

The Development of Educational Practices for Children with Dyslexia in Indonesia

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Abstract. *Many parents are unaware that their child has dyslexia or commonly known as a learning disability. Dyslexia itself involves difficulty understanding letters and words, resulting in the child being unable to spell or read and write, and because of parental ignorance, the child may need educational and emotional support from teachers and parents. Despite being a special child who needs both of their needs, they are labeled stupid. The purpose of this study is to educate parents that there are many ways that both teachers and parents can teach dyslexic children. This study uses journal literature research methods and descriptive analysis using a variety of methods such as the syllable method, the Glass Analysis method, the multisensory method, and the Fernald method.*

Keywords: *learning disabilities, dyslexia, syllable, multisensory, fernald*

Abstrak. Banyak orang tua yang tidak menyadari anak mereka adalah penyandang disleksia atau biasa disebut dengan *learning disability*. Disleksia itu sendiri adalah kesulitan memahami huruf dan kata sehingga mengakibatkan anak tidak bisa mengeja dan membaca, dan karena ketidak tahuan orang tua mengakibatkan anak dilabeli bodoh, padahal mereka adalah anak istimewa yang butuh sekali dukungan baik secara pendidikan dan emosional dari guru dan orang tua. Dalam penelitian ini bertujuan untuk mengedukasi para orang tua bahwa ada banyak metode baik untuk guru dan orang tua dalam melaksanakan pendidikan bagi anak penyandang disleksia. Penelitian ini menggunakan metode studi literatur jurnal dan analisis deksriptif dengan beberapa metode seperti metode silaba, analisis glass, multisensori, dan metode fernald.

Kata kunci : *learning disability, disleksia, silaba, multisensori, fernald*

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INTRODUCTION

As defined by (Widyorini & Van Tiel, 2017), dyslexia is an inherited learning disorder that primarily affects people's ability to spell and read words accurately and fluently and that is usually accompanied by a neurobiological disorder characterized by difficulty in spelling words correctly or accurately and decoding symbols. (Sonia & Apsari, 2020) (Sonia & Apsari, 2020) said that every child has strengths and weaknesses. Some children are strong both academically and non-academically. Some others, however, have learning disability. (Zulkifli, 2020) argued that if a person has trouble learning, they may suffer from a psychological disorder. A child with learning difficulties is an individual who does not have basic psychological skills, such as speaking, writing or understanding and using language properly. (Pitaloka et al., 2022).

However, according to (Faizin, 2020), a child who has reading disability and spelling is dyslexic. Dyslexic was known as a condition in which a child has trouble reading. People with dyslexia are mostly adults and rarely realize that they suffer from it so that they never have it tested or diagnosed.

(Widodo, 2020) stated that 'early reading comprehension is fundamental as some information is written and can only be understood by reading it'. Thus, it can be understood that early reading comprehension is the basis of reading comprehension, and if children have difficulty reading from an early age, they will not be able to understand texts clearly.

Snowling (Rapisa & Damastuti, 2021) defined dyslexia as a disability and difficulty that affects the learning process, including trouble in the process of reading, speaking and writing, and sometimes in achieving goals and objectives. The relationship between learning goals and a teaching method can be defined as a way to achieve learning goals that have been determined by the teacher.

As stated by (ALI, 2020), dyslexia can be identified by looking for the following signs in early childhood, such as preschool or

elementary school age. (1) difficulty speaking and pronouncing long words correctly, (2) difficulty composing alphabets and syllables and recognizing numbers, (3) difficulty recognizing and pronouncing letters, (4) difficulty writing names or letters, (5) difficulty saying and spelling letters, (6) difficulty distinguishing left from right, (7) writing numbers or letters backwards, (8) difficulty counting, and (9) difficulty following multi-step instructions.

According to (Safitri et al., 2022), there are different types of dyslexia or learning disabilities that affect a child's literacy. The following are the types of dyslexia: (1) trauma dyslexia, which is caused by an injury or trauma to the brain. This is a less common type of dyslexia because it is a permanent condition and can only occur as a result of a serious head injury; (2) primary dyslexia, which is caused by damage to the left side of the brain (cerebral cortex) and does not go away with age. This type is a genetic disorder that occurs more often in boys than in girls. People with primary dyslexia cannot read after fourth grade, and even adults with primary dyslexia continue to have difficulty reading, writing, and spelling from an early age; (3) visual dyslexia, which deals with the function of the eyes and brain and affects learning ability due to the delayed signals from the eyes to the brain; and (4) auditory dyslexia, which is difficulty hearing sounds.

