Astuti, Ida Sofiyanti, and Heni Setyowati, "Penerapan Hypnoparenting Untuk Mengatasi Permasalahan Pada Anak Usia Dini," *Jurnal Pengabdian Masyarakat Kebidanan* 1, no. 2 (2019): 15–23, <https://doi.org/https://doi.org/10.26714/jpmk.v1i2.4915>.

²² Agus Sutyono, *Dahsyatnya Hypnoparenting* (Jakarta: Penebar Plus, 2011).

²³ Douglas Flemons, *The Heart and Mind of Hypnotherapy: Inviting Connection, Inventing Change* (New York: Norton Professional Books, 2022).

²⁴ Sutyono, *Dahsyatnya Hypnoparenting*.

²⁵ Arina Firdaningrum, Afrida Muarifa, and Laelatus Soimah, "Hypnoparenting As A Way For Parents To Build Positive Personality In Children," *Social, Humanities, and Educational Studies (SHEs): Conference Series* 2, no. 1 (2019): 16–21, <https://doi.org/https://doi.org/10.20961/shes.v2i1.36157>.

²⁶ Dessy Trianasari and Ilham Sunaryo, "Improving An Early Children's Discipline Through Hypnoparenting Methods," *Early Childhood Research Journal (ECRJ)* 4, no. 2 (2021): 46–67, <https://doi.org/https://doi.org/10.23917/ecrj.v4i2.11910>.

directing children to form positive behavior by utilizing positive suggestions in the most appropriate conditions.

According to Agus Sutiyono, several factors need to be considered in implementing hypno-parenting, namely, building the child's trust and giving suggestions to the child. Both will build a positive mindset in children towards themselves and others.²⁷

While the principle used in hypno-parenting is that all parents' words and actions are a hypnotic process that will be patterned in the child's subconscious mind, unwittingly, this has been done by a mother when the child is still in the womb. The basic principles in hypnotherapy are: "What Kind of Person Am I?" and "What Kind of Child Is My Child" Avoid comparing and labeling, create a comfortable and relaxed atmosphere, be positive in addressing problems, have solution orientation, optimism, understanding, and tolerance.

3. Implementation of Hypnoparenting for Early Childhood Character Education

Hypnoparenting can be done by giving some positive suggestions to children. A positive mindset and behavior will form in the child from these minor things. This therapy can be done by parents when the child is asleep, which is called pillow talk or hypno-sleep. This hypnosis is very effective as long as the child's brain is still in alpha or theta waves because if the child is already in an intense trance (hypnotic state), they will move from theta to delta waves. If the child has entered this wave, he will not feel or hear anything. This condition is in which the child is fast asleep, so he is unaware of what is happening around him. The application of this hypnosis technique is the potential to be applied. It is because, in the development of children towards the adult stage, their subconscious mind plays an important role.²⁸

According to Dewi Yoga Pratomo, there are six ideal stages of hypno-parenting that parents or early childhood educators can apply. The six stages are described below:

a) The pre-talk stage

This initial phase explores the problem in detail related to why, when, how, where, who, and so on. This stage takes quite a long time because usually parents or educators have to dig up information from the environment where children are active.

b) The pre-induction stage

²⁷ Sutiyono, *Dahsyatnya Hypnoparenting*.

²⁸ Ike Ardianti, "Konsep Hypnoparenting Dan Relevansinya Dengan Pendidikan Karakter Anak," *INSTRUKTUR: Jurnal Pendidikan Islam* 2, no. 2 (2023): 89–96, <https://doi.org/https://doi.org/10.51192/instruktur.v2i2.563>.

