

Psychoeducation through Storytelling, Movement, and Song to Enhance Learning Concentration in TPA Children, Pakis, Magelang

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Abstract

Background: Children may face a difficulty in maintaining concentration during learning sessions, a factor that varies among individuals. At TPA (Quranic Education Center) Uswatun Khasanah Banyusidi, Pakis, Magelang, students also encounter issues with concentration and focus in their studies. **Objective:** This study aims to achieve several objectives: (1) assess the level of a child's learning concentration, (2) explore how psychoeducation, using storytelling, movement games, and songs, can improve a child's concentration, and (3) evaluate the effectiveness of psychoeducation in enhancing a child's learning concentration. **Method:** The research adopts a classroom action research design, comprising two cycles. The process involves planning, implementing interventions, observing outcomes, and reflecting on results. **Results:** After Cycle 1, 41.02% of children met the expected development criteria, increasing to 79.48% in Cycle 2, with 53.84% meeting expected development and 25.64% demonstrating excellent progress. **Conclusion:** The use of psychoeducation through storytelling, movement, and songs at TPA (Quranic Education Center) Uswatun Khasanah Dayugo has successfully improved children's learning concentration in each session.

Keywords: Psychoeducation; storytelling; song and movement; learning difficulties, learning concentration

Abstrak

Latar Belakang: Anak mungkin mengalami kesulitan dalam menjaga konsentrasi saat pembelajaran, faktor yang berbeda-beda pada setiap individu. Di TPA (Pusat Pendidikan Al-Quran) Uswatun Khasanah Banyusidi, Pakis, Magelang, siswa juga mengalami kendala konsentrasi dan fokus dalam belajar. **Tujuan:** Penelitian ini bertujuan untuk mencapai beberapa tujuan: (1) menilai tingkat konsentrasi belajar anak, (2) mengeksplorasi bagaimana psikoedukasi, dengan menggunakan bercerita, permainan gerak, dan lagu, dapat meningkatkan konsentrasi anak, dan (3) mengevaluasi efektivitas psikoedukasi dalam meningkatkan konsentrasi belajar anak. **Metode:** Penelitian ini menggunakan desain penelitian tindakan kelas, yang terdiri dari dua siklus. Prosesnya meliputi perencanaan, pelaksanaan intervensi, pengamatan hasil, dan refleksi hasil. **Hasil:** Setelah Siklus 1, 41,02% anak memenuhi kriteria perkembangan yang diharapkan, meningkat menjadi 79,48% pada Siklus 2, dengan 53,84% memenuhi perkembangan yang diharapkan dan 25,64% menunjukkan kemajuan sangat baik. **Kesimpulan:** Penggunaan psikoedukasi melalui bercerita, gerak, dan lagu di TPA (Pusat Pendidikan Quran) Uswatun Khasanah Dayugo berhasil meningkatkan konsentrasi belajar anak pada setiap sesinya.

Kata Kunci: Psikoedukasi; bercerita; gerak dan lagu; kesulitan belajar; konsentrasi belajar
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Surabaya

The learning process for children requires methods that are in line with their abilities, psychological conditions, and physical situations. Children learn through a combination of theoretical and practical methods. Legally, the government mandates an educational approach as stipulated in Government Regulation No. 19/2005 concerning National Education Standards in Article 19 paragraph 1. This regulation specifies that to encourage active participation of learners, the stages of learning in educational units should be conducted dynamically, motivating learners to engage actively, making the learning experience enjoyable, challenging, and providing sufficient space for initiatives, creativity, and independence in line with the talents, interests, and physical as well as psychological development of the learners (Rupnidah & Suryana, 2022).

Children should be educated in an ideal manner if they are to receive the best education. There are advantages and disadvantages to using teaching approaches within the classroom. The delivery of material and how well a child can concentrate both impact the outcomes of their education (Ghufron & Risnawita, 2015). However, at times, one can be affected by the challenges of learning. Various aspects of life, including education, can be influenced by these learning challenges. Over time, these learning challenges will inevitably impact other areas of a child's life by hindering the learning process (Cecep et al., 2022).

At TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang, many children consistently struggle to concentrate during learning, with only a few able to maintain focus throughout the lessons. Many children in this setting consistently experience difficulties in maintaining focus during learning activities, which can impact their academic performance and overall educational experience. Factors contributing to these challenges include distractions from peers, curiosity-driven exploration of the classroom environment, and disengagement from instructional content. Understanding these underlying sources of concentration difficulties is essential for designing effective psychoeducation interventions that utilize storytelling, movement, and song to enhance learning concentration among TPA (Quranic Education Center) children. By addressing these challenges through targeted strategies, such as incorporating engaging educational methods, educators can create a more conducive learning environment that fosters active participation and optimal learning outcomes.

The lack of concentration during learning is one of the learning challenges faced by children. The level of focus and concentration varies among children. Some children do not have difficulty focusing, while others struggle to concentrate (Hidayati, 2019). Children who struggle with focus will also find it challenging to receive and process the information presented to them. Their academic success will be affected by this. Children who are not captivated or do not enjoy the topic being studied at the moment are one of the main reasons for their inability to focus during learning (Nuryana & Purwanto, 2010). The application of appropriate learning methods can facilitate children in dealing with learning challenges. Learning methods that can be employed include storytelling, movement games, and songs. Storytelling, movement games, and songs are methods that can be applied in children's education (Zhulamanova & Raisor, 2022). The storytelling, movement games, and songs methods themselves serve to develop the concentration skills of children so that they can overcome the learning difficulties they may encounter (Herawati, 2018).

