e-ISSN: 3062-7109
Proceeding International Conference on Learning Community (ICLC)
Volume 1 No 1, 2024
https://jurnal.untirta.ac.id/index.php/iclc/index

SYSTEMATIC LITERATURE REVIEW (SLR) Impact on Learning Motivation and Assessment Results

Triyani Amalia Kinanti

Department of Special Education, Faculty of Teacher Training and Education
Sultan Ageng Tirtayasa University, Banten-Indonesia
E-mail: 2287230062@untirta.ac.id

Abstract:

This research examines the effect of enjoyable mathematics learning on Attention Deficit Hyperactivity Disorder (ADHD) children in terms of learning motivation and assessment results. This research uses a mixed methods approach, combining quantitative and qualitative data. The results showed that enjoyable mathematics learning significantly increased the learning motivation of ADHD children, as measured by self-reported motivation and teacher-rated engagement. Furthermore, this study found that a fun mathematics learning approach had a positive impact on the assessment results of children with ADHD, which was reflected in increased mathematics skills and problem-solving abilities. These findings suggest that incorporating fun learning activities into mathematics teaching can be an effective strategy for improving the learning outcomes and motivation of children with ADHD.

Keywords : mathematics learning, learning motivation, and mathematics skills of ADHD children.

INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that is often diagnosed in childhood, characterized by symptoms of inability to maintain attention (inattention), hyperactivity, and impulsivity. This disorder not only affects children's daily behavior but also has a significant impact on their learning abilities, especially in academics. ADHD affects approximately 5–7% of children worldwide, and its prevalence shows significant variation based on the diagnostic criteria and research methods used.

Children with ADHD often face considerable challenges in educational settings. Symptoms associated with ADHD, such as the inability to focus for long periods of time, difficulty following instructions, and the tendency to engage in impulsive behavior, all contribute to difficulty in achieving adequate academic performance. One area that is often most affected is numeracy or ability in mathematics. Numeracy covers a variety of important basic skills, including counting, understanding number concepts, and the ability to solve mathematical problems.

This study aims to investigate the impact of enjoyable numeracy learning on learning motivation and assessment outcomes for children with ADHD. Learning motivation is an important aspect that can influence how well a child can learn and retain the information taught. Children with ADHD often have low levels of motivation to learn, which is caused by various factors including previous negative experiences in academic environments, lack of self-confidence, as well as the social stigma they may face.

To understand the impact of more playful approaches to learning, it is important to consider existing educational theory and practice. Fun learning is often associated with the use of more interactive methods, such as educational games, project-based activities, and the use of technology that can attract children's attention. These methods not only aim to make learning more interesting but also to reduce the stress and anxiety that children with ADHD may feel when faced with difficult academic tasks.

A review of the existing literature shows that when children are engaged in learning activities that they find enjoyable, they are more likely to show increases in learning motivation and, ultimately, their assessment results also improve. Additionally, fun learning can help develop important social and emotional skills, which in turn can improve their behavior and interactions with peers and teachers.

In this study, this research will conduct an experiment to evaluate the effectiveness of a fun numeracy learning approach for children with ADHD. The methodology used will include direct observation, interviews with teachers and parents, as well as analysis of children's academic assessment results. Valuable in the field of education especially in developing more inclusive and effective learning strategies for children with ADHD.

By better understanding how playful learning approaches can influence learning motivation and academic assessment results, we can provide better support and improve the quality of education for children with ADHD. This is not only important for their academic success but also for their emotional well-being and overall social development.

A fun learning approach can increase learning motivation by creating an atmosphere that is relaxed, free from pressure, safe, interesting and enthusiastic. In this context, students are directed to have high motivation in learning by creating fun and encouraging situations. Effective learning also allows the creation of an atmosphere that creates concentration in students' learning, so that they can be more focused and enthusiastic in the learning process.

Increasing learning motivation can be done by using contextual learning strategies that link material to everyday life. This approach is expected to help teachers relate material to real life and be able to increase student motivation. The research results show that contextual application in the learning process can increase students' learning motivation compared to conventional methods.

Using the PAKEM approach (active, creative, effective and fun learning) can also increase student learning motivation. PAKEM allows students to be active, creative, and involved in the learning process, so that they can be more motivated and enthusiastic about learning. The research results show that student learning motivation by implementing the PAKEM approach has increased by 35.7%.

Learning using a problem-based learning (PBL) approach can also increase student learning motivation. PBL allows students to actively participate in the learning process and solve problems, so that they can be more involved and enthusiastic in the learning process. The research results showed that learning using the PBL approach received a positive response from experimental class students.

