

The Application of Playing Guess the Glass NASIRMA in Improving Concentration in Children Aged 5-6 Years

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ABSTRACT

The ability to concentrate is essential for children as a foundation for learning and thinking in later years. Therefore, it is important to stimulate children from an early age to instill concentration skills through fun methods. One such fun method is the NASIRMA (Nuansa Anak Sholeh Islam Bermain) Guess the Glass game. This study aims to improve children's concentration through the NASIRMA Guess the Glass game for children aged 5-6 years. This community service activity in the form of service learning was carried out at Nur Adzakiyah Pattallassang Gowa Kindergarten with 6 children participating. The instruments used were the NASIRMA Guess the Glass game, assisted by the Spin the Wheel application, an observation sheet to measure the children's achievements, and an evaluation sheet to measure the implementation of the intervention. The data were analyzed using descriptive statistics. The results of the community service research showed that children were able to improve their concentration skills, such as focus, following instructions, memory, and perseverance, while playing. The findings of this study imply that the NASIRMA Guess the Glass game can be used as an effective stimulation method to improve the concentration of early childhood through fun activities.

Keywords: *Guess the NASIRMA Glass Game Method, Cognitive Development, Concentration.*

1) INTRODUCTION

Cognitive development is an important aspect that needs to be stimulated from an early age because it forms the basis of a child's learning abilities. One cognitive ability that plays a major role in the learning process is concentration, which is the ability to focus attention, think, and complete tasks independently. Early childhood is the golden age, a period that is crucial for successful development in later stages (Susanti et al., 2024). However, many 5- to 6-year-olds have difficulty maintaining attention, following instructions, and completing tasks (Khasanah & Rocmah., 2024). Research by Hartanti & Yusup (2025) shows that 36% of children have low concentration. This is reinforced by Yuliasti & Vitaloka (2025), who found that a lack of stimulation and interesting media can cause children to get bored quickly and lose focus. In addition, Marwany & Kurniawan (2020) in their book also reveal that uninteresting and monotonous media will make children feel restless and distract their

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attention, thereby reducing the concentration of early childhood. If these obstacles are not addressed early on, they will have an impact on the low learning readiness of children when they enter the next level of education (Betaviana et al., 2023).

One way to overcome concentration barriers in children is to provide appropriate stimulation through methods that are suitable for early childhood characteristics (Zarty & Nurunnisa, 2024). Play is an effective approach to developing various aspects of child development, including concentration. According to Putri & Harfiani (2024), games can improve focus and memory skills. The NASIRMA Guess the Glass game is a modern game that requires children to pay attention, remember the position of objects, and follow the flow of the game. This is very effective in stimulating children's focus and memory. Research by Harahap & Harahap (2023) shows that games with elements of surprise and challenge can significantly increase children's engagement and concentration. The Guess the Glass game also provides a fun learning experience and strengthens the ability to complete tasks gradually (Fatimah & Utami, 2024).

The NASIRMA Cup Guessing Game is an educational game modified from the classic “cup guessing” game, in which children are asked to guess the position of a small ball hidden under one of several randomly arranged cups. This game is designed to train children's focus, ability to follow instructions, memory, and perseverance during the playing process. This game is the result of a modification by researchers named “NASIRMA,” which stands for Nuansa Anak Sholeh Islam Bermain (Nuances of Pious Islamic Children Playing), which not only emphasizes cognitive stimulation but also contains Islamic values. In practice, children are asked to guess the location of the ball among three to seven glasses that are moved randomly by the facilitator. The combination of physical (observing the movement of the cups), visual (seeing the position of the cups), and digital (using the Spin The Wheel application) activities makes this game capable of stimulating various cognitive functions in children comprehensively (Sitanggang et al., 2025). In addition to training concentration and memory, this game also trains decision-making and acceptance of results with a positive attitude. By incorporating religious elements and excitement, the NASIRMA Guess the Glass game becomes a learning medium that is not only educational but also meaningful in terms of values.

Concentration is a basic skill in children's cognitive development that is related to focusing attention fully on an activity (Lestari et al., 2025). Concentration in children aged 5–6 years can be defined as the ability to focus the mind when doing or working on something that is directed (Yulianti

et al., 2022). Aspects of concentration in early childhood include focus, following instructions, memory, and perseverance. Factors that influence concentration include the child's interests, learning environment, and the methods or media used in learning activities (Mustofa et al., 2023). One important factor that affects children's concentration is learning methods that involve physical and mental activities simultaneously, such as playing (Asari & Amir, 2025). Thus, the NASIRMA Guess the Glass game can be a contributing factor in improving children's concentration in a fun and meaningful way.

