

**ANALYSIS OF DYSLEXIA LEARNING DIFFICULTIES OF STUDENTS AT
AL-FADIAH GOWA INTEGRATED ISLAMIC ELEMENTARY SCHOOL**

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Abstract

Learning difficulties are a form of obstacle that often occurs in the world of education, the obstacle in question is dyslexia. Dyslexia is a problem that is often encountered in students, especially in grades one and two. This study focuses on the factors that cause dyslexic children and how to overcome them. This study uses qualitative research. The data collection technique is by interviews and observation while the analysis technique uses data reduction and conclusions. Research results: children who experience dyslexia at SDIT Al-Fadiyah Gowa are caused by internal factors such as genetics or parental lineage. Symptoms of dyslexia in children can be characterized by the child's inability to distinguish letters similar to the letters b and d, difficulty reading, and difficulty processing words. This can be done by communicating with parents to do therapy on children, then providing special guidance to children with literacy and tutoring programs. The method of teaching dyslexic children at school is carried out by grouping children with dyslexia, providing intensive guidance, getting used to reading books together, and accompanying children throughout the learning process. The solution offered by the author in overcoming dyslexia in children can be done by creating a reading corner in the classroom, then the teacher uses the right methods and media for dyslexic children, adequate facilities, especially books with interesting variations.

Keywords: Learning difficulties, Dyslexia, Reading difficulties.

Abstrak

Kesulitan belajar merupakan bentuk kendala yang sering terjadi dalam dunia pendidikan, kendala yang dimaksud adalah disleksia. Disleksia merupakan masalah yang sering ditemui pada siswa, terutama di kelas satu dan dua. Penelitian ini berfokus pada faktor-faktor penyebab anak disleksia dan cara mengatasinya. Penelitian ini menggunakan penelitian kualitatif. Teknik pengumpulan data adalah dengan wawancara dan observasi sedangkan teknik analisis menggunakan reduksi data dan kesimpulan. Hasil penelitian: anak yang mengalami disleksia di SDIT Al-Fadiyah Gowa disebabkan oleh faktor internal seperti genetika atau garis keturunan orang tua. Gejala disleksia pada anak dapat ditandai dengan ketidakmampuan anak membedakan huruf yang mirip dengan huruf b dan d, kesulitan membaca, dan kesulitan mendahului kata. Hal ini dapat dilakukan dengan berkomunikasi dengan orang tua untuk melakukan terapi pada anak, kemudian memberikan bimbingan khusus kepada anak dengan program literasi dan bimbingan belajar. Metode mengajar anak disleksia di sekolah dilakukan dengan mengelompokkan anak penderita disleksia, memberikan bimbingan intensif, membiasakan diri membaca buku bersama, dan mendampingi anak selama proses pembelajaran. Solusi yang ditawarkan penulis dalam mengatasi disleksia pada anak dapat dilakukan dengan membuat pojok baca di kelas, kemudian guru menggunakan metode dan media yang tepat untuk anak disleksia, fasilitas yang memadai, terutama buku dengan variasi yang menarik.

Kata kunci: Kesulitan belajar, Disleksia, Kesulitan membaca.

INTRODUCTION

Dyslexia is a condition that causes difficulties in reading, writing, and spelling, as well as recognizing letters. This phenomenon is often categorized as a specific learning difficulty in a particular learning problem. Factors that affect dyslexia include physiological, intellectual, environmental, and psychological factors.

The learning difficulties in question are the many disorders experienced by students in the form of reading, listening, speaking, counting and writing disorders which are factors of the individual himself, namely due to the lack of brain dysfunction. It is not due to other factors or external factors such as culture, social, environment or school facilities and others (Nini Subini, 2011). Meanwhile, according to Yulianto, learning disorder is a learning disorder in children that can be identified through a significant gap between children's intelligence and academic abilities that must be met or achieved (Yulianto D. Saputra, 2018). In essence, this learning difficulty is a disorder experienced by students both in terms of listening, counting, speaking, writing and reading where this is influenced by internal factors of students in the form of intelligence.

