Implementation of the Traditional Engklek Game as a Means to Increase Physical Activity and Focus of ADHD Children in Ra Al Ikhlas Konggo

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Abstract

This study aims to describe the implementation of traditional engklek games in increasing physical activity and focus of children with *Attention Deficit Hyperactivity Disorder* (ADHD) at RA AlIkhlas Konggo, Deli Serdang Regency. The engklek game was chosen because this game contains elements of gross motor movements, body coordination, and simple rules that can train children to listen to the instructions given. The research method uses a qualitative descriptive approach, by analyzing the results of the implementation of activities that have been carried out in the school environment. Data were obtained through the results of previous observations and literature studies from relevant research. The results of the study showed that engklek games contributed positively to the increase of focus and physical activity of ADHD children. Children are better able to follow the rules, wait for their turn and show better coordination of movements during play. This activity also stimulates children's social development through interaction with peers. Thus, traditional engklek games can be used as an alternative to fun learning activities for ADHD children, especially in increasing focus and physical activity in early childhood.

Keywords: *Ankle, ADHD Child, Focus, Physical Activity*

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Introduction

Early childhood is a child with an age range of 0-6 years as stated in the Law of the Republic of Indonesia Number 20 of 2003 in article 1 paragraph 14 which reads "Early Childhood Education is education intended for children from birth to the age of 6 years" (Ministry of National Education, 2003). This period is also known as *Golden Age* or the golden age. Where during this period the child will experience very rapid growth and will not be repeated in the future (Santrock, 2011).

Early childhood development includes three main interrelated aspects, namely physical, cognitive, and social-emotional development. Physical development is related to body growth and motor skills; cognitive development related to the ability to think, concentrate, and solve problems; Meanwhile, social-emotional development includes the ability of children to interact with the surrounding environment and manage emotions. During this period, children need the right stimulation so that these three aspects can develop optimally. (Hurlock, 1999).

However, in children with Attention Deficit Hyperactivity Disorder (ADHD), this development often experiences obstacles. Children with ADHD tend to have difficulty maintaining attention, exhibit hyperactive behavior, and have difficulty controlling impulses (American Psychiatric Association, 2013). This condition has an impact on children's limitations in participating in learning activities, social interaction, and adjusting to their environment (Barkley, 2021).

The social environment, especially early childhood education institutions, has an important role in providing appropriate stimulation to help the development of children with ADHD. One form of stimulation that can be provided is through traditional games. Traditional engklek games, for example, are games that not only involve physical activity, but also require concentration, balance, and cooperation with peers (Rachmawati & Kurniawati, 2020). Thus, engklek games can be used as a means to increase physical activity while training the focus of ADHD children, in accordance with the principles of early childhood development stated by Hurlock (1999).

Education for early childhood is something that relies on physical growth and development, including fine and gross motor skills, intelligence includes thinking, emotional and spiritual intelligence. Socio-emotional includes religion, attitudes and behaviors. Language and communication, according to the stages of early childhood development (Asmidar, 2020). In the process, education is the initial stage to stimulate children's development. At this stage, children will learn with all their five senses to understand briefly until they move on to new things to learn. The environment is often an obstacle in children's development and the environment can also kill children's desire to explore and imagine according to their curiosity. (Nofianti, R. 2019).

Visual impairment or *Attention Deficit Hyperactivity Disorder* (ADHD) is a neurological developmental disorder with characteristics of lack of attention, disorganization and hyperactivityimpulsivity (Koutsoklenis & Honkasilta, 2023). and is one of the disorders that affects many children (Elmaghraby & Garayalde, 2022). ADHD is a condition characterized by difficulty concentrating, hyperactivity and impulsivity that are more frequent and heavier than children of the same age (Ministry of Health, 2011).

