



Improving An Early Children's Discipline Through Hypnoparenting Methods

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ABSTRACT

Hypnoparenting is knowledge about educating and caring for children by controlling children's actions and emotions through a series of hypnotic suggestion activities. **Objective:** To examine the literature, journal, and documents of research findings that identify *hypnoparenting* methods for improving child discipline early on. **Method:** Search for research journals using certain words in the 2016-2020 period. There were 105 research journals on child discipline and *hypnoparenting* methods both nationally and internationally, 46 journals meet the criteria, 59 journals did not meet the criteria, only 20 journals were selected to meet the criteria. 15 national journals and 5 international journals. **Results and discussion:** The reviewed literature shows that it significantly increases children's discipline early on. Statistical analysis proves that this method can increase the knowledge and actions of parents, teachers, and the community in caring for and educating children from an early age. **Conclusion:** *Hypnoparenting* method can make it easier for parents, teachers, and community to significantly improve children's discipline from an early age with positive suggestions that have been applied.

KEYWORDS

hypnoparenting; discipline; early childhood; parents; and teachers

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INTRODUCTION

Education is all business activities carried out to educate humans to be able to grow and develop according to the stages of developmental aspects of each age. Education is an activity of the teaching and learning process and measures

individual abilities as appropriate so that early education can support children's readiness to enter the next level of education.

Law No. 20 of 2003 regarding the national education system is a conscious and planned effort to achieve an atmosphere of learning and



the learning process so that students actively develop their potential to have religious-spiritual skills, noble morals, intelligence, self-control, personality, and skills needed by themselves, society, nation, and state. So education is a form of learning experience that takes place in the family, school, and community to develop one's abilities optimally.

Early Childhood Education (PAUD) is a coaching effort shown to children from birth to 6 years of age which is carried out by providing educational stimuli to support physical and spiritual growth and development so that children have the readiness to enter further education. (in Article 1 point 14, Law NO. 20 of 2003). In Indonesia during the golden age children were in the age range 0-6 years, so experts call it the "golden age". From this idea, the golden age of children has increased significantly in development, therefore the environment around children is very necessary and influences in optimizing all aspects of child development.

Early childhood education is essentially aimed at facilitating the growth and development of children as a whole. Not only aspects of language development, moral religious values, art, social-emotional, cognitive, and physical motor skills, but also aspects of the development of children's attitudes also need to be considered and developed. Early childhood education as an educational forum that provides care and development services for children. Parenting is in the form of love and affection services, while development is in the form of services to improve the development of abilities in children. One of them is the child's discipline behavior ability.

Discipline is a way of controlling one's attitude and mental attitude in developing compliance and obedience to rules and regulations that apply based on impulses from within his own heart (Maman R, in Tu'u: 2008:

32). Thus, children are taught to show a willingness to have a soul that can accept a condition to obey a code of conduct, values, and norms. The purpose of discipline according to Rimm (2003: 47) is to teach children to learn good and positive things to prepare for children's adulthood so that in the future their self-discipline can make their lives peaceful, happy, successful, and full of love from people around.

Discipline behavior is one of the problems that many children still experience. Discipline is necessary for children's development, with discipline it can provide a sense of security for children to avoid problems. With discipline, children can learn from mistakes to improve themselves and conform to their surroundings. Therefore discipline is the development of children's attitudes that must be improved and optimized. According to Rusdinal and Elizar (2005: 132) that discipline as a means of education and teaching for children, because of the discipline of children, it can form an orderly attitude in obeying the rules and norms that apply.

Regarding the ability of children's disciplinary attitudes, of course, parents or the school play an important role in fostering discipline in children. Parents are required to understand how to properly educate and care for their children. So that the position of parents is very important in improving children's personality from an early age. Teachers are also required to be able to provide examples of good behavior and actions according to good moral rules and ethics because what children see is what children will imitate. Every school has rules or regulations that each student must obey, and the school also has its way of habituating children's discipline.

Hypnoparenting from two syllables, namely, "hypnosis" and "parenting". The word hypnosis refers to a decrease in one's self-awareness. This situation we experience twice a



day when we are going to sleep and when we will wake up from sleep. Parenting is all about how parents educate, raise, and raise children. Hypnoparenting is a science that combines knowledge about educating, caring for, and raising children through hypnosis (Setyono, 2006: 25-26).

According to Smart (2012: 63), Hypnoparenting is knowledge about educating with hypnosis which is applied to every aspect of learning activities in educating and caring for children. Hypnoparenting can also be interpreted as a method of improving the quality of behavior and children's perspective by doing programming. This is in line with the opinion of a Navis (2013: 152) arguing that hypnoparenting as a method of parenting, educating and caring for children is carried out by providing a series of applications of positive suggestions in the hypnosis method, namely by utilizing a reduction in children's brain waves. Thus the child is in his subconscious which can easily accept, store and absorb the memory of the treatment without coercion given by parents or teachers.

From the results of observations that the researcher had done before by interviewing one of the teachers in a PAUD in the Manahan area, it was found that the school had implemented discipline all the time so that it became a habit for the child. Although there were still some group A children who still arrived late, did not dress according to schedule, did not want to line up before entering class, did their assignments as they pleased, did not want to tidy up their toys to their original places, and littered. The low level of children's discipline is influenced by the child's lack of ability to comply with school rules. Even though the teacher has tried to accustom children to discipline in school. Besides, teachers have also exemplified discipline in children, reprimanded

children, and reminded children to always be disciplined every day.

