

## STUDENT'S RESPONSE: SELF-HYPNOSIS BASED GROUP INVESTIGATION MODEL IN DRAMA LEARNING

*Safinatul Hasanah Harahap<sup>1</sup>, Dadang Sunendar<sup>1</sup>, Sumiyadi<sup>1</sup>, Vismaia S. Damaianti<sup>1</sup>*

<sup>1</sup>Indonesian Language Education, Indonesian Education University  
email:finahrp@gmail.com

Submitted: 2023-01-04, Reviewed: 2023-02-11, Accepted: 2023-03-08

DOI: 10.22216/jcc.2023.v8i1.2166 URL: <http://dx.doi.org/10.22216/jcc.2023.v8i1.2166>

### Abstract

Drama learning is a teaching and learning activity that is carried out to improve students' ability to play drama. Students' ability to play drama is still low even though they have attended drama lessons. One reason is the use of inappropriate learning models. This study aims to describe student responses to the self-hypnosis-based group investigation model in drama learning. The description aims to provide educators with an overview of the suitability and usefulness of this model in drama learning from a student's point of view. The research method used is descriptive with a qualitative approach. The research data was obtained from a questionnaire distributed to 78 students from three universities in North Sumatra, Indonesia (Medan State University, North Sumatra State Islamic University, and Prima Indonesia University). The results obtained from the study were: 1) students liked learning using the self-hypnosis-based group investigation model in drama learning; 2) students understand more about drama playing material after using the self-hypnosis-based group investigation model in drama learning; 3) students are more able to play drama after using the self-hypnosis-based group investigation model in drama learning; and 4) students get several impacts in learning drama, namely being more able to determine dialogue, expression and movement, stage mastery, costumes, make-up, stage layout, and sound system; it is easier to develop the characters of drama characters; more concentration and confidence in the learning process and playing drama; more daring to speak and appear in public; more active when the learning process takes place; more diligent in doing the task; pay more attention to and listen to lecturers or friends who are delivering material; and think more creatively.

**Keywords:** response, drama learning, group investigation, self-hypnosis

### Abstrak

*Pembelajaran drama merupakan kegiatan belajar mengajar yang dilakukan untuk meningkatkan kemampuan siswa dalam bermain drama. Kemampuan siswa dalam bermain drama masih rendah meskipun sudah mengikuti pelajaran drama. Salah satu penyebabnya adalah penggunaan model pembelajaran yang kurang tepat. Penelitian ini bertujuan untuk mendeskripsikan respon siswa terhadap model investigasi kelompok berbasis self hypnosis dalam pembelajaran drama. Uraian tersebut bertujuan untuk memberikan gambaran kepada pendidik tentang kesesuaian dan kegunaan model ini dalam pembelajaran drama dari sudut pandang siswa. Metode penelitian yang digunakan adalah deskriptif dengan pendekatan kualitatif. Data penelitian diperoleh dari kuesioner yang dibagikan kepada 78 mahasiswa dari tiga universitas di Sumatera Utara, Indonesia (Universitas Negeri Medan, Universitas Islam Negeri Sumatera Utara, dan Universitas Prima Indonesia). Hasil yang diperoleh dari penelitian ini adalah: 1) siswa menyukai pembelajaran dengan menggunakan model self-hypnosis-based group investigation pada pembelajaran drama; 2) siswa lebih memahami materi drama setelah menggunakan model self-hypnosis-based group investigation dalam pembelajaran drama; 3) siswa lebih mampu bermain drama setelah menggunakan model investigasi kelompok berbasis self hypnosis dalam pembelajaran drama; dan 4) siswa mendapatkan beberapa*

*dampak dalam pembelajaran drama, yaitu lebih mampu menentukan dialog, ekspresi dan gerak, penguasaan panggung, kostum, tata rias, tata panggung, dan tata suara; lebih mudah untuk mengembangkan karakter karakter drama; lebih konsentrasi dan percaya diri dalam proses belajar dan bermain drama; lebih berani berbicara dan tampil di depan umum; lebih aktif saat proses pembelajaran berlangsung; lebih rajin mengerjakan tugas; lebih memperhatikan dan mendengarkan dosen atau teman yang sedang menyampaikan materi; dan berpikir lebih kreatif.*

**Kata kunci:** *respon, pembelajaran drama, group investigation, self-hypnosis*

## INTRODUCTION

Self-hypnosis done to overcome various problems in learning. In this study self-hypnosis was used for problems in drama learning. One of the problems to be overcome is the problem of students' self-confidence when practicing drama. Blair (2004, p. 19) reveals, *“hypnosis is a state of narrowed attention in which suggestibility is greatly heightened.”* Hypnosis is a state when a person's attention is weakening so that the ability to suggest can be increased. In this state, a person still has consciousness, but at a very weak stage. Hypnosis is the ability to bring someone into a state of consciousness that is very receptive to suggestions and suggestions. The ability of hypnosis can influence a person to follow the suggestions and suggestions given to the person who has been hypnotized. Self-hypnosis in this study was utilized to overcome students' self-confidence in drama learning by using an investigative model. N, K., Alang, H. S., & Wulur, B. M. (2021: 83) explains that self-hypnosis can be done in stages a) Relaxation, relaxation can be done by leaning back and lying down in a comfortable place with a quiet and comfortable room condition, and can play instruments or strains of slow songs such as the sound of birds singing,

gentle breeze, running water, and others.

b) Programming, self-programming, meaning that someone enters positive suggestions that they want to apply. c) Termination is the final stage after making suggestions, namely returning to normal conditions. The self-hypnosis steps have been carried out on research subjects.

