

The Role of Stimulant Medication : Supporting Career Paths for Children with ADHD in Sports

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ABSTRAK

This paper delves into the multifaceted support required for children and adolescents diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Through a thorough Literature Review method, it examines the significance of tailored interventions across education, career development, and sports participation domains. Emphasizing the pivotal role of educators, parents, healthcare providers, and coaches, the paper highlights the necessity for individualized guidance and counseling to address ADHD symptoms and facilitate successful adaptation in academic, professional, and sporting contexts. Furthermore, it discusses the potential benefits of sports participation, particularly swimming, as a therapeutic avenue for enhancing concentration and mitigating hyperactive behavior in individuals with ADHD. Additionally, the paper underscores the importance of cautious medication management, considering both the potential performance-enhancing effects and associated health risks, especially in the realm of athletics.

Keywords: *ADHD; Education; Sports Participation; Literature Review; Medication Management.*

INTRODUCTION

The right to education is given to all citizens of a country. Education is the process of acquiring knowledge, abilities, and tools to enhance everyone's potential. Ordinary children are also entitled to a decent education. Regulated in Law No. 20, Article 32 (1) of the National Education System of 2003, which reads as follows: "Special education is education for students who have difficulties in following the learning process due to physical, emotional, mental, or social disorders. (Zaenuri, 2016). Therefore, it is clear that privileged people also have the right to equal opportunities in education and training

Children with special needs have special intelligence and abilities different from children with physical, emotional, psychological, and social disabilities that distinguish them from normal children. The number of children with special needs (SEN) in Indonesia amounted to 1.6 million in 2017, according to the latest data from the Central Statistical Agency (BPS) (Desaryanti, 2019). Helping students with mental, physical and social disabilities to acquire knowledge and skills is the goal of special education. Teachers act as teachers or educators who are responsible and actively involved in the growth of their pupils. According to Nazirwan (2019), teachers should plan and implement learning, evaluate and evaluate learning, and continue to improve their abilities according to progress in the fields of art, science, and technology.

All teachers must understand and be prepared for the various aspects of this process. In addition, each child with special needs has different characteristics, so teachers must understand the nature and needs of each child. A SLB teacher should oversee at least five students with special needs, not just one or two. Since teaching a child with special needs requires more resources than an ordinary child's teacher, teachers need more patience. Because of the limitations that children with special needs have, they face many problems in everyday life, one of which is career problems. Since not all companies open or accept jobs for children with specific needs, only a few children with particular needs compete and choose jobs that they like. Children with special needs also require a lot of attention and guidance in their careers to ensure that they have the necessary skills and abilities.

In this case, teachers are also responsible for promoting student growth, solving problems, and achieving student well-being. Therefore, skills and understanding of career planning are essential for students who continue to college or want to enter the world of work. This is because one of the things to bear in mind when planning the future of a student with special needs is a career issue. This career development is very important especially for special needs students who very much need help and attention. Without a career development program, children with special needs will not have the opportunity to develop their potential, will not know and receive information about the world of work, and it will be harder to prepare for the workplace. Teenagers' ability to prepare for a career remains low, which is reflected in a variety of problems related to the lack of preparation of high school graduates and vocational education to continue education or work. (Sumita et al., 2018).

Students who have a strong standard and understanding of the world of work can avoid this challenge. Therefore, students must pursue a career program to gain a good understanding of their various conditions and personal characteristics, as well as their interests, skills, aspirations, skills and advantages or disadvantages. (Rosyada dan Muslim, 2021). Thro a lifetime, one can explore, establish, and refine their skills to their career goals. However, career development of children with Attention Deficit Hyperactivity Disorder (ADHD) requires a specific or individual approach because ADHD often affects an individual's academic and social abilities. As a result, ADHD affects a person's career development at work or in the future. Children with ADHD need special guidance and counselling during their career development. Children with adhd can better control their symptoms and better adapt to their work and responsibilities. Individual guidance, group guidance and parental collaboration can help.

