

PHONICS METHOD AS AN ALTERNATIVE TO FULFILL THE RIGHT TO EDUCATION OF DYSLIXIC CHILDREN IN REVIEW OF LAW NUMBER 20 OF 2003 CONCERNING THE NATIONAL EDUCATION SYSTEM

Yusmulyadi*

**SD Negeri 13 Muara Dua Lhokseumawe
yus.mulyadi@gmail.com*

Tri Widya Kurniasari **

***Universitas Malikussaleh Lhokseumawe
triwidya@unimal.ac.id*

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Abstract

This study is to find out how the fulfillment of the Right to Education for children with special needs who experience dyslexia through the phonics method as an alternative therapy. Many students with special needs attend public schools and they are generally dyslexic. Dyslexic children take a slower time to speak because they have difficulty remembering letters, words and sentences. This condition hampers the child's growth and development, especially in the academic process. One of the effective therapy methods in improving the reading and writing skills of dyslexic patients is phonics. This type of research is qualitative research, as a research procedure that produces descriptive data on issues related to the phonics method as an alternative therapy for dyslexic children. Judging from Law Number 20 of 2003 concerning the National Education System (UUSPN), it can be seen that the State has guaranteed legal certainty in the context of preventive protection. The research approach used is a legal and community research approach (*socio legal research*). The *socio legal research* approach is conducted to find out whether the UUSPN has accommodated the Right to Education for children with special needs who have dyslexia and whether the choice of the phonics method as an alternative therapy has become an effort to fulfill the Right to Education for dyslexic children. The phonics method can help improve the reading ability of dyslexic students, so that they can follow the learning process in class, thus the phonics method is one of the supporting factors in achieving the goals of National Education as stated in Article 3 of the UUSPN.

Keywords: Phonics Method, Educational Rights, Dyslexic Children

Abstrak

Studi ini untuk mengetahui bagaimana pemenuhan Hak Pendidikan bagi anak-anak berkebutuhan khusus yang mengalami disleksia melalui metode fonik sebagai salah satu alternatif terapinya. Banyak siswa berkebutuhan khusus yang bersekolah di Sekolah Umum dan secara umum mereka yang mengidap disleksia. Anak disleksia memerlukan waktu yang lebih lambat untuk berbicara karena mengalami kesulitan dalam mengingat huruf, kata, dan kalimat. Kondisi ini menjadi penghambat tumbuh kembang anak, terutama dalam proses akademik. Salah satu metode terapi yang efektif dalam meningkatkan kemampuan baca tulis penderita disleksia adalah fonik. Jenis penelitian ini merupakan penelitian kualitatif, yang dipakai sebagai prosedur penelitian yang menghasilkan data deskriptif mengenai permasalahan terkait dengan metode fonik sebagai alternatif terapi pada anak disleksia. Bila ditinjau Dari Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (UUSPN) dapat dilihat bahwa negara telah menjamin kepastian hukum dalam konteks perlindungan preventif. Pendekatan penelitian yang digunakan adalah pendekatan penelitian hukum dan masyarakat (*socio legal research*). Pendekatan *socio legal research* dilakukan untuk mengetahui apakah UUSPN telah mengakomodir Hak Pendidikan bagi anak berkebutuhan khusus yang mengidap disleksia dan apakah pilihan metode fonik sebagai alternatif terapinya telah menjadi upaya pemenuhan Hak Pendidikan bagi anak disleksia. Metode fonik merupakan salah satu faktor pendukung tercapainya tujuan Pendidikan Nasional yang tertuang dalam Pasal 3 UUSPN.

Kata kunci: Metode Fonik, Hak Pendidikan, Anak Disleksia

INTRODUCTION

Article 31(1) of the 1945 Constitution states that "Every citizen has the right to receive instruction". There is no room for discrimination for any citizen. Even in paragraph (2) it is emphasized that "Every citizen is obliged to attend basic education and the government is obliged to pay for it". This means that the government is obliged to provide education for every Indonesian citizen (WNI), including the obligation to strive for and organize a national education system so that every citizen has the opportunity and access to the fulfillment of their educational rights.

