

MANAGING HYPERACTIVE CHILDREN IN AN ISLAMIC KINDERGARTEN: TEACHERS' STRATEGIES AND ISLAMIC VALUES-BASED PRACTICES

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Abstract: *Hyperactive children often exhibit excessive physical activity, difficulties in maintaining attention, and behaviors that may disrupt classroom learning. These characteristics require teachers to implement appropriate strategies that support children's learning and development. This study aims to explore teachers' strategies and Islamic values-based practices for managing hyperactive children at Al-Kahira Islamic Kindergarten, Sintuak Toboh Gadang. Using a qualitative case study design, data were collected through classroom observations, teacher interviews, and document analysis. The findings reveal five key strategies employed by teachers: (1) individualized approaches and empathetic communication, (2) consistent enforcement of classroom rules, (3) active play-based learning activities, (4) positive reinforcement through Islamic rewards and moral encouragement, and (5) collaboration among teachers, parents, and the school. The study further shows that Islamic values, including rahmah (compassion), sabar (patience), amanah (responsibility), and at-ta'awun (collaboration), underpin teachers' practices in supporting hyperactive children. These strategies were found to contribute to improved behavioral regulation, concentration, and social-emotional development among the children. The findings highlight*

the potential of integrating Islamic values into inclusive early childhood education practices and provide insights for educators working with hyperactive children in Islamic educational settings.

Keywords: *Hyperactive children, Teacher strategies, Islamic Values-Based Education, Early childhood education, Inclusive learning practices*

A. Introduction

Hyperactive children or children with symptoms of Attention Deficit Hyperactivity Disorder (ADHD) are individuals who exhibit impulsive behavior, difficulty maintaining focus, and excessive physical activity in the context of learning. This condition often causes children to experience difficulties in following the teacher's instructions and adjusting to the classroom situation. At an early age, children are in an exploratory stage of development, so the distinction between normal activity and hyperactivity is often not readily apparent (Doulou et al., 2025; Frolli et al., 2023; Shen & Zhou, 2024; Zhu et al., 2023). Therefore, a deep understanding of the characteristics and dynamics of hyperactive children's behavior is important for educators. If not properly understood, teachers may misinterpret a child's behavior as misbehavior, which is actually a neuropsychological condition requiring a specialized approach. The overall educational process for the child in the classroom will be negatively impacted if this is not understood.

Previous research on the effectiveness of classroom learning has shown a significant influence on hyperactive behavior. (Hanifah et al., 2024) found that children with hyperactivity tend to have difficulty sustaining attention over extended periods, which impacts learning effectiveness. Social interactions also become uncontrolled, such as speaking without permission, walking around the classroom, and acting impulsively. This situation requires teachers to possess effective classroom management skills and appropriate pedagogical strategies to ensure that learning activities remain conducive to learning. In the context of Early Childhood Education (PAUD), learning is not only focused on cognitive aspects but also on children's social, emotional, and spiritual development (Nusir et al., 2024, 2025).

Therefore, learning strategies for hyperactive children must be holistic and oriented towards developing the child's full potential.

Teachers play a very important role in creating an inclusive learning environment for hyperactive children. Teachers not only serve as conveyors of material but also as managers of behavior and providers of emotional support to students. Teachers' understanding of the characteristics of hyperactive children will help in choosing flexible and adaptive learning approaches. Game-based learning, positive reinforcement, and concrete materials that capture children's attention have proven successful (Goleman, 2020b). Hyperactive children develop self-regulation skills and channel their energy in positive ways.

Inclusive schools are crucial for the academic success of hyperactive children. Schools must facilitate behavior management by providing facilities and infrastructure such as quiet corners, educational aids, and structured activity schedules (Moffett et al., 2008). In addition, collaboration between teachers and parents is also an important aspect in creating continuity in the care of children at home and at school. (Sari et al., 2025) emphasizes that intensive communication between teachers and parents can accelerate the adaptation process of hyperactive children and increase the consistency of positive behavior. Therefore, strategies for dealing with hyperactive children cannot be implemented individually but require a collaborative approach among various parties.

