

## PARENTAL STRATEGIES IN HANDLING READING AND WRITING DIFFICULTIES IN CHILDREN WITH DYSLEXIA DISORDER

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### ABSTRAK

Disleksia merupakan suatu gangguan belajar yang ditandai dengan kesulitan dan ketertinggalan dalam hal membaca dan menulis. Gangguan disleksia tidak dapat disembuhkan, tetapi penanganan sejak usia dini dapat meningkatkan kemampuan membaca dan menulis pada anak dengan gangguan disleksia. Tujuan dari penelitian ini untuk mendeskripsikan strategi yang dilakukan orang tua dalam menangani kesulitan membaca dan menulis pada anak dengan gangguan disleksia. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif deskriptif. Hasil penelitian ini menunjukkan bahwa orang tua melakukan strategi penanganan dengan terapi yaitu membiasakan mengenal fonem atau bunyi terkecil pembeda arti, dengan metode *multi sensori* yaitu melibatkan banyak sistem sensori dalam proses latihannya. Proses perabaan dilakukan dengan menulis menggunakan jari, proses visual dilakukan dengan melihat susunan huruf, dan proses pendegaran dilakukan dengan mendengarkan suara kemudian mengucapkan kata. Cara tersebut memungkinkan otak untuk lebih aktif karena menangkap stimulus dari berbagai indra secara bersamaan. Cara yang digunakan harus dilakukan secara berulang agar anak dapat lebih mudah memahami

**Kata kunci** : Strategi Orang tua, Gangguan Disleksia, Metode *multi sensori*

### ABSTRACT

*Dyslexia is a learning disorder characterized by difficulty and lagging behind in reading and writing. Dyslexia cannot be cured, but treatment from an early age can improve reading and writing abilities in children with dyslexia. The aim of this research is to describe the strategies used by parents in dealing with reading and writing difficulties in children with dyslexia. The research method used in this research is descriptive qualitative. The results of this research show that parents carry out treatment strategies with therapy, namely getting used to recognizing phonemes or the smallest sounds that differentiate meaning, with a multi-sensory method, namely involving many sensory systems in the training process. The tactile process is carried out by writing with your finger, the visual process is carried out by looking at the arrangement of letters, and the hearing process is carried out by listening to sounds and then saying the words. This method allows the brain to be more active because it perceives stimuli from various senses simultaneously. The method used must be done repeatedly so that children can understand it more easily.*

**Keywords:** Parental strategies, Dyslexia disorder, Multi-sensory method

## INTRODUCTION

Parents are the front guard for children, the first and foremost education for children. Every parent has full responsibility to educate, direct and guide their child. Parents have an important role in the success and achievement of children and have a very significant influence on each child's personal development (Sakundari and Rizqi, 2024).

Guidance from parents is something that children really need in their learning process, this guidance is related to the learning outcomes obtained by children, this is because every child who is well guided by their parents will get good learning results, which is the first step. before they study at school (Ritonga et al., 2022).

Every parent wants their child to grow normally mentally, psychologically and physically, including dyslexic children. The societal stigma that is often accepted by parents who have children with dyslexia is their intelligence and academic ability (Munir, Syahputra, and Khotimah, 2023)

Dyslexia is a difficulty in spelling, reading and writing which is accompanied by symptoms in the form of difficulty in counting, writing letters or numbers, as well as the function of motor skills in children. Dyslexia is not a disease, but a disorder, more specifically, a disorder in the learning process, therefore children with dyslexia have normal thoughts or thought patterns. For children with dyslexia, reading, writing and arithmetic is something that is difficult to do and often makes them discouraged from learning (Septy Nurfadhillah et al., 2022).

According to Bryan and Mercer (in Loeziona) explain that dyslexia is a form of difficulty in learning the components of components of a word and sentence historically, show slow language development, and are almost always problematic, as well as difficulties in learning representational systems related for example to time, direction or time (Loeziana, 2017).

Children with dyslexia are less able to analyze the overall meaning of spoken words or words in writing, have difficulty mixing sounds or sounds in a word (Budiani,

Marhaeni, and Putrayasa, 2018).

Dyslexia requires special attention from parents to deal with any learning difficulties, be it reading, writing or calculating. Every parent must be consistent in looking after and guiding their children and providing extra attention to support development, especially in learning activities (Aryani and Fauziah, 2020)

Dyslexia does not affect and is influenced by each person's level of intelligence because it is complex (Budiani, Marhaeni, and Putrayasa 2018). Dyslexia can be overcome one way by increasing learning motivation in children, where this learning motivation is support or encouragement from parents or people around the child in carrying out an activity to achieve a certain goal (Safitri, Ali, and Latipah, 2022).

