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Building Independence and Learning Focus for Early Childhood Through Activity-Based Learning

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A B S T R A K

Penelitian ini dilatarbelakangi oleh pentingnya penerapan pembelajaran berbasis aktivitas dalam pendidikan anak usia dini untuk mendukung perkembangan kemandirian, fokus, dan konsentrasi anak, yang merupakan fondasi penting dalam kesiapan belajar pada jenjang berikutnya. Namun demikian, praktik pembelajaran di kelas PAUD masih sering berpusat pada guru sehingga keterlibatan aktif anak belum berkembang secara optimal. Oleh karena itu, penelitian ini bertujuan untuk menganalisis peran pembelajaran berbasis aktivitas dalam meningkatkan kemandirian, fokus, dan konsentrasi anak usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan desain library research, dengan sumber data berupa buku akademik, jurnal ilmiah nasional dan internasional, serta dokumen relevan yang berkaitan dengan pembelajaran anak usia dini dan activity-based learning. Data dikumpulkan melalui studi dokumentasi dan dianalisis menggunakan teknik content analysis untuk mengidentifikasi, mengkaji, dan mensintesis berbagai temuan dari literatur yang relevan. Hasil analisis menunjukkan bahwa pembelajaran berbasis aktivitas mendorong keterlibatan aktif anak melalui eksplorasi, pengalaman langsung, dan interaksi dengan guru, teman sebaya, serta lingkungan belajar. Kegiatan yang dirancang secara kreatif dan menyenangkan tidak hanya meningkatkan kemampuan kognitif, tetapi juga membangun kemandirian belajar, kemampuan pengambilan keputusan, pemecahan masalah, serta evaluasi diri anak. Selain itu, aktivitas yang variatif dan menarik terbukti mampu meningkatkan fokus dan konsentrasi anak, sekaligus mengembangkan keterampilan sosial-emosional seperti kerja sama, empati, dan rasa percaya diri. Temuan penelitian ini memberikan implikasi praktis bagi guru PAUD dalam merancang kegiatan pembelajaran yang lebih aktif, menarik, dan berpusat pada anak sehingga dapat mendukung perkembangan karakter mandiri dan kesiapan belajar anak secara optimal sejak usia dini

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A B S T R A C T

This research is driven by the significance of implementing activity-based learning in early childhood education to foster of children's independence, focus, and concentration, which are essential foundations for learning readiness at the next level. However, learning practices in early childhood education often remain teacher-centered, so active participation of children has not developed optimally. Therefore, this study aims to analyze the role of activity-based learning in enhancing the independence, focus, and concentration of young children. This research uses a qualitative approach employing a library research design, with utilizing data derived from academic books, national and international scientific journals, and relevant documents related to early childhood learning and activity-based learning. Data was collected through documentation studies and analyzed using content analysis techniques to identify, review, and synthesize various findings from relevant literature. The results of the analysis indicate that activity-based learning encourages children's active engagement through exploration, direct experience, and interaction with teachers, peers, and the learning environment. Activities that are creatively and enjoyably designed not only enhance cognitive abilities but also build learning independence, decision-making skills, problem-solving abilities, as well as self-

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Activity-based learning, independent learning, child development.

evaluation. In addition, diverse and interesting activities have been proven to improve children's focus and concentration, while simultaneously developing social-emotional skills such as cooperation, empathy, and self-confidence. The findings of this study provide practical implications for early childhood education teachers in designing learning activities that are more active, engaging, and child-centered, thereby supporting the development of independent character and children's learning readiness optimally from an early age.

INTRODUCTION

Learning in early childhood has characteristics that are very different from learning at other educational levels(Denham & Liverette, 2019; Wulansari et al., 2018). At this stage, children are in the golden age, marked by very rapid physical, social-emotional, language, motor, and cognitive development(Azhata et al., 2023; Mayra et al., 2022). Therefore, learning must be designed in such a way that it can stimulate all aspects of development holistically. One approach that has proven effective is activity-based learning, which is learning that gives children the opportunity to be directly involved through various concrete, manipulative, creative, and meaningful activities. In the context of early childhood education (PAUD), this approach is not only result-oriented but emphasizes a learning process that is enjoyable, natural, and suited to the world of children. This condition is important to build a foundational base for the development of long-term learning abilities.

