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The Contribution Of Learning Concentration And Self-Efficacy To Students' Understanding Of Material At Ma As-Sa'adah Lampah, Kedamean Gresik

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Abstract This research aims to investigate the influence of learning concentration and self-efficacy on students' understanding of material at MA As-Sa'adah Lampah Kedamean Gresik. By using a quantitative approach, this research aims to measure the extent to which independent variables, namely learning concentration and self-efficacy, influence students' understanding of material at the institution. The research population involved all students at MA As-Sa'adah Lampah Kedamean Gresik, totaling 65 students, and all were considered as respondents to ensure maximum representation. Data analysis uses multiple linear regression statistical techniques to assess the extent to which learning concentration and self-efficacy can predict students' understanding of the material. Research findings reveal that learning concentration and self-efficacy make a significant contribution to students' understanding of the material. These results can provide valuable guidance for learning approaches that can increase the effectiveness of the learning process at MA As-Sa'adah Lampah Kedamean Gresik by paying attention to aspects of learning concentration and developing student self-efficacy

Keywords Material Understanding; Learning Concentration; Self-efficacy; Education; Students.

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1. INTRODUCTION

Learning can be considered as a complex system in which there are various components that interact and work together to achieve learning goals (Pribadi, 2009). This process involves students in retrieving information, understanding concepts, and developing skills (Masnawati et al., 2022). One very important aspect of readiness is physical and mental readiness. Mental readiness has a significant impact on the student learning process (Wahyudi et al., 2013). Interests and talents play a role in motivating students to engage more deeply in learning (Nurgiansah et al., 2021). Maturity readiness includes emotional and social readiness, which can influence how students interact with course material and their classmates. Students who can maintain good focus and concentration tend to have better learning abilities (Isnawati, 2020). For this reason, teachers need to understand and support students' mental readiness. Creating a learning environment that is interesting, motivating and supports the development of students' intelligence, talents and interests can help

increase the effectiveness of the learning process (Mahmuda, 2018). For this reason, a deep understanding of students' mental readiness is a key step in effective learning and ensuring that every student has equal opportunities to achieve success in their education (Asmani, 2016).

Understanding material is a cognitive process that involves receiving, interpreting, and integrating information received by individuals during the learning process (Yaumi, 2017). This understanding is not just memorizing facts, but rather the construction of deep meaning from the concepts studied. Understanding material involves mental activities such as detailing, comparing, categorizing, and organizing information. Students who have a high level of understanding are able to link new concepts with previous knowledge, understand the relationship between ideas, and apply this information (Atmaja, 2021). This indicates that students with deep understanding can see the relationship and connection between new material and the knowledge they already have before. This process of linking concepts allows students to form a cohesive and integrated set of knowledge. In doing so, they can understand new information more quickly and effectively because they can place new content into a familiar context. This ability also supports the process of remembering and applying knowledge in real situations. For this reason, understanding the material does not only include a high level of knowledge (higher-order thinking) such as analysis, synthesis and evaluation, but also the ability to apply this knowledge in real situations (Hutomo et al., 2012; Faruq & Huda, 2020). Motivation has a positive impact on understanding the material because motivated students tend to be more involved and persistent in the learning process (Lidia Susanti, 2020). When students feel motivated, they show high interest, enthusiasm, and determination to achieve learning goals. Motivation can trigger students' desire to better understand the material, find solutions to challenges, and actively involve themselves in various learning activities. Motivated students also tend to have perseverance in overcoming learning obstacles, so that they are better able to overcome difficulties and understand the material better. Good study concentration allows students to focus on the material, so they can capture information better (Haryadi, 2017).

