



The Effectiveness of Video Vlog Media to Improve Communication and Emotional Skills of Children with ADHD: A Case Study at Elementary School in Surabaya

*D A R A Zahro¹, C N Pinastika¹, D N Farah¹, R Suandi²

¹Department of Special Education, Faculty of Education, Universitas Negeri Surabaya, Indonesia

²Department of International Business, Faculty of Management, National Kaohsiung University of Science and Technology, Taiwan

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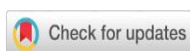
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ABSTRACT

Attention Deficit Hyperactivity Disorder (ADHD) affects the development of communication and emotion management in children, which impacts their ability to interact in the school environment. This study aims to explore the use of video vlog media as a creative approach in helping two learners, Subject S and Subject A, at SDN Ketintang II Surabaya, who have been diagnosed with ADHD, with different characteristics. The research method includes direct observation, video analysis, and interviews with teachers. So based on the research methods, the results of this study show that the use of video vlog media significantly improves the communication and emotional skills of subject S compared to subject A, who is more closed in expression. Therefore, this video vlog media provides a platform that allows them to express themselves more freely, so that they can improve their communication skills and emotional management through an interpersonal approach. However, the importance of assistance by parents and teachers during the implementation is that it can provide the necessary direction to help children overcome the various challenges faced.



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INTRODUCTION

During the growth and development of children, there are several problems that cause them to experience obstacles in their development. One of them is attention disorders experienced by the child, attention-deficit hyperactivity disorder (ADHD). Attention deficit hyperactivity disorder (ADHD) is a common disorder that, although most often diagnosed during the school years, affects individuals throughout the lifespan from childhood, adolescence, and adulthood.

The number of ADHD sufferers increases every year. In 2016, CDC data showed that there were 6.1 million ADHD children with ADHD, or 9.4% of the population in the United States (Center for Disease Control and Prevention, 2020). ADHD is more common in boys (84.3%) than girls (15.7%) (ADHD Institute, 2021). In Indonesia, the prevalence of problems related to concentration and/or hyperactivity in adolescent boys is higher (12.3% vs 8.8%) than in adolescent girls (I-NAMHS, 2023). Based on a recent study published in the International Journal of Scientific Advances by Rabitho and Setiawati (2024), the prevalence of children at risk of ADHD in Surabaya is significant. The study was conducted in three elementary schools and involved 358 mothers of children attending grades 3 to 6. Of the 358 participating mothers, 15.1% of the children showed symptoms of ADHD, as measured using the Indonesian Hyperactive Child Behavior Assessment Scale (SPPAHI). A score of more than 30 on this questionnaire indicates the presence of ADHD symptoms (Rabitho & Setiawati, 2024).

Types of ADHD are symptoms of inattention, hyperactivity, and impulsivity. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), ADHD is categorized into three subtypes, namely, ADHD subtype dominated by inattention (ADHD-I), ADHD subtype dominated by hyperactivity/impulsivity (ADHD-H), and ADHD combined subtype (ADHD C). ADHD is a complex etiologic disorder in which genetic, neurologic, and environmental factors contribute to heterogeneous etiologies and phenotypes.

Attention-Deficit/Hyperactivity Disorder (ADHD) in children is a highly heritable neurodevelopmental condition. Family, twin, and adoption studies consistently show that first-degree relatives of affected children are far more likely (often several-fold higher risk) to also have ADHD. In fact, ADHD's heritability is estimated at around 70–80%, indicating a major genetic component. Large-scale genomic studies confirm that ADHD risk is polygenic, arising from the combined effect of many common genetic variants, each of small effect. Notably, genes involved in catecholamine neurotransmission have been implicated. For example, meta-analyses have found significant associations between ADHD and dopamine receptor genes (such as DRD4 and DRD5), as well as dopamine transporter loci, all of which modulate prefrontal dopamine signaling. These catecholaminergic genes influence the development of neural circuits for attention and impulse control during childhood, contributing to the familial clustering of ADHD.

