



## **Counseling Services and Parental Role Assessment for Children Showing Symptoms of ADHD: A Case Study of Elementary School Students**

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DOI: <https://doi.org/10.47435/jpdk.v10i02.4141>

### **Abstract**

Children with Attention-Deficit Hyperactivity Disorder (ADHD) have special needs. Therefore, for more effective learning activities, counseling services are needed that are tailored to their needs. This study aims to describe: (1) the implementation of learning counseling services for children with Attention-Deficit Hyperactivity Disorder (ADHD) at Elementary School X. (2) difficulties experienced in implementing counseling services for children with Attention-Deficit Hyperactivity Disorder (ADHD). (3) action efforts to address problems in implementing learning counseling services for children with Attention-Deficit Hyperactivity Disorder (ADHD). This study is a qualitative study. The informants in this study were the principal, class teachers, special assistant teachers, children with ADHD, and children without ADHD. This study used interviews, object observation, and documentation. The analysis shows: (1) The implementation of counseling services for children with ADHD at Elementary School X has been carried out through special services with direct counseling and therapy. The purpose of learning counseling services for children with Attention-Deficit Hyperactivity Disorder (ADHD) at Elementary School X is to provide counseling services tailored to the needs of students in order to produce a great generation that does not only come from talents and interests but also from good character of children. (2) Elements that hinder learning difficulties of ADHD students are elements from the child himself including students who are less careful and lacking in certain subjects and environmental factors including students' friends who tend not to want to make friends. (3) The role of parental interaction in accompanying children with ADHD symptoms (4) Strategies to overcome difficulties in learning counseling services for students with Attention-Deficit Hyperactivity Disorder at Elementary School X through: Individual Guidance, Therapy, Cooperation with Parents.

**Keywords:** Learning Counseling Services, Parental Role, Attention-Deficit Hyperactivity Disorder (ADHD)

### **1. Introduction**

Education is the effort of adults, knowledgeable individuals, or professionals to help students develop into better human beings. According to (Muhardi, 2004), no developed country ignores the importance of education. This demonstrates that education's contribution to improving the quality of the nation is essential. For children, education is crucial because it can train them to read, count, and hone their



thinking skills. Education has a broader purpose than simply educating students. As stated by (Hidayat, 2020), education requires the attention and participation of all parties. Education will develop students' intelligence and shape them into individuals who are devoted to God Almighty. The Indonesian education system adheres to the principle of non-discrimination, where every citizen has the right to education.

Indonesians have the same right to receive a proper education, regardless of religious, ethnic, physical, psychological, or ability differences. According to (Sudjiarto, 2013), every citizen has the right and obligation to attend basic education, and the government is responsible for financing this program. This aligns with the mandate of the law, which guarantees equal opportunities for all students, both those with special needs and those with intellectual abilities. According to (Amka M.L., 2021), inclusive education is an education system that ensures all children, including those with special needs, can receive a proper education alongside other children. This is an education system that provides opportunities for all students with physical and mental disabilities, whether they have intellectual disabilities or strengths, or special talents, to participate in education or learning in a single educational environment together with students in general.

One of the challenges facing children with special needs in elementary schools is Attention Deficit Hyperactivity Disorder (ADHD). Students with special needs are often associated with increased use of school-based services, increased detention and expulsion, and ultimately, relatively low rates of high school and post-secondary education graduation. Students with ADHD face barriers to learning due to difficulties with attention, behavior, hyperactivity, and impulsivity. This challenge aligns with research showing that "Brain Gym, NDT, and Play Therapy have an effect on concentration in children with ADHD" (Pamungkas, 2022). Children in community samples who exhibit symptoms of inattention, hyperactivity, and impulsivity with or without a formal diagnosis of ADHD also demonstrate poor academic and educational outcomes. This is important for clinical and school psychologists because they can play an integral role in diagnosing and treating children with ADHD, particularly in the administration of evidence-based behavioral treatments that have been shown to be effective in improving symptoms and outcomes for children with ADHD.

