

# **Learning Media Modalities Based on Natural Materials in Developing Self-Control in Attention Deficit Hyperactivity Disorder (ADHD) Children Through Sufistic Spiritual Practices**

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## **Abstract**

This research aims to develop self-control in Attention Deficit Hyperactivity Disorder (ADHD) children through the application of natural media and Sufism spiritual practices at Growing High School. This research is motivated by the low ability of self-control in ADHD children, even though self-control is very important to develop. This research uses qualitative methods with an Action Research approach. The data sources in this research use primary and secondary data sources. Primary data sources were obtained directly from interviews with informants, namely arts and culture teachers, religion teachers, counselors and also students with ADHD. Secondary data is needed to enrich references used to analyze, compare and search for sources from books, ebooks, journals and articles that are relevant to the focus of the research study. Data collection techniques consist of observation, interviews and documentation. The research results show that the application of natural media is very relevant to use in developing self-control in ADHD children. ADHD children show enthusiasm when participating in learning and are able to apply Sufism practices in activities to create works of art. They can practice dhikr, understand simplicity (zuhud), and use items that have no value to become interesting learning media. Apart from that, ADHD children can also gain Muraqabah (Meditation) experience by reflecting and self-evaluating, and remembering the Creator. Natural material media can make children more skilled and proficient in making decorative shapes on the surface of natural material media. The research results also show that ADHD children can develop self-control, control themselves, and make good use of their time. They are also able to control stimuli, anticipate events, interpret events, and make decisions. Thus, the application of natural media and the practice of Sufism can be an effective alternative in developing self-control in ADHD children.

**Keywords:** *Modalities; natural material-based learning media; ADHD, Spiritual Sufistik.*

## **Introduction**

Parents and teachers are figures who have a big role in placing the relay on children and are able to move children to develop their potential, including self-control which must be developed. (Subandi & Rusana, 2014, p. 56). Currently, many students experience despair when they fail and are unable to complete their assignments. This feeling of laziness and giving up easily is a challenge for parents and teachers in building enthusiasm for learning, of course by developing self-control in children. (Risnawati & Ghufon, 2010, p. 24)

Self-control is an individual's ability to manage their emotions so that they are not influenced or fall into something they should not do (Blegur, 2020, p. 171). Learning activities require students to participate in learning activities from start to finish, but in reality, currently we still find many students who are reluctant and lazy to do assignments, always want to finish quickly without considering the end result, get tired easily and get bored quickly. (Sunardi, 2007, p. 22)

The task of educators is not only to instill pedagogy in their students, but in fact teachers are also obliged to instill and practice spiritual values in their daily activities. Carrying out learning activities needs to get children used to remembering the Dreamer (Fajrin et al., 2022). How students are formed

to have spiritual skills to become human beings with character and have strong, adaptive souls and good morals. Practicing the values of Islamic education in creating art teaches students to always instill faith and devotion within themselves. (Udin et al., 2025)

Teachers and parents have an obligation to stimulate and develop children's creative abilities through various techniques and media in activities or work. (Aisyah & Aulia Insani, 2021) By providing various creative materials or media, it will certainly provide experience to hone skills in managing their emotions, so that students are able to control themselves through creative activities. make use of natural goods or objects. (Azmi & Nurmaya, 2020). Natural ingredients that can be used include; leaves, wood, stones, coconut shells, egg shells and so on must be responded to in such a way that these natural objects can become vehicles for children's self-control. (Maemunah, 2015).

