

FACTORS AFFECTING STUDY CONCENTRATION IN MADRASAH ALIYAH STUDENTS

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui faktor yang memengaruhi konsentrasi belajar siswa di Madrasah Aliyah Yapia Parung Kabupaten Bogor. Penelitian ini menggunakan pendekatan kualitatif dan jenis deskriptif dengan menggunakan metode studi kasus. Sumber data primer adalah guru fikih dan Peserta didik di Madrasah Aliyah Yapia Parung Kabupaten Bogor, sedangkan sumber data sekunder diperoleh dari dokumentasi dan observasi yang berkaitan dengan data pada penelitian ini. Teknik pengumpulan data menggunakan wawancara, observasi, dan pemeriksaan dokumen. Adapun pemeriksaan keabsahan data penelitian ini menggunakan kredibilitas dengan cara melakukan perpanjangan pengamatan, peningkatan ketekunan dalam penelitian dan triangulasi. Hasil temuan penelitian menunjukkan bahwa faktor yang memengaruhi konsentrasi belajar siswa yaitu siswa sering mengalami kurang konsentrasi dalam belajar karena faktor eksternal dan internal siswa seperti cara mengajar yang dilakukan guru, kondisi teman, permasalahan dalam keluarga, hingga kondisi kesehatan. Kontribusi dari penelitian ini agar para pendidik khususnya guru Fikih dapat memiliki strategi dalam pembelajaran.

Kata kunci : konsentrasi belajar, siswa Madrasah Aliyah

ABSTRACT

The purpose of this study was to determine the factors that influence student learning concentration at Madrasah Aliyah Yapia Parung, Bogor Regency. This research uses a qualitative approach and descriptive type by using case study method. Primary data sources are fiqh teachers and students at Madrasah Aliyah Yapia Parung, Bogor Regency, while secondary data sources are obtained from documentation and observations related to the data in this study. Data collection techniques using interviews, observation, and document examination. The data validity check of this research uses credibility by extending observation, increasing persistence in research and triangulation. The results of the research findings show that the factors that influence students' learning concentration are that students often experience a lack of concentration in learning due to external and internal factors such as the way teachers teach, the condition of friends, family problems, and health conditions. The contribution of this research is that educators, especially Jurisprudence teachers, can have strategies in learning.

Keywords: *learning concentration, Madrasah Aliyah students*

INTRODUCTION

The learning process in every student requires concentration so that what is learned can be understood. Concentration becomes the concentration of mental functions on a problem or object by emptying the mind of other things, which are considered disturbing and become one of the difficulties experienced by students in carrying out learning and learning naturally in general, due to threats, certain learning obstacles experienced by these students (Syaiful Bahri, 2008).

Students in every learning activity really need concentration in their learning, without concentration, learning activities will be in vain, so that the creation of quality learning is where students are able to understand what is learned and taught, it is all from the concentration of learning. The concentration of learning which is the ability to focus attention on the lesson, the concentration of attention is focused on the content of learning materials and the process of obtaining learning objectives (Dimiyati&Mudjiono, 2006).

The process of obtaining good learning concentration requires teacher efforts and other supporting factors to get maximum results, every teacher wants the quality of good learning outcomes for their students and excel in school. Students' difficulty in understanding what is learned and taught by the teacher is one of the factors in the poor quality of learning (Supardi, 2014).

Teachers are the main factor in creating students with good or bad learning concentration. Therefore, teachers are required to become professionalism teachers who are able to master all the techniques in teaching and have certain components in accordance with the requirements demanded by the teaching profession (Supardi, 2014).

The teaching profession is a direction and guidance for every teacher to guide and become a reference point for a teacher. Teachers become second parents at school for students who provide teaching and understanding for provision in living life, so it is very necessary for their role as facilitators in learning activities. Abdullah Ulwan explained, actually if children see their parents or teachers speak badly it is unlikely that children will learn polite words. If children see their parents or teachers doing violence, they are unlikely to learn about love and compassion (Abdullah Ulwan).

Love and affection in the world of education is very important, especially for a teacher, teachers are expected to be able to foster an attitude of love and affection for their students, of course, so that students can feel comfortable and concentrate on learning. In fiqh teachers, there is knowledge that teaches not just science but religious knowledge that is useful for students. Fostering and guiding students in living their daily lives according to the guidance of the Qur'an and as-sunnah. The presence of teachers in the teaching and learning process or teaching still plays an important role (Nana Sudjana, 2010).

