

DEVELOPING INTERESTS AND TALENTS IN ADHD CHILDREN

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Abstrak

Children with Attention Deficit Hyperactivity Disorder (ADHD) often face challenges in developing their interests and talents. The purpose of this article is to describe strategies for developing the interests and skills of children with ADHD. ADHD is a common condition in children and often causes problems in learning and social skills. However, with the right approach, ADHD children can optimally develop their interests and skills. The results revealed some key strategies, such as creating a supportive environment, engaging the child in interesting activities, positive reinforcement and collaboration with specialists. The findings provide valuable information to parents and teachers to encourage optimal development of interests and skills in children with ADHD.

Attention deficit hyperactivity disorder (ADHD) is a neurobehavioral disorder that affects brain development and can affect a child's social, emotional and cognitive skills. Children with ADHD often have difficulty concentrating and controlling behaviour, and have problems developing language, communication and motor skills. To develop ADHD children's interests and skills, relaxation therapy and music therapy can help reduce hyperactivity and improve concentration. In addition, various activities can help children develop language and motor skills, such as interacting with parents and teachers, and the use of repeated words will improve the child's understanding of the words. By identifying the child's interests and abilities, parents and teachers can find enjoyment and success in areas that match the child's characteristics.

Keywords: ADHD, Interest and Talent, Development, Education

INTRODUCTION

Developing the interests and skills of children with ADHD requires specific and sensitive strategies. Children with ADHD have unique behavioural characteristics such as impulsivity, difficulty concentrating, and lack of self-control. Therefore, parents must understand how to develop the interests and skills of ADHD children in an appropriate and effective way. They tend to become angry and violent when interacting with others and have difficulty completing tasks given to them. These signs of ADHD symptoms last for at least 6 months until they show signs of maladjustment and are not in accordance with the child's developmental stage.

In developing the interests and skills of ADHD children, parents must understand that children have a lot of energy for various things. We should see it as an opportunity to increase the potential of the activities they do and enjoy, there is a need for coaching children to improve their interests and skills, rather than forcing children to do activities, we want ADHD children to be able to improve their cognitive, adaptive, social, emotional abilities and improve their quality of life.

METHODS

This article uses a literature study method, where the author reviews literature from various scientific sources related to ADHD, interests and talents, and development strategies.

DISCUSSION

1. History of Attention Deficit Hyperactivity Disorder (ADHD)

The term ADHD is a new term, but overactive children have been happening for a long time. A neurologist, Heinrich Hoffman in 1845 for the first time wrote about the behaviour that became known as hyperactivity in his book 'children's stories'. In other literature, ADHD was first described by a British doctor, George F. Still, in his study of a group of children who showed an 'abnormal inability to focus attention, restlessness, and restlessness'. He suggested that these children had a serious lack of willpower that was biologically inborn. The disorder is caused by something within the child and not by environmental factors (Baihaqi & Sugiarmn, 2006: 4).

states, that ADHD is caused by an epidemic of encephalitis (brain inflammation) which spread across the world from 1917-1926. For many children who survived, it led to a range of behavioural problems, including irritability, inattention, and hyperactivity. Children who experienced birth trauma, brain injuries, or poisoning exhibited behavioural problems called 'brain injured child syndrome' which is sometimes associated with mental retardation' (Baihaqi & Sugiarmn, 2006:5).

In the 40s and 50s, the term changed to minimal brain damage (MBD) and minimal brain dysfunction (DMO) (AA Strauss and Lehtinen, 1986 in Baihaqi & Sugiarmn, 2006: 6). The emphasis shifts from etiology to behavioural expression, and hyperactivity becomes the defining feature. The process of analysing symptoms as a way of explaining the syndrome was reinforced by influential research. They considered that 'attention' was the key feature of ADHD, not hyperactivity. So the key word for ADHD is attention (Baihaqi & Sugiarmn, 2006: 6).

In the late 50s ADHD was referred to as hyperkinesis, which was usually attributed to poor filtering of incoming stimuli in the brain. This view led to the definition of hyperactive child syndrome, where excessive movement was described as the main feature of ADHD. However, not long after, it was argued that hyperactivity was not the only problem, namely the child's failure to organise movement activities in harmony with the situation (Baihaqi & Sugiarmn, 2006: 6).

