



Differentiated Learning Models for Students with Dyslexia: A Study of Three Films Portraying Dyslexia

(Model Pembelajaran Berdiferensiasi untuk Siswa Disleksia: Sebuah Studi terhadap Tiga Film yang Menggambarkan Disleksia)

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Article History Accepted: April 17, 2025 Revised: October 05, 2025 Available Online: October 31, 2025

Abstract: This study aims to describe and explore the differentiated learning model depicted in the film *Like Stars on Earth* and to examine how differentiated learning types are implemented within its educational context. The urgency of this research lies in the importance of applying differentiated learning models to students with dyslexia, as depicted in *Like Stars on Earth*, to understand their learning processes, academic development, and emotional growth. Furthermore, the study highlights how teachers can create an equitable, engaging, and supportive learning environment for such students. This research employs a qualitative descriptive approach using content analysis methods. Data were collected through processes of reduction, narrative data presentation, and conclusion drawing. The data sources consist of secondary data obtained from the film *Like Stars on Earth* and primary data derived from books and academic journals. The findings indicate that the film *Like Stars on Earth* illustrates how to design lesson plans and implement several types of differentiated learning, namely content differentiation, product differentiation, and learning environment differentiation. In conclusion, the film demonstrates various learning styles of students and provides insights into appropriate follow-up actions and evaluations for learners with dyslexia.

Keywords Differentiated Learning, Dyslexia, Movie

Abstrak: Penelitian ini bertujuan mendeskripsikan dan mengeksplorasi mengenai model pembelajaran berdiferensiasi yang digunakan dalam film *Like the Star on Earth*, serta mampu mengetahui implementasi dari jenis pembelajaran yang sudah diimplementasikan oleh film tersebut. Urgensi penelitian ini adalah pentingnya model pembelajaran berdiferensiasi diimplementasikan pada peserta didik yang mengalami disleksia pada film *Like the Star on Earth* dan mengetahui proses pembelajaran dan perkembangan akademik serta emosional peserta didik, dan guru mampu menciptakan lingkungan belajar yang adil, menyenangkan, dan mendukung bagi peserta didik. Jenis penelitian menggunakan kualitatif deskriptif dengan metode analisis konten. Pengumpulan data dengan reduksi data, penyajian data secara naratif, dan penarikan Kesimpulan. Sumber data yang diperoleh yaitu sekunder melalui film *Like the Star on Earth* dan primer yang diperoleh melalui buku dan jurnal. Hasil penelitian ini menunjukkan bahwa pada film *Like the Star on Earth* mampu mengetahui cara menyusun perencanaan pembelajaran, mengetahui jenis pembelajaran berdiferensiasi yang digunakan dalam film *Like the Star on Earth* adalah diferensiasi konten, diferensiasi produk, diferensiasi lingkungan belajar. Kesimpulan pada film *Like the Star on Earth* dapat mengetahui berbagai jenis gaya belajar peserta didik dan mampu menentukan tindak lanjut dan evaluasi yang sesuai dengan peserta didik yang mengalami disleksia.

Kata Kunci Pembelajaran berdiferensiasi, Disleksia, Film

How to Cite Darmasari, N. M., & Rahmawati, L. E. (2025). Differentiated Learning Models for Students with Dyslexia: A Study of Three Films Portraying Dyslexia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 11(2), 883-900. <https://doi.org/10.22219/kembara.v11i2.40431>



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INTRODUCTION

Basic language ability is essential for children, as it plays a crucial role in communication and significantly influences their social and academic development. Language skills encompass reading, writing, and listening, which are fundamental competencies that must be mastered. Reading and writing, as core language abilities, are essential for students to acquire. To enhance linguistic

competence, consistent guidance and regular practice are required to develop these skills and become well-refined (Anggraini & Rahmawati, 2023). Writing skills reflect speaking and reading abilities (Rahmawati et al., 2013). Writing serves as an activity to convey ideas to readers through structured linguistic patterns in written form, enabling the message to be easily understood (Raissa et al., 2022). Meanwhile, reading skills help students access and process information that can be processed into new ideas, insights, and references for developing written work (Melati et al., 2023). Reading, however, is often perceived as a monotonous activity; Therefore, it is considered necessary to use various tools or media to stimulate children's interest in reading (Widiyanti & Darmiyanti, 2021). Nevertheless, when children experience difficulties in linguistic learning—especially in reading—this may indicate the presence of a learning disorder known as dyslexia.

Dyslexia is a learning difficulty in children characterized by persistent difficulties with reading and language processing (Rofiah, 2015). Typically, children begin to read at around six to seven years of age. Those who struggle with reading are often mistakenly perceived as less intelligent. In reality, children with dyslexia often possess exceptional intelligence. They may demonstrate high levels of creativity, broad imagination and perspective, and greater empathy than their peers. Sometimes, their challenges may stem from low learning motivation, not from a lack of ability. This condition generally arises from neurological disturbances that affect the brain's ability to process and interpret information. The symptoms of dyslexia include difficulties in spelling, distinguishing between letters such as b and d, incorrect letter sequencing in writing, trouble recognizing directions (such as right and left), difficulty telling time, challenges in understanding sequences, problems following verbal instructions, poor concentration, distractibility, and difficulties communicating both orally and in writing. In addition, individuals with dyslexia may struggle with arithmetic and often exhibit low self-confidence.