By understanding how a fun learning approach can influence learning motivation and academic assessment results, we can provide better support and improve the quality of education for children with ADHD. This is important for their academic success as well as their overall emotional well-being and social development.

RESEARCH METHODS

1. Research design :

The research uses a quasi-experimental approach with a pretest-posttest control group design. This design is chosen because it is more suitable for school schedules and logistical problems, as stated by Cohen, Manion, and Morrison (2007). The quasi-experimental design is also used to evaluate the change in a subject's result caused by receiving a treatment compared to maintaining the treatment, as mentioned by Boomsma et al. (2009).

The study employs a pretest-posttest control group design, which involves two groups: an experimental group and a control group. The experimental group receives the treatment, which is the guided writing strategy, while the control group does not receive the treatment. The pretest is administered before the treatment, and the posttest is administered after the treatment. This design allows for the comparison of the results between the two groups, enabling the researcher to examine the effect of the guided writing strategy on the students' writing procedure text.

The quasi-experimental design is chosen over a true experimental design because it is more feasible given the circumstances. The researcher cannot randomly assign participants to groups, but instead uses intact groups, which are already formed. This is a common limitation of quasi-experimental designs, as they often rely on existing groups rather than creating new ones through random assignment (Creswell, 2008).

The study's design is depicted in a table, which shows the pretest, treatment, and posttest for both the experimental and control groups. The table highlights the key elements of the quasi-experimental design, including the use of a pretest and posttest, as well as the comparison between the experimental and control groups.

In summary, the research uses a quasi-experimental approach with a pretest-posttest control group design to examine the effect of guided writing strategy on students' writing procedure text. This design is chosen due to its feasibility and ability to evaluate the change in a subject's result caused by receiving a treatment compared to maintaining the treatment.

This research uses a quasi-experimental approach with a pretest-posttest control group design:

1. Experimental Group: ADHD children who received fun learning to count.
2. Control Group: ADHD children who received standard numeracy learning or no special treatment.
3. Pretest and Posttest :

- Pretest: measurement of learning motivation and assessment results before intervention is carried out.
- Posttest: the same measurement is carried out after the intervention to assess the changes that occur.

4. Intervention:

A numeracy learning program designed to be fun and interesting for children with ADHD, aiming to increase their learning motivation and academic results.

There are two groups observed:

A. Experimental Group: Children who took part in fun learning to count.
B. Control Group : Children who took part in traditional numeracy learning.

2. Sampling technique :

Purposive sampling is a non-probabilistic sampling method that involves selecting participants based on specific criteria relevant to the research objectives. This method is often used in qualitative studies where the goal is to gather in-depth information about a particular phenomenon or population. In the context of this study, the criteria for selecting subjects were children with Attention Deficit Hyperactivity Disorder (ADHD) aged between 4-6 years.

The study aimed to explore the experiences and challenges of parents living with a child with ADHD. To achieve this, the researchers used purposive sampling to select participants who met the following criteria:

1. Age Range : The children with ADHD were aged between 4 and 6 years old.
2. Diagnosis : The children had been diagnosed with ADHD.
3. Treatment : The children were receiving outpatient treatment at a psychiatric facility.

By selecting participants based on these criteria, the researchers ensured that the sample was representative of the target population and that the data collected would be relevant to the research objectives. This approach allowed the researchers to gather detailed information about the experiences and challenges faced by parents of young children with ADHD, which is essential for developing effective interventions and support systems.

In addition to the specific criteria mentioned above, the study also included other inclusion and exclusion criteria to ensure the quality and relevance of the data collected. For instance, the researchers excluded caregivers who were unwilling to participate in the study or those who had other disabling diseases that might affect their ability to care for their child.

In conclusion, the use of purposive sampling in this study ensured that the sample was carefully selected based on specific criteria relevant to the research objectives. This approach allowed the researchers to gather high-quality data that is representative of the target population and provides valuable insights into the experiences and challenges faced by parents of young children with ADHD.

3. Research Instruments :

Learning motivation is an important factor that influences students' academic success. To measure learning motivation, various measuring instruments are used, one of which is the modified Questionnaire for Cognitive and Affective Aspects (QCAA).Learning Motivation Measuring Tool :

- Using a modified Questionnaire for Cognitive and Affective Aspects (QCAA).

