

Addressing Hyperactivity in Primary Education: Teachers' Approaches and Challenges

Mersilina L. Patintingan^{1*}
Krisnawati Todingallo²
Eky Setiawan Salo³

^{1,2,3}Elementary Education, Education, Faculty of Educational Science, Universitas Kristen Indonesia Toraja, Tana Toraja, INDONESIA

Abstract

This study examines strategies used by teachers to manage hyperactive students in grade V at SDN 3 Tallunglipu. The research adopts a qualitative case study approach, involving observations, interviews, and documentation as data collection methods. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, following the Miles and Huberman model. The study was carried out in several stages: preparation, implementation, data analysis, and conclusion. The findings indicate that hyperactive students exhibit behaviors such as frequently disrupting their peers, running around the classroom, and struggling to remain seated for extended periods. Although they respond to instructions, their attention span is short, and they often revert to their previous behaviors. The research also identifies three primary causes of hyperactivity: genetic factors (hereditary influences from parents), peer influence, and environmental conditions. To address these challenges, teachers adopt various strategies, including personalized engagement, increased attention, parental consultation, and using a calm and measured tone when communicating with students. These approaches help in managing hyperactive behavior while maintaining a productive learning environment. The study concludes that teachers play a crucial role in handling hyperactive students by implementing structured and adaptive strategies. The findings reinforce existing studies on hyperactivity in classroom settings, highlighting the persistent challenges teachers face. However, this study adds new insights by emphasizing the role of personalized engagement and parental collaboration as key strategies. These results extend current literature on inclusive education by demonstrating practical approaches for managing hyperactive behavior in real-world classroom environments.

Keywords: Classroom management, hyperactive students, inclusive education, student behavior, teacher strategies.

1. INTRODUCTION

Education plays a fundamental role in shaping students' cognitive, social, and emotional development. However, managing diverse learning needs, particularly in

^{1*}Corresponding author, email: mersilina@ukitoraja.ac.id

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classrooms with hyperactive students, remains a significant challenge for educators. Hyperactivity, commonly associated with Attention Deficit Hyperactivity Disorder (ADHD), is characterized by impulsivity, excessive movement, difficulty maintaining attention, and disruptive behavior (Barkley, 2014). In elementary schools, these characteristics often lead to difficulties in classroom management, affecting both teachers' ability to deliver lessons effectively and students' overall learning experiences.

In Indonesia, the increasing prevalence of hyperactive students in elementary schools has raised concerns about teachers' preparedness and strategies for handling such students. While inclusive education policies emphasize equal learning opportunities for all students, many teachers lack the necessary training, resources, and pedagogical strategies to manage hyperactive behavior effectively (Syahrial, 2024). Existing studies on classroom management have primarily focused on general teaching strategies, with limited attention to the specific approaches required to support hyperactive students in elementary school settings (Creswell, 1999).

Despite several research efforts examining special education methodologies, studies focusing on practical teacher strategies for managing hyperactive students in Indonesian elementary schools remain scarce. Most available literature provides broad discussions on inclusive education without offering detailed insights into the challenges teachers face in real classroom settings (Syahrial, 2024). Additionally, little research has explored how environmental, parental, and institutional factors contribute to the effectiveness of these strategies. This gap highlights the need for empirical research that examines the real-world experiences of teachers and the effectiveness of their strategies in managing hyperactive students.

Thus, this study aims to analyze the strategies employed by teachers in handling hyperactive students in Grade V at SDN 3 Tallunglipu, Indonesia. The research focuses on: Identifying common behavioral patterns among hyperactive students in the classroom. Examining the strategies teachers implement to manage hyperactive students. Exploring external factors (such as parental influence and environmental conditions) that impact the effectiveness of these strategies.

By addressing this research gap, the study contributes to the ongoing discourse on inclusive education by providing practical, evidence-based recommendations for teachers, policymakers, and educational institutions (Ed, 2022). The findings are expected to assist educators in developing more adaptive and effective teaching strategies, ultimately creating a more conducive learning environment for hyperactive students (Marks & Fraley, 2007).

2. LITERATURE REVIEW

2.1. Theoretical Framework of managing hyperactive students.

A comprehensive literature review is essential for understanding the current knowledge base regarding teaching strategies for managing hyperactive students. This section explores the theoretical framework, empirical findings, and methodological approaches used in previous studies related to hyperactivity in students, teacher strategies, and inclusive education (Idul, 2022). The study of hyperactive students is rooted in various educational and psychological theories, particularly those related to classroom management, cognitive development, and behavior regulation (Anggraeni & Putro, 2021).