In Indonesia, dyslexia is a learning disorder experienced by many students, leading to the establishment of Extraordinary Schools (Sekolah Luar Biasa, SLB) or special education schools. Many exceptional children ultimately attend these institutions. The students in such educational schools generally have unique characteristics and special needs. However, with the introduction of the current Merdeka Curriculum, inclusive education has become increasingly applicable, allowing the education system to evolve and adapt to the diverse needs of learners. Inclusive education provides equal opportunities for all students—those with physical, emotional, mental, or social impairments and those with exceptional intelligence or special talents—to access quality education suited to their abilities and needs (Directorate of Special Education Development, 2011). Neurological disturbances may hinder a child's developmental progress, whether during the prenatal stage of central nervous system development, the perinatal period, or within the first year of life. Children with dyslexia often face phonological difficulties, particularly in reading (Snowling et al., 2019). Such neurological barriers must be addressed through appropriate instructional strategies—most effectively through differentiated learning. Differentiated learning is an instructional approach that ensures every student in a regular classroom has the right to receive tailored teaching through the development and modification of specific elements of the curriculum (Strogilos et al., 2020). This approach also helps reduce negative perceptions toward individuals with dyslexia by promoting understanding and support within educational environments (Haifa et al., 2020). The neurological dysfunction affecting the brain's reading processes is the primary obstacle experienced by children with this condition, commonly referred to as dyslexia (Hanny & Dahlan, 2023).

The learning approach used is differentiated learning because it provides new and creative ideas or various strategies that can be developed for educators to implement to address student problems, and is inseparable from student involvement with their abilities (Alenezi, 2020). Differentiated learning can teach creativity, communication, collaboration, and critical thinking, aspects of 21st-century learning (Latifah, 2016), and the humanistic learning approach focuses on children's emotions and psychology. The type of differentiated learning teachers must pay attention to is the process approach, because through this process approach, teachers can assess children's development during learning. The primary focus of this research is the learning model used, namely

the differentiated learning model, which helps overcome the learning challenges faced by students with dyslexia. Differentiated learning is a strategy for adjusting the classroom learning process to meet students' learning needs (Hervina, 2021). The types of differentiated learning that teachers must pay attention to are; the process approach, namely the way a person or student obtains information and knowledge, and creates ideas that are in accordance with the material they have obtained and learned, the product approach is the way students can demonstrate the knowledge they have obtained and learned, and the content approach, namely the analysis of material that is suitable for students (Aminuriyah et al., 2022).

Film is a wireless communication technology containing implicit messages (Zhou et al., 2021). It is a sequence of moving images that form a narrative, often referred to as a film or video (Apriliany, 2021). A film is a series of scenes that can be simultaneously seen and heard, featuring dialogues among characters in various forms of speech (Afifah et al., 2022). Film serves multiple functions as part of mass media in society—it acts not only as a means of entertainment but also as a channel for transmitting values, particularly character education for children and adolescents. Beyond entertainment, films fulfill informative and educational purposes for their audience (Nuwa et al., 2017). Moreover, film is an audiovisual communication medium to convey messages through storytelling (Diputra & Nuraeni, 2022). It is among the most popular forms of mass communication, widely favored by audiences as a leisure activity (Safitri, 2022). Similarly, Asri (2020) defines film as an audiovisual communication medium designed to deliver messages to a group of people in a specific setting. As stated by Wahyu (2023), film plays a vital role as a component of mass media in contemporary society, serving as both entertainment and a vehicle for disseminating embedded social and moral values. Furthermore, film is a creative product of mass communication that expresses culture through the interaction between filmmakers and audiences, thereby reflecting real-life experiences and authentic character portrayals (Wardaningsih & Kasih, 2022). In essence, film functions as a medium through which directors and actors convey messages to viewers, enabling these messages to be effectively communicated and meaningfully applied in the audience's daily lives.

This study is relevant to the research conducted by Purwaningsih (2017) entitled “*Problematika Psikologis Belajar Anak pada Film Taare Zameen Par*” and by Primasari & Supena (2021) entitled “*Meningkatkan Kemampuan Membaca Siswa Disleksia dengan Metode Multisensori di Sekolah Dasar*”. The distinction of the present study from previous works lies in its focus on exploring and describing the various types of differentiated learning depicted in the film *Like Stars on Earth* and its emphasis on designing learning strategies that align with students' needs. The similarity between this research and previous studies is that both examine films addressing dyslexia and employ the multisensory approach as a learning implementation method. However, the novelty of this study lies in its analysis of the representation of dyslexia and the teaching methods depicted through the scenes in *Like Stars on Earth*. This research is expected to contribute new insights into inclusive and adaptive educational approaches by enhancing understanding, skills, and teaching strategies that can help increase the self-confidence of students with dyslexia, enabling them to reach their full potential within an equitable educational environment.