The Al-Kahira Sintuak Toboh Gadang Islamic early childhood education center in Padang Pariaman Regency also faces similar challenges. An integrated curriculum that combines general education with Islamic principles. However, targeted and adaptive teaching strategies are needed to accommodate the diversity of students' personalities, including those of hyperactive children. Preliminary studies indicate that teachers have been attempting to modify their teaching methods by using thematic games, providing positive reinforcement, and creating a child-friendly classroom environment. Nevertheless, academic documentation on concrete strategies used by teachers in dealing with hyperactive children in Islamic-based institutions is still very limited. This has led to a research gap regarding how teachers in Islamic educational environments effectively manage

the behavior of hyperactive children.

Several studies conducted by (Alfiyah et al., 2023; Arfah et al., 2025; Arita et al., 2024; Lamadang & Saleh, 2025; Mulyawati et al., 2021; Ramadani & Mahabbati, 2025). Previous studies have focused more on teachers as individuals and have not highlighted the application of learning strategies for hyperactive children from an Islamic education perspective (Marini et al., 2024; Rosyad & Tarihoran, 2022).

In fact, religious methods have great potential to shape children's personalities and help them exercise self-control. Religious education can help people develop more focused and controlled behavior. One example is the Al-Kahira Islamic Kindergarten, where Islamic values such as discipline, patience, and responsibility are incorporated into the children's daily activities. Therefore, this study is not only important from a pedagogical perspective but also relevant for deepening our understanding of character education in Islamic institutions.

Based on the description above, the novelty of this research lies in its being conducted at Al-Kahira Sintuak Toboh Gadang Islamic Kindergarten, an Islamic-based early childhood education institution with an integrated curriculum that combines inclusive learning strategies with Islamic values (patience, discipline, responsibility) as a holistic approach for hyperactive children.

Based on this background, this study aims to describe the implementation of inclusive education for children with hyperactive characteristics (ADHD) in the context of Islamic early childhood education, specifically regarding learning strategies, classroom interactions, and the forms of support provided by teachers to accommodate children's learning needs.

To achieve this objective, the research questions posed are as follows: 1) How can inclusive education be implemented for children with hyperactive characteristics (ADHD) in the context of early Islamic education? 2) What methods do teachers use to assist hyperactive children in the classroom? This study is expected to contribute to the literature on inclusive learning in Islamic schools for early childhood. Additionally, this study will provide practical recommendations for teachers and educational institutions on managing hyperactive children. In addition, the results of this study are expected to enrich Islamic educational

practices that are oriented towards balancing the academic, emotional, social, and spiritual aspects of children.

B. Method

This study employed a qualitative case study design. The research was conducted at Al-Kahira Sintuak Toboh Gadang Islamic Kindergarten, Padang Pariaman Regency, West Sumatra. This location was chosen purposively because the institution represents an Islamic-based early childhood education unit that has children with hyperactive characteristics and has implemented inclusive learning strategies. The research subject was one child with hyperactive tendencies, identified by the initials GS, and the supporting informants included the classroom teacher, the support staff, and the parents of the child with the initials GS.

Non-participant observation was conducted during the learning process to record observations; data collection was carried out through documentation, interviews, and observation. Semi-structured interviews were conducted with classroom teachers to determine their understanding of student behavior, the teaching approaches they used, and the dynamics of classroom interactions. The purpose of these interviews was to determine how teachers handle hyperactive students.

Meanwhile, documentation was used as supporting data to reinforce the findings from the observations and interviews. The data collected were analyzed using thematic analysis techniques, following the stages of data reduction, data presentation, and repeated conclusion drawing until patterns and themes relevant to the research focus were identified (Miles et al., 1996). In its implementation, this study also took research ethics into account, given that the subjects were young children. The researcher obtained permission from the school and consent from the students' parents or guardians before the study was conducted. Furthermore, participants' identities were kept confidential using pseudonyms, and the entire research process was conducted without disrupting students' learning activities or subjecting them to any treatment that could harm them. (Miles et al., 1996) To ensure data validity, source triangulation and method triangulation techniques were used (Bungin & Moleong,

2007). Data from observations, interviews, and documentation were compared and corroborated to enhance the reliability and credibility of the research results. This triangulation process ensures that the findings reflect the actual conditions in the field, rather than merely the researchers' subjective interpretations.