2.1.1 Attention Deficit Hyper Activity Disorder (ADHD) and Hyperactivity in Students

Hyperactivity is commonly linked to Attention Deficit Hyperactivity Disorder (ADHD), a neurodevelopmental disorder that affects students' ability to concentrate, regulate impulses, and remain still in a classroom environment (Dhea, Hari, & Heri, 2024). The condition is often characterized by excessive movement, difficulty following instructions, and frequent disruptive behavior (Marlensi et al., 2024). According to Gagne, ADHD symptoms can significantly impact students' academic performance and social interactions, making it crucial for educators to implement specialized teaching strategies (Rahmawati, Lisnawati, & Windari, 2024). Similarly, emphasized that hyperactive students require structured learning environments with clear behavioral expectations and personalized learning approaches.

2.2 Teacher Strategies for Managing Hyperactive Students

2.2.1 Classroom Management Techniques

Classroom management is one of the most researched areas in addressing hyperactivity among students. Effective classroom management helps in maintaining discipline, reducing distractions, and improving student engagement (Pangestu, FA & Rahayu, 2022). Various studies have suggested strategies such as: Positive reinforcement: Encouraging desirable behavior through rewards and recognition (Patintingan, 2017). Structured routines: Implementing consistent daily schedules to provide predictability, flexible teaching methods: Incorporating multisensory learning approaches, such as visual aids and hands-on activities, to cater to hyperactive students' needs.

2.2.2 Teacher Training and Support

Several scholars argue that teachers require specialized training to handle hyperactive students effectively. Creswell and Poth (Creswell, 1999) noted that many teachers lack sufficient training in behavioral interventions, leading to ineffective classroom management. Research by emphasized that continuous professional development programs can equip teachers with evidence-based techniques for managing student behavior. Parker and Buddy (Patintingan, 2017) explored the role of positive behavioral support (PBS) interventions, which include individualized behavior modification plans and collaboration with parents. Their study found that teachers who received training in PBS were more successful in reducing disruptive behavior among hyperactive students.

2.3 Environmental and Social Factors Influencing Hyperactivity

2.3.1 Parental Influence and Home Environment

The home environment plays a critical role in shaping a child's behavioral patterns. Studies have shown that children from highly structured home settings with parental involvement tend to adapt better to school routines (Aulia, Fajriyatussaadah, Wulandari, & Permatasari, 2024). In contrast, students from unstable home environments often struggle with attention regulation and impulse control.

2.3.2 Peer Interaction and Social Inclusion

Research by (Marlensi et al., 2024) highlights that peer relationships significantly impact hyperactive students' ability to focus and engage in learning activities. Schools that foster a culture of inclusivity help hyperactive students develop social skills and

emotional self-regulation (Marks & Fraley, 2007) Jacobi (2009) explained that: “From the acoustic standpoint, even the sounds of words used by a speaker are one of the forms of his or her identity. Accordingly, social interactions shape a student’s ability to self-regulate and adapt to classroom expectations.”

2.4 Gaps in the Literature

Despite the extensive research on ADHD and hyperactivity in students, there are still notable gaps in the literature: Limited research on hyperactive students in Indonesian elementary schools. Most studies focus on Western education systems, which may not reflect the realities of Indonesian classrooms (Pangestu, FA & Rahayu, 2022). Lack of empirical studies on the effectiveness of teacher training programs. While many studies emphasize the importance of teacher preparation, few offer quantitative or qualitative data on how training influences classroom management outcomes (Aulia et al., 2024). Insufficient research on collaborative strategies between teachers, parents, and schools. There is a need to explore how multi-stakeholder cooperation can enhance support for hyperactive students (Patintingan, 2017).

