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HOMEROOM TEACHER'S ACTION ON HYPERACTIVE STUDENTS OF MIN 3 WEST ACEH

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Abstract

This study aims to determine the behavioral tendencies of hyperactive students in State Islamic Elementary School 3 of West Aceh and how the homeroom teacher manages hyperactive students in MIN 3 West Aceh. This study employs a descriptive qualitative methodology. Observations, interviews, and documentation were employed as data gathering strategies. This investigation was carried out at State Islamic Elementary School 3 of West Aceh. This study involved one principal of State Islamic Elementary School 3 of West Aceh and two homeroom teachers who teach hyperactive students. Based on the study's findings, it is apparent that the hyperactive students of MIN 3 Aceh Barat exhibit motor and mixed hyperactivity with a combination type. The homeroom activities for dealing with hyperactive students consist of (1) arranging seats, (2) issuing warnings, (3) providing hyperactive students with guidance, and (4) building a madrasa setting appropriate to the growth of hyperactive students.

Keywords: Behavior, Hyperactive, action, homeroom teacher

A. Introduction

When a teacher observes students who are extremely active and appear to have endless energy, he or she often feels nervous and worries that the students has a hyperactive developmental disorder. The term "hyperactive" is usually terrifying. When you hear this phrase, you instantly think of a youngster who is constantly on the go, unable to sit still, disruptive, and potentially hazardous to himself and others. The environment consistently views hyperactive students as troublemakers.

Children with hyperactivity have unique criteria and traits that set them apart from energetic children. According to Nelson in Achrony, hyperactivity is an attention issue that manifests in children as hyperactivity, hyperkinesia, minor brain injury, or mild brain malfunction, medically referred to as ADHD (attention deficit hyperactivity disorder).¹ Children with hyperactivity have trouble paying attention, cannot sit still, engage in activities without a precise aim, enjoy rebellion, and cannot wait quietly.² While Baihaqi and Sugiarman define ADHD in a general sense as "a disorder characterized by lack of focus, hyperactivity, and impulsivity that can lead to an imbalance in the majority of a child's everyday activities," several definitions exist.³

According to Andri Priyatna in Lestari,⁴ ADHD is a disorder that affects between 8 and 10 % of the world's child population. ADHD children are constantly impulsive and energetic and have difficulty focusing their attention. The primary distinction between children with ADHD and typical children is how they interact with others. Children with ADHD exhibit impulsive conduct, specific behaviors that excite them to do something they cannot control, such as poor communication and behaving energetically, therefore upsetting their peers. According to Anita in Lestari, when children with ADHD join public schools, this impulsive conduct will become an issue. They will cause disorder in the

¹ Keen Achrony, *Sukses Mendidik Anak Hiperaktif* (Yogyakarta: Familia, 2013), 2.

² Fachrul Rozie, Dita Safitri, and Wiwik Haryani, "Peran Guru Dalam Penanganan Perilaku Anak Hiperaktif Di TK Negeri 1 Samarinda," *Journal of Early Childhood Education (JECE)* 1, no. 2 (December 30, 2019): 53, <https://doi.org/10.15408/jece.v1i2.12874>.

³ Baihaqi M. I. F. and Sugiarmin, *Memahami Dan Membantu Anak ADHD*. (Bandung: Refika Aditama, 2010), 2.

⁴ Gita Indriana Lestari and Izzatin Kamala, "Gambaran Perilaku Anak Hiperaktif Pada Siswa Kelas I SD Negeri II Demak Ijo," *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An* 7, no. 2 (July 1, 2020): 227, <https://doi.org/10.31316/esjurnal.v7i2.771>.

classroom. This conduct will result in unpleasant disagreements with classmates, teachers, and other students' parents.⁵

With such students, it is typically quite challenging for homeroom teachers to organize and educate them. In addition to their inability to settle down, hyperactive students frequently bother others, prefer to interrupt the teacher or their peers and struggle to comprehend what the teacher teaches. Students with hyperactivity may comprehend and know what is required of them. However, it is difficult for them to carry out their responsibilities because of their inability to sit still, avoid paying attention and listen attentively.⁶

Children with short attention spans desire to complete their schoolwork rapidly. Children with hyperactivity and quickly disrupted concentration are incapable of absorbing the subject matter in its entirety. The children's inclination to speak in a loud voice will disrupt both the youngster and his or her peers, leading the teacher to believe that the child is paying less attention to the lesson. Consequently, the homeroom teacher plays a significant role in coping with this hyperactive youngster and adopting the necessary measures. However, children with hyperactivity have the right to receive quality educational assistance. Without an optimum education, the situation of hyperactive students might worsen, and a bright future would be impossible to attain.

