

Adaptation Program of Reading Learning for Dyslexic Students in Elementary Schools

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ABSTRACT

Learning implementation is a frequent problem faced by inclusive education teachers in elementary schools. It becomes more difficult by the fact that there are still many dyslexic students incapable of reading a sentence or even a word. Meanwhile, teachers are still applying the same learning program for both average students and students with disabilities. To archive this, we encode an adaptation program which aims to provide training and mentoring to elementary school teachers. In this study, we conduct the research in SD Mandiri 2 Cibabat, City of Cimahi. The activities include zoom meeting discussing about the basic concept of dyslexic students, the reading method for dyslexic students, and the basic concepts of adaptation program of reading learning for dyslexic students. Then, it is followed by mentoring on reading skill assessment, workshop analysis, forming the adaptation program, and training the implementation. The result of the study is in the form of guided learning on implementing the adaptation of reading learning for dyslexic students, which expectedly accommodates and improves the students' reading ability.

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1. Introduction

Reading ability plays the primary role for human beings, distinguishing them with other creatures (Sumarlin et al. 2013). It is a vitally important skill for human beings in every aspect of life. As stated by Lerner cited in Abdurrahman (2012:157):

“Reading ability is basic knowledge in every field of study. If children in elementary schools are not prepared for such a skill, they will be challenging to deal with various aspects of their next level of study. Henceforth, they must be equipped with to enable them to learn well.”

The statement above indicates that reading ability is crucial for students' learning process at school. As Mercer (1989) mentioned three steps of learning process in reading: 1) reading readiness, 2) beginning reading, 3) speed reading skill, 4) extensive reading,



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and 5) real reading. This signposts that a student who is incapable of reading will find it difficult to develop their further reading learning.

In fact, there are still many students who are incapable of reading, especially elementary school students. As a result, it will influence their learning process for other subjects. One of the examples is dyslexic children. They tend to have specific symptoms of difficulty reading, spelling and recognizing written language (Munawaroh & Anggrayni, 2015). They also repeatedly show abnormal reading habits and make errors in recognizing words, including omitting, inserting, replacing, reversing, mispronouncing, word place changing, and stammering in reading. Additionally, they comprise poor identifying and producing rhyming words or counting the number of syllables in words – both depend on phonological awareness (Wikipedia, 2020). Despite having average intelligence, dyslexic students also perform difficulty writing spelling.

According to these experiences, dyslexic students must be equipped with a special education service based on their needs. Nevertheless, the previous study shows that such service is not optimal due to the unavailability of special education teachers, teachers' less ability to teach dyslexic students (Rahardja, 2017), and the absence of collaboration between teachers and parents. The most challenging task for teachers is selecting and implementing the best learning method to perform dyslexic students equal with students without disabilities (Mardhiyah, Nurhasanah, & Fajriani, 2019). Yet, it is simply accepted for the teachers who do not go to special education schools (Rahardja, 2017). According to Soendari & Aprilia (2019) research conducted in Cibabat Mandiri 2, City of Cimahi, the development of dyslexic students reading ability is yet programmed based on the student's needs which tend to effect on optimization of students potential.

There are various problems in implementing reading learning for students with dyslexia in elementary schools: 1) the prevalence of dyslexic students which annually increase indicates the importance of the best learning program that should be applied soon. Still, very few dyslexia experts become the obstacle dealing with human resources as the educator. 2) The unavailability of special education teachers for dyslexic students is the biggest problem for meeting the learning goals. Moreover, "...a detail and comprehensive learning program have many advantages both for students and teachers" (Natawidjaja, 1988). It is assuredly proof that a "good" learning program would produce a learning process that meets the learning goals. 3) Learning model: teachers are not equipped with the knowledge and skill to adapt the materials, models, strategies, methods as well as learning media to undertake students with dyslexia.

Then, in order to optimize the student's potential, it is necessary to comprise a reading learning program that facilitates and accommodates dyslexic students' needs. Hence, this community service program focuses on "the adaptation program of reading learning for dyslexic students in elementary schools."

This program is an assessment-based program that emphasizes the skills, difficulties and students' needs. An adaptation program is a kind of systematic and comprehensive assessment in exploring information about the students which can be used to design and give service to disabled children (Dewi, 2018). Therefore, it is a solution to solve elementary school teachers' problems on undertaking dyslexic children in their classes.

This study is expected to form a guided learning program that contains fundamental provisions on adapting learning program for dyslexic students which can help and accommodate dyslexic students and improve their reading skills.



2. Methods

This research applies several methods, namely speech, question and answer, sharing an opinion, discussion, guided practice, and self-practice, which align with the type of activities: training and mentoring. However, all the methods are conducted online due to the pandemic situation. There are 1) Webinar and Zoom meeting. It is followed by twelve participants and three speakers with the theme of "Training How to Form an Adaptation Program for Dyslexic Students to Cibabat Mandiri 2 Teachers, City of Cimahi."

