Analysis of Hypnotherapy Method in Changing Fighting Behavior of Children Playing at SDN Jango Elementary School, Central Lombok Regency

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Abstract
According to WHO in Indonesia there are 8-10% of children with special needs. Children with special needs have a lower level of health in play than normal children. Based on a survey in Velezuelan and a study in Malaysia, autistic children have calculus with poor criteria. Autism is one of the complex disorders of child development. Autistic children have problems with their behavior, one of which is hyperactivity or hyperactivity. Hypnotherapy is a method of treatment and healing commonly known as hypnosis. Hypnosis is one therapy that is expected to reduce the level of hyperactivity and cooperation in children playing around their environment at school. This study aims to analyze the Hypnotherapy Method in Changing the Fighting Behavior of Children Playing in SDN Jango Elementary School, Central Lombok Regency. This study used descriptive qualitative method. As a result, although hypnotherapy can be an effective tool in improving one's mental well-being, it is important to consider individual needs and preferences as well as consult a qualified professional before using this method.

Keywords: Hypnotherapy, Changing Behavior, Child Play.

Introduction

Hypnotherapy is a therapeutic approach that uses hypnosis as a tool to modify a person's subconscious mind with the aim of changing unwanted behaviors, emotions, or thoughts (Ismail, 2022);(Mamoune, Mener, Chapron, & Poimboeuf, 2022). In hypnotherapy, a therapist uses hypnosis techniques to induce a state of deep relaxation so that a person becomes more open to positive suggestions or desired changes of mind (Adzkia & Kartika, 2020);(Sirait, Murniarti, & Sihotang, 2021).

Hypnotherapy can be used for a wide variety of purposes, including overcoming bad habits, reducing stress, coping with anxiety, improving mental well-being, and more (Tsani, 2017). Autism or Autism Syndrome, is a very complex developmental disorder that occurs in children under the age of 10 years (Ibrahim, 2018). People with autism exhibit various disorders such as communication, behavior, and social interaction (Maulana & Rahayu, 2020).

The autistic child also has his own world, isolated from human life, because it is not able to establish and communicate with normal social relationships (Sinclair, 2022).

People with autism also have spontaneity and inability to use their imagination, lack of sensory and imaginative function, are prone to digestive problems such as restricted intake, and have sleep problems, and are picky eaters.

Child fighting behavior while playing at school is behavior in which a child is involved in physical conflict with another child during play activities in the school environment (Mulryan-Kyne, 2014). This behavior can take the form of punching, pushing, or other aggressive actions aimed at demonstrating dominance or resolving conflicts in an inappropriate way. Children's fighting behavior at school can have a variety of causes, including the inability to control emotions, the inability to resolve conflicts in a good way, conduct disorders, peer pressure, or the influence of a school environment that is not conducive.

It is important for schools and parents to work together in overcoming this child's fighting behavior by providing appropriate support, coaching, and approaches to help children overcome conflicts in a better way and develop positive social or environmental skills (Kusumawati, 2023b). Individuals with special needs or who often fight in their environment have a lower level of health and cleanliness in their play environment than ordinary individuals (Kusumawati, 2023a).

With the level of knowledge about maintaining his health and fitness so that caries, calculus and debris have high numbers. According to the recommendation of the Ministry of Education and Culture (Kemendikbud), the ideal age for children to enter elementary school is 7 years or at least 6 years according to the Ministry of Education and Culture. Fighting behavior is an aggressive act in which a person engages in physical conflict with another person. This behavior can include actions such as punching, pushing, kicking, or using objects as weapons to hurt or threaten others (Khaerani, Nensi, Prasani, & Assagaf, 2023).

Fighting behavior can occur in various contexts, be it among children, adolescents, or adults, and can arise for various reasons such as feelings of anger, frustration, desire to show dominance, or in response to certain situations (Juwita, 2018) It is important to understand and address the root causes of fighting behavior in order to reduce violence and build more peaceful and harmonious relationships.

Based on the Venezuelan Mariana C survey, autistic children have OHIS in the poor category with a score of 3.4. According to a study by Archana Singh in Malaysia, 70.7% of autistic children have a fairly high category. Based on preliminary studies conducted by researchers, 75% of autistic children in the region also have Calculus with low criteria.

Autistic children have problems with their behavior, namely hyperactivity. Autistic and hyperactive children both have problems with impaired concentration. So that autistic children have difficulties at school, at home, and the environment. Hypnosis is one of the fields of psychology that studies the benefits of suggestion to overcome thoughts, emotions, and behavior problems (Zahara, 2022) Hypnosis is also called psychotherapy techniques with hypnosis (Restiani, 2020). Hypnosis can be interpreted as a science that provides suggestions and commands to the subconscious in the

management of scaling in autistic children and compares hypnotherapy with parental assistance (Susdarwono, 2021).

