

CHAPTER II

MEDITATION AND CONCENTRATION

This experimental research is researches that provide of meditation treatment to the subject which will be give a positive effect toward significant of student concentration with the evidence that will be described by researchers as the following.

A. Meditation

1. The Definition of Meditation

Meditation comes from the Latin language *meditare*, inflect be *meditari*, *med* the meaning is "mind" or "attention". Literally, meditation is chewing activity or flick through the mind, thinking, pondering. While the definition of meditation is structured mental activity, conducted over a period of time, to analyze, draw conclusions, and take further steps to address, determine the action or settlement of personal problems, life and behavior.¹

In Kamus Besar Bahasa Indonesia meditation is concentration of mind and feeling to achieve something, while the meaning of the word itself is a meditation to focus of mind and feelings to achieve something; ponder.² In the Dictionary of Psychology, meditation is a state of reflection or contemplation (contemplation and religious considerations) is a long time.³

Meditation according to Webster's New World Dictionary as follows:

- a. Act of meditating; mind kept deep
- b. Deep reflection about various things as an act of religious ritual / worship / Religion

¹ <http://id.wikipedia.org/wiki/Semadi> (Juma'at, 2 Agustus 2013, 13.00)

² Pusat bahasa Departemen Pendidikan nasional, Kamus Besar Bahasa Indonesia edisi ketiga.

³ Arthur S. Reber & Emily S. Reber, *kamus psikologi*, translator. Yudi Santoso, S.Fil (Yogyakarta : Pustaka pelajar, 2010), p. 562.

In simple terms, meditation is a technique used to calm the mind is restless and agitated and prevent unrest and anxiety in order not to impede certain thoughts or ideas in achieving positive action. Further described in a book entitled “*meditasi dan mutiara hati*” by Handoyo that meditation is a process of focusing attention being focused attention spreads. After the meditation, there arose a change in consciousness that is different from the ordinary consciousness. At this time, appears to increase a feeling of relaxation and emotional changes in cognitive and positive.⁴

According to Agus Mustafa, meditation is a way of describing the healing of physical and psychic strength simultaneously. Meditation rests on the power of the soul to control the physical condition including making changes toward a natural equilibrium. The conclusion is the body's own ability to heal itself. It was strongly influenced by the mind conditions. Therefore, the mind must be in balance.⁵

In Islam, dzikir and prayer is a form of meditation that involves divine dimension. This is the highest meditation technique. Dzikir and prayers were done correctly, will bring peaceful effect. And peaceful condition that causes the holistic balance in our bodies.

The Holy Quran sayas:

قَدْ أَفْلَحَ الْمُؤْمِنُونَ (١) الَّذِينَ هُمْ فِي صَلَاتِهِمْ خَاشِعُونَ (٢)⁶

“The believers must (eventually) win through, those who humble themselves in their prayers.”

There are many systems and different definitions related to meditation. Meditation can be described as a scientific way of approaching

⁴ A. Handoyo, *Meditasi dan Mutiara Hati*, (Jakarta : PT. Elex Media Komputindo, 2004) p. 2-

⁵ Agus Mustofa, *Untuk Apa Berpuasa*, (Surabaya : PADMA Press, 2004) p. 58

⁶ QS. Al Mu'minūn (18): 1-2

ourselves through the exploration of the inner self and self awareness. An experiential process for peace of mind and discover the true nature, the divinity, the higher self, soul, or inner wisdom and all our knowledge. At the universal level, meditation is a process to achieve a state of absolute consciousness without consideration.⁷

Concentration and appreciation is a step-by-step of introduction to meditation. The main strategy is focused on the concentration of the rules or a single command and is constantly bringing mind wandering towards this object. While appreciation is a technique where the observing mind itself. These methods relating to discipline the mind and retrain attention, simply witnessing what appears in consciousness. They usually lead to a greater understanding about self-control, stability and freedom.⁸

In the psychological literature, the term refers to a group meditation practice to restrict thought and attention (Smith, 1975). While Walsh (1983) revealed that meditation is a technique or training methods used to train attention in order to increase the level of awareness, which in turn can bring mental processes can be consciously controlled. Additionally Ornstein (1986) reveal that the essence of meditation is an attempt to limit stimulation awareness on an object that does not change at any given time. Furthermore Maupin (in Tart, 1969) suggests that meditation is a technique exercises to develop internal world or the inner world of a person, thus adding to the richness of meaning to her life.⁹

According to Tjiptadinata Effendi there are many meanings of meditation, which are:¹⁰

⁷ R.N.L. O'riordan, *Seni Penyembuhan Alami: Rahasia Penyembuhan Melalui energy Ilahi* Terj. Sulaiman Al-Kumayi, (Bekasi : PT. Gugus Press, 2002), p. 198.

