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DEVELOPING DIFFERENTIATED TEACHING MODULES IN INDONESIAN LANGUAGE LEARNING FOR STUDENTS WITH *ATTENTION DEFICIT HYPERACTIVITY DISORDER*

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Abstract
A differentiated teaching module, developed systematically and contextually over five sessions improve the language skills. The development of a differentiated teaching module in Indonesian language learning had a positive impact on students with ADHD. The paper aims to design to accommodate diverse student learning characteristics, taking into account content, processes, and learning products. The research is qualitative, supported by R&D and ADDIE models as techniques. The population includes all students with ADHD problems at a state school, and there are only two students classified in the sample. Data are collected through observation and in-depth interviews; both are conducted with classroom teachers, the teachers' group, and parents. A documentation study also assists data collection. Focus is given on students' attention, interaction, social skills, and engagement during learning, interviews, and the Indonesian language test. Data analysis technique uses qualitative methods in three stages: data reduction, data presentation, and conclusion. The research reveals several challenges in implementing the differentiated teaching module. Teachers face obstacles in adapting learning strategies to students' needs, especially in heterogeneous classrooms. Further training is needed for teachers to implement differentiated learning methods. With the teaching module, schools can improve the quality of inclusive education for their students, enabling them to obtain a more optimal learning experience. This research also emphasizes the importance of collaboration between teachers, parents, and the school in supporting students' academic and social development with ADHD through a more flexible and responsive learning approach to their needs.

Keywords— ADHD, differentiated teaching module, inclusive education, optimal learning

Introduction

Education is a crucial pillar in human resource development. Every child, without exception, has the right to receive a quality education, as stipulated in Article 31 of the 1945 Constitution and reinforced in Law Number 20 of 2003 concerning the National Education System. This right to education also applies to children with special needs, including children with Attention Deficit Hyperactivity Disorder (ADHD). In this context, inclusive education presents a solution to provide equal educational services for all students with diverse backgrounds and ability classifications. Inclusive education is an education system that places children with special needs alongside other children in regular classes with specialized support tailored to their needs. UNESCO (1994), in The Salamanca Statement and Framework for Action on Special Needs Education, emphasized that the education system must be able to adapt to the diversity of students.

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In Indonesia, the implementation of inclusive education is regulated by Minister of National Education Regulation No. 70 of 2009, which mandates schools to accept and provide educational services for children with special needs. Although conceptually, it has been stipulated in various regulations, the implementation of inclusive education in the field still faces various obstacles. One such obstacle is the process of learning Indonesian in inclusive classes, especially for children with ADHD (a term used hereafter for the same purpose). Children with ADHD have specific characteristics that affect their learning abilities, such as difficulty concentrating, hyperactivity, and impulsive behavior. In learning Indonesian, children with ADHD (hereafter referred to as the abbreviation shown in the following text) often experience difficulties in reading comprehension, listening to teacher explanations, writing structuredly, and organizing thoughts when speaking.

Education is a basic right of every child, including children with special needs who qualify as children with ADHD. The concept of ADHD education is an inclusive qualification, an effort to provide access to education for all students, regardless of physical, intellectual, social, emotional, or linguistic conditions. However, the teaching materials are presented differently during learning activities. One example of a challenge in implementing inclusive education is providing learning services that are appropriate to the needs of students with special needs in Indonesian language learning in elementary schools.

The Salamanca Statement and Framework for Action on Special Needs Education states that inclusive education aims to ensure that students with special needs can learn together in a learning environment with their peers. The implementation of inclusive education is regulated by Minister of National Education Regulation Number 70 of 2009. However, in practice, the implementation of inclusive education in various elementary schools, such as SDN 04 Rantau Utara Labuhanbatu, faces obstacles. What are the obstacles? Is inclusive education not implemented at SDN 04 Rantau Utara Labuhanbatu? It is natural that Indonesian language teachers often have difficulty adapting teaching methods to the needs of children with ADHD who have special characteristics, for example students experience difficulties including: (1) difficulty following instructions from their teacher, (2) difficulty understanding reading texts.

History of Inclusive Education in Indonesia

Inclusive education in Indonesia has experienced significant development since the early 2000s. Inclusive education in Indonesia began with the recognition of the importance of fulfilling the rights of children with special needs to receive education. However, teachers could not refuse the task of educating these students with special needs, resulting in a portion of learning time for regular students in the classical system. Education in regular schools. This aligns with the global commitment adopted through the 1994 Salamanca Declaration, which emphasized the need to adapt to student diversity.

