

ASSESSMENT OF STORY-BASED LEARNING GAMES IN ADHD STUDENTS

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Abstrak

This study aims to evaluate the potential of a narrative game approach in reducing hyperactive and impulsive behavior in 9 year old children with ADHD. Experimental methods were used on child participants diagnosed with ADHD, divided into two groups. One group participated in a specially designed storytelling game, while the control group received no intervention or used conventional learning methods. After intervention, hyperactive and impulsive behavior is assessed through a questionnaire filled out by teachers/parents and observed directly. Data analysis was carried out to look for significant differences between the two groups. If the narrative game approach proves effective, it could suggest new learning methods for children with ADHD, providing insights for educators and mental health practitioners. This research comes with an in-depth review of ADHD, its diagnosis, characteristics, and the importance of an accurate diagnosis. Researchers also recommend the use of interactive multimedia as an additional learning tool for children with ADHD. With the aim of supporting the potential for more effective learning, this research examines various learning methods adapted to the individual characteristics of ADHD children. By combining an extensive literature review with rigorous empirical research, this study provides valuable insights and recommendations for improving educational approaches for children with ADHD.

Keywords: *ADHD; Storybooks; Behaviour.*

1. Introduction

ADHD is an abbreviation for Attention Deficit Hyperactivity Disorder. It is usually used to describe children with three main types of problems: hyperactive behavior (hyperactivity), impulsive behavior, and attention/concentration difficulties. Because children with ADHD are hyperactive and impulsive, they often have difficulty being accepted at school. They also often have difficulty getting along with other children. The term refers to an internationally recognized medical condition that includes brain dysfunction that causes difficulty in impulse control, behavioral inhibition, inability to sustain attention. If this happens to a child, it can lead to a variety of learning, behavioral, social and other related difficulties. Baihaqi and Sugarmin (2008) define that ADHD can be defined as:

- A. neurobiological behavioral disorder characterized by a chronic level of inappropriate attention deficit and sometimes accompanied by hyperactivity. SM
- B. Chronic biochemical and neurodevelopmental disorders that affect a person's ability to regulate or inhibit behavior or focus attention on a task.
- C. Neurological inefficiency in areas of the brain that control impulses and are important in decisionmaking (regulation and self-management). Attention-deficit/hyperactivity disorder (ADHD) can be

considered an “activity and attention disorder (hyperactivity disorder)”. It is a mental disorder whose main symptoms are often inattention (lack of attention), hyperactivity and impulsivity. (acting without thinking) This is not appropriate to the developmental level of a child, teenager, or adult.

Characteristics of ADHD children as revealed by the American Psychiatric Association. (2004). DSM IV TR, there are 3 main characteristics ADHD disorders, namely:

- 1) Inattention (difficulty concentrating) and the characteristics are as follows:
 - a) Often fail to pay close attention to details or make careless mistakes in ADHD children. Super active children just follow their desires. For example, he wants to go up and down stairs and does so without a purpose.
 - b) Because he is easily distracted, he only receives piecemeal information. As a result, what he was taught was not fully accepted.
 - c) Often has difficulty concentrating on tasks or play activities;
 - d) Often does not listen when spoken to directly;
 - e) Often does not follow instructions and fails to complete school work (not due to oppositional behavior or failure to understand instructions);
 - f) Often experience difficulty in carrying out tasks and activities;
 - g) Often lose important items/objects for tasks and activities.
- 2) Impulsivity (difficulty resisting desires). The characteristics are: as follows:
 - a) Often avoids, dislikes or is reluctant to carry out tasks that require sustained mental effort, such as completing school work
 - b) Often confused/disturbed by stimuli from outside the day
- 3) Hyperactivity
 - a) Often talks excessively.
 - b) Often gives answers before the question is finished.
 - c) Often have difficulty waiting their turn.
 - d) Often interrupts or disturbs other people, such as interrupting conversations or games.

