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# IMPLEMENTATION OF DANCE ACTIVITIES TO IMPROVE EMOTIONAL REGULATION SKILLS IN CHILDREN WITH ADHD AT MUTIARA CIPAYUNG KINDERGARTEN

# IMPLEMENTASI KEGIATAN TARI UNTUK MENINGKATKAN KETERAMPILAN REGULASI EMOSI PADA ANAK DENGAN ADHD DI TK MUTIARA CIPAYUNG

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**Abstract**

This research is motivated by the problems of emotional regulation and barriers to social interaction in children with Attention Deficit Hyperactivity Disorder (ADHD) at Mutiara Cipayung Kindergarten, such as impulsive behavior, tantrums, and hyperactivity. This study aims to analyze the design of dance activities, the process of reducing impulsive actions, increasing self-control, as well as the supporting and inhibiting factors of these activities in improving children's emotional regulation. The research approach used was a qualitative case study method. The research subject, AAB, is a five-year-old boy diagnosed with ADHD. Supporting informants included the class teacher, the principal, and parents. Data were collected over six months (December 2025–June 2026) through direct observation, unstructured interviews, and documentation. Data analysis applied the Miles and Huberman model (collection, reduction, presentation, and conclusion drawing), with data validity tests including credibility, transferability, dependability, and confirmability. The results showed that implementing structured dance activities (warm-up, main activity, cool-down), with simple, repetitive movements, short duration (15–20 minutes), and varying musical tempos effectively improved children's emotional regulation. AAB subjects demonstrated decreased impulsive behavior, increased compliance with instructions, improved self-control, and a decreased frequency of tantrums at school and at home. Key supporting factors included teacher patience, engaging music, positive reinforcement, and active partnerships with parents; while inhibiting factors stemmed from within the child, including distractions and mood instability. It can be concluded that enjoyable, movement-based dance activities can stimulate motor, cognitive, and social aspects, leading to emotional stability in children with ADHD.

**Keywords :** Dance Activities, Emotional Regulation, Children with ADHD, Early Childhood Education.

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**Abstrak**

Penelitian ini dilatarbelakangi oleh permasalahan regulasi emosi dan hambatan interaksi sosial pada anak dengan Attention Deficit Hyperactivity Disorder (ADHD) di TK Mutiara Cipayung, seperti perilaku impulsif, tantrum, dan hiperaktivitas. Studi ini bertujuan untuk menganalisis rancangan kegiatan tari, proses pengurangan tindakan impulsif, peningkatan pengendalian diri, serta faktor pendukung dan penghambat dalam kegiatan tersebut untuk memperbaiki regulasi emosi anak. Pendekatan penelitian yang digunakan adalah metode studi kasus kualitatif. Subjek penelitian, AAB, merupakan seorang anak laki-laki berusia lima tahun yang didiagnosis dengan ADHD. Informan pendukung meliputi guru kelas, kepala sekolah, dan orang tua. Data dikumpulkan selama enam bulan (Desember 2025–Juni 2026) melalui observasi langsung, wawancara tidak terstruktur, dan dokumentasi. Analisis data menerapkan model Miles dan Huberman (pengumpulan, reduksi, penyajian, dan penarikan kesimpulan), dengan uji keabsahan data yang mencakup kredibilitas, transferabilitas, dependabilitas, dan konfirmabilitas. Hasil penelitian menunjukkan bahwa penerapan kegiatan tari yang terstruktur (pemanasan, kegiatan inti, pendinginan) dengan gerakan sederhana yang repetitif, durasi singkat (15–20 menit), serta tempo musik yang bervariasi secara efektif meningkatkan regulasi emosi anak. Subjek AAB menunjukkan penurunan perilaku impulsif, peningkatan kepatuhan terhadap instruksi, pengendalian diri yang lebih baik, serta berkurangnya frekuensi tantrum, baik di sekolah maupun di rumah. Faktor pendukung utama meliputi kesabaran guru, musik yang menarik, penguatan positif (positive reinforcement), dan kemitraan aktif dengan orang tua; sementara faktor penghambat berasal dari dalam diri anak, seperti distraksi dan ketidakstabilan suasana hati (mood). Dapat disimpulkan bahwa kegiatan tari berbasis gerakan yang menyenangkan mampu menstimulasi aspek motorik, kognitif, dan sosial, yang pada akhirnya mendukung stabilitas emosional pada anak dengan ADHD.

