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**Efforts to Improve Reading Skills in Children with Dyslexia
Through Content Mastery Services Using *Play Therapy*
Techniques at SDN 70/IV Jambi**

Hanipah^{1*}, Rasimin², Affan Yusra³

¹Hanifahhanifah571@gmail.com, ²Rasimin.fkip@unja.ac.id, ³affan15yusra@unja.ac.id
Jambi University

*Corresponding Author: Hanifah

Hanifahhanifah571@gmail.com

ABSTRACT

This research is motivated by reading problems that often occur in students. One of which is low reading ability. reading is a basic skill that every child must have. If the reading ability is problematic, it will be difficult to follow the learning process. The purpose of this study was to reveal how much the reading skills of dyslexic children at SDN 70/IV Jambi improved by using play therapy techniques through content mastery services. This research is a service action research (PTL). The subjects in this study were two fifth grade students and one sixth grade student at SDN 70/IV Jambi with a total sample of 3 students. The results of this study were seen from the observation sheet in seeing the increase in reading skills of dyslexic students. The results of this study explained that the percentage level of reading skills in cycle 1 reached 72% went well, in cycle 2 reached 85% went well and in the implementation of cycle 3 reached 92% went very well. this shows that the higher the percentage level, the more success will be achieved in carrying out service action research (PTL) at SDN 70/IV Jambi.

Keywords: Content Mastery Services, Dyslexia, Play Therapy.

INTRODUCTION

Dyslexia is a type of learning difficulty characterized by a child's inability to read and write. Dyslexic sufferers not only have difficulty reading but also find it difficult to sort words for words both from top to bottom and from left to right. Dyslexic children have problems in phonology related to systematic aspects of letters and sounds. In addition, dyslexic children also experience problems remembering words, organizing things systematically, short memory and problems with the grammar system.

Dyslexia is often known as the inability to recognize letters and syllables in written form, or in other words, the inability to read. People with dyslexia actually have difficulty distinguishing the phonetic sounds that make up a word. They can catch these words with their sense of hearing, but when they have to write them down on a piece of paper, they have difficulty having to write them with which letters. Thus, dyslexic sufferers also experience difficulties what they want in long sentences precisely (Subyantoro, 2013).

Widodo, et al (2020) stated that reading ability is an important basic ability for students to master. If reading activity is low, it can be ascertained that the learning achievement is low. Because the most important element in education is reading skills. If reading activity is disrupted, it can be ascertained that educational goals in general are difficult to achieve.

The ability of every human being is not the same, as well as in reading. Reading ability is a person's ability to understand the ideas and symbols of language sounds in a desired reading text. If the ability to read is disturbed, so will the process of getting information in reading will be disrupted, thus there can be lags in the learning process.

In elementary schools, students who experience various learning difficulties are bound to be found. Some are very difficult and some are quite heavy. There are those who have difficulty in one subject, or several subjects. Students who experience learning difficulties generally experience difficulties in basic skills, namely reading, writing and arithmetic. Reading which is a basic skill in trying to understand other subjects needs serious attention so that they can follow the lessons smoothly. Therefore it is necessary to think about reading tutoring services.

Based on the results of observations made by researchers at Public Elementary School 70/IV Jambi, there were some students who had very low reading skills. For this reason, this problem must be addressed immediately in order to improve reading skills. If this problem is left unchecked it will result in social and emotional disturbances. This social and emotional disorder can lead to a lack of confidence, unstable, easily offended, feeling stupid and being a victim of *bullying* by his friends. Based on the dyslexic problems faced by student at SDN 70/IV Jambi in this study the authors provide a solution to improve reading

skills in dyslexic student, namely by using play therapy techniques through content mastery services. According to Sari and Afriani (2019) play therapy is a play activity that is carried to assist in the child's development and knowledge to the fullest. The purpose of playing for children is to shape children in overcoming their problems so that children do not remember the feelings of fear or worry that they are feeling

The researcher's interest in researching dyslexic students was because students were already in the upper grades, namely grade 5 and grade 6, while efforts were made by teachers to help improve reading skills in dyslexic children such as games of finding letters, writing names, the teacher will explain again after explaining friends and teachers also provide additional learning after school at least 3 times a week accompanied by homeroom teachers or teachers who are willing to provide additional assistance to students with low reading skills. In addition to the efforts given at school, it turns out that the parents of students with low reading skills also make efforts for their children to improve their children's reading skills, such as providing activities outside of school hours, namely tutoring to learn to read so that their children are good at reading and are the same as their peers. others but still have not shown significant development of the dyslexic needs they experience.

