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HOW SCHOOL FACILITIES AND PEER RELATIONSHIPS AFFECT STUDENT'S CONCENTRATION

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ABSTRACT
This research aimed to investigate the impact of school facilities and peer groups on students' concentration in learning partially at SMKN 62 Jakarta. The study used a quantitative approach. The population comprised all 532 students at the school. By applying the Slovin formula with a 5% margin of error, a proportionate random sampling method was used to select 228 students as the sample. Data analysis was carried out using the SEM PLS technique with the assistance of SmartPLS 4.0 software. The analysis process involved assessing the measurement model, structural model, and testing hypotheses related to direct effects. The results of this study are that there is an influence between school facilities on students' learning concentration, and there is an influence between peer groups on students' learning concentration at SMKN 62 Jakarta.
Keywords: Learning concentration, Peer group, School facilities

ABSTRAK
Tujuan dari penelitian ini adalah untuk mengetahui seberapa besar pengaruh fasilitas sekolah dan kelompok sebaya terhadap konsentrasi belajar siswa secara parsial di SMKN 62 Jakarta. Penelitian ini menggunakan pendekatan kuantitatif. Populasi dalam penelitian ini terdiri dari seluruh siswa SMKN 62 Jakarta yang berjumlah 532 orang. Pengambilan sampel dilakukan dengan teknik proportionate random sampling menggunakan rumus Slovin, dengan margin of error sebesar 5%, sehingga diperoleh sampel sebanyak 228 siswa. Metode analisis data yang digunakan adalah SEM PLS dengan bantuan aplikasi SmartPLS versi 4.0. Proses analisis mencakup evaluasi model pengukuran, analisis model struktural, dan pengujian hipotesis mengenai pengaruh langsung. Hasil penelitian menunjukkan bahwa fasilitas sekolah berpengaruh terhadap konsentrasi belajar siswa, dan *peer group* terhadap konsentrasi belajar di SMKN 62 Jakarta.
Kata kunci: Fasilitas sekolah, Konsentrasi belajar, *Peer group*

INTRODUCTION
One of the efforts to create a skilled, highly competitive, and capable individual is by pursuing education. In this case, education can also be obtained through formal, non-formal, and informal channels (Syaadah et al., 2022). Vocational High Schools (SMK) are one example of a formal educational institution that was created specifically to prepare its graduates to be able, capable, and skilled in a particular field of expertise with the aim that graduates or students have high competitiveness to enter the workforce because students have been trained and

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prepared with real skills and practices so that they can become competent workers (Belly, 2023).

Low concentration in learning can have a negative impact on the learning outcomes and learning achievements of the students concerned. Students who have a low level of concentration in learning tend to appear unmotivated and show physical and mental fatigue (Sativa et al., 2022). Students who have low concentration tend to have difficulty understanding, remembering, completing and applying the learning that has been delivered, low concentration also results in a decrease in the ability of an individual or student to solve problems in real-time or directly and difficulty in making decisions that are considered appropriate in learning (Fatchuroji et al., 2023).

According to the results of previous research that researchers found, it shows that school facilities and peer groups have an influence on students' learning concentration, there is a direct role of school facilities, and peer groups on the level of success of students' learning concentration (Haeriyah et al., 2023). Other studies also show that students cannot concentrate on learning due to inadequate and inappropriate school facilities such as hot classes and uneven lighting, as well as the conditions of students chatting with each other, discussing outside the learning topic which adds to the increasingly non-conducive conditions for other students to concentrate on learning (Husna et al., 2021).

From the phenomena, previous research and background that have been supported by the data that the researcher has obtained, the researcher wants to conduct an in-depth study on "The Influence of School Facilities and Peer Groups on the Learning Concentration of Students at SMKN 62 Jakarta" with the aim of knowing: 1) the influence of school facilities on the learning concentration of students at SMKN 62 Jakarta, and the influence of peer groups on the learning concentration of students at SMKN 62 Jakarta.

