

## **Analytical Study of Indications of Writing Difficulties (Dysgraphia) and Efforts to Overcome Them in Students of SDN 02 Bantur, Malang, Indonesia**

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INDEXING	ABSTRACT
<b>Keywords:</b> Keyword 1; <i>Dysgraphia</i> Keyword 2; <i>Reading Difficulties</i> Keyword 3; <i>Overcoming Efforts</i>	Dysgraphia is a special difficulty where children cannot write or express their thoughts in writing because they cannot order or arrange words properly and coordinate their fine motor skills (hands) to write. The objectives of this study include knowing: 1) To find out the factors that cause children to experience indications of writing difficulties (Dysgraphia) in 5th elementary grades students of SDN 02 Bantur, Malang, 2) To find out the efforts made by teachers and parents to overcome indications of writing difficulties (Dysgraphia) of fifth-grade students of SDN 02 Bantur, Malang. The type of research is based on a qualitative approach with a case study research type. Data collection techniques are observation, interview, and documentation. Research results: 1) The implementation of learning activities in 5th elementary grades has been going well. the factors that cause writing difficulties (Dysgraphia) in students specifically the cause of dysgraphia are not known with certainty. Still, if dysgraphia occurs suddenly in children or people who have grown up then it is suspected that dysgraphia is caused by head trauma whether due to accidents, illness, and so on. 2) Efforts to overcome indications of writing difficulties (dysgraphia) in 5th elementary grades SDN 02 Bantur, namely, by providing additional tutoring and using various methods. 3) Barriers to overcoming indications of writing difficulties (dysgraphia) in grade V SDN 02 Bantur, namely, parents of students who experience indications of writing difficulties (dysgraphia) in 5th elementary grades pay less attention to the development of their children, motivation of students who experience indications of writing difficulties in 5th elementary grades to learn, practice and try is still lacking, and the impossibility of the school to monitor students one by one.

### **Article History**

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## **INTRODUCTION**

Education can be obtained anywhere, anytime and with anyone. One of the keys to success in education is learning. Learning has indeed become a right and obligation for every child in Indonesia. Still, children with learning difficulties are almost always found in every regular class in elementary schools (Syaimar & Sutiarso, 2018). The learning difficulties faced by one student with another student vary namely difficulties in writing, reading, and arithmetic. Children who have difficulties in one or more of these areas usually have low achievement and scores in certain subjects (Wardana & Djamaludin, 2019).

Reading is one of the four language skills that must be possessed by a student, in addition to three other language skills namely listening, speaking and writing. Reading skills are considered very important for a student to have because it is one way to gain knowledge and knowledge (Lorena & Sadiku, 2015). The most basic of all learning difficulties is

reading difficulty. It is a syndrome of difficulty in learning the components of words and sentences, integrating the components of words and sentences, and in learning everything related to time, direction and period (Yulinda Udhiyanasari, 2019).

The ability to read is the basis for mastering various fields of study (Aprilia, 2016). If children do not acquire the ability to read at an early age, they will experience many difficulties in learning various fields of study in the following grades. Therefore, reading ability plays an important role in helping students learn many things (Arini et al., 2018).

The fact that occurs in elementary schools, in low grades and even in high grades there are students who cannot read. This inability to read will be a barrier to learning. Students cannot obtain information about a lesson without reading. This will result in learning achievement (Sadijah et al., 2019).

Students with indications of dysgraphia as a problem in this study are fifth grade students of SDN (Public Elementary School) 02 Bantur, Malang whose reading skills have difficulties, namely they can hardly read, and write, do not memorize all the letters of the alphabet, even spelling students are not fluent, when the student reads a word that is difficult to read, it is read incorrectly, for example the word “abe” is read “abuh”, f is read e, or w is read v. Conditions that occur are not because students experience mental retardation, emotional disorders, or culture.

From the interviews that have been conducted by the principal and the guardian of the fifth grade students of SDN 02 Bantur, only 1 student (who was researched by the observer) has indications of writing difficulties (dysgraphia) in the fifth grade of SDN 02 Bantur, Malang.

## **LITERATURE REVIEW**

By definition, a child with a learning disability has normal or above-normal intelligence, difficulties in at least one subject or, usually, several subjects, and no other problems or disorders, such as mental retardation, that cause the difficulties. The general concept of learning disabilities includes problems in listening, concentration, speaking, thinking, memory, reading, writing, and spelling, and social skills (Urbayatun et al., 2019).

Learning disabilities are difficult to diagnose (Sukadari, 2019). Learning disabilities often include conditions that may include problems with listening, concentration, speaking, reading, writing, reasoning, arithmetic, or social interaction problems. Thus, children with learning disabilities may have different profiles (Deilis Ivonne Pacheco Sanz & Jesús-Nicasio, 2012). Learning disabilities may be associated with medical conditions such as fetal alcohol syndrome. Learning disorders also co-occur with other disorders, such as communication disorders and emotional behavior disorders (Clarke & Gibbard, 2003).