Previous research that is relevant or related to this research, namely research by Boedy Susanto (2016) entitled "Application of the SAVI Approach in improving Reading Ability in Class V Dyslexic Children at SD Negeri Kalukung III Makassar" in Boedy Susanto's research (2016) focuses on this research is how to apply the SAVI approach in improving ability class V dyslexic children. Research conducted by Boedy Susanto (2016) agrees with this research, namely the focus point on student's reading skills which are very low, while the difference with this research is Boedy Susanto using the application of SAVI while in this study using the play therapy technique.

LITERATUR REVIEW

According to Faizin (2020: 3), the term dyslexia comes from ancient Greek, namely dys: inadequate and lexis: word/language. So dyslexia is a learning difficulty that occurs because children have problems expressing or receiving spoken language. Problems that occur such as children will experience difficulties in reading, spelling, writing, speaking, and listening. Some cases show difficulties with numbers, due to complex neurological disorders, abnormalities in brain structure and function. Dyslexia is a problem of reading difficulties caused by certain factors and not merely because of the child's stupidity or unintelligence, children who often read wrongly, spell wrongly, or even identify letters incorrectly, may be included in dyslexics (Subyantoro, 2013: 200).

The Association for Play Therapy defines play therapy as the systematic use of theoretical models to establish an interpersonal process by which a trained play therapist uses the power of play therapy to help clients prevent or overcome psychosocial difficulties and achieve optimal growth and development. According to Rasimin & Yusra (2021), Play therapy is one of the facilities provided to children or young people by using games as an effective medium for expressing and exploring themselves in achieving maximum development and growth.

According to Lasari Murni and Iqbal M (Lasari & Iqbal, 2020) content mastery service is a service of assistance to individuals (students) either alone or in groups to master certain abilities or competitions through learning activities (Prayitno, 2012). So according to Prayitno, in content mastery services there must be certain content or abilities or competencies that are taught to students and it is hoped that students will be able to master this content in a mature manner. The purpose of content services is assistance services to individuals both individually and in groups to master certain abilities or competencies through learning activities. The learned ability or competency is a unit of content which contains facts and data, concepts, processes, laws and rules, values, perceptions, affections, attitudes, and related actions (Prayitno, 2012).

Previous research that is relevant or related to this research, namely research by Boedy Susanto (2016) entitled “Application of the SAVI Approach n improving Reading Ability in Class V Dyslexic Children at SD Negeri Kalukung III Makassar” in Boedy Susanto’s research (2016) focuses on this research is how to apply the SAVI approach in improving ability class V dyslexic children.

RESEARCH METHODOLOGY

This research is service action research (PTL). According to Sutja, et al (2017) service action research (PTL) is an effort to find improvements and strengthen Guidance and Counseling service practices that are carried out systematically, recycling (*skills*) and are reflective in nature carried out by BK practitioners with clear settings, namely collaborative. This service action research was carried out in the provision of *Play Therapy applications*.

So PTL is research that meets the needs of counselors because it is directly related to their desire to improve reading skills in students with dyslexia. In this study, researchers will apply play therapy to help students with dyslexia. Play therapy itself is a technique or method of intervention based on psychological theory, both preventive and rehabilitative, for the development of mental health, emotions and behavior of children. The location of this research was conducted at Public Elementary School 70/IV Jambi.

