

## Individualized Learning Programs: Effective Strategies For Developing Interests and Talents in ADHD Children

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### ABSTRAK

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common developmental disorders in children. Children with ADHD usually have three main types of problems: difficulty concentrating, hyperactivity and impulsivity. The cause of ADHD in children is currently unknown. Some factors that are thought to cause ADHD are genetic factors, risk factors, environmental factors, brain damage, food additives, and sugar. Children with ADHD experience developmental disorders that cause increased motor activity and eventually lead to behaviors that appear abnormal and excessive. While there is no total cure for children with ADHD, the symptoms can be well managed through medication and therapy. Such as drug therapy, nutritional therapy, play therapy, and biomedical therapy. More boys are diagnosed with ADHD than girls. Haryanto (2019), identifying children with ADHD can be done by classroom teachers, parents or related professionals. The identification of ADHD children aims to obtain information as early as possible whether the child has a disorder or not. To meet the criteria for ADHD diagnosis, a child must be at least six months old. The Individualized Learning Program is designed to make it easier for teachers to know the individual talents, interests and needs of each child. The Individualized Learning Program is based on the child's needs, barriers, styles and abilities.

**Keywords:** ADHD; Individual Learning Program; Strategy;

### INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common developmental disorders in children. This condition is characterized by children being unable to concentrate, having difficulty controlling, being defiant, tireless, impatient, curious, unintelligent and impulsive. Broadly speaking, children with ADHD are children who have significant problems with attention and controlling stimuli as well as behavior according to rules developed since childhood, resulting in emotional disturbances, gross motor skills, and language delays. The proportion of school-age children suffering from ADHD in Indonesia cannot be known with certainty because the growth in the number of cases varies greatly.

Attention Deficiency Hyperactivity Disorder or commonly known as ADHD is a neurodevelopmental disorder that causes a child to experience significant difficulties in focusing attention as well as hyperactive and impulsive behavior (Amalia, 2018). Children with Attention Deficiency Hyperactivity Disorder (ADHD) have the possibility to inhibit children's development in cognitive aspects, social aspects, behavioral aspects and communication aspects.

According to (Soerai 1994), there are several characteristics held by ADHD children, videlicet, fastening on insignificant effects, difficulty distinguishing between sounds and stimulation centers, difficulty achieving satisfaction, restlessness, likes to scream, difficulty sleeping at night, difficulty completing tasks, Difficulty developing favored chops and interests. ADHD children have cognitive limitations which can make it delicate for ADHD children to understand communication signals so that

ADHD children have problems understanding what's passing in the terrain around them. ADHD children need the help of others to help them interact better socially. thus, ADHD children really need further educational services and attention.

As in the 1945 Law, composition 32 paragraph (1) states that " Every citizen has the right to education" (2)" Every child citizen is obliged to attend introductory education andThe government is obliged to finance it." Law no. 20 of 2003 concerning SISDIKAS also states that "Every citizen has the same right to gain quality education". It's with this law that the legal base for education for children with special requirements can be enforced.

In 2004, the Directorate of Special Education stated that identification has two generalities, videlicet, the conception of webbing and factual identification. By relating children with ADHD, it can help us to find out whether the child has ADHD or not. The criteria that must be at least six months), original onset( appearance of symptoms before the age of seven), place( symptoms must do in two different settings similar as home and academy), impact( must be causes a clear and significant functional decline in academics or social life), must count other judgments similar as internal deceleration, pervasive experimental diseases, cerebral and mood diseases, there are 3 types, videlicet the inattention type, the impulsive hyperactivity type, and eventually the combination type.

The presence of ADHD children in a class often disrupts the process of learning activities, because ADHD children do not have a high level of concentration and focus in participating in learning activities in class. ADHD children have problems with themselves, social relationship problems, academic problems, and behavioral problems that can harm themselves or others. So ADHD children really need educational services, learning strategies, collaboration between parents and teachers, and more attention compared to other children. To deal with this, appropriate development and treatment is needed so that it can minimize children's hyperactive behavior. diagnoses such as mental retardation, pervasive developmental disorders, psychological and mood disorders, there are 3 types, namely the inattention type, the impulsive hyperactivity type, and finally the combination type.

