

Installing Method and Subconscious Learning: A Sustainable English Learning Innovation Through Subconscious Knowledge Transfer in Kuantana Indonesia

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ABSTRACT

Objective: This study aims to analyze the design, concept, and implementation of the Installing Method and Subconscious Learning in English learning at Kuantana Indonesia. The study also seeks to explore how subconscious-based learning can accelerate English mastery without traditional memorization and repetitive drills. **Method:** This research employed a descriptive qualitative approach conducted at Kuantana Indonesia as the research site. Data were collected through observations, interviews with master installers and learners, and documentation analysis. The data analysis process involved unitizing, recording, reducing, inferring, analyzing, and narrating to ensure data trustworthiness and comprehensive interpretation. **Results:** The findings reveal that the Installing Method emphasizes subconscious activation through alpha-wave learning conditions, allowing learners to absorb knowledge naturally and automatically. The learning process minimizes conscious memorization and analytical thinking, resulting in relaxed and efficient learning experiences. Students demonstrated rapid English mastery, improved confidence, and positive behavioral changes. The implementation includes structured learning programs, subconscious-based knowledge transfer, and rule-based learning environments that support automatic language acquisition. **Novelty:** This study introduces a new paradigm in English learning through subconscious installation rather than conventional learning methods. The Installing Method integrates subconscious brain activation, energy-based knowledge transfer, and behavioral transformation into a unified learning framework. This approach offers an innovative alternative for fast and effective English mastery and contributes to the development of transformative language learning methodologies.

INTRODUCTION

The installation method is a breakthrough and a new paradigm in English-learning methodology that focuses on optimizing the subconscious brain, as discovered by AM. Prayitno. The subconscious brain is the most significant component (88%) of the brain, playing a vital but often-forgotten role in the learning process. The use of permanent memory functions in the human brain is associated with self-mastery (mastery of science at an automatic level) without processing, unlike learning in English educational institutions in general (Festman, 2021; Ivanova & Severinova, 2021; Liu et al., 2021; Antonopoulou et al., 2022).

Technically, this Installing Method is based on activating alpha waves in the brain, which puts a student in the most optimal condition (super learner) to master a science. In this condition, the subconscious brain is the most dominant in doing its job, absorbing all information genially and intact without being interrupted much by the critical and analytical mind, which is deliberately minimized in function at this stage. In effect, students will learn

in a very relaxed, focused, carefree, and fun way, as young children learn something without involving much of the conscious mind (critical-analytical). This method allows students to experience the phenomenon of "subconscious installation" without realizing it, which affects the absorption and mastery of the information provided. Because the process is subconscious, at a particular moment, learners will be astonished when they discover the fact that they can produce such a good output, a high level of mastery, of everything they learn (Doghonadze et al., 2020; Coles & Brown, 2021; Kaniadewi, 2022). They suddenly become able/capable without a lengthy learning process, which burdens the mind.

The subconscious is a part of spirituality, an aspect within (inner) humans whose existence is the center of life. In classical Islamic literature, it is explained that the inner aspect affects the innate aspect. Spirituality is usually contrasted with the physical aspect (the external). Spirituality is the ability to answer fundamental questions in life (Komalasari et al., 2002; Grasmane et al., 2022; Naseem et al., 2022; Ilman, 2023). If spiritual intelligence is high, a person will become intelligent, and their behavior will improve, and vice versa. The intelligence of spirituality, reason, and the subconscious can significantly accelerate the mastery of the English language. The research to be carried out is significant for the development of science, especially in the learning of English, an international language, and most Indonesians need help mastering and communicating in this language. The installation method and Subconscious Learning in English Learning with the pattern of subconscious science transfer at the Kuantas Indonesia English language education institution must be known, studied, and utilized by the public, especially students and users who need ease, effectiveness, and efficiency in learning English.

RESEARCH METHOD

Object and type of research

The object of this research is Kuantas Indonesia, an educational institution specializing in teaching English, officially established on November 10, 2008, by AM. Prayitno, as owner and Master trainer, was born in Lamongan on May 27, 1965. Kuantas Indonesia was initially established in Gumining Rejo Village, Tikung District, Lamongan Regency, East Java, Indonesia. Furthermore, the head office moved to Jalan Basuki Rakhmat Cipinang Muara I / 50, East Jakarta, Indonesia, in 2019, and was returned to Lamongan with the same address as its initial establishment. Lamongan was chosen as its head office because the area has a history and a supportive environment for the success of the educational process.