According to Lusbinta Mega Triandani's (2020) research, teachers must have effective ways of coping with hyperactive students. (1) the teacher constantly supervises hyperactive students, improves communication, does not scold children, gives advice and direction, and provides light punishments when children make mistakes; (2) supporting factors in dealing with hyperactive students, namely the curiosity of hyperactive students, will increase children's knowledge. In addition, Laila Nurtajdida (2020), through her research on Teacher Experiences in Handling Hyperactive students at Al-Hidayah Private Elementary School Medan, explains that the teacher assisted her in dealing with hyperactive students at Al-Hidayah Private Elementary School Medan by using the seating technique,

⁵ Lestari and Kamala, 227.

⁶ Lestari and Kamala, 227.

avoiding a seat near the window, giving rewards, and entering into small contracts or agreements at the beginning of the learning process.⁷

State Islamic Elementary School 3 of West Aceh is one of the fundamental educational institutions of considerable relevance to the residents of the Aceh province's West Aceh Regency. Based on observations conducted by the researchers at the madrasa, it was determined that certain teachers had difficulty instructing classes containing children with hyperactive tendencies. Typically, hyperactive students find it challenging to engage in educational activities actively. The child can comprehend and accept what the teacher teaches, but he is too slothful to follow the teacher in a separate class from his or her buddies. The students cannot sit still because they are so active. Teachers find it challenging to instruct under these conditions since they must focus on all students, not just a few.

Based on the aforementioned facts, the researcher believes that the research is very realizable. Although several prior studies have examined the role and tactics of teachers in dealing with hyperactive students, the researcher of this study focus on the conduct of hyperactive students and the measures done by the homeroom teacher, who is the second parent of the students at school. The homeroom teacher should be the teacher who knows the most about the characteristics of the students in their class, so that they may identify the most effective way to deal with hyperactive students. Through this study, the researcher want to determine how the homeroom responds to hyperactive students. The study, titled "homeroom teacher's action on hyperactive students of state islamic elementary school 3 of west aceh," focuses on the conduct of hyperactive students and the homeroom's responses to their hyperactivity.

B. Research Method

This study employs a descriptive qualitative approach, a research method that relies on descriptive data in the form of spoken or written words from the observed research subject and has the characteristic that the data provided is original data about situations and circumstances that can be verified. Setyosari defined qualitative research as "research that

⁷ Laila Nurtajdida, "Pengalaman Guru Dalam Menangani Anak Hiperaktif Di SD Swasta Al-Hidayah Medan, Doctoral Dissertation" (Medan: Universitas Islam Negeri Sumatera Utara, 2020), iv.

use observation, interviews, content analysis, and other methods of data collecting to characterize the subject's answers and behavior."⁸ In this case, the researcher aim to determine more deeply about how the homeroom actions against hyperactive students at State Islamic Elementary School 3 of West Aceh.

The subjects of this study were the 3rd and 6th principals and homeroom teachers. Guardians for grades III/c and VI/c have been selected as research participants due to the prevalence of hyperactive students in those grades. Observation, interviews, and documentation studies were employed as data gathering methodologies. The gathered data were then processed and evaluated using qualitative descriptive analysis. The analysis of the issue comprises data reduction, data presentation, and conclusion drawing to characterize and depict the homeroom's efforts against hyperactive students at State Islamic Elementary School 3 of West Aceh. Meanwhile, to assess the reliability of the study data, the researcher used data triangulation. In this instance, the researcher will investigate the veracity of the material utilizing various sources, such as document studies, observation findings, or interviews with multiple subjects who are believed to have differing perspectives.

