

The Effect of the Fishing Get Game in Improving Concentration Ability in Children with Attention Deficit Hyperactive Disorder (ADHD)

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ABSTRACT

This study aims to examine the effect of the Fishing Get game on the concentration abilities of children with Attention Deficit Hyperactive Disorder (ADHD). The type of research used is quantitative research with an experimental approach in the form of Single Subject Research (SSR). The research design used is A-B-A. The sample of this study was one child with ADHD from class A1 at Aisiyah Pancor Kindergarten in the 2023/2024 academic year. Data collection techniques were observation and documentation, and data analysis in this study was descriptive statistics, in which the data were described as a whole. The results showed that the Fishing Get game affected the concentration abilities of children with ADHD after they had been provided with an intervention through the application of the Fishing Get game. An increase can be seen in the frequency of concentration behavior acquired by children, where in the baseline-1 phase (A1) of 30, the intervention phase (B) of 70, and the baseline-2 phase (A2) of 80, the frequency of concentration behavior acquired by children. Thus, the Fishing Get game can improve concentration abilities in children with ADHD. It can be assumed that the Fishing Get game affects the concentration abilities of children with Attention Deficit Hyperactive Disorder (ADHD) class A1 TK Aisiyah Pancor in the 2023/2024 Academic Year.

Keywords: Fishing Get, Concentration, Attention Deficit Hyperactive Disorder

INTRODUCTION

Early childhood education is a conscious and planned effort to create an active and creative learning atmosphere and learning process for children aged 0-6 years to have emotional and spiritual intelligence and the intellectual intelligence needed for themselves, society, nation, and state.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1, article 1, paragraph 14 states, "Early Childhood Education is an effort to guide children from birth to the age of six, which is carried out through providing educational stimulation. To help physical and spiritual growth and development so that children are ready to enter further education," especially in the current era of globalization, increasing children's abilities from an early age is very important. Children are human resources that must be prepared early to develop optimally according to their abilities. Still, not every child is born in normal conditions, so many parents and educators neglect the education of children with special needs, or what is abbreviated as ABK. Children with special needs (ABK) are defined as children with special characteristics that are different from children in general, who show mental, emotional, or physical disabilities, but they still need to receive education.

Law Number 20 of 2003 also emphasizes a similar expression concerning the National Education System, especially Article 5, paragraph 2, that citizens with physical, emotional, mental, intellectual, and social disabilities have the right to receive special education. In article 32, paragraph 1, special education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, and social disorders and have the potential for special intelligence and talents. Children with special needs (ABK) do not always refer to physical disabilities alone. Still, they can also include developmental delays, hyperactivity, lack of concentration, and how the child socializes in their environment.

Observations made by researchers in three formal schools show that the facts in the field are that normal children and children with special needs (ABK) who study at the same school receive different treatment. Teachers only focus on normal children whose abilities are superior to children with special needs, and it is also seen that many formal schools do not accept children with special needs, even though normal children and children with special needs have the right to receive the same education.

Looking at the current era of globalization, as times continue to develop, many methods have been discovered to help children with special needs get an education, is not in line with the attitude given by formal education institutions for children with special needs are still many formal education institutions that think that children with special needs only go to special schools that accommodate children with all special needs. It takes a process for children with special needs to obtain their right to education wherever they can follow the curriculum.

Based on data from the Central Statistics Agency (BPS), the number of children with special needs in Indonesia has reached 1.6 million. It was recorded that from 514 districts/cities throughout the country, in East Lomb, ok district, the number of children with special needs (ABK) reached 205 children; of the 205,000 children with special needs, only 30% had received inclusive education services in SLB schools, and there were still 70% of children special needs that must be served.

Apart from special schools such as SLB, it was also found that several children experienced special needs in formal schools; formulation, for example, in Aisyiyah Pancor Kindergarten, several children experienced obstacles such as Speech Delay, Down syndrome, Deficit Hyperactive Disorder (ADHD), and others.

The target behavior in this research is young children who experience cases of ADHD (Deficite Hyperactive Disorder). ADHD (Deficite Hyperactive Disorder) is a child who shows characteristics or symptoms of lack of concentration, hyperactivity, and impulsivity, which can cause an imbalance in most of his life activities. DMS IV T-R (2005: 4) revealed that there are three main characteristics of children with ADHD, namely inattention (difficulty concentrating), which is manifested in academics, doing assignments, or various social situations, with symptoms such as failure to focus on small things, and often make mistakes on school work. Impulsivity (difficulty holding back desires) such as impatience and difficulty when delaying a response. Hyperactivity (difficulty controlling movement) such as restlessness, movement when sitting, not sitting back when doing something, running, climbing on chairs and tables in inappropriate situations, and liking to move from place to place; in this case, the researcher focuses on inattention (difficulty concentration), because children with ADHD whose main problem lies in low concentration, have difficulty focusing on something and are very easily distracted.

