

Literature Review: The Role of Early Childhood Education Institutions in Early Detection of Attention Deficit Hyperactivity Disorder (ADHD)

Kabul Suprayitno¹, Evi Ristiana Agustin²

^{1,2}Progam Studi Pendidikan Anak Usia Dini, Institut Studi Islam Muhammadiyah Pacitan

¹kabuls@inismupacitan.ac.id, ²Ristianaevi14@gmail.com

Submitted: 02-05-2025 Revised : 09-02-2025 Accepted: 17-05-2025

ABSTRACT Attention Deficit Hyperactivity Disorder (ADHD) is a developmental behavioral disorder characterized by difficulties in maintaining attention, hyperactivity, and impulsivity. This condition can appear as early as the preschool years and may affect children's academic, social, and emotional development. Early Childhood Education (PAUD) institutions serve as a strategic environment for consistent observation of children's behavior through learning and play activities. This study aims to describe the role of PAUD institutions in the early detection of ADHD. The research applies a narrative review method by analyzing relevant scholarly literature from Google Scholar, PubMed, Elsevier, and other reputable journals. The findings reveal that PAUD institutions play a vital role in identifying early signs of ADHD through daily behavioral observations. Teachers act as the primary observers who can recognize symptoms of inattention, hyperactivity, and impulsivity. Moreover, enhancing teachers' competencies and fostering collaboration among educational institutions, parents, and professionals are essential to ensure effective early detection. Thus, PAUD institutions are not only responsible for providing early education but also act as the frontline in promoting children's comprehensive development and mental well-being through a structured early detection system.

Keywords: *ADHD, Early Detection, Early Childhood Education.*

How to Cite Suprayitno, K., & Agustin, E., (2025). Literature Review: The Role of Early Childhood Education Institutions in Early Detection of Attention Deficit Hyperactivity Disorder (ADHD). *HADHANATUNA: Journal of Early Childhood Education*, Volume 1(1), 1-8.

INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is a condition that causes excessive motor activity in children (Silitonga et al., 2023). This condition leads to unusual behavior in children. Children with ADHD often experience difficulties such as feeling restless, unable to settle, having difficulty sitting still, and frequently changing places suddenly. Other common symptoms include spontaneous speech, excessive activity, and a tendency to make noise. Signs of ADHD are difficult to detect in children under 4 years of age, because hyperactive behavior and lack of focus in preschoolers often resemble normal developmental milestones (Muharis & Elizar, 2025a).

ADHD symptoms often emerge during school age and can persist into adulthood. Boys are three times more likely to exhibit ADHD symptoms than girls (Tristanti et al., 2020a). Boys with ADHD typically exhibit external symptoms such as hyperactivity and impulsivity. Girls with ADHD, on the other hand, tend to exhibit internal symptoms. Boys tend to be more physically aggressive and express frustration. Meanwhile, girls tend to be more verbally aggressive and hide

their hurt and anger. Girls with ADHD are at higher risk for depression, anxiety disorders, and eating disorders. Early detection of children with ADHD is essential to ensure prompt treatment.

Children with ADHD exhibit behaviors that differ from those of their peers, such as restlessness, difficulty sitting still, sudden movements, and a tendency to speak spontaneously. According to the DSM-5, ADHD symptoms are divided into three main categories: inattention, hyperactivity, and impulsivity, which can impact a child's academic abilities, social interactions, and emotional development.

Early childhood education plays a pivotal role in the urgent need for early ADHD detection because preschool years represent a critical developmental stage where behavioral patterns first emerge. Although symptoms such as hyperactivity and inattention commonly appear in children with ADHD, they often resemble typical behaviors found in early childhood, making detection particularly challenging. This difficulty underscores the importance of systematic and continuous observation within PAUD settings, where teachers interact with children daily in both structured and unstructured environments. Their consistent exposure allows them to notice persistent patterns of impulsivity, distractibility, or excessive activity that differ from developmental norms. Through active collaboration with parents and medical professionals, teachers become central contributors to comprehensive early assessments, ensuring that observations from home and school environments are integrated for accurate identification.

The urgency of early detection lies in its ability to prevent long-term academic, social, and emotional challenges that children with ADHD may face if symptoms remain unrecognized. Early intervention not only enables timely treatment but also allows PAUD institutions to design supportive learning environments tailored to each child's needs. Additionally, understanding gender differences—where boys tend to exhibit externalizing behaviors like hyperactivity and aggression, while girls often display internalizing symptoms such as anxiety, depression, or verbal aggression—is essential for avoiding biased or incomplete assessments. By identifying symptoms early, PAUD can implement gender-sensitive strategies and provide structured routines, individualized support, and responsive teaching approaches. Thus, the role of PAUD is directly interconnected with the urgency of early ADHD detection, serving as the foundation for early identification, collaborative assessment, and the creation of optimal developmental pathways for young children.

