



Hyperactive Behavior of Low-Grade Students in Inclusive Schools: An Analysis of Learning Characteristics and the Teacher's Role in the Learning Process

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Abstract

Inclusive education focuses on providing equal opportunities for all learners, including those with special needs such as hyperactivity disorder. Children with ADHD (Attention Deficit Hyperactivity Disorder) show hyperactive behaviors that interfere with the learning process, such as difficulty in concentrating, excessive activity, and difficulty interacting with peers. This study aims to analyze the characteristics of hyperactive learners in inclusive elementary schools and the role of teachers in supporting the learning process. The research used a qualitative approach with descriptive methods, through observation, interviews, and literature study in one of the inclusive schools in Malang City. The results show that learners with hyperactive behavior require a more structured learning approach, including the provision of extra time, the use of visual media, and interactive learning techniques. The role of teachers is crucial in providing a supportive learning environment, as well as working with parents to monitor children's development. With the right approach, hyperactive learners can manage their behavior, improve their focus, and achieve their academic and social potential. Strategies tailored to the needs of hyperactive learners, as well as consistent support from teachers and parents, will help them develop to their full potential.

1. Introduction

Education is a conscious and planned effort to create a pleasant learning environment, so that students can actively develop their potential. The goal is for them to have religious spiritual strength, the ability to control themselves, good personality, intelligence, noble morality, and skills that are beneficial to themselves and society. According to Ki Hajar Dewantara (Dewi, 2022), "Education is a demand in the life of growing children, which aims to guide all the natural potential that exists in children so that they can achieve the highest safety and happiness, both as individuals and members of society." Education has a very important role for the progress of a nation, especially in improving the quality of human resources. The quality of a nation's education can be seen from the learning outcomes of students. According to (Abduloh, 2019), as an ideal educator, teachers must have professional competence in accordance with established standards, and enrich themselves with extensive knowledge about students. In the world of education, we often encounter students with special needs. Children with special needs, also called exceptional children, refer to children who have differences compared to children in general, both in terms of mental aspects, sensory abilities, communication, social behavior, and physical characteristics (Nuwa et al., 2023).

Research conducted by (Narimo et al., 2023), revealed that approximately 8% of children and adolescents worldwide have ADHD, equivalent to 1 in 12 children. This figure shows that the prevalence of ADHD in boys (10%) is almost twice that of girls (5%). In Indonesia, the prevalence of ADHD cannot be accurately ascertained, mainly due to limitations in the diagnosis process. However, cases of mental health disorders among adolescents are reported to have increased significantly. Findings from a study (Rabitho & Setiawati, 2024) provide information on the level of risk of ADHD, with the study results indicating that around 15.1% of children in Surabaya involved in the study showed symptoms of ADHD. Data from the Centers for Disease Control and Prevention (CDC Staff, 2024), millions of children in the United States have been diagnosed with ADHD. According to a national survey of parents using data from 2022, an estimated 7 million (11.4%) children in the 115 aged 3-17 years were diagnosed with ADHD.

Children with special needs have distinctive characteristics that distinguish them from other children. This difference makes children with special needs often experience injustice in education. They are sometimes still considered different and ostracized in their social environment, often labeled as naughty children. One example is hyperactive behavior, which is unusual and excessive activity, characterized by restlessness, frequent movement of hands and feet, inability to sit quietly, and often leaving the seat even when it is time to sit quietly. Other terms used to describe this condition include

various behavioral abnormalities, such as explosive emotions, excessive activity, tendency to make noise, defiance, and destructive behavior that is persistent (Haryani, 2019).

An inclusive school is a place where every child is accepted and can be part of the class, interacting and working together with teachers, classmates, and other community members to meet their individual needs (Nila, 2022). The goal of inclusive education is to ensure that all students, including those with special needs, have access to and participate in the education process equally (Achmad, 2023).

Hyperactive behavior can disrupt student focus and interaction in the classroom, so it requires special handling from the teacher. In this context, the role of the teacher is very influential. The teacher is not only a teacher, but also a facilitator who must be able to design learning strategies that are in accordance with student characteristics. However, many previous studies have not explicitly mapped the relationship between ADHD characteristics, student learning needs, and strategies used by teachers in inclusive learning. Therefore, a more comprehensive theoretical synthesis and visual model is needed to illustrate the relationship. Below is a table of relevant previous research, as well as a visual conceptual framework to support the discussion.

