

## TEACHER CHALLENGES AND STRATEGIES IN IDENTIFYING LEARNING DIFFICULTIES OF DYSPLEXIA IN PRIMARY SCHOOLS

**Emalia Nurdiantika<sup>1</sup>, Diva Febriani<sup>2</sup>, Yuslia Vera Handayani<sup>3</sup>, Minsih<sup>4</sup>**

Primary School Teacher Education, Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Surakarta

[a510210032@student.ums.ac.id](mailto:a510210032@student.ums.ac.id)<sup>1</sup>,

[a510210013@student.ums.ac.id](mailto:a510210013@student.ums.ac.id)<sup>2</sup>,

[a510210001@student.ums.ac.id](mailto:a510210001@student.ums.ac.id)<sup>3</sup>,

[min139@ums.ac.id](mailto:min139@ums.ac.id)<sup>4</sup>

### Abstract

In the educational process at school, various obstacles often arise, especially when some students experience difficulties in achieving the expected level of achievement. One common issue is learning disabilities, such as reading difficulties. The success of students in following the learning process is greatly influenced by their reading abilities. Therefore, the role of teachers is crucial in improving students' reading skills. This research involves teachers and students with dyslexia. Data collection methods include participatory observation, in-depth interviews, documentation, and triangulation. The research results show that: (1) causes of dyslexia include internal and external factors; internal factors include psychological and physiological aspects, while external factors include family, school, and community environments; (2) challenges faced by teachers in identifying dyslexia include time constraints, difficulties in differentiation, limited support services, and communication challenges with students' parents; (3) teacher strategies in dealing with dyslexia include using supportive teaching methods, providing additional time, and offering supportive motivation.

**Keywords:** Dyslexic, Challenges and Strategies, Identification

## **INTRODUCTION**

Education is very important for human life. In order to teach people. The ability to read is not the same for everyone. In a given educational unit, inclusive education is entitled to all students who meet their needs and abilities. This includes students who have physical, emotional, mental, social, or intellectual disabilities, as well as students who have unique intellectual and/or talent possibilities. There are no neurological, mental, emotional, hearing or visual impairments that cause learning difficulties. Comprehension, impaired listening, speaking, reading, spelling, thinking, writing, counting, or social skills are signs of these learning difficulties. (Learning et al. 2021).

Dyslexia, which means they cannot read, is one type of learning difficulty that children experience. Dyslexia is a condition that affects learning and social interaction in people of all ages, genders and races around the world. Those with dyslexia have writing, reading and spelling difficulties that are disproportionate to other intellectual and academic abilities. The role of teachers in detecting early symptoms of dyslexia in students early on is very important as teachers are on the front line. This greatly aids follow-up efforts and appropriate interventions to help students learn. However, knowledge about dyslexia is still very limited in developing countries (Iwuagwu et al. 2022), and it can also be defined as a condition that causes people to have difficulty reading, writing and understanding writing even though they have received a normal education. One of the early symptoms of dyslexia is difficulty recognizing letters, reading words and sentences, remembering vocabulary, and understanding what is read. Vision, hearing, intelligence, or language skills do not cause these symptoms; rather, it is a problem with the way the brain processes data (Safitri, Ali, and Latipah 2022). Learning disabilities especially basic language have an impact on the ability to read and learn words, even if the child has average or above average intelligence, normal vision and hearing, and sufficient motivation and educational opportunities (Almeida et al. 2016).

Based on the opinion of (Almgren Bäck et al. 2021) Dyslexia can affect academic performance due to difficulties in reading and writing. This difficulty can have an impact on social stigma and reduce the sense of self-efficacy in students. Learning disorder problem factors These are elements that are often found in learning disorders. Examples of learning problems include concentration disorders, writing disorders, memory disorders, reading disorders, and numeracy disorders. Students' success in learning at school depends on their ability to read. The role of teachers, however, is crucial in improving students' reading ability (Khaulani 2022).

Teachers are crucial in spotting early symptoms of dyslexia in their students. To ensure that a dyslexic child's literacy development does not lag behind, it is crucial to detect dyslexia at an early age. However, various problems confront teachers during the dyslexia identification process. This article will discuss some of the key issues and approaches teachers can use to spot early symptoms of

dyslexia in their students. Teachers use various approaches to help students with dyslexia, including using learning media, increasing their desire to learn, increasing their self-confidence, never blaming their own condition, and always accompanying them while they are learning (Imam Faizin 2020). In order for students to be more motivated to learn and achieve the desired results, teachers should put more effort into explaining the learning objectives. However, additional efforts are needed to improve students' early reading skills (Sukmawati and Tarmizi 2022). Many teachers only provide knowledge about the transfer of knowledge to their students without understanding the psychic or psychological conditions of their students. As a result, students who should get special attention but instead are served like ordinary students (Putri & Arif Kurniawan, 2021). Nevertheless, it is not always easy for teachers to identify dyslexia. Some of the problems often encountered include a lack of understanding of the characteristics of dyslexia, difficulty distinguishing it from other learning problems, and limited time and specialized diagnostic facilities. The large number of students in a class also makes individual observation difficult. In addition, lack of support from parents and related professionals makes early detection more difficult.