Children with special needs are children who have significant differences in several important aspects of human functioning. Children have special needs that prevent them from being fully physically, psychologically, cognitively or socially aware of their goals/needs and potential, such as: Children with hearing or vision impairments, physical disabilities, or emotional challenges. In addition, children are endowed with high intelligence and require training by specialized staff (Children & Special, 2020). According to Natasha et al. (Umroh, Adi, & Ulfa, 2019), ADHD is a childhood disorder characterized by lack of attention (intentionality), disorganization, or hyperactivity/impulsivity above normal. Intentionality is the inability to concentrate on a task, while hyperactivity/impulsiveness is the inability to calm down, disrupting the activities of those around you, and being impatient. According to Baihaqi and Sugiarmin (Utami & Sukamto, 2021), children with ADHD have an IQ above average, which means children with ADHD can excel at school. ADHD children are not incapable of learning, but may not be ready to learn because their intensity and hyperactivity/impulsivity are higher than usual compared to other children of the same age. Therefore, ADHD children need special support in their learning process. Learning methods for ADHD children also vary depending on the child's characteristics.

In the teaching and learning process, building learning methods is one of the learning strategies that plays an important role in creating learning. As explained by Yamin (Agustin, Pendidikan, Ordinary, Agustin, & Kes, 2014), learning methods play an important role. Teaching strategies and learning methods present, explain, give examples and let students practice to achieve certain goals. However, not all learning methods can be applied for certain learning goals, and each method has its own capabilities. The learning methods applied to ADHD children also vary depending on the characteristics of the students themselves.

In this article the researcher poses a problem, namely analyzing learning methods that are suitable for ADHD students, especially learning methods that are suitable for ADHD children. Learning to read

stories for students with ADHD? And researchers will also analyze the behavior of ADHD students when given material.

This study aims to evaluate the potential of a story game approach in reducing hyperactive and impulsive behavior in 9 year old children with ADHD. For the experimental method, the participants were children diagnosed with ADHD. The children will be divided into two groups, one group will take part in a specially designed storytelling game session, while the other group will not receive any intervention or use normal learning methods. After the intervention, hyperactive and impulsive behavior will be assessed through questionnaires filled out by teachers or parents, as well as through direct observation in the school and family environment. Data analysis will determine whether there are significant differences between the two groups. If the storytelling game method is proven to be effective, this could be the basis for recommending new learning methods for children with ADHD, as well as providing new insights for educators and mental health practitioners.

Multimedia is the dynamic presentation of information via a computer, where multimedia is no longer something new in the world of education. Multimedia learning is widely used in education as an advanced form of information technology. Multimedia guides are a type of multimedia that presents information in small parts accompanied by evaluation and feedback with the aim of providing users with a complete understanding of the study material. Multimedia is not only used for learning for normal children, but is also used for children with special needs (ABK). One of the multimedia applications for children with special needs is the use of interactive multimedia for ABK in inclusive schools by Andarwati and Amrullah in 2016. ABK are children who are physically, emotionally and mentally capable in a way that is different from other normal children. ADHD (Attention Deficit Hyperactivity Disorder) is a type of ABK which is characterized by attention deficit disorder (lack of attention) and hyperactivity/high impulsivity (excessive behavior). Most children with ADHD have a reading disorders, so their interest in reading is relatively low due to lack of attention and hyperactivity/impulsiveness in these children. Media Multiple Instruction is a media-based alternative learning program that aims to increase children's interest in reading with ADHD, especially in reading subject matter. In addition, multimedia teaching is interactive, so children can directly use media to direct their activities towards meaningful learning. With the increasing interest of ADHD children in reading a topic, their learning achievement will automatically increase when using multimedia instruction. The aim of this development research is to develop and produce a validated multimedia guide based on expert assessments to help overcome the problem of ADHD children who are less interested in reading. Attention Deficit Hyperactivity Disorder (ADHD) is a learning disability with a worldwide prevalence of approximately 5% in children aged 4 to 17 years (1). It is characterized by inattention, impulsivity, and hyperactivity. However, the clinical presentation of ADHD is often heterogeneous with many distinct phenotypes (1). However, the diagnosis is most often made in school-aged children. Usually

develops in early childhood. Children who experience this kind of trauma often have difficulty at school and in social interactions, and they also often suffer from other distressing mental health problems (2).

