

## Kindergarten Teachers' Strategies in Improving Children's Learning Concentration Performance at AT-Thayibah Kindergarten

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### ABSTRACT

This study aims to determine teacher strategies for improving children's learning concentration performance at At-Thayibah Kindergarten. Learning concentration is a child's ability to focus attention on learning activities so they can understand instructions and complete tasks well. This study used a qualitative method with a descriptive approach. Data collection techniques were carried out through observation, interviews, and documentation, while data analysis used an interactive analysis model that includes data reduction, data presentation, and drawing conclusions. The results showed that some children still had difficulty maintaining learning concentration during learning activities. To overcome this, teachers implemented various learning strategies such as singing, playing, the use of interesting learning media, as well as sensorimotor activities and role-playing. The learning while playing strategy has been proven to increase children's interest, attention, and involvement in the learning process. Thus, the application of creative, fun learning strategies that are appropriate to the characteristics of early childhood can help improve children's learning concentration at At-Thayibah Kindergarten

## **INTRODUCTION**

Early Childhood Education (PAUD) is a crucial early stage in a child's development, particularly in developing basic skills such as concentration. Concentration plays a crucial role in helping children focus, understand instructions, and effectively participate in learning activities. According to Slameto (2015), concentration is an individual's ability to focus attention on an object or activity for a specific period of time. In early childhood, concentration is still developing and requires appropriate stimulation. Kindergarten children have unique characteristics, such as being easily bored, easily distracted, and preferring play to monotonous activities.

Suyadi (2014) states that early childhood learns through play, so learning activities must be presented in an engaging and enjoyable manner to help children maintain focus and interest in learning. Therefore, teachers need to understand the developmental characteristics of children when designing appropriate learning activities.

## **LITERATURE REVIEW**

Kindergarten teachers play a crucial role in improving children's concentration through the application of creative and varied learning strategies. According to Mulyasa (2012), teachers act as facilitators, tasked with creating an active, conducive, and enjoyable learning environment. The use of playful methods, engaging learning media, and a variety of learning activities can help children focus and actively engage in the learning process. Based on initial observations at At Thayibah Kindergarten, it was found that some children still had difficulty maintaining concentration during learning activities. Children were easily distracted, lacked focus during teacher explanations, and were unable to complete learning activities within the allotted time. This situation indicates the need for appropriate teacher strategies tailored to the characteristics of early childhood.

Based on these issues, this study aims to determine the strategies used by kindergarten teachers to improve children's learning concentration at At Thayibah Kindergarten. It is hoped that the results of this study will provide an overview of teachers' efforts to improve children's learning concentration and serve as a reference for kindergarten teachers in improving the quality of learning in early childhood education.

## **METHODOLOGY**

This research employed a qualitative method with a descriptive approach. A descriptive qualitative approach was chosen because the study aimed to provide an in-depth description of teacher strategies for improving early childhood learning concentration. Qualitative research emphasizes understanding the meaning, processes, and phenomena that occur naturally in the educational environment without any intervention or manipulation of variables. With this approach, researchers can obtain a comprehensive picture of how learning strategies are implemented and how children respond to them.

This research was conducted at At Thayibah Kindergarten, the research location. Subjects were selected using a purposive sampling technique, selecting informants based on specific criteria relevant to the research objectives. The informants in this study consisted of classroom teachers directly involved in the learning process and the principal as a supporting informant. These informants were selected based on their experience, knowledge, and direct involvement in implementing learning strategies aimed at improving children's learning concentration.

Data collection in this study utilized several methods, including observation, interviews, and documentation. Direct observations were conducted in the classroom to observe learning activities and the strategies teachers used to maintain and improve children's concentration. In-depth interviews were conducted with teachers and principals to obtain more detailed information regarding the planning, implementation, and evaluation of the strategies implemented. Documentation was used to supplement the research data, including Daily Lesson Plans (RPPH), activity photos, and other supporting documents relevant to the research.

The data analysis technique in this study employed an interactive analysis model, which encompasses three stages: data reduction, data presentation, and conclusion drawing or verification. Data reduction was achieved by selecting and focusing data relevant to the research objectives. The data was then presented in narrative form for ease of understanding. The final stage, drawing conclusions, was conducted gradually and continuously throughout the research process. To maintain data validity, this study employed source and method triangulation techniques to ensure the credibility and validity of the research findings.