Hypnoparenting as a technique/method that can be done and applied by parents or teachers in educating and caring for children by controlling children's actions and emotions through a series of positive suggestion hypnosis activities.

RESEARCH METHOD

This research is a secondary research type of literature review with analysis in the form of criticism (building/dropping) research that has been carried out on a specific topic or questions that are part of a particular scholarship (Agusta, 2008). In this study, researchers analyzed the hypnoparenting method in its application to significantly improve children's discipline from an early age.

The independent variable is the hypnoparenting method. The dependent variable is child discipline. The population of all research journals with the topic of hypnoparenting methods and child discipline. The sample is a research journal with the topic of the hypnoparenting method and child discipline that complements the criteria. The sample criteria of this research are: 1) It is descriptive qualitative research, quantitative, PTK. 2) The treatment given is a hypnoparenting method to improve children's discipline from an early age. 3) Respondents in each research journal are children, teachers, principals, and parents. 4) The research locations are scattered in several regions in Indonesia. 5) The research results were published in the 2016-2020 period. 6) References in the form of primary particles of approximately 20 articles. 7) Quality, accredited, and reputable national journals with the last 5 years and international journals with the last 7 years.

The flow of the journal literature review analysis is carried out by **Figure 1**.

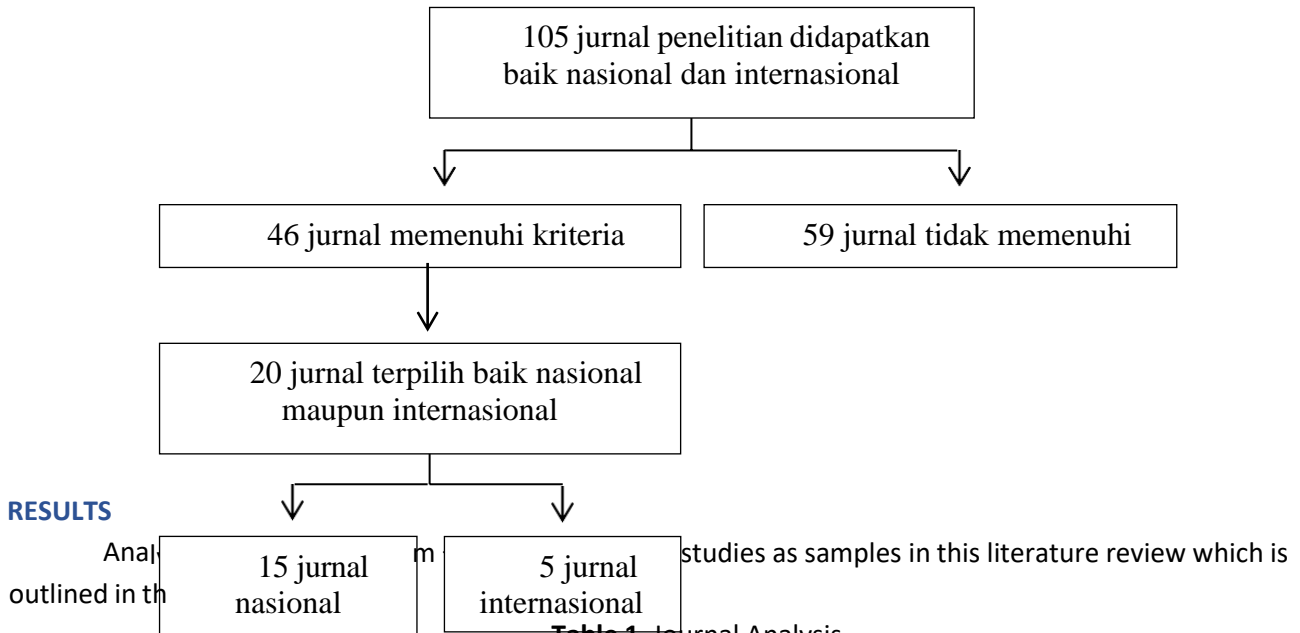


Table 1. Journal Analysis

No	Researcher And Year	Title	Research Type And Design	Population	Sample	Variable	Data Collection Techniques And Instruments	Data Analysis	Research Result
1	Desak Komeng E.D, Niketut Suarni, dan Mutiara Maghta (2016)	Application of Modeling Techniques to Improve Discipline in Children Aged 5-6 Years	PTK, with two cycles	Children aged 5-6 years in Kindergarten August 17, Bungkulun Village	21 children	Modeling Disciplines and Techniques	Observation	Descriptive statistics and quantitative descriptive statistical analysis methods	There was an increase in children's discipline from the application of modeling techniques reaching 20%, where the first cycle was 68%, then the second cycle increased to