Furthermore, inclusive education in Indonesia still faces challenges related to teacher preparedness in understanding the needs of students with special needs, including children with ADHD. This impacts the suboptimal learning of Indonesian, which requires critical thinking skills, text comprehension, and structured writing. Inclusive education in Indonesia experienced significant development after the 1994 Salamanca Declaration, which encouraged countries worldwide to implement inclusive education systems. Indonesia responded to this declaration through various policies, including: "Presidential Instruction No. 1994 mandates education for all children without exception" and "Minister of National Education Regulation No. 70 of 2009 regulates inclusive education for students with disabilities and potential intelligence or special talents." This mandates schools to provide inclusive education services. This regulation aims to provide the broadest possible opportunities for all students, whether with physical, emotional, mental, or social disabilities, or those with potential intelligence or special talents, to receive a quality education tailored to their needs and abilities.

Inclusive education in Indonesia still faces various obstacles, ranging from teachers' lack of understanding of the concept of inclusive education to limited supporting resources in schools. This challenge was also evident at SDN 04 Rantau Utara Labuhanbatu, the location of this research. Despite implementing inclusive learning, teachers still face difficulties in adapting learning methods to the needs of children with ADHD, particularly in Indonesian language

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learning. In the context of learning Indonesian, children with ADHD face various challenges, including: 1) listening: difficulty focusing when the teacher explains. Children with ADHD tend to be easily distracted by external stimuli and have difficulty understanding spoken information, 2) reading: difficulty comprehending text due to rapidly shifting focus and a lack of ability to grasp the meaning of the text in depth, 3) writing: difficulty expressing ideas in writing due to limited attention and difficulty integrating thoughts coherently 4) speaking: difficulty organizing thoughts while speaking, which leads to difficulties interacting verbally in the classroom.

Based on the background above, the research problem formulation is: how to develop a differentiated learning module for Indonesian language learning that is appropriate for students with ADHD, what are the learning strategies for students with ADHD and regular students, and how effective are these learning strategies for students with ADHD in improving Indonesian language learning outcomes in Grade IV of SDN 04?

Literature Review

Understanding Inclusive Education

Inclusive education is an education system that provides equal learning opportunities for all children, including those with special needs, within a regular school environment. Inclusive education aims to create an education system that is responsive to student diversity by eliminating all forms of discrimination. In Indonesia, the implementation of inclusive education is strengthened through Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education. Inclusive schools in Indonesia still face challenges, such as a lack of teacher training and a limited understanding of the needs of students with special needs.

Definition of ADHD (Attention Deficit Hyperactivity Disorder)

ADHD is a neurodevelopmental disorder that affects a child's ability to focus, control impulses, and regulate motor activity. ADHD is divided into three categories: inattention, hyperactivity, and impulsivity. There are three diagnostic criteria: inattention, impulsivity, and hyperactivity, which appears excessive compared to other children of the same age. This must be present for at least six months to some degree. Between 3-6% of school-age children suffer from ADHD, which makes learning difficult. Although children sometimes exhibit symptoms of ADHD during toddlerhood, diagnosis is generally made between the ages of 3-4.

Signs of ADHD

Children with ADHD have difficulty following lessons, especially in activities that require sustained attention, such as reading and writing. Characteristics of children with ADHD are: inattention--difficulty concentrating and often forgetting instructions, hyperactivity--tendency to be restless and have difficulty sitting still, and impulsivity--often interrupting conversations and acting without thinking. Three impacts of ADHD on Indonesian Language Learning include, in listening, there is difficulty in understanding spoken information as a whole, in reading there is also difficulty in understanding long texts and connecting ideas in reading, and in writing there is difficulty in writing sentences with clear structure. speaking: tends to speak spontaneously without paying attention to language structure.

ADHD is a neurodevelopmental disorder characterized by difficulty concentrating, hyperactivity, and impulsive behavior. This disorder affects a child's ability to process information, follow directions, and complete tasks effectively. The prevalence of ADHD in elementary school children is quite high, with approximately 5-7% of children worldwide estimated to have ADHD symptoms. ADHD is a neurodevelopmental disorder characterized by three main symptoms: inattention, hyperactivity, and impulsivity. Students with ADHD often face difficulties in understanding reading texts due to their inability to focus for long periods.

