



Art Therapy through Doodle Art Media in Increasing Learning Concentration Children with ADHD

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Abstract

The importance of guiding students in increasing their concentration in learning is the task of an educator. Learning can be digested well when students have adequate concentration and absorption in paying attention to the teacher when explaining the material in front of the class. However, this is certainly different from children with disabilities who require a special approach to be able to receive learning material well. This research aims to see the effectiveness of art therapy using doodle art as a medium, which is expected to improve the concentration of children with ADHD. The research method uses qualitative with a case study approach, to see how the implementation of art therapy improves children's learning concentration. The results of the research show that art therapy with doodle art is able to increase concentration in children with ADHD in the memory aspect, attitude aspect and skill aspect. This approach is chosen according to the conditions and needs of the child, freeing the child to express himself in the doodle art media. It is very effective to see the attitude and enthusiasm of the students during the learning process, they really enjoy it and can relate well to the experiences gained during the learning activities.

Keywords: *Art Therapy, Doodle Art, ADHD*



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INTRODUCTION

Problematics in learning are problems that teachers often encounter. Disturbances that students often experience are lack of focus or difficulty in concentrating. The challenges in education often present significant hurdles for teachers. In a diverse classroom environment, teachers must contend with students who have varying learning styles, levels of motivation, and special needs. In the endeavor to create an effective learning environment, teachers also need to manage discipline, design fair assessments, and adapt to technology and changes in the learning environment. Meanwhile, the high workload of teachers, lack of resources, and insufficient support and training are also serious issues they face. To address these

challenges, it is crucial for teachers, schools, and the education system to collaborate in finding effective solutions to provide the best learning experience for all students. If students fail to concentrate when listening to the material presented by the teacher. So what will arise is that students will have difficulty understanding the material and this will result in assignments that cannot be completed well.

Factors that influence students' concentration levels can be influenced by internal and external factors. Internal factors include students' biological needs such as food, psychological conditions and personality. External factors include the social environment, psychosocial conditions and learning environments that are not conducive. Students' concentration levels are influenced by interrelated internal and external factors. Internal factors involve biological needs such as adequate sleep, healthy food intake, and adequate hydration. Psychological conditions, such as stress, anxiety and mental health, also have a major impact on students' concentration. In addition, differences in each student's personality and learning style can affect their natural concentration levels. On the other hand, external factors, such as social environment, conflicts in the family, or an unfavorable learning environment, can also affect students' ability to focus. Therefore, to improve students' concentration and their learning outcomes, it is important for educators, parents and students themselves to understand and manage these factors holistically.

The environment plays an important role in creating effective learning for students, the environment in question is an environment that is far from noise, comfortable classroom conditions with air ventilation, cool, and cleanly arranged (Pujiarto, Dwi Yuniati Ningsih, 2023). The efforts made by teachers in teaching students certainly do not always reap definite success, sometimes teachers have difficulty in conveying the material to be delivered. Students are said to be able to develop optimally if they are able to show enthusiasm and readiness in learning activities. (Muh. Zuhdy Hamzah, Nofvia DeVega, et al. 2023). Learning outcomes increase if the learning components and study room facilities are adequate as a means of student learning practice.

Schools as a learning vehicle for students certainly have adequate facilities and infrastructure, in practice learning cannot be separated from the media. Media are tools used to facilitate work, while learning media are tools used in the learning process. Doodle art media is a branch of visual art with spontaneous scribbling techniques, free patterns that can have meaning or be abstract. (Bagus Mahardika, 2018; 25). Doodle art does not require special techniques to make, anyone can do it, to make doodles someone only needs flat or tafrel media such as paper, canvas and other flat media. while the media or tools for forming lines/shapes can simply be pencils, markers, drawing pens, and the like. The doodle art technique which is made repeatedly with simple patterns of lines, shapes and compositions spontaneously and without thinking about the concept to be created can create a therapeutic space for each maker, especially useful for increasing students' concentration.

