

Assistance for Dyslexic Students as a Strategy to Improve the Quality of Education at SDN 1 Selorejo

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Abstract - Reading skills, which are basically the main capital in exploring knowledge as well as skills in students, are often overlooked or even ignored. Teachers and parents who realized this too late became the forerunners of the long tail of dyslexic students' problems, which also affected their scholastic skills. By conducting this research, the researchers hope that it will be possible to increase or at least improve the quality of life for the people of Dau village, especially the younger generation, and gain insight for parents and teachers in taking action regarding dyslexic students. This research used descriptive qualitative research. This research was conducted at SDN 01 Selorejo, Dau District, Malang Regency, East Java Province. The results of the study concluded that there were two factors that influenced the personalities of the students, namely internal factors and external factors. The most influential internal factors in the student learning process are motivation, interests, and attitudes. while the external factors are the school environment, family environment, and community environment.

Keyword: *dyslexia, education, strategy*

Abstrak - Kemampuan membaca yang pada dasarnya merupakan modal utama dalam menggali pengetahuan serta keterampilan pada siswa, seringkali terabaikan atau bahkan diabaikan. Guru dan orang tua yang terlambat menyadari hal ini menjadi cikal bakal buntut panjang dari permasalahan siswa disleksia, yang juga berdampak pada kemampuan skolastiknya. Dengan melakukan penelitian ini, peneliti berharap dapat meningkatkan atau setidaknya memperbaiki kualitas hidup masyarakat desa Dau, khususnya generasi muda, serta menambah wawasan bagi orang tua dan guru dalam mengambil tindakan terkait siswa disleksia. Penelitian ini menggunakan jenis penelitian kualitatif deskriptif. Penelitian ini dilakukan di SDN 01 Selorejo, Kecamatan Dau, Kabupaten Malang, Provinsi Jawa Timur. Hasil penelitian menyimpulkan bahwa terdapat dua faktor yang mempengaruhi kepribadian siswa disleksia, yaitu faktor internal dan faktor eksternal. Faktor internal yang paling berpengaruh dalam proses belajar siswa adalah motivasi, minat, dan sikap. Sedangkan faktor eksternal adalah lingkungan sekolah, lingkungan keluarga, dan lingkungan masyarakat.

Kata kunci: *disleksia, pendidikan, strategi*



A. INTRODUCTION

Considering the mandate of the 1945 Constitution which states that educating the nation's life is part of the long-term national development efforts, the Indonesian government seeks to increase and improve the implementation of national education, with the hope of forming a prosperous society. Formulation of a strategy that is conceptualized in such a way that the national education component automatically becomes a determinant of success in the process of fostering superior and quality community character while not leaving out the portion of other elements of education in it. Once again, the expected intelligence is not solely based on intellectual intelligence but also on intelligence with a deeper meaning. Therefore, the support of all parties is also needed in realizing the ideals of the nation as stated in Law No. 20 of 2003 concerning the National Education System Article 3 which reads "aims to develop the potential of students to become human beings who believe and fear God The Almighty, have noble character, is healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizens."

Self-skills and support from the environment, which actually contribute greatly to the success of national education, seem to have not been fully achieved. The low level of public awareness regarding the importance of education is a crucial problem that until today has not found a clear solution. Perhaps in certain areas, education is the most prioritized aspect of life, but in a number of other areas, it is even neglected. Henceforth, it is the rural areas that are the focus of people's assumptions regarding one of the areas known to store a million natural resources, but the quality of human resources is minimal. The majority prioritizes a lifestyle with high economic standards, then ignores education, which is again the factor that most influences the quality of education in rural communities.

