

Elementary Student’s Concentration Ability in Pontianak Indonesia: A Qualitative Study

Wuriani¹, Lilis Lestari², Annisa Rahmawati³, Cau Kim Jiu⁴, Usman⁵, Yenni Lukita⁶

^{1,2,3}Department of Maternity and Child Nursing, STIK Muhammadiyah Pontianak, Indonesia

⁴Department of Community Nursing, STIK Muhammadiyah Pontianak, Indonesia

^{5,6}Department of Medical Surgical Nursing, STIK Muhammadiyah Pontianak, Pontianak

Email address: ¹wuriani@stikmuhtk.ac.id; ²lilis_lestari90@yahoo.com; ³annisa@stikmuhtk.ac.id; ⁴chaujiu99@gmail.com; ⁵usmanudan@stikmuhtk.ac.id; ⁶yenniluk@stikmuhtk.ac.id.

Abstract— Students who can’t concentrate in their studies suffers from the inability to fully memorize and understand their lessons. According to the survey on 10 students, claims that they can’t concentrate on their lessons for too long due to boredom. The purpose of this study is to explore the learning factors in elementary school students in Pontianak Indonesia. The qualitative research method was conducted on five elementary school students and three teachers. The results of this study found four major theme factors that influence the concentration of elementary school students while learning, namely 1) The student’s knowledge on concentration, 2) the range of time students persist for concentration, 3) factors that influence their concentration while learning, 4) things that students thought of during lessons.

Keywords— Special needs school, intellectual disability, teachers, students.

I. INTRODUCTION

Concentration have a high influence on learning outcomes, students who cannot concentrate clearly will not succeed in memorizing or mastering learning material, and will eventually achieve low scores in their class. In fact, based on the results of interviews with several students, they claimed that their level of concentration is very low during classes, they are often in the class but their minds were elsewhere. Students' difficulties on studies can appear from within the students themselves (internal factors) and from outside students (external factors). Internal factors include illness due to lack of health, intelligence, talent, interest, motivation, mental health factors, and the student's specific character. External factors include parents, school factors, and environmental factors (Supriyono, 2013).

In addition, the student's ability to concentrate is also influenced by environmental factors, the environment referred to here is the environment of their class. According to Sopiati (2010). "a quality teaching and learning process is a process that can increase students' knowledge and abilities optimally". To carry out the teaching and learning process, the supporting facilities are of course needed. It was concluded that the level of student's concentration is still low when attending lessons. From interviews with three teachers, it was founded that teachers have difficulties to maintain their student's attention in class, especially in the middle of lessons, students have

begun to look disturbed, chatting with classmates, or looking outside of the class. And the results of a survey of ten students, claimed to be unable to concentrate during lessons for long because they felt that the lessons were boring. Some students said that if they performed badly on their lessons, they would feel embarrassed by their friends, afraid of being scolded by their parents, and eventually became too lazy to go to school. corresponding to the phenomenon above, the researcher wants to explore the factors that might influence the student's level of concentration during lessons.

II. OBJECTIVE

This study aimed to explore the learning factors in elementary school students in Pontianak Indonesia.

III. METHODOLOGY

The design used in this study was qualitative with a phenomenological approach, with five elementary school students from various classes and three teachers as participants in this study.

IV. RESULTS

Categories	Themes
- Focus - paying attention - calm	Student’s knowledge on concentration
- One hour - Two Hours	Student’s endurance on keeping concentration
- Fun lessons - Writing/taking notes to memorize the lessons	Factors that influence the concentration
- Teacher’s loud voice - Cool and clean class - Talkative seatmates	
- Looking at the yard - Looking at the open door - Looking at the canteen - Looking at the teacher - Thinking of playing at home - Thinking of home works	Things that students thought of during lessons

Theme 1: Student’s knowledge on concentration

What does concentration mean? that was the first question that I asked to all of the participants, and all of the participants responded with various answers, some of them define

concentration as paying attention to the teacher, some define it as focus and some of the participant define it as a situation where they can study at ease without disturbance. Their answers are as follows:

