

THE INFLUENCE OF DYSLEXIA ON CHILDREN'S PSYCHOLOGICAL DEVELOPMENT

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ABSTRACT

Dyslexia is one of the most common forms of specific learning difficulties among the two other forms of specific learning difficulties, namely dysgraphia and dyscalculia. The main objective of this study is to analyse the effect of dyslexia on children's psychological development. In accordance with the aims and objectives of this research, the research method used in this research is library research. The literature review is obtained through literature review and documentation data. This literature review is not only in the form of concepts but also criticises the study of existing theories to strengthen the results of this literature. Dyslexia is a disorder in the learning process characterised by difficulties in reading, writing, counting and becoming withdrawn, shy and aloof. It is related to changes in the structure and function of the left hemisphere of the brain. Genetic factors, family environment and sleep problems are believed to be closely related to the occurrence of dyslexia in children. Intervention efforts that can be made by parents in dyslexic children are "listen, listen, and learn" this method can reduce the risk of dyslexia in children. The effect of dyslexia on child development can be in the form of difficulties in reading skills, personality disorders, behaviour, and quality of life. It also affects language development disorders, declarative consolidation disorders during sleep, and dyslexia comorbidities.

Keywords: Dyslexia, child psychology development

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INTRODUCTION

Reading is an ability that all children must have because through reading children can learn a lot about various studies. Therefore, reading is a skill that must be taught from the time the child enters primary school, if the child at the beginning of school age does not immediately have the ability to read, then he will have difficulty in learning various fields of study in the following classes. Children must learn to read so that they can learn to read to learn.

Not a few children also have difficulty reading, the most basic learning difficulty of all learning difficulties is difficulty learning to read. According to Bryan and Bryan (Bandung, n.d.) Reading learning difficulty 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, time, and time. components of words and sentences, integrating the components of words and sentences, and in learning everything related to time, direction, and period. Dyslexia sufferers will have difficulty in identifying the words that are spoken words, and converting them into letters or sentences.

Learning difficulty is a student's condition in receiving lessons that will cause an obstacle in a person's learning process. in a person's learning process. Where with this obstacle can cause someone to experience failure or lack of success in achieve his goals in learning (Hakim, 2005; 22). This learning difficulty will This learning difficulty will create a situation that causes students to not be able to learn as they should (Dalyono, 1997: 229). Meanwhile, in the realm of health, learning difficulties can be interpreted as cerebellum disorders, inattention disorders,

dyslexia and hyperactivity disorders (Basable, 2005) (Pratiwi et al., 2015) (Rofiah, 2015). hyperactivity (Basable, 2002; 233). In broadly speaking, learning difficulties are caused due to two things, namely physical disorders such as hearing impairment, visual vision and speech impairments, while psychological disorders are often psychological disorders are often invisible such as minimal brain function disorders or DMP (minimal brain dysfunction) (Hidayat, 2000), (Ayu, 2019:92). (Hidayat, 2000), (Ayu, 2019:92).

In learning activities at school, we are faced with a number of diverse student characteristics variety. There are students who can carry out their learning activities smoothly and successfully without experiencing difficulties, but on the other hand, there are not a few students who actually experience various difficulties in learning. Student learning difficulties are indicated by the existence of certain obstacles to achieving learning outcomes, and can be psychological, sociological, or physiological in nature, so that they can cause learning achievements to be achieved. can cause learning achievements to be below what they should be. The phenomenon of a student's learning difficulty is usually evident from the decline in academic or learning performance. According to educational experts (Arif, 2019), the learning outcomes achieved by students are influenced by two main factors, namely internal factors, and external factors. Among the specific forms of learning difficulties in children is dyslexia. Dyslexia is a type of learning difficulty in children in the form of an inability to read. It is caused by a disturbance in the brain's process of processing the information it receives. Dyslexics are physically invisible.

Dyslexia is a Greek word that means difficulty in reading. The term dyslexia refers to severe reading difficulties. Dyslexia is defined as a syndrome of difficulty in learning the components of words and sentences. Dyslexia is a disability in reading and learning due to the effects of brain processing of symbols. This occurs due to changes in the structure and function of the part of the left hemisphere involved in the reading and language network (Thasliyah et al., 2022).