LITERATURE REVIEW

Learning Concentration

Learning concentration is a psychological aspect that is not easily known by others other than the individual who is learning (Riinawati, 2021). Learning concentration is also said to be a condition and ability of an individual to focus attention on the process of behavioral transformation in the learning process (Winata, 2021). Concentration in learning can also be said to be an effort by an individual to direct his attention and thoughts by relaxing his body so that his brain can function optimally in learning (Pujiastuti et al., 2024). From the understanding that has been put forward by experts, researcher concluded that learning concentration means a condition, attitude and ability of an individual in focusing his attention in learning process activities. Khikmah (2020) describes the indicators of learning concentration, namely: 1) Accepting learning materials, 2) Responding to learning materials, 3) Appropriate gestures according to teacher instructions, 4) Applying the learning obtained, 5) Analyzing the learning obtained, 6) Expressing opinions/ideas, 7) Ready to explain knowledge when needed, 8) Interested in the learning material being studied, 9) Not bored with the learning material. In addition, Cecep et al., (2022) describes the indicators of learning concentration, namely: 1) Focus when receiving material, 2) Responding to the material presented, 3) Attention when learning is delivered, 4) Answering questions that have been taught, 5) Asking about the material during learning, 6) Punctuality in completing assignments, 7) Improved learning outcomes. Furthermore, Alimatussya'diah (2023) explains that the indicators of learning concentration include: 1) Concentration of thought, 2) Attention in learning, 3) Understanding the material. By describing these indicators. As stated from previous research, can conclude learning concentration’s indicators such as: 1) Being able to receive and respond to learning materials, 2) Being able to re-explain learning materials, 3) Being brave enough to ask questions and express ideas about learning.

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School Facilities

School facilities are all means that can be used to support the smooth running of student learning activities. (Siregar & Tarigan, 2022). Facilities are also all forms of support that are important for student learning activities to run smoothly (Rejeki & Rozi, 2021). School facilities include all kinds of things that can provide smoothness and convenience in implementing learning and are a means and infrastructure needed in a learning activity (Nasution et al., 2023). From this explanation, it can be concluded that school facilities are all kinds of things that can provide smoothness and ease in the learning process for students. Indicators of school facilities (Ika & Rosy, 2021), include: 1) Place of study, 2) Efficient study equipment, 3) Study furniture. Furthermore, there are several indicators of school facilities (Dahliani & Iskandar, 2022), including: 1) Study room or place, 2) Study furniture, 3) Learning aids, 4) Learning resources. Furthermore, other indicators of school facilities (Neti, 2022), include: 1) School buildings and furniture, 2) Learning tools, 3) Learning media. By describing these indicators, researchers obtain indicators of school facilities, including: 1) Place of study, 2) Study equipment, 3) Complete study furniture.

Peer Group

Peer group is a social group that consists because one individual with another individual has the same age, social status, gender, needs and interests that are interrelated to encourage the individual to join the group comfortably (Wardani, 2020). Peer group is also a collection of individuals who interact with each other because they have similarities in terms of age, gender, and mindset so that a reciprocal relationship is created that influences each other. (Siwi, 2024). Peer group is a social group where each individual in the group has the same similarities (Faizal et al., 2024; Silvia et al., 2024). It can be concluded that a peer group is a social group that interacts with each other because they have the same age, social status, gender and interests. There are indicators of peer groups (Habibah, 2023), including: 1) Cooperation, 2) Conflict, 3) Accommodation, 4) Assimilation, 5) Competition. Furthermore, there are several indicators of peer groups (Elinggrawati et al., 2023), including: 1) Cooperation, 2) Competition, 3) Conflict, 4) Acceptance, 5) Conformity. In addition, there are several other indicators of peer groups (Sulistyowati, 2022), including: 1) Interaction, 2) Habits, 3) Desire to follow or imitate, 4) Motivation. By describing these indicators, researchers obtain indicators of peer groups, including: 1) Cooperation, 2) Accommodation and assimilation, 3) Competition.

The research found itself two hypothesis relating factors to influence learning concentration of students of SMKN 62 Jakarta (Figure 1). The first hypothesis (H1) is there is an influence between school facilities and the concentration of students at SMKN 62 Jakarta, and second hypothesis (H2) states that there is an influence between peer groups on the learning concentration of students at SMKN 62 Jakarta.

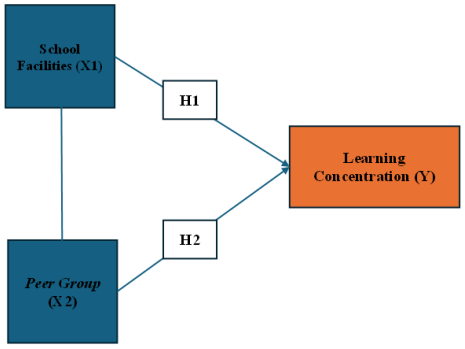

Figure 1. Hypotesis Development
Source: Data Processed (2025)

