

Analysis Of Factors That Influence The Learning Concentration Of Children In Group B At Serikandi State Kindergarten, Karang Bajo Village In The 2025/2026 Academic Year

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Abstract

This study aims to analyze the factors influencing the learning concentration of children in Group B at the Serikandi State Kindergarten in Karang Bajo Village during the 2025/2026 academic year, as well as to implement strategies to address children experiencing learning concentration difficulties. A descriptive qualitative research method was employed, utilizing data collection techniques such as observation, interviews, and documentation. The research subjects consisted of all 17 children in Group B (9 boys and 8 girls) as the primary subjects, with 7 of these children examined in specific depth, along with the Group B class teacher and the school principal as supporting key informants for the interviews. The results indicate that factors affecting concentration hindered the children's development; however, the use of varied strategies and methods—specifically activities that appealed to the children—successfully revitalized their learning motivation. Several obstacles were identified in the learning process, notably the teacher-student ratio; a single teacher was responsible for a class of over a dozen children, leading to difficulties in providing adequate guidance and managing the diverse personalities of the students. Based on these findings, it is hoped that teachers and school administrators will pay greater attention to the children's needs, thereby fostering optimal development in their ability to concentrate during the learning process

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1. INTRODUCTION

Early childhood is a golden age for children's development, enabling them to achieve optimal educational outcomes. This period is when children begin to learn, explore, and understand the various facts surrounding their environment. Consequently, kindergarten education falls within this golden period, emphasizing that during this period, children possess enormous potential to optimize all aspects of their development (Agustina, 2024). One of the most effective ways to optimize these aspects of child development is through structured and meaningful early childhood education.

Early childhood education (PAUD) is a crucial foundation for shaping a child's overall development. It encompasses various fundamental aspects such as cognitive, socio-emotional, language, moral, and physical motor skills. At this age, children are at a very rapid stage of development, which means they require targeted stimulation to optimally develop their latent potential. The quality of this educational stimulation depends heavily on how the learning process

is designed and received by the child. One important psychological aspect that significantly supports the success of the learning process in early childhood is the ability to concentrate. Concentration is a child's cognitive ability to focus fully on a learning activity for a specific period of time without being easily distracted by other stimuli (Selvia & Kun, 2023).

Concentration in learning is crucial and essential to be instilled in children from an early age. Children should be trained and accustomed to concentrating during the teaching and learning process. Concentration has a significant impact on a child's learning success. If a child experiences significant difficulty concentrating, their learning process will clearly be less effective, and even futile, wasting energy, time, thought, and educational costs (Agustina, 2024). This means that the basic hypothesis is that children who can learn well and absorb information optimally are children who can also concentrate well. Concentration in learning is essential for understanding every content or teaching material presented by educators.

In reality, children's concentration levels can easily decline or weaken as the learning process progresses. Therefore, educators need to employ a variety of innovative learning strategies and pay attention to time management, including breaks (icebreakers). When learners do this correctly, their concentration and attention will improve, ready them to receive the next material (Fatirul & Walujo, 2024). This also aligns with the importance of understanding that, especially for group B children in kindergarten (aged 5-6 years), children's concentration abilities are still in the early stages of development, making them highly vulnerable and influenced by various factors.

Theoretically, factors influencing concentration are divided into two main dimensions: internal and external factors. Internal factors are elements that arise from within the child, such as physical and mental health, innate intelligence, memory, abilities, and natural talents. Meanwhile, external factors are stimuli or conditions that come from outside the child, such as the home environment (family), school climate, interactions with peers, and the surrounding community (Priyanti, 2022). In efforts to support optimal learning concentration in children, the phenomenon of concentration disorders cannot be separated. Disruptions in learning concentration can hinder the process of absorbing information. Internal factors that cause these disorders include a lack of interest in learning, not yet reaching maturity, and declining health. On the other hand, external factors arise from an unsupportive environment, noise, or inadequate spatial planning (Latif et al., 2021).

Based on initial observations conducted in class B of Serikandi State Kindergarten, a significant phenomenon of learning concentration disorders was found. Of the total of 17 students (9 boys and 8 girls), several children showed significant difficulty focusing on learning. This resulted in the learning scenario outlined by the teacher not running optimally. The classroom atmosphere often became less conducive because some children showed little interest in completing the Student Worksheets (LKPD) distributed. Instead, these children were more interested in communicating or playing with their peers than completing the teacher's instructions. This is in line with the results of an interview with the class teacher, Mrs. Warniati, S.Pd., who confirmed that the children often appeared confused and chose to move around the classroom when instructed to sit and color.

