

## Inclusive Education for Children with ADHD

Nur Hikmah Anggraini

Special Education Study Program, Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University, Banten-Indonesia

[2287230004@untirta.ac.id](mailto:2287230004@untirta.ac.id)

### ABSTRAK

Inclusive education is an educational system that provides opportunities and access for all students, including children with special needs such as ADHD (Attention Deficit Hyperactivity Disorder), to learn together in regular classrooms. Children with ADHD have characteristics of difficulty concentrating, hyperactivity, and impulsivity that require special attention in the learning process. The implementation of inclusive education for children with ADHD in schools uses the full inclusion model, where ADHD children learn in the same regular class as other students while receiving special guidance and assistance from a support teacher. The curriculum used is essentially the national curriculum adapted to the needs, abilities, and characteristics of children with ADHD. Learning strategies that can be applied include providing clear and structured instructions, using varied teaching methods, creating a conducive classroom environment, and providing positive reinforcement. Close collaboration between teachers, parents, and health professionals is crucial to ensure that the needs of children with ADHD in inclusive schools can be optimally met, so that they can grow and develop academically and socially. The purpose of this study is to find out about inclusive education for children with ADHD.

### INTRODUCTION

Education is one of the efforts to improve the potential of human resources. Education plays an important role in social and state life because the progress of a nation depends on the results of education; likewise, this nation, because Nazir states that "no backward nation progresses, but then organizes and improves the education of its children and youth generation. Every country or society always provides education in accordance with the national ideals of its people." Delphie and Bandi (2006: 47) explain that the provision of educational and learning services in Indonesia, especially for extraordinary schools or educational institutions that organize inclusive education, must be in accordance with the principles of general and special education. The policies and practices of special education schools that are organized based on the principle of education for all or what can be called the principle of education for all are Salamanca 7.- 10. The World Conference was held in June 1994. The Dakar Declaration was held in 2000 to address the need for basic education, which must be felt across all levels of society, regardless of national boundaries, race, beliefs and abilities of students. This policy is very important and fundamental, so that special education services (Children with Special Needs) provide children with the right to opportunity, which can be referred to as a human right to obtain social welfare (human rights, social and charitable rights). This shows equality of society in the field of education. Not discriminating against the entire community in the services provided by educational institutions. With this service, it empowers team members to provide good service.

This equality facilitates access to services for children with special needs in education services, which are often frowned upon by educational institutions. Mohammad Takdir Ilahi (2013: 16- 17) argues that the international community does not guarantee children's basic rights to education, but in the 4th Opening of the 1945 Constitution it is written that the goal of the state is to educate the life of the nation. society, which means guaranteeing basic rights to obtain education. In addition, Law No. 2/1989 concerning the national education system, Chapter III article 5 which reads "every citizen has an equal opportunity to obtain education", then explained including citizens who

have learning disabilities such as reading difficulties (dyslexia), with writing abilities (dysgraphia), and arithmetic (dyscalculia) or hereditary limitations within the family, such as blindness, deafness, intellectual disabilities, physical disabilities, and hearing impairments. Indonesian citizens who have financial constraints or learning constraints can study in regular (state) schools that meet the levels or regulations and difficulties/integrated education. Based on these differences, Dadang Garnida (2015:1-2) argues that humans can interact and communicate by complementing each other's shortcomings.

His vision for educational services for persons with disabilities is educational services that use a humanistic or humanitarian approach. This vision shows that we greatly respect humans as equal beings and we have an equal opportunity to humanize others so that they can receive proper education. In addition to government policies in the special guidelines for inclusive education, the Identification of Children with Special Needs (Department of Development of Extraordinary Schools) states. Biasa, Director General of Primary and Secondary Education Implementation, DEPDIKNAS (2009: V). Completion of compulsory nine-year basic education, promotion of international education for all (EFA) as a global UNESCO agreement from the 2000 World Education Forum in Dakar, Senegal.