Attention Deficit Hyperactivity Disorder (ADHD) can be defined as a group of behavioral characteristics similar to the neuropsychological disorder of executive dysfunction. According to Health (2022), ADHD is one of the most common neurodevelopmental disorders affecting children and adolescents, with primary symptoms including difficulty maintaining focus, hyperactivity, and impulsivity. Both genetic and environmental factors can contribute to disrupted interactions between different brain regions. For example, stimulant medications modulate the strength of specific regional activation and normalize dysfunctional connectivity, indicating a dominant network dysfunction in ADHD (Furman, 2005). Therefore, ADHD is a type of special needs child with high concentration disorders and hyperactivity. This states that ADHD children mostly have reading disorders, so that ADHD reading interest is relatively low because it is caused by agency and hyperactivity in children (Umroh, N. S., Adi, E. P., & Ulfa, 2019). Interaction between parents and children in the family is usually the starting point for child development to be able to interact with the social environment. However, there are some parents who do not pay attention to the growth and development of their children, especially for parents who do not know the symptoms experienced by children with special needs (Rohmitriasih, 2019). Hyperactive children are children who experience behavioral problems, not just physical problems. They have one of the three main symptoms of ADHD, namely lack of concentration, excessive behavior, and changes in activity.

Children with hyperactive behavior that is difficult to control and exhibits actions without proper regulation pose a significant challenge for parents and those around them. They often struggle to understand instructions from others and tend to act according to their own desires (Abidin, 2023). The main difficulty faced by hyperactive children lies in their weak self-control, making it difficult for them to remain calm when sitting for long periods, often fidgeting, or even pacing while studying. Hyperactive children also exhibit impulsive and disruptive behavior, such as rushing and impatience.



Hyperactivity can manifest as a lack of concentration, difficulty concentrating, easily shifting attention from one place to another, difficulty following instructions, frequently running around, and even screaming loudly. Therefore, these signs indicate that hyperactive children are unable to control their behavior when they overreact or overdo activities (Abidin, 20223; Lisinus & Pastiria Sembring, 2020). The role of parents plays a crucial role in supporting children with ADHD, encompassing various aspects, from providing emotional support to assisting with therapy and education. Parental involvement in ADHD management allows children to develop behavior management strategies, improve social skills, and support their academic progress (Barkley, 2015). This active participation also plays a role in building harmonious relationships between the child, family, and the surrounding environment, allowing children with ADHD to be accepted and receive adequate social support. However, supporting children with ADHD is not simple. Parents often face high emotional stress due to the significant demands of controlling their child's unruly behavior, while also having to adjust to various forms of therapy (Chronis-Tuscano et al., 2010). Therefore, appropriate support strategies are needed, one of which is through behavior modification techniques that utilize positive reinforcement and establish consistent routines (Hartati, 2015). This approach helps children develop more adaptive behaviors and reduce the symptoms of ADHD. With this method, parents can help their children develop more adaptive behaviors and reduce the symptoms of ADHD. Children with ADHD require specialized services to help them develop their potential and abilities. These needs include self-control to reduce or eliminate hyperactive behavior, extending their attention span, and managing impulsivity, all of which require different learning methods than typical children (Hayati & Apsari, 2019). Difficulties with thinking in children with ADHD also impact interpersonal communication, making it difficult for them to integrate audio and visual information and understand others' perspectives. Three key characteristics frequently present in children with ADHD are difficulty concentrating, impulsive behavior, and high activity levels. These barriers to interpersonal communication are not caused by delayed language development or traumatic experiences. Therefore, support from parents and teachers is crucial to help develop the interpersonal communication skills of children with ADHD (Gunawan, 2021).

