



PSYCHOLOGICAL CONDITION AND TREATMENT COUNSELING CHILDREN WITH ATTENTIONS DEFICIT HYPERACTIVITY DISORDER (ADHD); CASE STUDIES OF CHILDREN AT SCHOOL

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Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is not about children being defiant or disobedient to parents, teachers or other people, but a condition where individuals experience difficulty or even failure to pay attention to details and are easily distracted by external impulses. The aim of this research is to explain the psychological condition of Attention Deficit Hyperactivity Disorder (ADHD) children and appropriate treatment. The research method used is qualitative with a case study approach. Through this research, the results of the discussion found that there are psychological problems, namely neuropsychological, environmental and psychosocial in children with ADHD. The appropriate counseling for the subject is ecological counseling. Apart from that, treatment can also be carried out in the form of practicing rhythmic dance movements that depict social stories combined with music.

Keywords: *Attention Deficit Hyperactivity Disorder, Psychological Conditions, Neuropsychology, Counseling.*



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INTRODUCTION

The dynamics of behavior of elementary school-age children vary, some are classified as obedient and some are less obedient, some like to be silent, some are difficult to be silent. Children who are difficult to stay still to hyperactivity

and experience attention deficit disorder are of special concern to teachers. Difficulty dealing with children with ADHD or Attention Deficit Hyperactivity Disorder is not uncommon for teachers to experience. Children with ADHD in Indonesia have a high rate of 26.4% (Hayati & Apsari, 2019).

ADHD in Indonesia is also called Attention Deficit and Hyperactivity Disorder (ADHD). In the DSM V it is stated that children are said to be ADHD not merely manifestation from dissident or defiant behavior. However, there are at least 6 symptoms experienced by the child, namely often fail to pay attention to details and make careless mistakes, often have difficulty maintaining attention in tasks or activities, often look not listening when spoken to, often do not follow instructions and fail to complete tasks, often avoid or reluctantly engage in tasks, often lose items needed in tasks, and are often easily distracted by extraneous stimuli (Benson & Young, 2013).

ADHD by definition is a continuous pattern of reduced attention and hyperactivity-impulsivity that interferes with developmental function (Benson & Young, 2013). Children with ADHD have 3 main types of problems, namely behavior that is very even excessive active or hyperactive, has impulsive behavior, and difficulty in concentrating. This causes its own problems for ADHD children, such as problems in socializing or socializing, difficult to be accepted in school, and these difficulties can continue into adulthood (Mirnawati & Amka, 2019).

The pattern of attention that decreases continuously or also called inattention. Children with ADHD will find it difficult to focus their attention, if there is even the slightest stimulation, their attention is immediately distracted. There is an influence between attention and the process of receiving information from the surrounding environment, so that the response issued is impulsivity. Impulsivity is a behavior that tends to the actions of individuals who were not previously accompanied by thinking (Wakhaj & Rofiah, 2018). ADHD children's response to their environment is very fast even without thinking first. The movement is active and excessive, the rapid response indicates the ADHD child performs actions without thinking about the goal.

These responses have an effect on social functioning with their peers. Children will experience rejection or face obstacles in interacting socially. It is said that ADHD children lag one to two years behind in their social development (Novita & Siswati, 2010). This condition is caused because the ability of ADHD children to capture nonverbal messages and social cues is very lacking. His response that tends to be excessively active states that his behavior is aggressive. Active behavior shown by ADHD children is different from active behavior shown by children who are not ADHD. Ordinary children are active at a

productive and purposeful level. The stimuli from the received environment are processed first and then respond with purpose.

Researchers found cases of children who showed ADHD behavior in class V Madrasah Ibtidaiyah Tahassus Ma'arif NU Pedan. Researchers had initially observed during teaching as a teacher at the school. Researchers then measured with the Indonesian Hyperactive Child Behavior Assessment Scale (SPPAHI) made by Dr. dr Dwidjo Saputro, Sp.KJ. in the Manual for Early Detection of Attention Deficit / Hyperactivity Disorder (ADHD). Researchers also used scale instruments from C. Keith Conners, Ph.D which have been validated and reliability tests in Indonesian by Sasanti Yuniar (Juniar & Setiawati, 2014).