This stage is the stage when the child is in a comfortable position. Parents can do this by propping their child in a comfortable room and patting their back and head. When the child's eyes and body are no longer moved, he begins to be ready.

c) The induction stage

This stage is when the child begins to enter the alpha wave. This stage can be marked by the condition when the child is asleep. His eyeballs are still moving, and maybe the child is still asleep. However, this position is very effective for incorporating positive suggestions to children.

d) The suggestion stage

This stage occurs when the child has entered the theta wave. It is the right time to include the golden moment suggestion. In giving suggestions, parents should avoid "do not" or "no." For example, for a child who frequently wets the bed, parents should not give suggestions with the words, "Son, do not wet the bed!" because it will result in children often wetting the bed. The child's brain subconsciously cannot translate negative words such as "do not" and "no" during suggestions. If that is the case, the suggestions included will be in vain and have fatal consequences for the child's development.

e) The post-hypnotic suggestions stage

In this stage, suggestions have been successfully entered and are expected to settle in the child.²⁹

Apart from giving suggestions while sleeping, some things can be done for hypno-parenting, namely:

- 1) When communicating with children, try to use positive and constructive words
- 2) Speak softly, do not use harsh language or high intonation
- 3) Show affection by giving hugs, often inviting discussions, and getting involved in school activities
- 4) Parents have cohesiveness in providing education and care for children
- 5) Appreciate the hard work that has been done
- 6) Do not be ashamed to apologize if parents make a mistake
- 7) Set a good example by showing behavior, not just words.

Character education in children can be done using the hypno-parenting method. Among them are cultivating independence, discipline, creativity, honesty, hard work, democracy, tolerance, religion, curiosity, socializing with others, responsibility, fond for reading. These character values are noble under the example of the Prophet Mohammed, so all values of cultural education and national character include character

²⁹ Dewi Yogo Pratomo, *HypnoParenting: Sugesti Positif Agar Anak Sehat, Cerdas, Bahagia, Dan Berprestasi* (Jakarta: Noura Books, 2012).

education from an Islamic perspective. Hypnoparenting is not only used by parents by giving suggestions to form good character but also has a hypnosis process structure so that hypno-parenting produces results according to the expectations of both parents.

D. Conclusion

The conclusions that can be drawn from the discussion above are: a) Hypnoparenting is a method used by parents in approaching the formation of early childhood character, as for the ways that can be done in the technique. How to do hypno-parenting are: 1) When communicating with children, try to use positive and constructive words; 2) Speak softly, do not use harsh language or high intonation; 3) Show affection by giving hugs, often inviting discussions, getting involved in school activities; 4) Parents have cohesiveness in providing education and care for children; 5) Appreciate the hard work that has been done; 6) Do not be shy about apologizing if parents make a mistake; 7) Set a good example, by showing behavior not just words. In comparison, the purpose of hypno-parenting in forming children's character is to form noble morals by giving suggestions through the subconscious and with the principle of parents giving noble examples, both words and actions towards children.

References

- Anees, Bambang Q., and Adang Hambali. *Pendidikan Karakter Berbasis Al-Qur'an*. Bandung: Simbiosis Rekatama Media, 2008.
- Ardianti, Ike. "Konsep Hypnoparenting Dan Relevansinya Dengan Pendidikan Karakter Anak." *INSTRUKTUR: Jurnal Pendidikan Islam* 2, no. 2 (2023): 89–96.
<https://doi.org/https://doi.org/10.51192/instruktur.v2i2.563>.
- Astuti, Fitria Primi, Ida Sofiyanti, and Heni Setyowati. "Penerapan Hypnoparenting Untuk Mengatasi Permasalahan Pada Anak Usia Dini." *Jurnal Pengabdian Masyarakat Kebidanan* 1, no. 2 (2019): 15–23.
<https://doi.org/https://doi.org/10.26714/jpmk.v1i2.4915>.
- Elo, Satu, and Helvi Kynga"s. "The Qualitative Content Analysis Process." *Journal of Advanced Nursing* 62, no. 1 (2008): 107–15.
<https://doi.org/https://doi.org/10.1111/j.1365-2648.2007.04569.x>.
- Firdaningrum, Arina, Afrida Muarifa, and Laelatus Soimah. "Hypnoparenting As A Way For Parents To Build Positive Personality In Children." *Social, Humanities, and Educational Studies (SHES): Conference Series* 2, no. 1 (2019): 16–21.
<https://doi.org/https://doi.org/10.20961/shes.v2i1.36157>.