The younger generation, which is expected to be able to support the progress of the nation's civilization, actually has minimal achievements or at least contributions in society. Therefore, at least they are divided into 3 big groups, namely the first group, those who receive full support from the environment to pursue higher education, so that the quality of their education is guaranteed (the majority decide to migrate to other areas); the second group, those who receive minimal support from the environment, so that the quality of their education is not guaranteed; and the third group, those who have absolutely no support from the environment, so they choose the path to work or even have a household at a very, very young age. This appears to have occurred in one of Malang district's highland areas specifically in Selorejo village, Dau sub-district. The lack of support from the environment regarding the importance of education is known to raise a new problem, namely the existence of dyslexic students who are spread across almost all grade levels of SDN 01 Selorejo.

Reading skills, which are fundamental to exploring knowledge and skills in students, are frequently overlooked or even ignored. Teachers and parents who realized this too late became the forerunners of the long tail of dyslexic students' problems which also affected their scholastic skills. Then when the learning process encounters obstacles, automatically the success rate of national education cannot be fully achieved. Dyslexia is easily understood as difficulty in learning

components of vocabulary or other written symbols, which is generally caused by an inability to compare spoken and written words or sounds with written vocabulary (Aditya, 2016). Therefore, dyslexic students need special companions who understand their condition, so that they are able to find a learning strategy that may be appropriate and efficient if applied to them. Once again, retardation or reading difficulties are often considered trivial and commonplace at first, but if you continue to ignore them, they will definitely have a negative impact in the future.

Related to the problems of dyslexic students, a lot of research has been carried out on how to assist these students as a strategy to improve the quality of education. In comparison to this study, previous research by Sitta Novia Muyassaroh and Izzatin Kamala (2021) titled "Learning Motivation of Dyslexia Students In Overcoming Learning Difficulties (Learning Motivation of Dyslexic Students in Overcoming Learning Difficulties)". The method used in this research is descriptive qualitative. Data collection techniques included in-depth interviews, observation and literature review. The study's findings that parents only become aware of dyslexic children when their children are in their teens, the environment also influences dyslexic children's learning motivation, and the efforts made by teachers and parents to overcome dyslexic students learning difficulties. Dyslexic disorders experienced by DH include difficulty speaking, hesitation when answering the interlocutor's questions, spelling words for word slowly and with a slow voice or intonation, difficulties in writing and difficulties communicating with the surrounding environment.

The next research that the researchers managed to find was research conducted by Inda Yasmita, Mahdum, and Rr. Sri Kartikowati (2022) entitled "Manajemen Penyelenggaraan Pendidikan Inklusi untuk Siswa Berkebutuhan Khusus Di Cendana Duri " This study aims to analyze education management activities related to inclusion at SDS Cendana Duri. Planning and concepts include organizing, implementing, and supervising the curriculum and the quality of interactive analysis. The results of this study explain that the management of inclusive education is planning inclusive education, including curriculum and quality teaching, organizing is done by appointing inclusive education coordinators, inclusive class teachers, subject teachers, for inclusive classes, debriefing is done with motivation, communication and leadership, and controlling is done every three months.

The last research found was research conducted by Novita Sari Hasibuan (2021) with the title "Pendampingan Orang Tua Untuk Menstimulus Belajar Anak Disleksia". This study aims to develop digital literacy media for dyslexic children at a concrete operational age. This research uses the research and development method by applying the ADDIE model which consists of analysis, design, development, implementation, and evaluation. The results of the study explain the causes of dyslexia in children, the characteristics of dyslexia that appear in children, and the assistance of parents in educating dyslexic children. The development of digital literacy media is expected to be effective in overcoming dyslexic children's difficulties learning to read.

Based on the description above, the problem that will be discussed in this study is related to what factors influence the emergence of dyslexia in SDN 01 Selorejo students as well as how the

mentoring strategy is used as a form of effort to handle and overcome it. So by conducting this research, the researchers hope that it will be possible to increase or at least improve the quality of life for the people of Dau village, especially the younger generation and gain insight for parents and teachers in taking action regarding dyslexic students.