Students with ADHD face various challenges, such as difficulty managing themselves, barriers to social relationships, academic challenges, disruptive behavior, and negative stigma from their peers. The role of teachers in managing students with ADHD includes implementing appropriate learning strategies, collaborating with parents and counselors, increasing understanding of ADHD, and providing treatment advice (Hapsari, Iskandarsyah, Jofiani, & Siregar, 2020). Differences in the behavior of students with ADHD become more apparent as their peers begin to develop more mature skills and attitudes, which facilitate their learning. If teachers do not adapt their learning, students with ADHD are at risk of academic failure, peer rejection, and low self-esteem. Assessments by educational psychologists can help identify students' strengths and learning difficulties, and provide recommendations for necessary support in the classroom (Harpin, 2005). Based on this, the authors conducted observations to assess the extent of the implementation of counseling services in elementary schools for students with ADHD symptoms.

## **2. Method**

This research employed a case study method. Data were collected through direct interviews with informants who agreed to participate and provided informed consent prior to the interview. The research location was Elementary School X, where the child who was the subject of the research attended. Information was obtained from interviews with both parents (mother and father) of a 7-year-old boy with the initials FKA. In this study, the author used only one subject as the primary data source: the parent of the child who exhibited ADHD symptoms at an early age. The strategies employed by the parents toward their child with ADHD included not discriminating between their child and other children, being consistent in therapy, providing special attention, understanding and patience, and providing sufficient activity. In this study, data were obtained through interviews (Table 1), observation,



and documentation studies. The choice of these methods was considered crucial because data collection is a strategic stage in the research, considering that the primary objective of the study was to obtain information about children with ADHD. Without the application of appropriate data collection techniques, researchers would not be able to meet the established information standards (Sugiyono, 2016). The series of research procedures is presented in Table 1.B.

### 3. Results and Discussion

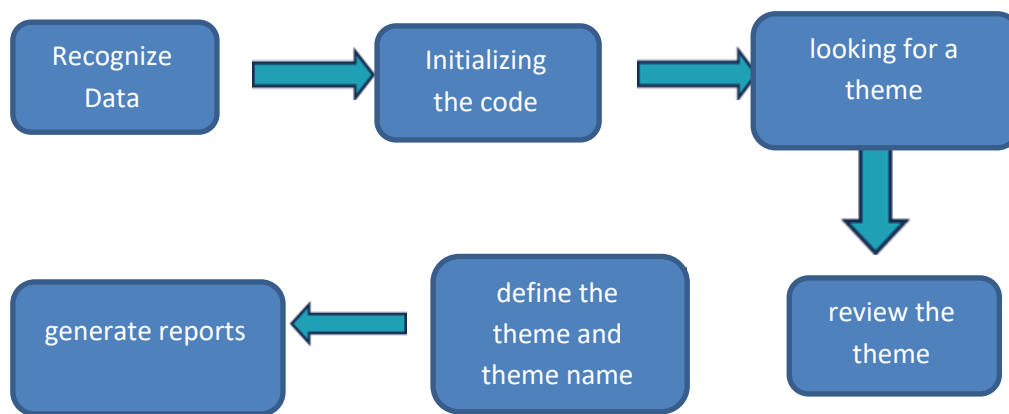
Based on the data analysis, three main themes were identified related to the role of parents of children with ADHD: their perspectives on their child's condition and development, their treatment efforts, and their role in supporting their child. F's mother revealed that her child preferred playing alone at home rather than interacting with peers, reflecting the social difficulties often experienced by children with ADHD. When playing outside, the child was closely supervised by the parents due to concerns about potential aggressive behavior. Furthermore, the parents felt it was important to educate the community about the condition of their child undergoing therapy so that the surrounding community could provide understanding and support. Parents' concerns also included aspects of the child's health, particularly the risk of seizures due to neurological problems, leading them to regularly consult a doctor for appropriate treatment. This demonstrates the parents' strong concern and proactive steps in managing their child's condition.

