



Implementation Of Inclusive Education For ADHD Children In Regular Elementary School

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ABSTRACT: Regular elementary schools without an inclusion label are still required to accept students with special needs, including ADHD. This study aims to identify the teaching processes implemented by teachers for ADHD students in regular schools without special education assistants. The research was conducted at a public elementary school in Sukabumi City in November 2024. The method used was descriptive with a qualitative approach. Data were collected through an ADHD identification instrument, in-depth interviews with the classroom teacher, and learning documentation. The research subjects consisted of one classroom teacher and a first-grade student suspected of having ADHD. The findings indicate that the student only met three out of 17 ADHD indicators. This was due to limited teacher observations or insufficient supporting information. In the learning process, the teacher applied strategies such as behavior management, group work, seat arrangement, giving instructions, and managing tantrums, all tailored to the student's needs. However, services for ADHD students in regular schools remain limited. Therefore, further efforts are needed from teachers and schools to enhance support, including collaboration with parents and specialists. This study is expected to serve as a reference for developing inclusive education practices in regular schools.

Abstrak: Sekolah dasar reguler yang tidak berlabel inklusi tetap diharuskan menerima siswa dengan kebutuhan khusus, termasuk ADHD. Penelitian ini bertujuan untuk mengidentifikasi proses pembelajaran yang diterapkan oleh guru terhadap siswa ADHD di sekolah reguler yang tidak memiliki guru pendamping khusus. Penelitian dilakukan di salah satu SD Negeri di Kota Sukabumi pada November 2024. Metode yang digunakan adalah deskriptif dengan pendekatan kualitatif. Data dikumpulkan melalui instrumen identifikasi anak ADHD, wawancara mendalam dengan guru kelas, dan dokumentasi pembelajaran. Subjek penelitian terdiri dari seorang guru kelas dan satu siswa kelas 1 yang diduga memiliki ADHD. Hasil penelitian menunjukkan bahwa siswa hanya memenuhi tiga dari 17 indikator ADHD. Hal ini disebabkan minimnya observasi guru atau kurangnya informasi pendukung yang diperoleh. Dalam proses pembelajaran, guru menerapkan strategi seperti pengelolaan perilaku, kerja kelompok, penempatan tempat duduk, pemberian instruksi, serta cara menghadapi tantrum, yang disesuaikan dengan kebutuhan siswa. Namun, layanan bagi siswa ADHD di sekolah reguler masih terbatas. Oleh karena itu, diperlukan upaya lebih lanjut dari guru dan pihak sekolah untuk meningkatkan pelayanan, termasuk kolaborasi dengan orang tua dan tenaga ahli. Penelitian ini diharapkan dapat menjadi referensi dalam pengembangan praktik pendidikan inklusif di sekolah reguler.

ARTICLE HISTORY

Received December, 15, 2024

Revised February, 25, 2025

Accepted April, 14, 2025

Keywords : *Inclusive education, ADHD, Elementary School*

Kata Kunci: Pendidikan Inklusif, ADHD, Sekolah Dasar

Please cite this article in APA style as: Putri, S.M., Kurnia, B., Supena, A., Bintoro, T. (2025). Implementation Of Inclusive Education For ADHD Children In Regular Elementary School. Jurnal Pendidikan dan Pengajaran (JPPGuseda). 8(1). 43-52.

INTRODUCTION

Currently, schools are required to accept all students, including those with special needs, and provide learning programs that meet their requirements. These programs must be designed not only

to be appropriate and adequate but also to offer challenges aligned with each student's specific needs and abilities. With the right approach, these programs are expected to support the optimal development of each student's potential (Lalak Muslimin & Muqowim, 2021; Handayani, 2019). This applies even to schools without specific labels or inclusive education programs. Therefore, teachers are expected to understand and adapt their teaching methods to accommodate students' needs, thus assisting them effectively in the learning process (Mansyur et al., 2024).

