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ABSTRACT

This study aims to analyze the results of learning Indonesian in students who experience attention deficit hyperactivity disorder (ADHD) in an elementary school in Samarinda City. The research is descriptive qualitative using a purposive sampling technique with ADHD students, classroom teachers, and parents. Collecting data using interviews and documentation to determine Indonesian language learning outcomes for ADHD students. Data were analyzed through data collection, reduction, presentation, and conclusion. The results showed that students with ADHD type of inattention, hyperactivity, and a combination of attention deficit disorders accompanied by various symptoms that looked different, namely experiencing an inability to focus on learning Indonesian. This looks different when compared to other students his age. So that it can interfere with cognitive, social, communication, and behavioural development. It can be said that the Indonesian language learning outcomes for ADHD students are still relatively lacking. It needs more attention with a loving attitude and patience in handling it. In handling these students must get direct support from parents and teachers. Working together to educate and instil good things is very important to obtain good Indonesian learning outcomes.

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1. INTRODUCTION

Today's education in the world must pay attention to all aspects of humanity. This, of course, also applies in the unitary state of the Republic of Indonesia. The best education is the right of all students, including students with ADHD categories who generally have concentration problems, cannot follow directions, get bored easily with assignments, tend to move constantly, and don't think before acting (Hidayat & Herdi, 2013).

According to the results of previous research conducted Sentosa Z., (2019), special services should be provided for students with ADHD. It is urgently needed to overcome, overcome, and reduce symptoms of hyperactivity. Children with ADHD are often found in the daily life of school-age children, and even if not treated immediately, it will affect a person's future. Children with these disorders require special services to meet their needs in increase their potential and abilities. There are several things that children with ADHD need. The first is related to the need for self-control to reduce or eliminate hyperactivity, increase attention span, and control impulsivity. Second, related to the learning needs that require a different learning method from other normal children.

Learning outcomes are an important part of students' learning process (Kholifah et al., 2021). On the other hand, teachers also need to understand students well and not discriminate against students (Purba S., et al., 2021). Relevant understanding, the teacher can encourage students to find something interesting and valuable. Subakti et al. (2021) learning activities are actually an internal process within a person that can affect the enthusiasm and encouragement of learning in achieving a goal of learning.

When conducting observations on students who have symptoms of ADHD, the researcher's findings are those who prefer to daydream, have difficulty communicating, and are slow in doing the assignments given by the teacher (Purba F. J., et al., 2021). Apart from that, some students find it difficult to stay in their seats and often disturb their friends. Basically, the symptoms of ADHD are very difficult to sit still, often make troublemakers act without thinking, and of course, can harm other students. It takes the role of all parties involved in overcoming this problem (Siregar R. S., et al., 2021).

Subakti (2019) explains that the Indonesian language can be used to benchmark a person's thinking ability, be it a child, teenager, or adult. This can be done by familiarizing the Indonesian language learning process in schools, especially in basic education. Subakti (2020) systematically explain that the Indonesian language learning process must be understood thoroughly and intact to make it easier to understand the material presented. For this reason, learning Indonesian in elementary schools must be carried out continuously, including for students with symptoms of ADHD who attend public schools.

Based on the problems faced and described, this research needs to be followed up. The results of direct observations in the field can be used as a benchmark for thinking in this study so that it creates novelty (Antshel K. M. & Russo N., 2019). The data found by the researchers were three students who experienced symptoms of ADHD. The student has ADHD. One student had attention deficit disorder, and the other student had a combined type of ADHD, (Bontinck C., et al., 2021).

2. METHODS

This research is qualitative research based on the philosophy of postpositivism. This research was conducted in a natural and real situation. The key to success in this study is to prioritize meaning rather than a process of reasoning and concluding only in general (Sugiyono, 2016). Qualitative research is a descriptive study where the data results are from the writing, speech, and behavior of the persons observed. The social events and symptoms occurring were explained very clearly and made in a series of words to understand the real situations better (Sujarweni, 2014).

Qualitative research can be interpreted freely that qualitative research involves analyzing data or information that is originally descriptive (Sujarweni, 2014). In sum, qualitative research is directly related to social phenomena and obtaining real data.

Research Time and Location

This research was conducted in SD Negeri 007 Samarinda Ulu located at Piano Street, Dadi Mulya Village, Samarinda Ulu Sub-district, Samarinda City. This research was carried out from June to August 2020.

Research subject

The subjects in this study were respondents delivering information. The researchers need data related to the research title. The subjects are the persons being researched determined using purposive sampling. This technique was carried out through calculations with the criteria established. The subjects in this study were students with ADHD, their parents, and teachers at SD Negeri 007 Samarinda Ulu. Those students included one female and two males. One student had inattention-typed ADHD, another student had hyperactive-typed ADHD, and one more student had combined types of ADHD. The other subjects were the homeroom teacher of the ADHD students and their parents.

