

FIXATION [CONGESTION] OF CHILDREN IN COMPREHENDING LEARNING

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Abstract

This research aims to explore the factors that cause children's fixation or bottlenecks in understanding learning both at school and at home. This research method is qualitative using interview techniques and collecting materials in the form of scientific journals. In this research, researchers found several important things from journals and also responses from sources regarding factors that could cause fixation or learning bottlenecks in children, such as attention disorders for example due to the use of social media or electronic devices, the quality of teachers, difficulties in reading, children those with special needs, children who lack self-confidence, learning techniques, poor sleep quality, stress, fatigue, school environmental factors that are less conducive, the role of parents in educating and guiding children, and many more. Researchers also found several solutions from sources regarding what solutions could be taken when children experience fixations or bottlenecks in understanding learning. Researchers conducted

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qualitative research using interview methods with students and people who were already wor.

Keywords: *Fixation or Congestion, Child in Understanding, Learning*

INTRODUCTION

Learning is an organized mixture of human elements, materials, equipment, supplies, and processes that influence each other to achieve learning objectives. Learning disengagement is the phenomenon in an individual experiencing difficulties or obstacles in their learning process. Depending on the individual, these could be attributed to various factors, such as insufficient motivation, impaired concentration, or difficulty in comprehending the subject matter.

Learning bottlenecks could affect one's productivity and academic outcomes. Therefore, identifying the reasons and finding solutions to overcome learning bottlenecks is vital to make the learning process more effective. Mastery-oriented learning is considered to fail to produce active, creative and innovative learners, so there needs to be a more meaningful learning approach, which emphasizes actual problems directly related to real life in society.

Learning is not just about transferring knowledge from teachers to students, but how students are able to make meaning of what they learn. Learning for children is an integral process in their development. During the early years of life, children undergo significant physical, cognitive, emotional and social development. They learn through experience, observation and interaction with the world around them.

Child learning delays are situations where children experience trouble in learning or understanding learning both at home and at school. Identifying learning delays in children is done by evaluating and observing the child's physical or mental health, attitudes and habits both at home and at school.

Sleep quality could also lead to learning bottlenecks to children, the impact of sleep deprivation on learning, namely lack of concentration, lack of sleep makes it more difficult for a person to concentrate and pay attention. Students who sleep less tend to be easily distracted and have difficulty maintaining focus while studying. Decreased cognitive abilities, poor sleep quality can result in decreased cognitive abilities, such as information processing, problem solving and decision making. This can make studying more difficult. lack of motivation, people who don't sleep enough tend to feel less motivated to study or complete school tasks. They may feel tired and sluggish.

Stress could be caused by too many tasks, an uncomfortable environment, and many more, so that it can cause learning congestion in children, so there are several solutions that could help children overcome stress analyze the causes of children's stress to know how to handle it, bring children to recreation or sports venues, create a learning environment that makes children comfortable, support children

emotionally, do relaxation or meditation, if children's stress is not helped then take them to a child psychologist.

Children's education involves providing the basics of knowledge, skills and values that are important for their future. This includes learning about reading, writing, arithmetic, as well as social skills such as sharing, communicating and empathizing. The significance of learning in children's formative years could not be overlooked, as it forms the basis for their future development (Haloho, 2016, 2022b, 2022c, 2022a, 2023; Haloho et al., 2013; Rahmelia et al., 2022; Sarmauli et al., 2022; Timan Herdi Ginting et al., 2022). Therefore, creative and supportive learning methods need to be implemented to ensure that children could grow and develop optimally in all aspects of their lives.

There are two main things affecting children in the learning process, namely parents and teachers at home and at school. Parents or families represent a valuable place in the formation of disciplinary attitudes (Kamayuda & Sulistyowati, 2015; Nugrahu, 2020, 2021, 2022; Nugrahu et al., 2023; Siten, 2023; Sulistyowati et al., 2021, 2022; Utami, 2022; Wahyudi et al., 2023). Namely through the process of parental care at home, the educational process at school and the support of the community environment.