Students with ADHD basically need special assistance in understanding the material presented, as is done at the Grow High School. Each student receives services according to the student's needs through an accompanying teacher or support teacher. Students who experience ADHD have short comprehension and often do excessive activities, making it difficult for them to complete assignments in class. It is not uncommon to find students with ADHD experiencing excessive expressions or

tantrums that are difficult to control. So this affects their learning outcomes. Such as incomplete assignments, often bored and having difficulty focusing on listening to teacher or educator explanations. The diverse conditions of students in each school certainly require different services according to the needs of each student. The ideal school is a place for learning and playing for students that is able to facilitate students' growth and development according to their talents, interests and potential. (Dema Yulianto, et al. 2023) Attention deficit hyperactivity disorder is the main obstacle for children in receiving the material presented by the teacher In the teaching and learning process, it is important for teachers as educators to understand and be able to provide appropriate formulations in teaching students with their various unique qualities. So that an ideal learning environment is created according to the needs of each student. (Andi Purnawan P. 2018).

According to Atika Khoirona (2020), Islamic art therapy using doodle art can increase student self-confidence at Sunan Ampel State University, Surabaya. If Atika uses an Islamic art therapy approach to increase students' self-confidence. The research conducted by researchers focuses on the doodle media art therapy approach to increase learning concentration in students with ADHD. Researchers are interested in exploring more deeply the effectiveness of art therapy using doodle art media to increase learning concentration in children with ADHD. Then research conducted by Mutmainah, a PGPAUD student at Yogyakarta State University, examined the role of drawing therapy as a catharsis for children's emotions. The research conducted by researchers focused on the effectiveness of art therapy using doodle media to increase learning concentration in children with ADHD. This approach was chosen because the doodle art technique can improve students' concentration and focus when creating

METHODOLOGY

In this research, the researcher as a counselor used qualitative research with a case study approach. The research subjects were fine arts teachers, guidance and counselling teachers, and also students with ADHD at the Grow school. Data collection techniques used observation, interviews and documentation. The researchers did this in close connection with exploring deeper data and information related to the implementation of art therapy using doodle art media, the researchers conducted observations looking at the learning activities of students with ADHD in art learning, interviews with counsellors and class teachers regarding learning outcomes, and documentation related to student learning outcomes. after carrying out art therapy through doodle art. The approach used in this research uses a case study of how there is a unique case, then the information will be explored in depth regarding the topic to be studied.

RESULTS AND DISCUSSION

Art Therapy, Doodle Art, and Concentration

Therapy is a healing activity that aims to treat patients and can be done in various ways, one of which is an art approach. Art was chosen because it can attract interest and hone talents in students. According to Bollu and Glaister, art therapy is a healing process that uses drawings or paintings as a medium to identify, explore and change an individual's self-concept, feelings and behaviour. (Bollu, M.2003) Art therapy is used as a means to resolve emotional conflicts, increase self-awareness, develop social

skills, control behaviour, direct reality and self-esteem (American Journal of the Art Therapy Association, 2003)

Art therapy techniques through Doodle Art, the main thing that counselors must do is take steps in taking data obtained from the counselee or client. The first step in the therapy technique carried out by the counselee is warm up, namely the stage of giving a questionnaire to see the extent of the condition of the level of focus. the client's attention and concentration, then the second stage draw my enjoy the counsellor gives the client the task of drawing emojis freely, the third step the counsellor conducts a motivational session to motivate students to be able to create work according to the directions and procedures, the fourth step draw my Doodle art draws doodles that preferred, the fifth step is for the counsellor to carry out a follow-up evaluation to find out the results and time needed for the therapy process (Atika Khoirona, 2020)

Media is a tool that a person uses to fulfill their goals, as a liaison or bridge so that they can help someone carry out the activities they are going through. According to Reiser and Dempsey (2012), what is meant by learning media is physical equipment in the form of blackboards, chalk, markers, books, programmed scripts, videos, films and so on as a means of presenting learning to students. Media at least has a function and can be used to attract students' interest in teaching and learning activities at school. Having media that suits students' needs and helps students understand the material being studied can encourage children to focus and concentrate. Media can be images, video, audio, interactive software, or even hands-on experiments, have the potential to illustrate abstract concepts more clearly, enable active interaction, and cater to a variety of student learning styles. In addition, the use of media relevant to everyday life or real situations can help students see the relevance of the material, motivate them to focus, and relate the information to their personal experiences. What's more, media gives students the opportunity to express their understanding creatively, such as through creating visual presentations or videos, which can increase their motivation and concentration in learning. It is important for teachers to choose media wisely according to the learning context and support students in its use to make the learning process more effective.

