



## Case Study of SMAN 2 Pandeglang Students with High Enthusiasm but Difficult to be Consistent

**Aminatu Rokmah<sup>1\*</sup>, Lailatul Muhammara<sup>2</sup>, Selnistia Hidayani<sup>3</sup>**

<sup>1-3</sup>Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

[231250050@student.uinbanten.ac.id](mailto:231250050@student.uinbanten.ac.id)<sup>1</sup>, [231250047@students.uinbanten.ac.id](mailto:231250047@students.uinbanten.ac.id)<sup>2</sup>,

[selnistia.hidayani@uinbanten.ac.id](mailto:selnistia.hidayani@uinbanten.ac.id)<sup>3</sup>

\*Corresponding Author: [231250050@student.uinbanten.ac.id](mailto:231250050@student.uinbanten.ac.id)

**Abstract.** Enthusiasm for learning is one of the important indicators of student involvement in the learning process. However, high enthusiasm is not always followed by consistent learning behavior. This study aims to describe the learning enthusiasm of students at SMAN 2 Pandeglang, analyze the causes of students who have high enthusiasm but have difficulty maintaining learning consistency, and identify factors that affect these conditions. This study uses a qualitative approach with a case study design. The subject of the study was a student of class X of SMAN 2 Pandeglang who showed high enthusiasm for learning but was not consistent in his learning habits. Data was collected through observation, interviews, and documentation, with the validity of the data tested through triangulation. The results of the study showed that students had high enthusiasm which was evident from their activeness in class, interest in certain subjects, and involvement in extracurricular activities. However, learning consistency is still low due to internal factors such as unstable time management and concentration, as well as external factors in the form of a learning environment and the use of gadgets. This research confirms that enthusiasm is the initial capital of learning, while consistency is the key to sustainable academic success.

**Keywords:** Learning Consistency; Learning Enthusiasm; Qualitative Case Study; Student Engagement; Time Management

### 1. INTRODUCTION

Student enthusiasm in learning is one of the essential indicators of student engagement that plays a significant role in determining the effectiveness of the learning process. Enthusiasm reflects students' emotional, cognitive, and behavioral involvement during learning activities, such as active participation in class discussions, attentiveness to learning materials, and willingness to complete academic tasks (Sardiman, 2020). Enthusiastic students tend to demonstrate positive learning behaviors, which contribute to improved understanding and classroom interaction.

Previous studies indicate that learning enthusiasm can be enhanced through the implementation of innovative instructional strategies. The use of interactive learning media, collaborative learning, and student-centered approaches has been shown to increase students' interest and active participation in the classroom (Fitriani & Umah, 2023; Raudah et al., 2024). Such strategies stimulate curiosity and motivation, enabling students to engage more deeply with learning content. However, high enthusiasm alone does not always guarantee sustainable learning outcomes.

Learning consistency, defined as the ability to maintain stable study habits, perseverance, and long-term focus, is a crucial factor influencing academic achievement (Zimmerman, 2002). Research by Resya (2021) demonstrates that self-consistency

significantly affects students' mathematics achievement, indicating that students who consistently regulate their learning behaviors tend to achieve better academic results. Similarly, Duckworth et al. (2007) emphasize that perseverance and self-discipline often predict academic success more accurately than momentary motivation or enthusiasm.

Despite the importance of both enthusiasm and consistency, several studies suggest that these two variables do not always develop simultaneously. Students may exhibit high enthusiasm during classroom activities but struggle to sustain consistent learning routines outside the classroom (Schunk et al., 2014). Factors such as poor self-regulation, academic pressure, digital distractions, and unsupportive learning environments can weaken students' ability to maintain consistent learning behaviors (Sa'diyah & Sari, 2023; Hidi & Renninger, 2006).

In the Indonesian secondary school context, research examining the relationship between learning enthusiasm and learning consistency remains limited. Most existing studies focus on these variables separately, without exploring the dynamic interaction between high enthusiasm and low learning consistency among students. Moreover, few studies address this phenomenon using qualitative approaches that capture students' lived experiences in real educational settings (Sugiyono, 2018; Moleong, 2019).

This gap highlights the need for in-depth research to understand why students with high learning enthusiasm still encounter difficulties in maintaining consistent learning habits. Understanding this phenomenon is particularly important at the senior high school level, where academic demands increase and students are required to develop greater independence in managing their learning (Eccles & Roeser, 2011).

Therefore, this study entitled "A Case Study of SMAN 2 Pandeglang Students with High Learning Enthusiasm but Low Learning Consistency" aims to explore the forms of learning enthusiasm displayed by students, identify the factors contributing to inconsistencies in learning behavior, and examine the implications of this imbalance for academic achievement. The findings of this study are expected to provide theoretical contributions to educational psychology and practical recommendations for educators in designing learning strategies that not only foster enthusiasm but also support sustainable learning consistency...