Dysgraphia is a specific difficulty where children cannot write or express their thoughts into writing, because they cannot order or organize words properly and coordinate their fine motor skills (hands) to write. In children, this difficulty generally occurs when the child starts learning to write. This difficulty is independent of other abilities (Thomas et al., 2020). A person can be very fluent in speech and other motor skills, but have difficulty writing. Difficulty in writing is usually the main problem in a series of learning disorders, especially in children who are at the elementary level (Subini, 2011).

Types of learning disorders include math disorders (dyscalculia), writing disorders (dysgraphia) and reading disorders (dyslexia). Writing disorders refer to children with limited

writing ability (York State Education Department, 2018). Limitations may appear in the form of spelling mistakes, grammar, punctuation, or difficulties in sentence and paragraph form. Severe writing difficulties are generally evident by age 7 (2nd grade), although milder cases may not be recognized until age 10 (5th grade) or later (Indah, 2017).

There are some specific characteristics of children with this disorder (Hendri Dinata et al., 2015). Among them are:

- a. There is inconsistency in the shape of letters in their writing.
- b. When writing, the use of uppercase and lowercase letters is still mixed.
- c. The size and shape of the letters in the writing are not proportional.
- d. The child seems to have to try hard when communicating an idea, knowledge or understanding through writing.
- e. Difficulty holding a ballpoint pen or pencil firmly. The way he/she holds the writing instrument is often too close to the paper.
- f. Talking to oneself while writing, or even paying too much attention to the hand used for writing.
- g. The way of writing is inconsistent, does not follow a precise and proportional line flow.
- h. Still has difficulty even if only asked to copy an existing writing sample.

The specific cause of dysgraphia is not known for sure, but if dysgraphia occurs suddenly in children or adults, it is suspected that dysgraphia is caused by head trauma either due to accidents, diseases, and so on (Chung et al., 2020). In addition, experts have also found that children with dysgraphia symptoms sometimes have family members who have similar symptoms. Thus there is a possibility that hereditary factors play a role in dysgraphia (Suhartono, 2016).

According to Suhartono (2016), like dyslexia, dysgraphia is also caused by neurological factors, namely a disturbance in the front left part of the brain that is related to reading and writing skills. The child has difficulty in automatically harmonizing the ability to remember and master the muscle movements to write letters and numbers. This difficulty is not related to intellectual ability problems, laziness, careless writing, and unwillingness to learn (Al-Shareef, 2017).

## **RESEARCH METHOD**

The type of research used is qualitative research. This qualitative approach is very appropriate because the emphasis of the qualitative approach on the process is not (Kusumastuti & Khoiron, 2019). This research was conducted at SDN 02 Bantur, Malang. The data collection techniques used were observation, interviews, and documentation. Observation and interview techniques use question guidelines that will be observed and asked to resource persons. Researchers seek information at school and in the student's home environment. Also interviewed classmates, teachers, and student guardians. While documentation is carried out with the data analysis technique used is data reduction, data presentation, and conclusion drawing. Raw data seen in written field notes are selected, simplified and focused. The data that has been reduced or summarized is then arranged in an organized and detailed manner in several parts according to the problem. The data is then described and compared between one another. analysis activities are included in the data

presentation. After the data has been reduced, the next activity is to draw conclusions from the data that has been obtained since the beginning of the research.

## **RESULT AND DISCUSSION**

Based on the observations that have been made, the research data shows that the implementation of teaching and learning activities in class V, SDN 02 Bantur, has been running quite well. Starting in the preparation of teaching and learning activities, teachers use lesson plans that have been prepared previously. In the preparation of class teachers do not distinguish between students who have difficulty writing (dysgraphia) and those who do not. Meanwhile, the preparation of students who have difficulty writing in class V shows no difference with other students. The implementation of teaching and learning activities that took place in class V, SDN 02 Bantur, was quite conducive although sometimes students were busy. Students in class V are enthusiastic when participating in learning activities. Students who experience indications of writing difficulties during learning are more likely to be passive because they sometimes have difficulty with the commands or information given by the teacher.

Based on observations that have been made in class V SDN 02 Bantur, students who are indicated to have difficulty writing tend to be caused by several factors including:

- a. Ineffective classroom management.
- b. Intelligence factors
- c. Family factors

Interviews conducted about reading difficulties in students show that:

The factors that cause students to have difficulty in writing are very diverse. Many of them are due to intelligence, socio-economic, family factors, etc. The explanation of reading difficulties experienced by grade V students is as follows.

