

Guiding Dyslexic Learners: The Crucial Role of Counseling Teachers and Multisensory Learning

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Abstract

Keywords: guidance and counseling teacher services, dyslexia, learning challenges, multisensory methods	This study aims to explore the role of school counselors in assisting dyslexic students in overcoming learning difficulties through the use of multisensory methods, focusing on Class 2B at MI Al-Istiqomah. Dyslexia is a specific learning disorder that affects a student's ability to read and write, often leading to frustration and underachievement in the classroom. To address these challenges, school counselors play a pivotal role in offering both psychological support and appropriate instructional strategies. One such strategy is the multisensory method, which engages various senses—such as touch, sight, and hearing—to reinforce learning in a more integrated and accessible way for dyslexic students. This research adopts a qualitative descriptive approach with a case study method. Data were collected through observation, in-depth interviews with school counselors and teachers, and documentation of the learning process. The findings
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indicate that the application of multisensory techniques – such as tracing letters with fingers, using visual aids, and incorporating audio tools – significantly helps dyslexic students in improving their reading and writing skills. Moreover, the involvement of the counselor boosts students’ motivation and reduces their anxiety, creating a more supportive and engaging learning environment. The study contributes to the understanding of effective intervention strategies for dyslexic learners in primary school settings. It highlights the essential role of school counselors not only as emotional supporters but also as instructional partners who can facilitate inclusive education through innovative, multisensory approaches tailored to individual student needs.

Abstrak

Kata Kunci: *Penelitian ini bertujuan untuk mengkaji peran guru Bimbingan dan layanan guru Konseling (BK) dalam membantu siswa disleksia mengatasi kesulitan belajar melalui penerapan metode multisensori, dengan fokus pada siswa kelas 2B di MI Al-Istiqomah. Disleksia merupakan gangguan belajar spesifik yang memengaruhi kemampuan membaca dan menulis, sehingga kerap menjadi hambatan dalam proses belajar siswa. Untuk mengatasi permasalahan ini, guru BK berperan penting dalam memberikan dukungan psikologis sekaligus strategi pembelajaran yang tepat. Salah satu strategi yang digunakan adalah metode multisensori, yaitu pendekatan pembelajaran yang melibatkan berbagai indera seperti sentuhan, penglihatan, dan pendengaran guna memperkuat pemahaman siswa. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam dengan guru BK dan guru kelas, serta dokumentasi proses pembelajaran. Hasil penelitian menunjukkan bahwa penerapan metode multisensori – seperti menelusuri huruf dengan jari, penggunaan media visual, dan alat bantu audio – secara signifikan membantu siswa disleksia dalam meningkatkan kemampuan membaca dan menulis. Selain itu, keterlibatan guru BK turut meningkatkan motivasi belajar siswa dan mengurangi kecemasan mereka dalam proses belajar, sehingga menciptakan suasana pembelajaran yang lebih menyenangkan dan efektif. Kontribusi penelitian ini terletak pada pemahaman mengenai strategi intervensi yang efektif untuk siswa disleksia di jenjang sekolah dasar. Penelitian ini menegaskan pentingnya peran guru BK tidak hanya sebagai pendukung emosional, tetapi juga sebagai mitra pembelajaran dalam mewujudkan pendidikan inklusif melalui pendekatan multisensori yang inovatif dan adaptif..*

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Introduction

One of the learning disorders known as dyslexia affects a person's ability to read, spell, and process written language well. It is not due to a lack of effort or low intelligence; this disorder is caused by a child's difficulty in recognizing and pronouncing letters, the alphabet (phonemes), and their inability to understand the meaning of words. Additionally, this disorder is caused by abnormalities in the way their brain processes language. According to Loeziana, (2017) Dyslexia is a reading disorder known as a problem with learning correct spelling. How the application of the multisensory method can help dyslexic children

School counselors play an important role in helping children with dyslexia overcome academic difficulties. BK teachers do not only address psychological issues; they also offer educational methods that cater to the child's needs. The multisensory method, which combines various sensory channels such as touch, kinesthetic, auditory, and visual, has been proven effective in assisting dyslexic children. Research by Yuliana Putri et al., (2024) Emphasizes the role of teachers in helping children with dyslexia improve their reading skills. Methods such as reading aloud, storytelling, and multisensory approaches have proven effective. This study reviewed many scientific articles and found that techniques utilizing all of the students' senses can significantly improve their reading abilities.