Researchers asked the homeroom teacher to fill in the scale and the results showed that the child had ADHD. Then researchers also conduct interviews and observations. Interviews with homeroom teachers stated that homeroom teachers found it difficult to calm children with ADHD tendencies. Compared to other children who are actually also active, but can still be controlled active. The researchers' observations did naturally see that the child's behavior was indeed true as said by the homeroom teacher.

The initial interview of the researcher was conducted to corroborate the initial data that had been obtained. The problem that teachers experience is in controlling children's behavior in the teaching and learning process. The homeroom teacher with MM initiative states that:

"Wow, if FER is indeed his son, it is difficult to be silent. It's hard to advise him, sir, tell him to write hard. Sometimes you want to write when you are told and waited beside him. But left behind is no longer writing. The child is difficult to sit still, during class I have seen permission to go to the bathroom but just want to leave the classroom" (MM, January 19, 2023, 09.13 WIB).

This condition, if left unchecked, will have an impact on the development of education and social development. In addition to impacting individual ADHD children, several times it will interfere with the learning process in the classroom. Other children may be disturbed by the ADHD child's behavior.

Besides being able to interfere directly, his behavior can also influence other children to follow along. In getting formal education ADHD children require special handling. The negative influence or behavior of the child does not mean being judged or beaten flat that the child with ADHD is bad. His position as a child is still the responsibility of parents and if he enters formal school, it is a joint responsibility between the school program and parents. Treatment through inclusive education provides special services for ADHD children (Hayati & Apsari, 2019).

In addition to formal institutions, handling ADHD children is also carried out through therapy. Some studies conducted therapy for ADHD children are mural therapy (Roshinah et al., 2011), writing therapy (Hikmawati & Hidayati, 2014), play therapy with CPBT (Cognitive Behavior Play Therapy) (Kholilah & Solichatun, 2018), and so on. A study by (Darmawati, 2020) shows that neuro views and studies are needed in understanding ADHD children. The study used a neurolinguistic approach to understanding the language of ADHD children. In addition, another study by (Yulianasari & Susanti, 2019) which uses the neuro senso motor reflex developmental & synchronizaztion method to relieve non-productive dysfunctional compensation in body structures and to activate motor programs

According to (Baihaqi & Sugiarmun, 2006) ADHD is included in neurobiological behavior disorders with inappropriate developing intentions and there are cases accompanied by hyperactivity. In addition to seeing ADHD children from the point of view of their behavior or psychological condition, it is also necessary to look at them from their neurobiological point of view. ADHD children have a different brain shape from children in general (Darmawati, 2020). So it is important to look at ADHD children from the point of view of the connection between behavior and neurobiological conditions. The science that studies this connection is neuropsychology. Neuropsychology is a branch of biopsychology that studies the relationship between processes in the brain with the behavior generated, their dysfunction, and assessment to determine the right treatment (Latifah & Sahroni, 2020).

The results of observation in class V (five) showed that one FER child was very difficult to keep still. Even when the teacher teaches FER, it disturbs his friends. FER often asks permission to go to the bathroom. Even at one point when under observation FER did not go to the bathroom to urinate or defecate, but just walked around and frolicked outside the classroom. Based on these conditions for proper counseling treatment comes from the right diagnosis. So the purpose of this study will explain how the psychological processes that occur in ADHD children and behavioral dynamics that occur in ADHD children. The formulation of the problem is "What psychological conditions occur in the behavior of ADHD children?" and "What is the appropriate counseling treatment based on these psychological descriptions?"

RESEARCH METHODS

This research uses a qualitative case study approach. Qualitative research is research that explains and describes scientifically research questions through data in the form of text or images through analysis with diverse patterns (Creswell, 2016). In qualitative research, researchers as research instruments that

collect data through interviews, observation, and audiovisual or documentation. There are 3 resource persons in this study consisting of:

No.	Narasumber	Information
1.	AG	Parents of children
2.	MM	Homeroom teacher in 5th grade
3.	VIR	Homeroom teacher in 4th grade

There are many kinds of qualitative research, but this research is qualitative with a case study design. Case studies are research with inquiry designs that are widely carried out in various fields. This design is often used in research to develop in-depth analysis of a case, event, program, and more about an individual (Creswell, 2016). The locus on this case study research is in MI Tahassus xxx. The focus of the object studied is children with ADHD in grade V.

Quality research with case study design will be limited in time and activity, data collection using procedures like qualitative research in general. The data analysis carried out in this case study research is by theoretical proposition analysis. Theoretical proposition analysis is an analysis that focuses on theoretical orientation as a basis for initiating case analysis (Robert, 2013).