Learning concentration plays a significant role in supporting understanding of material at a deep level (Aviana & Hidayah, 2015). Nisa and Khotimah (2019), stated that concentration in learning refers to focusing students' attention in the process of changing behavior. This includes the mastery, use, and assessment of basic attitudes, values, knowledge, and skills relevant to various fields of study. When students can maintain high levels of concentration, they are more likely to be actively involved in

the learning process. These activities help strengthen understanding of the material because students are not only passive listeners, but also active participants in the learning process (Fitriyansyah, 2017). Apart from that, learning concentration has an impact on students' memory (Handayani et al., 2022). Information that is processed with high concentration is easier to remember and can be accessed again when needed. This creates a solid foundation for continued understanding of the material and further knowledge building. When learning strategies are not effective, the impact will disturb students' concentration, including learning activities that are less quality and even cause a lack of seriousness in the learning process (Ismaya et al., 2023). Low levels of concentration can result in students being less able to focus on lesson material, disrupting the understanding process, and hindering their ability to master critical concepts (Hawa et al., 2023). This lack of seriousness can also affect the ability to understand teaching material. A high level of concentration can enable students to become deeply involved in the learning process, increasing their ability to understand, remember, and apply the information learned. For this reason, concentration is not just a supporting element in learning. On the contrary, it is the main indicator of the success of learning implementation (Nugraha, 2018).

Self-efficacy, as an individual's belief in their abilities, has a significant impact, especially in achieving a deep understanding of the material (Supriyatin & Masanggeni, 2022). Self-efficacy has a very deep meaning, especially when understanding its impact on students in learning. Self-efficacy refers to an individual's belief in their ability to achieve goals and overcome challenges (Zagodo, 2019). Students who have high self-efficacy tend to be more enthusiastic in the learning process. Their belief in their own abilities makes them more confident in facing academic tasks (Salim & Fakhrurrozi, 20. They see challenges as opportunities to grow and develop skills, not as intimidating obstacles. This enthusiasm creates a positive learning environment to achieve higher academic achievement (Mardikaningsih, 2014). In addition, low self-efficacy can also encourage students to avoid or avoid activities that are considered to hinder or weaken their performance (Safithry, 2021). This can create a negative spiral where one's own incompetence is perceived as a greater obstacle. In addition, high self-efficacy has more active learning initiatives. Students with strong self-confidence tend to seek additional information, participate in discussions, and engage in learning activities outside the classroom. The choice of learning strategies can also influenced by self-efficacy, where students who are confident in their abilities tend to use effective learning strategies and support understanding of the material (Suciono, 2021).

By combining an understanding of psychological factors such as learning concentration and self-efficacy, this research can provide a more comprehensive view of student learning dynamics. The focus of this research is to investigate how the interaction between learning concentration and self-efficacy can contribute to students' understanding of material at MA As-Sa'adah Lampah Kedamean Gresik. By understanding the relationships between these variables, this research can provide important insights for the development of learning strategies that support improving the quality of learning in educational environments.

2. METHODS

This research is quantitative in nature, with the main objective being to measure the extent of the influence of learning concentration and self-efficacy on students' understanding of the material at MA As-Sa'adah Lampah Kedamean Gresik. The population of this research were students at MA As-Sa'adah Lampah Kedamean Gresik, totaling 65 students. All students will be respondents in this research. The research variables consist of independent variables (learning concentration and self-efficacy) and dependent variables (understanding of the material). The following is an explanation of operational definitions and research indicators:

1. According to Bili (2019) learning concentration is a process of a person's efforts to direct his attention and thoughts towards learning activities by putting aside everything that is not related to learning activities. Indicators of learning concentration according to Chyquitita et al. (2018) are (1) cognitive aspect, namely students' ability to think; (2) the affective aspect is behavior related to acceptance of the material being presented; (3) psychomotor aspects are abilities that involve physical activity or skills in doing something.
2. Self-efficacy is an individual's assessment of their self-confidence in their ability to carry out their duties so that they obtain results as expected (Lodjo, 2013). According to Rahmi et al. (2017), indicators of self-efficacy are, namely (1) belief in one's abilities; (2) diligent; and (3) view difficulties as challenges.
3. Cahani (2008), states that there are four indicators of understanding the material, namely as follows (1) understanding the concept; (2) material representation; (3) use of thought processes; (4) problem solving.