## 2. RESEARCH METHOD

### Types of Qualitative Research, Case Studies

This study uses a qualitative approach with a case study design. The qualitative approach was chosen because it allows researchers to understand the phenomenon in depth based on the real conditions and direct experience of the subjects. The case study design was used because the research focused on one group of students at SMAN 2 Pandeglang who showed high enthusiasm but experienced difficulties in maintaining learning consistency. This approach allows researchers to examine situations intensively, in detail, and contextually (Moleong, 2019; Sugiyono, 2018).

### Location and Research Subject

The location of the research is SMAN 2 Pandeglang. The research subjects were determined through purposive sampling techniques, namely the selection of informants based on certain characteristics that are relevant to the focus of the research. Subjects include students who have high enthusiasm for learning but show inconsistencies, as well as teachers who are aware of their learning behavior (Sugiyono, 2018).

### Data Collection Techniques

#### *Observations*

Based on observations of Alfi Indriani's learning activities and behavior, it can be seen that he shows an enthusiastic attitude when following the subjects he is interested in, especially history, as well as when involved in Tumpas organizational activities. Alfi seemed more focused when the teacher conveyed the material clearly and the classroom atmosphere was conducive. However, under certain conditions, his enthusiasm decreases, especially when facing undesirable subjects such as mathematics or when organizational activities are more carried out indoors. Observations also show that environmental factors, such as peers and class dynamics, have a significant effect on their concentration and motivation. Nevertheless, Alfi still strives to maintain productivity by setting a daily schedule and completing tasks gradually according to priorities (Moleong & Surjaman, 2014).

#### *Interview*

Introduction, my name is Alfi Indriani, an active student of SMAN 2 Pandeglang who participated in the Tumpas (Tunas Muda Pencinta Alam Samakta) activity. I was quite active in the organization because Tumpas helped shape my mentality, courage, and concern for the surrounding environment. In school, my favorite subject was history because I liked things related to the past. My enthusiasm for learning usually arises when the teacher conveys the material clearly and without haste, especially in history lessons that always interest me. In

addition, extracurricular activities such as Tumpas also make me excited because being in nature gives me peace. In organizational activities, I am always curious and interested in the material that will be discussed in each meeting.

However, staying consistent is not easy. The enthusiasm that I bring from home sometimes decreases when I get to school and meet subjects that I don't like, such as math. Even in organizations, I have experienced a decrease in enthusiasm when it turned out that the activities contained more room materials than field practices as I expected. The unsupportive classroom atmosphere also made my enthusiasm for learning decrease. Other obstacles that often arise are boredom, fatigue, and the temptation to play HP which makes my focus easily distracted. Even so, I still try to manage my time as best as possible by looking at the schedule of activities in a day, starting from school, assignments, to organizational activities, and then compiling a sequence of activities so that everything can be completed. Even though I don't have a special habit to maintain focus, I can quite pay attention to the material given by the teacher. When tasks pile up, I usually complete them one at a time at the most convenient time.

In facing challenges, support from the surrounding environment is very helpful. My friends became the best support system when I started to lose concentration or enthusiasm. The role of teachers and classmates is also very meaningful because we encourage each other and help each other understand the material. My biggest motivation to keep performing is my life motto, which is "don't stop trying and don't try to stop," which taught me not to give up easily because despair is the beginning of failure. In grade 10, I hope to enter the major I want, so I want to be more serious in studying. If I could change one thing to be more consistent, I would like to improve my study patterns to be more effective and efficient.

### ***Triangulation***

Alfi Indriani, a student of SMAN 2 Pandeglang who is active in the Tumpas organization, has a motivation to learn which is influenced by her interest in history, experience of natural activities, and support from friends and teachers. Although he is enthusiastic about following his favorite lessons and organizational activities, his consistency often declines when faced with less-than-desirable lessons, less conducive classroom atmospheres, fatigue, or distractions such as cellphone use. He still tries to overcome these obstacles by managing time, prioritizing tasks, and maintaining his spirit through his life motto. Overall, the triangulation of his experience shows a combination of internal and external motivations, real learning barriers, and personal strategies that he continues to develop to become more consistent and effective in learning (Herdiansyah, 2014).

### ***Research Subject/Object***

The subject in this study is Alfi Indriyani, a 10th grade student of SMAN 2 Pandeglang who has high enthusiasm in learning activities but often has difficulty being consistent in carrying out school tasks and routines. The object of this research focuses on the phenomenon of an imbalance between enthusiasm and learning consistency, including internal factors such as motivation, self-discipline, and time management, and external factors such as the school and family environment that can influence these learning behaviors. This research aims to understand the causes of inconsistencies and their impact on the student learning process (Sardiman, 2006).

### **Data Analysis Techniques**

Data Reduction The process of filtering, summarizing, and focusing data according to the research objectives. Data Presentation compiles data in the form of narrative descriptions, tables, or patterns of findings so that they can be easily analyzed. Conclusions are drawn on an ongoing basis to gain a comprehensive understanding of the phenomenon being studied (Miles & Huberman at Sugiyono, 2018).

### **Data Validity**

To ensure the correctness and reliability of the data, this study applies triangulation techniques, both source triangulation, triangulation techniques, and time triangulation. Triangulation is carried out by comparing the results of observations, interviews, and documentation, as well as reconfirming findings to informants to obtain valid data (Moleong, 2019; Sugiyono, 2018).