The presence of ADHD children in a class often disrupts the process of learning activities, because ADHD children do not have a high level of concentration and focus in participating in learning activities in class. ADHD children have problems with themselves, social relationship problems, academic problems, and behavioral problems that can harm themselves or others. So ADHD children really need educational services, learning strategies, collaboration between parents and teachers, and more attention compared to other children. To deal with this, appropriate development and treatment is needed so that it can minimize children's hyperactive behavior.

By providing education for ADHD children, it is hoped that it can create a learning and learning environment that allows students to develop their potential more optimally. The main aim of education is for students to gain spiritual, religious strength, self-control, personality, intelligence, noble morals and the skills needed to face challenges in everyday life.

One of the elements that plays the most important role in providing educational services in schools is the teacher. Therefore, teachers must be able to understand each child's characteristics and needs. So teachers can create individual learning programs that can develop the potential talents and interests of each ADHD child.

The aim of this research is to find out effective strategies for designing Individual Learning Programs (PPI) for ADHD children that address the interests and talents of ADHD children. This research uses a literature review method through a systematic mapping study approach. This research uses and collects relevant information from various sources such as books, journals, articles or certain writings that are appropriate to the topic and discussion.

## RESEARCH METHODS

The method used in making this journal is by conducting a literature review using a systematic mapping study approach. This research uses and collects relevant information from various sources such as books, journals, articles and certain writings that are appropriate to the topic and discussion.

## RESULTS AND DISCUSSION

(Pentecost 2004) believes that children who experience Attention Deficit Hyperactivity Disorder (ADHD) are children who have attention deficit disorder and behavior that can make children easily distracted, difficult to concentrate on tasks, unable to stay still, unable to think, calmly before acting, difficult to pay attention and difficult to listen to others. Meanwhile, according to Khotijah, ADHD children are children who experience problems concentrating in receiving lessons from teachers, especially not having the ability to focus and maintain their attention on one thing. ADHD children can behave such as having difficulty doing assignments at school and at home, acting carelessly, being irritable, having difficulty understanding things, daydreaming, easily slipping into words when speaking, having difficulty carrying out orders, being complicated when speaking, not having much patience, making a mess. , likes to interrupt other people's conversations, interferes in other people's conversations and moves continuously. Hartiningsih (2013) said that every child will display hyperactive and impulsive behavior, but children with ADHD will behave more severely and occur with greater and greater frequency than regular children in general.

Attention Deficit Hyperactivity Disorder (ADHD) children will show different behavior from regular children in general. The behavioral patterns that are characteristic of ADHD children usually appear at the age of three to five years, which is when children learn to mature their motor organs. ADHD children have the main characteristics, namely reduced attention and excessive activity. The characteristics of hyperactivity disorder in ADHD children are lack of attention and excessive activity, lack of attention is clearly visible from stopping an activity too early, and leaving tasks when the task has not been completed, having excessive anxiety, and experiencing learning disorders. Parents with ADHD have eight times the risk of having a child with ADHD.

The early development of ADHD children is influenced by the disorders they experience. In infancy the process of self-control and self-soothing can be influenced by sensitivity to external stimuli. ADHD children have difficulty managing stimuli from the environment and respond differently to those normally experienced by babies in general. When children learn to walk they will accept frustration and learn to overcome existing disappointments. ADHD children can have all of the conditions or none at all, this is because they are emotionally unstable and tend to create chaos. In general, children with ADHD have low cognitive abilities in various tests, except for tests on similarities, filling in pictures, they get higher scores. The cognitive abilities of ADHD children can be tested using the wechsler intelligence test. Test results for ADHD children show that ADHD children have difficulty remembering information, formulating concepts, and expressing themselves fluently.