**Table 1 Interview Grid**

<i>Aspek</i>	<i>Pertanyaan</i>	<i>Tujuan</i>	<i>Indikator yang diharapkan</i>
Experience Accompanying Children	What is your experience as a parent accompanying a child with ADHD symptoms in daily activities?	Get an idea of what parents face in accompanying their children.	Menceritakan tentang pengalaman spesifik, tantangan yang dihadapi, dan bagaimana orang tua dapat mengatasinya.
Family background history	Does anyone in your family experience similar symptoms??	To ensure family connections if anyone experiences the same symptoms, as well as how to deal with them.	Menceritakan tentang latar belakang keluarga yang mengalami gejala gangguan serupa.
Children's cognitive abilities	What strategies are used to help children manage their emotions and behavior at home?	To support and strengthen children's thinking, learning and understanding processes of the world around them.	Mention several cognitive aspects, including logical thinking skills, memory, language skills, communication and social emotional skills.
Mentoring Strategy	What strategies are used to help children manage their emotions and behavior at home?	Identifying strategies used by parents in accompanying	Mention strategies such as creating activities or using positive



		children with ADHD symptoms	communication techniques.
Challenges and Solutions	What are the biggest challenges faced in assisting children with ADHD symptoms, and how do you overcome them?	Identifying the challenges parents face and what solutions they implement	Mention specific challenges such as tantrums, difficulty focusing, and how to overcome them.



**Figure 1. Research Procedure**

First, difficulty playing in groups. Child F experienced difficulties socializing with his surroundings and peers at school, as expressed by the following participant.

"My child tends to prefer playing alone at home rather than with friends, more absorbed in his own world, and it turns out that's the case at school too. I've taken my child to a neurologist, concerned about a pinched nerve because he often hits his head, and there may be other contributing factors as well. But the school counselor recommended he go to a child development clinic that focuses on child character." (Excerpt from interview with E, May 9, 2025).

The parents' experience supporting F, who tends to be withdrawn and exhibits inconsistent behavior, reflects the complex challenges often faced by families with children with ADHD. As Van Tiel (2019) notes, children with ADHD often struggle to manage their emotions and behavior, which ultimately impacts the quality of their social interactions. The parents' decision to seek professional help upon the recommendation of the school counselor demonstrates an awareness of the importance of comprehensive support for children with ADHD, as suggested by Susanto (2015).

Furthermore, parents described F as having very high energy levels while playing. He often jumps, runs around, and has difficulty sitting still, indicating difficulty remaining calm during activities. "My child, F, is very active while playing. Sometimes he likes to jump around, run around, and can't sit still for long periods at school. He can't sit still for a moment, and is engrossed in his own world. However, when my child gets bored with his own world, he sometimes gets angry or cries, according to his teacher." (Interview excerpt from E, May 9, 2025).

When F feels bored with his own world, he often exhibits negative emotional reactions such as anger, crying, or even physically harming friends at school. This reflects difficulty managing boredom and adapting to changing activities. To alleviate anger or crying caused by boredom, teachers usually take F outside the classroom and engage in two-way conversations, which have proven to have a positive effect and bring him back to his sense of well-being. This serves as a distraction while also



fulfilling his need for stimulation and a variety of activities. In implementing discipline, if F makes a mistake or misbehaves with his peers, the teacher punishes him by having him stand in the corner of the classroom to admit his mistake. Conversely, when he listens and follows the teacher's or parent's directions, F often receives a reward in the form of a star as a form of positive reinforcement to motivate good behavior and increase compliance (Nisa, 2018).

In managing ADHD symptoms, F's parents have implemented various support strategies, including the use of punishment and rewards. "If F makes a mistake or misbehaves with his peers, my teacher or I at school often punish him by having him stand in the corner to admit his mistake. However, if he listens to what my teacher and I say, I often give him a reward, like a star." (Interview excerpt from E, May 9, 2025).