									88%
2	Edy, Myrnawati CH, M. Syarif Sumantri, dan Elindra Yetti (2018)	The Effect of Parent Involvement and Parenting on Child Discipline	Survey ex post facto	PAUD units that have received family education program intervention	Parents of students in PAUD South Jakarta who receive family education program intervention	Parental involvement and parenting and discipline	Observation	Single correlation as well as multiple correlations	The results show that (1) parental participation in family education affects children's disciplinary behavior (2) parenting has an effect on children's discipline (3) parental participation in educational units has interaction (4) democratic parenting has a better effect on children's discipline attitudes (5) active parental participation with authoritarian parenting influences children's discipline
3	Nurul Ihsan, Nina Kurniah, dan Anni	The Relationship between Habitual Methods	Quantitative descriptive with correlation	Children in Al-Hidayah PAUD, Bengkulu	30 children, from group B1 8	Method of habituation and discipline	Observation in the form of a checklist	Correlation	The significant correlation seen from Fount 0.418 is greater than Fable 0.374



	Suprapti (2018)	in Learning and Early Childhood Discipline	n type	City	children, B2 8 children, B3 7 children, and B4 7 children.	e				significant level 5% (0.418 < 0.374) so Ha is accepted
4	Viona Calista.S, Nina Kurniah, dan Mona Ardina (2019)	The Relationship of Reinforcement to Early Childhood Discipline in PAUD Pembina 1 Bengkulu City	Quantitative descriptive, with a correlational design	Children in PAUD Pembina 1 Bengkulu City	14 children from group B3 and 1 teacher	Reinforcement and discipline	Observation in the form of a checklist	Correlation		There is a significant relationship between reinforcement and discipline seen that Ha is approved while Ho is rejected
5	Christina Hermawati dan Nurhenti Dorlina Simatupang (2016)	Effect of Operant Conditioning on Discipline of Group B Children	Quantitative by experiment	Children in group B at TK Dharma Wanita Persatuan Kabupaten Sidoarjo	24 children	Operant conditioning and discipline	Observation and documents	Test the levels marked Wilcoxon		Obtained count 4.2 > t-table 2.807, then Ho is rejected and Ha is accepted so that it can be concluded that there is an effect of operant conditioning on children's discipline
6	Sri Karina Elprida, I Wayan Sujana,	The Effect of Basic Teaching Skills on	Pre-experimental designs,	Early childhood group B1 TK	20 children	Basic teacher teaching skills	Observation	t-test		The result of the post-test mean value is greater than



	Luh Ayu Tirtayani (2018)	Teachers' Discipline Behavior in Early Childhood Group B	with one-group pretest-posttest	Ganesha Denpasar		and disciplinary behavior			the pre-test mean value (85.25 > 71.50), so Ho is rejected.
7	Kadek Desy. Wahyuningsih, I Wayan Sujana, dan Luh Ayu Tirtayani (2018)	The Effect of Teacher Gestures on Discipline Behavior of Children in Group B	Quantitative, with pre-experiment with one-group pretest-posttest design	Child B1 at Kindergarten Widya Kumara Sari, South Denpasar District	27 children	The application of teacher gestures and discipline	Non-test form of observation	t-test	Obtained that the post-test mean value (83.74) is greater than the pre-test mean value (63.72), then Ha is accepted.
8	Rika Partikasari, Sysva Nurwita, dan Neneng Uliya (2020)	The Role of Teachers in Instilling Discipline Values in PAUD Al-Anisa Group B Bentiring, Bengkulu City	Qualitative descriptive	At PAUD Al-Anisa group B Bentiring, Bengkulu City	4 teachers	The role of the teacher and discipline	Documentation, interviews, and observations	Describe	The teachers showed that they had instilled the values of discipline in group B children very well so that children's education could be optimal
9	Kasmawarni (2018)	Improving Children's Discipline through the Application of Neuroscience	Classroom action research with two cycles	Al-Hidayah Kindergarten Aia Tabik 2018/2019 Academic	20 children, 7 girls, and 13 boys	Discipline and neuroscience theory	Documentation and observation	Qualitative and quantitative descriptive	It shows that there is an increase in the percentage of the initial BSB value averaging 8.75%, cycle I increased to 22.5% and cycle



		Theory in Al Hidayah Aia Tabik Kindergarten		Year					II increased to 83.75%.
10	Nurmilla Ulfa Rukmana dan Farida Ainur Rohmah (2017)	Factors Affecting Discipline Children in Group A 4-5 Years Old Kindergarten Aba Keringan, Wonokerto, Turi, Sleman, Yogyakarta	Qualitative with a case study approach	Group A at TK Aba Keringan Wonokerto, Turi, Sleman, Yogyakarta	2 teachers, 3 guardians of students Object : 3 children	Discipline and influencing factors	Documentation, observation, interviews	Data triangulation	The results of the study 2 factors influence undisciplined children, namely external factors of school, family and community, and internal physical and psychological factors.
11	Mila Sabartiningsih, Jajang Aisyul Muzakki, dan Durtam (2018)	The Implementation of Reward and Punishment in Establishing Early Childhood Discipline Character	Qualitative descriptive	Children of group B in RA An-Nawaa 3 Cirebon City	The principal, B grade teachers and parents	Reward and punishment, discipline	Observation, interview, and documentation	Data triangulation	The results of the research show that the implementation of reward and punishment in group B children is good enough to form a child's discipline, the teacher gives rewards when the child obeys the rules and the teacher gives punishment when the child



