
Children's Collage Crafts As An Effort to Improve Children's Focus and Concentration Ability

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Abstract

Elementary school students' ability to focus and concentrate is crucial for success in the learning process. However, fine arts learning at SDN 13 West Padang Panjang remains dominated by conventional methods such as free drawing, which are less effective in optimizing student focus. This research aims to test the effectiveness of the collage craft method in enhancing students' focus and concentration. Using a Quasi Experimental Design with a Nonequivalent Control Group Design, the study was conducted on September 18 and November 20, 2024, involving all fifth-grade students in the 2024/2025 academic year as the sample. A saturated sampling technique was used, including the entire population. Data collection methods included observation, documentation, and tests. Data analysis included normality, homogeneity, and t-tests using SPSS 21 for accurate results. The findings indicated a significant increase in focus and concentration among students using the collage craft method compared to those using free drawing, with a tcount value of 3.097, greater than ttable 1.685, thus supporting the alternative hypothesis. These findings support collage craft as an effective method for increasing student engagement and concentration in fine arts learning.

Keywords – Guided inquiry model, Learning outcomes, Mathematics, Elementary school



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1. Introduction

In the current digital era, children's focus and concentration are one of the challenges in cognitive development (Cirino et al., 2016; Schunk & DiBenedetto, 2021). Children are exposed to a variety of digital devices such as smartphones, tablets, and computers that offer fast and engaging content (Bentri et al., 2014; Bramante & Colby, 2016). Even though it is fun, this content makes children accustomed to changing focus in a short time, making it difficult to concentrate on activities that require persistence and patience, such as studying.

Ideally, early childhood development needs to be supported by activities that train focus and concentration, for example, activities that require completing tasks sequentially with full attention (Rahman, 2018; Widyaning Tyas & Widiasari, 2023). However, in reality children more often do activities that provide instant attention, such as playing games or watching short videos (Gasuku, 2021; Lateef & Akintubosun, 2020). The fast-paced environment and instant lifestyle make children accustomed to instant gratification, so interest in activities that hone patience, such as reading books or playing puzzles, tends to decrease (Aulia & Sudaryanti, 2023).

Seeing this condition, alternative methods are needed that are interesting and effective in developing children's focus and concentration (Andita & Desyandri, 2019). Collage craft is a creative method that can provide a solution, where children carry out artistic activities by selecting, planning and arranging materials into a work (Julfatujahra et al., 2022). Ideally, collage crafts can be a fun and effective means of focusing training for children. Unfortunately, activities such as collage have not been widely integrated into formal education as a way to increase children's focus (Dewi & Hartati, 2023; Suseni et al., 2021).

Several studies support the potential of collage crafts in improving concentration. Art has a therapeutic effect that helps children manage emotions and increase focus (Azizah, 2021; Suseni et al., 2021). Then art activities encourage active involvement in the learning process, which leads to increased concentration (Lestari & Andari, 2023; Masyitoh & Efendi, 2020). Ideally, these

findings can be applied more widely so that children can enjoy the real benefits of collage crafts to train their focus (Setyorini et al., 2023).

Collage crafts can also be an activity that requires active involvement of children at every stage (Latip et al., 2021; Saepudin & Zulvian Iskandar, 2022). Ideally, collage is applied using a method that requires children to arrange various materials into the desired work (Anggraeni et al., 2021). Unfortunately, the reality shows that collage activities are still limited to non-formal environments or are considered simply as a time filler, not as a method that can improve concentration in depth (Sarly, 2020).

This research brings novelty by focusing on collage crafts as a specific approach to improving children's focus and concentration, not just identifying the benefits of art in general (Nisa, 2021). Ideally, collage crafts can be implemented in educational curricula or special training programs for children. However, in reality there is still little research exploring collage crafts as the main method for increasing focus in formal learning environments (Suseni et al., 2021).

This research aims to provide empirical evidence about the effectiveness of collage crafts in increasing children's focus and concentration (Anggraeni et al., 2021). Ideally, this research can open up new understanding about the benefits of art as an effective approach in children's learning processes (Nur Insana et al., 2022). However, art activities are still often seen as additional activities, so their benefits in developing children's focus are often overlooked.

Through collage, children have the opportunity to develop concentration in a fun way (Oktarina et al., 2020; Suryana & Vaneza, 2020). Ideally, collage can be applied consistently in formal education as a learning method. In fact, this activity is rarely considered to have a direct impact on the development of children's focus, even though several studies show that collage can improve concentration skills (Nurfadilah et al., 2020).