Teaching plays an important role in the world of education, but every teaching will be useless without the concentration of learning in students which will have an impact on the quality of learning outcomes. Student learning outcomes are components that students have achieved academically through a number of assessments such as doing assignments, exams, student activeness in class and others that support the acquisition of these learning outcomes. In the academic sphere, the thought of the success of the cognitive field can be known through student learning outcomes. Students as a category of children and adolescents are basically at the age of compulsory education, a child who is in the age range of 6 to 12 years usually sits at the elementary school level, while in the age range of 12-15 years sits at the junior high school level. At this learning age, learning concentration is needed by a child/adolescent so that the material taught can be received and remembered so that the child or adolescent can get academic achievement (**Zainab Canu**).

Academic achievement is part of the achievements set by institutions in the world of education, the world of education in Indonesia today in almost every school is still lacking in instilling and increasing the spirit of learning concentration. There are many things that limit the creation of learning concentration in the educational environment (Dimiyati dan mudjiono, 2009).

In the educational environment in Indonesia, the reality is that the learning outcomes obtained by students are not as expected. As it should be, the standard of whether or not learning outcomes are good or bad is based on the KKM which has been determined as a benchmark for the success of the learning process. The learning process will be carried out well and have maximum results for students,

therefore every student needs a center (concentration) with the aim that what is recognized can be felt. Concentration is something that students need so that the subjects taught by the teacher can be understood by students. To help students to have a sense of enthusiasm, to be able to gather in learning, of course, requires a long time, this must be driven and done by the teacher slowly (Nasiruddin, 2022).

Slowly means that all efforts and programs made by teachers in fostering student learning concentration must be carried out gradually and consistently because learning concentration becomes a psychological aspect that is sometimes not easy to know by others other than oneself who are learning (Y Navia, 2017).

As well as being a difficult thing for students to overcome, because many things can affect students' concentration in learning. To be able to help students to be able to concentrate in learning it takes a long time, the teacher's patience in dealing with students and also the teacher's guidance and attention can improve student concentration in learning. Referring to the expectation of good learning concentration for students in studying, Allah swt explains about people who are active in studying well, namely (Al-Qur'an of the Ministry of Religious Affairs of the Republic of Indonesia Al- Qur'an and its Translations, PT. Sinergi Pustaka Indonesia)

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا
بِمَا تَعْمَلُونَ خَيْرٌ فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ

"O you who believe! When it is said to you, "Make room in the assemblies," then make room, and Allah will make room for you. And when it is said to you, "Stand up," stand up, and Allah will raise those who believe among you and those who are given knowledge a few degrees. And Allah is cognizant of what you do." (QS: 58: 11) (Ministry of Religious Affairs of the Republic of Indonesia Al-Qur'an and Translations).

Based on the results of several studies, currently the problem in increasing learning concentration is the teacher, facilities and infrastructure, the environment and others. Various problems occur in the learning process in the classroom, such as student concentration in learning is still low, most students cannot answer the teacher's questions and the methods used by the teacher are only limited to lecture

and question and answer methods. This is a reflection in improving the learning process in the classroom by the teacher (Cecep, 2021).

Teachers cannot be used as a benchmark or cause of weak student learning concentration, nor can the lack of student learning concentration be said to be solely due to poor student quality, but external factors such as teachers and the environment that become a lack of student learning concentration are part of the trigger for a lack of concentration in learning in students. Usually teachers only focus on presenting material and assessments that are based on questions about material in the book and neglect the attitude of a teacher's efforts to improve the quality of students' learning concentration. (Femi Olivia, 2010).

Students who are able to concentrate during the teaching and learning process are students who are in a state of attention. Student learning concentration is needed when learning takes place with the aim that students are able to understand the material presented. The focus of student learning is influenced by the ability of each student's brain to focus on what is being learned (Yarissumi, 2017).

The focal point of student concentration is on their brain ability and the influence that comes from their environment, namely the external and internal environment of the student. External factors themselves are in the form of cleanliness, tidiness, arrangement and infrastructure in learning, then internal factors usually exist within themselves such as enthusiasm for learning, motivation, interest in what is being studied, body health, feelings within themselves in carrying out their learning activities both in class or in the school environment and others (Hasbulloh Tabrani, 1995).

As based on preliminary studies, that learning concentration in students at each grade level is still very lacking in its application, either from teacher factors or factors in the students themselves. The author tries to explore briefly the condition of the lack of learning concentration in the school, because many students still pay less attention in the learning process and many students are still not good with their learning outcomes due to lack of focus of attention or concentration in learning. Lack of focus of attention or concentration in learning based on the results of previous research on learning concentration that it can be seen that students have different learning concentration cycles such as students who are very excited and

interested from the beginning to carry out learning but entering several stages the student begins to lose focus of attention to the learning, then vice versa there are some students who are really able to maintain their learning concentration until the end of learning (Ratih Novianti, 2019).

