



The Art of Educating Hyperactive Children at an Early Age: How Do Teachers Act?

Rahmita Putri¹, Lusia Kasman², Syamsuddin², Fauzy Akmal³

¹Universitas Putra Indonesia "YPTK" Padang, Indonesia

²STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

³UCYP University, Malaysia

✉ rahmitaputri989@gmail.com

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Abstract

The research problem in this thesis is that the author observed that children at the school had learning difficulties, were not focused, could not sit still in class, were easily irritated due to hyperactivity (ADHD). The purpose of this study was to find out 1. what methods are applied by teachers 2. what factors influence teachers to improve learning for hyperactive children 3. what obstacles do teachers face to improve learning for hyperactive children. The type of research is qualitative research, because this study produces qualitative descriptive data that describes Field research was conducted by exploring data sourced from teachers. Data collected through observation, interview and documentation techniques. Based on the results of the study, it can be concluded that 1. The teacher's method in guiding hyperactive children is to appreciate every effort and success achieved by the child 2. Factors that influence teachers to improve learning, the first is placing a seat close to the teacher, making physical contact such as eye contact, patting the shoulder. 3. The teacher's obstacle in guiding hyperactive children is that their focus is easily diverted

INTRODUCTION

Early childhood is a child who has an age range of 0 to 6 years which is often called the golden age, at this age the child grows and develops according to age both physically and spiritually and only once a vase (Suryana et al., 2022). This vase is the most appropriate way to stimulate early childhood. Of course so that children are ready to enter the next level of education (Munna & Kalam, 2021). Development in early childhood is emphasized on functional development in the physical. Development cannot be measured but can be felt and is progressive (Brunsdon & Walker, n.d.). In this development, children have a very great curiosity and they will do anything to satisfy their curiosity by playing. In addition, instinctively they are very active in moving (Goupil & Proust, n.d.). Basically, normal children will grow and develop according to age. However, there are some children who experience growth disorders both physically and emotionally (Araújo et al., n.d.). They are born because of genetic disorders from parents, dietary errors, or economic problems of parents. Not infrequently children are born with various health problems and even problems with physical motor development disorders or cognitive problems (Golubchik & Weizman, n.d.).

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STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang

One of the disorders that can occur in children is hyperactive disorder (ADHD). The term "hyperactivity" is often used to describe children who have a short attention span, are distracted, anxious or irritable, hyperactive, have no clear goals, and are emotionally unstable (Greenway & Rees Edwards, n.d.). Hyperactive children cannot stay still, cannot listen to the teacher in class, and the child continues to run around the classroom. According to Dorlin Simatupang and Eka Putri Surya Ningrum, efforts to prevent hyperactivity syndrome in children are growth time and proper handling (Utianski & Duffy, 2022). Hyperactive children are children who experience attention deficit and hyperactivity disorder (ADHD). This behavior is based on concentration, uncontrolled speech, and excessive movements outside of what is usually done in general (Schein et al., 2022). Children at an early age tend to move a lot and are very active in moving. So far, people have believed in the myth that the cause of hyperactive children is poor parenting patterns and a diet that consumes too much sugar. However, after researchers conducted further research, it was discovered that the cause of hyperactive children is a genetic disorder in the child's DNA. For your information, it is estimated that around the world there are currently 3-5 percent of children who are hyperactive (Lee et al., 2021).

Hyperactivity is a genetic disease and causes a child's brain to develop differently than normal children. In a study, it was found that the brains of children with ADHD had small pieces of deleted or duplicated DNA known as copy number variants (CNVs) (Majid, 2022). The overlapping areas are in certain areas consisting of several genes that play a role in brain development related to mental disorders. ADHD will make sufferers impulsive so that they do things without thinking, feel excessive anxiety, are easily disturbed and usually have difficulty learning (Honkasilta & Koutsoklenis, 2022). Experts divide ADHD into three types, namely: the type that cannot concentrate, the hyperactive and impulsive type and the combined type of both.

In addition, hyperactive children can also be helped specifically by parents, teachers, doctors and their play environment by conditioning the atmosphere and activities that are appropriate for them (Kamran & Siddiqui, 2024). Thus, ADHD children can channel their hyperactive behavior and the problem of difficulty concentrating better, and allow them to do physical activities that can give them freedom of movement (Rachmad et al., 2024). ADHD children also have above average intelligence but their parents are often unaware of it. For that, parents must also pay attention to their intelligence by channeling and directing their activity to positive things such as their favorite hobbies and interests (Rachmad et al., 2024).