Judar Wants (2006: 3), quoted from Holilah (2017: 3), states that, in general, ADHD children have low concentration abilities because ADHD is unable to maintain attention to an activity, so they lack concentration. In this case, concentration is the inability to maintain focus on an activity, and the attention span is very short.

Based on this explanation, attention disorders can be interpreted as a disorder that occurs in children where the child can only focus attention for a short time, namely less than five minutes so that he cannot complete the tasks given to him. The child cannot concentrate on just one activity. He often shifts his attention to various objects according to what he hears, sees, or feels. Some people call it the predominant inattention type, where children with ADHD, whose main problem lies in low concentration, have difficulty focusing on something and are very easily distracted, so treatment is needed to improve concentration in Attention Deficit hyperactivity disorder (ADHD) children.

Children who experience difficulty following the learning process at school experience difficulty doing and completing assignments given by the teacher. When the teacher provides the child with the task of coloring a picture, the child colors part of the picture, and his attention shifts to other objects. When the teacher is explaining learning material, ADHD children not only listen to the teacher but also listen to different sounds outside the classroom. Children not only see the teacher explaining the material, but children also see the pictures on the classroom wall. For this reason, a method is needed to help ADHD children maximize their potential.

There are currently many therapeutic methods for training ADHD children's concentration, and playing also has a therapeutic effect on children. Based on research on play therapy for Attention Deficit Hyperactive Disorder (ADHD) (Jafari et al. 2014: 3), the majority of people with ADHD experience problems concentrating on learning and other school activities. Based on the results of Axlin Play Therapy, it was revealed that ADHD children prefer to play and quickly grasp the things and instructions they receive because, in this therapy process, the subject does not feel that he is in treatment but feels that he is playing. Playing can increase joy and connect with children's emotions in this activity. So it can make it easier for children to focus on things that require concentration.

Improving concentration in ADHD children can be done using games such as collage games, latto game therapy, puzzle games, and Fishing Get. The Fishing Get game is considered more suitable for ADHD children because the tools used are easy to obtain, fun, and exciting.

Based on research conducted by Umi Nadhiro (2017: 2), Fishing Get is an educational game tool (APE) that is constructive and fun, where children can take fish according to instructions. Fishing Get is an educational game that is constructive and fun. The main function of Fishing Get, in general, is to train children to understand the instructions given by the teacher. Still, specifically, Fishing Get can be used to train children's concentration. According to the results of research conducted by Umi Nadhiro, using the Fishing Get game, which is 45 minutes long and carried out in 7 meetings, can increase concentration.

METHOD

This research uses quantitative research methods with an experimental research approach. The experimental approach was used as Single Subject Research (SSR) (Sugiyono, 2020: 111). Single Subject Research (SSR) is designed to evaluate treatment effects in a single case. The research design used in behavior modification with single case

experimental (Single Subject Research) is a reversal design with the A-B-A model. (Prahmin, 2021: 49).

A variation of the reversal design researchers use is divided into three phases, namely the baseline-1 (A1) phase, which is to know the child's initial abilities in concentrating before giving treatment (intervention). The child is given a test in three sessions until the conditions the subject's ability is stable; the test is provided in the form of cutting paper following a straight-line pattern, thickening lines on fruit pictures, and cutting the lines on the fruit image, then rearrange the image fruit that has been cut according to the order in which they are attached.

Next, intervention (B) is given through the Fishing Get game over five sessions. Each session lasts four days, and the treatment is repeated sequentially. Each session is carried out for 30 minutes. In phase intervention, the child is given treatment using the Fishing Get game repeatedly every day until stable data is obtained. After the intervention and data phase, the intervention is stable and continues to the baseline-2 (A2) stage. This phase is carried out in three sessions. Later, the child will be given a sheet that does the same work as in baseline 1. The research subject in This research is a child. The girl with the initials N is five years old with ADHD. Instrument data collection used observation and documentation, and the author's data analysis techniques use descriptive statistics and visual analysis graphics on the subject.

RESULT AND DISCUSSION

The following are the implementation results in data research for 36 divided days into 3 phases, namely three-day phases baseline-1 (A1), 30 days of intervention phase (B), and three days of baseline phase-2 (A2).