Definition of Differentiated Learning

According to (Tomlinson, 2001), differentiated learning is an approach that adapts learning content, processes, and products to suit the abilities, interests, and learning needs of students. The implementation of general education in Indonesia has tended to be mass-classical,

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meaning that educational programs are implemented to serve as many students as possible. This model follows a one-size-fits-all approach. The weakness of this teaching model is that children with high abilities and talents or special needs (gifted children) are overlooked. However, these talents and abilities should be served and developed through educational programs. The concept of differentiated learning is one way to empower children to explore all the potential they possess as a result of the times and the nature of the world. Differentiated learning at the elementary school level can be defined as learning that proactively engages students throughout the learning process. They also view elementary school classrooms as integrating students' diverse learning readiness, interests, and talents. To better understand the concept of differentiated learning, there are four main characteristics of effective differentiated learning:

Learning is a concept and principle that provides encouragement. Continuous assessment of student readiness and learning development is integrated into the curriculum: flexible and consistent grouping is used and students actively explore under the guidance and direction of the teacher. Thus, literacy learning should be implemented based on the initial conditions of the students, not based on what the students must achieve.

Several aspects to consider in developing differentiated learning are: 1) student-centered: Differentiated learning is student-centered, meaning that learning is planned carefully and strategically based on effort and places students' learning styles, intelligence, initial abilities, and various learning methods as the basis for learning implementation the curriculum-centered include: differentiated learning does not change the concept and objectives of the curriculum; 3) objectives of differentiated learning. How to vary the level of content presented and how to provide a variety of learning environments and ways for students to demonstrate what they have learned. Teachers should be able to differentiate four elements of the classroom based on students' readiness, interests, or learning profiles: content--what students need to learn or how students will gain access to information, process--activities in which students engage to understand or master the content, product--appropriate projects that require students to practice, apply, and extend what has been learned in a unit, and learning environment--how the classroom works and feels.

There are eight principles of differentiated learning, such as: 1) continuous assessment in learning. Teachers continually gather information about how students learn so they can develop lesson plans that meet their needs, 2) teachers ensure a learning process that recognizes the existence of all students and students are taught based on shared interests, embracing all students, and teachers view all student work as valuable and useful, 3) flexible student grouping; teachers design learning that allows students to work with various peers at any given time, 4) continuous collaboration and coordination between class teachers/subject teachers and special education teachers, 5) teachers and students work together to build commitment to achieving expected learning outcomes, 6) flexible use of time to respond to student learning processes and outcomes, 7) varied learning strategies, such as learning centers, talent and interest development centers, sports centers, peer tutoring, and so on, and 8) students are assessed in various ways according to each student's growth and development.

The implementation of differentiated learning in inclusive elementary schools effectively improves the reading and writing skills of students with special needs, including children with ADHD. Principles of differentiated learning according to (Tomlinson, 2001). are: flexibility: adapting learning to students' learning styles, student-centered: placing student needs as the primary focus, and assessment-based: assessments are conducted continuously to understand students' learning progress. Types of differentiated learning include: a) content differentiation: adapting material to students' levels of understanding, b) process differentiation: adapting learning methods to students' learning styles (visual, auditory, kinesthetic), and c) product differentiation: adapting the final learning outcomes based on students' abilities.

(Astuti & Wahyudi, 2017). argue that the implementation of differentiated learning in Indonesian language learning for children with ADHD may include: listening--using interactive audio recordings and videos, reading--providing reading guidance with visual aids, and writing--providing step-by-step instructions for writing texts. speaking: involving students with ADHD in group discussions with teacher guidance. Inclusive education in Indonesia still faces obstacles, particularly in the application of appropriate teaching methods but it serves as a basis for understanding the learning challenges of children with ADHD in inclusive classrooms. Children

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with ADHD experience difficulties in tasks that require long-term focus and ADHD provides an overview of the learning barriers faced by children with ADHD in language learning. (Tomlinson, 2001). differentiated learning is effectively implemented in classrooms with diverse abilities and provides basic guidance in developing differentiated learning strategies. (Astuti & Wahyudi, 2017) state differentiated learning significantly improves the writing skills of children with ADHD and serves as a basis for developing Indonesian language learning strategies for children with ADHD. The instructional strategy-based methods are effective for improving the writing skills of children with ADHD and provides an understanding of effective language learning methods for students with ADHD.

Research Method

Research Approach and Type

This study used a descriptive qualitative approach and involved research and development (R&D) aimed at describing the development of differentiated learning modules in Indonesian language learning for fourth-grade students. (Borg & Gall, 1983). explain that R&D is a research method that aims to produce a product in the form of a learning module for a specific Indonesian language lesson and test its effectiveness. The product in this study is a differentiated learning strategy tailored to the needs of children with ADHD. Research design refers to all processes required in planning and implementing the research. In other studies, research design only concerns data collection and analysis.