**Kata Kunci :** Kegiatan Tari, Regulasi Emosional, Anak dengan ADHD, Pendidikan Anak Usia Dini.

## 1. INTRODUCTION

Early childhood is a critical period for the development of cognitive, social, emotional, and behavioral competencies. During this period, children develop the ability to understand and respond to their environment through interactions with adults, peers, and learning experiences. One important developmental competency is emotional regulation, which enables children to manage emotional responses and adjust their behavior according to social situations. Gross (2015) conceptualizes emotion regulation as a process through which individuals influence which emotions they experience, when they experience them, and how those emotions are expressed.

The development of emotional regulation becomes particularly important for children with Attention-Deficit/Hyperactivity Disorder (ADHD). According to the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.), ADHD is a neurodevelopmental disorder characterized by persistent patterns of inattention and/or hyperactivity-impulsivity that interfere with functioning or development (American Psychiatric Association, 2013). Barkley (2015) further emphasizes the importance of self-regulation in understanding ADHD, particularly difficulties in inhibiting responses, controlling behavior, and managing emotional reactions. These characteristics may affect children's participation in learning activities and their ability to interact appropriately with teachers and peers.

Emotional regulation is therefore an important issue in the education of children with ADHD. Children with ADHD may experience difficulties controlling emotional responses and may demonstrate greater emotional lability and negative emotional reactions than children without ADHD. Anastopoulos et al. (2011) reported that difficulties in emotional self-regulation are associated with functional impairment and comorbid difficulties among children with ADHD. Similarly, Novitasari and Basoeki (2018), in a study involving children with ADHD, found a significant relationship between emotional regulation and learning difficulties. Their findings indicate that difficulties in emotional regulation may have consequences for children's academic and social functioning.

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The problem of emotional regulation is also evident in the research setting of the present study, TK Mutiara Cipayung. The participant, identified by the initials AAB, demonstrated characteristics associated with difficulties in emotional and behavioral regulation, including impulsive behavior, difficulty maintaining attention, difficulty following instructions, and emotional reactions when activities did not correspond to his expectations. Teachers had previously implemented activities such as block play, storytelling, and role play to support attention and emotional regulation. However, these activities had not produced the expected changes, particularly when the child experienced frustration or when activities did not follow his preferences. Therefore, an alternative learning strategy that was more compatible with the child's need for movement was required.

Dance activities represent one potentially appropriate strategy because they combine physical movement, rhythm, attention, coordination, and emotional expression. Rather than requiring children with ADHD to remain passive for extended periods, dance provides opportunities to channel physical energy through structured movement. Previous research by Dani, Utami, and Sumijati (2017) directly examined the use of dance movement therapy for children with ADHD. Their single-case experimental study involving three children aged seven to eight years found a decrease in hyperactivity scores following the implementation of dance movement therapy. This finding provides an important empirical basis for considering movement-based activities as an educational strategy for children with ADHD.

The potential benefits of physical movement are also supported by research on exercise and ADHD. Pontifex et al. (2013) found that a single 20-minute bout of moderate-intensity aerobic exercise was associated with improvements in response accuracy and regulatory processes among children with ADHD. The researchers concluded that physical exercise may have positive implications for inhibitory control and neurocognitive functioning in children with ADHD. Although dance is different from aerobic exercise, these findings provide a theoretical basis for considering structured movement as a means of supporting behavioral and attentional regulation.