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METHOD

Quantitative method used in this research, where the results are expressed in numbers. With a sample obtained through the Slovin formula and sample calculation is described using the proportional random sampling formula of 228 respondents consists of the students of SMKN 62 Jakarta. And has a margin of error of 0.05. The population of this study consists of students of SMKN 62 Jakarta from grade X, XI, and XII within each expertise program of Accounting and Institutional Finance, Online Business and Marketing, Visual Communication Design, Hospitality, and Office Management and Business Services. The Learning Concentration variable uses the indicators proposed by Khikmah, (2020), Cecep et al., (2022), Alimatussya'diah (2023), indicators for School Facilities by Ika & Rosy (2021), Dahliani & Iskandar (2022), Neti (2022), and lastly indicators of Peer Group by Habibah (2023), Elinggrawati et al., (2023), Sulistyowati (2022). This study found results are in the form of quantitative data that has been analyzed using statistical techniques. Linear regression was used to test the correlation between school facilities, peer groups, and learning concentration. The statistical assumption tests confirmed that the data satisfied the necessary conditions for conducting regression analysis. Lastly, the significance of the relationships and the explanatory power of the model were evaluated through hypothesis testing, including t-tests, F-tests, and the R-square value. Analysis of this study processed with SmartPLS 4.0 program.

RESULTS AND DISCUSSION

Convergent Validity

Convergent validity in this study is used with the aim of knowing the validity of all relationships or associations between indicators and their latent variables. The value that can be called valid from convergent validity must be > 0.7.

Table 1. Results of Outer Loadings Factor

	School Facilities (X1)	Peer Group (X2)	Learning Concentration (Y)
X1.1	0.725		
X1.4	0.712		
X1.5	0.786		
X1.6	0.778		
X1.7	0.726		
X1.8	0.753		
X1.9	0.786		
X1.10	0.817		
X1.11	0.744		
X1.12	0.769		
X2.1		0.713	
X2.3		0.794	
X2.4		0.777	
X2.5		0.780	
X2.6		0.787	
X2.9		0.763	
X2.10		0.755	
X2.11		0.773	
Y.1			0.722
Y.2			0.780
Y.3			0.783
Y.5			0.780
Y.6			0.793
Y.7			0.814
Y.8			0.714
Y.9			0.782
Y.10			0.707

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	School Facilities (X1)	Peer Group (X2)	Learning Concentration (Y)
Y.11			0.731
Y.12			0.777

Source: Data Processed (2025)

It can be seen from Table 1 that each indicator, namely School Facilities (X1), Peer Group (X2), and Learning Concentration (Y) has a loading factor value > 0.7, and it can be concluded that the entire construct in this study meets the requirements and validity. With the results of Cronbach's Alpha measurements in the Table 2. The Cronbach's Alpha value on the School Facilities variable has 0.919 > 0.7, the Peer Group variable 0.901 > 0.7, and the Learning Concentration variable 0.928 > 0.7. So it can be concluded that all constructs in this study are valid.

Table 2. Cronbach's Alpha

Variable	Cronbach's Alpha
School Facilities (X1)	0.919
Peer Group (X2)	0.901
Learning Concentration (Y)	0.928

Source: Data Processed (2025)

Discriminant Validity

Discriminant Validity refers to the concept that distinct construct variables or observed indicators should not exhibit high correlations with one another. The way to test Discriminant Validity is with reflective indicators, and is done with three different calculations, including: 1) Discriminant Validity HTMT; 2) Discriminant Validity Fornell Larcker; and Discriminant Validity Cross Loading with the results in the following table:

Table 3. Discriminant Validity HTMT

	School Facilities (X1)	Peer Group (X2)	Learning Concentration (Y)
X1			
X2	0.710		
Y	0.774	0.842	

Source: Data Processed (2025)

Based on the Table 3, the HTMT value between X1 and X2 is 0.710 < 0.9, between X1 and Y is 0.774 < 0.9, and between X2 and Y is 0.842 < 0.9. With the data that has been obtained, concludes the value of all discriminant validity HTMT is < 0.9. Based on the table 4, the researcher found that the square root of the AVE for variable X1 is 0.760, which is higher than the correlation between X1 and X2 (0.650), as well as higher than the correlation between X1 and Y (0.724). Similarly, the square root of the AVE for variable X2 is 0.768, which exceeds the correlation between X2 and Y (0.773). These results demonstrate that the Fornell-Larcker criteria for discriminant validity are satisfied, as the diagonal values (square roots of AVE) are greater than the correlations with other variables.

Table 4. Discriminant Validity Fornell Larcker

	School Facilities (X1)	Peer Group (X2)	Learning Concentration (Y)
X1	**0.760**		
X2	0.650	**0.768**	
Y	0.724	0.773	**0.763**

Source: Data Processed (2025)

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Based on the Table 5, after calculations using the SmartPLS 4.0 application, it can be seen that each indicator of School Facilities (X1), Peer Group (X2), and Learning Concentration (Y) has a greater value compared to the loading of other constructs. Thus, it can be concluded that the Discriminant Validity Cross Loading analysis is fulfilled.