Research Location, Timeline and Subjects

This research is located at SDN 04 Rantau Utara, Labuanbatu, North Sumatra. This school is an inclusive school with ADHD characteristics. Concerning research time-line the research was carried out from February to June 2025, with stages following R&D research procedures. Research subjects involve fourth-grade students identified as having ADHD, their class teachers, and their special assistant teachers (GPK). Meanwhile, the research object refers to differentiated learning strategies in Indonesian language instruction for children with ADHD.

Population and Sample

The population involved all fourth-grade students who were selected by purposive sampling with the following criteria: students with ADHD based on teacher assessment results and notes from the school's assistant teacher (GPK), and classroom teachers and GPK involved in Indonesian language learning in inclusive classes. The sample size is two students with ADHD who were the internal focus. One classroom teacher and one GPK acted as assistants during the study.

Data Collection Techniques

Data was collected using observation (Spradley, 1980) which was conducted in class to identify learning difficulties of children with ADHD during Indonesian language learning. Observation was also used to evaluate the implementation of the differentiated strategy. In-depth interview (Moleong, 2017). was also involved in data collection. Interviews were conducted with classroom teachers, the teachers' group leader (GPK), and parents to understand the needs of students with ADHD. Data collection was assisted by documentation study (Sugiyono, 2016). Reviewing documents related to the implementation of inclusive learning in schools, assessment results of students with ADHD, and learning progress notes. Moreover, Indonesian Language Proficiency Test (Astuti & Wahyudi, 2017). was used in the collection. The test was conducted before and after the implementation of the strategy to measure the language development of students with ADHD, specifically in listening, reading, writing, and speaking.

Assessment Instruments and Research Procedures

The instruments being used were observation sheet (to observe the activities of students with ADHD in Indonesian language learning. Focus is given on students' attention, interaction, social skills, and engagement during learning, interview guidelines (to obtain information

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regarding), and Indonesian Language Test Questions (to be compiled according to basic Indonesian language competencies to measure students' abilities in the four language skills). The research procedures (to refer to the ADDIE model) followed by five stages. In analysis stage the learning needs of children with ADHD in Indonesian language learning was analyzed. The design stage was done by designing differentiated learning strategies based on the needs of students. Develop learning tools, such as lesson plans and student worksheets (LKS) tailored to the specific needs of children with ADHD. The development stage means developing differentiation-based learning materials in terms of content, process, and product. Testing the learning tools on a limited basis with students with ADHD who are the research subjects. About implementation stage researchers implemented differentiated learning strategies in Indonesian language classes. Observations were conducted to monitor the strategy's effectiveness in improving the language skills of students with ADHD. Finally, the evaluation stage means evaluating the strategy's effectiveness through tests and observations. Evaluation was conducted both by formative and summative to identify the strategy's strengths and weaknesses.

Data Analysis Techniques and Indicators of Success

Data analysis technique was carried out using qualitative analysis (Miles & Huberman, 1994). in three stages: data reduction--filtering data from observations, interviews, and documentation, data presentation--presenting data in narrative and tabular form to facilitate drawing conclusions, and drawing conclusions--drawing conclusions about the effectiveness of the differentiated learning strategy. About indicators of success the success of the research was based on improved language skills--minimum 30% improvement in less scores after implementing differentiated learning strategies, student engagement in learning--increase the participation of students with ADHD during learning, and teacher and student satisfaction--based on interview results, it is expected that at least 80% of teachers and students will feel that this strategy is effective and easy to implement.

Results and Discussion

Results

Description of Subjects and Research Context

This research was conducted at SDN 04 Rantau Utara, Labuhanbatu Regency, focusing on fourth-grade students, specifically two students with mild ADHD. The study lasted two weeks and used a Research and Development (R&D) model, implementing a differentiated teaching module. Two students were identified as having mild ADHD exhibiting common symptoms such as difficulty focusing, impulsiveness, and boredom. Before the differentiated module was used, the teacher had difficulty capturing their attention and getting them to complete tasks effectively. Initial observations indicated that they with ADHD faced difficulties in focusing, understanding teacher instructions, and completing tasks within the allotted time.