The researcher considers this study worthy of investigation because the film *Like Stars on Earth* presents a profound representation of inclusive education strategies for children with dyslexia through differentiated learning methods. This study aims to provide new insights into inclusive and adaptive educational approaches by enhancing understanding, skills, and teaching methodologies that foster greater self-confidence among students with dyslexia. This empowerment enables them to reach their full educational potential within an equitable environment free from discrimination. Children with dyslexia are exceptional individuals who possess remarkable knowledge, imagination, and creativity, often exceeding that of their peers.

METHOD

The present study employs a descriptive qualitative research design. A qualitative approach aims to describe phenomena, social activities, events, behaviors, attitudes, and the thoughts of

individuals and groups (Winarsih & Setiawan, 2021). This study is categorized as descriptive qualitative because it presents and analyzes the learning models and differentiated instruction depicted in the film *Like Stars on Earth*. The data sources in this research consist of primary and secondary sources. The primary data source is the film *Like Stars on Earth*, which was released on December 27, 2007, in India, with a total duration of 140 minutes. The secondary data sources include relevant scholarly journals related to dyslexia. The data analyzed in this study consists of scenes, dialogues, and actions from the film *Like Stars on Earth*, as these elements illustrate the learning processes employed by the teacher in teaching students with dyslexia, the learning models implemented, the students' emotional and academic responses, and the interactions among teachers, students, and their learning environment. Therefore, the primary data in this research are the narrative elements visualized through the film.

The data collection technique consisted of several stages. The first was data reduction, which involved selecting and filtering scenes and dialogues from the film relevant to the research focus. The next step was data presentation, where the reduced data were presented narratively and supported by tables and visual illustrations to demonstrate the types of assessments, forms of differentiated learning applied, and their implementation in academic contexts. The final stage was drawing conclusions, in which the analysis results were summarized to identify patterns, types of learning, and the effectiveness of differentiated instruction for students with dyslexia.

Subsequently, the collected data were analyzed using a flow analysis model, which includes several stages. The first stage is data collection, carried out through observation by carefully watching and noting film scenes that depict teacher–student interactions and learning activities illustrating the principles of differentiated instruction. The second stage is data condensation, which involves simplifying and categorizing findings into specific thematic groups. The third stage is data presentation, where the observational results are displayed as descriptive narratives, tables, and visual figures. The final stage is conclusion drawing, in which the main findings regarding effective differentiated learning models for students with dyslexia are interpreted and connected to relevant theories and previous research.

RESULTS AND DISCUSSION

The term dyslexia originates from ancient Greek, where *dys* means “inadequate” and *lexis* refers to “word” or “language.” Thus, dyslexia is a learning difficulty experienced by children who struggle to express or understand spoken language (Faizin, 2020). Dyslexia is one of the most common learning disorders observed among students in elementary or lower-grade levels (Rahmawati et al., 2022). It represents a language-related difficulty in which learners face challenges in reading and writing—two fundamental literacy skills—requiring targeted intervention and support. To identify students with dyslexia, teachers and surrounding environments must first carefully observe and analyze the learning difficulties being experienced. Based on the examination and interpretation of the film *Like Stars on Earth*, several forms of dyslexia were identified in the character of an eight- or nine-year-old boy named Ishan, who displays distinctive disorder symptoms. Types of learning difficulties in the film *Like the Star on Earth* include:

- a. The child cannot read, as letters or written words appear to move or “dance” before his eyes.
- b. The child has difficulty distinguishing between similar letters such as b and d, s and r, and h and t.
- c. The difficulty distinguishing between letters also affects the child's writing skills, leading to the reversal of letters or words. This writing error is illustrated in the film when the word “top” is mistakenly written as “pot.”
- d. The child becomes confused when receiving instructions or directions from the teacher. In the film, this is depicted when the teacher asks the students to open their books to Chapter 3 and read a specific paragraph, yet the child cannot understand or follow the given instructions.
- e. The child exhibits weak motor reflexes, as demonstrated in tasks such as buttoning a shirt and tying shoelaces.

f. The child experiences difficulties in estimating size, distance, and speed, which affects how he understands numbers and performs arithmetic tasks.

Dyslexia is a learning disability characterized by difficulties in oral and written expression or comprehension. These challenges can significantly impact a student's subsequent learning development (Ade et al., 2023). While both children with and without dyslexia may experience difficulties in reading and writing, those without dyslexia typically exhibit normal development, and such difficulties may resolve over time. Children with higher working-speed scores tend to perform better across the three literacy domains (Walda et al., 2022). Therefore, working speed is positively correlated with literacy levels. In contrast, children with dyslexia often experience more severe learning challenges, which, if left unaddressed, can persist or worsen over time. In the film *Like Stars on Earth*, these learning difficulties are depicted between the timestamps of 22:42 and 1:41:33. The signs of dyslexia in the main character, Ishaan, are explicitly highlighted by his teacher, Ram Shankar, who provides direct guidance and intervention.