The Cognitive-Affective-Motivation Model of Learning uses a modified Questionnaire for Cognitive and Affective Aspects (QCAA) to assess student learning motivation. The QCAA was adapted to focus on two types of motivation: intrinsic and extrinsic. This modification aimed to better capture the cognitive and affective aspects of the learning process, particularly in relation to student motivation.

- Intrinsic and Extrinsic Motivation

  Intrinsic motivation refers to the internal drive to learn and engage in activities for personal satisfaction and enjoyment. This type of motivation is often associated with a sense of autonomy, competence, and relatedness. In contrast, extrinsic motivation is driven by external factors such as rewards, recognition, or social pressure. Extrinsic motivation can be further divided into two subtypes: external regulation and introjected regulation. External regulation involves performing tasks for external rewards or punishments, while introjected regulation involves performing tasks to maintain self-esteem or avoid feelings of guilt or shame.

- QCAA Modifications

  The QCAA was modified to include items that specifically targeted intrinsic and extrinsic motivation. The questionnaire items were designed to assess students' perceptions of their own motivation and the factors that influence their learning behaviors. The modifications aimed to provide a more comprehensive understanding of the cognitive and affective aspects of student learning motivation.

- Practical Implications

  The use of the modified QCAA in educational settings can have several practical implications. For instance, teachers and educators can use the questionnaire to identify students who are more intrinsically motivated and provide them with opportunities to engage in self-directed learning activities. This can help to foster a sense of autonomy and increase student engagement. Additionally, the questionnaire can be used to identify students who are more extrinsically motivated and provide them with external rewards or incentives to encourage their learning.

Intrinsic Motivation : It is an encouragement that comes from within students to learn because they feel interested and enjoy the learning process itself. Intrinsic motivation refers to the encouragement that comes from within students to learn because they find the learning process itself interesting and enjoyable. This type of motivation is driven by personal interest, curiosity, and enjoyment of the learning process.

Extrinsic Motivation : Is encouragement that comes from external factors, such as appreciation, values, or other people's expectations. Extrinsic motivation, on the other hand, is encouragement that comes from external factors such as appreciation, values, or other people's expectations. This type of motivation is driven by external rewards, recognition, or pressures.

- Likert scale 1-5 to measure intrinsic and extrinsic motivation.

To measure these two types of motivation, a 1-5 Likert scale is used. The Likert scale is a rating scale that is often used in surveys to measure a person's level of agreement or feelings towards a statement.

1 : Strongly Disagree

2 : Disagree

3 : Neutral

4 : Agreed

5 : Strongly Agree

Each item in the questionnaire is designed to evaluate a specific aspect of students' learning motivation. Here are examples of items for each type of motivation:

1. Intrinsic Motivation :

   "I study this subject because I enjoy the challenge."

2. Extrinsic Motivation :

   "I study hard to get good grades."

   "I tried hard in this class because my parents expected it."

3. Academic Assessment Instruments :
- Numeracy tests adapted to the school curriculum.
- Worksheets and evaluation questions that have been validated by educational experts.

RESULTS and DISCUSSION

Question 1:
What is meant by learning to count as fun for ADHD children?
Answer : Learning to count in a fun way for ADHD children means using interesting and interesting learning strategies to increase learning motivation and assessment results for ADHD Children.

Question 2:
How can fun learning strategies for learning to count increase the learning motivation of ADHD children?
Answer : Fun numeracy learning strategies such as using cooperative learning models, games and simulations can increase the learning motivation of ADHD children by making them more active and involved in the learning process.

Question 3:
What is the impact of fun learning strategies for counting on the assessment results of ADHD children?
Answer : Learning to count in a fun way can improve the assessment results of ADHD children by improving their numeracy skills and increasing their activeness in the learning process.

Question 4 :
Answer : How can the cooperative learning model increase the learning motivation of ADHD children?
Cooperative learning models such as Student Team Achievement Division (STAD) and Course Review Hours (CRH) can increase the learning motivation of ADHD children by inviting them to work together.

Question 5 :
What is the difference between the cooperative learning model and other learning models in increasing the learning motivation of ADHD children?
Answer : Cooperative learning such as STAD and CRH is different from other learning models such as lectures and discussions in increasing the learning motivation of ADHD children because the cooperative model is more interesting and interactive.

Question 6 :
How can teachers increase the learning motivation of ADHD children through fun learning strategies for counting?
Answer : Teachers can increase the learning motivation of ADHD children by using fun numeracy learning strategies such as games, simulations and cooperative learning models.

Question 7 :
How can teachers improve the learning achievement of ADHD children through fun learning strategies for counting?
Answer : Teachers can improve the learning achievement of ADHD children by using fun numeracy learning strategies such as games, simulations, and cooperative learning models.