C. Result and Discussion

This section presents research findings obtained through data collection techniques such as interviews and observations in the context of inclusive education for students with Attention Deficit Hyperactivity Disorder (ADHD). The data obtained were then analyzed to provide a comprehensive description of classroom teaching practices, particularly interactions, teacher strategies, and student learning dynamics. As an initial finding, the implementation of inclusive education for students with Attention Deficit Hyperactivity Disorder (ADHD) in the classroom is carried out without separating them from other students. However, in practice, it was found that the presence of students with ADHD in the classroom sometimes disrupts the concentration of other students.

Nevertheless, teachers can minimize these disruptions by implementing varied and engaging learning strategies. In addition, the learning process also involves situational support, particularly when students with ADHD face difficulties with certain tasks, such as writing. This support is provided gradually by the classroom teacher and the support teacher. Further details can be found in the following points:

1. Description of a hyperactive child at Al-Khaira IT Kindergarten

In the context of this study, the process of identifying students with Attention Deficit Hyperactivity Disorder (ADHD) did not involve medical personnel or clinical professionals. The selection of research subjects was based entirely on classroom teachers' observations and experiences in recognizing student behaviors indicative of ADHD during instruction. It should be emphasized that the teachers in this study did not make clinical diagnoses, but rather limited themselves to initial identification based on symptoms observed in the learning environment.

Behavioral and General Characteristics Observed Hyperactive

children typically exhibit excessive motor behavior, such as aimless running, tapping objects, fidgeting with their feet, and getting up from their seats (Barkley, n.d.). In addition, they often interrupt others while they are speaking, are easily distracted by sounds or minor movements around them, and have difficulty staying focused on a single task. Other examples of impulsivity include taking others' belongings without permission, reacting quickly without considering the consequences, and even getting into conflicts with peers.

Hyperactive children generally exhibit excessive motor behavior, such as frequently getting up from their seats, tapping objects, moving their feet, and running around aimlessly. In addition, the child, whose initials are GS, has difficulty concentrating on a single activity. He is easily distracted by various sounds or small movements around him. He also frequently interrupts others while they are speaking. His impulsive nature is also evident in his actions, such as taking other people's belongings without permission, acting hastily without considering the consequences, and causing minor conflicts with his friends. This child also speaks rapidly, has difficulty regulating his emotions, and becomes frustrated when asked to follow group rules.

2. Social and academic conditions

Socially, GS has difficulty interacting with his peers. He often struggles to wait his turn, acts too dominantly in group games, and is unable to understand social cues. This leads to misunderstandings that result in minor arguments. However, he has good social potential, provided teachers guide him through various structured play activities. Academically, this child's performance is not always poor; some of them can understand lessons well when they are presented concretely, through visualization, and involve physical activities. Some concrete examples can be seen in activities using "natural materials." In activities related to the theme "natural materials" and the subtheme "weaving," the teacher uses banana leaves as learning aids. GS was asked to create a woven fabric using a simple technique—the "up-and-down" pattern—following the natural folds of the banana leaves. In this process, the child was able to follow the teacher's steps. He also demonstrated a higher level of

engagement compared to when given abstract tasks.

Another example can be seen in lessons on plants. When teachers explain an object’s characteristics verbally, students tend to lose focus. However, when information is presented directly and concretely, students can respond quickly. For example, when the teacher presents a stimulus in the form of an animal sound, students can immediately recognize and correctly name the animal. This indicates that, cognitively, students already possess an understanding but require a more direct and contextual presentation. Additionally, students also demonstrate fairly good ability when learning the alphabet. When the teacher points to a specific letter, students can immediately associate it with a familiar object; for example, the letter “E” is identified as “elephant”. This quick response indicates that students’ basic cognitive abilities continue to develop, particularly in concrete tasks based on visual associations.

The following are researchers’ findings regarding children with hyperactive characteristics.

