

PalArch's Journal of Archaeology of Egypt / Egyptology

Attention Of Students In Learning Buddhism Education In Wonogiri Regency

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Hariyanto, Rudi Hartono, Endin Mujahidin: Attention Of Students In Learning Buddhism Education In Wonogiri Regency -- PalArch's Journal Of Archaeology Of Egypt/Egyptology 17(6). ISSN 1567-214x

Keywords: learning attention and learning achievement

ABSTRACT

This research aims to find out the effect of learning attention on the learning achievement of Buddhism education at Junior-Senior High/Vocational Middle Schools in the Even Semester in the school year of 2013/2014 in Wonogiri Regency. The data collection was conducted using questionnaire and documentation methods. The validation test was carried out using Corrected Item-Total Correlation; reliability test was conducted using alpha formula with SPSS 18.00 for windows help. The data analysis prerequisite test was conducted using normality and linearity tests. The hypothesis testing was done using a simple linear regression analysis. The result of research showed that the data of learning and learning achievement was valid, reliable, and distributed normally. Effect of learning attention on the learning achievement was indicated by $\text{sig}(p) < \alpha$ or $0.000 < 0.05$. Learning attention contributed to the learning achievement of Buddhism education by 45%.

1. Introduction

Improving the quality of education is an important part as upaya to improve the quality of human resources in terms of ability, personality, and responsibility as citizens. Education is a basic necessity that must be met by human beings. Education is a conscious effort of a human being to improve the quality of self both personally and collectively.

Education has functions and purposes. The function of education is to prepare people as labor, and good citizens. While the purpose of education is contained in Law No. 20 of 2003 on the purpose of National Education Chapter II Article III to provide the knowledge and abilities needed by learners in their daily

lives. A person who attends education is expected to form and develop attitudes, behaviors, and knowledge and skills that are necessary and useful for continuity and self-advancement in society, nation and country.

The learning success of learners is connected with the high low value achieved, absorption, and achievements in the form of report results. The learning is influenced by the environment learners live and receive educational experience.

The main components that must be present in conveying science are educators (teachers), learning materials (materials), and learners. Teachers in the classroom are required to master the class situation because of the different characteristics of the learners. The characteristics of different learners also cause differences in learners in receiving learning materials. Learning materials will be well received if the learner pays attention to what the teacher is conveying. According to Hoy (2007, p. 251) "*In sensory memory, control processes of perception; attention and recognition determine what will be transferred to working memory and held briefly for further use*". Attention is the first step in the learning process. In addition, attention plays an important role in the stimulus in this case the learning materials received by *memory sensors*. The material delivered by Buddhist education teachers is acceptable if the attention of the learner is focused.

These learning problems include internal learning problems. According to Anurrahman (2010, p. 178):

Internal learning problems related to the personality condition of learners, both physical and mental. With regard to physical aspects will certainly be relatively easier to observe and understand, compared to the dimensions of mental or emotional dimensions. While in reality, learning issues are more related to the mental or emotional dimension.

A teacher will encounter many problems related to the mental or emotional problems of the learner. One of the mental or emotional problems of learners during learning is attention. The attention of learners in learning has an important role. Dimiyati (2006, p. 42) argues that:

Attention to the lesson will arise in the learner if the teaching material is in accordance with his needs. If the teaching material is perceived as something needed, it is necessary to learn more or needed in everyday life will generate motivation to learn it. If this natural attention does not exist then the learner needs to be raised his attention.

Attention is a concentration of psychic energy aimed at an object. The attention of learners in a learning centered on the delivery of materials given by the teacher. Learners strive to raise attention to all the messages learned. These messages are the content of learning that is usually in the form of sounds, colors, shapes, and motions delivered by teachers. Based on a UC Davis study (Science Daily: 2009) shows that attention problems can hinder learning and early psychiatric disorders like this are partly the cause of future failures. According to Rusmita Kurniati (2009) the attention of learners includes the behavior of learners in the teaching and learning process in the form of: willingness of learners to listen to explanations from teachers, perform assignments given by teachers, record important materials, view images or

media used, listen to friends' opinions, answer teacher questions, and be calm in class.

Indicators of learner's attention can be shown in the activities carried out in the learning. If the learner is really paying attention, then the learner will follow and carry out the learning activities well. Syaiful Bahri Djamarah (2011, p. 38) states that learning activities include listening, looking, fingering, blending, tasting, writing or recording, reading, summarizing, observing, remembering, and practicing.