Semi (1998, p. 156) says drama is an imitation of human behavior that is shown. In drama there are many human characters depicted on stage. The depiction is an illustration of someone's life. Furthermore, Waluyo (2001, p.1) states the same thing, namely drama is a portrait of human life that is projected on stage. The portrait is an imitation of life, namely a portrait of ups and downs, bitterness, and black and white of human life, whereas according to Wiyanto (2005, p.3) drama is the story of human life in society which is staged or presented in the form of dialogue and movement. based on the script. In general, it can be concluded that drama is a type of literary and artistic work that has the aim of conveying conflict or dispute in the form of dialogue that is played on stage. Delivery of learning used is the group investigation model. According to Wahid, F. I., Solihat, I. (2020), learning drama can be classified into two groups, namely: (1) learning

drama texts which includes literature and (2) drama performances which are included in the field of theater. In drama (and literature) learning, knowledge about drama is not enough. They must be able to appreciate (which includes affective elements) and perform (psychomotor). So the cognitive, affective, and psychomotor aspects are also obtained by students holistically. In drama learning, drama staging enters the psychomotor area, but it also automatically includes cognitive and affective aspects. When performing arts, which incidentally is acting in drama, there is a fusion of the cognitive, affective, and psychomotor areas. These three things unite in the actor who is doing the action.

The group investigation model is a cooperative learning model that uses several small groups with a total of 4 or 5 members, each member is grouped according to level of achievement, gender, and ethnicity. Then, students choose topics to investigate and conduct investigations on the selected topics and then members prepare, submit reports, and carry out evaluations and feedback. Learning with the group investigation model aims to make schools regulated to become a miniature democracy as expressed by John Dewey in his book entitled *Democratization and Education* (1916). Learners participate in the development of social systems through gradual experiences. Students learn how to apply scientific methods to develop humans in social life. According to Merintika, S., Pratiwi, H. P., Martiana, A. (2021), this group investigation model requires students to

study in groups and be able to coordinate with other group members in problem solving. In this learning model, students are given full power to choose their own topics of learning so that they know the description that will be studied and how to carry out their investigations. In applying the group investigation model to learning, good communication skills between students are needed to expedite the course of the group process so that before carrying out group investigations the teacher is expected to provide communication training to students. The success of carrying out group investigations is very dependent on communication exercises and various other social skills that were carried out previously.

Sharan and Slavin (Tukiran, et al, 2011, p. 75) revealed that there are four basic characteristics of group investigations, namely investigation, interaction, interpretation and intrinsic motivation. The use of appropriate learning models is needed in overcoming problems that occur in achieving drama learning objectives. Therefore, it is necessary to do research in developing a drama learning model to foster Indonesian literature in the field of education. The model used in this study is the group investigation model. To be able to see the effectiveness of this model, it is necessary to see student responses to drama learning using the self-hypnosis-based group investigation model in tertiary institutions.

The previous research that was conducted was entitled "Effectiveness of

the Group Investigation Model in Improving Students' Ability to Appreciate Short Stories" (Permana, 2016). This study aims to overcome the problem of student abilities and improve students' abilities in short story appreciation through the Group Investigation Model (MIK). This study found and described the effectiveness or effectiveness of the Group Investigation Model in improving the ability of students of the Department of Regional Language Education FPBS UPI Bandung in appreciation of Indonesian short stories. Another study entitled "Increasing the Literature Appreciation of Junior High School Students through the Group Investigation Model" (Krismelinda, et al. 2022). The purpose of this research is to apply an effective learning model in improving the ability to appreciate literature while increasing students' interests and abilities. This study focuses on the application of an effective learning model in improving the ability to appreciate literature as well as increasing students' interest and ability towards literary works by using the group investigation method. The drama research that has been done is entitled "Requirements Analysis: Drama Education High School" (Harahap et al., 2022). This research sees drama learning problems both theory and practice, as well as an analysis of the needs of drama learning based on drama teaching materials, drama learning models, and evaluation of drama learning. The learning model used is also a group investigation model. The purpose of this study was to study the needs of drama

learning by using drama teaching materials, drama learning models, and evaluation of drama learning. The next research is entitled "Learning Literature: Various Obstacles in Playing Drama for Students" (Harahap, 2020). The results of this study indicate that there were 48 students (79%) who had difficulty in playing drama, 5 students who sometimes had difficulty in drama (8%), and 8 students who did not experience difficulty in playing drama (13. %), while 19 people (32%) considered their disability due to external factors. Obstacles from external factors are the discovery of the characters of the drama, the implementation of the training process, and the application of teamwork. Another study entitled "Investigating a Project Based Learning, Learning Module at Senior High School" (Saputri, et al., 2022). This study aims to see the practicality of learning modules for the preparation of scientific work based on Project Based Learning for students. This research is research development or Research and Development (R&D). The conclusion of this study is the result of developing a learning module based on scientific work *project based learning* results obtained in the very practical category. The practicality trial contains three aspects of assessment namely. Aspects of convenience, timeliness aspects, and attractiveness aspects. Based on the results of data analysis, the practicality of learning modules in compiling scientific work for students generally obtains an average percentage of 87.30%.

