LIZING BEHAVIOR MANAGEMENT STRATEGIES TO ENHANCE ENGAGEMENT AND DISCIPLINE IN ENGLISH LEARNING CLASSROOM WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) STUDENTS AT SLB NEGERI 1 MAKASSAR.

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ABSTRACT

This study aims to explore the implementation of behavioral management strategies used by English teachers to improve engagement and discipline among students with attention deficit hyperactivity disorder (ADHD) at SLB Negeri 1 Makassar. This study uses a qualitative descriptive approach through non-participatory classroom observation and field notes. The strategies observed included positive reinforcement, clear and structured instructions, and the use of visual aids. The findings show that these strategies effectively improve students' cognitive, emotional, and behavioral engagement, as well as aspects of discipline such as compliance with rules, impulse control, and reduction of disruptive behavior. Positive reinforcement helped reduce anxiety and encouraged task completion, while clear instructions and adaptive visual aids-maintained focus and continuity of learning. This study concluded that supportive, structured, and empathetic behavior management strategies play an important role in creating an inclusive English learning environment for students with ADHD.

Keywords: behavior management strategies, ADHD students, engagement, discipline

ABSTRAK

Penelitian ini bertujuan untuk mengkaji penerapan strategi manajemen perilaku yang digunakan guru Bahasa Inggris dalam meningkatkan keterlibatan dan kedisiplinan siswa dengan attention deficit hyperactivity disorder (ADHD) di SLB Negeri 1 Makassar. Penelitian ini menggunakan pendekatan kualitatif deskriptif melalui observasi kelas non-partisipatif dan pencatatan lapangan. Strategi yang diamati meliputi penguatan positif, pemberian instruksi yang jelas dan terstruktur, serta penggunaan dukungan visual. Hasil penelitian menunjukkan bahwa strategi-strategi tersebut mampu meningkatkan keterlibatan siswa secara kognitif, emosional, dan perilaku, serta meningkatkan kedisiplinan siswa dalam aspek kepatuhan terhadap aturan, pengendalian impuls, dan pengurangan perilaku mengganggu. Penguatan positif terbukti efektif dalam menurunkan kecemasan siswa, sementara instruksi yang jelas dan dukungan visual adaptif membantu menjaga fokus belajar. Penelitian ini menyimpulkan bahwa strategi manajemen

perilaku yang suportif dan terstruktur sangat penting dalam menciptakan pembelajaran Bahasa Inggris yang inklusif bagi siswa dengan ADHD.

Kata Kunci: strategi manajemen perilaku, siswa ADHD, keterlibatan, disiplin

A. Introduction

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by difficulty focusing attention, hyperactivity, and impulsivity that is not appropriate for the child's developmental stage (Shen et al., 2021). This condition has a significant impact on student engagement and discipline in the classroom, especially in English language learning, which requires sustained focus, language processing, and adherence to instructions. Nagarhalli (2021) explains that students with ADHD generally experience executive function impairments, such as difficulty regulating attention, controlling impulses, and completing academic tasks.

One approach that is considered effective in overcoming these problems is the application of behavioral management strategies. Putri et al. (2024) state that consistently applied behavioral management strategies can create a more structured learning environment, reduce disruptive behavior, and increase student engagement. Strategies such as positive reinforcement, providing clear and structured instructions, and using visual aids have been proven to help students with special needs stay focused and engaged in learning (Simpson et al., 2020).

In the context of students with ADHD, positive reinforcement plays an important role in shaping adaptive behavior and reducing learning anxiety. Skinner (2005) asserts that behavior followed by positive reinforcement tends to reappear and last longer. In addition, Strelow et al. (2021) found that teachers' positive attitudes toward behavior management strategies directly influence the success of classroom management and improved discipline among students with ADHD. Clear and structured instructions are also considered to help students with ADHD understand task demands more concretely, thereby reducing

feelings of overwhelm (Cedillo Tello & Argudo-Serrano, 2024).

However, research on the application of behavior management strategies for students with ADHD in English language learning in Indonesia, especially in special schools, is still limited. Indri Hapsari et al. (2020) revealed that many teachers in Indonesia still have limited understanding of ADHD and its management strategies. Therefore, this study aims to examine the application of behavior management strategies by English teachers at SLB Negeri 1 Makassar and their impact on the engagement and discipline of students with ADHD. The results of this study are expected to provide practical contributions to the development of inclusive learning in primary education.

B. Research Methods

This study used a qualitative approach with a descriptive method. The study was conducted at SLB Negeri 1 Makassar with the research subjects being English teachers and students with ADHD at the junior high school level. Data collection techniques were carried out through non-participatory observation and field notes during several learning sessions.

The research instruments consisted of observation sheets and field notes that focused on the application of behavior management strategies (positive reinforcement, clear instructions, and visual support) and student responses reviewed in terms of engagement and discipline. The data were analyzed using thematic analysis techniques to identify patterns of behavior and the effectiveness of the strategies applied.