⁸ *Ibid.* p. 198-199.

⁹ Johana E. Prawitasari Dkk. *PSIKOTERAPI Pendekatan Konvensional dan Kontemporer*, (Yogyakarta: Pustaka Pelajar Anggota IKAPI, 2002), p. 181-182.

¹⁰ Tjiptadinata effendi, *Never Ending Maditation Meditasi Tanpa Akhir untuk Mencapai Kesadaran Tinggi*, (Jakarta : PT. Elex Media Komputindo, 2007), p. 42.

- a. Meditation is a way to enter the consciousness of the soul.
- b. Meditation is the road to self-introspection.
- c. Meditation is a way to communicate with the Creator.
- d. Meditation is a way to change our life.
- e. Meditation is the way to achieve inner peace.

According to J. Krishnamurti, Meditation is investigating whether the brain with all its activities, every experience can truly silent. Not silent because they were forced, because of being forced, duality arises. However, if we begin to investigate, observe, listen to all the movements of the mind, in influential, pursuit, fear, pleasure, observing how the brain works, then we will see that the brain would be remarkable calm. The calm did not sleep except very active, and therefore quiet.¹¹

Meditation is hard work. He demanded the highest form of discipline is not an adjustment, not imitation, not obedience, but a discipline that arise through constant awareness, not only about the things outside of us, but also within us. Therefore, meditation is not an exile activity, but the action in everyday life that demands cooperation, sensitivity and intelligence.¹²

According to the Foundation “*Studi Spiritual Brahma Kumaris*” meditation is defined as the process of introducing themselves with their full selves inside, and understands how we are reacting to what lies beyond.¹³

According to Faiza 'Audah, meditation can be defined as the relaxation practice that involves empty the mind of all the interesting things, burden and worry in our daily lives. In our mind that is free from the activity of thinking, it turns out people are not dead, not fainted, and remained conscious.¹⁴

¹¹ J. Krishnamurti, *Meditasi*, Terj. Yayasan Krishnamurti Indonesia, (Jakarta : PT. Gramedia Pustaka Utama, 2002), p. 8.

¹² *Ibid*, p. 11.

¹³ .Soegoro, *Meditasi Triloka, jalan Menuju Tuhan*, (Jakarta : PT. Elex Komputindo Kelompok Ibid, hlm. 11Gramedia, 2002), p. 10-11.

¹⁴ Faiza 'Audah, *Dahsyatnya Teknik Pernafasan*, (Yogyakarta : Interprebook, 2011), p. 35.

Luh Ketut suryani mention that meditation is to concentrate on the object made with full awareness, perceived how the process affects the body. If the process was not done consciously or unconsciously, in accordance with the above definition, then it is only a focused of attention and cannot be called a meditative activity.¹⁵

Paul Wilson in his book *Silent Teknik Hening Meditasi Tanpa Mistik* mean that meditation is to raise awareness of the lower mind into the higher mind. Thought lower par with what we see around us, the daylight, trees, cars, dirty laundry, or pile on the highway. Meanwhile, higher thinking equivalent with to changes in our perception. If we consider ourselves as a satellite, we will see ourselves as part of the universe. Every day, all around us seem not so important anymore and also do not bring in the threat. The higher our position, we will be more extensive horizon.¹⁶

Jessie K. Crum explains in his book *Seni Pendengaran Batin* that an effective introduction to meditation, which is necessary to focus the mind and focus on an idea, object, screen or perhaps a spell, for a certain time, one or twenty minutes. The exercises help achieve conscious control of the mind, like a child that is difficult to control, involved an activity that is not known who carried out continuously.¹⁷

According to Pujiastuti Sindhu, meditation is a mind control technique of meditation that has been practiced for centuries by the great religions of the world to achieve harmony in life. However, meditation is not a religious ritual and it is regarded as an art in life. Meditation in a special echnique can

¹⁵ Luh Ketut suryani, *Menemukan Jati Diri Dengan Meditasi*, (Jakarta:Elex Media Komputindo, 2000), p. 45.

