

IMPLEMENTATION OF THE DIRECT METHOD IN OVERCOMING THE LEARNING DIFFICULTIES OF ADHD IN STUDENTS AT PUTERA ASIH SLB KEDIRI CITY

Muhammad Syahrul Munir

IAIN Kediri

e-mail: syahrulmunir915@gmail.com

Muhammad Akhsanul Muhtadin

Sayyid Ali Rahmatullah Tulungagung

e-mail: akhsanulmuhtadin@gmail.com

Ali Muchasan

Institut Agama Islam Hasanuddin Pare

e-mail: muchasan87@gmail.com

Abstract: ADHD (Attention Deficit/Hyperactivity Disorder) is characterized by persistent attention deficit and hyperactivity-intensive disorder. ADHD behaviors are often seen as not being able to pay attention. Easily distracted, cannot sit still, often leaves the seat, often runs, and his body keeps wanting to move. This research aims to find out suitable learning methods in overcoming ADHD (Attention Deficit/Hyperactivity Disorder) students. This research was conducted at SLB Putera Asih Kota Kediri. This research, the type of research used is qualitative. The data collection method used to determine the learning method is field observation. Field observations are conducted with interviews in order to obtain oral or written information from all information obtained from respondents. Analysis is carried out before the researcher collects data and continues throughout the research until all data is collected. Based on the data analysis conducted, it can be concluded that the direct method learning method can overcome the learning difficulties of ADHD (Attention Deficit/Hyperactivity Disorder) children.

Keywords: Implementation, Learning Methods and ADHD (Attention Deficit/Hyperactivity Disorder).

Abstrak: ADHD (Attention Deficit/Hyperactivity Disorder) dicirikan dengan gangguan pemusatan perhatian dan hiperaktif-impulsif yang menetap. Perilaku ADHD yang sering tampak seperti sering tidak bisa memberi perhatian. Mudah terganggu, tidak bisa duduk diam, sering meninggalkan tempat duduk, sering berlari, dan badanya terus ingin bergerak. Penelitian ini bertujuan untuk supaya mengetahui metode pembelajaran yang cocok dalam mengatasi peserta didik ADHD (Attention Deficit/Hyperactivity Disorder). Penelitian ini dilakukan di SLB Putera Asih Kota Kediri. Penelitian ini, jenis penelitian yang digunakan ialah kualitatif. Metode pengumpulan data yang digunakan untuk mengetahui metode pembelajaran ialah observasi lapangan. Observasi lapangan dilakukan

dengan wawancara guna untuk mendapatkan keterangan secara lisan atau tertulis dari semua informasi yang diperoleh dari responden. Analisis yang dilakukan sebelum peneliti mengumpulkan data dan berlanjut sepanjang penelitian dilakukan hingga semua data berhasil dikumpulkan. Berdasarkan analisis data yang dilakukan dapat disimpulkan bahwa metode pembelajaran direct method dapat mengatasi kesulitan belajar anak ADHD (Attention Dificit/Hyperactivity Disorder).

Kata kunci: Implementasi, Metode Pembelajaran dan ADHD (Attention Dificit/Hyperactivity Disorder).

INTRODUCTION

The term ADHD came about recently, but overactive and uncontrollable children have been around for a long time. Inflammation in the brain is what causes ADHD. ADHD children who survive usually develop a variety of behavioral problems, including irritability, poor attention, and hyperactivity, and these children usually have brain injuries. Hyperkinesis, a term coined in the late 1950s to describe the main symptom of ADHD - excessive movement - is aimed at weak brain stimulation. Another theory states that the main symptoms of ADHD, apart from hyperactivity, include poor attention span and poor motor coordination.

Since then, it has been proposed to elucidate the origin of the disorder, such as genetic conditions, the presence of bacterial infections, birth factors, cultural and psychosocial factors. Nowadays, it is not a single factor that causes the disorder, although many environmental variables are involved and many clinical features can be interpreted as related.