Teachers can strive for interesting learning designs to stimulate students' interest in learning (Daryanto, 2010, p. 45). Nature-based schools certainly maximize the universe as a learning resource. Teachers can package and design learning in an interesting way and involve students to become active learners by utilizing the environment as a medium and learning resource. (Fauzi & Mulyadi, n.d., p. 45)

Nature-based schools were actually initiated and created by Pistologzi, a psychologist who coined "back to nature". This theory teaches learning from nature, nature is always honest and if you think about it, the universe has provided all the needs of living creatures, including humans, starting from plants. source of food, clothing and shelter (Susanto & Prabowo, 2023). Nature also provides the oxygen needed for the survival of the creatures in it. (Darmawan, 2016) Nature-based school management can stimulate aspects of children's development and growth through learning resources available in nature. (Falzon & Conrad, 2024)

Reasons for using natural materials as learning media: First, natural materials have a distinctive texture and character, which media in general such as paper, canvas or flat tafirl in general do not have (Munar et al., 2021). So its use has its own challenges in honing abilities and hand skills. Secondly, natural ingredients are easy to obtain and do not contain dangerous elements, for example they contain levels that are harmful to the body so they are safe to use in learning. Utilizing works with natural media will be able to add aesthetic and functional value to natural objects, and can increase creativity for those who use them. (Mahnun, 2012, p. 29)

Children with ADHD are described by several child experts as having limitations in concentrating, difficulty focusing, and difficulty concentrating on the activities they are undertaking. (Pratyahara, n.d., p. 30). So it requires a special space to develop its potential. A study states that around 2-4% of the population of school age children in Indonesia suffer from ADHD, and this number has increased to 15% in the last few years, meaning that 1 in 20 children suffer from ADHD, therefore innovation in learning is really needed, such as using natural materials as media and learning resources for children. Apart from being easy and cheap, natural materials are widely available and environmentally friendly, which is a solution in creating better learning in answering problems because it can equip students with skills in using natural materials to stimulate students to think creatively.

The previous research related to the research in this study is as follows: the first is journal research written by Andi Purnawan Putra (Putra, 2018), Increasing the Creativity of ADHD Children through Literacy. This research was motivated by researchers' attention to children with ADHD, how children with special needs also need learning space, especially increasing interest in learning as Andi expressed in his research, by using 3 models for developing literacy in children with concentration problems, such as the multi-literacy model. sensors, play therapy models, and personal social counseling guidance models. The two research journals were written by (Fitriyah & Wahyuni, 2020).

This research aims to explore how mothers who have children with Attention Deficit Hyperactivity Disorder (ADHD) use spiritual practice as a coping strategy in facing daily challenges. Through a qualitative exploratory research method with semi-structured interviews with 22 mothers

selected through purposive sampling, this research found that these mothers used spiritual practices as an effective coping mechanism. The findings of this research can be categorized into three main themes, namely: cognitive assessment which involves belief and belief in a higher power, behavioral practices which include individual and group practices, and support from religious leaders who provide spiritual and emotional support. This research concludes that religious commitment can be an effective coping strategy for mothers of children with ADHD in improving their mental well-being. (Vithana and T. A. Asurakkody, 2025)

As far as previous research has been conducted, researchers have not found research that discusses the use of natural media in developing self-control in children with Attention Deficit Hyperactivity Disorder (ADHD) through Sufistic spiritual practices. Learning spaces for children with disabilities need to be managed in an interesting way and can arouse children's enthusiasm for learning to discover new things that will later be useful and provide experience for the child's maturity to enter the next level, therefore this research deserves to be studied in more depth. So this research can provide a new vehicle that can be applied by educators to develop self-control in students with ADHD through natural media and Sufistic spiritual practices.

## **Methods**

The type and research approach that researchers use in this research is qualitative with an Action Research approach (Sarapung, 2018) stating that action research is a type of applied research that aims to facilitate social change or socio-political goals. Action research, a type of applied research whose aim is to facilitate social change or political-social goals. (Siswadi & Ahmad, 2024) stated that "action research is a type of practice-based research". Action research is practical research (or action determination) based on research. So the chosen action has been proven through research.