In the 70s, it was argued that in addition to hyperactivity, poor attention and motor control were also the main symptoms of ADHD. This theory was widely accepted and had a strong influence on the Diagnostic and Statistical Manual (DSM) in using the definition of ADHD (Baihaqi & Sugiarmn, 2006: 6). In its development, after repeated attempts to reformulate ADHD to produce a classification of various disorders, it is now in DSM IV regarding ADHD disorders (Baihaqi & Sugiarmn, 2006: 7).

1. Definition of ADHD { Attention Deficit Hyperactivity Disorder}

ADHD (Attention Deficit Hyperactivity Disorder) Attention Deficit/Hyperactivity Disorder or TDAH is the name given to children, adolescents and some adults who are less able to pay attention, easily confused, hyperactive and also impulsive. ADHD is a neurobiological disorder, not a disease with a specific cause. Various factors are said to cause ADHD (Millichap, 2013:1). Therefore, Baihaqi and Sugiarmn (2006: 2) also generally define

that ADHD is a condition of children who have signs or symptoms of inattention, hyperactivity, and impulsivity, which can cause partial imbalance in their lives. This idea is supported by Peters and Douglas (in Rusmawati and Dewi, 2011: 75), who describe ‘attention deficit disorder’ (ADHD) as a disorder that causes people to experience impaired concentration of attention, self-control and the need to constantly seek stimulation.

Meanwhile, according to Barkley (2006 Rusmawati and Dewi, 2011: 75), ADHD is an obstacle in controlling and maintaining behaviour in accordance with the rules and consequences of the behaviour itself. This disorder affects the development of problems that prevent, initiate or maintain a response to a situation. In addition, Baihaqi and Sugiartman (2006: 3) point out that ADHD is a chronic disorder that can begin in childhood and continue in childhood. Russell Barkley and colleagues (Kutscher, 2005:43), who describe ADHD as an inability to inhibit, rather than an inability to pay attention per se. ADHD children who do not know how to slow down, they:

- a. cannot tolerate distractions: inattention
- b. unable to control his thoughts: impulsiveness.
- c. Unable to control activities such as intrusive thoughts or hyperactivity.

The DSM-IV (APA 2000, Lovecky, 2004:45) describes ADHD as a disorder that can be detected before a child is 7 years old, but in practice many people are not diagnosed until they are older. ADHD is divided into three subtypes: an inattentive dominant type, a hyperactive/impulsive dominant type, and a combined type characterised by high inattention and hyperactivity-impulsivity (APA, 2000, Nevid, Rathus, & Greene, 2005:160).

Children with ADHD usually have below average intelligence levels. ADHD children score lowest on the WISC subtests of Object Assembly, Picture Drawing, Knowledge, Comprehension, Number Range, and Block Design. These subtests reflect limitations in visuomotor coordination, visual perception, organisation, visuospatial relationships and dependencies, sequencing ability, planning ability, uncertainty, and social sensitivity. Due to these limitations, ADHD children experience behavioural, social, cognitive, academic, and emotional problems as well as barriers to development. realise their intellectual potential (Ferdinand, 2007: 14). Activity and anxiety in children with ADHD. interferes with their performance at school. They are seen to be unable to sit still, move in chairs, interfere with other children's activities, are irritable and may perform dangerous behaviours such as running into the street despite being supervised (Nevid J.F. et al, 2003:

160). Based on some of the above opinions, researchers can conclude that ADHD is a disorder of concentration, hyperactivity and impulsivity that can be detected from an early age.

1.Factors causing ADHD { Attention Deficit Hyperactivity Disorder}

Basically, it is not known what the main cause of ADHD is. ADHD cannot be identified physically with X-rays or laboratory tests. ADHD can only be seen from the behaviour that is very obvious in ADHD children. The reason for this is because ADHD is a term used to describe several patterns of behaviour that are difficult to distinguish among children who may one day be found to have different causes.

The causes of ADHD have been widely researched and studied but there is no single definitive cause of ADHD. Various viruses, harmful chemicals that are found in the environment, both at home and outside the home in the form of factory waste, genetics from one parent or both parents, problems during the mother's pregnancy and at the time of birth, or anything that can cause damage to brain development play an important role as a contributing factor to ADHD. Although many ADHD children tend to develop secondary emotional problems, ADHD itself can be related to biological factors and is not primarily an emotional disorder. Nonetheless, emotional and behavioural problems can often be seen in ADHD children due to the problems children face at school, at home and in their social environment. Traits such as inattention, impulsivity and underachievement can be found in non-ADHD children, especially those suffering from emotional difficulties that can affect concentration and learning efforts. These children may experience a lack of 'motivation' leading to inattention in the classroom and underachievement. Therefore, a differential diagnosis is a prerequisite. important for the effective management of ADHD Children's Learning Styles.

