

The Implementation of Early Detection of Child Development with ADHD at Aisyiyah Ceporan Kindergarten

Wardah Rohmatul Azizah¹, Qonitah Faizatul Fitriyah²

¹ Faculty of teaching and education, Universitas Muhammadiyah Surakarta, Sukoharjo, Indonesia.

² Faculty of Education Sciences, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Email: didakaranganyar45@gmail.com

Abstract

Early childhood development serves as a fundamental basis for shaping character and fostering future learning abilities. This study aims to describe the implementation of early detection of child development in children with indications of Attention Deficit Hyperactivity Disorder (ADHD) at Aisyiyah Ceporan Kindergarten. A qualitative approach with a case study design was employed. The research subjects consisted of classroom teachers, the principal, a psychologist and parents of children diagnosed with ADHD. Data were collected through observation, interviews and documentation, while data analysis utilized the Miles and Huberman interactive model. The findings reveal that the implementation of early detection at Aisyiyah Ceporan Kindergarten was carried out through teachers daily observations, behavioral recording of children, coordination with the principal, and psychological assessments. The main challenges encountered were teachers limited understanding of ADHD and parents resistance to acknowledging their child's condition. The school developed game-based learning strategies, individualized approaches, and intensive communication with parents. In conclusion, the implementation of early detection of child development in children with ADHD at Aisyiyah Ceporan Kindergarten has been conducted effectively and serves as a positive practice in promoting inclusive education.

Introduction

Early childhood development forms the essential foundation for shaping character, personality, and learning readiness in later stages of life. Every child inherently possesses the potential to grow and develop optimally when provided with appropriate stimulation and a supportive environment (Yusuf et al., 2023). However, in educational practice, not all children exhibit developmental progress that aligns with their chronological age. Some children experience deviations in physical, cognitive, social, or emotional aspects, which require special attention from educators and parents (Dwi Sunarti & Mardianti, 2024); (Bani Odeh & Lach, 2023). One of the most prevalent developmental conditions among young children is Attention Deficit Hyperactivity Disorder (ADHD) a behavioral disorder characterized by difficulties in maintaining attention, hyperactivity, and impulsivity (Silitonga, 2023). ADHD not only affects children's learning abilities but also impacts their social interactions and emotional adjustment at school and within the family environment (Anenda et al., 2024). In Indonesia, research has revealed that the prevalence of children exhibiting ADHD symptoms reaches 26.2% in urban areas (Na'imah & Permanik, 2022), underscoring the urgency of implementing early detection programs in early childhood education institutions.

Inclusive education has emerged as a strategic approach to providing equal learning opportunities for all children without discrimination (Rohmah, N. L., Adawiah, S., & Widayanti, 2023). Through this approach,

children with special needs, including those with ADHD, can experience equitable learning environments alongside their peers. Nevertheless, the success of inclusive education heavily depends on teachers' ability to conduct early detection of child growth and development, allowing timely and appropriate interventions (Arfah et al., 2025). According to WHO (2022), the first five years of life represent a critical "golden period" for neural development, emphasizing the importance of early intervention for children with developmental disorders such as ADHD. Early Detection of Growth and Development (EDGD) is a systematic effort to identify developmental deviations as early as possible through observation, interviews, and the use of screening instruments (Arista et al., 2025). This initiative aligns with the Regulation of the Minister of Health of the Republic of Indonesia No. 66 of 2014, which stipulates that monitoring children's growth and development is a shared responsibility among health professionals, educators, and parents (Efendi et al., 2022). Recent studies further highlight that cross-sector collaboration among teachers, health workers, and families is key to the successful implementation of EDGD (Sholikhah & Pratisti, 2024); (Tanjung et al., 2024).

Teachers, as the front liners in early childhood education, play a crucial role in observing and recognizing early signs of ADHD. Daily observations of behaviors such as lack of focus, wandering around the classroom, and impulsive actions serve as important indicators in the early detection process (Hasanah & Zailani, 2025); (Yani et al., 2025). Nevertheless, several studies have revealed that teachers often face challenges distinguishing between normal active behavior and ADHD symptoms that require professional intervention (Avrilly et al., 2024); (Arfah et al., 2025). Therefore, enhancing teachers' competencies in conducting behavioral observations and developmental assessments has become an urgent necessity in early childhood education institutions. In addition to teachers, the roles of school principals and professionals are equally significant in ensuring the effectiveness of early detection efforts. Inclusive school leadership fosters collaborative policies, provides teacher training, and establishes partnerships with psychologists and health centers (Pasaribu et al., 2023). A study conducted at Aisyiyah Ceporan Kindergarten found that early detection was implemented through collaboration between teachers, the principal, parents, and psychologists, encompassing behavioral observation, developmental documentation, and follow-up assessments (Falsa & Astuti, 2025). This collaborative pattern aligns with the findings of (Falsa & Astuti, 2025) and (Nurputeri et al., 2024), who emphasized the importance of active communication between teachers and parents in supporting children with special educational needs.