ADHD children experience developmental abnormalities which result in increased motor activity in children which results in behavior that appears unusual and excessive. These symptoms can usually be seen through various complaints such as feeling constantly restless, having difficulty maintaining a sense of calm, being unable to sit still calmly, and tending to leave a stable state. The development of ADHD children can also affect gross and fine motor skills, for example buttoning clothes, tying shoelaces, coloring, cutting, and writing that is difficult to read. In terms of synchronization between the eyes and hands, the movements tend to be faster, for example, kicking the ball, throwing the ball and catching the ball.

ADHD children are usually more prone to feeling anxious and less self-confident compared to regular children in general. And ADHD children are also susceptible to experiencing psychomatic disorders, for example, stomach aches and dizziness caused by psychological factors. The occurrence of this has an impact on the ability of ADHD children to adapt to the environment around them. Child ADHD can talk a lot but the quality of communication is poor, tends to focus on himself and finds it difficult to provide appropriate responses to the person he is talking to.

ADHD children cannot be completely cured, but their symptoms can be managed well through medication and therapy. Such as pharmacological therapy, nutritional therapy, and play therapy, and biomedical therapy. The Multimodal Treatment conducted research on children with ADHD. The MTA Cooperative Group (Portrie; Hill & Bkth, 2009) focused on finding the most successful treatment for children diagnosed with ADHD. Children with Attention deficiency Hyperactivity complaint (ADHD) frequently experience challenges in learning conditioning. This is caused by difficulty fastening, hyperactivity and impulsivity. Children with ADHD have difficulty concentrating and maintaining focus on tasks, they tend to keep moving continuously and can not calm down, as a result they've difficulty learning, difficulty fraternizing with musketeers, and difficulty fraternizing with the terrain around them. still, it's important to flash back that ADHD children have different implicit bents and interests like regular children in general. Samuel (Stacy, ddk 2013) believes that children with ADHD are not considered to have a learning disability, but the effects of ADHD will make learning more challenging for children with ADHD. The diagnostic presentation of symptoms in ADHD children can vary, depending on the symptoms the ADHD child is experiencing.

There are several factors that can influence the successful academic achievement of children with ADHD, namely, skills and willingness to start doing assignments and complete assignments, ability to follow instructions, consistency in work results, and having a low level of self-motivation.

Education for children with Attention Deficit Hyperactivity Disorder (ADHD) is something that parents and teachers must pay attention to, because the condition of ADHD children is different from regular children in general. Motivation in ADHD children is very difficult to find, but some will try to achieve something. Including ADHD children in decision making about what rewards they will get is one way to help the emergence of motivation in ADHD children.

Schools have a very important role for children with ADHD to develop children's social skills. Felhan and Milich argue that ADHD children tend not to be chosen as close friends by their peers, and are less active in various group activities. ADHD children will experience a number of difficulties in friendship matters, such as difficulty reading communication signals, and lack of control over spontaneous and impulsive behavior. Initially, ADHD children will be considered attractive by several friendship groups because they have different and funny behavior, but over time this will make the people around them feel disturbed so that many ADHD children are excluded from the circle of friends in class and at school. According to Hidayat (2015), the process of guiding children with ADHD who have been using a behavioral therapy approach is carried out continuously until the child can respond on their own without help (prompts).

Educating ADHD children is a different way than educating regular children in general. One way to educate ADHD children is to apply discipline to ADHD children without having to punish them excessively if ADHD children make mistakes. It is very important for parents of ADHD children to maintain communication and provide greater affection for ADHD children, and pay all attention to ADHD children so that their behavior is always monitored. One way that parents can control their ADHD child's behavior is by creating an organized and orderly life for their child regular bedtime for ADHD children, apply discipline to ADHD children, spend time with ADHD children, build good relationships between family members.

