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THE 1st INTERNATIONAL NURSING CONFERENCE

“Complementary Nursing Issues
and Updates in 2015”

STIKES Hang Tuah Surabaya

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Complementary Nursing Issue and Updates in 2015

STIKES Hang Tuah Surabaya

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Editor :

Prof. Yayoi Iwasaki, RN., PhD

Prof. Dr. Rika Soebarniati, dr., S.KM., M.PH

Prof. Dr. Nursalam, M.Nurs (Hons)

Dr. Bambang Widjanarko Otok, M.Si

Dr. Ah. Yusuf, S.Kp., M.Kes

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Dr. Ah. Yusuf, S.Kp., M.Kes

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Ach Arfan Adinata, S.Kep., Ns

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THE EFFECTIVENESS OF BRAIN GYM EXERCISE TO IMPROVE LEARNING CONCENTRATION OF STUDENTS

Setiadi

Lecturer of Stikes Hang Tuah Surabaya

Surabaya Indonesia

Phone number : 081231508705

Email : setiadiadi15@yahoo.co.id

ABSTRACT

Concentration is necessary in achieving a success in the learning process. One method that can be used to increase the concentration of learning is brain gym exercise. Brain gym is an exercise that activates both right and left brain hemisphere. The purpose of this study was to determine the effectiveness of brain gym exercise to improve student learning concentration. This was one group pre test-posttest research design. There were 30 students were recruited by sample use random sampling. Data were analyzed by wilcoxon test. Result of the research showed that there were 19 students (63%) had lack of learning concentration before brain gym exercise. However, after brain gym exercise, it was 16 students (53,3 %) had a good learning concentration. In addition, Wilcoxon test showed a significance value = $0,000 < (0,05)$, which meant that there were differences of the concentration before and after brain gym exercise. Brain gym exercise is effective in improving student learning concentration. Therefore, brain gym exercise can be used in the beginning of learning to improve concentration

Keywords : Effectiveness, brain gym exercise, concentration studied

Introduction

Learning is a behavioral change of individuals from the experience and training in aspects of knowledge, skills and attitudes. There are several factors that can affect the success of students in learning, one of the factors is the ability of learners to concentrate. Homby and siswoyo (2003: 29) defines the concentration of study is an effort of attention to a subject of study with the exclusion of things that have nothing to do with what is being learned. Lack of concentration disturbs teaching and learning processes. Learning disorders involve the inability of students to complete academic tasks quickly,

learners become lazy to follow the learning activities. So, the optimal learning cannot be achieved. The value of report cards is not in accordance with the expectations of parents. In addition, the material presented by the facilitator cannot be absorbed entirely by the learners. They are also lack of reading, writing, and arithmetic. These will cause students to fail in following the learning process.

Many ways offered by some experts to increase the concentration of students, such as to identify the character of learners, prepare the infrastructure, use reward and punishment system and efforts to enable all dimensions of the brain,

which is the way of the brain gymnastics. Brain exercises can be performed before the middle of the lesson and then continue learning again. By activating both left and right brain hemisphere to exercise, bodies and minds will be fresh for learning.

Literature Review

Brain gymnastics is a series of simple movement exercises used to facilitate learning, build a sense of community, increase the concentration of student learning, improve self-esteem, foster interest in learning, and control the stress and adversity in learning.

Movement of brain exercise can help to balance the two hemispheres of the brain, sharpen concentration and even improve the confidence. Gymnastics brain activates the neo-cortex of the brain, stimulates corpus colosum that exists between the two hemispheres of the brain. This condition causes the circuits of information from both hemispheres of the brain quickly crossed. There is a cooperation between the two hemispheres of the brain, thereby increasing the concentration of learners.

Generally, the basic of the brain gymnastics is a movement. The movement performed with a slow rhythm has a function or a specific purpose, such as to increase concentration, relieve muscle tension (relaxation), and sharpen memory. Brain gymnastics movement includes the repeated movement of the hands, feet, and head. Every movement in various parts of the body has different functions. However, the result is very surprising, particularly in the ability of thinking, and durability of the brain. These results

will happen for people who do brain exercises routinely and regularly. Despite all these moves seem odd, but all this movement should not be underestimated because it has great benefits.