Dance may also contribute directly to emotional development in early childhood. Zannatunnisya et al. (2024) investigated the implementation of dance education to develop emotional intelligence among young children at RA Amalia Darma. Their qualitative study found that dance education was integrated into the learning process and contributed to children's emotional development through movement, music, expression, and interaction. The same research emphasizes that dance education involves learning objectives, materials, teaching methods, facilities, evaluation, and the social and cultural context in which the activity is implemented.

From a theoretical perspective, dance may provide opportunities for children to practice emotional regulation because the activity requires them to shift attention, respond to environmental cues, control physical responses, and adjust behavior according to changes in rhythm and instructions. Gross's (2015) process model emphasizes that emotion regulation involves processes of identifying, selecting, and implementing regulation strategies. In a structured dance activity, children repeatedly encounter opportunities to direct their attention toward music and movement, inhibit inappropriate responses, and adjust their behavior to the teacher's instructions.

The present study therefore focuses not merely on whether dance produces behavioral change but also on how structured dance activities are implemented to support emotional regulation in a child with ADHD. This distinction is important because previous research has demonstrated the effects of dance movement therapy on hyperactivity (Dani et al., 2017) and the contribution of dance education to emotional development in early childhood (Zannatunnisya et al., 2024), while research on ADHD has established the importance of emotional self-regulation for children's functioning (Anastopoulos et al., 2011; Novitasari & Basoeki, 2018).

Accordingly, the present study investigates the implementation of structured dance activities for improving emotional regulation in a child with ADHD at TK Mutiara Cipayung. The study specifically examines changes in impulse control, self-control, emotional stability, adaptive responses, and social participation. By exploring the process within an authentic early childhood education

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setting, this study is expected to contribute practical evidence regarding the use of movement-based learning as a developmentally appropriate strategy for supporting emotional regulation among young children with ADHD.

## 2. RESEARCH METHOD

This study employed a qualitative research approach using a case study design to obtain an in-depth understanding of the implementation of dance activities in developing the emotional regulation of a child with Attention Deficit Hyperactivity Disorder (ADHD). The case study approach was considered appropriate because the research focused on a specific and contemporary phenomenon involving one child within a natural educational setting. Through this approach, the researcher was able to explore the child's behavioral responses, emotional development, participation in dance activities, and the role of teachers and parents in supporting the child's development. The original research design explicitly states that the qualitative case study was selected to examine the phenomenon in depth and to obtain a comprehensive description of emotional regulation development through dance activities.

The research was conducted at TK Mutiara Cipayung, East Jakarta, over approximately six months, from December 2025 to June 2026. The research setting was selected because it provided a natural early childhood education environment in which the participant regularly interacted with teachers and peers and participated in structured learning activities. Conducting the study in the child's ordinary school environment enabled the researcher to observe emotional and behavioral responses as they occurred naturally during learning activities. The research was specifically directed at examining whether structured dance activities could support the development of emotional regulation among children with ADHD and at identifying changes in the child's ability to recognize, control, and express emotions appropriately.

The primary participant in this study was one five-year-old child with ADHD, identified by the initials AAB, who attended TK Mutiara Cipayung. In addition to the main participant, the classroom teacher and the child's parents served as supporting informants. The teacher was selected as an informant because of her direct and continuous involvement in the child's learning activities and her knowledge of the child's behavioral and emotional development at school. The parents were included because they could provide information regarding behavioral changes observed in the home environment following the child's participation in dance activities at school. The use of several informants enabled the researcher to obtain a more comprehensive understanding of the child's development across different environments.

The main data in this study consisted of information concerning the implementation of dance activities and the child's emotional regulation. The intervention was designed as a structured dance activity lasting approximately 15–20 minutes. The activity consisted of three main stages, namely warm-up, core movements, and cool-down. The core movements were simple, repetitive, and adapted to the child's abilities. The activity also incorporated variations in musical tempo, ranging from cheerful and energetic music to slower music. During the activities, the teacher provided short and clear instructions, demonstrated movements directly, and gave positive reinforcement to encourage the child's participation and appropriate behavior. This structure was intended to provide opportunities for the child to release physical energy while simultaneously practicing attention, movement control, following instructions, and emotional control.

