

Psychoeducation on Building Focus Habits to Improve Learning Concentration at SD-IT Nahwa Nur

Dwi Iramadhani^{1*}, Yara Andita Anastasya², Rini Julistia³, Zurratul Muna⁴, Widi Astuti⁵

¹⁻⁵ Universitas Malikussaleh, Indonesia, email: dwi.iramadhani@unimal.ac.id

ARTICLE INFO

Article History:

Received June 25, 2026

Accepted July 20, 2026

Available online July 30, 2026

Kata Kunci :

Psikoedukasi, Fokus Belajar,
Konsentrasi, Video Edukatif,
Permainan Interaktif

Keywords:

Psychoeducation, Learning Focus,
Concentration, Educational Video,
Interactive Games

This is an open access article under the
[CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2026 by Author. Published
by Institute of Education and Social
Research

ABSTRAK

Kurangnya konsentrasi belajar merupakan salah satu tantangan yang sering dialami siswa sekolah dasar. Konsentrasi yang rendah dapat berdampak pada menurunnya pemahaman materi serta motivasi belajar. Berdasarkan kondisi tersebut, kegiatan pengabdian masyarakat ini bertujuan untuk memberikan psikoedukasi tentang membangun kebiasaan fokus untuk meningkatkan konsentrasi belajar siswa SD-IT Nahwa Nur. Berbeda dengan program psikoedukasi yang hanya mengandalkan satu jenis media, kontribusi unik kegiatan ini terletak pada penyusunan berurutan antara video animasi berkarakter, Riko The Series, dengan dua permainan terstruktur bergiliran, yaitu puzzle literasi dan Spinpus, guna melatih atensi siswa melalui jalur audiovisual dan hands-on yang saling melengkapi dalam satu sesi berdurasi tiga jam. Kegiatan dilaksanakan pada Sabtu, 24 Mei 2025 di SD-IT Nahwanur, Kecamatan Dewantara, Kabupaten Aceh Utara, Provinsi Aceh. Berdasarkan hasil kegiatan, diperoleh rata-rata nilai post-test siswa sebesar 11,00 dari skor maksimum 13,00 dengan rentang skor individu antara 7 hingga 13,00 yang menunjukkan tingkat pemahaman yang secara umum kuat dan konsisten pada seluruh kelompok. Sebagian besar siswa mampu mengikuti seluruh rangkaian kegiatan dengan baik dan menunjukkan peningkatan konsentrasi. Kesimpulannya, kegiatan psikoedukasi ini memberikan dampak positif dalam membangun kebiasaan fokus belajar. Saran untuk sekolah agar kegiatan serupa dapat dijadikan program rutin, guru dapat menerapkan metode kreatif dalam pembelajaran, dan orang tua melanjutkan pembiasaan fokus di rumah.

ABSTRACT

Lack of learning concentration is one of the challenges frequently experienced by elementary school students. Low concentration can negatively affect students' understanding of the material as well as their learning motivation. Based on this condition, this community service activity aimed to provide psychoeducation on building focus habits to improve the learning concentration of students at SD-IT Nahwa Nur. Distinct from psychoeducation programs that rely on a single medium, this activity's unique contribution lies in its deliberate sequencing of a short, character-driven animated video, Riko The Series, with two structured, turn-based games, a literacy puzzle and Spinpus, to engage students' attention through complementary audiovisual and hands-on channels within a single three-hour session. The activity was carried out on Saturday, 24 May 2025, at SD-IT Nahwanur, Dewantara Subdistrict, North Aceh Regency, Aceh Province. Based on the results of the activity, the students' average post-test score was 11.00 out of a maximum possible score of 13.00 with individual scores ranging from a minimum of 7 to a maximum of 13.00 indicating a generally strong and consistent level of understanding across the group. Most students were able to follow the entire series of activities well and showed improved

concentration. In conclusion, this psychoeducation activity had a positive impact on building students' focus habits. It is recommended that the school make similar activities a routine program, that teachers apply creative methods in teaching, and that parents continue to reinforce focus habits at home.