ADHD children are very likely to not have many friends, as they often make a mess at home and school, and are unable to complete their homework.. Hyperactivity in children with ADHD often appears when the child has started walking. Therefore, a hyperactive child does not always mean that they have ADHD. For that to be called having ADHD disorder needs to have many characteristics. Tutoring services for Attention-Deficit Hyperactivity Disorder (ADHD) children is through specialised services with direct guidance and therapy. specialised services with direct guidance and therapy. Guidance is done by providing special assistance when children experience learning difficulties.

Therapy given to ADHD children is done through behavioural therapy and cognitive therapy. Behavioural therapy is done by encouraging children to be able to control the symptoms of ADHD that they have. Cognitive therapy is done by controlling symptoms by changing the way children think and view a condition faced by the child.¹ Strategies learning strategy direct instruction which is the method used by a teacher in educating aims to help participants learners acquire information and learn basic skills basic skills that will be taught step by step²

In accordance with the background of the problems described above. Then what researchers formulate is: How is the implementation of learning methods in overcoming ADHD (Attention Dificit/Hyperactivity Disorder) children in SLB Putera Asih Kota Kediri.

METHOD

According to Sugiyono "a qualitative approach is an approach that views reality as holistic, complex, dynamic, full of meaning and an inductive mindset"³. Qualitative research plays a role in proving, deepening, expanding, weakening, and aborting quantitative data that has been obtained in the early stages⁴. Data collection in this study used 3 techniques, namely:

A. Interview

Interviews are a method often used by researchers to explore data when researchers are in direct contact with the object under study, interviews are not only carried out in a formal way, but can be done in a non-formal (flexible) way⁵.

¹ iik Diani Ekayanti, "Layanan Bimbingan Belajar Untuk Anak Attention-Deficit Hyperactivity Disorder (Adhd)" (Universitas Muhammadiyah Surakarta, 2021), https://eprints.ums.ac.id/92171/13/ARTIKEL_PUBLIKASI_ILMIAH_%28A510130252_LAMA%29_A510217304_IHK_DIANI_E-1.pdf.

² Niza Fadila Abdul Muthalib, Melati Chamariah, "PENERAPAN STRATEGI DIRECT INSTRUCTION DALAM MENGATASI KESULITAN BELAJAR MEMBACA AL- QUR'AN Abdul Muthalib, Melati Chamariah, Niza Fadila Sekolah Tinggi Agama Islam Sumatera Medan" 16, no. 64 (n.d.).

³ Sugiyono, *Metode Penelitian Pendidikan; Metode Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2010).

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

⁵ Restu Kartiko Widi, *Asas Metodologi Penelitian* (Yogyakarta: Graha Ilmu, 2010).

In this study, interviews were conducted by researchers, namely interviewing respondents at SLB Putera Asih Kota Kediri. The interview was conducted in two stages. The first stage is a stage to introduce the problem to the researcher so that the researcher correctly understands the research problem. The second stage, is an in-depth interview. At this stage the researcher conducts an interview and focuses on the problem. Here researchers can reveal more objective and more perfect data.

B. Observation

Direct observation method (Observation), this method is a method of collecting data by using the eyes directly, without the help of other standard tools to do so. Observations made are not like observations in general, but observations this time must be planned, must be related to the research title and also recorded systematically⁶. In making observations, researchers observed directly about the implementation of the direct method learning method in overcoming the learning difficulties of ADHD children at SLB Putera Asih Kediri City.

C. Documentation

This method is not just a picture displayed in the appendix, but with documentation the researcher can explain more comprehensively about the object when the researcher is no longer in the field⁷. In this technique, the researcher seeks to find, examine and record documents about: learning method books and materials related to ADHD (Attention Dificit/Hyperactivity Disorder).

Data analysis was carried out after collecting data, then to present the research report, data from interviews, observations, and documentation were analyzed qualitatively.

