

The Description of Learning Concentration Viewed from the Suggestibility Levels

(Case study on Students of Psychology Departement Lambung Mangkurat University Banjarbaru)

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Abstract— The concentration of learning is a focusing ability that is closely related to memory. Individuals with high levels of suggestibility are easy to enter the condition of hypnosis, will generally be easy to concentrate because it enters a trance condition that is the condition where someone really focus on the given suggestion. Based on that opinion, researchers want to know about the learning concentration on students who have a certain level of suggestibility. Subjects in this study are students of psychology department of Faculty of Medicine, Lambung Mangkurat University. This research used data suggestibility test method, unstructured observation, semi structured interview, and formal test of Intelligent Structure Test. Based on the results, it was found that subjects with high or low levels of suggestibility did not has significant differences with their concentration levels. Factors that affect the concentration of learning are motivation, feelings of distress, panic disorder, and readiness to learn.

Keywords— *learning concentration, levels of suggestibility, student*

I. INTRODUCTION

Undergraduate students are expected to obtain certain level of undergraduate expertise through higher education [1][2]. However, there are number of problems encountered by students, some of the problems are limited ability to absorb information, the lack of interest in studying, and the lack of academic ability [6].

In addition, students also encountered a time management problem. Besides engaging in academic activity, students also involve in other activity outside their academic life such as hanging out with their friends. All of those are time consuming. Students, many receive stimuli that require high concentration power [6]. To those who are unable to manage their time, non-academic activities may interfere with their academic achievement.

Concentration is required in many aspect of a person's daily life, such as cognitive function (learning process, memory, doing task) and a social relation. Being in an informal lesson, attending lectures, sitting in a lecture hall require attention for a long time. It can be difficult for some students' ability to concentrate or focus effectively on their success in performing tasks, Lecture, and good behavior [6].

Learning concentration is a critical determinant of student success. According to Femi Olivia, learning concentration is the concentration of mind, or the focused attention to information obtained by a student during the learning period. Learning concentration can be identified by several things including focus of views, attention, ability to answer, ability to ask, and a good psychomotor. Students who are able to concentrate during the lesson will have a higher memory and easy to understand what is learned. Unfortunately, many students lose their learning concentration during the learning process [3].

There are several factors influencing learning concentration. These factors, to name but a few are lack of interest in the subjects being studied, anxiety, distress, anger, worry, fear, hatred and resentment, noisy and messy learning environment, physical health conditions, and boredom [6]. Physical health conditions such as sleep deprivation can affect serotonin neurotransmitters that reduce a person's concentration. To achieve an adequate and balanced serotonin concentration, good sleep quality is required. Sleep affects the ability to use language, maintains concentration, understands what is read and concludes what is heard [6]. The decreasing concentration power will result in decreased learning achievement [6].

In education, suggestion has been used as an effective method to help learners to catch information during teaching and learning activities. In this case the suggestion is utilized in a method called hypnoteaching, a method that emphasizes the communication of the students' subconscious mind by suggestion or imagination. This happens because human subconscious mind is much greater and dominant over the workings of the brain. Hence something that happens in the subconscious mind will last longer in human memory because 88% of the human brain works in the subconscious [5]. Learning using hypnoteaching aims to streamline the learning process to become more fun and to foster an attention focus of the students. Teachers can use appropriate instructional techniques to achieve optimal learning objectives [4][7].

II. METHOD

A. Participants

There were two male age 19 years old and 20 years old students of Psychology department Lambung Mangkurat University participated in this study.

B. Measures

This research uses qualitative approach with case study method. In this study, data were collected by suggestibility test, observation, interview, and formal test of IST (Intelligent Structure Test). Suggestibility test used was magnetic finger test, type of observation used was unstructured observation or observation done without using observation guide. Meanwhile, the type of interview used was semi-structured interview where the question or framework of questions to be asked has been prepared beforehand, but allows the variation of the order to adjust with the existing situation during the interview process, for IST subtest ME was used to support qualitative data related to learning concentration.

III. RESULTS

Based on the data obtained from the research, the results are:

- a. Concentration of mind: Subject S states that he is easy to focus and when he is focused he is difficult to be disturbed whilst the subject N can focus about 15 minutes and easily distracted when there are friends who interfere.
- b. Motivation: Both subjects have great motivation to success. However, there are differences between the two participants. S has an achievement motivation and ambition to be active in class, he said that he should be appear active in the class and feel uncomfortable when he is just silent in class. On the contrary, N has different perception. He thinks that what he needs in learning process is to understand the subject being taught and to be prepared for work in the future.
- c. Anxiety: S states that he is disappointed if he is unable to do presentation maximally and understand the material well whereas N tends to be more calm in responding to the situation when he doesn't understand the subject well, although he also states that there is a little worry involved.
- d. Feelings of distress: S perceived that his effort is not maximal and thus take extra lesson and tutoring to mastering the subject being taught and increasing his achievement. He feels pressured to his sibling who considered smart, and thus make him more ambitious, more active and more focus in class. In contrast, N see his sibling who has graduated and worked, and a brother who had worked and graduated well plus see the condition of his working mother, makes him determined to success and earn a lot of money. In addition, the fact that his mother was so smart while still a student and got a scholarship also be a burden to him.
- e. Disturbance of thought: Both of they were equally difficult to concentrate especially when are faced by

crucial problems. However, they are able put the problem and address it well. S states that he faces problems depending on the place whereas N tends to avoid trouble by sleeping.