Raising a hyperactive child (ADHD) is also different from raising a normal child. One way is to discipline the child without giving excessive punishment when the child makes a mistake (Bearman & Ajjawi, 2023). To carry out this discipline, this person can first make a small agreement with the child so that they understand what is good and right, but in a way that does not offend their feelings (Luo et al., 2024). It is very important for parents to maintain communication, be patient and show more affection to children with ADHD (attention deficit and hyperactivity disorder) and pay attention to all their behaviors so that they remain under control. The National Education System Law no. 20, Chapter I, Article 14 of the Republic of Indonesia in 2003 states that "early childhood education is an effort to provide guidance aimed at children from birth to the age of six years which is carried out through the provision of educational stimulation to help growth with physical and spiritual development, so that children are ready to enter further education (Szép et al., 2021). To get education for children with special needs such as ADHD, parents must look for schools that have teachers who are experts in their fields. The teacher's method must be right in order to improve the intelligence, physical, emotional and mental of children with ADHD (Kristanto, 2023).

Teacher methods are efforts that a teacher must make to make a student a better person. Before knowing the teacher's method for cultivating character in children. Teachers must know the personality and personality of the child, children as learners are contributors who also determine the success of the educational process (Salmona & Kaczynski, 2024). This is where teacher methods are needed in learning hyperactive children (ADHD) to overcome these problems which sometimes interfere with the ongoing learning process

(Azad et al., 2021). Teachers must be able to find methods for the problem of hyperactive children (ADHD) and gradually get used to them, Based on the author's initial observations, when the teacher carried out the learning process, it appeared that there was a student who when the learning process was carried out, the child seemed unable to stay still, often screamed, hit and cried, so that the tasks given by the teacher were not completed (Rachmad et al., 2024). So the identification of the problem that was used as research material was the teacher's method in improving learning problems for hyperactive children (ADHD). Therefore, the researcher was interested in conducting research related to hyperactive children by examining the methods used by teachers to improve learning for hyperactive children (ADHD) (Lim, 2024).

METHOD

The type of research is qualitative research, because this research produces descriptive data that describes field research conducted by exploring data sourced from the location or field of research concerning "teacher methods in improving learning in hyperactive children with ADHD (Attention Deficit Hyperactivity Disorder) at TK IT Az Arman Balai Baru" (Golewski, 2023). The researcher conducted in-depth interviews to find out the obstacles or problems faced by children with ADHD and tried to find solutions so that students with ADHD can follow the learning well, therefore the researchers chose teachers who teach in classes that have children with ADHD who know the problem in detail and can solve problems that occur faster because all parties who are seen have conveyed all the obstacles or problems faced and collected solutions from the respondents who were interviewed (Fitriah, 2021).

Qualitative research or field research, namely research data collection is carried out in the field, such as in the community environment, institutions, community organizations and educational institutions both formal and non-formal (Muzakki & Nurdin, 2022). Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols or descriptions of a phenomenon (Engkizar, Munawir, et al., 2021). Thus, because the type of data is in the form of descriptions, symptoms, and phenomena that occur (Engkizar, Sarianti, et al., 2021). So this research is about the descriptions, symptoms and phenomena that occur (Miller & Fleischmann, 2024).

RESULTS AND DISCUSSION

Children with special needs need special handling, so that they can grow and develop optimally (Rossetti et al., 2021). There is no medical, but rather starting from the perspective of society, parents, family and the environment that can support optimal child growth and development. Extraordinary belief, motivation and support from various parties are needed so that children with special needs can be met (Zhang et al., 2023). By achieving optimal growth and development, it is hoped that children can live independently, have supporting skills that can improve the quality of life of children in the future (Engkizar et al., 2022). The first method is to give one child one accompanying teacher as a mediator, each accompanying teacher has a special method related to the problem of ADHD children which is the main capital so that children become calmer and more cooperative, then follow learning in class with the child's own achievements (Levine & Pantoja, 2021). Extraordinary belief, motivation and support from various parties are needed so that children with special needs can be met. With proper growth and development, it is hoped that hyperactive children can live independently. Having supporting skills that can improve the quality of life of hyperactive children one day (Zahira et al., 2021).

In carrying out the teacher's method in improving ADHD children, the development of ADHD children themselves has increased because when children

first enter school there is a good increase in the development of the child himself and in accordance with the developmental aspects, although only little by little from the development of other normal children (Strooband et al., 2025). For their own moral behavior, children are accustomed to greeting people who are older than them, for their own religion, children are accustomed to praying and reciting the Koran, but to be more effective, parents work together with the school and children begin to follow the activities of normal children, for example, during the Dhuha prayer, ADHD children themselves know the stages of their own prayer, starting from the initial takbir to the end of the prayer and this special child follows the dhikr together (Mazidah et al., 2023).

