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Teacher and Problem in Student with ADHD in Indonesia : A Case Study

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Abstract

Students with ADHD (Attention Deficit Hyperactivity Disorder) often experience academic and social problems at school because of their behavior problems. The teacher becomes one of the main figures who can help students with ADHD in the school. However, research about problem in students with ADHD from teachers' perspective has limited empirical evidence in Indonesia. In the study, we explored the perception and experiences of teacher towards problem in students with ADHD and how teachers handle the problem in school. We conducted case study using semi-structured interview with purposive sampling technique for 38 elementary school teachers in Indonesia. We found that most teachers still lacking knowledge about ADHD. Students with ADHD had several problems including problem with themselves, problem in social relation, problem in academic, negative behavior problem, negative label from the surroundings problem. The teacher's intervention in dealing student with ADHD were using learning strategies, cooperation with parent and expert, arise awareness to the surrounding about ADHD and suggestion for doing treatment. Our study seeds light that teachers need to improve their knowledge and awareness by finding information about ADHD, understanding about problem in student with ADHD and how to handle the problem more appropriate to provide the best service for student with ADHD. Supporting policy from school and government is needed to provide training program for teachers to handle student with ADHD adequately.

Keywords

Teachers, Students with ADHD, Elementary School, Indonesia, Case Study

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Teacher and Problem in Student with ADHD in Indonesia: A Case Study

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Students with ADHD (Attention Deficit Hyperactivity Disorder) often experience academic and social problems at school because of their behavior problems. The teacher becomes one of the main figures who can help students with ADHD in the school. However, research about problem in students with ADHD from teachers' perspective has limited empirical evidence in Indonesia. In the study, we explored the perception and experiences of teacher towards problem in students with ADHD and how teachers handle the problem in school. We conducted case study using semi-structured interview with purposive sampling technique for 38 elementary school teachers in Indonesia. We found that most teachers still lacking knowledge about ADHD. Students with ADHD had several problems including problem with themselves, problem in social relation, problem in academic, negative behavior problem, negative label from the surroundings problem. The teacher's intervention in dealing student with ADHD were using learning strategies, cooperation with parent and expert, arise awareness to the surrounding about ADHD and suggestion for doing treatment. Our study seeds light that teachers need to improve their knowledge and awareness by finding information about ADHD, understanding about problem in student with ADHD and how to handle the problem more appropriate to provide the best service for student with ADHD. Supporting policy from school and government is needed to provide training program for teachers to handle student with ADHD adequately. Keywords: Teachers, Students with ADHD, Elementary School, Indonesia, Case Study

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that is common children with an average of 2-7% in school aged, and 5% in global (Sayal et al., 2018). Based on DSM-5 or Diagnostic and Statistical Manual of Mental disorders - fifth edition, ADHD has three main characteristics as its symptoms, that is, inattention, hyperactivity, and impulsiveness (American Psychiatric Association [APA], 2013; Danielson et al., 2018a). These symptoms take the form of behaviors that occur in a variety of settings such as home and school that can affect the student's performance in social and educational terms until they reach adulthood if not handled properly. Some behavioral problems of ADHD include failing to focus on details, difficulty organizing tasks or activities, talkative, unable to remain silent, and unable to sit quietly in situations where they are expected to sit quietly (APA, 2013). ADHD is more common in male students than in female students (APA, 2013). ADHD requires challenging treatment every day because of the students' behavioral problems that tend to be aggressive and disturbing (APA, 2013). Behavioral problems that occur in students with ADHD generally appear at home and at school. Students with ADHD often receive discrimination or negative label from those around them because of their behavior problem (Lawrence et al., 2017; Mueller et al., 2012).

Indonesia is a nation in southeast Asia. Basically, Indonesia has paid attention to education for all students without discrimination as outlined in the Law and government

regulations including students with ADHD and other special needs students. The Government of Indonesia efforts to develop equal education for all students without discrimination are contained in act of the republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter IV Part One Article 5 Paragraph 1 which states that "every citizen has equal rights to receive a good quality education" (Act of the Republic of Indonesia on the National Education System, 2003, p. 2).

School support was the most common treatments received for children with ADHD (Danielson et al., 2018b). The teachers become an important figure for students, including students with ADHD, in helping them to adapt to the learning environment and socializing in the school environment (Linda, 2019; Sherman et al., 2008). Teachers morally and ethically play a role in helping to optimize student's development by paying attention to various aspects without discrimination, not only teaching obligations (Noddings, 2016). However, negative stigma is often given by teachers to ADHD students such as the expressing difficulty of teaching ADHD students, being pessimistic about the achievements of ADHD students which can affect the success and wellbeing of students in school (Bell, Long, Garvan, & Bussing, 2011; Mueller et al., 2012) Teacher experienced guilt and worry, while negotiating needs of students with ADHD (Lawrence et al., 2017). It is important for teacher to know and aware about student with ADHD in their school to minimize negative stigma from teacher and be more positive in perceiving student with ADHD.

Students with ADHD experience academic underachievement, poor academic performance, and educational problem. Behavior problem in classroom include school work problem including not finishing assignment, staying on task, organizing work, problem listening to instruction, forgetting to bring books (Hasan & Tripathi, 2014). They also experience social problems such as relationships with teachers and peers at school age (Martin, 2014; Taanila et al., 2014) and sometimes have emotional problems (Shaw et al., 2015). Problems in students with ADHD are a challenge for teacher in teaching them in the classroom to help them keep learning optimally. It is important to identify how teachers perceive problem in students with ADHD for more understanding and aware about the problem and they can handle the problem more appropriate.

The role of teachers in Indonesia is regulated in Law No.20 of 2003 and Law No. 14 of 2005, that is, the role of teachers as educators, instructors, mentors, directors, trainers, assessors, and evaluators of students (Mulyasa, 2007). Teachers as educators become role models and identification for students. Therefore, they need to understand various values, norms and have good personal quality standards. Teachers as instructors need to have knowledge and competence in teaching by following the development of science and technology. Teachers as supervisors have a role to guide students to be able to follow the learning process. Therefore, this role requires knowledge and the ability to build good cooperation with students. Teachers as directors have the role to develop the potential and good character of the students. Therefore, their students are better off to face real life in society. Teachers as trainers play a role to train students according to their potential. Therefore, teachers need to have knowledge and understand the characteristics and individual differences of their students. Furthermore, teachers as assessors means that teachers have the responsibility to evaluate student learning outcomes by conducting assessments.

