

ROLE OF PARENTS IN THE ACADEMIC DEVELOPMENT OF A CHILD WITH ADHD

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Keywords: Parental involvement; Learning Motivation; ADHD	Abstract: This study aims to discover what motivates children with ADHD (Attention Deficit Hyperactivity Disorder) to perform academically. In addition, this paper also tries to search viable methods to assist children with ADHD and what factors determine their academic motivation. The research method used is descriptive qualitative research method. The primary focus of this study were children with ADHD and their parents or legal guardians. The techniques used in this research included rigorous observation, interrogation, and documentation based on the notion that the academic motivation of students with ADHD tends to be lower than that of students in with no discernable mental disorder. This is mostly due to three prominent symptoms: hyperactivity, inattention, and impulsivity. Symptoms like these effectively renders them less productive, and children with ADHD requires a specialized approach in nurturing and development, like allocating more attention to detail and being able to handle them patiently without applying harsh or punitive measures as it will affect their mental and psychological state.	
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INTRODUCTION

ADHD refers to Attention Deficit Hyperactivity Disorder. It is a mental disorder that disproportionally affects children in their ability optimally analyze, comprehend, socialize, communicate, and interact with others. Children with ADHD often display significant levels of inattention, are often observed to be in a significantly higher level of activeness compared to their peers of absent of similar disorders, and are more likely to be impulsive and disorderly, displaying aspects of uncontrolled and episodic fits of wrath (Tiel, 2018).

According to de Lorient, et al. (nd) ADHD refers to developmental issues in children that frequently results in actions excessive and unstable movement and interaction with others, accompanied by feelings of anger and frustration, the inability to remain docile, gullible and uncoordinated decisions, difficulty in concentration towards educational materials, frequent daydreaming, difficulty in communication and verbalization, and the inability to consistently produce optimal or normal behavior when assigned tasks or homework.

Hidayati & Zarkasyi (2021) stated that concentration during the learning process is a prominent factor in the academic process to ensure that the child is able to obtain sufficient knowledge



from the learning material, as being unable to do so hampers a child's ability to partake in the curriculum.

Learning Motivation

According to Sardiman (2014) the motivation to learn also hosts a number of essential functions including the ability for one to be more adept in conducting activities including exceeding previous expectations, like major improvements in their academic performance via a strong commitment in learning despite never being a valedictorian in their class, or being able to make their own decisions, like determining their course of action to achieve a certain goal. Therefore, the said motivation enables the pathway to activities that are fundamental to the goal that is intended to be accomplished. For example, a child that aspires to be a professional badminton player requires significant self-assurance to train themselves to be skillful at playing badminton. Additionally, being able to determine actions that must be done that are in line with the goals they want to achieve, they can also ignore actions that are not useful for those goals. Thus, a person must understand that work that does not produce positive energy is better not to do it and is more focused on realizing the work he wants to achieve.

In fact, the higher the level of parental attention, the higher their influence on the child's growth and development. If parents possess high levels of motivation in the child's learning process, then the child's learning motivation will also increase. This is in line with PAI (2016) who states that parents play an important role and are very influential in their children's education. Motivation is very important and needed during the learning process, where the more motivation there is, the more things they do. Especially in terms of learning because motivation is an encouragement to do something that has a positive impact on the child.

According to Elsjelyn (2014) the motivation to learn can be interpreted as an impulse within a person that can encourage that person to do something based on the goals they want to achieve. If the goal is clear and interesting, then the person will have strong motivation to do something that can achieve the goal. Learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting their life needs.

Noorlaila (2020:8) states that learning is an activity that uses fundamental elements in the implementation of every type and level of education. Idrus (2018:42) also added that concentration in learning is focusing the mind on the situation and conditions. The ability to concentrate can produce good understanding and impressions so that the lessons learned by students are not easily forgotten. Many students experience problems or difficulty concentrating when studying. Isnawati (2020:80) revealed that difficulty concentrating is an indicator of learning problems faced by students because this will be an obstacle in achieving the expected learning outcomes. This research aims to determine the role of parents in encouraging the motivation of ADHD children at school.

Fadillah (Lestari, 2020) said that within the local environment of every child, the child will imitate every action that occurs. However, the fact is that there are some parents who doesn't understand their role as parents when online learning is being initiated. Second, parents as facilitators. The role of parents as facilitators can be said to be quite good because parents are able to provide guaranteed facilities for their children. The facilities provided by parents for their children are in the form of study places and tables, books and stationery. One of the functions of parents in encouraging children's learning motivation is by providing various



learning facilities for their children. Alim, et al. (2021) says that parents have a biological function which means they are social institutions that provide basic biological requirements, including (but not limited to) clothing, food, and shelter.

METHOD

This type of qualitative descriptive (QD) research is generally used in social phenomenology. One example of social research is guidance and counseling research. Qualitative descriptive research in the guidance and counseling perspective can be interpreted as research in the field of guidance and counseling whose aim is to present a detailed description of the setting of the guidance or counseling process in schools, intended to explore how guidance or counseling occurs, whether the guidance or counseling that has been carried out can be in line with address a number of variables relating to the problem under study. Data analysis in qualitative research is carried out before entering the field, while in the field, and after finishing in the field. The steps for qualitative data analysis include data reduction, display and drawing conclusions. The main strength of qualitative research lies in the flexibility of the researcher's style to describe the research flow with very open research problems.