This is in accordance with the contents of Article 31 of the 1945 Constitution which regulates the rights of every citizen to education and the national education system. regulates special pedagogy and special pedagogical services as stipulated in Article 32 of the General Education Law Number 20 Regulation of the Minister of Education and Culture Number 20 of 2003.002/U/1986, namely pioneer schools that organize inclusive education which serve the completion of compulsory education for children with special needs in Indonesia. Children with special needs (SEN) are created with their unique characteristics.

Every parent or educator of children with special needs must have a comprehensive understanding. The core of this understanding is the way of communication that needs attention. Team members with physical disabilities interact differently from team members with mental disabilities. Another thing, the unique traits often cause impatience, parents understand this well, children with special needs cannot develop, but create new problems, especially for the psychology of children with special needs (Pratiwi and Ratih Putri, 2013: 14). This is especially a concern for teachers and parents in the development of children with special needs. Educators and parents offer more services to children with special needs.

Children need more services to continue their development optimally. Complete their tasks. Team member development requires special handling according to the limitations of the team members. Sari Rudiwati (2005: 19) argues that although inclusive education has existed for a long time. However, in reality, many schools or educational institutions in the field still have obstacles in the implementation of inclusive education. This is certainly caused by many factors such as the lack of facilities provided by the government, school policies regarding services for children with special needs, the teaching process for children with special needs, and the qualification status of teachers/teachers for children with special needs. Children with special needs receive good services and equal services in educational institutions. Educational institutions are starting to provide good opportunities for children with special needs, various children with special needs are provided with more services and attention so that their development is on target and controlled.

This is done in accordance with the prevailing laws and regulations to fulfill the duties of educational institutions. Children with special needs who are often in an educational environment, especially early childhood education, are children with ADHD. This is very important, especially for teachers who provide inclusive education services to children with ADHD. Special attention deficit hyperactivity disorder (ADHD) services for children. There is a real need to help children with special needs meet their needs. According to the Indonesian Child and Adolescent Mental Health Organization Dr. Eliyat (Akeswari), this disease is long-term and attacks children and adults (Noviarni Sri, 2016). The rate of Attention Deficit Hyperactivity Disorder (ADHD) in Indonesia is quite high at 26.4 percent. This is reinforced by data from the Central Statistics Agency in 2007 which states that out of 82 million children, one in five children and adolescents under 18 years old suffers from mental health disorders

in Indonesia, and at least 16 million children experience mental health disorders, including ADHD. This hyperactive disorder occurs in the daily lives of school-aged children to adolescents, although if not treated immediately it will impact that person's future (Barkley, 1981).

Law Number 23 concerning Child Protection (2002) defines a child as someone who is not yet 18 (eighteen) years old, including children who are still in the womb. This disorder must be addressed as early as possible to avoid the possibility of more serious consequences in adulthood. Most children with ADHD have the main symptoms of being hyperactive, unable to sit still, always wanting to move, unable to concentrate, and showing impulsivity, resulting in learning difficulties and difficulties communicating with other children. In addition, the cause of this disorder is chronic brain activity, so cognitive function does not develop according to the age of other normal children. Compared to normal children, people with this disorder often have difficulty controlling their emotions, their ability to tolerate frustration is weak, and their emotions easily explode (Saputro, 2009).

Children with Attention Deficit Hyperactivity Disorder (ADHD) are children with special needs who require special services to meet the needs of children with ADHD, especially access to formal education. According to (Sugiarmin M.B., 2006) in the book "Understanding and Helping Children with ADHD", there are several needs for children with ADHD, which are related to the need for self-control and the need to learn. First, the need for self-control is related to reducing or eliminating hyperactivity, increasing concentration, and controlling impulsivity. Second, the need to learn, which means that children with ADHD require self-development like other normal children, namely through learning, because there are obstacles in meeting the learning needs of these children. Children with ADHD do not learn as smoothly as most children. Without special assistance, children with ADHD find it difficult to learn optimally and develop their potential. However, in general, their intelligence potential is quite good, even the same as normal children in general.