Regarding the theoretical framework, this research is based on Edward Lee Thorndike's Connectionism theory and Jean Piaget's cognitive development theory. Thorndike viewed the learning process as occurring through the relationship between stimulus and response, reinforced by experience, governed by the Law of Readiness, the Law of Exercise, and the Law of Effect (Arifudin, 2022). The Law of Readiness is highly relevant to a child's physical and mental preparation before learning, which significantly influences their concentration. On the other hand, Jean Piaget's perspective emphasizes that early childhood is in the preoperational stage of development, requiring direct interaction with the environment and concrete experiences (Musafir et al., 2023). Therefore, the classroom environment and social interactions significantly determine a child's learning focus.

Several previous studies have examined factors affecting children's learning concentration, but each has left a gap this study seeks to address. Priyanti (2022) and Latif et al. (2021) mapped internal and external concentration factors in general terms but did not analyze how these factors manifest differently in individual children within the same classroom. Riinawati (2021) focused specifically on physical and psychological (jasmani-rohani) factors in early childhood learning, while Saetban (2021) examined inhibiting factors in the learning process more broadly at the primary school level; neither study addressed the kindergarten-specific classroom management strategies a teacher could apply in response, nor did they use an individual, child-by-child case approach. Similarly, Maryana et al. (2024) and Mesra et al. (2025) identified factors hindering learning activeness in Group A kindergarten and fourth-grade elementary students respectively, but their focus was on activeness rather than concentration specifically, and neither study paired factor identification with a detailed account of the teacher's adaptive strategies in daily practice. The specific contribution of the present study, compared to this body of research, is therefore twofold: (1) rather than describing concentration factors only at the aggregate class level, it traces how internal and external factors manifest in seven individually profiled Group B children, allowing the specific combination of factors behind each child's distraction to be seen; and (2) it pairs this individualized factor analysis with a concrete, multi-strategy account of how one teacher adapted her practice in response, within the specific context of a Group B kindergarten classroom in Karang Bajo Village.

Based on the description of the background, problems, and theoretical studies, this study aims to identify and describe in depth the analysis of the factors causing learning concentration disorders in Group B children at Serikandi State Kindergarten, Karang Bajo Village, Academic Year 2025/2026. In addition, this study also aims to determine and describe how the class teacher's implementation strategies in dealing with children who experience concentration disorders, so that the learning process can be optimal again and the goals of early childhood education can be achieved well.

2. RESEARCH METHODS

This research employed a qualitative approach with a descriptive case study design. A phenomenological qualitative approach was employed because it aimed to uncover, understand, and describe phenomena in a natural setting related to subjectivity in its purest form (Musafir et al., 2023). Through the case study design, the researcher focused intensively on one specific object, namely the phenomenon of learning concentration disorders experienced by students, to gain a deeper understanding of the causal factors and their management.

This research was conducted at Serikandi State Kindergarten, located in Karang Bajo Village, Bayan District, North Lombok Regency, West Nusa Tenggara Province. The research was conducted during the 2025/2026 academic year, from January to June 2026. This location was selected purposively (purposive sampling) considering that there were real cases of early childhood children experiencing significant fluctuations and learning concentration disorders, which required strategic analysis from educators.

The data sources in this study are classified into two, namely primary data and secondary data. Primary data is the main source of data collected directly from the field, which includes the results of observations of children's activities in class and the results of in-depth interviews with key informants, namely the class teacher of group B (Mrs. Warniati, S.Pd.) and the Principal of Serikandi State Kindergarten (Mrs. Syarifatul Munawarah, S.Pd.). While secondary data is in the form of supporting documents relevant to the focus of the research, such as the Weekly Learning Implementation Plan (RPPM), Daily Learning Implementation Plan (RPPH), Student Worksheets (LKPD), school profiles, and photo documentation of teaching and learning activities.

To clarify the composition of the research participants, this study distinguished between primary subjects and supporting informants. The primary subjects were all 17 children of Group B (9 boys and 8 girls), the entire class enrolled during the 2025/2026 academic year, all of whom

were observed during the classroom sessions described above. Of these 17 children, 7 children, Attaya, Nauval, Zayena, Dania, Zea, Mira, and Ammar, were selected using purposive sampling as focus subjects for in-depth observation and are discussed individually in the Results and Discussion section, as they most clearly exhibited the concentration disturbances that are the focus of this study; the remaining children were included in the classical observation of classroom dynamics but were not analyzed as individual case profiles. The class teacher and the school principal served as the two supporting key informants, providing the interview data used to interpret and corroborate what was observed among the primary subjects, rather than being subjects of the concentration analysis themselves.