The word Doodle in English means a picture that has no meaning, while art in Indonesian means art. So what is meant by doodle art is the art of free drawing which produces irregular works. According to (Mas Thole. 2017), what is meant by doodle art is scribbles that have meaning or no meaning so that the work displayed is unique and gives an interesting impression. Doodle art has actually been discovered since ancient times, doodle works can be found in caves and artifacts as symbols that have philosophical and historical value in them. Doodle art has a positive relationship with education through various ways that impact students' learning experiences. In doodle art, students can freely express their creativity, which can enhance motivation and emotional well-being. Furthermore, doodles can help visualize and explain learning concepts, facilitating comprehension. This activity also serves as a form of relaxation, aiding students in managing stress and improving concentration in academic tasks. Doodle art stimulates creativity, develops fine motor skills, and enhances creative thinking abilities. Additionally, in specific situations, such as when students need to remain focused, doodling can help them maintain concentration. While it may not always be applicable in all educational settings, doodle art can be a valuable tool for

enhancing the learning experience and enabling students to express themselves more effectively.

Focusing attention during learning activities in the classroom is not easy, each child is a unique individual, having various learning styles ranging from Visual, Auditory and Audiovisual learning styles. Basically, children can carry out activities carefully and with focus, which has a big impact on their cognitive abilities. Children who are ready to have their biological needs met, such as eating and drinking, taking regular breaks, are more prepared to participate in learning activities. Sufficient food intake provides the necessary energy for thinking and concentrating. Therefore, when children have eaten well, they are more likely to have stable energy levels and can focus on their studies without feeling hungry or fatigued. Additionally, adequate rest, including quality sleep, allows the child's brain to process and consolidate the information learned. Children who have had enough sleep are more likely to have good concentration and a better understanding of the study materials. When biological needs are met, children tend to be happier and emotionally balanced, which can help them cope with stress or feelings of anxiety that can disrupt the learning process. Thus, the fulfillment of biological needs is an essential foundation that helps children maximize their learning potential. Meeting these basic needs assists children in participating in learning activities, absorbing information more effectively, and experiencing satisfaction in the learning process. Therefore, it is crucial for educators and parents to ensure that children have access to a healthy diet, sufficient rest, and necessary healthcare to support their growth and development.





According to psychologists in (Halimah andjauhar, 2014: 103), a student's concentration in the first 30 minutes when learning begins to decline, this was also conveyed by Damayanti, that students will concentrate in the first 15-20 minutes, then the teacher must try to relax or refresh by taking a break or ice breaking. Meanwhile, children with ADHD have an unstable level of concentration, including often not paying attention and having difficulty doing assignments, often failing to follow teacher orders, having difficulty doing assignments in groups and often losing tools used when studying such as pens and pencils. , and books. (Astri Cahya Rini, 2015: 8)

Learning techniques for children with special needs often vary depending on the needs of each child. The strategies teachers need in teaching children with special needs look at the child's condition, whether he is able to teach, able to train, or able to care for him. Being able to learn means that even though the child is experiencing certain difficulties or disorders that prevent him from learning, he is still able to receive an education, being able to train means that a student can be trained to become a skilled person who has skills so that in the future he can help him develop his talents and potential. Furthermore, they are able to treat conditions where students with special needs experience nervous system damage, neurotic gland disorders, such as children with Cerebral Palsy, which results in the need for special care. Attention Deficit Hyperactivity Disorder (ADHD) is a disorder that has difficulty concentrating attention, hyperactivity, impulsiveness, where children who experience this disorder have characteristics including hyperactivity, impulsiveness, and this cannot balance the activities of someone who suffers from it (Baihaqi, and Sugiarmin, 2006) . Children with ADHD also cannot think about the future or the past, in their thinking, people with ADHD can only think about activities that are being carried out now (Berkely, 1997).

Implementation of Art Therapy through Doodle Art Media for Children with ADHD at Growing High School

Careful planning is needed in providing and preparing therapeutic steps that will be applied to children with ADHD considering that children with this spectrum have symptoms of difficulty controlling emotions, always being restless, and having difficulty completing tasks. For this reason, therapy is needed that is appropriate to the problems faced by the student. Art therapy was chosen because of its interesting nature and can also be a space for expression and release of children's emotions. Thus, it can be said that art therapy can facilitate children to develop their concentration and rational thinking. The implementation of art therapy using the doodle art media approach which is carried out at Grow High School goes through several stages, including:

Table I. Doodle Art work for children with ADHD

	
In the picture, it can be seen that the child is still making elements of abstract shapes and is not yet detailed in completing the work	In the picture, it can be seen that the child is starting to create patterns of drawing elements of shapes but is not yet fluent
	
In the picture, it can be seen that the child is starting to fluently create several shape elements and add writing and is starting to dare to color the picture using shading techniques	In the picture, it can be seen that the child is starting to become fluent and complete in making various shaped elements on mori cloth and coloring them with watercolors.