The Indonesian government has introduced various essential policies to support inclusive education. One of these policies is Law No. 20 of 2003 on the National Education System, which asserts every student's right to receive educational services tailored to their talents, interests, and abilities. This policy serves as the legal basis for implementing inclusive education. Additionally, Regulation of the Minister of National Education No. 70 of 2009 defines inclusive education as a system that provides opportunities for all students, including those with special needs (ABK) and those with exceptional intellectual potential, to learn together in the same environment. Certain regions, such as Jakarta, have further supported this policy through gubernatorial regulations, such as Governor Regulation No. 116 of 2007 on inclusive education. Internationally, Indonesia has committed to various declarations, including the Salamanca Statement and Framework for Action on Special Needs Education (1994), which emphasizes education for all, including ABK. The government has also launched inclusive education programs in various regions to broaden access for children with special needs. Although these policies demonstrate strong commitment, challenges in their implementation persist. Therefore, ongoing efforts are required to enhance schools' capacity and stakeholders' understanding to realize effective inclusive education (Murniarti & Anastasia, 2016).

At the primary school level, implementing inclusive education still faces various challenges that require serious attention. One major issue is the lack of supporting facilities. Furthermore, some parents' lack of collaboration—as they often perceive the education of children with special needs as entirely the teacher's responsibility—presents its challenges, as they tend to provide limited support to the teaching and learning process at school. Other obstacles include limited human resources, as not all teachers have opportunities to attend relevant training or workshops. This makes it difficult for teachers to manage inclusive classrooms effectively. Additionally, social interactions between ABK and regular students, as well as communication between teachers and parents, need improvement to create a more inclusive learning environment. These challenges indicate that while efforts to implement inclusive education continue, many aspects still need to be improved to achieve inclusive education goals effectively (Yasa & Julianto, 2018).

Inclusive education emphasizes providing equal educational services for all students, including those with special needs. In the context of primary schools, inclusive education presents both challenges and opportunities to create a fair and meaningful learning environment. One group of students requiring special attention in the implementation of inclusive education is students with Attention Deficit Hyperactivity Disorder (ADHD). ADHD is a neurodevelopmental disorder characterized by difficulties in maintaining attention, impulsive behavior, and hyperactivity (Barkley, 1997).

According to Suryadi (I. N. Handayani, 2019) children with ADHD experience neurological disorders that affect their ability to focus attention, control impulses, and regulate physical activity. This condition is marked by inattention, hyperactivity, and impulsive behavior, significantly impacting children's academic development, social skills, and behavioral adaptation. Children with ADHD often struggle to focus on tasks despite having good motivation. They require extra effort to complete assignments compared to other children and tend to be more interested in activities that personally captivate their interest. These symptoms typically persist for at least six months and affect approximately 3-5% of school-aged children, potentially hindering the development of their language, reading, writing, and social relationships (Hallahan, 2009; Kewley & Latham, 2010).

Attention Deficit Hyperactivity Disorder (ADHD) is categorized into three main types based on dominant symptoms (Alanazi & Al Turki2, 2022). The first type is the combined type, which is the most common. In this type, individuals experience difficulty maintaining attention and focus, accompanied by hyperactive or impulsive behavior. The second type, inattentive type, is characterized by attention difficulties without prominent hyperactive or impulsive behavior. This type is often undetected because its symptoms tend to be socially non-disruptive. The third type, hyperactive-impulsive type, is less common and typically observed in preschool-aged children.

Children with this type exhibit predominantly hyperactive behavior with few attention problems. Each type requires specific diagnostic and intervention approaches tailored to the symptoms presented.

Children with ADHD in primary schools exhibit various core characteristics affecting their behavior and performance in school and daily life. One primary characteristic is low attention and disorganization, where children often struggle to focus on tasks, appear reluctant to listen, and frequently lose materials needed to complete assignments. Furthermore, hyperactivity and impulsivity are common, such as excessive movement, uncontrolled energy, excessive talking, and actions without careful consideration. Children with ADHD also often face challenges in regulating emotions and attention, especially when certain areas of the brain, such as the frontal gyrus, are affected. Cognitive impairments, such as deficits in executive function, visual processing, and planning abilities, also contribute to symptoms of inattention, hyperactivity, and impulsivity (Sadida et al., 2024; Aryanto et al., 2021)

The prevalence of ADHD is higher among boys than girls, indicating a potential genetic predisposition. Children with parents who have ADHD are also at greater risk of developing the condition (Alanazi & Al Turki, 2022). This condition affects students' ability to participate optimally in learning in regular classrooms. However, implementing inclusive education for ADHD students faces significant challenges, such as the lack of teacher training, limited supporting facilities, and social stigma against children with special needs (Aziz et al., 2024).

