

The Influence of Sleep Quality on Learning Concentration in Students

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ABSTRACT

In the learning process, a person needs concentration to be able to understand and interact with his environment. One of the things needed in order to concentrate on studying is to maintain good quality sleep. Therefore, this experimental study aims to measure and identify whether there is an effect of sleep quality on learning concentration in Psychology students of UIN Raden Fatah Palembang. This study uses a quantitative experimental technique with a Static Group Comparison design. The population of this study was the active students of the Faculty of Psychology, UIN Raden Fatah Palembang, amounting to 882 people. Determined 30 respondents as a sample selected by purposive sampling technique. Respondents were divided into 2 groups. The first group consisted of 15 respondents with the classification of staying up late, and group 2 consisting of 15 respondents with the classification of regular normal sleep. The data collection technique was through a questionnaire sheet and then analyzed using the chi-square test.

Keywords: Learning Concentration, Sleep Quality, Students

INTRODUCTION

According to (Djamarah, 2012), concentration is the concentration of mental functions on an object, such as concentration of mind and attention. Learning requires concentration in the form of attention focused on the lesson. Therefore, concentration is one aspect to improve student performance, and poor concentration reduces class participation and interferes with individual learning. The concentration level of a student is influenced by internal and external factors. Internal factors are factors that exist within a person, including physical and mental factors. One of the factors that affect our ability to concentrate while studying is internal factors such as lack of sleep or lack of interest in studying. External factors are things outside the person, such as surroundings, but there is the environment. One of them is the physical environment that encourages focus on learning: the learning environment,

room lighting, noise outside the classroom, such as motorized vehicles (Slameto, 2015).

If students do not concentrate while in learning, it will be difficult to absorb the lessons and information previously conveyed by the teacher. But on the contrary if students can concentrate on learning so that the material and information conveyed by the teacher can be understood properly. One of the causes of low learning concentration and learning achievement is largely due to the poor quality of individual sleep. Sleep quality is an individual's satisfaction with the hours or sleep patterns they do. Each individual has different sleep hours depending on the activities carried out. Where sometimes most students experience sleep problems, due to the many academic and organizational activities as well as things that require these students to seek to fulfill their life needs.

Based on the discussion above, it illustrates that students' concentration in learning can be influenced by the quality of sleep they apply in their daily lives. Usually, teenagers or students who do a lot of activities have a sleep time below the average of around 4-5 hours, while the recommended sleep time is approximately 8 hours for each individual. Therefore we researched the effect of sleep quality on learning concentration in Islamic psychology faculty students at Uin Raden Fatah Palembang. Where in this study we used 2 types of subjects namely, the first type was students who slept under 12 o'clock, and the second type is students who sleep after 12 o'clock. The purpose of this study was to measure the effect of sleep quality on study concentration. In addition, this study aims to identify sleep quality and study concentration in students of the Faculty of Psychology at UIN Raden Fatah Palembang.

Learning is a process carried out by individuals to achieve changes in new behavior as a whole as a result of their own experiences in interacting with their environment. In the learning process, learning requires concentration. Without a focus on learning, learning events do not exist or occur. The problem of students is that they cannot concentrate on what they are studying. Poor sleep quality is usually one of the causes of poor learning focus and learning achievement. This inability to focus on learning is a current problem among students (Hartaji, 2012)

Sleep quality is one's sleep satisfaction, people feel tired, lethargic, lethargic, anxious, apathetic, dark circles around the eyes (panda eyes), red eyes, unable to concentrate, when talking about daydreaming, dizziness, frequent yawning and drowsiness (Hidayat, 2006). According to (Asmadi, 2008), sleep is an unconscious state in which the individual's perception and response to the environment is reduced or absent and can be revived by sufficient sensation or stimulation (such as painful stimuli such as pinching). Sleep quality is a person's satisfaction with sleep, so that person does not show feelings of tiredness, tiredness, lethargy, easily anxious, apathetic, black in the area around the eyes (panda eyes), eyes look red, not focused when spoken to or daydreaming, feeling dizzy and often yawning or drowsy (Hidayat, 2006).

Sleep quality is influenced by how a person prepares his sleep patterns at night or sleep efficiency. Meanwhile, from (Asmadi, 2008) sleep is a conscious state in which individual perceptions and reactions to the environment decrease or disappear, and can be awakened again using the senses or stimuli that are relative, for example painful stimuli such as being pinched. According to (Telzer EH et al, 2013), good sleep quality is very important for the development of cognitive and effective functions in adolescents, sleep can be said to be of quality if a person is able to assess the quality of his own sleep well, can fall asleep in < 15 minutes and has a good amount of sleep > 8 to 9 hours per night, able to sleep longer in bed 85% of total sleep time, and does not awaken more than once per night. No disturbance during sleep, and can fall asleep without taking sleeping pills.

Each individual has different sleep hours depending on the activities carried out. Where sometimes most students experience sleep problems, due to the many academic and organizational activities as well as things that require these students to seek to fulfill their life needs. Based on the discussion above, it illustrates that students' concentration in learning can be influenced by the quality of sleep they apply in their daily lives. Usually, teenagers or students who do a lot of activities have a sleep time below the average of around 4-5 hours, while the recommended sleep time is approximately 8 hours for each individual.