(Nurfadillah, et al, 2021) said that the right way to deal with ADHD children is by using appropriate parenting patterns. Using an individual approach method by approaching the ADHD child directly. Traditionally based teaching methods may make it difficult for ADHD children to participate in learning activities in class because the teacher does not move much and still uses chalk as a medium which is considered to fail to meet the needs of ADHD children who have a kinesthetic learning style. In the learning process in class, so that ADHD children can focus and increase concentration, this can be done by making a learning list of what will be learned that day, arranging the classroom such as placing ADHD children sitting facing forward and close to the class teacher.

(Mohammed 2016) said that to deal with children who have ADHD, a good approach can be taken, such as using a cognitive behavioral approach. Through various cognitive skills and abilities, we can discover elements and stimuli from the environment around us, learn roles and try to understand other people's perspectives, be able to distinguish what is happening in the surrounding environment, and enrich our mentality with different knowledge about the world and children's skills. children who have ADHD. Apart from using cognitive behavior, using the Adlerian approach is also effective in helping treat children with ADHD. Adlerian therapy focuses on four goals of behavior, namely, attention, energy, revenge, and incapacity (Dreikrs & Soltz, 1964).

There are special strategies that can be used to help ADHD children in the process of learning activities in the classroom, namely, 1) ensure that resources are available and fulfilled, 2) repeat instructions to the child, 3) provide tasks and activities that are short, fast, and kinesthetic in nature, 4) use a step-by-step instruction sheet, 5) give appreciation and reward when the child can complete the task, 6) reduce noise in the learning process, 7) ensure that instructions are delivered very clearly and concisely, 8) allow the representation of thoughts using pictures, 9) use visual cues, 10) make learning activities as interesting as possible, 11) provide rest time during learning activities, and 12) use video based learning media.

Strategies that can be used to overcome hyperactivity in ADHD children are; emphasize the difference between inside the classroom and outside the classroom, give ADHD children time to calm down before entering the classroom and starting classroom learning activities, create a calm classroom atmosphere, stretch during lessons, use 'time out' to separate children from the group and try to ADHD children can realize the mistakes they have made. Strategies that can be used to help overcome the impulsive attitudes of ADHD children include increasing the child's awareness of potential dangers when using classroom equipment, working in pairs, behavior management, and using timers.

The strategies given to ADHD children can help teachers minimize students' feelings of frustration in learning. This strategy can also help other students in the class. Service plans for children with ADHD can be used as a process of Individualized Learning Program (PPI) planning. For example, (1) like class-based strategies, the structure of class activities requires active learning and a high level of response from students, teaches students organizational skills that will help them complete assignments, uses strategies to maximize positive interactions with students and minimize behavior that can be disruptive, communicate clear rules, provide multi-sensory instructions using songs or other things, and create physical plans that can maximize productivity, (2) individual strategies, to achieve success in the classroom can be used special accompanying teacher. Also give your ADHD child positive reinforcement. Positive reinforcement that can be given to ADHD children can be in the form of praise.

Building a long-term relationship with a child with ADHD requires a difficult structure and a high degree of flexibility. By getting to know ADHD children better and more deeply, it will help in learning activities and make it easier to create Individual Learning Programs (PPI) for ADHD children. Mercer and Mercer, (1989) said that the Individual Learning Program (PPI) makes children involved in activities that can be adapted to their situation and motivation.

The individual learning program or commonly referred to as PPI comes from a concept called the Individualized Education Program (IEP), which originates from the education system in the United States. An IEP is a recorded text that is used to design a learning plan that is tailored to the type and obstacles of each child with special needs (ABK). Individual learning program (PPI) refers to a learning program that focuses on students' individual learning styles, potential and needs in the learning process. The aim of the Individual Learning Program (PPI) is to coordinate individual student needs, student learning tasks, and student learning progress. Therefore, the design of an Individual Learning Program must pay attention to the development and interests of students' talents.