Parental involvement consists of two things, namely contribution and need. Contributions could be seen from parents could act as a source, other support, cooperate with teachers, share information with children (Rahmelia, Prasetyawati, et al., 2023; Setinawati et al., 2021; Surya, 2020, 2021, 2023a, 2023b; Surya & Setinawati, 2021; WK GINTER et al., 2009). While the needs of parents could be in the form of communication channels, relationships with school staff, parental education and parental support.

Furthermore, as a teacher, he/she has to understand the situation of his/her students, this is where the professionalism of the teacher is proven by how the teacher interacts with students (Darma et al., 2023; Fitriana et al., 2023; Hasan et al., 2023; Malau, 2021, 2023; Munte, 2022c, 2022a; Munte, Natalia, et al., 2023; Munte, 2017, 2018a, 2018b, 2021; Munte & Monica, 2023; Munte & Wirawan, 2022; Riska et al., 2023; Salmanezer et al., 2023; E. J. Saputra et al., 2023; Seruyanti et al., 2023; Sihombing, 2015, 2019, 2022; Tirayoh et al., 2023; Trisiana et al., 2023; Wirawan, 2021; Wirawan et al., 2023). Teachers have to understand how to rebuild motivation and maintain and increase the learning motivation of their students. In its implementation, teachers have to be creatively managed learning activities.

Creative teachers could utilize everything available in order for teaching and learning interactions to take place pleasantly and make students motivated to take part in learning. Teachers have the ability to optimize their creativity to motivate students both from within and from outside. From the inside, for example, the teacher had to be good at being a person who was close to students. While from

outside, for example, teachers choose the right method and use appropriate media to encourage students interested in learning.

The research elaborate on both the reasons for children's difficulties in understanding learning (Batuwael et al., 2019; Langi et al., n.d.; Mukuan et al., 2022; Pongoh, n.d., 2022b, 2022a, 2023; Rahmelia et al., 2022; Suratinoyo et al., 2019; Triadi, Pongoh, et al., 2022). Both at home and at school and the solutions when children experience learning difficulties.

RESEARCH METHOD

This research is based on qualitative research. Data collection was done through interviews. The interview process was first agreed between the interviewees who were willing to be interviewed. After approval, the researcher made a recording with a smartphone in audio format. After that, the researcher transcribed the

The interview from audio to visual (interview transcript/written). Then, in the next process, the researcher selected interview transcripts that were close to the search into the form of factual solids, the researcher made them into themes. Based on these themes, researchers took things or subject matter based on interviews that were close to the research data.

The method used is also the collection of research data, namely literature studies and data sources derived from scientific journals. Data analysis in qualitative research is inductive, which ultimately results in understanding, causing, and resolving children's fixation or congestion in understanding learning. The research method consists of a description of the type of research, data collection, data sources, data types, and data analysis. Written in paragraph form.

RESULT AND DISCUSSION

Researchers find out the definition of fixation or learning disability in children and also identify the reasons for learning disability in children through interviews. The first interviewee's opinion about learning disability in children.:

“Kemacetan belajar anak adalah situasi dimana seorang anak mengalami kesulitan dalam belajar atau merasa terhambat dalam perkembangan pendidikannya disekolah.. cara mengidentifikasinya mungkin melalui observasi perilaku dari anak tersebut seperti penilaian oleh guru atau ahli pendidik serta melalui evaulasi kesehatan fisik dan mentalnya.”

Opinion of the second informant:

“Menurut saya dalam kemacetan belajar itu, dalam seorang siswa, terjadinya di dalam kelas misalnya kemalasan itu salah satu kemacetan dalam pembelajaran seseorang karena kemalasan ini bisa timbul kapan saja, kemudian ngantuk

biasanya terjadi juga di dalam kelas.. caranya bisa melalui observasi, kemudian pemeriksaan pengindraan peserta didik atau bisa juga wawancara dengan orang tua atau wali peserta didik, kemudian memberikan tes diagnostik dan memberikan tes intelegensi.”

Third interviewee's opinion:

“menurut saya merupakan suatu kondisi dimana proses belajar anak tersebut ditandai dengan adanya hambatan-hambatan dalam mencapai hasil belajar, jadi kondisi dimana anak tidak dapat belajar dengan semestinya.. untuk mengidentifikasi anak yang mengalami masalah belajar dan dapat dilakukan dengan cara analisa hasil belajar anak, mengetahui kemampuan dasarnya, memahami sikap dan kebiasaan belajar anak, dan observasi proses belajar anak disekolah maupun dirumah.”

