

Knowledge and Attitudes Toward ADHD: A Qualitative Exploration of Indonesian Teachers' Perspectives

Dewinta Ariani, Universitas Negeri Jakarta, Indonesia
Iriani Indri Hapsari, Universitas Negeri Jakarta, Indonesia
Kahfi Hizbullah, Universitas Negeri Jakarta, Indonesia

The Asian Conference on Education 2025
Official Conference Proceedings

Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is a common neurodevelopmental disorder in children, marked by inattention, hyperactivity, and impulsivity. These symptoms affect not only academic performance but also social functioning and emotional well-being. Teachers play a key role in early identification and classroom support for students with ADHD. However, limited research in Indonesia has examined teachers' understanding of this condition, not only in terms of their knowledge, but also their attitudes toward students with ADHD. This study investigates the knowledge and attitudes of school teachers towards ADHD, as well as their classroom responses. Using semi-structured interviews and purposive sampling, data were collected from 41 teachers across various schools. Findings show that while many teachers can identify behavioral signs associated with ADHD, most are unsure about appropriate interventions or next steps. In addition, teachers' attitudes and responses sometimes reflect uncertainty or hesitation, and sometimes not aligned with the specific needs of children with ADHD, which may hinder the creation of a fully inclusive and supportive learning environment. The lack of training and resources contributes to inconsistent support, negative labeling, and delayed intervention. This study highlights the urgent need for comprehensive teacher training and supportive school policies to enhance understanding, improve responses, and foster a more inclusive learning experience for students with ADHD.

Keywords: attention deficit hyperactivity disorder, ADHD, teacher, knowledge, attitude

iafor

The International Academic Forum
www.iafor.org

Introduction

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common neurodevelopmental disorders in children (American Psychiatric Association, 2022). It is characterized by persistent patterns of inattention, hyperactivity, and impulsivity that are developmentally inappropriate and interfere with daily functioning. These core symptoms often emerge in early childhood and are frequently observed in school settings, where academic and behavioral demands are high (Barkley, 2015; Zoromski et al., 2015).

The presence of ADHD symptoms can significantly affect multiple areas of a child's functioning. In the academic domain, difficulties with sustained attention, task completion, and impulse control may lead to lower academic achievement and increased classroom disruptions. Socially, children with ADHD may experience challenges in peer relationships due to impulsive behavior, difficulty following rules, and problems with emotional regulation. Emotionally, repeated negative feedback and academic struggles may contribute to low self-esteem, frustration, and increased risk of emotional difficulties (DuPaul & Stoner, 2014; McQuade & Hoza, 2015; Shaw et al., 2016).

Within the school environment, teachers play a crucial role in the early identification and support of children with ADHD. As individuals who interact with students daily, teachers are often the first to observe behavioral patterns that may indicate ADHD. Their responses, classroom management strategies, and decisions regarding referral to professional services are essential in determining whether students receive appropriate support in a timely manner (Awadalla et al., 2016; DuPaul & Stoner, 2014; Kos et al., 2004; McDougal et al., 2023).

However, previous research indicates that teachers' knowledge and understanding of ADHD remain limited. Studies conducted among elementary school teachers in Jakarta have shown that only around 50% demonstrate adequate knowledge regarding ADHD (Harsono, 2014). Knowledge plays a crucial role in shaping an individual's attitudes toward a condition, including ADHD. A low level of knowledge about ADHD can have a negative impact on how individuals perceive and respond to children with this condition (Murtani et al., 2020). When individuals particularly teachers and educational professionals have limited understanding of ADHD, they are more likely to develop inaccurate or stigmatizing perceptions. For example, children with ADHD may be viewed as disruptive, lazy, or difficult to manage, rather than being recognized as individuals with a neurodevelopmental disorder that requires appropriate understanding and tailored support. Such misconceptions can foster negative attitudes, which in turn may lead to inadequate responses, reduced empathy, and a lack of effective support for children with ADHD within both educational and social environments. This lack of understanding may result in misinterpretation of ADHD-related behaviors as intentional misconduct or poor discipline rather than symptoms of a neurodevelopmental condition. Consequently, low levels of knowledge can negatively influence teachers' attitudes toward children with ADHD, shaping their perceptions, expectations, and classroom responses in ways that may hinder effective support and inclusion (Fuermaier et al., 2014; Metzger & Hamilton, 2021; Toye et al., 2019).