FINDING AND DISCUSSION

⁶ Moh. Nazir, *Metode Penelitian* (Bogor: Bumi Aksara, 2006).

⁷ Aan Komariah Djaman Satodi, *Metodologi Penelitian Kualitatif*. (Bandung: Alfabeta, 2011).

A. Direct Method Learning.

Methods are rules and procedures for teaching a language⁸. *Direct* method, which is a type of foreign language teaching, aims to integrate language and experience in a setting without the use of an interpreter who speaks the student's native language, such as by using conversation and reading⁹.

Around the 20th century, the idea developed that students can easily master a language by listening a lot, learning to speak, imitating speech, and associating expressions with the right context. The direct method, which is based on associating foreign vocabulary and sentences with objects and events directly without using the mother tongue, is a new approach developed from the lingual method and the natural method (using only the mother tongue)¹⁰.

According to Al-Naqah, the development of psychological methods, phonetic methods and natural methods is closely related to the emergence of this direct method. Therefore, the direct approach emphasizes speaking and listening skills¹¹. The Direct Method emphasizes the direct relationship between words and phrases and objects and actions during teaching and learning activities. Through the stages that have been made, which are carried out with question and answer sessions between teachers and students, oral communication skills can be developed.

B. Learning Difficulties

Learning difficulty is the meaning of the English term *Learning Disability*. This translation is incorrect because disability refers to inability and learning refers to learning. Due to certain impairments, learning difficulty is a condition where students do not learn as they should¹². student learning difficulties are a condition that is in the learning process that is characterised by obstacles to

⁸ Harimurti Kridalaksana, *Kamus Linguistik*, IV (Jakarta: Gramedia, 2009).

⁹ Harimurti Kridalaksana, *Kamus Linguistik*. IV (Jakarta: Gramedia Pustaka Utama, 2009).

¹⁰ Mahmud Kamil Al-Najah, *Ta'lim Al-Lughoh Al-Arobiyah Lian-Nathiqin Ukhro* (Makkah: Universitas Quro, 1985).

¹¹ Mahmud Kamil Al-Najah, Mahmud Kamil Al-Najah, *Ta'lim Al-Lughoh Al-Arobiyah Lian-Nathiqin Ukhro* (Makkah: Universitas Quro', 1985).

¹² Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2002).

obtaining the expected results retrieved from¹³. Given the diversity of individual students, the level of learning difficulties they experience will also vary.¹⁴

The term learning difficulty is a condition where students cannot learn optimally due to obstacles, constraints, or disruptions in their learning. Learning can be defined as a series of activities of the body and soul to obtain a change in behavior as a result of individual experience in interaction with the environment which involves cognitive, affective, and psychomotor.

Learning activities affect several factors that are related to each other, namely internal factors and external factors:

1. Internal Factors

Internal factors that affect learning activities can be described in the following two aspects: (1) physiological aspects, namely the general condition of the body or muscle tension that marks the fitness behavior of body organs and joints, can affect the spirit in participating in lessons. (2) psychological aspects such as intelligence, talent, and motivation.

The following two aspects can be used to describe internal influences on learning: (1) physiological aspects, in particular the state of overall health or muscle development that determines how organs and joints behave, this can affect interest in subsequent lessons. (2) psychological aspects such as aptitude, motivation and intelligence.

2. External Factors

The school's social environment which includes lecturers, staff, administration, and fellow students can have an impact on students' learning motivation. Infrastructure, teaching materials and weather conditions are additional factors that influence learning activities¹⁵.

According to this explanation, both internal and external factors play a role in causing student problems. Internal factors may include mental traits

¹³ Agung Setyawan et al., "Kesulitan Belajar Siswa Di Sekolah Dasar (SD)," n.d., 155–63.

¹⁴ Rizma Muhaiba. Dkk, "Faktor Penyebab Kesulitan Belajar Dan Dampak Terhadap Perkembangan Prestasi Siswa Kelas 1-6 SDN Gili Timur 1," no. 2016 (n.d.): 329–37.