It can be seen the difference in this research with some of the previous studies that have been described above. Previous research discussed the effectiveness of the group investigation model for learning short stories, while this study looked at student responses to the self-hypnosis-based group investigation model. Subsequent research looks at increasing students' literary appreciation abilities through the group investigation model, while this research is a follow-up research after the application of this investigative model so that researchers want to see student responses with the use of a self-hypnosis-based group investigation model. So, there is a significant difference between this research and the previous one. Third, research *Requirements Analysis: Drama Education in High School*, research that was also carried out by the researchers themselves before this response research was carried out. It can be said that this response research is a continuation of the research *"Requirements Analysis: Drama Education in High School"* who looks at the needs of drama learning based on the problems that

occur in tertiary institutions in carrying out drama learning while this research no longer looks at the problems that occur in drama playing, but this research looks at how students respond to the self-hypnosis-based group investigative learning model. So, researchers are no longer looking for the right model and teaching materials as a solution to learning drama, but looking at student responses to the learning model offered, namely the self-hypnosis-based group investigation model. Furthermore, the research *"Learning Literature: Various Obstacles in Playing Drama for Students"*, this research looks at the internal and external obstacles faced by students when playing drama, while this research looks at student responses to the self-hypnosis-based group investigation model in drama learning. Finally, the research entitled *"Investigating a Project Based Learning, Learning Module at Senior High School"* is development research. This research develops a group investigation model into a learning module in schools. This research does not develop a model, but looks at the responses to the model.

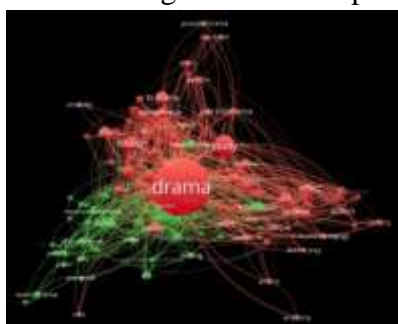


Figure 1: Drama  
Bibliometric Analysis

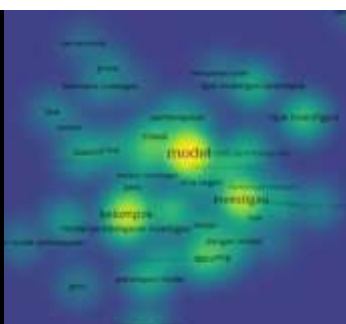


Figure 2: Group  
Investigation Model  
Bibliometric Analysis

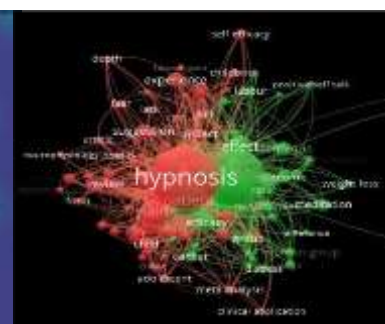


Figure 3: Hypnosis  
Bibliometric Analysis



The image above is the result of a three-topic bibliometric analysis. Based on Figure 1, it can be seen that drama research related to education has been carried out. Of the 3,337 research data on drama divided into 130 major titles and 2 clusters, there is drama research which is linked to the theme *education* or education has been done a lot, but the drama associated with *role* or still a few models. In Figure 2 it can be seen that the group investigation learning model associated with self-hypnosis has never been done at all. Finally, in Figure 3, you can see a bibliometric analysis of hypnosis. Out of 1403 research data on hypnosis, 124 research data were self-hypnosis. Then they were divided into two clusters. It can be seen that hypnosis was researched related to medical themes, such as *neuropsychology*, *meditation*, *obesity*, *dll*. It can be seen that the discussion about self-hypnosis on education is still minimal so that research that contains elements of novelty (*novelty*). It is important that this research is carried out in order to help improve the quality of education.

Based on the background above, the purpose of this study was to see student responses to the self-hypnosis-based group investigation model in drama learning. It is hoped that this research can improve drama learning so that in the future students can be more confident both in performing drama roles and in everyday life.

## METHOD OF RESEARCH

The research method used in this study is descriptive with a qualitative approach. Descriptive research is research that aims to describe a situation, situation, condition, and various things related to the matter being studied. In this study, what was described was student responses to the self-hypnosis-based group investigation model in learning drama.

The research was conducted at a university located in North Sumatra, Indonesia. The selected tertiary institutions are those that have an Indonesian Language and Literature Education Study Program because these study programs have subjects related to drama material. The universities that were used as research sites were Medan State University, North Sumatra State Islamic University, and Prima Indonesia University. Participants in the study were 33 students from Medan State University, 14 students from North Sumatra State Islamic University, and 31 students from Prima Indonesia University.

The data collection technique used in this research is a questionnaire. A questionnaire designed to explore student responses to the self-hypnosis-based group investigation model in drama learning. The questionnaire provided contains 70 statements that explore student responses regarding aspects of the implementation of the learning model, understanding of the material, ability to play drama, and the impact of the learning model.

The data obtained from the questionnaire can be analyzed descriptively. Based on the data obtained in the study, the data were analyzed using the following steps.

1. The data collection stage, namely the process of collecting data obtained from student response questionnaires to the self-hypnosis-based group investigation model in drama lessons in college.
2. The score processing stage, namely data processing to become the average score of

each questionnaire statement with the following formula.

$$\text{Score Rate-Rata} = \frac{\text{Total shoes}}{\text{Max Score}} \times 100$$

3. The stage of determining the category, namely determining the category on each average score from the questionnaire statement of student responses to the self-hypnosis-based group investigation model in drama lessons in college. The categories of student responses are based on the following table.

