



Technical Assistance Program as A Media to Overcome the Problem of Children's Dyslexia in Madrasah Ibtidaiyah

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Abstract

Reading is an important activity in everyday life and must be mastered by children from an early age. However, many children still cannot read, especially in one of the madrasah ibtidaiyah in Probolinggo Regency, East Java which is the location of this research. This study aims to analyze the teacher's strategy in overcoming the reading problem of dyslexic children with technical guidance. This study used a phenomenological approach, where researchers try to understand the phenomena in the field through interviews, observations, and documentation. Data analysis was carried out in stages, including data collection, data reduction, data presentation, and conclusions. The results showed that the teacher's strategy in overcoming the reading problem of dyslexic children through Technical Guidance was carried out through preparation of technical assistance, implementation of technical assistance, and evaluation of technical assistance. This research has implications for the importance of the teacher's understanding of student learning characteristics from an early age so that teachers can find out the students' various problems so that learning objectives can be achieved optimally.

Keywords: *technical assistance, children's dyslexia, madrasah ibtidaiyah.*

Abstrak

Membaca merupakan kegiatan penting dalam kehidupan sehari-hari dan harus dikuasai oleh anak-anak sejak dini, namun masih banyak anak-anak yang belum bisa membaca, terutama di salah satu madrasah ibtidaiyah di Kabupaten Probolinggo, Jawa Timur yang menjadi lokasi penelitian ini. Penelitian ini bertujuan untuk menganalisis tentang strategi guru dalam mengatasi masalah membaca anak disleksia dengan bimbingan teknis. Penelitian ini menggunakan pendekatan fenomenologis, di mana peneliti mencoba memahami fenomena yang terjadi di lapangan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan secara bertahap, mulai dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi guru dalam mengatasi masalah membaca anak disleksia melalui Bimbingan Teknis yang dilakukan dengan penyusunan bantuan teknis, pelaksanaan bantuan teknis, dan evaluasi bantuan teknis. Penelitian ini berimplikasi pada pentingnya pemahaman guru terhadap karakteristik belajar siswa sejak dini, sehingga guru dapat mengetahui berbagai permasalahan yang akan dihadapi oleh siswa, sehingga tujuan pembelajaran dapat tercapai secara optimal.

Kata kunci: *bimbingan teknis, anak-anak disleksia, madrasah ibtidaiyah.*

INTRODUCTION

Reading is an activity to spell letters and words into meaningful words (Wiyani, 2020). Reading is an essential skill that children from an early age must be mastered, but there are still many young children who cannot read. Children who cannot read are called "dyslexics", namely children who have problems learning to read, spell, or write (Hasibuan, 2019) (Thangarajathi & Menaha, 2020). Dyslexia is understood as a disorder in the child's language learning process, which is characterized by difficulty in understanding words or sentences, among in writing, reading, and spelling (Haifa et al., 2020). The occurrence of neurological disorders generally causes dyslexia disorders, a person's cognitive impairment, which causes delays in the brain in processing information. Still, it does not rule out being influenced by other supporting factors (Mardhiyah et al., 2019; Gritz, 2020).

This reading weakness is caused by several factors, including conditions at home that are not conducive, the parental work that affects children's reading interests and activities (Leong & Goswami, 2017; Maulida et al., 2019). In addition, the weakness of reading is also caused by the habits of children at home who are rarely trained to learn to read (Kalsoom et al., 2020). As a result of students' dyslexia, when reading causes deviations or distortions that result in the movement of letters, it can affect the replacement and disappearance of letters and words when reading (Miciak & Fletcher, 2020). The difficulty in distinguishing the shapes and sounds of similar letters such as w-m, u-n, b-d-q-p, s-z, t-f, a-e, and v-f as well as in words such as ibu-idu-ubi, and others (Afsiser, 2021). Without having adequate reading

skills from an early age, children will have difficulty learning later in life (Tosun, Arikan, & Babur, 2021).

Reading is the primary basis for studying Indonesian itself (Irdamurni et al., 2018). One of them is at Madrasah Ibtidaiyah (MI)/Islamic Elementary School Mambaul Ulum, Kraksaan, Probolinggo, East Java, where there are still many students who cannot read. The phenomenon that occurs at MI Mambaul Ulum is that some children still have difficulty reading fluently, especially in low-grade children (grades 1-3), so teachers at the institution experience problems in implementing the 2013 Curriculum learning. Children with Special Need must be considered and have learning difficulties, especially in the aspect of reading.