Indonesian Psychological Association have defined psychoeducation as any activity aimed at enhancing knowledge and or skills to prevent psychological disturbances from developing or spreading throughout a group, community, or society. It is also considered an action designed to raise awareness of the disorders experienced by an individual within their environment, especially within the family (Himpunan Psikologi Indonesia, 2010).

The essence of storytelling refers to '*dulce et utile*', a Latin phrase meaning pleasant and beneficial. This concept is derived from the Roman poet Horace's notion that literature should be both enjoyable (*dulce*) and instructive (*utile*). Because stories offer additional elements beyond human life and experiences, children perceive storytelling as enjoyable spectators (Lopes Gonçalves et al., 2017). This is highly beneficial as it imparts numerous life lessons that can be learned and understood by everyone, even young children (Abidin, 2013). Purnama et al. (2022) defines storytelling as the act of narrating a story about actions, experiences, or

events, whether real or imaginary. The cultural legacy of storytelling has gained allure and is now a customary practice among parents to lull their children to sleep. According to Sudarmaji et al., (2020), parents and teachers can instill knowledge by recounting stories that encompass moral lessons, religious principles, biographies of famous individuals, and other topics

Research by Khairoes & Taufina (2019) asserts that educators and parents must be proficient in the art of storytelling. Storytelling is the primary way for children to learn language skills, not only because stories are enjoyable to listen to. Children are encouraged to love language through stories. In addition to providing children with a platform to learn about various emotions and sentiments, including joy, sadness, sympathy, and other human emotions, stories also contribute to the development of children's imagination (Syafnita et al., 2018). Stories make the classroom feel more natural, even when cultural values are transmitted through them. Stories are meaningful lessons that play a crucial role in socializing new values to children (Rizka, 2020).

Storytelling activities yield several benefits such as: (1) Development of a child's imagination, (2) Increased experiences, (3) Enhanced concentration skills, (4) Enriched vocabulary, (5) Creating a friendly atmosphere, (6) Serving as a cognitive exercise, (7) Cultivating social feelings, (8) Nurturing a child's emotions, (9) Providing listening practice, (10) Introducing a variety of positive and negative values, (11) Broadening perspectives, and so forth (Göçen Kabaran & Duman, 2021; Husada et al., 2020)

This research aims to explore innovative approaches in education at TPA (Quranic Education Center) Uswatun Khasanah, Banyusidi, Pakis, Magelang, by integrating storytelling, physical movement, and songs as tools to enhance the concentration of TPA (Quranic Education Center) children. Unlike previous studies that solely relied on storytelling to improve children's concentration, the uniqueness of this research lies in the integration of storytelling, physical movement, and songs in the learning process. The addition of physical movement and songs in the classroom not only enriches the learning experience but also provides variation in sensory stimulation for children, which can aid in improving their understanding and retention of the material being taught. Through this approach, TPA (Quranic Education Center) children are not merely passive listeners but are actively engaged in learning through physical movements corresponding to the stories conveyed, as well as expressing themselves through singing. Furthermore, this research has long-term implications for the development of children's social, emotional, and cognitive skills. By providing a fun and interactive learning experience, it can help establish a strong foundation for sustainable learning and personal development in the future. This research not only contributes new findings to the field of TPA (Quranic Education Center) children's education but also lays the groundwork for the development of a more holistic and individual needs-based learning approach.

The learning model that encourages the musical and kinesthetic intelligence of children is movement and song (Erinta & Budiani, 2012). With the assistance of local habits ingrained in children's lives, the movement and song learning model will be presented in an engaging and straightforward manner. This will enable it to function as a motivator and facilitator through the use of storytelling or visuals, allowing children to gain confidence and independence to perform in public on their own (Fikriono & Wong, 2011).

The first step in utilizing songs and movements in education is to provide auditory stimuli, such as sounds of objects or musical instruments in the surroundings that can stimulate a child's hearing, as well as kinesthetic movements derived from familiar actions (Hartini, 2022). The movements performed by children will assist them in becoming more balanced, developing coordination, and being able to pay attention (Fitri & Nurhafizah, 2021). The ability to concentrate and maintain physical and mental condition on a task while disregarding irrelevant or potentially distracting stimuli in the surroundings is known as attention. The capacity to keep the body stable and ready to adjust its position in any necessary way is known as balance, as defined by the Cambridge Dictionary (2022). Children can focus and coordinate eye movements required for reading and writing when they sit in a balanced or calm position.

On the other hand, coordination requires control of coordinated movements and postures or body positions. Strength is another element necessary to enhance a child's academic performance. This component is related to the physical strength required by children to perform their learning tasks, such as writing, which demands strength in the hands, fingers, arms, and back, as well as maintaining an upright sitting position for an extended period (Younis Alderbashi, 2021). For children, play is closely related to physical activity (Mini et al., 2020). Play is not only beneficial for specific aspects of a child's development but is also enjoyable for them. Play activities provide children with direct learning experiences that help them develop attitudes and acquire new skills and knowledge.

Children will move as they play. The central nervous system and its structures can be shaped and developed through a baby's movements, as supported by research conducted by (Mercuri et al., 2005). Sensory development is influenced by movement, which, in turn, enhances perception. Both aspects mutually reinforce each other, as supported by research conducted by (Ben-Sasson et al., 2010). Besides serving as a means of connection and interactive partners for emotional experiences, movement also enhances attention and joy. Joy, on the other hand, can be communicated verbally or through actions (Mehmood & Dilawar, 2019). Focusing attention on one thing or topic is known as learning concentration. Learning concentration is the ability to focus attention or thoughts without including unrelated objects (Cecep et al., 2022).