Interviews with classroom teachers reveals that the conventional approach is ineffective because students with ADHD tended to lose focus quickly and were easily distracted by classroom distractions, which caused them to lose focus. Therefore, to address these issues in inclusive classes, a differentiated teaching module was needed to help students with ADHD learn better. The module was developed based on an analysis of teacher needs and student characteristics. Five sessions are designed to develop language skills in children with ADHD through: visual media (picture stories), interactive activities (games, discussions), direct guidance from the teacher, differentiation strategies (content, process, product, and learning environment).

In developing this teaching module, we designed a module that focuses on a differentiated approach to meet the learning needs of students. The module was developed using the ADDIE model, which includes student needs analysis, differentiated activity design, learning media development, classroom implementation, and effectiveness evaluation. The module prioritizes a variety of visual content, physical activities, and products to accommodate the learning styles of students with ADHD. This module consists of several four components. The first is learning objectives to improve reading, writing, and speaking skills in Indonesian interactively. Specific objectives include: increasing students' vocabulary, improving reading comprehension, and

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encouraging children to express ideas orally and in writing. The second is learning materials: short story texts, for example, "The Tale of the Mouse Deer" and "The Lost Animal." In developing this material, the module includes writing skills through creative activities, short story texts, poems, and simple articles relevant to children's daily lives. Each material is presented in a variety of formats, such as images, videos, and audio, to engage students. Writing activities include creating stories based on images (e.g., pictures of animals, scenery) and speaking activities like group discussions on the story's theme and presentations of the discussion results.

The third aspect is teaching methods including project-based learning, where students work on a group project to create a poster about the story and to create a presentation on that theme, and a multisensory approach, which involves the use of technology to support the learning process, such as using videos, images, and props. The fourth is learning media: the media used in this module include learning applications, interactive whiteboards, and picture books with attractive illustrations. The use of these media aims to increase student engagement during learning. Animated videos cover short videos explaining Indonesian language concepts and learning applications use applications such as "Kahoot" for interactive quizzes.

Implementation of the Teaching Module

This teaching module was implemented in five Indonesian language learning sessions. Each session included clear learning objectives, flexible activities, and differentiation of content and process. Observations and assessments were conducted at each meeting to monitor student progress. It was implemented in a fourth-grade elementary school involving 20 students, two of whom were identified as having ADHD. The teaching process took place in five meetings over four weeks. The implementation steps include: preparation--before implementation, teachers received training on the use of the teaching module and differentiation strategies, teaching--each meeting began with an introduction to the material, followed by interactive activities such as group discussions and language games, and evaluation--after the meeting, a formative evaluation (see Table 2) was conducted to measure student understanding. Students were asked to express their opinions or answer questions orally (see Table 2).

Table 1. Observation results of learning activities of children with ADHD

Meeting	Focus of attention	Response to pictures	Participation in activities	Teacher's notes
1	Disturbed, quickly bored	Helped by pictures of characters	Sufficient, needs guidance	Need to strengthen focus
2		Compiling pictures with help from friends	Good	Students are becoming more enthusiastic
3		Able to describe pictures	Very good	Significant positive changes
4		Distinguishing between fact and opinion cards	Very active	Able to answer quickly
5		Writing 2 simple sentences	Able to complete tasks	Students feel confident

Table 2. Formative and Summative Results

Student's names	Initial Assessment	Final Assessment	Description
Joshua Marbun	Not yet able to describe the contents of the picture.	Able to retell the story orally	Very good progress
Tasya	Not focusing when listening to the story.	Able to construct sentences about characters	Needs support, but progress is being made

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Learning outcomes and observations showed an increase in focus, engagement, and task performance scores. Student A improved from an average of 2.25 to 4.00, while student B improved from 1.75 to 3.50. This demonstrates the effectiveness of the differentiated module on the learning behavior of students with ADHD. This was evaluated using a pre-test and post-test designed to measure students' reading and writing abilities. The results from pre-test show that the average student score before using the module was 65 with score range 50-80. After post-test the average student score after using the module increased to 80 with score range 70-90. The data demonstrates a significant improvement, with statistical analysis indicating a $p<0.05$, indicating a significant difference between the pre-test and post-test results.

The results indicate that The differentiated learning module had a positive effect on the engagement, comprehension, and verbal expression of students with ADHD, the visualization, group activities, and positive reinforcement significantly help children with ADHD understand stories and communicate ideas in an organized manner, the differentiation strategies help reduce distractions and improve children's focus during learning, and the gradual implementation over five sessions provides time and space for children with ADHD to adapt and build confidence. These findings align with the theory of inclusion and individual learning needs, as proposed by Tomlinson (2017), who argues that differentiation is important in creating meaningful learning for students with special needs.

