

IMPROVING CONCENTRATION IN 4-5 YEAR OLD CHILDREN THROUGH POINTILLISM ACTIVITIES AT LIUNGGUNUNG KINDERGARTEN

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Abstract:

This classroom action research (CAR) aims to improve the concentration of early childhood children through art activities using pointillism techniques at Pembina Liunggunung Kindergarten. The background of this research is the low concentration ability of children in group A (aged 4–5 years), as seen from their easily distracted attention and lack of perseverance in completing tasks. This research was conducted in two cycles with four stages, namely planning, implementation, observation, and reflection. The research subjects consisted of 11 children in group A at Pembina Liunggunung Kindergarten. Research data were collected through observation sheets, field notes, and activity documentation. The results showed that pointillism activities could gradually improve the concentration of children in group A. In cycle I, the average concentration level of children reached a sufficient category with a percentage of 60%, while in cycle II, it increased to a good category with a percentage of 82%. This improvement was demonstrated through the children's ability to maintain focus, their perseverance in making colored dots, and their independence in completing tasks. Thus, it can be concluded that pointillism activities are effective in improving the concentration of early childhood group A at Pembina Liunggunung Kindergarten.

Keywords: concentration, early childhood, group A, pointillism

Abstrak:

Penelitian Tindakan Kelas (PTK) ini bertujuan untuk meningkatkan konsentrasi anak-anak usia dini melalui kegiatan seni menggunakan teknik *pointillisme* di Taman Kanak-Kanak Pembina Liunggunung. Latar belakang penelitian ini adalah kemampuan konsentrasi anak-anak di kelompok A (usia 4–5 tahun) yang rendah, terlihat dari perhatian mereka yang mudah teralihkan dan kurangnya ketekunan dalam menyelesaikan tugas. Penelitian ini dilakukan dalam dua siklus dengan empat tahap, yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Subjek penelitian terdiri dari 11 anak di kelompok A di Taman Kanak-Kanak Pembina Liunggunung. Data penelitian dikumpulkan melalui lembar observasi, catatan lapangan, dan dokumentasi kegiatan. Hasil menunjukkan bahwa kegiatan *pointillisme* dapat secara bertahap meningkatkan konsentrasi anak-anak di kelompok A. Pada siklus I, tingkat konsentrasi rata-rata anak mencapai kategori cukup dengan persentase 60%, sementara pada siklus II meningkat menjadi kategori baik dengan persentase 82%. Peningkatan ini ditunjukkan melalui kemampuan anak-anak untuk mempertahankan fokus, ketekunan mereka dalam membuat titik-titik berwarna, dan kemandirian mereka dalam menyelesaikan tugas. Oleh karena itu, dapat disimpulkan bahwa aktivitas *pointillisme* efektif dalam meningkatkan konsentrasi kelompok A anak usia dini di Taman Kanak-Kanak Pembina Liunggunung.

Kata Kunci: konsentrasi, anak usia dini, kelompok A, pointillisme

INTRODUCTION

Concentration is the ability to focus attention on an object or activity for a certain period of time so that individuals can understand instructions, complete tasks, and show perseverance. In early childhood (group A, 4–5 years old), attention control skills are still developing, so children tend to be easily distracted, get bored quickly, and find it difficult to complete activities without appropriate stimulation. Therefore, efforts to improve concentration as early as possible are important to support children's learning readiness and cognitive development.

At Pembina Liunggunung Kindergarten (group A), initial observations showed that children had difficulty maintaining focus during learning activities; they often talked to friends, played alone, or left tasks unfinished. Similar conditions were found in a number of recent action research and empirical studies, which reported that interventions based on fine motor activities, sensorimotor games, or manual arts activities were effective in increasing children's attention span and engagement in learning (Yuniarti, Larasati, & Diana, 2023).

Pointillism-based art—the creation of images through small dots placed repeatedly to form a complete picture—has the potential to be a suitable medium for training the concentration of young children. Pointillism activities require precision, patience, and fine motor control, which can encourage children to concentrate longer on visual-motor tasks. Studies on the benefits of fine arts for child development show that drawing and visual arts activities contribute positively to children's perseverance, fine motor skills, and ability to focus (Kiraniawati Telaumbanua & Berkati Bu'ulolo, 2024).

Several action research studies over the past five years provide empirical support for similar approaches. For example, research applying sensorimotor games and the ATIK method showed an increase in the percentage of children's concentration in subsequent cycles; research on sewing and other manual activities (play-dough, puzzles) also reported positive results on the attention and perseverance of 4-5-year-old children. These findings reinforce the theoretical basis that activities that focus on fine motor skills and gradual tasks (such as pointillism) can improve the concentration of early childhood (Pratiwi & Nur Asi'ah, 2022).