Initially, the class teacher at MI Mambaul Ulum did not know that there were several children with special needs (ABK) in his class. When learning to read sentences together on the board was in progress, it turned out that some children looked confused about the pronunciation and pronunciation of the words they read. In addition, when reading alternately, the child cannot continue reading what he is reading. After being noticed and asked, it turns out that the child has a reading problem and how to read it is still not fluent. They only know the alphabet.

The research conducted by Aryani and Fauziah (2020) revealed that dyslexia occurs because of the parenting provided to parents is not by the child's condition. For this reason, a democratic parenting style is needed; it prioritizes openness relationship between children and parents. Juliansyah et al., (2018) said that interpersonal communication is an integral part of the instructional process for teachers and dyslexic children. Teachers are required to determine the right way to improve reading skills in children, not only an interpersonal approach.

One of the methods used is the multisensory teaching approach. Dian & Supena (2021) stated that the multisensory method could help to improve students' reading ability with dyslexia characteristics in elementary schools. With the multisensory approach, students learn by utilizing the power of visual memory (vision), auditory (hearing), kinesthetic (movement), and tactile (touch). In addition, according to Widodo et al., (2020), serial image media is needed to improve the reading ability of dyslexic children as a reaction to improving children's memory. Moraza & Nurhastuti (2021) added that learning media based on the *Secil* game application could also be used as an alternative media for reducing early reading errors in dyslexic children.

Kalsoom et al., (2020) said that most teachers know the term dyslexia. Students with dyslexia need more time than their peers to understand and complete the assignments.

Therefore, teachers help students to increase their self-confidence as well as self-esteem. Miciak & Fletcher (2020) mentioned that the empirical evidence supports the classification of dyslexia as characterized by specific deficits in reading and spelling words combined with an inadequate response to evidence-based instruction.

Given the importance of reading, the MI Mambaul Ulum tries to use an approach through technical assistance for dyslexic children, which aims to help overcome reading problems. This is the novelty of this research, where dyslexia that occurs in children can be overcome with technical assistance which is carried out in a planned and systematic manner. Technical assistance is special assistance provided by mentors to students who need such special assistance. Tirtayani (2017), in his research, conclude that many educators have negative perceptions of children with special needs and not a few educators who do not have the skills to guide these children.

The technical assistance provided by the teacher for the development of children's reading, especially at MI Mambaul Ulum, is that these children get additional hours to practice reading, because sometimes their parents or guardians of students are less able to teach their children. The extra hours was hoped that the child will be able to read more fluently and be on par with his friends who are already fluent in reading through the guidance of a very intense teacher who has competence in his field.

The communication competence of the teachers in the form of knowledge about the needs and handling of children with special needs, the ability to handle children with special needs, and motivation in assisting children with special needs is very needed in this case (Berlinda & Naryoso, 2018). In addition, teachers are also not always faced with only favorable conditions; teachers will experience many different requirements compared to when attending to normal children in general. In this mentoring, sometimes teachers face negative experiences with students, causing emotional tension (Hayati et al., 2015). So, teachers must be patient, considerate, humorous, and have a high sense of empathy.

Departing from the above, it can be understood that dyslexia and Technical Assistance are separate and have independent disciplines. Therefore, in this study, researchers are interested in collaborating between dyslexia and technical assistance as an alternative solution to overcoming children's reading problems. Technical assistance is the novelty in this study because no researchers still use this strategy as a medium to overcome dyslexic children. This research focuses on overcoming the reading problem of dyslexic children with Technical Assistance at MI Mambaul Ulum, Probolinggo, East Java.

METHODS

This study used a qualitative approach to phenomenology; it means that this research begins by paying attention to and examining the object of the phenomenon to be studied. The research data collection technique was carried out through direct interviews with research subjects, namely students and parents of dyslexic students, who were selected with the purposive principle. In the interview, the researcher used structured and unstructured interview guidelines. Furthermore, observations were made on students accompanied by observation sheets designed in advance to find out and analyze the causes of reading problems and determine strategies to overcome these problems in the future.

The research is located at MI Mambaul Ulum Kraksaan, Probolinggo, East Java, Indonesia. The informants in this study consisted of 5 dyslexic students in class I and five guardians of these children. At the same time, observations were made during class hours and extra hours after school. The researcher also analyzed the developments that occurred in reading the ABK at the end of the semester when they were going to grade up.