¹⁶ Paul Wilson, *Teknik Hening Meditasi tanpa Mistik*, Terj. Gregoria Yeni widjajanti, (Jakarta: Erlangga, 2003), p. 5.

¹⁷ Jessie K. Crum, *Seni Pendengaran Batin*, Terj. M. Sadat Ismail, (Yogyakarta: Pustaka Pelajar, 2004), p. 108.

loosen the attachment of the sensory experiences and turned his attention to the self "observer" who is vigilant on these experiences.¹⁸

2. History of Meditation Practice

Actually practice of meditation has been widely known in every nation and culture from ancient times to the present. Like in the days of ancient Egypt, Greece, Rome, China, Japan, India, until the tribes in Africa, American Indian tribes and aborigines in Australia.

According to Walsh (1983) beginning meditation practice can be traced back to about 3000 years ago. Not explained who started this exercise, which clearly this practice then spread throughout the nation and across cultures. Initially, it was the practice of meditation is done in ritual context a particular religion or spiritual tradition. The main purpose of meditation is to improve the implementation of the spiritual life and achieve the divine consciousness. Hence the practice of meditation cannot be released to the religious teachings and always concerned with theological issues and a religious ritual.¹⁹

In the mid-20th century the practice of meditation that originated from religious and spiritual traditions in the east are beginning to be studied and practiced in the west. Many of the Americans and Europeans do meditation both among the laity and among scientists. The various scientific studies done to see the effects of meditation on various aspects, ranging from aspects of biological, psychological, social, economic to political. As one of the methods that are well known at the time was Transcendental Meditation (TM). Then from the method of meditation that develops a variety of other methods.²⁰

¹⁸ Pujiastuti Sindhu, *Panduan Lengkap Yoga: untuk hidup sehat dan seimbang*, (Bandung : Mizan Pustaka, 2013), p. 237.

¹⁹ Johana E. Prawitasari Dkk. *PSIKOTERAPI Pendekatan Konvensional dan Kontemporer*, (Yogyakarta : Pustaka Pelajar Anggota IKAPI) hlm. 183.

²⁰ *Ibid*, p. 184-185.

Eventually the practice of meditation is increasingly spreading among psychology, after the emergence of transpersonal psychology movement (flow is four schools of thought, after psychoanalytic, and humanistic behaviorism). Transpersonal psychology focuses more on forms of human consciousness can be achieved through meditation. Through studies of transpersonal psychology, then there are several theories that try to explain the psychological experience of the meditator. But the experience is not always mystical, can also reality experience.²¹

From the above developments, hence the practice of meditation is not only done by adults or the elderly. Even recently there was an attempt to incorporate meditation practice into the curriculum at the school, as has been applied intensively by Herzog (1986). Based on the various studies that have been done in the field of education, meditation can improve students' concentration, creativity and further students may also address the students who tend to have problems and are difficult to manage in daily life. Not only practiced in the field of education alone, lately meditation also began to be applied in clinical practice. Many methods have been developed based psychotherapy practice meditation.²²

3. The Purpose and Benefit of meditation

Meditation that was once almost extinct and no longer known by human has now bounced back and gets tremendous attention from various circles, not only from lay people but also the scientists. This is because the life experience teaches that the greatest desire of man to achieve happiness of life cannot be satisfied simply with having material abundance. Humans then look for and try to reinvent that true happiness lies within the inner peace. Meanwhile,

²¹ *Ibid.* p.185.

²² *Ibid.* p. 186.

peacefulness only can be owned by aligning themselves with the universe, which leads to the Creator.²³

As we all know and feel that between our bodies and minds have dependencies on one another cannot be separated. Not surprisingly, our mental attitude plays an important role on the physical ailments that we suffer. So the other way, the physical condition we were also able to act to cure the diseases of minds (mental) that we suffer.