No	Researcher and Year	Research Focus	Strategies Used	Key Findings
1	(Yunitasari et al., 2025)	Factors causing hyperactivity	Behavioral observations and interviews	Family environment, economy, and parenting are very influential.
2.	(Ulfah, 2019)	Impact of hyperactive behavior in learning	Case study	Hyperactivity disrupts students' learning focus.
3.	(Nurfadhillah et al., 2024)	Academic risk for ADHD children	Literature study	Teacher intervention is required to avoid learning failure.
4.	(Apriliani et al., 2024)	Teacher's role in inclusive learning	Observation of inclusion class	Teachers should provide differential/specialized support.

Table: Previous research on intervention for hyperactive students

The role of teachers in the teaching and learning process remains very important. The duties and functions of teachers in education, both as educators and teachers, have a crucial role. One of the main factors that determine the success of the teaching and learning process in the classroom is the teacher himself. As a leader, teachers must have the ability to organize ideas that need to be developed among students, as well as implement a leadership system that is able to motivate, arouse their interest and enthusiasm for learning through appropriate and effective teaching methods (Nuruddin, 2018).

However, studies on effective learning strategies for hyperactive students in the context of lower grades in inclusive primary schools are still limited, especially based on direct field studies. Many previous studies only discuss the behavioral characteristics of ADHD children or behavioral therapy approaches, but not many have directly linked the characteristics of how hyperactive children learn with the role of teachers in learning in inclusive classrooms. Therefore, this study aims to analyze the characteristics of hyperactive students' ways of learning and the role of teachers in supporting their learning in lower grades of inclusive elementary schools. The findings are expected to contribute theoretically to the development of a more inclusive pedagogical approach and practically for teachers in the field. In addition, the results of this study can be a reference for schools in designing inclusive learning programs that are more effective and support the development of all learners, including those with special needs.