2.Interests and Talents in ADHD { Attention Deficit Hyperactivity Disorder} Children

a. Definition of Interest

Interest is an important foundation for a person to do activities well, namely a person's drive to do (Purwanto, 2010: 66). In language, interest means a high inclination towards something. Interest is a relatively permanent trait in a person. Interest has a huge influence on a person's activities because with interest he will do something he is interested in. Conversely, without interest someone is unlikely to do something (Purwanto, 2010: 66).

Meanwhile, according to (Slameto, 2010: 180) explains that interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling you to. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger and closer the relationship, the greater the interest (Djaali, 2008: 46). (Slameto, 2010: 182) says interest is the acceptance of a relationship between oneself and something outside oneself. Interest can be expressed through statements that show preference for something over others, it can also be manifested in the form of participation in an activity (Suparman et al, JPTK, Vol.22, No. 1 2014).

Lilawati in Zusnani (2013: 79) defines interest as a strong and deep attention accompanied by a feeling of pleasure towards an activity so that it directs a person to carry out the activity with his own will.

b. Interest Function

Interest is one of the factors that can influence a person's efforts in achieving something. High interest will make someone serious and persistent in trying to achieve the goals they want to achieve. Interest is very useful for humans because with this interest it can direct a person to achieve his life goals, so that it can bring people to things that are considered unnecessary to be something useful in themselves, because of the awareness of fulfilling their life needs without burdening others. In addition, interest also provides a person's view of life or a person's entire education (Whiterington, 1999: 136).

From the above opinion, it is stated that this interest is very important for one's goals, because with this interest it encourages a person to focus on the goals he wants to achieve and what he wants to aim for. In this interest function, there is a relationship between motive and interest. For example, achievement motive has a positive correlation with interest in entrepreneurship, meaning that the higher the achievement motive, the greater the interest in entrepreneurship. This shows that achievement motivation affects the interest in entrepreneurship, so that people who have high achievement motivation are usually more interested in entrepreneurship. as said by Purwanto (2010: 56) that interest directs action to a goal and is the impetus for the action.

C. Factors that influence a person's interest

There are several factors that greatly influence a person's interest as said by Reber in Muhibbin Syah (2005: 151) these internal factors are 'concentration of attention, curiosity, motivation, and needs'. 2) External factors External factors are something that makes students interested that comes from outside themselves, such as: encouragement from parents, encouragement from teachers, colleagues, availability of infrastructure and facilities or facilities, and environmental conditions. Meanwhile, there is another opinion conveyed by Sadirman (2001: 87) that he classifies the factors that influence interest there are 2 factors among them:

1. Intrinsic interest, namely motives that become active or function do not need to be stimulated from outside, because within each individual there is already an urge to do something.
2. Extrinsic interest, which is a motive that is active and functions due to external stimuli.

Likewise said by Janoer (Dewi, 2011: 24), also expressed the opinion that two things that affect interest are intrinsic factors, namely something that arises from within the individual himself without and influence from outside and extrinsic factors, namely influences that come from outside the individual. A person's interest in learning will be higher if it is supported by a motivation, both internal and external motivation. According to Greenberg in Djaali (2008: 25) motivation is the process of arousing, directing and stabilising behaviour towards a goal. Motivation is what is behind someone doing something purposeful.

D. Definition of Talent

Talent according to the term in 'English' is aptitude, also called talent. A talent is a characteristic constitution that shows a person's capacity to master a special knowledge with practice, skills, or a series of organised responses. For example, musical ability, painting ability, sports ability, and so on.

While a more complex and easy understanding of talent is an ability that is more prominent or special than others, for example, a child who has a talent for drawing then he is happy with his activities, besides that he is also very fast and easy to learn, or a child who has a talent for playing music then he is also happy with his activities playing music and music.

E. Types of Talent

There are several kinds of talent among them:

1. General learning

Learning and understanding, drawing conclusions and making judgements, such as how well we do in school. For example, a child who understands mathematical concepts, such as formulas. Thus, general learning requires a variety of talents related to the ability to think, analyse, and synthesise.