Before doing brain exercises, one should do some things that are known in the terms of PACE: (*Positive, Active, Clear and Energetic*), namely:

1. *Positive*, performed by hook movement (hook ups): hands crossed with the thumb down, then played with legs crossed.
2. *Active*, performed by cross movements (cross crawl): moving right hand along with the left foot and vice versa. PACE movement helps reducing anxiety and making the learners relaxed.
3. *Clear*: having a necessary massage on the switch regions of the brain (brain button). Point two fingers below the collarbone (clavikula) with one hand and the other hand rub the navel area.
4. *Energetic*: to be energetic, it needs a support of water at least 125 cc, allowing to distribute oxygen to the brain and dissolve the salt thus optimizing the function of the electrical energy in the body.

Emon, (2009: 28), the concentration of study is an effort of concentration or attention to a subject that is being studied with the exclusion of things that have nothing to do with what is being learned. Concentration is one aspect of supporting learners to achieve good performance. If the concentration is reduced, the lessons learned in class or at home may also be disrupted.

Ngalim Purwanto (1998: 84) study is any changes in a relatively settled in behavior that occurs as a

result of training or experience. Learning phase using brain gymnastics, including introducing the students about the methods of brain exercises and introducing the movements performed. Gymnastics brain activates the neo-cortex of the brain, then the neocortex will stimulate colosum corpus that exists between the two hemispheres of the brain. This condition causes the circuits of information from both hemispheres of the brain quickly crossed, there will be cooperation between the two hemispheres of the brain, thus increasing the concentration of learners.

Methodology

This study was one group pretest- posttest design. The observation of group of subjects before and after the intervention. The population in this study was students in Stikes Hang Tuah Surabaya Level I academic year 2014/2015. Simple random sampling was used in this study. The independent variable was brain exercises, and the dependent variable was the concentration of learners. Instrument in this study was a questionnaire of sheet learning concentration. The data were analyzed with Wilcoxon statistical test.

Results and Discussion

1. Value Concentration Before the Brain Gymnastics

| No | Concentration value | f | % |
|----|---------------------|----|-------|
| 1 | less | 19 | 63,3% |
| 2 | enough | 8 | 26,7% |
| 3 | good | 3 | 10% |
| | amount | 30 | 100% |

2. Value Concentration After the Gymnastics Brain

| No | Concentration value | f | % |
|----|---------------------|----|-------|
| 1 | enough | 14 | 46,7% |
| 2 | good | 16 | 53,3% |
| 3 | amount | 30 | 100% |

3. Effectiveness of Brain Exercise to Improve Concentration

| No | Variables value | N | Mean | P |
|----|-------------------------------------------|----|-------|-------|
| 1 | Concentration after brain gymnastics | 30 | 16,50 | 0,000 |
| 2 | The concentration in the brain gymnastics | | 13,50 | |

Concentration of learning is one aspect that is very important for learners to achieve good performance. If the concentration is reduced, in following, the lessons learned in the classroom and at home will also be interrupted. There are many factors that cause learning difficulties, such as attitudes towards learning, motivation to learn, cultivate learning materials, learning concentration, confidence, study habits, an inattractive teacher, the social environment, curriculum, facilities and infrastructures. If these factors are not treated immediately, it will lead to poor learning achievement for all learners.

Wilcoxon test results showed that an average of before the exercise of the brain was 13.50 and the average after brain gymnastics was 16.50. Results of statistical test showed p value = 0,000 < (0.05). It was indicated that there was a

significant difference between before and after brain exercise. It can be concluded that brain exercises are effective in increasing the concentration of learners.

Brain gymnastics movement by extending the nape muscles, jaw and shoulders will relieve tension, improve relaxation and blood circulation to the brain, thereby increasing the concentration. Reduced tension allows the learner to heed the lesson well. Gymnastics brain is not a therapy to cure, but a method of pulling out one's potential and help the person to be better in everyday life. Brain gymnastic movements can basically be a physical fitness exercise that specializes on maintaining brain fitness. In neurology, brain maintenance can be performed through structural and functional maintenance activities, which is carried out by stimulating the brain centers through movements. Brain exercise can be used in a short time (less than 5 minutes), and it does not require a material or specially. If the exercise is done regularly, it will be able to increase confidence, a person's independence in learning and improve achievement.

A. Conclusion and Recommendation

There is a comparison of the average value of the concentration of learners before and after brain exercise. Brain exercises are effective in increasing the concentration of learners.

Teachers can teach students with different movements and brain exercises are vary according to the needs, such as the movement of the owl, switch the brain wave. Brain

gymnastic movements can be performed before school starts or after lessons finished for \pm 5 minutes.

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