Learners will follow and carry out all learning activities in the classroom if the learner pays attention to the learning that is being done. Learners do not do any other. The attention of learners who are focused on learning causes the message of learning to be well received by the learner, so that there will *not be miss communication* that can have bad consequences. In addition, the attention will make it easier for learners to do the questions in accordance with the learning materials that have been submitted so as to obtain good learning achievements as well.

Learners strive to raise attention to learning activities, in addition, teachers can also strive to raise attention, by using varied learning methods, using interesting media according to the material, using non-monotonous language styles and using guiding questions. Abu Ahmadi (2003, p. 149) states that each student has different characteristics and has different attention. That attention can be divided into spontaneous attention and intentional attention, static and dynamic attention, concentric and distributive attention, narrow and broad attention, as well as fictitious and fluactive attention.

From the various learning materials provided by the teacher, there is one subject that is less attention-grabbing, namely Buddhist Education. Buddhist education is considered difficult because it uses a foreign language and is not interesting so that students are less eager to learn Buddhism Education.

Learners who do not pay attention to the explanation of Buddhist Education teachers, will not be able to solve the questions given, because the lessons of Buddhist Education are interconnected. Learners will have difficulty in receiving the next learning material if the learner is left behind in participating in Buddhist Education learning.

The fact shows that students of Buddhist education, especially in Wonogiri Regency when carrying out learning in the classroom pay less attention to learning materials. Students easily forget the material of Buddhist education is one of the reasons the results of learning Buddhism education is not optimal, proven by the achievement score of Learning Buddhism is still low at 6.5 (Source: List of Values of Buddhist Education in the 2013-2014 school year).

Problem formulation in the study is there a significant influence of students' attention in learning on the learning achievements of Buddhist Education in Wonogiri Regency in 2014?

Menurut Abu Ahmadi (2003, p. 145) "attention is the activeness of the soul directed towards an object, both inside and outside of itself". The attention is related to the needs, and the symptoms of attention are related to other mental

functions. While Sumadi Suryabrata (2004, p. 14) there are two notions of concern. First, attention is the concentration of psychic energy to an object. Second, attention is a lot of little awareness that accompanies something activity that is done. Whereas according to Slameto (2010, p. 105) states that attention is an activity that a person does in relation to the selection of stimuli that come from his environment. Other opinions expressed by Mc. Cown (Sri Rumini, 1998, p. 125) states that attention is the process of taking action on information that will be transformed in various ways.

Based on some of the above understandings, attention is an activity carried out by someone who is focused on an object or set of objects. The attention of learners in learning is the activities of learners carried out in the classroom aimed at ongoing learning (no other activities are carried out by learners).

According to Abu Ahmadi (2003, p. 148), attention can be divided into several kinds, namely:

1. Spontaneous attention is also called genuine attention or direct attention, is attention that arises by itself, caused by being attracted to something and not driven by willpower.
2. Static attention is a fixed concern for something.
3. Concentrated attention (attention is concentrated), i.e. attention that is directed only to one particular object (problem).
4. People who have narrow attention can easily focus their attention to a limited object, even in a crowded environment. Meanwhile, people who have widespread attention are easily attracted by the events around them.
5. Fictitious attention (inherent attention) is attention that is easily focused on a thing and it can be said that the attention can be attached long to the object.

Factors that influence attention according to Abu Ahmadi (2003, p. 150) namely:

1. Certain carriers related to reacted objects, then little or much attention will arise to a particular object.
2. Exercises and habits although there is no talent for carrying about a field, but because of a result rather than exercises or habits, can cause easy attention to a particular field.
3. Necessity is encouragement, while it has a purpose that must be poured out on it. Thus the attention to these things must exist, in order to achieve a goal.
4. Obligations contained responsibilities that must be fulfilled by the person concerned. And for him who is aware of his obligations and is aware of his obligations.
5. Healthy or physical, fresh body does not greatly affect the attention to an object.
6. Mental state, feelings, fantasies and thoughts, such as noise, commotion, chaos, temperature, socioeconomic, and beauty can affect attention.
7. Strong or not arousal of the object itself if an object gives a strong stimulant, the possibility of attention to the object is large. On the contrary, if the object gives a weak stimulant, its attention is also not so great.