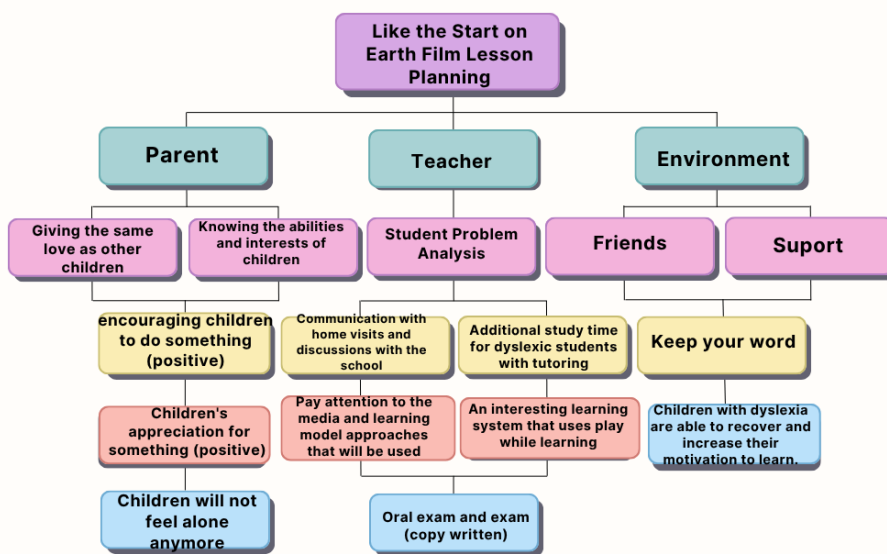


Diagram 1. Learning Planning in the Film *Like Stars on Earth*

In Diagram 1, the learning plan illustrates the instructional strategies that can be implemented as depicted in the film *Like Stars on Earth*. This learning plan should be applied consistently across the child's family, teacher, and learning environment, including peers, as all three factors play a crucial role in supporting children with dyslexia. Effective collaboration among these domains ensures that interventions are comprehensive, reinforcing the child's learning and fostering both academic and social development.

Implementation of Differentiated Learning: Family Factors in the Film *Like Stars on Earth*

As shown in Figure 2, the parents have not yet fully understood their child's character, temperament, and behavior. At 15:30 in the film, the main character is accused of making a mistake; However, the actual error was made by his friend. Additional remarks further incriminate the protagonist, resulting in him being punished instead. The provision of equal affection compared to other children is lacking, as the protagonist is constantly compared to his older brother, Rajan, who excels and succeeds in various areas. This is exemplified at 1:39:51 in the film, when, during a teacher's home visit, the father remarks that his son is mischievous, frequently fails in school, and does not measure up to his brother's accomplishments.



Figure 1. Get to know children's behavior at minute 15:30



Figure 2. Parents compare children's abilities at 1:39:51

Following the guidance and solutions provided by the teacher regarding the main character's learning difficulties, the parents accept the advice and offer full support. They develop a deeper understanding of their child's personality, provide affection comparable to that given to their older sibling, and actively engage in his learning process. As a result, significant positive changes occur in their family life, and the main character experiences reduced emotional stress, gaining a sense of belonging and realizing that he is no longer alone.



Figure 3. Family changes at 2:34:33

The family represents a child's first educational environment. Family education encompasses various aspects, including moral values, ethics, and foundational knowledge. Consequently, the family serves as the primary foundation for shaping an individual's personality, and the love and care provided significantly influence the child's development and future well-being.

Implementation of Differentiated Learning in the Film Like the Star on Earth

The teacher in the film Like Stars on Earth applies differentiated learning by first identifying the learning difficulties experienced by the main character, Ishaan. The teacher conducts this identification through various methods, including careful observation, analysis of classroom performance, and personal interaction to understand Ishaan's specific challenges and learning needs:

(a) Conducting Assessment

The assessment conducted in this study involved the process of collecting, analyzing, and interpreting information to evaluate students' abilities and developmental progress. The type of assessment applied in this research is a diagnostic assessment, which is carried out prior to instruction by analyzing students who experience learning difficulties. According to Huda et al., (2023) in Ambiyar (2022), diagnostic assessment can be categorized into two types, namely:

- a) Cognitive Diagnostic Assessment aims to identify students' fundamental abilities within a particular subject area. The results align with the students' average competency levels to design

appropriate learning activities. This process includes diverse learning materials and instructional media that motivate students to engage actively in the learning process.