¹⁵ Djamarah., *Psikologi Belajar* (Jakarta: Rineka Cipta, 2008).

such as intelligence, aptitude, interest and drive, as well as psychological and physical conditions. Students' social circumstances, including those in their communities, schools and neighborhoods, are considered external factors.

D. Definition and Causes of ADHD (Attention Deficit/Hyperactivity Disorder)

ADHD is a condition where inhibited responses and executive dysfunction occur. As a result, there is a lack of self-regulation, weakness in the ability to control behavior for both short and long-term goals, and challenges in adapting socially and behaviorally to environmental demands. The psychiatric condition known as ADHD can impact those closest to the sufferer. ADHD-related behaviors deviate from consciousness, due to mental retardation or disability, so ADHD patients exhibit inappropriate behaviors ¹⁶.

Parents of children diagnosed with ADHD may be more concerned with their children's kindergarten readiness than providing academic excellence, as ADHD is a disorder that affects the development of executive functions associated with inhibitory processes ¹⁷.

ADHD covers 3 aspects of the disorder, namely difficulty focusing, hyperactivity, and impulsivity. If the disorder only occurs in the aspect of difficulty focusing on attention, it is called attention deficit disorder (ADD), while if all three aspects are affected by the disorder, the child is called ADHD ¹⁸. The developmental disorder called ADHD occurs in childhood and persists into adolescence. This developmental disorder is on a spectrum, so its severity will vary depending on the child and the treatment ¹⁹.

The director of Southern California Neuropsychiatrist in his book *Hyperactivity Hoax* explains that treating ADHD as a diagnosis is a fundamental mistake. It is not appropriate to treat all children with ADHD with the same medication or treatment strategy without first identifying the underlying disorder

¹⁶ Isna F. Perdana, *Lebih Paham dan Dekat dengan Anak ADHD* (Yogyakarta: Iswarta Bima, 2012).

¹⁷ Russel Bernard, *Research Methods In Anthropology: Qualitative and Quantitative Approaches, 4th Edition* (USA: Al Mira Press, 2006).

¹⁸ Perdana, *Lebih Paham dan Dekat dengan Anak ADHD*.

¹⁹ Sugirman dan Baihaki, *Memahami dan Membantu Anak* (Bandung: Refika Aditama, 2006).

or disease because ADHD is not a single disease but a collection of symptoms that can be caused by a variety of diseases and disorders.

Experts have different opinions on this issue, they divide ADHD into 3 types ²⁰:

1. The type of child who cannot focus their attention, although easily distracted, they are not impulsive or hyperactive.
2. Hyperactive and intrusive type of child. They show signs of impulsivity and hyperactivity, but they also have difficulty focusing, children at a young age often show this type.
3. Combined type, they are impulsive, hyperactive, and easily distracted, they are also hyperactive and impulsive, most ADHD children belong to this type.

Although ADHD has been studied and researched extensively, no one has yet identified the exact cause of the disorder. Existing research has not been able to definitively identify the cause of this disorder. Infections, bacteria, intestinal worms, metal poisoning, toxic substances, metabolic, endocrine and brain disorders can all lead to the development of ADHD. By addressing the underlying disease or disorder, hyperactivity can be managed.

ADHD can also be caused by hereditary conditions such as turner syndrome, sickle cell syndrome, fragilex, and marfan syndrome. Therefore, ADHD can also be inherited by the family lineage. In such situations, ADHD can be mitigated by staying away from the things that limit them. In addition, sensory integration problems and perceptual disorders can cause ADHD. In relation to these issues, specialized therapies are needed that concentrate on each person's weaknesses. In addition, ADHD is also the result of an unhealthy lifestyle such as excessive coffee consumption, unbalanced nutrition in one's diet, and poor quantity and quality of sleep ²¹.

