

## **The Importance of Handling Early Childhood Who Experience Dyslexia Barriers**

**Feibry F. W. Senduk<sup>1\*</sup>**

<sup>1</sup>Manado State University, Minahasa, North Sulawesi

\*Corresponding Author: feibrysenduk@unima.ac.id

### **ABSTRACT**

*This abdimasy activity has a goal, namely: (1) teachers can get to know early about the condition of their students who are suspected of experiencing developmental barriers (2) teachers will gain theoretical and practical scientific insights about handling early childhood children suspected of experiencing obstacles speech development (3) teachers can make early detection of the condition of their students who experience language development barriers. This activity took place at TK in April 2022. Participants were followed by 20 teachers who came from several institutions. The training is conducted using discussion learning strategies / methods, brainstorming, drills, and assignments. The results of this service can be broken down into two, namely physical and physical nonphysical results. Non-physical results in the form of increasing knowledge and skills knowledge in handling early childhood children suffering from dyslexia. Physical results include devoted journal articles published in reputable national journal articles. The implementation of science and technology in the form of training activities on how to handle Aud children who have dyslexia for kindergarten teachers has been successful and successful. It is recommended, for Kindergarten teachers who have participated in the training can disseminate the knowledge and skills they have to other teachers around their assignments.*

**Keywords:** *early childhood; dyslexia; treatment; barriers; teacher*

### **INTRODUCTION**

Early childhood is a child who is growing in a more perfect direction. Aspects of growing development are not only limited to cognitive aspects, but all aspects of holistic development also develop, which include physical/motor, language, moral, social and emotional aspects, art (Hurlock, 2015). One aspect of development that is quite important is language development which includes listening, speaking, reading, and writing skills (Tarigan, 2015)

In pursuing its development, not all early childhood are able to pass it without obstacles. One of the developmental barriers/disorders that are often experienced by early childhood is a barrier in language skills (dyslexia). Dyslexia is one type of developmental disorder experienced by children who are less able in language activities (Learner, 2012, Hallahan, 1985). In order for children not to experience protracted obstacles experienced, it is necessary to intervene early by teachers / educators by conducting early detection and treatment as soon as possible for children who experience dyscalculia.

Tomohon City has approximately 40 universities, both public and private universities. Of the 40 PTN/PTS, Tomohon State University (UNIMA) is one of the state universities that has various national and international achievement events. Of the dozens of study programs within UNIMA, there is one study program designed to produce prospective educators / teachers of early childhood, namely the S1 PG PAUD Study Program (UNIMA Education Guidelines, 2018)

The S1 PG PAUD FIP UNIMA study program has 3 main tasks and programs packaged in the Tridharma of Higher Education, namely: (1) Education and Teaching, (2) Research and Development, and (3) Community Service. These three programs must be implemented by all academicians consisting of educators (lecturers), education staff (tendik), and all students (Renstra FIP, 2018) One of the university programs that Trying to get closer to the community is a program

of community service activities.

In this community service activity, among others, it aims to apply science / theory at a practical level in the community. These activities can be in the form of counseling, training, workshops, semlok, and other forms that are practical, and the application of appropriate technology. In this way, it is hoped that it can reduce the gap between science in universities and the practical world who are in society. Target communities as fostered partners can be individuals, groups of individuals, agencies, schools, and other similar forms.

In this community service activity, the target partners are schools / kindergartens in South Tomohon District who are members of cluster VIII group. In cluster VIII there are approximately 20 preschool / kindergarten institutions with approximately 100 teachers. Of these hundred teachers, there are 67 people who have S1 degrees, and the remaining 33 people who have not held S1 degrees (Diknas, Kec. South Tomohon. 2018). Of these, 67 teachers have participated in the certification program, and the remaining 33 have not been certified as professional teachers.

Based on the results of field visits and interviews with some kindergarten teachers in cluster VIII, South Tomohon District, Tomohon City, the following conditions and findings were obtained. Most kindergarten teachers have never received information and training on handling early childhood with language development barriers (*dyslexia*) and technical implementation. Training on handling early childhood with language barriers (*dyslexia*) is considered quite important considering that most teachers do not have deep insight into the types of developmental disorders / barriers experienced by early childhood. In addition, teachers will get practical information and skills about handling early childhood that has language development barriers (*dyslexia*) along with techniques and implementation.