With positive thinking, we have the amazing ability to increase the efficiency of the immune system and also the level of our health. Positive thinking in a relaxed condition can relieve pain and cure many diseases such as high blood pressure, headaches, asthma and so on. One of the effective techniques of self-control through positive thinking is meditation. Scientific experiments have showed that the reaction of the organism to meditation is the opposite of the reaction to stress, calming the nervous system, calm the heart rate, lowers blood pressure and respiratory rhythm, balance and stimulates the release of hormones in the body.²⁴

People who are under stress tend to be easily suffer of pain, while those who do daily meditation, more able to withstand the stress or other mental strain than those who did not meditate. So meditation is an effective way to reduce stress and prevent disease caused by the stress.²⁵ Therefore, the people often do meditation to achieve true happiness in life.

The stress conditions one reason is the development of technological advances in modern times. Now metropolitan life is full of competition, the people will feel under pressure, but they have to try to adjust it. In the working environment they have to work as quickly and efficiently as possible and often times without a break. They also have always change when entering family

²³ Tjiptadinata effendi, *Never Ending Meditation Meditasi Tanpa Akhir untuk Mencapai Kesadaran Tinggi*, (Jakarta : Elex Media Komputindo, 2007), p. 41-42.

²⁴ Ranchman Sani, *Yoga Untuk Kesehatan*, (Semarang : Dahara Prize, 2006), p. 209-210.

²⁵ *Ibid*, p. 210-211.

life in a smooth, soft, and full of love to meet various needs of the people he loves. In such situations, sometimes we do not have the time to be free from the pressures of daily life in the line of work that has become routine. The process of meditation can be done by anyone. Meditation teaches how to strengthen concentration, alertness, and wisdom mind to achieve harmony of mind.²⁶ From the above experience, as well as answer the question why people meditate.

When meditation became mainstream in the 1900, meditation is considered as a useful tool to improve the physical, mental, emotional, and spiritual. Some practices and the large benefits of having experienced people are:

- a) Decrease of stress
- b) Feel more peaceful and harmonious
- c) More energy and renewed vitality
- d) Emotional and mental balance
- e) Eliminate tension and obtain relaxation
- f) Function more effectively
- g) Centralized and stable
- h) Spiritual raising
- i) Healing the mind / body / soul

Peacefulness can never be found outside of our self. Peacefulness only can be found when we learn to control the physical bodies, mental, and emotional.²⁷

The biggest advantage to meditate on a regular basis is the increasing power of the mind. Regular meditation practice capacity to pay attention and ignore the temptation arises; those who meditate will feel more responsive to

²⁶ A. Handoyo, *Meditasi dan Mutiara Hati*, (Jakarta : PT. Elex Media Komputindo, 2004) p. 7.

²⁷ R.N.L. O'riordan, *Seni Penyembuhan Alami: Rahasia Penyembuhan Melalui energy Ilahi* Diterjemahkan dari: *The Art Of Sufi Healing*, Terj. Sulaiman Al-Kumayi, (Bekasi : PT. Gugus Press, 2002), p. 199.

any situation because their brains can work more efficiently than ever before.²⁸

4. Preparation for Meditation

Meditation requires a total surrender, but to be able achieve the required level of discipline in self-surrender, which is realized by a positive mental attitude. Relaxed attitude is an important thing to consider in doing meditation. Besides also a sincere intention and strong desire will to do so. Body, mind and feelings must be completely relaxed and calm.²⁹

For preparation, observe the following:

a. Object of Meditation

The essence of all meditation is centralization of attention. For it in the early step of meditation practice required a stimulus that is often referred to as an object of meditation. Stimulus or a particular object is to be taken continuously over a certain time.³⁰

The things that must be considered in choosing a particular object is the object should be neutral, if the object causing strong negative feelings such as lust, hate, sadness and so forth then the object will not be able to calm the mind. Objects are also sometimes present in oneself, for example breathing, love, and compassion and so on. Or outside the self object such as flower, soil, color, moisture and so forth. Objects have fun and are accepted by the mind. Also keep in mind that the object has appropriate and usually we use, not always make our concentration of mind. For example, after anger, love is very difficult object used as objects of meditation.³¹

²⁸ Ranchman Sani, *Yoga Untuk Kesehatan*, (Semarang : Dahara Prize, 2006), p. 211.

²⁹ R. Soegoro, *Meditasi Triloka Hidup Dalam Suprakesadaran*, (Jakarta: PT. Elex Media Komputindo, 2002), p. 129.