## **RESULTS AND DISCUSSION**

Based on initial observations conducted by researchers at At Thayibah Kindergarten, it was found that some students still had difficulty maintaining concentration during the learning process. Some students appeared easily distracted by stimuli in their surroundings, such as peers talking, playing in the corner of the classroom, or other activities taking place in the classroom. This condition resulted in students' suboptimal attention when listening to teacher explanations and completing assigned assignments.

These findings align with Rosdiana's opinion (in Seran et al., 2025), who stated that early childhood children who lack concentration while learning often exhibit symptoms such as not listening to teacher instructions, not completing assignments, and being easily distracted. Furthermore, children's lack of attention while learning is evident in their habits of preferring to play alone or with friends. This situation indicates a lack of focus and attention in the Nasem learning process (in Seran et al., 2025). This is reinforced by the results of interviews with class teachers regarding the difficulties that often arise when children learn. The teacher stated that students tend to play more and pay less attention during the learning process. This condition indicates that children's learning focus is still easily distracted by classroom activities.

Regarding the strategies used, the teacher explained that to improve children's concentration, she uses various methods such as singing and utilizing interesting play equipment. The teacher chose these strategies because learning in kindergarten does not emphasize full writing and reading skills, but rather prioritizes the principle of learning through play. This aligns with the characteristics of early childhood, who more easily understand material through fun activities. This strategy aligns with Yiniasih's (2023) opinion, which states that teachers must be clever in processing material using fun learning methods, tools, or media so that children are interested and do not easily lose focus. Furthermore, Ardiana (2022) also explains that early childhood learning strategies need to prioritize play and singing activities because these activities train children's intelligence, emotions, and physical skills in a way that is Fun and carefree.

Furthermore, learning in kindergarten is carried out through play activities. Fadhillah et al. (2023) stated that play is a natural way for children to learn and is crucial for supporting physical, cognitive, socio-emotional, and language development. Through varied and age-appropriate play activities, children can explore their environment, build social relationships, and foster curiosity about learning. Based on the interview results and supported by this theory, it can be analyzed that the learning-through-play strategy implemented by teachers is an appropriate approach to improving concentration in early childhood.

Addressing concentration problems in early childhood is not an easy task, but with the right strategies, early childhood teachers can help children hone their concentration skills. Creating a supportive environment, using diverse learning approaches, and paying attention to children's emotional and psychological aspects are some ways to improve children's focus during the learning process. With continuous, attentive effort, teachers can play a vital role in children's concentration, which will benefit them in the future. It is hoped that teachers will continue to develop and adapt learning strategies according to children's developmental needs. Furthermore, this study shows that learning that actively and enjoyably engages children can help improve Children's concentration. Teachers also need to be more sensitive to children with poor concentration, provide more support, and create a supportive classroom environment for effective learning.

Based on Chanet's research, children with concentration disorders will experience more optimal development if they are provided with the right environment and accompanied by competent educators. This is key to supporting the development of children with concentration disorders. One form of support is role-playing. Role-playing itself is a form of creative learning that can stimulate children's concentration. Children involved in strategy- and art-based games show improvements in self-management and planning tasks. In this study, role-playing and structure-building activities help children develop better organizational skills and self-control (Chanet & Utami, 2021).

In addition to role-playing, sensorimotor play can also be used to improve learning concentration. This method requires an approach that can capture children's attention. Sensorimotor play is one approach to improving learning concentration through play activities that combine sensory and motor coordination, involving the ears, eyes, and muscles. Sensorimotor-based learning contributes to improved concentration because children can focus more effectively on play media. Through sensorimotor activities, children tend to experience enjoyment, so the learning process occurs without realizing it is simply acquiring knowledge.

Research by Hanim Musyifah shows that sensorimotor play can improve learning concentration because this approach is easily accepted by children, thus increasing interest and focus during the learning process (Musyafa'ah & Salim, 2024). Children who lack interest in learning tend to have difficulty concentrating. This may be due to a lack of variety in the materials and methods provided by educators, which can easily lead to boredom. Therefore, educators are expected to implement a variety of learning methods to maintain student interest and increase concentration capacity during the learning process. One strategy that can improve concentration is the use of a sensorimotor play approach. Sensorimotor exercises have the potential to improve student focus during learning and facilitate the completion of tasks assigned by teachers (Musyafa'ah & Salim, 2024).

