



STEPPING TOGETHER "QUALITY STRATEGIES FOR UNDERSTANDING AND GUIDING HYPERACTIVE CHILDREN"

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Abstract:

This study aims to examine the hyperactive behavior of students and their handling (case study at RA Masyithoh V) which is discussed into sub-problems, namely how is the behavior of hyperactive students at RA Masyithoh V. What efforts are made in handling students with hyperactive behavior in RA Masyithoh V. This research uses a qualitative approach, data collection techniques through observation, interviews and documentation. The results of this study indicate that the behavior of hyperactive learners is always difficult when invited to concentrate during the learning process, his attention is easily distracted especially when he feels bored. When in class he often runs here and there and often goes in and out of class for no apparent reason. They most like to disturb their friends in class. The various behaviors that students have really train the teacher's patience during the learning process. Efforts made in handling the behavior of hyperactive learners by a teacher are applying rules slowly to students, helping students in learning, using positive reinforcement. Giving the same treatment as other friends, warning his classmates not to anticipate him, placing the hyperactive learners' sitting position at the front, not giving too heavy a punishment, with the punishment given hyperactive learners will feel more responsible for what they do. Motivate to be more enthusiastic in the learning process. The results of the study are expected that teachers must be more creative in managing the learning process, so that students in RA Masyithoh V can concentrate well during the learning process.

Keywords: : *Quality Strategy, Understanding Hyperactive Children, Guiding Hyperactive Children*

INTRODUCTION

Deep understanding of the characteristics and needs of hyperactive children is the key to assisting them in developing positively. In this context, effective quality strategies are needed to guide children with hyperactive tendencies to face life's challenges more effectively.

In this writing, we will explore quality strategies that can be adopted by parents and educators to understand and guide hyperactive children. A profound understanding of these children's characteristics and needs serves as the foundation for developing an inclusive pedagogical approach, providing appropriate support, and ensuring their well-being.

Hyperactive children can be dealt with by providing good advice and motivation, giving special attention to the child, instilling good morals in the child, according to the Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini, so that the child

can follow the lessons conducted by the teacher, paying attention to hyperactive children, and so on (Suci Eka Aisyah, 2022).

Hyperactivity, or Attention Deficit Hyperactivity Disorder (ADHD), refers to children who are constantly moving throughout the day and cannot sit still, feel restless, easily distracted, and quickly frustrated (Rafael, Lisinus, and Patricia, 2020). (Iftitah, 2022).

It can be concluded that hyperactive children have difficulty concentrating, their attention easily shifts from one place to another, excessive motor activity, liking to run, shouting, and difficulty following instructions.

According to Putra, hyperactive type children with special needs have difficulty improving creativity through literacy (Putra, 2018). Other studies also explain that hyperactive children, when receiving instruction from teachers, do not pay attention, and their concentration is easily diverted, so the material will not reach these hyperactive special needs children (Tentama, 2009). Therefore, when an appropriate learning method or strategy is not found that can accommodate these hyperactive special needs children, learning will not be effective and will likely be disrupted.

Hermawan in Rivanaldi (2020) explains that if viewed psychologically, "Hyperactivity is an abnormal behavioral disorder, caused by neurological dysfunction with the main symptom of being unable to concentrate attention."

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This study aims to investigate and develop quality strategies that can enhance the understanding of parents and educators regarding the characteristics of hyperactive children and guide them effectively. Focusing on the integration of learning and parenting strategies, this research aims to identify factors influencing hyperactive behavior in children and evaluate the impact of implementing these strategies on the improvement of quality in the learning and parenting of hyperactive children. Through achieving these objectives, it is expected that the research can make a valuable contribution to supporting the optimal development of hyperactive children and provide practical guidance for parents and educators in facing challenges that arise with the presence of children with hyperactive characteristics.

RESEARCH METHODS

Qualitative research provides an overview of a phenomenon or situation that occurs. Phenomena in qualitative research are holistic or comprehensive, so the data found cannot be separated. In qualitative research, determining the research results cannot be based solely on its variables. Instead, the research must be determined as a whole, considering the social situations within it. The social situations examined include aspects of place, information sources, and activities that interact synergistically.

One reason for using a qualitative research approach is to understand and comprehend the findings of a phenomenon or event. Additionally, this research will produce descriptive data in the form of written descriptions of subjects and observed behaviors.

Child development is a crucial phase in shaping character and individual potential. In this context, a profound understanding of children with hyperactive tendencies is crucial. Hyperactive children are often confronted with unique challenges, requiring quality strategies for them to grow and develop optimally.

Quality strategies are a critical foundation in facing this complex dynamics. In this writing, we will explore strategic methods that can be used to understand and guide hyperactive children. Through this approach, it is hoped that we can create an educational and nurturing environment that supports maximizing the potential of children while accommodating their unique needs.

Understanding the characteristics of hyperactive children is not just a challenge but an opportunity to design appropriate approach strategies. Thus, this writing aims to provide in-depth insights into quality strategies in understanding and guiding hyperactive children, helping them find success and happiness in their developmental journey.

RESULTS AND DISCUSSION

Parental Participation: Involving parents in the education and development process of a child can enhance quality strategies. **Continuous Monitoring:** Continuously monitoring a child's progress and identifying areas where improvement may be needed. **Understanding Hyperactive Children:** Understanding ADHD (Attention Deficit Hyperactivity Disorder): Knowing the symptoms and characteristics of ADHD can help in understanding hyperactive children. **Awareness of Individual Needs:** Each child with ADHD may have different needs, and this understanding can assist in adapting educational approaches.

Guiding Hyperactive Children: Providing Structure and Routines: Creating a structured and routine environment can help hyperactive children feel more secure and organized. **Using Interactive Learning Methods:** Involving children in learning through interactive methods can maximize their understanding and engagement.

Collaborating with Specialists: Collaborating with experts and specialists in special education can provide greater support for children with hyperactivity. It is important to remember that each child is unique, and effective approaches may vary. Integrating approaches that consider the individual needs of the child can help create a suitable and supportive learning environment for them.

CONCLUSION

Child Development. Understanding Hyperactive Children: Hyperactive children have high energy levels, difficulty concentrating, and impulsivity. Understanding the characteristics of hyperactive children is key to providing appropriate support. Recognition of individual differences in response to stimuli and situations needs to be acknowledged.

Guiding Hyperactive Children: Understanding and accepting the condition of hyperactive children is an important initial step. Providing structure and routines helps children manage impulsivity and improve focus. Applying creative and strength-oriented learning approaches can help optimize their potential. Collaboration among parents, teachers, and healthcare professionals forms a strong support team for hyperactive children.

The Importance of Communication: Open and effective communication among all parties involved is crucial. Sharing information and successful strategies between parents and teachers can enhance consistency in approaching hyperactive children.

Roles of Parents and Teachers: Parents and teachers play crucial roles in guiding hyperactive children. Parents need to provide emotional support and help create a supportive environment at home. Teachers can adopt learning strategies that focus on the learning style of hyperactive children and provide additional support in the school environment.

Emphasis on Self-Improvement: It is important to realize that each hyperactive child is unique, and successful approaches may vary. Continuously updating and adjusting strategies based on the child's progress and needs is essential.

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