Based on previous research written by Rai Bagus and Frilia Shantika, it shows that teaching children with dyslexia is definitely different from other normal children. Parents who are consistent in looking after and guiding their children and providing extra attention will be beneficial for development, especially in learning. Parents have a

significant role in helping to fulfill basic needs, stimulating, supporting, seeking and providing guidance to children in carrying out activities and activities according to their developmental stage (Triadi and Regina 2021).

The novelty of the research conducted compared to previous research is that the previous research discussed the difficulties experienced by children with dyslexia, while the research conducted by researchers discussed the strategies used by parents in dealing with learning difficulties, namely reading and writing in children with the disorder. dyslexia. Then, the living conditions or backgrounds of the informants are also different, which can influence differences in how to deal with dyslexia in children.

In this study, we discuss dyslexia disorders in children aged 8 years. The purpose of this writing is to describe dyslexia disorders in children and find out the strategies used by their parents to overcome this disorder.

The research method used is descriptive qualitative, namely describing the phenomenon being

studied. The object of this research is an 8 year old boy who has dyslexia, named Azzam, the first child of a mother named Mrs. Dahniar Wardani. In collecting data, researchers used observation and interview techniques. The observations carried out were to observe and determine the dyslexia disorders that occurred in Azzam. In this case through the account owner's child-focused content. Then interviews were conducted to carry out simple questions and answers with parents regarding strategies for dealing with dyslexia in children. To analyze the data, researchers used the Miles and Huberman model technique, namely collecting data, reducing data, presenting data, and drawing conclusions

## **DISCUSSION**

Dyslexia is a learning disorder characterized by difficulties experienced by a person in reading, spelling and writing. Disorders that usually occur are related to the process of encoding letters or numbers which impact memory deviations in the brain, visual perception, hearing, communication, behavior and motor skills. Children with dyslexia are often thought to

have abnormal thinking, but actually the thoughts that children with dyslexia have are the same as the thoughts of normal children (Sdn et al., n.d.).

This dyslexia disorder occurs in individuals with normal intelligence, many of whom even have an intelligence level that is far above average. Therefore, dyslexia is referred to as a specific learning difficulty because the learning difficulties faced by individuals with dyslexia do not occur in all learning difficulties as a whole, but only occur in one or several specific areas, namely in the area of reading, writing or arithmetic.

Children with dyslexia have different brain structures in the left posterior part of the brain, namely the part that processes language skills. In a psychological study by James Smith Spark 2016, it was found that children with dyslexia experience executive function problems in everyday life, namely an ability that is used to control and coordinate our abilities and behavior.

For children aged 5-7 years, it is of greater concern because at this age it is felt that children have to

demonstrate the ability to read and write, which is a particular demand from both teachers and parents. Dyslexia cannot be cured, but can continue to improve along with each child's development, as well as stimulation and the ways in which people around them provide more support. Children acquire all initial knowledge from their families, namely from their parents. For dyslexic children, the role of parents in developing appropriate strategies to improve reading and writing skills is very important (Filasofa and Miswati 2021).

From the results of observations and data collection obtained from social media, namely the Instagram account "DahNiaWardani", in the account's bio, it is explained that she has two children, where the first child, Azzam, has dyslexia. In this account, it is explained how the child named Azzam was diagnosed with dyslexia. Azzam was diagnosed with dyslexia at the age of 8 years. However, previously Azzam's parents were aware of the characteristics of disorders that occurred in their child related to writing and reading.

These characteristics are errors in letter position "membaca puisi" become "membaca pusisi", then lack of letters or missing letters "latihan" become "Ltihan", wrong in spelling "literasi" become "Titerasi", excess letters "warna" become "warana", and upside down when writing "pergi" become "pegri", and changing letters "pergi" menjadi "pirgi".

Dyslexia can be seen from an early age with visible characteristics, namely being late in speaking, often making mistakes when pronouncing words, having difficulty remembering numbers, letters and colors, feeling confused between right and left, and often forgetting. If these symptoms do not improve until the child is 6 years old, parents need to take the child to a professional doctor or psychologist to diagnose what is happening to the child. Azzam's parents went to a psychologist to check Azzam's condition. Symptoms of dyslexia in Azzam appeared at the age of 4-7 years, namely Azzam was often frustrated when doing things related to letters and letters numbers when writing, Azzam avoids it for many reasons when being taught to write

and read, feels discouraged and inferior towards other friends, then Azzam is also acutely forgetful starting from small things such as when he puts an item, to forgetting things. things that have just been learned both at home and at school, then difficulty finding the right words when speaking or making sentences occurs continuously.