The child's physical motor skills are already running well because the school itself makes games as a simple therapy tool in the form of a modification of sensory motor skills to simple games (Yang et al., 2021). This ball game is not only fun but also trains. And the school also directs children to do gymnastics activities for their gross physical motor skills and for their fine physical motor skills, children do activities such as sewing, stringing, drawing and holding other writing equipment (Reginal & Darmayanti, 2023). Cognitive in ADHD children is given more direction so that children are more willing to recognize letters and teachers also play an active role so that children's understanding is better (Gibson et al., 2020). Here, ADHD children themselves do not like learning that leads to letters and numbers. This is one of the tasks of the supervising teacher so that children little by little want to learn to write letters and recognize numbers (Engkizar et al., 2018). Children have also entered academics such as counting, reading, and writing, distinguishing colors (Miranda & Wahyudin, 2023). Children here are emphasized more in their cognitive development because children find it very difficult to do things related to letters and numbers. This is the mother's job to be more patient in guiding children, by using card media, children can recognize letters, numbers, pictures using cards faster. Although it takes time (McStay & Rosner, 2021).

Children's language development is still very much needed from teachers, parents and the environment. Here, children must also increase their listening or vocabulary training, increase the words they hear in their daily lives so that they get used to and can follow the words (Engdahl et al., 2023). ADHD children prefer activities related to dance and music because with dance and music, children can control their emotions better and can make children bring out hidden talents in their own children and prefer robots because their own imagination is higher than other normal children (Isaac, 2024). For drawing, collage, singing, ADHD children are less interested, here ADHD children also prefer dance because in dance there is music and other friends who follow the movements given by the dance instructor himself (Vassiliu et al., 2023).

Hyperactive symptoms are disorders of the brain that are not normal, so that children do not grow normally (Hassani et al., 2022). Initially, this disorder occurs in toddlers, and can only be ascertained when entering school or over the age of 4-5 years. At first glance, it is difficult to distinguish which children are included in hyperactive disorders, which are not (Masrum et al., 2023). Hyperactive children tend to have different attitudes and interests from other students. The interest in learning of hyperactive children tends to be low because hyperactive children want to follow learning in class but hyperactive children have a sense of laziness when in class, when the teacher explains learning in class hyperactive children tend to lose focus and get bored during learning (Hickingbotham et al., 2021). Hyperactive children are more interested in physical activities such as sports and teaching media (Zahed &

Yaghoobi, 2024).

A teacher who educates children with ADHD must be patient, patience means controlling oneself, accepting oneself to overcome problems, enduring one's suffering, working without complaining, being diligent, and persistent to achieve the desired goals (Kaduson, 2024). Patience is very necessary to educate a hyperactive child. Hyperactive children do not hesitate to hit, throw, get angry in class (Yu et al., 2022). Patience also causes fatigue and exhaustion for a teacher, controlling anger is also a challenge that is very much needed by teachers. Hyperactive children have many obstacles in their daily lives. It is very difficult to get the attention of hyperactive children in class because they do not stop moving and do whatever they please. That is an obstacle for hyperactive children (Titheradge et al., 2022).

The busyness of parents is also an obstacle to the development of hyperactive ADHD children in education (Yuen-han et al., 2022). Children who are often locked up in their homes, parents do not have time to play with their own children also become the reason children cannot play with their peers. With the unstable condition of the child, parents do not know that their child suffers from hyperactive ADHD (Krtkova et al., 2023). The unfulfilled contribution between teachers and parents is the first obstacle faced by ADHD children disturbing their friends during class hours, the second is cooperation from schools and parents for the obstacle of unsynchronized child development, the third is that children often run and have tantrums. Teachers also often use physical boxes, such as holding the shoulders or patting the child's back to focus their attention when the child is looking less concentrated (Shulman, 2024). Then the lack of understanding of teachers in providing services for the development of their own children (Winter et al., 2021).

CONCLUSION

Method is a way or effort to achieve something desired to achieve a certain goal, Teachers are professional educators in their fields who have the main task of educating, teaching, guiding, giving direction, providing training, providing assessments, and conducting evaluations to students who are studying from an early age. In the IT Az Arman Kindergarten PAUD, the implementation of methods in developing the development of ADHD children has been carried out but has not been optimal because there is no specific method for the development of ADHD children themselves. Children with special needs need special handling, so that they can grow and develop optimally. Not only medical, but also starting from the perspective of society, parents, family and the environment that can support optimal child growth and development. Extraordinary confidence, motivation and support from various parties are needed so that children with special needs can be met. The implementation of school methods for children with ADHD is less than optimal because they tend to implement methods spontaneously so that children are slow in their development and many teachers do not have the skills as a teacher for children with special needs.

Teachers' obstacles in providing development services for children with ADHD (Attention Deficit Hyperactivity Disorder) at TK IT Az arman: 1. Lack of teacher knowledge of early childhood, especially children with special needs (ADHD), teacher knowledge is the main capital of a teacher in educating students so that children are able to synergize in learning, as well as development of growth in ADHD children. 2. The difficulty of teachers in applying learning methods, in the learning process, learning methods have an important role so that learning can run systematically and in accordance with students, especially children with special needs (ADHD). 3. Facilities and infrastructure do not support. 4. Lack of enthusiasm for

children to learn, 5. The contribution between teachers and parents has not been fulfilled, besides teachers, parents also have a contribution in improving children's development because parents are the first madrasah for children.

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