									violates the rules, but the teacher still considers the age, situation, and conditions for giving rewards and punishment right on target.
12	Ifana Anugraheni (2017)	Hypnoparenting Against Temper Tantrums in Preschool Children in Bina Insani Integrated Islamic Kindergarten, Mojoroto District, Kediri City	Quantitative, with the type of Quasi-experiment with time series design	Preschool children TK IT Bina Insani, Mojoroto District, Kediri City	19 children	Hypnoparenting and tantrums	Observation	Wilcoxon statistical test	The results showed the influence of <i>hypnoparenting</i> on the temper tantrums of preschool children. There is a p-value = 0.020, smaller than $\alpha = 0.05$, so H_0 is rejected and H_1 is accepted
13	Erlin Puspita, Hesti Wulandari, Nurhayati, dan Siti Rahmadani (2019)	Hypnoparenting Method to Increase Vegetables and Fruits Consumption in Kindergarten	Quasi-experiment two groups pretest-posttest	125 parents at TK Manbaul Hikmah Teluknaga Tangerang	60 parents	Hypnoparenting, consumption of fruits and vegetables	questionnaire	McNemar's non-parametric test	The McNemar test results prove the value of $p = 0,000$ or $p < 0.001$, so there is a difference before and after the application of the <i>hypnoparenting</i> method, there



									is an increase from the pretest proportion of 26% to the posttest proportion of 86.7%
14	Sri Nurmayani, M. Arief Rizka, dan Maskun (2016)	The Effect of Hypnoparenting Training on Increasing Parents' Understanding in Educating Early Childhoods in Aikmual Village, Central Lombok Regency in 2016	Quasi-experimental one-group pretest-posttest design	In Aikmual Village, Central Lombok Regency	20 parents	<i>Hypnoparenting</i> training and understanding of parents in educating children	Documentation and questionnaires	Using the Chi-Square formula	Obtained the value of X ² -count 49.829, while X ² -table 9.488 with a significant level of 5%, then H _a is accepted, namely the influence of hypnoparenting on increasing understanding of parents educating children
15	Henry Noor Wijayanti, Delima Citra Dewi, dan Maratusholikhah Nurtyas (2019)	Effect of Hypnoparenting on Improving Nutritional Status in Toddlers	The quasi-experimental method with non-randomized pretest-posttest design	Children under five in the working area of the Depok Public Health Center 2	10 children under five	<i>Hypnoparenting</i> and nutritional status	Observation	ANOVA test	After <i>hypnoparenting</i> , there was only a slight increase, the average value of BW / U = 0.076 TB / U = 0.151 And weight/height = 0.112, so it can be concluded



									that there is no <i>hypnoparenting</i> effect on the nutritional status of children under five
16	Elizabeth Prima dan Putu Indah Lestari (2018)	The Improvement of The Discipline for Early Childhood Through the Token Economy Technique	PTK with two cycles	Children of group A TK Kumara Asri Denpasar	20 children with 12 boys and 14 girls	Discipline and token economy technique	Observation	-	There is an increase in a discipline in children as much as 26.93% who have achieved mastery learning after implementing the token economy from cycle I to cycle II
17	Melia Sisda, Ria Novianti, dan Yeni Solfiah (2019)	The Relationship between Discipline and Interpersonal Intelligence of Children Aged 5-6 Years in TK Negeri Dharma Wanita Persatuan Kuantan Singingi	Quantitative correlation	In TK Negeri Dharma Wanita Kuantan Singingi	33 children	Discipline and interpersonal intelligence of children	Observation	Pearson product-moment correlation test	This study shows that discipline has an effect of 32.04% on the interpersonal intelligence of children 5-6 years in TK Dharma Wanita, Kuantan Singingi Regency.



		Regency							
18	Resti Roswanda Utami, Dede Gantini, dan Ir Khairiyah (2019)	The Effect of Hypnoparenting on Nocturnal Enuresis in Preschool Children in Kindergarten, Kahuripan Village,	Pre experimental with pretest-posttest design	Preschool-aged children at the Kahuripan Village Kindergarten	30 respondents	<i>Hypnoparenting</i> and nocturnal enuresis	Observation	Wilcoxon signed-rank test	The results obtained showed a decrease in the frequency of nocturnal enuresis after <i>hypnoparenting</i> so that the minimum value was 0, the maximum value was 7, and the median value was 1.50.
19	Sapariah Anggraini (2018)	Hypnoparenting Effects Toward Fatigue As An Impact of Chemotherapy Among Pediatric Patients with Acute Lymphoblastic Leukemia	Quasi-experiment with before-after study	Children suffering from acute lymphoblastic leukemia aged 5-12 years at Ulin Hospital, Banjarmasin	30 children	<i>Hypnoparenting</i> and chemotherapy-induced fatigue	Observation	Difference test 2 mean	The results showed that there was a decrease in the mean value of fatigue levels after <i>hypnoparenting</i> based on the mean difference of 5.30 while the p-value was 0.0003, 95% CI (2.681-7.919).
20	Fitria Primi Astuti, Widayati, dan	Effect of Hypnoparenting on Decreased Enuresis in	Quantitative, Quasi-experimental one-group pretest-	Preschool-aged children in West Ungaran District,	21 preschoolers	<i>Hypnoparenting</i> and enuresis	Questionnaire	Dependent t-test	There was a decrease in remuneration before 1 week, 1-2 weeks, and 2-3 weeks of



	Isfaizah (2019)	Preschool Children	posttest design type	Semarang Regency					<i>hypnoparenting</i>
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According to research by Dewi, Suarni & Magta (2016) entitled 'Application of Modeling Techniques to Improve Discipline in Children aged 5-6 Years' which uses classroom action research which is applied in 2 stages, namely, cycle I and cycle II with discipline variables and modeling techniques. The subjects in this study were 21 children from a population of children aged 5-6 years in Kindergarten 17 August, Bungkulan Village. The data collection technique is in the form of observation with descriptive statistical data analysis with quantitative descriptive statistical analysis method so that data analysis results are obtained in the form of an increase in children's discipline from the application of modeling techniques reaching 20%, where the first cycle is 68%, then the second cycle increases to 88%. So it can be concluded that this study has increased child discipline after the application of modeling techniques.