ADHD is a neurological disorder that disrupts executive functions related to attention, impulse control, and motor activity. Although errors can occur in a variety of ways, they usually fall into three main categories:

1. **Lack of Attention:** People with ADHD may find it difficult to concentrate on tasks or activities that require focus, often seeming boring or difficult to complete.
2. **Impulsive:** They tend to be spontaneous without much thought, showing difficulty in drawing conclusions from their actions or unsatisfying words at inappropriate times.
3. **Hyperactivity:** This refers to a level of physical activity that is higher than expected for a particular individual or situation. They may feel as if they are incapable of being truly happy, often feeling irritable or restless.

It is important to note that not every person with ADHD will experience symptoms in all three categories. Some people may have a dominant thought process without obvious hyperactivity or impulsivity or vice versa.

A diagnosis of ADHD is usually made based on an evaluation by a mental health professional or specialist trained in the disorder. This involves interviews with the individual and parents or guardians, as well as behavioral observations and symptom scale ratings. Although ADHD is often diagnosed in childhood, some people may not receive a diagnosis until adulthood. Children with attention-deficit hyperactivity disorder (ADHD) do not always have ADHD, and neither do teenagers.

It's true that parents may notice that teens often don't listen to conversations, act impulsively, and are easily distracted by distractions. However, that doesn't mean they have ADHD. Because this condition is often undiagnosed in childhood, it is important for parents to know what the symptoms are and understand how they differ from the child's normal behavior.

Accurate diagnosis requires the cooperation of many parties.

Initially, pediatricians together with psychiatrists examine the physical and mental condition of the child, family and teaching staff who come into contact with the child.

This examination actually has several purposes to:

1. Get the right diagnosis, whether the child really has ADHD.
2. Find out how serious this condition is.
3. Recognize that the presence or absence of different medical conditions indicate the same problem.
4. Detect whether the child is experiencing other mental health problems.

To help confirm the diagnosis, the doctor may recommend several additional tests. These include MRI of the brain, thyroid tests, blood tests, and liver function tests.

Educational games are very fun activities that can be used as a teaching method or tool. Educational games are good for improving language skills, thinking skills and interaction with the environment. Educational games also help children develop and improve their physical abilities, develop their personalities, establish close relationships between parents and students, and communicate student activities. The development of educational games has started as part of several ICT (Information, Communication, Technology) competitions and it is almost certain that game development competitions will be held to create environments and types of educational games. Good students have helpful personalities. Teachers must be honest in their attitudes and actions and must be willing to make

students understand all the consequences in determining the type of educational game (Nuswandana, 2005).

According to Dr. Ahmad Suryawan SpA (2013) at detik com , if children with ADHD are not treated immediately it will have a long-term impact on their intelligence. Even though children with ADHD grow up to be unproductive people, the impact that is least likely to occur in hyperactive children if not treated immediately is lack of communication and poor relationships with other people. Play is considered a component of healthy development because it allows children with ADHD to develop emotions, language, social skills, and self-esteem. Playing can indirectly change children's experiences by creating the pleasant impression that children want and by providing opportunities for children to actively evaluate their own abilities (Salter et al., 2016). And according to Tanoyo (2013), children with ADHD have no difficulty focusing their attention on their favorite games.

Play can broaden a person's image through expressive means that include non-threatening emotions and attitudes, providing a safe space for children to express themselves (Blanco et al., 2012). Play is considered a component of healthy development through which children develop emotions, language, social skills, and self-esteem.

Playing can indirectly change children's experiences by creating the pleasant impression that children want and by providing opportunities for children to obtain positive evaluations of their own abilities (Salter et al , 2016).