Research Instruments

The researchers in this study became the research instrument because this is qualitative research. The concentration of focus was obvious and done by making research instruments developed with simple instruments. Then, the data needed in this study were noted in the interview sheets and documented using cameras from devices/cellphones.

Data collection technique

Research data collection techniques aim to obtain data. Then, the researchers found data that must have a predetermined data standardization. This research collected the data by documentation and interviews

Data analysis technique

The data of this research were analyzed using an interactive reference of Miles and Huberman. Activities when analyzing the data are carried out interactively and will be carried out continuously until the data is saturated. The data were analyzed using data collection, data reduction, data display, and conclusion drawing/verification.

3. FINDINGS AND DISCUSSION

The research results were the real events observed by researchers in the field. In this case, the obtained data focused on existing problems. Based on the studied issues, this study explained the found data related to students with ADHD. The observation included the behavior of students with ADHD while at school and home and how their parents and teachers handle it, foster motivation in learning, as well as obstacles faced and how to address them. Therefore, this study explained the data found in the field in the form of interviews and documentation. The subjects were teachers of class II C, II B, and VI C and parents of students with ADHD, and three ADHD students with different types and symptoms at SD Negeri 007 Samarinda Ulu.

The main focus of this study is to explain the results of data that researchers have found on students with symptoms of ADHD. This is closely related to the behaviour of students. At the same time, at school and at home and how parents and teachers handle it fosters motivation in learning, the obstacles they face and how to overcome them. Therefore, this study describes the data when in the field in the form of interviews and documentation. The subjects in this study focused on teachers in grades II and VI, parents of students with symptoms of ADHD, and 3 students with different types and symptoms.

The first student with ADHD is TY, a class IV C student aged ten years. TY experienced ADHD symptoms with a type of silent inattention and difficulty communicating with teachers and friends. TY, in her daily activities, is very quiet. She never wants to ask her teacher or friends when learning Indonesian. When the teacher explains the material, his eyes are on the teacher but his mind doesn't know where to go.

From the explanation given by the class teacher of BM's mother to the researcher that her child TY is very quiet, her voice is low, and it is as if her child has her own world. However, TY is known to be very diligent in doing the given Indonesian language assignments, even though her learning

ability is still lacking. TY is a very difficult student to understand even we never know what is on his mind because he never talks or asks anyone at school. BM's class teacher also gave motivation by asking what TY didn't understand and sometimes BM's mother came to her seat.

The researcher also encountered problems when interviewing him. When the researcher tries to ask a question, TY tends to be silent. TY just shook his head and nodded. Even though her biological parents and class teacher helped her, TY still couldn't. When the researcher asked what she wanted, TY was silent. Then the researcher, together with parents and class teachers, must mention the questions one by one. His voice only sounded once and sounded very small. From his voice when the researcher asked what subjects TY liked the most, he only answered briefly, namely religious studies. Then, TY did not answer many questions even TY just kept silent and looked down.

In the second study aimed at children who experience a combination of ADHD. The student named MF is a male student who is in class II C and is 8 years old. MF is a child who has a combined type of ADHD, which is focused/concentration and hyperactivity, cannot sit still, and experiences impulsivity, which is acting without thinking about the consequences. Researchers know the combination of MF with ADHD, namely from initial observations. Since the beginning of the class, the researcher saw that MF only focused on himself because his seat was different from the rest of his friends. The seat is right at the front, which is directly opposite the teacher's desk. When teaching and learning activities in MF class always disturb his friends for various reasons, he cannot sit still in his seat. When given advice and input to MF, he got angry and took it out by hitting his friend.

After school, activities carried out by MF usually play immediately and tend to be lazy to learn, especially Indonesian. MF at home never helps his parents like making his bed and his textbooks. His parents hope that MF can read and be independent in the future because there are still many shortcomings, not the same as his other friends. The researcher asked more about his activities at home when interviewed. MF became a little shy, different from what I met at school. MF aspires to be a soldier and a firefighter in order to respect his mother and father. MF gave why he likes to make noise in class because he borrowed a pencil sharpener. MF informed that his activities at home after school were changing clothes and doing homework but not finishing. When asked how his attitude towards his friends was, MF said he liked to annoy his friends, so he was often beaten back by his friends. When his friends bullied him, MF showed his anger by throwing objects around him at his friends.