At the neurobiological level, these genetic factors shape brain systems that support attention, executive function, and behavioral regulation. Variants in dopamine transporter and receptor genes alter dopaminergic and noradrenergic signaling in prefrontal and striatal circuits, leading to inefficient information processing, impulsivity, and inattention. Environmental factors also play a role: for instance, prenatal exposure to toxins (maternal smoking or alcohol use, low birth weight, neurotoxins such as lead) and perinatal complications have been linked to higher ADHD risk, especially in genetically vulnerable children. In other words, gene-environment interactions further influence how the ADHD predisposition is expressed in development. The net effect is a disruption of front striatal networks that underlie sustained attention and response inhibition in childhood, producing the core ADHD symptoms (inattention, hyperactivity, impulsivity) that in turn affect many domains of development.

These neurodevelopmental challenges have clear implications for language and communication. Children with ADHD often experience difficulties with literacy and broader language abilities. For example, up to 40% of young children diagnosed with ADHD also meet criteria for a specific reading or language disorder, reflecting overlapping risk.

Systematic reviews highlight that ADHD and developmental language disorder share many features: affected children commonly show overlapping deficits in language skills and executive functions. Crucially, pragmatic language (the social use of language) is often impaired in ADHD – children may struggle with conversational turn-taking, understanding nonliteral language, and staying on topic, and these pragmatic deficits partly mediate their social difficulties. In summary, the polygenic, dopamine-related etiology of ADHD leads to neurocognitive impairments that not only drive inattention and hyperactivity but also impede the typical development of communication skills. Understanding these genetic and neurobiological influences in the context of each child's environment is essential for addressing the language and communication challenges often seen in pediatric ADHD.

Children with Attention Deficit Hyperactivity Disorder (ADHD) often exhibit very active behavior. They tend to move from place to place and can rarely stay still for 5-10 minutes while doing tasks given by others. This is one of the most recognizable signs of a child with ADHD (Awira, 2020). ADHD symptoms can interfere with a child's social, academic, or occupational functioning. These symptoms usually appear before the age of seven and can be seen in a variety of situations. One of the main symptoms is inattention, where children often lose focus and are easily distracted by things around them, be it sounds, images, or other sensations. They also have difficulty in maintaining attention on a single task (Sari & Suryaningrum, 2023).

Children with ADHD have good cognitive abilities, but they experience delays, inability to socialize and communicate, impulsivity, and are more emotional (Susanti, 2018). In addition, children with ADHD behavior are also affected by their inability to adapt to friends and a lack of social interaction. A characteristic is inattention, which is a problem for children in concentrating during learning (Utami et al., 2021). The main characteristics that can be found in children with ADHD include:

1. Difficulty in maintaining focus, often daydreaming, and easily distracted from the task at hand.
2. Difficulty in following rules or instructions given.
3. Difficulty in organizing and prioritizing tasks that need to be completed.
4. Often acts impulsively without considering the consequences of such actions.
5. Seems very active and hyperactive, such as being unable to sit still and moving around a lot.
6. Has difficulty in communicating and establishing social relationships with others.
7. Seems to lack attention and enthusiasm in completing routine tasks, such as studying or making the bed.
8. Gets bored easily with repetitive activities and often seeks new experiences.
9. Has difficulty sleeping at night and has an irregular sleep schedule.
10. Tend to lag behind in academic and social development compared to their peers.

Many adults are diagnosed with ADHD because they had a lot of problems at a young age, but the symptoms will get worse as they get older. Some may have gotten a diagnosis, and they may have known about it. However, some people may not have been diagnosed in their childhood and only found out later in life. About 60% of adults have ADHD, which is known as adult ADHD because the symptoms appear in childhood and persist into adulthood. ADHD in children may not have the same symptoms as in adults.

When children enter primary school age, behavioral disorders will usually become apparent. During this time, they are expected to grow up to be well-behaved students. In this situation, children are expected to cope well with social situations and schoolwork, but there is evidence that early symptoms of behavioral problems begin to appear. In the learning process at school, the development of social maturity can be utilized or interpreted by setting group tasks that involve demands for physical and mental energy (Syahrul & Nurhafizah, 2021).

Children with ADHD often face social problems that can lead to difficulties in self-control or emotion, which often lead to aggressive or disruptive behavior. This situation creates a cycle where reactions of anger, punishment, and rejection from others can make the child worse, increase frustration levels, and reinforce the aggressive behavior. In addition, children with ADHD tend to be less sensitive to the feelings of others, and their body coordination problems also hinder participation in various types of games. Learning challenges are also a serious problem for children with ADHD.