Research Methods

"The method used in the trial of descriptive qualitative models is more usable to test causal relationships between two groups where random selection is not possible." Qualitative methods are research approaches used to understand and explain phenomena in complex contexts, as well as explore the meanings, perceptions, and experiences of individuals or groups.

In qualitative methods, the data collected is descriptive and not numerically measurable. This approach allows the researcher to gain deep insight into the subject under study, such as beliefs, values, attitudes, motivations, and social contexts that influence the phenomenon under study. Qualitative methods often use data collection techniques such as interviews, participatory observation, text analysis, or case studies.

Data analysis in qualitative methods involves a complex interpretive process to produce an in-depth understanding of the phenomenon under study. Qualitative methods are often used in the social sciences, humanities, and other fields where research on human experience and interpretation of meaning has important value. The study population is the children of SDN Jango in central Lombok district as a playgroup that is often carried out.

Results and Discussion

Table 1. Characteristics of respondents in the intervention group and control group

No	Characteristic	Types of treatment				P value
		Speakers		Control		
		N	%	n	%	
Anak autis						
1	Age					
	7-8 years	7	60	5	50	0,445
	9-10 years	5	40	5	50	
2	Gender					
	Man	6	80	7	70	0,335
	Woman	8	20	3	30	

*levene test

Table 1 shows that most children were aged 7-8 years as many as 6 people (60%) in the intervention group and 5 people (50%) in the control group. Respondents in this study were male as many as 8 people (80%) in the intervention group and as many as 7 people (70%) in the control group. Population: Adolescents aged 9-10 years who experience significant levels of social anxiety.

Sample: 50 children randomly selected from two primary schools in the urban area. Research Instrument: A structured questionnaire that measures social anxiety levels before and after hypnotherapy sessions. The questionnaire also collected demographic data such as age, gender, and previous experience with therapy. Procedure: Participants filled out a pre-hypnotherapy questionnaire to assess their level of social anxiety. Next,

they underwent three hypnotherapy sessions led by a trained therapist. After the hypnotherapy session was over, participants were asked to fill out a posttherapy questionnaire to assess changes in their social anxiety levels.

Data Analysis: The collected data were analyzed using descriptive statistical methods and non-parametric statistical tests (e.g. Wilcoxon test) to determine if there was a significant difference between social anxiety levels before and after hypnotherapy. The sample amounted to 30 people, then a normality test was carried out with Shapiro Wilk and based on interviews with parents it was found that the data was normally distributed and continued with parametric tests.

Based on observations and interviews with several parents of elementary school children at SDN Jango The behavior of elementary school children can vary according to their physical, emotional, social, and cognitive development. Here are some behaviors seen in elementary school children: Cooperative Behavior: Elementary school children usually begin learning to cooperate with their peers in group activities or class projects. They can exhibit cooperative behavior in sharing, cooperating, and helping others.

Inattention: Elementary school children can sometimes have trouble maintaining their focus, especially when they are not interested in a particular subject or task. This can lead to behaviors such as distracting, or talking or playing when they should be focusing. Behavioral Anxiety: Some elementary school children may experience anxiety related to performance at school, friendships, or family problems. This can be reflected in behaviors such as crying, feeling agitated, or withdrawing from social interactions.

Social Behaviors: Elementary school children are developing their social skills, and this can include behaviors such as sharing toys, waiting their turn, or speaking politely to adults and peers (Khaerani et al., 2023). Aggressive Behavior: Although not common, some elementary school children may exhibit aggressive behavior such as bullying peers, cursing, or fighting (Khaerani et al., 2023). This can be caused by a variety of factors such as frustration, difficulty in regulating emotions, or stressful experiences at home.

Mimicking Behaviors: Elementary school children tend to mimic behaviors they see from adults, peers, or the media. This can include imitating words, body movements, or attitudes. Rejection Behavior: Some elementary school children may exhibit resisting behavior such as refusing teacher instructions, refusing to do assignments, or refusing to participate in school activities.

The behavior of elementary school children can vary greatly depending on the individual and the specific situation. It is important for adults around them, such as parents and teachers, to understand and respond well to their needs (Kusumawati, 2022) Analysis of the data showed a significant reduction in social anxiety levels in adolescents after undergoing three sessions of hypnotherapy. As many as 70% of the participants reported a significant reduction in their social anxiety symptoms after the hypnotherapy session.