The teacher makes several preparations to carry out special assistance for the dyslexic child, namely: the planning, implementation, and evaluation stages of the results, which can be described as follows;

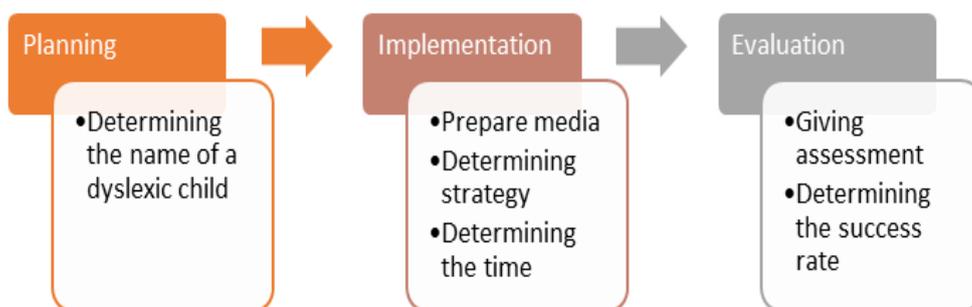


Figure 1. Assistance for dyslexic children

Based on the figure 1, planning is done to determine the names of dyslexic children who have been identified so that teachers can determine the strategies, methods, media, and evaluations will be used. Implementation activities are carried out to implement the previously designed plans by determining the suitable media, strategy, and time for technical assistance activities. While the final stage is evaluation, which provides the assessments to children through media that has been prepared in advance. From this activity, the teacher can determine the level of success of the strategy that has been used so that it can be used as a guide for further improvement.

The researchers then analyzed the data by using the concept of Milles and Huberman, which began with collecting data as a whole from the results of interviews, observations, and documentation. From the data obtained, then sorted and selected according to the research theme, so that specific data will be obtained through data reduction activities. The last step is concluding several points that have been analyzed so that they will become a research finding.

RESULTS AND DISCUSSION

The results of this study indicate that technical assistance as a medium in overcoming the reading problems of dyslexic children at MI Mambaul Ulum is carried out as follows:

Case Analysis And Parents' Meeting

Case analysis is understood as an analysis carried out by the teacher on the issues of dyslexic children who still cannot read to determine what steps will be taken by the teacher at MI Mambaul Ulum. A parent's meeting is understood as a meeting between parents and teachers to discuss the problems experienced by their children and immediately determine what steps will be taken next. These two activities can be shown in the following diagram:

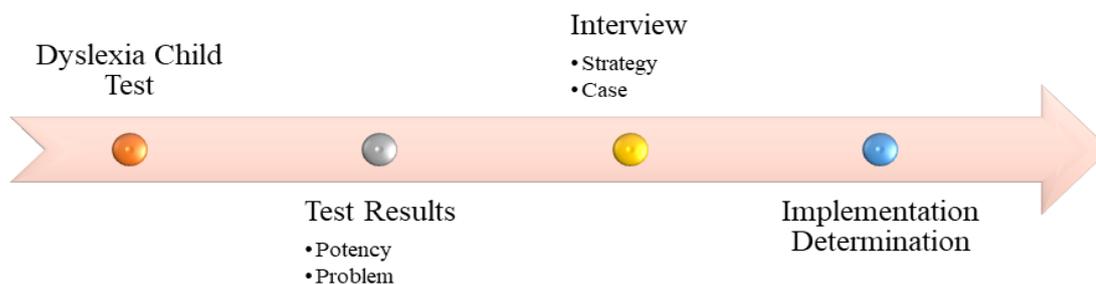


Figure 2. Analyzes dyslexic children

The first thing the teacher must do is research cases or analyzes dyslexic children in their class. In this case, the researchers made direct observations in the classroom during learning activities. From these teaching and learning activities, it can be known that some students are still not fluent in reading. LR as the homeroom teacher for class I stated that some students who delays in reading, they read less fluently and are not precise. Then the researchers asked for data on students with dyslexia to be explored further with the homeroom teacher. From the data obtained, several cases appear in dyslexic children, such as; lack of students' interest in reading and lack of initiative from their parents. SA as the guardian of the dyslexic child said that "when at home, his child rarely studies and it is difficult to be told to learn, especially for reading. My son prefers to play with his friends."