ADHD is a psychiatric disorder with the main characteristics of lack of attention, as well as acting without thinking and not being appropriate for the development of the child (Mirnawati and Amka, 2019). ADHD is a disorder with a child's increased motor skills to the point of causing hyperactivity. (Kurniawan, Sanjawa and Rakhmawati, 2021)

Therefore, it can be concluded that ADHD is a condition in which a person shows less concentration and hyperactivity activities that can cause instability in their life activities. Children with ADHD disorder are often restless because they act based on their hearts without any control in themselves. ADHD disorder also makes it very difficult for children to concentrate. Children

who have ADHD disorder do not mean that their intelligence is below average, it's just that they tend to behave excessively, so it can also be called hyperactive.

The prevalence of ADHD in children in the United States reaches 3-10%, in New Zealand and Canada it is 5-10%, and in Germany it reaches 3-7%. (Saputro in Yulianasari & Susanti, 2019). Meanwhile, ADHD cases in Indonesia reached 26.4% as evidenced by data from the National Central Statistics Agency in 2007 which said that there are 82 million children in Indonesia where one in five children and adolescents under the age of 18 have mental health problems with 16 million of them suffering from psychiatric problems including ADHD. (Hayati and Apsari, 2019).

Currently, there are many methods that are carried out to train the physical motor and focus level of children, one of which is using the play method. Based on the results of research conducted by previous researchers using *Play Therapy,* it was stated that ADHD children were more happy to play and respond and were able to accept the instructions given because the child did not feel in therapy but he felt that he was playing.

In a study conducted by Niknasab, RasoulHemayattalab, Sheikh, and Houmaniyan (2016) tested the effectiveness of *play therapy* on the symptoms of ADHD children, it was found that play therapy is an effective way to reduce the disorder of ADHD children.

"Play while learning" is an activity that is suitable for early childhood so that children will not get bored to follow the learning process. Educators must be able to design a game that can cover all aspects of development. (Rozana & Ampun, 2020).

In Indonesia, there are various types of traditional toys that can be played. Traditional games are able to train physical motor skills and make children sensitive to the social environment. One of the traditional games that is widely encountered and often played is Engklek. The engklek game is a traditional game that is often played and is very liked by children. Through this game, children will train motor skills and do physical activities.

Engklek is a game that is made on the ground or floor by forming lines or squares. The way to play is that the child will throw *a gacu* and then play with one foot and lift the other leg. Where the child will jump with one foot from one box to another and must not step on the line. In addition to practicing motor skills, this game can also practice social interaction because players will communicate with each other to run this game.

RA Al-Ikhlas Konggo which is located on Jalan Binjai Km. 13, 5 Gg. Horas dusun XII no. 142 Sei Semayang, Sunggal District, Deli Serdang Regency, North Sumatra Province. There are 3 children who have ADHD child disorder. Where the children cannot sit quietly and like to run around here and there. Based on the description above, the researcher is interested in researching a study entitled "Implementation of Engklek Traditional Games in Increasing Physical Activity of ADHD Children in RA AL Ikhlas Konggo". So it is hoped that the implementation of this Engklek game will be able to make children divert their hyperactivity and be able to train their concentration to achieve optimal child development and growth.

Research Methodology

This research uses qualitative research with a descriptive approach. This method was chosen because this research focuses on an in-depth understanding of naturally occurring phenomena. A descriptive approach is used to describe in detail the data that has been obtained from the results in the field, so that the results of the study can provide an overview of the conditions being studied (Indriani, Iskandarsyah, Joefiani, & Siregar, 2020).

Data collection is carried out in depth, interviews and direct observation with the aim of obtaining accurate and relevant information. The collected data is then analyzed qualitatively to find meanings and conclusions that are in accordance with the research objectives. This method is

considered the most appropriate in revealing how engklek games can help improve the focus and physicality of ADHD children.

Results

ADHD *(Attention Deficit Hyperactivity Disorder*. is a developmental disorder that has an impact on the executive functions of the brain, including the ability to control attention, regulate behavior and maintain focus for a certain period of time, ADHD children tend to show difficulty in controlling impulses and adjusting to the demands of the learning environment (Barkley, 2021). ADHD is a disorder when the response given is inappropriate and the ability to regulate oneself is weak and difficult to adapt to social circles. If defined, ADHD *(Attention Deficit Hyperactivity Disorder)* is a disorder in which there is a lack of focus on something and delay in communication and hyperactive behavior. It is characterized by children who find it difficult to understand detailed things, often make mistakes in activities, are not communicative when talked to, do not understand orders or rules.