- b) Non-Cognitive Diagnostic Assessment assesses each student's psychological and emotional aspects. This evaluation examines the students' learning activities at home while considering their family circumstances and overall emotional environment.

The assessments in the film *Like Stars on Earth* aim to identify and understand the factors contributing to students' learning difficulties. These assessments are illustrated in the following scenes.

Table 1
Assessments Conducted in the Film *Like Stars on Earth*

Types of Assessment in the Film <i>Like Stars on Earth</i>	Film Duration	Information
Cognitive diagnostic assessment	1:18:43	a) For that specific duration in the film <i>Like the Stars on Earth</i> , the child appears passive and unwilling to participate in any learning activities. For example, while other students are actively painting during the art class, Ishaan sits silently at his desk without showing interest or engagement. This unusual behavior draws the teacher's attention and leads to curiosity about the underlying reason for his lack of participation.
	1:26:46	b) After knowing what Ishaan was experiencing, the teacher immediately evaluated the completed assignments. This was useful for identifying what learning difficulties Ishaan was experiencing. After being identified in the completed assignments, it turned out that the problem was found in the student's writing, who wrote in reverse letters, such as "Animal" becoming "Animl."
Non-cognitive diagnostic assessment	1:25:29	a) In the film <i>Like the Stars on Earth</i> , the teacher (Ram Shankar) notices that Ishaan is being punished in front of the class and appears visibly frightened by the teacher's presence. Observing this emotional response, Ram Shankar takes the next step by inquiring about Ishaan's condition through his classmate, seeking to understand the underlying issues affecting the student's behavior and emotional state.
	1:44:32	b) The teacher conducts a deeper identification process by visiting Ishaan's home to evaluate his learning difficulties further. During this visit, the teacher also seeks to discover Ishaan's strengths and interests in learning, aiming to understand his unique potential and design a more suitable and supportive learning approach.

The identification process through both assessments revealed that the main character suffers from dyslexia and comes from a family environment that consistently demands perfection in both academic and non-academic areas. The teacher then discussed the student's learning difficulties with the school principal, aiming to find appropriate solutions to develop basic language skills without being transferred to a Special Education School. This approach aligns with the belief that education is a universal right for every child at all levels. In the film *Like the Star on Earth*, the teacher employs a diagnostic cognitive assessment to analyze the student's learning difficulties, which involves challenges in basic language abilities. Furthermore, through diagnostic non-cognitive assessment, the teacher conducts a home visit to understand the family situation and to identify the student's learning style within the home environment.

(b) Types of Differentiated Learning in the Film *Like the Star on Earth*

Differentiated learning is an instructional approach designed to meet the diverse learning needs of students with varying characteristics and learning styles. According to [Sugianto \(2022\)](#), four

key factors play a significant role in enhancing the effectiveness of differentiated learning: content, process, product, and learning environment.

- a. Content: The learning material itself can vary depending on students' levels of understanding. Learners possess different degrees of prior knowledge regarding the subject matter—some may have no prior knowledge at all, others may have a partial understanding, and a few may have already mastered the content entirely.
- b. Process: Refers to how teachers deliver appropriate instruction to each student throughout the learning process. Continuous assessment also helps teachers understand whether students learn and perform to the best of their abilities.
- c. Product: This term refers to teachers' methods to evaluate students' mastery of the learning material. Teachers may conduct tests, assign written reports on specific topics, or use other assessment formats to measure students' understanding and performance.
- d. Learning Environment: Students have two learning environments: supportive and disruptive. A calm and conducive environment enhances learning outcomes, while a noisy or distracting environment reduces students' concentration and comprehension of the material.

The following are the types of differentiated learning implemented in the film *Like the Star on Earth*.

Table 2
Differentiated Learning Types in the Film Like the Star on Earth

No	Product Differentiation	Content Differentiation	Differentiation of Learning Environments
1	Students can recognize letters and write effectively,	Identifying students' learning needs involves analyzing and recognizing their difficulties and strengths in the learning process. This can be achieved through diagnostic assessments, which are divided into cognitive and non-cognitive assessments. Both types are essential for identifying and understanding the challenges students face in order to develop appropriate instructional strategies and support.	The differentiation of the learning environment in the film <i>Like the Star on Earth</i> represents a contextual factor encompassing various elements such as classroom lighting, school facilities, an enjoyable learning atmosphere, the use of instructional media suited to students' needs, and the creation of a conducive environment—one that aligns with the preferences and comfort of the main character, Ishaan.
2	Students can read and comprehend what they read attentively,	The learning materials provided to students should be adjusted according to their individual learning needs and ability levels.	From their peers.
3	Students can perform basic calculations and recognize numbers and fundamental mathematical symbols, such as addition and subtraction signs.	The selection of instructional media in differentiated learning must be aligned with students' individual learning needs. In the film <i>Like the Star on Earth</i> , various media are utilized—such as sand trays, canvases and paints, and lined boards for writing practice. These media are implemented to match the student's interests and hobbies, particularly his love for drawing and creative expression. Additionally, the film demonstrates technology through listening activities with earphones, creating an engaging and enjoyable learning experience while effectively integrating technology into the educational process.	