This study aims to analyze the teaching strategies used by teachers in teaching ADHD students in regular classrooms and identify various obstacles faced. The study also seeks to provide recommendations for improving the effectiveness of inclusive education, aiming to create more inclusive learning spaces responsive to the needs of ADHD students. Inclusive education is not just about integrating students with special needs into regular classrooms but also ensuring they have equal and meaningful learning experiences. By focusing on ADHD students in primary schools, this research is expected to contribute significantly to improving the quality of inclusive education in Indonesia.

RESEARCH METHOD

This study employed a descriptive method with a qualitative approach to understand the implementation of inclusive education for students with ADHD. The research subjects included a classroom teacher and a first-grade student suspected of having special needs related to ADHD at a public elementary school in Sukabumi City. The study was conducted in November 2024 to gather in-depth information about the inclusive learning process.

Data were collected using an identification instrument developed by Prof. Asep Supena, designed to reveal the characteristics of students with ADHD. Below is an advanced ADHD identification instrument.

Table 1. Advanced Instruments for ADHD Children

TYPE	ASPECT
Attention deficit disorder	1. Difficulty concentrating 2. Often makes mistakes (careless) 3. Like not listening to the person you're talking to 4. Often does not complete tasks 5. Difficulty planning and organizing activities 6. Refusing tasks that require concentration 7. Often lose things 8. Easily distracted 9. Forgetful
Hyperactive	1. Move/walk as if non-stop 2. Often leaving the chair 3. Excessive running and climbing 4. Difficulty keeping still/working quietly
Impulsive	1. Answering like screaming 2. Often shouting 3. It's hard to wait your turn (queue) 4. Often interrupts other people's conversations

In addition, in-depth interviews with the classroom teacher were conducted to obtain specific information regarding the teaching strategies applied in the learning process. This study focused solely on the learning process aspect, without evaluating other aspects beyond this context. Below is the interview guide for the classroom teacher.

Table 2. Class Teacher Interview Grid Regarding the Learning Process of ADHD Children

No	Learning Process Indicators	Question
1.	Lesson Plan (RPP/Module)	a. How do you adapt a lesson plan to meet the needs of a child with ADHD? b. Do you provide a clear and routine activity structure in the learning module?
2.	Learning Outcomes	a. What specific learning outcomes do you target for your child with ADHD, and how do you measure success? b. Are learning outcomes more flexible to suit children's abilities and needs?
3.	Learning materials	a. How can learning materials be adapted to engage the attention of children with ADHD? b. Does the material involve more visuals or interactive aids?
4.	Instructional Media	a. What are the most effective learning media to help children with ADHD focus and understand the material? b. Does the use of technology or digital media help in their teaching?
5.	Learning methods	a. What learning methods are used most often, such as discussion, hands-on practice, or games? b. How does this method affect children's concentration and engagement levels?
6.	Behavior Management	a. What strategies do you use to manage the behavior of children with ADHD in the classroom? b. How do you deal with their impulsive or distracting behavior?
7.	Assigned Tasks	a. Are the tasks given to children with ADHD designed to be shorter or more specific? b. How do you ensure the task doesn't overwhelm them?
8.	Work in group	a. How do children with ADHD typically interact in group work? b. What steps are taken to minimize conflict or role imbalance within the team?
9.	Seating Arrangement	a. How do you determine the optimal seating position for a child with ADHD in the classroom? b. Is there any benefit to sitting close to the teacher or away from distractions?
10.	How to Give Instructions	a. How do you give instructions so that it is easier for children with ADHD to understand? b. Do you give instructions step by step or use visual aids?
11.	How to Deliver Material	a. How do you deliver material in a way that will maintain the attention of a child with ADHD? b. Is there variation in the delivery method to prevent boredom?
12.	How to Communicate	a. How do you build effective communication with a child with ADHD? b. Do you use any particular verbal or nonverbal approaches to facilitate communication?
13.	Learning Outcome Assessment	a. Is the assessment system for children with ADHD different from other children? b. How do you evaluate their capabilities holistically?
14.	Initial Assessment	a. How do you conduct an initial assessment to identify the special needs of a child with ADHD? b. Does the assessment involve behavioral observations or specific tests?

No	Learning Process Indicators	Question
15.	Handling Tantrums	a. What approaches are used to handle tantrums in ADHD children in the classroom? b. How do you help your child calm down without disrupting the learning process?
16.	Pullout from Class	a. In what situations do you decide to pull an ADHD child out of the mainstream class (pullout)? b. How do you leverage pullout sessions to support their needs?
17.	Challenges and Obstacles	a. What are the biggest challenges in educating children with ADHD? b. How do you overcome barriers in communication or behavior in your child's classroom?