Based on the above description, this community service activity was carried out in the form of service learning at Nur Adzakiyah Pattallassang Gowa Kindergarten. The purpose of this activity was to determine whether the application of the NASIRMA Guess the Glass game method could improve the concentration abilities of 5-6-year-old children, particularly in terms of focus, following instructions, memory, and perseverance.

2) METHODS

Service learning is a learning approach that emphasizes the application and implementation of knowledge acquired in higher education institutions for the benefit of society, through direct service experiences and reflection to deepen students' theoretical understanding (Nugroho et al., 2023). The subjects of this community service were 5-6-year-old children at Nur Adzakiya Kindergarten, located in Perum. Benteng Mutiara, Jl. Poros Sumbarrang, Borong Pa'la'la, Kec. Pattallassang, Kab. Gowa, South Sulawesi. The population consisted of 22 students (data from Nur Adzakiya Kindergarten). There were 6 subjects with the initials AAD, SMAF, MAF, FS, BAZ, and MHAF who were selected based on simple random sampling, where each individual in the population had the same chance of being selected as a research subject. This selection was made to represent the population proportionally and to facilitate intensive observation and implementation of activities.

The game used in this community service research was the NASIRMA Guess the Glass Game through the following steps:

a) Preparation of Tools and Place

1. Prepare 3-7 opaque glasses, one small ball, and a flat table as the playing area.

2. Download and prepare the “Spin the Wheel” application on a cell phone or tablet. Create a list of random choices on the wheel, for example, Hijaiyyah letters (ﻱ - ﻝ), daily prayers (prayers before eating, before sleeping, etc.).

3. Ensure that the room is safe and comfortable, and free from dangerous objects.

b) Instructions for Children

1. The facilitator explains the rules of the game briefly and clearly:

"We are going to play NASIRMA's guessing game, which will be assisted by the spin the wheel application. We will guess which glass contains the ball. If you are correct, you will have the opportunity to earn stars through this spin the wheel application. If you manage to get 3 stars, you will move up to level 2. However, if you choose the wrong cup, you will receive a challenge. The challenge could be reading the Hijaiyyah alphabet or reciting a daily prayer as selected by the spin the wheel app."

c) Play Activity Implementation

1. Children line up to take turns playing.
2. The facilitator hides a small ball under one of the cups and shuffles them.
3. Children guess which cup contains the ball. If a child guesses correctly, they get a chance to spin the wheel to see if they get a star or not. If the child has successfully collected 3 stars, they will move up to level 2, and so on.
4. If the guess is wrong, the child spins the Spin the Wheel to get a challenge:
 - (a) If a Hijaiyyah letter comes up, the child must name the letter and pronounce it correctly.
 - (b) If a daily prayer comes up, the child recites the prayer as shown.
 - (c) The child still receives positive support and encouragement even if they fail to guess the cup.
5. After the challenge is completed, it is the next child's turn.
6. The game continues until all children have had a turn, or until the playing time is over.

d) Closing and Reflection

1. After the game is over, invite the children to sit in a circle.
2. The facilitator gives appreciation for the children's courage, cooperation, and ability to answer challenges and think logically.
3. End with a prayer together and thank all the children for their participation.

This NASIRMA Cup Guessing Game Media is a modification inspired by YouTube. The modification to the NASIRMA cup guessing game is the addition of Islamic elements. The following game media is used:



Figure 1. *NASIRMA Picture Guessing Game Media*

The community service was conducted over 3 days on June 11, 12, and 13, 2025. The instrument used was an observation sheet on children's achievement, consisting of 4 aspects, each containing 2 respondent statement items compiled by the researcher based on the following aspects: 1. Focus 2. Following instructions 3. Memory 4. Perseverance. The grid can be seen in the following table:

Table 1. *Instrument Grid*

No	Aspect	Statement
1	Focus	a. The child pays close attention to the game.
		b. The child remains focused even when there are distractions from the environment.
2	Following Instructions	c. The child understands and follows the game rules correctly.
		d. The child completes the game steps according to the given instructions.