INTRODUCTION

The learning process in elementary school is an early phase that is very important in shaping children's learning habits and character. One fundamental aspect that needs to be instilled from an early age is the ability to focus and concentrate while learning (Santrock, 2019). The ability to focus plays a major role in supporting understanding of learning material, literacy development, and children's academic achievement. This capacity can be examined more precisely through the attention network model proposed by Posner and Rothbart (2007), which distinguishes three interrelated but functionally separate networks: the alerting network, responsible for achieving and maintaining a state of readiness to process incoming information; the orienting network, responsible for selecting information from sensory input; and the executive attention network, responsible for monitoring and resolving conflict among competing thoughts, stimuli, and responses. Critically, these three networks do not mature at the same rate. The alerting and orienting networks develop relatively early, whereas the executive attention network, which underlies a child's ability to sustain focus on a single task while inhibiting distractions, continues to develop gradually throughout childhood and is not yet fully established in elementary-school-aged children (Posner & Rothbart, 2007). This uneven developmental trajectory helps explain why young children are more susceptible to distraction than older learners and why their sustained attention, the capacity to maintain focus over time, and selective attention, the capacity to filter out irrelevant stimuli while attending to relevant information, both tend to decline as task duration and cognitive load increase (Betts et al., 2006). Taken together, these theoretical accounts of attention development suggest that interventions for elementary school students are likely to be most effective when they combine media that captures alerting and orienting attention, such as audiovisual stimuli, with activities that actively exercise executive attention, such as structured, goal-directed tasks, rather than relying on passive exposure alone. In reality, however, many elementary school students find it difficult to maintain concentration during the learning process, a pattern that has also been documented among young learners in other countries (Falcon et al., 2025) and that becomes more pronounced under academic pressure such as heavy assignments and continuous evaluation (Rizal, 2025).

The problem of insufficient learning focus in elementary-school-aged children can be influenced by various factors, including the level of emotional development, an unengaging learning environment, and the use of learning media that are not yet fully suited to children's age characteristics (Ainiyah, 2020). A scoping review of 33 studies further shows a small but consistent association between recreational screen use and concentration difficulties among children and young people (Leonhardt et al., 2025), while a classroom-based study on electronic gadget use found that unsupervised or excessive gadget exposure makes it harder for children to sustain focus in a slower-paced classroom setting (Rosil et al., 2025). Encouragingly, psychoeducation-based interventions have previously proven effective in addressing gadget-related attention problems within Indonesian school settings: a psychoeducation programme on the effects of gadget use among vocational high school students in North Aceh, for instance, found that the proportion of students in the high-risk gadget-use category fell from 25 of 35 before the intervention to only 2 of 35 five days afterward (Iramadhani et al., 2021), suggesting that a

similarly structured psychoeducation approach could likewise help address the gadget-related distractions identified among elementary students. Based on initial observations at SD-IT Nahwanur, it was found that several students tended to be easily distracted by their surroundings, including classmates' voices, gadgets, and activities outside the classroom, showed little interest in conventional learning methods, and had a short attention span.

To help children build focus habits, a psychoeducational approach is needed that is enjoyable, easy to understand, and suited to the world of children. One effective strategy is the use of learning media based on educational videos and interactive games (Prasetya & Marlina, 2023). Video-based learning media have been shown to help deliver content in a way that is easily absorbed by students, since they combine visual and auditory stimuli that hold children's attention (Ridwan et al., 2021), a mechanism consistent with the attention network model described above, in which combined audiovisual stimuli are particularly effective at engaging the alerting and orienting networks (Posner & Rothbart, 2007). A survey-based study of undergraduate students similarly found that character-driven animated instructional videos increase engagement and interest compared with static instructional formats, largely because recurring characters, voice acting, and narrative structure draw viewers into the content (Liu & Elms, 2019), suggesting that the same design principles are likely to be even more relevant for elementary-aged children, who are more responsive to narrative and character-based stimuli. Media such as Riko The Series, an educational animated video, can serve as a visual stimulus that attracts children's attention while delivering learning messages in a light-hearted way.