Table 1. “GS” Behavior Observation Results

Aspect	Indicator	Operational Description	Rating Scale
Social Interaction	Interact with friends	Children can join and participate in group activities.	2
	Cooperation	Children want to share and work together in games	3

Emotional Regulation	Controlling emotions	Children can control their anger and do not throw tantrums easily.	2
	Expressing emotions	Children can show feelings naturally (happy, sad, angry)	2
Self Control	Waiting for your turn	Children can wait without interrupting their friends' activities.	2
	Follow the rules	Children obey simple rules in activities	3
Empathy	Responding to friends' feelings	Child shows concern (e.g., helps/stops when asked)	2

Scale: 1 = not present | 2 = beginning to appear | 3 = fairly consistent | 4 = consistent.

Based on the data above, it can be concluded that "GS" remains at level 2 in the aspects of emotional regulation and empathy. The main difficulties are not in cognitive ability but in consistency in learning, perseverance in completing tasks, and the ability to follow sequential instructions.

3. Teacher strategies for dealing with hyperactive children

Teachers identified five key approaches to managing hyperactive children based on observations, documentation, and interviews: (1) an empathetic, individualized communication approach; (2) consistent enforcement of rules; (3) active, game-based learning; (4) positive reinforcement and Islamic-based rewards; and (5) collaboration among parents, teachers, and the school.

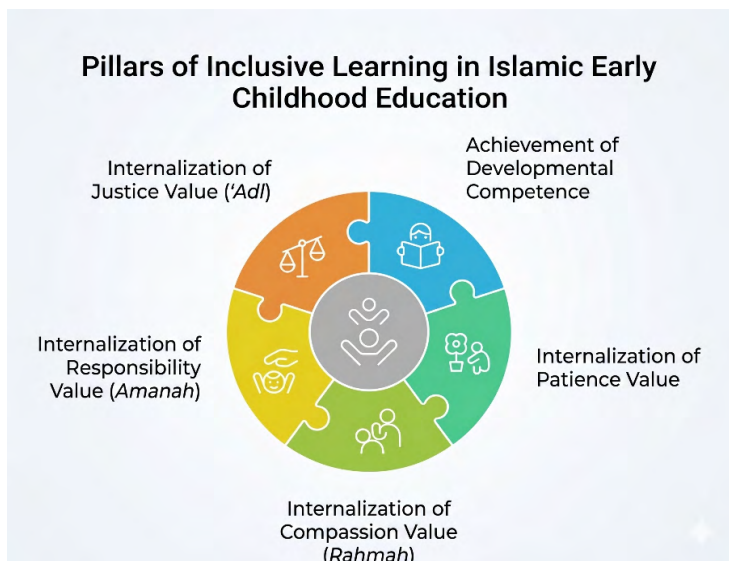


Figure 1. Chart of Strategies for Teachers to Handle Hyperactive Children at Al Kahira Sintuak Toboh Gadang Kindergarten

Field research shows that teachers at Al Kahira Sintuak Toboh Gadang Islamic Kindergarten employ various pedagogical and psychosocial strategies in address hyperactive children. These strategies are designed not only to control hyperactive behavior but also to optimally develop children's potential through a humanistic and Islamic approach.

1. Individual Approach and Empathetic Communication

Based on observations and interviews, teachers apply an individual approach in dealing with hyperactive children by understanding each child's character, needs, and emotional condition.

"Hyperactive children cannot be treated the same as other children. We usually approach children personally, give them more attention, and do not immediately scold them when they cannot sit still. Teachers must be patient and understand the child's character first, as exemplified in the educational practices of the Prophet Muhammad SAW." (Class B Teacher, Al Kahira Islamic Kindergarten).

When the Prophet did not scold a child who made a mistake, but rather admonished him gently and gradually.

A hadith states: "O little one, mention the name of Allah, eat with your right hand, and eat from what is closest to you." (Narrated by Bukhari)

This hadith illustrates the Prophet's educational method, which was not punitive but provided step-by-step guidance according to the child's ability. Furthermore, the Prophet also demonstrated tolerance toward a child's active behavior. Another narration explains that he once prolonged his prostration because his grandson (Hasan or Husain) climbed onto his back during prayer: The Prophet prolonged his prostration because his grandson climbed onto his back, and he did not immediately rise until the child got down on his own. (Narrated by Ahmad, An-Nasa'i).

