

Educational Puzzle Strategies for Managing Hyperactive Children and Enhancing Learning Concentration: A Qualitative Study

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Abstract

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This study aims to analyze how puzzle-based learning activities can support teachers in directing the excessive energy of hyperactive children into more focused learning tasks. This research employed a qualitative descriptive approach. Data were collected through classroom observations, interviews with teachers, and documentation of learning activities involving students who exhibit hyperactive tendencies. The results show that educational puzzles provide structured and engaging stimulation that encourages children to focus on problem-solving tasks. Through puzzle activities, students gradually develop patience, self-control, and sustained attention during classroom learning. In addition, the strategy helps teachers create a more conducive learning environment by channeling students' active behavior into meaningful activities. These findings indicate that educational puzzle strategies contribute positively to improving students' learning concentration and participation in the classroom. Therefore, teachers are encouraged to integrate puzzle-based activities as an alternative strategy to support the management of hyperactive behavior in early childhood learning settings.

Keywords: *Hyperactive Children, Educational Puzzle, Learning Concentration, Classroom Learning.*

Abstrak

Penelitian ini mengkaji penerapan strategi puzzle edukatif dalam menangani perilaku hiperaktif serta meningkatkan konsentrasi belajar siswa. Penelitian ini bertujuan untuk menganalisis bagaimana aktivitas pembelajaran berbasis puzzle dapat membantu guru mengarahkan energi berlebih anak hiperaktif ke dalam kegiatan belajar yang lebih terfokus. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Data dikumpulkan melalui observasi kegiatan pembelajaran di kelas, wawancara dengan guru, serta dokumentasi aktivitas belajar yang melibatkan siswa dengan kecenderungan perilaku hiperaktif. Hasil penelitian menunjukkan bahwa penggunaan puzzle edukatif memberikan stimulasi pembelajaran yang terstruktur dan menarik sehingga membantu anak memusatkan perhatian pada tugas pemecahan masalah. Melalui aktivitas puzzle, siswa secara bertahap menunjukkan peningkatan kesabaran, kemampuan mengendalikan diri, serta perhatian yang lebih berkelanjutan selama proses pembelajaran. Selain itu, strategi ini membantu guru menciptakan suasana belajar yang lebih kondusif dengan menyalurkan perilaku aktif siswa ke dalam kegiatan yang bermakna. Oleh karena itu, penggunaan puzzle edukatif direkomendasikan sebagai strategi pembelajaran alternatif untuk membantu mengelola perilaku hiperaktif sekaligus meningkatkan konsentrasi belajar siswa.

Kata Kunci: Anak Hiperaktif, Puzzle Edukatif, Konsentrasi Belajar, Pembelajaran Kelas

INTRODUCTION

The learning process in schools requires students to demonstrate adequate concentration in order to understand learning materials effectively (Blancaflor et al., 2022). Concentration plays a crucial role in supporting students' cognitive engagement, enabling them to process information, complete tasks, and participate actively in classroom activities (Karamian, 2023). However, in practice, teachers often encounter students who experience difficulties in maintaining attention during the learning process. One group that frequently faces this challenge is hyperactive children. Hyperactive behavior is generally characterized by excessive movement, difficulty remaining seated, impulsive actions, and limited ability to focus on a single task for a sustained period of time (Eaton, 2024). Such behaviors often disrupt the learning process and reduce students' ability to absorb instructional material.

The presence of hyperactive students in classroom environments requires teachers to develop creative and adaptive learning strategies that are capable of accommodating students' behavioral characteristics while still supporting the achievement of learning objectives (Shashidhar et al., 2025). Conventional instructional approaches that rely heavily on passive listening or teacher-centered explanations often fail to engage hyperactive students effectively (Mokal et al., 2025). As a result, these students may become more restless, distracted, and disengaged from learning activities. Therefore, innovative strategies that involve active participation and meaningful engagement are necessary to help channel students' energy into productive learning experiences (Yousefizadeh, 2025). One strategy that has the potential to support this need is the use of educational puzzles.