Another determinant of early detection effectiveness is parents' acceptance and understanding of their child's condition. Many parents still experience psychological denial when informed that their child may have ADHD, resulting in delays in intervention (Munisa et al., 2022). In fact, active parental involvement greatly influences the success of therapy and the child's overall development (Juherna et al., 2025). Hence, schools must provide continuous family education and counseling programs to help parents understand their child's needs and offer consistent support at home (Sholikhah & Pratisti, 2024; Nurputeri et al., 2024). Previous studies have also shown that the use of digital monitoring technologies, such as Android-based developmental tracking

applications, enhances the accuracy and speed of identifying children at risk of developmental delays (Lestari & Elisa, 2024). Consequently, integrating technological innovation can strengthen early detection programs in early childhood institutions. Moreover, creative learning approaches emphasizing play and exploration activities have been proven to help children with ADHD maintain focus and reduce impulsive behavior (Angraeni & Afifah, 2025); (Saputri & Widyasari, 2022).

Conceptually, this study is grounded in Lev Vygotsky’s socio-cognitive developmental theory, which underscores the significance of social interaction and environmental support in shaping children’s higher psychological functions. The Zone of Proximal Development (ZPD) concept proposed by Vygotsky is highly relevant to ADHD contexts, as it highlights the importance of scaffolding and guided assistance to help children reach their optimal potential through appropriate stimulation (Menu et al., 2025); (Efendi et al., 2022); (Cioffredi et al., 2024); (Romano et al., 2024). Drawing from these theoretical and empirical foundations, this study aims to examine the implementation of early detection of growth and development among children with ADHD at Aisyiyah Ceporan Kindergarten, as well as to identify the challenges and strategies adopted by teachers, school leaders, and parents in supporting children with special needs in inclusive education settings. The findings are expected to contribute theoretically to the development of early detection practices for ADHD in early childhood education and to serve as a reference for educators and institutions in building more responsive and inclusive learning systems for all children.

Table 1. Implementation of Early Detection of Child Development in Children with ADHD

Aspect	Implementation	Description
Teacher Observation	Conducted daily in the classroom	Recording children's behavior
School Coordination	Collaboration between teachers and the principal of kindergarten	Discussing children’s developmental progress
Psychological Assessment	Conducted periodically each semester	Assessing children’s behavior and attention levels

RESEARCH METHOD

This study employed a qualitative approach with a case study design. This approach was selected for its ability to provide an in-depth understanding of the phenomenon, particularly concerning the implementation of early detection of child development in children with ADHD at Aisyiyah Ceporan Kindergarten. The case study method enabled the researcher to comprehensively explore how teachers, parents and professionals collaborate in the early identification process and to analyze the challenges encountered in the field (Malahati et al., 2023). The research was conducted at Aisyiyah Ceporan Kindergarten, located in Matesih District, Karanganyar Regency in August 2025. This site was purposefully chosen because several children had been

previously identified by the school psychologist as exhibiting ADHD symptoms, making it relevant to the study's focus. The research subjects included the principal, classroom teachers, parents of children with ADHD, and the psychologist who collaborated in the early detection process. Informants were selected using purposive sampling, as they possessed direct experience and insight regarding the implementation of early detection at the school.

The research data were categorized into two types, namely primary and secondary data. Primary data were obtained through observation, interviews, and documentation of teachers' activities and children's behavior in the classroom, while secondary data consisted of school documents, assessment reports, and scholarly references related to early detection and ADHD (Na'imah & Permanik, 2022); (Yusuf et al., 2023). Data collection was carried out through three main techniques: observation, which aimed to directly examine children's behavior, teachers' stimulation strategies, and the classroom learning environment; in-depth interviews, conducted with the principal, teachers, parents, and psychologist to explore their understanding of early detection and the challenges in its implementation; and documentation, which included children's developmental records, assessment results, and other relevant school documents.