Meanwhile, the weakness of qualitative research lies in how carefully the researcher captures important moments or data when the research occurs. The method applied in this research is a qualitative descriptive method. This research design uses a qualitative descriptive research type. Descriptive research is research to get a clearer picture of the phenomena that occur in relation to the problem being studied. The place of research was carried out in Jakarta. The research was carried out from July to October 2023. The subject of this qualitative research was an ADHD student, namely 1 male student, ADHD Hyperactivity students.

The method used is a qualitative research approach with a case study design. (1) semi-structured interview, (2) observation.

RESULT AND DISCUSSION

Result

Based on the research results, it has been discovered that the backgrounds of children with different types of ADHD have different characteristics and abilities. The level and role of parents also influences learning motivation and daily behavior. There are ADHD children who are in the inattentive spectrum whose characteristics seem to be quiet and don't invoke too much activeness but are less formidable to receive lessons and are difficult to communicate with, in contrast to hyperactive children who tend not to be silent and make noise but are still able to receive lessons and can be communicated with. In contrast to children without ADHD, these children tend to find it difficult to learn lessons, are difficult to communicate with and often cause commotion because of their restless behavior, running here and there and likes to disturb their friends.

Based on the results of this observation, children who have ADHD symptoms tend to appear more hyperactive in class, such as being unable to stay obedient, enjoys excessive movement, and unable to stay in their fixed positions compared to other children.



Even ADHD children have symptoms of difficulty concentrating, such as being difficult to communicate with and being less adept to answering the questions provided by the teacher, along with being impulsive, specifically having a tendency to do things as pleased, such as annoying and assaulting peers, vandalizing properties and throwing away others' belongings, not being patient enough to wait for their turn, and daring to interrupt the teacher's conversation. Therefore, the role of parents and teachers is very necessary in providing learning motivation so that ADHD children can grow and develop like other children. It is very important to provide motivation to learn because it is useful for raising enthusiasm in ADHD children so they can learn better.

The participant is a 14-year-old private middle school student. He has been diagnosed with ADHD but it is still relatively mild. However, he has presented himself in having difficulties controlling excessive movement and preventing self-talk (talking to himself) despite frequent reminders that it was not productive and that it can disturb others.

Therefore, it is necessary to have the assistance of teachers and shadow teachers (accompanying teachers) when he is in class or learning is taking place both in class and outside of class, such as in sports lessons, this ADHD child will walk around the field without him realizing it, but when called by the teacher he will turn around and rejoin his friends. When at home, parents need support and motivation for children with ADHD in doing school assignments, parents are very patient in helping and guiding them in doing school assignments, even though the assignments must be explained one by one and starting with the easier ones first.

Researchers interviewed and observed children and parents on what motivates children with ADHD to learn. It was discovered that parents are always ready to accompany the child and provide motivation repeatedly (continuously) patiently when they start to face difficult problems they will get angry and it is possible that they will tantrums.

Hames (2003:2) explains that a tantrum or tantrum is a strong emotional outburst that occurs when a child feels out of control. Tantrums are a practical demonstration of what the child feels inside (chaotic, confused, and messy). When an ADHD child starts to get emotional, the teacher or parent must explain what is going on in the ADHD child's head with overthinking and emotions or tantrums and they are brought to a comfortable room. This is a way to help an ADHD child when they are emotional and angry. Researchers observed that when an ADHD child started to actively move around while talking to themselves, they lose attention to what they were doing, like school work, this is a characteristic of an ADHD child and when he was reminded to return to his work he would do it, but after a short duration the activity would recur.

Discussion

When both parents are busy working, they must commit to making time for their ADHD child, because they want to be like other children whose parents have time to help them in their daily lives when they are at home. If both parents are really busy, there should be a tutor or teacher who comes to the house to help and guide academic matters and help the ADHD child's behavior which is not appropriate for children his age, and always remind the ADHD child of positive things. Parents play a very important role in encouraging learning motivation for children with ADHD, parents must spend time or quality time with children with ADHD, for example helping with homework from school because it is very difficult to focus on doing this or just listening to their stories at school.



CONCLUSION

Based on the results of research and discussion, it can be concluded that ADHD learning motivation tends to be minimal and must be accompanied. Because ADHD children are children who are slightly different in terms of their abilities and behavior. Therefore, learning motivation must be developed in ADHD students with the role of motivation and encouragement from parents.

It is the important role of parents and teachers who can educate and develop the learning potential in ADHD children. Because students with ADHD symptoms must receive special treatment and cannot be left alone and treated harshly. Students with ADHD symptoms tend to like praise and attention. ADHD children have three symptoms, namely hyperactivity, students who tend not to be able to stay still or move a lot that exceeds the movement capacity of children in general, inattention, namely ADHD students who have difficulty concentrating, are difficult to communicate with because they tend to be confused and daydreaming and are not good at socializing with friends. and the people around him, the last symptom of impulsivity is that ADHD students like to do things without prior thought, such as anything that makes them happy will be done without knowing the risks.

ADHD children must have a companion teacher or what is usually called a shadow teacher. This teacher can help when the ADHD child starts to be active in class and disturbs his friends.

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