3. METHODS

3.1 Research Design

This study uses a qualitative case study approach to gain a deeper understanding of how teachers handle hyperactive students. Qualitative research is useful because it explores real-life experiences and provides rich, descriptive data (Miles, Huberman, & Saldaña, 2020). The research follows four main stages: Preparation: Setting research objectives and securing permissions. Data Collection: Conducting observations, interviews, and document analysis. Data Analysis: Identifying themes and patterns. Reporting: Presenting findings and discussing their implications. Participants focusing on two hyperactive students in Grade V. The participants included: Teachers (Primary participants) – those responsible for managing the students. School staff and parents (Secondary participants) – to provide additional perspectives. Data Collection. The study used three main data collection techniques: Classroom Observations: Recording how teachers manage hyperactive students. Noting behavioral patterns and teacher interventions. In-Depth Interviews: Discussing challenges teachers face in handling hyperactive students. Understanding effective teaching strategies. Document Analysis: Reviewing lesson plans and student records to see how curricula accommodate hyperactive students. Data Analysis was analyzed using the Miles & Huberman (2020) framework: Data Reduction: Filtering important findings. Data Display: Organizing data into categories. Conclusion Drawing: Identifying effective strategies and key insights. Findings and Discussion

3.2 Behavioral Patterns of Hyperactive Students

Observations showed that hyperactive students often: Interrupt lessons by talking or moving excessively. Struggle to follow instructions for extended periods. Have difficulty sitting still and completing tasks. These findings are consistent with research stating that ADHD students require structured and engaging environments (Bauermeister & Barkley, 2021).

3.3 Strategies Used by Teachers

Teachers at SDN 3 Tallunglipu adopted several strategies to manage hyperactive students: Personalized Attention: Spending extra time to engage and guide students. Classroom Structure: Using clear rules and routines to create a predictable environment (Nasution, 2017). Parental Collaboration: Consulting parents to understand students' home behavior and ensure consistency (Parker & Buddy, 2023). Use of Calm Communication: Speaking in a low and steady voice to avoid triggering impulsive reactions (Yulia, 2019).

Results of this section presents the findings of the study, focusing on the behavioral patterns of hyperactive students, the strategies teachers use to manage them, and external factors influencing their behavior. The data was collected through classroom observations, interviews with teachers and parents, and document analysis at SDN 3 Tallunglipu.

4. RESULTS

4.1 Hyperactive Behaviours in the classroom

Observations revealed that hyperactive students exhibited three main behavioral patterns during classroom activities: Behavioral Pattern Frequency of Occurrence Description. Excessive movement High Frequently moving around the classroom, standing up, or walking without permission. Difficulty maintaining focus High Struggling to follow instructions and complete tasks before getting distracted. Impulsive interruptions Moderate Speaking out of turn, answering questions before they are asked, or interrupting teacher explanations. Figure 1 below shows the percentage distribution of these behaviors based on classroom observations. The bar chart illustrating the frequency of hyperactive behaviors in the classroom. It shows that Excessive Movement is the most frequent (45%), followed by Difficulty Maintaining Focus (35%), and Impulsive Interruptions (20%).

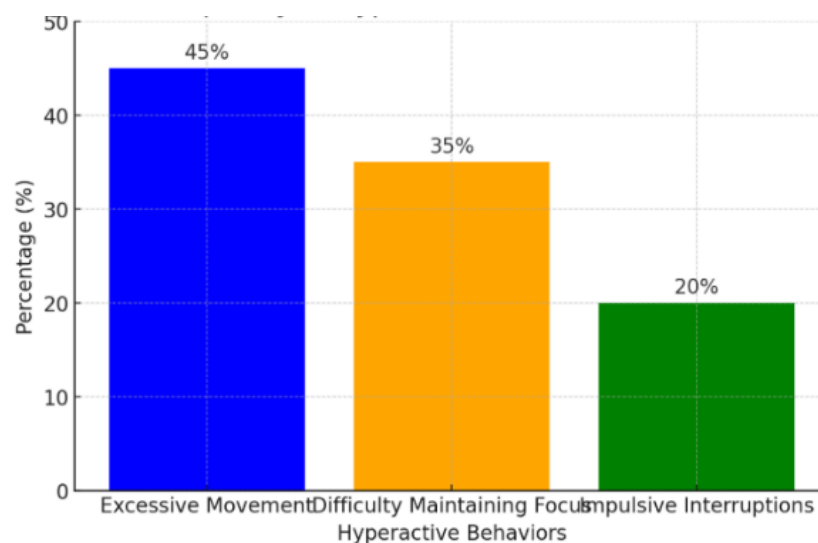


Figure 1. Frequency of Hyperactive Behaviours in the classroom

4.2 Teacher Strategies for Managing Hyperactive Students

Based on interviews and observations, teachers at SDN 3 Tallunglipu implemented various strategies to manage hyperactive students.