According to Edy, Myrnawati, Sumantri & Yetti (2018) entitled 'The Influence of Parental Involvement and Parenting Patterns on Child Discipline' by researching the ex post facto survey method with variables of parental involvement and child care and discipline. The population is focused on early childhood education programs that have received family education program intervention by taking a sample of parents of students in PAUD South Jakarta who received intervention in family education programs. In the data collection technique, an observation was carried out and analyzed data with multiple correlations and single correlation so that the results of the data analysis showed that (1) the participation of parents in family education has an effect on early childhood discipline behavior (2)

parenting has an effect on children's discipline (3) the participation of parents in educational units has an interaction (4) democratic parenting has a better effect on children's discipline attitudes (5) the participation of parents who are active with authoritarian parenting has an influence on early childhood discipline.

According to the research of Ihsani, Kurniah & Suprpti (2018) entitled 'The Relationship between Habituation Methods in Learning and Early Childhood Discipline', this type of quantitative descriptive research with correlation, as well as the variables of habituation and discipline methods. Children in PAUD Al-Hidayah Kota Bengkulu were the population in this study, where there were 30 samples of children in group B1 8 children, group B2 8 children, group B3 7 children, and group B4 7 children. The data collection technique is observation in the form of a checklist and data analysis with correlation. The results of the data analysis showed a significant correlation between habituation methods in the teaching and learning process with early childhood discipline seen from Fount 0.418 greater than Ftable 0.374 for a significant level of 5% ($0.418 < 0.374$) so that H_a was accepted.

According to research by Calista, Kurniah & Ardina (2019), entitled 'The Relationship of Reinforcement to Early Childhood Discipline in PAUD Pembina 1 Kota Bengkulu' with a quantitative descriptive correlational design. This study took a sample of 14 children from group B3 and 1 teacher with the variables studied, namely reinforcement and early childhood discipline. The data collection technique is by observing in the form of a checklist and analyzing it with a



correlation so that the results of the research prove that there is a significant relationship between reinforcement and discipline seen from H_a approved while H_o is rejected.

According to research by Hermawati & Simatupang (2016) with the title 'The Effect of Operant Conditioning on Discipline in Group B Children' using a quantitative approach to experimental design. There are two variables in this study, namely operant conditioning and discipline. Samples taken were 24 children from the population of group B children at TK Dharma Wanita Persatuan, Sidoarjo Regency. For data collection using documentation and observation techniques with data analysis in the form of a level test marked Wilcoxon, thus the research results obtained count $4.2 > t_{table} 2.807$, then H_a is accepted and H_o is rejected so that it can be concluded that there is an effect of operant conditioning on the disciplined attitude of group children B.

According to Elprida's research, Sujana & Tirtayani (2018) which took the title 'The Effect of Teacher Basic Skills on Disciplinary Behavior of Early Childhood Group B' by taking the type of research pre-experimental design, with one group pretest-posttest. The sample used by 20 children is the same as the population, as this study is said to use saturated samples. The data collection technique used observation and analyzed with the t-test, so the results obtained showed that the post-test mean value was greater than the pre-test mean value ($85.25 > 71.50$), so H_o was rejected, so this study was said to be successful. the existence of H_a was accepted.

According to research from Wahyuningsih, Sujana & Tirtayani. (2018) entitled 'The Effect of Teacher Gesture Implementation on Disciplinary Behavior of Group B Children' can be seen that this research is pre-experimental research with a one-group pretest-posttest design. The

population of this study was the children of group B1 in Kindergarten Widya Kumara Sari, South Denpasar District with a sample of 27 children. The data collection technique uses non-test observation and analyzes it using the t-test. So that the research results that prove the post-test mean value (83.74) is greater than the pre-test mean value (63.72), then H_a is accepted. Thus this research is successful and there is a change in the discipline of children after the implementation of teacher gestures.

According to Partikasari Research, Nurwita & Uliya (2020) entitled 'The Role of Teachers in Instilling Discipline Values in PAUD Al-Anisa Group B Bentrining, Bengkulu City' using qualitative descriptive methods, and data collection using documentation, interviews, and observations. The independent and dependent variables are the role of the teacher and child discipline. The sample of this study consisted of 4 teachers whose data were analyzed so that the results of the research of the teachers showed that they had instilled the values of discipline in group B children very well so that children's education could be optimal.