"..... Focus only to teacher and the class....." (R1)

"..... Focus on the lesson, or focus at doing something....."(R2)

"..... Like when we were doing something but we have to only focus on that thing....." (R4)

"...Concentration is paying attention to the teacher during lesson, so we can get a highest grade..." (R3)

"...Tranquility with no disturbance..."(R5)

Aside from student respondents, there were also three teachers who were used as respondents in this study, in the interview, the teacher stated that the student who concentrates is the child who was paying attention and taking notes and the other teachers said that they felt that they were given attention if the class was quiet without noise or students chatting with a seatmate. As it turns out that the classroom situation was noisy, there were some students who chat during lessons, and students who were looking out of the class, indicating the teacher was less noticed and indicating that students were not concentrating on the lesson.

"...Students who concentrate are those who paid attention while taking a note..."(R6)

"...Felt given attention when the class was calm without any of its student talk to each other with their seatmates"(R7)

"...Student which paid attention to the teacher, sometimes while taking a note, nod their head, and barely looking outside of the class ..."(R8)

The notion of concentration can be drawn from the statements of five students who stated that concentration means focusing their attention and behavior to the teacher in front of the class and on the ongoing lessons, while concentration according to the teacher is a class in a composed condition, there is no conversation between students, students do not stare outside the class and student's attention focused on the teacher and on the lesson while occasionally taking notes.

Theme 2: Student's endurance on keeping concentration

Concentration in which described as the student's attention focusing on their teacher and lesson turns out to have a time limit, there are some students who are only able to concentrate on just one hour of learning, while others can take up to two hours of learning, whilst above the third hour of learning, students have lost their focus on the lesson. We can see this from the following statement:

"... I can only listen to the teacher well and taking notes for an hour" (R2)

"...I can listen to the teacher and the lesson for two hours" (R4)

"...I can listen to the teacher for about an hour, while the rest of the hour I'm lost in thought" (R5)

According to the teachers when explaining in front of the class, their students listen carefully and attentively during the lesson, but as it reached the second-hour students usually seem disturbed and their attention was decreased. According to a teacher, to avoid boredom they usually present some material outside of class hours such as funny daily stories, and a teacher is required to be able to maintain student's concentration in class with a variety of methods and learning media that do not bore students.

..... They do listen to the lesson, but usually at the second hour they started to talk to each other or start feeling uneasy (R1)

...The students always listens and we as a teacher always tell them a joke so could catch their attention ... (R2)

...as a teacher we need to be creative to keep the student's thought in class, for example by using more than one learning method or using different learning media ... (R8)

Theme 3: Factors that Influence Concentration

The factors that influence the student's ability to concentrate on the lesson consist of two factors, namely internal factors and external factors. The internal factors include lessons that are liked by students that made the students willingly concentrate on their lessons, the second internal factor is the motivation to take notes of the lessons, with the desire to take notes, students will listen with full concentration because they will have to choose which parts are important and will be written.

... I always took notes on every lessons so that I won't lose the teacher's lessons (R1)

...I often took notes because sometimes the teachers will give us some quiz and we won't be able to tell the answer if it's not for the notes...(R3)

...I took notes of every lessons, because most of them will be useful for exams....(R4)

...I only took notes when I think it was necessary to...(R5)

External factors that influence the student's ability to concentrate on their lessons are the teacher's voice when

teaching, where students are more likely to concentrate on the teacher's voice that is loud and clear when teaching. The second external factor is a cool and clean class, a class that is not hot with fan or good air circulation makes the students more likely to focus on their lessons. While a clean class makes it convenient for students to learn and not think about the garbage they see, students will think of every object they see if they are not concentrated. The third external factor is the likelihood of their seatmates to chat with them in the middle of the lesson. There are students who state that a talkative seatmate will disrupt students' concentration on listening to the teacher's lessons.