From the results of visits to a number of kindergartens in South Tomohon District, Tomohon City, it was found that in general, kindergarten teachers do not have deep insight and knowledge about the condition of their students who are suspected of experiencing developmental obstacles. Teachers when they find their students who experience developmental obstacles in their classrooms / schools they tend to be passive and resigned, and if handled the handlers tend to be as appropriate and according to what they can. Thus, the ways of handling carried out by teachers are far from professional. This should be understood considering that teachers who teach in kindergarten in general have diverse educational backgrounds and are not equipped with knowledge about how to deal with early childhood children who experience developmental barriers, especially speech development barriers (*dyslexia*).

Seeing the reality as described above, it is very necessary for teachers to get insight, information and training on handling early childhood that experiences language development barriers. This training has objectives including: (1) teachers can get to know early about the condition of their students who are suspected of experiencing language development obstacles (2) teachers will gain theoretical and practical scientific insights about early childhood handlers who are suspected of experiencing language development barriers (3) teachers can conduct early detection of the condition of their students who are suspected of experiencing language development barriers so that teachers can intervene / early treatment of their students (4) teachers can help the problem of language development barriers experienced by children so that it is hoped that children can pursue their development reasonably and can adapt to the realm of life daily at school and in the family environment.

Departing from the above problems, this community service program is focused on the importance of providing information and practical training to kindergarten teachers in cluster VIII in South Tomohon District, Tomohon City. With the hope that they have knowledge and practical skills about handling early childhood that has language development barriers (*dyslexia*). In addition, it is hoped that they can *share* their knowledge and skills with other teachers in Tomohon City, especially in South Tomohon District about similar materials.

## METHOD

To increase insight, knowledge and practical skills about students' understanding; They need to be equipped with their profession as professional teachers. To solve the above problems, it is necessary to conduct practical training on procedures for handling early childhood children who experience speech development barriers (*dyslexia*) for kindergarten teachers of Cluster VIII South Tomohon Kota District Please. This activity in addition to providing knowledge and practical skills for teachers, is also

at the same time to improve the quality as professional teachers in the field of early childhood education.

The place of service activities is centered in the classroom/UNIMA Laboratory Kindergarten Hall located on Jl. Magelang Kota Tomohon, which also acts as the head of cluster VIII. The training materials provided include: (1) the types of developmental barriers experienced by early childhood in early childhood institutions, (2) the nature / understanding of dyslexia and the characteristics of early childhood who experience dyslexia barriers, (3) ways of handling early childhood who experience speech barriers (*dyslexia*), (4) assessment of childhood Early who experience developmental barriers to speech (*dyslexia*).

This training process was carried out in April 2018, which included 3 meetings on effective days after the learning / activities in kindergarten were completed, starting at 13.00-16.00. The first meeting, presented material on (Types of developmental barriers experienced by early childhood in early childhood institutions, (2) the nature / understanding of dyslexia and the characteristics of early childhood who experience dyslexia barriers, the second meeting, explaining the material (3) ways Early childhood handlers who experience language impairment (*dyslexia*), (4) Early Childhood progress who experience language development barriers (*dyslexia*). The third meeting, the implementation of evaluations to training participants. Tools and Materials needed In this training the tools and materials needed are or *ballpoint*, LCD Projector, presentation material that has been bound.

The strategic target audience to be involved in this training activity is kindergarten teachers of cluster VIII of South Tomohon District, Tomohon City consisting of: Representative teachers from 10 ECD / kindergarten institutions cluster VIII of South Tomohon City District Tomohon, each of whom is represented by 2 teachers. So the total number becomes 20 people who are prioritized by graduates of bachelor of education with more than 5 years of teaching experience. With the hope that they will be able to receive and disseminate the results of the training to other teachers in their institutions.