Based on the explanation above, teachers need to have knowledge and understand the students' individual characteristics in order to develop the potential of students in line with their characteristics. Therefore, the learning process can be optimized by providing learning more precisely and guiding the students in order to minimize the obstacles or problems faced by students in the learning process. Moreover, regarding the students' behavior, they can feel as having more well being at their school, including for students who are diagnosed with ADHD. Thus, it is important to identify how far elementary school teachers in Indonesia have

knowledge in understanding the characteristics of children with ADHD, what experiences teachers face in schools related to problems that arise in children with ADHD, and what teachers usually do in dealing with the problems of children with ADHD in schools. This is paramount as an evaluation for teachers and the school to be able to further improve the quality of the role of teachers in schools. Therefore, students with ADHD at school can be more successful and feel their well being at school.

The purpose of this study was to investigate elementary school teachers' perception and experiences of problem in students with ADHD in Indonesia. Researchers would like to explore several point including elementary school teachers' knowledge about ADHD, problem of students with ADHD, and how elementary school teachers are dealing with the problem of children with ADHD based on their perception and experience in the elementary school in Indonesia. However, little is known about this research in Indonesia. The study plays an important role to get the description about elementary school teacher knowledge about ADHD, problems students with ADHD from teacher perspective and what teachers do to optimize in dealing with students with ADHD in school. This study can be useful to know the extent of elementary school teacher knowledge and awareness about students with ADHD and various problems that occur in student with ADHD in order to improve their role as teachers to empower success and wellbeing students with ADHD in school especially in Indonesia.

Literature Review

Students with ADHD in Indonesia are increasing in number each year along with the increasing public awareness about ADHD. In Indonesia, the prevalence of students with ADHD is based on research from Dwidjo Saputro, a prominent ADHD figure in Jakarta Indonesia, who reported that 26.2% of students aged 6-12 years have suspected ADHD and currently the number is increasing (Saputro, 2009). However, there are still many teachers who have not been able to understand the condition of students with ADHD. Based on several studies, the results show that students with ADHD generally feel less support from their teachers, since their relationships are less with their teachers (Ewe, 2019; Rogers et al., 2013). Teachers feel their competencies are considered lower than when dealing with non-ADHD students (Rogers et al., 2015). Teachers experience less cooperation, less emotional closeness, more conflict with their relation with ADHD students than non ADHD (Ewe, 2019). Teachers often give negative stigma and feel pessimistic about the achievements of students with ADHD, so students feel less satisfied and these feelings have an impact on behavioral problems in students with ADHD (Bell et al., 2011).

The teachers in the elementary school play an important role and become central in helping students learn optimally. Elementary school teachers need to understand and be able to identify students with ADHD from the beginning in order to meet their learning needs and treat them appropriately (Hasan & Tripathi, 2014). Teachers need sufficient knowledge and have good coping strategies in teaching students with ADHD in the classroom (Lawrence et al., 2017). Barkley (1998) explained that it would be difficult to be able to manage classrooms and implement a behavioral management program for students with ADHD if the teacher had low knowledge of ADHD regarding conditions, problems that arose, and the criteria in overcoming problems that arose. In fact, many teachers are still having misconceptions of ADHD (Sciutto et al., 2016). According to Al-Moghamhsi's (2018) study, a dimension from the teachers' knowledge is the least in terms of treatment or what intervention needs to be done by the teacher in dealing with students with ADHD. The teachers do not understand how to appropriately handle students with ADHD, so these students become less optimal for learning in class (Ballantine, 2015). These conditions also occur in Indonesia based on a study by

Harsono and Wiguna (2014), which explains that the perception and understanding of teachers in Indonesia about ADHD is still relatively low, especially in elementary school teachers.

The impact of ADHD problem can be felt by the students themselves, their family, and their society. Teachers' rejection of students with ADHD poses a risk factor for not only school failure, but also peer rejection that can lead to low self esteem and loneliness (Ewe, 2019). Therefore, teacher as the main figure in classroom and school and who meet the students every day in day school need to understand the knowledge about ADHD, problem in the behavior of students with ADHD, and how to handle students with ADHD in the classroom more appropriately. Thus, it is very important to have the appropriate information on teachers' perspective about student with ADHD and their problems. Even though teachers have a close relation with their student in the classroom and can notice behavior problem of their student, there are not many literatures that study about it.

Why is it important to focus on a research in students with ADHD compared to other forms of disability (i.e., autism, mental retardation)? Research for ADHD students is still limited and it is difficult for teachers to compare behavior in students with ADHD and non ADHD or other forms of disability. This is because sometimes students with ADHD generally appear not different from other students non ADHD and subsequently other form of disability sometimes shows childlike behavior with ADHD such as not being able to focus and having hyperactivity. Therefore, there are many misconceptions about the detection of students with ADHD.

Based on Ewe (2019) systematic literature review, the study about he interaction between teacher and students with ADHD are using more quantitative study than qualitative study. The literature still lacks an in-depth contextual exploration of the perception and experience of elementary school teacher about students with ADHD especially regarding teacher knowledge, behavioral problem in students with ADHD, and what teachers do in dealing with the behavioral problem of students with ADHD in the classroom based on their perceptions and their experiences.

Therefore, based on the introduction and review of literature, this study identifies more about the perceptions and experiences of teachers in teaching students with ADHD in the elementary school level especially related to the problem in students with ADHD. Therefore, we used the following questions to guide our research:

- 1) What are 38 elementary school teachers' perceptions and experiences related to knowledge about what ADHD is?
- 2) What are 38 elementary school teachers' perceptions and experiences about various problems that occur in students with ADHD?
- 3) What are 38 elementary school teachers' perceptions and experiences of how to deal with students with ADHD in schools?