The categories that can be included in learning difficulties are as follows: 1. dyscalculia, 2. dyspraxia, 3. dyslexia, 4. dysgraphia, 5. visual process disorders, 6. aphasia/dysphasia, 7. and auditory process disorders (Marlina, 2019). However, here the author only focuses on learning disorders in the form of dyslexia (reading difficulties). Dyslexia is a disorder in the child's language learning process that can be identified through difficulties in reading, writing, understanding words or sentences, and spelling (Haifa, Mulyadiprana, et al., 2020). Not only that, children who have dyslexia will also have

difficulty identifying how to write words or sentences that they have spoken from their mouths or vice versa (Irdamurni et al., 2018) To be able to identify children with dyslexic symptoms, we need to know what symptoms children experience when they experience learning difficulties. That way we can take action on this problem.

The symptoms that we can know about dyslexia are as follows: 1. Children have difficulty reading letters and words because they see objects that are not neatly arranged but when viewed from the child's physique they look normal and intelligent, 2. Difficulty mentioning letters and spelling, 3. Being able to recognize words on one page but forgetting when they change to the next page, 4. Experiencing phonological difficulties, 5. Difficulty distinguishing right and left. 6. Be good at mathematics and arithmetic, 7. It is difficult to arrange the layout of things and the room is not organized. 8. Excessive anxiety while taking exams, 9. Difficulty learning a new language, 10. Difficulty understanding jokes or expressions, 11. Often daydreaming when with friends, 12. Difficulty reading the time on the wall clock (Calvary et al., 2021).

Iman Faizin also explained the characteristics of dyslexia, namely: (1) Reading and Writing Difficulties: Children with dyslexia are often slow in the process of reading and writing. They may also be confused about distinguishing letters such as "b" and "p". (2) Spelling Difficulties: Dyslexia also causes difficulty recognizing spoken words, including distinguishing sounds from spoken words. (3) Memory and Grammar Difficulties: Children with dyslexia may be weak in learning grammar, memory, and sequencing a series.(Faizin 2020)

Knowing the characteristics of dyslexia is very important to avoid various negative effects that can be caused by mishandling during development. Knowledge about dyslexia can help parents and teachers in providing appropriate help to children with this condition.

Based on the results of the observation of the researcher at the research site, namely SDIT Al-Fadiyah, it was found that several students experienced behavior as explained above. Based on the results of interviews with first and second grade teachers, it was found that children still have difficulty reading with long sentences, then find it difficult to distinguish letters such as the letters p and b and their immunity is very weak. So these children often do not go to school and many lessons are left behind. Then there were also children who had difficulties in remembering and grammar such as forgetting the number sequence from one to ten and then forgetting the sounds of the letters j, x, q and others. Therefore, knowing the characteristics of dyslexia is very important to avoid various negative effects that can be caused by incorrect treatment during development. Knowledge about dyslexia can help parents and teachers in providing appropriate help to children with this condition

From the above problems, the author is interested in conducting more in-depth research on this dyslexia, but here the researchers focus on the factors that affect or cause children to experience dyslexia. Where the researcher researched this in the first and second grades of SDIT Al-Fadiyah. The purpose of this study is to find out more about the best causes or factors that make children have learning difficulties, especially in reading at SDIT AL-Fadiyah. Hopefully this research will be new knowledge for all of us and become material for future researchers.

METHOD

This research uses qualitative research, where the approach used is qualitative descriptive or explaining phenomena in the field. The purpose of this research is to explain, describe, explain, and answer more detailed problems related to the problems studied. The sources used are books and related journals. This research was conducted at SDIT Al-Fadiyah Gowa and was carried out for approximately 3 days. The subjects of this research are teachers and students. As for the data collection technique using observation, interviews and documentation, while the data analysis technique uses data reduction where the data is analyzed in depth and then conclusions are drawn.

RESULTS AND DISCUSSION

Analysis of Dyslexia of Students at Al-Fadiyah Integrated Islamic Elementary School

This study discusses dyslexia at SDIT AL-fadiyah Gowa. Based on the results of interviews with first-grade students with special needs and first-grade teachers and observations, an overview of how teachers teach and handle children with special needs during the classroom is found, as well as the solutions offered by teachers to children in the learning process. The results of the resource person who is a first-grade homeroom teacher said that there is one child who does experience symptoms of dyslexia which may have quite an effect on his learning process. This child who has dyslexia occupies a bench in the first grade. If you notice from the homeroom teacher, the child during the daily learning process is quite difficult in reading long sentences, but now after there are improvements and consultations made by the teacher, if he spells a word consisting of two syllables, he can already do a little, and also knows some letters. However, the teacher admitted that it did take extra time to make the child focus on learning and attract his interest.