The activities that will be carried out to achieve the objectives of this science and technology application training activity are as follows: (a) the Task Force first studies theories about early childhood experiencing speech development barriers (*dyslexia*), (b) the Task Force enriches practical knowledge about how to handle early childhood experiencing developmental barriers bicara (*dyslexia*) from journals, and recent references, (3) The Task Force conducts observations in the target environment/school to inventory various possibilities related to the implementation of training, (4) Kindergarten teachers cluster VIII Tomohon Selatan Kota District Tomohon who became the target audience between strategic ones were given training according to the agreed place and schedule, (5) Training participants under the guidance of the task force simulated ways of handling early childhood who experienced speech development obstacles (*dyslexia*) accurately and measurably, (6) Kindergarten teachers trainees practiced / piloted independently in their respective schools to implement ways of handling early childhood that experienced obstacles language development (*dyslexia*), (7) The results of this trial are used as material for evaluating the abilities and obstacles faced by trainee teachers in implementing ways of handling early childhood who experience language development barriers (*dislexia*)

The delivery methods used in this training include: (1) Lectures and Questions and answers to deliver material on the types of developmental barriers experienced by early childhood children in educational institutions, (2) Training is to discuss and discuss the types of obstacles to early childhood development, especially obstacles language development (*dyslexia*), (3) Demonstrations to demonstrate and explain ways of eating early childhood that experience language development barriers (*dyslexia*), (4) Provision of individual and/or group training tasks to practice independently on how to handle early childhood who experience language development barriers (*dyslexia*), (5) Discussion and question and answer to evaluate and get feedback both about the process and results of early childhood handling training activities that experience barriers to language development (*dyslexia*), (6) Post-training monitoring is carried out to kindergarten teachers (picking test) who has attended the training on his responses, opinions, and suggestions about the results of the training he has participated in.

Evaluation in this community service activity is carried out on the training process and training results. Evaluation of the training process includes: Participant activity, as an indicator and benchmark,

namely: (a) Attendance seen from the presence of each meeting material, (b) Activities seen from the involvement of participants during discussions, questions and answers, individual and group exercises, (c) Cooperation, as indicators and benchmarks, namely: (1) Initiative in leading, organizing other participants, (2) Coming up with creative ideas followed by other participants, (3) Tolerance and respect for other participants' ideas, (d) Skills, as indicators and benchmarks, namely (1) Dexterity in processing materials and using the tool,

(2) Accuracy in carrying out the stages of handling steps, (3) Flexibility in working is not rigid on existing limitations.

Evaluation of training results includes: (a) Mastery of training material theory, as indicators and benchmarks, namely: (1) Answers to the written test are more than 85% correct, (b) Application of theory in work practice and simulation of handling early childhood who experience language development barriers (*dyslexia*), with the following indicators. (1) Trainees are able and master material about early childhood that has language development barriers (*dyslexia*), (2) Trainees are able and master early childhood snacking procedures that experience language development barriers (*dyslexia*), (3) Trainees are able and master early childhood development assessment materials that experience language development barriers (*dislexia*).

## RESULTS & DISCUSSION

There are two results obtained from the implementation of community service which targets kindergarten teachers of Cluster 8 South Tomohon District, Tomohon City, namely non-physical results and physical results. *Non-Physical Results*, as described earlier that as participants of this activity are teachers of Cluster 8 Kindergarten South Tomohon District, Tomohon City who are very interested in receiving coaching and training on procedures for handling early childhood dyslexia, as well as training participants willing to disseminate knowledge and skills to other teachers in their place of duty.

From the evaluation results, it shows that during the training process, participants are not only serious and enthusiastic about participating in training activities, but also participants are always 100% present (proof of attendance) and actively ask questions and do tasks and exercises given by the instructor / service team.

From the evaluation of the final results, it can be concluded that 97% (out of 20 participants) have mastered the knowledge and skills about procedures for handling early childhood *dyslexia*. After training several times the meeting has seen a change in outlook towards the positive direction of the training he has participated in. From the results of the evaluation of the process and results non-physically after this training, it is possible for participants to be able to disseminate knowledge and skills to other teachers around their place of duty, especially in the South Tomohon District, Tomohon City.

*Physical Results*, the results of community service activities that are physically tangible, namely scientific article journals. Through this scientific article journal, it is hoped that fresh thoughts and ideas for this service activity will be communicated to the wider community. In this way, it is hoped that community service works will not only stop at library shelves but further than that can be read by other academic communities through reputable national-level public service scientific journals.

Based on the results achieved during the training process and after the training which include activeness, enthusiasm, and creativity in terms of procedures for handling early childhood dyslexia, it can be stated that the training activities that have been carried out are quite successful. When compared with the conditions before and after this science and technology application activity. See Table 1.