The location of this research was conducted at Grow High School, a school in Yogyakarta City, specifically in Sewon Bantul, Yogyakarta. This school is an inclusive school where various student characteristics are found, including students with Attention Deficit Hyperactivity Disorder ADHD, which is the focus of the study in this research. The subjects of this research were 2 students with ADHD who had previously received permission from the school to become research subjects. The uniqueness of students with ADHD is that they are able to think quickly, have a lot of energy but have limitations in maintaining concentration and self-control so that the results of observations show that students need innovative learning such as direct practice in making works of art using natural materials that are easily found in the surrounding environment.

This research was conducted by researchers to reveal the extent to which natural ingredients are applied in developing self-control in ADHD students at Grow High School. This researcher explored the use of natural materials as a means of learning art in an effort to develop self-control in ADHD children. The data sources in this research used primary and secondary data, primary data was obtained directly from Fine Arts subject teachers and arts, culture and crafts teachers at the Growing School, while secondary data was obtained from other sources such as textbooks on the development of natural material media to develop children's creativity, and literature and research results that are relevant to the topic study that the researcher raised. The data collection technique in this study used observation, namely the researcher observed students' learning activities, assessed students' activeness and involvement in taking art subjects, then interviewed arts and crafts subject teachers to find out the teacher's role in applying natural materials in developing self-control in students with ADHD, then studied documentation of learning activities and archives needed by researchers to find out in-depth information from each informant through the form of file documentation, work results and documentation of art activities. The data analysis technique that the researcher uses uses the Miles and Huberman model, namely the researcher reduces data, presents the data, and verifies or concludes the data found in the field. The data validity technique uses triangulation techniques.

## **Content/ Discussion**

## Learning Modalities

Learning modalities are an expression of the system design of the brain and mind. It is an individual's basic ability to acquire and create experiences. According to Bobby De Potter, learning modalities are learning styles, where each individual has a unique learning style. (Bire et al., 2014) Learning styles are divided into three types, namely visual learning styles, auditory learning styles, and kinesthetic learning styles. Visual learning style is an understanding of material that individuals obtain by listening, looking at pictures, through which individuals understand the material they are studying. The auditory learning style is an individual's understanding of something by listening, while the kinesthetic learning style is an individual's understanding and reasoning obtained through movement. It can be understood that what is meant by learning modality is the involvement of all the senses and their transformation into codes of sensory experience, so that individuals can easily absorb information, interact and communicate. (Fathoni, 2023)

## Nature Based Learning Media

Media is an important thing that teachers must prepare to support the learning process or activities (Cecep & Bambang, 2011, p. 9). According to Caryoto, media is anything that can be used to channel messages from teachers to students so that it can stimulate students to think, be more focused and interested in participating in learning, so that the learning process is more effective. Mass media can make it easier for students to understand the material taught by the teacher, so that students do not experience difficulties in receiving the material. (Abi Hamid et al., 2020). Natural materials are materials that are available in nature, which was created by God and can be used by humans in various ways, especially for activities that can hone students' skills. Natural materials available in the environment where students live are very likely to be used as learning resources for students. Leaves, twigs, flowers, stones, sand, snail shells, egg shells, coconut fiber, coconut shells, bird feathers can be used as learning tools and resources that can develop student creativity. According to Nabila Fauziani and Atin Fatimah, natural material-based learning media are materials from nature that are processed and can be utilized by users. (Fauziah, 2013), while according to Musbikin in research by Rini Sari, et al, it is stated that natural materials and the surrounding environment are the sources. Superior learning is used to teach people many things. Because they are easier for children to digest and utilize because natural materials are easy to find and are often seen by children, according to Sudjana, natural materials are materials that can be made into craft products that have artistic value (Sari et al., 2018).

From the opinions of several theories above, it can be concluded that natural materials are materials available in the natural environment that can be utilized by humans as learning resources that can hone skills and as a modality for students to develop students' self-control.

