

ANALYSIS OF STUDENTS' LEARNING CONCENTRATION IN ISLAMIC RELIGIOUS EDUCATION AT SENIOR HIGH SCHOOLS

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Abstrak: Penelitian ini bertujuan untuk menganalisis faktor-faktor yang memengaruhi konsentrasi belajar siswa dalam pembelajaran Pendidikan Agama Islam di SMA Negeri 5 Kerinci. Masalah utama yang diidentifikasi adalah penurunan konsentrasi siswa akibat pengaruh faktor internal seperti minat, motivasi, emosi, dan kondisi fisik, serta faktor eksternal berupa lingkungan belajar, pergaulan sosial, dan media digital. Metode yang digunakan adalah pendekatan kualitatif dengan wawancara, observasi, dan angket sebagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa konsentrasi belajar siswa sangat dipengaruhi oleh interaksi antara faktor internal dan eksternal. Peran guru pendidikan agama Islam sebagai fasilitator, motivator, dan pengatur emosi terbukti efektif dalam meningkatkan konsentrasi siswa. Selain itu, pendekatan pedagogis yang relevan dan mengaitkan nilai-nilai keagamaan juga berkontribusi signifikan terhadap fokus belajar siswa. Temuan ini memberikan implikasi penting bagi strategi pengajaran pendidikan agama Islam, yakni perlunya kombinasi antara metode interaktif, pengelolaan emosi, dan penerapan nilai spiritual yang dapat meningkatkan konsentrasi, keterlibatan, serta kualitas pembelajaran secara keseluruhan di masa depan.

Kata Kunci: Konsentrasi Belajar, Kualitas Pembelajaran, Pendidikan Islam

Abstract: This study aims to analyze the factors that influence students' learning concentration in learning Islamic Religious Education at SMA Negeri 5 Kerinci. The main problem identified is the decline in student concentration due to the influence of internal factors such as interest, motivation, emotions, and physical condition, as well as external factors in the form of learning environment, social interaction, and digital media. The method used was a qualitative approach with interviews, observations, and questionnaires as data collection techniques. The results showed that students' learning concentration is strongly influenced by the interaction between internal and external factors. The role of Islamic education teachers as facilitators, motivators, and emotional regulators has proven effective in improving student concentration. In addition, relevant pedagogical approaches and linking religious values also contribute significantly to students' learning focus. The findings provide important implications for Islamic religious education teaching strategies, namely the need for a combination of interactive methods, emotional management and the application of spiritual values that can improve concentration, engagement and overall learning quality in the future.

Keywords: Learning Concentration, Learning Quality, Islamic Education

INTRODUCTION

Islamic Religious Education has a strategic position in the national education system as a means of shaping the character, morals, and spirituality of students. Through Islamic religious education, students are expected not only to understand Islamic teachings cognitively but also to be able to internalize these values in their daily attitudes and behavior (Paramansyah & Djollong, 2023; Rahmayani, 2017). However, in practice, Islamic religious education in schools often faces various complex challenges, especially in maintaining students' concentration. These challenges are even more apparent in the era of globalization and digitalization, when advances in information and communication technology have become part of students' daily lives. Widespread access to smartphones, social media, and digital entertainment often distracts students, thereby reducing the effectiveness of the learning process. In this context, religious education requires a high level of concentration and reflection so that Islamic values can be understood, internalized, and implemented correctly in real life (Akbar & Noviani, 2019; Anggeriani & Ain, 2024).

This phenomenon is also felt at SMA Negeri 5 Kerinci, a school known for its diverse student and teacher backgrounds. This school is attended by students from various regions in Kerinci Regency with quite striking social, economic, and cultural differences. On the one hand, this diversity enriches the dynamics of learning because it presents various perspectives and diverse religious experiences. However, on the other hand, these differences in background also have implications for differences in the level

of understanding, interest, and concentration in following Islamic religious education lessons. Some students show great enthusiasm in learning Islamic teachings, while others are less motivated or easily distracted by things outside of learning activities. In addition, differences in teachers' characters in applying teaching methods and styles also influence the extent to which students are able to focus their attention during learning.

Concentration, in the context of education, is a person's ability to focus their attention on an object or activity for a certain period of time. Ruspikha Citra (2016) emphasizes that concentration is the key to success in understanding Islamic values, which include cognitive, affective, and psychomotor aspects. However, a number of studies show that the level of concentration among high school students is still relatively low, especially in subjects that require deep understanding, such as Islamic religious education (Ruspikha Citra, 2016). Based on initial observations at SMA Negeri 5 Kerinci, a number of teachers reported that many students easily lose focus during the learning process. This can be seen from the behavior of students who often play with their gadgets during class, chat with friends outside the context of the material, or simply daydream in the middle of discussing verses and hadiths. This situation requires teachers to repeatedly adjust their strategies so that the learning process remains effective.

