RESEARCH ARTICLE

Learning Experiences of University Students with ADHD in Indonesia: A Phenomenological Study

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ABSTRAK

Penelitian ini bertujuan untuk memahami pengalaman belajar mahasiswa penyandang *Attention Deficit/Hyperactivity Disorder* (ADHD) di Indonesia melalui pendekatan kualitatif fenomenologis. Fokus utama penelitian adalah menggali tantangan, strategi adaptasi, serta peran lingkungan sosial dan institusional dalam mendukung proses belajar mahasiswa dengan ADHD. Partisipan terdiri dari tiga mahasiswa sarjana yang telah didiagnosis ADHD. Data dikumpulkan melalui wawancara mendalam semi-terstruktur dan dianalisis menggunakan *Interpretative Phenomenological Analysis* (IPA). Hasil penelitian menunjukkan bahwa mahasiswa dengan ADHD menghadapi berbagai kesulitan dalam fungsi eksekutif, regulasi emosi, dan kurangnya pemahaman dari lingkungan. Meskipun demikian, partisipan mampu mengembangkan strategi koping secara mandiri maupun melalui dukungan sosial. Penelitian ini menyoroti pentingnya akses pendidikan yang inklusif, dukungan komunitas, serta peran aktif dosen dalam menciptakan lingkungan belajar yang responsif terhadap kebutuhan neurodivergen.

Kata kunci: *ADHD, pengalaman belajar, mahasiswa, pendidikan inklusif, pendekatan fenomenologis, neurodiversitas*

ABSTRACT

This study aims to understand the learning experiences of university students with Attention Deficit/Hyperactivity Disorder (ADHD) in Indonesia through a qualitative phenomenological approach. The main focus of the study is to explore the challenges they face, the adaptive strategies they develop, and the role of social and institutional environments in supporting their learning process. The participants consisted of three undergraduate students who had been formally diagnosed with ADHD. Data were collected through in-depth semi-structured interviews and analyzed using Interpretative Phenomenological Analysis (IPA). The findings reveal that students with ADHD face various difficulties related to executive functioning, emotional regulation, and a lack of understanding from their surroundings. Nevertheless, participants were able to develop coping strategies both independently and through social support. This study highlights the importance of inclusive educational access, the presence of a supportive community, and the active role of lecturers in creating a learning environment that is responsive to the needs of neurodivergent students.

Keywords: *ADHD, learning experience, university students, inclusive learning, phenomenological approach, neurodiversity*

BACKGROUND

Indonesia, as a member of the United Nations, has adopted the Sustainable Development Goals, including the commitment to the principle of No One Left Behind. However, individuals with disabilities, particularly those with neurodevelopmental disorders, remain underserved in education and policy (United Nations, 2023). According to Badan Pusat Statistik (2023), there are 22.97 million individuals with disabilities in Indonesia, or approximately 8.5 percent of the total population. This highlights the urgent need to better support marginalized groups, especially those with non-visible conditions such as neurodevelopmental disorders.

Non-visible disabilities are often misunderstood by society and may lead to emotional distress, social isolation, and significant barriers in everyday life (Ahtoy, 2024). Neurodevelopmental disorders such as Attention Deficit Hyperactivity Disorder fall within this category. ADHD is a condition that affects brain development and functioning and presents with symptoms of inattention, hyperactivity, and impulsivity (American Psychiatric Association, 2022). Although common, ADHD remains poorly understood and largely undocumented in Indonesia (Rabitho and Setiawati, 2024). Its heterogeneous nature results in a wide range of experiences and outcomes depending on individual traits and environmental factors (Ayano et al., 2023a; da Silva et al., 2023).

Stigma is a significant barrier for individuals with ADHD. Misconceptions often associate the condition with laziness or poor behavior, leading to negative stereotypes (Kooij et al., 2019; Lebowitz, 2016). These attitudes persist across life stages and influence education, employment, treatment-seeking behavior, and relationships (Bussing et al., 2010; Mueller et al., 2012). The limited understanding of ADHD among educators and parents reflects a broader lack of mental health literacy in the education sector, contributing to ineffective or absent support structures (Prifiantari et al., 2024).