²⁰ Perdana, *Lebih Paham dan Dekat dengan Anak ADHD*.

²¹ Diana Rusmawati dan Endah Kumala Dewi, "Pengaruh Terapi Musik dan Gerak terhadap Penurunan Kesulitan Perilaku Siswa Sekolah Dasar dengan Gangguan Adhd," *Jurnal Psikologi Undip* 9, no. 1 (2011).

E. The Implementation Of The Direct Method Learning Method In Overcoming Learning Difficulties In Attention/Hyperactivity Concentration Disorders In Students At SLB Putera Asih Kediri

In this discussion, researchers will further examine the research obtained in the field through observation, interviews and documentation. The following researchers will present the results of data analysis regarding several things in the formulation of problems that need further discussion. Learning by using the direct method applied in learning at SLB Putera Asih Kota Kediri is quite effective in dealing with attention deficit/hyperactive disorder (ADHD) children, because by using this method the teacher is more active and directs and guides students in a balanced way.

According to Ahmadi, knowledge of learning strategies used by teachers or instructors is a learning method. According to a different understanding, learning methods are presentation techniques mastered by the teacher to teach or present subject matter to students in class, either individually or in groups, so that lessons can be absorbed, understood, and applied properly by students ²².

The direct method is a type of foreign language teaching that aims to integrate language and experience in a setting without the use of an interpreter who speaks the student's native language, such as by using conversation and reading.

As has been applied by teachers in SLB Putera Asih Kota Kediri who apply learning methods by using conversation, guiding, directing and mastering techniques for teaching so that in the teaching-learning process students are not easily bored, bored and lazy. The teacher also explains and is more active in learning so that students can absorb, understand, and utilize well. especially those faced are children with special needs, then this direct method that needs to be used in the teaching-learning process.

The term ADHD (*Attention Deficit/Hyperactivity Disorder*) refers to a medical condition that includes brain dysfunction when a person struggles to control their behavior, impulses, and attention span. When this happens to a

²² Juwairiyah Dahlan, *Metode Belajar Mengajar Bahasa Arab* (Surabaya: Al-Ikhlas, 1992).

child, it can result in learning challenges, behavioral problems, social problems, and other challenges. ADHD is a condition that commonly affects people who exhibit symptoms of concentration, hyperactivity and impulsivity, which can lead to imbalances in most of their daily activities²³.

As explained by the informant above, ADHD children cannot control themselves, have learning difficulties, behavioral difficulties and social difficulties. ADHD children are difficult to focus attention, hyperactive, and impulsive. In teaching and learning activities, ADHD children tend to be stubborn and difficult to condition, so to condition the child not to move here and there the teacher uses a binder chair so that students are accustomed to sitting still on the bench. There are ADHD children who tend to go into positive things, there are also children whose ADHD tends to be negative, so this is where the task of educators must direct and be more active in stimulating ADHD children.

ADHD is 90% of the brain is affected, as explained by the informant above, there are 3 factors that cause ADHD, namely: from the womb, the difficult birth process so that the head is copped, and the growth process. on the other hand it could be that when pregnant mothers often eat fatty foods.

According to the results of research by Faron et al, and Barkley, there are 2 factors that influence the emergence of ADHD, namely:

1. Genetic factors

Research has shown that certain genetic molecules and genes may contribute to the development of ADHD. Therefore, studies on twins, family traits, and certain genes suggest a hereditary component to ADHD.

2. Neurobiological factors

There are several hypotheses derived from neurobiological research, such as the possibility that prefrontal lobe dysfunction and ADHD share some characteristics. Similarly, children with ADHD perform less well on

²³ Isna F Perdana, *Lebih Paham Dan Dekat Dengan Anak ADHD* (Yogyakarta: Iswarta Bima, 2012).

neuropsychological tests related to prefrontal lobe function. A high-tech brain examination called MRI does not reveal the appearance of the forebrain. The prefrontal cortex is part of this division, and is connected to the lower part of the cerebral cortex, which together form the developed basal ganglia.