Fourth informant's opinion:

“kemacetan belajar anak itu seperti anak yang susah mengerti pembelajaran yang diajarkan oleh guru nya saat di sekolah.. mungkin caranya dengan memperhatikan perilaku anak dan perkembangannya dan juga lihat lingkungan belajarnya dirumah atau disekolah apakah ada suatu hal yang menyebabkan anak mengalami kemacetan dalam pembelajarannya.”

The results of the opinions of all sources could be known that children's learning congestion is the situation where children experience difficulties and obstacles in learning or understanding and understanding the learning provided both at home and at school (Fitriana et al., 2023; Istinia et al., 2023; Kurniati et al., 2023; Melliani, Munthe, et al., 2023; Peryanto et al., 2023; Simanjuntak, 2019; Tekerop et al., 2019). How to identify learning congestion in children is by evaluating and observing children both from their physical or mental health, learning environment, learning process, conducting tests, and understanding children's attitudes and habits both at home and at school.

The following researchers will find out what are the causes of children's learning congestion as a result of interviews and will explain how to solve them. The first interviewee:

“Penyebab umum nya sih bisa beragam termasuk masalah kesehatan, masalah sosial, kesulitan dalam pemahaman materi pelajaran atau gangguan perhatian.”

The second interviewee said:

“menurut saya bahwa bisa saja, ee faktor yang menyebabkan kemacetan belajar siswa itu terjadi akibat dari beberapa pengaruh, yaitu bisa saja pengajaran itu tidak sesuai dengan kurikulum, kemudian yang tidak relevan, lingkungan kelas juga kurang kondusif, kemudian kondisi sosial ekonomi yang kurang menguntungkan, kemudian hubungan yang kurang harmonis antara guru dan siswa.”

The third interviewee mentioned the factors contributing to learning difficulties regarding co-conduciveness:

“menurut saya faktor penyebab kesulitan belajar pada anak terjadi karena suasana lingkungan tidak mendukung dan landasan belajar kurang kuat dimana lingkungan belajar kurang kondusif dan rendahnya pembelajaran dan penyampaian materi belajar yang susah dipahami oleh anak.”

The fourth interviewee responded:

“menurut saya penyebab kemacetan belajar pada anak itu bisa disebabkan karena cara atau proses belajar yang kurang dan membosankan atau ee kondisi anak yang mempunyai IQ rendah sehingga sulit memahami pembelajaran yang diberikan oleh guru.”

Nowadays many children use cellphones, cellphones could interfere with children's concentration while learning (Amiani, 2022; Anggreni, 2023; Awak et al., 2023; Fransisko et al., 2024; Keristina et al., 2023; Kristiani et al., 2023; Manik et al., 2023; Monica, 2023; Munte, 2022b, 2023a, 2023b; Munte, Natalia, et al., 2023; Munte, Saputra, et al., 2023; Munte & Korsina, 2022; Munte & Natalia, 2022; Putri et al., 2023; Riska et al., 2023; Rosen et al., 2023; D. A. Saputra et al., 2023; J. Saputra & Sukarno, 2019; Sriwijayanti, 2023; Stepania & Setianti, 2022; Suriani & Betaubun, 2022; Tamara et al., 2022; Tirayoh et al., 2023; Trisiana et al., 2023). Addiction to social media, games and other entertainment content on mobile phones could make it difficult for children to focus on their studies.

It could reduce the effectiveness of time spent on learning and affect their academic performance (Adellia et al., 2023; Dandi & Veronica, 2023; Eribka et al., 2023; Erika et al., 2023; Hanriani, n.d.; Ligan, 2022; Loheni et al., 2023; Meilan & Mariani, 2023; Melliani, Christian, et al., 2023; Melliani, Munthe, et al., 2023; Octaviana et al., 2023; Palit et al., 2023; Pengky et al., 2023; Pradita & Veronica, 2023; Rosen et al., 2023; Samuel et al., 2023; Seruyanti et al., 2023; Siburian et al., 2023; Silipta et al., 2021, 2023; Sulistyowati et al., 2022; Susanto et al., 2022; Veronica, 2022). And distractions such as the use of mobile phones or social media could have negative and positive impacts on children today, the negative impact is the use of

mobile phones before bed could disrupt children's sleep patterns. The blue light emitted by cell phone screens could interfere with the production of the hormone melatonin, which is essential for quality sleep.