The research process carried out by researchers first looked for a scale to measure children who had a tendency to ADHD. Researchers proposed a scale to the homeroom teacher with the initials MM to measure FER children who from their daily learning are very active and aggressive. The scale used is the Indonesian Hyperactive Child Behavior Assessment Scale (SPPAHI) made by Dr. dr Dwidjo Saputro, Sp.KJ and the scale from C. Keith Connors, Ph.D which already has validity and reliability by being adapted in Indonesian by Sasanti Yuniar (Juniar &; Setiawati, 2014).

MM as homeroom teacher filled in the 2 scales and to compare the researchers submitted the scales to MM with YIH children. Previously, researchers also conducted an initial interview with MM. As a reinforcement, the scale was also filled by the previous homeroom teacher, VIR. After obtaining the results of the scale, researchers conducted interviews with parents of FER. The

interview conducted by the researcher with a semi-structured interview model has prepared a list of questions and developed during the interview.

Observations made by researchers are using participant observations where researchers interact directly with the case. The validity of the appropriate data used in the research design of this case study is by transregulation. Triangulation is checking the authenticity or evidence of multiple sources and establishing coherence from multiple sources. While data analysis using Miles and Huberman is data reduction, data presentation, and conclusion drawing (Suggestion, 2018). The findings of this study will be presented in a description or description of how the neuropsychological processes of ADHD children and the factors that influence it. Then give an overview *treatment* which is exact based on the previous description.

RESULTS AND DISCUSSION

Result

Subject AG

Theme : Active

FER parents encourage children to be active in daily activities. AG as a parent in his activities invites active FER. When FER couldn't stay still while studying, AG invited him to fish while going down the river.

"I advised, sir, not to say to do the task first. Continue to invite no activities. Usually taka jak fishing is jerking down the river"

VIR subject

Theme : Psychosocial

A statement from VIR stated that FER was difficult to keep silent and often disturbed his friends.

"Iya lumayan pak. Sering gojek anaknya pak"

"Yes, during my lessons, several times I found disturbing his friends by sliding the tables and chairs of friends nearby."

"From the report, his friends, yes, sir. But when in front of me sometimes yes it looks so. When I looked at it continued to be silent."

Indirectly this creates a relationship that is not positive with each other.

MM Subject

Theme : Environment

When ADHD children find it difficult to be silent and make noise, their environment that is still a child eventually also participates in the noise. That is, often active ADHD children provoke active children in their environment. Such an environment will make ADHD more active.

MM describes FER in class as follows :

"Wow, if FER is indeed his son, it is difficult to be silent. It's hard to advise him, tell him to write hard. Sometimes you want to write when you are told to wait"

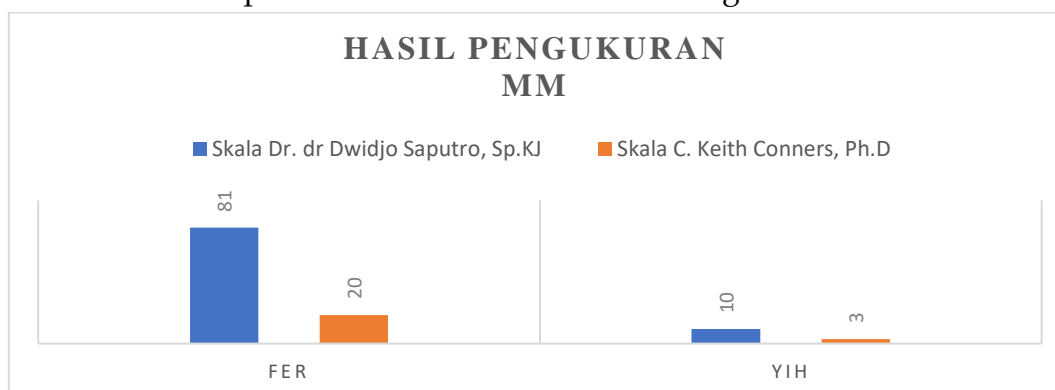
beside him. But left behind is no longer writing. His son was difficult to sit still, during class permission to go to the bathroom, I had seen actually not going to the bathroom but Cumapengen left the classroom"

"Well, that's sir. His friend jumped on the bandwagon. So in class I go extra to condition it."

