



Handling Concentration Disorders in Young Children Through Motor Activities

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Abstract

The teacher can identify any child with a disability or special need. This is quite difficult for the teacher when the child is disturbed. Children will have difficulty learning, experience delays in doing tasks or activities, and have difficulty adjusting to the surrounding environment. The purpose of this study is to describe the efforts made by teachers in dealing with children with special needs in Al-Kindi Kindergarten. This type of research is qualitative, with analytical techniques using an interactive engineering model. In this study, data analysis has been carried out simultaneously with the data collection process in the form of interviews, observations, and documentation. The object of this study was four children and four accompanying teachers. The results showed that the efforts made by teachers in dealing with children with special needs gave good results, including giving more attention to children, providing special classes for children, adding special activities for children, and providing special checks (assessments). From this study, it can be concluded that the efforts made by the teacher are effective in dealing with children with special needs who experience concentration disorders and are deaf.

Keywords: ADHD; Children; Children with Special Needs

Introduction

Education is a right for every human being protected and guaranteed by the Indonesian state. Law Number 20 of 2003 states that every Indonesian citizen has the same right to obtain quality and quality education. Furthermore, paragraph 2 states that every citizen with physical, mental, social, emotional, and intellectual disabilities is entitled to special education (Yatmiko et al., 2015). However, it is not uncommon for children with special needs to be seen as a family disgrace that must be closed tightly. This results in children not getting a good education, which should have been their right to an education. Apart from that, some Indonesian people still often assume that children with special needs are people who are troublesome, unproductive, interfere with the comfort of others, find it difficult to learn, and always burden the community and their families (Nurmayunita, 2018).

Children with special needs often lack agility and balance in gross motor movements while in fine motor movements. Children with special needs are often less skilled and coordinated in carrying out one task. Several types of handling children with special needs can be practiced by both parents and other parties so that these children with special needs can develop their abilities in learning and interacting with the surrounding social environment. Among them is to invite children to do gross and fine motor activities.

In its application, every child has the same rights in the world of education, whether it is a normal child or a child with a disability, thus requiring special services. Inclusive education is education that facilitates and gives the highest appreciation to children with special needs where they have the courage to face their limitations and their diverse environment (Madyawati & Zubadi, 2020). The model applied in inclusive schools focuses on full integration, eliminating limitations by using the principle of education for all children without exception (Shofa, 2018). Due to the different backgrounds of different children, different environments are very interesting to study in inclusive schools. It aims to see the diversity of children in inclusive schools (Yatmiko et al., 2015).

In Indonesia, the development of education for children with special needs and other special education has experienced a fairly rapid development in the last two decades, this is due to the increasing number of children with special needs. The number of children with special needs who were recorded as attending special schools (SLB) reached 144,621 students in the 2020/2021 school year. Of this number, as many as 82,326 children with special needs are in elementary school education (SD). A total of 36,884 children with special needs are currently studying in junior high school (SMP). Meanwhile, there are 25,411 children with special needs who are currently attending secondary school (SM) (Hadi, 2019).

With the birth of the National Education System Law No. 2 of 1989 which was later refined into Law No. 20/ 2003, special education is not only held through the special school system (SLB), but can also be held inclusively in regular schools at the education level. primary and secondary (Hajar & Mulyani, 2017).

In Al-Kindi Preschool Kindergarten there are categories of children with special needs including the severe category of deafness and mild category of ADHD concentration disorder (Uci, 2022). Deafness is generally synonymous with deafness (Solichah, 2014), academically, deafness is a hearing loss and people who have difficulty in hearing, resulting in children unable to speak because the vocabulary heard is also small (Bintoro, 2011).

While ADHD *Attention Deficit Hyperactivity Disorder* or what is often referred to as GPPH (Disorder of Attention and Hyperactivity Concentration) in which the concentration disorder itself is a persistent pattern and a condition where the developmental age is not in accordance with the age it should be, from attention deficit disorders, hyperactivity-impulsivity, or both (Setianingsih, 2018).

Children who have abnormalities in the social aspect are children who have difficulty in adjusting their behavior to the surrounding environment. Children who are included in this group are known as tunalaras. The purpose of this study is to discuss special handling related to children with special needs including children who have concentration disorders and children who are deaf.