ADHD can result in reduced access to academic achievement and social functioning. If ADHD is not treated properly, it can lead to behavior related to resistance, drug abuse, and forms of anxiety and depression where such conditions can cause social disturbance.

There is no conclusive study of the impact of ADHD on the patient's physical and motor condition, but there is quite concrete evidence that children with ADHD tend to have gross and severe motor deficits. Nevertheless, it has not been seen closely the impact of the ADHD

condition on the performance of an athlete who has ADHD through clear research, but improving andining academic performance even at a small level remains necessary for a student athlete to remain qualified in participating in the athletic field.

The impact of ADHD depends on the individual symptoms and the type of exercise chosen. One common symptom of attention distraction/hyperactivity disorder (ADHD) is the inability to focus, maintain attention range, and hyperactivity. These symptoms interfere with everyday life and cause suffering to the affected person. Exercise is a natural way for students of athletes with ADHD to relieve stress. Engaging in sports often protects children with developing ADHD from negative feedback that can occur in classrooms and environments where they can perform. ADHD can also help exercise. Impulsive, or acting impulsively, allows for quarterbacks or point guards.

According to Nuryana & Purwanto (2013) concentration is an effort to concentrate attention on an object. Every activity we do requires concentration because with the concentration of the results shown at the time of doing an activity, it will be done faster and better. (Hidayati, 2017). Therefore, according to Amalia (2018), a child with ADHD should be able to improve concentration, because at the time of entering the higher education level it will require the child to work on duty. A person with ADHD is a person who has an inability to keep his attention so that they can't concentrate on receiving learning. A child with ADHD often has difficulty keeping his or her focus, does not work until he or she is done, and is easily disturbed by foreign stimuli. (Hatningsih, 2013).

ADHD can be divided into three main categories, and the most common symptoms are shown by each individual, including: 1. This inattentive subtype is characterized by the individual's difficulty in focusing and concentrating attention. Inatentif ADHD has several symptoms, such as: Difficulty organizing or completing tasks: Some people find it difficult to organize or complete tasks efficiently. Difficulty paying attention to details or following instructions: Small details are often overlooked, and they find it difficult to follow instructions properly. Easily disturbed or forgotten daily routine details: Fast shift of attention and often forgetting the details of day-to-day routine.

2. Hyperactive - Impulsive: Individuals in this category will more likely show symptoms that lead to hyperactivity and impulsivity. Some symptoms of impulsive hyperactive ADHD are: Physical Hypoactivity: A person may find it difficult to sit for long periods of time, often feel restless, and make too many movements. Speak a lot and be quiet: People tend to talk a lot, and have difficulty in being quiet, especially in situations where quiet is needed. High impulsivity: Difficulty in controlling one's own appetite, such as taking something without permission, interrupting conversation, or acting without considering the consequences. 3. This subtype combines symptoms of the two previous subtypes: inattentive and hyperactive-impulsive. In combination presentations, individuals experience problems with various aspects of ADHD, which can make everyday management more difficult.

The cause of ADHD is a neurobiological problem that is still the subject of scientific research to understand its causes and risk factors. However, recent research suggests that genetics plays an important role in the development of the condition.

Role of Genetics: A new study shows that there is a link between genetic factors and the cause of ADHD. Genetic can play a role in reducing the likelihood of developing ADHD from one generation to the next. If there is a family history of ADHD, then the chance of someone experiencing this condition is higher.

Other Causes and Risk Factors: In addition to genetics, scientists are also investigating risk factors and other potential causes that can cause ADHD, including:

1. **Brain injury:** Brain injuries can contribute to the development of ADHD; however, not all people with ADHD have had previous brain injuries, and the relationship between the two is still in further research.

2. **Environmental risk exposure:** Different environmental factors are studied during childbirth or at an early age. Exposure to toxic substances such as lead during pregnancy or in childhood can contribute to the development of ADHD.