Sleep disorders could contribute to children becoming tired and having difficulty concentrating at school and could disrupt children's attention in the learning process due to the use of social media, games, watching videos, thus affecting children's discipline and making children lazy or unfocused on learning then causing learning congestion in children (Pahan, 2020, 2021; PAHAN et al., 2011, 2014; Pahan & Prasetya, 2023; Pattiasina, 2021; Prakosa, 2022; Prakosa et al., 2023; S. Sanasintani, 2022; S. P. Sanasintani, 2020b; SUGIYANTO et al., 2014; Wahyudi et al., 2023). mobile phones could also increase the risk of mental health disorders.

Children who are overexposed to negative or addictive content on social media may experience problems such as anxiety, depression and feelings of inadequacy (Darnita & Triadi, 2022, 2023; Jasiah et al., 2023; Mualimin et al., 2022; Sepniwati, 2022; Triadi, n.d., 2022; Triadi, Pongoh, et al., 2022; Wulan, 2005, 2023; Wulan & Sanjaya, 2022). They may feel compelled to compare themselves to others based on what they see on these platforms and overuse of mobile phones could also affect children's social skills. They may prefer to communicate through text messages or social media rather than interacting directly with their friends.

It could reduce their ability to communicate effectively in real-world social situations. While the positive impact is that children are easy to find learning information (Colina, 2015, 2016, 2021; Eribka et al., 2023; Fransisko et al., 2024; Hendrik et al., 2022; Lana et al., 2023; Lumbantobing, 2022; Mamarimbing et al., 2023; Mariani, 2020, 2022a, 2022b, 2023; Meilan & Mariani, 2023; Reggina & Indriani, 2023; Saputri et al., 2023; M. T. Sarmauli, n.d.; S. Sarmauli, 2016; S. Sarmauli & Pransinartha, 2022; Sinta et al., 2023; Sriekaningsih et al., 2019; Tobing, 2015; Triadi, Prihadi, et al., 2022). Because nowadays there are various learning applications available and all the things everyone want to know everyone could get on Google or other applications wherever we are we could access the internet easily, social media also makes it easy to communicate with distant friends or family.

Therefore, in order to solve the negative impact of attention disorders in children that could caused learning congestion (Ahmad Ardillah Rahman et al., 2021; Andiny, 2020, 2023; Andriany et al., 2023; Angellyna, 2021; Dandung et al., 2022; Dinata et al., 2023; Eksely et al., 2023; Keristina et al., 2023; Kristiani et al., 2023; Manuputty et al., 2023; Merdiasi, 2013; Merdiasi et al., 2017; Merdiasi, 2022; Merdiasi et al., 2022; Merdiasi & Kristiani, 2021; Nopitri & Irdayani, 2023; Nursusanti et al., 2022; Sanasintani, 2019, 2020a; S. P. Sanasintani, 2020b; Sepniwati, 2022; Tedy et al., 2023; Veronika et al., 2023). It would be important for parents to supervise, accompany, and limit the use of cellphones in children so that there is no negative impact on children such as causing congestion in learning.

This may reduce their capacity to communicate effectively in social situations in the real world (Netanyahu & Susanto, 2022; Pattiasina et al., 2022; Susanto et al., 2022; Widyasari, 2021). While the positive impact is easy for kids to find learning information as nowadays there are various learning applications available and all the things the kids want to know could be found on google or other applications wherever the kids access the internet easily, social media also makes it easy to communicate with friends or family who are far away.