Three topics are being discussed: basic concept, learning method, and adaptation of reading learning program. This step uses speech, question and answer, and discussion. After the meeting session, the participants are required to do the assessment in their classes. 2) Mentoring. This method is assigned of guided practice on assessing dyslexic students' reading ability in each class. The participants are required to question speakers via WhatsApp Group when facing challenges doing their tasks. 3) Zoom Workshop. It is to report and discuss the result of the assessment, including students' profiles (how far students can read, what difficulties students face, and what students need in learning), students' difficulties, and how to solve it.

This workshop applies presentation, question and answer, and discussion methods. After the workshop session, the participants must form the adaptation program. 4) Implementing. It is a self-practice based on the program that has been formed which expectedly improves the dyslexic students' reading ability.

Here are the graphic of the program:

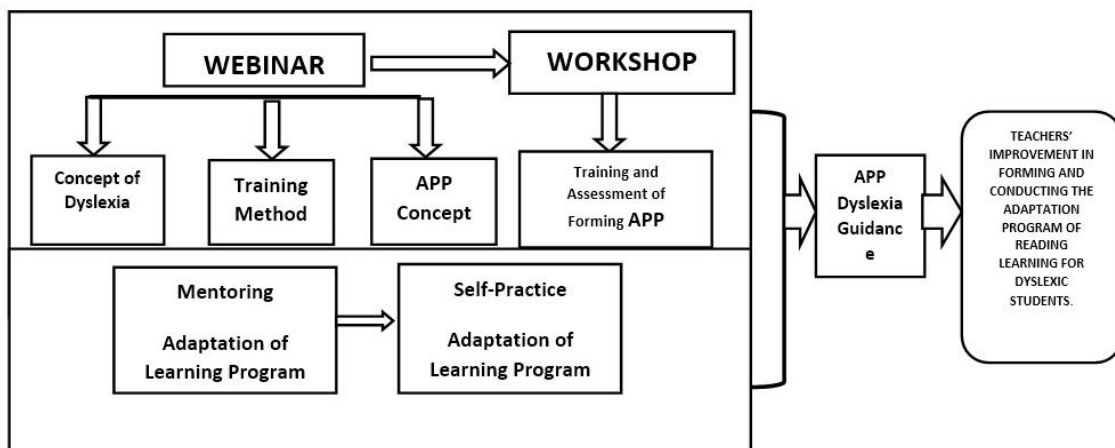


Fig. 1. The steps of implementing the Adaptation Program of Reading Learning for Dyslexic Students in elementary school of Cibabat Mandiri 2, City of Cimahi

3. Results and Discussion

The adaptation program is one of the assessment-based learning, in this case, emphasizing skill, difficulties, and the needs of the students. Meanwhile, assessment is a systematic and comprehensive assessment in exploring further information about the students. The result can be used as a reference to form, conduct, and give service to children with disabilities (Dewi, 2018). The program, therefore, becomes a solution to solve problems faced by elementary school teachers in undertaking students with dyslexia.



The result of the study shows that there is an improvement in the reading ability of dyslexic students. They reveal that the materials given connect to what they need. The students are also happy in learning. In addition to applying the appropriate learning method, the students do not feel bored while reading. As a result, it is optimally meeting the goals of the learning.

Features	Respondent								Average
	1	2	3	4	5	6	7	8	
Legibility	4	3	3	4	4	4	4	4	3,75
Language Eligibility	4	4	4	4	4	4	4	4	4,0
Achievement of Goals	4	4	4	4	4	4	4	4	4,0
Content Suitability	4	4	4	4	4	4	4	4	4,0
Meaning	4	4	4	4	4	4	4	4	4,0
Benefit	4	4	4	4	4	4	4	4	4,0

Fig. 2. The Result of Implementing the Adaptation Program of Reading Learning for Dyslexic Students

Based on the table above, most of the respondents agreed with the legibility of the adaptation program are understandable, and the use of language is a proper structure of Bahasa. This guidance is best for meeting the learning goals and very meaningful and beneficial for teachers performing their tasks as an educator.

This data result is becoming excellent for the teachers because of applying the student-centered method. It means that every aspect of the adaptation program focusing on students' needs. Therefore, the students control the program, which brings the program oriented to the students' needs, development, and interest. On the other hand, due to the assessment instrument's unavailability to explore students' abilities and difficulties, some teachers might not be able to conduct the program. Hence, it is necessary to conduct special training to form informal assessment instrument teachers-made adjusted to the school's applicable curriculum.

4. Conclusion

The study's target, namely training and implementing an adaptation program of reading learning for students with dyslexia to the elementary school teachers in Cibabat Mandiri 2, City of Cimahi, has been successfully completed. The guidance is made to be a reference for headmasters and parents who undertake children with dyslexia to facilitate and help the students to their next education.

Thus, the students' needs in learning should be prioritized rather than learning goals. The learning goal is to form based on predetermined learning needs. The implication is that the accuracy of the assessment made by the teachers is very decisive. On the other hand, failure will have a negative impact on further learning.

In addition to technically need continuous improvement, this research is very welcome to criticism and suggestion.



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