Table 1. Comparison Before and After Training

No.	Before science and technology	During science and technology	After Science and Technology
1.	Do not understand the basic concepts of AUD language development	Given the theory of the basic concepts of AUD language development	97% of participants understood the basic concepts of AUD language development.
2.	Do not have comprehensive knowledge about the types of language/speech disorders in AUD children	Given theory/knowledge about the types of language/speech disorders in aud children	95% of participants had knowledge of the types of language/speech barriers in aud children.
3	Don't have knowledge yet and skills on procedures for handling AUD children with dyslexia	Theory-theorized and trained ABOUT PROCEDURES FOR HANDLING AUD CHILDREN WHO HAVE DYSLEXIA	93% of participants have been able to practice procedures for handling early childhood dyslexia
4.	Don't have alacrity yet As a preventive effort if you find students who have <i>dyslexia</i> disorders	Given theory and skills and accompanied by simulations of procedures for handling AUD children who have <i>dyslexia</i> disorders	93% of participants have had Alertness as a preventive effort in dealing with students who are suspected of having problems <i>dyslexia</i> .

As a supporting factor for the success of the implementation of this activity in addition to the motivation and activeness of the training participants of Cluster 8 Kindergarten teachers which is quite high, there is also a fairly representative hall / meeting room provided by UNIMA Lab Kindergarten as an adequate training place, as well as the head of UNIMA Lab Kindergarten who are very open and active in assisting activities; teachers and administrative staff of UNIMA Lab Kindergarten who assist administrative activities, as well as teamwork as a task force implementing the implementation of science and technology. In addition, it is assisted by students who are also members of the community service task force team who participate in designing, implementing and evaluating during and at the end of this community service activity. The inhibiting factor that slightly interferes with the implementation of this training is in addition to the coinciding implementation time in the month of Ramadan 1439 H so that activities that should be on time become a little late. Although this can be overcome by extending the duration of activity time.

## CONCLUSION

Based on the results of activities and discussions both physical and non-physical in the form of changes in the condition of knowledge, skills, and attitudes seen in training participants. Community service activities in the form of the application of science and technology in the form of training activities on procedures for handling Aud children who have *dyslexia* disorders for cluster kindergarten teachers 8 South Tomohon District, Tomohon City has succeeded well and successfully. The success of this activity includes: (1) The trainee kindergarten teachers have been able to explain the concept of early childhood development, especially language/speech development, (2) The trainee kindergarten teachers have been skilled in implementing procedures for handling early childhood dyslexia disorders, (3) Trainee kindergarten teachers have been swift in handling their students who are suspected of having *dyslexia* disorder. Furthermore, for kindergarten teachers of Cluster 8 South Tomohon District, Tomohon City who have attended the training, they are expected to be able to disseminate their knowledge and skills to other teachers around their place of duty. Service activities in the form of training for teachers should be carried out during school holidays so as not to interfere with their main task as a teacher, namely teaching.

## REFERENCES

- Diknas, South Tomohon District. Tomohon City, 2018
- Hurlock, E. 2010. Development Psychology. New York: Mc Millan
- Hallahan, D.F. 1985. Introduction to Learning Disabilities, New Jersey: Prentice-Hall Learner, J.W 1988. Learning Disabilities: Theories, Diagnosis, and Teaching Strategies. New Jersey: Houghton Mifflin
- Loeziana. 2007. The Urgency of Recognizing the Characteristics of Dislexia. *Journal of the Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry*, 3 (2), 42-58. From <https://jurnal.ar-raniry.ac.id/index.php/bunayya/article/.../1235>.
- Munawaroh, Madinatul & Anggrayni Novi T. 2009. *Recognize the signs of dyslexia in early childhood*. Article presented in Proceedings of PGSD UPV National Seminar, (Online), ([repository.upv.ac.id/409/1/artikel%20madinatul.pdf](http://repository.upv.ac.id/409/1/artikel%20madinatul.pdf)) accessed February 10, 2018.
- Tomohon State University Education Guidelines, 2018 Strategic Plan of the Faculty of Education, UNIMA, 2018
- Tarigan, G. 2015. Speaking: One of the Language Skills. Rosda Works. Bandung