Measurement

Measurement with the first scale of Dr. dr Dwidjo Saputro, Sp.KJ against FER showed a score of 81. It showed that the child had ADHD according to the guidebook to see the results of the scale score. It is said that the results of filling in carried out by teachers if the score is more than 29 then it is declared ADHD. So is the score from the scale of C. Keith Connors, Ph.D which has been adapted by Sasanti Yuniar (Juniar & Setiawati, 2014) against FER shows a score of 20. On the second scale it is said that a score of more than 12 suspects the child has ADHD.

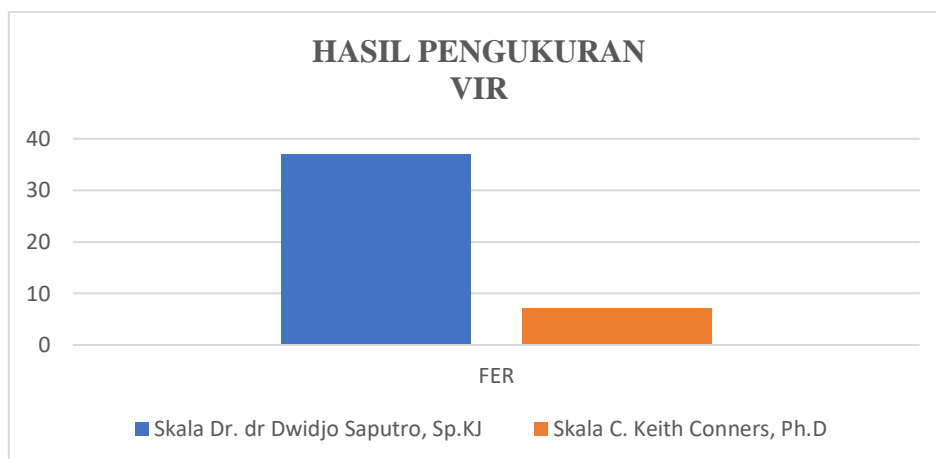
Graph 1. Measurement Results Through MM Teachers



Conversely, measurements of children who from observation look ordinary do show low scores. The subject initialed YIH score from the scale of Dr. dr Dwidjo Saputro, Sp.KJ is 10 and the scale of C. Keith Conner, Ph.D is 3. This states that YIH is not indicated to have ADHD. Previously, the researchers' initial observations looked at the behavior of the two children naturally as a teacher.

The scale is also filled by homeroom teachers from FER who were previously VIR class teachers who no longer teach as teachers. The results showed that the first scale of Dr. dr Dwidjo Saputro, Sp.KJ showed a score of 37, if concluded based on FER guidelines for ADHD. While the scale from C. Keith Connors, Ph.D shows a score of 7, meaning the child does not have ADHD. In this measurement by VIR there is a difference between the two scales given.

Graph 2. Measurement Results Through VIR Teachers



Discussion

Etiologically, until now there is no known exact cause of ADHD. Neurobiologically, ADHD children have a strong relationship with their neuro conditions being the cause of the emergence of this disorder. The benyecause factors of ADHD are internal factors and external or environmental factors (Watari et al., 2021). The inner factors that predispose a child to ADHD are genetic and neuropsychological factors. While external factors are environmental and psychosocial. Based on the results found in data mining, the following is the psychological condition of FER:

Active

Parents whose childhood with ADHD tend to have a greater likelihood of their children also having ADHD. Compared to regular parents, parents who previously had ADHD, their children were five times more likely to have ADHD. Genetic factors have a big role compared to external factors. This is reinforced by the incidence where the biological parents of ADHD children experience more ADHD than adoptive parents (Setyawan, 2022).

Parents of FER also often have active activities and even invite their children to fish along the river together (AG January 20, 2023, 10.44 WIB, lines 20-21). Although it is not certain whether FER's parents previously also had ADHD. However, from the activities carried out to invite children to want to do the task, it is one of the factors that FER has more energy for hyperactivity. Her homeroom teacher stated that FER often does not do written assignments, but likes practical assignments, especially sports (MM, January 19, 2023, 09.13 WIB, line 24) and (VIR, January 24, 2023, 13.17 WIB, lines 13-14).

Environment and Psychosocial

Environmental factors that affect children can experience ADHD are food and stimuli in the form of cigarette smoke where nicotine will affect the work of the brain. Nicotine receptors modulate activity *dopaminergic* and dysregulation of these hormones that cause the pathophysiology of ADHD children. In addition,

some research on diet that is useful for eliminating food ingredients in it can cure ADHD (Setyawan, 2022).