According to (Haryati, 2018), there are several inclusive service models for children with special needs, one of which is the inclusive class model. This class model includes regular student course students. In this inclusive class, there are not many curriculum changes because everything is adapted to the student's condition. The existence of this inclusive service model aims to make it easier for children with special needs to receive education according to their needs and characteristics. And characteristics while eliminating the stigma that possible limitations cannot be developed. As well as implementing the rights of all persons with disabilities in the field of education. This is in line with the contents of the Disability Law No. 8 of 2016 which reads: "The rights of persons with disabilities, especially those related to persons with disabilities, including the right to life, freedom, stigmatization, privacy, justice and policing, education, health, religion, sports, culture and tourism, social security, accessibility, public services, disaster relief, rehabilitation and rehabilitation, independent living, expression, communication and access to information and freedom from discrimination, abandonment, torture and exploitation." Therefore, inclusive education is needed, which is one of the efforts to provide opportunities for children with moderate or minor disabilities to receive education in regular classrooms. This shows that the mainstream classroom is an important learning space for children with disabilities, whatever their type and degree of disability, so that they can optimize their potential with appropriate services. In addition, Sapon-Shevin (Abdul Salim, 2009) argues that inclusive education is an educational service that assumes all children with disabilities are routinely served in their neighborhood schools, along with their peers of the same age.

Through inclusive education, children with ADHD are trained together with other normal children to optimize their potential to the fullest and develop their skills with full seriousness. Inclusive education is certainly a progressive step to support the advancement of education in order to create openness and mutual respect for persons with intellectual disabilities.

Openness and mutual respect are an implementation of inclusive education that reflects the struggle to advance their basic rights so that they can be accepted as a normal society without discrimination. Inclusive education provides special services to meet the needs of children, one of which is Attention Deficit Hyperactivity Disorder (ADHD) in inclusive schools. Meeting the needs of children is related to self-control and learning needs that allow them to develop into individuals who function optimally in their social environment, including school. This is in accordance with the practical goal of social

workers, which is to help others develop their potential. clients meet their needs while preventing more serious risks for children with Attention Deficit Hyperactivity Disorder (ADHD). The practice of social workers to help children with ADHD also includes school social workers. A school social worker is a profession that can work together with other school workers and other professionals to meet the needs of children, especially to help minority groups, such as people with special needs. School social workers can work with teachers, administrators, counselors, psychologists, nurses, and parents to integrate information from all sources into all aspects of students' social, emotional, behavioral, and functional adjustments at school. Social workers collaborate with all parties at school to provide services to mainstream students and especially students with special needs who have unique needs to support learning and develop children's potential through an inclusive educational environment. Based on this, the purpose of this research is to find out what services are provided to children with ADHD in inclusive schools.

## RESULTS AND DISCUSSION

### Result

#### Inclusive Education

Geniofam (2010:61) defines inclusive education as the provision of educational services that include/provide opportunities for children with special needs (ASK) to attend regular/public schools together with other regular children and their peers. Aninditya also explains the same idea that inclusive education requires children with special needs to learn together in regular classrooms without any distinction (Aninditya et al., 2016). Therefore, schools must include all students in one class, organize appropriate learning programs and provide challenges according to their special needs and abilities. The basic principle of inclusive education is directly related to ensuring access and educational opportunities for all children in Indonesia, regardless of their background. Providing opportunities and learning opportunities is an important consideration that must be taken into account when excluding children with special needs who want to learn together with other children. Children with special needs yearn for formal education to get the best educational services like other normal children. Conceptually and paradigmatically, Farrell's book *Inclusive Education* (Ilahi, 2016) defines the basic principles of inclusive education, which offer openness and the highest respect for the inclusion of children with special needs, namely first, inclusive education opens opportunities for all types of students.

