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Concentration of Children's Learning in Motor-Sensory Play Management Development Framework

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Abstract

In growing a child's concentration level, an appropriate method is needed to stimulate more stable focus and concentration. This study aims to examine efforts to increase children's learning concentration by managing sensory-motor play in early childhood, which is carried out at an institution under the auspices of the Nusus Salam Foundation, namely RA Nurus Salam. The research method uses a qualitative case study approach. To get an idea of the Efforts to Increase Children's Learning Concentration Through Sensory Motor Play Management, the researcher went directly to the institution and observed the RA Nurus Salam institution by interviewing the principal and three teachers. The results showed that; The RA Nurus Salam institution uses the management of sensory-motor play to stimulate the increase in children's learning concentration and the involvement of teachers' strategies in the direction of sensory-motor play using; first, lesson planning. Second, implementation of learning design, and third, evaluation. The implication is that children's concentration and focus are more stable when carrying out activities with sensory-motor management.

Keywords: *learning concentration; sensory motor; early childhood*

Abstrak

Dalam menumbuhkan tingkat konsentrasi anak diperlukan sebuah metode yang tepat agar dapat merangsang daya fokus dan konsentrasinya lebih stabil. Penelitian ini bertujuan untuk mengkaji tentang upaya peningkatan konsentrasi belajar anak melalui pengelolaan bermain sensori motor pada anak usia dini, yang dilakukan di lembaga dibawah naungan Yayasan Nusus Salam yakni RA Nurus Salam, Metode penelitian menggunakan pendekatan kualitatif jenis studi kasus, untuk mendapatkan gambaran tentang Upaya Peningkatan Konsentrasi Belajar Anak Melalui Pengelolaan Bermain Sensori Motor. Peneliti terjun langsung pada lembaga dan melakukan observasi terhadap lembaga RA Nurus Salam, dengan menginterview kepala sekolah dan tiga guru yang ada di lembaga tersebut. Hasil penelitian menunjukkan bahwa; lembaga RA Nurus Salam menggunakan pengelolaan bermain sensori motor dalam merangsang peningkatan konsentrasi belajar anak, serta pelibatan strategi guru dalam pengelolaan bermain sensori motor melalui cara; pertama, perencanaan pembelajaran. kedua, implementasi desain pembelajaran dan ketiga, evaluasi. Implikasi yang diperoleh yakni konsentrasi dan fokus anak lebih stabil ketika melakukan kegiatan dengan pengelolaan sensori motor.

Kata Kunci : *konsentrasi belajar; sensori motor; anak usia dini*

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INTRODUCTION

Education for early childhood is learning while playing, with games, children will get interesting learning (Umiarso & Hidayati, 2022). Children in the age range 0-6 years are children who are in the golden age (Syam & Damayanti, 2020). Stimulating the growth and development of children requires learning media that supports child development. It is intended that the learning provided is more meaningful for the child so that the potential of the child develops optimally.

Stimulus is very appropriate to be given during the golden age or the golden age in early childhood, which is at the age of 0-5 years (Amaliyah et al., 2022). Research results indicate that during the first 4 years of development that occurs as large as the next 14 years, the child's brain experiences a developmental freeze after that period. Therefore, this period is called the golden age, because regardless of the capacity of intelligence, it will not increase after this period (Treggonowati & Kulsum, 2018; Adhimiy, 2019; Br & Asiya, 2021).

However, the readiness of children to accept learning is different. Intellectually, the development of children from one another has a uniqueness and level of difference, both intelligence, talent, interest, creativity, emotional maturity, personality, physical and social independence (Adhimah, 2019; Rozi & Maulidiya, 2022). Every child is unique, different and has unlimited creative and productive abilities (Astuti & Aziz, 2019). Children do have their own uniqueness, although on the other hand children also have shortcomings that must be understood by parents and teachers (Suryati et al., 2019; Wahid et al., 2022). Children are not focused and lack concentration, their eyesight is everywhere, they are even indifferent to their teacher, which is characterized by talking activities with friends, noisy in class, playing alone, and so on (Zamroni et al., 2021).