3. **Alcohol and tobacco consumption During Pregnancy:** A number of studies have shown that consuming both during pregnancy can increase the risk of developing ADHD in children. Therefore, it is important to take care of your health thoroughly during pregnancy to reduce the possible risks.
4. **Premature birth and low weight:** Children born prematurely or with low weight may have a higher risk of developing ADHD.

Consulting a doctor is the first step. They have the ability to carry out a thorough evaluation and help in determining the correct diagnosis. Proper intervention can be suggested to help the child overcome the challenge and its best potential due to a better understanding of the symptoms of ADHD. Drugs can be an important part of ADHD treatment, especially in more severe cases. Some commonly used drugs are:

1. **Stimulants:** Medicines that increase focus and reduce hyperactivity such as methylphenidate or amphetamines can help. The choice of medication should be tailored to individual needs and responses, even if the medication is effective.

2. **Non-Stimulants:** Non-stimulant drugs such as atomoxetine or guanfacine can be used as an alternative because some people may not respond well to the stimulant. These drugs help manage ADHD symptoms in different ways.

3. **Antidepressants:** In some cases, especially if the symptoms of depression or anxiety are accompanied, an antidepressant may be prescribed to help deal with this problem. It's important to remember that everyone with ADHD has different needs. Therefore, good treatment planning requires a good understanding of the patient's needs and response to therapy. This method requires continuous monitoring and periodic evaluation, as well as readiness to change the management plan if necessary.

Symptoms that may occur in children with ADHD: Uncontrolled behavior and difficulty focusing are common in children. However, ADHD symptoms do not occur only occasionally and can be severe, which can cause difficulties in participating in activities at school, at home, or with peers. A lot of people chew. Often you miss something or lose it. I'm

often nervous. Too much talking, taking risks or making unnecessary mistakes. It's hard to suppress desire.

Physical and athletic activities generally play an integral role in improving health and socialization throughout a person's life. Participating in regular sporting activities can be a challenge for children and adolescents with ADHD due to a condition that basically lacks the ability to focus on one task and give attention integrally, patiently, and systematically. However, there are some athletes who say that the impulsiveness they have is a useful asset in increasing their speed and ease in dealing with their uncertainty attitudes. Most of their sportsmen, families, and coaches agree that giving physical exercise and exercise has benefits to an ADHD behavior, self-confidence, and their overall attitude in a sports game.

Athletes who are famous for ADHD say that sports that require quick reactions help them succeed even though tasks that require long concentration are difficult. In addition, evidence suggests that subjects diagnosed with ADHD have a higher rate of sports participation, which shows a statistically significant decrease in markers of anxiety and depression. Given the benefits of sports, children and adolescents with ADHD are more likely to remain active and become part of a young athlete demographic as large as the general population. Primary health care providers often treat student athletes.

It's important to introduce a variety of careers and professions to children from an early age. This introduction can be done, for example, by reading books about different professions with family members, as well as exploring different career options through role-playing and imagination. This early introduction can enable children to be able to understand different types of jobs and find what attracts according to their interests.

Parents also need to create a positive and non-judgmental environment so that children can explore and dare to tell what their dreams are. Proper impetus can make children feel more confident in achieving what they dream of without feeling the pressure of parents' expectations.

Career training is very helpful for children with ADHD because it can develop important skills such as self-reflection, communication, and goal-setting. These skills are essential in steering up career decision-making and better planning their future.

Recognizing and nurturing the talents and interests of children with ADHD is the next step because talent is often the basis for brilliant careers. In this case, parents and educators should encourage children to be able to explore and develop their talent and interest through various activities and hobbies.

The opportunity given to children to gain work experience and develop their talents and interests is essential. The experience they gain in exploring their interests and talents can be volunteer activities, internships, or part-time jobs that help them in time management, teamwork, and communication.

Incentives in following career assessments and exploring a wide range of jobs are also important as they can help children identify their interests, potential, and personality in making the right career decisions.