This approach aligns with research conducted by (Rosyid, 2021), which shows that consistency in providing consequences for behavior can help children with ADHD symptoms control their impulsivity. The application of punishment and rewards as a form of discipline, as practiced by parents, is a commonly used strategy. Research by Jihan Suci Ramadani (2020) shows that reward systems can be effective in encouraging positive behavior in children with ADHD symptoms. However, a balance between punishment and rewards must be maintained, and punishment should avoid physical or demeaning forms. This approach reflects parents' efforts to balance consequences for expected behavior with positive reinforcement for appropriate behavior (Barkley, 2014). Furthermore, various methods exist for addressing hyperactivity in children, including behavior modification theory and therapy. Behavior modification is an approach that aims to gradually change a child's habits through the provision of rewards to reinforce desired behaviors. This theory emphasizes the important role of positive reinforcement in helping children with ADHD develop more adaptive and normative behaviors (Hartati, 2015).

Parents play a significant role in a child's development, particularly through positive interactions with children exhibiting ADHD symptoms. A parent's ability to control emotions during communication can impact a child's ability to manage their own emotions. With effective emotional management, parents can help children with ADHD regulate their emotions (Mubarak, 2016). F's father stated that children with ADHD generally face greater challenges, indicating that this disorder has a broad and complex impact on a child's development and behavior. Parental observations indicate that outdoor activities can be an effective way to distract children like F and reduce frustration. This finding aligns with research by Isnawati (2020), which demonstrated that physical activity helps children with ADHD reduce excess energy and improve concentration. Parents play a key role in supporting children with ADHD, from providing emotional support and implementing behavioral management strategies to establishing partnerships with professionals (Afifah, 2024). Children with ADHD often experience difficulties in social interaction, emotional control, and maintaining focus, demonstrating the complexity of this disorder and the need for comprehensive treatment (Magdalena, 2020). Strategies used by parents—such as rewards, sanctions, and physical activity—have been shown to help manage the behavior of children with ADHD, but their effectiveness depends heavily on consistency and appropriateness to the child's personality (Ubaidillah, 2024). Support from family, friends, and the community also plays a crucial role in reducing stress and improving quality of life. ADHD treatment should be comprehensive, using a combination of behavioral management strategies, therapy, and social support (Selian, 2024).

Based on interviews with F's parents, it was discovered that F preferred playing alone rather than interacting with peers. This reflects a barrier to social skills, a common characteristic of children with ADHD. This social isolation is likely caused by the child's difficulty following common social interaction patterns. Parents were concerned about the potential for aggressive behavior, which is common in children with ADHD, especially when they feel overwhelmed or have difficulty expressing themselves. This concern led parents to closely supervise their child in social settings. Furthermore, parents also sought to educate the community about their child's condition, with the goal of creating a more inclusive and supportive environment. These efforts are important given that ADHD is often



misunderstood by the public, and education can help reduce stigma and strengthen social support. Parents also paid particular attention to their child's physical health, particularly regarding the risk of neurological problems that could potentially trigger seizures. This suggests that ADHD often coexists with other physical health disorders. The parents' consultations with specialists reflected their concern and commitment to finding comprehensive solutions, in line with literature emphasizing the importance of a multidisciplinary approach to managing ADHD.