Data validity was ensured through source and method triangulation, by comparing the results of observations, interviews, and documentation. The researcher also conducted member checking with informants to verify the accuracy and credibility of the data and interpretations obtained. Data analysis followed the Miles and Huberman interactive model, consisting of four stages: data collection, data reduction, data display, and conclusion drawing. The results were presented in descriptive narrative form to illustrate the patterns of implementation and obstacles in the early detection of ADHD at the school. This study was designed to address a real need in the field, acknowledging that early childhood teachers still require enhanced understanding and skills in conducting accurate early detection of ADHD. The findings are expected to strengthen collaboration among schools, parents, and psychologists, and to serve as a reference for developing inclusive education services based on early detection practices in Indonesia.

RESEARCH FINDINGS

1. Implementation of Early Detection of Child Development in Children with ADHD

Teachers implemented early detection through systematic observation of children's behaviors in the classroom, recording daily activities that significantly differed from those of their peers such as difficulty maintaining focus, frequent movement during lessons, and impulsive responses to instructions. The observation results were reported to the principal and subsequently followed by psychological evaluation. Both teachers and the principal played active roles as intermediaries between the school and parents. According to the principal, early detection has been established as an annual priority program emphasizing continuous observation of children's development from the beginning of

the academic year. This process involved not only teachers but also parents through two-way communication regarding children's behavior at home and at school. The psychologist explained that assessments were conducted through behavioral observation, interviews with teachers and parents, and the use of basic diagnostic instruments. Children exhibiting behavioral patterns indicative of ADHD such as inattention, impulsivity, and hyperactivity were recommended to receive targeted stimulation and follow up therapy.

2. Challenges in Implementation

Three major challenges were identified in implementing early detection at Aisyiyah Ceporan Kindergarten. First, teachers' limited competence in identifying ADHD characteristics and designing adaptive learning strategies. Second, parental resistance toward accepting ADHD diagnoses due to social stigma or fear of their child being labeled as "different." Third, the school's limited resources, such as the absence of special assistants and the lack of learning facilities to support individualized needs. These challenges often led to delayed identification and less optimal intervention. Nevertheless, inclusive classroom management training attended by the principal in collaboration with the Directorate of Early Childhood Education in 2024 had a positive impact, improving teachers' understanding and fostering more responsive instructional strategies.

3. Teachers' Strategies in Supporting Children with ADHD

Teachers applied a range of instructional strategies to stimulate attention and self-regulation among children with ADHD. These included: (1) game-based learning activities, such as letter-card searches, picture-pasting exercises, and sensorimotor games to enhance concentration; (2) the use of visual and concrete media, including images, short videos, and simple teaching aids; (3) individualized approaches, by seating children with ADHD near the teacher for closer supervision and guidance; and (4) positive reinforcement, such as verbal praise and small rewards for appropriate behavior (Yani et al., 2025).

4. Collaboration among the School, Parents, and Psychologist

Collaboration serves as a key factor in the success of early detection efforts. The school established partnerships with psychologists and local health centers (*puskesmas*) to facilitate follow-up assessments, while parents were actively involved in observing and reporting their children's behavior at home. The psychologist emphasized the importance of continuous education for both parents and teachers to foster a proper understanding that ADHD is not a form of misbehavior but rather a neurodevelopmental disorder that can be systematically addressed through early intervention and adaptive learning approaches.

Table 2. Teachers’ Strategies in Supporting Children with ADHD

Strategy	Description
Game-Based Learning	Utilizing interactive activities such as letter and color games to enhance engagement.
Visual Media	Employing images and short videos to capture and maintain children’s attention.
Individualized Approach	Positioning children strategically near the teacher for easier guidance and supervision.
Positive Reinforcement	Providing praise and simple rewards to encourage and strengthen positive behavior.

DISCUSSION

The research findings indicate that the early detection of ADHD-related developmental issues at Aisyiyah Ceporan Kindergarten has been implemented in alignment with the principles of inclusive education. The daily observation practices and the involvement of psychologists represent commendable approaches consistent with the early intervention framework recommended by WHO (2022). Nevertheless, the limited knowledge among teachers and the low level of parental acceptance highlight the need to improve developmental literacy within early childhood education settings. This aligns with the findings of Falsa & Astuti (2025), which emphasize that intersectoral collaboration and community support play a vital role in enhancing the effectiveness of services for children with special needs. From Vygotsky’s theoretical perspective, stimulation for children with ADHD should be provided through scaffolding—a gradual support system from teachers that helps children develop self-regulation and attention control within their Zone of Proximal Development (ZPD). Interactive play activities and guided social interactions contribute to the development of higher psychological functions, enabling children to internalize self-control and focus more effectively.