In addition to external factors such as the influence of technology, academic pressure and non-academic activities also contribute to the decline in students'

concentration. The busy study schedule, numerous assignments, and intense extracurricular activities at Kerinci 5 Public High School often cause physical and mental fatigue. This condition reduces students' ability to maintain focus during Islamic religious education classes. In this case, the decline in concentration not only affects academic achievement but also has an impact on the internalization of religious values, which is the core of Islamic religious education. Religious education is not merely a transfer of knowledge, but also the formation of spiritual and moral awareness that requires full attention and inner peace (Agustina et al., 2024; Anggeriani & Ain, 2024).

Islamic education teachers at SMA Negeri 5 Kerinci play an important role in creating a learning atmosphere that can maintain and foster student concentration amid diverse social and cultural backgrounds. Conventional learning models that are still widely used, such as one-way lectures, often make students passive and easily lose focus. In fact, for a generation growing up in the digital age, a more interactive and contextual approach is needed so that students feel involved and challenged in the learning process. Several teachers at these schools have tried to innovate by using digital learning media, discussion methods, and project-based learning to increase student engagement. However, the effectiveness of this approach has not been widely studied scientifically, especially in relation to improving students' concentration in Islamic religious education subjects.

Another contributing factor is the emotional and spiritual condition of students. Afifah et al., (2024) emphasize that emotional balance is closely related to the ability to concentrate. Students who are facing psychological pressure, social conflict, or lack spiritual closeness to Islamic teachings will find it easier to be distracted during learning. This was also evident at SMA Negeri 5 Kerinci, where some students faced various family and social problems, such as differences in religious understanding between parents, family economic pressures, and promiscuity, which affected their emotional stability. Therefore, Islamic religious education in this school needed to be designed not only to improve cognitive understanding but also to strengthen students' spiritual and emotional sides in a balanced manner.

The diverse educational backgrounds and teaching experiences of Islamic education teachers add their own flavor to the learning process at SMA Negeri 5 Kerinci. Some teachers are accustomed to using traditional approaches with an emphasis on memorizing verses and fiqh laws, while others are more adaptive to technological developments and modern learning approaches. These differences create variations in students' learning styles and experiences in the classroom, which can indirectly affect their concentration levels. This school is thus a representative research location for examining the relationship between teaching styles, student psychological factors, and the influence of the digital environment on concentration levels in Islamic religious education.

Most previous studies on learning concentration in Islamic religious education have emphasized aspects of motivation or specific learning methods without considering the diversity of students' social and cultural contexts. The lack of empirical studies that simultaneously integrate psychological, social, and technological factors makes this research important to conduct at SMA Negeri 5 Kerinci. This school not only reflects the general dynamics of secondary education in Indonesia but also illustrates the social reality of a heterogeneous, religious society that is beginning to be influenced by digital lifestyles. Thus, the results of this study are expected to contribute theoretically and practically to the development of adaptive Islamic religious education learning strategies that address the diversity and challenges of the modern era.

The urgency of this research is even greater with the increasing use of the internet and digital devices among teenagers. Based on data from the Indonesian Internet Service Providers Association, more than 90% of high school students in Indonesia are active internet users with an average usage time of more than six hours per day. This figure shows the enormous potential for distraction that can affect the learning process, including in Islamic religious education subjects (Akbar & Noviani, 2019). Therefore, it is important to understand how external factors such as technology and internal factors such as students' spirituality and emotions affect their concentration in class.

Based on the above description, this study aims to analyze the level of student

concentration in Islamic religious education at SMA Negeri 5 Kerinci and identify the factors that influence it. By examining the conditions in schools with diverse social, cultural, and religious backgrounds, this study is expected to provide a more comprehensive empirical picture of the dynamics of student concentration in Islamic religious education. The results of this study are expected to assist Islamic religious education teachers in designing more humanistic, contextual, and innovative learning strategies so that Islamic values can be fully internalized, thereby enabling Islamic religious education to truly produce a generation that is faithful, noble, and adaptive to the developments of the times.