RESULT AND DISCUSSION

Razak, et al (2021) put forward what are the stages in carrying out play therapy, including: initial stage and final stage. At this early stage: (1) Discuss the existence and nature of the problem. Questions the therapist should ask the child discuss why he came to the therapist. This allows the children to understand see the therapist (2) The therapist's image as someone who can help is strengthened. This can be done by strengthening the therapist's ability to express empathy and concern. Understanding a child's view of the world is an important variable because helping children begin to feel this way can increase the belief that the therapist is a person with expertise and competence who can be trusted. (3) Believe that problems can be solved. The therapist must also start with unchangeable and insurmountable realities and expectations for the patient, problems that can be overcome and mitigated in treatment. (4) The problem solving process can be defined. The course of treatment should be explained as much as possible to the child, the timing and frequency of appointments and confidentiality should be discussed. In addition, this therapist must begin to explain how problems are handled and resolved in therapy. (5) Appreciate the difficulty of facing problems. Children may feel on some level that dealing with problems is not an easy task, namely in the family process and uncovering their personal secrets.

In the final stages, the therapist may use play and art techniques with the child. musical and artistic skills that enable the therapist to deal with the issues mentioned above in a way that is sensitive to the developmental needs of the child. This treatment technique is very important at the end of the treatment process. It is during this period that feelings of discomfort about the therapist may need to be expressed in some way. In the final stage, the therapist can use play materials to say goodbye to toy animals such as toy cars, airplanes, birds, dolls, etc.

The person who is subject to PTL is called the subject. The counselees who were the subject of this study were grade 6 students with the initials FJ, grade 5 students with the initials SN and students with the initials IJ. This research is service action research (PTL). According to Sutja, et al (2017) follow-up research (PTL) is an effort to find improvements and strengthen Guidance and Counseling service practices that are carried out systematically, recycled (skills) and are reflective in nature carried out by BK practitioners with clear settings, namely collaborative. This service action research was carried out in the provision of Play Therapy applications. The results of this study were seen from the observation sheet in seeing the increase in reading skills of dyslexic students. This research was carried out over a period of approximately 3 months, this research was conducted at SDN 70/Jambi. The following is a research cycle schedule that guides this research:

Table 1 Research implementation schedule

No	Date and Time	Activity	place
1.	Wednesday, 24 August 2022	Cycle execution 1	Teacher's room
2.	Wednesday, 21 September 2022	Cycle execution 2	Teacher's room
3.	Monday, 31 October 2022	Cycle execution 3	Class

Source : own study

Table 2 table of improving student's reading skills

No	Cycle	Average increase (%)
1.	First cycle	72%
2.	Second cycle	85%
3.	Third cycle	92%

Source : own study

Based on observations, short interviews conducted with several teachers at SDN 70/IV Jambi showed that the subject had difficulty distinguishing several letters, forgot easily, had low enthusiasm for learning and was less enthusiastic about participating in learning and kept quiet a lot. From the research that has been done, the researchers found the best results in the third cycle where the average result of the collaborator's assessment process reached 0.92 with a percentage and success criteria in improving reading ability scored 92%.

By applying *play therapy techniques* in content mastery services to improve students' reading skills, which was assisted by Mrs. Yusnaini, S.Pd as homeroom teacher for class V as a collaborator in conducting this research. The researcher applies this content mastery service as an effective way of helping students to improve their reading skills by helping each member to be able to distinguish letters and also spell and be able to read well like friends of the same age.

Reading skills are one of the most important language skills to be mastered by students, in addition to listening, speaking and writing skills (Fuzidri et al., 2014).

Play therapy is able to create a harmonious and dynamic relationship between guidance and counseling teachers/counselors and students (counselees). With this therapy, it is possible to create a safe relationship for students to express and explore within themselves in the form of thoughts, feelings, experiences and behavior (Sulistiyowati & Dianasari, 2020). The *play therapy* technique itself is very effective in helping students improve their reading skills, because in general they are in the playing stage, so researchers apply this technique.

This is in line with Clark's opinion (Sujadi, 2019) play therapy can be interpreted as therapy carried out by a professional who acts as a catalyst and supporter to help solve children's problems through play activities.