Data analysis was conducted inductively through three main stages: data reduction to filter relevant information, data presentation in the form of descriptive narratives, and conclusion drawing based on emerging patterns (H. Wijaya, 2018). Triangulation techniques were applied to validate the data by combining the results of identification, interviews, and learning documentation. The findings of this study are expected to provide valuable insights for improving inclusive education practices in regular classrooms for students with ADHD (Nasution, 2020)

RESULTS AND DISCUSSION

Results

Based on data obtained through the ADHD identification instrument through interviews with homeroom teachers, it was revealed that students who were the subjects of the study and were suspected of having special needs related to ADHD showed characteristics that did not fully match the symptoms of ADHD, where the results of the homeroom teacher's observations only recorded three of the total 17 sub-aspects of ADHD. The three sub-aspects include attention disorders characterized by being easily distracted and forgetful, and one aspect of impulsivity, namely often interrupting conversations. Interestingly, no indication of hyperactivity was found in the students.

Furthermore, based on the results of the interview, it was discovered that the students' parents admitted that their children had been diagnosed with ADHD when registering for school. However, the school, both the homeroom teacher and the principal, never asked for supporting documents or screening results related to the diagnosis.

Meanwhile, in teaching practice, teachers do not make special lesson implementation plans (RPP) for students, but rely on activity structures that are in accordance with the assumption that students can follow the learning process like other students. However, teachers have implemented several strategies such as focusing on student involvement in the learning process, using visual and concrete teaching aids, involvement-based teaching methods such as games and direct practice, and behavior management strategies that involve direct praise and nonverbal cues. Seating students at the front of the class and varying the delivery of instruction have also been implemented. However, significant challenges remain, especially in maintaining consistent student attention and managing classroom disruptions. Teachers also suspect additional needs such as speech delays.

In terms of assessment, generic approaches are still used without specific adaptations to identify or diagnose ADHD symptoms. When students have tantrums, teachers respond calmly and use nonverbal cues. Despite these efforts, implementing inclusive education for these students faces systemic barriers such as limited special education teachers, lack of understanding of inclusive education among general teachers, difficulty in designing appropriate instructional materials, and high administrative workloads. Family economic constraints are also a factor that hinders students' access to potential clinical therapies.

Discussion

Based on interviews, teachers do not specifically adjust lesson plans (RPP) but instead create consistent activity structures. This is done under the assumption that ADHD students can follow the learning process like other students. However, teaching children with ADHD requires adjustments in planning, implementation, and evaluation to ensure they have an optimal learning experience. This is important as it helps ADHD children overcome their limitations in maintaining attention

(Urbayatun et al., 2019). Teaching approaches should incorporate flexible strategies, such as shorter time allocations for specific activities, to accommodate their attention spans (Arriani et al., 2021).

Regarding learning outcomes, teachers emphasize students' engagement during the learning process rather than final results. This strategy aligns with the process-based approach recommended by UNESCO's Inclusive Education Guidelines (Meijer & Watkins, 2019) where the success of children with special needs is measured through active participation. Furthermore, flexibility in learning outcomes can reduce excessive pressure and enhance motivation (Kauffman et al., 2018).

For adapting learning materials, teachers use visual media and concrete aids such as picture cards. This aligns with research by (Husen et al., 2019) which shows that using visual media effectively captures the attention of ADHD children. However, teachers report that technology has not been optimally utilized because students tend to be distracted. As an alternative, technology specifically designed for ADHD children, such as interactive learning applications, can be used to support their focus.

The teaching methods employed, such as games and hands-on practice, have proven to increase students' concentration. These dynamic activities support the multisensory theory, where learning involves multiple senses to maintain attention (Gargiulo et al., 2017). In behavior management, teachers use praise and hand signals, which align with Behavioral Intervention Strategies for managing ADHD children's impulsivity (Mansyur et al., 2024). However, challenges remain, such as maintaining consistent attention from the child. Teachers also suspect the child has additional needs, such as speech delay. In this case, collaboration with parents and comprehensive initial assessments are needed to fully identify the special needs (Selian, 2023).