Given the prevalence of ADHD and the pivotal role of teachers in supporting affected students, it is important to explore not only teachers' knowledge of ADHD but also their attitudes and responses toward students displaying ADHD-related behaviors. Understanding teachers' perspectives is essential for identifying gaps in knowledge, addressing attitudinal challenges,

and informing the development of targeted training programs and inclusive educational practices.

Furthermore, there is a lack of empirical research exploring how teachers' knowledge and attitudes are reflected in their actual classroom responses. Little is known about whether teachers' perceptions align with the specific educational and emotional needs of children with ADHD, or whether a mismatch exists between teachers' beliefs and evidence-based practices. This gap in the literature highlights the need for qualitative research that captures teachers' perspectives in depth.

Therefore, the present study aims to explore Indonesian teachers' knowledge of ADHD, their attitudes toward students with ADHD, and their classroom responses to ADHD-related behaviors. By examining these aspects, this study seeks to identify potential gaps between teachers' perceptions and the needs of children with ADHD, and to provide insights that may inform teacher training and inclusive education practices in Indonesia.

Methodology

Research Design

This study employed a qualitative exploratory research design to gain an in-depth understanding of teachers' knowledge, attitudes, and classroom responses toward students with ADHD. A qualitative approach was considered appropriate as it allows for the exploration of participants' perspectives, experiences, and interpretations in their natural context, particularly in areas where empirical research remains limited (Creswell & Poth, 2018). Exploratory qualitative research is especially appropriate for investigating phenomena that have not yet been extensively studied, particularly in contexts where empirical evidence remains limited. This approach allows researchers to capture in-depth insights into participants' experiences, interpretations, and beliefs, which are often shaped by cultural and social contexts. By emphasizing meaning, context, and subjective understanding, qualitative exploration is well suited to uncovering how cultural norms, values, and shared assumptions influence individuals' perceptions and responses, providing a richer and more nuanced understanding of complex phenomena (Denzin et al., 2023).

Participants and Sampling

The participants consisted of 41 teachers from various schools. Participants were selected using a purposive sampling technique to ensure the inclusion of teachers who had relevant experience in teaching students with attentional or behavioral difficulties. This sampling method enabled the researchers to obtain rich and meaningful data related to the study objectives.

Data Collection

Data were collected through semi-structured interviews guided by an interview protocol developed to explore teachers' knowledge, attitudes, and experiences related to ADHD. The use of semi-structured interviews allowed participants to express their perspectives freely while ensuring that key topics relevant to the study objectives were consistently addressed.

The interview guideline covered four main domains. First, general understanding of ADHD, including teachers' conceptualization of ADHD as a condition, their awareness of its clinical

nature, and their knowledge of core symptoms and subtypes (e.g., inattention, hyperactivity, and impulsivity). Second, perceptions of causes and management, which explored teachers' beliefs regarding the causes of ADHD, such as biological, environmental, or parenting factors, as well as their views on treatment approaches, including behavioral strategies and medication. Third, attitudes toward children with ADHD, focusing on teachers' emotional responses, perceptions of classroom disruption, and beliefs about children's ability to control their behavior. Fourth, educational and sociocultural context, which examined teachers' classroom experiences, responses to ADHD-related behaviors, and perceived challenges within the Indonesian cultural and educational system.

Examples of interview questions included: "What do you know about ADHD?", "Do you consider ADHD to be a medical condition that can be clinically diagnosed?", "What do you think causes a child to have ADHD?", "How do you feel when interacting with students who have difficulty focusing or are very active in class?", and "What challenges do you face in supporting students with ADHD within the school context in Indonesia?" Follow-up questions were used as needed to clarify responses and explore emerging themes in greater depth.

Data Analysis

The interview data were analyzed using thematic analysis. The analysis process began with familiarization with the data through repeated reading of the interview transcripts to gain an overall understanding of participants' responses. This was followed by initial coding, during which meaningful segments of data were identified and labeled. The resulting codes were then reviewed and organized into broader themes that captured recurring patterns and shared meanings across participants' responses (Braun & Clarke, 2021). This approach enabled the identification of key themes related to teachers' knowledge, attitudes, and classroom responses toward students with ADHD.

Results

The thematic analysis of interview data revealed three main themes that reflect teachers' perspectives and experiences related to ADHD: (1) teachers' knowledge of ADHD, (2) teachers' attitudes toward students with ADHD, and (3) classroom responses to ADHD-related behaviors. These themes illustrate the complexity of teachers' understanding and practices, as well as the challenges they face in providing effective support for students with ADHD.

