

The Teacher Proficiency Analysis in Dealing with Dyslexic Children at Elementary School Children of Runggu I

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Abstract. This study aims to describe the factors that cause dyslexic children or those who have trouble reading and spelling at the Catholic elementary school of Runggu I and the teacher's ability to overcome these learning difficulties. The type of research used is descriptive qualitative. The subjects in this study were ten teachers at the Catholic elementary school of Runggu I. The data collection techniques used were interviews, observation, and documentation. Data reduction, data presentation, and conclusion drawing are used in analysing data. The results showed that (a) students at the Catholic elementary school of Runggu I have deficiencies in visual memory characterized by difficulty remembering material that the teacher has explained. (b) Most students do not read fluently or read haltingly; a lack of confidence influences this. (c) Students have difficulty combining consonant letters and vowels such as *ba-ca*, *bu-ku*. This is influenced by students' low ability to master letters from A. d) Students who have difficulty learning to read often show excessive responses such as anxiety and nervousness. (e) Teachers' efforts to overcome the difficulties of dyslexic children are providing special guidance, using appropriate media and methods under the material being taught, increasing students' self-confidence to foster interest in learning, and providing special remedial reading programs.

Keywords: teacher ability; dyslexia; reading; spelling

1 Introduction

Education is essential in promoting the welfare of society at large. Because education is essential, it must be inclusive. Since the 1980s, the government has been trying to implement and develop inclusive education in Indonesia. According to Majir [1], inclusive education is the latest development of the education service system for children with formal special needs, which shows the government's partiality towards children with special needs.

Inclusive education refers to a system of special education services that requires all children with special needs to be supervised at the nearest school in regular classes with their peers. Comprehensive education is a system of education services that includes children with special needs attending a nearby school with their peers. It offers a relevant, challenging educational program tailored to each student's abilities or needs and the support teachers can provide to help children succeed. The introduction of inclusive education requires schools to adjust the curriculum, educational infrastructure, and learning systems tailored to students' individual needs.

Law (Undang-Undang) No. 20/2003 on the National Education System underlines that every citizen has the right to receive education without discrimination, including children with special needs. This statement is contained in Article 5, paragraph 2, which emphasizes that citizens who have physical, emotional, mental, intellectual, and/or social abnormalities have the right to

obtain special education [2]. This means that normal citizens and those with abnormalities (special needs) have the same right to education.

Children with special needs are those who are slow learners or who have mental retardation and are unable to learn like other children. Noviandri and Huda [3] say that children with special needs are children who actually (significantly) experience abnormalities or deviations (physical, mental, intellectual, social, and emotional) in the process of growth or development compared to other children. Therefore, teachers need to prepare everything to handle children with special needs.

There are various types of children with special needs, one of which is the theme of our discussion, namely children who have difficulty learning to read and write or called dyslexia. Dyslexia relates to trouble reading and writing. Humans must have two basic skills, namely the ability to read and write, because these two basic skills are the entrance to acquiring various knowledge. If a person is not fluent in reading and writing, knowing, and developing himself must be difficult. Therefore, basic education should emphasize three basic skills that students must master: reading, writing, and calculating.

However, reality shows that some children still have difficulty reading and spelling. Even though these students are already in high grades (grades 4, 5, and 6), they cannot read and write properly and perfectly. According to Subina [4], reading learning difficulties can arise in children with high or below-average intelligence. For students who have difficulty learning to read, it will be difficult to interpret symbols, letters, and numbers through visual and auditory perception. The characteristics of children who have difficulty learning to read are their reading abilities, which are different from other children in terms of intelligence, age, and education level. Furthermore, Syahroni, et al. [5] in their research found several characteristics of dyslexic children at the elementary school level, such as difficulty reading and spelling, often exchanging letters and numbers, difficulty remembering the alphabet, difficulty understanding the writing they read, slow writing, difficulty concentrating, difficulty distinguishing right and left, and having low self-confidence.

Dyslexia is generally a brain disorder that causes a person to be unable to read and write perfectly. There are several causes of dyslexia in a child [6], [7], [8], namely first, biological factors. Dyslexia can be caused by genetic factors and parts of the brain that experience developmental delays, so they cannot read properly. Psychological or emotional factors can also cause second, psychological factors, dyslexia due to undisciplined behaviour, loss of parents, changing schools, lack of cooperation with teachers, and various other causes. Children who are stressed, not cheerful, and emotionally unstable will worsen their learning achievement. Third, educational factors, dyslexia can occur because children do not have the right learning method according to their learning type. For example, teaching children using the "whole-word" method means teaching words as a whole rather than as the sound form of writing. If the child is not yet able to distinguish the letters "b" and "d" then the child should first be trained to master the letters so that it is easy for him to make the difference.