No	Product Differentiation	Content Differentiation	Differentiation of Learning Environments
4	Outdoor learning enables students to explore various experiences and express their creativity and imagination using materials and objects in their surrounding environment.	Learning evaluation is conducted through the administration of tests. The film <i>Like the Star on Earth</i> shows two types of assessments: oral and written tests. The oral test is carried out by asking students to read a book while the teacher acts as a facilitator, observing and guiding the process. Meanwhile, the written test requires students to listen carefully to the teacher's dictation and transcribe the spoken words accurately into their notebooks. In another instance, students are given a reading passage (book) and asked to reproduce sentences exactly as they appear in the text, assessing both listening and writing proficiency.	

In differentiated learning, other products can be produced in the film, like the *Star on Earth*, to support the creativity of children with dyslexia, as proven by the time duration of 2:15:31 to 2:31:46, namely.



Figure 4. Creating a boat



Figure 5. Painting together

In Figure 4, the implementation of outdoor learning is illustrated. Learning outside the classroom encourages students to be active, imaginative, and creative in exploring their surroundings. Through this creative engagement, students can produce works that reflect their interests and talents. In Figure 5, the activity demonstrates apperception, designed to help students feel relaxed and happy. This is evident during the painting competition, where the activity serves psychological and emotional purposes—helping students maintain a positive mood before transitioning to new learning material. The reason for choosing a group painting activity is that children aged 7–9 years tend to enjoy creative expression. Painting, therefore, is an effective form of apperceptive activity supporting students' artistic interests. The school functions solely as a facilitator for the painting event, which is open to everyone—not only students, teachers, and other members of the school community are encouraged to participate.

(c) Implementation of Learning Styles Through Appropriate Media in the Film *Like the Star on Earth*

Based on the lesson plan that has been designed, the teacher begins by applying a learning style approach. The types of learning styles the teacher implements are adapted to suit the needs of the student with dyslexia, represented by the main character, Ishaan. The use of instructional media tailored to the student's learning style includes the following:

- a. Visual Learning Style: This is implemented through activities such as writing on canvases, sand trays, and lined boards, as well as creating letter shapes using clay. This learning style aims to train students' sensory perception by engaging with different textures found in their surroundings—such as sand and clay—while fostering creativity as students form letters through hands-on, visual experiences.



Figure 6. Writing with a sand tray

This media is effective for children with dyslexia as it helps stimulate their sensory perception. The texture of the sand provides unique sensory input, enhancing tactile awareness (the sense of touch and texture of surfaces) and supporting the development of fine motor skills and letter recognition.



Figure 7. Writing letters or the alphabet on a canvas

This media is effective for children with dyslexia as it helps develop visual-motor skills. Students learn to coordinate their hand movements with what they see, transferring shapes and letters onto the canvas surface. In the depicted scene, the teacher provides letter-shaped toys arranged side by side, and students are asked to replicate these letters on the canvas. This activity also enhances students' self-confidence, as they can see their colorful creations, fostering a sense of achievement and satisfaction. In the film, the main character enjoys artistic and creative activities, with drawing and painting among his preferred forms of expression.



Figure 8. Writing with Guided Lines

This media is effective for children with dyslexia as it helps increase spatial awareness. Using a lined board helps students understand the concepts of space and proportion when writing, reducing errors. The presence of guiding lines enables children to write more neatly and consistently, supporting the development of proper handwriting skills.



Figure 9. Creating Letters and Shapes Using Modeling Clay

In the image, it can be seen that students can create letters using modeling clay. Here, the teacher acts only as a guide and facilitator, providing direction and helping shape objects that correspond to the letters created by the students. For example, when a student creates the letter “G,” the teacher shapes an elephant with the same material. This medium is effective for children with dyslexia because it helps develop **fine motor skills** by strengthening the muscles of the hands and fingers through shaping activities. It also trains the child's brain to recognize and form letters accurately through a kinesthetic approach, allowing them to learn by doing. Furthermore, it enhances understanding of letter shapes and encourages creativity and imagination, as students explore how to express written forms through tactile and artistic experiences.

- b. The auditory and kinesthetic learning style is implemented through listening and reading activities using earphones and movement-based methods that engage the sense of touch. This approach helps stimulate the students' tactile and sensory systems, allowing them to better process and internalize information through sound and physical sensation. In addition, this method effectively enhances concentration and critical thinking skills in students with dyslexia. By combining listening with movement, learners can maintain focus for extended periods and develop stronger connections between auditory input and cognitive processing. This multi-sensory approach enables students to comprehend lessons more deeply and engage actively in the learning experience.