Behavior management strategies employed by teachers include giving immediate praise and using nonverbal cues. Immediate praise following good behavior is highly effective, as ADHD children often have a high need for positive reinforcement. This can boost their motivation while reinforcing desired behavior. Additionally, using hand signals as nonverbal reminders helps the child stay focused without disrupting the learning process or causing embarrassment in front of peers. To address impulsive or distracting behaviors, teachers adopt individualized approaches by giving special attention based on each child's needs. These strategies can be enhanced with the implementation of visual schedules, relaxation exercises, or token-based reward systems to more effectively manage behavior. These interventions have been proven to reduce ADHD symptoms (Sesrita et al., 2020).

In learning tasks, teachers do not provide different activities from those for other students, reasoning that ADHD children can complete tasks without special arrangements. However, in group work, the child often struggles to share roles and specific tasks if instructions are given by peers. Teachers closely monitor group activities and educate regular students to be more patient when interacting with ADHD children. Another strategy involves assigning more female members to the group, as they are perceived to be more understanding towards ADHD children. This underscores the importance of peer support in ADHD children's learning experiences (McDougal et al., 2023).

Seating arrangements for ADHD children are made at the front near the teacher to minimize distractions and facilitate directions. This placement allows teachers to provide visual and direct instructions. Additionally, lessons are delivered through songs, interactive games, and light discussions while playing. Teachers vary the methods of delivery to prevent students from becoming easily distracted. Nonverbal approaches, such as eye contact, are used before giving verbal instructions to ensure the child is focused.

In assessing learning outcomes, teachers still use general approaches without implementing specific assessments to identify or further diagnose ADHD symptoms. Research, however, highlights the importance of personalized interventions based on the specific strengths and challenges of each ADHD child. This indicates the need for continuous training for teachers on ADHD. Such training should include strategies to recognize ADHD children's needs, manage inclusive classroom environments, and foster collaboration with parents (Ward et al., 2021; Nurfadhillah et al., 2022; Rosita et al., 2020).

When the child has a tantrum, the teacher calms them down by speaking softly and using nonverbal gestures. Usually, the child can explain the reason for the tantrum, but according to Sibley et al. (2021), continuous monitoring is still necessary to anticipate disruptions in class activities. ADHD children often experience fluctuations between remission and relapse, making regular check-ups essential to detect recurring symptoms (Sonuga-Barke et al., 2013).

The biggest challenge for teachers in managing ADHD children is maintaining consistent attention and conditioning the classroom environment to prevent distractions. Teachers also suspect that the child has other special needs, such as speech delay. Therefore, a holistic approach is required, focusing not only on academic needs but also on the child's physical, emotional, and social development, including parent involvement and clinical therapy. However, economic constraints of the family pose a barrier to implementing such therapy. Research shows that low economic status can contribute to ADHD symptoms, although the causal relationship remains controversial (Luo et al., 2019; Milham et al., 2012; Li et al., 2022; Hoogman et al., 2019).

The main challenges in inclusive education include the limited number of competent Special Education Teachers (GPK) and teachers' lack of understanding of inclusive education. Difficulties also arise in designing suitable teaching media and methods for children with special needs (ABK). High administrative workloads often reduce teachers' focus on providing adequate attention to students with special needs. Addressing these challenges requires collaboration between schools, governments, and communities to create an inclusive learning environment that supports all students (S. Wijaya et al., 2023; Ningrum et al., 2023; Setiawan et al., 2020; Novita et al., 2022, & Arifin et al., 2023).

CONCLUSION

This study shows that teachers have made efforts to provide inclusive learning for students with ADHD through consistent activity structures, material adaptations using visual aids, and dynamic teaching methods such as games. However, the adjustment of lesson plans (RPP) to be more flexible, the utilization of technology, and comprehensive initial assessments remain suboptimal. Learning outcomes emphasize the process of student engagement rather than final results, aligning with the principles of individualized learning. While behavior management strategies such as praise and hand signals have proven effective, challenges in maintaining student attention and addressing additional needs, such as speech delays, continue to be obstacles.

To improve the quality of learning, it is recommended that teachers incorporate flexible strategies into lesson plans, such as adjusting time allocation to match the focus span of children with ADHD. Specialized interactive technology can be utilized to help students maintain focus without distractions. Initial assessments involving in-depth observations, interviews with parents, and the use of specific tests should be conducted to holistically understand students' needs. Furthermore, collaboration between teachers, parents, and professionals such as psychologists or therapists is crucial to provide comprehensive support. With these measures, learning can become more inclusive and effective in meeting the unique needs of ADHD students in elementary school settings.

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