- Flemons, Douglas. *The Heart and Mind of Hypnotherapy: Inviting Connection, Inventing Change*. New York: Norton Professional Books, 2022.
- Gunawan, Adi W. *Hypnosis (The Art of Subconscious Communication)*. Jakarta: Gramedia Pustaka Utama, 2012.
- Islami, Maufa. "Pengaruh Hipnoparenting: Pemberian Sugesti Positif Terhadap Perkembangan Anak Dalam Bersikap Tanggung Jawab Pada Anak Pra Sekolah Di PAUD An AuFa Gulai Bancah Bukittinggi Tahun 2019." Universitas Perintis Indonesia, 2019.
- Lickona, Thomas. "The Power of Modeling in Children's Character Development." In *Parenting for Character: Five Experts, Five Practices*, edited by David Streight. Portland: Council for Spiritual & Ethical, 2008.
- Majid, Abdul, Anang Solihin Wardan, and Dian Andayani. *Pendidikan Karakter Perspektif Islam*. Bandung: Remaja Rosdakarya, 2011.
- Megawangi, Ratna, and Eri Sumiarso. *Semua Berakar Pada Karakter*. Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia, 2007.
- Pratomo, Dewi Yogo. *HypnoParenting: Sugesti Positif Agar Anak Sehat, Cerdas, Bahagia, Dan Berprestasi*. Jakarta: Noura Books, 2012.
- Riggins-Caspers, Kristin M. "Biology-Environment Interaction and Evocative Biology-Environment Correlation: Contributions of Harsh Discipline and Parental Psychopathology to Problem Adolescent Behaviors." *Behavior Genetics* 33 (2003): 205–20.
<https://doi.org/https://doi.org/10.1023/A:1023434206261>.
- Salim, Moh. Haitami. *Pendidikan Karakter: Konsepsi Dan Implementasinya Secara Terpadu Di Lingkungan Keluarga, Sekolah, Perguruan Tinggi, Dan Masyarakat*. Yogyakarta: Ar-Ruzz Media, 2016.
- Soetjningsih, Christiana Hari. *Perkembangan Anak : Sejak Pembuahan Sampai Dengan Kanak-Kanak Akhir*. Jakarta: Kencana Prenada Media Group, 2012.
- Sutiyono, Agus. *Dahsyatnya Hypnoparenting*. Jakarta: Penebar Plus, 2011.
- Syakir, Septian el, and Ida Ayu Maruti. *Islamic Hypnoparenting: Mendidik Anak Masa Kini Ala Rasulullah*. 1st ed. Jakarta: Kawan Pustaka, 2014.
- "Theodore Roosevelt Quotes," n.d.
<https://theodorerooseveltcenter.org/Learn-About-TR/TR-Quotes?page=171>.
- Trianasari, Dessy, and Ilham Sunaryo. "Improving An Early Children's Discipline Through Hypnoparenting Methods." *Early Childhood Research Journal (ECRJ)* 4, no. 2 (2021): 46–67.
<https://doi.org/https://doi.org/10.23917/ecrj.v4i2.11910>.
- Ulfa, Risa Alfiyah. "Hypnoparenting; Sebuah Metode Menjinakkan Alligator's Brains Pada Anak Usia Dini." *Scaffolding: Jurnal Pendidikan Islam Dan*

Multikulturalisme 1, no. 2 (2019): 39–49.

<https://doi.org/https://doi.org/10.37680/scaffolding.v1i2.118>.

Yaumi, Muhammad. *Pendidikan Karakter: Landasan, Pilar, Dan Implementasi*. Jakarta: Prenada Media Group, 2014.

Zubaedi. *Desain Pendidikan Karakter: Konsepsi Dan Aplikasinya Dalam Lembaga Pendidikan*. 4th ed. Jakarta: Kencana, 2015.