Knowledge of ADHD

Teachers generally demonstrated the ability to recognize behavioral signs commonly associated with ADHD. Many participants identified difficulties in maintaining attention, restlessness, and impulsive behavior as key indicators observed in the classroom. These behaviors were frequently described through everyday classroom situations, such as students being unable to remain seated for extended periods, interrupting lessons or peers, shifting attention rapidly between tasks, and struggling to complete assignments within the allotted time. Such descriptions suggest that teachers were able to recognize ADHD-related behaviors based on direct observation and daily interactions with students.

Despite this ability to identify observable symptoms, teachers' understanding of ADHD was often limited to a surface-level awareness. While participants could describe what students did in the classroom, fewer were able to explain why these behaviors occurred or how they were

related to a neurodevelopmental condition. Several teachers expressed uncertainty about whether ADHD was a clinically diagnosable condition or simply a behavioral issue influenced by parenting or discipline. This limited conceptual understanding reflects a gap between behavioral recognition and deeper knowledge of ADHD as a developmental disorder.

Furthermore, most participants reported limited knowledge of evidence-based interventions and appropriate referral pathways. Teachers frequently expressed uncertainty about the next steps to take after identifying ADHD-like behaviors, including when and how to refer students for professional assessment. Many were also unfamiliar with specific classroom strategies tailored to students with ADHD, such as structured routines, task modification, or individualized behavioral supports. This lack of practical knowledge highlights a disconnect between recognizing ADHD symptoms and implementing effective responses to support students' learning and development.

Attitudes Toward Students With ADHD

Teachers' attitudes toward students with ADHD varied considerably across participants. Some teachers expressed empathy and a genuine willingness to support students in managing their difficulties. These participants emphasized the importance of patience, understanding, and emotional regulation when interacting with students who exhibited ADHD-related behaviors. They tended to interpret inattention, hyperactivity, or impulsivity as manifestations of a developmental condition rather than deliberate misbehavior and described efforts to remain calm and supportive during classroom interactions.

However, other teachers reported feelings of hesitation and concern regarding the presence of students with ADHD in the classroom. These concerns were often related to perceived disruptions to the learning process, including difficulties in maintaining classroom order and ensuring that other students remained focused. Uncertainty about how to manage ADHD-related behaviors contributed to feelings of frustration and ambivalence, particularly when teachers felt that their existing classroom management strategies were insufficient or ineffective.

In some cases, this uncertainty influenced teachers' attitudes in ways that led to avoidance or negative labeling. Several participants described situations in which students with ADHD were perceived as "problematic," "difficult," or "hard to manage," especially when their behaviors persisted despite repeated reminders or disciplinary measures. Such perceptions may affect the quality of teacher-student relationships and limit opportunities for positive engagement, potentially reinforcing negative experiences for students with ADHD within the classroom environment.

Classroom Responses to ADHD-Related Behaviors

Teachers' classroom responses to students with ADHD were found to be inconsistent across participants. Some teachers reported implementing basic strategies to manage ADHD-related behaviors, such as adjusting students' seating positions to reduce distractions, providing closer supervision during tasks, or applying simple behavior management techniques. These strategies were typically developed through personal experience or trial-and-error rather than formal training and were often applied in an ad hoc manner depending on the situation and the teacher's comfort level.

In contrast, other teachers described feeling uncertain or unprepared when responding to students with ADHD. Several participants reported not knowing what actions were appropriate or effective, particularly when students' behaviors persisted despite general classroom management efforts. This uncertainty sometimes led teachers to rely on avoidance strategies, such as minimizing interaction with the student or waiting for the behavior to resolve on its own, rather than actively implementing targeted support or seeking professional assistance.

The lack of formal training, clear guidelines, and institutional support was frequently cited as a contributing factor to these inconsistent responses. Without adequate knowledge or access to resources, teachers often delayed intervention or applied strategies that were insufficient to meet the specific needs of students with ADHD. As a result, classroom responses varied widely and were often reactive rather than proactive, reducing the overall effectiveness of support provided to students with ADHD.

Discussions

This study aimed to explore teachers' knowledge of ADHD, their attitudes toward students with ADHD, and their classroom responses within the Indonesian educational context. The findings reveal a consistent pattern across these domains: while teachers are generally able to recognize observable ADHD-related behaviors, limitations in conceptual understanding, training, and institutional support shape their attitudes and result in inconsistent classroom practices.

