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Dynamics of Interpersonal Communication among Children with ADHD

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Abstract: The study aims to analyze the speech patterns of children who have hyperactivity disorders in the classroom context. The observational approach is used in this study to learn how the children respond to the instructions given. Children with adhd tend to have difficulty understanding complex instructions, so researchers need to highlight appropriate communication patterns and avoid giving them overly complex instructions. Interactions start with conversations between language researchers and communicative behaviors, so that children with adhd can more readily understand the content of a conversation and respond favorably. The study uses descriptive qualitative research methods. The data-gathering technique used was the triangulation or fusion of observation, interviews, and documentation. The results of this study show difficulties in maintaining attention, as well as difficulties in understanding and following instructions given in conversation in children with ADHD. These observation activities provide new insights into the children's behavior and characteristics with adhd, as well as proper treatment measures to meet their needs in social interaction.

Keywords: Dynamics, ADHD, Interpersonal Communication.

Abstrak. Penelitian bertujuan untuk menganalisis pola bicara anak yang memiliki gangguan hiperaktif dalam konteks kelas. Pendekatan observasional digunakan dalam penelitian ini untuk mempelajari bagaimana respon anak terhadap instruksi yang diberikan. Anak-anak dengan ADHD cenderung kesulitan memahami instruksi yang rumit, sehingga peneliti perlu menyoroti pola komunikasi yang tepat dan menghindari memberikan mereka instruksi yang terlalu rumit. Interaksi dimulai dari percakapan antar peneliti bahasa dan perilaku komunikatif, sehingga anak adhd lebih mudah memahami isi pembicaraan dan memberikan respon positif. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Teknik pengumpulan data yang digunakan yaitu Teknik triangulasi atau gabungan antara observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan kesulitan dalam mempertahankan perhatian, serta kesulitan dalam memahami dan mengikuti instruksi yang diberikan dalam percakapan pada anak penderita ADHD. Kegiatan observasi ini memberikan wawasan baru mengenai perilaku dan karakteristik anak adhd, serta tindakan pengobatan yang tepat untuk memenuhi kebutuhannya dalam berinteraksi sosial.

Kata kunci: Dinamika, ADHD, Komunikasi Antarpribadi.

BACKGROUND

Interpersonal communication dynamics is a change that occurs in interactions between one individual and another. According to deddy mulyana (in Aapril, 2011) interpersonal communication is communication between people face-to-face, which enables each participant to detect the reactions of the other person directly, either verbally or non-verbally. Interactions with children with ADHD tend to be dynamic, or they undergo changes over time. It is the result of difficulties that children with ADHD experience, such as maintaining attention and focus, and their tendency to be impulsive and hyperactive. They will suffer from social

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interaction because of fluctuations in the mood. Both external and internal environments are among the factors that trigger the change. Hence, insight into ¹⁶the needs of children with special needs is necessary in order to help them to develop and interact better.

³Attention deficit hyperactivity disorder or ADHD is one of many conditions of mental disorder that ⁴children often experience. Children with ADHD will find it difficult to focus, and they will develop erratic and hyperactivity that results in a child's daily activities. ADHD is the most often diagnosed neurobehavioral disorder of the child, affecting about 5.5 million children (Stacy etc., 2013). ⁴Attention-deficit/hyperactivity disorder (ADHD) is the most frequently diagnosed emotional/behavior-disorder in children (Jenifer etc., 2014). These symptoms of ADHD can be seen in the behavior of children in both home and educational environments. Children with ADHD can be treated in various ways, one of the principal ways by putting them in a special school that can help a child's emotional and academic development.

School (SLB) is a special school that supports the full need to learn children's ability. At this school special needs children will learn to have interactions and communications both verbally and non-verbally. A great school would make a special approach to a child according to the limits that anak has. Children with adhd will be helped to engage in social interaction so that they can develop holistic, both academic and social-emotional.