- f. Panic disorder: Based on the result of the interview the subject S tends to feel panic when he cannot answer the given problem but he tries to stay calm. In contrast, N is a calmer person and rarely feel panic at difficult situations.
- g. Readiness to learn: S and N prepare material before learning activities such as notebooks and stationery, thus both participants are equally ready to learn.:

IV. DISCUSSION

Suggestibility test was performed on both subjects. Through Observation and interviews it appears that S has a higher level of suggestibility, than N. S appears to experience catalepsy when the researcher applies a suggestibility test in the form of a magnetic finger test. This result is in accordance with Dr. Kappas' Physical Suggestibility, which is a vulnerable behavior characterized by a high response to the literal suggestion that affects body and limits the emotional response; usually related to the catalytic phase or depth. In contrast, N does not respond at all to the suggestion given because of critical thinking where the subject is difficult to imagine the real suggestion given. This condition is in accordance with Dr. Kappas' Intellectual Suggestibility, the type of receiver of suggestion where the subject has a fear of being controlled by the operator so that he continuously analyzes rejects or rationalizes everything that the operator suggests. In this type, the operator needs to provide a logical explanation for each suggestion and should allow the subject to feel that he was hypnotizing himself [8].

Reference [2] proposes that concentration is the source of mind power and works based on memory and forgetting, where the mind cannot work to forget and remember at the same time. If the concentration of a person getting low then it will tend to forget something and vice versa if the concentration is high enough it will be able to remember in a long time. S states that when he is concentrated he will not be disturbed and continue to focus on the lesson given, whilst N states that he was only able to concentrate in 15 minutes and cannot concentrate more especially when disturbed by friends. N's friends also confirmed that N is easily distracted but still pay attention to the lesson given.

According to [9] a person often has difficulty concentrating, which may be caused by: less interest in the subjects being studied disturbed by environmental conditions (noisy, chaotic situation etc.), disordered thoughts, health problems, and tiredness. This is in accordance with the statement of both subjects, when the participants perceive that the subject being thought is not interested, they easily get sleepy. However, S states that he learns through listening (auditory), so he tries to keep concentrating by trying to listen to the subject being taught, whilst N states that he difficult to concentrate when he is not interested with the subject. When encountered by a problem, both subject state that it will interfere their concentration, However, for S, it does not cause a problem to him, while S, prioritizes to ignore the problem.

Reference [3] propose that the concentration of a person can be observed from a variety of behaviors such as: (a) focus of view: focused on teachers, whiteboards, and other media. From observation, both participants are focus on the material presented at the beginning of the lesson; (b) attention: pay attention to the source of information carefully. Both participants give full attention to the beginning of the lesson, they are seen to actively ask questions on the discussion and learning lecturing process; (c) verbal response: asks for additional information. S often asks in teaching and learning activities because he wants to be more active in class; (d) answer: ability to answer questions. It is positive if the answer is in accordance to the question, and negative, if the answer is not appropriate to the problem. N prefers to answer questions and be able to deliver the answer in an easily understandable way during discussions and presentations; (e) provide a statement to reinforce, approve, and disprove with, or without reason. N often gave statements during discussions and is able to provide clarification if there is any misinformation occurs during the discussion; (f) psychomotor remarks, shown by the behavior of making notes / writing information and making answers/work. Both subjects record the lesson presented by the lecturer and they said that they always write down the lecture.

V. IMPLICATION AND RECOMMENDATION

The aspects of learning concentration consist of: Concentration of mind, motivation, anxiety, depressed feelings, thinking disorder, panic disorder, and readiness to learn. From these aspects, the obvious differences are the aspects of motivation, distress, thought disorder, panic disorder, and readiness to learn. The profile of learning concentration in participants with high and low suggestibility levels seems similar so there is no significant difference in the level of learning concentration. The difference that occurs is more likely due to difference in lifestyle, mindset, and external motivations that affect behavior of participant.

The result of this study provides understanding of the importance of mindset and motivations in increasing learning concentration. Hence it is important for parents to provide positive feedback for mental development and a positive mindset that motivates their children to continue to be an active learner as well as to pursue their dreams. In addition, suggestions given by parents tend to be subconsciously accepted by the child and are long-lasting and tend to be permanent. Therefore, it is expected that parents motivate their

children with positive suggestions, especially for children with a high level of suggestibility, since any suggestion can influence their children, whether is to increase their children achievement or to eliminate their motivation.

Research related to suggestibility is very limited due to challenge finding participants and hypnosis practitioners. However, it is recommended for further research to further examine about suggestibility, especially about its association with other variables such as learning motivation, achievement motivation, learning styles, and so forth. And for study in learning concentration, it is recommended to conduct research through a quantitative approach. Developing the human subconscious domain that has 88% of human brain capacity the education is the main purpose of many studies so that the quality of education can be improved through broader perspective and mindset that have been programmed subconsciously.

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