

Learning Methods for Children with Dyslexia

¹Istiqamah Hafid 

¹[Universitas Muhammadiyah Palangkaraya, Central Kalimantan, Indonesia](#)

Article Information	ABSTRACT
Received: April 2025	Background: Reading is an ability that every human being must possess. We will always encounter writings that require reading and comprehension skills. Still, dyslexic children have difficulty in Reading, which causes dyslexic children to experience a decline in academics and can potentially experience unpleasant behavioral problems from their environment, where children can be ignored by their friends, even to the point of becoming victims of bullying so that several methods need to be applied to help them. This study aimed to determine the various methods that can be applied to help dyslexic children. The research method used is a literature study that presents a complete survey by summarizing, describing, and combining relevant research, packaged using a narrative review. Four methods can be identified based on the journals collected: the Orton-Gillingham method, Treatment of spelling, Reading and writing skills, Learning to read without spelling (BMTM), and the Reading aloud method. The results of this study are expected to help teachers provide learning methods to dyslexic children.
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Corresponding Author:

Istiqamah Hafid,
Psychology Study Program,
[Universitas Muhammadiyah Palangkaraya](#)
RTA Road. Milono KM 1.5 Palangka Raya Zip Code 73111
Email: istiqamahhafid@umpr.ac.id

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INTRODUCTION

Reading is a skill that is very much needed in life. This ability will allow us to dive into various pieces of information. Coupled with the development of technology, reading ability is not only about knowing how to Read but also the ability to process information. Elementary School (SD) is a place for children to grow educational patents that are still relatively invisible. Supported by the skills of teachers as facilitators, character builders, and evaluators (Lessy, et al 2024). Unfortunately, the child's learning process does not always go well. There are many conditions teachers face in the classroom, including children who experience dyslexia. Dyslexia is a primary disorder in reading ability caused by difficulty recognizing symbols of letters, numbers, symbols, or punctuation in a sentence, making it difficult to analyze sentences and difficult to read, but on intelligence tests, it is at the average intelligence level (Widyorini & Tiel, 2017). Until now, there has been no accurate statistical data regarding students who experience dyslexia in Indonesia, but based on BPS data in 2010 (Fatmawati, et al., 2018), around 24 million Indonesian children aged 5 to 7 years, if 1 and 10 children experience dyslexia, then there are 2.4 million children who experience dyslexia, where boys are more likely to experience dyslexia than girls on a scale of 1 to 1 to 5 to 1 (Solek, in Rofiah, et al. 2018).

Children with dyslexia can be caused by several factors, such as: Biological factors, where the genetics of parents who have dyslexia, the process during pregnancy, and whether they have ever been serious. Cognitive factors, namely, the inability to capture phonology. Finally, this behavioral factor is related to social interaction, and stress problems are a result of the difficulty in capturing learning and motoric problems (Hanifa et al., in Nurfadhilah, 2024).

Usually, dyslexia is only discovered when children start school, with symptoms of difficulty distinguishing between vowels b and d, p, and q, difficulty in naming simple objects even though they know the objects such as short, sword, lamb, and others, in addition to tending to be reversed in spelling, for example, saying the word "kabel" becomes "belur", and so on (Oktamarina, L. et al., 2022), so that children find it difficult to write these letters, especially when the word is given when dictated by the teacher. The many problems that arise during learning make children with dyslexia become depressed, stressed, daydream, avoid, irresponsible, do hobbies, watch movies or play games, and blame themselves (Korani, D.D., et al. 2022), coupled with the lack of support from the family, making children less enthusiastic in learning, this makes it difficult for children to focus on learning (Windasari, et al., 2022). It is not uncommon for children with dyslexia to experience unpleasant behavior in their environment, where

children can be ignored by their friends, even to the point of becoming victims of bullying (Rosmawati D., & Samodra Y.T.J. 2021).

The various problems faced by children with dyslexia have disturbed the author to write various references from previous studies in seeking various learning methods that can stimulate children with dyslexia to absorb information through writing or Reading.

METHOD

The author uses the literature study method by presenting a complete study by summarizing, describing, and combining relevant research, packaged using a narrative review, where the summary and assessment of significant research that is appropriate to the topic. Usually, there is no standard structure for writing articles or author interpretations (Sunaryono, 2024). Literature studies have several advantages in terms of time and cost and are very flexible. On the other hand, it also has disadvantages because the information obtained is only from the research results, so it tends not to describe the current situation or specific local background (Syam E., Rizhan A., & Desriadi, 2025). The author focuses on learning methods that can stimulate children to be selected in their reading abilities.