The data collection techniques applied included three main methods. First, passive participant observation, in which researchers directly observed children's behavior and interaction dynamics during the learning process without participating in teaching activities. The focus of the observations was on the intensity of children's focus, duration of task completion, interactions with peers, and responses to teacher stimuli. Second, semi-structured interviews, conducted using flexible interview guidelines with teachers and principals, explored their perspectives on the causes of concentration problems and evaluated the effectiveness of implemented strategies. Third, documentation studies were used to verify the alignment between the lesson plan (RPPH) and its implementation in the field and to analyze children's work results (LKPD).

The data collection instruments used consisted of a participant observation guideline, a semi-structured interview guideline, and a document analysis matrix (Dwipayana, 2022). To ensure the credibility and validity of the data, the researcher implemented a data validity test through triangulation techniques. The triangulation used was technical triangulation, which involved cross-checking the same data through observation, interviews, and documentation, as well as source triangulation. Furthermore, the researcher conducted member checks (confirming initial findings with informants) and peer debriefing (discussions with colleagues) to reduce subjective bias.

The data analysis technique used refers to the interactive analysis model of Miles and Huberman, which consists of three interrelated stages. The first stage is data reduction, which is the process of sorting, centralizing, and simplifying raw data from field notes. This process involves coding and categorizing themes, such as grouping data into themes such as 'physiological factors', 'family factors', or 'teacher strategies'. The second stage is data display, where the reduced data is presented in the form of a systematic descriptive narrative text. The third stage is conclusion drawing and verification, which is formulating final findings based on patterns and themes that have been continuously synthesized throughout the research process.

3. RESULTS

Factors that Influence Children's Concentration in Learning

Based on the results of intensive observations and in-depth interviews conducted at Serikandi State Kindergarten, Karang Bajo Village, it was found that the learning concentration of Group B children (aged 5-6 years) is very fluctuating and influenced by the integration of several complex factors. Field data analysis shows that these factors include the family environment, school environment, peer influence, and classroom layout. This phenomenon is clearly reflected in the behavior of seven children who were the focus of specific observations, namely Attaya, Nauval, Zayena, Dania, Zea, Mira, and Ammar.

Family environmental factors have been identified as early determinants of a child's mental and physical readiness. This aligns with findings for Ananda Attaya, Dania, and Ammar. Observations revealed that Attaya often arrived at school feeling unmotivated and emotionally unstable, which impacted her attention span when the teacher explained the material. Interviews with her class teacher, Ms. Warniati, revealed that conditions at home, such as the lack of a calm morning routine and study support, significantly impacted Attaya's readiness. Similarly, Ananda Dania frequently daydreamed during class. The teacher's personal approach revealed that Dania's

affective state was influenced by the dynamics of her family interactions, which occasionally affected her mood at school (Maryana et al., 2024). These findings conceptually confirm Thorndike's Connectionism Theory, particularly the Law of Readiness, which states that optimal concentration will not occur if a child is not physically and mentally ready to respond to stimuli (Arifudin, 2022).

Peer groups are the most dominant external distraction for some children, as seen in Ananda Nauval and Zea. During classroom observations, Nauval often observed and imitated the behavior of his peers rather than focusing his visual and auditory attention on the teacher. If a friend was talking or playing with a writing instrument, Nauval's concentration would reflexively shift. Zea also experienced a similar situation, where excessive social interaction during core activities caused her to lag in completing the worksheet (LKPD). This phenomenon confirms Piaget's view that early childhood is strongly influenced by their social environment and learns through observation (observational learning). Social interaction is key to cognitive development, but in the context of structured learning, if not managed properly, this interaction can actually become a factor inhibiting concentration (Mesra et al., 2025).

In addition to social factors, the physical environment and classroom layout contribute significantly to children's focus and retention. Ananda Zayena and Mira are examples of children who are sensitive to visual and auditory stimuli in the school environment. Zayena, whose seat was initially located near the classroom door, easily lost concentration when there was activity from people passing by or loud noises from outside the classroom. Mira also displayed similar sensitivity, stopping her fine motor activities (such as coloring or bolding letters) only to observe events outside the classroom's control. This reflects that classroom management and physical environmental design are not trivial matters. A comfortable, organized classroom atmosphere, with adequate lighting and circulation, is absolutely necessary to reduce sensory distractions (Sujiono & Utami, 2021).

Comprehensively, these findings emphasize that no single factor causes concentration problems in early childhood. The intersection of physical-spiritual (internal) and social-physical (external) environments creates unique response patterns in each child. Therefore, the approach used to address this issue cannot be standardized (one-size-fits-all), but must be personalized, adaptive, and responsive to the characteristics of each student (Alifya et al., 2025).

Teacher Strategies in Overcoming Learning Concentration Disturbances

Addressing the complexity of concentration disorders in group B children requires professionalism, patience, and high pedagogical creativity from classroom teachers. Based on research findings, Ms. Warniati, the classroom teacher, implemented a series of comprehensive and multidimensional strategies that have been proven to gradually restore children's focus and motivation to learn.