The focus of emotional regulation was operationalized into several observable behavioral indicators. These indicators included the child's ability to delay an immediate response, wait for instructions and turns, remain within the designated movement area, follow the sequence of activities, coordinate movements according to teacher instructions, and control impulsive physical behavior. Emotional stability was also observed through the frequency and intensity of tantrums, crying, shouting, or other excessive emotional reactions. In addition, the research examined the child's ability to remain calm when the situation changed, particularly when the tempo of the music changed from

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fast to slow. Adaptive emotional responses were observed through the child's ability to express dislike or tiredness appropriately, respond positively to teacher instructions and reinforcement, and interact harmoniously with peers during dance activities.

Data were collected using three complementary techniques: direct observation, interviews, and documentation. Observation was the primary technique because the research focused on behavioral and emotional changes that could be identified through direct interaction with the child. The researcher observed the child's behavior before, during, and after the implementation of dance activities, paying particular attention to impulsivity, self-control, emotional stability, ability to follow instructions, and social interaction. Repeated observation was important because emotional regulation in children can fluctuate according to the situation, activity, and environmental conditions.

The second technique was unstructured interviewing. Interviews were conducted with the classroom teacher and parents to obtain information that could not be fully captured through direct observation. The interviews explored the child's behavioral characteristics, emotional responses, participation in dance activities, and changes that occurred during the research period. Information from the teacher provided insight into changes within the school environment, while information from parents helped identify whether changes were also visible outside school. The interviews therefore served to complement and contextualize the observational findings.

The third technique was documentation. Documentation included teacher anecdotal records, activity records, assessment documents, photographs, observation sheets, and other relevant school documents. These materials were used to provide supporting evidence for the observations and to strengthen the description of the research process. Documentation also helped the researcher trace changes in the child's participation and emotional responses throughout the implementation of the dance activities.

The collected data were analyzed using the Miles and Huberman data analysis model, which consists of data collection, data reduction, data display, and conclusion drawing. During the data collection stage, the researcher continuously gathered information from observations, interviews, and documentation. The data were then reduced by selecting, organizing, and focusing on information relevant to the research objectives, particularly data concerning emotional regulation and the child's responses to structured dance activities. The reduced data were subsequently displayed systematically to facilitate the identification of behavioral patterns and developmental changes. Finally, conclusions were drawn by interpreting the emerging patterns and continuously verifying them against the available evidence.

To ensure the trustworthiness of the research findings, the study employed credibility, transferability, dependability, and confirmability. Credibility was established through prolonged observation, persistent observation, triangulation, negative case analysis, the use of supporting documentation, and member checking. Triangulation involved comparing information obtained from different sources, particularly the teacher and parents, as well as comparing data obtained through observation, interviews, and documentation. Data were also collected at different times during the implementation of dance activities to examine the consistency of observed behavioral changes.

Negative cases were not excluded from the analysis. When the child did not demonstrate improvement or displayed emotional or behavioral responses that differed from the dominant pattern, such information was retained and analyzed as part of the research findings. This procedure helped ensure that the conclusions were based on the overall empirical evidence rather than only on observations that supported the expected outcomes. Supporting documentation, including photographs, observation records, developmental assessment sheets, and school documents, was also used to strengthen the credibility of the findings. Member checking was conducted by confirming interview information and interpretations with the teacher and parents.

Transferability was addressed by providing a detailed description of the participant, research setting, implementation of dance activities, and observed developmental changes. Dependability was maintained by documenting the research process systematically, from participant selection and data

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collection through data analysis and conclusion drawing. Confirmability was ensured by retaining the research evidence, including interview guidelines and transcripts, field notes, observation sheets, documentation of dance activities, and analysis records, so that the findings could be traced directly to the data obtained in the field.