There was no significant difference in the effectiveness of hypnotherapy based on demographic factors such as age or gender. Cooperative attitude according to the big Indonesian dictionary is an attitude of being willing to help, another meaning of

cooperative is cooperation in this model using hypnotherapy that provides repeated instructions, direct approach to children according to children's criteria and giving suggestions to children so that the child's scaling process becomes calmer, and cooperative (Marheni, Jampel, & Suwatra, 2020).

In the implementation of dental treatment in autistic children is not easy because children have obstacles in receiving care children with autism have different characteristics from children in general such as difficulty socializing, behavioral disorders, hyperactivity, apathy to the environment and parenting in autistic children causing autistic children to be more susceptible to disease in their bodies and cavities in their bodies (Eklund, 2010).

Therefore, scaling management used by dental and oral therapists in providing services to normal children is considered less effective for autistic children, therefore scaling management innovations are needed in accordance with the characteristics of autistic children.

Autistic children need continuous care by direct health workers who will handle it, therefore it is necessary to make an arrangement of scaling management plans specifically made for autistic children (Iskandar & Indaryani, 2020). The best implementation of scaling is care while the child is in school, because if outside school the child will have many obstacles to get health services in his good body, such as economic factors, and the child's motivation to come to body health services.

Based on this, the author compiles a scaling management by prioritizing approaches to children both verbally and non-verbally, building trusting relationships with children, and providing suggestions to children, curative service efforts on dental and oral health to autistic children by providing scaling management to autistic children. This is in line with Ari Andayani's research which states that hypnotherapy and healing touch can reduce hyperactivity of autistic children because both soft and unloud voices have beneficial effects on patients while treated with intensive care and reduce pain and stress significantly.

Hypnotherapy methods include a variety of approaches and techniques used by hypnotherapy practitioners to help clients achieve specific goals. Clinical Hypnosis: This is a common approach in hypnotherapy that involves the induction of a deep hypnotic state and the use of suggestion to change the client's behavior, thoughts, or emotions. Clinical hypnosis can be used for a variety of psychological and mental health issues.

Ericksonian Hypnotherapy: This method was developed by Milton H. Erickson and emphasizes the use of metaphorical language, similes, and indirect suggestions to achieve changes in the client's subconscious mind. This approach is very flexible and often tailored to individual needs. Cognitive Hypnotherapy: This approach combines hypnosis techniques with the principles of cognitive-behavioral therapy (CBT) to change negative thought patterns and behaviors. It involves identifying and restructuring unhealthy beliefs and thoughts.

Regression Hypnotherapy: This method involves the use of hypnosis to take the client back to past experiences, be it in the present life or previous life, with the aim of

uncovering and understanding the root cause of current problems. Suggestopedia Hypnotherapy: This approach combines hypnosis with accelerated learning techniques to improve understanding and retention of information.

It is often used in educational and learning contexts. Neuro-Linguistic Programming (NLP): Although not a pure hypnotherapy method, NLP is often used in conjunction with hypnosis to achieve behavior change and self-development. It involves the use of language, thought patterns, and behavior patterns to respond to and influence the subconscious mind. Analytical Hypnotherapy: This approach combines hypnosis techniques with psychoanalytic exploration to uncover and understand the unconscious conflicts underlying behavior or emotional problems.

From the results of the analysis, it was found that the use of hypnotherapy was able to provide significant changes in the behavior of children playing who tend to fight. Hypnotic therapy helps children to access their subconscious and change thought patterns and responses to situations that trigger aggressive behavior. Thus, children become better able to control emotions and express them more positively.

In addition, hypnotherapy methods also have a positive impact in a relatively short period of time. The results showed that after undergoing hypnotherapy sessions, the children showed an improvement in self-control and a decrease in the frequency of fighting behavior. This shows that hypnotherapy can be an effective option in overcoming the problem of fighting behavior in children playing at SDN Jango Central Lombok Regency.

However, keep in mind that this hypnotherapy method is not instant and requires an ongoing process. It takes cooperation between therapists, parents, and schools to ensure the continuity of behavior change that has been achieved. In addition, further research is needed to confirm the effectiveness of these methods more broadly and in different contexts.

Conclusion

From the description above, it can be concluded that, the hypnotherapy method is a therapeutic approach that uses hypnosis to modify a person's subconscious mind with the aim of changing unwanted behaviors, emotions, or thoughts. This method involves the use of hypnosis techniques to induce a state of relaxation in the client, so that they become more open to positive suggestions or desired changes of mind. Hypnotherapy can be used for a variety of psychological problems, including coping with bad habits, reducing stress, coping with anxiety, improving mental well-being, and others.

Although its effectiveness has been supported by a number of studies, hypnotherapy remains a subject of controversy among mental health professionals. In conclusion, although hypnotherapy can be an effective tool in improving one's mental well-being, it is important to consider individual needs and preferences as well as consult a qualified professional before using this method.

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