Therefore we researched the effect of sleep quality on learning concentration in Islamic psychology faculty students at Uin Raden Fatah

Palembang. Where in this study we used 2 types of subjects, namely, the first type were students who slept under 12 o'clock, and the second type was students who slept over 12 o'clock. The purpose of this study was to measure the effect of sleep quality on study concentration. In addition, this study aims to identify sleep quality and study concentration in students of the Faculty of Psychology at UIN Raden Fatah Palembang.

RESEARCH METHOD

This study uses a quantitative experimental technique with a Static Group Comparison design. The independent variable in this study is sleep quality, and the dependent variable is learning concentration. The population of this study were 882 active students of the Faculty of Psychology, UIN Raden Fatah Palembang. Determined 30 respondents as a sample selected by purposive sampling technique. Respondents were divided into 2 groups. The first group consisted of 15 respondents with the classification of often staying up late, and group 2 consisted of 15 respondents with the normal sleep classification. Data were collected through questionnaires and then analyzed with the chi-square test.

RESULTS AND DISCUSSION

Validity and Reliability Test

Validity Test Validity is a measure that can show the level of validity of an instrument being carried out. valid and valid instruments have high validity. less valid instruments have low validity (Arikunto, 2010). The validity test of the Pittsburgh Sleep Quality Index (PSQI) was carried out in Agustin's study (2012) by testing it on 30 respondents with the results known that the branch r count $(0.410-0.831) > r_{table} (0.361)$. The validity test in this study used the SPSS (Statistical Program For Social Science) Ver 16.0 program. An instrument can be said to be valid if the calculated value is $r_{count} > r_{table}$ at a significant level of 5% (Ghozali, 2009).

Reliability Test

Reliability test is an understanding that the instrument can be trusted to be used as a data collection tool. If the data collected is correct and in accordance with reality, then the number of times it is taken the results will still be the same. instruments that are good in nature will not be independent

(Arikunto, 2011). In this instrument to test using alpha crombach with the help of a computer system program. In the sleep quality study, validity and reliability tests were not used because the questionnaire used was standardized and the PSQI questionnaire was tested for reliability with a Cronbach alpha value of 0.83 by the University of Pittsburgh in (1988) in this case also reinforced by 43 Komalasari, et al (2012)) that the research he conducted on sleep quality did not use validity and reliability tests because the questionnaire used was standard, namely the Pittsburgh Sleep Quality Index (PSQI).

Uji Chi-Square

Table 1. Sleep_Quality*Study_Concentration
Crosstabulation

Count		Concentration Study		Total
		Good	Not enough	
Quality_sleep	good	13	2	15
	Not enough	6	9	15
Total		19	11	30

Table 2. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.033 ^a	1	.008	.021	.010
Continuity Correction ^b	5.167	1	.023		
Likelihood Ratio	7.459	1	.006		
Fisher's Exact Test					
Linear-by-Linear Association	6.799	1	.009		
N of Valid Cases	30				

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.50.
- b. Computed only for a 2x2 table

The Effect of Effect of Sleep Quality on Study Concentration

This study consisted of 30 respondents who were further divided into two groups, namely, the first group consisted of 15 respondents with the classification of staying up late frequently, and group 2 consisted of 15 respondents with the classification of normal, regular sleep. In the first group, 13 students had good concentration in learning and 2 students had poor concentration, while in the second group, 6 students had good concentration in learning and 9 students had poor concentration in learning.

Sleep quality involves various components, namely sleep efficiency, subjective sleep quality, using or consuming drugs before going to sleep, sleep disturbances, daytime dysfunction if these components are disturbed it will result in a decrease in sleep quality (Asmadi, 2008). Concentration is very useful for students to be able to control thoughts and focus on one thought, be able to sharpen memory, be competent in doing something, be able to work consistently and produce better performance (Ambar Maulana, 2014).

Data processing to determine the relationship between sleep quality and learning concentration is to use the Chi-Square Test. This test is used to prove the hypothesis that there is a relationship between sleep quality and study concentration in Psychology Students at UIN Raden Fatah Palembang. So based on the results of research that has been done shows that the concentration of learning is influenced by the quality of learning. This has been proven by the chi-square test with a continuity correction value, obtained a p value of $0.006 \leq 0.05$, so it can be said that there is a relationship between sleep quality and learning concentration.

This is also in accordance with previous research where according to (Djamarah, 2012), learning concentration is influenced by two factors, namely internal and external factors, where internal factors such as lack of sleep and lack of interest in learning while external factors such as the environment encourage a person to focus on learning (Feriani, 2020) (Ratminingsih, 2010).

CONCLUSION

Based on the research that has been done, it states that sleep quality influences learning concentration in Psychology students at UIN Raden Fatah Palembang, so with this the research hypothesis can be accepted. This has

been proven by the chi-square test with a continuity correction value, obtained a p value of $0.006 \leq 0.05$, so it can be said that there is a relationship between sleep quality and learning concentration.

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