Preschoolers are children aged 3 to 6 years. At this age, children typically attend preschool programs or Early Childhood Education (ECE). Early Childhood Education (ECE) is a fundamental phase in child development (Umi Kalsum et al., 2023). This phase is a golden period for physical, cognitive, social, and emotional growth. ECE institutions hold a strategic position as the vanguard in monitoring children's growth and development (Susanti et al., 2025). ECE teachers play a role not only in providing educational stimulation but also as the first observers of children's daily behavior and developmental characteristics. This role is crucial considering that many developmental disorders begin to appear during the preschool years, including Attention Deficit Hyperactivity Disorder (ADHD), which can be detected through children's routine interactions in the classroom. Globally, the prevalence of ADHD is estimated at 7.6% in children under 12 years of age and 5.6% in adolescents aged 12–18 years (Salari et al., 2023). However, Indonesia currently lacks comprehensive national data on the prevalence of ADHD. Teacher involvement in a comprehensive and collaborative evaluation can facilitate the detection of ADHD, given that ADHD symptoms overlap with other developmental disorders (Muharis & Elizar, 2025).

The primary question in this study is the role of early childhood education institutions (PAUD) in the early detection of Attention Deficit Hyperactivity Disorder (ADHD). In line with this issue, the purpose of this study is to describe the role of PAUD institutions in the early

detection of ADHD. This research is expected to provide a comprehensive overview of PAUD institutions' readiness to handle ADHD and serve as a basis for developing intervention programs and early childhood education policies. The uniqueness of this study lies in its approach, which highlights the role of PAUD institutions as key actors in the early detection of behavioral development disorders, rather than solely from a medical or clinical perspective. This article seeks to integrate early childhood education and health perspectives, thus providing a comprehensive overview of the importance of cross-sector collaboration in supporting optimal child growth and development.

METHOD

This study used a narrative review approach to analyze research findings related to the topic under study. Literature was collected with the aim of systematically summarizing, comparing, and evaluating previous research findings. Literature sources were obtained through searches in Google Scholar, PubMed, Elsevier, and other reputable scientific journals. Keywords used were relevant to the literature review topic. Some of these included ADHD in children, ADHD in children, Early Detection of ADHD, Role of Early Childhood Education (PAUD), and ADHD Diagnosis. Additional keywords were used to expand the relevant search results. Articles were selected based on predetermined inclusion criteria. These criteria included publications within the last five years. Articles must be in English or Indonesian and available in full text. Articles with only abstracts were excluded from this review. Non-academic reports were not included in this study's literature sources.

Research on subjects other than children was not included in the analysis. The literature review process involved several systematic stages. These stages included literature discovery, title and summary selection, and assessment of the suitability of article content. Content analysis was conducted using predetermined criteria. The reviewed data was then grouped based on key themes. The themes covered symptoms, early detection, diagnosis, and the role of early childhood education institutions in detecting ADHD in children. The analysis results were used to draw comprehensive conclusions. The conclusions illustrate the role of early childhood education institutions in the early detection of ADHD in children.

RESULT AND DISCUSSION

ADHD Characteristics in Children

Attention Deficit Hyperactivity Disorder (ADHD) is a behavioral disorder characterized by difficulty focusing, uncontrolled speech, and overactivity. ADHD is a recurring pattern of difficulty concentrating or overactive and impulsive behavior that occurs more frequently than in other children (Wulandari & Muhid, 2025). ADHD is commonly found in preschool and school-aged children. Symptoms or signs of ADHD are usually recognizable before the child is 7 years old and appear consistently across various situations or environments, such as at home, school, playgrounds, and other settings (Adiputra et al., 2021).

The development of ADHD symptoms can be observed from a very early age. In infancy (0–2 years), children with early symptoms of attention deficit hyperactivity disorder (ADHD) generally exhibit behaviors that differ from those of typical infants. The specific behaviors in question (Silitonga et al., 2023): children tend to be highly sensitive to sound and light; often cry for no apparent reason; have difficulty staying still or sleeping peacefully; Children may also have difficulty eating or drinking, whether breastfed or bottle-fed; they may often refuse to be held or soothed; they may appear to dislike affectionate touch; they may produce excessive saliva, making them frequently thirsty.

Around the age of 2–4, children with ADHD begin to exhibit more visible behaviors, such as impulsiveness, clumsiness, and clumsiness. Children frequently have accidents or falls, appear restless, frequently moving their arms and legs while sitting, and frequently leave their seats for no apparent reason. Some children also exhibit self-injurious behavior and frequently defy adult direction. Between the ages of 4–7, ADHD symptoms become more apparent. Children tend to run or climb excessively in inappropriate situations, have difficulty remaining engaged in activities, and appear to be constantly moving as if their bodies are being driven by a motor. Children also often talk excessively, have difficulty waiting their turn, and frequently interrupt or interrupt others without regard for their interests. Furthermore, impulsive behavior and difficulty concentrating become more prominent, along with impaired language skills, which often accompany children with ADHD.