In the early childhood phase, a child's ability to concentrate, be independent, and complete simple tasks is still in the stage of development, so appropriate learning strategies are required. However, in practice in early childhood education classrooms, children are still found to be easily distracted, less able to complete activities independently, and highly dependent on teacher instructions in every learning activity. This condition is seen when children are not focused while participating in writing, drawing, or assembling simple tasks, so the learning process has not yet run optimally. One of the causes is that learning activities are still dominated by teacher instructions and do not provide many opportunities for children to be actively involved directly in learning activities. In fact, active involvement of children in the learning process is very important to train concentration, independence, and responsibility from an early age. Therefore, the implementation of activity-based learning becomes important to study because this approach provides children with the opportunity to learn through direct experience, such as writing, drawing, coloring, observing concrete objects, and working in small groups. Through engaging activities that are appropriate to the child's developmental stage,

activity-based learning is expected to increase children's involvement while also helping to develop their concentration and independence in the learning process in the classroom.

Learning independence in early childhood is an important aspect that must be nurtured from the beginning(Fadlillah, 2020; Nurwita & Syaputra, 2024). Children who are accustomed to being given the opportunity to choose activities, take writing tools by themselves, tidy up equipment, and complete tasks without too much intervention will develop into confident individuals capable of self-regulation. Activity-based learning plays a significant role in fostering this independence because it allows children to manage their own learning rhythm within set boundaries(Groshovenko & Prysiazhniuk, 2024; Metin, 2022). Teachers are no longer the sole source of learning but act as facilitators who provide a stimulation-rich environment. Children are trained to make simple decisions, such as choosing a crayon color, determining the sequence of activity steps, or completing certain parts of a worksheet. Therefore, research on the implementation of activity-based learning in early childhood education becomes important to conduct, considering that this approach not only contributes to children's cognitive development but also plays a role in fostering learning independence, a sense of responsibility, and self-management skills from an early age. The urgency of this research is further strengthened by the fact that many learning practices in early childhood education centers are still teacher-centered, so children's opportunities to learn independently have not developed optimally.

Research conducted by Naz, Uddin, and Bilal (2025) shows that the implementation of activity-based learning plays an effective role in improving early childhood problem-solving abilities through the active involvement of children in learning activities that encourage critical thinking, exploration, and independent decision-making(Naz et al., 2025). Research conducted by Al Shloul et al. (2024) shows that the implementation of activity-based learning supported by the use of ChatGPT can significantly improve student learning performance, especially in the aspects of active engagement, material understanding, and learning outcomes(Al Shloul et al., 2024). Research conducted by Dairo, Okonkwo, and Orakwe (2024) shows that activity-based learning is considered more effective compared to traditional learning because it can increase student engagement, understanding of mathematical concepts, and encourages a more active and meaningful learning process(Dairo et al., 2024).

Various studies show that children who are actively involved in learning activities demonstrate higher levels of concentration compared to children who learn passively or only listen to the teacher's explanation. Concrete activities such as writing on worksheets, coloring pictures, role-playing, or directly observing objects strongly stimulate sensory-motor functions, which greatly enhance focus. Activity-based learning also indirectly helps in forming systematic thinking patterns in children, for example, through the sequence of activities that must be followed, the color patterns that need to be filled in, or simple instructions that need to be understood. These seemingly simple things actually play an important role in building cognitive discipline, which is the ability to stay focused, process information, and complete tasks thoroughly. Therefore, structured yet enjoyable learning activities are highly necessary in the learning process in early childhood education (PAUD).