The Individual Learning Program (PPI) has several basic principles, namely, (1) The Individual Learning Program (PPI) aims to coordinate the needs of students, the learning progress of students, the tasks of students, and develop the potential talents and interests they have. maximally, (2) the Individual Learning Program (PPI) primarily focuses on students, each element contained in the Individual Learning Program (PPI) is directed at student development and the needs of each individual student, (3) the Individual Learning Program (PPI) does not only focuses on learning targets but the Individual Learning Program (PPI) targets are also emphasized on assessment results, for example linking to daily activity abilities and adaptive behavior, (4) Individual Learning Programs (PPI) do not describe students, but students are an element that determine the basis for the design of creating an Individual Learning Program (PPI), (5) Individual Learning Programs (PPI) have a dynamic nature or can adapt to variations in student development and changes which have the ultimate goal of being able to develop student independence which can help students educate in everyday life, and enable them to socialize with the environment around them.

The Individual Learning Program (PPI) functions to guide students to understand the talents, interests and all the potential that each student has, ensuring that each student who has obstacles or special needs gets learning that suits the characteristics of each student's needs, can improve the skills of teaching staff who assess the special characteristics of each student's learning needs, increase interaction between team members to achieve educational success for students with special needs, and act as a tool to increase efforts to provide more efficient educational services . Diversity There are so many students with special needs that this can result in a more personalized learning approach.

The steps in preparing an Individual Learning Program (PPI) plan have three important phases that must be carried out in designing an Individual Learning Program (PPI), namely the planning stage, implementation stage and evaluation stage. In each phase there are several things that must be done, at the planning stage the things that must be done are, (1) Forming an Individual Learning Program (PPI) team, (2) Carrying out assessments, and (3) Developing assessment instruments. The implementation stage is carried out after the Individual Learning Program (PPI) planning stage has been completed so that the Individual Learning Program (PPI) design can be carried out and given to students. At this stage it is important to integrate supervision and monitoring functions so that the Individual Learning Program (PPI) can be implemented as optimally as possible. Then, at the evaluation stage, there are two things that must be done, namely evaluation and making a report. Evaluation functions to assess the results of the Individual Learning Program (PPI) that have been achieved by students, so that this evaluation stage becomes the basis for designing future Individual Learning Programs (PPI).

The Individual Learning Program (PPI) has several advantages, namely, (a) the Individual Learning Program (PPI) allows a more individual approach and matches the types of needs, interests and talents of each student, (b) Teachers can adapt and modify the curriculum and learning methods that are adapted to the types of obstacles, abilities and learning styles of each student, (c) Focus on each type of student's needs, (d) Students with special needs receive more attention than regular children in general, and teachers can provide more appropriate approaches and strategies to support the learning process of children with special needs, (e) Through the Individual Learning Program (PPI) teachers or other educational staff can more easily identify the potential talents and interests of students and can help develop the curriculum relevant to the needs of students. Although the Individual Learning Program (PPI) has advantages, the Individual Learning Program (PPI) also has several weaknesses, namely, (a) The Individual Learning Program (PPI) requires more resources and time because teachers are required to design and provide a curriculum that must adapted to each student's needs, (b) more complicated classroom management, (c) has a more complex process of evaluating and measuring student progress, (d) if it is not implemented properly the Individual Learning Program (PPI) can cause gaps between students either quickly or slowly in their development, because students are no longer in a homogeneous learning environment, (f) Individual Learning Programs (PPI) require high dedication and consistency from teachers and other teaching staff at school in order to understand and apply the approach appropriately. the correct way.

A well-designed Individualized Learning Program (PPI) can help children with ADHD discover and develop their talents and interests. Strategies that can be used to discover the talents and interests of children with ADHD can be done by observing and paying attention to the child's behavior. Pay attention to what they like and are good at, give children time to try different activities, create a supportive environment, and collaborate between teachers and parents.

Some ADHD children may be interested in sports, arts, music, or technology. Recognizing the talents and interests of ADHD children from an early age can help parents and teachers to develop the potential of ADHD children.