Education is something very important in life. Education is successful if all elements are fulfilled, one of which is the teaching and learning process that is carried out effectively. Teaching and learning activities are very important during the educational process because only through these activities can educational goals be achieved. Children with dyslexia problems cannot learn smoothly, resulting in low learning outcomes. this negatively impacts classroom assessments (Supena & Dewi, 2020).

Reading is a part of broader literacy, which also includes writing skills and participating in communication. Contemporary literacy encompasses the ability to read and evaluate information from various sources, including digital media (Pramudyo, 2023).

According to Martini Jamarus (in Dewi & Uliani, 2024) Those who have dyslexia have a normal IQ, even above normal, but their ability to read is only one or half a level below their IQ. So it can be concluded that dyslexia is a learning difficulty disorder in the process of reading activities, resulting in some nerves in the brain not working optimally.

According to Subianto (in Rachmawati et al., 2023) It is very important to remember that this disorder is caused by a child's difficulty in understanding letters and syllables in writing. However, children with dyslexia are still able to speak. Several factors affect a child's language, such as health and intelligence. Health factors are very important because brain disorders can hinder a child's language development, impede their ability to speak and recognize letters. One of the brain disorders that hinders a child's language development is dyslexia, which is a disorder that causes children to have difficulty writing (Subianto in Diaz Fahreza., 2019)

According (Anisah, 2019) Dyslexia is a neurobiological disorder that affects the brain's capacity to process language learning. The importance of health factors is primarily related to brain health and neurological conditions as they can affect a child's language. In addition, there are other factors that influence a child's language, such as interactions with adults that can worsen their language use.

Based on the results of an interview with a teacher in class 2B MI Al-Istiqomah, there is one child who has dyslexia. Children with dyslexia tend to have difficulties in learning such as difficulties in recognizing the alphabet, slow writing, reading, confusion in distinguishing between 'b' and 'd', and often mispronouncing sentences. The factors that influence students at risk of dyslexia include unstable emotions, lack of parental attention, and spending more time

playing than learning. Referring to the above problems, the researcher is interested in conducting a study titled “The Role of Counseling Teachers in Helping Dyslexic Students Overcome Learning Challenges with Multisensory Methods in Class 2B of MI Al-Istiqomah”.

Method

This study uses a qualitative case study method. According to (Gilang Asri Nurahma, 2021) the case study approach is used when researchers want to understand an interesting problem, event, or phenomenon in the real world. This case study was chosen because the researcher wants to further investigate how school counselors assist dyslexic students in class 2B MI Al-Istiqomah, especially by using the multisensory method. This study uses a descriptive qualitative approach. The aim of this research is to provide an in-depth description of the phenomenon that occurs; in this case, how school counselors assist dyslexic children in class 2B using a multisensory approach. Descriptive research will systematically describe the events and processes that occur.