In higher education, the challenges become even more pronounced. The transition to adulthood, which includes greater independence and academic responsibility, can be particularly difficult for students with ADHD (Matud et al., 2020; Arnett, 2015). Students are expected to manage executive functions such as planning and self-regulation (Garello and Rinaudo, 2013), but ADHD symptoms often interfere with these abilities. Research has found that students with ADHD tend to have lower academic performance and grade point averages, along with poorer social adjustment and self-esteem (Henning et al., 2022; Sedgwick, 2018). Without adequate institutional support, these students are at risk of developing maladaptive coping strategies such as learned helplessness (Iines et al., 2023).

Despite these challenges, ADHD is not solely defined by deficits. Studies show that individuals with ADHD may also demonstrate unique strengths such as creativity, cognitive dynamism, and resilience (Sedgwick, Merwood, and Asherson, 2019). Traits like hyperfocus, divergent thinking, and high energy can be valuable assets when acknowledged and nurtured. Unfortunately, most research and policy continue to focus on pathology, viewing neurodivergence through a medicalized lens that emphasizes conformity to neurotypical norms (Melissa et al., 2024). This approach may limit personal growth and reinforce exclusionary systems.

Existing literature has explored the prevalence, neurological basis, and social impacts of ADHD (Ayano et al., 2023b; Parenti et al., 2020; Smith and Langberg, 2018). Other studies have examined stigma, public perception, and the effectiveness of support systems (Al Fajri et al., 2024; Martínez et al., 2016; Žalėnienė and Pereira, 2021). However, research focusing on the lived educational experiences of students with ADHD in Indonesian universities is still limited.

To address this gap, further qualitative research is needed to understand how students with ADHD navigate the academic environment within the specific cultural and institutional context of Indonesia. This understanding is critical for designing inclusive educational practices that not only accommodate differences but also recognize the value of neurodiversity. By shifting the focus from deficits to holistic support, higher education can become a space where all students are able to thrive.

METHODOLOGY

Research Design

This study uses a qualitative research approach with a focus on phenomenological methodology. Qualitative research involves an in-depth and interpretive exploration of phenomena within their natural settings. It seeks to uncover the meaning behind social experiences by considering various factors such as individual perspectives, lived conditions, and historical backgrounds (Moser and Korstjens, 2017; Patton, 2005). Phenomenological research specifically aims to understand the core essence of human experiences by engaging closely with participants to identify meaningful patterns and connections (Moustakas, 1994). To better understand how university students in Indonesia with ADHD experience learning, this study adopts a phenomenological lens, examining their personal experiences, thoughts, and perceptions within the broader cultural and institutional context.

Participant

The unit of analysis in this research is the learning experience of university students with ADHD in Indonesia. In this study, learning experiences are explored through a phenomenological lens, focusing on the participants' subjective perspectives and lived realities. The research explores how these students navigate their learning journey, shaped by their socio-cultural and institutional contexts.

Data Collection Methods

The purpose of a qualitative research interview is to gather detailed accounts of the interviewee's lived experiences, enabling the interpretation of the meaning behind the described phenomena (Kvale & Brinkmann, 2008). This study will employ in-depth, semi-structured interviews guided by relevant topics to explore the learning experiences of university students with ADHD in Indonesia.

In this study, interviews are conducted based on agreements with the research subjects. During the interviews, information will be recorded and documented. The researcher will also utilize various tools, including notebooks and a voice recorder to facilitate the process. This research utilizes in-depth interviews to obtain comprehensive data on the experiences of research subjects, who are university students with ADHD in Indonesia. Each interview session is conducted with rapport-building and includes both note-taking and recording. After the interview, a verbatim transcript will be created and used for data analysis, helping to uncover insights that align with the research objectives.

Data Analysis and Organisation

The data in this study will be analyzed using Interpretative Phenomenological Analysis as introduced by Smith and colleagues. This method is designed to explore how individuals make sense of their lived experiences. It involves a double hermeneutic process in which the researcher attempts to understand the participant's interpretation of their own experiences, while also being aware that their own assumptions and background shape the interpretative process. Insight is not simply extracted from the data but is co-constructed through the researcher's active engagement.