Quality learning is learning that is able to bring students to master and understand what is delivered. The importance of learning concentration in students greatly determines their learning achievement, the concentration of learning can be seen from the focus of students when learning (Ratih Novianti, 2019).

In order to concentrate well, it is hoped that there will be efforts in several ways, for example students should be interested, have a high spirit of motivation, have a clean and tidy study place, avoid bad feelings in learning such as boredom or laziness, maintain health and pay attention to fatigue, solve problems that can interfere and try to achieve the best goals every time they study.

Based on some of the explanations above related to the teacher's program in improving student learning concentration, that learning concentration in students is very important and becomes the main point in the learning process activities. Judging from the quality and learning outcomes of students in learning activities that learning concentration has an important influence in it, because with students who follow learning activities with full concentration will be able to have an understanding and mastery of the learning material that has been carried out. Therefore, learning concentration becomes a benchmark for student achievement and learning success.

DISCUSSION

Indicators of student learning concentration are as follows:

- a. The cognitive aspect, is the student's ability to think which is characterized by
 1. Can understand every material presented by the teacher
 2. Knowledge readiness that can be present when needed
 3. Can apply existing knowledge
- b. The affective aspect is the behavior related to the acceptance of the material being delivered marked by:

1. There is acceptance or a certain level of attention to the source of information (teacher)
 2. Always be active by asking questions and giving arguments about the subject matter presented
- c. The psychomotor aspect is an ability that involves physical activity or the skill of doing something, characterized by:
1. Existence of limb movements that are appropriate or in accordance with the teacher's instructions
 2. Taking notes or writing down information, making up answers or doing assignments
- Based on the above understanding, it can be concluded that learning concentration is focusing the mind or attention so that it can understand the material by putting aside things that interfere with the learning process.

Impact of Study Concentration

Learning concentration is very important for students, because students who have a good learning focus in the learning system will affect and further develop their learning outcomes. One of the elements that come from students or internal factors that affect learning outcomes is learning concentration. (The effect of learning concentration on student learning outcomes at SMK Negeri 1 sinjai, 2022).

Students who are able to concentrate will be able to study well anytime and anywhere. For those who have not, it is necessary to organize exercises, because the ability to concentrate is the key to success in learning. So the ability to concentrate will determine the learning outcomes (Saghita argha, 2023).

So it can be concluded that concentration is an important element in the learning process activities, because for students the point of understanding and being able to master learning material is students who are able to concentrate and be active in learning, concentrating means that students focus their attention and focus only on the learning being done and forgetting to put aside other things.

Learning Concentration Factor

a. Internal Factors

Internal factors that come from the individual, such as lack of determination in learning, emotional traits, and reactions to the environment.

External factors are factors that come from outside the individual, such as noise, people around who invite to talk, room temperature, and how to arrange the schedule and order of learning. Fatigue is also part of external factors, such as fatigue from physical and mental activities. (Hasbulloh Tabrani, 1995)

1. Motivation

In learning concentration, it is expected that there is motivation from the student himself towards the learning process, because self-motivation to do something is very decisive and is able to give a sense of enthusiasm to concentrate on learning.

2. Interests

Based on the results of previous research in the field that students' interest in learning something that is learned greatly affects their learning concentration, this way the teacher can strive and provide direction that each student is able to give a sense of interest in everything that is learned. This effort can be made by the teacher by providing a good learning

3. Feelings

Feelings are an important element in determining concentration in learning, with good and happy feelings in learning, it is able to create concentration in learning for students and vice versa if students are in a bad or saturated state, students will have difficulty in concentrating in learning. Likewise, the existence of feelings of anxiety, pressure, anger, worry, fear, hatred, and resentment is a factor from within that affects learning concentration.

