

## **Direct instruction for hyperactive students class I in elementary school**

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**Abstract:** *The purpose of this research is to find out direct Instruction strategies for hyperactive students in elementary school. This research method applies a qualitative descriptive approach with data collection techniques carried out by observation, interviews, and documentation at SDN Sumbarsari 2 Malang City. Research instruments include observation guidelines, interview guidelines, and documentation studies. Data analysis techniques used include data reduction, data presentation, and conclusion drawing. The results showed that direct Instruction strategies based on lectures, practices and exercises, and demonstrations proved effective in improving the understanding, memory, and counting skills of hyperactive students. The role of the accompanying teacher is also very important in ensuring the success of this strategy. The conclusion of this study confirms that a structured and interactive approach can help hyperactive students achieve their academic potential optimally.*

**Keywords:** *Direct Instuction Strategy; Hyperactive Students; Education*

## **Introduction**

Education for children with special needs is not only carried out in special education institutions such as Special Schools (SLB), but also in regular schools or state schools that organize inclusive programs for children with special needs. One group of children with special needs that is often a problem in the world of education today is children who are hyperactive or experience Attention Deficit Hyperactivity Disorder (ADHD)(Ardi Saputra & Rizki Susilowati, 2023).

Attention Deficit Hyperactivity Disorder (ADHD), also known as "Attention Deficit Disorder (*Gangguan Hiperkinetik*)" in Indonesian, refers to a neurobiological disorder characterized by a persistent pattern of inattention, hyperactivity, and impulsivity that interferes with social, academic, and occupational functioning (Ummah, 2019). The International Classification of Diseases, 10th Edition (ICD-10), issued by WHO, identifies this condition as a hyperkinetic disorder in the general population. This condition is often referred to as hyperactive behavior, especially in children (FRPsych & MRPsych, 2016).

Children who experience hyperactivity, compared to normal children, are described as having a high level of activity. Hyperactivity is a behavioral disorder whose origin is not yet clearly known (Lange et al., 2010). Hyperactivity refers to a person's response or reaction that results in unusual or excessive behavior, difficulty in maintaining a stable state, persistent anxiety, difficulty in controlling oneself, and acting in a structured manner in various situations (Mulfiyani et al., 2022). They tend to have difficulty sitting still, listening to teacher explanations in class, and often move or change positions during lessons. Therefore, to optimize learning, teachers need strategies in the learning process to engage the attention of hyperactive students in learning (Jariono et al., 2021).

Every child with special needs has unique potential, including hyperactive children who have different levels of energy and focus on learning compared to other children. Children with special needs are given the opportunity to receive services that are equal to normal

children and also open opportunities to obtain quality education so that they can develop their interests and potential. Therefore, children with disorders such as hyperactive children have the right to learn (Palupi et al., 2023).

Currently, many children with special needs, especially those with hyperactivity, face challenges in the learning process. Hyperactive students have difficulty understanding learning information in the teaching and learning process, difficulty in following learning in class, and difficulty in optimizing cognitive processes such as problem solving and analysis (Al Azis et al., 2022). In addition, hyperactive students also often experience difficulties in academic matters. This can be seen when the teacher gives instructions, hyperactive children easily lose focus and often do other activities that interest them. This condition causes hyperactive students to have difficulty in learning and interacting with others, thus affecting the cognitive abilities of hyperactive students (Roniati & Peritiwi, 2020).

Learning for hyperactive students focuses on the learning system implemented by the teacher. The learning system referred to here is the learning strategy used by the teacher. According to Wina Sanjaya (2008) as quoted in the book Supratiningrum (2012), Learning strategy is an action plan (series of activities) including the application of methods in a learning activity that must be taken by teachers and students to achieve learning goals effectively and efficiently. Learning strategy contains elements of planning. The essence of planning is that strategies are essentially conceptual decisions made in the implementation of learning (Supratiningrum, 2012).

Learning strategies include the process of selecting learning activities with the aim of organizing the learning process, including content, methods and teaching aids to achieve learning competencies (Asep et al., 2023). The selection of learning strategies by teachers must be adjusted to the learning material so that students can achieve competencies or learning objectives more easily understood during the teaching and learning process. Learning strategies are not only limited to the methods used by teachers to deliver material or utilize learning materials and media. The strategy referred to here is a series of activities carried out during the learning process to achieve the learning objectives that have been set. The learning strategy is the key for students to achieve the learning objectives that have been set (Simbolon, 2024). Therefore, it is important for teachers or educators to use the right strategies during the learning process. In learning hyperactive students, one effective approach is direct Instructional (Hasibuan et al., 2024).

