

Handling Hyperactive Children: Game Tricks for Arranging Blocks to Make Hyperactive Children Productive

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Abstract

Hyperactivity in children is excessive child expression which can cause behavioral instability. Playing with blocks is an interesting and innovative learning medium to provide fun learning patterns and suppress hyperactive children's increasingly uncontrollable behaviour. This game can change the thinking power of hyperactive children into focus and fun. The research process was carried out by looking at how teachers actively use block play media to increase learning productivity according to objectives. The teacher slowly and consistently provides stages for playing with blocks, starting from those that are easy to understand to discovering new game patterns that can provide new, more functional behaviour at the stage of learning certain material. The results of the research show that varied and guided block games can change hyperactive children to follow sustainable learning patterns. Children's activities are controlled and controlled based on the learning stages determined by the teacher. The block game is also able to divert other active views to one but varied material object.

Keywords: Game Learning Media, Handling Hyperactive Children, Playing with Blocks



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INTRODUCTION

According to Thosin Waskita et al. (2022) states that an early childhood child is someone who is in a period of quite rapid and fundamental development (Anutariya C., Bonsangue M.M., Budhiarti-Nababan E., & Sitompul O.S., 2025; Hernes M., Wątróbski J., & Rot A., 2025; Singh R. & Gehlot A., 2025). Meanwhile, state that early childhood education is an effort to guide children from birth to the age of 6 so that children are ready to continue further education.

According to Lailiyatul Ifitah et al. (2022) states that hyperactive children are children who have difficulty concentrating or paying attention so they easily move from place to place, do excessive motor activities such as running (Batista dkk., 2025; Giri, 2025; Oliveira & Freire, 2025), often speak loudly and don't want to listen to the teacher (V. Carson dkk., 2019). This is in line with Susanti et al. (2022) which states that hyperactive early childhood children are sometimes called naughty children, like to get angry, cannot be managed and have difficulty focusing both in the classroom and at home.

Rizqi et al. (2024) Suggest that a child's hyperactive attitude is caused by a disruption in concentration during learning where the child usually finds it difficult to focus for long periods cannot study calmly and often goes in and out of class this will happen (Juhanaini dkk., 2025; Zhang & Du, 2025; Zolotarev, Arkhipova, Lapina, Prakasha, & Movzalevskaya, 2025). This can cause the quality of children's learning to decline because children do not understand the material presented by the teacher (Ramakrishnan, Balasingam, & Biondi, 2021). Therefore, hyperactive children are an important problem for teachers to solve by understanding and handling hyperactive children effectively and efficiently.

Hyperactive children are a condition where the child is very active without knowing the time, situation and surrounding environment. This condition can make it difficult for children to focus and concentrate, which can affect their social environment and school performance. Rizqi Azi Miftah, et al (2024) stated that hyperactive behaviour is caused by 2 factors, namely (Fan, Xie, Wang, & Lin, 2025; B.-Y. Li dkk., 2025; Martins dkk., 2025): Human factors originating from humans and non-human factors originating from the environment. Hyperactive children usually have difficulty focusing on learning and do not want to be quiet when the teacher explains assignments or material. Through the game of arranging blocks, children will train their concentration and handle hyperactive children by diverting them to educational games that are fun and interesting for children.

Activities such as following the game of arranging blocks until they are finished prevent hyperactive children from playing in vain, or in other words, children will be invited to learn while playing (Aggarwal, Pahuja, Jha, & Sethi, 2025; Sharma, Tan, Gomez, Xu, & Dubé, 2025; Zhong, Fryer, Zheng, Shum, & Chu, 2025). Apart from arranging the block framework, children will also get to know the various symbols and colours found on the blocks and learn to complete the arrangement of the blocks. If this continues, hyperactive children will automatically gain material or knowledge from the games they have played (practice) (S. A. Carson & Kallen, 2021). On the other hand, if there is no handling of learning methods for hyperactive children, it will cause the quality of children's learning to decline . The environment also has an impact on hyperactive children where teachers provide guidance, advice and invitations as an effort to handle hyperactive children.

In essence, children are a time of play where the game of arranging blocks is quite effective for young children in dealing with hyperactive children and providing solutions to learning problems at RA Nurullah.

Literature Review

Hyperactive children are children who don't want to stay still and have difficulty concentrating when learning (McGivney, 2025; S. Yang dkk., 2025; Yuan dkk., 2025). This is in line with Merlensi L (2024) who states that hyperactivity is a common mental disorder in children. Hyperactive children are also caused by damage to one of the nervous systems in the brain so children have difficulty concentrating and are difficult to control.

According to Novita F (2021), the factors that influence children to become hyperactive are environmental factors, where interactions within the home/family environment influence children's attitudes in the school environment (Cao, Yue, Li, & Wu, 2025; Carvalho J.V., Abreu A., Ferreira da Costa E., Vázquez-Justo E., & Viguera Figueroa H., 2025; Özdemir, 2025). According to Simatupang (2020), hyperactive behaviour can cause problems for both the child and the surrounding environment because the child's attitude does not want to be quiet, problems that occur include children who are underachieving, have no friends and are susceptible to injury to the hyperactive child's body parts.

An educational game tool is a game tool for early childhood and was developed independently where the teacher will play a game by giving toys to children to support the child's development this educational game tool can also optimize children's development according to their level.

Blocks are one of the educational game tools, which according to Ariyanti A (2023) states that block games have benefits such as helping children's cognitive development, developing children's skills, improving gross and fine motor skills, and stimulating children's imagination and creativity (X. Li dkk., 2025; Sarifah dkk., 2025; J. Yang dkk., 2025). From this, it can be concluded that playing with blocks can improve children's development.