Literature Review

Children with special needs are children who require special treatment because of developmental disorders and abnormalities experienced by children. In relation to the term

disability, Children with Special Needs with special needs are children who have limitations in one or several abilities, both physical such as blind and deaf, as well as psychological such as autism and ADHD (Dermawan, 2013). Children with Special Needs (ABK) is a condition where children have special characteristics that are different from children in general, namely experiencing special limitations or advantages both physically, mentally, intellectually, socially and emotionally. So they need special handlers (Rukmana, 2022).

Meanwhile, other opinions regarding children with special needs are slightly different from the terms of normal and abnormal development, in children with special needs that are not normal, including growth and development delays which are usually seen at the age of toddlers as if they were only able to walk at the age of 3 years. Another example that forms the basis of a child classified as having special needs is having the characteristics of growth and development of a child not experiencing *absent development*.

In addition, other characteristics are that at the age the child should be able to speak fluently but his development seems to have not been able to say a single word at the age of three years, besides that, there is usually a growth and development deviation such as *echolalia* behavior or *parroting* in autistic children. Understanding of children with special needs in context, some are biological, psychological, sociocultural (Hidayati, 2011).

The biological basics of children with special needs can be interpreted as genetic disorders, such as brain injury or traumatic *brain injury* that occurs, resulting in multiple disability. In the psychological context, children with special needs are usually characterized by symptoms of unusual attitudes and behavior, such as children who have problems or experience learning disabilities in *slow learner children*, resulting in children experiencing delays and tending to be less able to adapt to the surrounding environment, as a result. Other problems can also occur in social-emotional abilities and interaction disorders in autistic children, speech disorders in autistic children and also ADHD *Attention Deficit Hyperactivity Disorder* (Saihu, 2019).

In the social and cultural concept of society, children with special needs are known as the inability of a child in behavior, and tend to be slightly different from children in general, so that special treatment is needed for children. The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia 2013, explains that children with special needs are children who experience limitations or extraordinariness, both mental, physical, intellectual, social, and emotional, which have a significant influence on a child's growth and development process compared to children. others his age (Praptiningrum, 2010).

In general, children with special needs or often abbreviated as ABK are children who have special characteristics, and are slightly different from children in general, children with special needs do not always show physical, mental and emotional disabilities, but are broader.

Such as only children with special needs who have advantages, children with extraordinary talents and intelligence above average so that they require special services, in order to be able to channel what is a privilege possessed by the child. In contrast to children with special needs, *special needs children* can be interpreted simply as children who are *slow* or

have *retarded* disorders who are very difficult to succeed in school as children in general (Maftuhin & Fuad, 2018).

Children with special needs are children who educationally require specific services that are different from children in general. Many opinions are used as obsessions or variants of the meaning of children with special needs, such as *disability*, *impairment*, and *handicap*. According to the WHO *World Health Organization*, the meaning of each term is as follows: *Disability* is defined as a limitation or lack of ability resulting from *impairment*, to perform activities in accordance with the rules or still within normal limits, usually used at the individual level.

Impairment is a loss or incompatibility in terms of psychological, body structure or function of human organs, usually used at the organ level. Meanwhile, *handicap* is defined as a person's disadvantage resulting from an *impairment* or *disability* that hinders or limits the fulfillment of the appropriate role for every human being (Desiningrum, 2016).

Every human being wants good health, no one asks to be a crew member or has a disability. But being a person with a *disability* doesn't mean you can't do anything. Not infrequently many people, even though they are people with *disabilities* or have disabilities, can still be grateful and enthusiastic in living life and be an inspiration to many people, especially being an example for people who have other special needs. Basically every human being has various needs, as well as children who need special handling. One of their needs is education that suits their circumstances.

In this way, inclusive education or other ABK schools can provide proper education and teaching so that children can learn to take care of themselves and can release dependence on parents or people in the surrounding environment. The existence of special educational institutions that accept them is at least one of the efforts so that they continue to obtain their rights, namely education. With education, it is hoped that they can broaden their horizons about the world. So that children with special needs are able to think innovatively, creatively and productively.