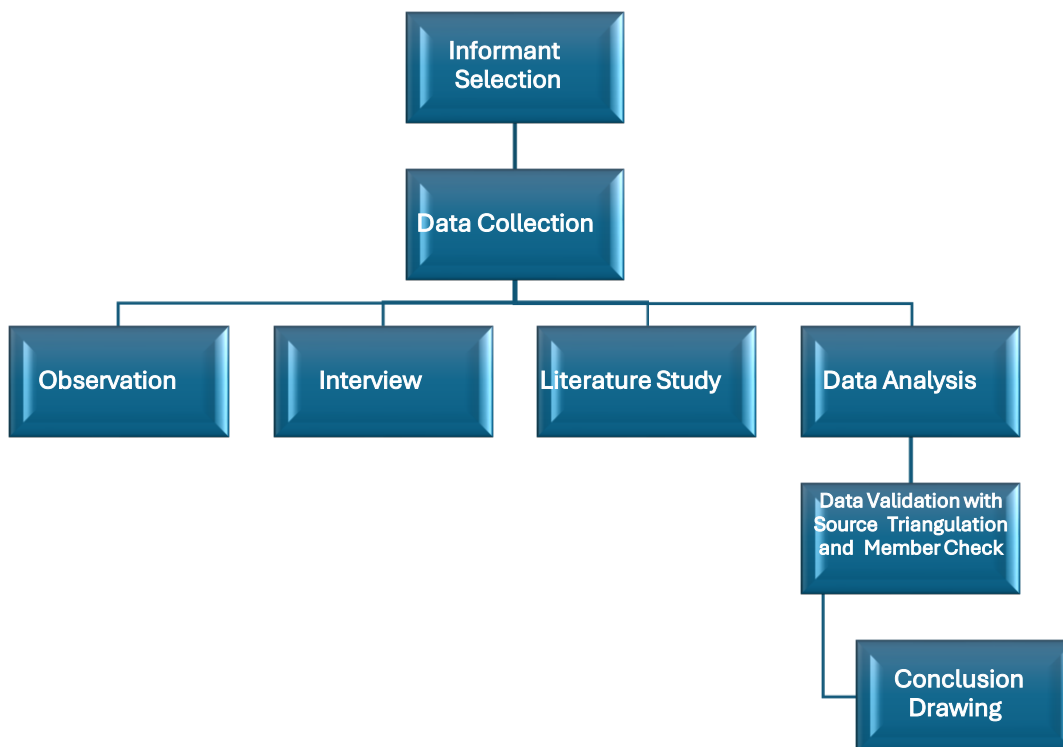
2. Method

This research uses a qualitative approach with a descriptive research type to understand how inclusion students learn, especially students with ADHD special needs, as well as the role of teachers in the learning process. This research was conducted in one of the inclusive schools in Malang City in February 2025. The selection of informants was carried out through purposive sampling, by choosing a grade 1 homeroom teacher who directly handles students with special needs and has a thorough insight into inclusive learning policies. Data collection techniques included direct observation, in-depth Interviews with teachers, and literature study. Observations were conducted over one day to explore students' learning activities, while interviews aimed to gain teachers perspectives on their roles in supporting inclusive learning. Secondary data was also obtained through literature review to enrich the

understanding of the topic under study. The data was collected by searching for articles available on the web, such as Google Scholar, that relate to ADHD students.

The collected data were analyzed using Miles & Huberman's analytical technique, which includes gradual collection, reduction, and conclusion drawing. Data validation was conducted using source triangulation and member check, where data were compared between the results of observations, interviews, and literature, and confirmed to informants to ensure the credibility of the findings. In terms of research ethics, approval from informants and school principals was obtained before conducting interviews and observations to ensure that the research was conducted in a legitimate manner and respected students. All data obtained will be kept confidential and used only for research purposes. With this approach, it is hoped that this research can provide deeper insights into inclusive learning in primary schools.

Research process flow chart :



3. Results and Discussion

3.1 Results

They should be combined. The study results should be clear and concise. Restrict the use of tables and figures to depict data that is essential to the message and interpretation of the study. The results should be presented in a logical sequence in the text, tables and illustrations. The part of result exposes the findings obtained from research data which is related to the hypotheses. The results should summarize (scientific) findings rather than providing data in great detail. The discussion should explore the significance of the results of the work. Explains the findings obtained from research data along with theory and similar research comparison. Make the discussion corresponding to the results, but do not reiterate the results. The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what/how)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?. Include in the discussion the implications of the findings and their limitations, how the findings fit into the context of other relevant work, and directions for future research.

Research conducted in one of the inclusive schools in Malang City in February 2025 found that in the lower grades there are students who have special needs. Based on observations in inclusive schools in class 1, students with the initials AM are students with special needs who are diagnosed with ADHD (Attention Deficit Hyperactivity Disorder) or show prominent hyperactive behavior. Based on the results of interviews with the homeroom teacher 1 found that AM's hyperactive symptoms are clearly visible, especially when he hears the sound of music it makes AM immediately move actively, and excessive hand washing habits are also one of the characteristics of AM's daily behavior at school. The interview with the homeroom teacher revealed several symptoms of hyperactivity seen in AM, which can interfere with concentration in learning.

Direct quote from homeroom teacher:

"If he hears music, whether it's instrumental music or gymnastic music, he immediately stands up and dances."

"Every day AM during recess would immediately go out of class and wash his hands even though his hands were clean,"

"During class time he also likes to go around the class, going to his friends' desks, even though he is also silent and doesn't ask anything."

In addition to exhibiting hyperactive behavior, AM also has difficulty in reading independently. The homeroom teacher revealed that AM needs additional help when doing assignments, especially when it comes to reading the questions and providing answers.

"He is also lacking in reading, so when doing assignments sometimes I come over to his desk and read the questions, then I also help guide him to answer them."

Based on these findings, it can be concluded that AM's hyperactive behavior has an impact on her concentration and learning ability, especially in reading. Therefore, the role of the teacher becomes very important in providing assistance and appropriate learning strategies to help AM overcome these difficulties.