... this class is comfortable, there are many ornaments like calligraphy....(R1)

...I love it cause it's comfortable, neat, and less hot because of the fans... (R2)

...Comfortable, cool, peaceful, and many of my friends are open for discussion. Tough, it'll be much better with lesson-related pictures like formulas and proverbs to helps us in our studies.....(R4)

...Yes, because when the teacher arrived everyone went silent and they were good friends. It needs more decoration to lessen the boredom and there are class competitions each semesters (R3)

... A class is uncomfortable when there were too many garbage around and the room was hot especially if there were black out and the fans broke it made us hate the class(R5)

...The students can't be left without activities, even if we left them for a while, they will started chatting to each other especially with those whose seatmates were close friends(R6)

...Disturbing friends, weird phenomenon or noises from outside the class, will make them spontaneously look outside the class(R7)

...We from the school gave our best to fulfill our student's comfort in the class to support their concentration, like fans and hygiene(R8)

Theme 4: Things that Students Thought of During Lessons.

aside from identifying the internal and external factors that might influence the student's concentration, researchers also found several things that disturbed the student's concentration, this happens after the first or second hours of lessons take place. Students are able to maintain their concentration for one or two hours, and then they will think of many other untreatable things such as playing, homework, going to the toilet, and planning to go to the canteen. Furthermore, the students will also stare outside the doors and windows, the yard to see other students in the canteen, students who are exercising in front of their class, or other students who are playing on the yard.

.....aaaaa yes there is one... I've always imagined myself playing with my neighbors after school..... (R2)

..... When I got bored from listening to the lessons, I thought of home works... (R4)

.....When it reached the second hours of the lesson I thought of going to the bathroom (R5)

..... When I got bored, sometimes I stare at the ceiling and clouds outside the class....(R1)

..... I would sometimes stare at people exercising in the yard(R2)

..... when we we're in the middle of the lesson, and other students were out, we sometimes took a peak on them in cafeteria.... (R4)

..... when the door was open and many people were having lunch, we got distracted.....(R5)

The researcher concludes that the students are only able to hold their concentration for an hour or two, above those if the door was open and there were other students doing activities outside the class, such as students who do sports and play on the schoolyard, then the attention of students will likely to disappear. Meanwhile, if the classroom faces the canteen, students will stare at the canteen and see other students who are eating in the canteen as seen from the class.

V. DISCUSSION

At the interview, many experiences and feelings expressed by the participants about the student's ability to concentrate during lessons and paying attention to the teachers who were giving lessons in front of the class, starting from the participant's knowledge of the notion of concentration, participants said that the notion of concentration was paying attention to the teacher by looking and listening to the teacher in focus and in an attentive situation while studying in the classroom. This is in accordance with the opinion Daud (2010),

“Concentration in studying is the concentration of attention in the process of behaviour change expressed in the form of mastery, use, and assessment of or regarding attitudes and values of knowledge and basic skills contained in various fields of study”. Student's range of time to stay concentrated in studying and paying attention to the teacher is concluded to be around one or two hours, above the range of time, students will likely to lose their attention to the open door and started staring at things that are interesting outside, like other students who exercise, play in the yard or snacks in the canteen. For this very reason, it would be better if the student's break time is done at the same time so that no student will be able to go to the cafeteria and play on the yard during the lessons. In addition, student's sport's lessons should be done in the schoolyard that is not visible to the students who are in the

classroom, then the canteen should not be within the reach of students' views from the classroom. This can also be seen during observation, at the first hour students seem to be calm and paid attention to their teachers, after the first hour, students started to chat and stare outside the window, if the teacher sees such signs, then the teacher will start to make students pay attention again with some funny stories, so that students may pay attention again to the teacher and the lesson, and some teachers try to use a variety of methods. This is in accordance with the opinion of Aviana (2015) "The inability of students to build a way of thinking (concentration) to respond and interpret lessons related to the teaching methods of the teacher and also the atmosphere in the classroom."