From the definitions provided above, it can be concluded that learning concentration refers to the teaching and learning efforts where students' attention is solely directed towards learning activities without engaging in other activities. According to Setyowati (2022), difficulties in learning concentration are caused by inhibiting factors. Difficulties in learning concentration are attributed to two elements: internal factors and external factors. These factors are further explained as follows:

Method

The type of research employed in this study is Classroom Action Research (CAR). The Classroom Action Research approach is a type of investigation that focuses on finding solutions to specific problems within a classroom or school, improving practices, or supporting decision-making within a local cycle (Widayati, 2008). Research offers a process to shift current practices towards better ones. The primary goal of action research is to directly improve practices in one or a few classrooms or schools (Annury, 2018).

David Coghlan and Teresa Brannick, in their book "Doing Action Research in Your Own Organization," explain that the two goals of action research, a scientific research methodology, are to take action (for improvement) and to develop information or theories related to the action. Unlike conventional research, which only creates knowledge, action research produces various types of outcomes. The nature of action research involves a continuous cycle, namely: 1) planning, 2) acting, 3) observing, 4) reflecting, and so forth, until finding effective and efficient actions. Researchers and research subjects collaborate, with the subjects actively participating in the research cycle, which is the second aspect of action research (Sugiyono, 2020).

The Kurt Lewin model, applied in this classroom action research, serves as the primary source of information or foundation for the development of several other action research models, including Classroom Action Research (PTK). According to the Kurt Lewin model, a cycle consists of four main steps: planning, acting, observing, and reflecting (Prihantoro & Hidayat, 2019). Firstly, the planning stage involves actions such as creating learning scenarios, preparing learning facilities, and establishing research instruments. Secondly, the implementation stage is where the researcher observes whether the actions taken can address the existing problems. These observations also serve to gather data for determining the next steps. Thirdly, the observation stage involves observing and interpreting activities related to Psychoeducation through Storytelling, Movement, and Song to Enhance Learning Concentration in TPA (Quranic Education Center) Children, Pakis, Magelang. Lastly, the reflection stage entails analyzing or processing data from observations and

interpretations to draw conclusions about which parts need improvement and which parts have achieved the research objectives (Andiyani, 2021).

Pre-action, one of the additional methods from the Kurt Lewin model, is utilized by the researchers. Before conducting the two cycles, the researchers perform pre-action. The only method used for pre-action is observation. The goal of this pre-action is to discover the best narrative approach to improve students' learning concentration (Machali, 2022).

Procedure

The research process involves the analysis of classroom situations, the identification and formulation of problems, the search for alternative solutions, the determination of actions and their steps, the implementation of actions, reflection, revision or improvement of actions, and subsequent cycles of action until the problem is resolved. In classroom action research, analyzing the situation is the first activity that must be undertaken when encountering learning problems. This process begins with analyzing the causes of the problem, its background or root causes, related factors, and the reasons behind the problem. The researcher found that children at TPA (Quranic Education Center) Uswatun Khasanah Banyusidi, Pakis, Magelang, experienced difficulty concentrating during learning. Therefore, research was conducted to analyze the causes of this difficulty, considering aspects such as teaching materials, learning media, and teaching methods. Based on the situation analysis, the researcher determined the core issues and formulated the problem. Subsequently, it was found that the problem included attention disorders, noise in the learning environment, disruptive behavior among some children, and boredom among others due to the lack of instructional aids during lessons. The researcher then sought alternative solutions through a review of relevant literature and research findings. Based on this review, the researcher identified a relevant alternative solution, namely Psychoeducation through Storytelling, Movement, and Song to Enhance Learning Concentration in TPA (Quranic Education Center) children, Pakis, Magelang. After identifying the root problem and alternative actions, the researcher formulated the actions and their implementation steps in two cycles, each consisting of planning, implementation, observation, and reflection stages.

Participant

The participants in this research were 39 children, comprising 20 boys and 19 girls, falling within the age range of 7-10 years old. The study involved the educator from TPA (Quranic Education Center) Uswatun Hasanah, Mrs. Mutmainah. The research was conducted at TPA (Quranic Education Center) Uswatun Hasanah, located in Dayugo, Banyusidi, Pakis District, Magelang Regency, from October 21, 2023, to November 25, 2023.

Data Collection

Data collection in this research was gathered through observations, documentation, and interviews. Observation is a technique that educators can employ to obtain various information or data regarding a child's development and issues. Through observation, educators can track the progress occurring in a child over a specific period. The researcher, acting as an observer, conducted observations using observation sheets. These sheets were utilized to assess the implementation of teaching methods during activities involving grouping objects to enhance the cognitive abilities of the children. Documentation involves seeking data about variables through records, transcripts, books, newspapers, magazines, agendas, and the like. The researcher documented the process through photographs as evidence of the research activities conducted in the field. Interviews are a data collection technique where researchers engage in direct conversations, either with the children or educators, to gather information about the development and issues faced by the children.

Data Analysis

Data analysis is a method employed to determine the effectiveness of a teaching method in the learning activities. The data management in this research utilizes techniques with the following indicators:

Table 1. Child Learning Concentration Indicators

No	Indicator	Not Developing Yet	Beginning to Develop	Developing as Expected	Developing Very Well
1	Child can direct gaze towards the researchers or teacher for several minutes				
2	Child can appreciate the speech of others				
3	Child can mention characters or objects in the story				
4	Child can answer questions about the presented story				
5	Child can retell the presented story in their own words				

The change in student learning concentration becomes the success indicator of the research. The research data is then used to establish standard success criteria classified individually and classically. A child is considered to have met the individual success criteria if they achieve a minimum score of 3 or the Developing as Expected (BSH) condition for learning completeness. Meanwhile, the researcher uses the proportion of classical achievement obtained for evaluation purposes.