The term ABK (Children with Special Needs) is intended for children who are considered to have differences, disorders, diseases and deviations, in terms of characteristics, mental, physical, and social behavior of children (Efendi, 2006). Children who are categorized as special needs children in the physical aspect include speech impairment (impaired speech), hearing impairment (deaf), visual impairment (blind), limb function disorders (dumps). Children who have needs in the mental aspect include children who have more mental abilities (super normal) who are known as gifted children or superior children and those who have very low mental abilities (abnormal) are known as mentally retarded (Abdullah, 2013).

Handling of children with special needs is certainly different, one of which is play therapy, play therapy is one of the activities to overcome various emotional problems, as well as behavioral disorders and concentration disorders in children (Saputro & Fazrin, 2017). In the game, of course, there are many motor movements carried out by children in the game process. Motor movement is the movement of controlling physical movements through coordinated activities of the central nervous system and muscles.

According to Adams theory, the motor learning process takes place in a closed path, and continuous feedback from the limbs during exercise is the main source of correction for the correctness of a movement. Schema theory from Schmidt (1988) is that the motor learning process takes place on an open path, schema theory has two memory states, namely: (a) memory memory, which is responsible for producing movements, and (b) recognition memory, which is responsible for evaluating responses (Winarno, 1995).

Motor movement is divided into two, namely gross motor and fine motor (Rini, 2009). Gross motor movement is an ability or skill that involves movement of the whole body, such as crawling, jumping, running and so on, while fine motor movement is an ability or skill that involves movement of parts of the body such as writing, cutting and so on (Widi, 2015).

Method

This type of research is a qualitative research, with a case study approach. The data collection is done through the method of observation, interviews and documentation. The subject of this research is Al-Kindi Preschool Kindergarten in Pangkal Pinang City. Informants in this study were principals and teachers who teach at Al-Kindi Preschool Kindergarten in Pangkal Pinang City.

Analysis of the data in this study using the Miles and Huberman model, there is a qualitative data analysis path, namely, collecting research-related data, reducing data that is deemed appropriate, presenting data related to research themes and topics and drawing data conclusions. This research was carried out for approximately one month until the research was completed and became a written work.

Findings

Handling Children with Special Needs

The results showed that the efforts made by teachers in dealing with children with special needs gave good results for children, the efforts made including giving more attention to children, giving special classes to children, adding special activities for children and providing special checks (assessments). From this study, it can be concluded that the efforts made by the teacher are effective in dealing with children with concentration disorders. The handling carried out at Al-Kindi Kindergarten is as follows:

Giving More Attention To Children

Giving special attention is indeed something that is usually done by teachers to students, but the treatment given by teachers to children with disorders or children with special needs in Al-Kindi Kindergarten is even deeper. Every child who has special needs or children who experience concentration disorders and is deaf will get more attention and get special services. Where one child who has a disorder will be handled by one teacher. This will allow the child to get better attention. Because the teacher always pays special attention, such as ensuring that the work that must be done by the child can be completed properly without any element of coercion.

Besides than that with the accompanying teacher services, each child is like having a friend who always supports every activity. The reason is that teachers always teach children in simple ways so that children are more relaxed in the learning process, but still pay attention to the goals to be achieved. Another treatment given by the teacher is to always invite the child to communicate more deeply about the child. The teacher always asks what the child feels, explores the child's desire, and invites the child to always be excited, more confident in expressing something.

Giving special classes to children

One of the services provided by the school is to provide special classes for children who need special services, such as children who are deaf and have concentration disorders. At Al-Kindi Kindergarten, there are four children who are impaired and require special treatment including Alya Syakila who has hearing loss and severe speech impairment (Deaf), Dzikri Al-Mu'min has mild concentration disorder, Keven Azraqi Rasyid has moderate concentration disorder and Aldista Adhyasta huga had moderate concentration disorder. In one class there are four children who need special attention.