This principle of inclusive education contains a major theme about the importance of respecting diversity. The contributive nature of inclusive education for children with special needs means that inclusive education fully encompasses children with special needs. Second, inclusive education avoids all negative aspects of labeling. This principle avoids anything that involves marking or labeling. The impact of labeling is a negative stigma that forces children to limit themselves and make mistakes. Inclusive education specifically aims to avoid labels by making them more positive. Third, inclusive education always applies checks and balances. Inclusive education has a good monitoring system where many parties have contributed and provided important suggestions to form the best ideas for the interests of children with special needs. Maintaining checks and balances in inclusive education is done strictly by involving parents, school staff and specialists in dealing with children with special needs.

The role of the school as a service provider is facilitated through good cooperation with parents of students who are aware of the child's emotional and behavioral disorders at home. At the same time, the school offers services that meet the needs of special educators. The 2009 Permendiknas in the book by Suyanto and Mudjito (2013: 5-6) number 70, the definition of inclusive education is defined as an education system that is organized by providing opportunities for all students with disabilities and intellectual and/or special abilities to participate together with students in teaching and learning activities in the educational environment. The purpose of implementing inclusive education is to provide free and non-discriminatory education that respects diversity. Meanwhile, according to the General Guidelines for the Management of Primary and Secondary Education, which explains that inclusive schools embody non-discriminatory education. 9 (2008: 6-9). It is also explained that inclusive education has several components that must be managed when implementing inclusive schools, such as management of students, curriculum, teachers, facilities and infrastructure, finance,

school environment relations with the community, and school environment management. school relations with the community. special services.

George S. Morisson (2015:462) explains that inclusive education essentially has two models of learning implementation. First, the fully inclusive model, which includes children with disabilities for individual teaching in regular classes. Second, the partial inclusion model, that is, the model that includes children with disabilities for part of the learning done in the regular class and part of the learning in the extraction class (special class with children with disabilities) with special learning guided by the teacher. Inclusive teaching in early childhood education can be adapted to the needs of special students in educational institutions. so it is more flexible. Trainers need basic information about children with disabilities. In addition, the Guidelines for the Implementation of Inclusive Education (2009:2) explains that schools that organize inclusive education for children with disabilities have heterogeneous abilities because children with disabilities receive the same education as other ordinary children. Member The group has different strengths in terms of physical, intelligence, social, emotional and sensory nerves.

### **ADHD (Attention Deficit Hyperactivity Disorder)**

ADHD (Attention Deficit Hyperactivity Disorder) is called Attention Deficit Hyperactivity Disorder (GPPH) in Indonesian. This does not mean that children with ADHD lack attention from parents or teachers, but that they have difficulty concentrating on tasks. Although these children have good motivation, they find it difficult to complete tasks and when they do, they spend more energy than other children (Arga et al, 2010: 2). Suryadi (2010: 106) ADHD is a child who has a focus of attention deficit / disorder and cannot perceive impulses from outside well, it's just that he likes to do a lot of movements that he cannot control so that it makes him hyperactive. move a lot.

According to Hallahan et al (2009: 229), ADHD (Attention Deficit Hyperactivity Disorder) children are one of the groups of children with disabilities who experience / find brain development difficulties in the form of hyperactive movements, impulses and difficulties. concentration (inattention). In addition, Kewley, G and Latham, P (2010:3) ADHD is a medical/health condition that involves brain dysfunction when a person has impulse control disorders, his behavior is disturbed according to Isna Perdana (2012: 6), his attention is distracted. From a psychological point of view, ADHD is a human behavior disorder caused by neurological dysfunction with the main symptom / characteristic being difficulty concentrating according to Putranto and Bambang (2015: 86). Dayu. P (2013: 29) adds a definition in his book that Barkley's ADHD children have behavior that leads to coordination / self-impulse regulation, the ability to regulate weak behavior in the present and future, besides that there are difficulties in adapting to social relationships and the behavior of the surrounding environment.

Children with inattention disorder (intention) is a behavior that according to Paternotte, Arga et al (2010: 3), children have difficulty concentrating / paying attention to activities carried out by students. Zavier Ferdinand (2007: 50) explains that distraction is accompanied by hyperactivity in ADHD sufferers, a disorder that has been experienced for a long time. years. It is common in both children and adults.