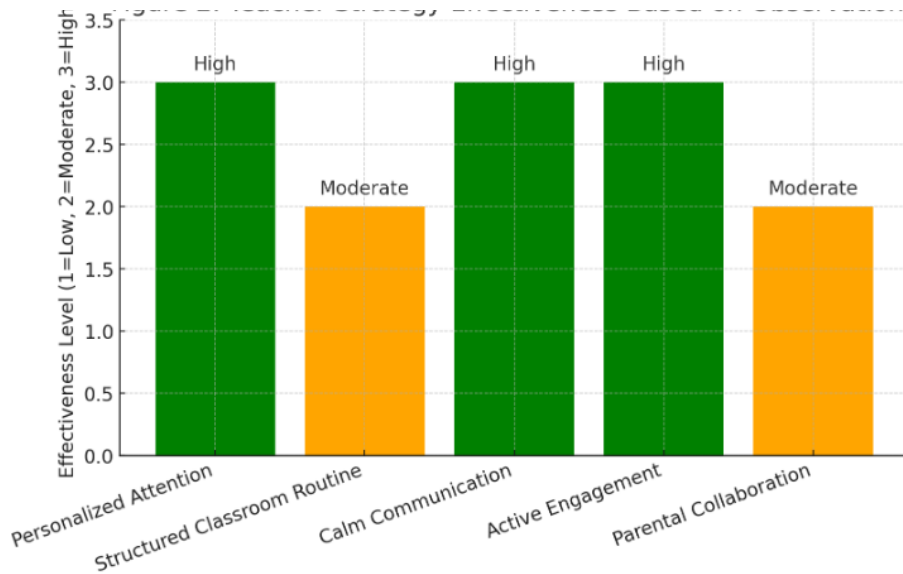


Figure 2. Teacher Strategy Effectiveness Based on Observations

The bar chart representing teacher strategy effectiveness based on observations. Strategies like Personalized Attention, Calm Communication, and Active Engagement were rated High, while Structured Classroom Routine and Parental Collaboration were rated Moderate.



Figure 3. Percentage of Teacher Strategies for Managing Hyperactive Behavior

This chart visually demonstrates that individual attention and engagement strategies are the most frequently used and observed to be highly effective

4.3 External Factors Influencing Hyperactive Behavior

Interviews with parents and school staff highlighted three major external factors affecting student hyperactivity:

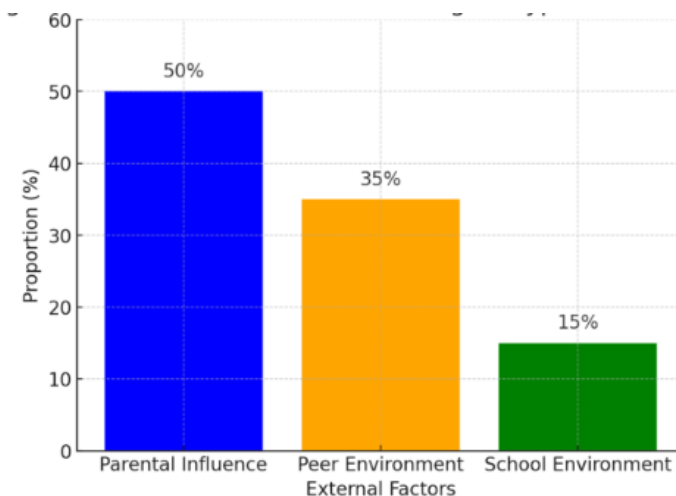


Figure 4. External Factor of Contributing to Hyperactive Behavior

The chart illustrates the external factors contributing to hyperactive behavior in students, based on insights from teacher and parent interviews. Parental Influence (50%): Identified as the most significant factor, as inconsistent parenting styles and a lack of structured home routines can lead to heightened hyperactivity in children. Peer Environment (35%): Social interactions and classroom dynamics play a moderate role, as peer influence can impact a child's ability to focus and regulate behavior. School Environment (15%): While schools provide support systems, their impact is relatively lower compared to home and peer settings. A lack of specialized interventions may contribute to continued hyperactivity.

Hyperactive students exhibit high levels of movement, difficulty maintaining focus, and impulsive interruptions. Teachers primarily use structured routines, calm communication, and active engagement strategies to manage behavior. Parental influence is the most significant external factor affecting hyperactive students, followed by peer interactions. These findings provide a clear picture of the challenges faced by teachers and the strategies that work best in managing hyperactive students in Indonesian elementary schools.