³⁰ Johana E. Prawitasari Dkk. *PSIKOTERAPI Pendekatan Konvensional dan Kontemporer*, (Yogyakarta : Pustaka Pelajar Anggota IKAPI) p. 195-196.

³¹ Gari Ivanka, *Melatih dan Menajamkan Konsentrasi Setajam Belati*, (Yogyakarta: Kujan Press, 2010), p. 61-62.

Before doing meditation, for the first times try to avoid the use of drugs at least 24 hours prior to meditate. Make sure first that as long as we live we will not be disturbed meditation, make sure also that we've rested enough and do not ever try to meditate if we only slept for two hours. We have to start with an open mind and heart, sincere and do not expect too much. Do not have the worry or fear during their meditation, because we are not going to faint or experience horrible things as long as we always follow the instructions given.³²

b. Place of Meditation

Furthermore prepare a place for meditation wear a special room that is quiet, can also be created in order to calm the atmosphere. Subtract light, if possible use a warm-colored lights. If you use a chair wearing a comfortable chair with a straight back, use fragrances or music if you like to help create an atmosphere of quiet and pleasant. Try to practice meditation in the same place and do not often change places.³³

c. Time

Meditation time can be individually selected. Indeed every time is good. However, most people assume that the best time to meditate is in the morning between 04.00 to 07.00. or in the afternoon between 17.00 to 22.00. Redeeming the time as well as possible. Should use willingness to leave while all the busyness of our day-to-day.³⁴

d. Posture

The attitude of the body that need attention during meditation is the body in a sitting position, can sit in the floor or wear of body more

³² Paul Wilson, *Teknik Hening Meditasi tanpa Mistik*, Terj. Gregoria Yeni widjajanti, (Jakarta: Erlangga, 2003), p. 40.

³³ *Ibid*, p. 42.

³⁴ Gari Ivanka, *Melatih dan Menajamkan Konsentrasi Setajam Belati*, (Yogyakarta: Kujang Press, 2010), p. 59.

important is can feel relaxed and comfortable. Straightened back and upright head. Make sure that we wear comfortable clothes, loose, not tight belted and not wearing shoes or socks. Try to be relaxed before beginning meditation. Before you start doing anything, sit down a minute or two to really feel relaxed until our breathing became slow and irregular. Eyes slowly focus on one point, and slowly closed and eyes fixed straight ahead view.³⁵

B. Learning Concentration

1. The Definition of Concentration

Concentration is centralizing of mind or attention in one thing. Teaches concentration Science how we use active mind and correct for always accompanies and integrates with the actions, deeds, words, and just focused on that one (which are preferred).³⁶ While in the Kamus Besar Bahasa Indonesia Edisi Ketiga defines the concentration is focusing of mind or thoughts on the matter, centralize of power, strength, force, etc. somewhere.

According to the Java language Ngesti or concentration is clarify all of power of individual and directly pointed to a single destination, psychological and physical capabilities focused toward a narrow purpose. This is an intense mental excavation, search terms that will be supported by an irresistible and a merging into one simple aggregate of various strengths in the individual. All the senses, emotions and even if the whole process could be all the physical body, all brought into one unified and focused to the single goal.³⁷

Attention has an important role in learning. During the process of teaching the teachers should strive to make the students concentrate

³⁵ *Ibid*, p. 43.

³⁶ Gatot M. Sahid Anwar, Ust. Labib MZ., *Ilmu Trawang Meraga Sukma Ajian Penakluk Dan Kadigdayaan*, (Surabaya:,Bintang Usaha Jaya, 1995), p. 35.

³⁷ Dr. Purwadi, *Sosiologi Mistik R. NG. Ronggowarsito Membaca Sasmita Jaman Edan*, (Yogyakarta:,Persada, 2003), p. 241-242.