ADHD is an individual characterized by lack of concentration and the inability to focus and maintain attention on an object. Some behaviors that reflect children with ADHD include the child's tendency to be careless, irritable, and easily forget tasks. Children with ADHD also struggle with various challenges, including: difficulty concentrating, difficulty following certain commands, often daydreaming, often rambling when speaking, lack of patience, often noisy, and liking to interrupt other people's conversations (Khotijah, 2014). According to DSM V (APA, 2013), ADHD includes the following conditions: First, symptoms of attention and hyperactivity/impulsivity appear at the age of 12 years. Second, some symptoms occur in different environments (e.g. at home, at school, at work, with friends or colleagues, and during other activities). Third, there is clear evidence that the symptoms that occur can disrupt or reduce the quality of social life, for example in the school environment or at work. According to Hartiningsih (2013), playing is an activity that allows children to express language freely, and children can express whatever they want through playing.

Game programs are activities that represent children's introduction to the world. This game program allows children to express their creativity through fun games. According to Nuswandana (2005), educational games are very fun activities and educational games. Educational games for ADHD children help improve language skills, thinking skills, and interaction with the environment. Another benefit of educational games for ADHD children is that they can improve children's physical abilities, develop personality, establish closer relationships with the social environment and successfully communicate children's activities.

Specific learning disabilities are disorders that involve the absence or absence of more psychological processes involving the understanding and use of spoken or written language. This disorder can manifest as difficulty in listening, thinking, speaking, reading, writing, spelling or arithmetic. These limitations include conditions such as visual impairment, brain injury, dyslexia, and developmental aphasia. This restriction does not apply to children with learning disabilities whose primary cause is visual, hearing or mobility disabilities, intellectual disabilities, emotional disorders or poverty, environmental, cultural or economic conditions. According to Burton , Syamsuddin (2003), students identify students who appear to have learning disabilities as evidenced by the student's inability to meet learning objectives. Learning fails if: at a certain time the person concerned does not reach the minimum level of success in the lesson given or mastery of the material (mastery level) determined by the teacher (criterion reference); unable, because of his or her skills, talents or level of intelligence, to perform or achieve appropriate performance; have not reached the material master level (master level) required as a condition for continuing to the next level of study. These students can be classified as slow or immature, so they must become repeaters . Students have various types of learning disabilities,

including: a) learning disabilities, b) learning disabilities, c) not available, d) learning disabilities, and e) learning disabilities. According to Dumont, learning disabilities can be divided into two types, namely: first, caused by learning disabilities that are within the child's own cognitive development, and second, due to learning disabilities that have caused outside the child or other problems related to the child. Carnine, Jitendra and Silbert (in VanSteenbrugge stated that people with learning disabilities do not have deficiencies or disorders in intelligence, but are also caused by learning disabilities and less effective learning.

Children with ADHD seem to have difficulty controlling their actions in various situations, they sit still, like in class, and usually don't stop moving and talking. These children are stubborn, unruly and bossy. Activities and movements seem messy and disorganized and drain the energy of parents and teachers. Most children with ADHD from an early age show excessive activity and behavior, are temperamental, too curious, and very energetic when playing. Although preschool is stressful for parents, ADHD children have a hard time growing up when the child goes to school and suddenly has to sit still and independently do consulting assignments. He's a coworker. Therefore, ADHD children require special care.

Therefore, the aim of this study is to find out whether the storytelling game method can reduce hyperactive and impulsive behavior in 9 year old students. Suffering from ADHD (attention deficit hyperactivity disorder). Children, so this research can be used as a reference for changing learning methods for the reading ability of ADHD children.

2. Results and Discussion

Initially, ADHD was known as ADD (Attention Deficit Disorder). In 1994, the term was refined to ADHD (Attention Deficit Hyperactivity Disorder). In Indonesia it is only called "hyperactivity".

Hyperactivity is a behavioral disorder experienced by around 8-10% of children throughout the world (Andri Priyatna, 2005). The proportion of boys is three times higher than girls, although it is not yet known why this is so. Hyperactive children often act without thinking, are hyperactive, and have difficulty concentrating. They can understand what is expected of them, but have difficulty carrying it out because they are unwilling to: sit still, be attentive and pay attention to the details that need to be done to complete a task.

This research process was carried out by dividing activities into three main aspects, namely before research, during research, and after research.

1) Before doing research.