Based on this background, this classroom action research focused on the application of pointillism activities to improve the concentration of children in group A at Pembina Liunggunung Kindergarten with 11 subjects. This study is expected to not only produce evidence of local practices that are applicable for teachers, but also add to the literature on the effectiveness of manual art interventions on the concentration of early childhood in the context of early childhood education. Referring to the latest PTK evidence, this study is designed so that the intervention is relevant, measurable, and in accordance with the developmental characteristics of 4-5 year old children (Aulia Syaputri, Rizkina Ramadhani, Rahmawati, Nazarina, & Markus Idulfilastri, 2025).

RESEARCH METHOD

This study used the Classroom Action Research (CAR) method with the Kemmis and McTaggart model, which consists of four main stages: planning, implementation of actions, observation, and reflection. This approach was chosen because it allows teachers to improve the learning process directly and continuously based on classroom observations. The purpose of this study was to determine the extent to which art activities using pointillism techniques could improve the concentration of children in group A at Pembina Liunggunung Kindergarten.

The research subjects consisted of 11 children aged 4–5 years. The research was conducted over two cycles, each consisting of several meetings. Data were collected through observation techniques, interviews with assistant teachers, and documentation of children's work. Observation sheets were used to assess indicators of children's concentration, such as their ability to focus, perseverance in completing tasks, and ability to follow instructions.

This method is supported by the results of a study by (Aminah, 2022), which found that painting activities using cotton buds can significantly increase the creativity and involvement of early childhood in learning activities because they require focus and patience in the creative process.

These findings are also in line with the research by (Pontianak, 2025) which states that painting with the dot technique using cotton buds can train concentration, fine motor skills, and hand-eye coordination in early childhood.

Thus, the action research method in this study is expected to produce a real improvement in children's concentration skills through fun and meaningful art activities.

The research was conducted over two cycles, each cycle consisting of one meeting, with an activity duration of approximately 30 minutes. Each cycle went through the following stages:

1. Planning (Planning)
Developing a Daily Lesson Plan (RPPH) with pointillism art activities, preparing media (drawing paper, colored paint, markers/cotton buds), and developing concentration observation instruments.
2. Implementation (Acting)
Children are guided to create simple drawings using the pointillism technique. Teachers facilitate and provide guidance so that children can focus on the activity.
3. Observation (Observing)
Researchers and collaborating teachers observe children's behavior using observation sheets, recording attention span, perseverance, sincerity, and responses to instructions.
4. Reflection (Reflecting)
The observation data is analyzed to evaluate the improvement in the children's concentration. Reflection also serves as the basis for improving learning strategies in the next cycle (Lestari, 2023).

The assessment criteria consist of four levels:

1. BB (Not Yet Developed)
2. MB (Starting to Develop)

3. BSH (Developing as Expected)
4. BSB (Developing Very Well)

FINDINGS AND DISCUSSION

Concentration is one of the most important aspects of cognitive development in early childhood. Children with good concentration find it easier to understand instructions, persevere in completing activities, and control themselves from environmental distractions. Conversely, children with poor concentration often get bored easily, are distracted by surrounding stimuli, and are unable to complete tasks thoroughly. According to research, children's concentration skills can be improved through activities that involve fine motor coordination and repetition of activities that require attention to detail (Shehana Jenorge, 2022).

One method that can be used to train children's concentration is art activities using the pointillism technique. Pointillism is a technique of drawing or painting by making small dots that are arranged to form a complete picture. This activity requires children to be meticulous, patient, and focused on the details of each dot. (Aminah, 2022) Said that this activity not only stimulates creativity, but also trains fine motor skills and hand-eye coordination. Children appear more enthusiastic, focused, and patient in completing their artwork. In the first cycle, children's involvement is still limited because they are not yet familiar with the dot technique, but in the second cycle, their creativity and concentration improve. Children begin to be able to choose colors, arrange dots more neatly, and complete their pictures.

In addition to its artistic aspects, pointillism also contributes to the development of fine motor skills. In a case study on the development of fine motor skills in early childhood, it was found that these skills are closely related to the ability to extend attention span (Nik Roseli, Binti Md. Yasin, Bin Sharim, & Vijayaragavan, 2024). Children who are accustomed to activities that require hand precision, such as pointillism, show increased focus and concentration.

From a psychological perspective, pointillism can also help children regulate their emotions. The repetitive activity of placing dots requires patience, teaching children to restrain themselves from rushing. This is in line with the findings of Pratiwi & Asi'ah (2022) that manual activities such as sewing not only improve concentration but also build children's perseverance and patience in completing tasks. Thus, pointillism activities not only train visual-motor focus but also train emotional endurance in learning.

By looking at the results of these studies, it can be concluded that pointillism is effective in improving the concentration of young children. This activity combines art, fine motor skills, and the formation of positive emotions, which simultaneously strengthen children's ability to focus. Early childhood teachers can use pointillism as a creative and fun learning strategy that also stimulates the development of children's concentration.