(Nurfadhillah, 2021) stated that judging a child who has difficulty reading is still very common in Indonesia. Many people think that the children are naughty or lazy and should be punished. Knowledge and understanding of dyslexia is still lacking among teachers at school. In addition, they have not attended a specific training for dyslexia.

Based on the aforementioned description, it can be understood that dyslexic children are not stupid children, but children who have difficulty reading. Besides, several methods in educational practice can be adopted to increase dyslexic children's reading ability. Even though dyslexia cannot be cured, but its

severity can be reduced. This study aims to review methods, models, and various educational practices for children with dyslexia to provide insight to parents who have dyslexic children at mild, moderate, and profound levels.

METHOD

This research used literature study to analyze educational development of children and teenagers with dyslexia in Indonesia. Data were collected from an online journal site which can be accessed and downloaded in the full text version within the last ten years from 2012 to 2022. The source of the electronic data was Google Scholar. This study explored models of educational practices for people with dyslexia. The initial search yielded 26,300 journal articles, which were reduced to 839 journal articles using specific keywords. Afterwards, these journal articles were reselected through abstracts. The articles which were not aligned with the aim of the current study were eliminated. Finally, a total of six journal articles were found to have the similar objective of the current research. The analysis in this study was performed using the descriptive analysis technique.

RESULTS AND DISCUSSION

RESULTS

This study reviewed six journal articles that discussed the methods and educational practices used by teachers for children with dyslexia. The following are the methods used by several researchers to improve the reading skills of dyslexic children.

1. Syllable Method

One of the first reading comprehension methods used by teachers is syllable method. According to (Anwar et al., 2022), the syllable method involves arranging syllables into words and aims to help children with difficulty reading read words.

This method starts with children recognizing words in the learning process and then arranging syllables, which can improve children's early reading comprehension. (Natasia, 2022) also stated that the advantage of

the syllable method is that it makes it easier for children with difficulty reading learn the relationship between letters and sound combinations and recognize words correctly.

This learning media can be used by teachers to introduce students to different materials and topics easily. The development of this learning media was initiated by elementary and junior high school teachers. The types of the media include exhibition, print media, pictures, props, film, audio, projection, and computers (Pakpahan et al., 2020).

According to (Fiani & Irdamurni, 2022), the syllable method can solve the problem of early reading comprehension in children with dyslexia. (Dharu & Trisnantari, 2022) argued that the syllable method begins with the introduction to syllables and words, which is the first step of learning to read. Learning to read became more enjoyable and interesting after children with dyslexia were taught to use letter cards when learning to read. The results of the study also showed that an increase in early reading comprehension was seen in dyslexic children.

The results of data analysis using the sign test showed that the value of $ZH = 2.05$ was greater than the critical value of 5%, which was 1.96. These results revealed that there was an effect of the syllable method on early reading comprehension in third-grade children with dyslexia at SDN Wedi Gedangan Sidoarjo and SDTPI Gedangan Sidoarjo. Early reading comprehension in dyslexic children improved due to the use of syllables, aided with the letter-map media. By arranging letters into syllables, words and phrases, children found it more exciting to learn to read.

This shows that in learning, children need a method and media that can attract their attention in order to understand the materials they study. (Harefa & Sarumaha, 2020) argued that in teaching, teachers need to use approaches, strategies, or skills to improve their students' learning outcomes and help them better understand what they learn.

2. Syllable Method with the Mini Book Media

According to (Faizzah & WIJASTUTI, 2020) in their study on the use of mini book for early reading skills in children with dyslexia, more than 50% of the children were at risk of having difficulty learning to read and 90% having academic problems. Dyslexia ranks the highest among other learning disabilities, accounting for 80% of children with learning disabilities (Fatoni & Ainin, 2019). The prevalence of dyslexia worldwide is around 5-10% of school-aged children. Similarly, the results of a survey on 832 students in grades 4 and 5 at SD Inclusive Surabaya showed that 0.96% of the students had learning difficulties. To overcome difficulties in early reading comprehension in dyslexic children, learning methods need to be adapted to their abilities and needs. One of the special methods that can be adopted is the syllable method with a mini book. Mini book is a print learning media that is concise and attractive to help students focus on their studies. Mini book contains materials and exercises and is easy to carry around. Paperback mini book is a small book that can be put in a pocket and have practical ideas. Mini book is a book in an A5 paper size and is easy for students to carry and use.