Direct instructional strategies focus on the teacher. Direct instructional strategies are teaching models that are specifically designed to help students develop their understanding of declarative knowledge (knowledge that can be expressed through words) and procedural knowledge (knowledge about how to do something) that is well structured through a step-by-step learning process (Zega et al., 2022). Direct learning strategies used include lectures, practice and exercises, demonstrations (Harahap, 2019).

The strategy provides a structured and focused learning experience that can help maintain the attention of hyperactive students while providing opportunities to practice and reinforce concepts. The continuity of the learning process in the classroom through direct Instruction strategies encourages the improvement of students' cognitive knowledge. Therefore, classroom teachers play an important role in improving fun learning strategies, motivating students to learn and finding their interests to encourage hyperactive students to learn and improve their cognitive knowledge (Mawa et al., 2024).

According to Jean Piaget's perspective, a child's cognitive development is influenced by genetics, and this development process is influenced by biological mechanisms in the development of the nervous system (Nurhadi, 2020). As children grow older, their nervous

systems become more complex, and their thinking abilities develop. Cognitive development in each phase can be influenced by the role of teachers in improving cognitive abilities. This influence requires teachers to act as mentors or facilitators, not just as the main source of information transfer. Knowledge cannot be simply accepted by students without teacher guidance and active involvement from the students themselves (Hasbullah, 2020).

In previous research conducted by Wulan Nurafifah, it was stated that hyperactive children have difficulty concentrating, difficulty speaking with others and are slow in completing tasks given by teachers. So it can be concluded that there are problems with hyperactive children in the learning process. Therefore, teachers try to overcome these problems by giving different tasks to students, giving punishments if children disturb friends in their class. The last effort that is expected to have a significant impact is to contact the parents of hyperactive children to get guidance related to their cognitive development. (Nurafifah & Rachmania, 2023).

In addition, in another study conducted by Rodhotul Islamiyah, it was stated that teachers have difficulty in handling the attitudes of hyperactive children. Therefore, the role of teachers in handling hyperactive children involves several aspects. First, teachers are good advisors and motivators. The advice shapes children when they make mistakes. Second, the role of teachers as motivators, teachers always provide motivation to hyperactive children through words of praise. Third, the role of teachers as facilitators where teachers are providers of lesson materials that will take place (Islamiyah et al., 2023).

Through 2 previous studies, the novelty of the research that I will do is to focus on direct instruction strategies in improving the cognitive of hyperactive students in class I of SDN Summersari 2 Malang City. Unlike previous studies that focused more on the challenges faced by teachers in dealing with hyperactive children and the role of teachers as motivators, facilitators, and advisors, this study provides a new contribution by specifically exploring how direct instruction strategies can help hyperactive students understand the subject matter in a more structured way. In addition, this study also highlights how teachers can adjust the learning approach to the unique characteristics of hyperactive students so that they are more focused and actively involved in learning. Thus, this study not only discusses the difficulties faced by hyperactive students in learning, but also offers more concrete solutions in the form of learning strategies that can be applied by teachers to improve their cognitive abilities.

Furthermore, it can be concluded that class teachers play a very important role in the continuity of the learning process in the classroom by encouraging cognitive knowledge to increase, class teachers are needed to improve fun learning strategies that motivate students to learn and find out what students want to encourage hyperactive students to learn so that cognitive knowledge increases (Widiyono et al., 2019).

Based on the problem solving that has been described, data was obtained that hyperactive students of class I SDN Summersari 2 Malang City still have difficulty in controlling their urges and behavior so that it affects the learning process in the classroom and affects the cognitive development of hyperactive students. Therefore, direct instruction strategies are applied to hyperactive students by teachers understanding the unique characteristics of hyperactive students and implementing learning strategies that can help them to fulfill and achieve their potential.

## Method

The method used in this research is a qualitative descriptive research method as explained by John W. Creswell, who states that the research process includes exploring a problem, then developing an understanding, and collecting data based on words that reflect

actual events (Cresswell, 2019). The research was conducted at SDN Summersari 2 Malang City. The researcher obtained information from several informants. Informants are data sources that provide information related to the problems being studied. The informants in the study were the principal, homeroom teacher, parents of students, and 2 hyperactive students of Class I SDN Summersari 2 Malang City. The results of observations at SDN Summersari 2 found that the number of students in class I was 12 students. There were 2 students who experienced hyperactivity.

This study includes primary data and secondary data. Primary data was collected through interviews and observations, while secondary data was obtained in the form of images or photos during the study. The data obtained were analyzed through several steps, namely data condensation, data display, and drawing conclusions/verification. In analyzing the data, the researcher focused on direct instruction strategies in improving the cognitive abilities of hyperactive students.