The qualities that need to be developed are also flexibility and adaptability. Children with ADHD often change their career goals or explore many different things. The role of parents here is to encourage their children to remain open-minded and adapt to the new opportunities and challenges that they might encounter.

Emphasis on interest and satisfaction is also important because children need to choose careers that match their interests and talents in order to generate their own satisfaction with satisfactory work and career outcomes.

In ensuring that children with ADHD have access to adequate support and resources in order to success in their careers is also necessary, including accommodation for their learning environment and work that suits their needs.

This comprehensive approach aims to support the career development of children with ADHD from exploration to sustainable support and ensuring that they can satisfaction and success in their chosen career path.

1. Motivated (caused by passion) This job requires special passion for what you do, such as giving motivation and natural focus. It can be an area that you really like and can last a long time. Fitness coaches, fitness instructors, writers, doctors, nurses, social workers, psychologists, ministers, veterinarians.
2. High intensity Dr. Stephanie Sarkis, a clinical psychotherapist and assistant professor at Florida Atlantic University in Boca Raton, says, "People with ADHD tend to work well in fast-paced and high-intensity environments, such as emergency rooms or ambulances," quoted Healthline as saying, Wednesday (18/10/2023). Detectives, police, critical care nurses, rescue officers, emergency operators, sports coaches, firefighters are examples of jobs.
3. According to CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder), highly structured time management may be one of the most difficult aspects of work for adults with ADHD. Because it can help turn the difficulties faced into opportunities for success in the workplace, people who suffer from ADHD like organized and routine work. Job type: Project manager, data analyst, military, lawyer, software tester, accountant, insurance claims regulator, bank teller, factory assembly line worker.
4. Lightning pace is characteristic of ADHD. Having these qualities can mean success in the job. Many adults with ADHD are happy with change and thrive in an environment where they have to adapt quickly. Types of jobs suitable for them are UGD nurses, trauma surgeons, EMTs, firefighters, school teachers, dental assistants, retailers. Direct creativity is the ability of a person to create something beautiful from a real idea or work that has never existed in a new form. For some people with ADHD, a real job that requires creativity can be a good choice. This kind of work often combines creativity and problem-solving, which is an aspect in which

people with ADHD often outperform. Type of job: Musician, artist, dancer, entertainer, inventor, fashion designer, mechanic, graphic designer, interior decorator, architect, and self-employed who take risks. Some people with ADHD have two skills: courageous risk-taking and innovative thinking. Both of those things can help you move forward as a future boss. But this job should be genuinely preferred by people with ADHD, because jobs that require self-reliance often involve skills that ADHD people have difficulty in possessing, such as planning, organizing, and motivating. Job type: Stock broker, professional athlete, entrepreneur, commercial investment, construction manager, software designer, racing car driver, airplane pilot.

RESEARCH METHODS

The research method used in this article is the Literature Review method. Literature Review is a critical and in-depth evaluation of previous research on a particular topic, not just reading literature (Shuttleworth, 2009). It is important to remember that scientific literature can be articles from scientific journals, papers from conferences, theses, and dissertations, reports from trusted organizations, or textbooks. Scientific research does not just mean reading literature, but also conducting a critical and in-depth evaluation of previous research on a subject. Literature Review is a thorough and critical assessment of earlier research (Shuttleworth, 2009). It is important to remember that scientific literature material can be articles from scientific journals, conference proceedings, theses and dissertations, reports from trusted organizations, as well as textbooks.

RESULTS AND DISCUSSION

Result

The International Olympic Committee (IOC) and the World Anti-Doping Agency (WADA) have prohibited stimulant drugs due to evidence of their ergogenic potential.

Stimulants can improve task focus, peer relationships, or balance, which can all improve performance. While measures of acceleration were improved, strength, power, and speed are not consistently raised in college students without ADHD who use amphetamines. In addition to athletes reporting less discomfort, potential performance enhancements include a subjective feeling of exhilaration, enhanced aggression, and better concentration. Because of this imagined ergogenic benefit, some athletes could look for and/or abuse stimulants.