C. Results and Discussion

Hyperactive Students' Behavior in State Islamic Elementary School 3 of West Aceh

To monitor the learning process in class, researcher conducted direct observations in sixth grade. When I initially entered the classroom, I noticed a student messing about. The boy's name is Arif Rahman. In addition to Arif, there are other kids who appear difficult and have difficulty calming down and focusing on their studies. When Arif was playing in class, the teacher attempted to admonish him, and Arif appeared temporarily calmer as a result. In addition, Rahil frequently enters and exits the classroom for no apparent reason, so the teacher attempts to lock the door from the inside to prevent him from reentering.

⁸ Punaji Setyosari, *Metode Penelitian Dan Pengembangan* (Jakarta: Kencana, 2010).

After seeing Arif and Rahman's behavior, the researcher attempted to conduct interviews with MIN 3 Aceh Barat's principal and homeroom teacher. According to the principal and teachers at State Islamic Elementary School 3 of West Aceh, there are three hyperactive students in State Islamic Elementary School 3 of West Aceh, each in-class VIc with two students and class IIIc with one person.

In the same way as other hyperactive students, State Islamic Elementary School 3 of West A students who exhibit hyperactivity have difficulty participating in classroom instruction. Therefore, intelligent teachers must accompany them." the principal of State Islamic Elementary School 3 of West Aceh stated that hyperactive students are more inquisitive than other children. He desired to proceed.⁹

This is as stated by Rahma Zanita's mother who said that:

Suppose this hyperactive conduct is not handled quickly and given special attention by multiple parties, including classroom teachers. In that case, it will likely have a detrimental influence on the hyperactive students and other State Islamic Elementary School 3 of West Aceh students, particularly those in the same class. Therefore, if a child is hyperactive, the teacher must provide care and assistance as much as possible so as not to be disruptive since hyperactivity and misbehavior are distinct.¹⁰

Furthermore, based on the results of observations on the behavior of hyperactive students at State Islamic Elementary School 3 of West Aceh, it can be seen that the behavior habits of hyperactive students are as follows:

- 1) Playing with pencils/pens or objects in front of them so that noise occurs during teaching and learning activities, even all objects in front of them can be used as toys to please themselves.
- 2) Back and forth during the lesson for various reasons when asked, such as borrowing this from a friend, the reason why a friend bothers him and so on.
- 3) Hands are always banging on the table causing noise, this tends to be done when there is no teacher or the teacher does not look at hyperactive students.
- 4) Running around in class even without a clear goal.

⁹ Principal of Islamic Elementary School, Interview results, 31st October 2020

¹⁰ Rahma Zanita, Interview results, 7th October 2020.

- 5) Going in and out of class for various reasons such as going to the restroom.
- 6) Easily distracted by other things that he finds interesting.
- 7) Easy to experience boredom or boredom learning.
- 8) Unable to focus attention for a long time on the lessons delivered by the teacher.
- 9) Shaking the legs when doing assignments or listening to the teacher's explanation.

The results of the above observations are almost the same as the testimony of Mrs. Nurliana as the homeroom teacher for class IIIc who said that:

A hyperactive child is a child that does not want to be quiet; he or she is always doing something, especially in class; he and she likes to walk, talk a lot, be occupied while learning, and bother his or her peers. Yes, he or she cannot stay silent since he requests permission to enter and exit class, prefers to be alone or engage in activities outside of the learning process, speaks frequently, and frequently catches his or her attention.¹¹

Regarding the conduct of hyperactive students at State Islamic Elementary School 3 of West Aceh, Mrs. Rahma Zanita, the homeroom teacher for class VIc, stated, "Yes, hyperactive students like seeking attention. The teacher desires to maintain constant attention on the student, but this may not be the case in class. We must always view him as a hyperactive student requesting more attention from his or her peers."¹²

Based on the preceding description, it is clear that hyperactive students at State Islamic Elementary 3 of West Aceh exhibit a variety of behaviors, such as frequently entering and exiting class for no apparent reason, frequently disturbing classmates, frequently pacing around the room, frequently banging on the table, and frequently making noise.