The analysis begins with close reading and re-reading of interview transcripts to become fully immersed in the data. This stage emphasizes focusing on the participant's account while taking initial notes on observations or striking features. The next stage involves detailed annotation where the researcher actively engages with the data through descriptive, linguistic, and conceptual comments. Descriptive comments focus on what participants say and identify key phrases. Linguistic comments examine how participants use language, paying attention to tone, repetition, and word choice. Conceptual comments explore broader meanings by linking the data to abstract ideas, allowing for deeper interpretation.

Following this, the researcher identifies emerging themes by synthesizing initial notes into meaningful patterns that reflect the participant's experience. These themes are not just descriptive but combine the participant's narrative with the researcher's analytical perspective. The next step involves organizing these themes into superordinate themes by identifying connections and structuring the analysis into a coherent framework. Techniques such as abstraction and contextualization help clarify relationships among themes. A visual map may also be created to represent how the superordinate

themes relate to one another.

Once one case is analyzed, the process is repeated for each subsequent participant. Each case is treated independently to allow new insights to surface without being influenced by previous cases. The final stage involves identifying patterns across all cases to build a broader understanding of shared experiences while recognizing each participant's uniqueness. This cross-case analysis helps develop higher-order concepts that reflect the overall essence of the group's lived experiences. Through this approach, the study aims to construct a nuanced and in-depth interpretation of how university students with ADHD experience learning in their social and institutional contexts.

RESEARCH RESULT

The interview findings provided insight into the participants' learning experiences as university students with ADHD, illustrating the challenges they faced and the strategies they used to manage them. The results also highlighted the importance of education, accessibility, and a sense of belonging in shaping learning experience.

Subject MGJ navigated his academic journey by developing personalized strategies that helped him adapt to ADHD. Through trial and error, he discovered that motivation was highly dependent on urgency and personal interest. Instead of forcing productivity, he learned to follow his focus and mood, often using background sounds like music to enhance concentration. His deep interest in psychology played a major role in helping him overcome academic challenges.

However, executive dysfunction remained a significant barrier. He often experienced task paralysis and emotional exhaustion when required to complete tasks he found uninteresting. MGJ developed adaptive strategies grounded in self-awareness but also acknowledged maladaptive behaviors, including self-isolation, guilt-driven discipline, and internalized stigma. While physical environments like libraries helped improve focus and mood, the fear of being judged often limited his participation in class discussions. Support from loved ones provided emotional validation and motivation, reinforcing his sense of self-worth.

Despite his self-reliance, MGJ faced several structural and emotional barriers, including limited institutional support, minimal family involvement beyond finances, and pervasive self-doubt stemming from stigma. He proposed increased education about neurodiversity and the formation of neurodivergent student communities as key steps toward a more inclusive environment. MGJ emphasized that awareness among peers and faculty could reduce internalized stigma and foster empathy. His account highlights the importance of tailored strategies, emotional connection, and a supportive system in shaping meaningful learning for students with ADHD.

Subject DAK also adjusted her learning strategies to accommodate ADHD, shifting her mindset to work with her condition. She developed systems through self-reflection and trial and error, often relying on urgency to complete tasks. She used music or background videos to stay focused. However, executive dysfunction manifested as episodes of mental paralysis, characterized by overwhelming internal noise and eventual cognitive shutdown. These episodes disrupted her ability to think or act, especially when faced with tasks requiring higher-order thinking.

DAK gradually learned to distinguish between her limits and ADHD-related difficulties, fostering more adaptive behaviors. However, limited support led to avoidance, excessive self-reliance, and masking. She often concealed her neurodivergent traits to align with social expectations and avoid disrupting group dynamics. Still, she found emotional regulation and motivation through supportive lecturers and peer relationships. Social interactions helped her normalize her experiences and feel emotionally safe.

Her family's dismissal of her diagnosis created barriers to self-acceptance, while unclear institutional resources limited her access to accommodations. She expressed concern about being seen as self-centered for advocating her needs. DAK proposed peer support communities, group therapy, and campus-wide ADHD education to improve inclusivity and awareness. Though she often felt like an outsider, DAK believed that empathy and structural support would allow neurodivergent students to thrive.

Subject LMS, a second-year student majoring in Digital Business, reflected on his need for external accountability to stay academically engaged. He struggled with studying alone and often turned to pleasurable distractions. His motivation was highly mood- and interest-dependent. LMS began building personalized learning methods, including using white noise and the Pomodoro technique, to support focus. Still, he often resorted to maladaptive coping strategies, including avoidance and self-sabotage. He rationalized disengagement by assuming effort would not change academic outcomes, and tended to suppress emotions by engaging in overstimulating behaviors.