Athletes may also be more susceptible to difficulties due to the adverse effects of stimulants on blood pressure, respiration, perspiration, circulation, metabolism, and endocrine gland function. Drugs known as stimulants have been utilized by sportsmen to manage their weight. Numerous stimulants used to treat ADHD raise core temperature, which may lead to heat damage. Furthermore, methyphenidate, modafinil, and bupropion seem to conceal signs of exhaustion that arise from working out in warm weather.

As expected, children with hyperactive and impulsive dominance over their environment are more likely to pay attention to their teachers and other people, which makes them more likely to visit the doctor.

However, a few patients may not receive a diagnosis until after the remission phase or the mud phase.

Stimulants such as methylphenidate and amfetamin (and their combinations) are used as the first line of treatment for ADHD. Atomoxetine is the first nonstimulant that FDA-approved for the treatment of ADHD in children and adults. Clonidine and guanfacine are recommended for use in the pediatric population (ages 6 to 17). FDA has not approved bupropion or trisiklik as antidepressants, however they can be used as alternatives. Every medication used in pharmacology offers a potential side effect that could harm an athlete. For example, vitamin-based remedies are related to the central nervous system and skeletal muscle contractions. The speed of running can be increased.

Effects of termogenik stimulation include preventing pancreatitis and inducing jantung aritmia. Careful history and screening of athletes are key to reducing potential risks, on symbiomatic cardiovascular conditions, structural heart disease, psychosis, hypersensitivity to stimulants, history of drug dependence, and concomitant use.

Originated from St. John Wort, a monoamine oxidase inhibitor. The blood pressure, activity symptoms, and heart rate, should be observed before and periodically after the onset of the disease.

According to the American Heart Association, electrocardiogram evaluations must be completed before separating stimulant and nonstimulant heart attacks. The same sentiment is not supported by the American Academy of Pediatrics because there is no evidence to support the idea that children on ADHD medications will experience increased anxiety.

Discussion

Some people may not yet be aware that swimming for children is actually one of the therapies that can help children with ADHD.

Swimming is a great sport for hyperactive children because besides making them have fun, it can also help them stay focused and disciplined. Swimming allows hyperactive children to interact directly with coaches and make rules easier to understand. Swimming between two pool lines until reaching the finish line, for example. This helps hyperactive children direct their attention.

Children with ADHD can expend their excess energy by swimming. Additionally, this sport promotes relaxation, especially when swimming movements and breathing techniques are executed correctly. Moreover, swimming enhances the mood of children with ADHD. Like other sports, swimming triggers the body to release endorphins, which induce feelings of happiness and reduce stress.

Inattention makes it difficult to focus. Children diagnosed with ADHD typically exhibit behaviors and emotions that are indifferent to their surroundings. Children with difficulties in attention often forget their tasks, are easily distracted or disturbed by minor interruptions, and quickly become bored with tasks that require prolonged attention. Children with these

characteristics usually lack the initiative to excel. According to the National Institute of Mental Health, such children may sit quietly, not disrupt, and appear to focus on something. However, they do not comprehend teacher instructions or assigned tasks in class.

Swimming therapy for children with ADHD with inattention can help improve concentration and focus. Sports that require children to perform intense movements in the water but also with relaxed and slow movements can increase endorphin hormones, which can make the mood calmer and the mind quieter. With a calm mind, children will become more focused.

Hyperactivity is when a child exhibits behavior as if they cannot sit still. Behaviors such as excessive talking and being noisy are examples of symptoms.

Signs of a tendency towards physical activity are often found in children with this type. Hyperactive children often fidget while sitting, cannot stop talking, shift seats, jump, and climb, making it difficult to perform tasks that require strategic planning. For children with ADHD, swimming sports help redirect their hyperactive behavior into activities to engage their bodies. Hyperactive behavior in children can be addressed by engaging in positive activities, such as exercising.