Table 1. Categories of Student Responses to the Group-Based Investigation Model *Self-Hypnosis* in Drama Learning in Higher Education (Arikunto Adoption, 2006)

Score	Category
81 – 100	Very good
61 – 80	Good
41 – 60	Enough
21 – 40	Less
0 – 20	Very less

4. The stage of presenting the data, namely the presentation of various information by describing the data that has been processed.
5. The stage of drawing conclusions, namely making conclusions from the data that has been described.

hypnosis-based group investigation model on drama learning. The implementation of learning is carried out for 5 meetings. Based on the application of this model, the researcher distributed a questionnaire that explored student responses regarding aspects of the learning model, understanding of the material, ability to play drama, and the impact of the learning model. Questionnaire data obtained from 78 students teaching drama courses as follows.

## RESEARCH FINDING AND DISCUSSION

### Research Finding

The research subjects were given treatment in the form of applying a self-

Table 2. Results of the Student Response Questionnaire to the Self-Hypnosis-Based Group Investigation Model in Drama Learning in College

No.	Statement	Score Rata-Rata	Category
1.	I understand more about drama material.	88,78	Very good
2.	It is easier for me to act a certain drama.	85,26	Very good

3.	I enjoy learning to act out a play.	89,74	Very good
4.	It's easier for me to determine the stage decorations needed when playing a play.	85,90	Very good
5.	I find it easier to develop drama characters.	86,54	Very good
6.	It is easier for me to determine the characters and time in the drama.	86,86	Very good
7.	It's easier for me to determine the right use of dialogue (volume, articulation, intonation, and rhythm) to improve character acting.	81,73	Very good
8.	I understand the lecturer's directions in playing drama characters.	91,03	Very good
9.	I think that the discussion groups are very helpful in understanding the material and acting of the drama.	92,31	Very good
10.	It is easier for me to determine the concept of stage setting (suitability of stage decorations and composition of stage decorations) in drama plays to improve the character's portrayal.	85,90	Very good
11.	It is easier for me to determine the concept of make-up (appropriateness of facial make-up and suitability of make-up of other body parts) in drama play to enhance the portrayal of characters.	84,29	Very good
12.	It is easier for me to determine the concept of costume (suitability of body clothing, leg clothing, head clothing, and accessories) in drama play to improve character portrayal.	91,03	Very good
13.	I find it easier to express and move (facial expressions, gestures, <i>movement</i> , <i>business</i> ) in accordance with the character of the characters in the drama so as to improve the role of the character.	81,73	Very good
14.	I understand better how to play drama by watching the drama performed by the lecturer.	83,01	Very good
15.	I better understand the material learned by reading modules, handouts or other teaching materials given by the lecturer.	81,41	Very good



16.	I find it easier to improvise in plays.	79,17	Good
17.	I understand more about blocking procedures when playing a play.	82,37	Very good
18.	It is easier for me to determine the sound system (suitability of sound effects and music) used in the drama.	81,09	Very good
19.	It is easier for me to play drama according to the predetermined criteria (dialogue, expression and movement, stage mastery, costumes, make-up, stage layout, sound, cooperation, and concentration).	83,97	Very good
20.	I am more confident when playing dramas.	85,90	Very good
21.	I find it easier to hold back laughter or smiles when playing dramas.	84,29	Very good
22.	I find it easier to concentrate when playing drama.	84,29	Very good
23.	I think that learning is interesting.	92,63	Very good
24.	I prefer to study in groups because I can work together in completing assignments given by the lecturer.	90,38	Very good
25.	I am more active in seeking information and data related to assignments given by lecturers.	87,18	Very good
26.	I find it easier to find ideas and ideas to improve the role of drama characters.	84,62	Very good
27.	I have the courage to ask the lecturer if there is something I don't understand.	87,82	Very good
28.	I think the learning that is done is very helpful in improving the ability to play drama.	91,03	Very good
29.	I am more active when the learning process takes place.	85,90	Very good
30.	I find it easier to direct a play.	76,92	Good
31.	I prefer the drama learning process carried out by the lecturer.	91,03	Very good
32.	I am more courageous in conveying ideas and ideas during the learning process.	85,26	Very good

33.	I find it easier to concentrate when learning drama.	84,94	Very good
34.	I feel my heart is not beating too fast when playing dramas.	85,26	Very good
35.	I feel like my hands are normal and don't sweat too much during plays.	85,58	Very good
36.	I pay more attention and listen to lecturers or friends who are presenting the material.	90,71	Very good
37.	I like to do activities that are in accordance with the learning process.	91,35	Very good
38.	I am more diligent in doing the assignments given by the lecturer.	86,22	Very good
39.	I think that problems in drama learning can be solved by using the model made by the lecturer.	90,06	Very good
40.	It is easier for me to take advantage of stage decorations when playing dramas to improve the role of drama characters.	82,05	Very good
41.	I feel that I feel less nervous about speaking in public.	85,58	Very good
42.	I'm more daring to appear in public.	85,58	Very good
43.	I am more calm in doing something.	86,54	Very good
44.	I adapt and communicate more easily in various situations.	82,05	Very good
45.	I find it easier to convey ideas and ideas that are in my mind.	85,26	Very good
46.	I think that what I say is a natural thing when in public.	85,90	Very good
47.	I am more receptive to criticism given by others.	87,18	Very good
48.	I try to be the best when the learning process takes place.	85,26	Very good
49.	I think more positively about myself and others.	88,78	Very good
50.	I am more optimistic about the things that are done.	88,14	Very good
51.	I find it easier to follow the learning process that has been done.	89,42	Very good
52.	I find it easier to solve learning problems by collaborating with friends.	90,71	Very good

