



The Influence of Information Services on Students' Learning Concentration

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Abstract

This research aims to determine the effect of information services on the learning concentration of students at Al-Hijrah Laut Dendang IT Middle School. The research method used was quasi-experimental with a one-group pretest-posttest design. The research sample consisted of 38 students from Al-Hijrah IT Middle School selected using a purposive sampling technique. The data collection instrument used a questionnaire about learning concentration with a Likert Scale design, which was compiled and modified using various existing theories. The data analysis technique used the paired sample t-test. The research results showed that the average student pretest score was 52.05 and the posttest score was 83.68. The paired sample t-test using SPSS 23 showed a significance value of 0.001. According to the decision-making rules in the paired sample t-test, where the significant value is < 0.05 , namely $0.001 < 0.05$, it means that H_1 is accepted and H_0 is rejected. It can be concluded that there is a significant influence of information services on the learning concentration of class VII Ikhwan students at Al-Hijrah IT Middle School.

Keywords: Information Services, Study Concentration, Healthy Lifestyle

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh layanan informasi terhadap konsentrasi belajar siswa SMP IT Al-hijrah Laut Dendang. Metode penelitian yang digunakan adalah *quasi eksperimen* dengan desain *one group pretest-posttest*. Sampel penelitian berjumlah 38 orang siswa SMP IT Al-Hijrah, diambil dengan Teknik *purposive sampling*. Instrumen pengumpulan data menggunakan angket tentang konsentrasi belajar dengan desain *Skala Likert* yang disusun dan dimodifikasi melalui berbagai teori yang ada. Teknik analisis data menggunakan uji *paired sample t-test*. Hasil penelitian diperoleh bahwa; 1) nilai rata-rata *pretest* siswa = 52,05 dan *posttest* = 83,68. Hasil uji *paired sample t-test* menggunakan SPSS 23, nilai *sig.* adalah sebesar 0,001. Sesuai dengan kaidah pengambilan keputusan dalam uji *paired sampel t-test* dimana nilai signifikan $< 0,05$ yaitu $0,001 < 0,05$. Maka memiliki arti bahwa diterimanya H_1 dan ditolaknya H_0 . Dapat disimpulkan terdapat pengaruh yang signifikan layanan informasi terhadap konsentrasi belajar siswa kelas VII Ikhwan SMP IT Al- hijrah Laut Dendang.

Kata Kunci: Layanan Informasi, Konsentrasi Belajar, Gaya Hidup Sehat

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INTRODUCTION

Learning concentration is crucial as it involves focusing or concentrating on an object being studied by preventing all thoughts except the focused object. Student concentration is achieved when teaching aligns with student interests. Therefore, student concentration becomes a priority for teachers. To support learning concentration, students must adopt a healthy lifestyle, such as managing sleep and rest times, having breakfast, avoiding unhealthy food, and exercising (Khomsan,2003).

Characteristics of students who can concentrate on learning relate to learning behaviour, including cognitive behaviour, affective behaviour, and psychomotor behaviour. (a) In cognitive behaviour, which involves knowledge, information, and intellectual skills, students with concentration are marked by (1) readiness to recall knowledge obtained and can appear when needed, (2) ability to apply information/knowledge obtained, and (3) ability to analyze knowledge obtained. (b) In affective behaviour, which includes attitudes and perceptions, students with concentration are marked by: (1) acceptance/attention and action on the material presented by the teacher. (c) Psychomotor actions are marked by (1) body movements by the teacher's instructions and (2) good communication among fellow students. (d) In language pronunciation, students with learning concentration are marked by active and properly coordinated language use (Tabrani & Rusyan, 1989).

Observations at Al-Hijrah Laut Dendang IT Middle School show that learning concentration in Akhwat classes is higher than in Ikhwan classes. Student concentration is significantly influenced by their readiness and willingness to receive classroom learning. According to interviews with the counselling teacher at Al-Hijrah Laut Dendang IT Middle School, class VII Ikhwan is considered to have low learning concentration. There are two main factors affecting student concentration: internal and external factors. Internal factors include a need for more awareness of a healthy lifestyle and poor management of sleep and rest times, leading to drowsiness during lessons. External factors include an uncomfortable classroom environment and uninteresting teaching methods, causing students to feel bored during lessons.