Result

The research results indicate that there is an improvement in the learning concentration of the children at TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang, from the pre-action stage to the second cycle in each meeting. Certainly, there is no fixed rule to determine the success of Classroom Action Research (PTK). It depends on the researcher to establish these standards by considering the potential of students, educators, and supporting facilities. In certain situations, researchers may declare the success of Classroom Action Research by setting high indicators or criteria; in situations with lower probabilities, researchers may only establish moderate requirements. For example, high standards can be set in Classroom Action Research if the resources, talents, and potential of the students allow for it (Ni'mah, 2017).

Pre-Action

Before incorporating songs, movement games, and storytelling into the classroom, this pre-action activity is utilized to assess the state of children's learning concentration. On Saturday, October 21, 2023, the pre-action activity was successfully conducted. The data indicates that the children's achievement in terms of the established standards is still very low. Only seven children meet the criteria of Developing as Expected (BSH), with a score of 3 in all observed indicators. The following are the classical percentage values:

Table 2. Children's Learning Concentration (Pre-Action)

Indicator	Gender		Total Count	Percentage (Male)	Percentage (Female)	% Total
	Male	Female				
Not Developing Yet	13	9	22	33.33%	23.08%	56.41%
Beginning to Develop	5	5	10	12.82%	12.82%	25.64%
Developing as Expected	2	5	7	5.13%	12.82%	17.95%
Developing Very Well	0	0	0	0.00%	0.00%	0.00%
Total	20	19	39	51.28%	48.72%	100.00%

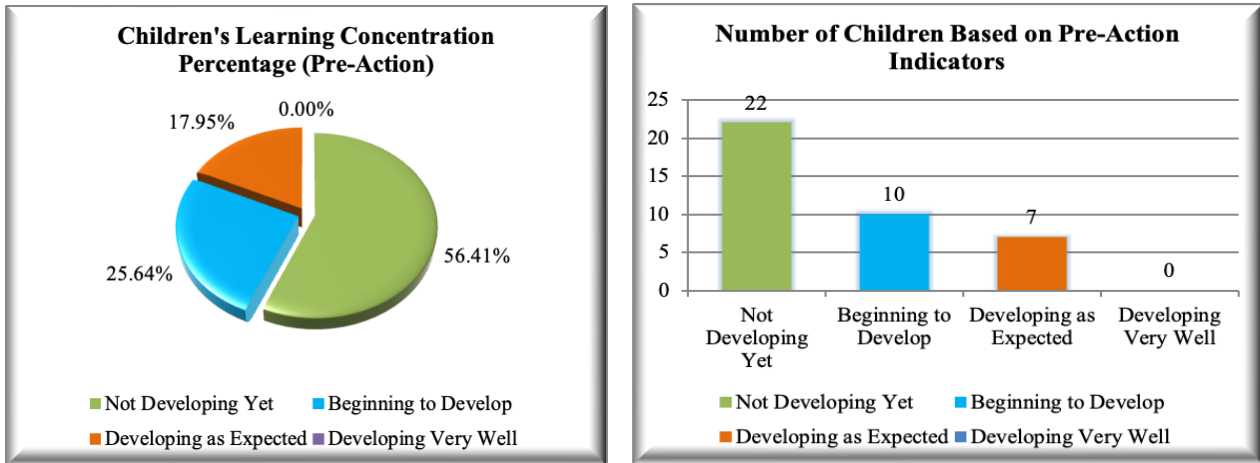


Chart 1. Children's Learning Concentration Percentage (Pre-Action)

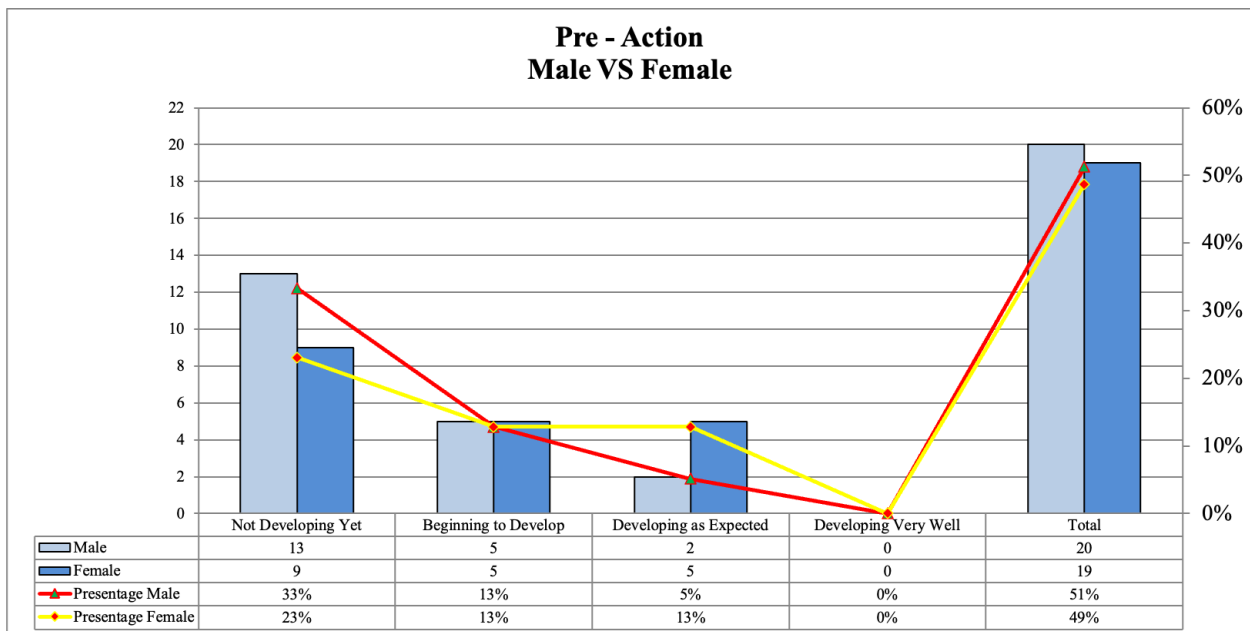


Chart 2. Children's Learning Concentration Percentage (Pre-Action)