Dyslexia is one of the most common forms of specific learning difficulties among the two other forms of specific learning difficulties, namely dysgraphia and dyscalculia. Dyslexia, which comes from the Greek language, literally means language difficulty, (dys = difficult, lexia = language). Dyslexia (as well as dysgraphia and dyscalculia) occurs in individuals with normal intelligence potential, even many of them have intelligence levels far above average. That is why dyslexia is also called specific learning difficulties, because the learning difficulties they face only occur in one or several specific academic areas, including the areas of reading, writing and counting (CALISTUNG). Characteristics of Dyslexic Children include difficulties in spelling, reading, writing, simple counting, and distinguishing words such as saw- was or on-no. Dyslexic children are also slow in reading and have poor handwriting. Other complaints of dyslexic children include speech difficulties, difficulty in sound manipulation and spelling. Intervention efforts made for dyslexic children are "listen, listen, and learn". While Orban Dyslexia of the USA dyslexia is one of several learning disabilities. Dyslexia is indicated by difficulties in different aspects of language, including reading problems, problems in acquiring proficiency in writing and spelling. This definition contains several points, namely: (1) dyslexia is one of the learning difficulties, (2) difficulties in phonology, (3) dyslexia includes spelling and writing problems (Mulyadi, 2010).

Educational psychology is a branch of psychology specialising in understanding of teaching and learning in an education. While according to academics educational psychology is the study of about a person learning, the process of learning, and the teaching process (Sternberg & Preiss, 2010) (Faizah et al., 2020). Learning difficulties can be said to be a psychological disorder a student because in this case students who have perfect physical difficult to accept or capture lessons well. well. Such as in the subject of Science subject. Students who have learning difficulties will find it difficult to capture the knowledge given by the teacher than students who do not learning difficulties even though they have the same good physical and the teacher explains in the the same way. From this problem, it can be explained that there are differences that cannot be seen by the naked eye, that is, the difference in simultaneous learning disorder. The purpose of this article is to make it easier for teachers or parents to better understand the situation of students or children with learning disabilities in a contextualized learning difficulties contextually. Meanwhile, a student will be said to be learning if students can receive and apply information that he gets as a the result of the stimulus provided by the teacher.

METHOD

The main purpose of this research is to analyse the effect of dyslexia on children's psychological development. In accordance with the aims and objectives of this study, the research method used in this research is library research. The literature review is obtained through literature review and documentation data. This literature review is not only in the form of concepts but also criticises the study of existing theories to strengthen the results of this literature. The review of articles and journals taken in the last year from 2009-2022, which analyses starting from the definition of dyslexia, risk factors for dyslexia, how to detect dyslexia early, and the effect of dyslexia on children's future development.

RESULTS AND DISCUSSION

Children with dyslexia have difficulties in reading (and spelling) that are not age and IQ related. A child with an average or above average IQ scale when impaired in reading and spelling is classified as dyslexic. Reading development is a complex process that begins with learning the mapping between print or writing and sound. Before learning to read, children have a well-developed phonological knowledge (about word sounds) that is linked to their semantic system (word meanings). When learning to read through written words, children need to form a mapping from orthography to phonology so as to form a meaning. The reading experience allows orthographic representations to become structured and overall establishes statistical regularities between writing and sound, and meaning (Snowling, 2020). In dyslexics, children are slow to learn to translate words and generalise new words that they have not seen before. An old clinical observation brought out a hypothesis that dyslexia is caused by problems at the level of phonological representation. The hypothesis observed difficulties in auditory sequencing, auditory discrimination, and relating auditory symbols to visual symbol sequences. Many studies have detailed auditory problems in dyslexia, narrowing down the deficit to one that affects the sound (phonological) structure of speech. Problems with phonology lead to difficulties in learning the orthography-phonology mapping, poor verbal short-term memory,

problems in word retrieval, picture naming, and other difficulties that include problems learning new spoken words (Snowling, 2020).

Children with dyslexia tend to be introversionists, scoring high on psychoticism and neuroticism. Introversion is often described as quiet, shy and withdrawn. High psychoticism scores are associated with egocentrism, coldness, lack of friendliness, anti-sociality and suspiciousness. While high scores on neuroticism have a tendency to overreact emotionally and find it difficult to return to normal after being stimulated. They also have more behavioural problems related to unstable emotions, tend to feel more anxious, easily nervous, irritable and irritable, and are prone to depression (Huang et al., 2020). Due to strong emotional reactions to stimuli, it can be expressed as unreasonable reactions and sometimes in dangerous ways. Emotional instability tends to lead to lack of concentration on learning or lack of confidence in learning abilities. The social interaction approach to language development emphasises the importance of face-to-face communication in early language development and the importance of guiding children's adjustment of language and language skills (Huang et al., 2020).

CONCLUSION

Dyslexia is a learning disorder characterised by difficulties in reading, writing, counting and being withdrawn, shy and withdrawn. It is related to changes in the structure and function of the left side of the brain. Genetic factors, family environment and sleep problems are believed to be closely related to the occurrence of dyslexia in children. Intervention efforts that can be made by parents in dyslexic children are "listen, listen, and learn" this method can reduce the risk of dyslexia in children. The effect of dyslexia on child development can be in the form of difficulties in reading skills, personality disorders, behaviour, and quality of life. It also affects language development disorders, declarative consolidation disorders during sleep, and dyslexia comorbidities.

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