Table of key findings:

Key Findings	Category	Interpretation
Active movement behavior when listening to music	Hyperactive Behavior	AM shows a tendency to move around actively which disrupts the learning process.
Washing hands repeatedly	Hyperactive Behavior	AM engages in repetitive behaviors that can disrupt concentration.
Difficulty in reading independently	Academic Skills	AM needs more support in doing tasks that involve reading skills.
Wandering around the classroom aimlessly	Hyperactive Behavior	AM shows difficulty in focusing and concentrating during learning.

Based on these findings, an analysis of the learning characteristics of hyperactive students and the role of teachers in learning is needed to ensure that each student receives appropriate attention and support, especially in inclusive primary schools. This research is expected to provide new insights into how to manage inclusive learning for students with special needs such as AM.

3.2 Discussion

3.2.1 Definition of Hyperactivity

Hyperactivity disorder in children has been recognized in the medical world since 1900, and this condition is similar to hyperkinetics, which is a muscle disorder that causes excessive movement. This hyperactivity disorder occurs in children, usually appearing during the developmental period or before the age of seven. This behavior can affect a variety of situations, and if not treated appropriately, can continue into adulthood.

According to (Ulfah, 2019), hyperactivity generally refers to a person's behavior pattern that shows a desire to keep moving, cannot be still, and is difficult to control, and acts at will without paying attention to the surrounding environment. Hyperactivity is related to a pattern of behavior that involves inattention or excessive activity and is difficult to regulate, which lasts for a long time. The negative impact of this condition can arise, but it depends on how severe the level of hyperactivity is and how others respond to the behavior. Hyperactive children tend to experience disturbances in concentration of attention, which is characterized by lack of focus, easily distracted, emotions that are difficult to control or often explosive, and often engage in excessive activity.

According to (T. Suharmini, 2005), the term hyperactivity consists of two words, namely "hyper" which means a lot, above, or high, and "activity" which refers to a condition that is always moving, exploring, and responding to external stimuli. Therefore, hyperactivity can be defined as a very high level of activity without a clear purpose and tends to be negative. Factors causing hyperactivity in children include psychological factors, indulgence, lack of discipline and supervision, and pleasure orientation according to Musbikin in (Kusumawati, 2010).

According to (Buitelaar & Medori, 2010), hyperactivity, also known as Attention Deficit Hyperactivity Disorder (ADHD), refers to children who are constantly moving throughout the day, cannot stay in place, always feel restless, easily distracted, and quickly feel frustrated. This is agreed by (Rahmani et al., 2022), that hyperactive children are children who have impaired concentration of attention accompanied by hyperactivity of or ADHD.

Based on various existing opinions, it can be concluded that hyperactivity is a behavioral disorder characterized by high levels of undirected and negative activity, caused by neurological dysfunction. The initial symptom of hyperactivity is difficulty in focusing attention. Hyperactive children have certain characteristics, and several experts have described the characteristics of hyperactive children. One of them is inattention, which is difficulty in focusing attention, which can be seen from the child's failure to give full attention to something and difficulty maintaining concentration. In addition, hyperactive children also have excess energy, which is reflected in their behavior that is difficult to sit quietly, prefer to run around, talk a lot, shout, and walk around endlessly (Ulfah, 2019).

According to (Abidin, 2023), states that hyperactive behavior in children will be increasingly evident when they enter school age. This is due to the influence of more intense social interactions at this time. Some of the characteristics that arise include difficulty in making friends, because hyperactive children often have difficulty interacting and show indifference to the surrounding environment. In addition, they are also often late in completing tasks, due to difficulty concentrating which has a negative impact on their development, inhibits cognitive development and causes children to have difficulty focusing on one job, so they never complete tasks at school. Another characteristic is the difficulty to sit and listen, because hyperkinetic behavior is one of the characteristics of hyperactive children that remains carried over to school or class. Hyperactive students are often nosy and run around without paying attention to the teacher who is explaining.