This type of research uses descriptive-qualitative methods to know, understand, and investigate the situation and conditions of matters related to Installing methods and subconscious learning and English language learning with subconscious natural science transfer patterns at Kuantas Indonesia education institutions. The qualitative approach is a research process that produces descriptive data from written or spoken words from observable sources (Arifudin, 2022; Sanusi et al., 2022). This research approach aims to express and formulate field data in words, describe their reality, and then analyze and abstract them into theory as the final goal. The narrative used in this study is descriptive-

analytical, in which researchers seek to understand based on empirical data. This research method can help researchers get closer to the subject under study and yield actual field data (Kiger & Varpio, 2020; Osman, 2020). The presence of researchers in the field is needed to obtain in-depth, objective data through careful observation and listening. Thus, as an observer, the researcher participates in the daily life of his subjects in every situation he wants to understand.

Data sources and data collection techniques

The source of this research data is learning documents related to teaching materials, structures, and learning systems used in learning, Installing Methods and Subconscious Learning at Kuantas Indonesia Education Institutions. While the technique of collecting data through observation, namely systematic observation and recording of symptoms that appear in the object of research, interviews or interviews in the form of conversations with particular intentions or in other words, interviews are a means of collecting information by submitting several oral statements to be answered orally as well (Niron, 2020; Liando et al., 2022; Hartoni, 2023). The object of the interview is the Master Installer, learners, and Users associated with this research.

The types of interviews include structured and unstructured interviews, documentation or documentary data, and a written report of an event whose contents consist of explanations and thoughts on the event and are written deliberately to prepare or forward information about the event. As an application of this method, researchers also use books and archival materials owned by the Kuantas Indonesia institution in documents, writings, and images. Initial observations and documentation have been conducted by researchers at the Kuantas Indonesia head office in Lamongan to gather preliminary data and provide an overview of the research construction to be carried out.

Data analysis techniques and research results report

The data analysis technique in this study was carried out by Formation and excavation, beginning with 1) Unitizing, namely uniting, grouping, or identifying which data can be chosen as research sources. Those that have correlations are to be grouped and classified into research findings. 2) Recording is the process of collecting data by recording, recording data, and coding data so that data can be more focused and easier to use in supporting research. 3) Reducing, namely reducing data or summarizing, choosing primary data or information, and focusing on important things. Reducing also seeks to find themes and patterns of data and information so that data can provide a clear picture and make it easier for researchers to collect further data; a) Inferring, which is concluding research sources that have been reduced; b) Analyzing, which is analyzing, assessing data that has been reduced per the research context, and describing it explicitly. c) Narrating means presenting and presenting data from sources related to this study, in the form of a research report.

RESULTS AND DISCUSSION

Results

Learning activities in Kuantas Indonesia

The learning process in Kuantas, Indonesia, is divided into three learning programs: Intensive, Special Intensive, and Super Intensive. The intensive program lasts 6 months (1,056 hours) and is conducted with students living in dormitories. The intensive program is carried out for 6 months (1056 hours), with students willing to stay in the dormitory for at least 1, 2, or 3 months and continue learning for at least 8 hours once per week. The super-intensive program lasts for 6 months (1104 hours) and requires students to live in dormitories. The usual session one learning hours are 07.45-10.45. The usual learning hours for session 2 are 13.00-2.30. The usual learning hours for session three are 15.30-17.00. The usual session four learning hours start at 19.00. The rest of the students continue their usual activities, such as eating, drinking, bathing, praying, reciting, and socializing with the community. Exceptional learning is implemented on Sundays. Session 1 runs from 05.00-07.00, and session 2 runs from 08.00-11.00. The books used in Kuantas Indonesia are in their antra: Mastering English language, let's communicate in English pre elementary 1A And 1B, let's communicate in English elementary 1A And 1B, let's communicate in English intermediate 1A And 1B, Let's deliver an English speech post intermediate 1A And 1B, level Kuantas Mastering English, apparatuses of learning process in learning English through subconscious-installing method.

Design and concept of installing method and subconscious learning in Kuantas Indonesia

Grand design and concept, installing method, and subconscious learning were formulated with the theoretical scheme in Figure 1.