After going through the psychologist's screening process, it was discovered that Azzam had mild dyslexia with the greatest difficulty in writing. Before Azzam's parents knew about this disorder, they often forced Azzam to be able to write and read quickly, for example what Azzam's parents said, namely "at this time you can't, you're behind with your friends, this is a mistake to think about beforehand." answer, oh you can't do anything." However, after that these words were replaced with "it's okay son, the important thing is that you've tried, let's also practice a lot so we can do it, yes, Mama, you know it's difficult, it's okay, let's try together, okay?"

Patterns that were previously wrong were corrected by helping Azzam catch up and the main focus

was to make better progress than yesterday, and start not comparing Azzam with other children. From the results of observations, it is known that children with dyslexia cannot be cured, because this dyslexia will stay with us throughout life. However, it can be trained according to the child's developmental stage. This is in accordance with research conducted by Apri et al, which explains that dyslexia cannot be cured because it is not a disease, but a neurobiological disorder (Hafifah et al. 2023).

The strategy used in dealing with reading and writing difficulties in children with dyslexia is first, creating a guide so that children can progress by making a list of milestones that must be pursued. These notes are made in detail and focus on urgent problems to be handled. Apart from that, parents need to consult the school where their child studies and the place of therapy regarding their development, as well as consult a psychologist when there is a problem; which cannot be resolved.

*Second*, in teaching spelling by knowing "Fonem". Fonem are the smallest sounds that differentiate

meaning, such as words “cakar” dan “cagar” have different meanings but in the brain of a dyslexic child it is the same. So, what must be trained is to recognize the sounds of the syllables first, then invite the child to spell. Spell two-letter syllables (Ba Bi Bu) or (Da Di Du). Spell three-letter syllables (gar, tar mal), then proceed to spell four-letter syllables such as (meng, gung, lang). Encourage children to spell like this first every day, after that practice writing words. If you often practice phonemes like this, the problem of excess or lack of letters will gradually improve.

*Third*, the strategy or method used to teach writing is to introduce lowercase letters first rather than uppercase letters, this is done because there are more broken lines which are difficult for children to write. Apart from that, when writing, reading will use more lowercase letters, and writing will also use more lowercase letters. It is important to remember that when teaching writing, it must be based on correct writing rules.

When teaching writing, it can be done using the finger tracing method to form letters or numbers by tracing the fingers as if forming letters

or numbers. This can be done on sand or paper that already has a number pattern, for example the number "2", then move your finger to form the number 2.

Fourth, the multi-sensory method involves many sensory systems in the training process. The tactile process is carried out by writing with your finger, the visual process is carried out by looking at the arrangement of letters, and the hearing process is carried out by listening to sounds and then saying the words. This method allows the brain to be more active because it perceives stimuli from various senses simultaneously. The method used must be done repeatedly so that children can understand more easily.

Azzam's parents explained "one world may not like or reject our children, but they will be fine when their parents accept whatever their conditions are wholeheartedly, because we cannot please everyone but we can learn to be liked by people." Azzam's parents always believed that Azzam would be capable in other things that were not only related to reading and writing. They realized that something had to

change after finding out that Azzam had dyslexia, namely their expectations of Azzam's abilities. From here, his parents decided they no longer had high expectations regarding his academics, instead Azzam's parents planned to introduce Azzam to many activities outside of school.

Azzam's parents understand that his dream is not only to become a doctor, but there is a chef who doesn't need to be good at mathematics, there is a musician who doesn't need to be good at science or science, and there is an artist who doesn't need to be good at history. They want Azzam to learn to accept himself with all his strengths and weaknesses, Azzam to grow up in an environment he likes, not to worry about other people's opinions, because they will still be proud of whatever choice Azzam chooses in the future.

## CONCLUSION

Dyslexia is a learning disorder characterized by difficulties experienced by a person in reading, spelling and writing. Children with dyslexia have different brain structures in the left posterior part of

the brain, namely the part that processes language skills.

Disorders that usually occur are related to the process of encoding letters or numbers which have an impact on memory deviations in the brain, visual perception, hearing, communication, behavior and motor skills. Children with dyslexia are often thought to have abnormal thinking, but actually the thoughts that children with dyslexia have are the same as the thoughts of normal children.

This dyslexia disorder occurs in individuals with normal intelligence, many of whom even have an intelligence level that is far above average. Therefore, dyslexia is referred to as a specific learning difficulty because the learning difficulties faced by individuals with dyslexia do not occur in all learning difficulties as a whole, but only occur in one or several specific areas, namely in the areas of reading, writing or arithmetic.

The treatment strategy with therapy is to get used to recognizing phonemes or the smallest sounds that differentiate meaning, with a multi-sensory method, namely involving



many sensory systems in the training process. The tactile process is carried out by writing with your finger, the visual process is carried out by looking at the arrangement of letters, and the hearing process is carried out by listening to sounds and then saying the words. This method allows the brain to be more active because it perceives stimuli from various senses simultaneously. The method used must be done repeatedly so that children can understand more easily.

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