According to Kasmawarni's research (2018) with the title 'Improving Child Discipline through the Application of Neuroscience Theory in Aia Tabik Kindergarten Al-Hidayah' which uses a classroom action research approach with cycle I and cycle II. In this study, a sample of 20 children consisted of 7 girls and 13 boys. Discipline is the dependent variable while the application of neuroscience theory is the independent variable. The data collection techniques were observation and documentation and analyzed descriptively qualitatively and quantitatively. The results of this study proved that there was an increase in the percentage of the initial BSB value averaging 8.75%, the first cycle increased to 22.5% and the second cycle increased to 83.75%. So that it can



be concluded, the application of neuroscience theory to improve children's discipline can be successful and increase.

According to Rukmana & Rohmah's research (2017) entitled 'Factors Affecting Discipline of Group A Children aged 4-5 years in TK ABA Keringan, Wonokerto, Turi, Sleman, Yogyakarta' using descriptive qualitative methods. In this study, the independent and dependent variables are the factors and discipline. For the research subject, there were 5 people, 2 teachers, and 3 parents and the object was 3 children from group A aged 4-5 years. The data collection techniques are interviews, observation, and documentation using the instrument of interview guidelines and observation guidelines, then the data analysis uses triangulation. So that the results obtained from the research 2 factors affect children who are not disciplined, namely external factors of family, school, and community and internal physical and psychological factors.

According to the research of Sabartiningsih, Muzakki & Durtam (2018) with the title "Implementation of Reward and Punishment in Forming the Character of Child Discipline" which used a qualitative descriptive method in group B children RA An-Nawaa 3 Cirebon City. The sample of this research is class B teachers, school principals, and parents of students with the independent variable reward and punishment and the dependent variable the character of the child's discipline. Data collection techniques from documentation, interviews, and observations were analyzed with data validity, namely data triangulation. The results of this study prove that the implementation of reward and punishment in group B children is good enough to form a child's discipline, the teacher gives rewards when the child obeys the rules and the teacher gives punishment when the child breaks the rules, but the teacher still considers aspects of age,

situation, and conditions for giving rewards. and punishment right on target.

According to Anugraheni's research (2017) entitled 'Hypnoparenting Against Temper Tantrums in Preschool Children at Bina Insani Integrated Islamic Kindergarten, Mojokerto District, Kediri City' with a quantitative approach, with a quasi-experimental type with a time-series design. The independent variable is *hypnoparenting* and the dependent variable is a temper tantrum. This study took a saturated sample technique where the sample amounted to the same as the population, which was 19 children. The data analysis technique used the Wilcoxon test so that the results of the research were that there was a *hypnoparenting* effect on the temper tantrums of preschoolers. There is a p-value = 0.020, smaller than $\alpha = 0.05$, so H1 is accepted.

According to Puspita's research, Wulandari, Nurhayati & Rahmadani (2019) with the title 'Hypnoparenting Method to Increase Vegetables and Fruits Consumption in Kindergarten' which uses a quasi-experimental research design of two groups pretest-posttest. The population of this study was 125 parents of children in TK Manbaul Hikmah Teluknaga Tangerang, who were taken as samples of 60 parents. The data were collected using a questionnaire to the child's parents before and after *hypnoparenting* was applied, so that the data analysis technique used a non-parametric McNemar test. The results of the McNemar test showed that the value of $p = 0,000$ or $p < 0.001$, so there was a difference before and after the application of the *hypnoparenting* method, there was an increase from the pretest proportion of 26% to the posttest proportion of 86.7%.

According to the research of Nurmayani, Rizka & Maskun (2016) entitled 'The Effect of Hypnoparenting Training on Improving Parents'



Understanding in Educating Early Childhoods in Aikmual Village, Central Lombok Regency in 2016' using a quasi-experimental approach design one-group pretest-posttest, there were 20 samples. parents and data collection in the form of questionnaires and documentation which analyzed the data using the chi-square formula. From the results of data analysis, the value of χ^2 -count was 49.829, while χ^2 -table was 9.488 with a significant level of 5%. So this research is said to be successfully seen from H_0 accepted, namely, there is an effect of *hypnoparenting* training on increasing parental understanding in educating children in the village of Akumal, Central Lombok Regency.

According to research by Wijayanti, Dewi & Nurtyas (2019) with the title 'The Effect of Hypnoparenting on Improving Nutritional Status in Toddlers' is a non-randomized pretest-posttest quasi-experimental study. In this study, the independent variable is *hypnoparenting* and the dependent variable is the nutritional status of children under five. Samples taken were 10 children under five who were in the working area of the Depok 2 Public Health Center with the observation data collection technique which was analyzed using the ANOVA test. The results of this study after *hypnoparenting* experienced only a slight increase, the average weight/age = 0.076 TB / U = 0.151 and BW / TB = 0.112 so that it can be concluded that there is no hypnoparenting effect on the nutritional status of children under five in the working area of the Puskesmas Depok 2.

According to Prima & Lestari Research (2018) with the title 'The Improvement of Discipline for Early Childhood Through Token Economy Technique' which uses a classroom action research approach with two cycles, namely, cycle I and cycle II. The data collection technique for this research is observation, as many as 26 children as samples taken from group A children

at TK Kumara Asri Denpasar in the 2017/2018 school year. The results of the study showed an increase in self-discipline in children as much as 26.93% who have achieved mastery learning after implementing the token economy from cycle I to cycle II.

According to Sisda's research, Novianti & Solfiah (2019) entitled 'Discipline Relationships with Interpersonal Intelligence Children Aged 5-6 Years in TK Negeri Dharma Wanita Persatuan Kuantan Singingi Regency' with the quantitative correlation method. Discipline and interpersonal intelligence are the variables used in this research.