A healthy lifestyle involves behaviours related to maintaining and improving health through interaction with the environment, especially concerning health. A healthy lifestyle emphasizes a balanced diet, regular physical activity, good stress management, adequate sleep, and avoiding bad habits such as smoking and alcohol consumption. It also includes exercise, meditation, maintaining an ideal weight, and avoiding foods high in saturated fats, added sugars, and excess salt.

A healthy lifestyle significantly affects learning concentration. Healthy individuals have better cognitive abilities and sufficient energy for learning activities, helping them improve concentration and intellectual capacity. Inadequate nutrition can cause health problems, affecting brain development, optimal work performance, productivity, and resistance to infectious diseases. A person's first nutritional intake is from breakfast, which contributes significantly to daily nutritional intake, providing about 25% of the total daily nutritional intake (Hidayat, 2021). In addition to diet, exercise is a factor that affects concentration levels.

Exercise is a way to maintain health. Its benefits are not only physical health but also mental and psychological health. People who exercise regularly have better concentration and learning retention than those who rarely or never exercise (Sandayanti, 2021). healthy lifestyle program helps individuals focus on their goals and align heart and mind strength (Khamson,2003)

Information services enable individuals to understand necessary information and knowledge, helping them recognize themselves and their environment. Mugiarto explains that information services aim to equip individuals with knowledge and understanding for self-recognition, planning, and developing a healthy lifestyle as students (Tohirin, 2015).

The main functions of information services are understanding and prevention. In guidance and counselling, understanding involves recognizing students' issues and

environments. The prevention function helps students avoid problems hindering their development. In this research, information services provide students with an understanding of the importance of knowing and understanding a healthy lifestyle for learning concentration. The information helps students gain a new understanding, avoiding misconceptions about a healthy lifestyle.

Efforts to improve learning concentration include providing students with information services. These services help students understand the importance of a healthy lifestyle for good learning concentration. Information services help students master and utilize information for daily life and personal development, achieving independence and self-understanding, directing themselves to valuable activities, and actualizing their decisions (Tohirin, 2015).

Tohirin suggests several techniques for information services: lectures, Q&A, and discussions; media use like visual aids, written materials, posters, and electronic media; special events like "no smoking day" or "environmental cleanliness day"; and resource persons like health officials or police for specific information.

From the techniques above, information services provide various insights to open new perspectives for students. Counselling teachers must selectively search for and deliver relevant information. Research on the influence of a healthy lifestyle on learning concentration through information services is a popular theme. For example, Hidayat (2021) found that breakfast habits positively affect learning concentration. Wulandari (2024) stated that sleep is crucial for physical and mental health, impacting academic performance. Sleep disorders, especially insomnia, negatively affect concentration quality. Purba (2020) explored the effect of surrounding air oxygen levels on student concentration.

To show the novelty between this research and previous studies, the researcher compares various variables, research methods, and results on how counselling teachers help students with learning concentration issues by providing information services on a healthy lifestyle.

This literature-based study aims to analyze the relationship between a healthy lifestyle and learning concentration due to the need for studies discussing concentration's general impact. Understanding this relationship through information services is expected to highlight the importance of a healthy lifestyle for brain activity and contribute to national education.

RESEARCH METHODOLOGY

This research was conducted at Al-Hijrah Laut Dendang IT Middle School. The population consists of all school students, with a sample of 38 male students from class VII Ikhwan. This quantitative study employs a quasi-experimental design. Quasi-experiment involves providing treatments and observing changes. The design used is one group pretest-posttest (Hasibuan, 2023). Ada 2 variabel dalam penelitian ini yaitu satu variabel X (Bebas) dan satu variabel Y (Terikat). The study involves independent variable X (Information Services) and dependent variable Y (Learning Concentration), with a healthy lifestyle as the material provided in information services.

Data collection was done by distributing a Likert scale questionnaire. The collected data were analyzed quantitatively. The Likert scale's validity and reliability were tested using SPSS 23 before being administered to students. The questionnaire used four response options, eliminating neutral options based on Saifuddin Azwar's suggestion to avoid middle choices, which can reduce data accuracy and information (Azwar, 2016: 59)

Likert scale measures attitudes, opinions, and perceptions about social phenomena (Sugiono, 2017: 93). Each statement has four alternative answers with the highest and lowest scores. Scores for positive and negative questions.