In addition, interactive games such as literacy puzzles and Spinpus can train children's focus, logic, and perseverance in an enjoyable manner. Unlike passive video viewing, which chiefly engages the alerting and orienting networks, completing a structured game requires children to sustain attention toward a goal while inhibiting distraction, a demand that maps more closely onto the slower-developing executive attention network (Posner & Rothbart, 2007). This is consistent with a cluster-randomized controlled trial involving 522 primary school students, which found that a classroom-based modern board-game programme produced significantly greater gains in executive functions, including attentional updating, and in academic skills than regular direct-instruction lessons (Vita-Barrull et al., 2024). Experimental studies on puzzle-based play report significant improvements in early childhood concentration, problem-solving, and cognitive development following a puzzle intervention (Pratiwi et al., 2020), and puzzle-assembling activities carried out in small groups have also been found to strengthen concentration, accuracy, and cooperation among children (Farida et al., 2022). These findings suggest that combining audiovisual media, which engages children's initial attention, with hands-on, game-based activities, which exercises their capacity to sustain and control attention, can provide a more theoretically comprehensive stimulus for children's concentration than either approach alone.

Compared with prior psychoeducation initiatives for elementary students, which have generally relied on a single medium, either a video-based session alone (Ridwan et al., 2021) or a puzzle-based activity alone (Pratiwi et al., 2020; Farida et al., 2022), the present program is distinctive in deliberately sequencing an animated video with two structured, turn-based games within a single session, an arrangement designed, based on the attention network model discussed above, to engage both the faster-developing alerting and orienting networks and the slower-developing executive attention network in succession rather than relying on either in isolation (Posner & Rothbart, 2007). Through this psychoeducation activity, it is hoped that students can learn to build focus habits in an enjoyable atmosphere, enabling them to improve their learning concentration in daily school activities.

METHOD

This community service activity was carried out on Saturday, 24 May 2025, at SD-IT Nahwanur, Dewantara Subdistrict, North Aceh Regency, Aceh Province, and lasted approximately three hours. Participants were the 19 students of a single class at SD-IT Nahwa Nur, selected through purposive sampling in coordination with the school: this class was identified during the initial observation and interviews with the classroom teacher, described further below, as showing the most pronounced concentration difficulties among the school's classes, and all students present in the class on the day of the activity took part, with parental or guardian consent obtained through the school beforehand. The series of activities included an opening session, delivery of psychoeducation material, interactive play activities, and a closing reflection and evaluation session with the students. Within the three-hour session, approximately 15 minutes were allocated to the opening and ice-breaking session, 20 minutes to material delivery using a PowerPoint presentation, 5 minutes to screening the Riko The Series video followed by 10 minutes of group discussion, 40 minutes to the literacy puzzle activity, 40 minutes to the Spinpus game, and the remaining 50 minutes to the reflection and closing session, which included direct questions to students, post-test administration, and prize distribution.

The tools used included a laptop, a projector, and an active speaker to display and play the Riko The Series educational video (available at <https://youtube.com/watch?v=7gllbqcwRPY&feature=shared>), which served as the main medium for delivering the psychoeducational message on the importance of building focus habits. The episode used, approximately 5 minutes in length, follows a recurring animated character who initially struggles to focus while studying because of surrounding distractions, and who then, with guidance from those around him, gradually learns to build simple focus habits such as tidying his study space, working in short and focused intervals, and completing one task at a time before moving to the next. This episode was selected because its character-driven, story-based narrative, paired with visual and auditory stimuli, is consistent with evidence that recurring characters, voice acting, and narrative structure in animated instructional videos increase children's engagement and attention compared with static or lecture-based formats (Liu & Elms, 2019; Ridwan et al., 2021). A literacy-puzzle worksheet, consisting of cut-up pieces of a map of the islands of Indonesia, was used to train students' concentration and accuracy, together with Spinpus, a spinner-board game that directed students to complete challenges related to concentration and literacy. In Spinpus, each student took a turn spinning the board, which randomly pointed to one of several focus-training challenges, namely (1) arranging a short story from scrambled sentence fragments, which required sustained attention to sentence meaning and sequence; (2) finding hidden words within a letter grid, which required selective attention to filter out irrelevant letters while scanning for target words; and (3) guessing a vocabulary word from a picture clue, which required students to sustain focus on a single visual stimulus while generating and testing possible answers within a limited time before passing the turn to the next student. This structured, turn-based design was intended to exercise students' executive attention in a way consistent with evidence that classroom-based modern board games can improve children's attentional and executive functioning more than passive instruction (Vita-Barrull et al., 2024). Prizes were also provided to support student engagement and to appreciate active participation.