Factors that cause children to experience ADHD disorder are genetic factors carried by their fathers and mothers and previous descendants, food factors consumed by mothers during pregnancy, and also factors of poor parenting and environmental factors can also be the cause of ADHD children (Awiria and Dariyanto, 2020).

Based on the results of the implementation that has been carried out at RA Al-Ikhlas Konggo, Deli Serdang Regency, it is possible that the traditional game of engklek has a positive influence on improving the focus and activity of children with Attention Deficit *Hyperactivity Disorder* (ADHD). This engklek game involves jumping on tiles and following certain rules and can help children concentrate, follow the teacher's instructions during the activity and help children to control body movements more easily.

The implementation of this activity showed that children with ADHD disorder who were involved in engklek games experienced a gradual increase in concentration. They are able to wait for their turns, cooperate with friends and show better gross motor skills by showing more stable balance when jumping. During the game, children also show reduced distractions, increased perseverance in completing the game, and increased social interaction skills.

In addition, some studies have shown that play-therapy or directed play activities can improve behavior regulation skills in children, thus supporting the use of play as a fun stimulus strategy. Play-based *interventions* can improve children's mental well-being, focus, and physical abilities, especially for those who experience developmental barriers. (Francis et al, 2022). *Play therapy* is able to reduce symptoms of hyperactivity and improve behavioral regulation in ADHD children (Niknasab, 2016). Thus, games that involve directed physical activity such as ankle can be a fun and effective form of light therapy.

ADHD children often have difficulty controlling impulses and maintaining focus due to brain dysfunction disorders. Through play activities that demand rules, waiting for their turn and balance, children indirectly learn to delay impulses, control movements and focus on one task within a certain period of time. (Barkley, 2021). The application of *mindful parenting* can help parents and teachers to be more aware of their children's condition and provide stable emotional support and create a calm learning atmosphere (Munisa et al, 2023). This support makes ADHD children more adaptable to play activities that have rules.

The Zone of Proximal Development (ZPD) describes the range of abilities that children can achieve with the help of more experienced people. Through support and gradual guidance *(scaffolding),* children learn to develop new skills until they are finally able to do it independently. (Rahman, 2024). In the context of play activities, such as traditional engklek games, teachers play

a role in providing direction and initial assistance so that children can follow the rules of the game, practice focus, and control their physical activities optimally.

Previous research has shown that simple interventions in a child's environment can support their development. Consumption of kolang kaling fruit can help prevent stunting in early childhood (Zannatunisya et al., 2024). These findings emphasize the importance of strategies that are easy to implement in children's environments. In line with this, this study uses traditional engklek games to increase the physical activity and focus of ADHD children in RA Al-Ikhlas Konggo, showing that both nutritional interventions and physical activity can support children's development optimally.

Overall, engklek games can play a dual role, namely as a means of fun learning and also as a therapeutic medium. Regular physical activity can strengthen body coordination, train balance, and help children channel excess energy. Meanwhile, the focus and concentration aspect develops through the process of following the rules of the game and waiting for their turn.

Thus, the implementation of the traditional game of engklek has proven to be relevant as a holistic learning strategy that supports the development of ADHD children, both in terms of motor and attention. This activity can be used as a model for active and inclusive learning practices in the early childhood education environment.

Conclusion

Based on the results of the studies that have been carried out, it can be concluded that engklek games can improve children's focus and concentration by *Attention Deficit Hyperactivity Disorder* (ADHD), Through structured physical activity, children become more focused in following instructions, controlling movements, and maintaining attention to the task given. In addition, engklek play activities also have a positive influence on children's discipline, motor coordination, and social skills, because this game requires cooperation and precision of movement. The engklek game also plays a role as a fun learning medium because in the process of play, children can interact with their peers, wait for their turn and understand the rules. Thus, traditional engklek games can be used as an alternative learning method that is fun for children with concentration and hyperactivity disorders,

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