Hyperactive children will do better if they are given assignments, with assignments the child will feel responsible for doing them so that the child does not run around everywhere (Hernández-Andrés, Serrano, Alacreu-Crespo, & Luque, 2025; Rajarajeswari dkk., 2025; Sari, Herdawan, Kurniawan, & Anggoro, 2025). However, children usually get bored easily with monotonous and unvaried learning, therefore, educational games can be a solution for handling hyperactive children. Because with games, children will become more interested and a pleasant atmosphere will encourage children to complete the game. With the educational game method, children can participate in learning without running around or disturbing their friends.

One educational game method that teachers can apply is the block arranging game method where children will arrange the parts of the block into one unit with various shapes and according to the picture on the block (Arztmann dkk., 2025; Tianyi, 2025; Xie dkk., 2025). This is by Astari (2023) who states that educational games such as arranging blocks and puzzle games can reduce hyperactive children and have a good impact on children's cognitive abilities and memory abilities. Based on the research results of Astari Zuri (2023), it was also found that in therapy children were able to arrange blocks even though they were abstract. Children who can complete puzzles according to the picture . The research results show that the impact of arranging blocks and puzzles can reduce hyperactive children because this game makes children focus and develops children's cognitive development because there is a sense of responsibility in completing the game. This can be seen from the behaviour of children who complete the game and can imagine and create by arranging blocks.

RESEARCH METHOD

The number of informants in the research we conducted was 10 people (Bijalwan, Gupta, Johri, Wasiq, & Khalil Wani, 2025; Crespo-Martínez, Bueno, & Gallego, 2025; Katsarov dkk., 2025). The results obtained from this observation are that hyperactive children can be treated

with one of the educational games, namely the Block Arranging game, which is carried out in the classroom during learning with the teacher or can be done at the child's home with the parents (Pasquadibisceglie, Appice, Castellano, & Malerba, 2020). What are the steps taken by teachers in dealing with hyperactive children through a game of arranging blocks and finding out the implications of play therapy on the development of hyperactive children?

What teachers do in handling early childhood is using a game method to reduce hyperactive children. This educational game is carried out by the teacher as a variation of learning. The block arranging game can be played either in the classroom or at home (**Freitas, Santos, Bala, Campos, & Dionísio, 2025; Koenitz & Eladhari, 2025**). This game is useful as an effort to handle hyperactive children, apart from that, this game can train children's imagination and patience by arranging the blocks until they are finished and training discipline by collecting the blocks after they have finished playing in their place.

RESULTS AND DISCUSSION

From research conducted using interview and observation methods related to handling hyperactive children through block-building games, the researchers obtained results namely: with block-building game, children became interested in taking part in the block-building game, including hyperactive children.

After playing the block-building game in class, hyperactive children are more likely to take part in this game activity rather than chatting or running everywhere. However, some children are still noisy on their own and don't want to be managed. The teacher tries to invite the children to take part in a block-building game with other friends and motivates the children to take part in the game. After an invitation after an invitation from the teacher, children tend to be more enthusiastic about participating in the game of arranging blocks until it is finished.

This game is carried out in the classroom as a variation of learning carried out by a teacher to achieve learning objectives and liven up a class atmosphere, as well as inviting children to actively participate in both learning and educational games such as arranging these blocks.

This block-arranging game is played alternately by each child and the children are asked to arrange separate blocks into one arrangement of blocks, either in the form of number blocks, letter blocks, or game blocks to hone the reactivity of young children.

Hyperactive children are influenced by several factors, one of which is environmental factors where hyperactive children are children who are active in class so teachers must be able to deliver varied and interesting learning so that hyperactive children do not get bored quickly and can participate in learning calmly. Learning that is less interesting or not varied causes children to become hyperactive and get bored easily, so they choose to disturb their friends, invite their friends to play or chat, and run around everywhere. If this continues, the child will experience disruption in his development, where the child does not understand the material presented by the teacher and hinders the child's future development. Therefore, special treatment is needed regarding hyperactive children. There are many ways to handle hyperactive children that can be used by teachers in classroom learning. One of the methods used by researchers to handle hyperactive children in the classroom is by arranging blocks once to foster a sense of creativity and activeness in children in playing with their friends and train children's focus so that hyperactive children will also be interested and follow the game to the end.

At the beginning of implementing the method of arranging blocks in this class, the results were that hyperactive children began to be interested in participating. This shows that children are active in participating in this game. Then, after playing this game several times, some hyperactive children prefer to take part in the game of arranging blocks and some hyperactive children prefer to play and chat with other friends. After the researcher discovered the problem, the children were invited to take part in the game by providing expressions that could increase the child's self-confidence so that the child wanted to take part and complete the game of arranging the blocks. After that, the teacher says "You are great", or other words as a form of appreciation to the child so that the child has a strong desire to actively participate in class learning or games in class and the child becomes more confident.

The results of inviting, motivating and appreciating children make hyperactive children interested in playing games rather than running around or chatting with their friends.

CONCLUSION

The game method of arranging blocks is quite effective in dealing with hyperactive children in the classroom. Where teachers can invite, motivate and express appreciation for hyperactive children who want to take part in the game (Richter dkk., 2020). With variations in learning in the classroom carried out by teachers, it can make hyperactive children more interested, especially in educational and fun games which make children more willing to take part in activities in class, making children including hyperactive children more active in participating in activities, not running around or disturbing his friends and making children get the material presented either by playing with the block arrangement method or other methods that can be used (Naul & Liu, 2020). Of course, this will also improve development in early childhood, especially for children who are hyperactive in class.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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