



IMPROVING THE CONCENTRATION OF CHILDREN AGED 5-6 YEARS THROUGH BEADING ACTIVITIES AT KARTIKA II-3 KINDERGARTEN

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ABSTRACT

This study aims to improve the concentration ability of children aged 5-6 years through beading activities at TK Kartika II-3, Palembang City. Based on the results of the initial observation, out of 15 children, 14 experienced difficulties in maintaining focus, were easily distracted, and did not complete task thoroughly. To address this issue, the study employed Classroom Action Research using the Kemmis and McTaggart model, which consists of the stages of planning, action, observation, and reflection. The research was conducted in two cycles with a total of 16 meeting. Beading activities were selected because they involve choosing colors, selecting shapes, listening to instructions, following patterns, and threading beads onto strings, which can train children's focus and accuracy. The

research subjects consisted of 15 children from group B1. Data were collected through observation, documentation, and assessment sheets the results showed an improvement in children's concentration abilities from the pre-cycle to Cycle II. In the pre-cycle, most children were in the "beginning to develop" category, which increased to 60% in the "developing as expected" category in Cycle I and reached 80% in the "very well developed" category in Cycle II. These findings indicate that beading activities are effective in improving early childhood concentration as they provide engaging, active, and varied learning experiences.

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INTRODUCTION

Early childhood education is an important stage in shaping a child's personality and development. In Indonesia, Early Childhood is defined as children aged 0 to 6 years, also known as the golden age, where a child's brain develops very rapidly. This is in accordance with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states in Article 1 Paragraph 14 that early childhood education is intended for children from birth to 6 years of age (Yuliati et al., 2022). During this period, various abilities of children such as thinking, socializing, managing emotions,

and speaking begin to form as a foundation for further development (Suryana et al., 2022). According to the National Association for the Education of Young Children (NAEYC), early childhood covers the ages of 0-8 years and is a very important period. At this stage, children have the best opportunity to receive education, whether through formal channels (school), non-formal (courses or training), or informal (learning from the surrounding environment) (Nurlina et al., 2024).

Early childhood education is a fun and free learning environment where children can interact, explore, and develop their interests and creativity. Education is also a purposefully designed effort to help children grow actively, both in terms of intelligence, personality, self-control, morals, and skills that benefit them and their environment (Sanusi & Khaerunnisa, 2022). According to Ismawati (Setiawati et al., 2021), early childhood education aims to provide stimulation so that children are ready and have the skills to continue to primary education. Education at this stage must optimize all aspects of child development, both physical and psychological, such as religious and moral values, social and emotional, language, cognitive, motor skills, and the arts.

One important aspect of early childhood education that needs to be developed is cognitive development, as it is the process by which children learn to understand the world around them. At this stage, children begin to develop the ability to think, remember, solve problems, and comprehend various concepts (Nainggolan & Daeli, 2021). According to Ahmad in (Rahakbauw et al., 2022), cognitive development relates to thinking skills, such as understanding, reasoning, remembering, using language, and creating. Cognitive development helps individuals assess and understand various events and is related to intelligence levels that support learning interests. According to Lev Vygotsky's theory in (Mariatul Qiptiyah, 2024), Vygotsky explains that children's cognitive development is influenced by social and cultural interactions. Children learn through the guidance of adults or more capable peers, especially in the zone of proximal development. This process is aided by language and symbols that help children understand and retain knowledge. With this guidance and interaction, children not only develop cognitively but also learn to improve their concentration because they are accustomed to focusing and following directions while learning. Meanwhile, according to Jean Piaget's theory (Istiqomah et al., 2021), Piaget explains that children learn through age-appropriate stages. Initially, they learn through movement and direct experience, then begin using symbols and play, then develop logical thinking with the help of real objects, and finally, abstract thinking. Each stage helps children develop their focus and concentration skills as they gradually learn to understand, reason, and solve problems.