Sugihartono (2007, p. 79) states that the attention of learners arises driven by curiosity. Therefore, this curiosity needs to be stimulated so that learners

always pay attention to the subject matter provided. In order for students to be interested and pay attention to the subject matter delivered, teachers can always encourage the involvement of learners in the teaching and learning process or in learning activities. Syaiful Bahri Djamarah (2011, p. 38) mentions that learning activities include:

1. Listen
2. Looking at
3. Fingering, fingering, and tasting
4. Write or record
5. Reading
6. Create a summary and underline
7. Observe tables, charts, and charts
8. Remembering
9. Thinking
10. Practice or practice

Learning is a process of changing behaviors involving the body and soul so as to produce changes in terms of knowledge, understanding, values and attitudes carried out by an individual through practice and experience through interaction with the environment which is hereinafter called learning outcomes. According to Muijs & Reynolds (2008,p. 20) "*... Learning can be defined as an experiemental process resulting in a relatively permanent change in behavior that cannot beexplained by temporary states, maturction, or innate response tendencies*". Based on the quote above it says that: "... learning can be defined as the result of an experimental process in a relatively permanent behavioral change that cannot be pronounced with a momentary statement.

Learning outcomes are also called *academic achievement*. Understanding learning achievements from Good (1945, p. 27) are:

"knowledge attained or skills developed in the school subjects are usually designated by test scores or by marks assigned by teachers, or by both. The achievement of pupils in the so called "academic" subjects, such as reading arithmetic, and history, as contrasted with skills developed in such areas as industrial art and physical education".

According to Dimiyati and Mudjiono (1999,p. 250) , learning outcomes are things that can be seen from two sides, namely the student side and from the teacher side. In terms of students, learning outcomes are a better level of mental development when compared to the time before . The level of mental development is manifested in the types of *cognitive, affective, and psychomotor domains*. In terms of teachers, learning outcomes are a time of learning.

While menurut Oemar Hamalik (2006,p. 30), the result of learning is when a person has learned there will be a change in behavior in the person, for example from not knowing to know, and from not understanding to understanding.

So the result of learning is a tangible result achieved by students in an effort to master physical and spiritual skills in school that is manifested in the form of raport in each semester.

Learning outcomes are divided into three kinds of learning outcomes, namely: (a). skills and habits; (b). knowledge and understanding; (c). attitudes and ideals, each group can be filled with materials in the school curriculum (Nana Sudjana, 2004, p. 22).

These three abilities become the basis as the ability that must be possessed by the learner to further serve as the basis for the next learning.

According to Clark in Nana Sudjana and Ahmad Rivai (2009, p. 39) revealed that students' learning outcomes in school are 70% influenced by students' abilities and 30% are influenced by the environment. Whereas according to Sardiman (2007, p. 39-47), the factors that influence learning are the internal factor (from within) the student and the external factor (from outside) the student.

The group of religious subjects and noble morals is intended to form learners into human beings who believe and fear The One True God and be noble. Noble morals include ethics, ethics, or morals as the embodiment of religious education. (Permendiknas No. 23 year 2006).

Ajaran Buddha (*Buddha Dhamma*) became a guide for Buddhists in creating a better and dignified life. Various ways to understand religious teachings are through educational, both education in the family, school and community. Religious education is intended to shape learners into human beings who have confidence (*saddha*) to God almighty, moral and increase the potential of spiritual.

Buddhist education is a planned and continuous effort to develop the ability of learners to strengthen belief in God almighty and have good morals, as well as increase spiritual potential in accordance with Buddhism (Permendiknas No. 22 Year 2006).

According to Permendiknas No. 22 Year 2006 the teaching material of Buddhist education includes the following aspects: a. history, b. beliefs (*Saddha*), c. immorality (*Sila*), d. *Tipitaka Buddhist scriptures (Tripitaka)*, e. inner development (*Samadhi*), f. wisdom (*Pañña*). These material aspects are not all well understood by learners using only textbook media without learning media.

The objectives of Buddhist education include *the realm of cognitive* (knowledge), *affective realms* (attitudes and values), and *psychomotor* (deeds). Learners can practice Buddhism well if they also have mastered the cognitive aspects of Buddhism well.