The application of early childhood learning is difficult to develop if the concentration or focus of students on the lessons delivered by the teacher is not fulfilled, concentration that is not focused will not produce the desired output (Alfina & Anwar, 2020; Mundiri & Hamimah, 2022). A child who has learning difficulties must work hard in school even though he is given the best teacher (Nurmiyanti & Candra, 2019), but the difficulty increases when together with weak concentration power, attention is the result when concentration must be formed in the language or relationships on the dominating side of the brain (Muali, 2016). Distraction can affect the learning process if the child experiences too much loss of concentration. Concentration is a conditioned state of mind or association that is activated by sensations in the body. To activate sensations in the body, we need a relaxed state and a pleasant atmosphere (Aryati Nuryana & I.2., 2010).

In the aspect of child development also differs from one child to another. This requires proper stimulation so that development can be achieved optimally. Fika, (2020) revealed that aspects of development such as cognitive, language, physical motor, social emotional, moral spiritual, and art can be stimulated in various ways so that growth and development goes well.

The phenomena that occur and are faced by teachers are related to early childhood learning activities, especially at RA Nusus Salam, Kotaanyar, Probolinggo, namely; children lack concentration in their studies, the learning delivered by the teacher is less attractive and has not been able to motivate student learning optimally, and the variety of APE methods and tools that teachers use in implementing learning. Based on the facts in the field, it shows that children are not focused and lack concentration, which are marked by playing with their classmates, going in and out of class, making noise or disturbing friends, playing alone and so on. The attitude shown by the students is caused by learning that is less interesting and has not been able to provide the right stimulus so that children are less focused in participating in learning.

To overcome the problems with the teacher RA Nusus Salam, Kotaanyar wants to increase the concentration of children's learning by applying the sensorimotor playing method because a teaching and learning process will be successful if given what is given can be understood by students. They like the method integrated by the teacher in delivering learning

material. Several previous researchers who have integrated increasing learning concentration through the management of sensory-motor games include; (Aryati Nuryana & 1.2., 2010), which suggests Sensory-motor is the ability to process and interpret all sensory stimuli received from the body and the environment and then produce a directed response. Symptoms can be seen from controlling posture, fine motor, and gross motor. Then Nurjasmı & Sudarsono (2013) conveyed that one of the stimulations that can increase attention is sensory stimulation, namely, stimulation carried out through the general sensory nervous system (touch, taste, motion, vibration, temperature, and pain) and special sensory fibers (visual, auditory, kinesthetic) to improve the entire center of the sensory reception system in the cortex of the brain.

Furthermore, according to Ibda (2015), Muali (2017) quoted from Jane Piaget's opinion, children are born with several sensorimotor schemata, which provide a framework for children's initial interactions with their environment. These sensorimotor schemata will determine the child's initial experiences. In other words, only events that can be assimilated into the schemata can be responded to by the child, and therefore those events will define the boundaries of the child's experience. However, through experience, these early schemata were modified. Each experience contains unique elements that the child's cognitive structure must accommodate. Through interaction with the environment, cognitive structures will change and allow the development of continuous experience (Rozana et al., 2017).

Sensory motors can provide more children's attention, and what is new in this study is that sensory motors can also stimulate increased concentration which invites children's learning outcomes to be better. Some of these researchers explain sensory-motor game stimulants that teachers can do to improve children's engagement when receiving learning. Based on the above, the researchers tried to integrate the management of sensory-motor games to increase children's learning concentration. This research aims to analyze and understand how the management of sensory-motor games in improving learning outcomes.

METHODOLOGY

This research was conducted using a case study type approach. To get an increase in children's learning concentration by playing sensorimotor, researchers go directly to the institution to see for natural and make observations about increasing children's learning concentration through the management of sensory-motor play. The place of research was carried out at an institution located in the Probolinggo area, namely RA Nusus, which is under the auspices of the Nurus Salam Foundation, Kotaanyar Probolinggo.

Researchers also found research information from interviews with the principal and three teacher councils of RA Nusa Salam. Other data corroboration is obtained from documents supporting and strengthening the research. All data obtained were classified, made taxonomy, and reduced according to needs (Figure 1).