The exploration of teachers' perception and experiences about problem in students with ADHD in elementary school was performed through a qualitative enquiry to find the unique experience from teacher about students with ADHD. Qualitative approach has now become more fully incorporated across many areas of psychology (Willig & Rogers, 2008). Qualitative research has been proven beneficial in exploring the experience of the participant's perspective, setting, culture, and provide an opportunity for alternative views to be expressed (Yardley, 2017). Qualitative method allows for an exploration from the informants' point of view, which in this study is teachers' perspective about students with disability including students with ADHD (Hong, 2008; Sharma & Dunay, 2018). The current study aimed to contribute to the teachers' cross cultural perspective toward students with ADHD literature and further to provide Indonesian stakeholders (researchers, health practice, teacher and school, government

agency) with information that may improve the teacher perspective toward the research on students with ADHD. The study focuses on problem in students with ADHD from elementary school teachers' perspective to improve teacher' knowledge about characteristic and many problems in student with ADHD and how to deal with the problem on students with ADHD. This is important to make policy in school and Indonesia government to empower success and wellbeing of students with ADHD.

Authors' Research Note

All authors are clinical psychologists in Indonesia and have a keen interest in students or individuals' disability, which has grown from our own study and work practice in focusing on optimization of students or individual with disability or chronic disorder including students with ADHD. We believe that teachers' understanding about the disability such as ADHD will provide a richer and more comprehensive understanding on how to empower success and wellbeing of students with ADHD. The first author is from Jakarta, Indonesia, the capital city of Indonesia with a large population. She works as a psychology lecturer at the Faculty of Psychology, State University of Jakarta, and in child clinical psychology. She received a full scholarship from the Indonesian government to pursue her doctoral study in Padjadjaran University, Bandung Indonesia. For the last sixteen years, the first author has a profound interest on the theme of students ADHD. Her Master of Psychology was on the intervention for children with ADHD and then after graduation she works in several clinics and schools to handle children with ADHD problem and other disability. She is a founder of *Komunitas Teman ADHD* (KITA) established in 2018. It is a community for ADHD to support children with ADHD and their parents and give psychoeducation to improve knowledge for teachers and empower children with ADHD at home and school. The first author has worked intensively on ADHD research especially in children and adolescents with ADHD. Based on this experience and her knowledge of the literature, she believes there are still many misconceptions about ADHD and need to explore from teacher, parents, and the surroundings about ADHD in order to avoid misconception in the community and can optimize wellbeing for children with ADHD. One of her academic goals is to lead a study research in the respective field about optimizing the wellbeing of students with ADHD. This effort starts from the exploration of the perception and experience from people around children with ADHD—especially on parents and teachers as the main figures at home and school. The second, third, and fourth authors are the supervisory team from Faculty of Psychology, Universitas Padjadjaran. The second author is a clinical psychologist with a particular interest in the construct of health psychology, and quality of life in individual with chronic disorder. The third and fourth authors are children clinical psychologist with research interests in children with disability, ADHD theme, wellbeing, child development, and education topics. All authors were highly invested in giving voice to this research.

Method

Design

We used a qualitative approach for the study by using a case study based on Creswell (2014) to explore problem in students with ADHD case from a group of teachers in elementary school. A case study is defined a qualitative approach in which the investigator explores a real life with single case or multiple case, individual or group, and report a case description and case themes (Creswell, 2014). The case study used in this study uses the intrinsic case study type approach. This approach refers to the Stake's concept, in which a research study can be

conducted because of an interest in a unique case, without having to be intended to produce theoretical concepts or without any attempt to generalize (Crowe et al., 2011). Therefore, this approach allowed the teachers to understand how teachers' perspective about problem in students with ADHD emerges in daily life at school.

Participants

The participants were 38 elementary school teachers (29/76.3% women and 9/23.7% men) aged 25-59 years old from 8 schools consisting of 5 private and 3 public elementary schools. The intended elementary school teacher is elementary school level teacher who interacts with ADHD child directly at school. According to Creswell (2014), the number of samples is enough to do a case study between 4-5 informants. Recruitment information was disseminated through telephone calls, direct visits to school, and social media (Whatsapp and Facebook). The sampling technique used the purposive sampling for elementary school teachers who were willing and interested to participate in the research. Then, snowball sampling was subsequently used to determine which teachers came from several categories that interacted directly with students. The sample of elementary school teacher category consists of the homeroom teacher (teacher who responsible with the class), school guidance and counseling teachers (teacher who responsible to guidance the students and give counseling for student in the school), and shadow teachers (teacher who guidance the student with special needs in the class). Table 1 shows the key demographic characteristics of the sample.

Table 1
Participant Characteristics

Characteristics	Distribution (Percentage)
Age	(SD) 9.27
Range	25-59
Mean	39.26
Gender: n (%)	
Female	29 (76.3%)
Male	9 (23.7%)
Category teacher	
Homeroom teacher	28 (73.6%)
School guidance & counselling teacher	7 (18.4%)
Shadow teacher	3 (7.89%)
Education: n (%)	
High School	1 (2.63%)
Bachelor of Special Education	2 (5.26%)
Bachelor of Psychology	2 (5.26%)
Bachelor of elementary school teacher education	19 (50%)
Bachelor of guidance & counselling teacher	4 (10.5%)
Bachelor of Science	8 (26.9%)
Master's	2 (5.26%)
Teaching Experience: n (%)	
<5 years	8(21.1%)
5-10 years	9(23.7%)
10-20 years	17(44.7%)
>20 years	4 (10.5%)
Training ADHD: n (%)	
Yes	8 (21.1%)
No	30(78.9%)

Procedure

We obtained ethical clearance from Ethical Committee of Universitas Padjadjaran. Permission from the school and inform consent from teacher before data collection commenced. The procedure of this research is in several stages, (1) the researchers netted schools by telephone calls to several schools, spreading broadcast information through social media, and researchers made direct visits to several schools; (2) the researchers made an agreement with the school that is willing to participate in the research; (3) the researchers meet the principal for permission to collect data from the teachers; (4) The school principal invited the teachers who are willing to participate in the research according to the criteria from the researchers (i.e., teachers who interact directly daily with students); (5) The researchers explain and ask the teachers' to fill out an informed consent for those who are willing to participate in the research; (6) The researchers interview the teacher with a semistructured interview with an interview guide accompanied by probing. Interviews were conducted during teachers' working hours, which were 8AM to 3PM. Some questions raised were related to teachers' perceptions and experiences about problem in student with ADHD in accordance with the stated research objectives. Examples of these probes for the semi-structured interview protocol included "What do you know about ADHD?", "What your perception and experience about problem in student with ADHD in school?", and "What your perception and experiences to deal with problem in students with ADHD?" In this process of the interviews, I use audio record with the informants' consent, then rewritten in verbatim to be analyzed based on the theme. Each interview was conducted for several minutes adjusted to the informants' willingness and permission. In addition to interviews, this study also used in class observations to complete the data and to reinforce the results of the interview. However, the main source is based on the results of the interview.