Designing an Individual Learning Program (PPI) based on a child's interests and talents can be done by conducting observations and assessments to see the interests and activities that ADHD children like. The design of an Individualized Learning Program (PPI) must be adapted to the talents and interests of an ADHD child. For example, if a child is interested in art, the program can include drawing and painting activities. Use learning methods that suit the learning style of ADHD children. Some ADHD children may learn more easily visually, kinesthetically, and auditorily. Create an interesting and conducive learning environment and establish good communication between parents and teachers to ensure that the Individual Learning Program (PPI) can run well and as optimally as possible.

## CONCLUSIONS

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common experimental diseases in children. This condition can be characterized by the characteristics of the child being unfit to concentrate, delicate to control, recalcitrant, inexhaustible, intolerant, nosy, low intelligence, and impulsive geste.

ADHD children need the help of others to help them interact better socially. The ADHD children really need further educational services and attention. As in the 1945 Law, composition 32 paragraph (1) states that "Every citizen has the right to education" (2) "Every child is obliged to attend introductory education and the government is obliged to pay for it." Law no. 20 of 2003 concerning SISDINKAS also states that "Every citizen has the same right to gain quality education". It's with this law that the legal base for education for children with special requirements can be enforced.

In 2004, the Directorate of Special Education stated that identification has two concepts, namely, the concept of screening and actual identification. By identifying children with ADHD, it can help us to find out whether the child has ADHD or not.

The presence of ADHD children in a class often disrupts the process of learning activities, because ADHD children do not have a high level of concentration and focus in participating in learning activities in class. One of the elements that plays the most important role in providing educational services in schools is the teacher. Therefore, teachers must be able to understand each child's characteristics and needs. So teachers can create individual learning programs that can develop the potential talents and interests of each ADHD child.

Attention Deficit Hyperactivity Disorder (ADHD) children will show different behavior from regular children in general. The behavioral patterns that are characteristic of ADHD children usually appear at the age of three to five years, which is when children learn to mature their motor organs. ADHD children have the main characteristics, namely reduced attention and excessive activity. ADHD has low cognitive abilities in various tests, except for tests of similarity, picture filling, they get higher scores. The cognitive abilities of ADHD children can be tested using the Wechsler intelligence test. Test results for ADHD children show that ADHD children have difficulty remembering information, formulating concepts, and expressing themselves fluently.

ADHD children experience developmental abnormalities which result in increased motor activity in children which results in behavior that appears unusual and excessive. These symptoms can usually be seen through various complaints such as feeling constantly restless, having difficulty maintaining a sense of calm, being unable to sit still calmly, and tending to leave a stable state. ADHD children cannot be completely cured, but their symptoms can be managed well through medication and therapy. Such as pharmacological therapy, nutritional therapy, and play therapy, and biomedical therapy.

Education for children with Attention Deficit Hyperactivity Disorder (ADHD) is something that parents and teachers must pay attention to, because the condition of ADHD children is different from regular children in general. Motivation in ADHD children is very difficult to find, but some will try to achieve something. Educating children with ADHD is different than educating regular children in general. One way to educate ADHD children is to apply discipline to ADHD children without having to punish them excessively if ADHD children make mistakes.

Building a long-term relationship with a child with ADHD requires a difficult structure and a high degree of flexibility. By getting to know ADHD children better and more deeply, it will help in learning activities and make it easier to create Individual Learning Programs (PPI) for ADHD children. Mercer and Mercer, (1989) said that the Individual Learning Program (PPI) makes children involved in activities that can be adapted to their situation and motivation.

Individualized Learning Program (PPI) can help children with ADHD discover and develop their talents and interests. Strategies that can be used to discover the talents and interests of children with ADHD can be done by observing and paying attention to the child's behavior. Pay attention to what they like and are good at, give children time to try different activities, create a supportive environment, and collaborate between teachers and parents.

With this individual learning journal programs, it is hoped that effective strategies can be found to develop talents and interests in children with ADHD. A properly designed Individual Learning Programs can help ADHD children develop their interests and talents optimally. With effective strategies, ADHD children can learn with more focus, motivation and confidence. Collaboration and communication between parents, teachers, and therapists is critical to the success of this program.

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