The findings indicate that teachers' knowledge of ADHD is largely limited to the identification of surface-level behavioral symptoms, such as inattention, restlessness, and impulsivity. This aligns with previous research suggesting that teachers often rely on observable classroom behaviors rather than a comprehensive understanding of ADHD as a neurodevelopmental disorder. The lack of knowledge regarding evidence-based interventions and referral pathways suggests that teachers may recognize a problem without knowing how to respond effectively. This gap between symptom recognition and practical knowledge may contribute to delayed identification and inadequate support for students with ADHD (Bekle, 2004; Flanigan & Climie, 2018).

Teachers' attitudes toward students with ADHD were found to vary considerably, ranging from empathetic and supportive to hesitant and ambivalent. These variations appear to be closely associated with teachers' levels of knowledge, prior experience, and confidence in managing ADHD-related behaviors (DuPaul & Stoner, 2014; Kos et al., 2004). Teachers who demonstrated a stronger understanding of ADHD tended to interpret students' inattention, hyperactivity, and impulsivity as manifestations of a neurodevelopmental condition that requires appropriate support and instructional adjustment, rather than as intentional misbehavior. In contrast, teachers with more limited knowledge often expressed frustration, uncertainty, and concern about potential classroom disruption, which influenced more negative or ambivalent attitudes toward students with ADHD (Bolinger et al., 2020; Ohan et al., 2008). This finding is consistent with research indicating that insufficient knowledge of ADHD can contribute to negative labeling, reduced empathy, and less supportive teacher–student interactions, ultimately affecting students' academic engagement and emotional well-being (Metzger & Hamilton, 2021; Poznanski et al., 2021).

Teachers' attitudes toward students with ADHD were found to vary widely, ranging from empathetic and supportive to hesitant and ambivalent. These variations appear closely linked

to teachers' levels of knowledge and confidence. Teachers who demonstrated greater understanding tended to interpret ADHD-related behaviors as challenges requiring support, whereas those with limited knowledge were more likely to express frustration or concern about classroom disruption. This finding supports existing literature indicating that insufficient knowledge of ADHD can negatively influence teachers' attitudes, leading to negative labeling and reduced empathy toward affected students (Anderson et al., 2017; Ary, 2019; Vukelić & Vlah, 2024).

In terms of classroom responses, the study highlights significant inconsistency in how teachers manage ADHD-related behaviors. While some teachers employed basic strategies such as seating adjustments or increased supervision, these approaches were often informal and based on personal experience rather than structured guidance. Other teachers reported uncertainty and avoidance, reflecting a lack of confidence in their ability to provide appropriate support. The absence of formal training and clear institutional guidelines appears to play a central role in shaping these inconsistent practices, reinforcing the need for systemic support at the school level (Braude & Dwarika, 2020; Fabiano & Pyle, 2019).

The findings also underscore the influence of broader systemic and cultural factors within the Indonesian educational context. Limited access to school-based mental health professionals, high classroom demands, and persistent misconceptions about ADHD may further constrain teachers' ability to respond effectively (Hapsari et al., 2020). In such contexts, ADHD-related behaviors may be misinterpreted as disciplinary or parenting issues, rather than understood as manifestations of a neurodevelopmental condition requiring specialized support.

Overall, this study highlights a critical mismatch between teachers' recognition of ADHD-related behaviors and their ability to provide appropriate responses. Without adequate knowledge, training, and institutional support, teachers may struggle to translate awareness into effective practice. Addressing these gaps is essential for fostering inclusive educational environments and ensuring that students with ADHD receive timely and appropriate support.

Implications

The findings of this study highlight important implications for educational practice and student well-being. Inconsistent understanding of ADHD among teachers affects multiple aspects of support for students with ADHD, including early identification, classroom management, and inclusive educational practices. When teachers lack a comprehensive understanding of ADHD, behavioral signs may be recognized without being accurately interpreted, potentially delaying appropriate assessment and intervention.

In the classroom, limited knowledge and uncertainty contribute to inconsistent management strategies. Without clear guidance and evidence-based approaches, teachers may rely on trial-and-error methods or avoid proactive intervention altogether. This inconsistency can disrupt learning processes not only for students with ADHD but also for their peers and may reinforce negative perceptions of ADHD-related behaviors within the classroom environment.

Furthermore, unmet educational and emotional needs may have long-term consequences for students with ADHD. Inadequate support can hinder academic progress, increase frustration, and negatively affect students' emotional well-being and self-esteem. From an inclusive education perspective, these findings underscore the need for systematic teacher training, access to professional support, and the development of school policies that promote

understanding, appropriate intervention, and meaningful inclusion of students with ADHD in Indonesian schools.

