

The Role of Social Support in Increasing Socialization Ability Attention-Deficit and Hyperactivity Disorder (ADHD) Children at Suryo Bimo Kresno Elementary School

Sania Qotrun Nada¹, Ishma Annisa², Yogi Rahmadani³, Irma Masfia⁴, Zulfa Fahmy⁵

¹⁻⁵Universitas Islam Negeri Walisongo, Indonesia

Accepted: April 22, 2024. Approved: May 24, 2024. Published: May 29, 2024.

ABSTRACT

Support from the social environment has a significant impact on the development of children with special needs. The way ADHD children interact is quite different from other people in general, because they have difficulty interacting with their environment, like to daydream, tend to move actively and cannot focus on listening or paying attention when other people are talking. This field research is qualitative with a case study research design using interview and observation methods. Research subjects were chosen deliberately using *purposive sampling*. The results of this research are that social support, especially from peers and teachers in inclusive schools, plays a positive role in improving the socialization of children with ADHD.

Research Paper

PREVENIRE: Journal of Multidisciplinary Science


Keywords: Attention Deficit Hyperactivity Disorder (ADHD), Social Support, Ability Attention-Deficit

INTRODUCTION

Support from the social environment has a significant impact on the development of children with special needs. According to (Fitri, 2019), social support is a form of a person's perception of the support provided by other people in their social environment which is able to help increase one's ability to survive negative influences. Social support is very important in improving children's quality of life, especially for those who have special needs such as autism, down syndrome, or children who are victims of sexual violence. Practically speaking, children with special needs who receive adequate social support from their environment tend to achieve impressive achievements, both in the field of

formal education and skills, so that they are able to be independent in everyday life. (Ulfa & Aridhona, 2022). Several teacher roles can increase social support. Some of them even show negative behavior. Research (Fitriani et al., 2024) states that the role of teachers in increasing social support for children with special needs in inclusive school environments is that teachers play a crucial role in inclusive education, especially in increasing social support for children with special needs.

The growth conditions of normal children and children with developmental disorders are greatly influenced by the father's interaction and involvement. The father's role in ensuring that children grow up with the religious, moral and cultural values of society is very important.

 Correspondence Address

E-mail: 2207016072@student.walisongo.ac.id

Research by (Salsabila & Masykur, 2020) uses the interpretative phenomenological analysis (IPA) method to highlight the role of fathers in parenting children with ADHD. The role given by the father figure in educating children and their influence on children's development is very important. A study conducted by (Fauzana & Pratama, 2023) shows that father involvement can have a positive impact on the development of self-control and the ability to delay gratification in boys, as well as social adjustment in adolescent boys. According to (Febiyana, 2022) fathers are "forgotten contributors to children's development." This question arises because of the *statement* that fathers are rarely involved in the process of raising children.

Children with special needs (ABK) is another term which means "exceptional children" and indicates the presence of special disabilities. Children with special needs have different characteristics compared to the general public and require different strategies in terms of learning techniques, interaction patterns and communication methods during the learning process. This means that visual and non-visual learning strategies play an important role in the learning activities of children with special needs so that the learning outcomes taught can be achieved optimally.

According to (Yunitasari et al., 2024) ADHD or *Attention Deficit Hyperactivity Disorder* is a neurobiological disorder that is common in children and can affect their ability to learn and interact socially. Children with ADHD often have difficulty paying attention to details, controlling impulsivity, and maintaining focused attention, requiring appropriate learning approaches to help them reach their full potential. Attention Deficit Hyperactivity Disorder (ADHD) is a type of brain disorder that affects a child's ability to focus and concentrate. Children with this disorder have great difficulty remaining still and calm, are always restless, and are always loud.

According to (Ani, 2022) , children diagnosed with ADHD have hyperactive-impulsive disorders. This disorder can make it difficult for them to stay still or carry out activities calmly. Hyperactive children are often faced with challenges in educational and social environments. This shows the need for a deeper understanding of the condition of hyperactive children and the role of parents and teachers in supporting their development.