53.	I am more motivated in learning after following the learning process carried out.	90,71	Very good
54.	I am more able to solve problems in learning because I get solutions from various learning sources obtained during the learning process.	85,26	Very good
55.	I get various ideas and ideas to solve problems in learning because I get various sources and teaching materials provided by lecturers.	85,58	Very good
56.	I find it easier to understand the characters of the drama because I discuss the information obtained with a group of friends.	85,90	Very good
57.	I was greatly assisted in playing drama characters because of the lecturer's input/guidance.	91,03	Very good
58.	I was given the freedom to express my opinion in the learning process.	94,87	Very good
59.	I feel more confident when appearing in public after making suggestions to myself.	90,06	Very good
60.	I concentrate more during the learning process after making suggestions to myself.	88,78	Very good
61.	I concentrate more on playing drama characters after making suggestions to myself.	86,86	Very good
62.	I am more active in asking and discussing with lecturers and friends during the learning process.	82,69	Very good
63.	I am more enthusiastic about learning because I can find solutions to problems playing drama together with friends.	86,22	Very good
64.	I gained a lot of knowledge and experience in learning drama.	90,06	Very good
65.	My group mates and I discussed and criticized each other during drama rehearsals.	89,74	Very good
66.	I find it easier to play drama because the material and learning steps are carried out according to needs.	89,10	Very good

67.	I became more creative after participating in drama lessons.	83,97	Very good
68.	It is easier for me to determine dialogue, expression and movement, stage mastery techniques, costumes, make-up, stage layout, and sound in playing plays.	82,37	Very good
69.	It's easier for me to play drama because I have good cooperation with a group of friends.	88,14	Very good
70.	I think that self-suggestion is very useful for solving internal problems within myself.	90,06	Very good

### Discussion

Self-hypnosis based group investigation model is a learning model that is applied to drama teaching in college. The model has two main activities, namely conducting investigations and self-suggestion. Investigations are carried out in groups by seeking information and data related to the material being studied. Self-suggestion is done independently with the help of audio or hypnotherapy music to support the self-hypnosis process.

Initially the group investigative learning model was designed by Herbert Thelen, then developed in 1970 by Sholomo Sharan and Yael Sharan. The group investigative learning model is a cooperative learning model that places students into small groups consisting of 5-6 heterogeneous students. The original idea of Group Investigation John Dewey's ideas have given rise to a clear and precise teaching model known as group investigation (Somantri, E.A, 2019: 171). According to Slavin (in Ningsih, 2019: 353) the Group Investigation steps consist

of 6 steps, namely: 1) identify topics and organize students in groups. At this stage the teacher groups material topics and presents problems that will be discussed by the group. 2) Planning the task to be learned. Students together in groups design plans to solve existing problems. Students share tasks and roles with fellow group members to streamline time in problem solving discussions. 3) Carry out investigations. Investigation is a step to explore and investigate a problem and the results of the investigation of each group will be different so that after getting the results of the investigation, conclusions can be drawn from the investigation of the entire group. 4) Prepare the final report. Each group will compile the results of the investigation into a report. 5) Presenting the final report that has been prepared 6) Evaluation. After students present group reports, they will generate feedback and the teacher can provide assessments and responses from the results of each group's presentation. These steps have been applied to students where this research was

carried out so that research to see the responses of these students is appropriate to be carried out on the subject of this research.

The self-hypnosis-based group investigation model was applied at Medan State University, North Sumatra State Islamic University, and Prima Indonesia University. The application of the model is carried out to students who have attended drama lessons. The implementation of the learning model was carried out in 5 meetings. After students have finished attending the last lecture, students are given a questionnaire containing student responses regarding the self-hypnosis-based group investigation model. The questionnaire contains 70 statements that explore student responses regarding the implementation of the model, understanding of the material, ability to play drama, and the impact of the model. Questionnaire statements consist of 4 answer choices, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The questionnaire was given via the google form link, then students filled out the questionnaire in 75 minutes.

Based on the questionnaire data that has been distributed, student responses to the implementation of the self-hypnosis-based investigative model in learning drama has categories Very good. This can be seen from the responses of students. Students consider that the learning model that is carried out is interesting. In fact, students also like the drama learning process and enjoy doing

activities during learning. Fun learning models can stimulate students to continue to be active in learning activities (Hidayat, 2016, p. 71). Student activeness is needed during the learning process so that learning objectives can be achieved properly.

The learning that is carried out obtains very good responses because the learning model helps students in solving learning problems. Students are also free to express opinions during the learning process. Students also think that the learning model helps in understanding drama acting material, improves drama playing skills, provides a lot of knowledge and experience. In addition, learning problems can be solved by students through discussions in groups and searching for material from various sources.

Another thing that makes students give very good responses and like the learning model is because the lecturer always provides direction and guidance during the learning process. Directions and guidance from lecturers are still needed even though the learning carried out is independent learning. Lecturers remain in charge of facilitating, directing, and guiding students. This is in line with Iskandarwassid and Sunendar (2008, p. 158) which reveal that the teacher's duty is to provide encouragement, guidance, and facilities for students to achieve goals. If the lecturer only lets students solve problems independently or in groups without direction and guidance, students will feel confused. This will cause boredom and loss of interest in the

learning being done so that learning objectives cannot be achieved optimally.