Result and Discussion

One of the most common language disorders experienced by children is dyslexia. The symptoms are most evident when a child faces difficulties in reading, spelling, and writing, as well as difficulty connecting words in spoken language. Many other factors contribute to dyslexia. Dyslexia, a disorder that affects children, is the process by which the brain processes information. This research is a qualitative study using a case study method conducted at MI Al-Istiqomah located in Banyusari, Karawang, specifically in Kampung Mekarsari RT 001/005 Desa Jayamukti, Kecamatan Banyusari, Kabupaten Karawang. MI Al-Istiqomah was established on June 22, 2022, by H. Sopyan Hadi S.Pd.I. The research was conducted from November 4 to November 8, 2024. This research focuses on the role of School counselors in helping dyslexic children overcome learning challenges using the multisensory method in Class 2B at MI Al-Istiqomah. The data were obtained from observations and interviews with the

class 2B teacher and Z's parents, and observations related to the services in helping dyslexic children overcome learning challenges using the multisensory method. In this case, the role of the School Counselors is crucial. School counselors not only provide academic guidance but also manage emotions and provide the psychological support needed by dyslexic children. Teachers at MI Al-Istiqomah take an individual approach that considers each child's needs and adapts teaching methods to be more effective. Therefore, based on the observations made by the researcher from Z during class activities and interviews with the class 2B teacher

In this case, the role of School counselors is crucial. BK teachers not only provide academic guidance but also manage emotions and provide the psychological support needed by dyslexic children. Teachers at MI Al-Istiqomah take an individual approach that considers each child's needs and adapts teaching methods to be more effective.

Based on the observations made by the researcher of Z during classroom learning and interviews with the class 2B teacher, the following findings were noted :

Table 1. Observation Results

Aspect of Interest	Observation Results
Student behavior during the learning process	The difficulty lies in the child's ability to focus, as student Z tends to quickly feel tired or frustrated. The student has difficulty in reading and writing, especially in distinguishing similar letters like 'b' and 'd'. He often feels frustrated
Teacher's handling techniques	"Using the multisensory method allows children to learn through various channels, such as

	listening, touching, and seeing. For example, we use letter cards, handwriting exercises, as well as speaking and listening activities to strengthen their understanding
Challenges and difficulties experienced by the teacher	The main challenge is the child's difficulty in focusing, as Z tends to quickly feel tired or frustrated. We address this by giving them ample time, reducing pressure, and providing praise whenever they successfully complete a task, even if it's small. We also maintain intensive communication with parents to ensure support at home

So according to the table above, the initial observations of the dyslexic child (Z) often show a lack of focus. Z experiences difficulties in reading, and the teacher addresses these challenges using the multisensory method, providing special assistance. The main challenge for the teacher is the child's difficulty in maintaining focus during learning. Field findings show that Z tends to quickly feel tired or frustrated. The student experiences difficulties in reading and writing, especially in distinguishing similar letters such as 'b' and 'd'.

Table 2. Interview Results

Informant Initials	Interviewed Aspects	Results
Z's parents	Challenges	My child has difficulty reading and writing, especially distinguishing similar letters

		like 'b' and 'd.' Even though they have taken private lessons at home and studied repeatedly, they often feel frustrated because the results do not meet their expectations
	Assistance	Parents play a very important role. At home, we continuously help the child, encourage them, and ensure they are not stressed. Additionally, we strive to make learning more enjoyable by reviewing lessons in a more relaxed manner. To ensure that the child receives continuous support both at school and at home, I believe that communication between parents and teachers is also very important
	Hopes	I want my child to continue to develop and become more confident in their learning. I want to tell them that their learning method is not flawed. Every child is unique, and I believe that if they receive the right support, they will be able

		to reach their best potential. Additionally, I hope that educational institutions and educators continue to help my child advance without feeling pressured
Class teacher	Support	We collaborate with teachers to use an approach that meets the needs of children with dyslexia. We use a multisensory approach for class 2B, allowing children to learn through various channels, such as touching, listening, and seeing. To enhance their understanding, we use handwriting exercises, letter cards, and speaking and listening activities
	Challenges	The challenge is the difficulty for children to stay focused, as they tend to quickly get tired or frustrated. We address this by giving them enough time, reducing pressure, and providing praise for every success, regardless of its size. Additionally, we actively