Educational puzzles are learning media designed to stimulate students' cognitive abilities through problem-solving activities that require attention, patience, and logical thinking (Hernández-Capistrán et al., 2025). Puzzle-based learning activities encourage students to focus on completing structured tasks while simultaneously developing their reasoning and concentration skills. For hyperactive students, puzzle activities may serve as a constructive outlet for their high levels of energy by transforming movement and curiosity into focused engagement with learning materials (Liu et al., 2026). Through puzzle-based activities, students can gradually develop better self-control and sustained attention during classroom learning. Several previous studies have examined the use of game-based learning and educational media in improving students' engagement and learning outcomes.

Research on educational games has shown that interactive learning tools can enhance students' motivation and participation in classroom activities. Other studies have highlighted the role of puzzle-based learning in improving cognitive development, problem-solving skills, and logical thinking among young learners (Clemente-Suárez et al., 2024). In addition, studies related to hyperactive children often emphasize behavioral interventions, classroom management techniques, or therapeutic approaches

aimed at reducing disruptive behaviors. Although these studies provide valuable insights, most of them primarily focus on cognitive development or behavioral management without specifically examining how puzzle-based strategies function as a pedagogical approach to support learning concentration among hyperactive students in classroom settings.

Furthermore, previous research often emphasizes quantitative measurement of learning outcomes, while fewer studies explore in depth how teachers implement puzzle strategies and how these strategies influence students' learning behavior during the instructional process (Rukmana et al., 2022). Therefore, there remains a need for qualitative investigations that explore classroom practices and provide a deeper understanding of how such strategies operate in real educational contexts. This study seeks to address this gap by exploring the patterns of handling hyperactive children through the implementation of educational puzzle strategies and examining their implications for students' learning concentration. By focusing on classroom practices and teacher strategies, this research aims to provide a clearer description of how puzzle-based learning activities can help manage hyperactive behavior while simultaneously supporting students' ability to maintain attention during learning.

This research employs a qualitative descriptive approach in order to obtain an in-depth understanding of the learning process and the strategies used by teachers in handling hyperactive students. Data were collected through classroom observations, interviews with teachers, and documentation of learning activities. Through this approach, the study captures the dynamics of classroom interaction, students' behavioral responses, and the ways in which educational puzzle strategies contribute to improving students' learning concentration. The significance of this study lies in its contribution to the development of practical learning strategies for managing hyperactive behavior in classroom settings.

By examining the implementation of educational puzzles as a learning strategy, this research provides insights into how interactive and student-centered learning activities can support both behavioral management and academic engagement. In addition, the findings are expected to offer practical recommendations for teachers in designing learning environments that are more inclusive and responsive to students with different behavioral characteristics. Thus, this study argues that educational puzzle strategies represent a meaningful pedagogical approach for addressing the challenges associated with hyperactive behavior in the classroom. By integrating structured problem-solving activities with engaging learning media, teachers can create opportunities for hyperactive students to develop better concentration, participate more actively in learning, and achieve improved learning experiences.

METHODS

Research Design and Participants

This study employed a qualitative descriptive design to explore the patterns of handling hyperactive children through educational puzzle strategies and their implications for students' learning concentration (Soendari, 2012). A qualitative approach was chosen to obtain an in-depth understanding of classroom interactions and students' behavioral responses during the learning process. The research was conducted at State Elementary School 21 Tolomundu, in a primary school classroom during regular instructional sessions in order to capture authentic teaching and learning dynamics. Participants were selected using purposive sampling based on their relevance to the research focus. The participants consisted of one classroom teacher and several students identified as exhibiting hyperactive characteristics, such as excessive movement, difficulty maintaining attention, and frequent distraction during learning activities (Kusumastuti & Khoiron, 2019). These characteristics were identified through preliminary classroom observations and teacher recommendations. Ethical procedures were implemented prior to data collection. Permission to conduct the research was obtained from the school administration at State Elementary School 21 Tolomundu. In addition, the identities of participants were kept confidential by using pseudonyms, and all collected data were used solely for academic and research purposes.