(concentration). Attention as a mode, the venue for the activity.³⁸ From the theory of study processing information revealed that in the absence of attention cannot be happening learning (Gage and Berliner, 1984:335). Attention to lesson will appear for the students when the subject material is perceived as something that is necessary, necessary for further learning or necessary in everyday life, will raise the motivation to learn. If there is a natural concern that students have raised concern.³⁹

Attention can be defined as the concentration of psychic energy is focused on an object. Attention concern with consciousness and memory. Attention is also often referred to as concentration.⁴⁰ Attention is centralization or concentration of all individual activities aimed at a set of objects. If individuals are looking at an object, for example, this means that all activity is concentrated on the individual shed or the object.⁴¹

Psychologically, if the concentration (centralize attention) on something, then all other stimuli that are not required are not included in the subconscious. As a result of this situation is to be very careful observation and runs well. Stimulus is a concern then becomes easy to fit into memory, will also elicit responses that light, sturdy and not easily go away even with easy to reproduce.⁴²

Attention is one activity that is done in conjunction with the selection of stimuli coming from the environment. If someone was walking in a big way, he is aware of the existence of traffic around him, will the vehicles and people passing by. In these circumstances we do not say that he is paying attention or

³⁸ A. Rohani dan Abu Ahmadi, *Pengelolaan Pengajaran*, (Jakarta : PT. Rineka Cipta, 1991), p. 20.

³⁹ Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta : PT. Rineka Cipta, 2009), p. 42

⁴⁰ Baihaqi Dkk, *Psikiatri Konsep Dasar dan Gangguan-gangguan*, (Bandung: PT. Rafika Aditama, 2007), p. 73

⁴¹ Baharuddin, *Psikologi Pendidikan*, (Jogjakarta: Ar-Ruzz Media, 2010), p. 178

⁴² A. Rohani dan Abu Ahmadi, *pengelolaan Pengajaran*, (Jakarta : PT. Rineka Cipta, 1991), p. 20

attention was drawn to the things around him. But then we see if he met someone that familiar and then chatted with her, then we can say that the person is in a state of being noticed, that he directs sensory perception or system to receive information about something, in this case about the people who knew that, in a more detailed level.⁴³

One of the problems faced by the teacher in the classroom is attracting the attention of students and then keep the concern is still there. Here are some important principles relating to attention:⁴⁴

- a. Anyone attention directed or focused on new things, things that are contrary to the newly gained experience or with experience gained during his life.
- b. Anyone attention and remain focused and directed on things that are considered to be complicated, as long as it does not exceed the complexity of the person's capabilities.
- c. People paid attention to the things he wanted, i.e. the things that match their interests, experiences and needs.

Attention meant in this case is the concentration of psychic energy directed to an object or a lot less awareness that accompanies an activity that is being done. As for attention divided become some kind, namely:⁴⁵

- a. In terms of emerge, the attention is divided into two spontaneous attentions and attention is not spontaneous. Spontaneous attention is concern that arises by itself. Spontaneous attention is closely linked to an object. While attention is not spontaneous attention caused deliberately. Therefore, there must be a willingness that caused him.
- b. In terms of the number of objects covered by the attention that one together, then attention can be distinguished among other attention

⁴³ Slameto, *Belajar dan faktor-faktor yang Mempengaruhinya*, (Jakarta : PT. Rineka Cipta, 2010), p. 105-106.

⁴⁴ *Ibid*, p. 106-107.

⁴⁵ Baharuddin, *Psikologi Pendidikan*, (Jogjakarta: Ar-Ruzz Media, 2010), p. 179-181.

narrow and broad attention. Narrow attention that individual attention at a time that only pay attention of little object. While extensive attention is the individual attention at any given moment pay attention many objects at once.

- c. In terms of its nature, the attention was divided into two are concern static and dynamic attention. Static attention is still attention to something specific object. Individuals like these are difficult to move attention from one object to another object. While dynamic concern is if the resulting concentration capricious or an object is always changing.
- d. In terms of degree, attention is divided into two high-level attention and low-level attention. Series degree of attention it has a qualitative difference. Individuals who experience a high level of attention sometimes forget time and surroundings.

2. The Definition of Learning

Learning is a process done by individuals to acquire new behavior changes as a whole, as a result of the individual's interact own experience with its environment. Learning is a change in personality manifested as the response patterns of the new form of skills, attitudes, habits, knowledge, and skills. Change in behavior learning is a relatively permanent as a result of experience.⁴⁶

According to the psychological sense, learning is a process of change that behavior changes as a result of interaction with the environment in meeting their needs. These changes will be evident in all aspects of behavior.⁴⁷

Biggs (1991) Teaching for Learning in the introduction to The View From Cognitive Psychology defines three kinds of learning in a formulation

⁴⁶ Mahmud, *Psikologi Pendidikan*, (Bandung : Pustaka Setia, 2010), p. 61.