In addition to having a positive impact on independence and learning focus, activity-based learning also creates a conducive, interactive, and enjoyable learning environment. A colorful classroom, varied learning media, and activities that stimulate creativity make children feel comfortable and fully engaged. Through group activities, children learn to interact, cooperate, and develop communication skills, which are an important part of social-emotional intelligence. Meanwhile, through individual activities, children learn to take responsibility for their own tasks. Thus, this approach not only strengthens cognitive aspects but also supports the development of character and multiple intelligences in children. It is this kind of environment that makes learning more meaningful and oriented towards the needs of child development.

Seeing the importance of the role of activity-based learning in building independence and learning focus for early childhood, early childhood education (PAUD) institutions need to continuously develop learning strategies that are creative, adaptive, and in line with the times. Teachers need to be given space to design varied, interesting, and relevant activities according to children’s interests. In addition, facilities and learning media must support the active learning process, ranging from writing tools, manipulatives, visual media, to child-friendly classroom arrangements. Parents also need to be involved so that the habit of independence can continue at home. With good collaboration between teachers, institutions, and parents, activity-based learning can become a strong foundation in shaping a generation that is independent, focused, creative, and ready to face learning challenges at the next level. Thus, this approach not only

impacts the improvement of children's learning outcomes, but also the formation of positive character that supports children's success in the long-term learning process.

METHOD

This study uses a qualitative approach with a type of library research, namely literature research that emphasizes the collection, processing, and analysis of data from various relevant literature sources(Muhammad Mustofa, 2023). Library research is a research method that utilizes various written references as the main source to obtain in-depth data and information about a phenomenon. In this research, data is obtained from various sources, including academic books, national and international scientific journals, official reports from educational institutions, policy documents, as well as other scientific publications related to early childhood learning and the implementation of activity-based learning. The literature sources analyzed come from databases such as Google Scholar, Scopus, and accredited national journals, with a publication range of the last ten years to ensure that the data used remains relevant to current research developments.

The data collection technique was carried out by selecting articles and literature based on the suitability of the research theme, namely the effect of activity-based learning on independence, focus, and concentration of early childhood. The selected literature was then analyzed using content analysis techniques, which is the process of identification, classification, interpretation, and synthesis of content from various sources to obtain a deep understanding of the concept and implementation of activity-based learning (Elo & Kyngäs, 2008). Analysis was conducted systematically by comparing findings from various sources to examine the consistency of theory and practice related to the development of children's learning independence. Through this method, the research can provide a comprehensive overview of the role of activity-based learning in supporting the development of independence, focus, and concentration in early childhood, as well as produce relevant recommendations for the implementation of learning in early childhood education institutions.

RESULT AND DISCUSSION

RESULT

A. The implementation of activity-based learning in the learning process of early childhood

The implementation of activity-based learning in the early childhood learning process becomes very important because at this stage children find it easier to

understand material through real experiences compared to lectures or verbal explanations alone(Mishra et al., 2023; Santhi & Malathi, 2024). Early childhood, generally between 3–6 years old, has a high curiosity and abundant energy, so learning methods that emphasize active involvement will be more effective in enhancing their understanding and skills. Well-designed activities not only provide cognitive stimulation but also simultaneously build the child's social and emotional abilities(Lopes & Salovey, 2004; Suhartini et al., 2024). Through interactive activities, children learn through exploration, experimentation, and interaction with their surroundings, which ultimately helps to form a strong learning foundation. This method is also consistent with the principles of constructivism, where knowledge is built through the child's experiences and reflections on the activities undertaken. Therefore, the implementation of activity-based learning should be the main focus in early childhood education to create a learning process that is enjoyable, meaningful, and appropriate for their development. In addition, this approach positions teachers as facilitators who guide, not merely as providers of information, so that children can learn independently. Thus, activity-based learning is an important strategy for fostering learning independence from an early age.