		communicate with parents to ensure support at home.
	Strategies	By using a multisensory approach, children can learn through various channels, such as touching, listening, and seeing. To enhance their understanding, we use handwriting exercises and speaking and listening activities
	Results	<p>Children have shown progress in their skills, especially in reading and writing. Furthermore, because the approach used is more engaging and suited to their learning styles, they are more motivated to learn. Their confidence has increased, which is very important for their progress in class.</p> <p>In my opinion, the multisensory method is very effective because it allows children to access information in various ways that match their individual strengths. Moreover, it brings variety to learning,</p>

		which is very important for children diagnosed with dyslexia.
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So, in the interview table above, the teacher faces challenges in managing a diverse class with both regular students and dyslexic students. The primary difficulty is providing appropriate instruction to Z, who easily loses concentration. Overall, this research emphasizes the importance of the teacher's role in supporting dyslexic children and overcoming their challenges through innovative and adaptive methods, such as the multisensory approach. With the right approach, dyslexic children can make significant progress in their learning process.

Education is considered the most important foundation for the development of an individual's country. Education is a social process aimed at building competent individuals (Ujud et al., 2023). The role of teachers and parents is very important in supporting children with dyslexia.

(Safitri et al., 2022) said, Dyslexia is a learning disorder generally characterized by difficulties in reading and spelling words, caused by a disruption in the brain's development in processing information. In the context of education, it is important for School counselors to have the right approach to help dyslexic children overcome their learning challenges. One method that can be used is the multisensory method.

The multisensory method maximizes the use of sensory functions in the process of introducing learning concepts to enhance individual understanding and its application in everyday life. Generally, the application of the multisensory method looks like this: Children learn words by paying attention to each letter, listening to the sound of the letters from the teacher, making the shapes of the letters with their fingers, and writing the words they learn using visual, auditory, kinesthetic, and tactile senses. It is further explained that the

implementation of the multisensory method requires aids (media) such as printed text or word cards. (Basam & Sulfasyah, 2018)

The application of the multisensory method in addressing the learning challenges of dyslexic children in class 2B at MI Al-Istiqomah has shown significant results. This method involves using various senses in the learning process, which is very useful for dyslexic children who often struggle with visual or verbal-based learning alone. By involving more than one channel of perception, information becomes easier to process and understand

The stages of the process of introducing syllables can be as follows (Komalasari, 2013); 1). Students arrange the letters that have been distributed into words, 2). Visual stimulation from the teacher helps students learn faster, 3). The teacher repeats the sound of the word and the students listen to it, stimulating their auditory sense, 4). To stimulate the tactile sense, students use raised letters

This method helps to address common problems faced by children with dyslexia, such as difficulties in reading, writing, and understanding verbal instructions. Activities that involve physical movement, such as writing in the air or using concrete objects, allow children to connect abstract concepts with their physical experiences, which helps them understand better.

The application of the multisensory method in teaching in class 2B at MI Al-Istiqomah provides important lessons for other educators, especially in terms of how to handle students with dyslexia. Individualized and needs-based learning is crucial to support their success. Therefore, other schools should consider adopting this multisensory method as part of a broader inclusive learning program.

Conclusion

The School counselors service using the multisensory method to help dyslexic children overcome learning challenges in class 2B at MI Al-Istiqomah

shows significant improvement in their academic and emotional development. According to research findings, it can be concluded that:

The school counselor plays a very important role in helping dyslexic students face learning challenges. By using the right methods and an empathetic approach, the counseling teacher can create an inclusive learning environment, reduce anxiety, and increase students' self-confidence.

The use of the multisensory method has proven effective in enhancing the understanding of dyslexic students. This method allows students to learn by engaging various senses, such as visual, auditory, and kinesthetic, making the lesson material easier to understand and accept for children with learning disorders like dyslexia.

The use of the multisensory method significantly improves dyslexic students' reading, writing, and arithmetic skills. Additionally, this approach also helps students to more easily interact in learning activities and increases their motivation to learn

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