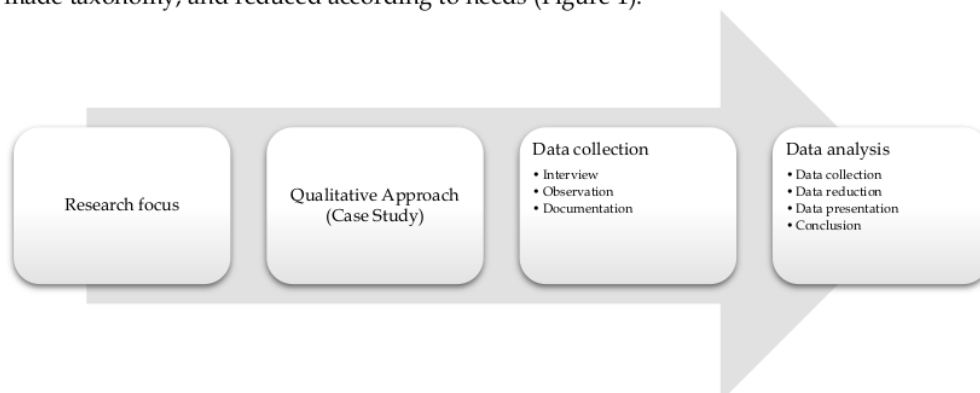


Figure 1: Research framework (Moleong, 2020)

RESULTS AND DISCUSSION

Lesson Planning

The initial stage of a major program is planning, which is an integral part of organizing activities. Therefore, careful planning is needed in order to get optimal results. Before the activation process is carried out, the planning of efforts to increase children's learning concentration through the management of sensory-motor play is realized first. The purpose of holding sensorimotor management is to grow focus and concentration to develop in a better direction.

The planning activities of the preparation and planning program are adjusted to the existing policies in the school, taking into account the ability of the school, parents, the environment (community), and the role of students, then aligned with the conditions of RA Nusus Salam in increasing children's concentration when receiving learning. Through excellent and careful planning, it is hoped that it can meet the needs of students, the expectations of teachers, parents, and the community (Tohet et al., 2022). As stated by IF1 the principal of RA Nusus Salam, planning has been contained in the existing curriculum in schools in applying children's concentration through sensory-motor play. Then it is described in the form of annual program, semester program, weekly learning program plan, and daily learning program plan.

Also disclosed by IF2, teacher RA Nusus Salam also revealed, in the application of learning carried out by pouring out the activities in the lesson plans, the teacher always emphasizes sensory-motor to maintain the child's mood and focus even though it does not last long because the child's concentration level is only about 5 minutes. So the teacher maximizes the 5-minute level of focus that the child has to provide the right stimulus to improve the child's development optimally.

Implementation of Learning Design

Before it is implemented to students, the learning program needs to be designed or designed explicitly so that students are more focused and concentrated so that they can easily accept the learning delivered by the teacher (Figure 2).

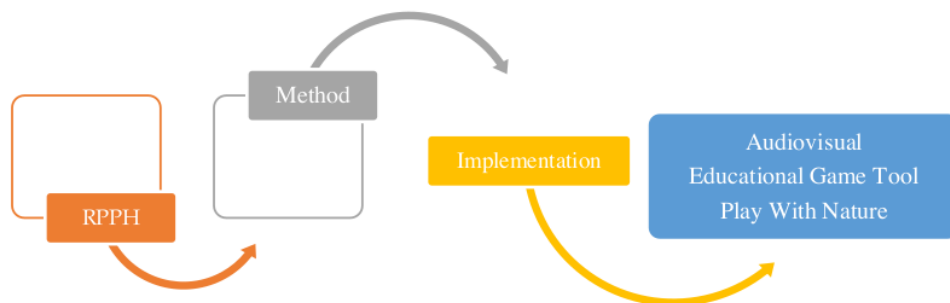


Figure 2. Learning Implementation Design (Researcher Documentation)

As stated by IF1 as the principal, in this stage, namely the implementation of the design of learning activities to increase children's learning concentration by playing sensorimotor at RA Nusus Salam, several designs were carried out, including:

Audiovisual

As the name implies, this media design mixes audio and visual. It is undeniable that using this media will be complete and more optimal to support learning activities and teaching materials to students. In this case, the teacher does not always act as a presenter of

material, but because the media can replace the presentation of material, the teacher's role can shift to being a learning facilitator, making it easy for students to learn.