Analysis

In this study, I use NVivo PRO version 12 data to organize and code the qualitative data transcript. NVivo is a great qualitative analysis software which could be used to code data, document the data analysis process, and present a visual presentation of the result so as to increase credibility (Adu, 2016). The following interactive steps of thematic analysis were undertaken (Braun & Clarke, 2006 ; Clarke & Braun 2017): (1) the researchers read the entire verbatim transcript in Indonesian language; (2) The researchers reflect on the overall meaning; (3) The researchers make parent nodes according to the question and participant's comments, nodes from initial perception and experience towards teacher of ADHD related to the question (teacher knowledge about ADHD, behavior problem in students with ADHD, what teacher does to deal with problem in students with ADHD), and related to global participants' comments; (4) The researchers read participants' comments one by one; and (5) make the initial coding of descriptive nodes, where these nodes were identified through the semantic approach, which focuses on the explicit meaning of the text. Participants' comment was used as the ground to identify students' nodes as themes.

The researchers used the open coding approach (i.e., emergent coding) as the data coding approach where codes are drawn from the text. This approach is one of the approaches used in qualitative research analysis, which refers to the concept of Strauss and Corbin (Blair, 2015). Coding is based on text transcripts from interviews with elementary school teachers who are respondents. This is then strengthened by the results of observations on these teachers to develop certain themes to be analyzed.

Thematic analysis is a search for themes that emerge as being important to description of the phenomenon. The process involves the identification of themes, recognition within the

data when emerging themes becomes the category for analysis. The method thematic analysis chosen to incorporate the data driven inductive approach (Boyatzis, 1998). The coding process involved recognizing an important moment and encoding it prior to process of interpretation. A “good code” is one to capture the phenomenon and encoding the data to identify and develop themes. Boyatzis states that a theme is “a pattern in the information that at a minimum describes and a maximum interprets aspect of the phenomenon” (p. 161).

In this study, the researchers used a case study qualitative approach. The themes in this study was generated from the data of participants’ comment. The objective of this process was to ensure that the basic data (themes) were substantially according from an original and actual participant’s point of view and without any attempt to adjust the data into either early an early theoretical framework or the researchers’ conceptual presupposition (Creswell, 2014). To ensure the reliability of the data analysis, the researchers use an interrater analysis.

Discoveries in this study were presented below under these three key main themes according to question in this research about teachers’ knowledge on ADHD, behavior problem in students with ADHD, how teachers handle the behavioral problem in students with ADHD in classroom. Then, the researchers explain sub themes from every main theme based on teachers’ comments as participants. The relevant comments were presented in the discoveries section and are presented in the discoveries in italics followed by age, gender and the participants category teacher and gender (e.g., 25 years old, female, homeroom teacher).

Research Setting

The researchers collected data on this research in the JaBoDeTaBeK/Greater Jakarta area (Jakarta-Bogor-Depok-Tangerang-Bekasi), Indonesia, within 7 months (September 2018-April 2019). JaBoDeTaBeK is a Megapolitan area consisting of the city of Jakarta (the capital of Indonesia) and its surrounding districts/cities (i.e., Bogor-Depok-Tangerang-Bekasi). This area consists of a total of 14 municipal administrative areas from 3 provinces, DKI Jakarta, West Java, and Banten Provinces. Jakarta and its surroundings are known as greater Jakarta, which is the largest megapolitan area in Indonesia, in Southeast Asia, and among the top 10 in the world. The total population was estimated to be more than 48 million in 2016. The number of elementary schools in three provinces is quite large, more than 15,000 elementary schools with a number of students of more than 5 million and the number of teachers of more than 200,000 (Statistik Indonesia, 2017). Currently, all schools are treated as inclusive schools especially in the DKI Jakarta area, so it is expected to accept students with special needs including students with ADHD.

Findings

The findings of this study are related to elementary school teachers’ perceptions and experiences about students with ADHD divided into a number of question contexts based on the questions asked in the semistructured interview, that is, (1) elementary school teachers’ perceptions and experiences on what the teachers know about students with ADHD to see teacher knowledge on ADHD; (2) elementary school teachers’ perceptions and experiences on the problems that arise with the presence of ADHD symptoms in ADHD students that have an impact on their own students, teachers, and the surrounding environment while at school; and (3) elementary school teachers’ perceptions and experiences in dealing with students with ADHD, what interventions teachers do. Each of the results of some of the contexts that were asked shows the existence of several themes from various answers expressed by the teachers who became the respondents. In this study, the emerging themes that are based on the context in the questions were further discussed in the following sections.

Table 2*Themes and subthemes on findings*

No	Themes	Subthemes
1	Teachers' knowledge on ADHD	a. Teachers know about ADHD b. Teachers have lack of knowledge about ADHD c. Teachers do not know about ADHD
2	Problem in students with ADHD	a. Problems with ADHD student themselves b. Problems related to social relations c. Problems related to the student' negative behavior d. The problem of a negative labelling from the surrounding e. Problems related to academic implications
3	Teacher intervention in dealing with students with ADHD in school	a. Learning strategies in class b. Collaboration with Significant others c. Developing awareness of the Environment d. Suggestion for several treatment

Teachers' Knowledge on ADHD

From the interviews and observation non-verbal gestures with the teachers, it is known that there are some teachers who already have knowledge of ADHD, but there are still many who do not even know about the term ADHD even though at school there are children with ADHD based on data from the school and our assessment. Therefore, teachers' knowledge is divided into 3 parts, that is, Teachers know about ADHD, Teachers have lack of knowledge about ADHD, Teachers do not know about ADHD.