Therefore, the solution to the negative impact of attention disorders in children causing learning congestion is the obligation of parents to supervise, accompany, and limit the use of cellphones in children (Apandie et al., 2022; Apandie & Rahmelia, 2020, 2022; Ginting, 2010; Kristin et al., 2022; Lumbanraja, 2021; Prasetiawati, 2020, 2022; Rahmelia, 2020; Rahmelia et al., 2022; Rahmelia, Prasetiawati, et al., 2023; Rahmelia, Prihadi, et al., 2023; Rahmelia & Agustina, 2022; Rahmelia & Apandie, 2023; Rahmelia & Prasetiawati, 2021; Sari & Ginting, 2023; Sarmauli et al., 2022; Sriwijayanti, 2020b, 2020a, 2023; Teriasi et al., 2022; Timan Herdi Ginting et al., 2022). There is no negative impact on children such as causing congestion in learning.

The quality of the teacher or teacher could be responsible for learning problems in children if the teacher does not teach well, understand the needs of students, and analyze quality learning methods so that students could understand what the teacher is saying. Learning in accordance with students' mental development means that the content of the curriculum used has to be based on the social, emotional and intellectual development of the students.

Nowadays in some places there are still students who have difficulty reading. Therefore, something to consider in learning to read is the necessity to make efforts in improving the student learning process by packaging character-based teaching materials by formulating learning modes, reading with character, and using authentic assessment.

Character indicates the manner in which someone behaves, character term is closely related to the personality of the person (Angellyna & Tumbol, 2022; Eribka et al., 2023; Fransisko et al., 2024; Hendrik et al., 2022; Mamarimbing et al., 2023; Mariani, 2023, 2020, 2022a, 2022b; Meilan & Mariani, 2023; Saputri et al., 2023; Sinta et al., 2023; Susila, 2022b, 2022c, 2022a; Susila & Pradita, 2022; Susila & Risvan, 2022; M. T. Telhalia, 2017b, 2017a; T. Telhalia, 2016, 2023; T. Telhalia & Natalia, 2021, 2022; S. Tumbol, 2020; TUMBOL, 2022; S. N. Tumbol & Wainarisi, 2023; Wainarisi et al., 2023; Wainarisi & Tumbol, 2022b, 2022a; WK GINTER et al., 2009). Someone could be called having character if their behavior is in accordance with moral rules. Based on its meaning, character education is defined as education that develops character values in students.

Thus, they have values and character as their own character. Then the most widely used channel to integrate character education into reading learning is through

teaching materials, this is done by developing teaching materials that contain character content. Then the last way, authentic assessment, is the process of collecting various data that can provide an overview of student development.

Many students today, from elementary school to college, either have lack of confidence or are unable to express their opinions during learning activities at school. However, every child is unique and has different backgrounds, experiences, and personalities. Lack of confidence in children could be triggered by a variety of factors such as traumatic experiences, social pressure, or developmental issues.

There are also several ways or methods of learning that are effective for students, namely Active Learning, This technique requires students to be actively involved in the learning process. This can include group discussions, practical experiments, or collaborative projects. In active learning, students are more active in seeking information and participating in the understanding of the material. Problem-based Learning, In this approach, students are given a problem or task that they must solve by applying the knowledge and skills they have learned.

It encourages creative problem solving and analytical thinking. Cooperative Learning, Students work together in groups to achieve learning objectives. It encourages collaboration, communication and the development of social skills. Project Based Learning, Students work on long projects that involve research, planning and implementation. This provides a real context for learning and encourages ongoing skill development.

Based on the results of research fatigue problems may contribute to children's congestion in understanding learning, the fatigue in question is due to extracurricular activities or others, which can make children have no time and enthusiasm to learn because they feel tired after doing extracurricular activities, to overcome this problem it would be better to balance learning and extracurricular activities have a schedule for rest and study, if extracurricular activities are too many then consider reducing them.

CONCLUSION

Therefore, the result of this research is the factors contributing to fixation or learning congestion in children, such as attention disorders, such as the use of social media or electronic devices, the quality of teachers, difficulties in reading, children with special needs, children who lack self-confidence, learning techniques, poor sleep quality, stress, fatigue, school environment factors are not conducive, the role of parents in educating and guiding children. Hopefully, this research could assist in solving the problem of fixation or children's congestion in understanding learning.

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