3.2.2 Characteristics of How Hyperactive Students Learn

Hyperactive behavior in students can interfere with the concentration of attention on the student himself. Students with hyperactive behavior often find it difficult to concentrate for long periods of time, cannot sit still, or are constantly moving in the classroom. They also tend to make excessive movements and look for reasons to leave the classroom. According to (Haria Mingkala, 2021), children who exhibit hyperactive behavior are generally characterized by excessive body movements, such as frequently moving their hands or feet while sitting, and squirming for no apparent reason. They tend to leave their seats even though the situation requires them to remain calm. In addition, they often run or climb inappropriately, find it difficult to engage in activities that require calmness, and seem to keep moving as if they never run out of energy. Hyperactive children also often talk excessively, can't wait for their turn, like to interrupt conversations, and don't seem to pay attention to the other person when being communicated with, showing a less responsive or indifferent attitude. This has an impact on reducing student learning outcomes and cognitive aspects. They may have difficulty in understanding the material being taught, which ultimately reduces their understanding in depth and can lead to a decrease in grades. This happens because during the learning process, students do not give their full attention to the teacher and their focus is divided.

The learning outcomes of students who have hyperactive behavior often show a decrease in quality compared to students who do not experience these behavioral disorders. This is due to various factors that affect their ability to follow the learning process effectively. They take longer to understand and

master the material being taught. However, it is important to remember that every student has unique abilities and potential, and with the right support from teachers, even hyperactive behavior can achieve success in learning. Steps that can help support hyperactive students include providing enthusiasm and motivation, having a strong desire to reduce hyperactive behavior, and adjusting the learning approach to the needs and potential of students.

Students with hyperactive behavior tend to have difficulty in focusing on the material being taught. They may not be able to focus for a long time, often distracted by stimuli around them, such as sound or movement. Because of this, they find it difficult to follow the teacher's explanation thoroughly which can hinder their understanding of the material. In addition, the inability to sit quietly is also a major obstacle in the learning process. Behaviors such as pacing, running around, or moving constantly make them unable to focus on the lesson, which in turn disrupts the learning process in the classroom, both for themselves and for their classmates. On the other hand, hyperactive students often face difficulties in completing tasks given by teachers, as they tend to get bored quickly or cannot concentrate for a long time, they may abandon the task before it is completed, or not give full attention to the details needed to achieve optimal results.

This causes their work to often be incomplete or of low quality. In addition, hyperactive students can also have difficulty in managing their time well, which is important in completing school tasks. They may not be able to prioritize which tasks to complete first, or they struggle to stay on one task for long periods of time. This causes them to spend more time moving between tasks or activities without adequately completing any of them.

However, it is important to remember that although students with hyperactive behavior face various challenges, they also have potential that can develop with the right approach. With appropriate support, such as more structured learning, the use of different teaching methods, and special attention from teachers and parents, hyperactive students can learn to manage their behavior. A more patient and focused approach in assisting them can help improve their learning outcomes, reduce their disruption, and optimize their potential. Overall, hyperactive students' learning outcomes tend to be affected by distractions caused by their difficulty in maintaining attention and concentration. Nevertheless, hyperactive children still have the potential to develop when given the right approach.

With more structured learning, varied teaching methods, and support from teachers and parents, they can learn to manage their behavior. Patient and consistent assistance can improve their motivation and learning outcomes. Therefore, learning strategies that suit the needs of hyperactive children are very important so that they can achieve their academic and social potential optimally.

3.2.3 Teacher's Role in Inclusive Education

The role of the teacher, according to Permendikbud Number 137 and 146 of 2014, includes five aspects, namely as a learning designer, learning artist, learning mediator, learning motivator, and learning inspirer. Of these five roles, some of them have not been fully realized, especially in the role as a mediator. In addition, communication and approaches to hyperactive students need to be continuously developed so that teachers can better understand hyperactive children who require special handling. When students' attention is distracted, the teacher must be able to restore students' focus quickly.

According to (Widiyaningsih & Narimo, 2023), teachers play a very important role in delivering learning materials while functioning as educators to develop intelligence and noble morals in children. In addition to their role as teachers, teachers also have other roles, namely as counselors, coaches, and learning managers. The roles of teachers in teaching and learning activities include: a) Informator, b) Organizer, c) Motivator, d) Steering or Director, e) Initiator, f) Transmitter, g) Facilitator, h) Mediator, and i) Evaluator.

