



JURNAL ASESMEN DAN INTERVENSI ANAK BERKEBUTUHAN KHUSUS

Jurnal homepage: <https://ejournal.upi.edu/index.php/jassi/index>



Descriptive Study of Child Identification and Assessment Implementation Dyslexia in Bandung

Arif Fakhruddin Maulana*

Kedutaan Besar Republik Indonesia Tashkent, Uzbekistan

Correspondence: E-mail: maulanarief17@gmail.com

ABSTRACT

Identification and assessment are important activities for early detection of children with special needs. Assessments are carried out to determine conditions and characteristics, abilities, obstacles, and strengths, as well as needs. This research aims to describe the implementation of identification and assessment, identify the obstacles experienced in implementing identification and assessment of dyslexia students, and explain the solutions in implementing identification and assessment of dyslexia students. This research uses a descriptive method with a qualitative approach, with data collected. Through interviews, observation, and documentation. Based on the research results, the implementation of identification and assessment of dyslexia students at the X Intervention Lab in Bandung is not optimal. Barriers to the implementation of identification and assessment of dyslexia students include understanding dyslexia, the process of identifying and assessing dyslexia, parental support, and collaboration with educational experts and professional staff. Solutions applied in the implementation of identification and assessment of dyslexia students include studying and understanding dyslexia as well as carrying out identification and assessment, collaborating with students' parents, dealing with dyslexia students directly by researchers without having to refer them to experts, and preparing creative media to help dyslexia students read.

ARTICLE INFO

Article History:

Submitted/Received 01 Feb 2024

First Revised 15 Mar 2024

Accepted 01 May 2024

First Available online 01 Jun 2024

Publication Date 01 Jun 2024

Keyword:

Assessment, Dyslexia,
Identification.

1. INTRODUCTION

Children with special needs are children who have unique characteristics that are different from children in general, without always showing mental, emotional, or physical disabilities. Children who have limitations or weaknesses that significantly affect their growth or development process compared to children their age. Children with special needs in the educational context require special services (Sumantri, 2006). Based on this understanding, children who are categorized as children with special needs include children who are blind, deaf, mentally retarded, physically disabled, autistic, and children with learning difficulties (Efendi, 2006). In this context, the focus of the discussion is on children with learning difficulties.

Learning difficulties refer to obstacles experienced by individuals with neurological disorders such as the mentally retarded, autistic, blind, deaf, quadriplegic, and others. Meanwhile, specific learning difficulties refer to conditions where individuals with normal (or even above average) intelligence levels experience significant difficulties in certain areas of development in their lives. These two conditions are different and require different treatment (Yusuf, 2005).

Some types of specific learning difficulties include reading difficulties (dyslexia), writing difficulties (dysgraphia), and arithmetic difficulties (dyscalculia). One of the most common forms of specific learning difficulties is dyslexia (Abdurrahman, 2003). This research focuses on dyslexia type learning difficulties. According to Sunardi and colleagues (1997), dyslexia is difficulty in reading, writing, and spelling without peripheral sensory disorders, such as weak hearing or vision, intelligence problems, primary emotional problems, or an unsupportive environment.

Djamarah (2002) revealed that the identification and assessment process is an effort to find out whether a child is experiencing problems in growth or development compared to other children his age. Assessment activities are needed to evaluate and monitor children based on the base line determined from the assessment results. The results of the assessment are used as a basis for providing programs that are suitable for children. Assessment according to Robert M. Smith (in Ramadhani & Fitria, 2019) is a comprehensive assessment and involves team members in examining the child's weaknesses and strengths, in this case based on the results of the decision, the educational services needed for the child can be determined as a basis to develop a study plan. Assessment is directed at diagnosis which emphasizes the process (Hussu & Strle, 2010). Assessments are carried out to gather data and information about children's abilities, difficulties and needs so that the appropriate method can be chosen (Kurniawan et al., 2018). The function and purpose of assessment is to screen and identify, determine whether a child has special needs and is eligible for special education services, provide information so that individual learning programs can be developed, and appropriate decisions can be made, develop and plan teaching approaches that are appropriate to children with needs special needs and evaluating children's progress (Roger Pierangelo 2008).