METHOD

This study uses a qualitative approach to analyze student concentration in Islamic Religious Education learning in senior high schools. The qualitative approach was chosen to explore in depth the experiences, perceptions, and internal and external factors that influence student concentration during Islamic Religious Education learning. This approach allows researchers to gain a contextual and in-depth understanding that cannot be measured by numbers alone. However, the qualitative approach has weaknesses such as a high level of subjectivity and limitations in generalizing results. To overcome this, this study integrates various data collection techniques, performs triangulation, and applies a systematic coding process to ensure the credibility and validity of the findings (Moleong, 2018).

The research was conducted at SMA Negeri 5 Kerinci, a public school with a diverse student background in terms of academic ability, social skills, and religious commitment. This diversity is an important basis for understanding the varying levels of student concentration in the context of Islamic religious education. The research subjects consisted of three groups: students in grades X, XI, and XII, Islamic education teachers, and guidance counselors. Students were selected using purposive sampling with the main criterion being active involvement in Islamic education learning activities. Teachers and counselors were involved as supporting informants to provide professional insights into student learning behavior and classroom conditions that affect concentration.

Data were collected through three main instruments, namely: (1) semi-structured interviews to explore in-depth narratives about students' learning focus, motivation, and distracting factors; (2) classroom observations to record actual behavior and environmental factors that affect concentration; and (3) short questionnaires to obtain basic data on demographics and students' learning concentration patterns. The combination of these three instruments helped minimize the bias of *self-report* data and strengthened the depth of the research results interpretation.

Data analysis was conducted using thematic analysis techniques through several stages: data transcription, coding, categorization, and theme formation. In the initial stage, interview results and observation notes were read repeatedly to

find patterns and meaningful statements that appeared consistently. Next, open coding was performed to group the data into initial categories such as internal motivation, learning environment, and teacher strategies. Through the axial and selective coding processes, these categories were synthesized into main themes that represented the dominant factors affecting students' concentration in Islamic religious education.

To increase the validity of the findings, this study applied data triangulation by comparing information- s from students, teachers, and observation results. Researcher triangulation was also carried out by involving two analysts in the data interpretation process to minimize researcher bias. In addition, member checking was carried out to ensure the accuracy of the interpretation of the interview results to the participants. Research ethics were maintained by obtaining informed consent, maintaining anonymity, and ensuring voluntary participation.

Overall, this methodological design not only overcomes the limitations of the qualitative approach but also ensures a rigorous and comprehensive analysis of students' concentration in learning Islamic Religious Education at the senior high school level.

RESULTS AND DISCUSSION

Factors Affecting Students' Concentration in Islamic Religious Education

Learning concentration is a psychological aspect that greatly determines students' success in understanding and internalizing lesson material. In the context of Islamic Religious Education,

concentration is not only related to students' ability to focus their attention on the teacher's explanations, but also to their ability to relate religious values to real life. According to Agustina et al. (2024), students' mental readiness, including learning concentration, greatly influences their ability to understand the material presented in class (Zailiah, 2023) emphasizes that concentration is a form of focused attention that reflects changes in learning behavior, as seen in the way students master and apply cross-disciplinary knowledge. From an educational psychology perspective, concentration is a form of focusing cognitive energy on a specific object by eliminating irrelevant distractions. Another opinion adds that this process requires self-control and emotional stability so that students can maintain focus for a long time.

Student concentration in Islamic Religious Education classes can be observed through their actual behavior in class. Students who concentrate well usually show full attention to the teacher, are able to understand every explanation, participate actively in discussions, and maintain calm during the learning process. Theoretically, concentration is closely related to the cognitive theories proposed by Piaget and Vygotsky. According to Vygotsky's social constructivism theory, attention and concentration develop through social interaction and meaningful learning activities. A conducive learning environment will help students build internal focus and improve information retention. Conversely, a distracting environment can hinder the

thinking process and reduce mental efficiency in receiving lessons.

The factors that influence student concentration at SMA Negeri 5 Kerinci can be grouped into internal and external factors. Internal factors include interest, motivation, emotions, and physical condition. Students who have a high interest in Islamic Religious Education find it easier to focus because they view religious lessons as relevant to their lives and spiritual identity. Conversely, a lack of interest will cause a decrease in focus and rapid boredom. Rahmayani (2017) mentions that emotional conditions such as anxiety, anger, or psychological pressure can interfere with concentration because cognitive energy is diverted to managing emotions. This is in line with the theory of attention proposed by Kahneman (2011), which explains that human attention is limited; when mental energy is used to deal with emotional stress, the capacity to focus on learning decreases significantly.