2. Verbal aptitude

General vocabulary skills; understanding words and using them effectively.

3. Numerical aptitude

General mathematical skills; working with numbers quickly and accurately.

4. Spatial aptitude

Understanding geometric shapes; understanding and recognising patterns and their meanings, e.g. understanding how to assemble furniture pieces by looking at instructions.

5. Shape perception

Learning and understanding details in objects and/or graphics. Making visual comparisons between shapes, e.g. examining objects under a microscope in a laboratory; quality inspection of finished goods in a factory.

6. Organisational perception

Reading, analysing and extracting details from written or tabulated data, e.g. proof reading, analysing reports.

7. Motor coordination

Eye-hand coordination. Making quick and accurate responses, e.g. being able to assemble a piece of furniture when you know how to do it; being able to operate a keyboard with a keyboard. fast and accurate; expertise in sports.

It can be concluded from all these kinds of talents that talent is very important in every activity of every individual because it is very important in every activity. is very influential in everyday life.

F. Factors that influence talent

There are several factors that affect talent, as said by Conny, Semiawan, translated by Intan Indira Riauskina (2010: 125) states that this definition of giftedness has also been recognised in America and has become the definition in the ministry of education there. Two of the five definitions deal with human talents that appear in their performance. The various target groups collected were researched with regard to various factors affecting various areas of ability. Factors that influence the behaviour of giftedness consist of:

1. Personal factors include:

- a. Self-perception
- b. Courage
- c. Character
- d. Intuition
- e. Charisma
- f. Need for advancement
- g. Ego strengthening
- h. Energy
- i. Resilience awareness
- j. Personal interest

2. Environmental factors include:

- a. Socio-economic status
- b. Parent's personality
- c. Parental education
- d. Childhood stimulation
- e. Family position
- f. Formal education
- g. Role models
- h. Well-being
- i. Coincidental facts / financial conditions, divorce of parents the spirit of parental life.

So from the above statement there are 2 factors that influence talent, the first is from the factor itself and then the second is from the environmental factors as well, both of these factors greatly affect a person's ability.

G. Gifted children with ADHD { Attention Deficit Hyperactivity Disorder }

As stated by Geoff Keweley & Pauline Latham, (2010:116) Gifted and talented children without ADHD tend to have abilities that are evenly distributed. However, ADHD children can be quite a challenge for teachers or mentors because of their extreme diversity of abilities. They have significant cognitive strengths, but perhaps social skills, concentration, and their short-term memory is very poor. Gifted ADHD children can be unmotivated and suffer from problems related to planning, organisation and time management. Their chronic boredom poses a challenge to teachers or counsellors. mentors.

Ordinary things do not interest these children. Understand their need for high stimulation related to their ADHD. Gifted and talented children with ADHD usually thrive on complexity. They tend to seek out complexity and seek out peers with similar interests. So, plan lessons in advance so that the teacher or mentor can think of topics and ideas that will challenge the child and can provide some additional things for him to think about and problems to work on. This will keep him on task and maintain his motivation. For gifted and talented children, their ability to hyperfocus on an interesting task often shows as if the concentration is of the child's own volition. These children have a very strong sense of right or wrong and are good at avoidance strategies. Their weak concentration may not be immediately apparent as their oppositional or procrastination behaviours dominate. Gifted and talented children with ADHD

1. Find out what your child likes to do

- ADHD children have high enthusiasm when doing things/activities that they like.
- Encouraging children to do things they enjoy can increase their potential and motivation.

2. Finding out the achievements/successes that the child has made

- Finding out the achievements/successes made by children can help direct children to hone their talents.
- Finding out the achievements and successes made by children can increase motivation and confidence in children. Provide children with space and opportunities to process
- Provide space and opportunities for children to train with mentors or professional trainers.
- Encourage children to do sports activities because encouraging children to do sports can help improve focus in ADHD children.

3. Psychoeducational Approach:

- Teachers can conduct Psychoeducational approach activities by considering the special characteristics of ADHD children and their learning experiences.
- Psychoeducational approaches can help children improve learning motivation, learning outcomes, and self-control of ADHD children.

4. Arranging seating closer together

- Teachers can arrange the seating of ADHD children in the front row to facilitate more intensive assistance and help children stay focused.