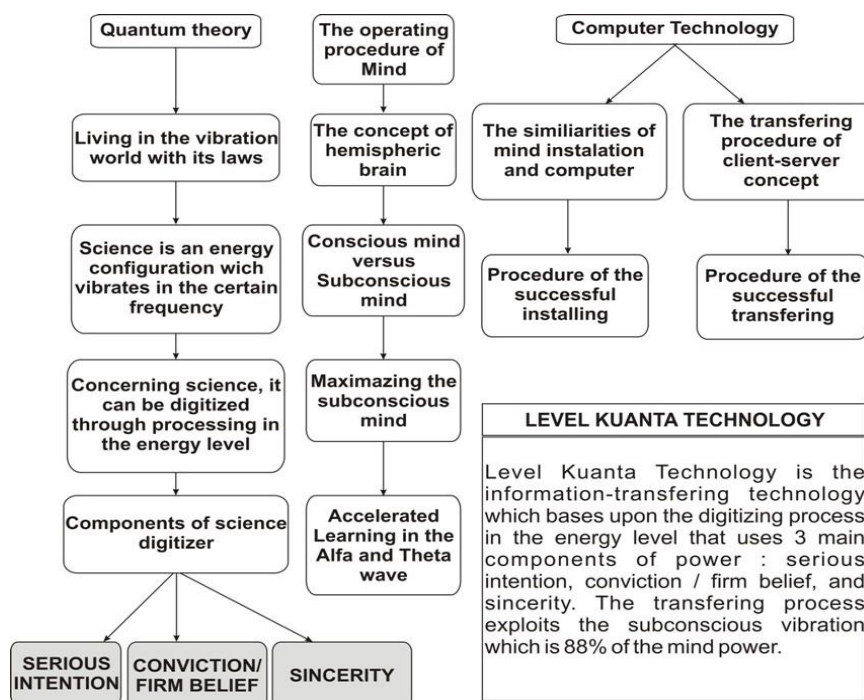


Figure 1. Installing method and subconscious learning formulated

Implementation of installing method and subconscious learning in learning activities in Kuantana Indonesia

The first step before implementing the installation method is to have a strong intention to learn, because that accounts for 1/3 of the final result. Having a solid belief in science is very important because strong beliefs can overcome limitations, and sincerity is important for both students and installers. The second step is to map the level of ability of the workings of the student's brain, which is categorized into four levels, namely:

- 1) Unconscious Incompetence: At this level, the individual does not understand that he has no abilities. These types of people do not know what to do, and they can deny the usefulness of a skill because they do not know its value. They do not necessarily want to know their shortcomings, and they do not want to learn.
- 2) Conscious Incompetence: People understand that he has no abilities. At this level, people know the importance and value of skills even though they do not know what to do. They admit their shortcomings, and finally, they need to do the learning process.
- 3) Conscious Competence: People at this level know they have abilities because of the learning process. They understand what to do, yet they still need concentration because there is conscious involvement in performing their abilities. They will have heavy conscious involvement, especially in practicing new abilities.
- 4) Unconscious Competence: In this stage, people are unaware of their ability to carry out their skills because their skills or knowledge are already at an automatic level and stored in the subconscious brain.

The third step is to implement the installation method and Subconscious Learning conducted by the Installer and the Master of the Installer. Installer is an extension of the Master of Installer. Installers are teachers responsible for accompanying students and providing daily learning in and out of the classroom. The Master Installer is a person who performs the installation method directly. The Master of Installer is tasked with transferring knowledge (English language skills) by utilizing subconscious vibrations as brain power in students, according to AM. Prayitno, things stored in the subconscious mind include: 1) Memory from childhood to the present (Memory Bank); 2) Self-image; 3) Personality; 4) Habit; 5) Strong confidence/confidence; 6) Expertise / Science / Language. Up to this point, the installation process (application of the Installing Method) cannot be specifically described. That is because this method is a secret one, performed with high levels of supernatural energy optimization, and can be done precisely and personally only by the Master of Installer, in this case, AM. Prayitno, as the recipient of sustenance, "Karamah in the form of knowledge."

However, as a lariat, applying the Installing Method can still be traced through the implementation of daily learning in Kuantana, Indonesia. This is done as a form of balance between external and inner things. The description of the physical application of the Installing Method carried out in Kuantana, Indonesia, through the following steps:

- 1) The learning process has no stimulating auxiliary media with English except when conducting assessments and evaluations of students.