## Results and Discussion

Teachers of SDN Summersari 2 Malang City apply direct instruction strategies with a structured and focused approach. The learning strategy used by the homeroom teacher I is to apply direct instruction strategies to hyperactive students during the teaching and learning process. The teacher regularly presents learning materials with clear and detailed steps. The explanations given by the teacher are very easy for students to understand by using simple language and concrete examples to illustrate the concepts taught. Based on the results of interviews with the Principal, the strategies used between students with special needs and regular students are not differentiated, but the handling is different.

Based on the results of interviews conducted with researchers, the Principal said that the learning strategies used are the same between students with special needs and regular students. However, if the student's achievement is still lacking and lagging behind other students, then approaches are made with the hyperactive students so that their knowledge can be improved and not left behind by other students. Therefore, the learning strategy used by teachers of SDN Summersari 2 Malang City is a lecture learning strategy.

Teaching strategies that can be used to implement teaching strategies are lectures. Lectures are one of the effective strategies for conveying information to students who are less interested in reading or students who do not yet have the ability to organize information. (Zahrah et al., 2021). In most cases, lecturing is the best method to create a favorable environment for students. This is especially beneficial for students who are less confident, shy, and weak in reading skills (Dulyapit & Lestari, 2024).

Through the results of interviews conducted by researchers at SDN Summersari 2 Malang City in class I, implementing learning strategies to improve the cognitive of hyperactive students is by using the lecture model strategy. The lecture model learning strategy is centered on the teacher. The teacher provides direct explanations of the material using simple and clear language.

In addition, teachers also divide the material into smaller parts to facilitate understanding and provide concrete instructions and detailed steps. The lecture teaching strategy is teacher-centered. The teacher provides direct explanations of the material using simple and clear language. Hyperactive students also require more guidance and supervision than other regular students.

In addition, accompanying teachers or shadow teachers are also very helpful in simplifying explanations and repeating the teacher's explanations slowly so that hyperactive

students can understand what is being studied according to the material discussed in class. The purpose of the lecture learning strategy is to improve the cognitive abilities of hyperactive students through knowledge processing skills in terms of reading, remembering, and arithmetic.

Furthermore, the learning strategy carried out by the homeroom teacher of SDN Summersari 2 Malang City is practice and training. Practice and training are teaching techniques that involve students in activities for practical purposes, allowing them to develop skills and abilities beyond what is learned (Yarisma & Suci, 2023). In the practical learning strategy, usually the teacher first provides theoretical knowledge, then students are asked to practice it so that they become skilled. At this stage, students are given the opportunity to practice the skills they have learned.

Hyperactive students do not only apply lecture-based learning strategies, but practical learning strategies and exercises are also applied to hyperactive students. The reason for using the practical and exercise strategy is so that students do not feel bored or tired of the teacher's explanation. In this practical strategy, students are asked to do direct practice related to the material being studied. Teachers argue that one way to make it easier for students to remember learning materials is through direct practice and exercise. This practical and exercise strategy has proven effective to apply because through practice and exercise, students find it easier to remember and understand when involving body movements.

Teaching strategies implemented by teachers through practice can be done through daily routines at school. One of these routines is the practice of washing hands. The practice of washing hands can be done routinely and can improve students' cognitive abilities through the process of remembering every day.

The learning strategy of practice and exercises is implemented in class I according to the information provided by the homeroom teacher I which shows that hyperactive students experience cognitive improvements in their understanding and memory. Learning carried out by teachers can be alternated between lecture learning then continued with practice and exercises. This is because the learning system is not monotonous so that students do not feel bored or tired through the learning process carried out by the teacher.

In addition, learning materials are always connected to everyday life by means of practice that makes it easy for students to remember. Based on the findings of data obtained by researchers in the learning process at SDN Summersari 2 Malang City, related to the learning strategy of practice and exercises, hyperactive students can remember the learning material delivered by the teacher through body language. So in the learning process, the teacher, in addition to explaining the material, the teacher also practices which are then followed by the students. Students are asked to practice directly related to the material being studied. The practice in question is playing moving back and forth in students' counting abilities. This can improve students' numeracy skills through collaborative practice through games.

Furthermore, the learning strategy carried out by the homeroom teacher of class I SDN Summersari 2 Malang City is a demonstration learning strategy which involves providing guidance on how an event or object occurs through examples of behavior demonstrated by the teacher for students to understand directly (Parnawi & Wahyudi Ramadhan, 2023). The purpose of this demonstration is to deliver the material in stages, provide examples of concepts, demonstrate skills, and explain things that students do not understand or find difficult to understand.