Profile a child's cognitive ability with ADHD disorder suggests that thinking about objects differs from thinking about humans (Hidayat, 2011). Children with ADHD disorders tend to develop attention deficit problems and to be impulsive and hyperactive in behavior. That will certainly influence the activity of children in social interaction. The use of communication for social purposes in children with ADHD disorder is becoming more difficult because of this obstacle to thinking (Hidayat, 2011). Special approach is essential to overcoming the limitations and barriers that children with ADHD have. Parents, teachers, and children's environment also play a central role in the application of these approaches.

The aim of the study is to better understand how the characteristics of children with ADHD have through interpersonal communication in order to find appropriate treatment and learning methods that suit children's needs. The study also discusses the dynamics or changes in a child's behavior in establishing social interaction, as well as the emotional changes that provoke certain responses in interpersonal communication. With this research, ¹⁰it is hoped that parents, teachers, and ¹⁰researchers will be able to understand how proper chaperones are and

provide appropriate interpersonal intercommunication with children with ADHD disorders suited to their individual condition.

THEORITICAL STUDY

1. Interpersonal Communication

In this study, dynamics, defined by Hurlock as a force that is constantly moving and evolving, capable of adapting to existing conditions, and playing a crucial role in the maturation and learning process of individuals. Meanwhile, according to Idrus (1996), dynamics reflect a nature that is always changing and moving, triggered by impulses from the energy possessed by individuals.

Communication, derived from the Latin word "communication," as explained by Schramm (as cited in Rosmawati, 2010), is the process of informing, exchanging, and interacting between individuals or small groups, with the goal of achieving specific effects and immediate feedback (Devito, 1997). This concept is crucial in understanding how messages are sent and received among individuals or within small groups.

2. Attention Deficit Hyperactivity Disorder (ADHD)

Pentecost (2004) describes ADHD as a disorder of attention and behavior that makes children difficult to concentrate, easily distracted, and often unable to stay still. This condition frequently impairs a child's ability to pay attention, listen, and interact socially with others. Understanding these characteristics is crucial in the context of interpersonal interactions among children with ADHD in special education settings for children with disabilities.

These theories thus provide solid basis for understanding the inter-personal communication dynamics of children with adhd in special educational environments. Integration of these concepts will help design a more effective and supportive approach for these children in developing their social skills and interpersonal interactions.

RESEARCH METHODOLOGY

The study uses descriptive methods with a qualitative approach. A qualitative approach as an interactive interpretation process between researchers and research subjects. According to Bogdan and Biklen in Sugiyono (2020:7), the descriptive qualitative research method is the

collection of data in the form of words or pictures, so that it does not emphasize numbers. The data collected after analysis is then described so that it is easy for others to understand. This opinion emphasizes the importance of direct interaction and participation with the subject of research in gaining an in-depth understanding of the phenomenon being studied (bogdan and biklen, 1982).

The data-gathering technique used by the authors¹² in this study is a combined data collection technique or triangulation. In the early stages of research, the writer observed. According to Nasution in Sugiono (2020:109) observation is a condition where observations are made directly by researchers to better understand data context in a overall social situation and thus a holistic (comprehensive) view. Observation is made with the purpose of knowing how children with ADHD perform social interactions in the educational environment, as well as to know the difficulties they face during learning. The second step involved an interpersonal interview between a researcher and a child with ADHD. These interviews are conducted to gain a direct perspective from ADHD children on how they respond to instruction, and focus on the conversation. The third stage is the documentation. These steps are needed to ensure the accuracy, reliability, and transparency of research.

Researchers conduct interpersonal interviews with children who have adhd in special schools with a view to understanding the characteristic patterns and dynamics that occur in their interactions, both verbal and non-verbal. In the context of this study, interpersonal interviews are used to get direct insights from the children about their experience of interacting, while observation is used to observe firsthand their interactions within the school circle. By using both methods, researchers can gain a more comprehensive understanding of the children's interpersonal communication dynamics with ADHD at special schools.

RESULTS AND DISSCUSSION

Research using interpersonal communication patterns on children¹⁷ of attention deficit hyperactivity disorder or adhd provides some major findings, which follow a few of the findings:

1. The difficulty of focusing and following the instructions

Observation indicates that children of ³ attention deficit hyperactivity disorder or ADHD experience attention deficit hyperactivity disorder. Below is a picture taken at the beginning session of a conversation.