In the processing of information there is an *interaction between internal conditions* (student circumstances, cognitive processes) and *external conditions* (stimuli from the environment) and interactions of both will produce learning outcomes. R. Gagne (Syaiful Sagala 2006, p. 17) states that:

Learning outcomes in the form of capabilities generated by stimulation derived from the environment and cognitive processes carried out by students. In addition, he also said that learning consists of three important components, namely external conditions, namely stimulus from the environment in learning events, internal conditions that describe the internal state of students and

cognitive processes of students, and learning outcomes that describe verbal information, intellectual skills, motor skills, attitudes and cognitive strategies.

The learner's interpretation of stimuli is said to be perception. The information that the learner perceives will get attention, then transferred to short-term memory. According to Bimo Walgito (1994, p. 13) expressing 'memory not only the ability to store what he has experienced, but also includes to receive, store, and re-create what he has experienced'.

Learners should pay attention to information if it should be kept in mind. Furthermore students need time to bring all the information received in a short time into consciousness, (Slavin, 2000, p. 176). Information that does not get the attention of learners will be immediately forgotten, while information that gets the attention of students will be transferred to the short-term memory system.

Based on information processing theory it is concluded that focused attention is a requirement to process learning materials before entering into the short-term memory of learners and will be passed on to long-term memory for storage.

Research conducted by Erni Maidiyah and Cut Zulisna Fonda in 2013. The results showed that students' attention in understanding statistical materials taught with ARCS learning models based on questionnaire results was categorized as good for each meeting. This is supported by the results of interviews of students who expressed enthusiasm for the subject matter taught using arcs learning model. The teacher's ability to manage students' learning and activities has carried *out aspects* of attention that are part of ARCS.

Research conducted by Siska Eko Mawarsih in 2013. The results showed that there is a significant influence of parental attention on the learning achievement of jumapolo state high school students, as well as a significant influence of learning motivation on the learning achievements of jumapolo state high school students. For testing the variables of parental attention and motivation to learn together on the learning achievements of jumapolo high school students is known to have a significant influence as well.

2. Research Methods

The research design used in this study is associative research with a form of causal relationship. This is because this research uses a problem formulation that is associative with causal relationships used to determine the influence of learners' attention to the learning achievements of Buddhist Education.

This research was conducted from August to November 2014. The research was conducted in four Buddhist monasteries / Sunday schools in the Wonogiri district, namely Buddhist Vimala Kirti Girimarto Buddhist monasteries / Sunday schools, Dhamma Sasana Slogohimo Buddhist monasteries / Sunday schools, Buddhist monasteries / Sunday schools. Buddhist Maitri Ratna Giriwoyo Buddhist monastery / Sunday school, and Panna Murti Manyaran Buddhist monastery / Sunday school.

A. Population and Research Sample

The population in this study were all Buddhist students in Wonogiri Regency starting from the SMP - SMA / SMK levels, totaling 54. Consisting of 24 Buddhist Vimala Kirti Girimarto Buddhist Buddhist monasteries / schools, 24 Buddhist Buddhist Dhamma Sasana Slogohimo Buddhist vihara / school students. as many as 22, Buddhist monasteries / Sunday schools Buddhist vihara / Buddhist Sunday school Maitri Ratna Giriwoyo as many as 4, and students at the Buddhist monastery / Sunday school Panna Murti Manyaran as many as 2. While the researcher took a sample of 100% of the total population, namely 54 students because a few in number.

B. Data Collection Techniques and Instruments

The data collection technique used was a questionnaire technique. The type of questionnaire used is a closed questionnaire, meaning that the answers are already available, the respondent only chooses the answers that have been provided.

Document analysis is carried out to collect data sourced from archives and documents both at school and outside the school. Documentation is used to obtain information or data related to the learning achievement of students in Buddhist Education in Wonogiri Regency in 2014.

The data collection techniques used in this study were questionnaires and documentation. The scale used is the Likert scale which is scored with the following conditions:

SL: Always rated 5

SR: Often given a value of 4

KD: Sometimes given a score of 3

P: Was given a score of 2

TP: Never given a value of 1

Respondents who answered this research instrument only gave a sign, for example a checklist (√) or a cross (X) on the possible scale chosen according to the question / statement.