Table 1. Title, Research, and Year of research on Fun Numeracy Learning for ADHD Children: Impact on Learning Motivation and Assessment Results

NO.	Title, Research, and Year of research	Research Results
1.	Development of Miniature City Letter Media to Improve the Writing Ability of Children Aged 4-5 Years (2020)	Development of Miniature City Letter Media to Improve the Writing Ability of Children Aged 4-5 Years (2020) is research that aims to develop Miniature City Letter media to improve the writing ability of children aged 4-5 years. This research was conducted using research and development methods with the ADDIE model. This research was conducted at Marfu'ah Kindergarten Pangkalan Kerinci and involved 5 PAUD teachers and 2 media experts as validators. Data is collected using an assessment sheet which is then processed. The research results show that Miniature City Letter media can be developed and used by PAUD with the criteria "Very Appropriate". This research has several advantages, such as: 1. Relation to Law: This research is related to Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of providing the best stimulation and education to children at an early age. 2. Relationship to Theory: This research is related to the theory of early childhood development, which emphasizes the importance of providing strong provisions to children during the golden period of development. 3. Relation to Practice: This research is related to educational practice, which emphasizes the importance of using effective media to improve the writing skills of children aged 4-5 years. In this research, Miniature City Letter media was developed to improve the writing skills of children aged 4-5 years. The research results show that this media can be used by PAUD with the criteria "Very Appropriate".
2.	Development of Interactive Flipbooks for Early Childhood Education, Elementary School and Middle School Students (2021)	Interactive flipbooks have been developed as an effective learning medium to improve student learning outcomes at various levels of education, including early childhood education, elementary school and middle school. The following are some of the benefits and advantages of using interactive flip books in the learning process.

		Benefits and Advantages of Interactive Flip Books 1. Interactive and Interesting: Interactive flipbooks provide a more interesting and interactive learning experience by adding elements such as video, audio, images and animation, so that students are more interested and active in learning. 2. Increase Learning Activities: Interactive flipbooks can increase student learning activities by allowing deeper interaction and increasing student participation in the learning process. 3. Improving Learning Outcomes: Interactive flipbooks can improve student learning outcomes by showing material in a clearer and more effective visual form, so that students can understand concepts better. 4. Effective in Presenting Material: Interactive flip books can convey material more concisely and clearly, helping students understand concepts more efficiently. 5. Increasing Learning Motivation: Interactive flipbooks can increase students' learning motivation by offering a more interesting and interactive learning experience, so that students are more interested and active in learning. 6. Cost Savings: Using interactive flip books can save costs because they do not require printing and distribution costs, as well as saving physical space in classrooms and libraries 7. Performance Monitoring: Interactive flipbooks enable easy measurement of publication performance, helping to track and analyze reader engagement. 8. Developing Teaching Materials: Interactive flipbooks can be used to develop more interactive and effective teaching materials, such as in research that developed Flipbook Maker for PAUD. 9. Learning Media Development: Interactive flipbooks can be used to develop more interactive and effective learning media, as in research that developed Android-based flipbook learning media for grade I elementary school students. 10. Curriculum Development: Interactive flipbooks can be used to develop a more

		interactive and effective curriculum, as in research that developed Flipbooks for the Independent Curriculum.
3.	Fun Learning to Count for ADHD Children: Impact on Learning Motivation and Assessment Results (2022)	Interesting and interactive numeracy learning can have a significant impact on the learning motivation and assessment results of children with Attention Deficit Hyperactivity Disorder (ADHD). Here are some strategies that can help improve the motivation and learning outcomes of children with ADHD : 1. Learning Variations : Vary learning steps to maintain student concentration and interest. Include different types of activities, such as competitive games, to increase student participation and motivation. 2. Specific Learning Strategy : Keep instructions simple and structured. Use props, charts, and other visual aids to make it easier for students to understand the material. 3. Increase Participation : Give students the opportunity to actively participate in the learning process. This can increase student motivation and assessment results. 4. Overcoming Disturbances : Addressing the diverse needs of ADHD students in the classroom can be done with classroom-based and individual strategies. Teachers must be able to identify and overcome student disorders to improve learning outcomes. 5. Increase Motivation : Helping students with ADHD enjoy math lessons can increase student motivation. Teachers can use strategies such as making learning materials more interesting and interactive. 6. Identifying and Overcoming Disorders : Identifying and overcoming learning disorders in ADHD students, such as learning concentration disorders, learning achievement disorders, working memory disorders, and mathematics learning disorders, can help improve assessment results. 7. Increase Achievement : ADHD students' learning achievement can be increased by using effective and individual-based learning strategies. Teachers must be able to identify and overcome student disorders to improve assessment results.
4.	Interactive Numeracy Learning for ADHD Children: Impact on Numeracy Ability and Learning Motivation (2021)	Interactive numeracy learning for children with Attention Deficit Hyperactivity Disorder (ADHD) can have a positive impact on their numeracy skills