Children with ADHD often have difficulty in maintaining focus for long periods of time, face challenges in understanding material in a structured way, and have difficulties in managing schedules effectively. As a result, they often have difficulty in understanding the subject matter, which can ultimately have a negative impact on their academic performance. When they receive criticism from teachers, parents, or people around them, this situation can worsen, dampening their enthusiasm for learning and lowering their self-confidence. As a result, their learning performance tends to decline (Nadhirah, 2017). So, the need for a communication approach in ADHD children, one of which is through the video vlog method, to improve interpersonal skills in themselves. Children with ADHD often have difficulties with interpersonal communication due to characteristic inattention and impulsivity, which can make integrating verbal and nonverbal cues challenging (Gunawan, 2021). At the same time, many children with ADHD show particular strengths in creativity and storytelling; for example, Gonzalez-Carpio (2017) found that ADHD children scored higher on creative storytelling measures (fluency, originality, narrative expressiveness) than their peers.

Some children may experience performance anxiety or discomfort when speaking in front of a camera, while others may show inconsistency in their participation or develop an overreliance on technological aspects. These challenges can impact both the authenticity and long-term sustainability of the intervention. This combination of social-communication challenges and creative potential suggests that interventions should be engaging and multimodal. Indeed, Cerezo (2023) showed that a participatory creative activity (co-creating games) produced positive gains in communication and collaboration among children with ADHD. In response to this evidence, using video blogging (vlogging) as an intervention medium for 6–8-year-old children with ADHD, aiming to harness their imaginative strengths while practicing social skills.

In addition, the “Liberated Curriculum” introduces a new and improved approach compared to the previous curriculum. It challenges educators to comprehensively understand the concepts of this curriculum in order to effectively deliver them to students. It emphasizes a varied learning approach that centers on essential content, giving students sufficient time to grasp concepts and improve competencies. Its main goal is to foster freedom of thought and liberating thinking, especially among educators (Andari et al., 2024). However, this article does not discuss the liberated curriculum but rather the media or support for ADHD children to be able to actively communicate through Vlogging.

Video blogging (Vlogging) is a highly multisensory, interactive medium that aligns well with children’s learning preferences. By speaking into a camera and combining images, sound, and narrative, a child creates a personal “social story” that practices language organization, emotional expressiveness, and perspective-taking. The video format also allows repeated viewing of one’s own performance: As Ewe and Aspelin (2021) note, video-based reflection (watching and re-watching clips) can deepen participants’ understanding of their own interpersonal behaviors. Related work supports this use of digital media for social learning.

For example, More (2008) describes how digital social stories provide an immersive forum in which children with special needs can rehearse social cues and interactions. In our study, each child will be guided to produce short vlog entries on familiar topics or routine activities (e.g., talking about a favorite game or explaining a daily event). This playful, child-centered method is intended to motivate young ADHD learners by leveraging their inherent creativity, while organically eliciting communication behaviors (narration, explanation, questioning, perspective-taking) that are foundational to interpersonal skill development.

Define interpersonal skills broadly to include effective communication, empathy, cooperation, and social perspective-taking. Video blogging will touch on these domains in several ways. For instance, narrating a story in a vlog requires a child to organize thoughts and “address” an imagined audience, which requires honest narrative and conversational skills. Discussing or sharing their videos in small groups offers opportunities for social feedback, turn-taking, and noticing others’ responses. Empirical studies support the efficacy of video-based interventions for social outcomes: Wilkes-Gillan (2021) reports that video-modelling interventions yielded immediate improvements in social play skills and social behaviors among children with ADHD, and More (2008) observes that digital social stories can enhance social understanding in children with developmental differences. Moreover, Ewe and Aspelin (2021) point out that the ability to repeatedly view one’s own recorded interactions helps participants attune to social cues.

Guided by these findings, our qualitative analysis will code children’s vlog content and group interactions for key interpersonal indicators, for example, cooperative dialogue, empathy expressions, and collaborative problem-solving, which correspond to the interpersonal skill frameworks noted above. In this way, the vlogging intervention is directly tied to the development of measurable communication and social competencies in the participating children.