According to Scholz (Supriatna et al., 2021), concentration is a skill seen in various daily activities, such as working, studying at school, driving, or reading a book. According to the Brain Balance Center Approach Theory published by health data (Fadli, 2023), children's concentration abilities develop along with brain maturity. Each age has a different focus span, starting from 4-6 minutes at ages 2-3 years, increasing to 8-12 minutes at ages 4-5 years, and 12-18 minutes at ages 6-7 years. Children aged 8-10 years can focus for 20-30 minutes. Meanwhile, ages 11-13 years can concentrate for 30-45 minutes. In adolescents aged 14-18 years, concentration can last up to 45-60 minutes. This development shows that as age and brain function mature, a child's ability to maintain attention increases.

Although cognitive development in early childhood plays a very important role, in reality, many early childhood education institutions are still not optimal in developing cognitive skills, especially in the ability to concentrate. After conducting observations at Kartika II-3 Kindergarten in Palembang City, especially in class B1, it was shown that many children aged 5-6 years were unable to maintain their concentration. In fact, according to STPPA, children should be able to follow instructions given by the teacher, focus when doing the assigned task, and complete the task. This condition shows that the concentration ability of children in Kartika II-3 Kindergarten, Palembang City, especially in class B1, is still low. There are 14 children out of 15 children in the class who experienced difficulty in maintaining their focus during learning activities in class. From the results of the observation, it was found that learning activities in class tended to be monotonous and did not sufficiently attract the children's attention. As a result, children were less interested in learning activities and paid less attention to the instructions given by the teacher. So the children did not complete the task until the end, often daydreaming and chatting with friends in class.

To address these issues, engaging learning methods and media are needed to improve children's concentration. One way to improve children's concentration is through stringing activities. According to Purnawati in (Yuliana et al., 2020), stringing is the activity of stringing various objects together to create crafts such as necklaces or bracelets. This activity helps develop children's cognitive and fine motor skills. While stringing, children learn to concentrate on threading string through beads, arranging colors, recognizing colors, and evaluating their creations. According to Badarudin in (Kuswanto et al., 2021), stringing is an activity that requires finger flexibility and hand-eye coordination. It also helps develop imagination through selecting materials and practicing

precision by carefully arranging and assembling various objects. Furthermore, according to (Gay et al., 2020), stringing is the activity of stringing beads together to create decorations. This activity trains eye-hand coordination, precision, creativity, and fine motor skills, and helps improve children's concentration.

Previous research has shown that stringing can improve concentration in children, such as research conducted by Niken Ayu Trimusqirfa and team (Ayu et al., 2023). The study entitled "Improving Learning Concentration Through Stringing Activities in Children Aged 5-6 Years in Group B RA Al-Islamiyah Al-Khalidiyah Samarinda". This study shows that stringing activities can improve concentration levels in children, children who initially could not string until finally the child was able to string in the next meeting. Another study was also conducted by Siti Nur Mualifah and team (Mualifah et al., 2024) Study entitled "The Effect of Playing Stringing Bracelets on Concentration in Preschool Children". This study shows that there is an influence of bracelet stringing therapy on increasing concentration in preschool-aged children at Dharma Wanita Jatikuwung Kindergarten. As a suggestion, stringing bracelets can be an alternative activity for children to train fine motor development and improve their concentration. Another study was also conducted by Kasiyati (Kasiyati, 2024) A study entitled "Early Childhood Cognitive Ability Development Program Through Stringing Activities Using Natural Materials". This study shows that stringing activities using natural materials can improve cognitive abilities, especially the concentration of children in Group B of Kartika PGRI Tambakmulyo Kindergarten.