External factors include the learning environment, social interactions, and the influence of digital media. Observations at Kerinci 5 Public High School show that noisy classrooms, suboptimal lighting, and outside distractions cause some students to lose focus. Yusuf et al. (2017) found that environmental distractions such as noise, temperature, and classroom design have a negative correlation with learning concentration levels. This is consistent with Bronfenbrenner's ecological theory of education, which emphasizes that the learning environment (microsystem) directly influences student behavior and academic performance.

In addition, learning modalities are also an important factor. Each student has a different learning style—visual, auditory, or kinesthetic—which affects how they focus their attention. A mismatch between learning styles and teaching methods can reduce the effectiveness of concentration. Munawwarah (Munawwarah, 2017) emphasizes that the creativity of teachers in adapting learning methods to student characteristics is key to maintaining focus in learning. In the context of Islamic religious education, the use of digital media, educational videos, and group discussion methods has been proven to improve concentration because it involves more of the five senses and encourages active participation.

Psychological and social factors also cannot be ignored. Family problems, peer pressure, and the influence of technology such as social media can reduce students' time and attention to learning. In this context, Deci and Ryan's intrinsic motivation theory (Self-Determination Theory) explains that individuals who feel they have control and meaning in their learning activities will be better able to maintain focus than those who study due to external pressure. Students who understand the spiritual value of Islamic religious education lessons tend to have higher intrinsic motivation, making it easier for them to maintain concentration in their studies.

Based on the results of a questionnaire distributed to 36 students at Kerinci 5 Public High School, the majority of respondents showed a fairly high level of concentration in Islamic religious education lessons. This indicates that religious lessons

have a strong relevance to their lives, both from a moral and spiritual perspective. However, some students still face concentration problems due to environmental factors and emotional pressure. Therefore, efforts to improve learning concentration need to pay attention to the balance between managing the learning environment, emotional guidance, and pedagogical strategies of teachers that are oriented towards the needs and characteristics of students. Thus, understanding these factors is an important basis for designing educational interventions that can strengthen students' focus and learning outcomes in Islamic Religious Education.

The Role of Islamic Education Teachers in Improving Student Learning Concentration

Islamic Education teachers have a strategic position in shaping students' concentration and learning awareness. In the context of Kerinci 5 Public High School, the results of the study show that teachers not only act as conveyors of knowledge, but also as facilitators and motivators who play an important role in maintaining students' attention during the learning process. According to the humanistic learning theory proposed by Carl Rogers (2012), teachers function as guides who help students achieve self-actualization through meaningful learning. This confirms that successful learning does not only depend on material or methods, but also on warm interpersonal relationships between teachers and students (Andriyani, 2019; Lubis et al., 2024; Nurdin & Samudi, 2023).

The role of teachers in improving learning concentration can be seen from their

ability to create a conducive and engaging learning environment. Observation results indicate that the approach of Islamic education teachers at SMA Negeri 5 Kerinci is considered effective in maintaining student attention. Interactive and relevant learning methods make students feel emotionally and intellectually involved. This is in line with Gagne's (2005) view that students' attention will increase if learning stimuli are presented in an interesting way and are directly related to their life experiences. In the context of Islamic Religious Education, teachers who are able to relate religious values to real events in the students' social environment will find it easier to foster interest and focus in learning.

In addition, teachers act as spiritual and moral role models for students. According to Bandura (Bandura, 2023) in social learning theory, teachers' behavior can be observed and imitated by students. Islamic religious education teachers who demonstrate exemplary speech, patience, and personal integrity will influence the psychological climate of the classroom and increase students' respect for religious learning. This respect has a direct implication on increased concentration, as students will feel that the values conveyed have personal meaning and moral relevance.

Teachers also have an important role in designing learning strategies that suit students' learning styles and needs. In Islamic religious education, the use of interactive lectures, discussions, simulations, and digital learning technologies has proven effective in maintaining student focus. Based on social cognition theory, learning

processes that involve active mental activities such as critical thinking, reasoning, and discussion can strengthen attention and information retention. When students are directly involved in challenging activities, they will find it easier to maintain concentration and internalize the values being learned.

The motivational role of teachers is also very decisive. According to Herzberg's motivation theory, psychological rewards such as recognition, praise, and attention can increase learning motivation. Islamic education teachers at SMA Negeri 5 Kerinci who provide positive feedback on student participation are able to create a safe and supportive emotional atmosphere. This positive emotional environment reduces anxiety and pressure, two things that are often the main causes of concentration disorders. In this case, teachers function as emotional regulators who are able to stabilize the learning climate so that students can focus on their cognitive processes.