Hyperactive children also often have difficulty concentrating, learning and interacting socially. This can affect a child's academic performance and overall well-being. Therefore, it is important for parents and teachers to work together to provide appropriate assistance and support for hyperactive children.

A study (Simatupang & Ningrum, 2020) found that hyperactivity is a sign of social deviance in children. "Hyperactivity" is a term that refers to a person's reactions or responses that result in attitudes, such as unusual or excessive movements, an inability to settle, a persistent state of agitation, and an inability to self-regulate and act as they wish in all situations. Hyperactive children also often experience nervous system disorders, focus problems, and hyperkinetic tendencies. Hyperactive children tire more quickly and react more quickly than typically developing children.

In social interaction, one type of social relationship that involves reciprocal processes and relationships between two or more individuals or individuals with an environment that influences each other. This relationship can only be formed through interaction and communication between individuals and groups, as well as between individuals and groups (Prahastiwi & Wahyuningsih, 2021) . Previous research revealed that there is a relationship between social support and the socialization abilities of children with special needs. For example, research results from (Safitri & Solikhah, 2020) show that there are social relationships with socialization abilities in children with special needs at SLB Yakut Purwokerto (ρ - value: 0.000). Based on the results and discussion of research conducted by (Seno, 2019) , it is concluded that social support from both family and teachers can influence the socialization abilities of children with special needs.

At school, the socialization of children with ADHD requires a structured and inclusive approach. Teachers and school staff need to understand the specific characteristics of ADHD as well as teaching strategies that suit their learning styles. Socialization at school also means creating an environment that supports the academic and social success of children with ADHD, such as providing extra help, providing necessary rest time, and adopting a learning approach that focuses on differentiated activities. Challenges faced by children with *Attention Deficit Hyperactivity Disorder* (ADHD), especially in terms of impulsive behavior. Children with ADHD often exhibit impulsive actions, difficulty following rules, and disruptive behavior, which can impact social interactions and academic performance. As a parent, you should encourage your child to

socialize rather than letting him be quiet and not paying attention, because this will actually trigger the child to become increasingly directionless and undeveloped. Apart from that, children also need emotional support by giving them hugs, kisses and even praise. Therefore, it is important to collaborate between families of children with *Attention Deficit Hyperactivity Disorder* (ADHD), especially parents, and other parties in providing support for children with ADHD to improve their ability to adapt. Research (Mulyadi & Kresnawaty, 2020) identified five main themes in dealing with children with ADHD, namely dealing with problems that arise, planning solutions, seeking support, finding positive sides, and accepting responsibility. It can be concluded that to improve a child's development, a teacher can provide special education by giving full attention, patience and more attention to the child.

Social support is a phenomenon that involves interpersonal relationships that are helpful and provide comfort both physically and psychologically. According to (Kerebungu & Santi, 2021) defines social support as a type of helping relationship which consists of four types of support: instrumental support (helping someone by giving something), emotional support (giving attention, love and sympathy), informative support (giving recipient information that can be used to cope), and appraisal support (providing direct feedback about the recipient's individual functioning). This includes all forms of support or encouragement, both spiritual and financial, that a person receives from individuals in their environment. Such support may take the form of information, practical help, advice, or other emotionally and behaviorally beneficial actions, provided by a tightly knit social network.

According to (Monika et al., 2022) social support is divided into four aspects: 1. Emotional Support, a type of social support in the form of empathy, care and concern for the person concerned. 2. Assessment Appreciation Support, a type of social support in the form of positive expressions of respect for someone, encouragement to move forward, or agreement with their ideas or feelings. 3. Instrumental Support, a type of direct social support, such as assistance with equipment, work and finances. 4. Informative Support, a type of social support in the form of advice, suggestions and guidance.

According to research (Anwar Tahsa, 2021), lack of emotional support from families

for autistic children can cause dominant hyperactive behavior in children. This is because most parents of autistic children are of productive age and usually work outside the home all day.