Student responses related to material understanding after participating in drama learning have a very good category. Students better understand material about drama and how to play drama. Student understanding can be better because during the learning process there are always teaching materials in the form of *handout* and other teaching materials provided by the lecturer. In addition, students also watch dramas prepared by lecturers. The drama that is watched also provides input and understanding to students regarding how to play drama. Understanding the material helps students apply it to the practice of playing drama.

Student responses related to the ability to play drama after learning drama have a very good category. After the learning process with a group investigation model based on self-hypnosis, students more easily put on a play in accordance with the assessment criteria (dialogue, expression and movement, stage mastery, costumes, make-up, stage design, sound, cooperation, and concentration) that have been determined. It is easier for students to play drama because there is good cooperation between group mates and the material and learning steps are carried out according to learning needs.

Student responses related to the ability to improvise in playing drama have a good category. Students have difficulty improvising because students only focus

on drama scripts and exercises. Students are confused when events occur that are not in accordance with the script and exercises. Student responses regarding improvisational abilities were not in accordance with student responses related to drama skills. Students who thought it was easier to do drama had an average score of more than 81.00, while students who thought it was easier to improvise had an average score of 79.17. Based on these data, most students find it easier to play drama and improvise when playing drama after participating in learning with the self-hypnosis-based group investigation model.

The impact of the learning model needed by students is the impact on cognitive, affective, and psychomotor aspects. These three aspects were obtained by students as a whole (Baihaqi, 2019, p. 85). Student responses related to the impact of the self-hypnosis-based group investigation model on the cognitive aspect has a very good category. The impact of the group investigation model which has a very good category based on student responses, namely: 1) it is easier for students to determine the stage decorations needed when playing a drama; 2) it is easier for students to develop drama characters; 3) it is easier for students to determine the character and time of the play; 4) it is easier for students to determine the appropriate use of dialogue (volume, articulation, intonation, and rhythm) to improve the role of drama characters; 5) it is easier for students to determine the concept of stage setting



(appropriateness of stage decorations and composition of stage decorations) in drama plays to improve the role of characters; 6) it is easier for students to carry out the concept of make-up (fitting facial makeup and matching the make-up of other body parts) in playing a drama to improve character acting; 7) it is easier for students to determine the concept of costumes (suitability of body clothes, leg clothes, head clothes and accessories) in drama play to improve the role of characters; 8) students better understand procedures *blocking* when performing a play; 9) it is easier for students to determine the sound system (suitability of sound and sound effects) used in drama; 10) students find it easier to find ideas to improve the role of drama characters; 11) students become more creative after participating in drama lessons; 12) it is easier for students to determine dialogue, expression and movement, stage mastery techniques, costumes, make-up, stage layout, and sound in playing plays; and 13) students think that self-suggestion is very useful for solving internal problems within themselves.

Student responses related to the impact of the self-hypnosis-based group investigation model on cognitive aspects are in a very good category. The impact of the group investigation model which has a very good category based on student responses, namely: 1) it is easier for students to determine the stage decorations needed when playing a drama; 2) it is easier for students to develop drama characters; 3) it is easier for students to

determine the character and time of the play; 4) it is easier for students to determine the appropriate use of dialogue (volume, articulation, intonation, and rhythm) to improve the role of drama characters; 5) it is easier for students to determine the concept of stage setting (appropriateness of stage decorations and composition of stage decorations) in drama plays to improve the role of characters; 6) it is easier for students to carry out the concept of make-up (fitting facial makeup and matching the make-up of other body parts) in playing a drama to improve character acting; 7) it is easier for students to determine the concept of costumes (suitability of body clothes, leg clothes, head clothes and accessories) in drama play to improve the role of characters; 8) students better understand blocking procedures when playing a play; 9) it is easier for students to determine the sound system (suitability of sound and sound effects) used in drama; 10) students find it easier to find ideas to improve the role of drama characters; 11) students become more creative after participating in drama lessons; 12) it is easier for students to determine dialogue, expression and movement, stage mastery techniques, costumes, make-up, stage layout, and sound in playing plays; and 13) students think that self-suggestion is very useful for solving internal problems within themselves.

Student responses related to the impact of the self-hypnosis-based group investigation model on the affective aspect has a very good category. The impact of

the group investigation model which has a very good category based on student responses, namely: 1) students are more daring to ask the lecturer if there is something they do not understand; 2) students are more courageous in conveying ideas and ideas when the learning process takes place; 3) students who are more daring to appear in public; 4) students try to be the best when the learning process takes place; 5) students are more accepting of criticism given by others; 6) students think more positively towards themselves and others; 7) students are more confident when playing drama; 8) students find it easier to hold back laughter or smiles when playing drama; 9) students find it easier to concentrate when playing drama; 10) it is easier for students to concentrate when learning drama; 11) students feel their heart is not beating too fast when playing drama; 12) students feel their hands are normal and don't sweat too much when playing drama; 13) students feel that their nervousness begins to decrease when speaking in public; 14) students are calmer in doing something; 15) students think that what is conveyed is natural when in public; 16) students are more optimistic about the things they do; 17) students are more motivated in learning after following the learning process; 18) students feel more confident when appearing in public places after making self-suggestions; 19) students concentrate more during the learning process after making suggestions to themselves; 20) students concentrate more on playing drama characters after making

suggestions to themselves; 21) students are more enthusiastic about learning because they can find solutions to problems playing drama together with friends; and 22) students enjoy learning to act out a play.