In addition, the child's homeroom teacher said that the child he was studying had weak immunity, therefore during the first semester the teacher admitted that in terms of attendance the child was also very lacking, because it could be in one month running, the child could be sick for approximately two weeks, therefore the child in studying with his friends was slightly reduced because he rarely went to school. Said the student's homeroom teacher.

Dyslexia begins with the brain's inability to process language. Imaging tests in people with dyslexia show that the part of the brain that should be active when a person reads is not functioning properly. However, the resource person or homeroom teacher of the child is indeed very, very communicating with each other further about the development of the child to his parents. After a few days of therapy, it is true that the cause of this child starts from a brain system disorder that does not work properly so that it makes it difficult for the child to carry out and accept whatever comes in like other children. The cause that affects it is a disorder of the brain structure that functions to think and process words. Because besides the child having difficulty reading, as long as it is accepted by the teacher, the child has difficulty expressing what he wants to say. So the teacher had to wait a long time for the child to say something. And there is also a gene that makes the cause of dyslexia active in the child, especially one that makes the child less able to express expression, so there is a gene from the parent that causes his children to give rise to genetic factors that are like what his child is experiencing now.

The handling process carried out by the homeroom teacher is by continuing to try to motivate the child so that he can be enthusiastic about reading so that he does not feel different from other children, the steps taken by this teacher are also taken after discussing and also listening to explanations from his parents, and Alhamdulillah, the parents are very aware of the difficulties of their children who have dyslexia, therefore the student is also actively participating in dyslexia therapy as well, which seems to be twice a week, said the homeroom teacher. So after the development of the child, he has done several therapies so that it is easier to provide understanding and a little fluent in reading even though it is not normal as usual.

The factor experienced by the child is one of the hereditary factors because the child has an older brother who has also been diagnosed with a syndrome that is almost similar to Kanner syndrome. So that the child also had an impact and had indeed been diagnosed with dyslexia. So indeed, the involvement of parents at home is very helpful in terms of dealing with their child's difficulties, apart from scheduling therapy, teachers also see that parents are very active in asking their children's homework. Even if asked by his son did not answer.

The symptoms of the factors we found from the resource persons who experienced dyslexia in other classes: that children who have learning disorders or dyslexia generally have the characteristics of having difficulty saying words, being slow when reading, of course also slow in writing, and also difficult to distinguish the letter b from the letter d. Continuing to practice and study at home with parents, the school provides a program that is passed down to each class that has dyslexia, namely a literacy program in class where children must read for two minutes before learning. Furthermore, the teacher also provides additional tutoring to children who have difficulty reading this dyslexia. This additional tutoring is carried out after the learning process has been completed and done after school. In this tutoring, children learn to read a lot, especially those who are not fluent at all or connect letters that are difficult.

How to teach teachers in class to children who have dyslexic reading difficulties is a teacher; (1) group children who have difficulty reading, (2) guide the child in class to recognize letters and be able to read syllables, (3) read books together with their friends, (4) accompany children who have difficulty reading during the learning process. From other classroom teachers who are also companions, then the task of this accompanying teacher is to pay attention to and help children who have difficulty reading, including dyslexia when the homeroom teacher is explaining the learning material. The solution provided by teachers to children with dyslexia is to create a reading corner in the classroom, teachers provide appropriate learning methods to dyslexic children, schools facilitate with various kinds of readings and books that can attract the interest of students.

CONCLUSION

Dyslexia is a fundamental problem in education, especially in learning difficulties. Based on the theory outlined above with the findings of research in the field, there are similarities in this problem. Where the factors that cause dyslexic children such as internal (genetic) factors are the first indicator in dyslexic children. This can be characterized by children finding it difficult to read, distinguishing similar letters and dyslexic children have mental weakness because they are often sick. Overcoming dyslexic children can be done by grouping fellow dyslexic children, providing special guidance and assistance, and conducting

reading activities together. Thus the problem of dyslexia can be solved so that children can join children in general. The implication of this study is that it can be used as input and evaluation material for education stakeholders at SDIT Al-Fadiyah Gowa in providing services to children with dyslexia. So that this can minimize the social gap between ordinary children and children with dyslexia.

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