In order to find out whether students have succeeded in achieving learning objectives, educators need to establish criteria or indicators of achievement of learning objectives. This criterion was developed when educators were planning assessments that were carried out when

educators were preparing instructional module plans. This achievement criterion becomes one of the considerations in choosing/making an assessment instrument because it is not certain that an assessment is in accordance with the objectives and criteria for achieving learning objectives (Trisnawati et al., 2022; Hamdani et al., 2023).

Little research has explicitly examined the use of video vlog media as a tool for enhancing communication and emotional regulation, despite the fact that numerous studies have looked into a variety of interventions for kids with ADHD, including behavioral therapy, psychoeducation, and digital learning resources. Additionally, the majority of current research tends to concentrate on group-based therapies or educational environments in the West. Research on customized vlog-based interventions in Indonesian educational settings is scarce. This project aims to close this gap by supporting two kids with ADHD in a nearby elementary school through the use of video vlogs and an innovative, humane approach.

RESEARCH METHOD

This research uses qualitative research methods using creative approach studies. A creative approach study is a method used to develop innovative and effective solutions in dealing with various problems by incorporating elements of creativity, imagination, and exploration in the process. This approach is often used in education, psychology, art, and therapy to find new ways to improve individual skills or abilities, especially in more personal or emotional contexts. In the context of ADHD, the study of creative approaches may involve the use of unconventional media or methods such as video vlogs, art, music, or drama to help children or individuals with ADHD develop social, communication, or self-management skills. These creative approaches provide freedom for individuals to express themselves in a more playful and interactive way, which is often more effective than traditional methods.

Creativity can be defined as the ability to create something new from existing elements. In this context, all research involves creativity. Creative methods, such as collage-making, curation, drawing, filmmaking, performance, or photography, do not aim to represent reality exactly as it is. Rather, they combine existing elements in new ways to produce deeper and unique insight, thus broadening and enriching human understanding. Creative methods are excellent for uncovering aspects of social life that are difficult to explain directly, such as emotions, feelings, physical experiences, and sensory impressions.

Malchiodi (2003) explains that therapy using art can engage our various senses, such as sight and feeling. This helps people to tell their experiences or stories in a more profound and rich way (Trevenen-Jones et al., 2020). In the world of psychology, art-based therapy has been well accepted and proven successful in many therapeutic situations. Many professionals find it effective. Despite the acceptance of art-based therapy, research methods that use art are still often doubted by some people when used for scientific research purposes. This means that not everyone believes that using art is a valid way to conduct research.

However, research with creative methods has successfully expanded data collection techniques to capture complex aspects of life, such as emotional, social, or sensory experiences, that are difficult to describe with traditional methods (Back & Puwar, 2012). There is an attempt to incorporate creative elements-such as imagination, play, or poetic approaches-into the entire research process, from planning to analysis (Ayrton, 2020). In this present study, we use video blogging (vlogging) as a qualitative tool to give voice to children with ADHD in ways that conventional interviews cannot. In practice, each participant is invited to create short video diaries about their day in a playful, self-directed format that blends narrative with visual and auditory cues.

This multimodal approach taps into subtleties of expression that are otherwise hard to capture: researchers can see a child's tone of voice, facial expressions, gestures, and even the surrounding environment as the child describes an event. As Buchwald and colleagues (2009) note, video-diary methods "elicit data that would not otherwise be obtained," supplying a

window into children's feelings and experiences beyond words. Similarly, Svendler Nielsen (2012) has shown that "videographic participation" brings researchers close to children's embodied and affective expressions, helping to communicate the emotional and bodily nuances of events that standard interviews often miss.

In designing our protocol, we also draw on creative-method principles (Ayrton, 2020), encouraging imaginative or playful prompts, for example, asking a child to tell a story about school or to use drawings and play-acting in their vlog, so that the process itself feels like creative play. This reflects calls in the literature to use visual and creative tools at every stage of qualitative work (from planning through analysis) in order to reveal new facets of the research topic and to deepen reflexivity.