RESULTS AND DISCUSSION

This research was conducted in the second semester of the 2023/2024 academic year from May 1 to 31, 2024. Data were collected using a 21-item psychological questionnaire to 38 male students from class VII Ikhwan. The questionnaire used four response categories: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The pretest was conducted to get an initial picture of the students before the treatment. The pretest was given to 38 students in class VII Ikhwan. The results of the pretest and posttest on learning concentration are shown in the following table:

Tabel 1. Hasil Pre Test dan Pos Test

No	Description	Pre-test	Post test
1	Mean	52.05	83.68
2	Median	52	84
3	Mode	52	85
4	Std. Deviation	2.741	1.974
5	Sum	1978	3180

The calculation of the paired sample T-test in this study was performed using the SPSS 23 program. The results of the paired sample T-test are as follows:

Tabel 2: Paired Samples Statistics

		Mean	N	SD	Std. Error M
Pair 1	Pretest Learning Concentration	52.05	38	2.741	.445
	Posttest Learning Concentration	83.68	38	1.974	.320

Tabel 3: Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest-Posttest	-31.632	2.765	.449	-32.540	-30.723	-70.525	37	<.001	<.001

The paired sample t-test results show a significance value of < 0.001 . According to the decision-making rules in the paired sample t-test, where the significance value is < 0.05 , the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This means that information services significantly influence students' learning concentration.

Before conducting the research, observations at Al-Hijrah Laut Dendang IT Middle School revealed that learning concentration in Akhwat classes was higher than in Ikhwan classes. Student concentration is influenced by their readiness and willingness to receive classroom learning. According to interviews with the counselling teacher, class VII, Ikhwan had low learning concentration due to internal factors like poor awareness of a healthy lifestyle and poor sleep and rest management, leading to drowsiness during lessons. External factors included an uncomfortable classroom environment and uninteresting teaching methods.

Pretest data was collected on Monday from 9:00 to 9:45 AM. Thirty-eight students in class VII Ikhwan showed low learning concentration, with an average score of 52.05, categorized as low. After the pretest, information services on a healthy lifestyle were provided to the students. These services were conducted over four sessions, each lasting 30 minutes (equivalent to one class period).

Session 1: Held on Wednesday from 11:00 to 11:30 AM with the topic "Healthy Lifestyle." Students learned about and recognized the importance of a healthy lifestyle, such as having breakfast and consuming nutritious food.

Session 2: Held on Thursday from 9:00 to 9:30 AM with the topic "Insomnia." Students learned about the dangers of staying up late and its impact on health and learning concentration.

Session 3: Held on Monday from 9:00 to 9:30 AM with the topic "Rarely Exercising? Beware of the Dangers!" Students learned about the importance of regular exercise for health and learning concentration.

Session 4: Held on Wednesday from 11:00 to 11:30 AM with the topic "Cool Teens Without Smoking & Alcohol." Students learned about the dangers of smoking and its impact on health and learning concentration.

After providing the information services, a posttest on learning concentration was given to class VII Ikhwan students to see if there was an influence of information services. Based on the analysis, there was an increase in student learning concentration, shown by the posttest scores, which averaged 83.68 compared to the pretest score of 52.05. This indicates a significant influence of information services on students' learning concentration. This aligns with Riinawati's (2023) research, which found that providing information services can help improve students' learning concentration, with research results showing a 38% improvement in concentration for 105 students. Healthy living impacts student academic achievement; better healthy living behaviour results in better academic performance (Rahmat dkk, 2020). Arifin Wati (2020) also stated that sleep quality significantly affects learning concentration.

CONCLUSION AND SUGGESTIONS

Based on the descriptive results, the average pretest score was 52.05, and the posttest score was 83.68, indicating increased student concentration after receiving information services about a healthy lifestyle. The paired sample t-test using SPSS 23 showed a significance value of 0.001. According to the decision-making rules in the paired sample t-test, where the significance value is < 0.05 , it can be concluded that providing information services about a healthy lifestyle to Al-Hijrah Laut Dendang IT Middle School students significantly influences their learning concentration.

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