Activity-based learning is an approach that emphasizes the active involvement of children in the learning process through activities specifically designed to match their interests and abilities(Handoko & Sakti, 2023). These activities can include educational games, art activities, simple experiments, or physical activities that support the development of various aspects, including cognitive, social, emotional, and motor skills. With this method, children not only receive information but also experience and build understanding directly. The learning process becomes more engaging because children can interact actively with peers, teachers, and the environment, creating a comprehensive learning experience. In addition, structured and directed activities help children understand abstract concepts more concretely, for example through counting games, building block exercises, or simple experiment activities. The teacher acts as a guide and companion, providing guidance when needed without reducing the space for children to explore independently. Therefore, activity-based learning is able to adapt to the developmental characteristics of early childhood and create a good learning experience.

Young children learn most effectively through direct experiences, exploration, and interaction, making activities the core of the learning process(Nilsson et al., 2018; Zuhriyah, 2025). Creatively designed activities can increase children's motivation to learn because they feel happy and challenged in engaging with them. For example, through role-playing, children can learn to recognize various social and emotional concepts while developing communication skills. Activities also help children channel their high energy positively, reduce boredom, and increase their involvement in the learning process. In addition, varied learning activities can accommodate differences in children's abilities and interests, so that each child gains learning experiences that suit their needs. With activity-based learning, children learn actively and reflectively, making the knowledge they acquire deeper and more lasting. This shows that activities are not merely an addition in learning, but become the main foundation for building comprehensive understanding in early childhood.

The implementation of activity-based learning requires careful planning by the teacher so that each activity truly supports the learning objectives. Teachers must be able to select and design activities that are relevant to the competencies to be achieved and suitable for the characteristics of the children(Saida, 2025). For example, to introduce the concept of numbers, teachers can use games such as counting real objects, arranging number puzzles, or activities involving playing with number cards. Activities must be designed to be flexible, creative, and able to accommodate the various abilities of children within a group, so that each child can participate optimally. The teacher acts as a facilitator, providing guidance, assistance, and feedback when children face difficulties, while still allowing space for children to find answers on their own. In addition, teachers also need to utilize a variety of media and learning materials to make activities more engaging and challenging. With the right strategy, activity-based learning not only becomes a means of acquiring knowledge but also enhances children's critical thinking, creativity, and independence.

Activity-based learning has a significant impact on the cognitive development of early childhood, particularly in terms of thinking ability, problem-solving, and understanding concepts in depth. Activities that require children to think logically, analyze, and find solutions simultaneously develop cognitive skills. For example, activities such as assembling puzzles, shape-guessing games, or simple experiments teach children to think systematically and creatively. Children learn through trial and

error, reflection, and observation, making the learning experience meaningful and long-lasting. Well-designed activities also help children build concentration skills, strengthen memory, and improve the ability to complete tasks independently. With activity-based learning, the learning process not only prioritizes the end result but also emphasizes thinking, exploration, and the overall development of children's cognitive skills.

In addition to cognitive, activity-based learning makes an important contribution to the social and emotional development of children. Activities carried out in groups or pairs teach children about cooperation, sharing, taking turns, and effective communication. For example, through role-playing, children learn to express emotions, understand others' perspectives, and appreciate their peers. These activities also enhance children's ability to manage feelings, face failure, and be confident. The social skills acquired through activity-based learning become an important asset for children to build healthy interpersonal relationships in the future. Thus, activity-based learning not only fosters academic abilities but also the character, empathy, and emotional intelligence of children.

The implementation of activity-based learning is certainly not without challenges, both from the children and the teachers. Some children may be more passive or find it difficult to focus, while teachers face limitations in facilities, time, or varying number of participants(Sholeh, 2025). The solution is to adjust activities according to the child's level of ability, use simple media or local materials, and implement differentiated learning to ensure every child can be optimally engaged. Teacher training is also important so that they have the skills to design creative, engaging, and effective activities. Parental involvement in supporting learning activities at home can be an additional strategy to strengthen the child's learning experience. With proper handling of these challenges, activity-based learning can run optimally and have a positive impact on all aspects of a child's development.