Importantly, vlogging is well-suited to ADHD research because it aligns with how these children naturally communicate. ADHD involves complex challenges in communication, social interaction, and emotional regulation, so a rich video format can make those challenges more visible. For example, a child who has difficulty verbally explaining frustration at school might nonetheless show their frustration in a vlog entry through tone of voice, facial expression, or by acting out a scene with props. By analyzing these video diaries alongside our interview and observational data, we aim to capture the affective, social, and sensory dimensions of the children's experiences. In this way, vlogging complements traditional qualitative methods and helps us document the nuanced

Qualitative research methods with a creative study approach provide an innovative way to understand and explore social phenomena. This approach not only generates rich and in-depth data but also encourages active participation among participants. For children with ADHD, who often struggle with sustained attention and verbal articulation, creative techniques such as drawing, video blogging, and storytelling offer accessible and engaging platforms for communication (O'Keeffe & Clarke-Pearson, 2011; Fekonja-Peklaj & Marjanovič-Umek, 2015). These participatory methods are especially valuable in capturing emotional nuance, spontaneous interaction, and reflective thought elements that are often difficult to access through standard interviews or surveys (Wyness, 2013). Research grounded in creative qualitative methodology has demonstrated that such approaches not only empower child participants but also enhance the validity of findings by aligning with their natural modes of expression (Pramling Samuelsson & Johansson, 2009).

The data collection technique in this paper is direct observation of the behavior and interactions of children with ADHD while they are engaged in learning activities. This data collection technique is carried out by directly observing phenomena or symptoms on the object of research. These observations can be made in real conditions (in the field) or in special situations that are deliberately created for research purposes. This method aims to understand in more detail how a phenomenon occurs through direct observation. The researcher notes how children respond to tasks or challenges, as well as how they manage emotions or impulsive behavior. This study also conducted interviews with the homeroom teacher of SDN Ketintang II to find out more in-depth information related to the methods and ways of teachers in managing emotions and impulsivity during learning activities.

The information obtained from an interview may be an accurate reflection of the person's real life, but it may also be limited to the interview situation or even distorted by various factors. Researchers should be aware of this and work to reduce biases such as people's tendency to give answers that they think are good, exaggerate their role, or feel that the past is fixed. Interviews that focus on process and subjective meaning will help researchers gain a more accurate and relevant understanding. In this way, the research results will be more valid and reliable.

RESULTS AND DISCUSSION

Result

This research uses 2 subjects of students with ADHD at SDN Ketintang II to find out the communication and social development of students. Based on our research, the subject data is obtained as follows:

Table 1. Observation data on the subject

Subject characteristics	
A	S
• Subject tends to be quiet and often leaves his seat. • Subject is difficult to communicate non-verbally • Subject does not respond well when called by name. • Subject is emotionally unstable, shown by often rebelling when invited to discuss. • Subject is unable to make eye contact when spoken to. • Subject has not been able to communicate what he wants • Subject tends to focus on the place he likes repeatedly	• The subject often leaves the seat • Subject still responds when invited to communicate, tends to be indifferent. Subject can recognize himself/herself. Subject is emotionally unstable if someone accidentally touches what he has • Subject can be communicated with when there is something he/she is interested in • Subject is sensitive to odors • Subject can speak English

The researcher also observed the subject's social interaction during the learning process. Where subject (A) tends to be more impulsive than subject (S), because subject (A) does not want to join learning with other friends. Subject (A) also lacks good stimulus from his parents, so that the communication and social development of subject (A) is very late compared to subject (S). Subject (A) was also identified as having autistic disabilities, as shown by subject (A)'s behavior, such as walking on tiptoe, and being obsessed with the cupboard in the corner of his classroom.

Subject (S) has good social interaction with his classmates. Subject (S) looks calmer, but sometimes shows his impulsive attitude when his belongings are touched by others. During the research, researchers also found English vocabulary used by subjects (S) when communicating. Subject (S) was born to well-off parents. Subject (S) is a transfer student from the Philippines, so his English vocabulary is very good. Subject (S) also received good stimulus from his parents, so that the communication and social-emotional development of subject (S) was very good.