This situation demonstrates how patient and understanding the Prophet was toward the child's active nature; he did not react negatively or punish him. A hyperactive child is not immediately labeled as "naughty"; instead, they are identified as a child in need of special assistance. When communicating, teachers use empathetic approaches: they gently correct the child, speak in a soft voice, and maintain eye contact. This method has been shown to calm the child and reduce impulsive behavior in the classroom. These findings indicate that empathetic communication plays a crucial role in fostering a sense of security and emotional bonding between teachers and hyperactive children, thereby facilitating their learning.

2. Consistent Application of Rules

Another strategy found in this study is the consistent application of classroom rules. Teachers set simple rules that are easy for children to understand, such as sitting neatly during certain activities, taking turns speaking, and tidying up toys after use.

"We seat hyperactive children in a spot that is easily accessible to teachers, yet away from various distractions. A quiet learning environment also helps create a peaceful and calm atmosphere, which is essential for effective and meaningful learning in our kindergarten classroom". (Classroom Assistant Teacher).

These rules are enforced consistently, without singling out hyperactive children for different treatment. Teachers' consistency in enforcing these rules helps hyperactive children understand the boundaries of acceptable behavior. Research shows that consistent enforcement of rules can reduce excessive behavior, improve discipline, and gradually help children gain self-control. In the context of early childhood education in an Islamic setting, "sakinah" not only means physical calmness in the classroom but also an emotional state that makes children feel safe, accepted, and comfortable. A calm classroom environment greatly helps children focus better on their learning.

3. Active Play-Based Learning

This study also found that teachers use active play-based learning as the main strategy in dealing with hyperactive children.

"We involve hyperactive children in activities that require movement, such as role-playing, gymnastics, or helping teachers. That way, the children's energy is channeled, reducing their hyperactive behavior during learning activities. This is also part of educating children with love and patience in accordance with Islamic values." (Assistant Teacher).

Play activities that involve movement, such as gross motor games, group games, and role-playing, provide opportunities for hyperactive children to channel their energy positively. Teachers direct play activities to remain structured and meaningful, so that children do not lose focus. In the context of Integrated Islamic Kindergartens, play activities are also integrated with Islamic values, such as role-playing prayers and stories of exemplary behavior from the stories of the Prophets. This strategy has proven effective in improving the concentration and engagement of hyperactive children in the learning process.

4. Positive Reinforcement and Islamic Rewards

The results of the study show that teachers prioritize positive reinforcement when dealing with hyperactive children. Reinforcement is given in the form of praise, appreciation, and religious expressions such as *masyaAllah* and *barakallahu fiik* when children exhibit positive behavior. This is consistent with

the results of interviews conducted with teachers at Al Khaira Islamic Kindergarten, who stated:

“We more often use praise and simple rewards, such as star stickers or saying ‘good boy/girl,’ or expressions such as *masyaallah*, *barakallah*, and expressions of gratitude such as *alhamdulillah*, so that children feel appreciated. With positive reinforcement, hyperactive children are easier to guide and do not feel pressured.” (Class Teacher, Al Kahira IT Kindergarten).

This approach encourages hyperactive children to repeat desired behaviors without pressure. Islamic rewards also help children understand that good behavior is part of worship. These findings show that positive reinforcement plays a significant role in shaping adaptive behavior and increasing motivation to learn among hyperactive children.

5. Collaboration between Teachers, Parents, and Schools

The strategy for handling hyperactive children at Al Kahira IT Kindergarten is not only implemented in the school environment but also actively involves parents. Teachers establish intensive communication with parents to convey their children’s progress and agree on strategies to be implemented at home, either directly when picking up their children or through communication media such as class WhatsApp groups. Results of an interview with GS’s parents:

“We always communicate with teachers about our child’s progress. At home, we try to apply the same methods as at school, such as praising our child when he is calm and not scolding him immediately. After that, we saw a rapid change in our child’s behavior.” (GS’s parents).