C. Findings and Discussions

This study was conducted through non-participatory observation of English language learning in a class at SLB Negeri 1 Makassar, involving students with ADHD. The results of the observation showed that teachers applied three main strategies in behavior management, namely positive reinforcement, clear and structured instructions, and adaptive visual support. The application of these strategies had an impact on increasing student engagement and discipline.

1. Implementation of Behavior Management Strategies

Table 1. Implementation of Behavior Management Strategies

No	Strategy	Indicator	Description
1	Positive Reinforcement	Teacher provides verbal praise or emotional support	The teacher calm s1 who panicked after dropping a pen by using reassuring words, enabling the students to refocus on the task
2	Clear and Structured Instructions	Instructions are delivered briefly and systematically	The teacher instructed students clearly to copy sentences written on the board
3	Visual Aids	Use of visual learning media	The teacher only used the whiteboard without additional visual aids, causing students to lose focus more easily

Table 1 presents the implementation of behavioral management strategies observed during the English language learning process. The table shows that teachers applied positive reinforcement through verbal affirmation to calm students who experienced anxiety and loss of focus. Clear and structured instructions were also given to guide students in completing tasks. However, the use of visual aids was limited to the blackboard without additional learning media, which caused students to be more easily distracted during lessons.

2. Engagement of ADHD Students

Table 2. Engagement of ADHD Students

No	Strategy	Indicator	Description
1	Cognitive	Understanding of learning tasks	Students were able to copy sentences but showed limited deeper understanding
2	Emotional	Interest and enthusiasm in learning	Students showed low enthuasiasm due to monotonous activities but became calmer after receiving positive reinforcement
3	Behavior	Participation in classroom activities	Students completed writing tasks, although their focus was easily distracted

Table 2 illustrates the level of student engagement during the observed learning sessions. The data show that students demonstrated partial cognitive engagement by completing the writing assignment, although their deeper understanding of the material was limited. From an emotional perspective, students showed low enthusiasm due to repetitive activities but became calmer after receiving encouragement from the teacher. Behaviorally, students participated in class activities, but their attention fluctuated and was easily distracted.

3. Discipline of ADHD Students

Table 3. Discipline of ADHD Students

No	Strategy	Indicator	Description
1	Rule Compliance	Following teacher's instructions	Students followed instructions despite occasional distractions
2	Self-Control	Ability to manage impulsive behavior	Students were able to calm themselves after receiving verbal reassurance
3	Reduction of Disruptive Behavior	Minimal Classroom Disruption	No significant disruptive behavior was observed during the lesson

Table 3 illustrates the discipline of students with ADHD during the learning process. The findings show that students generally follow the teacher's instructions despite occasional distractions. Students are able to regulate their behavior after receiving verbal support, which helps them remain calm and focused. In addition, no significant disruptive behavior was observed during lessons, indicating an improvement in classroom order.

The results of the study show that positive reinforcement plays an important role in reducing anxiety and increasing motivation in students with ADHD. This is in line with Skinner's (2005) theory, which states that positively reinforced behavior tends to be repeated. Field findings show that students who panic or lose focus can return to their tasks after receiving verbal support from the teacher.

In addition, clear and structured instructions help students with ADHD understand task demands without feeling overwhelmed. Cedillo Tello and Argudo-Serrano (2024) emphasize that clarity of instructions is very important in English language learning for students with ADHD. Observations show that repeating

simple instructions can maintain students' learning flow.

Adaptive visual support, although limited to the whiteboard, still has a positive impact. Adjusting the size of the writing and seating position helps students maintain focus and reduce impulsive behavior. These findings are in line with Harrison et al. (2022), who emphasize the importance of modifying the classroom environment for students with ADHD.

Overall, student engagement increases when teachers combine an empathetic approach, clear learning structures, and visual support. Student discipline also improves through compliance with rules, increased self-control, and a reduction in disruptive behavior. This reinforces the findings of Strelow et al. (2021) that a positive attitude and consistency on the part of teachers are key to successful behavior management for students with ADHD.

D. Conclusion

This study concludes that the implementation of behavioral management strategies, including positive reinforcement, clear and structured instructions, and adaptive visual support, effectively improves the engagement and discipline of students with attention deficit hyperactivity disorder (ADHD) in English language classes at SLB Negeri 1 Makassar. These strategies contribute to improved cognitive, emotional, and behavioral engagement, as well as better rule compliance, self-control, and reduced disruptive behavior. To strengthen learning outcomes, teachers are encouraged to diversify visual learning support and continue to develop their understanding of learning strategies for students with ADHD. Further research is recommended to involve a broader group of participants, longer observation periods, and diverse educational environments to provide more comprehensive insights into the effectiveness of behavior management strategies for students with ADHD.

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