Other common problems often obtained from dyslexic children at MI Mambaul Ulum are children prefer to play than study at home. SM as the guardian of the dyslexic child also

complained about the condition of his child, who likes to play and never wants to be invited to learn in reading. From this statement, according to the researcher, it is very natural that they prefer to play rather than study because, at that age, children like to play, but there must be a balance between playing and learning. The task of parents is to control the development of children at home, and the teachers are to prevent them at school.

Factors that also affect a child's reading delay are the student's weak memory. KML, the guardian of the students, said that the main factor in this reading problem was the children's memory which was not good, and they were not trained to remember many things at once. The meaning of a weak or bad memory is that when a child learns to spell or memorize the alphabet, the child will quickly forget the alphabet or the alphabet he read before. According to researchers, this memory can be honed using continuous or frequent practice at home and school. From these data, it can be understood that children from an early age must be trained in an extra time, especially in reading, both at home and at school. Parents are expected to have appropriate strategies and approaches to persuade their children to learn reading skills, for example, by seducing and coaxing them by giving rewards every time the child wants and finishes reading. From these cases, the teacher at MI Mambaul Ulum analyzed the issue, tried to find the cause of the dyslexia problem in students, and discussed everything with the parents. Furthermore, the teacher identifies appropriate and practical techniques to serve as alternative solutions to these problems.

Technical Assistance Preparation

Technical assistance preparation is a preparation made by teachers at MI Mambaul Ulum in providing exceptional guidance to dyslexic children. At the beginning of the implementation, the teacher coordinated with the parents of dyslexic students about the strategies that would be used to solve their child's problems. Teachers use the time after school hours to teach children to read in a planned and systematic way. The preparations made by the teacher can be described as follows;



Figure 3. Technical Assistance Preparation

The first step taken by the teacher is to prepare the media that will be used to overcome the existing problems by using a textbook entitled "*Buku Lancar Membaca* (Fluent Reading Book)." The book was chosen because it contains essential words to help children with special needs learn to read from the basics and intensively at home and school.

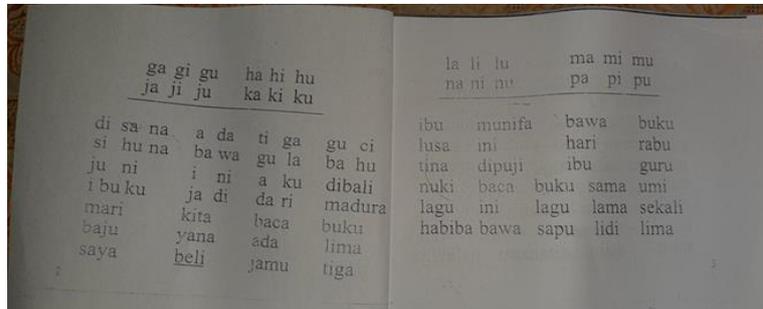


Figure 4. Book "*Lancar Membaca*"

The second step is preparing the materials will be used during the implementation of the guidance. The guidance material used by the teacher was taken from the Book of Fluent Reading, which was lent to students who took part in technical assistance. The materials contained are considered good enough to be used as unique guidance materials for dyslexic children's reading skills. The third step is to prepare reading practice questions that are by the material that has been taught in the guidance. The teacher divides the dyslexic children who are guided into two groups; the first group is a group of children who cannot spell and read until children who can read or spell are still stammering. The second group is the children who are pretty good and quite fluent in spelling.

The first group used the reading practice questions in the Fluent Reading Book that they held so far. There are only letters and words in the book and not in the form of sentences, considering their abilities are not sufficient. While the reading practice questions for the second group, I have used the Student Worksheet book in which there are already many readings or paragraphs that can be used as reading practice questions.

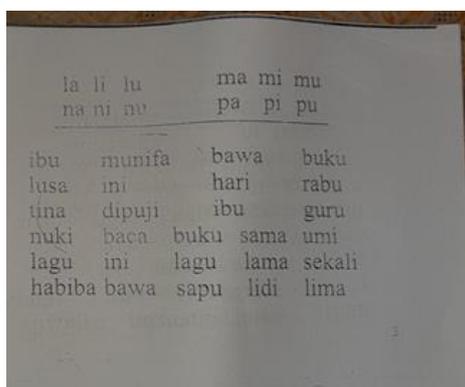


Figure 5. Book "*Lancar Membaca*"