Table 1. Observation data and Pretest results before intervention are given

Date	Observation	Instrument items										Total
		1	2	3	4	5	6	7	8	9	10	
Thursday, 1 Juni 2023	1	1	1	1	1	1	1	1	1	1	1	10
Friday, 2 Juni 2023	2	1	1	1	1	1	1	1	1	1	1	10
Saturday, 3 Juni 2023	3	1	1	1	1	1	1	1	1	1	1	10
Total												30

The table above shows the frequency of subject concentration behavior from observation activities for three days. The subject's first day of observation indicates the frequency of behavior concentration ten times a day overall, as well as in observations second and third frequency of behavior subject's concentration ten times so that the total frequency of concentration subjects for three days of observation were 30 frequencies of concentration behavior. The results of observations on the abilities of the subject we describe with graphs to clarify accurate data at the initial baseline (A1) as follows:

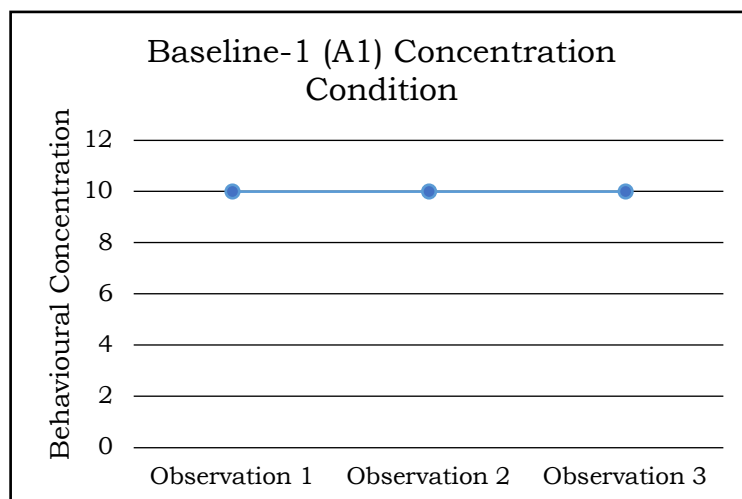


Figure 1. Graph of Concentration Ability in Baseline-1 Conditions (A1)

The graph above is the subject's behavior after being included in the visual observation graph. It can be seen that the child's concentration behavior is below average, wherein in the first observation, the subject had a concentration behavior frequency of 10; likewise, in the 2nd and 3rd observations, there was no increase. In the baseline-1 condition, the researcher asked the subjects to work on a work test sheet on the first day and Cut e-paper following the pattern of a nightline; on the second day, thickened lines on the fruit picture, and the third day, cut the paper on the fruit pattern then put the pieces back together fruit according to the order with how to stick it. From the graph, it can be seen that the concentration behavior of children is still below average.

Table 2. Data on the subject's concentration ability in the intervention phase

Date	Observation	Instrument items										Total
		1	2	3	4	5	6	7	8	9	10	
5-8 Juni 2023	1	2	2	1	1	1	1	1	1	1	1	12
9-13 Juni 2023	2	1	2	1	1	1	1	1	1	1	2	12
14-17 Juni 2023	3	2	1	2	2	1	1	2	1	1	1	14
19-22 Juni 2023	4	1	2	1	3	2	1	1	2	1	1	15
23-27 Juni 2023	5	2	3	1	2	2	1	2	2	1	1	17
Total												70

The table above shows the frequency of the subjects' concentration behavior, taken from intervention activities carried out for 20 days, divided into five sessions. On the first day of intervention activities, the subject showed a frequency of concentration behavior 12 times, and on the second intervention, the subject's concentration behavior was 12 times. Furthermore, the subject showed concentration behavior 14, 15, and 17 times in the following sessions. So, the total frequency of concentration of the subject during the 20 days of intervention divided by five sessions is 70 frequencies of concentration behavior.