Dyslexia is the loss of the ability to read. Dyslexia is divided into two parts: visual dyslexia and auditory dyslexia. Visual dyslexia is characterized by the inability of students to spell letters. In contrast, auditory dyslexia is characterized by the inability of students to pay attention to the teacher when explaining. 2 factors cause dyslexia, namely internal factors, and external factors. Internal factors are things or circumstances that arise from within the student, including physiological and psychological factors. External factors are things or circumstances from outside the student, such as non-social and social factors.

To assist in dealing with dyslexia disorders in elementary school children, a professional educator or teacher is needed. Law No. 14 of 2005 on Teachers & Lecturers Chapter 1 Article

1 explains in detail that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students through formal education [9]. Formal education is a systematic pathway consisting of basic, secondary, and higher education. In formal education, teachers have a role in helping students realize their goals in life well, including children with special needs who struggle to read. The mental retardation possessed by dyslexic children is a challenge for teachers. Teachers need to look at their teaching patterns or systems for dyslexic children carefully. The system given to dyslexic children must differ from those given to other children. This is so that children with special needs can understand the explanation given by the teacher.

This study answers two research questions, namely: first, what are the factors that influence the occurrence of dyslexia in students at the Catholic elementary school of Runggu I, and second, how do teachers try to overcome dyslexia disorders in students at the Catholic elementary school of Runggu I?

2 Method

The type of research used in this study is qualitative with descriptive methods. The techniques used in this research are interviews and observations. Twenty (20) questions were addressed to 10 respondents who became subjects in this study, consisting of 3 subject teachers and 7 class teachers.

The research was conducted to analyze various phenomena about teachers' ability to handle children with special needs who struggle to read. Data analysis follows three stages, according to Ahmad [10]. First, data reduction is focusing on selecting, simplifying, summarizing, and focusing on important things. Second, data presentation is a collection of information organized and briefly described. Third, concluding is the final step in obtaining the information under study.

3 Results and Discussion

Difficulty learning to read is often called dyslexia. Dyslexia can be said to be a syndrome where children have difficulty learning the components of words and sentences. It is a learning disability characterized by problems expressing or receiving oral or written work, which may appear in reading, speaking, listening, and writing [11]. Dyslexia is usually associated with imperfect reading and spelling. This result and discussion will describe two things that become the purpose of this research: the factors that cause children to experience dyslexia disorders and the teacher's efforts to overcome dyslexia disorders in children at the Catholic elementary school of Runggu I.

3.1 Factors Causing Dyslexia in Children

Many factors cause dyslexia. In the research at the Catholic elementary school of Runggu I, two common causal factors make students have difficulty learning to read: visual dyslexia and auditory dyslexia. Both will be described below.

3.1.1 Visual Dyslexia

Students with good visual memory will be able to recognize letters, words, and texts that are read to recall what they see. The sense of sight is one of the most important senses in finding information. Dyslexic children are those who have obstacles in their brain development that make it difficult for them to read. This can occur due to an inability to recognize words or letters that are seen. For example, children who have learning difficulties usually see letters bloated or upside down. The results of research at the Catholic elementary school of Runggu I show that children who experience visual disorders also experience obstacles in the learning process in the classroom. There are several visual dyslexia barriers found in this study, as follows.

First, visual memory is deficient. Dyslexic students have short-term memory in both high and low grades. This short-term memory occurs because students find recalling what they see and read difficult. The results of the study confirm that the teacher explains the learning material must be repeated several times so that students with reading learning difficulties can remember the explanation given. However, even though it has been explained repeatedly, students still find it difficult to store in their brain memory. This is in line with Purwanto's opinion [12] that memory impairment is the inability to remember what has been seen, heard, or experienced. Letters become symbols in the alphabet, and numbers are symbols that can be assessed. Dyslexic students in the lower grades find it difficult to recognize letters and numbers. For example, children who experience visual perception disorders cannot distinguish letters or words that are similar in shape, such as the letters "b and d", and numbers, such as 6 and 9. Meanwhile, dyslexic students in high grades do not find it difficult to mention the letters and numbers they see. This is in line with the opinion of Abadi, et al. [13] said that visual dyslexia is characterized by problems in visual perception as a result of disturbances in the cerebellum (back of the brain). Problems experienced by visually dyslexic children include the perception that what is seen is not optimal, making mistakes in reading and spelling from the reading they see, and having deficiencies in visual memory. Experiencing the rotation of letter and number shapes that are almost the same shape, such as inverted shadows (b-d, p-q, 5-2, 3-E), both letters and numbers such as m-w, n-u, 6-9.