Results of interviews with GS parents stated that:

“We used to feel overwhelmed, but after discussing it with the teacher, we became more patient with our child. We learned to understand that children cannot be scolded all the time. This attitude has made our child calmer and more confident.” (GS Student’s Parents).

Overall, the results of this study indicate that teachers use a comprehensive approach to address hyperactive children at Al Kahira Islamic Kindergarten in Sintuak Toboh Gadang. This approach is well-designed to meet the children's needs; strategies such as collaboration with parents, consistent rules, Islamic positive reinforcement, individualized approaches, and active play-based learning are all effective. These findings support previous research emphasizing the importance of humanistic and contextual strategies in managing hyperactive children in Islamic early childhood education institutions (Sumarsilah, 2025).

This strategy can improve the concentration of hyperactive children and reduce impulsive behavior. The IT teacher at Al-Kahira Kindergarten faces many challenges, such as keeping the children focused during group activities and preventing them from fidgeting. To overcome this, teachers use an individual approach with patience (*ṣabr*) and compassion (*raḥmah*), in accordance with Islamic values that emphasize the importance of gentleness in educating children as explained in Q.S. Ali 'Imran [3]: 159 (Indonesia, 2019). In every interaction, teachers set an example of good behavior and use positive expressions, such as "Masha'Allah, you were able to sit quietly today," which serve as positive reinforcement and help internalize spiritual values.

This approach is consistent with the findings (Arita et al., 2024) which explains that teachers who show empathy and gentleness tend to be more successful in controlling hyperactive children's behavior than teachers who use an authoritarian approach. However, research at Al-Kahira IT Kindergarten demonstrates a novel approach in integrating religious values into behavior reinforcement. In addition to the emotional approach, teachers also use active learning based on movement and Islamic educational games, such as guessing Hijaiyah letters, drama stories about the prophets, and Asmaul Husna songs.

According to cognitive development theory (Piaget, 1964), states that kindergarten-aged children are in the preoperational stage, in which their thinking is still concrete and egocentric. Hyperactive children at this stage need learning experiences that involve physical activity and direct interaction with the environment. This supports the use of active, play-based learning strategies, as evidenced in research at Al Kahira Islamic

Kindergarten. This strategy provides a channel for hyperactive children to channel their energy without disturbing the classroom atmosphere. Physical activities combined with religious content have been proven to increase children's cognitive and emotional engagement. This is in line with research (Rosyad & Tarihoran, 2022), which confirms that active play methods can improve the focus of children with ADHD by allowing them to learn through meaningful, direct experiences.

In addition, the strategy used by teachers at AL-Kahira IT Kindergarten is positive reinforcement, which also reflects the value of *amānah* (responsibility). Skinner states that behavior tends to be repeated when followed by positive reinforcement (rewards, praise, recognition) (Skinner, 1965). In the context of education, teachers who consistently and fairly use positive reinforcement demonstrate professional responsibility for the development of students' behavior and character. This is in line with the meaning of *amanah* as an obligation to carry out duties with full moral awareness. Teachers instill the understanding that every child's action has moral consequences. For example, when a child spills drinking water, the teacher does not punish them but asks them to clean it up, explaining that maintaining cleanliness is part of faith.

This approach is consistent with research findings. (Mulyawati et al., 2021) found that assigning simple responsibilities can improve self-control in hyperactive children. However, research at Al-Kahira IT Kindergarten expanded on these results by incorporating religious values as the basis for developing self-discipline. According to (Bandura & Walters, 1977) Behavior is formed through observation, imitation, and social reinforcement. Teachers are moral role models. When teachers provide positive reinforcement, they not only shape student behavior but also exemplify responsibility, fairness, and care, which are the essence of trustworthiness. In Islamic education, teachers are seen as holders of Allah's trust and parents in shaping students' morals. Positive reinforcement is a means of *targhib* (motivation for goodness), not merely a material reward. In accordance with QS. An-Nisa' [4]: 58 regarding the obligation to fulfill *Amanah* (Indonesia, 2019).

