

Pengaruh gangguan pemusatan perhatian dan hiperaktivitas terhadap prestasi akademis pada siswa sekolah dasar = Relations between attention deficit hyperactivity disorder and academic achievement on elementary school students

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Abstrak

ABSTRACT

Latar Belakang: Gangguan pemusatan perhatian dan hiperaktivitas GPPH merupakan kelainan kronis yang ditandai dengan ketidakmampuan berkonsentrasi, hiperaktivitas, dan impulsif. Prevalensi GPPH pada siswa SD di Jakarta tahun 2004 sebesar 26,2 dan diduga berhubungan dengan dengan perolehan prestasi akademis siswa di sekolah. Tujuan: Mengetahui hubungan antara GPPH dengan prestasi akademis siswa sekolah dasar. Metode: Studi case control dilakukan terhadap 372 siswa SD Kenari 01,03, dan 05 pada periode tahun ajaran 2015-2016. Hasil: Berdasarkan analisis data, didapatkan 107 28,8 siswa SD mengalami GPPH dan sebanyak 265 70,2 tidak mengalami GPPH. Terdapat 188 49,5 siswa mendapatkan nilai dibawah rata-rata dan 186 50,5 siswa mendapatkan nilai diatas rata-rata. Pada uji chi square, terdapat hubungan bermakna antara GPPH dan prestasi akademis dengan nilai signifikansi.

ABSTRACT

Background Attention deficit hyperactivity disorder is a chronic disorder ADHD characterized by inability to concentrate, hyperactivity, and impulsivity. Prevalence ADHD on elementary students in Jakarta in 2004 is about 26.2 and related to academic achievement in school. Aim To find relation between ADHD with academic achievement in elementary students. Methods Case control study was done involving 372 elementary students in SD Kenari 01, 03, 05 on school year 2015 ndash 2016. Results According to data analyzing, there were 107 28.8 elementary school students have ADHD and 265 70.2 of elementary school students did not have ADHD. There were 188 49.5 students get academic underachievement and other 186 50.5 students got higher academic achievement. By using chi square test, there was correlation statistically between ADHD and academic achievement with significance point p 0.001. Conclusion ADHD is related with academic achievement on elementary students with odds ratio 2,1.