According to (Panjaitan & Hafizzah, 2025), teachers have a very crucial role in efforts to improve the quality of education, especially in terms of the learning process. Therefore, it can be concluded that teachers hold a great responsibility in creating a better quality of education, provided that they must be professional in their field. The role of teachers is not only limited to formal academic teaching, but also includes character education and being a role model for students. This shows that the existence of teachers is very decisive in shaping the next generation that is superior, both in terms of intellectual and moral. To perform their duties professionally, efficiently and effectively, a teacher needs to fulfill certain competencies. These competencies include various integrated aspects, such as knowledge, skills, attitudes, and values that are directly related to the profession. All these aspects must be realized in the form of concrete actions that reflect the performance and responsibilities of an educator.

The learning process for hyperactive students needs to be done through habituation and repetition. Habituation that is carried out continuously can help students recognize, understand, and remember what they should do.

In inclusive schools, there are two teachers in one class, namely the class teacher and the special assistant teacher. Both teachers are expected to develop their abilities and skills in managing the classroom, choosing the right learning strategies, methods and media in order to optimize the potential of each student. The roles of class teachers and assistant teachers in inclusive schools are interrelated.

The role of the Classroom Teacher is a teacher who is able to take general responsibility for running programs in inclusive education. Some of the roles of class teachers include: a) setting learning objectives clearly in the lesson plan, b) choosing the right approach according to the characteristics of students, c) managing the material to be taught, d) being skilled in choosing and using methods that can increase student motivation, and e) conducting learning evaluations. The role of a special assistant teacher is a teacher who functions to provide services for children with special needs including hyperactivity. Special assistance teachers must have special competencies to handle students with special needs and must work together with class teachers in planning, implementing, and evaluating learning (Barlian et al., 2023).

In regular schools that have students with special needs, there are no assistant teachers, so the class teacher must double up as an assistant teacher. Classroom teachers in regular schools with students with special needs are required to master all aspects of learning. Teachers need to take a special approach to hyperactive children, not only limited to recognizing their character, but also providing intensive guidance and direction. One form of guidance is through providing additional classes so that hyperactive children can learn more optimally, considering that they often have difficulty understanding the subject matter. By increasing the concentration of ADHD children, then automatically slowly, a teacher can be said to be able to handle ADHD children properly and correctly (Masrum et al., 2023). This additional class really helps them catch up. In addition, teachers must also demonstrate their role in real terms, both as a source of information, a motivator who generates enthusiasm for learning, a facilitator who is able to adapt learning to the needs of children, as well as a patient and consistent guide, even though sometimes they have to face challenges such as lack of support from parents.

Teachers also act as demonstrators in delivering material, classroom managers who maintain order, mediators in providing learning media, and evaluators to assess the development of hyperactive children. Teachers also need to provide understanding to children about the consequences of negative behaviors such as destructive, defiant, unwilling to be advised, impatient, or disturbing friends. The goal is for children to realize the impact of their actions and start thinking twice before repeating them. In addition, it is important for teachers to give appreciation for children's efforts, such as giving praise or additional grades for tasks that are done well. Thus, hyperactive children will feel appreciated, more motivated, and enthusiastic in learning.

According to (Susanto, 2022), teachers make various efforts in dealing with hyperactive children, one of which is by taking an individual approach to hyperactive students to better understand their characteristics. Some of the roles or steps taken by teachers in dealing with hyperactive students include. a) Taking a personal approach with hyperactive students in order to get to know and understand their needs. b) Using the peer tutor method and delivering material with interesting media (concrete and interactive). c) Providing special assistance or counselor guidance. d) Providing learning motivation and direction to hyperactive children. e) Taking special actions, such as giving reprimands or educational punishments. f) Evaluating the development of hyperactive students at the end of each month.

3.2.4 Teacher Strategies for Managing Distraction for Hyperactive Students

To help students who have hyperactive behavior, a holistic and consistent approach is needed from various parties, such as teachers, parents, and the surrounding environment. Teachers must develop a clear and organized lesson plan to help students stay focused and follow the lesson well. Teachers need to use simpler and clearer instructions and give them extra time to complete tasks. Using learning methods that involve physical, visual and listening activities can help students stay engaged. For example, using visual aids, educational games or group activities can divert their energy into positive activities. Hyperactive students are often more interested in activities that involve movement or creativity. Therefore, providing tasks that incorporate their interests, such as creative projects or tasks involving games, can help them stay focused and motivated.