Student responses related to the impact of the self-hypnosis-based group investigation model on the psychomotor aspect has a very good category. The impact of the group investigation model which has a very good category based on student responses, namely: 1) students are easier to express and move (facial expressions, gestures, *movement, business*) that are appropriate and in accordance with the character of the characters in the drama so as to improve the role of the characters; 2) students are more active in seeking information and data related to assignments given by lecturers; students are more active when the learning process takes place; 3) students pay more attention to and listen to lecturers or friends who are delivering material; 4) students are more diligent in doing assignments given by lecturers; 5) it is easier for students to take advantage of stage decorations when playing drama to improve the role of drama characters; students more easily adapt and communicate in various situations; 6) students more easily convey ideas and ideas that are in mind; and 7) students are more active in asking and discussing with lecturers and friends during the learning process.

Regarding the impact of the learning model, there are also student responses that have a good category on

statements related to the impact of the self-hypnosis-based group investigation model in drama learning. The statement is about the ability to direct a drama. The ability to direct drama has the lowest score of the other statements that explore the impact of the applied learning model. Students who stated that it was easier to direct a drama had an average score of 76.92 in the good category.

Overall, the group investigative model is based on self-hypnosis have a better impact on students. Students not only understand the material of playing drama, but also students become more active, creative, concentrated, confident, and able to think critically and work together. This ability is the ability needed to face the challenges of the times. This is in line with Sutarman, Sunendar, and Mulyati (2019, p. 202) who revealed that to face challenges, students must have crucial abilities, namely the ability to think critically, creatively, speak, cooperate, and be confident. In the previous study entitled "Investigating Cooperative Learning Model Based on Interpersonal Intelligence on Language Learners Skill to Write Articles" which equally applied the investigative model. The final results of this study have research implications, namely to promote investigative cooperative learning based on interpersonal intelligence in the process of learning writing skills, especially in promoting critical reading, thinking, and attitude. Students can learn to apply criticism when conducting peer reviews of articles found (Sutarman, Sunendar, and

Mulyati 2019). Meanwhile, the implication of this research is that students respond so that teachers can understand students' needs in drama learning so that teachers can help students be more active, confident, able to work together, think critically, independently, and be responsible.

## CONCLUSION

The learning model is a series of learning activities or events designed to solve problems and achieve learning objectives. The learning model contains guidelines that lecturers can use when carrying out learning activities. Selection of the use of learning models in a learning activity must pay attention to the needs and characteristics of students. In addition, the application of the learning model requires the expertise and understanding of the lecturer regarding the learning model being carried out.

Self-hypnosis based group investigation model designed for drama learning in college. The model is student-centered with lecturers as companions and facilitators. Self-hypnosis based group investigation model stimulate students to investigate, work together, be active, think critically, be independent, and be responsible. This model is unique in its application because the implementation of this model helps students to increase student confidence and concentration according to the needs of drama learning.

Student responses to the implementation of the self-hypnosis-based group investigation model designed for

drama learning has a very good category. Students feel that the learning model has an appeal so that the learning activities carried out are enjoyable. Student responses related to material understanding also have a very good category because during the learning process students actively seek and understand the material being studied independently or in groups. The students' responses with the ability to play drama were in a very good category even though the responses to the ability to improvise were in a good category. Student responses regarding the impact of the learning model are in a very good category, although responses to directing abilities are in a good category. Based on student response questionnaires, the group investigation model is based on self-hypnosis suitable to be applied to drama learning in college.

The research results that have been obtained can contribute to the field of education, especially drama learning. The research results can be used as material for consideration for lecturers or educators to use the self-hypnosis-based group investigation model. In addition, the research results can also be used as an initial basis for conducting further research.

#### ACKNOWLEDGEMENTS

Thanks are conveyed to Medan State University, North Sumatra State Islamic University, and Prima Indonesia University. Thanks also go to the lecturers and students of the Indonesian Language

and Literature Education Study Program who have assisted in this research. In addition, the researcher also thanks the various parties who assisted in the process of completing the research that had been carried out.

#### REFERENCES

- Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT. Rineka Cipta.
- Baihaqi, I. (2019). Pembelajaran Drama dengan Metode Role Playing Berbasis Project Learning bagi Mahasiswa PBSI Universitas Tidar. *CaLLs (Journal of Culture, Arts, Literature, and Linguistics)*, 5(2), 83-94
- Blair, F. R. (2004). *Instant Self-Hypnosis: How to Hypnotize Yourself with Your Eyes Open*. United States of America: Sourcebooks.
- Blair, F. R. (2008). *Self-Hypnosis Revolution: Cara Mudah Memprogram Ulang Pikiran Anda Agar Sukses di Setiap Bidang Kehidupan*. Jakarta: Daras Book
- Bogdan, Robert C. dan Sari Knopp Biklen, 1992. *Qualitative Research for Education and Introduction to The Theory and Methode*. Boston: Allyn and Bacon
- Harahap, S. H., Sunendar, D., Sumiyadi, & Damaianti, V. S. 2020. Pembelajaran Sastra: Berbagai Kendala dalam Bermain Drama bagi Mahasiswa. *Basastra* 9(1): 114-122
- Harahap, S. H., Sunendar, D., Sumiyadi, & Damayanti, V. S. 2022.