Social skills are a person's ability to learn and adapt to the customs of a culture in a particular environment and to be able to establish relationships with other individuals. This is in line with opinion (Rahmawati, 2022) which defines social skills as the ability to establish relationships with two or more people, with adaptability and processes that shape individuals to learn to adapt, think and function. There are many very important aspects in the socialization development of children and adolescents. Research (Hidayah et al., 2020) shows that in the pre-learning process, communication between teachers and ADHD students tends to be one-way and dominated by verbal communication such as giving advice, calling and asking. According to (Rachmawati & Ananda, 2022), social skills consist of four aspects: language skills, communication skills, courage to speak in public, and self-confidence.

According to (Prasetyo, 2022), there are three important aspects of social skills: sportsmanship, trust, and openness. Sportsmanship refers to the ability to work together with other people, emphasizing personal interests but still prioritizing team spirit. Trust is a key component in socialization, where individuals rely on others in risky situations. An open attitude helps someone to understand and respect other people, as well as avoid misunderstandings and conflicts in social interactions. Research results (Taisyeb, 2024) show that children who experience ADHD have difficulty interacting socially because they have difficulty controlling their emotions. However, no differences in attitudes were shown towards friends, teachers or parents. Therefore, an active role is needed from parents, relatives and teachers as a support system in helping children regulate their emotions.

Previous studies have shown that parents are involved in stress when caring for children with special needs. This is in line with research (Kusnadi et al., 2022) which revealed a significant relationship between social support and parenting stress in mothers of children with special needs. This research is supported by previous research in research (Nurjanah & Sholikhin, 2024) showing that ADHD and negative experiences with distance learning predict higher levels of loneliness. However, support from school and peers, as well as hopeful thoughts, mediated the relationship.

Research (Silitonga et al., 2023) describes efforts to treat ADHD in early childhood through the role of parents in parenting. ADHD can be overcome with proper parenting, which involves appropriate ADHD management strategies or

methods. Likewise, in research (Efendi et al., 2022), the parenting style given by parents to children with ADHD greatly influences all aspects of the child's development. Most parents tend to apply authoritarian and permissive parenting styles. Therefore, parents should apply a democratic parenting style so that they can understand all aspects of children's development. Previous research explaining social support in the school environment in research (Maharani, 2022) explains that the efforts of special guidance teachers are very important in instilling morals in children with special needs. This is caused by the psychological condition of these children who often show unfavorable attitudes. With proper guidance, special needs children can develop better attitudes, which also helps them avoid bullying from their classmates. Therefore, the role of special guidance teachers is considered very important in the process of instilling morals in children with ADHD.

Based on the background description above, the problem formulation at the core of this research discussion is, what is the role of social support in improving the socialization abilities of children suffering from *Attention Deficit Hyperactivity Disorder* (ADHD), and what factors influence the implementation of social support in the context of developing socialization abilities ADHD child. This research aims to explore the role of social support in helping improve the socialization abilities of children with ADHD. Through a literature review and analysis of case studies, this article will highlight effective social support strategies, the role of parents and the school environment, and the positive impact that can be achieved in helping children with ADHD interact better socially.

METHODS

This field research is qualitative in nature with a case study research design. Case studies investigate a contemporary (time-limited) phenomenon or problem. Several methods used in qualitative research are interviews and observation. The location of the research was PKBM Mata Hati and SD Suro Bimo Kresno, Ngaliyan District, Semarang City. Researchers used a case study design because they wanted to thoroughly examine how social support impacts the socialization abilities of children with ADHD. The purpose of a case study also includes identifying the factors that cause problems to arise, so that appropriate solutions can be found to overcome these problems.

Effective case studies highlight various factors or phenomena in social relationships in a particular situation, illustrate uniqueness, and attempt to provide deeper insight into relevant aspects.

Research subjects were chosen deliberately using *purposive sampling* based on the objectives of this research. The research subjects consisted of children with *Attention Deficit Hyperactivity Disorder* (ADHD). Respondents in this study were school principals for children with ADHD, school assistants or teachers as well as behavior supervisors for children with ADHD, involving intern students and peers of children with ADHD.