To address this issue and assist teachers in identifying and addressing dyslexia, effective strategies are needed. One way that can be used is to increase teachers' awareness and knowledge of this issue through specialized training and workshops. With a better understanding, teachers will be better equipped to recognize the early symptoms of dyslexia and make appropriate interventions. Inclusive and individualized learning is also very important. To teach students with dyslexia, teachers can use a variety of teaching approaches, such as phonemic-based approaches, visual aids and multisensory learning. In addition, collaboration with dyslexia specialists and educational psychologists can provide invaluable support. It cannot be overlooked how important cooperation between teachers, parents and other education professionals is. They can work together to create a learning environment that is supportive and responsive to the needs of dyslexic students. Parents can provide additional information about the child's development at home, while education professionals can provide more specialized guidance and intervention approaches. By using a comprehensive and coordinated approach, teachers will be better able to spot and treat dyslexic learning problems in primary school. Proper handling will help students with dyslexia reach their full potential and will make a more inclusive and supportive learning environment for all students.

The first aim of this study was to find and analyze the main problems teachers face when they determine dyslexia in primary school students. These can include teachers not knowing or understanding about dyslexia, lack of resources and diagnostic aids, and lack of support from schools and parents. It is hoped that an in-depth understanding of these issues will provide new insights into the obstacles that need to be overcome to make dyslexia identification more effective in primary

schools. The second aim is to develop and evaluate methods that can be used by teachers to identify dyslexic learning problems more effectively. These strategies might include increased collaboration between teachers, parents and other education professionals, the use of more sophisticated diagnostic tools and specialized training for teachers.

This article will discuss some of the key issues and approaches that teachers can use to detect dyslexia in primary school students. The article will focus on primary schools as this level of education is crucial for early detection. Readers, especially teachers, are expected to gain a deep and useful understanding from this discussion. In addition to practical solutions that can be applied in the context of primary education to support the development of learners with dyslexic learning difficulties and will also be developed in the research entitled “Teachers' Challenges and Strategies in Identifying ‘Dyslexic’ Learning Difficulties in Primary School Learners”.

## **METHOD**

This research is a qualitative research with a descriptive approach, purposive method conducted at SDN 04 Jambon located in Pulokulon Sub-district, Grobogan Regency. According to Anggito & Setiawan (2018), in qualitative research, the main focus is on interpreting meaning rather than simply producing data. Research results are not absolute and can change according to the conditions found in the field. The interpretation of the research results is presented in the form of words or descriptions that describe the facts observed in the field.

The collection of samples and data sources was carried out using purposive sampling method, in which researchers select samples based on considerations that are focused on research objectives and have set certain criteria. Sampling is tailored to the needs and relevance to the research topic. Data collection techniques involved interviews, observation, and documentation. Data analysis was conducted qualitatively, following the Milles & Huberman model. The data used as a reference in this research was taken from various sources, including: 1) Primary Data Sources: Primary data is data obtained directly from the research subject. To collect primary data, researchers must interact or communicate directly with subjects or informants. Therefore, in this study, data sources were obtained from subjects or informants who were interviewed and observed by researchers at the research location. 2) Secondary Data Sources: Secondary data is complementary data that supports primary data.