Teachers know about ADHD

In this subtheme, the researchers indicated that the teachers know about ADHD, since they can explain characteristics or other things about ADHD. There are fewer teachers who know ADHD than teachers who know less and do not know. The majority of teachers who know ADHD have an educational background in guidance and counseling and work as a guidance and counseling teacher who is indeed equipped with courses about children with special needs while pursuing their education. Even so, the teacher's knowledge has not been fully intact, but at least they already understand the general characteristics about ADHD (inattention, impulsive, hyperactive). However, their responses were not specific, for example: "*Attention Deficit Hyperactive Disorder means that a child has limitations in focusing attention and has a hyperactive disorder, the children is hyperactive, and cannot concentrate*" (28 years old, female, guidance and counseling teacher) or comment from the other category teacher explain about general characteristic ADHD too for example: "*ADHD in general language is hyperactive, cannot concentrate, and is silent for only quite a while, the child is active in the movement of their hands or feet*" (40 years old, female, homeroom teacher). Such comments indicated that teacher's knowledge in elementary school in this study know about ADHD but they are mostly still in general characteristic. There is no information about the specific

characteristics or other things about ADHD. Observation results show that she nodded her head as a sign of acknowledging, smiling, and that she can explain about ADHD.

Teachers have lack of knowledge about ADHD

In this study, majority of the teachers are still lacking knowledge about ADHD. The subthemes explain if teachers have only heard about the term ADHD and they are able to describe what ADHD children look like, but the characteristics are not entirely appropriate. For example:

I do not know too much about ADHD, but I have heard from friends, browsed through the internet. Actually, ADHD children are smart children, but there are some behaviors that we think are unnatural, but actually their behavior is only to attract attention. (25 years old, Female, homeroom teacher).

Teachers' are lacking knowledge and can only describe what the children look like, but they cannot explain about the characteristics of ADHD. This also happens to senior teachers, for example:

What I know is just a glance, what I know is that they are prankster, they made pranks to their friends, their actions are faster than their speech, for example, when they wanted to poke fun, if they do an assignment at the end they do not finish it. (42 years old, Female, guidance and counseling teacher)

Such comment indicated that many categories of teachers are still lacking knowledge about ADHD such as homeroom teacher or guidance and counselling teacher, and varied ages. Observation results show that the teacher seems to try to explain, but she seems confused.

Teachers do not know about ADHD

Several teachers still do not know about ADHD, even though they indicated that there are children with ADHD in their classes. Some even feel that they have never heard about the term. In general, those who did not know were homeroom teachers whose educational background was more in the fields of science or elementary school education. In general, they lacked specific material about children with special needs during their study. For example, there were comments from teachers who do not know or never heard about ADHD: *"I do not really understand these children. Previously, I have never faced anyone like this, what actually children with ADHD are"* (58 years old, female, homeroom teacher) or other comments from different gender, for example: *"I have never heard of children with hyperactivity"* (52 years old, male, homeroom teacher). Teachers sometimes know about other children disability like autism but don't know about ADHD, for example: *"No, I have never known about it. I just now about autistic children"* (59 years old, female, homeroom teacher). Teachers who do not know about ADHD were in the category of senior teachers in this study. Observation results indicate that the teacher shakes her head a sign of not understanding what ADHD is.

The problems in children with ADHD

From the results of interviews with teachers, it is known that some of the elementary school teachers' perceptions and experiences related to problems that emerge as a result of the symptoms of ADHD have an impact on ADHD students themselves, on the teacher, and the

surrounding environment. In this study, the researchers' identified some problems that occurred in students with ADHD from the teacher's perspective in daily activities in school, especially in classroom. In this study, the subtheme of the problems in students with ADHD were analyzed by researchers based on the various opinions of the teachers. The subthemes of the emerging problems in students with ADHD include: (1) students themselves, (2) Social relations, (3) Negative behavior, (4) Negative labelling from the surroundings, and (5) Academic Implications.

Problems with ADHD students themselves

The problems from the presence of ADHD symptoms in students are related to the students themselves. They are feeling depressed and they give negative rating for themselves, they feel like they are bad students, feel that others do not like them, and they hate themselves, for example:

They are usually depressed and always give a negative rating for themselves, "I am not liked by others, others think I'm weird, I don't like to be here, I want to get out, I hate my friends, I hate this school," so they always said that others judge them as a bad children. (29 years old, female, Homeroom Teacher)

In addition, another problem is that students have a negative self-concept and self esteem because they are often shunned and blamed for mistakes that are sometimes not realized. They feel frustrated and different, for example:

They become more traumatic and their self-concept becomes negative because their environment is unable to fulfill their desires. Therefore, they become frustrated with their friends, since they feel that they are different from their friends. These children become more withdrawn to themselves, their self-esteem is negative and they do not abide by the rules. (31 years old, Female, Guidance and Counseling Teacher)

The teachers' experiences about students with ADHD from those comments indicate that students with ADHD have problem with themselves—the students feel negative about themselves. Observation results show that when teachers ask students how they feel, the students convey negative things about themselves.

Problems related to social relations

Problems that often emerge because of the symptoms of ADHD students are problems in the students' social relations with teachers, peers, and their families. students with ADHD tend to be shunned by their peers, are considered negative by teachers and parents, teachers and parents often feel upset and angry with the students, so their relationships are not good. The teachers share about their experiences of teaching students with ADHD in their school if the students with ADHD feel that they embarrassed their family, they felt scared, and they were shunned by their family, for example:

They consider that they only embarrassed their family, and they also feel as being cornered, they were afraid that their family would not agree with what they wanted and felt that they would be thrown out of the family. (25 years old, Female, homeroom teacher)

They feel sad because their peers rejected them, bullied by they friends, and the other side they are shunned by peers because they do something negative to their friends as giving bad name calling to their friend, took their friend's belongings. (25 years old, Female, homeroom teacher)

The teacher experienced the following example:

The negative impact is like a lot of their friends are uncomfortable, then many friends get bullied, they even tend to be shunned by their friends, because it is uncomfortable when sitting or studying with them, the point is they are shunned by their friends because every day there is something they do, for example giving bad name-calling to their friends, then taking their friends' pencil erasers, and so on. (49 years old, male, Homeroom Teacher)

This example from the findings in this study indicates that students with ADHD have problems in social relation such as with their family and peer. Observation results show that students with ADHD are more isolated, considered naughty, and shunned by their peers.