3	Memory	e. The child can remember the position or order of the cups in the game.
		f. The child can guess correctly based on their memory.
4	Perseverance	g. The child keeps trying even after making mistakes.
		h. The child completes the game until the end without giving up.

3. RESULTS AND DISCUSSION

The results of community service research in the form of service learning show positive results. This was proven after conducting the NASIRMA modern guessing game, most of which met the criteria of Developing as Expected (BSH) and Developing Very Well (BSB) in terms of concentration. The following is a summary of the observation data on the achievements of the children in the implementation of community service activities for the 6 children who were the subjects of the study.

Table 2. *Results of the Respondent Table Before Playing*

No	Child's Name	Item								Total	Average
		A	B	C	D	E	F	G	H		
1	AAD	4	2	4	4	3	4	3	4	28	3,50
2	SMAF	2	1	3	4	1	2	3	2	18	2,25
3	MAF	2	2	3	4	1	2	2	2	18	2,25
4	FS	4	2	4	4	3	4	4	4	29	3,63
5	BAZ	3	1	4	4	3	4	3	3	25	3,13
6	MHAF	3	2	4	4	3	4	3	2	25	3,13
Average										23,83	2,98

Table 3. *Results of the Respondent Table After Playing*

No	Child's Name	Item								Total	Average
		A	B	C	D	E	F	G	H		
1	AAD	4	4	4	4	4	4	4	4	32	4,00
2	SMAF	4	3	4	4	4	4	4	4	31	3,88
3	MAF	4	4	4	4	4	4	2	2	28	3,50
4	FS	4	4	4	4	4	4	4	4	32	4,00
5	BAZ	4	3	4	4	4	4	3	3	29	3,63
6	MHAF	4	4	4	4	4	4	3	3	30	3,75
Average										30,33	3,79

Description:

Score 4: Developing Very Well (BSB)

Score 3: Developing as Expected (BSH)

Score 2: Starting to Develop (MB)

Score 1: Not Yet Developing (BM)

Based on Table 3 above, it can be seen that the respondents at Nur Adzakiyah Pattallassang Gowa Kindergarten had almost the same average scores. Children with the initials AAD and FS obtained the highest total scores among their friends, namely 32 with an average of 4.00, which shows that their concentration is in the Very Good Development (VGD) category. This means that the concentration development of these children has improved significantly. There were two children, SMAF and MAF, who were previously in the Beginning to Develop (MB) category, but after the intervention of play activities, both children experienced rapid concentration development and were now in the

Developing as Expected (BSH) category. Meanwhile, the other two children experienced an increase in concentration, although they remained in the Developing as Expected (BSH) category.

Table 4: *Difference in Results Between Respondents Before and After Playing*

No	Child's Name	Average		Difference
		Before	After	
1	AAD	3,50	4,00	0,50
2	SMAF	2,25	3,88	1,63
3	MAF	2,25	3,50	1,25
4	FS	3,63	4,00	0,37
5	BAZ	3,13	3,63	0,50
6	DM	3,13	3,75	0,62
Average		2,98	3,79	0,81

In general, the observation data shows a significant increase in the average concentration scores of children before and after the intervention. The overall average increased from 2.98 to 3.79, a difference of 0.81 points. This shows that the NASIRMA Guess the Glass game can improve children's concentration skills, which cover four main aspects, namely focus, following instructions, memory, and perseverance. These results are reinforced by the children's active participation during the activity. The children were focused when observing the movement of the cups, persistent in guessing the location of the ball, and enthusiastic about completing the challenges given. All children experienced an increase in their scores, both those who previously had low scores and those who already had fairly high scores.

When viewed by gender, there are quite interesting differences in the average increase. Girls (AAD and FS) already had high scores from the start (average: 3.57) and increased to 4.00, with an average difference of 0.44 points. Meanwhile, boys (SMAF, MAF, BAZ, and MHAF), who previously showed lower averages (average: 2.69), experienced a greater increase after the intervention, reaching 3.69 with an average difference of 1.00 points. This shows that although girls are more stable in terms of concentration, boys tend to benefit more from this game intervention. In other words, gender does

not significantly limit the effectiveness of the method, as both boys and girls show an increase in concentration.