Based on the previous description, this study aims to improve the concentration of children aged 5-6 years through stringing activities at Kartika II-3 Kindergarten. Stringing activities were chosen because they involve selecting colors, arranging patterns, and threading beads, which can help children improve focus and accuracy. This study was conducted directly in the classroom to observe how stringing activities are applied in daily learning. Unlike previous studies, this study refers to the Brain Balance Center approach theory (Fadli, 2023), where the assessment of children's concentration abilities is based on the duration of time in minutes. According to this theory, the concentration ability of children aged 5-6 years is in the range of 8 to 12 minutes. The results of this study are expected to provide insights for teachers and parents in developing more interesting, innovative, and appropriate learning media for children's needs, as well as serve as a reference in designing activities that can support children's concentration development.

RESEARCH METHODS

This research uses the Classroom Action Research (CAR) technique. Classroom Action Research, according to Milles and Huberman (1984) in (Pahleviannur, 2022), is research conducted by teachers or principals to improve classroom learning. This research focuses on providing specific actions to address problems or improve learning quality, then evaluating the results and correcting them if necessary to optimize learning. This research uses the Kemmis and McTaggart CAR model, which consists of four stages and several cycles, and utilizes both quantitative and qualitative methods.

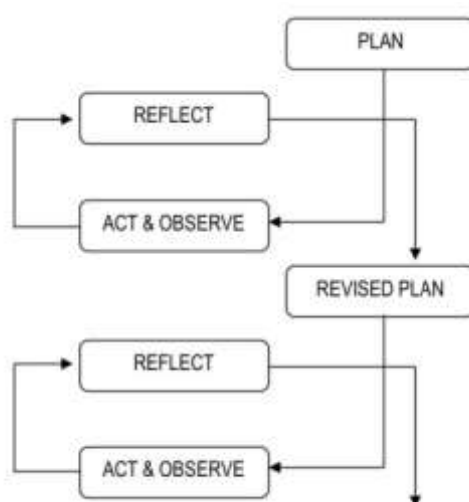


Figure 1. Stages of classroom action research using the Kemmis and Mc Taggart model

The research plan for stringing activities to improve children's concentration was carried out in two cycles. In cycle I, the planning stage included the preparation of a Daily Learning Implementation Plan (RPPH) in accordance with the curriculum and approved by the school, preparation of materials to be used during the stringing activities, and preparation of observation sheets to observe children's activities. The action was carried out in eight meetings, where children would make bracelets with different patterns, shapes, and colors at each meeting. Observations were made to record children's involvement and difficulties in the activities. In the reflection stage, researchers and teachers assessed children's achievements based on success indicators. If the results were not achieved, the activity continued to cycle II.

In cycle II, planning was refined with the preparation of a better RPPH, and the beading activity used more attractive patterns, shapes, and colors. The action was carried out in eight meetings, where later the children would make bracelets and at the end of the meeting the children would make necklaces with predetermined patterns, colors, and shapes. Observations were carried out to assess the development of children's cognitive

development in their concentration abilities, and the results of reflection showed a clear improvement, with more children achieving completion compared to cycle I. This cycle emphasized the active involvement of children and the use of more appropriate activities, so it is expected to be able to improve overall learning outcomes.

In this research, the subjects were 15 children aged 5-6 years in class B1 of Kartika II-3 Kindergarten, Palembang City. The data collection instrument used in this research was a concentration ability observation sheet manual that includes two indicators: Focusing Attention and Maintaining Attention. Concentration is understood as a child's ability to focus attention on learning activities. In addition, concentration is also seen as a skill in maintaining continuous attention that is found in various activities (Fadli, 2023). The research instruments used are as follows.

Table 1. Observation Sheet

No	Indicator	Score			
		1	2	3	4
1	The child is able to maintain attention for 8-12 minutes without distraction.				
2	The child is able to remember simple instructions, such as (threading beads onto the string, following the specified color and shape pattern, threading beads according to the grain, and tying the string) correctly.				
3	The child is able to follow the color pattern as instructed (red, blue, green, yellow, pink, and purple).				
4	The child is able to follow the shape pattern as instructed (circle, square, and flower).				
5	The child is able to follow the color and shape pattern as instructed.				
6	The child is able to focus and complete the stringing activity until it is finished.				