The student named Achmad Roziqin, who is often called Rojikin, is a student who tends to be normal, like students in general. Rojikin is not naughty, rather shy, socializing with his classmates is no problem. According to reports from the report card obtained from his student's guardian, Rojikin once dropped out of class, when he was in grade 3. During school breaks, Rojikin also played with his friends in the yard / field. Every time the teacher duplicated material in class, Rojikin was always silent (between paying attention and daydreaming). If the teacher gives homework, Rojikin almost always does it, although the results of his homework have many mistakes (due to difficulties in reading and writing earlier). Rojikin has difficulty recognizing some letters such as E,F,H,I,L,R,T,P,Y,U,X,W,Z. Rojikin cannot even remember his date of birth. Rojikin tends to be silent, unwilling to ask his teacher/friends if he cannot. The teacher in class V also pays little attention to each of his students, so that those who cannot follow his material, increasingly do not understand, especially Rojikin. For example, if there is a multiple choice question on the LKS (Student Worksheet), he answers it in an arbitrary way. One of the excerpts of the question is (Religious studies) :

“The ruling on fasting Nadzar is...

- a. obligatory
- b. sunnah
- c. haram

Rojikin chose answer B, not because he did not know the material, but he answered at will,

without reading the question.”

Rojikin is the son of an entrepreneur, his father Muslikhan (who now does not live at home with Rojikin because he has divorced his mother Sutinah), so Rojikin rarely meets his father. Rojikin's mother has been a migrant worker in Singapore for a long time. Since Rojikin was still in kindergarten. He was raised by his grandfather (Mbah Ismail) and grandmother (Mak Mi), who daily manage people's land in the highlands around their house. According to the explanation of the neighbors around Rojikin's house, the grandfather had a few mental problems. One of the cases is from the exposure of teachers at school and Rojikin's friends, that Rojikin was once hit until bruised in the eye by his grandfather, due to excessive joking. Grandpa and Grandma were less aware of Rojikin's development at school and at home. And also lacked understanding of what difficulties Rojikin was experiencing regarding his learning. Even his grandmother leaves it entirely to the school without taking any countermeasures. The lack of attention and treatment at home causes the meaninglessness of the treatment from the school because the case of reading difficulties experienced by Rojikin requires support from the parents (caregivers) as well.

After a dialog with the student's guardian, principal, and grandmother. The researcher proposed to provide private tutoring for Rojikin, whose initial plan was to have the tutoring at the student's house, but this was not possible due to the location of the student's house which was difficult for the researcher to reach. The second option was for the tutoring to be held at 8.00am, during class time, in the UKS room (School Health Effort). Of course, this was at the suggestion of the principal and student guardians. The methods given to the student concerned were various, and finally the method that best suited the student was the repetition method. The researcher trained the student to recognize each letter over and over again until the student was fluent. A method that requires diligence (due to the student's weakness in remembering the shape of the letters and mentioning them).

### **Data Analysis**

Based on the results of interviews that researchers have conducted with students, students can diagnose that students really have experienced learning disorders and are indicated in writing disorders (dysgraphia). This is based on several indicators, where there are 7 indicators that are very much in line with what has been experienced by students. Among these indicators are as follows (Hijriyah & Pd Pusat Penelitian dan Pengabdian Masyarakat IAIN Raden Intan Lampung, 2016) :

- a. There is inconsistency in the letterforms in his writing.
- b. When writing, the use of uppercase and lowercase letters is still mixed.
- c. The size and shape of the letters in the writing are disproportionate.
- d. The child seems to struggle when communicating an idea, knowledge or understanding through writing.
- e. Talking to themselves while writing, or even paying too much attention to the hand used to write.
- f. The writing is inconsistent, not following a proper and proportional line flow.
- g. Still has difficulty even if only asked to copy an existing writing sample.

## CONCLUSION

Based on the results of the research and discussion that has been presented, the following conclusions can be drawn from this research:

1. The factors that cause indications of writing difficulties (dysgraphia) in Rojikin include intelligence, socio-economic factors, teacher expectations that are too high not in accordance with the child's abilities, and lack of attention and cooperation from parents.
2. Efforts to overcome writing difficulties for students, namely, by providing additional lessons and using various methods.
3. Obstacles to overcoming writing difficulties, namely, parents of students who experience indications of writing difficulties (dysgraphia) in grade V pay less attention to the development and accompany their children, the motivation of students who experience indications of writing difficulties in grade V to learn, practice and try is still lacking, and the impossibility of the school to monitor students one by one.

## IMPLICATION

Based on research results in Muis (2013), the learning principle that emphasizes the need for repetition is the theory of power psychology. According to this theory, learning is training the potentials that exist in humans consisting of the power to observe, respond, remember, fantasize, feel, think and so on. By repetition, these potentials will develop, just as a knife that is always sharpened will become sharp, so the power that is trained by providing repetitions will be perfect. In the learning process, the more often the subject matter is repeated, the more remembered and embedded the lesson is in a person. Repetition has a big influence on learning, because with repetition “material that has not been mastered and is easily forgotten” will remain embedded in one's brain (Zhan et al., 2018).

Repeating can be directly after reading, but it is also even more important to review the material that has been learned, for example by making a summary (Clark & Rumbold, 2006). Another theory that emphasizes the principle of repetition is Thorndike's theory of connectionism. In the theory of connectionism, he argues that learning is the formation of a relationship between stimulus and response, and repetition of these experiences increases the chances of a correct response (Muis, 2013).

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