The implementation followed an interactive psychoeducation approach, defined as a combination of an academic approach and direct learning experience aimed at delivering psychological knowledge and skills to help individuals face everyday challenges (Supratiknya, 2011). This process was carried out in three stages. First, a needs analysis was conducted through

initial observation at the school and brief interviews with the classroom teacher and students' guardians, identifying that many students were easily distracted by their surroundings (classmates' voices, gadgets, outside activity) and had difficulty focusing when lessons lasted more than 30 minutes. Second, the activity was implemented, beginning with an opening and ice-breaking session, followed by delivery of the material using a PowerPoint presentation and screening of a Riko The Series episode on the importance of focus, perseverance, and enjoyable ways of learning (Ridwan et al., 2021), followed by a light group discussion. Students then completed the literacy puzzle in small groups, an activity that required concentration, accuracy, and cooperation among group members (Farida et al., 2022), followed by the Spinpus game, in which students took turns completing focus-training challenges such as arranging a story from sentence fragments, finding hidden words, or guessing vocabulary. Third, a reflection and closing session was held, in which the team asked students direct questions about the material, reinforced the main message on the importance of building focus habits, and distributed a post-test sheet to measure students' knowledge, followed by the distribution of prizes as a form of appreciation for active participation.

Data on students' understanding of the material were collected using a post-test sheet covering the core content delivered during the session, namely the definition of learning concentration, factors affecting concentration, causes of poor concentration, its benefits, and simple strategies for building focus habits. The items were developed by the implementation team directly from the psychoeducation material and reviewed by a psychology lecturer on the team for content relevance and age-appropriate wording prior to the activity, in order to establish face and content validity; given the scope and single-session format of this community service activity, the instrument was not subjected to a separate empirical validation study, such as item-level reliability or discriminant-validity testing with a pilot sample, which is acknowledged as a limitation of the present evaluation. The sheet consisted of a short set of items in multiple-choice and short-answer format, worth a maximum total score of 13 points, and was designed to be completed within approximately 10-15 minutes. It was distributed by the implementation team immediately after the reflection and closing session; each student completed it individually at their own desk, without discussion with peers, under the direct supervision of the team, who were available to clarify the instructions but did not assist with the answers themselves. Completed sheets were collected on the spot immediately after the allotted time, after which prizes were distributed as a form of appreciation for active participation. The resulting scores were analyzed descriptively using quantitative data, namely the number of participants, minimum and maximum scores, mean, standard deviation, and score-frequency distribution.

RESULT AND DISCUSSION

Result

This psychoeducation activity was carried out at SD-IT Nahwa Nur on Saturday, 24 May 2025, and involved 19 students. The implementation process began with an opening and ice-breaking session, continued with the screening of the Riko The Series educational video, interactive games in the form of a literacy puzzle and Spinpus, and concluded with a reflection and closing session.



Figure 1. The presenter delivering material on improving learning concentration

The presenter delivered material on the importance of improving learning concentration using an interactive approach suited to the developmental level of the students, covering the definition of learning concentration, factors affecting concentration, causes of poor concentration, its benefits, and simple strategies for building supportive learning habits. Students also practiced concentration through educational games such as assembling puzzles and following sequential instructions.



Figure 2. Interactive game of assembling the puzzle of the islands of Indonesia

To determine the effectiveness of the activity, the team distributed a post-test sheet to measure students' increase in knowledge and understanding of learning concentration, with results analyzed using quantitative data, as shown in Figure 3 and Table 1.



Figure 3. Students filling out the post-test sheet

Table 1. Descriptive Statistics of Psychoeducation Results

	N	Min	Max	Mean	Std. Deviation
Score	19	7	13	11.00	1.972
Valid N	19				

The analysis showed 19 participants (N), with a minimum score of 7, a maximum of 13, a mean of 11.00, and a standard deviation of 1.972, indicating that the average result achieved by students falls into the good category with relatively small variation. The total score obtained by all students was 209; the highest score of 13 was achieved by 6 students, while the lowest score of 7 was obtained by only 1 student, as shown in Table 2.