Before conducting research, researchers must first know the characteristics of ADHD children. How to recognize ADHD children by looking at the main characteristics of ADHD children. Commonly expressed characteristics include reduced attention span, excessive impulsivity, and hyperactivity.

ADHD behavior often manifests as an inability to pay attention to details, being easily distracted, not being able to sit still, frequently leaving the seat, frequently running, and as if the body is being moved by a machine. This child also often talks too much compared to children his age (Tentama, 2018).

Apart from that, children with hyperactivity disorder also show excessive behavior. They cannot calm down even though conditions require it. This is very clear when they are in class. They are always doing something, even jumping, running, and annoying their friends. When teachers explain something, children tend not to pay attention and their ability to concentrate is easily disturbed. So when the teacher talks a lot, maybe suddenly he immediately leaves

and left the class. They often do this to attract the attention of teachers or other students. After the researcher knows the characteristics of ADHD, the researcher will make a brief observation before conducting the research. And researchers found one child with these characteristics, a child with the initials MAP, 9 years old and sitting in the 4th grade of elementary school. MAP is included in ADHD children because it has the same characteristics as ADHD children.

The most prominent characteristic of MAP is that he cannot sit still and is easily distracted by the surrounding environment, for example before studying, while studying, especially when reading and

his friends are playing a puzzle, the MAP who is next to him immediately joins his friends and plays it even though At that time, the researcher was teaching MAP reading, and when asked again, the reading became blurry and the MAP moved uncomfortably. This happens continuously and repeatedly. Therefore, the researchers finally carried out an analysis of what was interesting for MAP and was able to completely divert the child's attention to focus on learning again. After conducting observations and several unstructured interviews with MAP, researchers found that MAP really likes things that have a connection or constellation with outer space. Knowing one of these facts, researchers finally decided to continue curative treatment for MAP

Learning strategies for ADHD children require a strong structure with a high level of flexibility. Rules are important as a framework to teach and remind us how to behave, but our ability to behave well is influenced by many internal and external factors that influence the physical. The feelings of happiness and emotions of each of us and as a result we all sometimes behave badly or break the rules.

Understanding children with ADHD will help teachers know when to enforce rules and when not to, and children will appreciate consistency, respect teachers for being "human" and making allowances for the child's needs. A non-confrontational approach, where the teacher appears to respect and listen to the child, while giving them time, will help calm the rising energy caused by bad and uncontrolled behavior, and create healthier relationships. >active and helping teachers with their time and energy in the long term. Therefore, many different strategies are needed to deal with ADHD children. Strategies that can be used to help ADHD children who experience attention barriers include:

- a. Ask the child to repeat the instructions;
- b. Ensure resources are available and in sufficient quantities;
- c. The homework and activities used in optimal learning are short, fast and very active, meeting the child's activity needs.
- D. Use the how-to page and step-by-step instructions
- e. Rewards are given immediately after the child completes the task.
- F. Noise reduction
- g. Make sure instructions are given clearly and concisely.
- H. Develop specific teaching strategies to improve listening skills;
- i. Encourage children to take notes, allowing them to express their thoughts in the form of pictures/diagrams
- j. Use visual cues and allow the child to listen to calming sounds, such as classical music, while remaining engaged in completing the task;
- k. Take time to rest while studying
- l. Moderate class by minimizing distractions to help focus and complete assignments.

Learning strategies applied to help overcome hyperactivity difficulties include:

- a. Emphasize regime differences between inside and outside the classroom (e.g., breaks);
- b. Give your child time to calm down before entering class.
- c. Create a calm classroom atmosphere
- d. Allow full body movement and stretching exercises throughout the class.
- D. Use of "time out" separates children from the group and allows them to realize the mistakes they have made.
- f. If possible, provide opportunities for your child to release excess energy.

Specific strategies to help overcome impulsive difficulties include:

- a. Make children aware of potential dangers, for example when using equipment,
- b. Match work and/or support from positive role models
- c. Behavior management program
- d. Set timed goals (use a timer)

In addition to the various strategies above, positive reinforcement is also needed, such as appreciating the motivation shown by each person, even when the teacher has difficulty finding motivation in the child. Don't be afraid to ask your child questions, involve the parents, and offer a variety of rewards that you can choose from to maintain interest.

