

THE EFFECT OF ABLUTION THERAPY ON IMPROVING LEARNING CONCENTRATION

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ABSTRACT

This study aims to determine the effect of ablution therapy in improving the learning concentration of 12th grade students at SMAN 1 Talang Kelapa. The background of this study is the low level of student concentration as seen from the lack of focus, daydreaming behavior, and fatigue during the learning process. Ablution therapy was chosen because it is believed to have a relaxing effect and stimulation of acupuncture points that play a role in stabilizing emotions and increasing focus. This study used a quantitative approach with a one group pretest-posttest experimental design. A sample of 28 students was selected through simple random sampling technique. The research instrument is a learning concentration questionnaire that has been tested for validity and reliability. The results of data analysis using paired sample t-test and simple linear regression showed that ablution therapy had a significant effect on increasing students' learning concentration, with a significance value of 0.000 and a determination value of 93.5%. The findings suggest that ablution therapy can be an effective alternative spiritual intervention in improving learning concentration, especially for students with high academic load.

Keyword: sablution therapy, study concentration, grade 12 students

INTRODUCTION

Nowadays, one of the most fundamental aspects of the educational process is the learning aspect. Learning is a process that brings about behavior change, both in individuals and organizations. Although it may seem simple, the meaning of this process is very important. According to Skinner, A behavioral psychologist, learning is a process of self-adjustment that occurs gradually. He emphasized that learning is not just a short change, but a gradual journey that encourages the development of behavior and personality in a better direction than before. In general, learning occurs when a person interacts with their environment and experiences changes in the way they think, feel, or act. This process is born out of experience and awareness, generally aiming to achieve a certain result. Learning success can be seen from the extent to which the expected behavior change actually occurs within a predetermined period of time. Therefore, it is important to design relevant, meaningful, and contextual learning experiences so that learning can take place effectively and sustainably. (Rizky, Maryamah, et al., 2023; Rizky, Pratama, et al., 2023) (Sarnoto et al. 2024)

According to Arifudin in (Margiath 2023), concentration is the ability to focus fully on the problem at hand, so that individuals can avoid distracting thoughts during the problem-solving process. Good concentration is very important in the learning process because it helps students understand the material optimally and achieve maximum learning outcomes. Sardiman in (Margiath 2023)) emphasized that there are several conditions for concentration to be achieved effectively, including a healthy physical condition, a fresh body and not fatigue, interest in the subject matter, and a calm learning environment free from external distractions. Meanwhile, the Cape in (Margiath 2023) suggest several strategies to improve study concentration, such as setting time limits for each assignment, preventing too fast moving assignments, reducing distractions in class, providing

immediate feedback, and composing a proportionate number of assignments. By meeting these requirements, study concentration will be easier to achieve.

But unfortunately, the results of observations conducted by researchers at SMAN 1 Talang Kelapa show that students are indicated to have low learning concentration. This can be seen from the lack of enthusiasm, daydreaming in the learning process, there are still some students who are seen chatting and showing signs of sleepiness when the material is delivered. These symptoms can be attributed to the influence of the learning environment. This is in line with Tanjung's opinion in (Margiath 2023) which states that external factors of learning concentration include the environment because they also affect the process, activities, and results of a person's learning concentration. The learning environment plays an important role in determining the success of learning. Some of the environmental aspects in question include the availability of learning facilities, the condition of the learning place, the atmosphere in the family, the social condition of the surrounding community, support from parents, peer influence, and time management owned by students. Therefore, a solution is needed to overcome the problem of learning concentration, one of which is through ablution therapy. According to Afif and Khasanah in (Khoirunnisak 2024), ablution is a form of water-based therapy that is carried out with a series of steps to cleanse the body, starting with intention, then continuing with washing the face, hands, head, ears, and feet. In Islamic law, ablution not only functions to eliminate small hadas, but also provides a relaxing effect on the body's muscles, so that it can reduce physical stress. Meanwhile, according to Oktaryanto in (Rahmawati, Nurahman, and Wahyudiyanto 2023), from an acupuncture point of view, the parts of the body that are washed during ablution have many acupuncture points that serve as receptors. Stimulation from water at these points activates the nervous and hormonal systems through meridian pathways, helping to maintain body balance (homeostasis) and stabilize emotions, which ultimately favors increased study concentration.