The research sample was 33 children aged 5-6 years with observation data collection techniques, then analyzed using the person product-moment correlation test. The results showed that discipline had an effect of 32.04% on the interpersonal intelligence of children aged 5-6 years at TK Negeri Dharma Wanita, Kuantan Singingi Regency.

According to Utami's research, Gantini & Khairiyah (2019) with the title 'The Influence of Hypnoparenting on Nocturnal Enuresis in Preschool Children in the Kahuripan District Kindergarten Area' using the pre-experimental pretest-posttest design research. The independent variable is *hypnoparenting* and the dependent variable is nocturnal enuresis with a sample of 34 respondents from the population of preschool-aged children in the Kahuripan District Kindergarten. The data collection technique is by observing and analyzing it using a pre-experimental pretest-posttest design. The results showed that there was a decrease in the frequency of nocturnal enuresis after *hypnoparenting* so that the minimum value was 0, the maximum value was 7, and the median value was 1.50.

According to Anggraini's research (2018) entitled 'Hypnoparenting Effects Tow Ards Fatigue As An Impact Of Chemotherapy Among Pediatric



Patients with Acute Lymphoblastic Leukemia' with a type of quasi-experimental design before-after study. The population of this study, namely children suffering from cancer called acute lymphoblastic leukemia with a sample of 30 children aged 5-12 years. The data collection technique was observed and analyzed using the 2 mean difference test so that the results showed that there was a decrease in the mean value of fatigue levels after *hypnoparenting* based on the mean difference of 5.30 and p-value 0.0003, 95% CI (2.681-7.919)

According to Astuti, Widayati & Isfaizah's research (2019) with the title "The Effect of Hypnoparenting on Enuresis Decrease in Preschool Children" with quasi-experimental using a one-group pretest-posttest design. The independent variable in this study is *hypnoparenting* and the dependent variable is enuresis, by taking a sample of 21 preschool children. The data collection technique used a questionnaire and analyzed with the dependent t-test, thus the results of the analysis showed that there was a decrease in remuneration both before 1 week, 1-2 weeks, and 2-3 weeks of *hypnoparenting*.

DISCUSSION

All journals sampled in this literature review study used various types of research, namely: qualitative, quantitative, and PTK. There are 6 quasi-experimental design studies with various approaches (one group pretest-posttest design, two group pretest-posttest design, before-after study, non-randomized pretest-posttest design, and time-series design), 1 experimental design research, 2 pre-design research, experimental pretest-posttest design, 1 pre-experimental design research one group pretest-posttest design, 3 correlation design research, 3 cycle design research, 2 qualitative descriptive

design research, 1 case study design research, and 1 ex post facto survey design research. The sample selection method is by the qualitative, quantitative, and PTK research standards, namely by collecting data using a questionnaire, questionnaire, observation, interview, and documentation. So that this literature review study can be generalized to the population and can reduce the bias towards this study. There are various kinds of the population used in the 20 selected journals in this literature review study, namely: early childhood, parents, classroom teachers, and school principals. The range of the number of respondents from each study was 3-60 people. The sample in this literature review study varies greatly based on the purpose of the research focus so that the researcher has calculated and decided appropriately so that the sample criteria do not affect the research results. Of the 20 journals selected as the material for analysis in this literature review, there are various kinds of dependent variables, namely discipline, understanding of parents in educating children, children's interpersonal intelligence, nutritional status and children's diet, enuresis (bedwetting), temper tantrums, and children's chemotherapy fatigue. While the independent variables are also of various kinds, namely *hypnoparenting*, parental involvement and parenting, habituation methods, operant conditions, reinforcement, modeling techniques, teacher skills and gestures, influencing factors, reward and punishment, discipline, neuroscience theory, and token economy technique. The results of research from these various journals are the majority of the research is successful and there is an increase or change that occurs after the application and action of the independent *hypnoparenting* variable. There is 1 study that slightly improved after the application of *hypnoparenting* measures, although this research is only 1 of the many



successful studies and there are improvements and changes. So that according to the observations of researchers, this review literature still has a very large opportunity and the potential for the application of *hypnoparenting* to be successful in significantly increasing children's discipline from an early age.

Overall, the research in the 20 journals above that has been analyzed shows that there are a connection and continuity between one research and another, which means that *hypnoparenting* is very effective for parents or teachers in solving personality problems that exist in children from an early age. This is in line with Pratomo's opinion (2012: 19) that *hypnoparenting* can be applied to solve various disorders or problems in the following children.

1. Preventive, namely preventing psychosomatic events.
2. Maintenance, which is maintaining mental endurance.
3. Reconstruction, mental recovery.
 - a. Can inhibit stress; eliminating the sense of trauma phobia and dependence; prevent depression; psychosomatic coping; and alleviate OCD (obsessive-compulsive disorder).
 - b. Reduce pain; overcome insomnia, asthma, hypertension, impotence, bulimia, allergies, and obesity; and restore memory due to minor amnesia.
 - c. Solving crime problems, increasing productivity, improving memory, and can improve one's personality.

There are several stages of the application of hypnoparenting according to Pratomo (2012: 25-31).