The right to education in the Indonesian Constitution mentioned above was strengthened by the enactment of Law No. 20/2003 on the National Education System (hereinafter: UUSPN). Article 3 of the UUSPN states that the objectives of national education are: "Developing the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." This noble goal can only be achieved if every citizen can access education services at all types and levels according to their interests and abilities.

In general, the conditions that occur in the field prove that the quality of education services is uneven, both geographically and in terms of individual abilities. What is meant by individual ability is students who are physically, mentally-intellectually, and emotionally and mentally normal as well as students who significantly experience abnormalities in these four elements in their growth so that they are called special needs. This is reinforced by the fact that there are many students with special needs who attend public schools so that based on the

level of special needs of these students, each school should implement an inclusive education curriculum to accommodate the needs of fulfilling the Right to Education for every citizen.

Children with special needs do not mean they are not smart, talented or capable. They have special challenges that other 'normal' children do not face. This happens when children have limitations or differences that affect their growth and development process. Therefore, children with special needs need proper assistance. In general, children with special needs who are students in public schools are those with dyslexia. Dyslexic children have normal intelligence and usually have normal vision too. They have learning difficulties resulting in problems in reading, writing and spelling. This learning difficulty is due to a neurological disorder in the brain stem. This part of the brain is responsible for processing language. This dysfunction causes dyslexics to be slower and harder to understand language. Dyslexia varies from person to person and is not always bad for their lives (Pratama. 2023).

Children with dyslexia generally have problems with speech but they are not speech impaired. Dyslexic children take a slower time to speak because they have difficulty remembering letters, words and sentences and often have difficulty putting words together. The bigger impact is that they also have difficulty recognizing the rhythm in a sentence making it difficult to follow instructions given. This condition inhibits the child's growth and development, especially in the academic process. Children with dyslexia can hampered their growth and development process. Accordingly the dyslexia must be addressed immediately.

Dyslexia does not come out of the blue, one of the factors is heredity. Dyslexia is categorized as *learning disabilities*. Generally, dyslexia is only detected when children enter formal education. During teaching and learning activities in the classroom, it is the teacher who knows the student's condition best, so the teacher will know if there are dyslexic students. But what happens in the world of education, there are some unscrupulous teachers who are only limited to transferring knowledge without knowing the psychological background of students, because the needs of students are basically different. So that special attention for dyslexic students, especially psychological elements, is needed (T, Willy. 2019). Students who are dyslexic or have other special needs have to follow other normal students in attending lessons in public schools. This condition occurs not only in elementary school but will always be experienced by students up to the secondary school level. Even in some cases, dyslexic students have to stay in class because they are considered stupid or lacking in academic grades.

Teachers in public schools at any level should have knowledge about children with special needs based on their classification. This is solely so that teachers can help students overcome obstacles in their learning process. Teachers' understanding and sensitivity to the conditions of dyslexic students can be improved because this is one of the teacher's duties to help all students get their rights as citizens, namely the Right to Education.

Referring to Article 3 of UUSPN to develop students' potential, teachers can help dyslexic students by providing therapy. One therapy method that is effective in improving the reading and writing skills of dyslexic people is phonics. The phonics method focuses on improving the ability to identify and process sounds. In the phonics method, people with dyslexia will be taught and trained to (T, Willy. 2019):

1. Recognize similar sounding words, for example: "market" and "fence";
2. Spelling and writing, from simple words to complex sentences;

3. Understand the letters and the arrangement of letters that make up the sound;
4. Read sentences correctly and understand the meaning of what is read; and
5. Construct sentences and understand new vocabulary.

This research was conducted to find out how the fulfillment of the Right to Education for children with special needs who experience dyslexia through the phonics method as an alternative therapy. In addition, to find out whether efforts to fulfill the Right to Education are in accordance with Article 3 of the UUSPN as an instrument that guarantees legal certainty in preventive protection.