However, often when children with ADHD are ready to exploit the positive side of the strengths that school provides, the child may not want to. Therefore, care must be taken to determine whether any positive reinforcement will be well received in society or personally. Some forms of positive reinforcement that can be used include:

- a. Verbal praise

- b. Achievements or points system
 - c. Destination map
 - d. Additional perks (optional gold/activity time, tokens for out-of-school activities)
 - e. Monthly honor awards, annual awards, daily awards. The strategies presented can help teachers minimize frustration and maximize student learning. These strategies are necessary to support students with ADHD at school. This strategy can also help other students in the class. Teacher can use planning tools to record services provided. Students with ADHD who receive special education services require an Individualized Education Program (IEP). An ADHD Accommodation/Services Plan may be used As part of the PPI planning process.
- a. Class Based Strategy
- 1) The structure of class activities requires active learning and a level of response The tallest of the students.
 - a) Tell students the outline or framework of information that will be presented in the learning activity and ask them to fill it in during class.
 - b) Providing students with personal whiteboards, blackboards, or response cards, this is done with the hope that when teachers teach in large groups, each student is expected to be able to respond,
 - c) Arrange accompanying activities so that students can read orally, ask each other questions, confirm understanding, or help each other to stay on task, and
 - d) Encourage students to demonstrate understanding of learning outcomes in a variety of ways including oral presentations, audio or video recording projects such as radio dramas or news reports, dramatizations of factual information.
 - 2) Teaches organizational skills to students that will help them to complete assignments.
 - a) Make sure that each student also has an agenda in the learning process. At the end of the lesson, assign homework or assignments and ask students to note down the required homework in their agenda. Friends can check the completion of each agenda and put in the bag any materials needed to complete homework, this can help to ensure that students take home what they need.
 - b) Set a time of day that can be used as a check-in schedule on their desk when tasks are completed.
 - c) Provide a list of required materials on the inside of students' lockers to encourage them to maintain a supply of required materials.
 - 3) Use strategies to maximize positive interactions with students and minimize opportunities for disruptive behavior.
 - 4) Clearly communicate rules, Behavior expectations and establish Classroom routines. Such as involving students in setting three to five internal rules, stating them positively and sticking them in the room. Provide students with regular opportunities to role-play positive and negative examples of these rules to ensure that the rules are reviewed regularly and that all students understand the rules.
 - 5) Provide multisensory teaching methods, such as teaching with songs or hymns. To teach math facts, present instructions verbally, and use projections, creating opportunities for meaningful activities that engage students in role-playing, dramatic experiments, and other "hands-on" activities.
 - 6) Prepare a physical plan to maximize productivity. For example, if you use a seating chart, ask students to provide input.

reliable and quality human resources (HR) can be achieved through literate human capital, especially literacy skills in the form of reading and writing, more dominantly oral expression skills, especially listening and speaking. A high level of knowledge greatly influences the absorption of various information, helping to form human resources who are not only able to live, but also enjoy life and contribute to the progress of their nation (Kharizmi , 2015: 150). However, in reality, the literacy level in Indonesia is still relatively low. If we quote the ranking of the most literate countries in the world, Indonesia is ranked 60th out of 61 countries surveyed in terms of literacy rate (literacy.jabarprov.go.id). Many factors are believed to be the cause of low literacy culture , but reading habits are considered the fundamental and main factor. People still consider reading as a way to kill time (to kill time) compared as a way to fill time (to fill time) on purpose. This means that reading does not become a habit but rather an enjoyable activity (Permatasari, 2015: 148). Creativity is the ability to come up with new ideas and be able to apply them to solve problems.