Overall, this qualitative case study methodology enabled the researcher to examine the implementation of structured dance activities and their relationship to the emotional regulation of a child with ADHD in an authentic early childhood education setting. Rather than focusing solely on measurable outcomes, the method allowed the researcher to understand the process of change, the child's responses to different stages of the activity, the role of teacher support and positive reinforcement, and the behavioral changes that emerged throughout the research period. This methodological approach was therefore aligned with the purpose of the study, which was to obtain a detailed and contextualized understanding of how dance activities could support emotional regulation in a young child with ADHD.

## 3. RESULT AND DISCCUSSION

The findings of this study indicate that the implementation of structured dance activities provided positive changes in the emotional regulation of AAB, a five-year-old child with ADHD at TK Mutiara Cipayung. The findings were obtained through direct observations, unstructured interviews with teachers and parents, and supporting documentation collected during the six-month research period from December 2025 to June 2026. The analysis focused on the design and implementation of dance activities, changes in impulsive behavior and self-control, emotional stability, and the supporting and inhibiting factors encountered during implementation.

The first finding concerns the design of the dance activities. The activities were organized systematically into warm-up, core movement, and cool-down stages. The core movements were simple and repetitive and were adjusted to the child's ability to maintain attention and follow instructions. Each session lasted approximately 15–20 minutes, with variations in musical tempo from energetic and cheerful rhythms to slower and calmer music. The teacher also used short instructions, direct movement demonstrations, and positive reinforcement to maintain the child's participation. This structure was designed to accommodate the characteristics of children with ADHD, particularly their high activity level, short attention span, and need for concrete and repetitive stimulation.

The implementation of these activities showed changes in the child's ability to control impulsive behavior. At the beginning of the intervention, AAB tended to act quickly without waiting for the teacher's instructions, had difficulty waiting for his turn, and sometimes moved outside the designated activity area. During subsequent dance sessions, however, the child gradually demonstrated a greater ability to wait for instructions and follow the movement sequence before acting. The research findings specifically indicate a decrease in impulsive behavior and an increase in compliance with teacher instructions.

Another important finding was the improvement in self-control. During the dance activities, AAB gradually became more capable of controlling his physical movements and maintaining participation in the activity. Rather than moving freely without direction, he increasingly attempted to follow the teacher's demonstrations and remain within the designated dance area. The repetitive nature of the movements appeared to help the child anticipate what would happen next, while the clear instructions provided a predictable structure for his behavior. The operational indicators used in the study included remaining in the activity area, following the activity sequence, and coordinating physical movements according to the teacher's instructions.

The findings also demonstrated changes in emotional stability, particularly in relation to tantrum behavior. Before the implementation of dance activities, AAB frequently experienced emotional instability when situations did not correspond to his expectations. His disappointment could be expressed through tantrums or disruptive behavior. Following the implementation of structured dance activities, the frequency of tantrums decreased. The reduction was observed not only at school but was

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also reported by the parents in the home environment. This finding suggests that the changes observed during the dance activities were not limited to the immediate learning context but could also be reflected in the child's broader behavioral environment.

In addition, the child demonstrated improvements in adaptive emotional responses. AAB increasingly responded to short teacher instructions and positive reinforcement. The child also demonstrated greater willingness to participate in group dance activities and interact with peers without excessively disrupting their activities. These findings correspond to the indicators established in the research instrument, which included appropriate emotional expression, acceptance of teacher instructions and reinforcement, and harmonious social interaction.

The findings further revealed several supporting and inhibiting factors. The main supporting factors were the teacher's patience, the use of engaging music, positive reinforcement, and active parental involvement. The teacher's patience was particularly important because the child's attention and emotional condition were not always stable. Interesting music helped maintain the child's motivation to participate, while praise and other forms of positive reinforcement encouraged appropriate behavior. Collaboration with parents also helped identify behavioral changes occurring at home.

Conversely, the main inhibiting factors originated from the child's internal condition. These included distractions, difficulty maintaining concentration, and fluctuations in mood. Consequently, the child's response to the same activity could vary depending on his emotional condition and level of concentration at a particular time. Therefore, the implementation of dance activities required flexibility and continuous adjustment by the teacher.