Qualitative analysis was conducted by recording complete observation results and considering them in reflections for each cycle. Observation results were then compared using tables to assess the development of children's abilities. Meanwhile, quantitative analysis used percentage techniques and simple statistical calculations. Children's ability scores were averaged and calculated as percentages for each cycle, then compared to assess the effectiveness of the stringing activity in improving concentration skills in early childhood (Rizka & Mulia, 2025).

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage of learning completion

F = Number of students who completed the course

N = Overall score

Table 2. Level of Completion of Children's Concentration Development

No.	Completion Level	Test Scores	Criteria Value
1	76-100%	DVW	Developing Very Well
2	51-75%	DAE	Developing as Expected
3	26-50%	STD	Starting to Develop
4	1-25%	NYD	Not Yet Developing

Source: Ministry of National Education 2010 (Rizka & Mulia, 2025)

RESULT AND DISCUSSION

This study aims to improve concentration skills in children aged 5-6 years through stringing activities. The results showed that teachers invited children to string bracelets with beads of predetermined shapes, colors, and patterns. This activity was designed to allow children to practice focusing on listening to instructions regarding the colors, shapes, and patterns to be used, as well as practicing being meticulous and actively involved. However, children's responses were quite varied. Some children appeared enthusiastic, able to follow directions, and focused when threading beads onto the string. Conversely, there were children who appeared less engaged, easily distracted, and even preoccupied with themselves, requiring teachers to remind them to refocus. Some children were able to follow instructions well, while others still needed help because they lacked focus or did not yet understand the patterns, shapes, and colors requested.

The research in cycle I was carried out through collaboration between the teacher as the activity implementer and the researcher as the observer. The assessment process was carried out using a checklist and documentation during eight meetings. The planning stage included: (1) compiling the RPPH according to the theme and steps of the stringing activity, (2) preparing materials such as bracelet beads and string, (3) creating an observation sheet to record the children's focus, (4) setting a completion percentage of 75%, and (5) documenting the entire learning process.

The implementation stage of cycle I was carried out based on the RPPH, Instruments, and discussion results that had been prepared previously. The activity lasted for eight days, on September 8, 2025 - September 24, 2025, starting at 7:30-10:00 WIB with an opening, core, and closing learning flow. In the opening activity, the teacher carried out habits such as singing, attendance, and appreciation. Next, in the core activity the teacher introduced beading, the shapes and colors that children would use during beading, as well as the patterns that would be used during beading. The teacher divided the children into small groups, arranged their seating positions, then asked the children to listen to the instructions that would be given before starting the beading activity. The teacher and researchers monitored the children's work and helped children who had

difficulties, especially when inserting beads into the string. Overall, the children seemed enthusiastic about participating in the ongoing activity. This beading activity continued for eight days using different shapes, colors and patterns of beads.

Using a checklist, the researcher observed the implementation of the action and recorded each activity during the stringing activity. The purpose of this observation was to determine the improvement in concentration skills through the stringing activity. The results of the Cycle I research are presented in Table 3.

Table 3. Results of Observations on Children's Concentration Abilities in Cycle I