In learning, teachers also enforce consistent, structured

classroom rules, such as visual schedules and activity timers. When children exhibit inappropriate behavior, teachers use reflective time-out strategies, which involve asking them to sit quietly and recite simple prayers such as *Astaghfirullah*. This approach is not a punishment, but rather a means of training spiritual self-regulation. These findings differ from the results of Mulyawati et al. (2021), which emphasize the use of conventional rewards and punishments without religious elements. Thus, the approach at Al-Kahira IT Kindergarten offers a modification of the spiritually-based learning model that balances cognitive and moral aspects.

Parental involvement is also an important element in the successful management of hyperactive children. Teachers communicate regularly with parents to align management strategies at home and at school. For example, teachers provide weekly reports on the child's behavior and discuss with parents to determine next steps. This collaborative pattern reflects the principle of *at-ta'awun* (cooperation in goodness) as stated by Allah in Q.S. Al-Maidah [5] (Indonesia, 2019). This collaborative practice is in line with research findings (Arfah et al., 2025) which emphasizes the importance of synergy between teachers and parents in supporting the development of children with ADHD. However, research at Al-Kahira IT Kindergarten provides further reinforcement, showing that this collaboration is not only technical but also grounded in Islamic values and family spirituality.

In addition to emphasizing religious values and collaboration, this study found that teachers integrate emotional, cognitive, and social approaches simultaneously. Teachers act not only as educators, but also as role models who demonstrate patience, consistency, and sincerity in educating children. This reinforces the fact that educating hyperactive children requires more than just pedagogical strategies; it also requires moral exemplarity that reflects Islamic values. This finding expands on the theory proposed by (Goleman, 2020a) about emotional intelligence, adding the spiritual dimension (spiritual intelligence) as an important factor in shaping children's behavior.

Theoretically, the results of this study also contribute to the modification of the concept of inclusive learning in Islamic early

childhood education. While previous studies emphasized method adaptation, this study adds the perspective of Islamic values as the basis for integrating inclusive learning. Inclusive learning in the Islamic context is not merely about providing access for children with special needs, but also guiding them towards spiritual, emotional, and social balance in accordance with the objectives of Islamic education (*ta'dib*).

In Islamic education, inclusive learning is not only intended to provide access to education for children with special needs; it is also a conscious effort to guide all students toward balanced spiritual, emotional, and social development in accordance with the main objective of Islamic education, namely *ta'dib*. The concept of *ta'dib* emphasizes the formation of manners, understanding of the position of humans as creatures of Allah, and the instilling of values of responsibility. Specifically, Islamic early childhood education adopts an inclusive, *ta'dib*-based approach. This is manifested in educational practices that pay attention to the nature and uniqueness of each child. Children with special needs, including hyperactive children, are not considered a burden or obstacle in the learning process, but as a trust from God who has the potential to develop. As a result, instructors not only adjust.

This concept is in line with the *ta'dib* paradigm, as stated by (Al-Attas, 1980) who view education as a process of instilling manners, namely the introduction to and recognition of the position of humans, knowledge, and values in the proper order of life. Within the framework of *ta'dib*, every child is viewed as a trust from Allah, with innate potential that must be developed in a balanced manner across the spiritual, emotional, social, and intellectual dimensions. Therefore, inclusive learning practices in Islamic early childhood education are not only oriented towards achieving developmental competencies, but also towards internalizing the values of patience, compassion (*rahmah*), responsibility (*amanah*), and justice (*'adl*) in the learning process.

Pillars of Inclusive Learning in Islamic Early Childhood Education

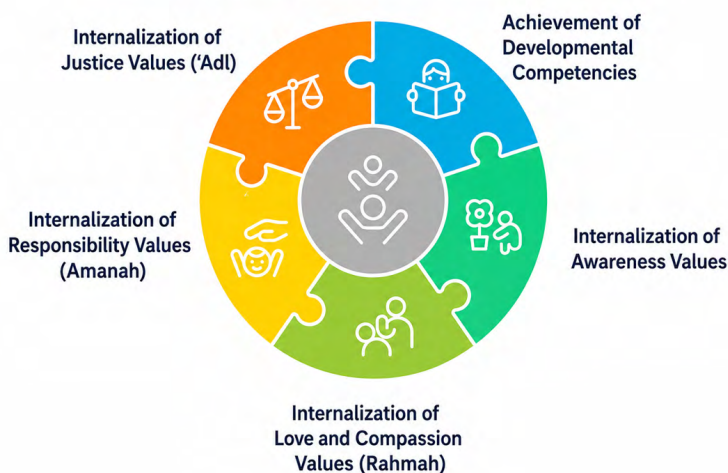


Figure 2. The strategy of IT AL-Kahira kindergarten teachers is integrated with Islamic values.