⁴⁷ Slameto, *Belajar dan faktor-faktor yang Mempengaruhinya*, (Jakarta : PT. Rineka Cipta, 2010), p. 2.

that is: a). Quantitative formulation, the terms of the amount of learning is filling activities or the development of cognitive abilities with the facts as much as possible. Thus, in this study in the light of how many students mastered the material, b). Institutional formulation, reviewed in institutional learning is seen as a process of validation (validation) of the students' mastery of the material he has learned. Institutional evidence indicating the student has learned it can be seen in conjunction with the teaching process; c). Qualitative formulation, reviewed in the quality of learning is the process of obtaining the meanings and understandings and ways of interpreting the world around students. Learned in this process is focused on the achievement of quality thinking and action to solve the problems faced by current and future students.⁴⁸

According to Hilgard and Bowner, the book *Theories Of Learning* (1975) suggested that learning related with changes in behavior of a person to a particular situation caused by repeated experiences in that situation, where changes in behavior that cannot be explained or basic tendencies innate response, maturity, or the circumstances of one's moment.⁴⁹

Gagne, in the book *The Conditions of Learning* (1997) explain that learning occurs when a stimulus situation gather with the contents of memory to affect the students such that his actions changed from the time before he had the situation to the time when he had that situation. According to Witherington in his book *Educational Psychology* suggests that learning is a change in the personality who claims to be a new pattern of the reaction in the form of skills, attitudes, habits, intelligence, or an understanding.⁵⁰

Some important elements that characterize the notion of learning is that: a). learning is a change in behavior, where changes can lead to better

⁴⁸ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 67-68.

⁴⁹ Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung : PT. Remaja Rosdakarya, 2011), p. 84.

⁵⁰ *Ibid*, p. 84.

behavior, but also there is the possibility of leading to more bad behavior, b). learning is a change that occurs through training or experience, in the sense of changes caused by growth or maturity is not considered a learning outcomes such as changes in an infant; c). to be called learning, it should be relatively steady the change should be the end rather than a period of time long enough d). behavior changes due to learning involves various aspects of personality, both physically and psychologically, like: changes in understanding, solving a problem / thought, skill, proficiency, habits, or attitudes.⁵¹

3. The Definition of Learning Concentration

Concentration of learning is to focus all attention on the strength of a learning situation.⁵² Concentration of learning is the ability to focus on learning or the learning process. Concentration of the attention focused on the content and the process of acquiring learning materials. To strengthen attention to the lesson, the teacher should use a variety of teaching and learning strategies, and take into account the time to learn as well as interludes break. In the classical teaching, according Rooijakker that force attention for thirty minutes have declined. He suggested that teachers provide a distraction for a few minutes break.⁵³

4. The Benefits of Learning Concentration

The benefits to be gained when students have focus (center) attention or concentration are as follows:⁵⁴

⁵¹ *Ibid*, p. 85.

⁵² Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 40.

⁵³ Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta : PT. Rineka Cipta, 2009), p. 239.

⁵⁴ A. Rohani dan Abu Ahmadi, *Pengelolaan Pengajaran*, (Jakarta : PT. Rineka Cipta, 1991), p. 20.

- a. Will arouse the interest of students paying attention in teaching and lead to the concentration itself
- b. Can organize teaching materials that become a problem that encourages learners always active in terms of observing, investigating, solving and finding the solution at the same time responsible for the tasks assigned to him.
- c. Can provide a structure that is the totality of lessons that are meaningful to the students that can be used to facing the environment in which he lives.

5. The Factors that Influence of Learning Concentration

Basically, the factors that affect children's learning concentration or individuals can be divided into two parts, namely the internal factors are all the factors that are at the individual and external factors are all factors that are beyond the individual. In broad outline the external factors that come from family, school or from other environmental factors.⁵⁵

The internal factor was divided into two parts namely:

a. Physical factors

Physical factors can be grouped into several categories which include health factors. For example, children who are less healthy or malnourished, perception and learning capacity will be less as compared to healthy children. Besides the health factor that other factors are also important, namely defects. Defects that was taken from child in the womb. This disability can also hinder one's success.⁵⁶

b. Psychological factors

Many factors, including psychological aspects that can affect the quantity and quality of learning acquisition. The factors that often experienced were:⁵⁷

⁵⁵ Alex Sobur, *Psikologi Umum*, (Bandung: CV. Pustaka Setia, 2003), p. 244.