Problems related to the children' negative behavior

The problem that often emerges in students with ADHD is that they often perform negative behaviors that harm themselves, disrupt peers and the environment, without them knowing it. students with ADHD are often unable to control their emotions and behavior. Several teachers mention if students with ADHD sometimes do negative behavior in classroom as fighting, stealing, or bullying their friends, for example: *“Negative behaviors are like fighting or influencing friends to do something bad. The examples include inviting friends to steal or bully their friends”* (49 years old, male, homeroom teacher). Another example is hurting their friends, and they cannot control their emotion: *Sometimes hurting their friends, they like to hit and their movements are fast, so we can't hold their hand* (27 years old, female, homeroom teacher). Another teacher said,

They felt that they could not do something, could not restrain their emotions, they even hit the table, scream their lungs out and they could not be calm, or if they could not do something they immediately cried out angrily, and their friends looked at how angry they are. (25 years old, female, shadow teacher)

The teachers comment from their experiences in daily life in classroom indicate that they see students with ADHD sometimes show negative behavior. That is the problem for teachers to handle the children in classroom. The observation results show that students with ADHD in their class are annoying, unable to be quiet, and sometimes screaming and fighting with their friends.

The problem of a negative labelling from the surroundings

Another problem is the existence of a negative labelling from the environment of students with ADHD. ADHD students are often bullied and given a negative stigma by their teachers, peers, parents, their friends, and surroundings. There are complaints from various parties who judge negatively on students with ADHD, such as complain and negative labelling from their friends' parents, for example: *“Parents from other children usually complain to the class teacher, if for example until the level is disturbing or there are injuries involved”* (44

years old, female, Guidance and Counseling Teacher). There are also complaints from teachers who do not know about students with ADHD and by peers, and make the children not feeling comfortable and they do not want to go to school anymore, for example: *“Everyone gives negative judgment towards the children, and the children become uncomfortable with the environment, so they don't talk much, they don't go to class”* (31 years old, female, Guidance and Counseling Teacher). The comment examples from these teachers indicate that students with ADHD sometimes get labelling from other people in their surroundings, from their friends' parents, teacher, peers and make students not feeling comfortable with their environment. Observation results indicate that there are some parents who complain about students with ADHD who are considered to be annoying and these parents are gossiping behind these students with ADHD.

Problems related to academic implications

The problem that often occurs in students with ADHD is the impact on academic implications based on teachers' perceptions and experiences. Students with ADHD are often unable to focus and cannot be silent. Therefore, often the learning tasks are not completed in time and resulting in an impact on a less than optimal academic achievement. In addition, it has an impact on the classroom atmosphere which is not conducive to the learning process of students with ADHD and their peers. The examples are: *“They lack academic concentration, it disturbs their academic performance, even though they may actually be good, but it cannot be measured because they do not do their assignment, so the score is not maximum”* (28 years old, female, Guidance and Counseling Teacher) or *“The impact of lacking concentration is doing a task slowly, so the task completion is always the last”* (25 years old, female, homeroom teacher). The comments from the teachers indicate that students with ADHD have problems with their academic performance, such as a lack of concentration, they do not receive maximum score, they do their task slowly, they are the last ones to complete a task. The results of observations show that these students with ADHD cannot focus on learning while in class.

Teacher intervention in dealing with children with ADHD in school

Dealing with student with ADHD is not easy for teachers. However, based on the results of the teachers' interviews, some of the teachers' perceptions and experiences are identified in their dealing with students with ADHD in the school that the researchers analyzed by coding into several themes emerging from the interviews with the teacher. Some of these themes include (1) Learning strategies in class, (2) Collaboration with significant others, (3) Develop awareness in the environment, and (4) Suggestion for several treatment

Learning strategies in class

Teachers, in dealing with students with ADHD, require their own strategies in teaching, even though the teachers' knowledge is still limited. The teachers said that they did it on their own initiative and tried several approaches to deal with students with ADHD. Based on the interview results, the handling done by the teacher is known to include making rules in class and applying rewards and punishment. An example is the comment from the following teacher:

Rules need to be reminded, if they deviate from the rules, then a punishment is given, what punishment for what bad behavior, if if they do good behavior the praise or reward is given, because so far they are lacking rewards. (25 years old, Women, homeroom teacher)

The teacher sometimes tries some interesting learning methods that can be applied to children with ADHD, for examples:

First, the learning in class must involve children, so ADHD children can focus, for example to make the children stay focus in learning, we can provide in focus (a projector) or we play a movie or pictures, so the children become more focused. (29 years old, male, Homeroom Teacher)

Another teacher said they accompany children when learning, reminding, and advising children when making mistakes or negative behavior, for example:

If the children cannot stay quiet, then we put them in a position that can make them concentrate, if they still can't concentrate, keep on being close and being watched because if we release them, then they won't concentrate anymore. (48 years old, male, homeroom teacher)

According to the teachers, if students were provided with motivation and they were paid attention to, were spoken to well enough, were advised well, and treated well, they would be more obedient to the teacher than if they are scolded, for example:

Approach these children. Embrace them, be close to them, because the more they are scolded, they will become more resistant, so if we accompanied them, we could say oh I surrender, indeed you are great, then they might be able to understand. (38 years old, woman, Homeroom Teacher)

Several comments from the teachers indicate that the teachers use learning strategies in their class for dealing with students with ADHD even though their knowledge is still limited and they use trial and error to do this. The observations results showed that, in their class, teachers use several approaches to deal with children with ADHD by using interesting learning methods, asking students to sit near the teacher, advising the students if they are disturbing the class.

Collaboration with Significant Others

In dealing with students with ADHD, the teacher seeks to collaborate with other parties or significant others who can be invited to discuss and provide information related to the handling of children with ADHD. This is according to the teachers' comments. The teachers said they need collaboration with significant others who know more about students with ADHD. This can be done through collaboration with other teachers like Guidance and Counseling Teachers and with other teachers in schools who have the experience in dealing with children with ADHD. For example, the following teacher's comment: "*We often discuss with other teachers on how to handle children with those characteristics, and then we consult with the teacher beforehand*" (29 years old, female, homeroom teacher). In addition, teachers sometimes tell parents what they need to do and discuss how to optimize students at school and at home. There are, however, parents who are willing to accept or not accept the conditions of ADHD children and some behavioral problems that emerge in class with the children. In addition, teachers tell parents to collaborate with school psychologists or other experts such as doctors and therapists. For example: "*Cooperation between teachers and parents—the children's parents were called, the homeroom teacher was interviewed, the children were observed, if indeed the children had an indication of ADHD, we refer them to a psychologist*" (28 years old, female, Guidance and Counseling Teacher). This indicates the elementary school

teachers' perception and experiences to deal with students with ADHD need collaboration with significant others such as from other teachers, parents, and experts. Observation results show that teachers collaborate with parents to convey the results of learning and the condition of the students in the class, communicate with parents and experts such as psychologists related to problems with the ADHD students in class, and find solutions together on how to minimize the problem.