3. Glass Analysis Method

Glass Analysis method is a learning method by spelling letters in a word. This method is based on the assumption that there are two prerequisites for this method, namely reading and decoding. Decoding and reading are two different activities. Decoding precedes reading (Hidayah & Ainin, 2021).

(Juliansyah, 2019) said that Glass Analysis method allows children to recognize word clusters while looking at the whole word. In this method, children respond to the cluster of letters being learned visually and acoustically. The stages of implementing the Glass Analysis method are (1) identifying the whole word, such as the sound of a letter or a group of letters, (2) asking the children to pronounce the letters that comprise the word along with the teacher, (3) preparing and presenting a word then the children are asked to

say it, (4) erasing some letters of the word then the children are asked to mention the remaining letters, (5) asking the children to complete the letters.

(Hidayah & Ainin, 2021) stated that Glass Analysis method has a significant effect on children with reading comprehension difficulties. Early development of reading comprehension was shown by less reading mistakes and an increase of children's memory. An ability to include their knowledge and experiences into the reading activities increase their reading comprehension. Glass Analysis method focuses on listening and visual practices, especially those involving spelling and reading the new words. Eventually, the results of this study cannot be generalized since the method can also be used for other children besides children with dyslexia.

4. Multisensory Method for Elementary School Students with Dyslexia

Multisensory consists of two words, which are "multi" and "sensory". Based on Great Dictionary of Indonesian, the word "multi" means one or more, and "sense" means humans' five senses. Therefore, the combination of these words has multi-meaning. Multisensory is a learning method that make use of every senses. Multisensory method is based on the assumption that students will learn better when the material can be accessed through multiple modalities. Modalities which can be involved in learning process are visual, auditory, kinesthetic, and tactile. Multisensory method stimulates new will and interest, incites motivation, gives learning incentive, affects psychologically, and eventually increasing students' comprehension. Multisensory environment offers something new to the students. Multisensory method is also known audiovisual-auditory-motoric sensory system (Mita & Sinaga, 2022).

Multisensory means that impression is created by every sense through tactile, visual, sensory, kinesthetic, and auditory sense. Teacher can give various sensory modalities to develop students' observation skill which may differ from the others. Multisensory method

includes tracing (tactile), listening (auditory), writing (kinesthetic), and watching (visual). In fact, the presence of those four modalities yields in an optimal learning.

(Supena & Dewi, 2021) stated that multisensory method can be used as a learning model to increase children with dyslexia's early reading comprehension. Multisensory learning procedure involves all of the senses, including tactile, visual, listening, and pronouncing functions. First, children are asked to see, feel, draw, and pronounce a word. Multisensory method may involve students actively and interactively, but external motivation from the teacher and parents is still needed. There are some diagnostics activities that can be conducted by the teacher. Choosing an alternative way to solve inability to learn involves some main steps, including analyzing diagnostics' results, determining strategy and certain skill to increase, and developing development program. After conducting those steps, teacher may proceed to the next activities, which is conducting remedial program. Maximizing this remedial program can increase the school standard with inclusive education.

5. Fernald Method

The Fernald method is a multisensory method that can be used to practice reading, spelling, and writing a word (Primasari & Supena, 2021). The steps in conducting this method are as follows: (1) The children determine a word to learn. (2) The teacher write down the word on a piece of paper, so the children can see the word clearly when the teacher read it loudly. (3) the children pronounce the word repeatedly, trace over letters with their finger, and write it down on another paper. (4) the children write it down only based on their memory. If the children can do it successfully, try another word with the same method. If the children can do it well, store their works in a box. When there are enough words stored, the teacher can combine the word to create a story. (5) For the last step, the children stop tracing the letters with their finger. The children may see the words written

by the teacher, pronounce it, and after that write it down. It becomes better when the children can write it down by only see it.