The research instrument applied was a questionnaire to collect data regarding students' perceptions of the influence of learning concentration and self-efficacy on understanding the material. This questionnaire consists of structured questions related to the research variables, allowing students to express their views and experiences. The collected data will be analyzed using statistical methods, especially multiple linear

regression analysis. This approach allows researchers to get a more detailed and measurable picture of the relationships between the variables being studied. Through regression analysis, this research can identify the extent to which learning concentration and self-efficacy influence students' understanding of material, providing an empirical basis to support the findings of this research

3. FINDINGS AND DISCUSSION

This research aimed to involve 65 students of MA As-Sa'adah Lampah Kedamean Gresik, but positive responses only occurred from 41 students who were willing to fill out the questionnaire. Even if it does not reach the initial target, a good level of participation from those who respond can provide valuable insights in collecting data. Focusing on the 41 students involved in the research will provide a significant picture regarding the research objectives.

The validity test results show that the questionnaire used in this research was successful. All questions in the questionnaire have a strong relationship (with a total corrected item correlation value exceeding 0.3) to the variables of learning concentration and self-efficacy as independent variables, as well as understanding of the material as the dependent variable. This means that each question in the questionnaire can properly measure the desired and relevant aspects of the variable being measured. The measuring instrument used in this research is reliable and has accuracy in measuring variables such as learning concentration, self-efficacy, and students' understanding of the material.

The reliability of the three research variables, such as learning concentration, self-efficacy, and understanding of the material, has been tested using a Cronbach value that exceeds 0.6. This value shows a high level of reliability of all the variables involved in the research. In other words, the instrument used can be relied on to measure the consistency of the results of each variable. The results of the multiple linear regression analysis listed in Table 1 provide a detailed description of the findings of this research. This analysis helps understand the extent to which independent variables, such as learning concentration and self-efficacy, influence the dependent variable, namely understanding of the material.

Table 1. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.341	2.419		.141	.889

	X1	.874	.161	.514	5.432	.000
	X2	.533	.106	.476	5.032	.000

In Table 1, a multiple linear regression analysis model has been successfully formulated, and this model can be realized in the form of a mathematical equation as follows: Y = 0.341 + 0.874X1 + 0.533X2. The constant value of 0.341 represents the value of the dependent variable, namely understanding of the material, when all independent variables (learning concentration and self-efficacy) have a value of zero. In other words, this constant reflects the starting point of understanding the material without any contribution from the independent variables. The coefficients of 0.874 and 0.533 respectively indicate how much change can be expected in understanding the material (Y) when there is a one-unit change in learning concentration (X1) and self-efficacy (X2). With a significant positive value, this coefficient shows that increasing learning concentration and self-efficacy is positively correlated with increasing understanding of the material. In other words, students who have a higher level of learning concentration and self-efficacy tend to have a better understanding of the material.

Data from this research will be analysed using the t test to test the significance of the influence of the independent variable on the dependent variable in the regression model. In this test, the expected significant level is <0.05. The learning concentration variable shows a significance value of 0.000. This is because the value obtained is smaller than 0.05, it can be concluded that learning concentration has a significant influence on understanding the material. The self-efficacy variable has a significant value of 0.000. Because this value is less than 0.05, it can be concluded that self-efficacy also has a significant influence on understanding the material.

Table 2. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	815.181	2	407.591	66.456	.000[b]
	Residual	233.062	38	6.133		
	Total	1048.244	40			

The next step involves an F test to evaluate the overall significance of the regression model. The F test results listed in Table 2 show that the resulting F value is 66.456. In this test, the significance value is 0.000, which is smaller than the significance

level set at 0.05. This finding can be interpreted as meaning that there is a significant joint influence of the learning concentration and self-efficacy variables on the material understanding variable. Thus, based on the results of the F test, it can be concluded that the overall regression model has a significant ability to explain variations in the dependent variable (understanding of the material) by considering the independent variables (learning concentration and self-efficacy) simultaneously.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882[a]	.778	.766	2.477

The test results are recorded in Table 3, with an R value of 0.882. This figure reflects a fairly strong level of relationship between the variables in this study. Furthermore, the R square value found was 0.778. With this value, it can be interpreted that the variables of accessibility, risk perception, and patient attitude together contribute 77.8% to the variation in the material understanding variable. Meanwhile, the remaining 22.2% of the variability cannot be explained by the variables in this model.