Overall, the implementation of activity-based learning in the learning process of early childhood has been proven to create meaningful, enjoyable, and developmentally appropriate learning experiences. Carefully designed activities enhance children's cognitive, social, emotional, and motor skills comprehensively. Children learn actively, think critically, and become independent, while also building the ability to interact with peers and the environment. Teachers, as facilitators, play a

strategic role in guiding, motivating, and providing space for children's exploration. With adequate facilities and active child involvement, activity-based learning not only imparts knowledge but also shapes character, independence, and strong learning focus from an early age. Therefore, this strategy becomes an important foundation in quality early childhood education.

B. Activity-based learning can build the learning independence of early childhood children

Independence in learning for early childhood is one of the important competencies that need to be developed from the beginning, because this foundation of independence will shape lifelong learning patterns. Independent children are able to manage themselves, make simple decisions, and take responsibility for their learning processes(Hidayanti et al., 2023). Activity-based learning provides the right context to build this independence because children are actively involved in various activities that require participation, decision-making, and problem-solving. Well-designed activities allow children to learn gradually from experience, mistakes, and eventually find solutions on their own. This aligns with the principle of constructivist learning, where children become active subjects in building knowledge through interaction with their environment.

Learning independence includes a child's ability to recognize learning needs, plan activities, manage time, and evaluate their own learning outcomes. In early childhood, this independence is still in the initial stage and requires appropriate stimulation through activities that are challenging yet enjoyable. Activity-based learning allows children to choose activities, try various approaches, and complete tasks gradually with minimal guidance from the teacher. For example, when children are asked to arrange blocks or complete a puzzle, they learn to focus, try different ways, and eventually find effective strategies on their own. Activities that provide room for exploration, mistakes, and improvement encourage children to think critically and develop self-confidence. Thus, the concept of learning independence is not only about academic ability but also about basic life skills instilled through active interaction with the learning environment.

Learning activities become the main means to foster children's independence because through these activities children learn to make choices and take responsibility for their actions(Fauzah et al., 2025). Activities such as role-playing,

simple experiments, or mini projects allow children to determine the steps to be taken, solve problems, and learn from the results of their experiments. Children learn that mistakes are part of the learning process, not something to be feared, thereby building self-confidence and a sense of responsibility. With active involvement in each activity, children begin to develop the ability to self-regulate, start tasks without direct guidance, and solve problems independently. Structured yet flexible activities give children the freedom to try, experiment, and evaluate the results, which directly strengthens their learning independence. This shows that activity-based learning is not just a method, but also a strategy for developing character and life skills from an early age.

To build learning independence through activities, teachers need to design activities that allow children to have space for decision-making and problem-solving. Teachers can offer activity choices, set simple goals, and provide minimal guidance that encourages children to try on their own first(Lepper & Malone, 2021). For example, children can choose materials for an art project, plan the sequence of steps in role-playing, or decide on strategies for assembling a puzzle. Teachers act as facilitators who provide guidance only when children face difficulties that cannot be overcome on their own, so children still feel in control of their learning process. The use of varied learning media, gradual challenges, and enjoyable activities will increase children's motivation to take initiative. With this strategy, children gradually learn to self-regulate, complete tasks, and develop a strong sense of confidence.

Learning independence developed through activities not only focuses on social or emotional aspects but also strengthens children's cognitive abilities. Children who are independent in learning tend to be more creative in solving problems, able to think critically, and find effective learning strategies. Activities that involve exploration, experimentation, and reflection encourage children to think logically, organize steps, and evaluate the results obtained. For example, when children complete a puzzle or a simple science experiment, they learn to observe, plan, try, and adjust strategies independently. This process teaches children not to rely on teacher assistance all the time but to develop the ability to make decisions on their own. Thus, learning independence also becomes an important means of enhancing thinking skills and problem-solving abilities in early childhood.