Second, the slow perceptual speed of reading and pronunciation of letters, words, and sentences. Reading certainly has an effective speed in understanding the information seen or read. Students who have difficulty learning to read often experience obstacles in reading speed. In learning to read, students must first know the vowels and consonants so that they can easily learn to read. In the research results, some students in the lower grades still have difficulty pronouncing vowels (a, i, u, e, o) because they are just relearning about letters. At the same time, students in higher grades can pronounce vowels well and correctly because they already understand them. Consonant letters are inanimate letters symbolized by letters (b, c, d, f, g,...). Dyslexic students from high and low classes have difficulty pronouncing combinations between consonant letters and vowels such as ba, ca, bu, ku. They find it difficult to combine consonant letters because they have not yet mastered them. Moreover, dyslexic students both high and low grades have different levels of understanding in learning vowels.

Third, not being able to analyze words into letters. A word is a collection of several letters that form a certain meaning. Students who have difficulty learning to read can analyze words into letters. In high grades, some students have difficulty decomposing words into letters such as "Book becomes B-u-k-u". This is because these students have not mastered the letters from a-z. This is in line with the opinion of Abadi, et al. [14] who say that the symptoms of dyslexic children are as follows: (1) Inverted tendency or reading letters in reverse, for example, b is read d, p becomes q, u becomes n, m becomes w, and so on. (2) Discrimination difficulties, confusing similar letters or words. (3) Auditory analysis and synthesis difficulties, for example, "ibu" cannot be decomposed into "i-b-u". This can lead to reading and spelling difficulties. (4)

Difficulty following and remembering visual sequences. If given printed letters to compose words have difficulty, for example, the word "ibu" becomes "ubi". Students with reading learning difficulties sometimes give excessive gestures when told by the teacher to read aloud in front of the class. Those who have difficulty learning to read sometimes give responses such as excessive anxiety, nail-biting, and restlessness and cannot be silent because of fear. This is in line with the opinion of Fauzi [15], who states that the characteristics of reading learning difficulties related to unnatural reading habits appear in movements full of tension, such as frowning, fidgeting, raising voice rhythms, or biting lips.

3.1.2 Auditory Dyslexia

Most dyslexic students have problems remembering what they hear. We believe that hearing is needed in learning. With good hearing, students can receive and absorb learning information from their teachers. Based on the research results at the Catholic elementary school of Ranggu I, students who experience auditory reading learning difficulties were found as follows.

First, unable to understand sound symbols. Dyslexic students at the Catholic elementary school of Ranggu I have difficulty recognizing sound symbols from high to low grades. Sound symbols, such as people knocking on the door, have slow and fast sound symbols. Teachers must repeatedly teach those struggling to read before understanding the slow and fast sound symbols. In addition to difficulties recognizing sound symbols, students still struggle to remember and pronounce the sounds of words and letters. Based on the interview results, it was found that when the teacher explained material about letters and words, children with reading learning difficulties could still remember it that day. Still, the next day, they could not pronounce it and recall the material the teacher had explained yesterday. Dyslexic students have a short memory so they cannot remember the lesson the teacher explained. This is in line with the opinion of Abadi et al. [16] who said that children with auditory dyslexia show the following symptoms: (1) difficulties in auditory discrimination and perception so that they have difficulty in analyzing phonetics, for example, children cannot distinguish the words "kakak", "katak", and "kapak". (2) Difficulty listening to sounds or words. If given a letter, he cannot remember the sound of the letter or word, or when seeing a word, he cannot express it even though he understands the meaning of the word.

Second, auditory deficits. Hearing is needed in learning. With good hearing, students can receive and absorb learning information from their teachers. The results of research at the Catholic elementary school of Ranggu I show that some children have difficulty learning to read and have good hearing so that they can observe and pay attention to the explanations given by their teachers during learning. However, some students fail to focus on learning due to boredom and laziness.

3.2 Teachers' Efforts to Overcome Dyslexic Children at SDK Ranggu I

Teachers overcome students who have learning difficulties by using suitable media, the right method to increase students' interest in learning to read. The teacher's effort is to guide and train students in the difficulties experienced by students. Based on the research results at the Catholic elementary school of Ranggu I, researchers found that teachers made several efforts to overcome dyslexic students as follows.

3.2.1 Using Learning Media

Learning media is needed in the learning and teaching process. Media can assist teachers in explaining a learning lesson easily so dyslexic students can understand the lesson well. The media that teachers often use for dyslexic children is picture media. Based on interviews with teachers, dyslexic students understand the lesson better if they use pictures. With images, media

can make children feel interested in learning. This is in line with the opinion of Royana, et al [17], that the use of media in learning is adjusted to the situation and conditions of each learning environment. Learning media that are characteristic of elementary school children are image media. So, it can be said that image media is very suitable for dyslexic children. Besides picture media, there are also lecture and question-and-answer methods. The lecture method is used for dyslexic children in the lower grades. In the low grades, teachers use the lecture method more often because he/she explains the lesson to students repeatedly. As for the higher grades, teachers often use the lecture and question and answer method. These two methods are considered very suitable for dyslexic students, especially high-grade students. With this method, the teacher can explain the lesson and ask students if they have not understood the material that the teacher has explained.