Assessment is used as a basis for preparing study programs, so that the study implementation process is in accordance with conditions and needs, so that they are expected to be able to follow it correctly without major obstacles and difficulties, and finally develop their skills as optimally as possible according to their potential (Budyanto et al., 2012). Furthermore, Mahabbati (2014), provides an understanding that the implementation of assessment activities can reveal more detailed strengths and weaknesses of students with special needs, level of ability in several areas of development, as well as characteristics and learning needs.

Dalyono (2001) stated that it is necessary to understand and master the identification and assessment techniques for dyslexia students, as well as the procedures for implementing identification and assessment. Identification and assessment are useful for researchers to distinguish dyslexia students from students who experience reading difficulties or ordinary behavioural problems, because the characteristics of dyslexia children are often found in children's communities, especially in elementary schools. Based on the study above, assessments can determine the overall abilities of students with special needs through the process of collecting information about students' conditions and characteristics, skills, obstacles and opportunities, as well as needs, which become the basis for program creation. Based on these problems, researchers are interested in conducting ongoing research in the form of descriptive research regarding the implementation of identification and assessment of dyslexia students at the X Intervention Lab, in Bandung. The aim of this research is to describe the implementation of identification and assessment of dyslexia students by researchers at the X Intervention Lab, in Bandung, which includes implementation, obstacles and solutions.

2. METHODS

Based on the focus of the problem studied, a qualitative approach was used. Sugiono (2018) states that qualitative research is research carried out based on the natural conditions of objects (individuals, groups, or organizations) in the field, with data collection techniques that combine three types of techniques, namely observation, interviews and documentation which are called triangulation technique. This research uses descriptive research. Descriptive research is a research method that aims to describe phenomena that occur currently or in the past (Fitrah & Lutfiyah, 2017).

Data collection techniques include interviews, observations carried out by means of identification and assessment processes for dyslexia students at Lab X Bandung; as well as documentation that functions as a complement to data from observations and interviews, so that research becomes more credible. Documentation is a record of events that have occurred, in the form of writing, drawings or someone's work (Sugiyono, 2018).

3. RESULTS AND DISCUSSION

3.1. Implementation of Identification and Assessment of Dyslexia Students

In carrying out the identification and assessment of dyslexia students, it is very important to first understand the characteristics of dyslexia students, as well as master the appropriate identification and assessment techniques and procedures. In the identification and assessment of dyslexia students, researchers have not used assessment instruments that are validated and standardized by experts in their field. Researchers' understanding of dyslexia students still needs to be explored more deeply.

3.2 Stages of Identification and Assessment of Dyslexia

Students In carrying out the identification and assessment of dyslexia students, correct stages are needed in accordance with theory to obtain valid results. The stages of identification and assessment of dyslexia students include: 1) looking at the student's characteristics, 2) linking the student's characteristics with the characteristics of dyslexia, such as if the student experiences difficulties in grammar, it means the child is at risk of dyslexia, 3) providing special treatment. The stages of implementing the identification and assessment of dyslexia students require an identification and assessment question sheet or what is called an identification and assessment instrument. Based on this, it can be concluded that the identification and assessment stages of dyslexia students at the X Intervention Lab in Bandung have been carried out but are not optimal, and the implementation is not in accordance with existing theory.

3.3 Obstacles Faced by Researchers in Implementing Identification and Assessment

Obstacles Faced by Researchers in Implementing Identification and Assessment of Dyslexic Students at Intervention Lab Bearing in mind that identification and assessment are important activities to gather comprehensive information regarding the student's situation and condition to provide appropriate treatment. An obstacle in implementing the identification and assessment of dyslexic students in regular schools at the X Intervention Lab, in Bandung is the lack of understanding of students with special needs. slowly. Another obstacle is the lack of collaboration and support between parents and researchers with dyslexic students, so parents only rely on researchers at school. Data and information from parents regarding the child's condition is needed for identification and assessment. Data and information from parents regarding the child's condition is needed in this identification and assessment. However, we have not gone that far to conduct interviews with parents regarding student data and information. Apart from that, another obstacle is not having collaborated with educational experts for children with special needs or professional staff such as psychologists, doctors, Ortho pedagogues or therapists.

3.4 Solutions for Overcoming Barriers

The solution that researchers use to overcome barriers is to learn more about and understand dyslexic students, collaborate with students' parents, and be more creative in learning. Researchers also consider collaborating with professional teams if necessary.