Based on the results of observations made with collaborators, it was seen that there was an increase in reading skills using the *play therapy technique* which was carried out three times, while the best results were in the third cycle. The first cycle was carried out on August 24, 2022, students' reading skills were only 75% with the deficiencies that the researchers explained earlier. To correct the deficiencies in the first cycle the researcher made improvements in the second cycle which the researchers carried out on September 21, 2022, the results in the second cycle were less satisfying than the first cycle where the level of students' reading skills increased to 85%, but improvements still need to be made due to deficiencies as the researchers also explained before.

The third cycle was carried out to improve and increase the success criteria in the first cycle and the second cycle. This third cycle was carried out on October 31, 2022, where in this third cycle the researcher only needed to correct a few shortcomings from the second cycle. As for the third cycle, students experienced an increase in their reading skills to 92%. The results of this third cycle are as expected where the process goes well, all students are able to distinguish letters, are able to spell without reversing and are more enthusiastic about participating in class learning, the technique also goes well, the results show that students already have reading skills.

In this study the cycle was carried out three times in order to improve on the previous cycle and get the expected results, namely having an increase in reading skills in dyslexic students. Meanwhile, according to Sutja (2017) cycles carried out at PTL are at least 2 times and the maximum is unlimited, so in this case the researcher conducted 3 cycles to be able to make improvements both in cycle 1 and cycle 2.

CONCLUSION

Based on the results of observations made with collaborators, it was seen that there was an increase in reading skills using the play therapy technique which was carried out three times, while the best results were in the third cycle. The first cycle was carried out on August 24, 2022, students' reading skills were only 75%. In the first cycle with two actions carried out where new students could distinguish letters, previously they were still often wrong in distinguishing between letters b and d, letters q and p, letters m and w, letters u and v, and others. To fix the deficiencies in the first cycle the researcher made improvements in the second cycle which the researcher carried out on September 21, 2022, in the second cycle two actions were also carried out in order to get more satisfactory

results, the results in the second cycle were less satisfying than the first cycle where the level of reading skills more students increased to 85%, but improvements still need to be made due to deficiencies as the researchers also explained before. At this stage of the second cycle students are able to spell even though they are still stammering but have experienced an increase compared to cycle one.

The third cycle was carried out to improve and increase the success criteria in the first cycle and the second cycle. This third cycle was carried out on October 31, 2022 and two actions were also carried out in this third cycle, in this third cycle the researcher only needed to correct a few shortcomings from the second cycle. As for the third cycle, students experienced an increase in their reading skills to 92%. The results of this third cycle are as expected where the process goes well, all students are able to distinguish letters, are able to spell without reversing and are more enthusiastic about participating in class learning, the technique also goes well, the results show that students already have reading skills.

SUGGESTION

In accordance with the conclusions from the results of the research described above, from the three implementation cycles, the researcher suggests repeating the given media several times so that members who are less able to read understand more and more fluently and researchers must really pay attention to which parts are weak or mistakes that are often made by each member. Through the application of *play therapy techniques* in content mastery services, a friendly relationship between researchers and members must be established, as well as with an attitude that shows happiness and acceptance of one another because this can have the opportunity to improve the implementation process and to be able to get the expected results. . The following are suggestions for related parties, including: (1) For Researchers, Can implement it for parties who need more help and according to the problems experienced by being able to use this *play therapy technique* (2) For Teachers, *play therapy technique* should be applied not only in schools but also in the environment where people live and even people who need help with the same problem *setting and in the general community setting* (3) For society, It should be able to support all activities in Guidance and Counseling which at this time are not only implemented in schools but can also be carried out in the general community, which of course can help people who are in need of assistance. So that layman's thoughts regarding the views on Guidance and Counseling can be much better (4) For Guidance and Counseling Majors, As the development of knowledge in helping students or the community because *the settings* in Guidance and Counseling itself are not only in schools but can also be carried out in community institutions, which is in accordance with the motto of

Guidance and Counseling, namely in stable schools, outside schools swiftly and where -where ready.

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