Approximately 3-5% of school-age children experience this disease within 6 months. ADHD children have difficulty concentrating (inattention), because these children prefer activities that suit themselves. Stimulation from the outside environment or activities in the surrounding environment causes children to find it difficult to concentrate and often leave their seats during learning. The impact of this child's inattention can hinder their academic achievement. According to Marlina (2007: 21), this causes obstacles in learning for children, especially in the development of language, writing and reading. Often a child's hyperactivity is limited to the average level of other children's standards in terms of the child's intelligence. Psychologically, children experience psychological disorders so that they cannot show their creative abilities (Ferdinand Zaviera, 2009: 14-17), so hyperactive children (ADHD) are always the center of attention of the surrounding environment. Because this child believes that "people always say I'm annoying, I'm a strange child, so-and-so always breaks things". Thus, ADHD children find it difficult to create positive concepts in themselves, so they experience emotional problems in themselves. The nature of ADHD children depends on the problem they face in their daily lives. They

tend to behave more aggressively, so they get angry easily, argue, and can even bully. However, there are also problems that children actually face, such as behavioral developmental disorders, fear and often depression (Arga Paternotte and Jan Butelaar, 2010: 25). The relationship between ADHD and learning disabilities can be understood when ADHD children experience impaired attention and concentration while learning and direct their attention to environmental conditions around them while learning, such as watching the sound of vehicles on the pictures on the wall, the sound of birds outside the classroom, etc. When dealing with this deviant ADHD, the condition must be prioritized before dealing with the child's academic ability. When dealing with this aberrant ADHD, the condition should be prioritized before dealing with the child's academic ability. The behavior of ADHD children forms 3 habits that lead to the child's daily attitude.

Children with ADHD find it difficult to concentrate on tasks, and the child often gets irritated if bored with the task so that the task is not completed properly. Children with learning disabilities with ADHD usually have difficulty in reading and writing, meaning they have difficulty focusing and concentrating fully. In math class, ADHD children often have difficulty understanding symbols, arithmetic and difficulty handling story problems (Sandra F. Rief, 2008: 17). ADHD children who have difficulty concentrating prefer to think about distant dimensions compared to the situation they are currently facing. So that it has an impact on the activities carried out and ADHD children tend to become hyperactive. Hyperactive ADHD children are often the center of attention because of their behavior. According to Baihaq and Sugiarmini (2006: 3-4), hard work and stricter rules do not help children (ADHD) to develop. Because if they do well, they are always late, and because of poor self-control they tend to be weak and late.

Therefore, children with ADHD are often sick, confused, and sad because they have difficulty controlling their concentration. They often grumble, throw things, because they are often unable to do their jobs well or complete daily tasks and activities. But they don't know why things go wrong and why every time they do something different from everyone else. The learning needs of ADHD children are the same as children in general who need self-development through the learning process. Because of the obstacles faced, meeting the learning needs of ADHD children is not as smooth as other children. Without specially designed assistance, children find it difficult to learn optimally. In fact, their intellectual potential is usually quite good, even equivalent to children in general. Therefore, meeting the learning needs of ADHD children is not easy, it requires more knowledge and skills, the most basic is persistence, seriousness and patience to help children learn what is different from what they learn. Therefore, it is very important for parents and inclusive education institutions to work together to find the best way to choose various learning strategies that are suitable for children with ADHD.

### **Implementation of Inclusive Education for ADHD Children (Attention Deficit Hyperactivity Disorder)**

Minister of Education Number 70 of 2009 concerning inclusive education for students with disabilities who have the potential for intelligence and / or special abilities, at point 7 which states that the curriculum of educational institutions implementing inclusive education uses the education unit curriculum (KTSP), which takes into account the needs and abilities of students, which are tailored to the abilities, interests and potential of students. However, considering the various obstacles faced by students with special needs are very different, ranging from mild, moderate and severe, the main curriculum must be adapted to the needs, abilities and characteristics of students. Especially in early childhood education, educational institutions can develop existing curricula. The curriculum developed will certainly adapt to the service needs of the department, especially with the inclusion of special education.