Based on these things, researchers are interested in researching the effect of ablution therapy as an effort to increase the learning concentration of grade 12 students at SMAN 1 Talang Kelapa. This research is different from previous research. Rahmania (2016) researched the effect of ablution therapy before bed on adolescent insomnia and found that ablution improves sleep quality and psychological stability. Meanwhile, ((Suggestion and Anggraeni 2024). A combination of ablution therapy, lavender aromatherapy, and Benson therapy in pregnant women, which has been shown to be effective in improving sleep quality. Both studies focused on sleep quality and psychological conditions. Different from that, this study only uses ablution therapy alone and aims to see its effect on increasing the learning concentration of grade 12 students at SMAN 1 Talang Kelapa. Further research, The Impact of Learning Concentration on Student Learning Outcomes by (Margiath 2023). This study used a descriptive method to observe the concentration level of grade 1 students without providing intervention. The results show variations in concentration levels that affect learning outcomes, but do not offer concrete solutions. My research is different because it uses an experimental method with ablution therapy as an intervention to increase the learning concentration of grade 12 students. The urgency of this study is important because study concentration greatly determines students' academic success, especially in grade 12 who are facing final exams. Ablution therapy as a simple and spiritual method has not been widely studied in the context of education. With its effect on concentration, this research can be a practical alternative solution.

METHODS

This study uses a quantitative approach with an experimental method to determine the effect of ablution therapy on the learning concentration of grade 12 students. The design used is *one group pretest-posttest*, namely one group was given a pre-test, treatment in the form of ablution therapy, then a post-test. This design allows researchers to observe changes in concentration before and after treatment. Pre-test and post-test results were compared to measure the effect. The research population is all 12th grade students of SMAN 1 Talang Kelapa. Samples were taken by the (São Paulo, Sã, 2018: Sugiyono, 2019) *simple random sampling*, i.e. a random selection from an available population. This technique is used to ensure that every student in the population has an equal chance of being selected as a respondent, which is expected to produce a representative sample and the population is considered the same in each class or homogeneous, according to Sugiyono in (Rizki et al. 2023). Then, in this study, as many as 28 students in grade 12 science 1 will be sampled.

To measure the level of student learning concentration, an instrument in the form of a questionnaire or Likert scale questionnaire is used which is compiled based on learning concentration indicators. The questionnaire covers aspects such as a healthy physical condition, a fresh body (not tired), interest in the material, and a learning environment that is free from distractions. The research is carried out through several stages. The initial stage is the preparation and trial of a questionnaire to test the validity and reliability of the instrument. After the instrument is declared valid and reliable, it is followed by giving a pre-test to students before undergoing ablution therapy. The next stage is the implementation of ablution therapy for one week, where students perform ablution before studying. Next, a post-test is given to measure changes in concentration. The data of the pre-test and post-test results were analyzed using the normality test as a parametric statistical requirement. If the data is normally distributed, a *paired sample t-test* is used; otherwise, a nonparametric test is used. Research Implementation Steps

1. Pre-test: A questionnaire was distributed to 28 students to measure their level of study concentration before the treatment. This data becomes the baseline for comparison.
2. Intervention (Ablution Therapy): For one week, students are given instructions to perform ablution therapy whenever they feel tired or have difficulty concentrating before starting the study session; a) Therapy Protocol: Students are explained about the correct ablution procedures according to Islamic law. They were also given an understanding of the benefits of ablution from a psychophysiological point of view, such as the effects of relaxation and acupuncture point stimulation, to motivate participation, b) Note-taking: Students are given a simple monitoring sheet to record the frequency of their ablution before studying. This aims to ensure compliance with the intervention.
3. Post-test: After one week, the same questionnaire is redistributed to measure the student's level of learning concentration after the treatment.

RESULT AND DISCUSSION

Before the author gave a questionnaire to measure the effect of ablution therapy as an effort to increase the learning concentration of grade 12 students at SMAN 1 Talang Kelapa, the author conducted a test of the validity and reliability of the questionnaire so that the results obtained were consistent.

Table 1. The results of the validity test of the 28 respondents' interest in learning questionnaire

Questionnaire item	R value calculated	Information
1	0,565	Valid
2	0,653	Valid
3	0,474	Valid
4	0,654	Valid
5	0,510	Valid
6	0,504	Valid
7	0,676	Valid
8	0,711	Valid
9	0,626	Valid
10	0,766	Valid
11	0,576	Valid
12	0,460	Valid
13	0,508	Valid
14	0,558	Valid
15	0,511	Valid
16	0,505	Valid
17	0,632	Valid
18	0,401	Valid
19	0,457	Valid
20	0,568	Valid

Based on the results of the validity test of 20 questionnaires, the **value of r calculated** was obtained compared to **the r table**. If r counts is greater than r table, then the item is considered **valid**, and vice versa **invalid** if r counts < r table. All questionnaire items are declared valid, because they have a calculated r value greater than the r of the table and meet the requirements for a significant correlation to the total score. These results show that most of the items on the questionnaire have qualified for validity and are suitable for use for measurement in the study.