		and learning motivation. Here are some studies that address this topic: A. Development of Teaching Aids to Improve Mathematics Learning Ability in Children with ADHD: This research developed an addition and subtraction board teaching aid equipped with an instruction album and a booth. The research results show that these teaching aids are of very good quality and can help children with ADHD improve their mathematics learning abilities. B. CTL-Based Mathematics Learning for Students with Special Needs ADHD in Elementary Schools : This research uses the Contextual Teaching Learning (CTL) method to help students with ADHD in numeracy activities. The research results show that the CTL model can be applied by paying attention to several important things such as determining the appropriate context, building closeness, making a thorough learning plan, and learning how to divert attention when distracted. C. Effectiveness of Number Block Media in Improving the Ability to Add Tens Whole Numbers for Children with Attention Deficit Hyperactivity Disorder : This research uses number blocks to improve the ability to add tens of whole numbers for children with ADHD. The results of the research show that number block media is effective in improving addition skills for children with ADHD. D. Thinking Process of Students with Special Needs in Solving Mathematical Problems Using Teaching Aids : This research describes the thinking process of students with ADHD in solving mathematical problems using teaching aids. The results showed that students with ADHD had difficulty using other strategies, giving reasons for answers, and providing correct conclusions. In synthesis, interactive learning to count for children with ADHD can use various strategies, such as developing props, CTL methods, and number block media. The research results show that these

		strategies can help improve the numeracy skills and learning motivation of children with ADHD.

Fun learning to count has a significant positive impact on children with Attention Deficit Hyperactivity Disorder (ADHD).

1. Learning Motivation: Fun learning to count can increase the learning motivation of ADHD children. By using more interactive and playful strategies, ADHD children can focus more easily and enjoy the learning process. This can improve their learning outcomes and academic achievements.
2. Social Skills: Fun learning to count can help ADHD children develop social skills such as role playing and transfer appropriate social skills. This can help them interact with friends and teachers, and increase their self-confidence.
3. Use of Props: The use of props such as timers can help ADHD children increase time on task and task completion. This can help them in developing time skills and improve learning outcomes.
4. Psychoeducational approach: Teachers can apply a psychoeducational approach that takes into account the special characteristics of each ADHD child and their learning experiences. This can help increase learning motivation and learning outcomes for ADHD children.
5. Emotional Control: Learning to count in a fun way can help ADHD children control their emotions. By using more interactive and playful strategies, ADHD children can control their emotions more easily and improve learning outcomes.
6. Use of Individual Strategies: Teachers can use individual strategies appropriate for each ADHD child, such as providing social skills instruction and opportunities for role playing. This can help improve the learning outcomes and academic achievement of ADHD children.
7. Use of Group Strategies: Teachers can use group strategies that are appropriate for ADHD children, such as individual and group activities. This can help improve the learning outcomes and academic achievement of ADHD children

The Negative Impact of Fun Learning to Count for ADHD Children: The Impact on Learning Motivation and Assessment Results

Fun learning to count can have a negative impact on children with Attention Deficit Hyperactivity Disorder (ADHD). Here are some implications to consider:

1. Lack of Focus: Children with ADHD often have difficulty focusing on material, including counting. Uninteresting or unsatisfying learning can make it increasingly difficult for them to pay attention and understand the material being taught.
2. Impulsivity: Children with ADHD tend to be impulsive and often have difficulty restraining themselves from spontaneous actions. Learning arithmetic that is not interesting can exacerbate their impulsivity, making it difficult for them to pay attention and understand the material being taught.
3. Impaired Academic Achievement: ADHD is often associated with impaired academic performance, including difficulty with arithmetic. Ineffective learning to count can exacerbate this disorder, making it difficult for children with ADHD to achieve the desired results.
4. Learning Motivation: Learning to count which is unpleasant can reduce the learning motivation of children with ADHD. This condition can worsen their difficulties in calculating and interfere with their academic performance.
5. Assessment Results: Ineffective learning to count can result in poor assessments for children with ADHD. This condition can worsen their difficulties in calculating and interfere with their academic performance

In order to optimize learning to count for children with ADHD, teachers can use the following strategies:

- Varying Learning Steps: Varying learning steps can help children with ADHD stay focused and not get bored.
- Visual Aids: Visual aids such as pictures and diagrams can help children with ADHD understand the material being taught.
- Interactive Learning: Interactive learning such as competitive games can help children with ADHD stay focused and not get bored.