Inclusive education organized in PAUD certainly leads to the growth and development of children with special needs, and is developed based on the needs of children with special needs in organizing inclusive education for parents of children with special needs. The case experienced is included in the category of children with Attention Deficit Hyperactivity Disorder (ADHD), namely Attention Deficit/Inattentive Disorder. Children with ADHD usually have difficulty concentrating. So children need more services for ADHD children (Attention Deficit Hyperactivity Disorder), some need special tutors and some don't. In practice, teachers must have more strategies to implement inclusive education

for ADHD children (Attention Deficit Hyperactivity Disorder). Educators need to provide more services and guidance because ADHD children usually take a long time to understand the lessons taught by the teacher. In addition, if the child behaves uncontrollably, educators should diagnose the child with ADHD. ADHD children usually want to do what they want. External circumstances and stimuli can influence their actions, making it difficult for ADHD children to concentrate. A child with ADHD often runs around, moves and often leaves his seat.

Children with ADHD learn together with other students in the same class. Children with ADHD participate in inclusive education provided by educators. Asep Supena in his diary Model of inclusive education for children with special needs in elementary schools (2009: 9) inclusive education "Education that places all students with special needs in regular schools", ie. education that places all participating students with special education needs in regular schools every day. In this case the teacher has full responsibility for students with special needs. The implementation of inclusive education is a full inclusion model. This model involves children with disabilities receiving and receiving individualized lessons in regular classes. Thus, ADHD children participate in learning together with other students.

Children with ADHD have the same learning opportunities as other students. In the learning process, ADHD children receive more teaching and guidance than other children because ADHD children find it difficult to concentrate on receiving information from the teacher.

Educators must explain everything especially to ADHD children, except that educators also pay attention to every move of ADHD children. A child with ADHD is accompanied by a teacher to keep him fit. So that ADHD children can participate in learning well and just like other students. Although sometimes ADHD children have difficulty learning. However, teachers continue to patiently provide inclusive education services to ADHD children. Lead and direct the implementation of inclusive education for ADHD children. In addition, some ADHD children have special assistants. One of the ADHD children is one of the ADHD children who needs more help than other ADHD children. so that the ADHD child is accompanied by a special assistant teacher who accompanies the child while the child is at school. This service is offered to children with the consent of their parents who want to get special education services for their ADHD children.

In learning practices, ADHD children are usually more active in their activities. It is not uncommon for objects to be thrown around them. This shows that the brain system of ADHD children is not the same as other children. ADHD children do things without thinking about the consequences. ADHD children do things without thinking about the consequences, such as ADHD children who initially sit quietly and suddenly make friends with the objects around them. Children with ADHD spontaneously do things they don't want to do. ADHD children have difficulty controlling their impulses, so they have difficulty using the braking system to control their behavior. Impulse development in ADHD children develops according to the child's age. The Department of State Education, Directorate of Special School Development (2007) explains that this model is applied to students with learning disabilities that do not allow for the control of the learning process, making it impossible to control the learning process normally.

The curriculum for children with disabilities can develop their learning potential by using PPI in a regular classroom environment so that they can monitor the learning process according to their developmental stages and needs. Inclusive education is a good approach for children with attention deficit and hyperactivity disorder (ADHD). Here are some tips for implementing inclusive education for ADHD children: Structured learning environment Learning should be well organized and have clear routines. Use visual materials such as daily planners and to-do lists to help children focus. Changes in Instruction Provide clear, concise and repetitive instructions.