In addition to swimming, children can be redirected with other positive activities, such as playing enjoyable games or even accessing the internet. The aim of all these activities is to divert hyperactive children with positive things.

Impatience is an impulsive trait, manifested by shouting out comments that are not relevant to the context, frequently interrupting conversations, and having difficulty feeling satisfied.

Additional examples include children disliking queuing or changing places while playing. A child's difficulty in delaying responses is a sign of impulsive symptoms. There is an urge to act that cannot be controlled. This urge must be communicated immediately and without consideration. Furthermore, impulsive behavior may lead children to act harmfully towards others and themselves.

The focus of swimming sports for children with ADHD is to redirect the hyperactive behavior of children towards more beneficial activities. Children are required to be more focused and patient while swimming. They will be taught to swim gradually.

Athletes that struggle to maintain concentrate run the risk of overlooking crucial guidelines, rules, or other facts that are necessary for success in sports. However, this could be countered by using personal data electronics to quickly capture relevant information. Maintaining organization. Play may be impacted, for instance, if an athlete misplaces a piece

of their outfit or cannot find their equipment. Tools for an ADD athlete include checklists, specialized containers, and closet organizers.

Sports participation is a vital aspect of education and college life. Being able to wait for one's turn and being calm, orderly, and attentive are prerequisites for participation. Children with attention-deficit ADHD inherently lack these skills. Additionally, adolescents with ADHD frequently experience difficulties with poor motor coordination, anticipation, and planning. Teens suffering with hyperactivity condition describe themselves as introverted, lonely, and self-conscious in a range of contexts. Training in social skills is one kind of therapy that is used to treat ADHD. In this kind of treatment, role-playing, modeling, and coaching are basic approaches.

The use of medication in an attempt to treat ADHD has the potential to have negative side effects on the user. Furthermore, another reason is that the use of medication in a competing athlete is considered non-competitive due to the stimulating effects of the drugs consumed. The supervising physician must also routinely follow up on athletes who are affected by the medications they consume to monitor the appropriate use of medication, its effectiveness, and the possibility of side effects. The misuse of stimulants to enhance an athlete's performance is also quite concerning. Therefore, an athlete's physician needs to be aware of the possible side effects of the medication given to the athlete during important sporting activities, such as before training, after training, before and after competitions, and so forth.

Effects of stimulant drugs on athletics Adolescent athletes with ADHD have a variety of constraints in their ability to perform, as previously indicated. There isn't much information on the function and effects of stimulant drugs in this particular cohort, although some publications have indicated that this population's side effect profile differs slightly from that of ADHD adolescents who aren't athletes. According to a survey, athletes expressed impatience, palpitations, sweating, and a lack of inventiveness and spontaneity. These drugs are strictly regulated by the International Olympic Committee (IOC) and National Collegiate Athletic Association (NCAA) as performance enhancers due to the euphoric feeling, perception of slight improvement in certain performance aspects, and improved concentration.

The main symptoms of ADHD, such as impulsive, hyperactive, and inattentive behaviors, have been successfully treated with these drugs, and multiple studies conducted over the past three decades have shown their safety and efficacy. These drugs can be broadly categorized as amphetamine compounds or methylphenidate compounds. These substances promote focus and attention by increasing activity in the noradrenergic and dopaminergic systems and. When providing these drugs to athletes with ADHD, keep in mind that they also have the potential to elevate blood pressure and heart rate due to their dopamine-influencing effects. Additional side effects that have been reported include headaches, anorexia, weight loss, jitteriness, growth issues, anorexia, and constipation. Because stimulant drugs have such a powerful influence on people with and without ADHD, they can be abused in many different contexts. Stimulants reduce fatigue, enhance performance, boost the capacity to learn more

information in a shorter amount of time, enhance on-task behaviors, and improve focus in teenagers without ADHD. Is it possible for a child to play sports professionally, regardless of whether they have ADHD? It's true that some people achieve success. But the majority of contenders don't. Professional sports are an excellent example of fantasy against reality in the workplace. To see the real possibilities of the "glamor" professions (sports, acting, broadcasting, writing, and so on), you have to get past the dream.