In the first stage, the counselor provides activity space to minimize distractions, this is used to reduce distractions for the client's concentration. Once conditioned, the counselor provides the required media such as pencils, markers, paper or other flat media, then shows examples of the work in question, for example showing doodle art work to the client. The second stage is carrying out doodle creation activities with the media that has been provided without a specific theme (free). You can freely create, in a mind full condition, so that children are free to express the image pattern as desired, giving children the freedom to create something that can stimulate

their imagination and hone their creativity. The third stage, the counselor observes the process of creating doodles on the line regarding the concentration and totality of the line when creating. In this activity, counselors always provide motivation and appreciation to children to increase their confidence in completing assignments, and the child's mood is moved to create work as desired. The fourth stage is collecting work and sharing the experience of creating doodles with the counselor. After the pictures are collected, each child can tell about the work they have created and other friends also listen and are allowed to ask questions or give appreciation for their friends' work.

Table II. The Activities of Children with ADHD in Creating Doodle Art to Foster Learning Concentration

MEETING	MATERIAL	STUDENT ACTIVITIES	DURATION	INFORMATION
I	Draw a doodle with one shape element	Children draw free doodles with one shape element	60 minutes	It can be seen that the doodle pattern made by the child is still at the two element form stage and is not neat.
II	Draw a doodle with two shape elements	Children draw free doodles with two shape elements	60 minutes	It can be seen that the doodle pattern made by the child is still at the two element form stage and is not yet fluent
III	Draw a doodle with three shape elements	Children draw free doodles with three shape elements	60 minutes	You can see the doodle pattern made by the child. At this stage, the child makes three shape elements and starts to run smoothly
IV	Draw a doodle with four shape elements	Children draw free doodles with four shape elements	60 minutes	It can be seen that the doodle patterns that children make at this stage make the four elements of the form that

				children can make neatly and completely
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Increasing Students' Learning Concentration through Art Therapy with Media Doodle Art on Students with ADHD at Growing High School

Basically, art therapy activities have implications in increasing children's learning concentration. This is as we understand that the world of children is learning while playing, apart from honing creativity, cognitive, of course children's motor skills are also increasingly developing. Carrying out artistic activities can guide children in concentrating, as proven at each meeting, children experience improvements in memory aspects, attitude aspects and skill aspects. The memory aspect is reflected in each counselor asking again about the material taught last week, what activities they have gone through and being able to remember the elements of shapes made by children starting from elements of flora shapes, elements of fauna shapes, and elements of geometric shapes.

The attitude aspect when children do their assignments is that they always pay attention to the material presented by the teacher in front of the class, even though there are some children who are still chatting, but after learning they will be advised to remain orderly and pay attention to the teacher. The attitude shown by children is that they value time more and can use it to complete tasks. And after they finished their work, they packed up their equipment and arranged their practical equipment neatly again, this shows a sense of responsibility and care for the environment. Aspects of children's skills are always given material that can hone their logical, reasoning and creative thinking skills. Like doodle art activities, they are trained to focus on combining line patterns and motifs in an orderly and consistent manner. Of course, accuracy and perseverance during activities are very necessary in order to complete the work well and completely. This is in accordance with what was conveyed by Mr Andi Purnawan Putra, S.Pd., M.Sn. as a teacher of Arts and Culture and Crafts, who stated;

"Usually when learning art, children with ADHD only have a short level of concentration, they need to be guided and helped to make patterns slowly and continue to be motivated to complete the work they create, with patience and patience, in educating children with ADHD you will certainly get optimal results. "Like children who are easy to direct, when asked how the process of making their work goes, they can explain it fluently."

CONCLUSION

Therapy is assistance provided by counselors to children who have problems in learning so that they are able to develop and can participate in learning activities well. The art therapy used uses the doodle art technique which is useful for increasing children's learning concentration. This has proven to be effective. It can be seen that there is an increase in the aspect of children's memory in repeating learning material, they can say it well, in the aspect of attitude, it shows that children are able to listen to material from the teacher and use their time wisely good, while increasing children's concentration on the skills aspect of students being able to create and complete works with various form elements according to the teacher's instructions.

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