In this study, we used an intrapersonal communication approach to determine the language and communication development of students with ADHD at SDN Ketintang II. According to Deddy Mulyana (in Sapril, 2011), interpersonal communication refers to face-to-face interactions between individuals, where each participant can directly understand the other's responses, both through verbal and nonverbal messages. According to Wilbur Schramm (1954), interpersonal communication is a process in which a person builds understanding by processing personal experiences and reflecting. This process affects the way individuals relate and communicate with others. According to (DeVito, 2016, in the book *Interpersonal Communication*), the interpersonal perception process consists of five stages, namely stimulation, organization, interpretation, evaluation, storage in memory, and recall.

The interpersonal communication theory introduced by Yoesoep Edhie Rachmad (2022) aims to understand and improve interpersonal communication in various contexts, such as in the workplace, family, and community. In an era of technological advancement and rapid social

change, the ability to communicate effectively is becoming increasingly important. This theory provides guidance to improve communication skills so that individuals can interact better and achieve positive outcomes. With a focus on relational norms and open interactions, this theory helps individuals manage relationships and overcome communication challenges in daily life.

Based on some of these opinions, it can be concluded that interpersonal communication is the process of exchanging information, ideas, emotions, or messages between two or more people directly, usually through face-to-face interactions or media that allow personal relationships. This communication aims to build relationships, understand, or influence others. So that between the two parties, there is mutual interaction.

Interpersonal communication is needed in early childhood so that children can establish social relationships with their environment. But often interpersonal communication in early childhood has difficulties, both in receiving and conveying information. According to De Vito (in the book *Interpersonal Communication*), there are four types of interference that can arise in communication. One of them is physical interference, which is an obstacle caused by external factors outside the sender or receiver of the message. For example, noise outside the classroom will provoke the attention and focus of ADHD children, so in this situation, it is difficult for children to communicate. In addition, the psychological condition of ADHD, according to the American Psychiatric Association (2004), DSM IV T-R, ADHD conditions include difficulty in: a. Inattention (difficulty focusing attention; b. Impulsivity (difficulty restraining desires); c. Hyperactivity (difficulty controlling movement) also affects the effectiveness of interpersonal communication.

To be able to improve interpersonal communication skills in ADHD learners, it can begin with establishing a strong relationship to build trust with students by making children feel cared for (Safitri, 2018). In addition, the feedback given by ADHD learners is very useful for practicing communication. An interpersonal approach can help ADHD learners improve their communication and social-emotional skills. In this study, researchers utilized technology to help develop ADHD learners' communication using video vlog media with an interpersonal approach to both subjects.

Discussion

Using Video Vlog Media to Improve ADHD Children's Communication

Table 2. The development of communication towards the subject in the use of video vlog media

Development	Subject (A)	Subject (S)
More Expressive	X	
Self-confidence	X	
Self-control	X	X
Concentration	X	X
Feedback	X	

This study demonstrates that video vlogs can support communication and emotional regulation in children with ADHD, especially for Subject S. These findings reflect earlier studies by Budiarti (2022) and Liu (2024), which show digital media as a helpful intervention for enhancing attention and self-management among ADHD learners. Powell (2022) similarly identified improved social skills among youth with ADHD following psychoeducational interventions.

Subject S's progress suggests that vlogging, as a semi-structured activity, supports expressive language and interaction skills, aligning with Yoo (2024), who advocates for using technology to assist in social and emotional learning. The differences between Subject A and Subject S also reflect the role of comorbidities: Frolli (2023) and Amaravadi (2023) emphasize that autism-like traits or sensory sensitivities can limit responsiveness to interventions.

This study is grounded in interpersonal communication theory (DeVito, 2016; Rachmad, 2022), which underscores how emotional clarity, feedback exchange, and mutual understanding shape effective interaction. Subject S's increased responsiveness corresponds with Schramm's (1954) model of feedback and the relational process in communication. As children reflect on their behavior through video, they gain perspective and understanding of themselves and others.

The creative use of vlogs allows children to externalize emotions and practice social storytelling in a comfortable setting. This aligns with the ideas of Goldman (2022) and Malchiodi (2003), who argue that creative tools such as video and art allow deeper emotional expression. When children review their own videos, it promotes meta-awareness—a form of self-monitoring described by Drechsler (2020) as key to behavioral improvement.

Yet, Subject A's limited response shows that not all children benefit equally. As Munif (2022) and Utami (2021) suggest, adult scaffolding is crucial. Without active parental involvement or classroom structure, digital media may have a limited impact. Subject A also showed characteristics associated with autism spectrum disorder, which may explain his resistance and lack of engagement.