Given that every individual with ADHD experiences various symptoms, consideration must be given to these symptoms when making career decisions. The disadvantage of ADHD in the job may often be overcome, though, with certain accommodations and modifications. Some of the difficulties an athlete with ADHD could encounter in their professional career are as follows: following the schedule. This may not matter in sports when all planning choices are made by managers and coaches. That being said, specific sports like tennis, golf, or bowling may be challenging to schedule. Using task checklists or making a chart of daily activities can be helpful.

The side effects of psychostimulant drugs typically manifest as mild effects, such as decreased appetite and sleep disturbances. Increased heart rate, high blood pressure, headaches, agitation, and irritability are less common symptoms. Drug overdose can lead to psychosis or heart attacks. Most of these effects can be remedied or avoided by reducing the dosage, increasing the dosing intervals, or altering the dosing schedule throughout the day. Children and adolescents may experience a slowdown in linear growth rate in height and weight. However, these effects are minor and can be corrected after treatment cessation.

It is crucial to consider the side effects of stimulant medications. Many stimulants used to treat ADHD raise core body temperature, which may be hazardous, reducing the likelihood of heat injury. Medical teams must exercise extreme caution when prescribing stimulant drugs in conditions of heightened exogenous heat stress because these agents can also mask signs and symptoms of fatigue and allow for longer exercise durations at high temperatures.

Hypertension, glaucoma, hyperthyroidism, symptomatic cardiovascular disease, structural heart disease, psychosis, stimulant hypersensitivity, history of drug dependence, and monoamine oxidase (MAO) inhibitor use are all contraindications for stimulant drug use.

It is important to have a comprehensive understanding of ADHD for coaches and related medical staff including understanding the symptoms and impacts that occur in an athlete in order to identify the problems that may arise and provide appropriate support. Clear and open communication is needed between athletes, coaches, medical staff, and parents in initiating symptom monitoring, stress management, and adjustment of training programmes required.

Create an ADHD management plan that is tailored to the individual needs of the athlete, including how to create the right training environment and how to deal with problems that may arise.

It is important to ensure that athletes with ADHD have access to appropriate mental health care, which includes therapy and counseling if necessary. People who have strong friends, family, and partners can help athletes with ADHD overcome difficulties and their potential in sports.

By considering these things, coaches and nurses can help create an environment that supports athletes with ADHD to succeed in competition.

CONCLUSIONS

The right to education is fundamental for all citizens, including those with special needs, as outlined in national education laws. Special education aims to support students with physical, emotional, mental, or social disorders in their learning journey. Teachers play a crucial role in planning and implementing tailored learning experiences for these students, considering their unique characteristics and needs.

For children with Attention Deficit Hyperactivity Disorder (ADHD), a specific approach to career development is necessary due to its impact on academic and social functioning. Career planning for children with ADHD requires individualized guidance and counseling to help them control symptoms and adapt to work responsibilities. Understanding the symptoms and effects of ADHD is essential for educators, parents, and healthcare providers to provide appropriate support and interventions.

Sports participation can be beneficial for children with ADHD, providing opportunities for physical activity, stress relief, and social interaction. Swimming, in particular, has been highlighted as a therapeutic activity that can improve concentration and reduce hyperactive behavior in children with ADHD.

Medication can be an important component of ADHD treatment, but it's crucial to consider potential side effects and risks, especially in athletes. Stimulant drugs, commonly used to treat ADHD, may have performance-enhancing effects but also pose risks to cardiovascular health and thermoregulation. Coaches, medical staff, and parents must collaborate to monitor athletes' symptoms, manage medications, and create supportive environments for their success in sports.

Ultimately, a comprehensive approach to supporting children and adolescents with ADHD in their education, career development, and sports participation is essential. By understanding their unique needs and providing tailored interventions, we can empower individuals with ADHD to reach their full potential and succeed in various aspects of life.

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