## Children with ADHD

Attention Deficit Hyperactivity Disorder (ADHD) describes the condition of children who show symptoms of lack of concentration, hyperactivity and impulsivity which can cause an imbalance in most of their life activities. In this case, the characteristics of ADHD children are experiencing problems with concentration, focus and self-control so that teachers feel overwhelmed in dealing with this. (Dwi Septian Wijaya, Yang Fajar Kurniawan, 2025) Children with Attention Deficit Hyperactivity Disorder (ADHD) often show aggressive behavior, both physical and non-physical, which can harm themselves and others. This aggressive behavior can be triggered by several factors, such as unfulfilled desires, unsupportive environmental influences, behavioral disorders, and negative emotions such as anger or annoyance. If not handled properly, aggressive behavior in ADHD children can have significant negative impacts. Therefore, it is important for parents and teachers to understand and deal effectively with aggressive behavior in ADHD children, so that children can learn to control their emotions and behavior better. Choosing natural media that is environmentally friendly and easy

to find can provide ideas for teachers and parents in choosing learning media for them. (Mais, 2016, p. 12)

The ADHD child who is the object of research has a unique character, namely that he likes to talk and tell stories continuously, so that in the learning process he needs a companion teacher to help him complete the tasks given by the teacher. It is hoped that this individual assistance can help ADHD children in responding to the material and increase their sensitivity to focus and be able to control themselves in participating in ongoing learning activities. (Nadzirah, 2017)

### **Self Control**

Albert Bandura emphasized that self-control is an individual's ability to regulate their own behavior through a process of observation, assessment and self-response. In his social cognitive theory, humans are considered as active agents who can influence their own lives through interactions between self, environment, and behavior. The self-control process involves three main stages: self-observation, self-evaluation, and self-response. In this way, individuals can reinforce appropriate behavior and change undesirable behavior. Self-control also involves the ability to restrain oneself and use rational thinking in acting. Bandura identified several important aspects of self-control, including the ability to control stimuli, anticipate events, interpret events, and make decisions. Individuals with good self-control tend to have high adaptability, strong social sensitivity, and the ability to determine a better future. (Meydiningrum, Eko Darmoyo, 2020)

### **Sufistic Spiritual Practices**

The activity of creating art is actually carried out with joy, of course this can make someone feel relaxed and enjoy it. Students with disabilities are very vulnerable in maintaining self-control in carrying out teaching and learning activities (KBM). Sufistic spiritual practices are a balance to how today's educational packaging requires Logical-Mathematical, Art and Spiritual components. (Muttaqin et al., 2025) Art creation activities

By utilizing natural materials in the school environment, they can become learning media and resources. Students' activities in learning need to include elements of Sufistic spiritual practices proposed by Al-Ghazali such as prayer and dhikr, asceticism, muroqobah (meditation), and tawakal. (Saputra & Wahid, 2023) This needs to be strengthened so that learning is not only an activity of gaining knowledge but provides meaningful experiences so that good values can be felt by students and are able to apply them in everyday life. (Fasya, 2022)

### **Application of Natural Material-Based Learning Media in Developing Self-Control in ADHD Children Through Sufistic Spiritual Practices**

The characteristics of ADHD children require student-centered learning so that they have an interest in the material being taught. (Lestari et al., 2012, p. 15). In this research activity, researchers used natural media to develop students' self-control. Aspects that are intervened using social cognitive theory developed by Albert Bandura include students being able to control behavior, students being able to control stimuli, students being able to anticipate events, children being able to interpret events, and the ability to make decisions. The stages and steps for implementing treatment using natural ingredients to develop students' self-control can be seen in the table below:

Table 01.