- 2) The installer uses full English during the classroom learning process.
- 3) The installer is indifferent to students who understand or need help understanding the learning material he has delivered.
- 4) The learning material is always new, and there is no repetition at the following learning meeting.
- 5) Students can only ask questions during the learning process during the question-and-answer session.
- 6) Students do not need to understand, do not need to understand, and do not need to memorize the learning material delivered by the installer.
- 7) After completing the lesson, students must forget the material delivered by the installer.
- 8) Students in their daily lives use the local language when communicating with each other except when communicating with the master of installer using English.

As an additional description of the description above, the following are the stages of classroom learning that the installer applies. Some of these stages include:

- 1) No Q&A for new Students,
- 2) Questions and answers only exist after students have completed the learning process for several meetings/month.
- 3) Assessment and evaluation are conducted as accessible talking/speaking followed by an introduction and teaching practice assisted by print and digital technology (books and video recordings).

Fourth step: Technically, the implementation of this method is based on activating alpha waves in the brain, which puts a student in the optimal condition (super learner) to master a subject. In this condition, the subconscious brain is most dominant in doing its job, absorbing all information genially and intact, without being interrupted much by critical and analytical thoughts, deliberately minimized in function at this stage. Effect: Students will learn in a relaxed, focused, carefree, and fun way, as young children learn something without involving much of the conscious mind (critical-analytical).

Furthermore, students may experience unconscious installation, which can affect the absorption and mastery of the information provided. Because the process is subconscious, it is not uncommon for learners to be astonished when they discover that they can produce such sound output with a high degree of mastery of everything they learn. They can suddenly master it without a strenuous, burdensome learning process. This process is called Learning English Through the Subconscious-Installing Method, which automatically produces seven phenomenal results for students, namely:

- 1) Unlock insight and intelligence in English through the subconscious
- 2) Open self-awareness of ability and understanding in English.
- 3) Generate enthusiasm and motivation to speak English and understand its shortcomings.
- 4) Awaken self-awareness and willingness to learn English.
- 5) Awakening learner creativity appears automatically.
- 6) Making the creativity of students that arises will take place continuously. Provide a process to understand English as a whole, which includes spoken and written English

(vocabulary, listening, speaking, reading, and writing) – operating Procedure of Mind.

Success rate and problems of implementing the installing method

The installation method's success rate is excellent, as evidenced by thousands of testimonials praising Kuantas Indonesia. It is intended for students who follow the rules well during a predetermined period (6 months, 1 year, or more). The success of Kuantas Indonesia in installing students can be seen from various sides, including the timing of learning outcomes, unique methods, and behavior change.

Learning time and unique methods

On average, students who participate in learning at Kuantas Indonesia can master the material and feel they have achieved what is expected. This is stated by his students, including:

1. Gufron (3 months): "Before joining this program, I could not speak English. Alhamdulillah, it took me only three months in this second period of the learning process; consequently, I began to understand and speak it. The key I did was to follow the rules of this program. The first time I joined it, I did not understand its rules. The rules are very extreme. Because I did not understand the method it used, I did not use my critical and analytical thinking. I just followed the learning process it held. Up to now, I still do not get the essence of the method it applies. It is not easy to discern. However, praise be to Allah. Now, I can understand, speak, listen, write, and practice English without hard thinking. Learning in this program is easy, simple, and effective. It is not tiresome and burdening the mind".
2. Dewi Putri Cahyani (6 months): "After being given much information about it, I concluded that the course differs from others, so I decided to join it. For six months, I had been galvanized to study there. I just followed the rules it set, so Alhamdulillah, I have now received the result of my effort. Through this program, I gained a great deal of knowledge. Not only have I mastered English, but I have also gained life's wisdom. I realize that I am lucky, as Allah gives me a way, a good chance, and the experience I have gained. I almost did not believe at first when learning English in this program that without memorizing the materials taught, thinking hard in learning and practicing daily English conversation can make someone speak English freely and automatically".
3. Afiyatul Laima (3 months): "The first time I learned there, I did not understand what the installers conveyed in the class. They taught the lesson materials in English. I was silent but followed this program's rules and keys. After studying for about three months, Alhamdulillah, I started understanding and speaking English. Although I did not learn the hard way, praise be to Allah, I have got the result of the learning process. I began studying in Kuantas on September 10, 2011. During my studies there, I gained much knowledge beyond English. For example, I learned how to live without being with my parents; it was my first experience. Now, I can live independently. The most important thing that I got besides English mastery is that my bad habits suddenly disappeared".
4. Idrus Fadli (2-3 months): "For the first time I attended the class, I was confused. I did not understand what the installers conveyed because they spoke English, which was not translated into Indonesian. I was patient to join it until the class ended. I underwent this learning process day by day, week by week, for two months. During this two-month learning period, I still saw some improvement in my English. However, I did not give up on following the learning process