METHODS

This type of research is qualitative research, which is used as a research procedure that produces descriptive data on issues related to the phonics method as an alternative therapy for dyslexic children. When viewed from Law Number 20 of 2003 concerning the National Education System (UUSPN), it can be seen that the state has guaranteed legal certainty in the context of preventive protection. In this type of qualitative research, the data analysis process is carried out by verifying the data. The findings of the literature study were verified with the findings of the other two stages of research and the analysis was then directed to see the gaps between the existing data.

The research approach used is a legal and community research approach (*socio legal research*). The *socio legal research* approach is conducted to find out whether the UUSPN has accommodated the Right to Education for children with special needs who have dyslexia and whether the choice of the phonics method as an alternative therapy has become an effort to fulfill the Right to Education for dyslexic children. This research itself is descriptive analysis, namely research that produces descriptive data analysis with methods used to describe a condition and situation that takes place so that the object of research is based on legal theory or applicable laws and regulations (Amirudin. 2012).

RESULTS AND DISCUSSION

There are 12 classifications of children with special needs according to their conditions. The 12 classifications are: 1) Visually impaired, which are children with special needs who experience partial or total blindness, 2) Deaf, where this category of children with special needs experiences hearing loss, either partial or complete hearing loss, so that their language and speech skills are also hampered, 3) Tunagrahita, children with special needs in this condition have intellectual functions that are below the average for children their age and are accompanied by an inability to adapt behavior, 4) Tunadaksa, this classification is a classification of children with special needs who have movement disorders due to paralysis, abnormalities in body shape and function, or abnormalities in limbs, 5) Tunalaras, namely children who have disorders or problems in controlling emotions and social control, even deviant behavior, 6) Disorders of concentration of attention and hyperactivity (ADHD), children with ADHD are children who have impaired self-control, difficulty focusing or paying attention, behave hyperactively and impulsively. The characteristics of children with this special need can be characterized by generally not being able to sit still in class, learning difficulties, pacing, or constantly talking, 7) Autism, is a neurodevelopmental disorder that causes impaired behavior and social interaction. This disorder can make children seem to live in their own world, 8) Multiple disorders, children with special needs have two or more

disorders that affect their development, 9) Slow learners, children who have intellectual potential that is slightly below average but does not include mental disorders. The characteristics of children with special needs in this classification require a long and repetitive time to be able to complete academic and non-academic tasks, 10) Special learning difficulties, are children who experience obstacles or deviations in basic psychological processes, such as thinking, reading, writing, spelling, and counting, 11) Communication skill disorders, is a classification of children with special needs who experience communication skill disorders due to obstacles in the development of language, sound, rhythm, and fluency in communication, 12) *Gifted*, children with special needs have the potential for special intelligence or talent, such as music, art, or extraordinary sports (Zubaidah.2022). In this classification, dyslexia can be classified as a child with special learning difficulties. Children with dyslexia often have challenges with reading, spelling, and writing, despite having normal intelligence and adequate education. This condition is considered a special learning difficulty because it specifically affects the ability to process language, making it distinct from other types of learning difficulties that may affect different cognitive functions.

Dyslexia is a condition of children with special needs that is classified independently apart from other groups of child development disorders. This indicates that dyslexia requires special treatment methods. In order to realize national development, students with special needs are an integral part of Indonesian society who have the same position, rights, and obligations and roles. This is stated in Law Number 4 of 1997 concerning Persons with Disabilities and UUSPN. Therefore, since the enactment of the UUSPN in 2003, inclusive education has begun to be implemented. The purpose of inclusive education is to provide the widest possible opportunity for students with special needs and to realize the provision of education that respects diversity, is not discriminatory to all students who have physical, emotional, mental and social abnormalities, or have the potential for intelligence and / or special talents to obtain quality education according to their needs and abilities. With inclusive education in public schools, students with special needs also have the right to receive the same treatment from regular teachers without discrimination, especially for children who have difficulty reading or are classified as dyslexic.