Instruments and Data Collection Procedures

Data were collected through classroom observations, semi-structured interviews, and documentation. Classroom observations were conducted to examine students' engagement, behavioral patterns, and concentration during puzzle-based learning activities implemented in the classroom (Rosyidah & Fijra, 2021). The observation process focused on indicators such as students' attention to tasks, participation in completing puzzle activities, and interaction with peers during learning sessions. Semi-structured interviews were conducted with the classroom teacher to explore the strategies used in managing hyperactive students and to understand the teacher's perceptions regarding the effectiveness of educational puzzles in improving students' learning concentration. Documentation was also used as supporting data, including photographs of classroom activities, students' puzzle work, and field notes recorded during the learning process. These documents provided additional evidence to support the findings obtained from observations and interviews. The data collection process was carried out in several stages. First, the researcher conducted preliminary observations to understand classroom conditions and identify students who exhibited hyperactive behavior. Second, educational puzzle activities were implemented during classroom instruction while the researcher observed students' responses and participation. Finally, interviews and documentation were conducted to obtain reflective insights from the teacher and to strengthen the observational findings (Nasution & Junaidi, 2024).

Data Analysis Techniques and Ethical Considerations

The collected data were analyzed using qualitative data analysis techniques consisting of data reduction, data display, and conclusion drawing. During the data reduction stage, relevant information obtained from observations, interviews, and documentation was selected and organized. In the data display stage, the organized data were presented in descriptive and thematic forms to identify patterns related to the implementation of puzzle strategies and their impact on students' learning concentration. Finally, conclusions were drawn based on the interpretation of these patterns (Ainun et al., 2025). To ensure the credibility and trustworthiness of the findings, data triangulation was applied by comparing information obtained from different sources and methods, including classroom observations, teacher interviews, and documentation. Member checking with the classroom teacher was also conducted to confirm the accuracy of the interpretations. These procedures were implemented to ensure that the research findings accurately reflect the actual learning conditions at State Elementary School 21 Tolomundu.

RESULTS AND DISCUSSIN

Results

The findings of this study show that the implementation of educational puzzle strategies plays an important role in managing hyperactive behavior and improving students' learning concentration at State Elementary School 21 Tolomundu. Data were obtained through classroom observations, teacher interviews, and documentation during the learning process. Initial observations revealed that several students exhibited hyperactive behaviors, such as frequent movement, difficulty remaining seated, and limited attention during classroom activities. These behaviors often disrupted the learning environment and made it difficult for students to focus on academic tasks. This condition indicates the need for interactive learning strategies that can channel students' active behavior into more focused and meaningful learning activities.



Figure 1. Classroom Implementation of Educational Puzzle Strategy During Learning Activities

During the early observation stage, the researcher noted that some students tended to leave their seats, talk to peers during explanations, and quickly lose attention when the teacher delivered material using conventional methods. When educational puzzle activities were introduced, noticeable behavioral changes began to emerge. Students showed greater enthusiasm and engagement in the learning process. Puzzle activities required students to focus on arranging pieces, identifying patterns, and solving structured problems. As a result, students became more attentive and actively participated in completing the tasks. One observation note recorded during the learning activity illustrates this change: *"During the puzzle activity, the students who previously moved frequently around the classroom began to sit more calmly while focusing on arranging the puzzle pieces. They appeared enthusiastic and repeatedly attempted to complete the puzzle correctly."* (Observation Note, Learning Session 2) This observation indicates that puzzle-based activities can function as a constructive medium for channeling hyperactive behavior into focused learning engagement.

Instead of suppressing students' active tendencies, the puzzle strategy provides a structured task that encourages concentration and problem-solving. The teacher also confirmed this improvement during the interview. According to the teacher: *"When I use puzzles during the lesson, the students become more focused. Usually they cannot sit still for long, but when they are working on puzzles, they are willing to stay in their seats and try to complete the task."* (Teacher Interview) This statement suggests that educational puzzles help create learning conditions that are more engaging for hyperactive students. The interactive nature of puzzle activities attracts students' attention and motivates them to remain involved in the learning process. The improvement in students' learning concentration can be seen through several observable behavioral indicators. These indicators include students' ability to maintain attention, participation in completing tasks, interaction with peers, and consistency in finishing learning activities. The observed changes are summarized in Figure 2.