Homeroom Teacher's Action against Hyperactive Students in State Islamic Elementary School 3 of West Aceh

Furthermore, responding to the behavior patterns of hyperactive students above, the researcher also collected data related to the homeroom's actions in dealing with

¹¹ Nurliana, Interview results, 7th October 2020.

¹² Rahma Zanita, Interview results, 7th October 2020.

hyperactive students at State Islamic Elementary School 3 of West Aceh. Based on the results of the study, it shows that there are several actions that are often taken by homeroom teachers in dealing with hyperactive students in State Islamic Elementary School 3 of West Aceh, namely the following:

1) Set the seat

One strategy for dealing with hyperactive students at State Islamic Elementary School 3 of West Aceh is to organize student seating such that hyperactive students sit in the front and can be constantly watched. According to Mrs. Nurliana, the homeroom teacher for class IIIc, "if you like to call her name, tell her to sit in the front; if, for instance, she is studying in class, she is playing alone, tell her to go closer to her seat so that it is easier for us to redirect her attention to studying."¹³

2) Giving Reprimand

The homeroom teacher at State Islamic Elementary School 3 of Aceh Barat has frequently issued reprimands and warnings to hyperactive students for their conduct, but hyperactive students never obey them fully; if they are scolded, they merely listen, and even if they can be a bit quiet in class, it only lasts a few minutes. The aforementioned is what Rahma Zanita's mother stated:

I often rebuke children who are hyperactive in the teaching and learning process because in the teaching and learning process "we have to often reprimand his name, then if he doesn't make any changes, we just approach him, we ask him, "Mom, what are you doing, we are studying, what are we doing?" what do you want to play, do you want to learn?", we asked him. Well if he says "oh study buk". So if you study, try to sit well, then he will sit back."¹⁴

3) Provide guidance to the hyperactive students

Concerning guiding hyperactive students, Mrs. Rahma Zanita as the homeroom teacher for class VIc State Islamic Elementary School 3 of West Aceh, said that:

During the teaching and learning process, the hyperactive child likes to annoy friends and walk in circles or go in and out of the room for various reasons such as "thump, pee huh?" boo for a minute huh? Noisy, likes to talk. So if he is in class, his voice is heard from other people." Therefore, as the homeroom teacher, I guide

¹³ Nurliana, Interview results, 7th October 2020.

¹⁴ Rahma Zanita, Interview results, 7th October 2020.

hyperactive students, and in that guidance, we also ask what sanctions should be given if they later repeat the same behavior.¹⁵

Mrs. Rahma Zanita's confession above is almost in line with Mrs. Nurliana's confession as the homeroom teacher for class IIIc, who said that:

In dealing with hyperactive students, we as teachers must often chat with him, asking various things related to the lessons he is taking because we often invite him to chat, sometimes we call him at the office to talk to us about what is the problem, or we give advice and make an agreement with him if he often makes trouble like that.¹⁶

Furthermore, Raham Zanita's mother said, "we must always pay more attention to him. After that, we will give guidance and direction in a good way. But not in front of his friends, we'll call him when we play. Because he'll be embarrassed when he's in front of his friends."¹⁷

4) Creating a conducive Madrasah environment

A conducive school environment helps the development of students, including hyperactive students. Mrs. Rahma Zanita, the homeroom teacher for class VIc in State Islamic Elementary School 3 of West Aceh, explained that "making school a conducive environment will reduce pressure on children such as not labeling hyperactive students as naughty because hyperactive behavior is not the child's fault. Through these efforts, it is hoped that hyperactive behavior in children can be reduced."¹⁸

Furthermore, regarding creating a conducive school environment, Mrs. Nurliana as homeroom teacher for class IIIc said that:

Creating a conducive environment means asking all madrasa personnel, especially students, not to disturb (bully) hyperactive students because bullying a hyperactive child is the same as provoking the anger of the hyperactive child. Hyperactivity is not a student's delinquency, but hyperactive students want to express themselves in their way. Therefore State Islamic Elementary School 3 of West Aceh provides this opportunity for hyperactive students as long as it does not interfere with lessons because State Islamic Elementary School 3 of West Aceh is a public school, not a public school and special school.¹⁹

¹⁵ Rahma Zanita, Interview results, 7th October 2020.