⁵⁶ *Ibid*, p. 244.

⁵⁷ *Ibid*, p. 248-249.

1). Ability

Basically, each individual is different from one another. The different one is in terms of ability. In fact is that there are people endowed with high ability to easily learn something. And the other way, there are people who have trouble making less ability to learn something.

2). Interest

Someone who is interested in a field will be easier to learn the field. Simply, interests mean a high preference and excitement towards something great. Desire or interest and the will or the will greatly affect the behavior pattern to be exposed person. Even if someone was able to learn something, but no one has an interest so it would be difficult to follow the process of learning.

3). Maturity

Maturity is the development level of the individual or the organs that are functioning properly. In the process of learning, maturity or readiness is crucial. Therefore, every learn effort will be success when performed in conjunction with the maturity level of the individual.

4). Observation

Observation is a way to know the real world, either himself or the environment with all five senses. So overall performance learn the elements of the soul with all five senses have work to get to know the lessons received.

5). Response

The intended response is the picture or who live in the memory of the former after the observation. The responses will have an influence on learning behaviors of each student.

6). Fantasi

Fantasy is the ability to form new responses based on the response, or can be regarded as a function that allows individuals to imaginary oriented in nature, broke the world of reality.

5. The Characteristics of Learning Concentration

Learned behavior that can be used to determine the characteristics of students who can concentrate namely:

a. Cognitive Behavior

Cognitive term comes from the word cognition is same with knowing. In a broad sense, cognition is the acquisition, structuring, and use of knowledge (Neisser, 1976). In a further development, a cognitive term became popular as one of the psychological realm of human behavior which includes any related mental understanding, judgment, information processing, problem solving, intention, and belief.⁵⁸

On the cognitive behavior, students who have studied the concentration can be attributed to:⁵⁹

- 1) Have the knowledge or memory could soon emerge if necessary
- 2) Comprehensive in interpreting the material or information obtained
- 3) Can decipher or analyze material or knowledge gained
- 4) Capable of organizing or planning and evaluating the knowledge obtained
- 5) Can apply the knowledge gained

b. Affective Behavior

Affective behavior is behavior that involves diversity of feelings, such as fear, anger, sadness, joy, disappointment, love, hate, anxiety, and so on. Such behavior cannot be separated from the influence of the learning experience. A student, for example, can be considered successful if the

⁵⁸ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 22.

⁵⁹ Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 23.

affective in learning religion enjoys and he has realized the truth sincere religious teachings he learned, thus making it a "system of self worth". Then, he made it as a guiding value system of life, when his good and bad.⁶⁰

On the affective behavior, the students who have studied the concentration can be attributed to:⁶¹

- 1) Have received attitudes in certain circumstances
- 2) A willingness to respond to the materials provided
- 3) Expressed a view or decision as the union of a belief, a person's ideas and attitudes.
- 4) Has characterization of self

c. Psychomotor behavior

In psychology, the motor is used as a term denoting the terms, conditions, and activities that involve the muscles and movements, as well as the glands⁶² and secretions (expenditure sap / liquid). In brief, the motor can also be interpreted as any circumstances that increase or produce stimulation of the organs of physical activity.⁶³

On the psychomotor behavior, students who have studied the concentration can be attributed to:⁶⁴

1. Can coordinate a series of movements exactly according to the instructions given by the teacher
2. good non-verbal communication such as facial expressions
3. movement patterns are competent and organized

⁶⁰ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT. Raja Grafindo Persada, 2012) p. 125.

⁶¹ Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 23-24.

⁶² Kelenjar adalah alat tubuh yang menghasilkan cairan atau getah, seperti kelenjar keringat.

⁶³ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT. Raja Grafindo Persada, 2012) p. 13.

⁶⁴ *Ibid*, p. 16-17.

C. Hypothesis

Hypothesis is a temporary answer to the formulation of research problems, in which the formulation of research problems has been expressed in the form of the question sentence. Said to be temporary, because the answer given new based on the facts obtained through empirical data collection.⁶⁵

Based on the theory that has been proposed above, the hypothesis in this research is there is a positive effect of meditation toward concentration barrier on students who have learning difficulties.

⁶⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2012), p. 96.