**Table 1. Summary of Changes in Emotional Regulation**

| Aspect of Emotional Regulation | Initial Condition | Changes Observed |
|---|---|---|
| Impulse control | Frequently acted before receiving instructions | More able to wait for instructions and movement cues |
| Waiting for turns | Had difficulty waiting and tended to act immediately | Gradually demonstrated greater patience |
| Physical self-control | Frequently moved outside the designated area | Increasing ability to remain within the activity area |
| Following instructions | Difficulty following instructions consistently | Improved compliance with short and simple instructions |
| Emotional stability | Tantrums and excessive emotional responses occurred when disappointed | Frequency of tantrums decreased |
| Response to changes | Could react negatively to changes in activity or tempo | Increasing ability to adapt to changes |
| Social interaction | Sometimes disturbed peers during activities | More harmonious participation with peers |
| Positive response | Required considerable teacher direction | Responded more positively to praise and reinforcement |

*Source: Research findings from observations, interviews, and documentation in the uploaded thesis.*

The findings demonstrate that structured dance activities can serve as a meaningful educational strategy for supporting emotional regulation in children with ADHD. The improvement observed in AAB should not be interpreted merely as the result of physical movement but as the result of an activity structure that integrated movement, rhythm, attention, instruction, repetition, emotional expression,

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and social interaction. The findings indicate that the effectiveness of the activity was closely associated with how the dance was designed and implemented rather than simply with the child's participation in dancing.

The first important aspect is the use of simple and repetitive movements. Children with ADHD often experience difficulties in sustaining attention and inhibiting impulsive responses. Therefore, activities requiring long and complex instructions may create additional challenges. In this study, repetitive movement patterns provided predictability and enabled the child to gradually anticipate the sequence of activities. This is consistent with the theoretical foundation presented in the research, which describes structured dance as an activity involving warm-up, core movements, and cool-down, with simple movements and repetition to support discipline and self-control.

The second important aspect is the integration of music and movement. The study's findings suggest that music functioned not only as an accompaniment but also as a stimulus for maintaining attention and organizing behavior. Changes in musical tempo provided opportunities for the child to practice adapting his physical and emotional responses. Fast music allowed the child to channel physical energy, whereas slower music provided opportunities to practice calming down and transitioning toward relaxation. This finding is consistent with the study's theoretical argument that dance combines rhythm, coordination, and emotional expression and can provide children with ADHD with an appropriate channel for releasing excess energy while practicing self-control.

The improvement in impulse control is also theoretically meaningful. Emotional regulation involves not only managing feelings but also controlling behavioral responses to emotional stimuli. In AAB's case, the ability to wait for instructions, wait for turns, and follow movement sequences represents an important behavioral manifestation of improved self-regulation. The dance activity created repeated opportunities for the child to practice delaying immediate responses. Thus, the activity functioned as a practical context in which emotional and behavioral regulation could be practiced naturally.

The reduction in tantrum frequency further supports the potential of dance activities as an emotional regulation strategy. The research documented that AAB demonstrated fewer tantrums after participating in structured dance activities, both at school and at home. This finding is relevant because emotional difficulties in children with ADHD may extend beyond the classroom and influence interactions with family and peers. The observed changes suggest that repeated experiences of controlling movement, following instructions, and responding to changes in activity may contribute to broader behavioral adjustment.

The findings are also consistent with previous research cited in the study. Dance and movement-based activities have been described as having potential benefits for self-control, social adjustment, and social skills because they combine cognitive, emotional, and physical stimulation within an enjoyable structure (Kurniawati, 2021; Sari & Nugroho, 2020). The present findings strengthen this perspective by showing how these elements can operate in a natural kindergarten setting involving a child with ADHD.