determined by this program. After three months of learning, Alhamdulillah, I started understanding and speaking English. When the installers asked me in English, I could answer their questions. I was pleased then, as I started speaking English automatically. From that moment, my English ability in understanding and speaking improved better and better".

5. Agung Bahrodi (3 months): "Alhamdulillah... After learning for three months, I could understand and speak English well. In this program, I did not have to memorize the lessons, think hard, or practice English conversation intensively again. Formerly, I felt that learning was a burden, but now it is not. Learning is enjoyable and necessary. One day, I was shocked to hear my senior installers speaking English. When they spoke English, I thought they were speaking Indonesian. From that moment, it was an excellent motivation for me to follow this program's rules more seriously. The questions I had been wondering about this program have been answered. All the analyses I had beforehand needed to be corrected. This is a genuine program, not a fake one. In this program, I not only learned English but also gained life wisdom. Step by step, I can understand life through this program. I can change my bad habits into good ones. Now I know more about life than before.
6. Putera Arif R. (3 months): "While I had been joining this program for about three months, I was amazed. This program is unique; it uses an extraordinary teaching method to help students speak English. From the learning process I have been doing here. Eventually, I realized that all the assumptions I had about this program beforehand were wrong. This program is very different from the English programs I have ever known. The first time I joined this program, I could not understand what the installers said or taught in the classroom when they spoke English. I was silent and listened to what they conveyed. I could not apply the English that I had ever learned before. Finally, I thought I would be unable to understand and speak English. However, I tried to be patient to follow the learning process it held; I disagreed with the way of my thinking".

Behavior changes

Learning in Kuantas, Indonesia, also improves students' behavior. This was stated by its alumni, including:

Farhan said: "Not only have I got English from this program, but also my bad habits have changed into good ones. I greatly thank my parents for their willingness to send me to this program to learn. That is what I can convey to you all for this time, and thank you very much for your attention and appreciation."

Alfiyatul said: "...I began studying in Kuantas on September 10, 2011. During my studies there, I gained much knowledge beyond English. For example, I learned how to live without being with my parents; it was my first experience. Now, I can live independently. The most important thing that I got besides English mastery is that my bad habits suddenly disappeared."

Agung Bahrodi said: "...In this program, I not only learned English but also gained life wisdom. Step by step, I can understand life through this program. I can change my bad habits into good ones. Now I know more about life than before.

Andia Faradisa said: ".I had been undergoing the learning process there for six months. So, the result of my learning process could be more maximal. Being able to speak, understand, and master English during the six-month learning process seemed impossible to me at first. Nevertheless, in this program, even learners' bad attitudes change into good ones after they achieve mastery of English and wisdom. Alhamdulillah, now my spoken and written English progress is 90%."

The installing method problem arises when students violate Kuantas Indonesia's rules during or outside the learning process. It is purely sourced from the learners themselves. Some of the problems that arise include the acquisition of English being less than optimal, communication with English is not fluent or stammering, There is an error in the preparation of grammars when communicating with English, both written and oral, Less an increase in positive behavior, both socially and religiously (spiritually) (Al-Jarf, 2021; Kaur & Singh, 2021; Kostruba & Fishchuk, 2023; Tripathi, 2020). By overcoming some of the problems above, students can leave the problem alone; the solution is relatively straightforward: return to the basic concepts and existing rules. Students do the following: reorganize learning intentions with good intentions, reaffirm their confidence in their ability to learn, carry out and accept learning, and obey existing rules and regulations.