In general, children with ADHD have three main characteristics: (Gunawan, 2021) inattention, hyperactivity, and impulsivity. Inattention is a condition in which individuals with this disorder have difficulty concentrating. Children with ADHD tend to be easily distracted by sudden stimuli from the environment or by current emotions. Children with ADHD can only maintain an activity or task for a short period of time. This ultimately affects their reception of information from their surroundings. Hyperactivity is excessive physical activity that exceeds that of children of the same age. Children with ADHD have difficulty regulating and coordinating physical activity. This makes it difficult for children with ADHD to distinguish between significant and insignificant movements. This activity continues non-stop and without fatigue, thus hindering their ability to concentrate. Impulsivity is a behavioral problem characterized by thoughtless actions. Children with ADHD face difficulty prioritizing activities. Furthermore, children with ADHD also have difficulty contemplating or considering their actions. This behavior will make things difficult for the individual and those around them.

The Urgency of Early ADHD Detection

Early detection of ADHD in early childhood education institutions is crucial, as preschool age is a crucial period for children's brain and behavioral development. Furthermore, early detection is crucial because undetected ADHD at an early age can have various negative impacts on a child's development. Children with ADHD are at high risk of experiencing academic difficulties (Trisanti et al., 2020b). This is due to an inability to focus for long periods, difficulty completing tasks, and being easily distracted by surrounding stimuli. Furthermore, limited impulse control often leads to behavioral problems. These behavioral problems are often perceived as delinquency and can make it difficult to establish social relationships with peers. Without proper treatment, this condition can impact emotional development, leading to feelings of low self-esteem, frustration, and even anxiety disorders later in life.

Conversely, early detection provides a significant opportunity for children to receive appropriate intervention at the optimal time (Khadijah et al., 2025). Interventions conducted before the age of seven are more effective than those initiated after the child enters elementary school. This is due to the high level of brain plasticity in early childhood. This condition makes children more responsive to behavioral therapy, counseling, and individual learning approaches. Through early detection, children can receive comprehensive treatment. A supportive environment can be established early through therapy, academic support, and counseling for parents.

The urgency of early ADHD detection lies not only in recognizing the symptoms of the disorder. Early detection can also be an effort to prevent long-term impacts that can hinder a child's development (Darmastuti et al., 2024). Early detection opens opportunities for children to develop according to their potential, increases learning readiness, and strengthens social and emotional capacities. Early ADHD detection should be viewed as a shared responsibility between

educational institutions, families, and the community. This collaboration is expected to create an inclusive and adaptive support system for children with special needs.

The Role of Early Childhood Education Institutions

Early Childhood Education (PAUD) plays a crucial role in a child's education. Through PAUD institutions, children receive guidance from teachers using targeted methods and curricula. Children also have the opportunity to play and channel their energy through various activities such as physical activity, music, and crafts. Through interactions in the PAUD environment, children also learn to develop social and emotional skills (Erik Wijaya & Farah Nuraini, 2023). Gradually, children are introduced to a variety of basic knowledge. The importance of early childhood education is based on four main considerations (Irhamna & Purnama, 2022): (1) preparing quality human resources, (2) encouraging economic growth through increased productivity and social efficiency, (3) expanding equal opportunities in society, and (4) providing support for parents and children in their growth and development.

Early Childhood Education (PAUD) plays a fundamental role in establishing the foundation for child development. Piaget's theory of cognitive development emphasizes that children at an early age are in the preoperational stage, where they learn through concrete experiences and social interactions. In the context of early childhood education (PAUD), targeted teacher guidance through appropriate methods and curriculum allows children to internalize basic concepts through exploration and play. The physical, musical, and manual dexterity activities provided in PAUD not only channel children's energy but also support the development of motor skills, creativity, and cognitive abilities through meaningful learning. Thus, PAUD serves as a stimulating environment that strengthens children's holistic development (Komari & Aslan, 2025).

In addition to cognitive and motor development, PAUD also supports the development of social and emotional skills. Erikson's theory of psychosocial stages emphasizes the importance of the "initiative versus guilt" phase at ages 3–6, during which children learn to interact, take initiative, and manage emotions in social contexts. Through interactions with peers and teachers in the PAUD environment, children learn to share, cooperate, and resolve simple conflicts. This process lays the foundation for more complex social skills in later stages of education and supports positive character development (Hidayah & Khadijah, 2023).