5. Train positive behaviour in ADHD children

- Teachers can provide examples and train ADHD children in positive behaviours such as playing with friends, saying thank you asking for permission, and when asking or borrowing items with others using polite behaviour.

6. Cooperation with other teachers and parents

- Teachers can collaborate with other teachers and parents to provide motivation and reinforcement to ADHD children.

By following the steps above, ADHD children will find it easier to develop their interests and talents and improve the quality of their learning and social life.

i. Strategies for developing the interests and talents of ADHD {Attention Deficit Hyperactivity Disorder} children.

The strategies that can be used to develop the interests of ADHD {Attention Deficit Hyperactivity Disorder} children include:

- Making the child repeat the instruction presents the instruction repeatedly and clearly with the aim of ensuring that the ADHD child understands the material being learnt for example: Making the child repeat the instruction using the teacher's pictures and charts: "I want you to draw a picture about animals that live in the forest. You have to write about the animal you like and what you do with it."
- Using Props and Charts: Using props and charts to clarify concepts and make children more active in the learning process, for example: Using Props to Clarify Concepts: Teacher: "I want you to understand about how animals move in the forest. Let's look at pictures of animals moving in the forest."
- Variety of Learning Steps: Using different types of activities, such as competitive games, to maintain ADHD children's interest and increase their engagement in the learning process Using Competitive Games: Teacher: "I want you to understand about how animals move in the forest. Let's play the game 'Animals in the Forest' to understand this concept."

- **Providing Optimal Tasks and Activities:** Provide tasks and activities that are short, quick, and kinesthetic to meet the activity needs of ADHD children.

And there are several things that need to be considered in carrying out these strategies, among others:

- Good communication between teachers and parents must communicate well to understand the needs of children and provide appropriate support to support the needs required by ADHD children.
- Help children find strengths and develop their interests and talents, and teachers must also explore / find out the activities that children like.
- Keep the child away from things that distract his/her concentration, as much as possible the teacher should organise the learning atmosphere in the classroom to reduce noise and distractions that can break the concentration of ADHD children.
- Do not demand children, teachers must help ADHD children to be consistent in learning without demanding and forcing them to get high scores.
- Don't be overprotective Teachers should give ADHD children at school the opportunity to participate in discussions or take the initiative in doing tasks, and not be overprotective of children.
- **Developing Talents by Using Appropriate Learning Strategies:** Teachers should use appropriate learning strategies for ADHD children, such as classroom-based strategies and individual-based strategies, to help children develop their talents.

j. Therapeutic techniques in cultivating ADHD (Attention Deficit Hyperactivity Disorder) talent

1.therapy techniques

Therapy is the correction of health problems. It usually follows a diagnosis. The person who performs therapy is called a therapist. In medicine, the word therapy is synonymous with the word treatment. Among psychologists, it refers to psychotherapy. Preventive care, or prophylactic care, is treatment that aims to prevent medical problems from occurring. For example, there are many vaccines to prevent infections and diseases. Occupational therapy is a health service for the community or for patients with physical and/or mental disorders using exercises/activities to do certain objects (jobs) to increase individual independence in daily life activities, productivity and recreation to improve public health status.

2. principles of therapy application

As Hasdianah said, there are several principles that therapists must understand before applying therapy to children with special needs, namely as follows:

- Therapists must learn the 'language' that their clients express in order to be more helpful. Therefore the recommended method is client-centred therapy. It must be realised that therapy in this population is a long process and requires patience.
- Therapists should avoid viewing the child's isolation as self-rejection and not force the child into a relationship until the child is ready.

Therapists must also be fully aware that although children with special needs may make progress in the therapy provided, their social and play skills may never be completely normal. Based on the breadth of therapy limitations, its application for people with ADHD requires specific limitations, tailored to the characteristics of the ADHD person himself. Play therapy can be used to help develop concentration, social skills, foster awareness of the existence of others and their social environment.

3. implementation of therapy

As said by Desiningrum, the implementation of therapy for children with special needs needs to be considered several things, because the conditions of children with special needs are clearly different from normal children. While the types of games, tools and equipment are not much different from the types, tools, and play equipment for normal children.

a. child's condition

The condition of children with special needs differs from one another, with some suffering from mild, moderate and severe disorders. Each of these conditions has a unique character. Therefore, before implementing play therapy, it is necessary to know the character and behaviour of the child. This is important in order to know and understand the situation of children with special needs, so that when training does not experience difficulties.