In this research, the field data collection method used is observation by systematically observing and recording the symptoms studied and the interview method is a verbal question and answer process between two people or between two people directly. Data analysis is the process of systematically searching and compiling data obtained from field notes, documentation and interviews. In qualitative research using a case study approach, data analysis involves organizing data into patterns, categories and basic units to then be synthesized, studied and drawn conclusions.

RESULTS AND DISCUSSION

The data in this research were obtained from observations and interviews conducted on Wednesday, March 20 2024, from 10.00 to 12:00 WIB, at PKBM SD Suryo Bimo Kresno. Through direct observation in the school environment, researchers can observe the behavior of these children directly, including their interactions with peers, responses to teacher instructions, and daily activity patterns in the classroom and outside the classroom. These observations allow researchers to gain accurate insight into how the subjects behave and the children's social functioning in the school environment.

Apart from that, interviews with school principals, homeroom teachers, teaching staff and interns. These interviews can reveal more about how ADHD behaves and socializes. Information obtained from interviews can also help in understanding the social context, learning environment, and supports available to children with ADHD in the school setting.

In this research, there was one subject recommended by the principal of SD Suryo Bimo Kresno who met the criteria for a child with ADHD. The identity of the subject is as follows:

Table 1 Subject Identity

Name/initials	Place and date of birth	Age	Education
JWI	Bogor, 28 June 2012	11 years 8 months	5th grade elementary school

Apart from the main subject as an observer, there were several informants who were willing to be interviewed regarding the behavioral factors of subjects with ADHD to support the information in this research. Following are some informant data:

Table 2 Informant Identity

Name/Initials	Age	Work
ZI	45 years old	Elementary school principal
LN	27 years old	Elementary school teacher/instructor
AN	42 years old	Elementary school teacher/instructor
SL	21 years old	Student (internship)

Through observations of ADHD subjects in an inclusive school environment who receive social support, several actions can be seen such as being indifferent, indifferent, not listening, silent, daydreaming, annoyingly teasing friends, babbling, arguing with friends, hitting, pranking hands, and lying down. This behavior pattern is often associated with ADHD disorder. This indifferent and indifferent attitude can indicate the subject's lack of involvement in social interactions or the surrounding environment. The caring social support provided, including attention from teachers, has the potential to help reduce these behaviors and increase subject engagement in an inclusive school environment.

Based on the results of interviews with school principals regarding the subject, it appears that social support, including emotional, assessment/reward, instrumental and informative support, is very important in helping the child overcome the challenges he faces. In the interview, the principal said "his child often tells me when he has finished working on something or random stories...". This emphasizes that there is an opportunity

for children to express openly about their challenges and feelings, as well as providing support when children experience difficulties or frustration. In terms of providing praise or feedback, school principals recognize the importance of strengthening children's motivation and self-confidence. In addition, through collaboration with teachers and parents, school principals ensure that effective support is provided to children in achieving their potential. Children's socialization abilities, including the ability to use language, communicate, dare to speak in public, and self-confidence, are also continuously monitored and supported by the school, resulting in a significant increase in children's abilities and comfort in social interactions.

The principal explained the origin of the subject's condition, starting when the subject was two years old, when his father died. This child, who was still very young at that time, was very close to his father. The father's presence is a source of warmth and affection for the subject. This deep sense of loss can trigger changes in behavior and a decline in mental well-being in children. After the father left, the child only had his mother as his only support. However, life's journey does not always run smoothly. The mother then decided to remarry. The presence of a stepfather in this child's life may bring about significant changes in his family dynamics.

Based on an interview with the homeroom teacher, he said, "Usually I let it go when I'm sulking, if I start to whine, I get closer ...". In providing emotional support to the subject in class, the homeroom informant noted that when the subject was feeling sulky, he let it go first. However, when the subject began to whine, the informant approached him, and with time, the subject was able to recover on his own. Apart from that, the informants also created an emotionally supportive environment by giving children the freedom to explore, while their social interactions were supported in a nosy way. In terms of giving rewards, informants openly recognize the subject's efforts, such as when they complete a reading or writing assignment. To provide positive feedback, informants use reward strategies, such as giving early rest time if children complete tasks quickly. In terms of language and communication skills, the subject has shown positive improvement, although perhaps somewhat rough in speaking. In the interview "yes, I saw the development of the subject's courage to speak in front of other people from grade 3 who was initially still shy...". The subject has also shown progress in the courage to

speak in public and has taken part in several extracurricular activities such as pantomime competitions, showing a significant increase in self-confidence.