Literacy and creativity can be developed to provide knowledge about everything, from science to social life. Therefore, this can be the basis for the development of the left brain (science, logic, analysis, organizing ideas) and the right brain (language, art, imagination, creativity, freedom of thought) in a balanced way (Trilaksono et al., 2018: 181- 182). However, for children with attention disorders such as ADHD, this process may not be as smooth. Attention deficit hyperactivity disorder (ADHD) is a disorder that appears in young children. Although ADHD is not considered a learning disorder, it can interfere with the learning process. Children with ADHD often have difficulty sitting still, concentrating, following directions, staying organized, and doing homework. Children with this disorder have difficulty selecting stimuli around them, making it difficult to concentrate and are hyperactive, giving rise to impulsive behavior/acting based on thoughts, uncontrolled anger, frustration and/or distraction. Based on this explanation, this article aims to develop.

Game

According to Rahman (2016, p185), a game is a game that can be played with certain rules for winning and losing, usually in an atmosphere that is not serious, not serious and for the purpose of enjoyment for Pratama. (2014, p. 17), in Indonesian game is defined as a game. Gaming is a complex activity that includes rules, gameplay, and culture. Games are systems in which players participate in artificial conflicts. Here, the player interacts with the system and the in-game conflicts are designed or fabricated.

Educational game

According to Putra (2016, p. 47), games are often accused of having a negative influence on children. In fact, games have positive functions and benefits for children, including learning about computer technology, learning to follow instructions and rules, practicing problem solving and logic, practicing motor and spatial skills, establishing communication between individuals while playing. Together, while providing entertainment. In fact, for some patients, playing can be used as therapy.

Education is a process carried out by someone to discover their identity. This process is carried out through observation and learning, which in turn leads to action and behavior. Education is actually not much different from learning developed by behaviorism in psychology.

Computer technology began to develop in the early 1950s (Heinich et al., 1996), and since then computers have brought many extraordinary benefits to human life. The biggest contribution in the field of education has long been felt, even though the use of computers in schools is still limited to word processing or calculations via spreadsheets.

The use of computer software for practical learning activities is unlimited (Fey and Heid, 1984: 21), and the potential of computer technology as a means of learning mathematics is very important (Fletcher, 1983: 1). Computers can make many real contributions to the progress of education, especially mathematics learning. Computers can be used to address individual differences among students; teaches concepts; Carrying out calculations and stimulating student learning (Glass, 1984: 11).

The Glenn Doman method is a method of teaching children to read using flash card so that they have a sense of independence regarding the news. Images and joy. Currently, basic education is often neglected by information technology, even though at the basic level the role of learning is starting to be realized. One of the basic knowledge and teaching materials is to try to increase understanding and interest in reading in elementary school students. When children have the skills and love of reading, it can be guaranteed that more information will be accessed through reading, whether the information is presented through print or electronic media. Reading is the key to knowledge and an important tool

towards progress and success. There are no exceptions for any country. The progress of a country's civilization is also determined by the number of people who read books. Reading should not be something new. Reading is the most effective alternative learning model (curriculum), especially achieving the goal of learning from unknown to knowledgeable. Reading is also the best alternative for getting information as a model for our learning. Because not everyone likes to read, it is difficult for us to make reading a fun and routine activity in our daily schedule. Reading will become interesting if people understand the nature of reading, the benefits of reading and the correct methods for teaching reading. The same thing also happens to our children if they have learned to understand the benefits of reading and its essence. If the children are still small or adults, of course reading activities will be very interesting for them. Apart from that, appropriate methods are also added when teaching reading.

Conclusion

ADHD (Attention Deficit Hyperactivity Disorder) is a neurobiological disorder that affects a person's ability to regulate behavior, attention and impulses. This is especially seen in children, whose symptoms include difficulty concentrating, impulsive behavior, and high activity levels or hyperactivity. These symptoms often hinder the learning and social interactions of children with ADHD.

This study was conducted to evaluate the effectiveness of the storytelling game method in reducing hyperactive behavior and impulsive behavior in 9 year old children with ADHD. ADHD. Story-based play is a learning method that uses stories and game elements to facilitate learning and develop social and academic skills.

Understanding the typical characteristics of children with ADHD, such as difficulty concentrating and impulsive behavior, and adopting learning strategies tailored to their needs will help improve the quality of life and academic outcomes of children who experience this problem. This highlights the importance of an individualized approach to the education of children with special needs to ensure they receive support tailored to their needs.

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