In addition to the cognitive aspect, learning independence through activities also has a positive impact on children's social and emotional development(Ahmed et al., 2023). Children learn to take responsibility for their decisions and actions, thereby fostering self-confidence and healthy self-esteem. Activities conducted in groups also teach children to communicate, cooperate, and appreciate the roles of each group member. For example, in group projects, children learn to share responsibilities, manage conflicts, and help friends when needed, while still maintaining personal initiative. This process helps children understand the concept of social responsibility while strengthening self-control and emotional independence. Thus, activity-based learning creates a balance between individual independence and harmonious social skills.

Building learning independence through activities also faces various challenges, such as differences in children's personalities, levels of learning readiness, or limited resources(Rahayu et al., 2023). Some children may be more passive or have difficulty focusing, thus requiring a more personal approach. The solution is to provide activities gradually, adjust the level of difficulty, and give positive reinforcement for each of the child's achievements. Teachers also need to facilitate children individually when necessary, without taking over the entire learning process. Parental involvement in supporting learning activities at home can also strengthen children's independence. With proper attention to these challenges, children can learn actively, creatively, and independently according to their potential.

Activity-based learning has been proven effective in building the learning independence of early childhood because children are directly involved in activities that require participation, decision-making, and problem-solving. Properly designed activities provide enjoyable, challenging, and meaningful learning experiences, so children learn to self-regulate, complete tasks, and think creatively on their own. The teacher acts as a facilitator who guides and provides room for exploration, while children learn to become active subjects in their own learning process. Learning independence formed from an early age will become an important foundation for academic success, social development, and character formation in the future. Therefore, activity-based learning strategies should become an integral part of the early childhood education curriculum to cultivate confident, responsible, and

C. Activity-based learning affects the improvement of focus and concentration in early childhood

Focus and concentration are important aspects in the learning process of early childhood because they determine the extent to which children can absorb information, follow instructions, and complete activities well. Young children have a relatively short attention span, so monotonous learning approaches or those solely lecture-oriented tend to make them quickly bored and lose focus. Activity-based learning offers a solution by presenting activities that are interactive, varied, and enjoyable, keeping children engaged and focused on learning(Santhi & Malathi, 2024). Activities that are intellectually challenging, yet adjusted to the child's abilities, encourage them to pay attention to details, think systematically, and maintain focus on the task at hand. In other words, activity-based learning not only teaches the material but also trains children in managing their focus and concentration.

Focus refers to a child's ability to pay attention to a single object or activity for a certain period of time, while concentration is the ability to maintain that focus continuously despite distractions. These two aspects are interconnected and influence a child's learning effectiveness. In early childhood, focus and concentration skills are still developing, so appropriate stimulation through activities that are engaging, interactive, and relevant to their interests is needed. Activities that involve elements of play, experiments, or mini projects provide cognitive and emotional stimulation, encouraging children to pay attention to the steps and complete tasks thoroughly. Activity-based learning utilizes the principle of "learning by doing," which keeps children focused because they are actively doing, not just listening or watching. Therefore, this approach is very effective in naturally improving children's focus and concentration.

Well-designed learning activities can demand a child's attention to carry out a series of steps or solve specific problems, thereby training their ability to focus. For example, activities such as assembling puzzles, making crafts, or simple experiments require children to pay attention to details, follow a sequence of steps, and complete tasks gradually. Varied and interesting activities also keep children engaged because they feel challenged and want to achieve certain goals within those activities. A child's focus improves when they feel the activity is meaningful and enjoyable, as well as when there is an opportunity to explore and try solutions on their own. Thus,

creatively designed activities are not only a learning medium but also a tool for developing young children's focus and attention skills.

To improve concentration, teachers need to design activities that are challenging enough to require the child's attention for a certain duration without causing frustration. Activities can be presented in the form of educational games, mini projects, or art-based activities that require a certain sequence of steps. Teachers can also give instructions briefly, clearly, and gradually, so that children are not overwhelmed and can maintain concentration. The use of varied media, such as teaching aids, picture cards, or real objects, can strengthen sensory stimulation and enhance the child's focus. Additionally, dividing activity time with appropriate breaks helps children stretch their attention and prevent mental fatigue. These strategies ensure that children learn to maintain concentration optimally while still enjoying the learning process.