B. METHOD

This research uses descriptive qualitative research, namely with direct reference to facts, data and related objects in explaining or describing research results in a coherent and appropriate manner with the facts. This research was conducted at SDN 01 Selorejo, Dau District, Malang Regency, East Java Province. The researcher chose this location because if we review it again, we still haven't found similar studies. This research was conducted during the even semester break of the 2022-2023 school year over a period of 5 weeks, starting from December 20, 2022 to January 19, 2023. The subjects of this study were students of SDN 01 Selorejo, Dau District, Malang Regency, East Java Province. This study focuses on dyslexic students. The research data sources used in this study are primary and secondary data sources. Primary data sources were obtained from interviews and observations with related objects, supported by other secondary data. This study uses a number of data collection techniques, including:

- a. Observation techniques involve making direct observations of related objects within a predetermined time limit.
- b. Interview technique, by conducting interviews that are divided into a number of stages. In short, the researcher collects a number of questions which will then be asked of the related object, and the object will provide information that is in accordance with the facts.
- c. Documentation techniques, involve recording all the data that has been obtained during the data collection process.

The research flow begins with the researcher collecting all the data that has been obtained from observations, interviews, and documentation; the researcher records all the data that has been obtained during the data collection process. Data collection using observation techniques was carried out during the learning process, namely the researcher observed the condition of the students in the class. The interview technique was conducted with the teacher at a predetermined time. The documentation technique was carried out after the researchers had made observations and interviews.

C. RESULT AND DISCUSSION

Factors Influencing Dyslexia in SDN 01 Selorejo Students

The following are among the factors that influence dyslexia in students at SDN 01 Selorejo based on the results obtained during the data collection process. At least two outlines of these factors are developed, namely, internal factors covering all aspects of the student himself and external factors covering all aspects of the surrounding environment.

1. Internal Factors

In accordance with the results of interviews with the subject and object concerned, it is stated that one of the most influential internal factors in the student learning process is motivation, interests, and attitudes. When motivation and interest have been formed in each student, the desire to achieve success in learning is automatically formed according to their portion. This is based on the results of interviews with students in grades II, III, IV which state that they tend to feel bored or at worst lazy when studying independently (at home) without any guidance from their parents. That is, they require indirect motivation and support from their parents, who are also present during their process.

In accordance with what was mentioned by Winkel (2007), interest is interpreted as one of the subjects based on children's feeling interested in certain fields. The same is true for the opinion (Abu, 2007), which states interest and interest, specifically the nature of someone who agrees with a strong element of trust. According to statements from students and teachers, there is still a lack of interest in reading in their students. Similar to the opinion expressed by (SB Djarmah, 2002) interest is a greater liking for goods, things, or activities that are carried out with pleasure and without any coercion. There are also factors that make children's enthusiasm for learning decrease, namely motivation, which also greatly influences enthusiasm and learning outcomes in children. It is the same as the teacher's statement to students at SDN 1 Selorejo Village that the students are more enthusiastic about learning if they get good motivation in the form of motivation, advice, and rewards if they can answer some of the questions given by the teacher.

This is consistent with the viewpoint expressed by (Nuraini & Laksono, 2019), namely that motivation plays an important role in the enthusiasm for learning related to psychological factors in them, specifically their learning motivation. Self-motivation is a strong foundation for children because without motivation, many children do not move or are not eager to learn. Motivation can also describe the right goals and directions for children related to their aspirations. Meanwhile, according to narrative (Hero & Sni, 2018), motivation is the entire spirit in the child that aids learning activities and helps build the spirit of the children's aspirations so that they can be realized.

The last thing that affects learning outcomes and inhibits students' learning enthusiasm is their study habits. The study habits of children are indeed very different, one another. If child B has a habit of learning by playing while learning, maybe child B has a habit of studying by having to be quiet and calm. And children's study habits for preferred subjects vary. Not all children like to learning but they like physical education subjects, there are also those who like numeracy subjects but they don't like physical education subjects. If the child dislikes the subject, he will remain silent and will not respond.