Recommendations

Based on the findings of this study, several recommendations are proposed to improve support for students with ADHD in school settings. First, comprehensive teacher training programs on ADHD are needed to enhance teachers' understanding of the condition and to equip them with effective behavior management and instructional strategies. Such training should emphasize evidence-based practices and practical classroom applications.

Second, schools should establish clear policies and procedures for early identification and referral of students who display ADHD-related behaviors. Clear referral pathways can help teachers take appropriate and timely action, reducing delays in assessment and intervention. These policies should be communicated clearly to all school staff to ensure consistency in practice.

Third, collaboration between teachers, school psychologists, and special education staff should be strengthened. Multidisciplinary collaboration can provide teachers with professional guidance, ongoing support, and opportunities to develop individualized strategies tailored to students' specific needs. This approach may also reduce teachers' uncertainty and increase confidence in managing ADHD-related behaviors.

Finally, the development and implementation of supportive classroom strategies are essential for promoting inclusive learning environments. Strategies such as structured routines, task modification, positive behavior reinforcement, and flexible seating arrangements can help address the learning and emotional needs of students with ADHD. Together, these recommendations highlight the importance of systemic efforts to support teachers and foster positive educational outcomes for students with ADHD.

Conclusions

This study explored school teachers' knowledge, attitudes, and classroom responses toward students with attention deficit hyperactivity disorder (ADHD) within the Indonesian educational context. The findings indicate that while teachers are generally able to recognize observable ADHD-related behaviors, their understanding of ADHD often remains limited to surface-level knowledge. Gaps in knowledge regarding evidence-based interventions, referral pathways, and classroom strategies were evident and influenced both teachers' attitudes and practices.

Teachers' attitudes toward students with ADHD varied, ranging from empathetic and supportive to hesitant and uncertain. These attitudes were closely linked to teachers' levels of understanding and confidence in managing ADHD-related behaviors. Limited knowledge and lack of training contributed to inconsistent classroom responses, with many teachers relying on informal strategies or delaying intervention due to uncertainty.

Overall, the study highlights a mismatch between teachers' recognition of ADHD symptoms and their ability to provide appropriate support. Addressing this gap requires comprehensive teacher training, clear school policies, and collaborative support systems. Strengthening teachers' capacity to understand and respond to ADHD is essential for fostering inclusive

learning environments and supporting the academic and emotional well-being of students with ADHD.

Acknowledgements

The authors gratefully acknowledge the support of the Institute for Research and Community Service (LPPM), Universitas Negeri Jakarta, for funding and supporting this research. The assistance provided by LPPM Universitas Negeri Jakarta was instrumental in enabling the successful completion of this study.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The author declares that Grammarly, an AI-assisted writing software, was used in proofreading and refining the language used in the manuscript. The usage was limited to correcting grammatical and spelling errors and rephrasing statements for accuracy and clarity. The ideas, design, procedures, findings, analyses, and discussion are originally written and derived from appropriate and systematic conduct of the research.

References

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
- Anderson, D. L., Watt, S. E., & Shanley, D. C. (2017). Ambivalent attitudes about teaching children with attention deficit/hyperactivity disorder (ADHD). *Emotional and Behavioural Difficulties*, 22(4), 332–349.
- Ary, A. D. (2019). *Psychological attributes in teachers: Pre-service teachers' empathy and ADHD stigma perceptions* (Master's thesis). University of Calgary.
- Awadalla, N. J., Ali, O. F., Elshaer, S., & Eissa, M. (2016). Role of school teachers in identifying attention deficit hyperactivity disorder among primary school children in Mansoura, Egypt. *Eastern Mediterranean Health Journal*, 22(8), 586–595. <https://doi.org/10.26719/2016.22.8.586>
- Barkley, R. A. (Ed.). (2015). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). The Guilford Press.
- Bekle, B. (2004). Knowledge and attitudes about attention-deficit hyperactivity disorder (ADHD): A comparison between practicing teachers and undergraduate education students. *Journal of Attention Disorders*, 7(3), 151–161.
- Bolinger, S. J., Mucherah, D. W., & Markelz, D. A. M. (2020). Teacher knowledge of attention-deficit/hyperactivity disorder and classroom management. *The Journal of Special Education Apprenticeship*, 9(1), 5.
- Braude, S., & Dwarika, V. (2020). Teachers' experiences of supporting learners with attention-deficit hyperactivity disorder: Lessons for professional development of teachers. *South African Journal of Childhood Education*, 10(1), 1–10.
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- Denzin, N. K., Lincoln, Y. S., Giardina, M. D., & Cannella, G. S. (Eds.). (2023). *The SAGE handbook of qualitative research* (6th ed.). SAGE Publications.
- DuPaul, G. J., & Langberg, J. M. (2015). Educational impairments in children with ADHD. In R. A. Barkley (Ed.), *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 169–190). The Guilford Press.
- DuPaul, G. J., & Stoner, G. (2014). *ADHD in the schools: Assessment and intervention strategies* (3rd ed.). Guilford Press.
- Fabiano, G. A., & Pyle, K. (2019). Best practices in school mental health for attention-deficit/hyperactivity disorder: A framework for intervention. *School Mental Health*, 11(1), 72–91.