Table 2. Score Frequency Distribution

Σ	$\bar{x}$	Max	Min	Max Frequency	Min Frequency
209	11	13	7	6	1

Discussion

The results indicate that the psychoeducation activity had a positive impact on students' understanding of the importance of focus in learning. Nearly a third of the participants (6 of 19 students) achieved the maximum possible score of 13, while only a single student scored at the minimum of 7, producing a distribution skewed toward the higher end of the scale rather than centered narrowly around the mean. This pattern, together with the relatively small standard deviation ($SD = 1.972$), suggests that the activity was broadly effective across the group rather than benefiting only a small subset of high-achieving students, which is consistent with the view that interactive, age-appropriate media can serve as an effective stimulus for building children's concentration (Prasetya & Marlina, 2023; Ridwan et al., 2021).

From a theoretical standpoint, concentration during learning can be understood through the constructs of sustained attention, the ability to maintain focus over time, and selective attention, the ability to focus on relevant stimuli while filtering out distractions (Betts et al., 2006), constructs that correspond closely to the orienting and executive attention networks described earlier (Posner & Rothbart, 2007). Because sustained attention in children is known to decline as task load and task duration increase, children have also been found to learn and attend more efficiently when information is divided into smaller, more digestible portions rather than

delivered continuously (Betts et al., 2006). By dividing the three-hour session into short, varied segments, an animated video, a hands-on puzzle, and a spinner-based game, the program appears to have repeatedly reset students' attentional resources instead of demanding sustained focus on a single, unchanging task, which may partly explain why students' engagement remained high throughout the session.

Students showed high interest throughout the activity, from enthusiasm while watching the Riko The Series video to active involvement in the literacy puzzle and the Spinpus game. This pattern supports experimental findings that puzzle-based play significantly improves young children's concentration and cognitive engagement (Pratiwi et al., 2020) and that group puzzle-assembling activities require concentration, accuracy, and cooperation among group members (Farida et al., 2022). The combination of a short animated video followed by a hands-on game appears to have kept students engaged for the full three-hour session, which is notable given that sustained attention is generally difficult to maintain across multiple activities in a single school day (Falcon et al., 2025).

The decision to complete the literacy puzzle in small groups rather than individually is also worth noting. Cooperative, face-to-face group work has repeatedly been shown to produce a clear positive effect on children's academic achievement compared with individualistic or whole-class instruction (Kyndt et al., 2013), and studies involving young children in the early years of primary school report that structured group work improves the quality of children's interaction and engagement during a shared task (Veldman et al., 2020). Working in small groups to complete the puzzle may therefore have reinforced students' concentration not only through the cognitive demands of the task itself, but also through peer accountability and a shared sense of purpose among group members.

The needs analysis conducted before the activity found that students were often distracted by their surroundings, including classmates' voices and gadgets. This observation is in line with recent evidence that unsupervised or excessive gadget use is associated with reduced attention and focus in the classroom (Rosil et al., 2025), and with a broader scoping review reporting a small but consistent association between recreational screen use and concentration difficulties in children and young people (Leonhardt et al., 2025). Within this context, structured activities that replace passive screen exposure with a purposeful educational video and hands-on games, as implemented in this program, may offer a more constructive alternative for training children's attention than unstructured gadget use. This is further supported by regional evidence from a psychoeducation programme on gadget use among vocational high school students in North Aceh, which documented a marked shift from a predominantly high-risk to a predominantly low-risk pattern of gadget use within days of a structured psychoeducational intervention (Iramadhani et al., 2021), lending local support to the view that structured, purposeful activities can outperform unstructured gadget exposure in shaping children's attention-related habits. Unlike that earlier study, however, the present evaluation relied on a single post-test without a pretest comparison, a methodological difference discussed further as a limitation below.

The enjoyable, low-pressure format of the activity, which combined ice-breaking, prizes, and group games, also appears to have supported students' concentration. This is consistent with evidence that academic stress is negatively associated with learning concentration, and that low-pressure, enjoyable instructional approaches balancing cognitive challenge with emotional support can help protect students' concentration (Rizal, 2025). It further supports the view that cognitive stimulation and a supportive social environment jointly shape children's attention span,

so that interventions addressing only one of these aspects are unlikely to be as effective (Falcon et al., 2025).

