

## **Emotion Regulation Training To Increase Students' Learning Concentration Through Fly Ball Games**

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### **Abstract**

*Purpose:* This concentration on learning is often found in students so that many students have difficulty understanding the material presented by the teacher and each student has different forms of not concentrating, including sleepiness, laziness and distracted thinking. This research aims to determine the effectiveness of emotion regulation training through the fly ball game to increase the learning concentration of class VII students at SMP N 2 Karanganyar.

*Method:* This research used the experimental method with a one group pretest-posttest design by providing training to class students at SMPN 2 Karanganyar which was attended by 32 students. This training was carried out in a participatory manner. The fly ball game is prepared to train students' emotional regulation.

*Result:* The results of the research showed that there was an increase in students' learning concentration in the pre-test, with results of 53.706 and 57.588 for the average post-test results. Based on the paired sample t-test, the result was  $t = -3.469$  with a significance of 0.001 ( $p < 0.05$ ).

*Conclusion:* So this research shows a significant influence between students' learning concentration before and after participating in the training.

**Keywords:** *emotional regulation; fly-ball games learning concentration; students*

### **INTRODUCTION**

Concentration is one of the factors that determines the success of studies and is a way for student success. It is said that concentration is the gateway to a student's success because with concentration students can absorb and understand the lessons explained by the teacher. And with concentration, a student is able to record and remember what he has learned.

Concentration in learning is a psychological aspect that is difficult for anyone other than the individual studying himself to know. Concentration in learning itself is a person's ability to focus their thoughts and actions while studying and ignore other things that are not related to what they are studying (Sriyono, 2015) So by concentrating, students can focus on their learning. Every student has the potential and ability to concentrate on learning (Surya, 2010), but this concentration on learning is often found in students so that many students experience

difficulty in understanding the material presented by the teacher and each student has different forms of not concentrating, including sleepy, lazy and confused thoughts (Surya, 2014).

The emotions that emerge during adolescence (students) greatly influence their lives, including their life at school. Teenagers who experience emotions usually appear in an explosive manner so that many people around them, including parents, teachers and even the teenagers themselves, have difficulty understanding the condition (Sarwono, 2013).

Emotion regulation is the formation of emotions, the emotions a person has and the experiences a person has gone through or the way a person expresses their emotions (Gross, 2007). In everyday life, a person needs emotional regulation to be able to interact and solve problems

Emotion regulation is a person's ability to manage emotions, which in this case is a complex process that determines a person's ability to initiate, inhibit or modulate emotions in response to certain situations. According to Gross, emotional regulation is related to how emotions are regulated and not how emotions regulate things. Someone who is able to manage their emotions well will be more resilient and ready to face difficult and complex problems (Puspita, 2020).

Students' ability to manage their emotions greatly influences their concentration in learning, so in this case the teacher's role is needed in helping students to manage their emotions so that their concentration can be maintained (Qodriyah, et al., 2023). Considering this, research and training that supports emotional management is very much needed for students. Physical activity is one of the activities that can be done to regulate and train students in managing their emotions. Physical activity has an impact on increasing emotional intelligence in children (Riyanto & Mudian, 2019), so that emotional intelligence is one of the determining factors that students must have to achieve optimal study achievement and success.

Fly Ball is a type of game designed to develop specific skills through physical and mental activity. This game is not only enjoyable but also provides practice in managing emotions through practical experience. According to game theory and interventions, activities like Fly Ball can offer students opportunities to encounter situations that demand emotional management and different regulatory strategies (Brown et al., 2013).

In an educational context, Fly Ball can be used as a tool to teach students how to manage stress and frustration in competitive and challenging situations. Additionally, research shows that games involving skill and strategy elements can help improve focus and concentration (Schultz et al., 2016). By practicing through games, students can learn to handle their emotions in a positive and structured way.

Based on the results of observations and needs assessments in class VII of SMP N 2 Karanganyar, it appears that students' learning concentration and emotional regulation still need to be improved. There are still many students who are not able to control and manage emotions positively, thus affecting students' ability to respond to demands from their environment, especially in terms of learning.

## **METHOD**

The method used in this research used experimental with a one group pretest-posttest design. This research is a community service activity, searching for information and conducting a needs

assessment on the subject of training. The training was carried out on class VII students at SMP N 2 Karanganyar. Before carrying out the training, start by conducting a pre-test on January 6 2023 to obtain data on students' concentration levels in learning. The pre-test is distributed online via Google Formular. From a population of 171 class VII students, 34 students were taken with a low level of learning concentration.

After getting 34 student subjects, community service activities were carried out three days after the pre-test, namely on Tuesday, January 10 2023 with the event "Emotion Regulation Training to Increase Student Learning Concentration Through the Fly Ball Game". The training started at 08.30 which started with conditioning the participants first, until the peak of the fly ball game. Regulatory training in this study uses fly ball games as a treatment medium. This game theoretically contains emotional aspects and can enhance concentration. Data analysis in this study used the T-test to see the effectiveness of the training provided.