¹⁶ Nurliana, Interview results, 7th October 2020.

¹⁷ Rahma Zanita, Interview results, 7th October 2020.

¹⁸ Rahma Zanita, Interview results, 7th October 2020.

¹⁹ Nurliana, Interview results, 7th October 2020.

Discussion

According to the researcher's observations of the conduct of hyperactive students at MIN 3 Aceh Barat, hyperactive students tend to behave loudly and cannot maintain silence. The specific behaviors of hyperactive students in State Islamic Elementary School 3 of West Aceh are as follows: 1) playing with pencils/pens or things in front of them, resulting in noise during teaching and learning activities; and 2) pacing during teaching and learning activities. 3) hands are always banging on the table causing noise, 4) running around in class even without a clear purpose, 5) going in and out of class for various reasons such as going to the restroom, 6) easily distracted by other things that he considers attractive, 7) easily experience boredom or learning boredom, 8) cannot focus attention for an extended time on the teacher's lessons, and 9) likes to wiggle their fetuses.

The mentioned research results demonstrate that the conduct of hyperactive students in State Islamic Elementary School 3 of West Aceh is identical to that of hyperactive students who generally tend to engage in excessive activities. As it is well recognized that hyperactivity is a condition of aberrant behavior induced by neurological malfunction, the primary symptom is inattention. ADHD is a developmental disease characterized by an increase in the motor activity of students so that their activities tend to be excessive.²⁰ ADHD is also characterized by developmentally inappropriate levels of attention and hyperactivity that lead to impairments in academic, familial, and social functioning.²¹ Typically, hyperactive students cannot sit still, frequently throw tantrums, ignore the teacher, frequently upset their peers, and are quickly distracted.²²

Students with hyperactivity are exceptional students; thus, they require special teachers. It is where the homeroom teacher plays a crucial role in guiding and aiding these hyperactive students so that they can continue to receive a decent and guided education. In

²⁰ Sri Ayu Sutningsih and Toto Santi Aji, "Metode Penanganan Anak Hiperaktif Di Kelas IV SDN I Gintungranjeng," *EDUTARY (Education of Elementary School)* 1, no. 2 (2021): 27, <https://doi.org/10.32534/EDUTARY.V1I2.2760>.

²¹ Taghreed. Farahat et al., "Attention-Deficit Hyperactive Disorder among Primary School Children in Menoufia Governorate, Egypt," *International Journal of Family Medicine*, 2014, 1.

²² Selfi Lailiyatul Iftitah, "Upaya Guru Dalam Membimbing Anak Hiperaktif Di TK PKK Tanjung Pademawu Pamekasan," *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)* 5, no. 1 (June 6, 2022): 15, <https://doi.org/10.36722/JAUDHI.V5I1.950>.

this situation, the teacher should not be accompanied sporadically but continuously, using a learning approach suited to the child's personality and circumstances.

The basic error in treating hyperactive students or ADHD is to view it as a diagnosis.²³ Hyperactive students are not naughty, lazy or stupid children but they are children who have different characteristics in their activities.²⁴ If not accompanied by excellent and suitable activities, this hyperactive student's conduct has a variety of negative consequences for both the child and his or her classmates.

It must be acknowledged that hyperactive students can interfere with classroom education and assessment. Frequently, hyperactive youngsters cause difficulties for other pupils in the classroom. Therefore, teachers are expected to effectively manage classes without resorting to severe penalties and sanctions against hyperactive students, as they do with misbehaving students.

According to the researcher's research results, the homeroom teacher at State Islamic Elementary School 3 of Wets Aceh employs many strategies while dealing with hyperactive students. The researcher will split it down into the following parts for further information:

Arranging the seat

In the teaching and learning process, student placement is crucial. Those seated in the front tend to be more attentive because they are closer to the teacher. In contrast, students seated in the rear have the option to engage in activities irrelevant to education. Additionally, the homeroom teacher does not position hyperactive students near windows. The teacher constantly closes the door and avoids placing seats near windows so that students are not distracted and can concentrate better on the lesson.