Researchers compile a questionnaire about attention with question indicators: listening, looking at, writing or taking notes, reading, making summaries or underlining, observing tables or diagrams, compiling paperwork, remembering, thinking, and practicing 38 questions to be tested. Tests were carried out on 20 students from SMP to SMA / SMK in Buddhist Dharma Dwipa Sampung monastery / Sunday school in Ponorogo Regency, totaling 20 students to determine the validity and reliability of the instrument before being used to retrieve research data.

Testing instruments using two-sided test with a significance level of 0.05. The test criteria are as follows: if $r_{count} \geq r_{table}$ (2-sided test with sig. 0.05) then the instrument or question items have a significant correlation to the total score (declared valid) and if $r_{count} < r_{table}$ (2-sided test with sig. 0.05) then the instrument or question items are not significantly correlated with the total score (declared invalid).

Table 1: Results of the Instrument Trial Validity Test

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item- Total Correlation | Cronbach's Alpha if Item Deleted |
|--------|----------------------------------|--------------------------------------|---|--|
| SOAL1 | 133,38 | 198,517 | ,632 | ,941 |
| SOAL2 | 133,06 | 202,729 | ,603 | ,942 |
| SOAL3 | 132,88 | 196,117 | ,709 | ,940 |
| SOAL4 | 133,38 | 198,517 | ,632 | ,941 |
| SOAL5 | 132,81 | 194,029 | ,850 | ,939 |
| SOAL6 | 133,00 | 197,867 | ,787 | ,940 |
| SOAL7 | 133,13 | 201,450 | ,544 | ,942 |
| SOAL8 | 133,06 | 201,796 | ,533 | ,942 |
| SOAL9 | 133,25 | 208,867 | ,126 | ,945 |
| SOAL10 | 133,38 | 198,517 | ,632 | ,941 |
| SOAL11 | 133,25 | 205,933 | ,170 | ,946 |
| SOAL12 | 133,19 | 206,029 | ,355 | ,943 |
| SOAL13 | 133,13 | 204,117 | ,491 | ,942 |
| SOAL14 | 133,25 | 208,067 | ,219 | ,944 |
| SOAL15 | 133,19 | 197,363 | ,590 | ,941 |
| SOAL16 | 133,13 | 203,583 | ,528 | ,942 |
| SOAL17 | 132,94 | 197,929 | ,819 | ,940 |
| SOAL18 | 132,88 | 206,650 | ,176 | ,945 |
| SOAL19 | 133,00 | 201,067 | ,593 | ,941 |
| SOAL20 | 133,25 | 204,733 | ,448 | ,942 |
| SOAL21 | 133,00 | 200,800 | ,609 | ,941 |
| SOAL22 | 132,94 | 198,596 | ,649 | ,941 |
| SOAL23 | 133,00 | 197,867 | ,787 | ,940 |
| SOAL24 | 133,25 | 207,667 | ,246 | ,944 |
| SOAL25 | 133,00 | 197,867 | ,787 | ,940 |
| SOAL26 | 133,19 | 196,163 | ,411 | ,945 |
| SOAL27 | 133,00 | 200,000 | ,658 | ,941 |
| SOAL28 | 132,88 | 195,983 | ,826 | ,940 |
| SOAL29 | 133,00 | 197,867 | ,787 | ,940 |
| SOAL30 | 133,00 | 200,800 | ,609 | ,941 |
| SOAL31 | 133,13 | 203,583 | ,528 | ,942 |
| SOAL32 | 133,06 | 201,796 | ,533 | ,942 |
| SOAL33 | 133,31 | 198,629 | ,613 | ,941 |
| SOAL34 | 133,19 | 212,563 | -,069 | ,948 |
| SOAL35 | 133,31 | 198,629 | ,613 | ,941 |
| SOAL36 | 132,88 | 195,983 | ,826 | ,940 |
| SOAL37 | 132,94 | 198,863 | ,635 | ,941 |
| SOAL38 | 132,88 | 195,983 | ,826 | ,940 |

Source: Result SPSS version 18.