Parents play a crucial role in supporting child F's difficulty playing in groups and interacting with peers illustrates the impact of ADHD on social development. Children with ADHD often struggle to understand social rules such as sharing and taking turns, which can lead to exclusion. F's father revealed that his child feels more comfortable doing activities alone at home than joining other children. This reflects a common tendency in children with ADHD to prefer solitary activities over which they have full control, rather than group activities that require cooperation and compromise. Overall, these findings highlight the complex social challenges faced by children with this condition. Parental involvement plays a central role in helping children with ADHD minimize the risk of negative outcomes. According to research by (Susanto, 2015), active parental participation can support children in improving their social skills. One strategy considered most effective in managing hyperactive behavior in child F is the implementation of behavior modification based on the principle of positive reinforcement. Parents reward children when they demonstrate expected behavior and impose sanctions when their behavior is inappropriate. This behavior modification aims to help children understand the impact of their actions and develop more appropriate behaviors. Interview data showed that parents used positive and negative reinforcement techniques, namely rewarding good behavior and sanctioning misbehavior. This approach aligns with research (Jihan Suci Ramadani, 2020) which states that rewarding can reinforce positive behavior in children with ADHD. However, it should be noted that the application of sanctions must be done in a way that does not demean or cause long-term negative effects for the child. This approach demonstrates parents' efforts to maintain a balance between discipline and positive reinforcement. Positive reinforcement through rewards helps child F understand the importance of following rules, while sanctions serve to provide educational consequences when rules are broken. This aligns with behavior modification theory, where desired behavior is encouraged through reinforcement, and undesirable behavior is reduced through educational sanctions. By using this approach, parents can help children develop better impulse and emotional control skills, a major challenge for children with ADHD. This approach is crucial in gradually shaping a child's behavior, but consistency and proportionality in sanctions and rewards are still needed to ensure the child understands clear boundaries. Children with ADHD, particularly in managing their emotions and behavior. Based on an interview with child F's father, the primary method employed is providing physical activity, such as taking the child outside when he feels bored or angry. This is an effective intervention for reducing negative behaviors that arise from boredom or the child's difficulty managing changes between activities. Physical activity by parents demonstrates their understanding of the need for children with ADHD to release excess energy. As noted by Umi Isnawati (2023), physical activity can help alleviate ADHD symptoms, particularly those related to hyperactivity and difficulty concentrating. By providing opportunities for children to exercise, parents play a role in helping them channel their energy in positive ways and calm their emotions. Furthermore, parents' combination of physical activity with consistent discipline, such as providing educational consequences and rewards, demonstrates an awareness of the importance of maintaining a balance between behavioral control and emotional support. Parents act not only as supervisors but also as mentors, helping children develop self-regulation skills through everyday experiences. In this way, the role of parents in supporting children with ADHD is vital in creating an environment conducive to their emotional and behavioral development. In addition to providing emotional support, it is crucial for parents to continue engaging their children in activities that improve social skills and improve emotional regulation.

Children with behavioral problems exhibit distinct characteristics compared to other children, particularly in terms of emotions and behavior. These behavioral problems are typically categorized



into two types: externalizing and internalizing. Externalizing problems affect others directly or indirectly, for example through behaviors such as lying, aggression, disobedience, and lack of self-control. Externalizing problems are included in the DSM-IV-TR, along with ADHD, conduct disorder, and oppositional defiant disorder (S Urbayatun, 2019). ADHD is considered one of the most common neurobehavioral disorders in children. There is concern that ADHD should not be viewed solely as a disorder, but rather as a collection of symptoms reflecting other emotional, psychological, or learning difficulties (Furman, 2005). On the other hand, introverted emotional disorders are characterized by experiences that tend to be hidden, such as anxiety and depression.

#### 4. Conclusion

Research findings indicate that ADHD affects various aspects of a child's behavior and emotions, including difficulties with social interaction, emotional regulation, and hyperactivity. Children with ADHD often have difficulty socializing, have excess energy, and have difficulty sitting still or adjusting. Parents of child F attempt to address these challenges through various strategies, such as seeking medical advice, attending therapy, and providing attention through shared activities like walks or rewards. They also implement consistent and loving discipline, which plays a crucial role in shaping a child's behavior and emotional stability. According to (Perrin, 2022), there is a significant relationship between Attention Deficit/Hyperactivity Disorder and student academic achievement. Approaches to treating ADHD include behavioral modification, traditional methods, and therapy based on the principles of behavior change. The primary goals of these strategies are to minimize hyperactive behavior, establish good study habits, and strengthen the child's stability. Parental involvement is crucial in this process, both through emotional support and a deep understanding of their child's needs. The results of this study confirm that parents' understanding of the characteristics of ADHD significantly contributes to the support process, thereby improving their quality of life. Parents play a crucial role in supporting and helping these children navigate the challenges they face, with an emphasis on a comprehensive and caring approach.

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## **JURNAL** **Pendidikan Dasar dan Keguruan**

**Volume 10, No. 2, 2025**

P-ISSN: 2527-578X

E-ISSN: 2715-2818

Homepage: <https://journal.uiad.ac.id/index.php/IPDK/index>

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