In unstructured interviews or when the researcher chatted with one of the elementary school teaching staff about the subject, it was highlighted that the subject had a tendency to be indifferent when meeting new people. The teacher emphasizes that the subject may need more time and support to adapt to the new environment or new people around him. Although this behavior may seem attention-grabbing, the teaching staff observed that when the subject became comfortable and close to a particular environment or individual, he tended to display a cheerful, spoiled nature. This shows that, even though they may be indifferent at first, the subject has the ability to form strong emotional bonds and shows cheerfulness when feeling safe and comfortable.

Intern staff and 5th grade assistants at this school expressed a variety of observed behaviors. The subject tends to show anger easily and often expresses impatience in a high tone. Some aggressive behavior is also seen, such as using foul language when angry and tending to refuse to write or complete assignments with the excuse of complaining. In fact, he often engages in bullying behavior towards his friends, including pranking his hands, kicking or throwing objects.

In terms of socialization, the subject seems reluctant to move forward and get involved in activities. Even though he speaks well, there is often a sarcastic nuance that appears in his conversation. Despite having sufficient self-confidence, the subject often appears passive and tends to sleep when he feels tired, sometimes even on the floor or on a bench, indicating a less adaptable attitude in social situations. However, the subject was able to complete the task even though he complained, and appeared to be able to act independently without constant support.

Based on the description of the results above, the support provided from the principal, teachers and the school environment plays a very important role in helping the subjects overcome the challenges they face. The principal provides social and emotional support to the subject by providing opportunities to express openly about his challenges and feelings, as well as providing support when the subject experiences

difficulties or frustration. In addition, the principal strengthens the subject's motivation and self-confidence through praise and positive feedback. Collaboration between head teachers and teachers ensures that effective support is provided to subjects in achieving their potential. This is in line with research (Fitriani et al., 2024), which states the role of teachers in increasing social support for children with special needs in an inclusive school environment. Teachers play a crucial role in inclusive education, especially in increasing social support for children with special needs. Teachers also provide emotional support by creating a supportive classroom environment and giving subjects freedom to explore. Although the subject has a tendency towards indifference and aggressive behavior, with proper support from the school environment, the subject has shown improvements in socialization abilities and self-confidence.

The results above explain that children lack the support and role of parents. This deep sense of loss can trigger changes in behavior and a decline in mental well-being in children. This is relevant to research by (Salsabila & Masykur, 2020) using interpretive phenomenological analysis (IPA) methods highlighting the role of fathers in parenting children with ADHD. Study conducted by (Fauzana & Pratama, 2023) shows that father involvement can have a positive impact on the development of self-control and the ability to delay gratification in boys, as well as social adjustment in adolescent boys. This is relevant in research (Anwar Tahsa, 2021) that the lack of emotional support from families for autistic children can cause dominant hyperactive behavior in children.

Based on the results of observations and interviews, subjects saw that characteristics commonly associated with ADHD often include striking behaviors such as hyperactivity, impulsivity, and inattention. Subjects often have difficulty maintaining focus and paying close attention to instructions, which results in behavior that is sometimes disruptive, such as frequent babbling, disturbing friends, and difficulty controlling emotions. This is relevant in a study (Simatupang & Ningrum, 2020) which found that hyperactivity is a sign of social deviation in children. "Hyperactivity" is a term that refers to a person's reactions or responses that result in attitudes, such as unusual or excessive movements, an inability to settle, a persistent state of agitation, and an inability to self-regulate and act as they wish in all situations.