Cycle Result I

The pointillism activity in the first cycle focused on introducing the dot technique using simple media such as drawing paper and colored markers. The teacher gave initial instructions on how to create pictures using the pointillism technique and guided the children to try it independently. The theme of the picture was eggplant with a faintly printed pattern so that the children could fill in the colors with dots according to the pattern.

Based on observations, it was found that at the beginning of the activity, most

children showed considerable enthusiasm. However, as time went on, some children began to lose focus. This was evident in behaviors such as stopping in the middle of the activity, scribbling outside the pattern, talking to friends without continuing the task, and not completing the activity.

Of the 11 children observed, only 5 were able to maintain their attention for more than 15 minutes without distraction. Three children showed signs of developing behavior (MB), such as completing the task but in a hurry and requiring repeated guidance. Meanwhile, the other three showed signs of underdeveloped behavior (BB) because they were unable to complete the picture and were more distracted by their surroundings.

In terms of following instructions, most children still need to be reminded repeatedly. When asked to fill in colors using the dot technique, some children instead scribble all over the page as if they were coloring normally. This shows that their understanding of instructions is still limited, and their focus is not yet stable.

Teachers also noted that the use of media such as cotton buds was unfamiliar to children, who were used to coloring only with colored pencils and crayons, so they tended to use them as if they were coloring normally. In addition, the fairly complex patterns also affected the children's ability to maintain concentration.

Table 1: Cycle Result I

No	Name	Maintaining Concentration on Activities
1.	G	BSH
2.	A	MB
3.	S1	MB
4.	M	MB
5.	S2	BSH
6.	J	BSH
7.	K	BSH
8.	S	BB
9.	M	BB
10.	I	MB
11.	Z	BB

Cycle Result II

A. Planning

Based on reflections from cycle I, there were several weaknesses that needed to be improved. In cycle II, the teacher modified several components of the learning process, while the pictures remained the same as in cycle 1, only with more improvement, including:

1. More Interesting Media and Tools

Children prefer to draw with tools such as markers or other tools such as brushes, watercolors, and cotton buds, but the researcher only used cotton buds and watercolors.

2. Clearer and Repeated Instructions

Using the dot technique, the teacher gave examples directly in front of the children and repeated the instructions in language that was easy for 4- to 5-year-olds to understand.

3. Small Groups

In order to provide more intensive assistance and allow teachers to focus on observing and guiding the children in turn, the children were divided into small groups of around 2-3 children per group.

4. Motivation and Appreciation

Teachers gave immediate praise to children who completed their tasks and gave them symbolic rewards such as star stickers.

Teachers observe children's behavior during activities, particularly in terms of attention span, perseverance, compliance with instructions, and ability to complete tasks.

B. Observation

The observation results showed a significant improvement compared to cycle I. Most children began to understand how to paint dots and preferred drawing. Children

1. Eight out of 11 children were able to complete the task well (BSH and BSB categories).
2. Three children were able to maintain their focus for more than 15 minutes.
3. The majority of children followed instructions without needing more than two repetitions.
4. Children appeared more patient and diligent in making dots, and some even asked for additional paper to draw again.

C. Reflection

The results of the reflection from cycle II show that changes in the methods and media used effectively improved children's concentration. The children are more motivated to learn more intently and are more independent. It is evident that the pointillism technique not only enhances artistic aspects but also improves perseverance, concentration, and learning discipline in early childhood. The success of cycle II was influenced by the use of diverse and enjoyable media. Relevant and simple images; the use of positive reinforcement (rewards); and acting individually in small groups.

Table 2: Cycle Result II

No	Name	Concentration (Focus, Completion, Instruction, Perseverance)
1.	G	BSH
2.	A	BSH
3.	S1	BSB
4.	M	BSH
5.	S2	BSH
6.	J	BSB
7.	K	BSH
8.	S	MB
9.	M	BSH
10.	I	MB
11.	Z	MB

CONCLUSION

The results of this classroom action research show that pointillism-based art activities are effective in improving the concentration of 4–5-year-old children in

Group A at Pembina Liunggunung Kindergarten. In the first cycle, the children showed enthusiasm but were still easily distracted and inconsistent in completing their drawings. Through modifications in the second cycle—such as providing clearer instructions, more interesting media, assistance in small groups, and motivational rewards—the children's concentration and perseverance increased significantly.

This improvement was reflected in an increase in the concentration category from 60% (fair) in the first cycle to 82% (good) in the second cycle. The children became more focused, patient, and able to complete their work independently. The activity of repeatedly making colored dots requires hand-eye coordination and fine motor control, which indirectly trains children's ability to maintain attention for longer periods of time.

Therefore, it can be concluded that pointillism is not only an interesting and enjoyable art activity, but also an effective method for developing concentration, fine motor skills, and emotional regulation in childhood. Teachers are encouraged to integrate similar creative arts-based learning strategies into early childhood education to improve children's attention, patience, and readiness to learn.

ATTACHMENT



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