- Flanigan, L., & Climie, E. (2018). Teachers' knowledge of ADHD: Review and recommendations. *Emerging Perspectives: Interdisciplinary Graduate Research in Education and Psychology*, 2(1), 1–13.
- Fuermaier, A. B., Tucha, L., Mueller, A. K., Koerts, J., Hauser, J., Lange, K. W., & Tucha, O. (2014). Stigmatization in teachers towards adults with attention deficit hyperactivity disorder. *Springerplus*, 3(1), 26.
- Harsono, K. (2026). Knowledge understanding perception and attitude towards attention deficit hyperactivity disorder (ADHD) among elementary school teachers in Jakarta = Pengetahuan pemahaman persepsi dan sikap terhadap gangguan pemusatan perhatian hiperaktivitas (GPPH) pada guru sekolah dasar di Jakarta. Universitas Indonesia Library; Fakultas Kedokteran Universitas Indonesia. <https://lontar.ui.ac.id/detail?id=20388399>
- Kos, J. M., Richdale, A. L., & Jackson, M. S. (2004). Knowledge about Attention-Deficit/Hyperactivity Disorder: A comparison of in-service and preservice teachers. *Psychology in the Schools*, 41(5), 517–526.
- McDougal, E., Tai, C., Stewart, T. M., Booth, J. N., & Rhodes, S. M. (2023). Understanding and supporting attention deficit hyperactivity disorder (ADHD) in the primary school classroom: Perspectives of children with ADHD and their teachers. *Journal of Autism and Developmental Disorders*, 53(9), 3406–3421.
- McQuade, J. D., & Hoza, B. (2015). Peer relationships of children with ADHD. In R. A. Barkley (Ed.), *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed., pp. 210–222). The Guilford Press.
- Metzger, A. N., & Hamilton, L. T. (2021). The stigma of ADHD: Teacher ratings of labeled students. *Sociological Perspectives*, 64(2), 258–279.
- Murtani, B. J., Wibowo, J. A., Liu, C. A., Goey, M. R., Harsono, K., Mardani, A. A. P., & Wiguna, T. (2020). Knowledge/understanding, perception and attitude towards attention-deficit/hyperactivity disorder (ADHD) among community members and healthcare professionals in Indonesia. *Asian Journal of Psychiatry*, 48, 101912.
- Ohan, J. L., Cormier, N., Hepp, S. L., Visser, T. A., & Strain, M. C. (2008). Does knowledge about attention-deficit/hyperactivity disorder impact teachers' reported behaviors and perceptions? *School Psychology Quarterly*, 23(3), 436.
- Poznanski, B., Hart, K. C., & Graziano, P. A. (2021). What do preschool teachers know about attention-deficit/hyperactivity disorder (ADHD) and does it impact ratings of child impairment? *School Mental Health*, 13(1), 114–128.
- Shaw, P., Stringaris, A., Nigg, J., & Leibenluft, E. (2016). Emotion dysregulation in attention deficit hyperactivity disorder. *Focus*, 14(1), 127–144.
- Toye, M. K., Wilson, C., & Wardle, G. A. (2019). Education professionals' attitudes towards the inclusion of children with ADHD: The role of knowledge and stigma. *Journal of Research in Special Educational Needs*, 19(3), 184–196.

Vukelić, D., & Vlah, N. (2024). Teachers' Beliefs about Teaching Students with ADHD. *Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje*, 26(4), 1329–1367.

Zoromski, A. K., Owens, J. S., Evans, S. W., & Brady, C. E. (2015). Identifying ADHD symptoms most associated with impairment in early childhood, middle childhood, and adolescence using teacher report. *Journal of Abnormal Child Psychology*, 43(7), 1243–1255.

Contact email: arianidewinta@gmail.com