## **RESULT**

The activity after providing the material was a fly ball game, which was prepared to train students' emotional regulation. The fly ball game in this training is guided by a sports instructor who masters fly ball techniques. The tools needed in this game include a rope, ping pong ball, plastic bowl as a starting and finishing place for the ping pong ball. The fly ball game is a technique for training students' emotional regulation because in this game, fly ball is played by four members, each member of the group holding the end of a rope, where a knot is made in the middle of the rope to hold the ping pong ball. The fly ball game technique was chosen because in this game cooperation, patience and focus are really needed. Each member must be able to control themselves and be careful, starting from when they pick up the ball, walking together with the ping pong ball in the middle of the knotted rope, to putting the ball in the bowl at the finish line. All techniques in the fly ball game have an influence on the emotional regulation of group members, because the game will not be successful if there is no emotional management of each group member during the game. So controlling your emotions when playing fly ball is very necessary. The better the fly ball technique played, the better the concentration and focus of each player will be. The fly ball game is played using a group versus group system. This means that each group has an opponent while playing fly ball, so that only one group is the winner. The game system is created like that to see how strong each player's emotional regulation is within the specified time to reach the finish.

Based on the results of the pre-test and post-test questionnaires, data can be obtained to determine the mean. In the average (mean) pre-test results, the results obtained were 53.706 and 57.588 for the average post-test results as in the following table.

**Table 1**  
*Pre-Test dan Post-Test*

No.	Mean	Freq
1	Pre-Test	53,706
2	Post-Test	57,588

After that, a t-test will be carried out from the measurement results to determine whether there are significant changes or differences in the training results. Before that, a normality test will be carried out first.

**Table 2**

*Normality Test Results Of Pre-Test And Post-Test Data*

	Kolmogorov-Smirnov <sup>a</sup>		
	Std.Deviation	df	Sig. (2-tailed)
PRE TEST	2.06749	34	0,115*
POST TEST	5.90899	34	0,107

Based on the results of the Kolmogorov-Smirnov normality test, it shows that the significant value for the pre-test value is 0.115 and the post-test result is 0.107, so the pretest and post-test significance values are normally distributed, so a statement can be made about the results of student learning concentration data having a normal distribution. Next, it will be analyzed whether there is improvement or not in the training by testing the effectiveness of the Paired Sample Test.

**Table 3**

*Paired Sample Test t-test Results*

		Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	PRE TEST				
	POST TEST	- 6.52624	-3.469	33	0,001

Based on the paired sample t-test shown in table 2.3, the result was  $t = -3.469$  with a significance of 0.001 ( $p < 0.05$ ). This means that there is a significant influence between students' learning concentration before and after participating in the training.

## **DISCUSSION**

In this training, several materials were provided in ppt related to improving emotion regulation in order to increase students' learning concentration. The material provided includes inviting students to recognize various emotions and situations. The presentation of this material uses lecture, interactive and question and answer methods. The aim of this material is to improve students' emotional control in certain situations. Because it is important to understand emotions for self-control. according to Don Hockenbury and Sandra E. Hockenbury in their book "Discovering Psychology", emotions are complex psychological conditions that include three different components, namely subjective experience, physiological responses, and behavioral/expressive responses (Cherry, 2019).

The second material is delivered with the aim of training students to regulate their emotions so that they do not affect their learning concentration, because individual emotional regulation and maturity is one of the internal factors that influences students' learning concentration. This is in line with the statement (Baron, 2007) which explains that individuals will be able to focus their attention well, be able to identify what they are feeling, be able to build a mood to calm themselves quickly, and will be more active in dealing with other people and more capable. in understanding other people, if there is emotional regulation in oneself. One of the focuses or targets at this training stage is to train students to be able to display appropriate behavior when

they are in emotional situations, both negative and positive, so that they can help students achieve their goals..

Good emotional regulation will encourage individuals to think in a better way so that they can respond to stimuli that hit them and respond to everything that happens in a positive way. The second material in this community service activity provides an understanding that students' emotional regulation will influence the learning activities carried out, meaning that the higher a student's emotional regulation abilities, the greater the possibility of students being successful in obtaining their learning outcomes. Maharani (2017) states that emotions that cannot be managed properly cause individuals to be unable to use cognitive abilities to their maximum potential. The material in this session trains students to be able to control their emotions by showing videos containing daily events which can trigger students to express emotions appropriately if they experience something similar to the video..

In the fly ball game session, students are invited to play exciting games in groups which can increase concentration. The fly ball game is a medium for increasing concentration and training emotional regulation because this game requires cooperation, focus, regulation and control of emotions from each player in order to reach the finish line. has been determined. Without good emotional management and control, the group will not be able to concentrate when carrying the ball or when performing fly ball playing techniques. The fly ball game teaches that a stable emotional state can help students participate in an activity or learning more calmly and conductively, thereby increasing learning concentration.

The fly ball game in community service activities is used as a technique to increase learning concentration, because apart from being fun, the game can also increase students' emotional intelligence, especially emotional regulation when facing challenges and difficulties that must be solved in groups, so that students will increasingly try to focus on achieving goals. Emotional regulation training using the fly ball game has an influence on learning concentration, as evidenced by this community service activity, which shows that the regulation and control of each player's emotions will be able to create synergy that is able to build concentration to reach the goal or finish line. This means that good emotional regulation can help concentrate on studying and focus on completing a job, which in this case is mediated through playing fly ball.

## **CONCLUSION**

Based on the research results, it was found that there was a significant influence between students' learning concentration before and after participating in the training. So this emotional regulation training is effective in increasing students' learning concentration. regulation and control of the emotions of each player will be able to create synergy that can build concentration to achieve the goal or finish line. Emotional regulation arises from the method used, namely the fly ball game. This game has an impact on learning concentration. When students are able to regulate their emotions well, their concentration on learning will improve.

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