Study concentration has a positive and significant role in students' understanding of the material at MA As-Sa'adah Lampah Kedamean Gresik. The results of this study are in line with studies conducted by Aviana and Hidayah (2015); Cahani et al. (2021); Xiaolin et al. (2023). Learning concentration, as a key factor in achieving a deep understanding of the material, can be improved through developing critical thinking skills in the learning process (Hidayati et al., 2021). Critical thinking skills involve in-depth analysis, evaluation and synthesis of information, so that students can process lesson material more effectively (Gunawan et al., 2016). By focusing on developing critical thinking skills, students can identify the essence of information, evaluate arguments, and make connections between ideas. Critical thinking skills involve analysis, evaluating, and interpreting information in a careful and reflective manner (Darmanto et al., 2014). In learning concentration, the application of critical thinking skills allows students to understand the material better. Critical thinking helps students construct deeper understandings by challenging them to view information from multiple perspectives. When students are able to identify different points of view or ask critical questions regarding the material being studied, their concentration on the material becomes more intense (Sutiah, 2020). This process creates a more holistic learning experience, allowing students to grasp the nuance and

complexity of information (Darmawan, 2012). Furthermore, critical thinking skills arouse students' intrinsic interest and motivation towards learning (Anjani et al., 2016). When students are actively involved in formulating questions and constructing arguments, they become more engaged with the material mentally. This increases concentration because students feel personally involved with the learning process and understand the relevance of the material in the context of their lives (Susilawati, 2015).

This research produced significant findings regarding the influence between self-efficacy and understanding of the material of MA As-Sa'adah Lampah Kedamean Gresik students. These results indicate similarities in research results also stated by Willson-Conrad and Kowalske (2018); Merdekawati and Fatmawati (2019); Supriyatin and Masanggeni (2022). Self-efficacy is a specific expectation that includes an individual's belief in his ability to achieve a goal or complete a task. Students with high self-efficacy tend to have strong confidence in their ability to overcome complex challenges. This can contribute positively to understanding the material because they are more willing to face and complete challenging tasks (Santosa & Himam, 2014). If students have high self-efficacy, it means they tend to bring these positive beliefs to various learning situations. Self-efficacy reflects an individual's belief in his or her ability to succeed in certain tasks. When students have a high level of self-efficacy, they are more likely to have a proactive attitude and self-confidence in facing learning challenges. This belief can motivate them to overcome obstacles, increase learning efforts, and seek creative solutions. This can have a positive impact on understanding the material because students feel able to overcome various tasks and create thinking patterns (Ningsih & Hayati, 2020). This involves belief in endurance and resilience to challenges. Students with high self-efficacy are better able to overcome obstacles or difficulties in learning, which in turn can improve their understanding of the material. Thus, high self-efficacy has a positive impact on academic achievement which forms a positive mental attitude in facing learning situations. For this reason, strengthening and supporting the development of student self-efficacy can be an important strategy in creating a positive learning environment and empowering students to face challenges with high confidence and motivation. By understanding the complexities of self-efficacy, educators can identify areas where students need additional support

4. CONCLUSION

From research regarding the influence of learning concentration and self-efficacy on

students' understanding of material at MA As-Sa'adah Lampah Kedamean Gresik, it can be concluded that these two factors have a significant role in determining students' level of understanding. The importance of learning concentration and self-efficacy as determining factors for understanding material provides important implications for the development of learning strategies and educational approaches. Suggestions that researchers can give are as follows:

1. Educators can develop training programs that aim to increase students' learning concentration and self-efficacy. This training can include time management strategies, relaxation techniques, and development of metacognitive skills that support understanding of the material.
2. Educators need to regularly monitor students' learning processes to identify potential concentration and self-efficacy problems. Constructive feedback and direction can help students overcome these obstacles proactively.
3. Preparing learning materials that are relevant and meaningful for students can stimulate motivation and increase concentration. The connection between learning material and students' daily lives can strengthen their self-efficacy for learning.

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