The results of this study indicate that integrating Islamic values into inclusive learning can shape a more humanistic and reflective approach among teachers. Teachers no longer position hyperactive children as “learning problems” but rather as subjects of education who require a special approach grounded in empathy and moral responsibility. This approach implicitly expands the concept of inclusive learning from mere access to learning to value-based inclusive education, namely, education rooted in religious values and ethics.

Thus, the theoretical contribution of this study lies in strengthening the argument that inclusive learning in Islamic early childhood education has characteristics that differ from inclusive education in a secular context. The difference lies in the orientation of the objectives: inclusive education in Islam not only aims to accommodate the diverse needs of children but also to guide them towards spiritual, emotional, and social balance as part of their devotion to Allah. This concept emphasizes that inclusivity in Islamic education is a manifestation of the value of *rahmatan lil ‘alamin*, which places compassion and justice as the main principles in pedagogical practice.

Based on the results of the triangulation analysis, it was concluded that a teaching approach that incorporates Islamic values such as compassion, patience, trustworthiness, and mutual support can help hyperactive children maintain self-control and focus. In addition, the children receive emotional support from the religious environment at Al-Kahira Islamic Kindergarten, which instills a sense of calm and self-confidence. These findings answer the research question by showing that spiritual values can be an effective basis for inclusive learning for hyperactive children.

However, this study has several limitations. First, the number of participants was relatively limited, so the results cannot be generalized broadly. Second, this study has not analyzed the longitudinal development of children after the long-term implementation of the strategy. Therefore, to improve the research findings, it is recommended to increase the number of participants, involve additional Islamic schools, and use a comprehensive, mixed-methods research design that can be quantitatively validated. Overall, this study produced a new conceptual model for teachers' approaches to hyperactive children. This approach is based on Islamic values, which place spiritual aspects at the foundation of children's behavior. This model emphasizes that early childhood education is not only about behavior control but also about instilling moral and spiritual awareness, which is the foundation for the holistic growth and development of children.

D. Conclusion

This study concludes that the teachers' strategy for dealing with hyperactive children at Al-Kahira Sintuak Toboh Gadang Islamic Kindergarten is implemented through an individualized, empathetic approach grounded in Islamic values. Educators use a variety of approaches, including compassionate communication (*rahmah*), consistent enforcement of classroom rules, active game-based learning, positive reinforcement through spiritual rewards, and collaboration with parents. These approaches have proven effective in helping hyperactive children control their behavior, improve their focus on lessons, and enhance their social skills at school.

The results show that Islamic values such as *ṣabr* (patience), *amanah* (responsibility), and *at-ta'awun* (collaboration) form the

foundation of the teachers' approach. These values serve as moral principles and tools for teaching hyperactive children to behave positively.

In addition to making a theoretical contribution to the development of the concept of Islam-based inclusive learning, this study also has practical implications for teachers and Islam-based early childhood education institutions. This is because this spiritually based approach is novel in this study, as it integrates inclusive learning with the development of religious character. Teachers must continue to improve their ability to manage classrooms in ways that reflect spiritual and emotional values. Schools must assist hyperactive children through training, supervision, and a supportive environment.

Meanwhile, collaboration between parents and schools must be strengthened to ensure that strategies for shaping children's behavior are consistent between home and school. This study is limited to a single institution due to the relatively small number of participants. Further research is recommended to broaden the study's context by involving additional Islamic educational institutions and using a mixed-methods approach to obtain more comprehensive and measurable results. Overall, this study confirms that an Islamic values-based educational approach can be an effective and humanistic model for dealing with hyperactive children in Islamic early childhood education institutions.

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