In addition, there are factors that influence student's concentration, one of them is internal factors where students are happy and interested in the subject being taught, so during the lesson students will likely to concentrate, because of their curiosity about the lesson. Another internal factor is the motivation or willingness to take notes of the lessons, with the desire to take notes the students will likely to listen and concentrate on their lessons because they have to determine which parts of the teacher's words are important to take note. Aside from internal factors, there are also external factors that influence the student's concentration ability. For example, if the teacher's voice was loud enough that it can be heard clearly, or if the teacher's voice was too soft that it makes the students unable to listen and eventually lose their concentration. Other students also explained that a clean and cool class could also affect their concentration, because with a cool and clean class students' minds will be more likely to focus on the lesson, instead of in a dirty class and hot temperature room. Another researcher, Halil (2015) stated that the concentration was also influenced by the physiology and psychological factors of the students themselves, for example, students who were sick or were in a physical condition that could interfere with their learning process such as temperatures that were too cold or hot. This statement is in agreement and supports the results of this study. Whereas Lestari (2015) stated that daytime is the time where students were sleepy and tired because in the morning they were active and the atmosphere turned hot, so many students could no longer concentrate on studying during the day. But this is a problem that should be overcome by the students, because this afternoon learning session was not an option, but instead a necessity that must be followed by students. Other external factors that may influence the student's concentration on their lessons are talkative seatmates. Seatmates can interfere with a student's concentration in learning. According to Mardiana (2012) speaking with peers, looking left and right is bad behaviour in the teaching and learning process which can interfere with the concentration of peers and even the teacher. According to Keller (2019), classmates can realistically become targets of policy interventions by teachers, who will decide the seating arrangements in the class. Seating arrangements in principle can be used to ensure ideal conditions for academic achievement because when the seating was not determined by the teacher, students often chose to sit next to their close friends, this will have an impact

on the number of unrelated conversations in class. According to Lestari (2015) students who lack concentration can be seen when the students started to talk or daydream.

The learning system should be improved by arranging the seats in distance or making individual seats without a seatmate if the idea was not possible due to the lack of facilities, then it can be done by letting the teachers choose the seat arrangements, or with frequent exchange of seatmates.

VI. CONCLUSION

1. Student's concentration in the class can be maintained by reducing external factors, such as the presence of other students who play or do activities outside the classroom, therefore it would be better for the classroom not to face the canteen, yard, or highway.
2. Seatmates should be absent or changed frequently because close friends will make students often discuss during lessons.
3. Teachers should have a variety of learning methods and must be able to master the latest learning media, in order to maintain the student's concentration in the classroom

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**SEKOLAH TINGGI ILMU KEPERAWATAN MUHAMMADIYAH
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Kampus : Jl Sungai Raya Dalam Gg.Ceria V Nomor 10 Pontianak 781245
Telp (0561) 711837, Fax (0561)711379, Website : <http://stikmuhptk.ac.id>, Email : admin@stikmuhptk.ac.id

**SURAT KETERANGAN LOLOS KAJI ETIK
(ETHICAL CLEARANCE APPROVAL)**

Nomor: 60/II.1.AU/KET.ETIK/III/2019

Komite Etik Penelitian Sekolah Tinggi Ilmu Keperawatan Muhammadiyah Pontianak yang terdiri dari:

Dr. Suriadi, MSN

telah mengkaji dengan teliti proposal berjudul :

**“KEMAMPUAN KONSENTRASI BELAJAR SISWA SEKOLAH DASAR DI KOTA
PONTIANAK”**

Nama peneliti utama : **WURIANI**
NIDN **1128127501**

dan telah menyetujui proposal tersebut.

Pontianak, 11 Maret 2019

Ketua Komite Etik Penelitian
STIK Muhammadiyah Pontianak



Dr. Suriadi, MSN., AWCS
NIDN : 1103076601