Figure 10. The Listening–Reading Method

This medium is highly effective for children with dyslexia as it helps enhance concentration through earphones, which reduces auditory distractions from the surrounding environment. As a result, students can focus better on the reading material while simultaneously listening to it through the earphones. It also trains students in intonation, as listening to recorded readings allows them to imitate correct pronunciation and intonation from native speakers, thus improving their reading and speaking skills. Moreover, this method promotes independent learning, enabling students to study without external interruptions and providing greater flexibility in the learning process.



Figure 11. Sensing Learning Style

This learning media is effective for dyslexic children and is useful for strengthening sensory connections between the senses of touch and sight. It allows students to associate letter shapes with physical sensations, which can improve letter recognition and strengthen students' memory. By involving the senses, it will be better.

- c. Numeracy skills and introducing numbers and mathematical symbols in the film are developed through staircase activities. This approach aims to train students' concentration by using a strategy in which the teacher gives verbal cues, prompting the students to stand on specific numbers or symbols mentioned. The activity involves learners moving up and down the stairs according to the instructions, effectively combining physical movement with cognitive engagement to strengthen number recognition, symbol comprehension, and focus.



Figure 12. Learning numbers and symbols through staircase activities

This learning medium is effective for children with dyslexia as it helps enhance fine motor skills, strengthen memory, and improve focus and concentration. Through structured physical activities, such as moving up and down the stairs while recognizing numbers and symbols, students can engage both their bodies and minds, which promotes better attention and active participation throughout the learning process.

The learning method applied is the multisensory approach. The multisensory method involves direct tactile engagement by learners to facilitate the learning process, particularly in reading and writing. This approach is expected to enhance academic performance, especially for children with dyslexia, by strengthening their language skills. It emphasizes the integration of sensory and cognitive functions while using simple, everyday materials that can be adapted into effective learning models, allowing teachers to assess students' progress (Noppene, 2021). As Faruq & Pratisti (2022) state, this teaching method maximizes the use of various sensory modalities—visual, auditory, kinesthetic, and sensing—to optimize learning outcomes. The method employs accessible materials such as paint, canvas, and other manipulatives as learning media, making the learning experience engaging, enjoyable, and effective for diverse learners.

(d) Conducting Student Evaluation and Follow-Up

After the differentiated learning process is implemented, the next step involves evaluating and following up on the learning outcomes. In the film *Like the Stars on Earth*, this stage is illustrated through an oral examination in which the student is asked to read aloud from a book.



Figure 13. Oral examination

Oral exams are one way to assess students' oral abilities (Fauzi & Inayati, 2023). Practical oral exams are used for evaluation and follow-up and help foster interaction between students and teachers. They allow direct interaction with the teacher, who can provide classification and additional guidance if needed, and can help ensure that students can read well and correctly. The teacher only

acts as a facilitator and assessor. Copy-and-paste exams involve writing down the words the teacher speaks or the same sentence found in a reading book.

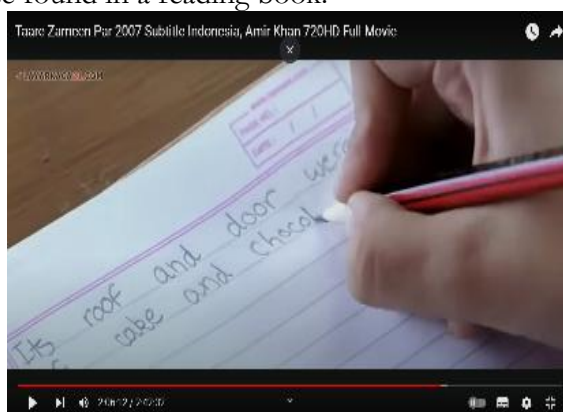


Figure 14. Copy-Written Exam

The results are useful for assessing the progress of students with dyslexia in listening, reading, and writing skills and for improving their listening abilities. Although these skills are often regarded as fundamental, mastering them represents a remarkable achievement for children with dyslexia. The dictation test involves listening to spoken language and then transcribing the words or sentences that have been articulated.

Evaluation in this context refers to providing feedback to students regarding their progress and achievements. Based on the evaluation results, teachers can adjust their instructional strategies to better meet students' learning needs by adopting more engaging and enjoyable teaching methods, as illustrated in the film *Like Stars on Earth*. Well-implemented assessments can foster students' independence and self-confidence in applying the skills they have learned. Overall, evaluation and follow-up are essential to ensure that differentiated instruction delivers optimal benefits for all learners.

Friendship in the Movie *Like the Star on Earth*

Friendship for children with dyslexia can present unique challenges, as they often experience difficulties that may affect their self-confidence and social interactions with peers. However, they can develop positive and meaningful relationships with appropriate support and understanding. The following are several ways to foster friendship with children who have dyslexia:

- a) Demonstrate empathy, support, and encouragement, helping peers understand that dyslexia is unrelated to intelligence and that every child has unique abilities.
- b) Providing emotional support can enhance the self-confidence of children with dyslexia, fostering a sense of mutual assistance and cooperation.