Table 2. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Itself.	Statistic	df	Itself.
P1TOTAL	.087	28	.200*	.961	28	.364
P2TOTAL	.133	28	.200*	.942	28	.123

Based on the results shown in Table 2, the entire significance value (Sig.) of both variables, both P1TOTAL and P2TOTAL, was above the significance limit of 0.05. This is true for both the Kolmogorov-Smirnov and Shapiro-Wilk assays. Thus, it can be concluded that the data on the pretest and posttest variables are normally distributed, thus meeting the basic assumptions for parametric

statistical analysis. Therefore, parametric analysis techniques can be used in hypothesis testing in this study. (Ghozali, 2018)

Table 3. Reliability Test Results

Pretest

Reliability Statistics	
Cronbach's Alpha	N of Items
.881	20

Post Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.893	20

Based on Table 3, it was obtained that the value of Cronbach's Alpha in the pretest instrument was 0.881 and in the posttest instrument was 0.893. Both values were above the minimum number of 0.700, which indicates that the instruments used in this study have an excellent level of reliability. Thus, it can be concluded that the pretest and posttest question instruments in this study are consistent and reliable to be used in measuring the variables studied, namely the concentration of students learning before and after being given ablution therapy. (Santoso, 2018)

Table 4. Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Itself.
.197	1	54	.659

The results of the variance homogeneity test using Levene's Test showed a Levene Statistic value of 0.197 with a significance (Sig.) of 0.659. Since the significance value is greater than 0.05, it can be concluded that the data have homogeneous or equal variance between groups, which meets the basic assumptions for parametric statistical analysis. In addition, the reliability of the instrument was tested using Cronbach's Alpha, where a score of 0.881 was obtained for the pretest instrument and 0.893 for the posttest instrument. Both of these values exceed the minimum limit of 0.700, which indicates that the instrument has a high level of reliability.

Table 5. Results of Simple Linear Regression Analysis
ANOVA

Model	Sum of Squares	Df	Mean Square	F	Itself.
1 Regression	4217.269	1	4217.269	373.707	.000a
Residual	293.409	26	11.285		
Total	4510.679	27			

A significance value (Sig.) of 0.000 is obtained, which means it is less than 0.05. This shows that there is a significant influence between ablation therapy on student learning concentration. The F-value of 374,707 also shows that the regression model used is fit or suitable for predicting bound variables (P2TOTAL) based on independent variables (P1TOTAL).

Table 6. Hypothesis T Test
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.
	B	Std. Error	Beta		
1 (Constant)	13.788	3.413		4.040	.000
P1TOTAL	.878	.045	.967	19.331	.000

The results of the regression coefficient test showed that the ablation therapy variable (P1TOTAL) had a significant effect on increasing student learning concentration (P2TOTAL). This is shown by the value of the regression coefficient of 0.878 with a significance of 0.000 ($p < 0.05$), which means that every one unit increase in the ablation therapy score will increase the learning concentration score by 0.878 points. In addition, the calculated t-value of 19.331 which far exceeds the t-value of the table, as well as a very small significance value, suggests that the relationship is statistically significant. The standard beta value (β) of 0.967 also indicates the strength of the relationship between the two variables. Thus, it can be concluded that the consistent administration of ablation therapy can significantly increase students' learning concentration.

Table 7. R2 Determinant

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967a	.935	.932	3.359
a. Predictors: (Constant), P1TOTAL				

The results of the regression analysis showed a correlation coefficient value (R) of 0.967, which indicates that there is a very strong relationship between ablation therapy as an independent

variable and student learning concentration as a bound variable. The R Square (R^2) value of 0.935 indicates that 93.5% variation in the learning concentration of grade 12 students at SMAN 1 Talang Kelapa can be explained by ablution therapy treatment. Meanwhile, the Adjusted R Square value of 0.932 shows a stable result after adjusting for the number of variables in the model. A Standard Error of the Estimate value of 3.359 indicates a low rate of prediction error, which means the model is quite accurate.

CONCLUSION

Based on the results of the study, it can be concluded that ablution therapy has been proven to have a significant and strong influence in increasing students' learning concentration. Statistical analysis shows that 93.5% of the variation in students' concentration increase can be explained by ablution interventions, proving its effectiveness as a practical solution. These findings confirm that ablution not only has a spiritual dimension, but also provides psychophysiological effects through relaxation and stimulation of acupuncture points, making it an effective intervention to address concentration problems of students with a high academic load. To enrich and deepen this study, it is recommended to conduct some follow-up research:

1. Using Control Groups: Conduct research with experimental designs that include control groups. This will provide a more valid comparison between the groups that receive ablution therapy and those that do not, thus reinforcing the evidence of effectiveness.
2. Long-Term Studies: Test the effects of ablution therapy over a longer period, such as one or two months, to see if the effects are consistent and permanent.
3. Qualitative Analysis: Use qualitative methods (e.g., in-depth interviews) to better understand students' subjective experiences, complementing existing quantitative data.

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