No	Child's name	Cycle I								Total Score	Completion Level	Assessment Criteria
		I	II	III	IV	V	VI	VII	VIII			
1	Adr	11	12	12	13	13	13	9	15	98	51%	Developing as Expected
2	Aai	10	13	13	13	13	13	14	13	102	53,1%	Developing as Expected
3	Bjm	8	11	12	11	12	14	12	15	95	49,4%	Starting to Develop
4	Day	9	11	12	12	11	12	15	14	96	50%	Starting to Develop
5	Fti	12	15	15	15	15	16	16	19	123	64%	Developing as Expected
6	Gab	10	13	13	14	15	15	15	14	109	56,7%	Developing as Expected
7	Haq	7	8	9	12	9	13	9	14	81	42,1%	Starting to Develop
8	Krk	9	12	13	11	12	14	15	15	101	52,6%	Developing as Expected
9	Kea	8	10	12	13	14	12	14	15	98	51%	Developing as Expected
10	Kmb	9	11	12	11	12	14	14	15	98	51%	Developing as Expected
11	Maa	7	9	11	11	14	13	10	13	88	45,8%	Starting to Develop
12	Mma	6	6	6	6	6	6	6	7	49	25,5%	Not Yet Developing
13	Mih	7	9	11	11	11	12	9	13	83	43,2%	Starting to Develop
14	Mmh	12	10	15	16	16	15	11	18	113	58,8%	Developing as Expected
15	Srn	12	16	13	16	16	15	15	16	119	61,9%	Developing as Expected

Table 3 is the data obtained in carrying out actions in cycle I. It is clear that there is an increase in children's concentration abilities as reviewed from 6 indicators to measure which are tested at meetings 1 to 8. Children's abilities in the pre-cycle were 20% in the undeveloped stage, 73.3% in the beginning of development and 6.7% in the development as expected, increasing in cycle I to 6.7% in the undeveloped stage, 33.3% in the beginning of development and 60% in the development as expected. When compared with the pre-cycle, there was an increase of 15.4%, this increase has not reached the completion

percentage, so that cycle I is not considered successful and must continue to cycle II. Cycle I, namely: (1) there are still children who do not remember instructions regarding colors, shapes and patterns that will be used in the stringing activity, (2) there are still children who are easily distracted by their friends and (3) there are still children who do not complete the task.



Figure 2 & 3. Results of Cycle I Activities Figure 4. Cycle II Activities

From the three images in cycle I, it is clear that the average child did not remember the instructions given regarding the colors, shapes, and patterns to be used during the bracelet-stringing activity. The results of this reflection served as the basis for cycle II.

Cycle II was also implemented in collaboration with the teacher. The teacher, acting as the instructor and observer, used a checklist and documented each stringing activity. The stages in cycle II were: (1) Developing a Daily Learning Implementation Plan (RPPH) that was more refined than the previous cycle, still referring to themes relevant to the children's ages and in accordance with the curriculum of the research institution; (2) Preparing stringing materials, including beads of various colors and shapes and string; (3) Revising the observation sheet (checklist) to be more detailed in assessing children's involvement; (4) Re-establishing the success rate with a standard of 75%; and (5) Preparing documentation tools such as cameras or videos to record the children's activities as material for evaluation and reflection.

Similar to the previous cycle, the implementation stage of cycle II was carried out based on the RPPH, Instruments, and discussion results that had been prepared previously. The activity lasted for eight days, on September 25, 2025 - October 13, 2025, starting at 7:30-10:00 WIB with an opening, core, and closing learning flow. In the opening activity, the teacher carried out habits such as singing, attendance, and appreciation. Next, in the core activity, the teacher introduced the beading, the shapes and colors that the children would use during the beading, and the patterns that would be used during the beading. The teacher divided the children into small groups, arranged their sitting

positions, then asked the children to listen to the instructions that would be given before starting the beading activity. The teacher and researchers monitored the children's work and helped children who had difficulties, especially when inserting beads into the string.

The entire process of activities during these eight meetings was observed and recorded using an observation checklist to assess the children's development in concentration skills. Documentation was done in the form of photos and videos for reflection purposes. Based on the findings of the observations and evaluations, there began to be significant progress in the children's enthusiasm, engagement, and ability to concentrate compared to the implementation of Cycle I. Therefore, the learning strategies used in Cycle II were deemed more effective and successful in improving children's concentration skills.