## RESULTS AND DISCUSSION

### Results

Table 1. Student Interview Results

Informant's Initials	Aspect	Interview result
<b>N</b>	Difficulties experienced when reading	I love stories, but reading can be difficult. Sometimes, the letters seem to dance around, so it's hard for me to understand the words.
	Actions when experiencing difficulty reading	The teacher often helps explain again until I understand.
	The role of the teacher	The teacher gives extra time and sometimes uses pictures or stories to help me learn
	Motivation when experiencing difficulties	Because all my friends can do it, I want to try to keep learning
	the role of parents	When I'm at home I never study, if I have homework I never do it.
<b>MS</b>	Difficulties experienced when reading	I don't like reading, I just like playing. It's hard to spell when I read so I don't like reading
	Actions when experiencing difficulty reading	I was silent, just listening to the teacher explain and watching my friends study.
	The role of the teacher	The teacher waited and helped me write and read
	Motivation when experiencing difficulties	I am sometimes enthusiastic about studying because I want to be like my friends.
	the role of parents	I'm at home with just my mother and sister, I'm at home playing on my cellphone and rarely doing assignments.
<b>PH</b>	Dyslexia Disorder	Yes, dyslexic children are children with learning difficulties.
	Number of students with dyslexia disorders	There are 2 children, these children have difficulty learning, reading and writing. During the lesson, the child is not focused and is engrossed in himself.
	Handling dyslexic students	I occasionally focus on the child, I ask why he can't focus on studying and do what the teacher asks. I also often help when he needs help.
	Teachers' experiences with dyslexic students	Of course, this is a very valuable experience for me. Being the homeroom teacher of a student with dyslexia gave me a new perspective on the importance of inclusive and adaptive learning methods. I learned a lot about strategies to help them in their learning process and ensure they feel supported emotionally and academically.
	Create a learning environment	We strive to create a learning environment that is inclusive and supportive of all students. This

		includes providing recognition for their progress, avoiding unnecessary comparisons with other students, and educating the entire class about dyslexia to increase understanding and empathy.
	The role of parents	contact them to come to school and discuss the best solutions and provide suggestions when children study at home and must be accompanied by their parents

Table 2. Research Observation Data

No	Aspects being observed	Observation results
1.	<b>Identify Learning Difficulties</b> a. How teachers identify early signs of dyslexia in students b. Techniques used in identifying dyslexia	a. Direct Observation: Observing how students interact with texts during lessons and reading activities. Discussion with Parents: Obtain additional information from parents about the child's language development and reading ability at home. b. Talking with students to understand their difficulties from their own perspective. Discussing with parents to obtain information about the child's developmental and educational history.
2.	<b>Teaching Strategies and Approaches</b> a. Methods and strategies implemented by teachers to help students with dyslexia. b. Adjusting curriculum or learning materials to support students with dyslexia.	a. By using a multisensory approach, students with dyslexia can more easily process and understand information, because they can utilize multiple sensory pathways to reinforce learning. For example Visuals: The use of colorful images, graphics and text to aid understanding and retention of information. For example, words can be written in different colors to help students recognize and remember letter shapes and patterns. b. Using a structured curriculum with clear and sequential steps. Focus on individual teaching in an explicit and gradual manner.
3.	<b>Challenges Faced by Teachers</b> a. Barriers faced by teachers in identifying and treating students with dyslexia. b. Constraints in terms of resources, time, or support from the school.	a. Barriers to Identification: 1) Time limitations 2) Differentiation difficulties 3) Limited support services b. Limitations of Learning Materials, Lack of Access to Technology, Constraints on support from the school, lack of special programs, lack of training materials

## Discussion

Based on the observations that researchers have made, several findings were found as follows:

### A. Aspects that cause learning difficulties

- Aspect from within (*Internal*)

According to (Safarina and Susanti 2018) Learning Difficulties Because students show problems (impairment), such as loss of hearing and vision function, as well as problems with

movement and intellectual intelligence. Unstable conditions make it difficult or do not have the ability to carry out normal activities like other students. Internal barriers are also divided into physiological and psychological factors.

**a. Physiological Factors**

- 1) Factors related to health Healthy means that the whole body and its parts are healthy and not sick.
- 2) A bodily defect is something that causes the condition of the body or body to be less than good or perfect.

(Andresen and Monsrud 2022) Opinion that many respondents feel less confident in making a diagnosis of dyslexia, fearing that the child's difficulties are not serious enough. This shows the need for increased competence in the field of dyslexia. Often a diagnosis of dyslexia is not given until grade 6 or higher. This shows the need for earlier diagnosis.

**b. Psychological Factors**

- 1) Intelligence consists of three types of abilities: rapid speed for understanding and using abstract concepts, rapid speed for adapting to new situations, and rapid speed for discovering relationships and learning them
- 2) Attention is a higher level of mental activity where the focus is on just one or more objects.
- 3) The continuous tendency to learn something new and interesting is known as interest.

● Aspect from outside (*External*)

- a. Family Environmental Factors: The way parents educate students, the relationships between family members, the home environment, the family's economic situation, parental understanding, and cultural background are some of the family environmental factors that influence student education.
- b. School Environmental Factors: Many factors influence student learning, including school learning methods, curriculum, teacher-student relationships, and teacher-student interactions.

- c. **Community Environmental Factors:** External factors that influence student learning are called community environmental factors. These factors include friends, community activities, media, and forms of social life.