2. External Factors

Based on the results of interviews conducted with teachers at SDN 01 Selorejo, the teacher explained that apart from internal factors, the causes of children experiencing dyslexia are also

influenced by external factors, namely the school environment, family environment, and community environment. This environmental condition greatly influences students interactions with other people and their ability to carry out activities in the learning process, students also state that they are very happy if the class is in a calm condition. The teacher also said the students really liked their school environment, which is why they never took a day off from school. A pleasant environment will encourage students to attend lessons on a regular basis, thereby increasing the school's integrity.

This is in accordance with the results of research conducted by (Hartono, 2018) which states that the learning environment at school is related to students' reading and writing learning outcomes, so the increase or decrease in student learning outcomes is related to the learning environment at school. In other words, the better the learning environment for students at school, the better the learning outcomes. Therefore, it is hoped that various parties can optimize their roles in improving reading and writing learning outcomes.

When in a school environment, dyslexic students will face difficulties learning to read, and write. They find it difficult to read let alone spell simple words, and are sometimes slow to respond to learning in class. Students are often mistaken in recognizing and distinguishing similar letters, for example, b with d, m with w, s with z, and p with q. They also often make mistakes in spelling words, are slow to write, and have difficulty recognizing letters and letter sounds. In addition, they are often sleepy and feel bored with learning activities in class, often feel dizzy and have difficulty concentrating.

There are also family and community environmental factors that contribute to children experiencing dyslexia among SDN 01 Selorejo students. The family environment is a means and place for children to gain knowledge and communicate with other people outside their family environment (Fransiska & Astuti, 2021). This is appropriate based on the results of interviews that have been conducted with teachers and students, which explain that the home environment and society are the causes of students having difficulty reading and writing. There is attention from parents at home to children, which is a factor that influences how students deal with learning. When students have assignments or homework, it is the parents who play a role in helping the children at home. Attention from parents will make it easier for students to carry out the tasks given by the teacher at school.

The family and community environment where dyslexic students live is not good or supportive. This can be seen when their parents feel less concerned about student learning and no one supports the educational process that the child is currently undergoing. The role of the community environment is very important for children who have reading and writing disorders (dyslexia), especially in their social environment because they play together with their friends. Therefore, it is hoped that these friends will not ridicule children who have difficulty reading and writing because of this. This can cause children to feel inferior and ultimately not enthusiastic about learning.

The economic conditions of the family, which automatically contribute to the chances of success in student learning, are known to take a sizable portion of it. When all the material aspects that students need are met, the chances of student learning success will also be even greater. Family relationships between family members who are considered harmonious are also known to be one of the supporting focuses of students in exploring insights and skills within themselves. Unfavorable family relationships can cause students to not feel at home in school for long periods of time, or, worse, they will vent their environmental conditions on other negative things. Good family relationships, on the other hand, can make students feel at home and believe that their home is the most comfortable place to do everything, especially studying. Thus, it can be seen that the biggest portion of students' interest as well as motivation to learn apart from themselves also comes from the surrounding environment, one of which is their family. If parents truly want their children to succeed in school, they must maintain their own health at home (Fuad & Zuraini, 2016).

Conditions in the surrounding environment that are not fully influenced by family but also peers necessitate parents always paying attention to their children's circle of association. Not all of them have a negative impact, but being alert and anticipating is the safest. When a student who actually has a smart and diligent character then consciously or unconsciously joins a group of students who have a lazy and naughty character, it is not impossible that later he is affected by such a circle of association (Budikuncoroningsih, 2017). Therefore, it is a must for every parent to take care of their children's associations.