Teachers in inclusive schools are required to be able to identify children who have specific learning difficulties. This is so that teachers can understand all student needs and services in an effort to develop each student according to their potential. This is in accordance with the concept of inclusive education which is a process of integrating children with special needs into regular school programs and stated inside Regulation of the Minister of National Education No. 70/2009 on Inclusive Education for students who have abnormalities and have the potential for special intelligence and/or talent.

The inclusive education paradigm is realized in the form of an education unit with the consequence that teachers are required to have the ability to understand children with special needs. One of the obstacles is the lack of educators who understand the characteristics and needs of students with special needs (Suryani, 2014). The competence of teachers in regular schools or public schools is still very minimal in recognizing children with special needs, especially dyslexia. One of them is caused by the lack of socialization about children with special needs among educators.

Coping with dyslexic students is not easy. It takes special strategies and abilities so that students do not feel under pressure and discouraged. There are several stages that must be done first before providing special therapy to the student concerned. The first stage is the measurement/assessment of the ability and potential of dyslexic students (*assessment*). The next stage is to differentiate treatment in classroom teaching (*treatment*). And the last stage is therapy with special methods.

Children with dyslexia require individualized teaching using specialized therapy methods. The therapy provided must be in accordance with the type or type of dyslexia experienced by the student. There are two types of dyslexia, namely the *auditor*; type (*auditor*; *processing problems*) and the visual type (vision). The auditory type occurs due to a disturbance in the vestibular system. Vestibular is the part of the ear that detects the position of the head in relation to the earth's gravity (what is above and what is below) and transmits this information to the brain. The characteristics possessed by the auditory type include: difficulty in phonetic analysis (for example: unable to distinguish the words: frog, brother, and father), difficulty in auditory analysis and synthesis (for example: the word "mother" cannot be decomposed into "i-bu"), if given a letter cannot remember the sound of the letter or word, or if you see a word cannot express it even though you understand the meaning of the word, reading silently is better than reading orally, sometimes accompanied by auditory sequence disorders and tends to do visual activities (Sulhan. 2006). While the visual type is due to a serious impairment of their sense of sight which causes their eyes to have difficulty when having to adjust light from certain sources with a certain level of contrast. Visual type dyslexia has characteristics including: inverted pendency (e.g. b read d, p read g, u read n, m read w), difficulty confusing similar letters or words, difficulty following and remembering visual sequences (if given printed letters to compose words have difficulty, for example the word "mother" becomes "yam" or "iub"), impaired visual memory, slow perceptual speed, difficulty in visual analysis and synthesis, poor reading test results and tend to do auditory activities (Sulhan. 2006). Therefore, an appropriate therapy method is needed for students who experience dyslexia so that students can also develop themselves and follow the learning process in the classroom.

One of the learning methods used as a special therapy for dyslexic students is the phonics method. This method is a learning method in which learning letter sounds and how to combine the letter sounds that make up the word, so that children are able to read the text and pronounce the word correctly. The phonics method relies on alphabet/alphabet lessons given first to dyslexic students so that they can then learn the names of letters and their sounds so that it can be concluded that the phonics method is the introduction of letters in the alphabet through the process of listening to letter sounds.

Therapy for dyslexic students with the phonics method has three stages, namely: the red stage which is the first stage, where in this stage students will be trained to read with open syllables (examples: foot, hoof, horse). Then enter the second stage or blue stage, which is reading words containing closed syllables (examples: mo-bil, kur-si) and closed with the third stage or green stage which will train students to read words containing *double vocal* and *double consonant* syllables (examples: ken-cang, ken-tang). The three stages in the phonics method teach dyslexic students several things in stages but are very important, namely: (1)

understanding letter sounds; (2) recognizing letter names; (3) reading syllables; (4) reading words; (5) reading sentences; and (6) reading paragraphs (Novianti. 2021).