Only seven out of the thirty-nine observed children meet the criteria of Developing as Expected (BSH), accounting for only 17.95%, based on the data of children's learning concentration percentage. In the next meeting or in cycle 1, it was decided that actions need to be taken to improve children's learning concentration through storytelling techniques, movement games, and songs.

Cycle 1

Planning

Three sessions were conducted to implement Cycle 1. There were preparation, observation, and reflection during this Cycle 1 meeting. The planning comprised the researcher's readiness in designing learning for the improvement of children's learning concentration at TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang, using psychoeducation through storytelling, movement games, and songs. The activities involved the selection of stories to be presented, movements to be performed, songs to be sung, preparation of observation sheets, and success indicator sheets.

Action

The actions in Cycle 1 took place in three meetings on November 4, November 11, and November 17, 2023. The learning sessions occurred from 16:00 to 18:00, with each activity lasting approximately 30 minutes.

Observation

Data on children's learning concentration were obtained from the results of the three meetings in Cycle 1. Children's learning concentration increases when they receive psychoeducation through music, movement activities, and storytelling. Sixteen children show improvement when all indicators are averaged. The following is the percentage of children who are focused on learning:

Table 3. Children's Learning Concentration (Cycle 1)

Indicator	Gender		Total Count	Percentage (Male)	Percentage (Female)	% Total
	Male	Female				
Not Developing Yet	7	6	13	17.95%	15.38%	33.33%
Beginning to Develop	5	5	10	12.82%	12.82%	25.64%
Developing as Expected	8	8	16	20.51%	20.51%	41.03%
Developing Very Well	0	0	0	0.00%	0.00%	0.00%
Total	20	19	39	51.28%	48.72%	100.00%

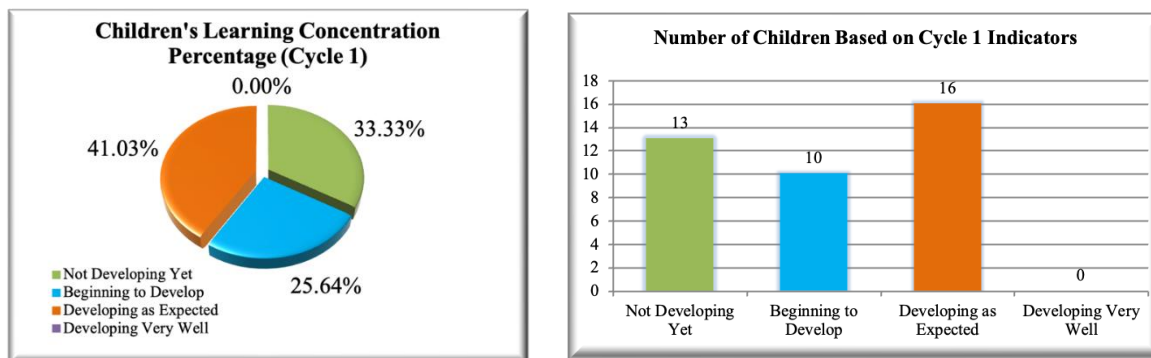


Chart 3. Children's Learning Concentration Percentage (Cycle 1)

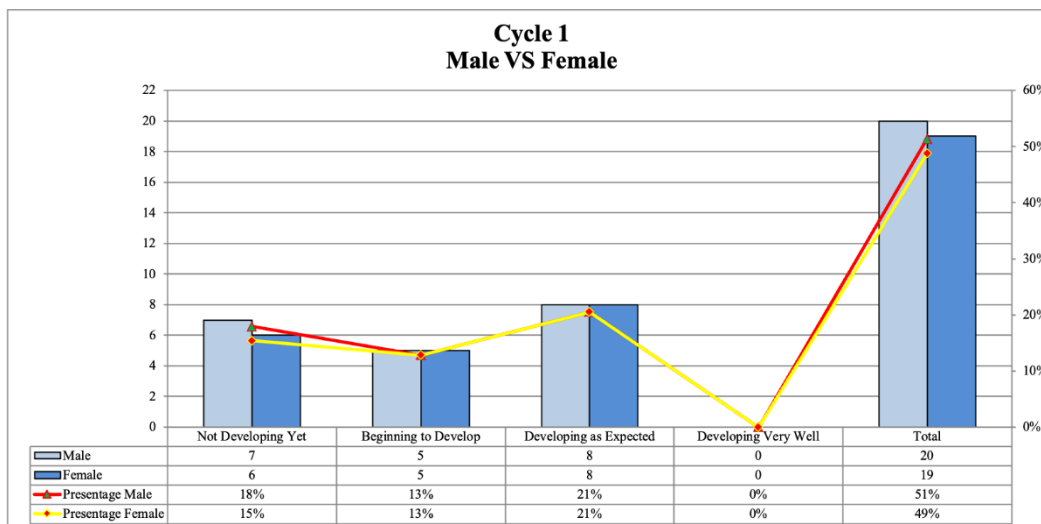


Chart 4. Comparison of Learning Concentration Percentage between Male and Female (Cycle 1)

Children who scored 1 decreased from 56.41% to 33.33%, as seen from the percentage figures above. From the initial 17.95%, the proportion of children who scored 3 has started to increase, reaching 41.02%.