Break large tasks into smaller, more manageable steps. Use different teaching methods such as audio, visual and hands-on teaching methods. Behavior Management Strategies Provide positive reinforcement and immediate feedback for desired behaviors. Use badges or point systems as incentives. Allow short breaks or transitions between activities. Assessment Options Allow extra time for assignments or exams. Allow children to use assistive devices such as calculators or similar

technology. Consider taking exams orally or under personal supervision. Collaboration with parents and professionals. Work with parents to maintain continuity between home and school. If necessary, work together. Provide instruction and modeling of social skills such as listening, taking turns, and following rules. Promote positive interactions with peers through group activities. With the right approach and the right support, children with ADHD can succeed and reach their full potential in an inclusive environment.

### **Learning Strategies for ADHD Children**

Provide clear and structured instructions. Children with ADHD often have difficulty following complicated instructions. Therefore, teachers should provide clear, concise and well-structured instructions. Using versatile learning methods. ADHD children get bored easily with monotonous activities. Teachers can use different teaching methods, such as educational games, practical activities, or the use of technology. Creating a Behavioral Classroom Environment. An organized and non-distracting classroom with special focus areas can help children with ADHD focus more on learning. Providing positive reinforcement. Children with ADHD often need extra motivation to focus and behave well.

When certain goals are achieved, teachers can provide positive reinforcement, such as praise or small rewards. Inclusive education requires close collaboration between teachers, parents and health professionals to ensure the needs of children with ADHD are optimally met. With the right approach, ADHD children can grow and develop optimally both academically and socially. can help ADHD children (Attention Deficit Hyperactivity Provide individualized attention and guidance to ADHD children. Ensure children sit in the front row close to the teacher to reduce distractions. Use visual cues and a multi-sensory approach when teaching. Prepare the learning environment. Create a structured learning environment with as few distractions as possible. Provide special quiet seating or work areas for children with ADHD. If necessary, allow children to stand or move around during learning. Learning Strategies. Provide clear, simple, step-by-step instructions. Use visual timetables and reminders to help children focus.

Behavior Management. Set clear rules and consequences for unwanted behavior. Use a reward system or token economy to encourage positive behavior. If the child starts to lose concentration, take a short break or light exercise. Collaboration and communication. Create good communication between teachers, parents and health professionals. Involve parents in the learning process and monitor the child's behavior. Use strategies and tools that are common at home and at school. Accommodations and Changes. Provide time. Allow children to use engaging aids, such as timers or stationery. It is important to remember that every child with ADHD has unique needs and challenges. Strategies should be tailored to the individual needs of the child and should involve collaboration between teachers, parents and health professionals.

### **CONCLUSIONS**

Inclusive education is an education system that provides opportunities for all learners, including children with special needs such as ADHD, to learn together in regular classes with other students. Children with Attention Deficit Hyperactivity Disorder (ADHD) have characteristics of difficulty concentrating, hyperactivity and impulsivity that require special handling in the learning process.

The implementation of inclusive education for ADHD children in schools uses a full inclusion model, where ADHD children learn together with regular students in the same class with special guidance and assistance from accompanying teachers. The curriculum used in inclusive education for ADHD children is basically the national curriculum adapted to the needs, abilities and characteristics of ADHD children.

Learning strategies that can be applied for ADHD children in inclusive classrooms include providing clear and structured instructions, using varied learning methods, creating a conducive classroom environment, and providing positive reinforcement. Close collaboration between teachers, parents and health professionals is essential to ensure that the needs of ADHD children in inclusive schools are optimally met so that they can grow and develop academically and socially.



## REFERENCES

- Handayani, Iys Nur. "Inclusive Education for ADHD (Attention Deficit Hyperactivity Disorder) Children." Annual Conference on Islamic Early Childhood Education (ACIECE). Vol. 4. 2019.
- Nurfadhillah, Septy, et al. "The Role of Teachers and Parents in Children Diagnosed with ADHD at Gondrong 4 State Elementary School." ALSYS 2.6 (2022): 689-701.
- Amalia, R. (2018). Intervention for Early Childhood with ADHD Disorder Through Cognitive Behavioral Approach and Alderian Play Therapy. Journal Obsession.