Discussion

Kuantas Indonesia

Kuantas Indonesia is an educational institution specializing in teaching English, officially established on November 10, 2008. AM founded the institute. Prayitno was born in Lamongan on May 27, 1965, to a devout Muslim family. Education began at SDN Gumining Rejo Elementary School, Tikung District, Lamongan Regency, East Java, in 1974; his high school was at Ta'miriyah Lamongan High School, where he graduated in 1985. In 1991, he received the Community Service in Teaching award from IKIP Negeri Surabaya (now the State University of Surabaya). He started his teaching career as an English teacher at the Mambaus Sholihin Islamic Boarding School, Suci Gresik, for ten years, starting from 1987 to 1997, teaching in several other schools, SHS Ta'miriyah Lamongan (12 years), starting in 1992 until 2004, and SMA Panca Marga Lamongan (10 years), from 1993 to 2003. As a teacher, he began developing a methodology that has now evolved into the LETS-I Method (Learning English Through the Subconscious Installing Method). Until now, he has taught in several major cities in Java, especially in Mass Classes (minimum 300–700 people). The current record is teaching 1,500 people in a single session. Several awards have been received from institutions at home and abroad, including the title of A Pioneer of English Language Development from British International in 2004, supported by the Ministry of National Education and the Ministry of Religious Affairs of the Republic of Indonesia. He actively participated in various English-learning seminars, including the ten-hour seminar on socio-cultural aspects in teaching English as a foreign language, organized by NSC in 1991.

Certification from the Institute of Modern English, Business & Management, Oxford Course Indonesia in 2006, and a qualification in the Appointment of Innovation International America in 2005.

In addition, he has also been prolific in writing since 1995. He has produced English books widely circulated in the community and used as reference books in many educational institutions, including Mastering English Language / MEL) and Let's Deliver an English Speech. The Kuantas Indonesia English Language Education Institute is now established and is active as a manager and a Master Installer, responsible for developing teaching methodologies based on the optimization and digitalization of science at the Kuantas level/energy level. Kuantas Indonesia was initially established in Gumining Rejo Village, Tikung District, Lamongan Regency, East Java, Indonesia. Furthermore, the head office moved to Jalan Basuki Rakhmat Cipinang Muara I / 50, East Jakarta, Indonesia. This year, 2019, the head office will be returned to Lamongan, with the same address as when it was initially established. Lamongan was chosen as its head office because the area has a history and a supportive environment for the success of the educational process. Historically, the journey of pioneering and developing learning methodologies began in 1987, marked by the discovery and use of early versions of the innovative Installing Method by AM. Prayitno.

Since its establishment, Kuantas Indonesia has been an educational institution focused on English learning. Its presence in society offers a new solution for English enthusiasts and non-native speakers, especially for Indonesians who strongly desire to master English quickly. This is a new phenomenon, a leap, and a breakthrough as a straightforward method of learning English. This method is built on the outstanding quality of its application, focused on digitizing science at a gradual, continuous energy level; it has been developed, tested, and perfected in both its materials and teaching techniques. Ultimately, this method led to a breakthrough in English learning: the Kuantas Mastering English Level. It has now changed to Kuantas Indonesia English Language Education Institute.

The term "Quanta" in the name of this institution is the plural form of the word "Quantum," which, according to its founder, was adapted into Indonesian to become "Quanta." Quantum is defined as the part of the energy that cannot be subdivided (Akers et al., 2022; Dong et al., 2020; Hayden et al., 2021; Turtletaub et al., 2020; Xue et al., 2021), according to A. M. Prayitno, Quantum only focuses on one energy object, but "Quanta" has a more universal scope that does not only focus on one energy object. "Quanta" includes all the energy that exists in this universe. Because of this paradigm, the term "Kuantas" refers to an English educational institution founded by AM. Prayitno. This institution's universal goal is not only to focus on English, but the biggest hope is that the output and outcomes of students produced by "Kuantas Indonesia" can attract mastery of other branches of science besides English. Those who succeed in the "Kuantas Indonesia" program will be more enthusiastic and improve every aspect of life for their benefit and that of others.

The educational paradigm in Kuantas, Indonesia, differs from the general one, which holds that more students in an institution reduces the quality of knowledge mastery. This does not apply in Kuantas Indonesia, because the more students there are, the higher the quality of

knowledge they will obtain. The number of students in "Kuantas Indonesia" is erratic: classes range from 17 to 40 students. It is recommended that participants be under regulation at all times.

Quantum theory

Quanta is the plural form of Quantum, which is a quantity of energy with characteristics that are proportional to the frequency of transmission. This excess energy is emitted as quanta of electromagnetic radiation (light particles) with the same energy as the energy difference between the orbits the electron jumped. In English learning in Kuantas, Indonesia, there is a term used for knowledge transfer known as the Kuantas Mastering English Level, a program based on the digitization process at the energy level that uses three essential strength components: earnest intention, strong belief, and sincerity. If this component has been fulfilled, the scientific transfer process that uses subconscious vibrations as brain power can be carried out and succeed.