Table 1. List of Names of Children with Special Needs

NO	Name	Disturbance Experienced	Category
1	Alya Shakila	Deaf (hearing and speaking)	Heavy
2	Aldista Adhyasta	ADHD (Concentration Disorder)	Light
3	Dhikr Al-Mu'min	ADHD (Concentration Disorder)	Light
4	Keven Azraqi Rashid	ADHD (Concentration Disorder)	Light

In TK-Al-Kindi children who need special attention get a room big enough for them. The room area for children with special needs is 10 meters long and 3 meters wide. In the The room is facilitated by educational games, tables that can be removed and reassembled.



Figure 1. This is a Private Class Room

Adding Special Activities for children

Another handler given by the teacher in dealing with children with needs in AL-Kindi Preschool Kindergarten is the addition of activities in the learning process. Generally, regular classes have two to three activities in one day. while children with special needs have four to

five activities in one day . The activities carried out include three to four fine motor activities, and gross motor activities, namely one to two activities that are carried out not without reason but to focus children on activities that require more concentration in dealing with children who have concentration disorders.

Provide special services (assessment)

Assessment or assessment is something that must be done in the learning process because the assessment indicates a process of change to be achieved in the future. The assessments carried out at the Al-Kindi Kindergarten are fairly good, routinely carried out twice a month, the assessments are carried out by direct psychologists who are accustomed to dealing with children with special needs. This is done so that the stimulation provided can be achieved and there are improvements in each service delivery.

Motor Activities in Handling Children with Special Needs

There are so many handlers given by teachers to children with special needs because basically children with special needs must be given more attention, more handling and more facilities. One way to handle children with special needs is to play. In Rina Rizki Amalia's research entitled play therapy for deaf children, it contains a lot of games that can be done for handling or therapy for children with special needs. Among them are tapping games that require concentration, coordination, and socialization. Cat and mouse and telephone games (Amalia, 2013). Motor activities are divided into two, namely fine motor and gross motor. The fine motor activities carried out at Al-Kindi Preschool Kindergarten in Pangkal Pinang City include the following:

Puzzles

One of the handling of children with special needs in Al-Kindi Preschool Kindergarten is to invite children to play puzzles. Various puzzles are issued for children to be able to arrange them correctly, usually activities are carried out so that children are more focused on doing something because in Al-Kindi Kindergarten itself there are three children who have concentration disorders. The way the teacher handles it is by playing puzzles. The child will arrange a series and puzzle pieces to form a complete picture, this can have an impact on the child, namely by increasing the child's focus in doing a complicated thing.



Figure 2. This is a Play activity Puzzles at AL-Kindi Kindergarten

Cracking Bubble Wrap

Breaking bubble wrap is not just a fad activity but breaking bubble wrap is one of the best motor activities for children, at Al-Kindi Kindergarten children are invited to engage in bubble wrap activities which aims to train children's focus, hone children's accuracy and stimulate fine motor development of children. The process of this activity is quite simple, each child is distributed a small piece of bubble wrap paper, then the child is invited by the teacher to break the bubble wrap one by one and sequentially until all bursts in sequence, not simultaneously but must be done regularly.

In this activity the child can do it until it is finished but there is one child who has not followed the directions from the teacher, the child breaks the bubble wrap simultaneously, not wanting to if one thing is considered long by the child. Even though all the bubble wrap was solved, but the child could not follow the directions and rules from the teacher.



Figure 3. This is a Fine Motor Activity Breaking Bubble Wrap

Scissors

Cutting activity is something that is usually done in early childhood learning. Cutting activities are also a very good activity if done by children in order to train children and develop children's fine motor skills. This activity is considered very good by the teacher for dealing with children who have concentration disorders because it requires focus and accuracy in forming pieces on the provided pattern, so that it looks neat and appropriate.

In its activities, close and careful supervision is also needed because scissors are sharp objects that can injure children at any time. In every lesson, the teacher always inserts cutting activities from various children's motor activities. The pattern that is cut is also different. Usually the pattern will be provided by the teacher, or made by the child himself if the child is able to make a pattern. The patterns provided vary in the form of stars, moons, squares, rectangles, circles, semicircles, flowers and so on.

Not only does it stop at cutting, but from the results of the child's cut, the child will be invited to make works such as hats with star and moon patterns, or make works that can produce good products.