Strategies for Assisting Dyslexic Students

Following the results of observations with the subject and object concerned, it is stated that sanya the low interest in learning with students is based on their low ability to read and write which has been mastered from an early age. The school, which thinks that such conditions and situations are not an emergency, makes dyslexic students still lack assistance. It is even known that they do not receive any other models of guidance or assistance outside of school hours so later many of them are also left behind in other subjects. Therefore, the researchers sought several mentoring strategies within a certain periodtime, so that later improvements in the quality of students were obtained, especially in the field of literacy. Among the mentoring strategies include the use of visual or image learning media, the use of the spelling method, the use of the neurological impression method, the use of the Gillingham method, increasing children's self-confidence, and giving awards to students. Broadly speaking, strategy is defined as an individual effort in making plans to achieve the intended target. Or in other words, strategy is a plan about using the existing potential to increase the effectiveness and efficiency of learning (Azizurohmah, 2017).

1. Visual Learning Media

This strategy is carried out by students looking at media that contains related material, which sometimes takes the form of pictures, diagrams, tables, or videos so that it makes it easier for students to spell so that they can read and write perfectly (Muyassaroh & Kamala, 2021). In this strategy, the facial expressions, expressions, and body style of a researcher are also influential, because they can

stimulate students' motor systems. So then, researchers consider this strategy to be efficient to apply to dyslexic students at SDN 01 Selorejo with the hope that it can support the process of exploring insights and knowledge within each student.

2. The Use of the Spelling Method

This strategy is done by comparing letters with related sounds. Initially, researchers will guide students to master vowels and consonants, then students are taught to compare sounds into syllables and syllables into words until the whole becomes a perfect sentence (Yuliana & Khotim, 2022).

3. Increasing students' self-confidence

The majority of dyslexic students are those who encounter obstacles in communication, which in turn also affects their mentality and causes depression, inferiority, and even being expulsion from their learning environment because they lose self-confidence (Muyassaroh & Kamala, 2021). In this case, the researcher seeks to restore and strengthen students' self-confidence so that they feel comfortable and happy during the learning process.

4. Giving awards to students

Researchers will give awards to dyslexic students who have fulfilled and achieved predetermined learning targets. Even as what has been done by researchers, namely giving a number of snacks or other writing instruments as a form of appreciation when the student concerned is able to achieve his target.

5. Use of the neurological impression method

This strategy is carried out by having students and researchers read together the material that has been determine (Yuliana & Khotim, 2022). The researcher will now read at a louder and faster volume but still at the same time as the students. Furthermore, students are asked to maintain their reading speed without being afraid of making mistakes while reading. When students are able and accustomed to overtaking the researcher's speed when reading, the researcher will lower the volume of his voice and reduce his reading speed.

6. Use of the Gillingham method

This strategy is carried out using the small paper method with different colors given to related students (Yuliana & Khotim, 2022). For example, a small piece of paper with green consonants and yellow vowels. Such special characteristics are intended to make it easier for students to distinguish related letters.

D. PENUTUP

Based on the results of the research described above, it can be concluded that there are two factors that influence dyslexia in students of SDN 01 Selorejo, namely internal factors which include motivation, interests and attitudes and external factors which include the school environment, family environment, and community environment. There are among the mentoring strategies used by researchers in addressing these students, namely the use of visual or image learning media, the use of the spelling method, the use of the neurological impression method, the use of the Gillingham method, increasing student self-confidence, and giving awards to students.

The researcher hopes that this research will be able to educate the people of Selorejo Village about the importance of being awareness of the quality of a child's education. Not only that, a number of factors mentioned above would be better if they received more attention, so that the process of national education success was also achieved and fulfilled. As for the short time spent by researchers, it should be used as an evaluation by future researchers in order to obtain factual and accurate final results.

During the learning process in class, students should focus on providing the material provided by the teacher, whereas when learning at home (homework), students should do it themselves or ask their parents for help if there are difficulties encountered in the learning process. Students should also be expected to be motivated and diligent in learning, so that a desire to achieve learning success will automatically form according to their respective portions. Meanwhile, parents should support every child's learning process and the education being pursued at school so that the child can be motivated and enthusiastic about learning.

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