According to (Priastini & Roselawaty, 2023), teachers need to create a learning environment with minimal distractions, such as arranging tables and chairs neatly to avoid distractions. Using learning methods that involve physical movements, discussions, and experiments will help hyperactive students to learn more interactively. In addition, providing tasks that vary in type and level of difficulty can prevent boredom. Teachers also need to give short breaks or do ice breaking so that students can move and release fatigue during learning. Teachers can also utilize interactive educational technology which is also important to maintain students' interest and engagement. Cooperation with parents is needed to monitor and support learning at home. The use of visual learning materials such as pictures, audio and diagrams can facilitate student understanding. In addition, teaching stress management skills such as relaxation techniques will be very beneficial.

Teaching students to work together in groups will also encourage them to learn through positive social interactions. Providing extra time for those who need extra help in understanding the material is also important. Implementing learning strategies that are tailored to students' needs can improve their focus and attention. An approach that adapts to their learning style with more interactive and student-centered methods will help them manage excess energy, increase concentration, and improve attention during learning. Each student is a unique individual, so a combination of understanding their needs and preferences will create a more effective, interactive and efficient learning environment.

Flexible learning strategies are also needed to suit the needs of hyperactive children. The use of active learning methods, such as physical activities or educational games, can help them focus. Learning instructions should be delivered in a short, clear and gradual manner for easy understanding. In addition, giving short breaks in between lessons can help children to manage their energy and refocus. To help students who have difficulty understanding the material, teachers can provide additional classes or remedial learning. In these classes, the material is delivered more slowly and repetitively, and adapted to the child's learning style. On the other hand, teachers also need to provide positive reinforcement in the form of praise, words of encouragement, or simple gifts for children's achievements. This form of appreciation can increase their confidence and motivation to learn.

Students who exhibit hyperactive behavior need special support in order to follow the learning process optimally. An individualized and emotional approach is an important first step. Teachers need to build positive relationships with students through empathetic and patient communication. This will make children feel accepted, valued, and more open to following the teacher's directions.

3.3 Conclusion

This study shows that students with hyperactive behavior (ADHD) in the lower grades of an inclusive elementary school have challenges in terms of concentration, focus, as well as basic academic skills such as reading. Students with the initials AM show typical ADHD characteristics, such as excessive motor activity when hearing music, repetitive behaviors such as washing hands repeatedly, and difficulty staying seated and following instructions in class. The role of the teacher becomes very important in assisting and directing this kind of student so that they can still participate in learning optimally, through an individual approach, the use of varied learning methods, and habituation of positive behavior. Inclusive education has an important role in providing equal opportunities for all students, including those with special needs such as hyperactive behavior. Children with disorders such as ADHD require learning approaches that are tailored to their characteristics and needs. Hyperactive behavior, which is characterized by difficulty concentrating, excessive activity, and distraction, can affect their ability to follow classroom learning. Therefore, learning strategies that involve interactive methods, positive reinforcement and a more structured approach are essential to improve their learning outcomes.

Nonetheless, this study has limitations. This study only involved one informant, the homeroom teacher of the student concerned, so it is not possible to describe the variation in approaches to managing ADHD students more broadly across different classroom contexts or by different teachers. In addition, the findings are descriptive and still very specific to one individual case. Therefore, the generalizability of the results of this study is limited.

Future research is recommended to involve more informants, including classroom teachers, special assistant teachers, and parents, to get a more comprehensive picture of the approaches and strategies for managing ADHD students in inclusive schools. Further studies should also explore differences in teaching strategies based on the severity of ADHD and the collaborative role between teachers in an inclusive classroom. With a broader and more in-depth follow-up research, it is hoped that a more

comprehensive understanding of how best to manage and support students with ADHD in an inclusive education environment will be obtained.

Author Contributions

Wichken Dwi Yuristin: Conceptualization, Methodology, Software.

Wichken Dwi Yuristin: Data curation, Writing - Original draft preparation. Wichken Dwi Yuristin: Visualization, Investigation.

Wichken Dwi Yuristin.: Writing - Reviewing and Editing.

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript

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