Reflection

The purpose of reflection is to prepare for the next cycle activities. Findings presented in the table and diagram of Cycle 1 show that out of thirty-nine children, 33.33% or 13 children are not developing yet (BB), and 25.64% or 10 children are beginning to develop (MB). On the contrary, the percentage of children who have met or are developing as expected (BSH) has reached 41.02% or 16 children, and there are no children in the category of developing very well (BSB). Children's learning concentration improves after two meetings without using visual aids and one meeting using a doll as a visual aid.

However, it can be said that the findings of this research are still low when considering the conditions indicated by the percentage data. The percentage of children who scored three is still far from the 75% success rate set by the researcher. After discussing with Ustadzah TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang, it was found that several factors contributed to the failure of Cycle 1 in the psychoeducational approach to improving children's learning concentration through songs, films, and storytelling:

- a. Some children still struggle to focus when asked questions about the story due to attention span issues
- b. Sometimes the learning environment is a bit noisy because some children disturb their peers who are paying attention to the researcher
- c. Some children enjoy interjecting their own stories during the researcher's questions in between the stories
- d. Some children feel bored just observing the story in sessions 1 and 2, as the researcher did not use visual aids.

Several issues that arose in Cycle 1 became indicators for the researcher, assisted by Ustadzah TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang, to implement improvements in Cycle 2 with the same developmental aspect, namely improving children's learning concentration through psychoeducation via storytelling, movement games, and songs at Uswatun Khasanah Islamic Education Center in Banyusidi, Pakis, Magelang.

Cycle 2

The implementation of Cycle 2 aims to eliminate obstacles and enhance the learning process to address issues that arose from the findings of Cycle 1.

Planning

The following are the learning process obstacles that need improvement, based on the reflections from Cycle:

- a. Certain children still experience difficulty in focusing their attention
- b. When the researcher delivers a story to their peers, some children occasionally disrupt them
- c. Certain children tend to interrupt by telling unrelated stories
- d. Visual aids are used in the stories to capture the children's interest.

Cycle 2 activities include preparing the necessary visual aids for storytelling, selecting appropriate stories, planning movements, choosing songs, and creating observation sheets with indicators for assessing children's learning concentration achievements through storytelling, movement games, and songs. These activities also address several issues that arose in Cycle 1.

Action

The second cycle of actions took place on November 17, 2023, and November 25, 2023. Several puppet media were used in storytelling exercises. Additionally, to ensure that students' attention remained focused on the ongoing story, the researcher and the religious teacher (ustadzah) engaged in discussions with some students who were not paying attention or had left the activity while sitting in rows.

Observation

Through predetermined music, video games, and storytelling, observations were made regarding how well the indicators of children's learning concentration were fulfilled with psychoeducation.

Table 4. Children's Learning Concentration (Cycle 2)

Indicator	Gender		Total Count	Percentage (Male)	Percentage (Female)	% Total
	Male	Female				
Not Developing Yet	1	1	2	2.56%	2.56%	5.13%
Beginning to Develop	4	2	6	10.26%	5.13%	15.38%
Developing as Expected	10	11	21	25.64%	28.21%	53.85%
Developing Very Well	5	5	10	12.82%	12.82%	25.64%
Total	20	19	39	51.28%	48.72%	100.00%

The information above indicates that the children at TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang, pay more attention in class when receiving psychoeducation through storytelling, movement games, and songs. Twenty-one and ten children, respectively, each obtained an average score of 4, an increase from sixteen children at the beginning of Cycle 1 observation, where the overall average score for all indicators was recorded as 3. The following are the percentages of children focused on learning:

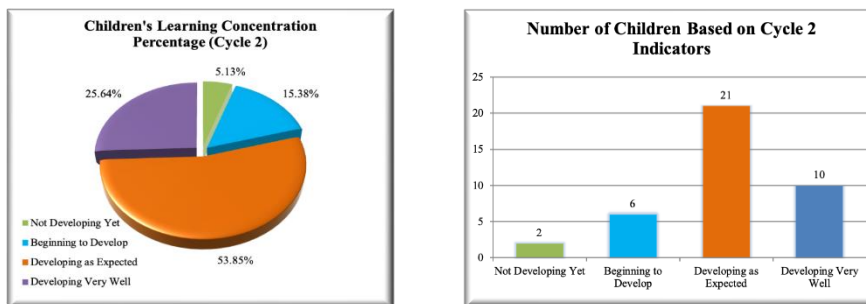


Chart 5. Children's Learning Concentration Percentage (Cycle 2)