Examples of audiovisual media include educational video/television programs, instructional videos/television, and sound slide programs. So, learning using audiovisual media can convey learning messages. The existence of audio elements allows students to receive learning messages through hearing, while visual elements allow the creation of learning messages through visualization. This media also contains images that come to life by being mechanically projected through a projector lens and using sound to produce sound.

IF3 Teacher RA Nurus Salam also conveyed, concerning the sensory-motor in RA Nusus Salam, namely utilizing audiovisual design in providing stimulus or stimulation to students in moving and imagining with audiovisuals that the teacher had prepared. This is able to stimulate children's focus to be more motivated in participating in learning through audiovisual media. In line with IF3, IF4, one of the teachers also emphasized that through the teacher's audiovisual design, which can be designed simply and easily by students, this activity is carried out directly by students with the teacher's guidance when carrying out learning activities. With games and learning carried out through audiovisual, it is effortless for teachers to implement knowledge with sensory-motor movements imitated from audiovisual media. Judging from the level of focus when carrying out learning activities that are only monotonous through lectures, when using audiovisual media, children's concentration and focus levels are more inclined to audiovisual media. Therefore, Audiovisual media was chosen to support sensorimotor activities in increasing children's concentration at RA Nurus Salam.

Also conveyed by IF2 teacher RA Nurus Salam, sensory-motor activities carried out through audiovisual media at RA Nurus Salam such as sports activities, gymnastics, vehicle movements, animal movements, clapping movements accompanied by songs, and others. Figure 1 shows that clapping activities accompanied by musical rhythms can train children's sensory motors and increase children's concentration and focus on learning guided by educators or teachers (Figure 3).



Figure 3 shows that clapping activities accompanied by musical rhythms can train children's sensory motors and increase children's concentration and focus on learning guided by educators or teachers.

Educational Game Tool

Educational Game Tool is adopted to assist teachers in delivering learning quickly. What is a game containing an educational value that can be used as a means or equipment to develop all children's abilities? In learning that uses learning media such as APE, it can actively process children's sensory motors to increase the concentration and focus of children because the media will give particular interest to early childhood.

IF3 teacher RA Nurus Salam revealed that at RA Nusus Salam, in stimulating the sensory motors of students, they also used educational game media, which were specially

selected by the teacher in supporting the sensory-motor movements that children could do so that the level of concentration and focus of children remained stable.

This app is proven to be able to move all sensory motors in children, such as when throwing a ball using hand and foot movements, then when the teacher gives assignments to students in choosing the letter cards that the teacher has mentioned and then pastes them on the letter board, students need hand and foot movements. In carrying out the tasks assigned by the teacher (Abdul Hamid Wahid, Chusnul Muali, 2018). IF4 conveyed that This activity is very liked by students, especially at RA Nusus Salam. By doing many movements, the students are more active and active when playing while learning games guided by the teacher. So the boredom level of reality children decreases rather than learning monotonously, but some children are timid and need teacher stimulation in carrying out the movements ordered by the teacher. One of the things in RA Nurus Salam, namely, the inside and outside, the inside includes color balls, number or letter cards, number or letter blocks, geometric shapes, role-playing equipment, etc. While the broad ones include: slides, swings, seesaws, swivel balls, bobbins, etc.

Figure 4 shows the educational game tools used by RA Nurus Salam in supporting and training children's concentration through sensory-motor activities.



Figure 4. Educational Game Tool RA Nurus Greetings Sensory Motor Support

Through Educational Game Tool assistance, which involves the child's sensory-motor, the child's level of focus on the tasks given by the teacher is more focused and targeted so that it can develop all aspects of early childhood development, starting from the motor, cognitive, language, art, social and emotional abilities (Abdul Hamid Wahid et al., 2018).

Play With Nature

The universe is the most valuable and enjoyable experience of playing outdoors among children and adults. Nature includes pouring stress levels that can reduce the burden. Similarly, what was done at RA Nurus Salam to eliminate boredom in children, an outdoor game was held once a week, namely playing with nature by utilizing the environment around the school. Affirmed by the head of RA Nurus Salam IF1, games carried out outdoors can

provide an element of relaxation to children so that children are more enthusiastic in learning, but playing with nature requires extra care from the teacher so that all children can be protected and things do not happen. - unwanted things. Therefore, when we play activities with nature, we involve the involvement of parents in carrying out these activities.