Attention, executive function, response organization, and response delay are all issues handled by this part of the brain. When this area is damaged, ADHD symptoms occur. In addition, studies show that children with ADHD have a smaller prefrontal cortex than children without the disorder.

ADHD affects both the child and the people in his or her environment. There are 3 main aspects that are affected, namely educational aspects, behavioral aspects, and social aspects²⁴.

As the researchers observed in SLB Putera Asih Kota Kediri and interviews with the parties concerned that ADHD children are in :

Educational aspects tend to be lack of achievement, not doing tasks, always moving around, lack of motivation, forgetting instructions or explanations. In addition, in the behavioral aspect, his behavior tends to be easily frustrated, not calm, difficult to control himself, disturbing his friends, easily confused, having good and bad days. And in the social aspect he is more selfish, anxious, insensitive, low self-esteem, does not think long, often behaves without feelings, makes a scene.

The director of the Southern California Neuropsychiatrist Institute argues in Hyperactivity Hoax that treating ADHD as a diagnosis is a fundamental mistake. It is not appropriate to treat all children with ADHD with the same medication or treatment strategy without first identifying the underlying disorder or disease as ADHD is not a single disease but rather a collection of symptoms that can be caused by a variety of diseases and disorders. Given that the cause of ADHD has not been definitively established and there

²⁴ Sugirman dan Baihaki, *Memahami Dan Membantu Anak* (Bandung: Refika Aditama, 2006).

are many theories regarding its cause, there are undoubtedly many therapies or methods to treat it according to the underlying theory of its cause²⁵.

As explained by informants at SLB Putera Asih Kota Kediri that ADHD children cannot be cured completely, but can be reduced at least be able to take care of themselves. Usually in SLB Putera Asih Kota Kediri using vein massage therapy performed by one of the teachers who mastered it as well as with body movement gymnastics therapy. Whatever the form of handling either by way of therapy or medicine the most important thing is to accept and understand the child's condition. Parents and teachers must understand the child's behavior based on the limitations and disorders experienced.

The learning methods used by educators in overcoming ADHD children are very important. With the right method, the learning objectives will be conveyed to the child and the child will easily absorb the knowledge that has been taught. However difficult it is to handle ADHD children, educators must be patient and not let children in adversity. Therefore, in accordance with the reality that researchers observed in SLB Putera Asih Kota Kediri that most teachers use the direct method (direct method), which means that educators are more responsible for guiding, directing, guiding and handling as a whole so that children do not continue to experience adversity. Educators at SLB Putera Asih Kota Kediri they patiently and painstakingly educate ADHD children, always treating them like their own children, taught positive things, forced to get used to behaving positively, and taught how to take good care of themselves.

From some of the information above, educators have tried their best in dealing with ADHD children as a whole, although ADHD children cannot be cured completely, but educators by using direct methods that emphasize guiding the child, then at least ADHD children have been able to take care of themselves in everyday life.

CONCLUSION

²⁵ Isna F Perdana, *Lebih Paham Dan Dekat Dengan Anak ADHD*.

After the author conducted research at SLB Putera Asih Kota Kediri, it can be concluded that the technique or method of teaching with *direct method*, the teacher must always have a lot of patience, consistency and creativity. As an educator must play a role to evaluate the needs of each child, then build a method / strategy that can help ADHD children learn to maximize their abilities, take care of themselves in everyday life and train students to concentrate. Teachers serve as second parents to students, and it is their responsibility to inspire them to improve their skills. Children with special needs, in this case those with ADHD, deserve the same educational opportunities as other children in the future. Therefore, it is expected that teachers are able to teach, guide and instruct students with special needs in the same way as other students. The researcher's recommendation is that for ADHD teachers, one of the effective techniques to be used to teach ADHD children is to use the direct method, and for further researchers to research like this with more complex research methods in order to get comprehensive data

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