In the picture researchers attempt to initiate interpersonal communication with children with ADHD accompanied by a child's teacher and parent. Here is a discussion table between researchers and children with ADHD:

No.	Questions	Answer	Gesture
1.	What's your name?	There was no answer	Glancing in another direction
2.	How old are you?	There was no answer	Attempting to turn around
3.	What do you like?	There was no answer	Shaking the head Glancing
4.	Do you like watching TV?	Hmmm	Glancing briefly
5.	Do you want a present or not??	Hmmm	Nodding while looking in another direction

From the above table, it can be known that if children with adhd can still respond, even if not at all, it must be a challenge that he must face in social interaction. ¹⁵ Children with adhd also tend to be difficult to receive the complex instructions given. Both must be difficulties and challenges for children with ADHD to interact socially.

2. Excessive Behavior



Children with adhd tend to have exaggerated or hyperactive behavior patterns. The cause of hyperactivity disorder (attention deficit hyperactivity disorder) of children has no single obvious cause, but it is known that this condition ¹³ is caused by a combination of genetic, environmental, and neurobiological factors. The respective roles of these factors may vary from individual to individual, so diagnosis and treatment of adhd must be holistic, taking into account the various aspects affecting the child's condition.

3. Dynamic Interaction

Observations indicate that children with adhd often give impulsive responses and rapid emotional changes, which influence the way they communicate, creating a dynamic interaction pattern. The findings indirectly require that parents, teachers, and those closest to children continue to strive to provide the best treatment for their development both inside and outside the educational environment.

DISCUSSION

Studies indicate that parents, teachers, and their surroundings play ⁶ a vital role in the development of children with adhd. Dealing with the challenges of adhd's children requires an appropriate approach to communication. Based on these findings, there are several significant implications that can be drawn for the development of educational approaches and interventions:

1. Instructions Adjustment

Children with ADHD tend to have difficulty receiving complex instruction. Hence, instruction adjustments are essential so that children can easier to understand instruction and thus learn to be more effective. Parents and teachers need to work together and overcome these challenges using clear, simple language.

2. Overbehavior Management

Overbehavior management of children with adhd is crucial to helping them manage their impulsivity and hyperactivity. Holistic approaches are needed to help children overcome these exaggerated patterns of behavior, both in school and at home. This overmanagement of behavior can be done by environment management, study and rest discipline, and use of positive reinforcement by giving appreciation, praise or appreciation for his accomplishments to increase child motivation.

3. Holistic approach to education

Integrating a holistic approach to adhd's education, which focuses not only on academic aspects but also on their emotional and social well-being. Supportive and inclusive learning environment is vital ¹¹ for the development of children with adhd.

By implementing these requirements consistently and coordinated, it is hoped to enhance children's learning and social interactions in specific schools and other educational Settings.

CONCLUSION AND ADVICE

The study highlights the importance of understanding interpersonal communication dynamics in children with adhd ina context of special education. Key findings suggest that children with adhd face the challenges of focusing, following instruction, and displaying exaggerated patterns of behavior. The dynamic interaction demonstrated by these children reflects complexity in their management of quick impulses and emotional change.

Following this study, there are several things that should be noted ⁷ for the treatment of children with ADHD in the context of the education environment. Knitted some of these things:

1. **Instruction Adjustment:** There is a need for instruction adjustment to facilitate children with ADHD in understanding and following instructions. Teachers and parents should use clear and simple language and provide extra support during the learning process.
2. **Behavior Management:** Implement holistic behavior management strategies, including structured environmental arrangements, discipline in study and rest times, and positive reinforcement to enhance motivation and engagement of the child.
3. **Holistic Approach in Education:** It is crucial to integrate a holistic approach to education that not only focuses on academic aspects but also on the child's emotional and social well-being. This can be achieved through a supportive and inclusive learning environment.

By applying these Suggestions consistently and continually, it is hoped to enhance children's learning and social interaction experiences at special schools and in other educational Settings. Further research and collaboration between parents, teachers, and education professionals are also needed to keep up the existing approaches and find a more effective strategy in supporting children's development with ADHD.

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