RESULTS AND DISCUSSION

Results

1. Orton-Gillingham method

The Orton-Gillingham method refers to a structured, tiered, multisensory, and multidisciplinary approach and focuses on vocals. Even though it refers to vocals, it provides visual, auditory, tactile, and kinesthetic stimuli (Moustafa & Ghani in Yogantari, L.P.W, 2023). Usually used is multisensory VATK, which is based on a method that provides various learning sensations by stimulating visual (V), auditory (A), touch (T), and kinesthetic (K), thereby arousing children's interest in learning (Yusuf, in Mastika & Kurniawan, 20219). In the study, children with dyslexia did not experience improvement. Children had the same tendency to feel that Reading was difficult and wanted others to help them read. Because of that, children had difficulty concentrating and recognizing letters, and the impact that occurred emotionally was that children became tantrums, using Orton-Gillingham increased children's concentration in Reading (Astutik, DE, & Minarsih, N.M.M., 2022). The learning process has advantages because it can be used in various learning styles of children, and many are in the form of stimulation activities, practice, observation, and active discussions (Pendidikan et al, in Zuhroh L, & Nugrahani, R.F., 2023). Furthermore, in a study conducted by Zuhroh & Nugrahani (2023) on five children with reading difficulties, positive results were obtained, showing progress in reading skills in speed and comprehension. The media used can be very

varied. Besides creating a fun experience, teachers can be more flexible in exploring their teaching skills. In visual media, there are multimedia, diagrams, and images. Frequent use can improve the memory of information given visually (Sepsita, V., & Wijaya, Z.C. 2024).

2. Treatment of Spelling, Reading, and Writing Skills

Treatment of spelling, Reading, and writing skills can be given with flash cards packaged with interesting games so that children with dyslexia can enjoy it more, be captivated, and focus more. This treatment can improve cognitive abilities in children with dyslexia (Martha, S.A., & Raharjo, T, 2024). Another option is using puzzle media with a sentence or word arrangement. In addition, the use of puzzles provides advantages where children try to think actively in solving problems when learning can also be done in groups so that there is cooperation and positive social relationships (Rahmi, I., et al, 2024, Agustin, I. & Widiyanti, I.S.R., 2022), the assessments that can be used for reading skills are: 1) the ability to arrange letters in words, 2) the ability to convey the contents of the Reading with the right intonation, 3) the ability to arrange words in sentences, 4) can answer questions according to the picture, 5) the ability to describe a series of pictures, 6) the ability to conclude according to the material, 7) Able to analyze the relationship between the material in the puzzle and everyday life (Agustin, I. & Widiyanti, I.S.R., 2022).

3. Learning to Read Without Spelling Method (BMTM)

The learning to read without spelling method (BMTM) is a change from the reading method where children are not given letter-by-letter introductions but are directly presented per syllable. In the first stage, children are immediately given an introduction to syllables such as ca, ma, da, la, na, bu, and others, then continued with meaningful syllables such as ka-ki, mu-ka, bu-ku, and so on (Nilayani S.A.P., 2022). Interventions carried out on children with dyslexia were found to be very helpful in early reading skills and were packaged in a way that was not boring to make children with dyslexia happy (Nilayani, S.A.P., 2022, Sulistyaningrum, Y., & Nursalim, M., 2025). Parental involvement greatly influences the success rate of the method. In addition, the media used should also be appropriate for learning (Wiadi, N.K.T., & Widiatmika, TKK., 2021). The advantages of BMTM include, among others, that students are directly involved in reading without spelling, and teachers can also involve other students who can already read.

In addition, the presence of a Special Companion Teacher (GPK) in helping children with dyslexia can lighten the teacher's task. GPK can help children with dyslexia be more adaptive and condition children to remain well-controlled, helping to involve children with dyslexia in their social fulfillment (Faz, G.O., & Hafid, I., 2023).

CONCLUSION

This literature study aims to collect methods teachers can use to stimulate the potential of students with dyslexia. Based on the findings, the methods that can be used are the Orton-Gillingham method, BMTM, 2. Treatment of Spelling, Reading, and Writing Skills, and reading aloud. In addition, consistency and synergy between teachers, parents, and peers are needed to optimize the methods used.

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