Picture . Grade 4 & 5 students have difficulty reading and cannot focus

## **B. Teacher challenges in identifying dyslexic learning difficulties:**

- **Limited time**, with a strict classroom atmosphere and curriculum, teachers don't own sufficient time to carefully observe each student individually to identify the possibility of dyslexia. In the opinion of (Tresnawaty Ufi et al. 2022) it is hoped that the actions taken by students to deal with learning problems will help them avoid subsequent learning problems. Educators can help students learn by giving them more study and remedial time. Student success depends on good reading skills. Therefore, giving more time to studying and remediation for academic goals can help students do better.
- **Differentiation difficulties**, Dyslexic learning difficulties are sometimes misinterpreted as students' inability to learn or students' indifference. Educators need to distinguish between the learning difficulties of dyslexia and other difficulties and seek appropriate action. difficulty in maximizing their learning and potential. However, they usually have intelligence comparable to that of ordinary children. (Hayati and Apsari 2019).
- **Limitations of support services**,  
In some educational settings, support services to overcome learning difficulties such as dyslexia are limited. Teachers find it difficult to provide the necessary assistance to students without adequate support. In line with the opinion of (Nada and Ainin 2019) that the solution to one of the difficulties in identifying and assessing students with dyslexia in schools is to gain a better understanding of students with dyslexia, as well as working together with parents of students to identify and assess students with dyslexia independently and without the help of experts. Teachers can also create unique and creative reading media for dyslexic students.
- **Internal challenges communicate with the students' parents**  
Collaboration between teachers and parents is very important to identify dyslexia. However, teachers have difficulty conveying their concerns to parents, because the parents are overseas.



### **C. Teacher strategies in dealing with dyslexic learning difficulties:**

- The use of supportive teaching methods, teachers in each learning process use multi-sensory teaching methods such as image-based to help strengthen students' reading and writing skills. In this context, teaching methods are multisensory, especially image-based ones, were chosen as tools to help students strengthen their reading and writing skills. Teachers use pictures and visualizations to help students understand the concepts being taught in a more concrete and easy to understand way. Images can be in the form of illustrations, diagrams, graphs, or concept maps that enrich students' learning experiences and make the material more interesting.
- Invite students to chat and interact spontaneously to hone their focus. Question lighter very suitable for use during the learning process. Use of questions lighter is also an effective strategy in helping students to focus their attention. These questions are designed to provoke deep thinking and encourage students to think critically about the material studied. Thus, the question lighter not only helps maintain students' attention, but also improves their understanding of the subject matter.
- Overall, this approach reflects the teacher's efforts to create a dynamic, interactive and focused learning environment, which can ultimately increase learning effectiveness and student involvement in the teaching and learning process. In line with the opinion of (Minsih et al., 2021) which states that because comprehensive school teachers must use an interactive learning approach when teaching, they must also be able to communicate with students to increase their familiarity. This intimacy reduces loneliness in the workplace. Parents influence school lesson plans and support for home learning in inclusive schools.
- During the learning process the teacher modifies the material, such as writing in large letters, providing materials reading for reading students. To find out students who experience dyslexia.
- The use of supporting technology aims to help students improve their reading, writing and listening skills. This technology can provide access to various digital reading sources, such as *e-book*, online articles, and learning websites. In addition, interactive reading learning applications can help students improve their reading comprehension through interesting exercises tailored to their respective ability levels.
- Give extra time to students who experience learning obstacles to complete additional assignments after school. By providing extra time outside of class, students who struggle with learning can spend additional time completing assignments designed to

help them understand difficult concepts or catch up. This provides an opportunity for students to study at a pace that better suits their needs without strict time pressure.

- Providing motivational support to students so they are confident and enthusiastic about learning and providing positive reinforcement and feedback on students' efforts and progress.

According to Esmaeili et al (2015), teachers need to realize that each student has unique characteristics. Creative and passionate teachers will apply appropriate methods by taking into account the individual differences of students. Giving punishments and rewards at the right time can create a fun learning process and a cheerful classroom atmosphere, so that learning becomes a pleasant experience for students. After learning, teachers assess children's behavior and conditions. They will see if the child often shows unfavorable conditions, such as tantrums, and then consult with the GPK, as well as the therapist. Meanwhile, based on the observation, the GPK conducts an evaluation at the end of the individualized assistance by asking several questions to the child to re-evaluate the material provided (Sulistyo Nugroho en Minsih 2021).

In most scientific literature, dyslexia is a term used to describe reading and writing difficulties. The main focus is often placed on single word reading difficulties (Fletcher et al., 2019) as there are no semantic or syntactic cues to aid word identification. Reading fluently and spelling accurately are seen as closely related skills. Terms often used interchangeably with dyslexia include reading difficulty, reading disorder, specific reading difficulty, specific learning difficulty, learning disability, word-level reading disability, specific reading retardation, unexpected reading difficulty, reading disability, and specific reading disability.