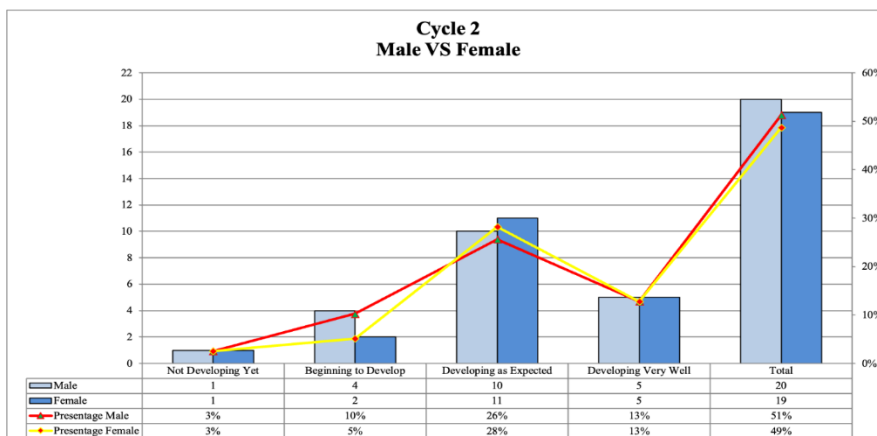


Chart 6. Comparison of Learning Concentration Percentage between Male and Female (Cycle 2)

The percentage data provided shows a decrease in the number of children who are less developed, from 5.12% to 5.12%. Not only that, the percentage of children who have reached the standard of learning concentration has also increased to 79.48%. Out of this total, 53.84% have met the criteria for developing as expected, and 25.64% have fulfilled the requirements for developing very well.

Discussion

This classroom action research was conducted gradually at TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang. The goal was to enhance children's learning concentration through psychoeducation using storytelling, movement games, and music. The planning in Cycle 1 was informed by identified challenges impeding children’s ability to focus and absorb information effectively, thus making it imperative to devise strategies that enhance engagement and attention. This interative approach, as noted by Giorgdze & Dgebuadze (2017) in their study on the impact of interactive learning methods, highlights the importance of dynamic teaching techniques in fostering sustained focus and active participation among learners.

The teaching-learning process, as observed by Carson et al. (2015) in their research on cognitive development in early childhood, is significantly influenced by the selection of tools, media, and instructional procedures by educators. Given children’s limited attention span, educators must leverage creative and imaginative activities to stimulate interest and promote learning engagement, as suggested by Chalidaziah (2018), children have limited focus abilities, so teachers must always use their imagination to create creative and engaging activities. The integration of storytelling, movement, and music, as advocated by Broadbent et al. (2018) in their study on multisensory learning, has been shown to enhance cognitive processing and retention, thereby improving learning outcomes.

The researcher's persistent efforts to enhance children's learning concentration in each cycle have yielded commendable progress, aligning with the findings of Froh et al. (2014) regarding the efficacy of tailored educational interventions. The following is the progress from the pre-action research stage to the final results of Cycle 2 that indicate this:

Table 5. Recapitulation of Children's Learning Concentration Percentage

Score	% Pre-Action	% Cycle 1	% Cycle 2	Remarks
1	56.41%	33.33%	5.12%	Not Developing Yet
2	25.64%	25.64%	15.38%	Beginning to Develop
3	17.95%	41.02%	53.84%	Developing as Expected
4	0%	0%	25.64%	Developing Very Well
Total	100%	100%	100%	

Score	Pre-Action	Cycle 1	Cycle 2	Remarks
1	22	13	2	Not Developing Yet
2	10	10	6	Beginning to Develop
3	7	16	21	Developing as Expected
4	0	0	10	Developing Very Well
Total	39	39	39	

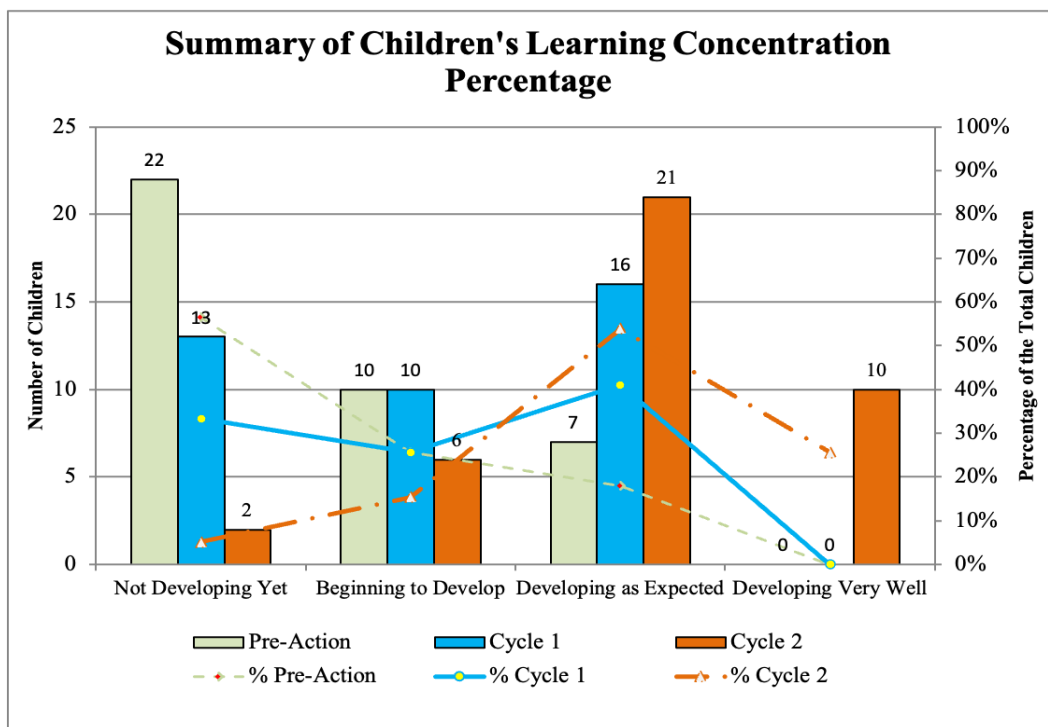


Chart 7. Summary of Children's Learning Concentration Percentage

The higher percentage (41.02%) in Cycle 1 was able to meet the success level of the learning concentration indicator. Although the initial percentage of children meeting the Not Developing Yet (BB) criteria reached 56.41%, the final results of Cycle 2 show an improvement in children's learning concentration through psychoeducation using storytelling, movement games, and songs. As a result, the percentage of children classified as Not Developing Yet (BB) decreased to 5.12%.