Table 5. Discriminant Validity Loading Factor

	School Facilities (X1)	Peer Group (X2)	Learning Concentration (Y)
X1.1	**0.725**	0.465	0.483
X1.4	**0.712**	0.531	0.523
X1.5	**0.786**	0.452	0.536
X1.6	**0.778**	0.454	0.574
X1.7	**0.726**	0.485	0.472
X1.8	**0.753**	0.407	0.450
X1.9	**0.786**	0.496	0.588
X1.10	**0.817**	0.577	0.620
X1.11	**0.744**	0.539	0.619
X1.12	**0.769**	0.509	0.584
X2.1	0.458	**0.713**	0.520
X2.3	0.471	**0.794**	0.612
X2.4	0.491	**0.777**	0.601
X2.5	0.507	**0.780**	0.564
X2.6	0.560	**0.787**	0.627
X2.9	0.437	**0.763**	0.582
X2.10	0.469	**0.755**	0.611
X2.11	0.591	**0.773**	0.624
Y.1	0.520	0.603	**0.722**
Y.2	0.513	0.553	**0.780**
Y.3	0.512	0.606	**0.783**
Y.5	0.482	0.581	**0.780**
Y.6	0.547	0.664	**0.793**
Y.7	0.579	0.648	**0.814**
Y.8	0.585	0.567	**0.714**
Y.9	0.530	0.529	**0.782**
Y.10	0.516	0.523	**0.707**
Y.11	0.609	0.589	**0.731**
Y.12	0.654	0.600	**0.777**

Source: Data Processed (2025)

Composite Reliability

The reliability test is used to assess the accuracy, consistency, and precision of an instrument in measuring a construct. In this study, the researcher utilized the SmartPLS 4.0 application to evaluate construct reliability through reflective indicators, which were analyzed using Composite Reliability. The commonly accepted threshold for Composite Reliability is a value greater than 0.7. Additionally, the researcher employed the Average Variance Extracted (AVE) and Cronbach's Alpha to further assess reliability.

Table 6. Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
School Facilities (X1)	0.919	0.932	0.578
Peer Group (X2)	0.901	0.920	0.590
Learning Concentration (Y)	0.928	0.939	0.582

Source: Data Processed (2025)

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A variable is said to have high reliability if value of Composite Reliability is > 0.7 and the AVE value is > 0.5. The test results that researchers have obtained from showing that all of the variables have Composite Reliability and Cronbach's Alpha values > 0.7, and AVE values > 0.5. In this test, it can be said that all constructs are reliable.

R-Square

The R-Square serves to determine whether endogenous latent variables have a meaningful influence or not. It also indicates the proportion of variance in the dependent latent variables that can be explained by the independent latent variables. An R-Square value of 0.67 is considered strong, 0.33 is moderate, and 0.19 is weak. The R-Square findings are presented in the table below. Based on the data presented in the Table 7, the R-Square value for the Learning Concentration variable is 0.682, indicating that School Facilities (X1) and Peer Group (X2) together influence Learning Concentration (Y) by 68.2%. A more precise measurement is reflected in the Adjusted R-Square value, which is 0.680, showing that 68% of the variation in Learning Concentration can be explained by the combined influence of School Facilities and Peer Group variables.

Table 7. R-Square

	R-Square	R-Square Adjusted	Information
Learning Concentration (Y)	0.682	0.680	Strong

Source: Data Processed (2025)

F-Square

The F-Square value is utilized to assess the relative contribution of the independent variables (X1 and X2) to the dependent variable (Y). An F-Square value of 0.02 indicates a weak effect, 0.15 indicates a moderate effect, and 0.35 indicates a strong effect. Referring to the F-Square results presented in the Table 8, it can be observed that the relationship between the School Facilities construct (X1) and the Learning Concentration construct (Y) has a value of 0.267, which exceeds 0.15, indicating a moderate effect. Meanwhile, the relationship between the Peer Group construct (X2) and the Learning Concentration construct (Y) shows a value of 0.500, which is greater than 0.35, signifying a strong effect between these two variables.