Figure 15. Positive Friendships

In Figure 15, it is illustrated that friendships involving children with dyslexia require an inclusive and supportive approach. This is particularly important because many people mistakenly perceive children with dyslexia as “slow” or “less intelligent.” Children with dyslexia are exceptional; they often possess higher levels of knowledge, imagination, and creativity compared to their peers. Despite their learning challenges, children with dyslexia exhibit strengths, including enhanced imagination and creativity. Other notable strengths include.

- a. The main character (Ishaan) can blend primary colors, such as red and yellow, and create paintings with abstract yet engaging concepts, as demonstrated between 33:38 and 35:33 minutes.
- b. During the teacher's home visit, several works by the student—or the main character—were observed, including paintings, craft projects shaped like castles, and a flipbook, as evidenced between 1:36:59 and 1:38:58.

This demonstrates that children with dyslexia can be brilliant, often exhibiting higher cognitive abilities than their peers. Therefore, the learning difficulties experienced by children with dyslexia require targeted guidance from teachers, such as remedial lessons designed to address specific challenges. Teachers must also develop well-structured instructional plans that are student-centered and capable of enhancing learners' motivation. The responsibility for supporting children with dyslexia does not rest solely on teachers; Parents and the learning environment must also be supportive and collaborate to achieve the intended educational outcomes. Additionally, foundational skills such as number recognition or basic arithmetic can be taught through interactive, movement-based activities incorporating learning materials from the surrounding environment.

CONCLUSION

The study of the film *Like Stars on Earth* concludes that a practical instructional approach for children with dyslexia is the multisensory learning model, tailored to the child's learning style—particularly the kinesthetic style—by using learning media such as toys, sand, canvas, paints, and wax or clay. These media are instrumental in training the multisensory abilities of children with dyslexia, enabling them to think critically and creatively while creating an enjoyable learning experience aligned with their needs. This method is effective because it stimulates the child's sensory modalities. The teaching strategies depicted in *Like Stars on Earth* adapt to the habitual learning patterns of children with dyslexia and effectively enhance their motivation to learn. Furthermore, the active engagement between teachers and students is facilitated through this approach, while the learning environment—including teachers, peers, and family—plays a significant role in influencing students' learning motivation.

Before commencing the learning process, the teacher conducts a thorough analysis and identification of the student with dyslexia through both cognitive and non-cognitive diagnostic assessments. These assessments help reveal specific issues indicative of dyslexic characteristics. Once it is identified that the main character exhibits symptoms of dyslexia, the teacher implements an instructional approach tailored to the student's needs. This includes adapting teaching methods, aligning instruction with engaging learning styles, providing motivation, and conducting appropriate evaluation and follow-up procedures suitable for children with dyslexia.

Differentiated instruction suits all educational levels, as education is a key foundation for a better future. In achieving this goal, it is essential to recognize and appreciate the diversity of students' abilities and learning needs. Moreover, teachers must be empowered through professional development programs focusing on lesson design, the effective use of media and technology, and other pedagogical competencies to provide the necessary resources to accommodate each student's learning style. This approach is believed to cultivate an intelligent, creative, globally competitive generation, capable of fostering an inclusive and equitable education system. As a recommendation for future research, it would be valuable to explore the various learning difficulties experienced by students with dyslexia.

DECLARATIONS

Author contribution	: Laili Etika Rahmawati, as the corresponding author, contributed to formulating the research idea, developing the theoretical framework on differentiated learning models and their application to students with dyslexia, and coordinating the overall research process. She also led the design of the research methodology, conducted a comparative analysis of three films depicting dyslexia, and guided the interpretation of results and their pedagogical implications. All authors jointly reviewed, edited, and approved the final version of the manuscript before submission.
Funding statement	: The authors declare that no financial or non-financial conflicts could influence this study's results, interpretation, or publication. All analyses and conclusions were conducted independently and transparently in accordance with academic integrity principles.
Conflict of interest	: Both authors declare that they have no conflict of interest
Ethics Approval	: This research was conducted per the ethical standards of humanities and cultural studies. It involved digital observation and public content analysis related to the learning approaches portrayed in one of the selected films, <i>Like Stars on Earth</i> . All procedures respected intellectual property rights, cultural sensitivity, and the digital privacy of content creators. Before data collection, each scene and dialogue in the film was thoroughly analyzed to achieve the research objectives and expected outcomes with maximum rigor and precision.
Additional information	: This research received full support from Universitas Muhammadiyah Surakarta. All research procedures adhered to the ethical principles of scholarship in education, the arts, and digital humanities. The author expresses sincere gratitude to filmmakers, educators, and audiences whose creative works and perspectives provided valuable insights into the representation of dyslexia and differentiated learning models portrayed in the three analyzed films. The author also acknowledges the institutional support that enabled interdisciplinary collaboration among literature, media studies, and educational research, contributing to a deeper understanding of inclusive and differentiated learning for students with dyslexia.

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