3.2.2 Boosts Self-Confidence

Self-confidence is one of the character values that dyslexic students must possess. With self-confidence, students can foster interest in independent learning and enthusiasm for learning. Based on the interview results, it was found that the teacher's way of guiding dyslexic children is by utilizing free time such as recess. Teachers use break time to guide students to learn to read. Learning to read using story books that students like so that they feel interested in reading and do not feel bored. In line with this Udhiyanasari [18] argues how to handle dyslexic students, namely: (1) using interesting and effective learning media. (2) Increase the confidence and motivation of dyslexic children. (3) Never blame children for the conditions they experience. (4) Provide special remedial reading programs.

In line with this, the research results by Apriliana et al. [19] state that reading learning difficulties are globally known as dyslexia, which means learning difficulties in dealing with words, letters, and symbols. This lag is often perceived in parents' minds that their children are stupid. This perception results in shame, lack of confidence, low self-esteem, and psychological distress in dyslexic children. Therefore, students' self-confidence must be fostered so that they are not always down with their circumstances. In addition, in increasing the learning motivation of students with reading learning difficulties by providing support to these students such as words of encouragement to foster learning intentions in students. In addition, the teacher also gives homework. With homework, students do not stay at home; they can relearn the lesson that has been explained by the teacher while at school.

3.2.3 Give Special Program for Remedial Reading

In this remedial program, teachers can find out the difficulties students face, especially those who have difficulty learning to read. Reading learning difficulties occur due to several factors, as follows. First, family factors are parents who do not have time with their children at home. Children are left to play continuously and there is no time to study. In addition, the gene factor. Genes are passed down by the father or mother so that the child's brain development is inhibited and makes the child have difficulty learning to read. Second, environmental factors are influenced by the child's friends. If the child hangs out in an environment that does not like learning, the child will be lazy to learn like his friends. Third, internal factors, depend on the student himself. If students do not intend to learn, all efforts will be in vain. Learning by force will not make them understand what is learned. So, students' intention is very important in helping their enthusiasm for learning.

In line with the research results above, Susanri & Sanfarina [20] argue that there are three causes of children having difficulty learning to read, namely first from within (internal) due to problems that appear in students. Second, external aspects are caused by influences from outside

the child, such as the environment around the child. Third, a combination of inner and outer aspects from inside and outside the children can hinder the reading learning process.

From some of the factors above, teachers play an important role in overcoming learning difficulties to read by students, namely providing special guidance for dyslexic students. Special guidance, such as utilizing free time such as recess. Then, encourage dyslexic students with positive motivational words. So those are some of the teacher's efforts in overcoming students who have difficulty learning to read. In this case, teachers are expected to be able to understand every difficulty faced by students so that they can develop their abilities in dealing with children with special needs who have difficulty learning to read.

4 Conclusion

The results of research at the Catholic elementary school of Ranggu I found that dyslexic children have difficulty recalling lessons explained by the teacher, are unable to recall what has been seen and heard, difficult to distinguish letters or numbers that are almost similar such as b and d, 6 and 9, difficult to pronounce vocal letters such as a,i,u,e,o, difficult to combine consonant letters and with vocal letters such as ba, ca, bu, ku, difficult to decompose words into letters such as "buku" into "b-u-k-u", as well as anxiety in students when told to read such as anxiety, fear, and others, very slow reading and stuttering, still difficult to understand sound symbols, and unable to observe and pay attention to the teacher when teaching.

Towards the various difficulties above, the teacher tries with his ability to assist in overcoming these difficulties. Teachers try to use the right media to teach, for example, by using picture media. This medium can assist in explaining learning material easily so that students who have difficulty learning to read can understand the material through picture media. In addition, the methods used, namely, lecture and question and answer methods. The lecture method is used for low-grade children struggling to read. This is because low-grade children need repeated explanations to understand learning.

Meanwhile, the higher grades use two methods, namely, the lecture and question-and-answer methods. These two methods are considered very suitable for high-grade students struggling to read. The teacher can explain the lesson and ask them if they have not understood the lesson that has been explained. In addition, self-confidence from students is also an important factor in overcoming reading learning difficulties. Self-confidence makes students able to foster interest and enthusiasm for learning. This confidence can be explored by getting guidance from the teacher at a certain time, for example, during school breaks. Teachers can provide storybooks that students like so that students do not quickly feel bored. Then, there is a special remedial reading program. This program helps teachers to find out the difficulties faced by dyslexic children.

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