Psychosocially, parents with low education and low economic conditions plus how to educate children in the family make children able to experience ADHD. This is also supported by the fact that children entrusted to the Foundation are more susceptible to ADHD (Setyawan, 2022). The family environment is very important for a child's mental health. Early education of children begins from parents or family. Families that are less sensitive, have a lot of opposition, and are less familiar with their children providing poor parenting will be a nongenetic cause of children experiencing ADHD.

FER in this study had good family conditions, played often and was very active. MM as the homeroom teacher said that FER was not cared for emotionally at home (MM, January 19, 2023, 09.13 WIB, line 27). However, school-related and other needs are well met. If there are school needs, FER is met by his family. It is proven when in the school environment there are no administrative problems.

In the classroom, FER during lessons is difficult to keep quiet. Even disturbing his deskmates when doing questions or when studying. This shows the hyperactivity of ADHD children who often feel restless, move their legs or hands, knock on tables and so on (Dani et al., 2017). FER disturbs his friend when learning by shifting tables or chairs (MM, January 19, 2023, 09:13 WIB, lines 18-19). This is confirmed by VIR which states that his friends' complaints are indeed FER often disturbs his friends when studying (VIR, January 24, 2023, 13.17 WIB, lines 10-11).

ADHD children's behavior can affect their peers. Likewise, in the FER class, his behavior that is difficult to keep silent influences his friends to be crowded also in class (MM, January 19, 2023, 09.13 WIB, lines 21-22). This makes it difficult for the homeroom teacher to condition the class. In addition, psychosocial conditions that are built up like this, will continue to be a condition that aggravates the hyperactivity of ADHD children if classroom conditions are often crowded.

Although ultimately psychosocial factors are not specific predictors of ADHD children. More often the above factors are used as predictors in research into a child's emotional health and a child's adaptive functioning. Akantetpai, this condition is also found in ADHD children which is a non-specific trigger affecting the presence of ADHD (Setyawan, 2022).

Neuropsychological

The brain is an organ in the human body that has a very complex arrangement. The makeup of the brain consists of a collection of neurons which are long nerve cells. Neurons function to deliver messages through the nervous

system and brain. Cells in the brain give commands through cells that connect to other parts of the body automatically and *continue* (Purwanto et al., 2009). Broadly speaking, the brain is divided into several parts, namely the cerebrum or *Serebrum*, middle or *mensesefalon*, and the cerebellum *cerebellum*.

But more specifically, in previous studies children with ADHD are related to the front part of the brain, namely the frontal lobe. This is based on the similarity between ADHD children and patients who have lesions in the frontal lobe area. This lobe is indeed the most often studied in the phenomenon of ADHD. The volume of the frontal region is 10% smaller in children with ADHD compared to children who do not have ADHD, especially on the right side (Setyawan, 2022).

This frontal part is related to the behavior of ADHD children. Children with ADHD have responses that are sudden or without any thought process like other normal children. ADHD children are more easily aroused by outside impulses. The subjects in this study were no different. The frontal lobe is a part of the brain that has *executive function*, namely functions for thinking, *planning*, and *problem solving*. That is, the function of this lobe looks low in ADHD children, in volume and condition is stated to be the same as those who experience lesions.

ADHD symptoms are related to the hormone dopamine. This hormone is a neurotransmitter that functions to control movement, behavior, cognitive, and emotional response functions. In ADHD child variants *Dopamine Transporter Gene* that causes the condition ADHD to occur. The hormone inactivates dopamine in the presynaptic cleft (Setyawan, 2022). So then genes play a role in children experiencing ADHD, besides that external factors, namely environmental and psychosocial can affect this hormone. The influence of the hormone dopamine can make children become ADHD

Counseling Treatment Recommendations

According to Blanco et al., (2023) It is important to know the early biological condition of ADHD children. So that it can overcome the behavior that appears in the child over time. Anticipating children's behavior that indicates ADHD from the beginning can be done *treatment* counseling on the child. Lestari (2017) states that ADHD children who are not severely hyperactive to tantrums can be carried out ecological guidance and counseling. In addition to counseling guidance, many studies have conducted research on therapy or *treatment* to cope with a child with ADHD.