Not only lecture and practice methods are used, but there is also a training program held every two weeks, namely every Friday for students with special needs, especially



hyperactive students. This training is held every week with the aim of improving students' motor skills. These abilities are developed outside the classroom, with the aim of fostering student independence from an early age. This adds to the appeal for students, especially hyperactive students. Their interest in playing is also strengthened by the presence of learning media. However, unlike the group method, the group method is only used at certain times because it is considered less effective if used too often. Therefore, homeroom teachers more often use learning media because they are considered very helpful in the learning process. Based on the findings of the data obtained by researchers at SDN Summersari 2 Malang City, a special program was implemented to train the skills of students with special needs.

The program can be in the form of skills training for students with special needs with the aim of training their motor skills. The training is carried out outside of classroom learning and its implementation is only for students with special needs, especially hyperactive students. The learning strategy with the demonstration model in question is that students' skills can be in the form of making salted eggs, making toast, making dolls from flannel and many others. This can improve students' motor skills. In addition to improving motor skills, cognitive abilities can also be improved for hyperactive students because they involve students' understanding.

In addition, the findings of the data obtained by the researcher related to the demonstration learning strategy, namely with learning media. The learning media used in class I is the ABC chocolate box. Learning media is very helpful in the learning process because it is in accordance with the age of class I students who are still relatively children. The learning process is carried out while playing the media and following the instructions given by the teacher. The teacher here has a role as a skill demonstrator and as an explainer of how to carry out learning through the media.

Based on the findings of the research results, the demonstration learning strategy using learning media such as the ABC box has proven effective in helping hyperactive students in class I understand the material. Therefore, it is recommended that teachers use interactive learning media more often and in accordance with the characteristics of hyperactive students to increase their involvement in the learning process.

The findings of the data obtained by the researcher are the audio-visual learning process in the form of video screenings. This can utilize the facilities available at SDN Summersari 2 Malang City. Class I students, especially hyperactive students, really like visual learning because it can be in the form of images. The demonstration strategy, which is unfortunate, videos, is not applied in every meeting, because it follows the existing learning material.

Based on research and studies that have been conducted by researchers regarding 3 learning strategies carried out by teachers, namely lecture strategies, practice and exercises, and demonstrations, it can be seen that hyperactive students actually have good cognitive abilities. However, in the perspective of Jean Piaget's theory, children's cognitive development is influenced by genetics, the development process of which is influenced by biological mechanisms in the development of the nervous system. As children grow older, the nervous system will become complex and their thinking abilities will develop further. Cognitive development according to its phase can be influenced by the role of teachers in improving cognitive abilities (Nurhadi, 2020).

This influence requires teachers to be mentors or facilitators, not as the main source of knowledge that transfers information only. Knowledge cannot be accepted by students without the help of teachers and active involvement from the students themselves (Nidaur Rohmah, 2017). This concept was put forward by Piaget, where students must actively

participate in learning and not just memorize information received by the teacher (Yanti et al., 2024). The role of the teacher here is to help students to play an active role in the learning process and the teacher has a good understanding of the cognitive level of the students who are learning (Ibda, 2015). Teachers can provide understanding of the material with difficult and easy levels. Difficult material can help students to think further and reduce boredom in students. While easy material will be less effective because it does not encourage development in student thinking (Madaniyah et al., 2021).

Based on the results of previous research by Dhea (2024), the strategy used by teachers to improve students' cognitive abilities is by making physical contact with students. As with the results of the research conducted in this study, it also found the same thing, namely that teachers provide learning strategies with body language. This shows that the teacher's strategy in improving students' cognitive abilities can increase (Dhea et al., 2024).

Through the learning strategy with demonstration, the success of teachers in improving students' cognitive can be increased according to research conducted by previous researchers conducted by Parnawi, namely students easily understand the learning process if they do a direct demonstration trial. In addition, the learning process will also be more interesting because students not only hear, but also see the events that occur and even do skills directly (Parnawi & Wahyudi Ramadhan, 2023).

In addition, the results of the study are also similar to previous research conducted by Ana (2024) which revealed that teachers use interactive story techniques to increase student engagement and social responses. In addition, this researcher also found that light physical activity and collaboration with peers have also proven effective in improving student learning abilities and interactions (Soviana et al., 2024).

## Conclusion

Based on the results of research conducted by researchers, it can be concluded that direct instruction strategies for hyperactive students can be carried out through several teaching strategies, namely direct instruction based on lectures, practices and exercises, and demonstrations. With this teaching strategy, it can attract the attention of combined students, both hyperactive students and normal students, who are in inclusive schools. Using direct instruction strategies can improve the cognitive abilities of hyperactive students through the ability to remember, reason, and count because it can be taught directly by the teacher. In addition, to implement the direct instruction strategy can be assisted by a companion teacher who can interact directly with hyperactive students. This interaction can establish good communication with hyperactive students. In addition, when hyperactive students do not understand the learning material taught during the lesson, the learning process can be repeated outside the classroom and assisted by the hyperactive student's accompanying teacher.

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