Beyond its impact on students, the activity also benefited the accompanying teachers, who gained new references for creative teaching methods applicable to daily classroom instruction. This finding supports the notion that combining an academic approach with direct learning experience, as in psychoeducation, helps individuals develop practical skills for everyday challenges (Supratiknya, 2011). Overall, this psychoeducation activity not only provided students with theoretical understanding but also gave them a direct experience that helps build focus habits in their learning process.

These findings should nevertheless be interpreted with caution. The activity involved a relatively small number of participants (19 students) from a single class, used a one-time post-test without a pretest or control group, and relied on a short, single-session intervention. Because no pretest score was collected for individual students, it is not possible to statistically confirm, for example through a paired-sample t-test, how much students' concentration-related knowledge changed relative to their baseline; the post-test results can only describe the level students reached after the activity, not the size of the improvement from before it. Future community service and research activities are therefore encouraged to use a pretest-posttest or comparison-group design and validated concentration instruments, such as those used in prior studies on students' attention span and learning concentration (Falcon et al., 2025; Rizal, 2025), to more rigorously evaluate the impact of psychoeducation activities of this kind.

CONCLUSION

Based on the results of the psychoeducation activity on building focus habits to improve learning concentration at SD-IT Nahwa Nur, it can be concluded that the activity successfully achieved its planned objectives. Through an interactive psychoeducation approach using the Riko The Series media and the literacy puzzle and Spinpus games, students showed improved understanding of the importance of focus in learning, as reflected in a fairly high average score and a dominant frequency of maximum scores achieved. This activity not only had a positive impact on students but also provided inspiration for teachers in applying creative teaching methods. More broadly, this program contributes to educational practice in three concrete ways. First, it offers teachers a theoretically grounded model for sequencing classroom activities, pairing brief audiovisual media that captures children's initial attention with short, structured, game-based tasks that exercise sustained and executive attention, consistent with evidence that combining animated video with active, game-based learning supports both engagement and attentional control in children more effectively than either format alone (Liu & Elms, 2019; Vita-Barrull et al., 2024). Second, it demonstrates a low-cost, replicable format, requiring only commonly available classroom tools such as a laptop, a projector, and simple printed or board-game materials, that individual teachers can adapt for regular classroom use rather than treating focus-building as a one-time special event. Third, it provides a concrete, field-tested example of how psychoeducation, defined as the combination of an academic approach with direct learning experience (Supratiknya, 2011), can be translated into a specific lesson structure and set of activities, rather than remaining an abstract concept, which teachers and other community service programs can reference and adapt to address concentration difficulties in their own classrooms. It is recommended that the school make this activity a routine program to support the development of students' learning character, that teachers apply creative teaching methods such as educational videos and interactive games in daily learning, and that parents maintain focus

habits at home by providing emotional support and an enjoyable learning environment for their children. The implementation team also hopes to continue expanding the psychoeducation concept to make it more varied and relevant to students' needs, as well as to build further cooperation with the school for other psychological development programs. These achievements should nonetheless be read in light of the activity's limitations, namely its reliance on a single class of 19 students, a one-time post-test without a pretest or control group, and a post-test instrument that was reviewed for content relevance but not empirically validated, as discussed in more detail above. Future community service and research activities are therefore encouraged to adopt a pretest-posttest or comparison-group design, to empirically validate the assessment instrument, and to follow up with students over a longer period to determine whether the focus habits introduced in this single session are sustained over time.

ACKNOWLEDGE

We would like to express our deepest gratitude to SD-IT Nahwa Nur, especially the principal, teaching staff, and all students who actively participated in this activity. We would also like to thank our fellow team members for their good cooperation, which enabled the activity to run smoothly. We hope this activity provides real benefits for students' development and marks the beginning of even better cooperation in the future.