A study on how to overcome ADHD was conducted by (Yulianasari & Susanti, 2019) states that *Play Therapy* has not been able to cope with children with ADHD. However, with *neuro senso motor reflek development & synchronization* can stimulate the work of muscles that are aroused in ADHD children. This

condition shows a change in the child's calmness when sitting which was previously only two seconds to 15 seconds and standing calmly which was originally 5 seconds to 10 seconds. In addition, the therapy also improves sensory function in the child's brain, so that the moro reflex when the child receives impulses becomes reduced.

Sensory therapy has been discussed in research by (Watari et al., 2021). Some studies have found that more research says there is a relationship between cesorese therapy and ADHD children such as dance movement therapy by (Dani et al., 2017). This sensory therapy involves activities that regulate the sensory system. These activities provide vestibular, auditory, tactile, and proprioceptive inputs so as to increase concentration and reduce hyperactivity.

What if a person can internalize rhythm can develop behavior full of attention (Dani et al., 2017). This condition will trigger the child's motor planning so that his movements have a purpose. This is also related to music, which is music that is heard entering the thalamus (Supradewi, 2010). The thalamus is the part of the brain that regulates emotions and sensations. Rhythmic music can become a memory *episodic* that will be stored in *hippocampus*. The longer it will be stored in *Cortex* That would be a long-term memory.

Rhythm *episodic* will be messages to the brain that elicit physiological, psychoemotional and sensory responses. So rhythmic dance movements can increase dopamine which affects the prefrontal cortex, which is the part of the brain related to motor (Supradewi, 2010). Rhythm and music can be therapeutic or *treatment* which can reduce hyperactivity of ADHD children. Music and repeated rhythms are important for creating long-term memories.

Research by (Novita & Siswati, 2010) About giving *social stories* which was expected to be able to deal with cognitive and behavioral deficits of ADHD children turned out to have no effect. *Social stories* is an effort to provide relevant social information through descriptive sentences, namely depictions of social situations, perspective sentences describing appropriate internal conditions, and directive sentences, namely explaining good responses. Expectation *social stories* Acceptable can then be interpreted until it is stored in long-term memory. By being a long-term memory, children are expected to have a good or appropriate response.

So the things that need to be considered in the *treatment of* children with ADHD are cognitive, hormonal, and behavioral, more specifically motor movements. *Treatment* can be done by giving dance movements and / or dramas that depict social stories coupled with rhythmic music. Motion is intended to make hyperactivity movements regular, rhythm and music affect hormones and

long-term memory, and social stories provide social information and appropriate responses to social conditions.

In the case of FER, VIR teachers have been learning psychodrama. The psychodrama used is to make dramas that focus on social care. Such as behavioral dramas and the aftermath of littering. In addition, concern for friends who are having difficulties. FER is said to be quite dominant in carrying out this drama practice, and focuses on dramas made by VIR teachers. Unlike when writing conditions are applied, FER does not like to be silent for a long time and tends to disturb his friends.

In this case, with FER conditions that do not experience tantrums, it does not require very comprehensive intervention. The thing to note is the environmental conditions. Ecological guidance and counseling can be done, that is, not directly providing intervention to the child. However, providing activities and services for those closest to them in order to create space and environment that supports their growth and development.

CONCLUSION

ADHD or Attentions Deficit Hyperactivity Disorder is not just about a child's rebellious behavior. However, the condition of individuals who struggle even fails to pay attention to details, is easily distracted by outside impulses, and often makes careless mistakes. The psychological condition of ADHD children that occur is 1) Active, active behavior occurs due to encouragement from parental parenting. 2) Environmentally, ADHD children are increasingly allowed to be active because other children follow along. 3) Psychosocially ADHD children can interfere with social support relationships that occur in the classroom. 4) There are 3 things that affect ADHD children neuropsychologically. First, biologically the frontal lobe part of the brain, namely the front brain that has executive function, has problems in ADHD children. Second, neurotransmitters are variants of abnormalities in the Dopamine Transporter Gene that inactivate the hormone dopamine. This condition is related to heredity or genes from parents. Third, psychosocial is the condition of children's relationships with family, teachers, and friends. So good counseling based on the explanation of the condition of ADHD children is with the guidance of ecological counseling. In addition, it is necessary to pay attention to the treatment of movements that affect the motor response of hyperactivity, rhythm and music that affect hormones and memory, and social stories that describe impulses and appropriate responses.

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