The first strategy involves a personal approach and modification of the physical environment. To address the distractions experienced by Zayena and Zea, the teacher engineered the classroom layout by rearranging seating. Children who were prone to distraction by outside activities or peer chatter were moved to areas closer to the teacher's visual range (proximity control). This simple modification had an immediate psychological impact, as the children felt more personally supervised and guided, so their focus automatically returned to the teacher (Ayu et al., 2025).

The second strategy involves adapting communication and instructional styles. Recognizing that children like Attaya and Ammar struggle to process lengthy instructions, teachers simplify instructional sentences to be concise, short, and repetitive. Teachers employ eye-level communication techniques and speak slowly, which have proven crucial in capturing children's attention (Imar Tri et al., 2025). When children begin to lose their way while working on their worksheets, teachers don't immediately blame them but instead provide step-by-step operational instructions, which provide a sense of security for the children to continue with their work.

The third strategy is creating a joyful learning environment and using concrete learning media. This was confirmed by the Principal, Ms. Syarifatul Munawarah, who instructed teachers to use varied methods to prevent children from getting bored. Implementation in the field is evident in the core activity with the theme "fruits." Instead of just two-dimensional drawing, teachers invite children to engage in manipulative motor activities, such as making and coloring fruit crowns, and practicing direct fruit observation. These concrete experiences accommodate children's kinesthetic and visual learning styles, increase engagement, and minimize opportunities for children to daydream or disturb their peers (Hidayah & Lestari, 2022).

The fourth strategy is implementing duration management and icebreakers. Referring to observations showing that the attention span of young children is very short (around 4-10 minutes for structured tasks), teachers quickly stop activities when children begin to show signs of cognitive or motor fatigue. Teachers insert icebreakers such as singing, enthusiastic clapping, or gross motor activities (like educational hopscotch games) before the activity transition. These cognitive breaks give the brain a chance to recover its attention capacity (Khuan, 2021).

The fifth strategy is providing positive reinforcement and parental involvement. Every little progress a child demonstrates, such as successfully thickening a letter without breaking a pencil, is immediately responded to by the teacher with verbal praise, a pat on the head, or a token of appreciation. In accordance with Thorndike's Law of Effect, learning responses followed by pleasant consequences (praise) are strengthened and tend to be repeated (Margiathi et al., 2023). Furthermore, teachers proactively build synergy with parents through liaison books and direct communication to ensure consistent stimulation patterns between school and home (Adila et al., 2022).

Although various effective strategies have been implemented, this study also identified systemic obstacles faced by educators. The biggest obstacle is the ideal teacher-to-student ratio. With dozens of children in class B, each with hyperactive characteristics and varying attention spans, the presence of only one educator (a single teacher) sometimes makes individual guidance less than optimal. Teachers often feel overwhelmed when several children simultaneously require attention or experience emotional crises. Therefore, the provision of shadow teachers or classroom assistants is considered essential to support the implementation of inclusive learning strategies at Serikandi State Kindergarten.

4. CONCLUSION

Based on the results of qualitative research and the discussion that has been described, two key findings emerged regarding the learning concentration of Group B children at Serikandi State Kindergarten, Karang Bajo Village. First, concentration disorders in early childhood are not a single-dimensional phenomenon, but the result of the convergence of family, peer, and physical-environmental factors, which together manifest as distraction, daydreaming, restlessness, and difficulty completing worksheets independently. Second, classroom teachers can meaningfully restore children's attention through a combination of adaptive strategies, namely seating adjustments, simplified individualized instruction, concrete and kinesthetic learning media, timed icebreakers, and consistent positive reinforcement paired with parent communication, rather than relying on any single technique alone.

These findings carry direct practical implications for early childhood educators. Because concentration difficulties stem from multiple, child-specific sources rather than one general cause, teachers are encouraged to first identify which combination of family, peer, or environmental factors is affecting a given child, rather than applying the same remedy to every child who appears distracted, and to then match the strategy accordingly, for instance moving a child closer to the teacher when the distraction is environmental, or simplifying instructions when the difficulty is one of processing rather than attention. The consistent effectiveness of concrete, kinesthetic activities across the children observed in this study also suggests that early childhood educators

should prioritize hands-on, sensory-based tasks over passive worksheet-based instruction whenever concentration is a concern.

Based on these conclusions, this study recommends that the school, particularly the management of Serikandi State Kindergarten, review the teacher-to-teacher ratio and consider providing teaching assistants to facilitate more intensive classroom support. Furthermore, a continuous parenting forum (parenting class) is needed to align parents' understanding of the importance of consistent home learning support to support their children's focus on school.

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