Stages of Activities Using Natural Material Media



### To Develop Self-Control in Children with ADHD

Stages of Therapy	Student Activities	Time of Giving Therapy
Fine arts researchers and teachers explain the functions and benefits of natural media as learning resources	Students pay attention and listen to the material being explained and can ask questions about things they do not understand	30 minute
Give the task of drawing on the surface of the coconut shell	Students make motifs on coconut shell media using equipment such as markers, brushes and student colored paint	60 minute
Give the task of drawing on a wooden surface	Students make motifs on wood using tools such as markers, brushes and colored paint	60 minute
Give the task of drawing on the surface of the leaf	Students make motifs on leaves using tools such as markers, brushes and colored paint	60 minute
Assessing student learning outcomes	Students tell about work activities regarding materials, tools used and manufacturing techniques	45 minute

#### **Applying a natural material-based learning model to ADHD children through Sufistic Spiritual Practices, an educator can follow the following steps;**

- Planning the selection of natural materials and media, preparing observation guidelines, materials and tools used in collecting research data.
- In implementation, this activity is carried out in 3 stages, the first: opening activity, greeting students, conditioning students with dhikr, explaining the material, the second activity is the core activity for children to practice making works using natural materials that have been prepared, the third stage is the closing.
- Observation, this activity observes the enthusiasm and active interest of students in participating in creative sessions using natural materials as media. The students did muraqabah meditation and relaxation. Student
- Evaluation and Reflection, this activity appreciates the work and provides comments on the work that has been produced. Students are taught to accept criticism and suggestions given, which can train children to apply the behavior of trusting in surrender after trying and praying. So that students can understand the impressions, messages, suggestions for the work produced for the class, so that students understand the advantages and disadvantages of the work produced. From this activity, a moral message can also be conveyed that implementing ascetic behavior teaches ADHD students not to overdo things, to apply simplicity in carrying out daily activities.

## DISCUSSION

ADHD children have the characteristic of not being able to focus and concentrate for long periods of time, so learning using natural media is suitable to be applied in overcoming the problems of ADHD children who do not have good self-control. (Saputro, 2009, p. 79) Natural material media was chosen because it has various shapes and surface textures, of course this can make children more careful and careful in completing their work. Natural Media Coconut shells have convex and concave surfaces, so with this media children can respond to objects and create works, while wood has a thick character so there are differences in the completion of the work, the next natural media is teak leaves, with a wide and flat character of course. Children will have challenges in making picture patterns. (Nugroho et al., 2023)

Table 02.

### Work Results Through the Media of Natural Materials



Figure 1. The work of an ADHD child painting on a coconut shell



Figure 2. Painting on a wooden surface



Figure 3. Working on the surface of a leaf

Children's learning activities through natural material media modalities to develop self-control in ADHD children through three creative activities as shown in the work of ADHD children, below:

The first activity is making decorative motifs on the surface of coconut shells, the second is making decorative motifs on the surface of wood, and the third activity is making motifs on the surface of leaves. The fine arts element in the activity of making works of art is that children can understand shapes, the ability to make lines, colors, textures and compositions (Nida Alfiah, 2023). Meanwhile, the workmanship technique uses a plaque technique using acrylic paint. From creative activities using natural material modalities, aspects of the development of self-control in ADHD children can be seen:

1. Ability to control behavior. Children are able to control themselves by using more time, compared to media processed by humans such as paper and the like. The response to the use of natural ingredients is more effective. It has been proven that ADHD children are interested in dealing with natural materials, from the stage of drawing patterns, coloring to completing the work.

2. Ability to control stimuli. Children can be careful in responding to various media which have diverse properties and characters. Like the natural media presented by researchers. In creative activities, coconut shells have a concave-convex texture, thick wood media, and flexible and thin leaves, so care needs to be taken so that the resulting work can be maximized.
3. Ability to anticipate events. Children can determine coloring techniques using the media used which have various media properties, for example thin, hard and rough so that the media is not damaged when the work is produced.
4. Ability to interpret events. Children can determine the theme of the image based on the suitability of the surfaces and shapes used in the work
5. Ability to make decisions. Children are able to choose coloring media that suits their purposes. Such as choosing the type of brush, paint color used and work completion techniques