The learning concentration of early childhood children differs from that of adults. Children have different behavioral characteristics (Eleti et al., 2021). Children's learning characteristics can be used as a basis for planning and implementing early childhood learning. These characteristics have the potential to improve concentration during the learning process. Children's success in absorbing the lessons taught by teachers in class is influenced by their concentration. According to Nasem (in Rusyidiana et al., 2023), during learning, children often have fun while learning and playing with their friends. Play provides many new experiences and insights, expands knowledge, and stimulates children's critical thinking processes, making play meaningful and unforgettable (Rachman et al., 2021).

Concentration is a cognitive aspect necessary in various situations, such as learning, working, and daily activities. Kurniawati et al. (in Marzatifa et al., 2021) state that concentration in learning is focusing attention on a single subject and ignoring all other irrelevant aspects of the lesson. This is in line with the opinion of Aufa Makmur & Marlina (in Afriani & Taufan, 2023), who state that concentration is the activity of focusing the mind on the task at hand, ignoring surrounding distractions, or focusing on a specific object.

Stimulation from an early age is necessary to improve concentration, as the quality of a child's future growth and development is largely determined by the stimulation they receive from an early age. Children's concentration is a crucial aspect of learning. According to Erwiza, Kartiko, and Gimin (in Khotimah et al., 2020), concentration in learning is a student's full attention and awareness of the learning material. Concentration in learning is crucial for a child's learning

process and development. Concentration in learning can improve a child's learning outcomes and activities (Lestari, 2020).

In learning activities, concentration plays a crucial role because it creates a conducive learning environment and can also enhance children's cognitive abilities (Apriani, 2022). Rinawati (in Fauzia et al., 2023) states that concentration has a significant impact on the success of the teaching and learning process. If someone has difficulty concentrating, the teaching and learning process will not be optimal. Children's learning concentration differs from that of adults; children tend to model learning from each other in social settings. Children also develop scientific process skills through observation and group activities. Through concentrated learning, children gain new experiences, which become a learning process that leads from ignorance to knowledge as a result of direct experience. Therefore, concentration is essential for children to be able to solve problems they observe (Eleti et al., 2021).

Early childhood children can only concentrate for 5-7 minutes during learning activities because their attention often shifts to activities that they prefer. Therefore, teachers must improve children's concentration skills so they can concentrate appropriately for their age and participate effectively in class activities (Yuniarti et al., 2023). According to Liniawati (in Chalidaziah, 2018), early childhood has a short concentration period, which causes many early childhood children to have difficulty in learning. Early childhood activities mostly focus on physical movement and play, and they cannot sit still in class. This can be said to be normal for early childhood because every child has unlimited energy to keep moving (Alawiyah et al., 2022).

Improving students' concentration and memory during learning is crucial because it is influenced by the teacher's ability to teach them (Alawiyah et al., 2022). Teachers must be skilled at presenting material using engaging methods, tools, or learning media, so that students become highly engaged and avoid boredom, preventing them from losing focus (Yiniasih, 2023). The characteristics of children who can concentrate on learning are categorized into several aspects, including cognitive behavior, affective behavior, psychomotor skills, and pronunciation (Lestari, 2020). Teachers must be selective when selecting learning strategies to apply to students. The strategies chosen must be appropriate and appropriate, providing a fun and beneficial learning experience for students (Hasibuan u & Watini, 2022). This is due to the many differences in students' learning styles. Therefore, teachers must be able to adapt the learning process with various strategies to accommodate the many differences that exist in each student (Yusniarti et al., 2022).

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the research results, it can be concluded that early childhood learning is still easily distracted due to their developmental characteristics, which tend to be active and easily bored. Therefore, teachers play a crucial role in creating engaging learning strategies that are tailored to children's developmental needs.

Strategies used by teachers at At-Thayibah Kindergarten to improve children's learning concentration include singing, playing, using educational toys, and learning approaches that involve sensorimotor activities and role-playing. These strategies can create a more enjoyable learning environment, enabling children to focus and actively participate in learning activities. Therefore, implementing creative, varied, and play-based learning can help improve early childhood learning concentration and support the success of the learning process in kindergarten.

### **FURTHER STUDY**

This research still has limitations, so it is necessary to conduct further research related to the topic of Kindergarten Teachers' Strategies in Improving Children's Learning Concentration Performance at AT-Thayibah Kindergarten in order to perfect this research and increase insight for readers.

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*Laali, Saudo, Djamir, Junita*

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