4. CONCLUSION

The implementation of identification and assessment of dyslexic students at the X Intervention Lab, Bandung, has been carried out by researchers but is not yet optimal. The identification and assessment stages carried out are still not in accordance with existing theory, they are more based on the creativity and individual abilities of the researchers. Researchers' understanding of dyslexic students is also still inadequate, so the results of the identification and assessment carried out are not optimal. Researchers mark students with learning difficulties based on characteristics as well as visible strengths and weaknesses, then provide special treatment such as face-to-face learning and additional tutoring. Valid data about dyslexic students is not yet available, and researchers have not collaborated with professionals. The implementation of IQ tests to differentiate dyslexic students from students with other learning difficulties has also not been realized. Barriers to the implementation of identification and assessment of dyslexic students consist of three main aspects: lack of understanding by researchers about dyslexia, lack of support from parents of students, and lack of collaboration with educational experts or professional staff. To overcome these obstacles, researchers at Intervention Lab They also prepare creative and unique learning media to help dyslexic students.

5. ACKNOWLEDGMENT

The author would like to thank all parties involved in this research.

6. AUTHORS' NOTE

The author ensures that there are no conflicts in this authorship. This writing is free from plagiarism and is compiled based on ethics and rules of writing that should be.

7. REFERENCES

- Abdurahman, Mulyono. 2001. Pendidikan bagi anak berkesulitan belajar. Jurusan PLB UNJ Jakarta.
- Abdurrahman, Mulyono. 2003. Pendidikan anak berkesulitan belajar. Jakarta: Depdikbud RI.
- Abdurrahman, Mulyono. 2012. Anak berkesulitan belajar: teori, diagnosis, dan remediasinya. Jakarta: Rineka Cipta.
- Arikunto, S., dkk. 2010. Penelitian tindakan kelas (PTK). Jakarta: PT Bumi Aksara.
- Budiyanto, Prpto, Yusuf, M., Sujarwanto, Ahmad, A., & Rakhmita, T. (2012). Modul pelatihan pendidikan inklusif (Budiyanto (ed.)). Kementerian Pendidikan dan Kebudayaan.
- Desmita. 2006. Psikologi perkembangan. Bandung: Remaja Rosdakarya.
- Efendi, M. 2006. Pengantar psikopedagogik anak berkelainan. Jakarta: Bumi Aksara.
- Mangunsong, Frieda. 2009. Psikologi dan pendidikan anak berkebutuhan khusus, Jilid Kesatu. Depok: LPSP3 UI.

- Mirza Yogy Kurniawan, Wagino, & M. Dedy Rosyadi. (2018). Rancang bangun aplikasi asesmen anak berkebutuhan khusus pada sekolah inklusif. *Jurnal Teknologi Informasi Universitas*. Lambung Mangkurat (JTIULM), 3(2), 71–76.
- Hussu, A. M., & Strle, M. (2010). The assessment of children with special needs. *Procedia – Social and Behavioral Sciences*, 2(2), 5281–5284.
- Marlina. 2015. Asesmen anak berkebutuhan khusus. Padang: UNP Press.
- Moleong, Lexy J. 2011. Metodologi penelitian kualitatif. Bandung: PT Remaja Rosdakarya.
- Ramadhani, S., & Fitria, N. (2019). Program intervensi anak berkebutuhan khusus melalui asesmen di tk lk. “literasi pendidikan karakter berwawasan kearifan lokal pada era revolusi industri 4.0,” 2002, 87–93.
- Roger pierangelo, george giuliani. (2008). A step-by-step guide for educators teaching in a special education classroom. *Corwin press a sage company*.
- Salvia, J., Ysseldyke, J. E., & Both, S. (2013). Introduction: the context for assessment in schools. In assessment in special and inclusive education (eleventh e). *Wadsworth cengage learning*.
- Somantri. 2005. Psikologi Anak Luar Biasa. Bandung: PT. Refika Aditama.
- Sunardi. 1997. Menangani Kesulitan Belajar Membaca. Jakarta: Depdikbud RI.
- Yusuf, dkk. 2005. Pendidikan Bagi Anak Kesulitan Belajar. Jakarta: Rineka Cipta.