The importance of early childhood education (ECE) can also be seen from a socio-economic and public policy perspective. Norlianti Lusita Tabun et al. emphasize four key considerations: preparing quality human resources, increasing productivity and social efficiency, equalizing opportunities, and supporting families. This aligns with the *maslahah* (benefit) theory in education, which emphasizes that early intervention has long-term benefits for individuals and society. Investment in early childhood education not only improves children's academic abilities but also contributes to social and economic development, making it a crucial strategy for sustainable human resource development.

Early Childhood Education (PAUD) institutions serve not only as places for learning and play, but also play a crucial role in monitoring early child development. PAUD institutions have institutional responsibility for providing systems and mechanisms for early detection of child development, including screening for behaviors that indicate ADHD. Early detection of ADHD is highly relevant because PAUD institutions allow for systematic observation of children's behavior (Dwi Septi Angraeni & Aniatul Afifah, 2025). Teachers play a strategic role as the first observers of children's behavior in social and academic situations. Teachers can recognize signs such as difficulty following instructions, being unable to sit still for long periods, being easily distracted, or frequently interrupting conversations. Improving teachers' competence in recognizing early symptoms of ADHD is crucial (Ulpa & Selian, 2025). Collaboration between

teachers, parents, and medical personnel is necessary to ensure that the detection process is objective and that the results can be followed up with appropriate interventions.

PAUD institutions have a dual role: as a place for children's learning and social-emotional development, and as a means of monitoring early development. Based on Bronfenbrenner's theory of ecological systems, children are influenced by various layers of the environment, including formal educational institutions such as early childhood education (PAUD). With regular interaction between teachers and children, PAUD becomes a strategic arena for systematically observing children's behavior, including the early detection of developmental disorders such as ADHD (Sufa et al., 2023). This monitoring allows for early intervention, thereby minimizing negative impacts on children's academic and social development.

Teachers in PAUD play a central role as the first observers of children's behavior in social and academic contexts. Vygotsky's theory of the zone of proximal development emphasizes the importance of adult guidance in recognizing children's potential and limitations. Trained teachers can identify early signs of ADHD, such as difficulty paying attention, hyperactivity, or impulsivity. With strong observation skills, teachers can provide appropriate guidance and communicate findings to parents for next steps, ensuring more targeted intervention.

Improving teacher competency is a crucial aspect of the early detection process. Knowles' adult learning theory emphasizes that teachers need specific knowledge and practical experience to identify atypical behavior in early childhood. Training in recognizing ADHD symptoms and systematic observation methods enables teachers to become reliable detection agents, enabling PAUDs to function not only as educational institutions but also as centers for effective monitoring of child development (Sufa et al., 2023).

Early detection of ADHD cannot be achieved in isolation; collaboration between teachers, parents, and medical personnel is essential. The systems approach theory in education emphasizes that children are part of a broader system, making coordination between stakeholders key to successful intervention. Information obtained by teachers through observation can be combined with parent reports and medical assessments to ensure an objective diagnosis and an effective treatment plan. This collaborative approach also strengthens support for children, both in their learning and social contexts.

Early detection of ADHD through early childhood education (ECE) has significant implications for child development and the overall education system. Early intervention theory emphasizes that early identification and intervention can improve a child's adaptability, academic achievement, and social skills. With a structured screening and observation system in ECE, children have the opportunity to receive timely guidance, thereby minimizing the risk of future learning difficulties and behavioral problems. Strategically, this also helps parents, teachers, and medical personnel design appropriate interventions, making ECE a proactive institution in supporting optimal child development.

To implement early ADHD detection, ECE institutions can implement regular observation programs using simple instruments. These instruments can be used, such as developmental checklists or behavioral observation sheets (Satwika et al., 2022). The results of these observations need to be reviewed jointly by teachers, principals, and parents to determine next steps. In detecting ADHD, ECE institutions can act as liaisons with professionals such as child psychologists, doctors, or child development counselors. Collaboration with community health centers, education offices, and health institutions is crucial in ensuring appropriate follow-up. Early Childhood Education (ECE) is not only a place of learning, but also an institution that plays an active role in maintaining children's overall growth and development.

CONCLUSION

Attention Deficit Hyperactivity Disorder (ADHD) is a developmental behavioral disorder that can be identified at an early age. Early Childhood Education (ECE) institutions play a strategic role in early detection through observation and regular interactions between teachers and children. Teachers serve as primary observers, recognizing symptoms of inattention, hyperactivity, and impulsivity. Early detection in the ECE environment provides a significant opportunity for children to receive appropriate intervention from the outset. Improving the competency of ECE teachers through training on early detection of developmental disorders, as well as strengthening collaboration between educational institutions, families, and professionals, is essential. ECE institutions can be at the forefront of realizing inclusive education and supporting optimal child growth through robust detection systems.

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