AM. In an interview with AM, Prayitno then uses this subconscious to achieve phenomenal, revolutionary English Language Learning through the term "Installing Method and Subconscious Learning." Prayitno explains this term: "Technically, the Installing Method is based on the activation of alpha waves in the brain, which puts a student in the most optimal condition (super learner) to master a science. In this condition, the subconscious brain is the most dominant in performing its task to absorb all information genially and intact without being interrupted much by critical and analytical thoughts deliberately minimized in function at this stage."

The installation method is applied so students can learn in a very relaxed, focused, carefree, and fun way, as young children do when learning something without involving the conscious mind (critical-analytical). Without realizing it, students may experience unconscious installation, which can affect their ability to absorb and master the information provided. Because the process is subconscious (Mahzari et al., 2021; Kamolakhon, 2023), it is not uncommon for students to be astonished when they discover that they can produce such sound output with a high mastery of everything they learn. They can suddenly master it without a heavy learning process and weighing on the mind."

Operating procedure of mind

Learning English Through the Subconscious-Installing Method (LETS-IM) is a breakthrough in English-learning methods that focuses on the digitization process in science at the energy level. The subconscious brain is an essential component of the brain that plays a critical role in the learning process (Antonia et al., 2019; Li et al., 2020; Alsharif et al., 2021), yet it is often overlooked for its success in this process. This is where permanent memory functions, expertise, and knowledge at the automatic level are recorded and stored. Technically, the learning process in this program puts students in the most optimal condition (super learners) to master science (Romanyshyn et al., 2019; Damopolii & Lumembang, 2021; William & Siahaan, 2021; Subhrajyoti & Vihar, 2023). In this condition, the subconscious brain is most

dominant, allowing it to absorb information comfortably and intact, with little interference from the critical and analytical mind (Kessel et al., 2020; Morin, 2023). The functions of the critical and analytical mind are minimized here. Thus, learners will learn to relax, focus without burden, and feel enjoyed. They do not take the conscious mind; their critical analysis takes them too seriously. Without realizing it, learners will experience unconscious installation, leading to very high absorption and mastery of the information provided. Because the process is unconscious, many learners will be astonished when they discover that they can achieve such good results with a high degree of mastery of what they learn. They can suddenly master it without a cumbersome learning process or a burden on the mind. (Interview). In the learning process, this program has a different paradigm from most that is applied by educators today, including:

- a) From the beginning, students must commit to having real intentions, solid beliefs or beliefs, and sincerity to follow the rules of this program. They must have all this because they will learn through different pattern models.
- b) Learners should use their analytical and critical minds sparingly during the learning process. In short, they should optimize their minds sparingly. If students need help understanding the material, they must remember it.
- c) Students should not write while class is in session. Students outside the formal classroom carry out writing practice. However, they will get the output of being able to write English well and accurately.
- d) Learners are not allowed to memorize lessons; they must forget what they learned. However, they will be able to absorb the materials taught optimally.
- e) Learners do not get the same material repeatedly but learn other developed materials.
- f) Learners are prohibited from asking questions, but their questions will be answered automatically without being explained in detail, or they will be answered without explanation. Learners do not have to have intensive conversations; however, as a result, students will be able to demonstrate the ability to speak English freely automatically, without being arranged in the form of dialogue (Poramathikul et al., 2019; Ekayati et al., 2020; Andriani et al., 2021; Studies et al., 2021; Syafiq et al., 2021; Tai & Chen, 2023). They will get a swift and accurate scientific leap or acceleration and make automatic results for themselves, especially students who have difficulty learning English; English is made easy, efficient, and effective.

This program not only teaches students to master English through its methods but also provides teaching materials, curriculum, a syllabus, and teaching staff (installers) for its students. The materials taught are adjusted to the program level students take, and the size of students' achievement results is explained in detail in the Apparatuses of the Learning Process students have. In the process, Learning English Through the Subconscious-Installing Method (LETS-IM) conducts 7 (seven) fundamental foundations for students, namely: a) Provide motivation and skills to speak English; b) Open self-awareness of the ability and comprehension to speaking English; c) Raise enthusiasm and motivation to speak English and understand its shortcomings; d) Awaken self-awareness and desire to learn English; e)

Awakening learner creativity appears automatically; f) Making the creativity of students that will take place continuously; g) Provide a process to understand English as a whole which includes spoken and written English which includes vocabulary, listening, speaking, reading, and writing.