Develop awareness of the surrounding

The teachers comment that teachers seek to participate in socializing to the environment, including to peers, other teachers, even parents about the condition of ADHD in children to be understood, for example: *"The children's friends came to understand the children's condition. I gave an understanding to the other children that this child was different from others, so the teacher would not be considered as practicing favoritism"* (44 years old, female, Homeroom Teacher) and from other teacher comment: *"Delivering reports to parents, communicating with parents, so parents better understand the condition of the children"* (44 years old, female, homeroom teacher). These teachers' comments indicate that teachers need to develop awareness of the environment, such as other teachers who do not know about students with ADHD, parents, and their peers. Therefore, it can better help children to be optimal, not bullied, or given a negative stigma that will make students have negative self-concept. Observation results show that the teachers make effort to give an understanding to classmates of the students with ADHD so as not to stay away but advise or help them to be more orderly and able to work together.

Suggestion for several treatments

Based on the interview results, it is known that when dealing with students with ADHD there are several treatments that can be done to help children develop more optimally. These treatments include the students were advised to study extra after school and providing accompanying teachers or shadow teachers in class while learning or at home, providing additional time to study outside class hours. For example, the following comments from the teacher: *"I usually like to ask them to study extra after school hours"* (29 years old, female, Homeroom Teacher) and *"If a tutor or a shadow teacher is needed, then a shadow teacher will assist"* (25 years old, female, shadow teacher). Other teachers have the experience of giving advice to students with ADHD to take extracurricular activities that can channel their energy and *"suggest to take part in swimming, soccer, basketball"* (31 years old, female, Guidance and Counseling Teacher). From the interview, teachers who understand students with ADHD said that the children receive prescription drugs from doctors to be more calm and focused, and from other therapies besides drugs such as behavior therapy, remedial therapy. For example, the following comments: *"They are usually given medicine"* (42 years old, female, Guidance and Counseling Teacher), and another teacher's comment that there are

Children who are given therapy and those who do not have different effects, if there is a change in behavior, if there is a change in therapy, if not treated, it will not be according to the rules, so they will be asked for a therapy. (42 years old, female, homeroom teacher)

The teacher provide suggestion to parents to check their children and do treatment with experts. For this section, the teachers suggest for several treatments to deal with students with ADHD. Observation results indicate that the teachers make effort to convey to parents that the students

with ADHD are given therapy or checked by a psychologist or doctor to get the appropriate treatment so that learning is more optimal and teachers give children extracurricular or study extra after school hours in the school.

Discussion

Based on the findings above, it can be seen that elementary school teachers, especially the informants are dominantly still lacking knowledge about ADHD. Based on teachers' perceptions and experiences about ADHD, the teachers see several problems that arise in students with ADHD including having a problem with themselves, problem in relations, problem in negative labelling from environment, negative behavior problem, and problem in academic performance. In overcoming a number of problems, the teachers try to keep dealing with students with ADHD using several approaches based on their experiences and the results of their trials and errors. Some of the efforts are collaboration with significant others of these students with ADHD, such as other teachers, experts, and parents. Then, the teachers apply several learning strategies in the classroom that are felt to be helpful to make students with ADHD calmer, addressing behavioral and medical treatments by referring to experts and several treatment in the school (e.g., give extracurricular activity or study extra after school hours), and trying to help develop awareness about ADHD in the surrounding.

Demographic results show that the teachers whose educational backgrounds come from departments that lack adequate courses or few subjects related to children with special needs are more dominant 78.9% (e.g., high school, Bachelor of Elementary School Teacher Education, Bachelor of Science, and Master of Science). In addition, those who have not received any training or seminar related to children with special needs including about ADHD are also more dominant, 78.9% from the total respondents, so the majority of teachers still lack knowledge of ADHD.

In this study, teachers who have an educational background related to children with special needs know more about ADHD, 21.1% (e.g., Bachelor of Guidance and Counselling Teacher, Bachelor of Psychology, and Bachelor of Special Needs). This is in line with the research conducted by Al-Moghamssi et al. (2018) and Lee et al. (2015) in Germany, which explain that the knowledge of teachers with special needs or who have previous experience with children with special needs, their knowledge of ADHD scores higher than teachers in general. Therefore, teachers need to increase their knowledge by participating in trainings, so teachers can better optimize their role in helping students with ADHD in the classroom, since some research results show that to improve teacher knowledge requires relevant training and preparation in developing learning programs for ADHD students (Lee et al., 2015; Shroff et al., 2017; Soroa Marian et al., 2016).

Sciutto and several researchers from 9 countries (2016) study about teacher knowledge and show that many teachers are still having misconceptions of ADHD. They show that training can improve teacher's knowledge, so these teachers can help students with ADHD in the learning process and can work with parents. Therefore, students get the right intervention or treatment in overcoming problems that arise in students with ADHD (Sciutto et al., 2016).

The problems that arise from the impact of ADHD symptoms on students can have an impact on ADHD student themselves, and also on the teachers and their environment. Some of the themes of arising problems are generally related to behavioral problems, academic problems, and students' relations with teachers, parents, and peers. There is also negative labelling for students with ADHD from those around them that make these students self-concepts are even lower. One of the emerging problems is the relationship of teachers and children who are less harmonious because the teacher feels upset and angry with the attitude of ADHD children who tend to have behavioral problems. This is in line with the research

findings of Rogers et al. (2015) which explain that teachers feel less able to build emotional bonds and cooperation with ADHD children compared to student with non ADHD. This can also be influenced by the teacher's lack of understanding of ADHD. Therefore, these teachers are less able to treat students with ADHD appropriately when they are facing various behavioral and academic problems that arise in students with ADHD.