Improving focus and concentration through activities has a direct impact on a child's cognitive abilities, including concept comprehension, memory, and task completion skills. Activities that require attention and precision help children observe, analyze, and make decisions independently. For example, when children conduct simple experiments, they learn to observe the results of the experiment, record findings, and evaluate the steps they have taken. With trained concentration, children become more meticulous, more patient, and able to think systematically when facing problems. This shows that activity-based learning not only emphasizes motor and social skills but also trains fundamental cognitive abilities through sustained focus.

In addition to cognitive aspects, increased focus and concentration also affect the social and emotional development of children. Children who are able to focus and concentrate tend to be more confident in completing tasks and interacting with peers. Group activities, such as collaborative games, teach children to wait their turn, pay attention to friends' instructions, and manage their emotions when facing challenges. Thus, trained focus and concentration not only help children learn more effectively but also build patience, perseverance, and the ability to interact healthily with the social environment.

Improving focus and concentration in young children is not without challenges. Internal factors such as energy levels, interests, and the child's character, as well as external factors such as environmental distractions and limited media, can affect the

effectiveness of activities. The solution is to design activities that suit the child's needs, provide a variety of activities, regulate activity duration, and provide engaging and relevant media. Teachers also need to conduct individual observations to adjust stimulation strategies so that children can maintain their concentration. Parental support is also important in creating a conducive learning environment at home. With proper handling, activity-based learning can significantly improve children's focus and concentration.

Table 1 The Effect of Activity-Based Learning on the Focus and Concentration of Early Childhood

Indicator	Supporting Activities	Impact on Focus & Concentration
Focus on tasks	Assembling puzzles, simple experiments, mini projects	The child pays attention to the steps carefully
Maintaining attention	Step-by-step educational games, art activities, group games	The child is able to complete the activity to the end
Managing distractions	Group activities with clear roles	The child learns to restrain themselves, not easily distracted
Decision making	Role-playing games, creative projects	The child learns to choose strategies, paying attention to details
Self-evaluation and reflection	Experiments and documentation of results	The child practices concentration to observe and analyze results

Activity-based learning has been proven effective in improving focus and concentration in early childhood because children are actively involved and responsible in every step of the activity. Varied, challenging, and enjoyable activities keep children interested, attentive to details, and maintain concentration until the task is completed. Teachers act as facilitators who provide guidance and space for exploration, while children learn to manage their attention and energy independently. Increased focus and concentration also have a positive impact on children's cognitive, social, and emotional abilities, making them more meticulous, patient, confident, and capable of cooperating. Therefore, implementing activity-based learning strategies is very important for building effective learning habits from an early age, which will become the foundation for children's academic success and character development in the future.

Discussion

The implementation of activity-based learning in early childhood is a very important strategy because children at this stage understand concepts more easily

through real experiences compared to lectures or verbal explanations alone. Early childhood, generally aged 3–6 years, have high curiosity and abundant energy, so interactive learning activities will be more effective in enhancing their understanding, skills, as well as their social and emotional development. Activities that are creatively designed and appropriate to the characteristics of the child can stimulate various aspects of development, ranging from cognitive, motor, to social-emotional. Through activity-based learning, children are actively involved in exploration, experimentation, interaction with peers, teachers, and the surrounding environment, so they build knowledge independently and meaningfully. This method aligns with the principles of constructivism, which emphasize direct experience as the foundation of learning. With the right strategy, the teacher acts as a facilitator who guides without taking over the child's learning process, providing direction only when needed, so that the child learns to become an active subject in their own learning. Diverse, enjoyable, and challenging activities directly enhance learning motivation, focus, concentration, and build independence from an early age. Therefore, activity-based learning not only teaches material but also forms the foundation of life skills that are important for the child's future development.