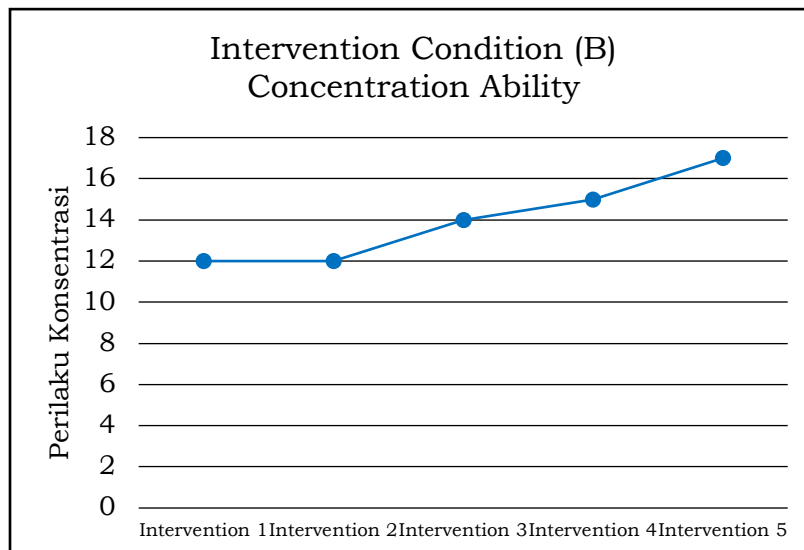


Figure 2. Graph of Concentration Ability in Intervention Conditions (B)

The graph above shows the subject's behavior. The child's concentration behavior increased after being included in the visual intervention graph; in the first intervention, the subject had a concentration behavior frequency of 12. Likewise, in the second intervention, the child still scored 12. Still, in the third intervention, the subject's concentration behavior increased by as much as 12. 14, then in the fourth and fifth intervention activities, it also increased to 15-17, which caused the subject's concentration behavior to stabilize.

Table 3. Data on the subject's concentration ability in the baseline phase-2 (A2)

Date	Observation	Instrument items										Total
		1	2	3	4	5	6	7	8	9	10	
Thursday, 1 Juni 2023	1	3	2	2	2	2	2	2	2	2	3	22
Friday, 2 Juni 2023	2	3	3	3	3	3	2	4	3	2	2	28
Saturday, 3 Juni 2023	3	3	3	2	3	4	3	3	3	2	4	30
Total												80

This can be seen as a whole from the scores obtained by the child, whereas, as a whole, the assessment instrument shows that the subject has been able to get the beginning to develop (MB) category 13 times from the baseline activities - the first two days to the third and developed according to expectations (BSH) 14 times. Two times were obtained on the first day and six on the second and third days. Furthermore, in baseline-2 (A2), the subject received the very well-developed (BSB) category three times on the second and third days of implementing baseline-2. So, it can be concluded that the subject's concentration ability test results have increased again.

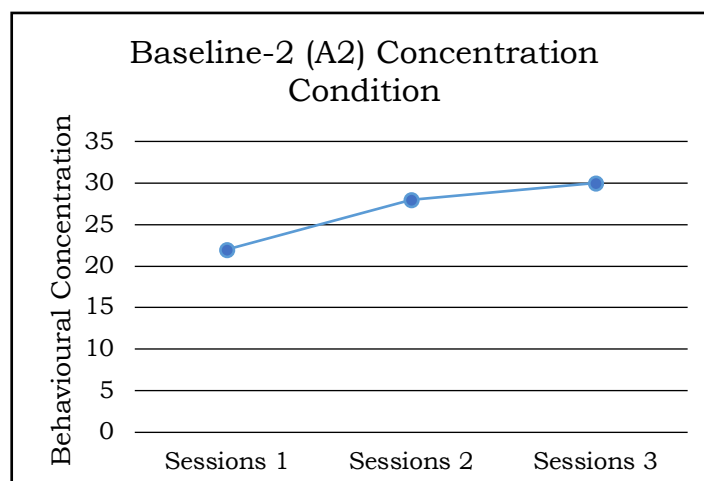


Figure 3. Graph of Concentration Ability in Baseline-2 Conditions (A2)

The graph above shows the subject's behavior after being included in the baseline-2 visual graph, showing that the child's concentration behavior has increased in session 1. The subject has a concentration behavior frequency of 22, and in session 2, the subject's concentration behavior increased by 28. Inactivity session 3, the last session, there was also an increase to 30, which caused the subject's concentration behavior to be categorized as good.

Based on these data, it shows that there is an influence of the Fishing Get the game on the concentration ability of children with ADHD (Attention Deficit Hyperactive Disorder); seen from the increasing frequency of concentration behavior that children get in each activity, the frequency decreases at baseline-1, increases further in the intervention phase and is quite stable in the baseline-2 phase.

CONCLUSION

Based on the results of this research, it can be known that the ability concentration the child experiences increases, which is the initial data on observing 30 behavioral frequencies concentration obtained by children and final cycle increases to 80 frequency of concentration behavior, so can be categorized as abilities concentration the child experiences improvement, thus can concluded that with the game Fishing Get can improve ADHD children's concentration ability in Aisyiyah Pancor Kindergarten Academic Year 2023/2024.

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