Finally, students can automatically demonstrate and analyze their mastery of free English. They can evaluate how far they can master English. They can analyze whether their English is right or wrong. They can judge their English skills based on evidence from within and outside. Eventually, they will realize that the results of what they learn through this program are mastering English and achieving high outcomes in other areas. They will learn any science more enthusiastically and will make improvements to every aspect of life for their benefit and others (Apriana et al., 2019; Id et al., 2019; Tümen Akyıldız, 2020; Wang, 2020; Kholis, 2021; Ramdani et al., 2021; Smith et al., 2021; Elisa et al., 2022). Things stored in the subconscious mind are the main requirements for achieving success in installation for participants and installers.

Computer technology

The technological innovation that underpins the learning methodology developed is called Quanta Level Technology. This technology relies on the digitization and transformation of energy science. This technology is built from several essential paradigm elements:

1. In the quantum worldview, the constituent element of all objects in this world is energy that vibrates with a specific frequency. The higher the vibration, the less it can be captured by the five senses. Conversely, the lower the vibration, the more visible and perceptible it becomes, and the more easily it can be captured by the five senses. In this paradigm, science is also categorized as 'objects' with constituent elements, namely energy with a very high vibration.
2. Brain technology, which states that the brain works in a certain way, is particular and natural. All information, including knowledge, is processed and stored in specific ways. Consequently, attention to how the brain works extensively determines the success of a learning process, especially the potential of a very extraordinary part of the brain, namely, the subconscious. This is where all the information at the automatic level is stored. The goal of learning science is ultimately its mastery at an automatic level, which is a function of the subconscious brain (Ghanbari et al., 2019; Zdybel, 2020). A correct understanding of how the subconscious mind works is essential to the success of the learning process.

Computer technology: In the way the brain works, many processes are similar to computerized processes carried out by computers, but they are much more sophisticated and faster. The separation between the recording process and the use of data or information determines the success of the learning process, as different stages require different treatments. It must be balanced, as it will only create difficulties in learning, thereby worsening the low learning success rate.

CONCLUSION

Fundamental Finding: This study concludes that the installing method and subconscious learning implemented in Kuantu Indonesia introduce a new paradigm in English language learning. The method emphasizes subconscious brain activation through alpha-wave conditions, enabling learners to master English without memorization, repetition, or intensive analytical thinking. The findings indicate that students can achieve faster English mastery while also experiencing increased motivation, confidence, and positive behavioral changes. The four-step implementation process further distinguishes this method as an innovative and transformative learning approach. **Implication:** The results imply that the Installing Method can serve as an alternative learning model for English teachers and language institutions to improve learning effectiveness and student competence. This approach also supports innovative education practices by integrating subconscious learning to accelerate learning outcomes and enhance students' character development. **Limitation:** This study is limited to qualitative findings conducted at Kuantu Indonesia, which may limit generalization. Additionally, the subconscious learning process is difficult to measure quantitatively, which restricts empirical validation. **Future Research:** Future research is recommended to apply experimental or mixed-method approaches to measure the effectiveness of the Installing Method quantitatively and explore its application in other learning fields beyond English education.

AUTHOR CONTRIBUTIONS

Ah. Zakki Fuad contributed to the conceptualization of the study, research design, data collection, data analysis, and manuscript drafting. **Suparto** contributed to the development of the research methodology, interpretation of findings, and critical review of the manuscript. **Nina Indriani** contributed to literature review, data validation, and preparation of research materials. **Jauharoti Alfin** contributed to data collection, data curation, and supporting the analysis process. **Muhammad Rey Dafa Ahmadi** contributed to supervision, validation of the research design, and final review of the manuscript.

CONFLICT OF INTEREST STATEMENT

The authors state that no financial or personal conflicts of interest exist that may have affected the content or findings of this research.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors declare that no artificial intelligence (AI) tools or other digital writing assistants were used in the preparation, analysis, or writing of this manuscript. All stages of the research process, including data analysis, interpretation, and manuscript writing, were conducted solely by the authors. The authors take full responsibility for the originality, accuracy, and integrity of the content presented in this article.

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