Children's socialization abilities, including

the ability to use language, communicate, dare to speak in public, and self-confidence are continuously monitored and supported by the school environment, resulting in a significant increase in children's abilities and comfort in social interactions. This is different from research (Hidayah et al., 2020) showing that in the pre-learning process, communication between teachers and ADHD students tends to be one-way and dominated by verbal communication such as giving advice, calling and asking. Likewise, research (Taiyeb, 2024) shows that children with ADHD have difficulty in social interaction because they have difficulty controlling their emotions. The underlying differences in this study may be due to good monitoring communication between the principal, homeroom teacher, and staff with the subjects, which allowed them to provide appropriate social and emotional support. In addition, a more individualized and targeted approach in providing support and positive feedback by homeroom teachers plays an important role in helping ADHD subjects.

However, behind the challenges faced by the subjects, there is also relatively normal development that can be observed. Subjects may be able to interact with their friends in a positive way, even if sometimes their behavior is less controlled.

In line with research results from (Safitri & Solikhah, 2020) there are social relationships with socialization abilities in children with special needs at SLB Yakut Purwokerto (p -value: 0.000). Based on the results and discussion of research conducted by (Seno, 2019), it is concluded that social support from both family and teachers can influence the socialization abilities of children with special

needs.

The subject is able to share with his friends and has quite good social relations. In addition, the ability to store their own things shows that they are making progress in aspects of daily life that reflect a growing level of independence.

CONCLUSION

Based on the research results, there is a final conclusion that improving the socialization of ADHD children requires the role of social support with the involvement of family, environmental and educational factors as a means of child development. Social support, especially from peers and teachers in inclusive schools, plays a positive role in improving the socialization of children with ADHD. Positive interactions including socialization with peers and support from teachers allow children to control family factors and the loss of a father figure over their behavior; however, because acts such as bullying still occur, further monitoring is necessary. Recommendations from the principal, considering the increasingly improved subject development for entry into non-inclusive junior secondary schools, indicate that the child has reached a sufficient level of social adjustment to be able to explore a wider environment. This suggests that inclusive educational interventions can be an effective first step in helping children with ADHD achieve greater social independence. Regarding further research, intervention studies could be conducted to evaluate the effectiveness of social support programs in improving the socialization abilities of ADHD children in the school environment. Thus, these conclusions highlight the importance of social support, inclusive environments, and self-awareness in helping ADHD children overcome socialization difficulties and achieve better social development.

REFERENCES

- Ani, F. (2022). Intervention for early children who experience ADHD disorder through a cognitive approach. *Judikhu Journal*, 2 (1), 21-29.
- Anwar Tahsa, O. (2021). Family Social Support for Autistic Children Undergoing Therapy Programs at the Jambi Province Autism Service Center. *Psychology*.
- Diantika, R., Hufad, A., & Achdiani, Y. (2020). Inclusive Environment and Socialization Ability: A Study of the Friendship Patterns of Children with

Special Needs (ABK). *Societies: Journal of Sociological Education*, 10 (1), 765-769.

- Efendi, M., Putri, YN, Atiq, NAB, Sarah, PR, Pertiwi, AD, & Sjamsir, H. (2022). Parenting Patterns for Children with Attention Deficit Hyperactivity Disorder (ADHD). *Pelita PAUD Journal*, 7 (1), 226-235.
- Fauzana, K., & Pratama, M. (2023). The Role of Father's Involvement in Self-esteem in Minang Adolescents. *Tambusai Education Journal*, 7 (1), 1459-1466.
- Febiyana, R. (2022). Resilience of Father's Parenting Adolescents with Autism