Another significant finding concerns the role of the teacher. The teacher's patience and ability to provide short instructions, movement demonstrations, and positive reinforcement were important supporting factors. This demonstrates that the effectiveness of dance activities cannot be separated from teacher responsiveness. A child with ADHD may not immediately respond appropriately to an activity simply because the activity is physically engaging. Rather, the teacher needs to adjust the pace, simplify instructions, provide encouragement, and recognize the child's emotional condition. The research findings identified teacher patience and positive reinforcement as major factors supporting the intervention.

The role of parents was equally important. Information from parents indicated that positive changes were also observed in the home environment. The active partnership between school and family therefore strengthened the continuity of emotional regulation support. This finding is important because emotional regulation develops through repeated experiences across contexts. When strategies

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used at school are understood and supported at home, children have more opportunities to practice the same behaviors in different situations.

Nevertheless, the findings also demonstrate that dance activities do not eliminate all difficulties associated with ADHD. Distraction and mood instability remained important inhibiting factors. This indicates that emotional regulation among children with ADHD is dynamic and can vary according to internal and environmental conditions. Consequently, dance should be viewed as a supportive educational strategy rather than as a single intervention that automatically produces consistent behavioral changes.

Overall, the findings suggest that structured, enjoyable, and movement-based learning can provide an appropriate context for developing emotional regulation in young children with ADHD. Dance activities enabled AAB to practice waiting, following instructions, controlling physical movement, adapting to changes, expressing emotions, and interacting with peers. The positive changes were supported by the combination of structured activities, repetition, appropriate music, teacher responsiveness, positive reinforcement, and parental collaboration. The findings therefore support the view that early childhood interventions for children with ADHD should be active, enjoyable, structured, and responsive to individual developmental needs.

At the same time, because this research involved a single case, the findings should be interpreted as an in-depth description of AAB's developmental changes rather than as evidence that can be generalized to all children with ADHD. The strength of the study lies in its detailed exploration of the process through which dance activities were implemented and the behavioral changes that emerged in an authentic early childhood setting. Further research involving more participants, longer intervention periods, or comparative designs would be useful to examine the consistency and broader applicability of these findings.

## 4. CONCLUSION

This study concludes that the implementation of structured dance activities can support the development of emotional regulation in children with Attention Deficit Hyperactivity Disorder (ADHD) in an early childhood education setting. Based on observations, interviews, and documentation conducted over six months at TK Mutiara Cipayung, the dance activities provided the participant, AAB, with a structured and enjoyable environment in which to practice controlling movement, following instructions, waiting for turns, maintaining attention, expressing emotions appropriately, and interacting with peers.

The effectiveness of the activities was closely related to the design of the dance program. The use of short sessions lasting approximately 15–20 minutes, simple and repetitive movements, clear instructions, variations in musical tempo, and the three-stage structure of warm-up, core movements, and cool-down was appropriate for the characteristics and needs of the child with ADHD. This structure enabled the child to channel physical energy through positive activities while simultaneously practicing attention and behavioral control.

The implementation of dance activities was also associated with several positive behavioral changes. AAB demonstrated reduced impulsive behavior, improved compliance with teacher instructions, better self-control, and a decrease in the frequency of tantrums. Positive changes were observed not only in the school environment but were also reported by parents in the home environment. These findings indicate that movement-based activities can provide meaningful opportunities for children with ADHD to practice emotional and behavioral regulation in everyday situations.

The study further found that the success of the activity was influenced by several supporting factors, particularly teacher patience, engaging music, positive reinforcement, and active collaboration between teachers and parents. At the same time, distractions and fluctuations in the child's mood remained important challenges. Therefore, dance activities should be implemented flexibly and adapted to the child's emotional and attentional condition rather than being applied as a rigid program.

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Overall, the findings suggest that dance activities can be used as an enjoyable, developmentally appropriate, and movement-based educational strategy to support emotional regulation in young children with ADHD. However, because this study focused on a single child, its findings should be understood as a contextual description rather than generalized to all children with ADHD. Further research involving a larger number of participants and longer observation periods is recommended to strengthen the evidence concerning the effectiveness of structured dance activities for children with ADHD.

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