Discussion

The implementation of differentiated modules has been shown to increase the motivation and learning independence of students with ADHD. Modules tailored to visual and kinesthetic learning styles can reduce learning barriers. These findings support Tomlinson's theory and other research that states that differentiated learning supports inclusive education. Feedback was collected through questionnaires and interviews. The results showed that about students 85% of students felt more interested and motivated to learn Indonesian after using the modules; they enjoyed activities involving games and collaboration, and about teachers the learning modules helped them manage their classes and provide more attention to students with ADHD. However, some teachers noted challenges in the pace of learning for all students.

These findings indicate that differentiated learning modules have proven effective in improving learning outcomes for students with ADHD. The use of varied methods and media helps students engage more effectively and understand the material. This research aligns with constructivist learning theory, which states that students learn best when actively engaged in the learning process. Furthermore, the application of varied methods and media helps increase student motivation and engagement. The development of the learning modules was carried out based on the ADDIE R&D model, which consists of identification of characteristics of children with ADHD in inclusive classes, identification of learning difficulties in Indonesian language learning, design (development of teaching modules using a differentiated approach in content, process, and product, modules were developed using picture letter cards and interactive exercises to improve early reading skills), development (modules were validated by inclusive education experts and classroom teachers to ensure the content was appropriate to the needs of students with ADHD), implementation (modules were piloted on two students with ADHD for four weeks using a play-while-learning approach), and evaluation (evaluation results showed increased participation and understanding among students with ADHD after using the modules).

Concerning implementation of teaching modules in inclusive classes, and after piloting the modules, several important findings were discovered: students with ADHD focused more when using picture letter cards compared to conventional learning, student interaction increased because the method used involved pair activities and small group games, and assignment completion time increased from an average of 7 minutes to 15 minutes, indicating that students were more engaged and able to maintain attention for longer periods. The results of the study indicate that the use of differentiated learning modules has a positive impact on students with ADHD, with indicators (see Table 3). The results indicate that differentiated learning strategies help ADHD students focus more on understanding the material better, and increase learning motivation.

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Table 3. Indicators of differentiated learning strategies

Assessment aspects	Before using the module	After using the module
Focus on learning	30% of students focused for 5 minutes	80% of students can focus for up to 15 minutes
Understanding the material	40% understood 50% of the material	85% understand more than 75% of the material
Participation in class	20% actively asked and answered questions	70% are active in discussions and educational games
Completing assignments	50% completed assignments on time	90% complete assignments within the allotted time

Conclusion

A differentiated teaching module, developed systematically and contextually over five sessions improve the language skills. The development of a differentiated teaching module in Indonesian language learning had a positive impact on students with ADHD. The module is designed to accommodate various student learning characteristics, taking into account aspects of content, process, and learning products. Implementation results showed that students with ADHD became more focused, motivated, and experienced improvements in reading and comprehension skills. The differentiation strategies of content, process, product, and environment implemented in the module significantly helped students with ADHD focus, understand story content, and express ideas verbally and in writing. Implementation of the module demonstrated increased participation, comprehension of story content, and the ability to write simple sentences in students with ADHD, who previously had difficulty following conventional Indonesian language lessons. The learning process, which prioritizes visualization, individual guidance, and a special needs-friendly environment, proved effective in encouraging active engagement in students with ADHD throughout the learning process. The teaching module can be an alternative solution for inclusive learning that is responsive to student diversity in elementary schools, particularly in Indonesian language lessons. The differentiated teaching module, based on picture stories, was able to improve the focus, engagement, and task performance of students with ADHD in fourth grade at SDN 04 Rantau Utara. This module was effective because it adapted to students' learning styles and specific needs through visual strategies, motor activities, and step-by-step instructions. The module's multimodal approach, which combines visual, auditory, and kinesthetic learning, has proven effective in helping students with ADHD better understand the learning material. Furthermore, learning strategies based on language games, picture letter cards, and interactive activities reduced distractions and increased student active participation in the learning process. However, this study also revealed several challenges in implementing the differentiated teaching module. Teachers still face obstacles in adapting learning strategies to individual student needs, especially in heterogeneous classrooms. Furthermore, further training is needed for teachers to implement differentiated learning methods more effectively and systematically. With this teaching module, it is hoped that schools can improve the quality of inclusive education for children with ADHD, enabling them to obtain a more optimal learning experience. This research also emphasizes the importance of collaboration between teachers, parents, and schools in supporting the academic and social development of students with ADHD through a more flexible and responsive learning approach to their needs.

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