Table 8. F-Square

	School Facilities (X1)	Peer Group (X2)	Learning Concentration (Y)
School Facilities (X1)			0.267
Peer Group (X2)			0.500
Learning Concentration (Y)			

Source: Data Processed (2025)

Path Coefficients

The functions of path coefficients is to determine influence between latent variables in this study. If the path coefficients calculation value is positive, then there is a positive influence between the independent variables on the dependent variable. The opposite also applies, if the path coefficients calculation is negative, then the influence between the independent variables on the dependent variable is opposite or not in the same direction. Based on Table 9, the path coefficients table can show the level of significance or probability. The hypothesis can be accepted if the P-Value < 0.05, which means there is a significant influence or H_0 is accepted.

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However, if the P-Value > 0.05, the hypothesis will be rejected because there is no significant influence or H_0 is rejected.

Table 9. Bootstrapping Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P-Values
School Facilities -> Learning Concentration	0.383	0.383	0.058	6.613	0.000
Peer Group -> Learning Concentration	0.524	0.526	0.056	9.318	0.000

Source: Data Processed (2025)

Discussion

The Influence of School Facilities on Learning Concentration

Based on the path coefficient calculations presented, it was found that the variable School Facilities (X1) has a positive influence on Learning Concentration (Y), with an original sample value of 0.383. The t-statistic value is 6.613, which exceeds the critical value of 1.96, and the p-value is 0.000, which is less than 0.05. These results indicate that the first hypothesis—stating that school facilities significantly affect students' learning concentration at SMKN 62 Jakarta—is supported. This finding aligns with a study by Angkat et al. (2024), which revealed that well-equipped and adequate school facilities enhance students' focus during learning. Similarly, Sujatmika (2025) emphasized that comprehensive and sufficient school infrastructure plays a key role in supporting students' concentration levels at SMA Muhammadiyah 1 Nganjuk. Research by Chrisyanto and Sariwardani (2024) also highlighted the lack of learning spaces as a critical shortcoming in school facilities that can directly impact students' ability to concentrate during lessons. Furthermore, with an R-square value of 0.304 and an adjusted R-square of 0.393, the model shows a moderate level of explanatory power. Another study by Camila et al. (2021) supports these conclusions, indicating that the quality and availability of school facilities—such as classrooms, greenery, lighting, and open learning areas—can significantly influence students' concentration, motivation, and attentiveness during learning activities.

The Influence of Peer Group on Learning Concentration

Based on the path coefficient analysis presented, the variable Peer Group (X1) was found to significantly influence Learning Concentration (Y), with an original sample value of 0.524. The t-statistic is 9.318, which exceeds the critical threshold of 1.96, and the p-value is 0.000, which is below the 0.05 significance level. These results confirm that the second hypothesis—stating that peer group influences students' learning concentration at SMKN 62 Jakarta—is accepted. This finding is consistent with research by Li (2024), which emphasizes that one effective way to enhance students' learning concentration is through peer-to-peer interaction or the establishment of peer groups. Such groups foster communication, interpersonal relationships, collaboration, and mutual respect among students. Supporting this, Jain et al. (2023) found that peer groups positively influence learning concentration, as evidenced by improved student attentiveness, increased classroom engagement, and the creation of a motivating learning environment. Similarly, Chai et al. (2024) highlighted that one of the key factors contributing to reduced concentration among students is the peer group environment—particularly among seatmates—who play a role in shaping students' focus during lessons. The model in this context showed a relatively high explanatory power, with an R-square value of 0.7. Additionally, a study by Itsar et al. (2023) demonstrated that peer environments can sometimes hinder concentration, especially when students engage in disruptive behavior such as chatting or joking during class.

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CONCLUSION AND RECOMMENDATION

Conclusion

Based on the calculation results and statistical data analysis conducted to examine the influence of School Facilities and Peer Groups on Student Learning Concentration at SMKN 62 Jakarta, the following conclusions were drawn: 1) There is a direct, positive, and significant influence of School Facilities (X1) on Student Learning Concentration (Y), and thus, hypothesis H1 is accepted. This indicates that the better, more complete, and more suitable the school facilities are, the higher the students' concentration in learning, and vice versa, 2) There is also a direct, positive, and significant influence of the Peer Group (X2) on Student Learning Concentration (Y), leading to the acceptance of hypothesis H2. This suggests that when students are surrounded by peer groups that align with their needs and preferences, their concentration in learning tends to increase, and the opposite is also true.

Recommendation

Based on the conclusions, and limitations of this study, the researcher offers several suggestions and recommendations intended to guide future research on similar topics. It is recommended that future studies expand the research scope beyond a single location to better represent the broader population. Additionally, future researchers are encouraged to explore the school facilities variable more comprehensively by including a wider range of indicators, particularly non-physical school facilities, as this study only focused on physical aspects.

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