The third hyperactive child with ADHD is name MSA, a male student, grade II, and is 8 years old. MSA has symptoms of hyperactive ADHD type who is always moving a lot and likes to annoy his friends, so he doesn't pay attention to the teacher while teaching. The researcher had the opportunity to interview MSA's parents, Mrs. SH. He explained that his son had three siblings, but his first brother had died and MSA was the second of three children. MSA is closer to her sister because MSA's mother works as a trader who opens a business by selling. Mrs. SH sometimes wants to motivate and advise her but is constrained because MSA only comes to the shop for a short time. Before her mother could speak, MSA had run away from her mother's shop. SH's mother also explained that her child did not sleep at home with her every day. Her son often slept at his grandmother's place. The hope that SH's mother wants in the future is not to experience things that are not expected.

The researcher asked MSA what he wanted to be, and then MSA answered that he wanted to become a police officer. When asked why he wanted to become a police officer, MSA said it was okay. Then the researcher asked about her behaviour when MSA was noisy in class. MSA just smiled and answered that she liked to play. When at home, MSA is usually accompanied by his sister. When asked what activities he did at home, MSA replied that he helped wash the dishes and store his mother's merchandise.

Based on the results obtained by researchers in children with symptoms of ADHD, they have different types of symptoms and abilities. Basically, this greatly affects his behaviour and motivation in learning, especially in Indonesian language lessons. Students with ADHD need attention from their

families, parents, and teachers. Students with symptoms of ADHD with various types, such as lack of attention, have difficulty communicating and becoming quiet. In contrast to the symptoms of hyperactivity, they move a lot and can't stay still, sometimes disturbing their friends. Meanwhile, students who have combined symptoms of ADHD find it difficult to accept Indonesian language lessons, cannot be silent, often make noise, and annoy friends.

The results is obtained through interviews from several sources. Students like TY have problems focusing their attention while studying. TY, while studying, does seem to pay attention but doesn't know where his mind is going. TY is a child who is slow to do something because he does not want to ask questions and express opinions. TY is very quiet at school and at home. TY can't be treated rudely, especially by telling him to do something he doesn't like. TY's parents are very concerned about her, but when at home TY only does it on her own accord, even though TY's mother still gives her good advice or direction. When TY was at school, she didn't want to ask questions, but her class teacher was very patient in educating and teaching her.

Dayu (2013) explains that the type of inattention is that children are less focused on their attention, both hyperactive and impulsive. Based on the results obtained through MF interviews, students with combined ADHD symptoms have difficulty focusing their attention because they can't stay still like to interrupt and act unnaturally. MF needs special handling because it greatly affects his behaviour, interactions, and motivation in learning at school and at home. When the researcher conducted an interview with MF, he showed an attitude that could not sit still, his legs always moved, and he always looked out of his house when interviewed, even occasionally disturbing his sister who was eating.

MF is fast to understand lessons related to writing and reading in Indonesian. However, MF needs motivation and praise to be willing to write and read. MF is always moving a lot and can't sit still, likes to annoy his friends, and even when he feels something is outside of himself, MF gets angry by venting to his friends like hitting. Then MF often lied when he was tired of studying. He always reasoned that he wanted to pee but went to the canteen to eat.

In line with Baihaqi & Sugiarnin (2014) this combination of ADHD is a combination of inattention, hyperactivity, and impulsivity. ADHD is a combination of children who experience obstacles in acting, namely doing things without thinking, affecting their academic abilities. Based on the results obtained through interviews from various sources, hyperactive children such as MSA also have difficulty concentrating while studying because they cannot be quiet and always disturb their friends. He never beats his friends. He is just nosy towards his friends who are studying. Particular attention should be paid to MSA by parents and teachers. MSA at home gets less attention because mom and dad are always busy at work. He wore a scout outfit when interviewing MSA even though he wasn't in school. MSA's parents noticed that their son was closer to his brother and his grandmother slept even more at his grandmother's place. The MSA class teacher also always takes the initiative to give assignments with more questions than his other friends. If his friends only get a few questions, the MSA is double that of his friends. This is done by the teacher so that MSA does not disturb his friends and stays focused while studying.

4. CONCLUSION

Based on the study results, it can be concluded that students with symptoms of ADHD with the types of inattention, hyperactivity, and impulsivity experience problems in learning Indonesian at school. This can be seen from the child's inability to focus when compared to other children his age. Children with ADHD symptoms experience problems in cognitive, communication, social, and behavioural development. These problems make them experience problems in learning, especially Indonesian at school. In other words, the learning outcomes of students with symptoms of ADHD are still relatively low. The learning outcomes of children with ADHD symptoms need to be instilled from within the students themselves. In general, this research still needs more support from parents and classroom teachers in schools in synergistically educating and teaching good things to their

students. If this has been implemented properly, it will certainly improve learning outcomes, especially Indonesian language and all lessons in schools. In this study, it was still limited to one elementary school in Samarinda City. Further research needs to be carried out by considering the number of schools and the scope of research that is broader and comprehensive.

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