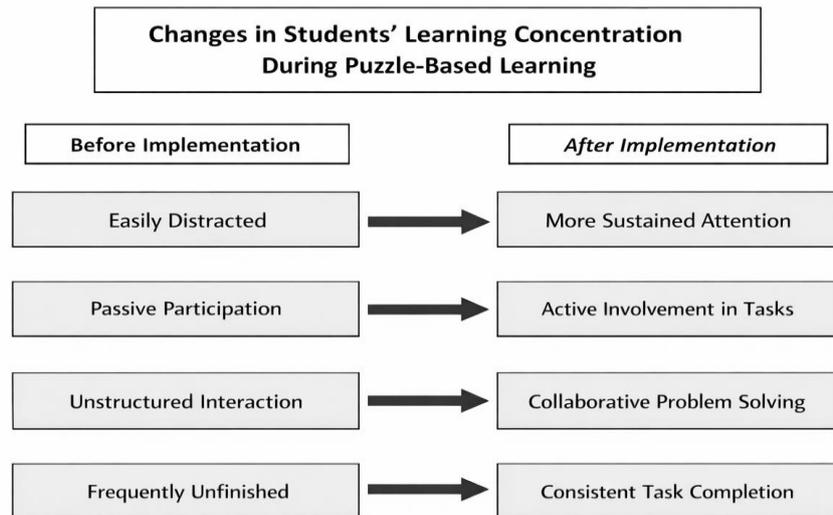


Figure 2. Changes in Students' Learning Concentration During Puzzle-Based Learning

As shown in Figure 2, the implementation of puzzle-based learning activities contributed to improved engagement and concentration among hyperactive students. These findings suggest that puzzle strategies not only support cognitive stimulation but also help regulate students' behavioral patterns during learning activities. From an interpretative perspective, the effectiveness of educational puzzle strategies can be understood through the concept of active learning. Puzzle activities involve hands-on interaction, visual stimulation, and problem-solving processes that require sustained attention. Such characteristics are particularly beneficial for hyperactive students, who often struggle to maintain focus during passive instructional methods. By engaging students in meaningful and interactive tasks, puzzle-based learning encourages them to concentrate on achieving a clear objective. In addition, puzzle activities promote patience, persistence, and logical reasoning.

These cognitive processes gradually help students develop better self-regulation and attention control. When students experience success in completing puzzle tasks, they also develop a sense of accomplishment that increases their motivation to participate in subsequent learning activities. These findings align with previous studies indicating that game-based learning and interactive educational media can enhance students' engagement and attention in classroom settings. Educational puzzles function as both instructional media and behavioral management tools that help teachers create a more supportive learning environment for students with diverse behavioral characteristics. Overall, the results demonstrate that the implementation of educational puzzle strategies contributes not only to improving students' learning concentration but also to creating a more structured and engaging classroom learning atmosphere. Therefore, puzzle-based learning can serve as an effective pedagogical approach for managing hyperactive behavior while simultaneously supporting students' academic engagement.

Discussion

The findings of this study indicate that the use of educational puzzle strategies contributes to improving learning concentration among hyperactive children in early childhood education settings. Beyond the descriptive results, the findings provide theoretical implications for the development of deep learning approaches in early childhood education. In this context, deep learning does not merely refer to the use of technology, but rather to a learning process that encourages meaningful engagement, active exploration, and the development of higher-order thinking skills. The implementation of puzzle-based learning reflects several key characteristics of deep learning (Abasali et al., 2025). Deep learning emphasizes meaningful understanding, student engagement, and the integration of cognitive and behavioral processes during learning activities (Rizal & Permata, 2025). Puzzle activities require children to observe patterns, analyze relationships between pieces, and solve problems in a structured way.

These processes stimulate sustained attention and encourage children to actively construct knowledge rather than passively receive information. As a result, the learning experience becomes more meaningful and supports the development of concentration and problem-solving abilities among hyperactive learners (Minsih et al., 2025). From a theoretical perspective, the results support the argument that deep learning in early childhood education should involve hands-on and inquiry-based activities that encourage children to explore and interact with learning materials. According to (Loubna, 2025), deep learning occurs when students actively engage with learning tasks that require critical thinking, collaboration, and problem-solving.

