

ABSTRAK

Yara Naili Najibah. NIM. 210101080317. *Program Ekstrakurikuler Tari Sebagai Intervensi Anak dengan Gangguan Pemusatan Perhatian dan Hiperaktivitas di PAUD Terpadu Telkom Banjarbaru.* Dosen Pembimbing Skripsi Rizki Noor Haida, S.Psi., M.Pd. pada Program Studi Pendidikan Islam Anak Usia Dini, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. 2026

Kata Kunci: Ekstrakurikuler Tari, Intervensi, Gangguan Pemusatan Perhatian dan Hiperaktivitas, Anak Usia Dini.

Penelitian ini dilatar belakangi oleh adanya anak dengan Gangguan Pemusatan Perhatian dan Hiperaktivitas (GPPH) yang mengikuti program ekstrakurikuler tari di PAUD Terpadu Telkom Banjarbaru. Program tari dipandang sebagai salah satu bentuk perkembangan yang dapat membantu konsentrasi, serta mendukung perkembangan sosial, emosional, dan motorik anak. Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, evaluasi, serta faktor pendukung dan penghambat program ekstrakurikuler tari untuk perkembangan anak dengan gangguan pemusatan perhatian dan hiperaktivitas.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Subjek penelitian terdiri atas satu kepala sekolah, dua guru tari, satu pendamping khusus, orang tua, dan lima anak berusia enam tahun yang menunjukkan gejala GPPH. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan adanya perkembangan pada kemampuan konsentrasi, koordinasi gerak, kepercayaan diri, dan interaksi sosial anak selama mengikuti kegiatan tari. Pelaksanaan kegiatan dilakukan secara rutin dengan pendekatan yang menyenangkan, dan berpusat pada anak. Evaluasi dilakukan melalui pengamatan perkembangan anak selama mengikuti kegiatan tari. Program ini memberikan manfaat berupa peningkatan konsentrasi, koordinasi gerak, kepercayaan diri, kemampuan berinteraksi sosial, serta membantu anak menyalurkan energi secara positif. Faktor pendukung program meliputi kompetensi guru, dukungan sekolah, keterlibatan orang tua, serta ketersediaan sarana dan prasarana. Adapun faktor penghambatnya adalah kurangnya fokus anak, perilaku hiperaktif yang masih muncul selama kegiatan berlangsung, serta keterbatasan fasilitas yang secara khusus disesuaikan dengan kebutuhan anak dengan gangguan pemusatan perhatian dan hiperaktivitas.

ABSTRACT

Yara Naili Najibah. 210101080317. *Extracurricular Dance Program as an intervention for Children with Attention Deficit Hyperactivity Disorder at PAUD Terpadu Telkom Banjarbaru. Thesis. Supervisor: Rizki Noor Haida, S.Psi., M.Pd. Department of Early Childhood Islamic Education, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin. 2026.*

Keyword: *Dance Extracurricular Program, Intervention, Attention Deficit Hyperactivity Disorder, Early Childhood Education.*

This study was motivated by the participation of a child with Attention Deficit Hyperactivity Disorder (ADHD) in the extracurricular dance program at PAUD Terpadu Telkom Banjarbaru. The dance program is considered a developmental activity that can improve children's concentration while supporting their social, emotional, and motor development. This study aims to describe the planning, implementation, evaluation, as well as the supporting and inhibiting factors of the extracurricular dance program for the development of children with Attention Deficit Hyperactivity Disorder (ADHD).

This study employed a qualitative approach using field research. The research participants consisted of one principal, two dance teachers, one special education assistant, parents, and five six-year-old children who exhibited symptoms of ADHD. Data were collected through observation, interviews, and documentation. The data were analyzed using the stages of data reduction, data display, and conclusion drawing.

The findings indicate improvements in the children's concentration, motor coordination, self-confidence, and social interaction throughout their participation in the dance program. The activities were implemented regularly using a enjoyable, and child-centered approach. Evaluation was conducted through continuous observation of the children's developmental progress during the dance sessions. The program contributed to enhanced concentration, improved motor coordination, increased self-confidence, stronger social interaction skills, and provided children with a positive outlet for their energy. Supporting factors included teachers' competence, school support, parental involvement, and the availability of adequate facilities and infrastructure. The inhibiting factors included the children's limited attention span, persistent hyperactive behaviors during the activities, and the lack of facilities specifically designed to accommodate the needs of children with Attention Deficit Hyperactivity Disorder (ADHD).