Field findings also show that Islamic Education teachers play an important role in overcoming concentration disorders originating from the external environment. When students are distracted by noise or disorderly classroom situations, teachers with good classroom management skills can immediately restore students' focus through attention diversion techniques or the use of visually and verbally stimulating stimuli that are interesting. According to Posner's attention control theory, attention can be redirected through new stimuli that are relevant and interesting to students. Teachers who are skilled in applying a variety of

teaching methods—such as the use of educational humor, case studies, or value reflection—will be more effective in maintaining students' cognitive engagement (Mardianto et al., 2022; Ulfa et al., 2021; Zubairi, 2023).

In addition to technical factors, the spiritual values of teachers also play a major role. Islamic education teachers who instill religious values in every learning activity not only teach religious knowledge but also shape students' spiritual awareness. This spiritual awareness is the source of intrinsic motivation to study diligently. When students realize that studying religion is part of worship and an effort to get closer to Allah, their focus and concentration will naturally increase. This is in line with Viktor Frankl's logotherapy theory, which emphasizes that the meaning of life is the main factor that drives a person to act consistently and purposefully.

Thus, the role of Islamic education teachers at Kerinci 5 Public High School encompasses pedagogical, psychological, and spiritual dimensions in an integrated manner. Teachers are not only conveyors of material, but also emotional guides, character builders, and inspirers of meaning in learning. Their success in improving student concentration is the result of a combination of creative learning strategies, moral role modeling, and the ability to create religious meaning in the learning process. Therefore, strengthening the professional and spiritual competencies of teachers is a key requirement for creating effective Islamic Religious Education learning that can foster sustained student concentration.

Analysis of the main findings of the research and research novelty

Based on the results of research conducted at SMA Negeri 5 Kerinci, it was found that students' concentration in learning Islamic Religious Education was influenced by various internal and external factors. These factors were not only related to psychological and environmental aspects but also to pedagogical approaches and spiritual values embedded in students. The findings show a significant relationship between mental readiness, the role of teachers, and the learning environment on the level of student concentration in understanding religious education material.

To clarify these findings, the following is a comprehensive analysis that contains theoretical interpretations of the research results as well as scientific novelty which is the main contribution of this study. This analysis is based on literature review, field observations and empirical findings that illustrate the integration between pedagogical, psychological and spiritual aspects in the learning process of Islamic Religious Education. This approach highlights how religious values can act as a foundation in shaping students' learning concentration, intrinsic motivation and emotional balance. In addition, this study also emphasizes the importance of the role of Islamic Education teachers as spiritual facilitators and attentional directors who form a holistic and meaningful learning environment.

Table 1. Main Research Findings and Novelty

Analysis Aspect	Key Findings	Analysis
Internal and External Factors	Student concentration is influenced by interest, motivation, emotions, physical condition, and environment.	Kahneman's theory explains the limitations of attention due to stress and environmental disturbances; a high interest in Islamic religious education increases focus.
Environment and the Role of Islamic Education Teachers	A conducive classroom and interactive teaching approaches enhance student focus.	Islamic education teachers act as facilitators and emotion regulators based on Carl Rogers' humanistic theory.
Spirituality and Intrinsic Concentration	Students who view religious learning as worship have higher focus.	Intrinsic motivation theory and logotherapy show that religious meaning strengthens internal motivation.
Pedagogical Strategies and Learning Styles	Methods that align with learning styles enhance retention and focus.	Teachers' creativity in adapting learning styles supports social constructivism theory.
Psychological and Social Conditions	Social, family, and digital media pressures reduce concentration.	Islamic education teachers play a role in maintaining emotional stability and a supportive learning environment.

CONCLUSIONS

Students' concentration in Islamic Religious Education is influenced by various internal and external factors that interact with each other. Internal factors such as interest, motivation, emotions, and physical condition play a major role in determining students' focus. Students who have a high interest and motivation in Islamic Religious Education tend to be more focused, while emotional disturbances and physical conditions can reduce concentration. External factors, such as the learning environment, social interactions, and the influence of digital media, also affect students' concentration. A conducive classroom atmosphere, interesting learning methods, and the teacher's ability to manage the class and maintain students' emotions play a significant role in improving learning focus. The role of teachers in improving students' learning concentration is very important. Teachers not only act as

instructors but also as facilitators, motivators, and moral role models. An interactive approach that is relevant to students' lives and the management of a conducive classroom atmosphere can increase their attention and concentration. In addition, teachers who are able to relate the material to religious values can foster students' intrinsic motivation, which strengthens their focus on learning. Thus, a combination of creative learning strategies, emotion management, and the instilling of spiritual values is the key to success in improving students' concentration in Islamic religious education.

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