²³ Sutningsih and Aji, "Metode Penanganan Anak Hiperaktif Di Kelas IV SDN I Gintungranjeng," 22.

²⁴ Susita Hartati, "Perilaku Hiperaktif Anak Usia Dini Dan Pola Asuh Mengatasinya," *Conciencia*, 15(2) 15, no. 2 (December 31, 2015): 209, <https://doi.org/10.19109/CONCIENCIA.V15I2.6145>.

Teaching is greatly enhanced by sitting on the bench closest to the front so that each question and response is simple to complete. Because it will be tough for the students to sit quietly. Also, attention is easy to direct. So that training may be conducted.²⁵

Giving Reprimand

The homeroom teacher of State Islamic Elementary School 3 of West Aceh might encourage hyperactive students to continue studying by gently reprimanding them, for example, by asking them if they want to learn or play now; if they want to learn, they should sit still and pay attention to the lessons being taught. It is done so that it does not look like the youngster is being judged, causing him to ultimately dislike the teacher and the subject being taught. According to the researcher, a good reprimand for the teacher is highly suitable. Hyperactive youngsters are incredibly averse to phrases containing aspects of restriction or rejection, such as statements that forbid or reject. The education of hyperactive students differs from that of regular youngsters. If the youngster commits a mistake, one solution is to offer discipline without overly penalizing him.²⁶

Children with hyperactivity have a more emotional propensity than typical children. Children engage in activities to satisfy their emotional needs. However, it must be understood that their conduct with varying looks should not be viewed as unfavorable but as human nature. Typically, hyperactive students cannot be managed by the teacher's words, directives, or prohibitions.²⁷ If the teacher can comprehend it as a natural phenomenon, then the humanist approach to hyperactive students may be used. Therefore, the teacher must continually accompany the children and seek alternate activities that they can provide.²⁸

²⁵ Muhammad Ali Machrus and Nina Desmita, "Strong Motivation Be My Success in Teaching: How A Teacher Handling Hyperactive Student in Inclusive School with Eliminate the Shadow Teacher.," *International Journal of Humanities, Arts and Social Sciences* 5, no. 1 (2019): 01, <https://doi.org/https://dx.doi.org/10.20469/ijhss.5.10001-1>.

²⁶ Haria Mingkala, "Pendampingan Peran Guru Dan Orang Tua Dalam Mendidik Anak Hiperaktif Serta Cara Menangani Anak Hiperaktif," *Jurnal Pengabdian Masyarakat: DIKMAS* 01, no. 1 (March 10, 2021): 27, <https://doi.org/10.37905/DIKMAS.1.1.27-34.2021>.

²⁷ Hartati, "Perilaku Hiperaktif Anak Usia Dini Dan Pola Asuh Mengatasinya," 218.

²⁸ Fia Novita, Hidayatu Munawaroh, and Rifqi Muntaqo, "Menejemen Penanganan Perilaku Hiperaktif Anak Usia Dini Di BA 'Aisyiah Watubelah," *Jurnal Tawadhu* 5, no. 2 (October 22, 2021): 215, <https://doi.org/10.52802/TWD.V5I2.235>.

Providing guidance to hyperactive students

The purpose of guiding hyperactive students is to lessen hyperactive behavior among students and assist them in achieving optimal learning outcomes based on their ability. In addition, counseling is supposed to assist pupils in understanding their traits. The researcher firmly agrees that hyperactive youngsters should get intensive and constant coaching.