Teachers need to have knowledge about students with ADHD to understand more and to build positive relationship with students with ADHD. The relationship between teacher and children plays an important role in controlling the problem of behavior from children with ADHD and has an impact on positive academic achievement in children. This is according to the opinion of Hernandez et al. (2017) who explain that the relationship between teacher and children plays an important role in the success of the learning process at school. Teachers who build positive relationships with children and teachers who strive to control their behavior to remain positive on children even with a variety of conditions without discrimination will be able to reduce conflicts between teachers and children. They can also improve children's academic achievement consistently. The relationship between teachers and students with ADHD that are emotionally close and collaborate together in various aspects plays an important role in improving academic achievement and the handling of behavioral problems in children with ADHD (Rogers et al., 2015). In addition, the positive impacts resulting from the positive teacher and children relationship can help students with ADHD feel happier and have better wellbeing. Teachers play an important role in improving students' mental health, especially social and emotional well-being of children, and teachers need to have the confidence and skills to support students' mental health (Graham et al., 2011).

According to the teachers, one of problems for students with ADHD is they appear to have less confidence, their self-concept is lower than students without ADHD, because they feel different from their peers. They are often shunned by their peers and are valued negatively by those around them. The impact of these conditions makes children become uncomfortable, they have low wellbeing at school, and learning outcomes are not optimal. This is as explained by Barnes and Harrison (2017) that children with special needs including ADHD tend to have low subjective wellbeing compared to children in general. However, by experiencing wellbeing, children will have more enthusiasm to live their lives despite their various limitations and will have a more optimal development. Teachers play an important role in helping student with ADHD feel comfortable and experience wellbeing in school, so the learning outcomes are optimal by paying more attention and caring (Nguyen, 2016).

Academic problems are also a major problem that is often found in school-age students ADHD according to teachers, based on the results of this study. students with ADHD tend not to finish their work, cannot focus, so the learning outcomes are not optimal. This is in line with the study of Merril et al. (2017) that students with ADHD tend to have academic and underachievement problems that make them unable to complete their assignments. Therefore, they need a treatment to be able to help them become more optimal in their learning achievement.

Problems that arise as a result of the symptoms of ADHD require teachers to be able to deal with students with ADHD. Therefore, their behavior is more controlled, and learning is optimal even though it is not easy with the lack of information and knowledge the teachers have.

Teachers play an important role in increasing achievement and decreasing behavior problems in students with ADHD. Teachers need to play an active role in helping to deal with behavior and learning problems for each student. This includes for students with ADHD with various approaches that can be done by the teacher or in collaboration with other parties such as parents and experts in optimizing students. In this study, it is known that when the teachers try to do various approaches or strategies in dealing with students with ADHD, they are made

based more on their instincts in treating students or based on daily experiences or discussions with friends/colleagues or other teachers because most of them are still lacking in knowledge about ADHD. For some teachers who are familiar with ADHD, they usually discuss with the school psychologist or they collaborate with parents or advise parents to perform further examinations with experts. Teachers who understand ADHD are also aware of some treatments that can be performed for students with ADHD, such as therapy or medication based on advice from experts. Some teachers also try to explain and encourage the environment, so environmental awareness increases towards ADHD such as explaining to their peers, to parents, and also to teachers who do not understand about ADHD. However, the teachers still feel that these efforts are not optimal, so they still need training and socialization related to ADHD to be able to play a more optimal role.

Findings from this study according to how the teachers deal with the problem of students with ADHD in school and the impact for students is in line with several previous studies. Teachers need several strategies to handle students with ADHD such as having a positive attitude, being patience (Sherman et al., 2008), providing support and being responsive to the children (Lee, 2012), providing emotional support and positive reinforcement (Stoutjesdikj et al., 2013) Then, teachers need to collaborate with school psychologists in implementing various intervention strategies (DuPaul et al., 2011) and maintain the quality of the relationship between teachers and parents of ADHD students (Mautone et al., 2015). These efforts can have a positive and significant influence on the children's development, handle the problem behavior, and promote success in l.

Findings from this study are interesting to identify how teachers argued about the role of teachers to raise awareness about students with ADHD to the environment such as other teachers who have not had any knowledge about students with ADHD, the parents who reject or do not fully understand about behavior problem in students with ADHD, and to the peer of students with ADHD for more understanding, accepting, and supporting students with ADHD. Teachers can also give suggestion on several treatments such as taking extracurricular activities, providing additional time to study outside class hours, giving suggestion for treatment with instructions from the experts in handling students with ADHD.

This study shows data that, in general, teachers' knowledge about ADHD is still lacking, including in Indonesia. Although the government has tried to provide some trainings to improve human resources related to training about children with special needs, they are still inadequate. Therefore, more trainings need to be provided. In addition, the education system in universities, especially for those who will work as teachers, needs to provide special courses or training that can help prospective teachers to better understand students with special needs including ADHD.

The teachers still do not understand many of the behavioral characteristics of students with ADHD. Therefore, often a misconception exists, since teachers feel that there are many problems that occur in students with ADHD. Then, there is negative impact on these students and the environment, but the teachers do not understand how to handle the problems these students faced when they are at school. Teachers handle these students with ADHD only by trial and error, which sometimes works successfully but most often there are still difficulties that make student's performance in class less optimal. Therefore, this study is expected to provide input for the government and schools to optimize the role and skills of teachers so that they have more knowledge about students with ADHD and other students with special needs. This effort is also expected to help teachers understand the problems experienced by students with ADHD and be able to handle them and encourage their success and wellbeing in school.

Recommendations and Limitations

Teachers need to develop themselves more by finding information about ADHD more independently from various sources. Teachers need the supports from schools and governments by providing them with knowledge and training in dealing with students with ADHD. The teachers need to develop awareness for students with ADHD, therefore they are expected to continue to provide the best services for students with ADHD even though there is still minimal information.

This study contributes to the development of knowledge related to elementary school teachers' perceptions and experiences of ADHD students, especially in Indonesia. This study can also be useful for researchers, practitioners, and policy makers who want to study about teachers' perception and experience towards students with ADHD to encourage teachers' competencies to optimize success and wellbeing in students with ADHD.

This study has several limitations including the small number of samples, which are 38 teachers, who come from 8 schools, and are living in the area of Greater Jakarta. Therefore, the sample does not represent general teacher and school in Indonesia and the territory of Indonesia as a whole. This study is limited in generalization for the contexts of informants and of the country, Indonesia. More studies in Indonesia using a variety of methodological approaches and participants, and larger participant pool will continue to build our understanding of this important research about the relation of teachers and children with ADHD and for the study's generalization. In addition, the methods of data collection are limited from interviews and observation sources only. Interviews and observations conducted will be better if digging deeper and when a study coming from various sources other than only from interviews and observations to acquire deeper data.

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