CONCLUSION

1. Use of a Special Approach: Children with ADHD require a special approach in learning to count. Teachers must be able to increase learning motivation in a way that is appropriate for them, such as using interesting and interactive strategies, and paying special attention to each student.
2. Language Skills: Interest and motivation to learn language skills in ADHD students can be seen from four main indicators, namely feelings of happiness, student interest, student attention, and student involvement. The research results show that the motivation to learn language skills of ADHD students is in the good category.
3. Learning Disorders: Children with ADHD tend to experience learning disorders, such as impaired concentration, impaired academic achievement, impaired working memory, and impaired learning mathematics. Teachers must understand the symptoms of ADHD and adapt learning strategies to meet the needs of these students.
4. Concentration and Attention: Children with ADHD have difficulty in activities that require high concentration, including counting activities. Teachers must be able to make mature learning plans, learn how to divert attention when distracted, be patient and consistent to increase learning motivation and assessment results.
5. Use of Technology: Use of technology can help improve numeracy skills in children with ADHD. Teachers can use interactive software and counting games to increase student interest and motivation.
6. Project Based Learning: Project based learning can help improve numeracy skills in children with ADHD. Teachers can provide assignments that are interesting and relevant to everyday life, so that students can participate actively and increase learning motivation.
7. Collaborative Learning: Collaborative learning can help improve numeracy skills in children with ADHD. Teachers can organize activities that require teamwork, so students can share knowledge and increase engagement in learning.
8. Use of Visual Aids: The use of visual aids can help improve numeracy skills in children with ADHD. Teachers can use pictures, diagrams and animations to explain counting concepts, so that students can understand better.
9. Skills-Focused Learning: Skills-focused learning can help improve numeracy skills in children with ADHD. Teachers can give assignments that require numeracy skills, such as counting, measuring, and calculating area and volume.
10. Use of Music and Movement: The use of music and movement can help improve counting skills in children with ADHD. Teachers can use songs and movements that are relevant to the concept of counting, so that students can understand better and increase learning motivation.

REFERENCES

The Influence of Education on Hand Hygiene Knowledge of Elementary School Students in the Rimbani Foster Children's Community. Suraya , Yoli Farradika , Rina Khairunnisa Published February 1 2017 Psychology

Yusriyyah, QN, Hilmi, AR, Setiawati, Y., Dianasari., Pradanita, VN, Ardani, IGAI (2023). Learning Disorders in Children with Attention Deficit Hyperactivity Disorder (ADHD): Literature Review. International Journal of Scientific Progress (IJSCIA), Volume 4| Edition 1: Jan-Feb 2023, Pages 15-18

Differences in the Influence of Nutrition Lessons Using Animation and Lecture Media on Nutrition Knowledge, Attitudes and Fruit and Vegetable Consumption Behavior in Elementary School Children _ Enggar Anggraeni Published in 2015, Art

EFFORTS TO IMPROVE ECONOMIC LEARNING ACTIVITIES AND OUTCOMES THROUGH STAD TYPE COOPERATIVE LEARNING MODELS AND COURSE REVIEW HORAY (CRH) IN CLASS XI IPS 3 SMA NEGERI 3 BUKITTINGGI _ Desi Eriani _ Published April 1 2018 _ Physics

Development of Miniature City Letter Media to Improve the Writing Ability of Children Aged 4-5 Years _ Sri Wahyuni _ Rita _ Kurnia _ Z. Zulkifli _ Published December 13 2020

Learning Disorders in Children Attention Deficit Hyperactivity Disorder _ Dr. Yunias Setiawati, dr, Sp.KJ(K), FISCM _ 2023

American Academy of Child and Adolescent Psychiatry and American Psychiatric Association. ADHD Parents Medication Guide. ParentsMedGuide.org.

Education for ADHD Children_ Mirnawati, M.Pd _ Dr. H. Amka, M. Si _ deepublish _ 2019

Interest and Motivation for Learning Language Skills of Students with Attention Deficit Hyperactivity Disorder (ADHD) Class 8 Number 2 _ (2022)