Activity-based learning emphasizes the active involvement of children in activities that match their interests, abilities, and developmental stages. Activities can include educational games, simple experiments, mini projects, or art activities that stimulate creativity and problem-solving. In these activities, children learn through "learning by doing," trying various strategies, paying attention to details, evaluating results, and reflecting on their experiences. This process not only emphasizes the end result but also builds critical thinking, perseverance, creativity, as well as social and emotional skills. For example, in role-playing, children learn to express emotions, understand others' perspectives, communicate, and collaborate in groups. Varied activities allow children to explore their potential, adapt their learning methods, and develop self-confidence and responsibility toward their learning process. Teachers act as facilitators who provide guidance, motivation, and space for children's exploration, making learning enjoyable, meaningful, and appropriate to the developmental needs of young children.

One significant impact of activity-based learning is the development of children's learning independence. Learning independence includes the ability to take initiative, make simple decisions, self-regulate, solve problems, and evaluate their own learning

outcomes. Through interactive activities, children are given the opportunity to choose project materials, determine the sequence of activity steps, and complete tasks with minimal guidance from the teacher. For example, children who assemble puzzles or conduct simple experiments learn by trying different methods, evaluating the results, and finding solutions independently. Activities that provide space for exploration, mistakes, and corrections encourage children to think critically and build self-confidence. The teacher acts as a facilitator who guides when children encounter difficulties, allowing them to still feel in control of their learning process. This strategy not only emphasizes academic aspects, but also teaches responsibility, initiative, and life skills that are important for a child's development. Through activity-based learning, children learn to become active subjects, able to manage themselves, and gradually develop independence.

In addition to independence, activity-based learning also enhances focus and concentration in young children. Focus is the ability to pay attention to a single object or activity, while concentration is the ability to maintain that focus continuously despite distractions. Challenging and enjoyable activities, such as educational games, mini projects, or simple experiments, require children to notice details, follow sequence steps, and complete tasks gradually. Varied activities that are relevant to children's interests keep them engaged, motivated to complete tasks, and help them learn to manage their attention and energy. Teachers act as facilitators who provide brief and clear instructions, offer a variety of materials, and divide activity time with appropriate breaks, so that children do not quickly get bored or mentally fatigued. Focus and concentration trained through this activity also impact critical thinking skills, problem-solving, and the development of children's social-emotional skills.

Table 2 Indicators of Focus and Concentration in Early Childhood

Indicator	Supporting Activities	Impact on Focus & Concentration
Fokus pada tugas	Assembling puzzles, simple experiments, mini projects	The child pays attention to the steps carefully
Maintaining attention	Step-by-step educational games, art activities, group games	The child is able to complete the activity to the end
Managing distractions	Group activities with clear roles	The child learns to restrain themselves, not easily distracted
Decision making	Role-playing games, creative projects	The child learns to choose strategies, paying attention to details
Self-evaluation and reflection	Experiments and documentation of results	The child practices concentration to observe and analyze results

Activity-based learning in early childhood provides comprehensive benefits, including cognitive, social, emotional, independence, focus, and concentration development. Properly designed activities engage children actively, keep them motivated, and allow them to learn thoroughly through real experiences. Teachers as facilitators, along with supportive media and a conducive learning environment, enable children to learn independently, creatively, meticulously, and responsibly. Consistently applying this strategy from an early age will build a strong learning foundation, shape positive character, and prepare children to face future academic and social challenges.

CONCLUSION

Activity-based learning in early childhood is effective in increasing engagement, independence, as well as focus and concentration in children. Through direct experiences, exploration, and enjoyable interactions, children learn to solve problems, take initiative, self-regulate, and independently evaluate learning outcomes. Varied and relevant activities also train children's attention, enabling them to complete tasks thoroughly and build social and emotional skills, such as cooperation, empathy, and self-confidence. With teachers as facilitators and support from media and a conducive learning environment, activity-based learning not only develops academic aspects but also positive character and life skills, which are an important foundation for children's future success.

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