LMS emphasized the central role of social support in his academic life. The presence of peers significantly improved his motivation and organization, while isolation led to delays and disinterest. He identified lecturers as key figures who could help bridge the gap between students and support systems. His family served as an emotional and financial anchor during periods of stress. Environmental factors, such as classroom dynamics and physical comfort, also affected his ability to focus and perform academically.

He expressed concern over the lack of faculty awareness regarding mental health and neurodiversity, which discouraged him from seeking help. LMS perceived institutional responses as performative and lacking genuine care. This exacerbated feelings of otherness and made him hesitant to disclose his condition. He advocated for meaningful outreach initiatives and a more empathetic academic culture. Despite feeling socially excluded, LMS found belonging through organizational involvement and emphasized the importance of peer understanding and educator empathy.

DISCUSSION

This research explored the learning experiences of three university students in Indonesia who have been diagnosed with ADHD. All three participants received their diagnosis later in life, typically after their condition began interfering with their daily functioning. The findings demonstrate how ADHD significantly affects learning experiences through symptoms such as inattention, emotional instability, executive dysfunction, and sensitivity to stress (Alexander and Farrelly, 2017). These challenges manifested in academic difficulties, particularly in emotional regulation and metacognitive processes, limiting their ability to meet academic demands (Harrison et al., 2013; Matud et al., 2020). Each participant developed personalized learning strategies that supported their focus and engagement. These included studying in quiet environments, using music or white noise to maintain attention, and adjusting study methods to suit their individual needs.

Mood and interest emerged as key factors influencing academic motivation. MGJ and LMS emphasized the connection between emotional states and academic engagement, while DAK described a form of cognitive paralysis when overwhelmed. Environmental and social cues also influenced the participants' ability to learn effectively. Each participant adopted different coping strategies. MGJ applied task-oriented coping grounded in guilt and self-discipline, DAK relied on self-awareness and flexibility, while LMS often withdrew from stressors and used alcohol to cope. LMS also exhibited signs of learned helplessness, believing his academic efforts would not improve his outcomes (Maier and Seligman, 1976; Prihardi et al., 2018).

The social environment played a central role in shaping learning experiences. Supportive peers and lecturers were important sources of emotional and academic support. However, all participants reported challenges related to stigma, lack of representation, and public misunderstanding about ADHD (Rosalina, 2023; Prifiantari et al., 2024). These experiences led to feelings of alienation, reluctance to seek help, and doubts about the legitimacy of their diagnosis. MGJ and DAK noted the importance of inclusive spaces and greater awareness to foster understanding and belonging among neurodivergent individuals. LMS highlighted the need for more genuine and proactive university support.

The findings support Vygotsky's theory of social development, which emphasizes the importance of cultural and social context in learning (Vygotsky, 1978), and Self-Determination Theory, which highlights the need for autonomy, competence, and relatedness (Deci and Ryan, 1985). MGJ and DAK emphasized the importance of community and representation for neurodivergent individuals, while

LMS advocated for more meaningful university outreach. The research findings indicate that learning is shaped not only by neurological and personal factors, but also by environmental and cultural influences. As supported by Liu and colleagues (2023), learning is a dynamic process influenced by the interaction between the learner and their surroundings.

CONCLUSION

The study examines the learning experiences of university students in Indonesia diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD), emphasizing how their academic journeys are shaped by social and cultural contexts. The findings reveal that stigma, limited awareness, and negative societal perceptions of neurodiversity significantly impact their educational engagement and emotional well-being. Accessibility and inclusivity within the academic environment remain limited, affecting students' ability to access necessary resources and accommodations. Despite these barriers, the participants demonstrate resilience by developing adaptive strategies, relying on urgency and personal interest to maintain motivation. However, the research underscores that support systems and environmental adjustments are essential, as the burden of adaptation should not rest solely on students. Increasing awareness and fostering an inclusive academic culture are crucial to improving educational outcomes for students with ADHD.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

Abigail Aimee and Pramesti Pradna Paramita declare that they have no affiliations as consultants, shareholders, or funding recipients from any company or organization that could potentially benefit from the publication of this manuscript.

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