REFERENCES

- Betts, J., McKay, J., Maruff, P., & Anderson, V. (2006). The development of sustained attention in children: The effect of age and task load. *Child Neuropsychology*, 12(3), 205–221. <https://doi.org/10.1080/09297040500488522>
- Falcon, A. T., Cabanela, G. P., Pagas, I. J. L., Durias, J. E., & Hulganga, H. J. (2025). Cognitive and environmental factors affecting attention span in Grade 2 pupils. *Psychology and Education: A Multidisciplinary Journal*, 42(3), 509–513. <https://doi.org/10.70838/pemj.420307>
- Farida, N., Siregar, S., & Tamba, S. (2022). Meningkatkan kemampuan kerjasama melalui permainan menyusun puzzle pada anak usia 5-6 tahun di TK Kenanga Raya. *Mitra As-Syibyan-Jurnal Pendidikan dan Konseling*, 5(2), 61–72. <https://doi.org/10.46963/mash.v5i02.486>
- Iramadhani, D., Julistia, R., & Muna, Z. (2021). Psikoedukasi pengaruh gadget terhadap pelajar didunia pendidikan sekolah menengah kejuruan. *Jurnal Penelitian Pendidikan, Psikologi dan Kesehatan (J-P3K)*, 2(2), 96–101. <https://doi.org/10.51849/j-p3k.v2i2.70>
- Kyndt, E., Raes, E., Lismont, B., Timmers, F., Cascallar, E., & Dochy, F. (2013). A meta-analysis of the effects of face-to-face cooperative learning. Do recent studies falsify or verify earlier findings? *Educational Research Review*, 10, 133–149. <https://doi.org/10.1016/j.edurev.2013.02.002>
- Leonhardt, C., Danielsen, D., & Andersen, S. (2025). Associations between screen use, learning and concentration among children and young people in western countries: A scoping review. *Children and Youth Services Review*, 177. <https://www.sciencedirect.com/science/article/pii/S0190740925003913>
- Liu, C., & Elms, P. (2019). Animating student engagement: The impacts of cartoon instructional videos on learning experience. *Research in Learning Technology*, 27. <https://doi.org/10.25304/rlt.v27.2124>

- Pratiwi, R. D., Andriati, R., & Indah, F. P. S. (2020). The positive effect of educative game tools (puzzle) on cognitive levels of pre-school children (4-5 years). *The Malaysian Journal of Nursing*, 11(3), 35–41. <https://doi.org/10.31674/mjn.2020.v11i03.006>
- Posner, M. I., & Rothbart, M. K. (2007). Research on attention networks as a model for the integration of psychological science. *Annual Review of Psychology*, 58, 1–23. <https://doi.org/10.1146/annurev.psych.58.110405.085516>
- Ridwan, R. S., Al-Aqsha, I., & Rahmadini, G. (2021). Pemanfaatan media pembelajaran berbasis video dalam penyampaian konten pembelajaran. *Inovasi Kurikulum*, 18(1), 38–53. <https://doi.org/10.17509/jik.v18i1.37653>
- Rizal, S. (2025). The effect of academic stress on learning concentration in mathematics: Evidence from fifth-grade elementary students. *Journal of Innovation and Research in Primary Education*, 4(4), 4184–4196. <https://doi.org/10.56916/jirpe.v4i4.2555>
- Rosil, L., Revalde, H., Plando, D., & Opingo, K. M. (2025). Assessing the impact of electronic gadgets on classroom attention and focus among learners. *Journal of Learning and Development Studies*, 5(4), 1–6. <https://doi.org/10.32996/jlds.2025.5.4.1>
- Santrock, J. W. (2019). *Life-span development* (17th ed.). McGraw-Hill Education.
- Supratiknya, A. (2011). *Psikoedukasi: Konsep dan aplikasinya dalam praktik psikologi klinis*. Kanisius.
- Vita-Barrull, N., Estrada-Plana, V., March-Llanes, J., Sotoca-Orgaz, P., Guzmán, N., Ayasa, R., & Moya-Higueras, J. (2024). Do you play in class? Board games to promote cognitive and educational development in primary school: A cluster randomized controlled trial. *Learning and Instruction*, 93, 101946. <https://doi.org/10.1016/j.learninstruc.2024.101946>.
- Veldman, M. A., Doolaard, S., Bosker, R. J., & Snijders, T. A. B. (2020). Young children working together: Cooperative learning effects on group work of children in Grade 1 of primary education. *Learning and Instruction*, 67, Article 101308. <https://doi.org/10.1016/j.learninstruc.2020.101308>.