In the long term, collage can become a routine activity at school for children's cognitive and skill development (Habibatullah et al., 2021; Putri et al., 2021). This method is not only easy to access but also supports the development

of basic skills such as perseverance and motor coordination (Nurjanah et al., 2021; Putri et al., 2021). Unfortunately, collage in schools is often done on special occasions or as an additional activity, not as a main learning tool that has the potential to improve children's concentration.

It is hoped that this research will be able to contribute to the world of education, especially in increasing awareness about the importance of artistic activities such as collage crafts in the development of children's focus and concentration. Ideally, the findings of this research can inspire educators and parents to integrate collage into their children's learning activities on a regular basis. Although the benefits of art for children's cognition are known, its application in everyday learning is still limited. It is hoped that through this research, collage crafts will receive more attention in supporting the development of children's focus and concentration in this modern era.

2. Method

This research was carried out at SDN 13 West Padang Panjang. This research is a type of experimental research with a Quasi Experimental Design type with a Nonequivalent Control Group Design research design (Moleong, 2017; Sugiyono, 2020). This research was carried out on Wednesday 18 September and Friday 20 November 2024. The population in this research were students at SDN 13 Padang Panjang Barat for the 2024/2025 school year. The sample in this study used saturated sampling, where all members of the population were used as samples (Sugiyono, 2014). Data collection techniques are carried out using observation, documentation and test techniques (Setyosari, 2016). Meanwhile, the data analysis techniques are normality test, homogeneity test, and t test using the SPSS 21 program to ensure accurate and precise analysis results.

3. Result and Discussion

Description of Research Implementation

This research uses a quantitative approach with a quasi-experimental design, involving two groups of subjects, namely the experimental class and the control class. In this design, a pretest was carried out before treatment and a posttest after treatment in both classes. The data collected in this research was in fine arts lessons in class V at SDN 13 West Padang Panjang. The research procedure is divided into three stages: preparation, implementation, and completion.

In the preparation stage, the research location was determined at SDN 13 Padang Panjang, with a population of class V students. The sample used by class VB was used as the experimental class and class VA as the control class. Researchers designed a lesson plan and observations consisting of 3 indicators and 20 observed activities, which were then validated by a team of experts. After validation, the observation sheet used was tested in class V at another school, namely SDN 12 West Padang Panjang. From the analysis of items including validation, reliability, distinguishability, and difficulty index, 15 activities were selected to be observed. At the implementation stage, the experimental class made collage crafts with structured activities, while the control class took part in free drawing activities.

Comparison of Pretest and Posttest Scores for the Experimental Class and Control Class

Comparison of Pretest Scores for Experimental Class and Control Class

Based on the initial ability measurement (pretest) of class VB as an experimental class, an average score of 45.7 was obtained. Meanwhile, the average pretest score for class VA as a control class is 43.4. The pretest data for the two classes can be seen in the following table:

Table 1. Comparison of Pretest Scores for Experimental Class and Control Class

Class	Experiment	Control
Average	45,7	43,4

Based on the table above, the difference in the average pretest score for the experimental class and the control class is 2.3. The average focus and

concentration ability of students in the experimental class is higher than the average focus and concentration ability of students in the Control class.

Comparison of Posttest Scores for the Experimental Class and Control Class

The researcher gave a post test at the end of the second learning meeting. The post test results showed that the average score for the experimental class was 81.8 and the average post test score for the control class was 69.7. Post test data obtained by the two classes is presented in the following table:

Table 2. Comparison of post test scores for the experimental class and control class

Class	Experiment	Control
Average	81,8	69,7

Based on the table above, the difference in the average post test score for the experimental class and the control class is 12.1. So, the average ability to focus and concentrate in the experimental class is higher than the average ability to focus and concentrate in the Control class. Therefore, this indicates that learning collage crafts can have a better effect than learning drawing which is usually carried out by teachers.

Analysis Requirements Testing

Before conclusions from learning outcome data are drawn, statistical analysis is carried out first. The analysis was carried out using the t-test. Before the t-test is carried out, a normality test and homogeneity test are first carried out.

Normality Test

In this research, the normality test aims to find out whether the data is normally distributed or not. The normality test carried out by researchers was assisted by using SPSS 21 software. The normality test results obtained can be seen in table 3 below :

Table 3. Normality Test Results for Students' Focus and Concentration Ability

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CLASS A	,170	20	,131	,955	20	,445
CLASS B	,176	20	,107	,903	20	,048

a. Lilliefors Significance Correction

Based on table 3, the significant value obtained in the Shapiro-Wilk column information is 0.048 in the experimental class and 0.445 in the control class > 0.05 (error/rejection rate), it can be said that the data on students' ability to focus and concentrate is normally distributed.