B. equipment and playground

Tools, equipment and types of games follow the place of play and the goals achieved. If you want to teach children to run and roll, you need a large enough

room or field. Similarly, the determination of the type of game is closely related to ability, age, gender, and the nature of the game itself is continuous or temporary / seasonal. Types of Games are not just given, but can be developed according to the needs, circumstances of the child, and can be changed or added to if needed. Similarly, the tools and equipment for play should be good and not harmful. Suasana dan waktu bermain Just like normal children who need a place, time, and a pleasant playing atmosphere, which can express and release energy. This condition also applies to children with special needs, so that children do not feel depressed and afraid.

C. Evaluation

Measuring the child's level of success by evaluating the development of the results achieved. Observation and making notes to see the child's level of progress. The therapeutic techniques to foster the interest of ADHD children include using several methods that can help improve the concentration and focus abilities of children with attention deficit disorder and hyperactivity (ADHD).

Here are some therapeutic techniques that may help:

- **Relaxation therapy:** Relaxation therapy can help children with ADHD reduce impulsive and hyperactive tendencies. This technique was developed by University of Chicago psychologist Herbert Jacobson.
- **Occupational Therapy:** Occupational therapy involves various activities like massage, play, and exercise. These measures help children with ADHD develop motor skills and improve concentration.
- **Behavioural therapy:** Behavioural therapy involves techniques like observation, punishment, and questioning to reduce hyperactive and impulsive behaviour. These techniques help ADHD children improve their ability to focus and concentrate.
- **Music therapy** can help children with ADHD develop brain skills and improve concentration. Playing a musical instrument can boost brain development and help children with ADHD focus better
- **Educational therapy:** Educational therapy helps children with ADHD develop social and emotional skills and improve focus and concentration.

This technique involves communication between the therapist and the ADHD child to help the child develop better skills.

- Occupational therapy, step by step helps children with ADHD develop motor skills and improve concentration. This technique includes various activities such as massage, play and gymnastics.

developing the interests and talents of ADHD children can be done by :

- Developing interests and skills: Children with ADHD often have skills are highly cognitive and have special interests. They can study interesting subjects by using technology such as computers to improve their skills.
- Cognitive Skill Development: Children with ADHD may have very high cognitive skills, but they also have difficulty reading social cues and have verbal impulsivity. Therefore, parents need to develop their cognitive skills through therapeutic counselling and guidance.
- Development of Adaptability: Children with ADHD may have difficulty adapting to different environments. Hence, parents should help them adapt to different environments by providing appropriate guidance and support.
- Develop social skills: Children with ADHD may have difficulty interacting with others. Hence, parents should help them interact with others through proper guidance and support
- Develop Emotional Skills: Children with ADHD may have difficulty regulating their emotions. Hence, parents should help them regulate their emotions with proper guidance and support

support. By developing the interests and talents of children with ADHD, parents can help them improve their cognitive, adaptive, social and emotional abilities, and improve their quality of life.

RESULTS

The findings of this study reveal that effective strategies in developing interests and talents in ADHD children involve a combination of creating a conducive environment, engaging children in engaging activities, providing positive reinforcement, and collaborating with professionals. These strategies can help ADHD children to optimally explore their potential, increase self-confidence, and achieve success in their areas of interest.

CONCLUSION

Developing interests and talents in ADHD children requires a holistic approach that is tailored to their specific needs. By implementing effective strategies such as creating a conducive environment, engaging children in engaging activities, providing positive reinforcement, and collaborating with professionals, parents and educators can facilitate the optimal development of ADHD children's interests and talents. Further research is still needed to explore the specific strategies that are most effective for each individual ADHD child by considering factors such as age, gender, and severity of symptoms.

SUGGESTIONS

Based on the findings of this study, some suggestions that can be considered are:

1. Parents and educators need to develop a deep understanding of ADHD and the special needs of children with this condition to be able to implement appropriate strategies in developing their interests and talents.
2. Schools and educational institutions need to provide adequate resources and training for teachers and staff to assist them in supporting the development of ADHD children's interests and talents.
3. Collaboration between parents, educators and professionals such as therapists or counsellors should be facilitated to ensure an integrated and consistent approach in supporting ADHD children.

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