Several studies that have been conducted, both in public schools and in special schools (SLB) have proven the effectiveness of the phonics method to raise significant scores on students' reading skills. The ability of students who were the subjects of the study increase to improve reading skills until 75-78% using the phonic method. The process of applying the phonics method as one of the therapeutic techniques for dyslexic students necessarily trains the teacher to be skillful. Teachers can design the learning process for dyslexic students using props or with a game so that students are interested and not bored during learning. For example, using letter puzzles, letter cards, syllable cards, word cards and if they are already adept at stringing together a sentence then they can be trained using the guess the word game.

The phonics method in some of the studies mentioned above is proven to help students be more prepared for any learning. This of course creates a more conducive and easier learning process for both teachers and students in the classroom. Students do not feel pressured or afraid due to their reading barriers and the teacher also conveys more learning materials so that the learning targets can be achieved.

The success of phonics therapy has helped students to develop their potential. By being able to read, a student can gain a lot of new knowledge. Reading is one way to transfer knowledge. Therefore, if a dyslexic student can overcome his learning obstacles through therapy with the phonics method, it becomes one of the supporting factors for achieving the goals of National Education as stated in Article 3 of the UUSPN.

A student's reading ability determines their learning achievement. Learning for a student is the fulfillment of human rights in the socio-cultural field in accordance with Article 31 paragraph (1) of the 1945 Constitution which states that "Every citizen has the right to education" without excluding students who have impaired reading ability or dyslexia. Moreover, the Minister of National Education Regulation No. 70/2009 on Inclusive Education for students who have abnormalities and have the potential for intelligence and/or special talents. Article 8 paragraph (3) of Permendiknas No.70/2009 students who have disorders (in this case referring to Article 3 paragraph (2) of the Permendiknas, one of which is dyslexia), can still access education following learning based on a curriculum developed under the Education standard, including taking exams at the school concerned.

Article 4 paragraph (5) of UUSPN which states that education is organized by developing a culture of reading, writing, and arithmetic for all citizens and Article 5 paragraph (2) of UUSPN which states that citizens who have physical, emotional, mental, intellectual, and/or social abnormalities are entitled to special education, confirms that the state becomes an agent for fulfilling the educational needs of dyslexic students because they are citizens as well as citizens. This means that dyslexic students also still have the right to get access to the fulfillment of their educational rights and the phonics method is one of the alternative therapies in this effort.

Referring to Article 3 of the UUSPN, it is clear that children with special needs who experience dyslexia can develop their potential through the phonics method as an alternative therapy. This article is also a legal umbrella for students who experience dyslexia as a preventive protection in an effort to fulfill their Educational Rights. Despite some obstacles in practice, such as the limited competence of teachers in regular or public schools and the lack

of knowledge of parents about dyslexia experienced by their children, the state is still present to accommodate the fulfillment of the educational rights of its citizens through the UUSPN.

CONCLUSION

The right to education for every citizen has been guaranteed in the constitution and the laws and regulations under it. The state is not only obliged to finance the provision of education for every citizen but is also obliged to strive for a national education system that ensures every citizen has the opportunity and can access the fulfillment of their educational rights, including students with special needs who experience dyslexia. The phonics method has helped students in developing their potential. Dyslexic students undergo therapy with the phonics method in three stages that teach students several things in stages but are very important, namely: (1) understanding letter sounds; (2) recognizing letter names; (3) reading syllables; (4) reading words; (5) reading sentences; and (6) reading paragraphs. This method helps improve the reading ability of dyslexic students so that they can follow the learning process in class and help the transfer of knowledge.

Overcoming learning barriers for dyslexic students through therapy with the phonics method is one of the supporting factors for achieving the goals of National Education as stated in Article 3 of the UUSPN. And this is strengthened by Article 4 paragraph (5) UUSPN and Article 5 paragraph (2) UUSPN which guarantees that dyslexic students can still access the fulfillment of their educational rights, so it can be concluded that applying the phonics method as an alternative therapy for these students is one of the efforts.

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