The findings further confirm the core characteristics of ADHD observed in the child, including difficulties in maintaining attention, excessive movement, and impulsive behavior. These manifestations are consistent with previous literature describing ADHD as a neurodevelopmental disorder that affects executive function, emotional regulation, and behavioral control. The consistency of symptoms across both home and school settings suggests that ADHD management must not be approached in isolation; rather, it requires a comprehensive support system that integrates the learning environment and family involvement. Although the school’s early detection mechanism is on the right path, several challenges persist. The most significant barrier lies in teachers’ limited ability to differentiate between typical high-energy behaviors in young children and ADHD symptoms that require professional assessment. This limitation may delay appropriate interventions if teachers lack systematic developmental screening competencies. Additionally, some parents exhibit resistance by rejecting early detection results due to concerns about social stigma. Such resistance hampers the continuity

of intervention efforts, considering that the success of ADHD management heavily depends on consistent parental engagement and support.



Figure 1. The teacher provides direct assistance to a child showing indications of ADHD in completing classroom learning activities.

The following figure illustrates the interaction between the teacher and a child showing indications of ADHD during classroom learning activities. In this situation, the teacher provides direct assistance when the child struggles to complete assigned tasks. The teacher applies a gradual approach by using concrete learning aids and structured play activities to help the child maintain focus, understand instructions, and follow task sequences step by step.

This activity highlights the crucial role of the teacher as a facilitator of developmental stimulation. The teacher not only gives instructions but also adapts strategies according to each child's individual needs. Approaches such as the use of concrete media, educational games, and repeated instructions serve as effective scaffolding for children with ADHD tendencies, supporting them in developing attention control and self-regulation progressively. Thus, the figure represents the teacher's active involvement as a key element in supporting the academic and socio-emotional growth of children with ADHD through responsive and adaptive learning. Furthermore, the school has developed several adaptive classroom-based intervention strategies, including : (1) Game-based learning to enhance focus and active participation; (2) Use of visual and concrete media to strengthen concept comprehension; (3) Individualized approach, positioning the child near the teacher for easier guidance; and (4) Positive reinforcement to build motivation and self-control.



Figure 2. Consultation session between parents and the principal in the early detection process of ADHD at Aisiyyah Ceporan Kindergarten.

Figure 2 illustrates a consultation process between parents and the school as part of the early detection efforts for children showing indications of ADHD at Aisiyyah Ceporan Kindergarten. During this session, the principal and parents discuss the child's behavior both in the school and home environments. Parents are actively involved in providing information about the child's character and responses during learning activities and daily interactions, while the school presents daily observation records compiled by the teacher. Such collaboration represents a key aspect of successful early detection, as identification should not rely solely on teacher observation but must also consider the behavioral dynamics of the child without the family context. Two-way communication between the school and parents helps build a shared understanding of the child's developmental needs and reduces potential misunderstandings, such as the assumption that the child's behavior merely reflects mischief. So, this consultation session represents a collaborative effort to design interventions that are appropriate, consistent, and centered on the individual needs of the child.

In addition to the teacher's role, the principal's leadership is crucial in bridging communication among the school, psychologist, and parents. The principal ensures clear coordination mechanisms, implements detection policies from the beginning of the academic year, and facilitates access to professional assistance. On the other hand, parental involvement has increased along with a better understanding of the child's condition, demonstrating that continuous education and communication can transform denial into acceptance and support. Therefore, this study emphasizes that the success of early detection of ADHD depends not only on the availability of assessment instruments but also on the school's ability to build cross-sector collaboration, enhance teacher competence, and provide a responsive learning environment tailored to each child's individual needs. Strengthening teacher capacity through ongoing training and improved literacy in child development should be prioritized to ensure that early detection practices are more effective and sustainable.

CONCLUSION

The early detection of ADHD in children at Aisyiyah Ceporan Kindergarten is implemented through daily behavioral observation, developmental recordkeeping, and collaboration with psychologists and parents. The main challenges include limited teacher competence, parental resistance, and a lack of school resources. Effective teaching strategies involve play-based approaches, visual media, and positive reinforcement. This study affirms that effective early detection requires cross-sector collaboration and a comprehensive understanding of the characteristics of children with ADHD. The school must continue to strengthen partnerships with professionals and provide ongoing training for teachers to enhance their capacity in early detection and intervention.

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