Homogeneity Test

Calculation results of the homogeneity of variance test for the two sample classes using the Lavene test. The homogeneity test results can be seen in table 4 below:

Table 4. Homogeneity Test Results

Test of Homogeneity of Variances			
Student Focus and Concentration Ability			
Levene Statistic	df1	df2	Sig.
,646	1	39	,426

Based on table 4, the significant value obtained is $0.426 > 0.05$ (error/rejection level), it can be said that the ability to focus and concentrate is homogeneously distributed.

Hypothesis Testing

Once it is known that the sample class is normally distributed and homogeneous, the next stage is to test the hypothesis using the t-test. The t-test results for the two sample classes can be seen in table 5 below:

Table 5. Hypothesis Test Results for Sample Class Ability to Focus and Concentrate

Independent Samples Test	
Levene's Test for Equality of Variances	t-test for Equality of Means

	F	S	t	d	Sig.	Mean	Std.	95%		
								Difference	Error	Confidence Interval of the Difference
							Lower			Upper
Focus and Concentration	Equal	,	,	-	3	,0	-	3,707	-	-
	variances	64	42	3,097			11,48333	40	18,98225	3,98441
Assumed	Equal			-	3	,0	-	3,701	-	-
	variances			3,102	8,9	04	11,48333	56	18,97048	3,99618
	not				9					
	assumed				3					

Based on table 5, the results of hypothesis testing using the SPSS t-test method, the data obtained are $t_{count} = 3,097$ and $t_{table} = 1.685$ where t_{count} is greater than t_{table} . So it can be interpreted that H_0 is rejected and H_1 is accepted, which reads "the focus and concentration abilities of students who apply collage crafts are better than students who carry out drawing.

The results of this research show that the collage craft learning method has a significant positive influence on students' ability to focus and concentrate. This finding is in line with the Constructivism theory put forward by Jean Piaget. According to Piaget, learning that involves creative activities allows students to build their own knowledge through direct experience (Suhendi et al., 2021). In the context of this research, collage craft activities provide opportunities for students to be actively involved in the learning process, thereby encouraging them to focus and concentrate on the tasks at hand.

Collaborative Learning Theory also supports the results of this research. Collaborative learning encourages interaction between students, which can improve social skills and focus (Tampubolon, 2017). In collage craft activities, students are required to work together to complete an art project, which demands high attention and concentration. The social interactions that occur

during the learning process help students to better understand and appreciate each other's contributions, thereby increasing their sense of involvement and concentration on learning (Iswari et al., 2019).

Furthermore, Howard Gardner's Multiple Intelligences theory explains that each student has different intelligence, including visual-spatial intelligence which is very relevant in artistic activities (Azizah, 2021; Howard, 2003). By using the collage craft method, students who have visual-spatial intelligence can express themselves more easily and stay focused on the tasks given. This shows that learning tailored to students' intelligence and interests can contribute to improving their ability to focus and concentrate.

The results of this research also support the importance of varied learning approaches (Isnainingsih et al., 2022). Using different methods in learning can create a more interesting and enjoyable learning atmosphere. When students are involved in activities they enjoy, they tend to be more motivated to learn and focus more on the material being taught (Fitri & Mayar, 2020; Turhusna & Solatun, 2020). Thus, the application of innovative methods in learning fine arts, such as collage crafts, can have a positive impact on students' overall academic skills.

In conclusion, this research not only shows the success of the collage craft method in improving students' ability to focus and concentrate, but also emphasizes the importance of a learning approach that suits students' characteristics and needs. By combining relevant educational theories, such as Constructivism, Collaborative Learning, and Multiple Intelligences, we can understand more deeply how creative learning methods can help students achieve their best potential in arts education. It is hoped that this research can become a reference for educators to apply more effective and innovative methods in art learning.

4. Conclusion

This research shows that the collage craft method significantly increases the focus and concentration of class V students at SDN 13 West Padang Panjang compared to the free drawing method. Based on the pretest results, the initial average score for the experimental class (VB) was 45.7, while the control class (VA) was 43.4. After treatment, there was an increase with the posttest average difference being 12.1 points higher in the experimental class. The t-test produces a value of $t_{count} = 3.097$ which is greater than $t_{table} = 1.685$, indicating that the alternative hypothesis is accepted, meaning that the focus and concentration of students who study using the collage craft method are better than the drawing method. The results of the normality test using Shapiro-Wilk show that the data is normally distributed with a significant value of 0.048 for the experimental class and 0.445 for the control class, while the homogeneity test gives a significant value of 0.426 (> 0.05), which indicates homogeneous data. These findings support the application of collage crafts as an effective learning method to increase students' engagement and academic abilities in fine arts.

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