Many activities are involved in playing with nature, such as planting, relaxing and cleaning the environment, etc. One example is planting your favorite flower. Planting that is done at RA Nurus Salam, one of which is planting a favorite flower where each child is asked by the teacher to bring a favorite flower from home and planted at school with a flower pot that the teacher has provided, so with sensorimotor activities involving hand and foot movements and thinking of ways to planting flowers can increase a child's focus on the task at hand.

Figure 5 shows RA Nurus Salam's students mingling with nature in flower planting activities involving their sensory motors.



Figure 5. Planting Activities Playing With Nature

Evaluation

Learning evaluation should indeed be carried out by all educational institutions, including at the level of early childhood education. Likewise, what happened to RA Nusus Salam? An evaluation was carried out to see the results of students' learning development. IF1 Said an evaluation of sensory-motor play management is carried out every month on the 7th Saturday of the week, which is usually called the KKG (Teacher Working Group). This evaluation is carried out together to discuss things experienced during class learning. All complaints from teachers can be expressed so that teachers and principals, and their staff can develop solutions by mutual agreement.

In conducting evaluations, educators make their notes called anecdotal notes. In addition, everyday educators fill out daily assessments in the form of checklists in noting every aspect of development that includes six developments: Religious and Moral Values, Cognitive, Motor, Language, Social, Emotional, and art. The method used in conducting the evaluation is the observation or observation method, which is done by observing the behavior and activities of children at a time or activity, performance methods, and assignment methods.

Discussion

Learning planning is an activity of projecting what actions will be carried out in a lesson, namely by arranging and responding to learning components, so that the direction of the activity (goals), side of activities (material), how to deliver activities (methods and techniques), and how to measure them (evaluation). becomes clear and systematic (Hanifah & Amaliah, 2018). Sensorimotor exercises include exercises that aim to improve sensorimotor abilities consisting of visual, tactile, proprioceptive, vestibular, auditory and kinesthetic abilities/motor movements using tools. With sensorimotor involvement, it is hoped that children will be able to maximize their level of concentration and focus.

Audio visual media is included in the category of electronic picture series accompanied by audio sound elements and also has image elements that are poured through video tape. The series of electronic images is then played with a device, namely a video cassette recorder or video player. Audio-visual media is also said to be a way of producing and delivering materials using mechanical and electronic equipment to present audio-visual messages (Fitria, 2014). I Wayan Arsana, Made Ayu Anggreni, (2019) delivered that lessons are more focused on shaping children's experiences, by providing effective learning methods through educational game tools. As well as introducing children to used objects that come from the environment around the house to be used as educational games. It can also train the child's sensory motor so that the child is more focused and concentrated on the teacher's instructions. Implementation is done in applying a series that is structured and planned in the implementation of a program. In delivering or presenting learning to children, it must be interesting, energetic, creative, and innovative so that children are interested in the learning delivered by the teacher (Zamroni et al., 2021).

The last step is evaluation. Evaluation is carried out as a follow-up action from monitoring to measure and improve the implemented activities, such as matching the results of activities. The purpose of the evaluation itself is so that the plans that have been arranged can achieve the goals set and can be implemented. The results of the evaluation are intended to re-plan, and function as the last administration and management (Baharun & Wibowo, 2021).

Management of early childhood education becomes very important when considering the fact that the imagination, creativity, innovative and proactive powers of graduates are significantly different from those not through early childhood education. This is important because the global era is full of competition, we need quality human resources with very high competitiveness so that we do not continue to be left behind. For this reason, it is necessary to have qualified human resources to fix and improve the management of early childhood education, specifically related to early childhood education learning which includes the process of planning, organizing, implementing and assessing (Ita, 2018).

CONCLUSIONS

Based on the results of research conducted at RA Nurus Salam about efforts to increase children's learning concentration through the management of sensory-motor play more effectively in increasing the level of attention and focus of students on the learning delivered by the teacher seen from the enthusiasm and enthusiasm of students in carrying out learning when using sensory-motor - Of course, the method designed by RA Nurus Salam's educators is to use audio-visual strategies, monkeys, and nature games, to arouse the child's sensorimotor to be more active in carrying out the duties of the teacher.

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