Similarly, research by (Kakoura et al., 2024) emphasizes that effective learning strategies involve cognitive engagement and meaningful task interaction, which are essential components of deep learning processes. The findings of this study also align with international research indicating that game-based and interactive learning strategies can improve children's attention and engagement in classroom settings (Dwipayani et al., 2025). Studies have shown that educational games and puzzle-based activities stimulate curiosity and cognitive development while supporting behavioral regulation among young learners. For hyperactive children, such activities provide a structured environment that channels their high levels of energy into focused learning tasks.

In this sense, puzzle-based learning can be interpreted as a practical pedagogical strategy that supports the implementation of deep learning principles in early childhood education. Another important contribution of this study lies in its theoretical implication for understanding how deep learning can be applied to students with diverse behavioral characteristics (Lien et al., 2023). While many studies on deep learning focus on cognitive achievement, this research highlights the role of interactive learning activities in supporting behavioral engagement and attention regulation (Sanjaya et al., 2023). The findings suggest that deep learning approaches should not only emphasize cognitive complexity but also consider students' behavioral and emotional engagement during the learning process (Paputungan et al., 2025). From a practical standpoint, this study offers

insights for teachers in early childhood education on how to design learning environments that promote deep and meaningful learning experiences.

The integration of puzzle-based activities into classroom instruction can help teachers create interactive learning situations that support children's concentration, curiosity, and problem-solving skills (Marcello et al., 2023). This approach is particularly important for hyperactive learners who often struggle with passive instructional methods. Nevertheless, several limitations should be acknowledged (Lien et al., 2023). The study was conducted in a limited classroom context with a relatively small number of participants, which may restrict the generalizability of the findings. In addition, the qualitative nature of the research relies heavily on observational interpretation, which may involve subjective perspectives in analyzing classroom behavior (Winarsunu et al., 2022). Future research is therefore recommended to examine the implementation of deep learning approaches in broader educational contexts. Further studies could involve larger participant groups, different educational levels, or the integration of mixed-method approaches to strengthen empirical evidence (Patintingan et al., 2025) .

Researchers may also explore how deep learning strategies can be combined with digital learning tools, collaborative learning models, or project-based learning to enhance students' cognitive engagement and long-term learning outcomes. Despite these limitations, the study contributes to the growing body of literature on deep learning in early childhood education by demonstrating how interactive puzzle-based learning can foster meaningful engagement and concentration among hyperactive learners. The findings highlight that deep learning in early childhood contexts should be grounded in active, exploratory, and student-centered learning experiences that encourage children to think, interact, and construct knowledge through meaningful activities.

CONCLUSION

This study aimed to examine how educational puzzle strategies can be used to manage hyperactive behavior and improve students' learning concentration within the framework of deep learning in early childhood education. The findings show that puzzle-based learning activities create structured and engaging learning experiences that help channel children's excessive energy into focused and meaningful tasks. Through hands-on interaction and problem-solving processes, students demonstrated greater attention, active participation, and improved concentration during classroom learning activities. From a theoretical perspective, the findings contribute to the development of deep learning in early childhood education by highlighting the importance of interactive and exploratory learning activities that encourage meaningful engagement. Educational puzzles not only stimulate cognitive processes such as problem solving and pattern recognition, but also support behavioral engagement and sustained attention among hyperactive learners. Therefore, puzzle-based learning strategies can serve as a practical pedagogical approach to facilitate deeper learning experiences in early childhood

education. However, several limitations should be acknowledged. First, this study was conducted in only one school, which limits the generalizability of the findings to other educational settings. Second, the use of a qualitative approach means that the results are context-specific and reflect the particular learning environment in which the study was conducted. Although the findings provide valuable insights into classroom practices, they should be interpreted within the specific context of the study. Based on these limitations, future research is recommended to examine the implementation of deep learning approaches in broader contexts, including different schools, educational levels, and larger participant groups. Further studies may also employ mixed-method or quantitative approaches to provide stronger empirical evidence and to explore the long-term impact of puzzle-based learning on children's cognitive engagement and learning outcomes.

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