In contrast, Subject S received consistent parental stimulation and showed increased emotional and verbal expressiveness. This supports the recommendation by Pandian (2021) that multimodal, supported interventions are more effective for children with ADHD. Furthermore, the findings echo the importance of culturally adapted tools, particularly in under-researched contexts such as Indonesian schools.

The results reinforce those of Fitriyani (2023) and Nurfadhillah (2022), who found that communication development in ADHD students can be enhanced through personalized, expressive strategies. The emotional growth observed in Subject S also confirms the importance of context and consistency, as emphasized by Salari (2023) and Koch (2021). Social media also plays a role in increasing students' independence and confidence in the learning process because they can access learning resources independently and actively participate in an inclusive learning environment (Chen et al., 2021; Agustina & Usman, 2024). In that case, students' learning time can be reduced because more is spent on social interaction or entertainment content than focusing on more productive learning activities (Bhandarkar et al., 2021; Paakkari et al., 2021; Yimer, 2023., Agustina & Usman, 2024)

Thus, while vlog-based activities show promise, they require proper guidance and personalization. As Yunitasari (2023) notes, when children are guided to express themselves expressively, their interpersonal language improves. Educators and families should consider vlogs as complementary—not standalone—tools in broader communication interventions. Future studies should include diverse populations and examine long-term outcomes of vlog-based strategies on emotional and academic performance.

CONCLUSION

Overall, the media video vlogs have great potential in interpersonal approaches for children with ADHD, especially in terms of improving communication, managing emotions, and self-expression. The use of vlog media is recommended for students with ADHD who show a positive response to visual and verbal approaches, with adult supervision to ensure consistency. However, the use of this medium also brings challenges, such as difficulty in consistency, anxiety in front of the camera, and dependence on technology. To maximize the use of vlogging, it is important to provide appropriate support, including assistance in managing vlogging techniques, providing constructive feedback, and creating an environment that is constructive feedback, and creating an environment that supports a sense of safety and confidence for children with ADHD. In addition, logistical and contextual factors such as access to recording devices, editing software, or a quiet and secure space can create disparities in implementation, particularly across different educational or socioeconomic settings. While vlogging offers valuable spontaneous insights into children's thoughts and affective states, it may not fully capture more

complex interpersonal relationships or deeply internalized emotional experiences. Therefore, vlogging should be positioned as a complementary tool rather than a standalone method within a broader, multimodal communication framework that is responsive to each child's needs.

Future research should focus on the longitudinal effects of vlog-based interventions, especially in terms of their impact on peer relationships, academic involvement, and the development of emotional resilience in children with ADHD. Comparative studies are also recommended to evaluate how vlogging interacts with or differs from other creative methodologies such as storytelling, dramatic roleplay, or digital art. Moreover, it is important to investigate how individual differences such as ADHD subtype, developmental stage, and the presence of comorbid conditions influence both engagement and outcomes. The creation of ethically sound, developmentally appropriate, and inclusive frameworks for using digital media in therapeutic and educational settings remains an essential area for future scholarly inquiry.

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Author (s):

*Dike Annisa Ramadina Az Zahro (Corresponding Author)
Department of Special Education, Faculty of Education,
Universitas Negeri Surabaya,
Jl. Lidah Wetan, Surabaya 60213, Indonesia
Email: dike.23081@mhs.unesa.ac.id

Cahya Nastiti Pinastika
Department of Special Education, Faculty of Education,
Universitas Negeri Surabaya,
Jl. Lidah Wetan, Surabaya 60213, Indonesia
Email: cahyanastiti.23115@mhs.unesa.ac.id

Dhea Nailul Farah
Department of Special Education, Faculty of Education,
Universitas Negeri Surabaya,
Jl. Lidah Wetan, Lidah Wetan, Surabaya 60213, Indonesia
Email: dhea.23038@mhs.unesa.ac.id

Ristie Suandi
Department of International Business, Faculty of Management,
National Kaohsiung University of Science and Technology,
Kaohsiung City, Shenzhong Road No.58, Taiwan
Email: C111159159@nkust.edu.tw