Learning concentration can be enhanced using storytelling, movement games, and music, in line with the observations conducted on children's learning in each cycle. Children do not find pleasure in listening to explanations and advice from others. On the contrary, reading aloud stories or fairy tales provides enjoyable entertainment (Mamdouh et al., 2022).

Conclusion

Based on the results of the research and discussion presented, it can be concluded that the use of psychoeducation through storytelling, movement, and songs at TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang, has successfully improved children's learning concentration in each session. The pre-action results highlighted that 17.95% of children, or seven children, scored 3 for Developing as Expected (BSH) due to the inability of discussion activities to capture their interest. However, the percentage of children meeting the criteria for Developing as Expected (BSH) and scoring 3 increased to 41.02% in the Cycle 1 meeting. In Cycle 2, 79.48% of children, or 31 children, participated, out of which 53.84%, or 21 children, met the criteria of Developing as Expected (BSH), while 25.64%, or 10 children, met the criteria of Developing Very Well (BSB). Therefore, it can be concluded that the intervention was successful in improving the learning concentration of children at TPA (Quranic Education Center) Uswatun Khasanah Dayugo, Banyusidi, Pakis, Magelang.

For the teachers in TPA (Quranic Education Center), it is recommended to implement methods that are engaging and favored by children in education, particularly in teaching religious studies. Storytelling, movement, and song can be effective methods for imparting knowledge to children. Through stories, children

can imagine and comprehend the material being taught more effectively. The application of storytelling, movement, and song will make the learning environment in TPA (Quranic Education Center) more dynamic as children become more active and enthusiastic. Additionally, this method is efficient as it does not require expensive funding or facilities, allowing schools to save on budgets. Additionally, utilizing visual aids, such as colored pictures and puppets, when narrating stories in front of students can significantly improve their concentration levels. This multisensory approach not only reinforces comprehension but also stimulates active participation in the learning process.

Moreover, the findings of this research also hold relevance beyond the confines of the educational institution. It is imperative to recognize the crucial role that parents play in their children's education, particularly during their formative years. Thus, these findings can serve as valuable recommendations for parents as well. By incorporating elements of storytelling, movement, and song into their interactions with their children, parents can effectively enhance their children's learning experiences at home. Research has consistently shown that children respond positively to engaging and interactive methods of learning. By integrating storytelling into bedtime routines, encouraging physical activities that involve movement, and incorporating songs into everyday activities, parents can create an environment that nurtures their children's cognitive development and enhances their concentration abilities. Furthermore, these activities foster stronger parent-child bonds and provide opportunities for meaningful communication and learning. The success of psychoeducation through storytelling, movement, and songs at TPA (Quranic Education Center) Uswatun Khasanah Dayugo not only underscores the efficacy of these methods in formal educational settings but also highlights their potential to enrich children's learning experiences in the home environment. Therefore, it is recommended that parents actively embrace and implement these strategies to support their children's cognitive development and academic success. By doing so, parents can play a pivotal role in shaping their children's future academic achievements and overall well-being.

Suggestion

For the As a study employing psychoeducation methodology through storytelling, movement, and song to enhance learning concentration among TPA (Quranic Education Center) children in Pakis, Magelang, this research provides valuable insights. However, as with any study, there are several limitations that warrant attention for future research. One major limitation is the lack of control over intervening variables. In real-world settings, researchers cannot fully control external factors that may influence research outcomes, such as family environment, socioeconomic conditions, or cultural factors that may vary among individuals. Generalizing research findings in this context poses a significant challenge. It's acknowledged that the results obtained within the context of TPA (Quranic Education Center) Uswatun Khasanah Dayugo may not fully apply to TPAs (Quranic Education Centers) in other areas with different cultural backgrounds and child characteristics.

Moreover, it must be recognized that individual characteristics, both of the children and their educators, can vary significantly. Each child has unique learning needs, and responses to teaching methods can vary. Therefore, although psychoeducation methods have proven effective in enhancing learning concentration in this research sample, the results may not directly apply to all cases. It's important to consider individual characteristic differences in designing more effective and relevant intervention programs.

Furthermore, the challenge of controlling the influence of other variables that may affect treatment outcomes should also be noted. Although efforts have been made to isolate the effects of psychoeducation methods themselves, other factors such as student motivation, parental support, or prior educational experiences can also play a significant role in children's learning outcomes. Therefore, future research is expected to pay more attention to these factors and perhaps develop more sophisticated research designs to control these variables. As a suggestion for further research examining the same subject, it's important to consider these aspects. Firstly, more research involving larger and diverse samples, conducted in various

cultural and environmental contexts, is needed. This can help evaluate the extent to which the effectiveness of psychoeducation methods can be generalized. Secondly, further in-depth studies are needed to understand the individual factors that can influence responses to these methods. Thus, intervention designs can be better tailored to meet the needs and characteristics of participants. Lastly, it's important to develop more effective variable control strategies to ensure higher research validity and reliability. By addressing these limitations and taking appropriate steps to tackle them, further research in this field can make a greater contribution to the development of TPA (Quranic Education Center) children's education and psychoeducation approaches in general.

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