4. Body health condition

The condition of body health is one of the core factors from within that affects learning concentration, because the condition of the body that is sick really interferes with students in digesting and concentrating on learning, therefore the body of students who are sick does not allow them to be able to concentrate on learning.

b. External Factors

External factors are factors that cause interference that comes from outside a person in the form of atmosphere, equipment, lighting, sound and images that

disturb attention. The disturbance that students often experience is a sense of discomfort in carrying out various activities that require full concentration, such as cramped, dirty, smelly study rooms, polluted air, and hot temperatures. (Femi Olivia, 2010)

Daytime is usually identified with studying in the afternoon, afternoon is the time when the clock is in the 12.00 position. Daytime in the use of daily activities is the time between 11:00 am and 2:00 pm. According to the large Indonesian dictionary, noon is defined as the bright part of the day, namely from sunrise to sunset or the time between morning and evening, approximately 11:00 - 14:00. (Massofa, 2018)

c. Hygiene

Cleanliness is a factor that can affect the quality of student learning concentration, a clean school and classroom environment can be a supporting factor for the creation of learning concentration. If the learning environment is clean and comfortable, it will create good learning concentration as well and if the condition of the classroom environment is dirty and untidy, students will have difficulty in concentrating on their learning.

d. Neatness

Dress neatness is a person's behavior to always remain neat in dressing, in accordance with applicable rules. Dress neatness is considered to play an important role in education. Because education not only produces students who excel in the academic field, but also as a forum for developing the potential and personality of students. In a school without neatness in dress will interfere with the comfort of students in learning.

e. Spiritual Factors Spiritual factors,

Originating from a person's mentality that can cause a person's concentration to be disturbed, for example, not calm, easily nervous, emotional, impatient, easily anxious, stressed, depressed, and the like which are part of spiritual factors (Thursan Hakim, 2002). Spiritual factors are a condition of physical, intellectual and emotional development of a person. This factor is more likely to exist in every human being who is a feeling or spirit. The form

of this spirituality is worship, socializing, entertainment, inner peace and affection.

f. Family factors

Family factors are one of the factors that greatly affect the quality of a person. The family is part of the smallest unit in the process of human life, namely the position of father, mother and child. Built to achieve a peaceful and happy survival. So to achieve this, it must be done in such a way with various ways, efforts and efforts that each take on their roles and responsibilities according to their abilities (Karimah Ummah, 2023).

In reality, every family has problems that do not always run harmoniously, concerning all elements of the family starting from the child, father and mother. In the process of achieving goals, many obstacles and insurmountable problems are avoided. Because in one family the others are interconnected, influence each other, and clash with each other. Not even a few end up in separation (Karimah Ummah, 2023).

Based on the explanation above, family factors are very influential on the concentration of students' learning at school, because the family is the core part of students' lives, especially if there are family problems where students become victims so that their learning process is disrupted in class.

Veenstra says that there are several factors that can affect learning concentration, among others:

- a) The age factor, concerning the ability to concentrate, grows and develops according to the age of the student.
- b) His condition of the nervous system (*neurological system*) affects students' ability to digest information in attention activities. students have different brain nerve abilities in selecting a number of existing information so that it also affects the individual's ability to focus attention.
- c) Knowledge and experience factors, knowledge and experience factors play a role in trying to focus attention on objects that cannot be recognized by the concept so that individual knowledge and experience can make it easier to concentrate. (Nurhidayah, 2021)

Based on the explanation that has been presented above, spiritual factors are one of the influences on the concentration of learning in students, because it concerns from within a student who brings positive and negative influences as the situation is being felt by the student, such as emotional feelings, nervousness or stress making students unable to concentrate on their learning so that their understanding and quality of learning decreases.

According to Orgami in his statement, there are several reasons why students find it difficult to concentrate in class, namely:

1. The attention span is still short

Students generally have difficulty concentrating in learning in class because they still have a short attention span, which means that the focus of students' attention on something is still fairly difficult and they are not used to just sitting still while listening in front of the class (Ruslia, isnawati)

2. Learning style

The learning system in Indonesia that still instills techniques requires students to always focus on the teacher in classroom learning activities, which has become the focal point of Indonesian teachers in teaching without assisting and implementing that students are not enough if only the focal point is applied to the teacher in learning. (Ruslia Isnawati)

Based on the explanation above, students usually have difficulty concentrating while learning due to factors which are not accustomed to focusing on something in the sense that they still lack a point of attention to something.

CONCLUSION

Based on the results of research that has been conducted by researchers related to the Implementation of Jurisprudence. Teacher Creativity in Fostering Student Learning Concentration at Madrasah Aliyah Yapia Parung, Bogor Regency, the researcher can state and draw conclusions as follows is the creativity of fiqh teachers in improving student learning concentration at Madrasah Aliyah Yapia Parung, Bogor Regency, suggests that it has become a common reference point as an effort to achieve the quality of student learning outcomes, where every

teacher and school leader agrees to achieve the quality of student learning, one of which is by increasing student learning concentration.

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