From the table above, you can see the Corrected Item - Total Correlation, this is the correlation value obtained. This value is then compared with the value of r table, r table is sought at a significance of 0.05 with a 2-sided test and the amount of data (n) = 20, then the r table is 0.4438. From the analysis results it can be seen that for items 9, 11, 12, 14, 18, 24, 26, and 34 the value is less than 0.4438. Since the correlation coefficient on items 9, 11, 12, 14, 18, 24, 26, and 34 is less than 0.4438, it can be concluded that the instrument item is invalid. Whereas for other items the value is more than 0.4438 and it can be concluded that the instrument item is valid. Invalid items were discarded and valid items were analyzed again using SPSS 18.00 for windows and valid items were used as research instruments.

C. Instrument Validity and Reliability

The validity test in this study is to use the Corrected Item-Total Correlation. This study uses questionnaire data as the primary data, so a statement testing step (questionnaire) is required. To find out whether the statement is valid (valid) or not, the validity test is used. The test criteria is if r count $\geq r$ 0.4438 (2-sided test with sig. 0.05) then the instrument or question items have a significant correlation to the total score (declared valid). The decision criterion is to compare the Corrected Item-Total Correlation value greater than 0.4438, then the indicator is feasible (valid).

Tabel 2: Result try Instrumen

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| SOAL1 | 105,31 | 158,896 | ,664 | ,960 |
| SOAL2 | 105,00 | 163,467 | ,584 | ,960 |
| SOAL3 | 104,81 | 157,496 | ,697 | ,959 |
| SOAL4 | 105,31 | 158,896 | ,664 | ,960 |
| SOAL5 | 104,75 | 155,533 | ,844 | ,958 |
| SOAL6 | 104,94 | 159,263 | ,761 | ,959 |
| SOAL7 | 105,06 | 162,196 | ,536 | ,960 |
| SOAL8 | 105,00 | 161,867 | ,567 | ,960 |
| SOAL10 | 105,31 | 158,896 | ,664 | ,960 |
| SOAL13 | 105,06 | 164,063 | ,523 | ,960 |
| SOAL15 | 105,13 | 157,717 | ,624 | ,960 |
| SOAL16 | 105,06 | 164,463 | ,491 | ,961 |
| SOAL17 | 104,88 | 158,917 | ,820 | ,958 |
| SOAL19 | 104,94 | 161,263 | ,625 | ,960 |
| SOAL20 | 105,19 | 164,696 | ,473 | ,961 |
| SOAL21 | 104,94 | 161,529 | ,607 | ,960 |
| SOAL22 | 104,88 | 159,717 | ,637 | ,960 |
| SOAL23 | 104,94 | 159,263 | ,761 | ,959 |
| SOAL25 | 104,94 | 159,263 | ,761 | ,959 |
| SOAL27 | 104,94 | 160,729 | ,661 | ,960 |
| SOAL28 | 104,81 | 157,496 | ,806 | ,958 |

| | | | | |
|--------|--------|---------|------|------|
| SOAL29 | 104,94 | 159,263 | ,761 | ,959 |
| SOAL30 | 104,94 | 161,529 | ,607 | ,960 |
| SOAL31 | 105,06 | 164,463 | ,491 | ,961 |
| SOAL32 | 105,00 | 161,867 | ,567 | ,960 |
| SOAL33 | 105,25 | 158,733 | ,659 | ,960 |
| SOAL35 | 105,25 | 158,733 | ,659 | ,960 |
| SOAL36 | 104,81 | 157,496 | ,806 | ,958 |
| SOAL37 | 104,88 | 160,117 | ,613 | ,960 |
| SOAL38 | 104,81 | 157,496 | ,806 | ,958 |

Source: Result SPSS version 18.

Based on the output of table 2, it can be seen that Corrected Item - Total Correlation, this is the correlation value obtained. This value is then compared with the r table value (0.4438). From the results of the analysis, it can be seen that all items with a value of more than 0.4438, it can be concluded that the instrument items are valid.

Meanwhile, the questionnaire was compiled and developed by researchers based on the theoretical description in Chapter II.

Table 3: Research Instrument Grid

| Indikator Nomor Item | Nomor Soal | Jumlah soal |
|--|---------------|-------------|
| Mendengarkan | 1,3,2 | 3 |
| Memandang | 5,6,4 | 3 |
| Menulis atau mencatat | 7,8 | 2 |
| Membaca | 10,11,12,9,13 | 5 |
| Membuat ringkasan atau menggarisbawahi | 14,15,16,17 | 4 |
| Mengamati gambar | 18,19 | 2 |
| Mengingat | 20,21 | 2 |
| Berfikir | 22,23,24,25 | 4 |
| Latihan atau praktek | 26,27 | 2 |
| Bertanya | 28,29,30 | 3 |
| Jumlah | 30 | 30 |

Reliability testing is determined from the comparison of the value of the analysis results with the alpha coefficient standard value of 0.60. Constructs and variables are said to be reliable if they have an alpha value above 0.60 and vice versa (Imam Ghozali, 2005: 42).