Dyslexia is a complex and multifaceted learning disorder that affects 5% to 10% of school-aged children (Quercia, Feiss, en Michel 2013). Special education or inclusive education caters for individuals with special needs, which include learning disabilities, psychological disorders, physical or developmental disabilities, with a teaching approach that aims to meet the needs of individual students. In most countries, public schools implement inclusive education policies including dyslexia (Khalid en Anjum 2019). Parents & teachers of dyslexic children must have a clear plan and knowledge for the needs of these children, including those who may be at risk, and evaluate (parents & teachers) to support and include students who experience challenges. This states that teachers must be equipped with the knowledge and skills to be able to identify and support dyslexic children (Iwuagwu et al. 2022).

It is important to understand students' perspectives on their adjustment needs to improve school participation and the fit between students and their environment, so that targeted interventions can be designed to support student learning achievement (Mårtensson, Lidström, and Ekbladh 2021). Where children with special needs learn alongside other students. It is important to identify dyslexic children or children who have difficulty reading early, so that they can get the right education and special attention and services in the field of education. SD N 4 Jambon itself in identifying has challenges and strategies, it is all inseparable because there are several children who experience dyslexia disorders. Children with dyslexia have a different way of learning than most other children. If dyslexia is not addressed appropriately by teachers and parents, the child will face special consequences, such as delays in reading skills even up to higher grade levels. The dyslexia education model is also concerned with mediating the impact of the environment but it is usually in some way deficiencies in the learning environment such as inadequate teaching methods, and literacy media, that adversely affect children. In the UK, for example, dyslexia is often subsumed under the more general term specific learning difficulties, and is thus seen as part of a continuum of special needs (Riddick 2001).

Some children with dyslexia meet criteria for Developmental Language Disorder (DLD), a disorder characterized by ongoing difficulties with expressive and/or receptive language (Bishop et al., 2017). Although usually considered a communication disorder separate from a learning disorder, DLD is a major risk factor for dyslexia. The negative impact experienced by students with dyslexia in various aspects is caused by their low reading ability. Low reading ability is the cause of declining student academic achievement (Abbondanza et al., 2020; Smith-Spark et al., 2020). Therefore, reading ability must be the main target in dealing with students with dyslexia. Reading ability must be improved optimally as a modality for broader learning activities. Students with dyslexia need special experiences, learning aids, and special time to improve their reading skills optimally. Teachers must use special strategies when teaching and interacting with students who have dyslexia.

Dyslexia in reading is also common in Indonesia, and inclusion policies in schools allow students with disabilities to study in elementary schools. Based on several previous studies, more than five million Indonesians fall into the dyslexia category (De Picker, 2020; Prasetyo et al., 2020; Casmana et al., 2022; Husen et al., 2022). Therefore, special attention is needed from the government and special strategies for elementary school teachers in educating dyslexic students because they have the same right to receive quality education.

## **CLOSING**

### **Conclusions**

From the results and discussion, it can be concluded that Dyslexia is a disorder characterized by difficulty recognizing words, reading, understanding symbols, and distinguishing letters, which hinders cognitive development in children. This is caused by neurobiological disorders. There are several aspects that cause dyslexia, both from within (internal), such as hearing and vision problems, as well as motor and intellectual intelligence problems, and from outside, such as family factors and the school environment.

Teachers face various challenges in identifying dyslexic learning difficulties in students, including limited time, difficulty in differentiating, and limited support services. Teacher strategies for overcoming dyslexic learning difficulties include the use of supportive teaching methods, such as the use of images and sensory media, as well as the use of images and visualization to help students understand complex concepts. The teacher also invites students to interact spontaneously to increase their concentration, and uses questions lighter during the learning process. Apart from that, teachers modify learning materials, for example by writing using larger fonts, and providing appropriate reading materials for students. Of all the factors that cause dyslexia, support from the people around you is very important in dealing with this problem.

### **Suggestion**

The data obtained shows the importance of the teacher's role in identifying students during the learning process. It is important to increase knowledge and change in learning approaches so that teachers can identify students correctly and provide appropriate follow-up. Comprehensive inclusive education training is needed, and this training should be given to all teachers in schools evenly. Thus, it is hoped that in the future there will be inclusive training that allows identification of symptoms in students, especially for homeroom teachers who have intensive direct interaction with elementary school students. It is also necessary to pay attention to indications that school facilities may not fully support inclusive education, so this should also be a concern for the relevant agencies.

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