The improvement shown by all children proves that the NASIRMA Guess the Glass game method is not only effective for children with low concentration abilities, but also capable of optimizing the abilities of children who are already in the very good development category. This game is able to stimulate all aspects of concentration because it is designed with the principles of active involvement, rewards (stars), and educational challenges. Children become more focused because they are interested in the game (Tang, 2020). Almost all children want to continue playing the NASIRMA guessing game and say, "This game is very exciting, I want to play it again." This shows that this game is fun for children aged 5-6 years.

Competitive games with many positive values, such as the NASIRMA guessing game, can motivate children to be more diligent in playing. The challenges presented, such as reciting Hijaiyah letters or daily prayers, provide added value, not only cognitively but also from a religious and socio-emotional perspective. Children feel challenged in a healthy way and are given space to develop confidence and courage in making decisions. This shows that game models such as NASIRMA Cup Guessing are worthy of being part of character-based learning.

This game is an educational game that can improve children's concentration. This finding is in line with Suryani et al. (2022), who stated that interactive educational games have a significant impact on improving concentration. This study is also relevant to the findings of Alfiah & Darsinah (2023), who stated that visual games and challenges are effective in stimulating children's memory. Fitriana & Novitawati (2021) also add that strategy-based games help children develop the ability to complete tasks more independently. Meanwhile, Rizkha & Anggapuspa (2022) emphasize that educational games involving visual elements stimulate memory better than passive learning methods.

Not only in cognitive aspects, the NASIRMA Guess the Glass game also has an impact on children's religious aspects. In each game, children who fail to guess the position of the ball must recite Hijaiyah letters or read daily prayers. This is an added value because the activity is not only cognitive stimulation, but also instills religious values in a fun atmosphere. Children learn daily prayers and Hijaiyah letters repeatedly so that they are easier to remember and understand.

The following are the results of the researchers' documentation with the students:



Figure 2. *Photo of the activity while playing the NASIRMA glass guessing game*



Figure 3. *Photo of the activity while playing the NASIRMA glass guessing game*

Based on the table and documentation above, it can be concluded that the NASIRMA Guess the Glass game is an effective medium for stimulating concentration in early childhood. This method can improve children's focus, memory, and perseverance, as well as shape positive attitudes such as responsibility, honesty, and acceptance of results. These findings are also reinforced by several previous studies. Research conducted by Fadli et al. (2025) concluded that picture-based guessing games can improve the attention and concentration of early childhood because they involve visual and verbal aspects. Furthermore, research by Faturahman et al. (2025) found that challenging play activities such as guessing games can improve information retention. Similarly, research by Syamsiah &

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Darmawan (2025) shows that simple quiz or challenge methods can increase children's participation in learning activities. A study by Andieni et al. (2025) highlights that educational games that incorporate religious values, such as reading prayers before and after learning, also influence children's character development. This is also supported by research by Latifah et al. (2022), which states that religious values are easier for children to understand when they are linked to concrete activities in their daily lives. This shows that play activities that combine cognitive challenges and religious values can strengthen meaningful learning in early childhood.

According to research conducted by Nur'aina et al. (2024), interactive games designed to strengthen memory have been proven to improve children's ability to maintain concentration for longer periods of time. Games that provide repetitive stimuli, such as the NASIRMA Cup Guessing Game, are also effective in helping children complete tasks more diligently and consistently.

Based on these findings, it can be understood that the NASIRMA Guess the Glass game not only has a positive effect on concentration but also touches on the affective and spiritual aspects of children. This game is an appropriate choice in the context of early childhood education because it integrates cognitive and character learning into one enjoyable activity.

4. CONCLUSIONS

Based on the results of community service activities using the NASIRMA Guess the Glass game method implemented at Nur Adzakiyah Pattallassang Gowa Kindergarten, it can be concluded that this game is effective in improving the concentration of 5-6 years old children. In addition, this game also has a positive impact on instilling religious values such as reading daily prayers and the Hijaiyah alphabet. The implementation of this game was enthusiastically welcomed by the children, showing that fun play media can be a meaningful and spiritually valuable learning strategy for early childhood. Therefore, it is recommended that educators and parents integrate similar educational games into children's learning activities to improve their cognitive readiness for the next level of education. This activity still has limitations in terms of the relatively small number of participants and its implementation being limited to one location, so further studies on a larger scale are needed to see the long-term impact of this method more comprehensively.

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