Table 4: Instrument Reliability Test Results

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,961 | 30 |

Sumber: Hasil SPSS version 18.

Based on table 4, it is known that N or the number of questions is 30 items. Obtaining Cronbach's Alpha value of 0.961 shows that the instrument as a whole is very reliable.

D. Data analysis techniques

Data analysis was carried out in order to test the hypothesis in order to draw conclusions. In this research is Simple Linear Regression Analysis. The use of this analysis aims to determine the effect of independent variables on the dependent variable, namely between attention to learning (X) on learning outcomes (Y) using a simple linear regression equation with the following formula:

$$Y = a + \beta x$$

Information:

Y: The learning achievement variable

β : Regression coefficient b

X: The student's attention variable

a: Regression coefficient (Riduwan and Sunarto, 2013: 97)

3. Research Results And Discussion

The data description of this research illustrates the data on learning attention and learning achievement in Buddhism which can be seen in the following table:

A. Attention Learning Data

The results of the frequency distribution analysis for the learning attention variable can be seen in the following table.

Table 5: Frequency Distribution of Attention in Learning

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 110-104 | 9 | 16,7 | 16,7 |
| | 105-109 | 10 | 18,5 | 35,2 |
| | 110-114 | 14 | 25,9 | 61,1 |
| | 115-119 | 12 | 22,2 | 83,3 |
| | 120-124 | 5 | 9,3 | 92,6 |
| | 125-129 | 4 | 7,4 | 100,0 |
| | Total | 54 | 100,0 | 100,0 |

Sumber: Hasil SPSS version 18.

The diagram above shows that the data on learning attention variables is mostly located in the 110-114 interval with a frequency of 14 students or 25.9% and the least data is located in the 125-129 interval with a frequency of 4 students or 7.4%. The SPSS testing technique used to test the validity of attention in learning data is to use Corrected Item-Total Correlation with the help of the SPSS version 18.00 program. This test is used to measure the validity and validity of an answer in Table 6

Results of the Validity Test of Respondents' Answers

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| SOAL1 | 108,96 | 53,546 | ,536 | ,851 |
| SOAL2 | 109,04 | 52,187 | ,573 | ,849 |
| SOAL3 | 108,91 | 55,859 | ,342 | ,859 |
| SOAL4 | 109,02 | 56,660 | ,489 | ,860 |
| SOAL5 | 109,02 | 53,981 | ,533 | ,852 |
| SOAL6 | 108,91 | 53,821 | ,531 | ,852 |
| SOAL7 | 108,98 | 54,509 | ,407 | ,855 |
| SOAL8 | 109,00 | 53,132 | ,481 | ,852 |
| SOAL9 | 108,87 | 52,832 | ,537 | ,851 |
| SOAL10 | 109,02 | 53,905 | ,440 | ,854 |
| SOAL11 | 109,02 | 55,264 | ,328 | ,857 |
| SOAL12 | 108,94 | 51,714 | ,627 | ,848 |
| SOAL13 | 108,80 | 52,429 | ,634 | ,848 |
| SOAL14 | 108,76 | 53,432 | ,542 | ,851 |
| SOAL15 | 108,89 | 56,176 | ,352 | ,858 |
| SOAL16 | 109,07 | 56,560 | ,374 | ,860 |
| SOAL17 | 108,93 | 56,410 | ,487 | ,860 |
| SOAL18 | 109,09 | 55,557 | ,329 | ,857 |
| SOAL19 | 109,04 | 55,999 | ,379 | ,858 |
| SOAL20 | 109,02 | 56,509 | ,310 | ,859 |
| SOAL21 | 108,93 | 55,730 | ,420 | ,860 |
| SOAL22 | 108,98 | 56,811 | ,356 | ,861 |
| SOAL23 | 108,91 | 54,350 | ,355 | ,856 |
| SOAL24 | 108,91 | 53,520 | ,470 | ,853 |
| SOAL25 | 108,91 | 54,312 | ,359 | ,856 |
| SOAL26 | 108,85 | 54,393 | ,371 | ,856 |
| SOAL27 | 108,80 | 54,128 | ,381 | ,855 |
| SOAL28 | 108,94 | 54,657 | ,351 | ,856 |
| SOAL29 | 108,96 | 56,829 | ,378 | ,860 |
| SOAL30 | 108,94 | 54,582 | ,412 | ,855 |

Source: Result SPSS version 18.