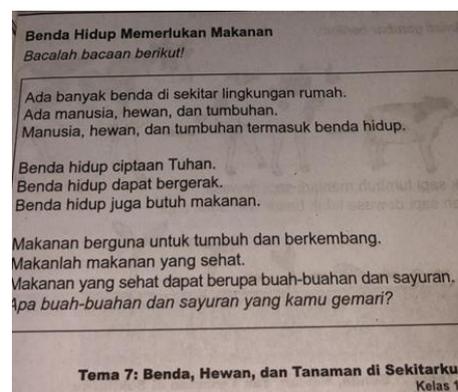


Figure 6. Student Worksheet

The teacher's last step when preparing materials for technical assistance is to prepare assessment questions to see the child's reading development. For assessment exercises, the teacher takes practice questions in the student worksheets, and without any exception, all dyslexic children, both those who are not fluent or fluent in reading, must follow the guidance by using the specified Student Worksheet as an assessment requirement.

From this, it can be seen that the preparations made by teachers in improving children's reading competence are carried out in a planned and systematic way through two-way and intensive communication between teachers and parents. From this communication, it is hoped that the problems faced by children can be resolved quickly.

Implementation of Technical Assistance

The implementation of technical assistance for dyslexic children at MI Mambaul Ulum is carried out to overcome children's reading problems, which are designed to the abilities of each child. This is not only to make people with dyslexia can read fluently but also warning teachers or educators not to isolate or give negative perceptions of dyslexic children. According to RHT, as a teacher at MI Mambaul Ulum, teachers must understand what is happening to their students, their psychological development, learning problems, etc. If the teacher does not want this, do not expect the learning atmosphere will run smoothly, especially for lower grades 1 and 2.

RHS as the student's guardian also said that parents needed the help of teachers to overcome various problems, especially in learning to read their children. Children are more obedient to teacher instructions than parents' instructions at home. Therefore, according to NR as a teacher at MI Mambaul Ulum, there needs to be good cooperation between teachers and students' guardians to realize the desired learning goals, especially in developing children's potential. Teachers do it in their free time by implementing technical assistance, namely after coming home from school through intensive guidance. The teacher uses the module book as teaching material or reading practice, which is divided into two volumes, the first volume for students who don't know the alphabet or can't read at all, and the second volume for students who can distinguish the alphabet but are not yet fluent in reading.

The first session begins with students holding module two first because they can be sent home faster so that teachers can focus more on students having module one. That way, teachers can freely and focus on guiding children who hold module one. At the end of the session, the teacher gives an exercise paper containing readings so that students can read it, and the teacher can provide an assessment. This method is used to measure the development of students' reading skills. Through this action, the growth of students who are given special

treatment through technical assistance can be seen. In carrying out these technical assistance activities, the teacher pays attention to the dynamics of children's development, the principle of children's learning readiness, and so on. So that in the implementation of this technical assistance, the teacher uses a positive learning approach so that children do not get bored in class, which is caused by their other friends who have gone home first.

Technical Assistance Evaluation

After the technical assistance activities were carried out, the last step taken by the teachers at MI Mambaul Ulum was the evaluation step. It is designed to find out the success of the activities that had been carried out. LR as the homeroom teacher for class I said that the evaluation was carried out to determine the extent of the teacher's success in guiding dyslexic children so that it could be used as a basis for further improvement. In conducting the evaluation, the teacher recorded student performance results related to technical assistance activities for dyslexic children. In this case, there were five meetings conducted by the teacher and the students, which can be presented in the following table;

Tabel 1. Table of values for dyslexic children

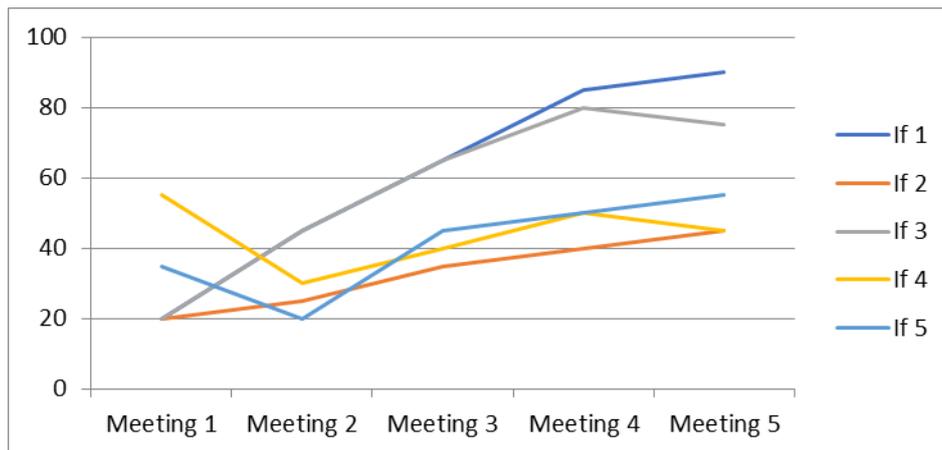
| Name | Meeting 1 | Meeting 2 | Meeting 3 | Meeting 4 | Meeting 5 |
|------|-----------|-----------|-----------|-----------|-----------|
| If 1 | 20 | 45 | 65 | 85 | 90 |
| If 2 | 20 | 25 | 35 | 40 | 45 |
| If 3 | 20 | 45 | 65 | 80 | 75 |
| If 4 | 55 | 30 | 40 | 50 | 45 |
| If 5 | 35 | 20 | 45 | 50 | 55 |