5. DISCUSSION

5.1 Hyperactive Behaviours

The results indicate that excessive movement, difficulty maintaining focus, and impulsive interruptions are the most common behavioral traits among hyperactive students. These findings align with previous studies by Barkley (2020), which describe hyperactive students as struggling with self-regulation and attention control. The high frequency of movement and lack of sustained attention suggest that traditional classroom structures may not be suitable for hyperactive students.

This study also highlights that impulsive interruptions occur less frequently than excessive movement and attention difficulties. This suggests that while students struggle to sit still, they may still engage in lessons if teaching strategies accommodate their

learning needs. These results reinforce Suparno's (2024) argument that hyperactive students benefit from structured learning environments with predictable activities and frequent teacher engagement.

5.2 Effectiveness of Teacher Strategies

One of the most significant findings is that personalized attention and active engagement strategies were the most effective approaches. Teachers reported that direct interaction with hyperactive students, such as one-on-one guidance and interactive tasks, significantly improved focus and classroom participation. This supports Parker and Buddy's (2023) study, which found that personalized interventions help hyperactive students develop better behavioral control.

In contrast, structured classroom routines had only moderate effectiveness. While predictable schedules helped some students, others continued to exhibit impulsive behaviors. This finding challenges previous research by Nasution (2017), which suggested that structured environments alone are sufficient for managing hyperactive students. Instead, this study suggests that combining structured routines with dynamic teaching methods is more effective.

Interestingly, parental collaboration was found to be the least effective teacher strategy in managing hyperactivity. Despite efforts to communicate with parents, inconsistent home routines and lack of follow-up interventions limited the impact of school-based strategies. This supports the argument by Taylor et al. (2010) that home environment plays a critical role in shaping student behavior, but parental involvement is often inconsistent. Future studies should explore how to strengthen school-parent partnerships to enhance intervention strategies.

5.3 The Role of External Influences

The study found that parental influence is the most significant external factor affecting hyperactivity. Students with unstructured home environments or lack of parental supervision exhibited more severe hyperactive behaviors in class. This finding aligns with Bauermeister and Barkley's (2021) research, which states that children from homes with consistent rules and positive reinforcement show fewer ADHD symptoms.

Additionally, peer interactions also played a moderate role in student behavior. Hyperactive students often mirrored the actions of their peers, sometimes escalating their behaviors. Yulia (2019) noted similar trends, emphasizing that positive peer influence can help hyperactive students learn self-regulation skills. This suggests that inclusive peer engagement strategies, such as group activities, could be further explored as a classroom intervention.

Surprisingly, the school environment itself had the least impact on student hyperactivity. While school policies and teacher interventions were essential, individual student behavior was more strongly shaped by family dynamics and peer interactions. This highlights the need for a more holistic approach to managing hyperactive students, incorporating both school-based interventions and home-based support.

5.4 New Insights and Implications for Teaching Practices

This study provides new insights into how Indonesian elementary school teachers manage hyperactive students. While existing research emphasizes behavioral control techniques, this study suggests that engagement-based strategies such as hands-on learning and one-on-one interactions are more effective.

The findings also indicate that parental involvement needs to be more structured and reinforced through school-based collaboration programs. Instead of relying on occasional teacher-parent meetings, schools could introduce regular parental training sessions on behavior management strategies.

Additionally, these results suggest that teacher training programs should prioritize interactive and adaptive teaching methods. Teachers should receive specialized training in handling hyperactive students to ensure that their teaching strategies align with student needs.

6. CONCLUSION

This study confirms that hyperactivity in students presents significant classroom challenges, but structured, engagement-driven teaching strategies can improve student behavior. The results align with existing literature but also introduce new perspectives on the need for interactive teaching methods and stronger school-home collaboration. Future research should focus on: Developing structured school-parent collaboration programs to support hyperactive students. Examining the long-term impact of engagement-based strategies on student learning outcomes. Training teachers in specialized behavioral management techniques for hyperactive students.

Despite its contributions, this study has several limitations: Single-School Context: The study was conducted at only one elementary school, limiting the generalizability of the findings. Future research should include multiple schools with diverse student populations. Small Sample Size: The study focused on two hyperactive students, reducing the ability to draw broader conclusions about student behavior trends. Expanding the sample size would provide a more representative understanding of hyperactive students in Indonesia. Short Observation Period: The data was collected over a limited period, which may not fully capture long-term behavioral patterns and teacher adaptation strategies.

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