The teacher's task is not only to educate students from cognitive aspects, but the most important thing is that students are able to control themselves, this is relevant to the social cognitive theory developed by Albert Bandura, where self-control is important to apply to children's social life so that children have adequate emotional management. (Mahardika & Putra, 2023). As stated by several fine arts teachers and ADHD students regarding the modalities of natural materials in increasing self-control in ADHD students below:

The use of natural materials as media and learning tools for ADHD children is explained by the fine arts teacher as follows;

"For ADHD children, learning fine arts can be therapy to train children to focus on something. Its application requires patience and creativity, so that children are interested in the material provided. The use of natural media for learning self-control in ADHD children needs to be varied so that children have understanding and are motivated to learn. 08-13-2024, 09.30 WIB, in the creative room)"

"Art learning for ADHD students certainly aims to meet special sensory needs, such as students' visual sensors having difficulty focusing on an object, or maybe being attracted to just one object, hearing sensors are sometimes uncomfortable, causing escape behavior. The use of natural media is certainly able to stimulate the sensors of ADHD students, so that through painting and creative arts activities it can become a medium for developing children's self-control" (interview results with art teacher Mr. Yoga Puspa Umbara Educator, at SLB N Pembina Yogyakarta, 15 August 2024, at 10.30 WIB, at SLB N Pembina Yogyakarta)"

Meanwhile, according to Mr. Subandi, fine arts teacher at SMSR Yogyakarta, the use of natural media as a medium and learning resource is as follows;

"Using natural media as a learning medium for children with ADHD is very necessary to help change their creative behavior. Of course, it is necessary to select media that suits the child's abilities, so that the benefits of children's learning media can be felt." (interview results with art teacher, 08-14-2024, at 10.00 WIB, at SMSR)

The results of interviews with students with Attention Deficit Hyperactivity Disorder ADHD related to their experiences of making works of art using natural materials through Sufistic spiritual practices.

"My experience of drawing with natural material media made me more careful and thorough. I really enjoy this natural material media as a means of drawing, because for me this media is unique and interesting." Apart from that, before being given material for making works using miniature materials, I felt bored and had difficulty focusing, but after being given material that was hands-on and had products, I was more interested and I gained a lot of experience. (results of an interview with NF, one of the ADHD students, 08-13-2024, 11:57 WIB, in the Art Lab room).



"Not only do I practice making works of art, but I can practice and practice dhikr, knowing the importance of a simple life because I can use unused items into useful items, I know that we should not overdo things. I also feel relaxed and enjoy making works of art made from natural materials. For me, the most important thing is that I have tried, just pray for the results." (interview results with ZT, one of the ADHD students, 08-14-2024, 12:15 WIB, in the Art Lab room).

From the description of the interview results above, it can be concluded that natural media is able to provide space for ADHD children to develop self-control, through the experience of activities by working with natural media has a positive impact so that children are happier learning and are able to develop their potential.

## CONCLUSION

The use of natural media as a learning resource provides many benefits for educators in developing teaching materials, one of which is as a medium for self-control for ADHD students. The research results show that natural media is effective and able to contribute to increasing self-control, such as children being able to respond to stimuli, control themselves, respond to events, interpret events and have the ability to make decisions.

The activity of creating with natural materials is able to strengthen spiritual values, it has been proven that this activity has a positive impact in giving students the opportunity to practice spiritual practices, such as: before starting the activity of applying prayer and dhikr, students can feel the real experience of creating art, feel relaxation (meditation), understand the concept of asceticism, where this simple behavior can develop through the introduction of natural materials that can be used as learning media. Students can apply tawakal behavior through this activity, they have openness in accepting criticism, suggestions and input on the work they produce. So this can develop self-control in ADHD children.

The need for mental and spiritual assistance for children has a significant impact on personality. Children have more readiness and inner calm. Apart from that, the role of teachers, parents and counselors is able to provide space for mental freshness to create students who are independent, critical and responsible. Apart from that, students are able to express their creative ideas to be developed and get space for expression.

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