- Disorders.
- Fitri, A. (2019). Social Support for Parents of Autistic Children in Tenggara District (Study at Tenggara State Special School, Kutai Kartanegara Regency). *E-Journal of Sociology-Sociology*, 125-138.
- Fitriani, F., Nirmalasari, S., & Rahmi, DS (2024). The Role of Teachers in Increasing Social Support for Children with Special Needs in Inclusive School Environments. *Tabularasa: Scientific Journal of Masters in Psychology*, 6 (1), 34-44.
- Hidayah, AN, Rasmitadila, R., & Prasetyo, T. (2019). Learning communication process between teachers and students with ADHD. *Al-Kaff: Journal of Social Humanities*, 2 (2).
- Kerebungu, K., & Santi, DE (2021). The Role of Social Support in Resilience in Dive Guides Who Were Lay Off Due to the COVID-19 Pandemic in Manado. *National Seminar on Psychology and Humanities (SENAPIH)*, 1 (1), 378-386.
- Kusnadi, SK, Mardiyanti, R., Kusnadi, SA, Maisaroh, LLD, & Elisnawati, E. (2022). Social Support with Parenting Stress in Mothers of Children with Special Needs. *Journal on Teacher Education*, 4 (2), 1474-1483.
- Maharani, A. (2022). Efforts of Special Assistant Teachers in Instilling Moral Education Values in Children with ADHD (Attention Deficit Hyperactivity Disorder) in Inclusion-Based Schools at Alam Bintaro Elementary School. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.
- Monika, Mrdua, Anggraini, S., & Barus, Dabr (2022). The Relationship of Social Support with the Resilience of Preschool Teachers in Magepanda district. Nusa Nipa University.
- Mulyadi, S., & Kresnawaty, A. (2020). Management of inclusive learning in early childhood. *Siliwangi Knights*.
- Nurjanah, S., & Sholikhin, A. (2024). Implementation of Direct Instruction through a Behavioral Approach in Developing Linguistic Intelligence in ADHD Students from a Tasawuf Perspective. *Pendas: Scientific Journal of Basic Education*, 9 (1), 3057-3069.
- Prahastiwi, ED, & Wahyuningsih, D. (2021). Shifting Patterns of Islamic Religious Social Interaction During the COVID-19 Pandemic. *TAJDID: Journal of Islamic and Humanitarian Thought*, 5 (2), 109-121.
- Prasetyo, T. (2022). Correlation of Understanding of Moral Material with the Socialization Ability of PAI Students Class of 2017 IAIN Metro. Metro State Islamic Institute.
- Rachmawati, F., & Ananda, AR (2022). Public Speaking Training to Increase Student Confidence at SMAN 17 Surabaya. *Humanism: Journal of Community Service*, 3 (3), 126-143.
- Rahmawati, D. (2022). Overcoming the Problem of Self-Adjustment Ability (Resilience) Using Bibliocounseling Techniques. P4I Publisher.
- Safitri, H., & Solikhah, U. (2020). The relationship between social support and the social interaction abilities of children with special needs at SLB C Yakut Purwokerto. *Muhammadiyah Nursing Journal*.
- Salsabila, F., & Masykur, AM (2020). When my child is "not the same": Interpretative phenomenological analysis of fathers' experiences raising children with Down syndrome. *Journal of Empathy*, 7 (1), 1-8.
- Seno, S. (2019). The Relationship between Social Support and the Socialization Ability of Children with Special Needs: Meta-Analysis Study. *Widya Wacana: Scientific Journal*, 14 (2).
- Silitonga, K., Sibagariang, RU, & Herlina, ES (2023). Parenting Patterns in Handling ADHD (Attention Deficit Hyperactivity Disorder) In Early Children. *Journal of Social Education and Humanities*, 2 (3).
- Simatupang, D., & Ningrum, EPS (2020). Study of hyperactive behavior and child handling efforts at Pembina Tebing Tinggi Kindergarten. *PEDAGOGY: Journal of Early Childhood and Early Childhood Education*, 6 (1), 31-39.
- Taiyeb, S.C. (2024). Analysis of Social Behavior in Children with ADHD (Attention Deficit Hyperactivity Disorder). *Pendas: Scientific Journal of Elementary Education*, 9 (1), 1313-1318.
- Ulfa, M., & Aridhona, J. (2022). Psychology of Gifted Children. Syiah Kuala University Press.
- Yunitasari, SE, Widayanti, R., & Komara, IN (2024). Implementation of the Read Aloud **Prevenire** Volume 3 Issue 1 (2024) 297-303

Method to Develop Expressive Language in Children with ADHD (Attention Deficit Hyperactivity Disorder) at PAUD Madani Kids. *Idea Syntax*, 6 (1), 275-289.