On the other hand, there is another way of conducting the Fernald method in four stages (Kusmayanti, 2019) stated as follows: In the first stage, the children choose a word to learn and the teacher writes it in a big size. The children then trace the word with their finger. During the tracing, the children pronounce the word. While pronouncing, the children see the word and listen to their own voice. If the children make a mistake, they have to repeat the step from the start. If they do it correctly, the word is saved in children's word bank. The children can create a story using the words in their word bank. For the second stage, the children do not choose a word. They learn a word by see the word written by the teacher, pronounce it, and write it. The children are encouraged to make stories and maintain their word bank. For the third stage, the teacher does not need to write a word anymore. The children learn to read from a printed word. They need to see it, pronounce it, and write it. The teacher needs to examine whether the children still remember the words. In the fourth stage, the children need to recognize new words by compare it with the words learned before. The children may be encouraged to develop their reading materials.

(Ukhti et al., 2022) stated that the Fernald method can be used to increase reading comprehension for children with dyslexia with 10 difficult words (the results are obtained from evaluation). They also stated that the school, especially the inclusive one, should make use of it whenever there is a student with dyslexia. On the other hand, a public school without adequate human resources, such as companion teacher, teacher, especially first grade teacher, need to implement the Fernald method. The parents of the children with dyslexia also need to use this method. It is due to the more intensive the interaction with the children, the better the result is. It is also important for other researchers to develop this method with more creative and interdisciplinary approach to

enrich literature in psychology, especially in the field of applied psychology.

The Fernald method is seen as an appropriate method to increase reading comprehension since it involves all senses. It means that if the children lack one of the senses, the other senses can fill the gap. Combining almost all of senses becomes the advantage of the Fernald method. The subject in the research is reported to usually not wear glasses, but the parents said that they have visual impairment. The subject had been examined for several times by oculist. Therefore, if the teacher only reads words in learning material as usual, they should try to read words with the Fernald method and thus may optimize the other senses, especially auditory and tactile. Comprehensive and accurate intervention for children with dyslexia can increase their ability (Lisinus & Sembiring, 2020).

From some researches, it can be concluded that there are a lot of learning method available for children with dyslexia, from the syllable method, Glass Analysis method, multisensory method, and the Fernald method. However, the thing needed the most by children with dyslexia or normal one is emotional support from environment, teacher, friends, and parents. Dyslexia is not a weakness that children with dyslexia are often judged as stupid children. Dyslexia is simply a learning disorder and learning difficulty. In Indonesia, there are a lot of people with dyslexia who still can be successful, such as Deddy Corbuzier, Azka Corbuzier, and Tamara Bleszynki. From those public figures, it can be assumed that children with special needs are not just full of weaknesses, but there may be certain strengths that are not known yet.

CONCLUSION AND SUGGESTION

CONCLUSION

Children with dyslexia are often labeled by society as stupid children due to their difficulty spelling and reading well. There are a lot of parents, teachers, and communities who are not adequately educated to understand that children with dyslexia are children with special

needs not because they are stupid, but because they experience learning disability. A lot of parents give up on their children with difficulty reading as if their children do not have any future. Therefore, parents need to get educated about learning disability and the ways to overcome it through educational practices available in Indonesia. There are a lot of methods that have been developed by researchers, such as the syllable method, Glass Analysis method, multisensory method, and the Fernald method. Those methods were developed by using a, i, u, e, o with similar letters so that a person with dyslexia is able to differentiate the difficult letters. Besides, the person with dyslexia also needs to study in a quiet room so that they can retain the materials into their memory through optimal auditory and visual input. Therefore, the most important thing for children with dyslexia is emotional support since a lot of parents get angry with them when they cannot read well. Thus, the problems hindering the children in reading need to be analyzed accurately and the people need to alter the focus from their weaknesses to their strength.

SUGGESTION

The teachers and parents need to sincerely implement appropriate teaching method to children with dyslexia without giving them degrading label. Besides, the teachers, professionals, and parents need to provide support and collaborate for the sake of their improvement although the rate of successful treatment is under 50%.

The other researchers need to creatively and interdisciplinary improve the methods to develop the literature of psychology, especially in the field of applied psychology.

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