Table 4. Results of Observations on Children's Concentration Abilities in Cycle II

No	Child's name	Cycle II								Total Score	Completion Level	Assessment Criteria
		I	II	III	IV	V	VI	VII	VIII			
1	Adr	17	18	20	21	21	21	22	24	164	85,4%	Developing Very Well
2	Aai	18	19	21	21	21	21	21	20	162	83,3%	Developing Very Well
3	Bjm	18	19	21	21	21	21	22	22	165	85,9%	Developing Very Well
4	Day	15	19	20	21	21	21	22	24	163	84,8%	Developing Very Well
5	Fti	19	21	24	24	24	24	22	24	182	94,7%	Developing Very Well
6	Gab	18	19	21	22	24	24	24	22	174	90,6%	Developing Very Well
7	Haq	15	17	17	18	18	19	20	21	145	75,5%	Developing as Expected
8	Krk	18	19	21	21	21	21	22	22	164	85,4%	Developing Very Well
9	Kea	18	19	22	22	22	24	24	24	175	91,1%	Developing Very Well
10	Kmb	17	18	20	20	20	21	22	24	162	84,3%	Developing Very Well
11	Maa	16	16	18	18	18	19	20	21	146	76%	Developing Very Well
12	Mma	7	7	8	8	9	9	10	10	68	35,4%	Starting to Develop
13	Mih	16	16	18	18	18	18	19	21	144	74%	Developing as Expected
14	Mmh	21	21	24	24	24	24	24	24	186	96,8%	Developing Very Well
15	Srn	17	19	22	24	24	24	24	24	178	92,7%	Developing Very Well

From the observation findings obtained in cycle II, there was a significant increase of 31.9% in children's concentration ability compared to cycle I, which initially had 6.7% in the undeveloped, 33.3% in the beginning of development, and 60% in the development as

expected, increasing in cycle II to 6.7% in the beginning of development, 13.3% in the development as expected and 80% in the development very well. Most students achieved 90% or close to 100% some students, such as Fti, MMH, SRN, KEA and GAB achieved 90% more. Although there were differences in scores between students such as MIH, MAA, KMB, KRK, HAQ, DAY, BJM, AAI and ADR who reached 70% to 80% more and MMA at 35%. This difference shows the uniformity of achievement among students.



Figure 5 & 6. Cycle II Activities



Figure 7. Cycle II Activities

It can be seen in the cycle II image that there is an improvement in the children, the children have followed the instructions given regarding the colors, shapes, and patterns used during the stringing activity. This improvement shows that the stringing activity makes bracelets and necklaces more interesting for children, so they can be more focused, patient, and diligent during the activity. Overall, Cycle II successfully entered the criteria for progress in children's concentration abilities through stringing activities at Kartika II-3 Kindergarten. The research is sufficient in cycle II.

Table 5. Recapitulation Results of Children's Concentration Abilities Pre-Action, Cycle I, Cycle II

No	Child's name	Level of Completion of Children's Concentration Ability		
		Pre - Cycle	Cycle I	Cycle II
1	Adr	34,3%	51%	85,4%
2	Aai	43,7%	53,1%	83,3%
3	Bjm	25%	49,4%	85,9%
4	Day	46,8%	50%	84,8%
5	Fti	56,2%	64%	94,7%
6	Gab	31,2%	56,7%	90,6%
7	Haq	25%	42,1%	75,5%
8	Krk	34,3%	52,6%	85,4%
9	Kea	31,2%	51%	91,1%
10	Kmb	31,2%	51%	84,3%

No	Child's name	Level of Completion of Children's Concentration Ability		
		Pre - Cycle	Cycle I	Cycle II
11	Maa	34,3%	45,8%	76%
12	Mma	25%	25,5%	35,4%
13	Mih	31,2%	43,2%	74%
14	Mmh	28,1%	58,8%	96,8%
15	Srn	46,8%	61,9%	92,7%