The value in table 1 above results from the conversion of the value in the form of a star that is used and given by the teacher to the students under his guidance. Here's an explanation of the conversion value:

Tabel 2. Value Conversion Table

| Point | Value Range |
|-----------|-------------|
| ★ | 1-20 |
| ★ ★ | 21-40 |
| ★ ★ ★ | 41-60 |
| ★ ★ ★ ★ | 61-80 |
| ★ ★ ★ ★ ★ | 81-100 |

The value of dyslexic students who take part in technical assistance can be presented in the graph 1.



Graph 1. Reading Development of dyslexic children

Graph 1 above shows the significant progress from the technical assistance activities carried out by the teacher for the five dyslexic children at MI Mambaul Ulum. It can be seen that the child who has developed very rapidly is IF1, which has increased in five meetings during guidance. The child who experienced the second rapid increase was IF3, but at the fifth meeting, IF3 experienced a decrease that was not drastic and was quite normal. While IF5 at the beginning of the meeting decreased, at the third meeting and so on, IF5 experienced a steady increase. IF4, which is weak in consonants, seems to be unstable from the first meeting to the fifth. At first, IF4 got a decent score in the first meeting, but at the second meeting, the value was unstable and fluctuated continuously. At the fifth meeting, the child with the lowest score on the graph was AF2, but even so, from the start of this guidance, AF2 consistently increased in value even though it was not as fast as other dyslexic children, which meant that AF2 was a child who was relatively slow in development. From these data, it can be understood that the technical assistance carried out by teachers for dyslexic children at MI Mambaul Ulum is practical and quite significant in improving children's reading competence, so it needs to be continuously developed to achieve the desired target.

Theoretically, the most important thing to be prepared by the teacher before implementing this technical assistance is the media used during the guidance. Teaching media is a place that accommodates material messages to be delivered so that teaching objectives can be channeled (Hambali et al., 2021; Choir & Fitri, 2021). Learning media has many uses in education and teaching; for example, facilitating the presentation of messages to be conveyed by teachers (Widodo & Wahyudin, 2018), can increase children's learning motivation through more attractive media displays (Nurwijayanti et al., 2019; Apriyanti et al., 2020), and can make children have the desire to learn on their own with the media provided by the teacher (Angraeni et al., 2020).

Next is the additional time provided for conducting intensive guidance activities. The teacher gives the extra time after school, so it doesn't interfere with school hours. This opportunity will help dyslexic children be equal to their peers or even more advanced (Holmes & Silvestri, 2019). In addition, reading practice and how often the dyslexic child is trained to read. In reading skills, the most crucial element so that children can read quickly is practice (Irfan et al., 2019; Solmaz, 2020). If not, then the child will experience difficulty in reading skills. Deficiencies in dyslexic children can be seen when they have difficulty pronouncing the initial letters in words (Al-Zoubi & Al-Zoubi, 2020), or even spelling, and so on (Gritz, 2020).

CONCLUSION

Based on the above, it can be concluded that technical assistance as a medium in overcoming the reading problems of dyslexic children at MI Mambaul Ulum is carried out as follows: case analysis and parents meeting, technical assistance preparation, implementation, and technical assistance evaluation. Technical assistance carried out by the teacher has a significant impact on overcoming children's difficulties in the reading aspect. Through planned and systematic assistance, the perseverance of teachers and students, and a humanist approach, the problems faced by students can be adequately resolved so that this can be used as a basis for teachers in solving students' problems in class when they get dyslexic students.

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