## **3. RESULTS AND DISCUSSION**

### **The Result of Student Learning Enthusiasm**

Observations in the classroom showed that the students who were the subjects of the study appeared to have high enthusiasm for learning. They actively ask questions, respond quickly to instructions, and show great interest when teachers apply varied learning methods. The teacher also stated that the student always seemed excited at the beginning of the lesson and was often involved in group discussions.

These findings are in line with research by Fitriani & Umah (2023) who explain that enthusiasm for learning can increase when students acquire engaging and interactive learning. This enthusiasm is an indicator that students have a good initial motivation in participating in learning activities (Fitriani & Umah, 2023).

This condition shows that learning consistency is not only influenced by the initial enthusiasm, but also by the ability to self-regulate. Pramita Resya's research (2022) found that self-consistency has a significant effect on learning achievement, so the inability to manage time and focus can hinder the sustainability of students' learning efforts

These factors show that enthusiasm is not always in harmony with perseverance in studying. Sa'diyah & Sari (2023) emphasized that learning environments and support patterns also affect student engagement. Thus, the inconsistency of SMAN 2 Pandeglang students occurs due to a combination of personal and situational factors that affect each other.

These results confirm that enthusiasm is the starting capital, while consistency is a determining factor for the sustainability of learning success. Previous local findings suggest that students who are consistent in academic activities are better able to maintain stable outcomes. Therefore, inconsistency is a significant obstacle to the achievement of optimal performance (Resya, 2022; Sa'diyah & Sari, 2023).

#### **4. CONCLUSION**

The results of the study showed that SMAN 2 Pandeglang students did have a high enthusiasm for learning, as seen from their activeness in class, interest in participating in learning, and participation in discussions and group assignments. However, this enthusiasm is not always followed by learning consistency, especially in independent learning activities at home. This is in keeping with the title of the study, which emphasizes the imbalance between high enthusiasm for learning and difficulty maintaining a consistent learning routine. Internal factors such as distracted focus and poor time management, as well as external factors such as home environment and gadget use, are the main causes of this inconsistency (Fitriani & Umah, 2023; Resya, 2022; Sa'diyah & Sari, 2023).

Solutions for Suboptimal Learning Management: 1)Independent Learning Assistance: Teachers can provide regular guidance on how to manage study time and set a daily study schedule so that students get used to the routine.2)Strengthening Motivation and Discipline: The implementation of a simple reward system or recognition of students' achievements can motivate them to remain consistent.3)Creating a Conducive Learning Environment: Schools can work with parents to organize a learning space at home so that there are fewer distractions and more focus.4)Integration of Interesting Learning Methods: While maintaining learning methods that spark enthusiasm, teachers can combine them with strategies that encourage regular practice, so that enthusiasm and consistency can run in balance (Fitriani & Umah, 2023; Sa'diyah & Sari, 2023). With the implementation of these solutions, it is hoped that students

can maintain their enthusiasm for learning while building consistent learning habits, so that their academic results become more stable and optimal.

## REFERENCES

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>

Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225–241. <https://doi.org/10.1111/j.1532-7795.2010.00725.x>

Fitriani, E. S., & Umah, R. Y. H. (2023). The use of interactive learning media in increasing the learning enthusiasm of elementary school students. *Journal of Educational Innovation*, 5(2), 101–110.

Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111–127. [https://doi.org/10.1207/s15326985ep4102\\_4](https://doi.org/10.1207/s15326985ep4102_4)

Journal of Computers in Education. (2025). Learning consistency and student engagement in secondary education. *Journal of Computers in Education*, 12(1), 89–104.

Miles, M. B., & Huberman, A. M. (2018). *Qualitative data analysis in education research*. Alfabeta.

Moleong, L. J. (2019). *Qualitative research methodology*. Remaja Rosdakarya.

Pramita Resya, K. N. (2022). Self-consistency and academic persistence among senior high school students. *Indonesian Journal of Educational Research*, 7(3), 201–212.

Raudah, S., Suriansyah, A., & Cinantya, C. (2024). The effectiveness of interactive learning media in increasing students' activeness and interest in learning. *MARAS: Journal of Multidisciplinary Research*, 3(1), 45–55.

Resya, K. N. P. (2021). The effect of students' self-consistency on mathematics learning achievement. *JagoMIPA*, 1(2), 85–93. <https://doi.org/10.53299/jagomipa.v1i2.69>

Sa'diyah, N., & Sari, I. P. (2023). The influence of learning environment and support patterns on students' academic engagement. *Journal of Educational Psychology Studies*, 6(1), 12–22.

Sardiman, A. M. (2020). *Interaction and motivation for teaching and learning*. RajaGrafindo Persada.

Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications*. Pearson.

Sugiyono. (2018). *Quantitative, qualitative, and R&D research methods*. Alfabeta.

Zimmerman, B. J. (2002). Becoming a self-regulated learner. *Theory Into Practice*, 41(2), 64–70. [https://doi.org/10.1207/s15430421tip4102\\_2](https://doi.org/10.1207/s15430421tip4102_2)