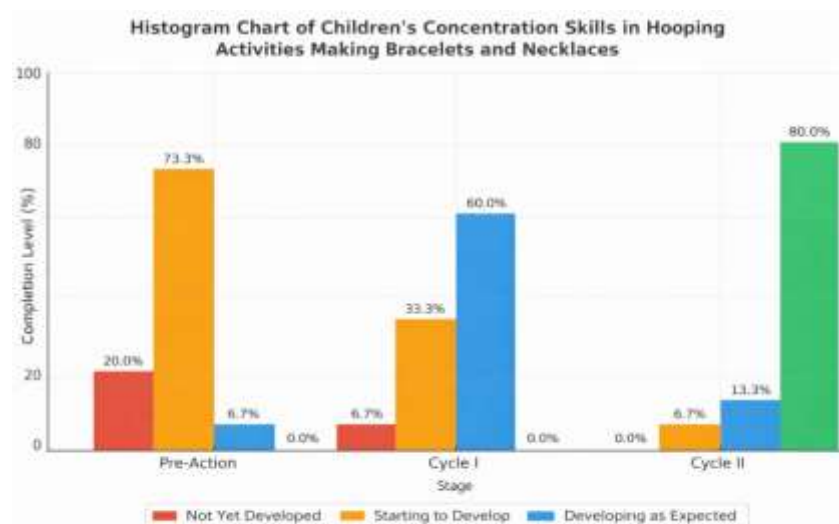


Figure 8. Histogram Graph of Children's Concentration Ability Data Pre-Action, Cycle I, Cycle II

Based on the graph above, there is an improvement in children's concentration skills through the bracelet and necklace stringing activity in each cycle. At pre-treatment, 11 children (73.3%) were in the "Beginning to Develop" category, then increased in cycle I, with 9 children (60%) in the "Developing as Expected" category. The highest results were seen in cycle II, where 12 children (80%) were in the "Very Well Developing" category. The children's improvement can also be seen in the graph below.

Based on observations and assessments over two cycles, it was found that children's concentration skills improved significantly after the stringing activity. This indicates that the bracelet and necklace stringing activity was effective in improving the concentration of group B children at Kartika II-3 Kindergarten, Palembang.

The success of this activity was also influenced by the use of fun learning methods. Stringing activities with colorful beads in various shapes and using different patterns made the learning environment more engaging and less boring. This aligns with Gardner's theory of Multiple Intelligences, which states that each child has a different learning style and requires a variety of activities each day (Aprilia et al., 2024). Therefore, stringing bracelets and necklaces helps improve children's concentration, allowing them to focus on instructions, complete tasks, and prevent distractions.

Stringing bracelets and necklaces with colorful beads in various shapes, done consistently and using varied patterns, has been shown to facilitate children's cognitive development, particularly in concentration. Therefore, stringing bracelets and necklaces effectively improves concentration in early childhood.

CONCLUSIONS AND SUGGESTIONS

The results of this study indicate an increase in concentration skills in children aged 5-6 years studying at Kartika II-3 Kindergarten in Palembang during the 2025/2026 academic year. In the pre-action period, 73.3% of children were just beginning to develop, in the first cycle, 60% of children developed according to expectations, and in the second cycle, 80% developed very well. Based on these results, it can be concluded that stringing activities can improve the concentration skills of children aged 5-6 years at Kartika II-3 Kindergarten in Palembang. This research is considered suitable for use.

Based on the findings obtained in this study, the authors offer the following recommendations. Teachers are advised to continue creating a fun and supportive learning environment to increase children's participation in the learning process. Educators need to be more creative in designing learning aids and activities that are engaging for children, so they are more motivated to participate directly and foster a passion for learning. The results of this study are expected to contribute to teachers' development of an effective and enjoyable learning process for children aged 5-6 years. For children, the activities implemented are expected to provide engaging learning experiences and encourage them to be more active during the learning process. Future research is expected to develop concentration skills in children aged 5-6 years by involving a wider variety of activities.

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