1. The pre-talk stage
This stage is the beginning for parents, teachers, or therapists in exploring and recognizing children's

problems in detail. You can observe the child, ask the child directly, you can also ask through the child's peers or people who are close to the child.

2. The pre-induction stage

The stage where it makes children feel safe, comfortable, and relaxed. Give freedom to the child in the position he wants, listen to relaxation music for the child, caress the head and back of the child with great warmth. Then ask the child to inhale and exhale 3 times so that the child is calmer and more relaxed.

3. The induction stage

At this stage, the child is usually like being sedated but the child is still moving and salivating occasionally. It can be said that the child is in a semi-conscious state, but in this condition, suggestions cannot be included.

4. Suggestion steps

If the child is not blinking, does not move, and does not swallow, prevent the child from falling asleep. Ask the child to take a breath then give positive suggestions because currently, the child is in his subconscious. Use constructive and positive sentences such as, "When you want to pee, you will immediately get up and go to the toilet." Repeat this suggestion several times in a soft tone of voice. Don't let the child fall asleep and do it quickly.

5. The post-hypnotic suggestion stage

This stage is the stage where suggestions can be accepted by the child and remain in the child. For example, as follows:

- a) "When mom holds your shoulder, then you become happy"



- b) "When you see your school logo, you become active in studying"
- c) "When you see your video game, then you get very sick."
- d) "From now on when you see your study table, you want to always open your book"

6. The termination stage

The stage of ending hypnosis.

- a) "When you wake up, then everything mama said you will remember and you do"
- b) "Inhale and then exhale" (3x) in the count of three you will wake up.

The theory above proves that *hypnoparenting* can improve or change a person's personality. This is reinforced by the opinion of a psychiatrist from the United States named Erickson (in Pratomo: 2011) whose practice specifically on medical hypnosis and therapy for families suggests that hypnosis or *hypnoparenting* is an effective and efficient method proven to solve problems and disorders in children. What is meant in overcoming children's problems in this literature review research is to change the child's disciplinary personality for the better.

Discipline is the key to success for everyone. Discipline is raised, trained, and habituated from an early age. In child discipline, it is also occasionally necessary to let children make mistakes so that children learn from their own mistakes (Setyono 2006: 93). Disciplining children does not mean curbing and controlling so that children do not make mistakes at all, but discipline can help children to control themselves so they can behave well and not ignore the rules or regulations that have been enforced. Early childhood discipline is needed so that children can adapt to their social life, as well as support children to adapt to their surroundings, be it family, school, and community. According to

Watah (in Dian Ibung 2009: 83) discipline is an effort to support children to develop self-control, with discipline they can fix their wrong behavior. Discipline can also encourage, guide, help, and teach children how to think regularly.

Understanding and the participation of parents in educating, caring for, and raising children is very important so that parents can accompany children's development from an early age and so that parents can control the child's personality well. It does not only apply to parents of children but also applies to teachers, as teachers must understand what developments have not been achieved in each of their students. Teachers can also accompany, control, and get used to discipline children. With the *hypnoparenting* method, it can make it easier for parents or teachers to improve children's discipline from an early age without any element of coercion, but by giving positive suggestions in the child's subconscious. For maximum results, it is expected to give positive suggestions by applying *hypnoparenting* continuously and continuously. This is in line with Davis's research opinion (in Ani Maghfiroh 2015: 58) which states that new habits that are applied for 21 days continuously will have the potential to become new personalities or behaviors.

In this literature review, the researcher wants to provide knowledge and views to teachers, parents, and people who have early childhood who have various problems or disorders in child development, for example, child discipline can apply *hypnoparenting* methods to improve or change children's disciplinary behavior to be better and increasing. If children are not trained in discipline from an early age, it will have a bad impact on children's behavior in the future, and can even be carried over to adulthood. Therefore, the researchers convey this literature review to parents, teachers, and the community so that it



can be studied and practiced on their own to children who have problems with disciplinary

CONCLUSION

Understanding and the participation of parents in educating, caring for, and raising children is very important, as teachers must also know what developments have not been achieved in each child. The application of *hypnoparenting* can later be used by parents, teachers, and the community in raising and educating children. *Hypnoparenting* is an effective and efficient method that is proven to be able to solve problems and disorders in children, which means that the application of *hypnoparenting* can improve or change the child's personality and behavior. What is meant to solve children's problems in this literature review study is to change the child's disciplinary personality for the better and improve? Early childhood discipline is needed so that children can adapt to their social life, as well as support children to adapt to their family, school, and community environment. With the *hypnoparenting* method, it can make it easier for parents or teachers to improve children's discipline from an early age without any element of coercion, but by giving positive suggestions in the child's subconscious. For maximum results to improve children's discipline from an early age through the *hypnoparenting* method, it can be given positive suggestions in the application of *hypnoparenting* every day continuously for 21 days.

SUGGESTION

The researcher realized that this literature review was very imperfect. There are still many deficiencies in the discussions that have been reviewed and analyzed. Therefore, there are some suggestions for parents, teachers, the community, and future researchers. The *hypnoparenting*

behavior.

method can be considered as a means of solving problems or problems that exist in children both at home and at school, and can also help children to be disciplined. Further researchers are expected to further study this literature review to generate more in-depth new references to obtain more accurate results and also reveal stronger and more accurate conclusions related to the level of discipline of children.

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