Writing and drawing

Writing activities are often associated with children's motor skills. Children can be taught to write from an early age as long as they pay attention to the child's growth and development and do not force the child. At Al-Kindi Kindergarten, children are taught to write many things, starting from writing patterns that are liked by children starting from scribbles that are not clear and eventually produce appropriate shapes and patterns. This makes children learn about reading and writing and also learn to train children's focus because usually the pattern provided is in the form of a dotted line so that the child will form and connect the dotted line into a complete pattern.

In addition to focusing on fine motor activities, the teacher also focuses on children and invites them to carry out gross motor activities, including the following:

Cycling

One of the gross motor activities carried out at Al-Kindi Kindergarten is cycling. Bicycles used by children have been provided by the school so that children do not have to bother bringing bicycles to school. Cycling is one of the routine activities that is often done at least once a week. Usually special classes require more activities and focus on fine motor and gross motor activities.

At Al-Kindi Kindergarten the children are invited to cycle around the school yard for about two to three rounds. The benefits of cycling for children are to teach children to practice balance, learn to focus on achieving goals and maintain balance so as not to fall. This is considered very effective for dealing with children who have mild concentration disorders.

Playing Trampoline

Apart from cycling, one of the routine activities carried out at Al-Kindi Kindergarten is playing the trampoline. This activity is a very fun activity for children, not infrequently children really like this activity, in this activity children are taught to practice balance and children must focus because if the child is not focused the child will fall. With this trampoline activity, children

will be more enthusiastic in doing activities. The trampoline used is small, one trampoline can be used for one child. the school provides two trampolines that can be used in turns.



Figure 4. This is Al-Kindi Kindergarten Mini Trampoline

Play Wall Climbing

One of the facilities provided by Al-Kindi Kindergarten for children is wall climbing. Climbing the wall itself is a very good thing for children as long as the environment is child-friendly and safe for children. In Al-Kindi Kindergarten, wall climbing is something that children do routinely. As for the activities of this wall-climbing activity, the child climbs the wall to the top, the height of the wall being climbed is approximately two meters, at the bottom a very soft mattress is provided so that if the child falls, the child does not experience injury or excessive pain. considered very good to be done by children with mild concentration disorder needs.



Figure 5. This is a Wall Climbing activity at TK Al-Kindi

Some of the activities above are some of the teacher's efforts in dealing with children who have concentration disorders and over time the children have developed quite well, the children have begun to be able to adjust to children their age. Previously, children were always left behind in doing something, could not focus on doing something, but after being given a good handler the child had started to be able and used to complicated things so that the child could focus.

Discussion

Every human being has their own uniqueness and their respective needs, just like children who have their own privileges such as children with special needs. Children with special needs (ABK) include groups of visually impaired, deaf, speech impaired, moderate and mild mental retardation, mild and moderate quadriplegic, tundra, ADHD, HIV, AIDS, people with drugs, autism, Asperger 's syndrome, multiple visual impairments, difficulties learner, slow learner, gifted and talented and indigo. In the field, it was found that several children had their own specialties where these children were categorized as children who had concentration disorders and were deaf (Hadi, 2019).

As in this study, it appears that the biggest changes felt by the teacher include, early entering school the child is quite difficult to focus on doing something so that the work done is neglected, cannot adjust to other friends and is slightly delayed in everything. After being given a handler by the teacher, the child is more able to focus, work on activities to completion, and even do various activities. Meanwhile, children who are deaf are better off because there is more attention from the teacher who every day invites children to discuss teaching children vocabulary so that they can be heard with the help of tools that have been installed on the child.

Conclusion

with special needs who have concentration disorders and are deaf provide good results for children, the efforts made include giving more attention to children, providing special classes for children, adding special activities for children and providing special checks (assessments) and the most important thing is that teachers provide more handlers and focus on fine and gross motor activities . With the motor activities carried out have a good impact on children. Children are accustomed to doing complex work so that it can increase the child's focus in doing a job. Given the limited time in the study, this research needs to be continued with wider long-term implications, related to the impact of motor activities carried out to deal with children with special needs.

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