Providing hyperactive youngsters with counsel and direction, as well as explanations of the challenges they confront, will gradually raise their awareness in the hope that they will be driven to study effectively to advance their education. In this situation, the homeroom teacher is responsible for guiding students, particularly hyperactive students.²⁹

According to Anita Fitriya's research findings, a guiding and counseling strategy is required to assist hyperactive youngsters. It is done so that individuals can optimize their potential and enhance their performance via services or activities that meet their specific requirements. As a result, it is hoped that every kid, without exception, has the right to essential education because the learning process has been tailored to the student's abilities and challenges.³⁰ Today, guidance and counseling are essential components of the educational system. Guidance and counseling are reusable tools that can improve student learning, particularly for students with difficulties.³¹ Sanawiyah notes in his research that self-counseling techniques can enhance hyperactive student behavior in teaching and learning activities.³²

Pasmawati also mentioned that after the Guidance Service was held, the following changes were already apparent in hyperactive students: controlled behavior and emotions,

²⁹ Hidayatul Khasanah, Yuli Nurkhasanah, and Agus Riyadi, "Metode Bimbingan Dan Konseling Islam Dalam Menanamkan Kedisiplinan Sholat Dhuha Pada Anak Hiperaktif Di MI Nurul Islam Ngaliyan Semarang," *Jurnal Ilmu Dakwah* 36, no. 1 (August 24, 2017): 5, <https://doi.org/10.21580/jid.v36.1.1623>.

³⁰ Fitriya Anita, "Peran Bimbingan Dan Konseling Dalam Membantu Anak Hiperaktif," *Al Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan* 11, no. 2 (2016): 15.

³¹ Muhammad Mahfud, "Konseling Trait And Factor Bagi Siswa Yang Kesulitan Dalam Memilih Program Belajar," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 9, no. 2 (August 23, 2016): 124, <https://doi.org/10.37812/fikroh.v9i2.25>.

³² Siti Sanawiyah, "Improving Hyperactive Student Learning Behavior in Teaching Learning Activities Using Self-Counseling Method in Class VII-B SMPN 3 Surabaya," *Indonesian Journal of Contemporary Education* 1, no. 1 (February 10, 2019): 10, <https://doi.org/10.33122/IJOCE.V1I1.3>.

ability to concentrate, ability to follow the teacher's instructions, ability to interact well with peers, no longer doodling on friends' books, and if a student makes a mistake, he or she already takes the initiative to apologize.³³

Creating a conducive Madrasah environment

A conducive school environment really helps the development of students, including hyperactive students. Fachrul Rozie et al. that one of the supporting factors for developing the potential of hyperactive students is an environment that can support child development. If possible, schools should provide adequate facilities and infrastructure and a stimulation room for hyperactive students.³⁴

The above remark demonstrates that a favorable educational atmosphere is equally crucial to developing hyperactive students' potential. Through an atmosphere with proper facilities and infrastructure, it is anticipated that hyperactive youngsters will be able to channel their energy into productive activities and that their educational growth will be supported. In this situation, schools and homeroom teachers must develop a school climate that encourages students' potential, even hyperactive ones.

D. Conclusion

In State Islamic Elementary School 3 of West Aceh, the hyperactive students exhibit motor and mixed hyperactivity with a combination type. Because hyperactive students at State Islamic Elementary School 3 of West Aceh 3 Aceh Barat exhibit a variety of behaviors, such as frequently leaving class for no apparent reason, frequently disturbing classmates, having difficulty paying attention, frequently not following instructions and failing to carry out their responsibilities, speaking loudly, and even shouting, frequently pacing the room, and frequently banging on the table to make noise. In dealing with hyperactive students, homeroom teachers at State Islamic

³³ Septi Pasmawati, Hermi;Anggita, "Layanan Bimbingan Kelompok Berbasis Permainan Plastisin Untuk Menangani Anak Hiperaktif Di PAUD Islam Intan Insani Kota Bengkulu," *Jurnal Ilmiah Potensia* 3, no. 2 (July 28, 2018): 78–87, <https://doi.org/10.33369/JIP.3.2.133-142>.

³⁴ Rozie, Safitri, and Haryani, "Peran Guru Dalam Penanganan Perilaku Anak Hiperaktif Di TK Negeri 1 Samarinda," 58.

Elementary School 3 of West Aceh 3 Aceh Barat take several alternative actions, including (1) arranging seats, (2) issuing warnings, (3) providing guidance to hyperactive students, and (4) creating a conducive madrasa environment for the development of hyperactive students's potential.

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