The test criteria is if $r_{count} \geq r_{0.2681}$ (2-sided test with sig. 0.05) then the answer to the question has a significant correlation to the total score (declared valid). The decision criterion is to compare the Corrected Item-Total Correlation value greater than 0.2681, so the answer is valid (valid).

Reliability testing is determined from the comparison of the value of the analysis results with the alpha coefficient standard value of 0.60.

Table 7: Results of Respondents' Answers Reliability Test

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,961 | 30 |

Source: Result SPSS version 18.

Based on table 7, the reliability test results can be seen in the Reliability Statistics output. The Cronbach's Alpha value of 0.860 shows that the answers to Buddhist students at the SMP - SMA / SMK levels are overall very reliable.

B. Learning Achievement Data

The learning achievement data for Buddhism education were obtained from the document of even midterm exam scores for the 2013/2014 academic year of Buddhist students of SMP-SMA / SMK in Wonogiri Regency.

The results of the frequency distribution analysis for the learning achievement variable can be seen in the following table.

Table 8: Frequency Distribution of Learning Achievement

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 67-72 | 2 | 3,7 | 3,7 | 3,7 |
| 73-78 | 11 | 20,4 | 20,4 | 24,1 |
| 79-84 | 9 | 16,7 | 16,7 | 40,7 |
| 85-90 | 18 | 33,3 | 33,3 | 74,1 |
| 91-96 | 10 | 18,5 | 18,5 | 92,6 |
| 97-102 | 4 | 7,4 | 7,4 | 100,0 |
| Total | 54 | 100,0 | 100,0 | |

Source: Result SPSS version 18.

The diagram above shows that the data on learning achievement variables is mostly located in the 85-90 interval with a frequency of 18 students or as much as 33.3% and the least data is in the 67-72 interval with a frequency of 2 students or 3.7%.

E. Discussion

The discussion of the effect of learning attention on Buddhist educational achievement begins with a discussion of the effect of learning attention on learning achievement in Buddhism, in this case the attention of students. The results of statistical testing using simple linear regression show that learning attention has an effect on the achievement of Buddhist education, in this case the attention of students, so based on the results of research in the field which is reinforced by secondary data sourced from Buddhist religious education teachers, it shows that attention to learning has a positive effect. on the learning achievement of Buddhism education in Wonogiri Regency.

The results of statistical testing have shown that the significant level of attention in learning is 0.704 which is smaller than the significant level of 0.05 so that it can prove that attention in learning has a positive effect on the

educational achievement of Buddhism. If attention to learning increases by 0.704, it will increase the learning achievement of Buddhism by 70.4%.

This is in accordance with the theory of information processing that focused attention is a requirement for processing study material and research conducted by Erni Maidiyah and Cut Zulisna Fonda in 2013 which shows that students' attention in understanding statistical material taught by the ARCS learning model is categorized as good for each meeting times. As well as research conducted by Siska Eko Mawarsih in 2013 showed a significant effect of parental attention on student achievement of SMA Negeri Jumapolo. The results of testing the variables of parental attention and learning motivation together on student achievement of SMA Negeri Jumapolo had a significant effect.

4. Conclusions And Suggestions

A. Conclusion

1. This study proves that the effect of learning attention on learning achievement in Buddhism in Wonogiri Regency in 2014 is in the strong category.
2. Based on the results of the researcher, it was found that the effect of learning attention on learning achievement in Buddhism education in Wonogiri Regency in 2014 was 45%. The remaining 55% is influenced by other factors.

B. Suggestion

1. For students.

The attention of students in learning needs to be increased, because it affects learning achievement.

2. For teachers.

Teachers should try to increase the attention of students.

3. For Schools

Learning tools or means are needed to attract the attention of students, so that students will be happy to follow Buddhist education lessons.

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