- Requirements Analysis: Drama Education in High School. *Educational Administration: Theory and Practice* 28(02): 66–73.
- Hidayat, U. S. (2016). *Model-Model Pembelajaran Efektif*. Sukabumi: Bina Mulia Publishing.
- Iskandarwassid dan Sunendar, D. (2008). *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya
- Joyce, B. W. M & Calhoun 2002 *Models of Teaching*. Boston: Allyn and Bacon
- Joyce, B, Weil, M & Calhoun. 2009. *Model of Teaching Diterjemahkan oleh Ahmad Fawaid & Ateilla Mirza, Model-model Pengajaran*. Yogyakarta: Pustaka Pelajar
- Krismelinda, dkk. Peningkatan Kemampuan Apresiasi Sastra Siswa SMP Melalui Model Investigasi Kelompok. 20 (1): 1–11. <https://ejournal.unib.ac.id/index.php/jwacana/index>.
- Luh, N., Wisiani, P., Utama, I. M., & Indriani, M. S. (2020). Pembelajaran Drama dengan Menggunakan Pendekatan Kontekstual pada Kurikulum 2013. *Jurnal Pendidikan Bahasa dan Sastra*, 37–45.
- Merintika, S., Pratiwi, H. P., Martiana, A. (2021). Penerapan Metode Pembelajaran Group Investigation (GI) untuk Meningkatkan Kompetensi Investigasi Kelompok Pada Siswa Kelas XI IPS 1 SMA Negeri 11 Yogyakarta, 13(1),1-18.
- Mulyadi, E., Pratiwi, I. G., & Hidayat, S. (2020). Pelatihan Self Hypnosis Untuk Mencegah Work Burnout Dan Meningkatkan Kinerja Dosen Dengan Metode Blended Learning Di Universitas Wiraraja. *Jurnal ABDIRAJA*, 3(2), 28–34. <https://doi.org/10.24929/adr.v3i2.764>
- Naitboho, O. D., Suratni, N. W., & Haryati, N. M. (2022). Pembelajaran Drama Monolog Dengan Cerita Legenda Danau Toba Menggunakan Metode Role Playing di SD Inpres Tubuhu ' E , Kabupaten Timor Tengah Selatan. *Jurnal pensi*, 2(1),79-89
- N, K., Alang, H. S., & Wulur, B. M. (2021). Metode Self Hypnosis Untuk Mengatasi Stres Mahasiswa Akhir Jurusan Bimbingan Dan Penyuluhan Islam Pada Fakultas Dakwah Dan Komunikasi Uin Alauddin Makassar. *Jurnal Bimbingan Penyuluhan Islam*, 8, 82–93.
- Nunan, David. 1991. *Learning Teaching Methodology: A Tex Book for Teacher*. London: Prentice Hall
- Permana, Ruswendi. 2016. Keefektifan Model Investigasi Kelompok Dalam Peningkatan Kemampuan Mahasiswa terhadap Apresiasi Cerita Pendek. *Jurnal Penelitian Pendidikan* 14(1).
- Rusmawati, R. D. (2020). The Influence Of Hypnosis Learning Strategies And Motivation On Reading Comprehension Of Fifth Grade Students. *Jurnal Pendidikan Dasar*, 12(2), 183–188.
- Saputri, Meliana, Yulia Sri Hartati, and Suci Dwinitia. 2022. Investigating a Project Based Learning *Learning*. :

- 155–64.
- Semi, A. (1998). *Anantomi Sastra*. Padang: Angkasa Raya.
- Susdarwono, E. T. (2021). the Influence of Learning Accompanied By Self Hypnosis on Increasing Mathematics Value. *Jurnal Magister Pendidikan Matematika (JUMADIKA)*, 3(1), 8–15.  
<https://doi.org/10.30598/jumadikavol3iss1year2021page8-15>
- Sutarman, Sunendar, D., & Mulyati, Y. (2019). Investigating Cooperative Learning Model Based on Interpersonal Intelligence on Language Learners Skill to Write Article. *International Journal of Instruction*, 12(4), 201-218
- Thornton, Geoffrey. 1980. *Teaching Writing: The Development of Written Language Skills*. London: Edward Arnold, Ltd
- Tukiran, T., dkk. (2011). *Model-Model Pembelajaran Inovatif*. Bandung: Alfabeta
- Wahid, F. I., Solihat, I., & Kunci, K. (2020). Mengapresiasi Drama pada Mahasiswa Program Studi Pendidikan Bahasa Indonesia. *Jurnal Membaca*, 15–24.
- Waluyo, H.J. (2001). *Teori drama dan pengajarannya*. Yogyakarta: Hanindita
- Wiyanto, A. (2005). *Terampil Bermain Drama*. Jakarta: Dunia Pustaka Jaya
- Yuangga, K. D., Janudin, J., Marayasa, I. N., Pranoto, P., & Abidin, A. Z. (2020). Efektivitas Penggunaan Metode Hipnoself dalam Meningkatkan Kepercayaan Diri Mahasiswa di STIKES Jendral Ahmad Yani Cimahi.
- BAKTIMAS: Jurnal Pengabdian Pada Masyarakat*, 2(1), 62–66.  
<https://doi.org/10.32672/btm.v2i1.2105>