
Classroom Teachers' Strategies in Dealing with Dysgraphia

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Abstract

Keywords: Teacher strategy, Dysgraphia, Learning, Demonstration method

This study aims to identify and analyze the strategies that have been applied by grade 3 teachers at SDIT Madaris Al-Hasania in dealing with students who experience difficulties in writing, namely dysgraphia. Dysgraphia is a neurological condition that causes students to have difficulty writing, which can hinder the learning process in students. The research method used is qualitative descriptive, with data collection techniques through interviews, observations, and documentation. The results showed that there was one student who experienced dysgraphia with consistent writing difficulties, such as writing backwards and lack of focus when writing. The strategies implemented by grade 3 teachers at SDIT Madaris Al-Hasania include the use of effective demonstration methods in stimulating fine motor skills in students and increasing student involvement in learning activities. In addition, special attention and individualized guidance have also been given to

students, as well as involving parents in the learning process to support the progress of students' development at home. This study emphasizes the importance of support from families, especially parents and the surrounding environment, in helping students overcome these writing difficulties. With the application of the right strategies, it is hoped that students who experience dysgraphia can improve their writing skills and confidence in every learning process

Abstrak

Kata Kunci: Strategi guru; disgrafia; pembelajaran; metode demonstrasi

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis strategi yang telah diterapkan oleh guru kelas 3 di SDIT Madaris Al-Hasania dalam menangani siswa yang mengalami kesulitan menulis, yaitu disgrafia. Disgrafia merupakan kondisi neurologis yang menyebabkan siswa mengalami kesulitan dalam menulis, sehingga dapat menghambat proses pembelajaran pada siswa. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa terdapat satu siswa yang mengalami disgrafia dengan kesulitan menulis yang konsisten, seperti menulis huruf secara terbalik dan kurang fokus saat menulis. Strategi yang diterapkan oleh guru kelas 3 di SDIT Madaris Al-Hasania meliputi penggunaan metode demonstrasi yang efektif untuk menstimulasi keterampilan motorik halus siswa serta meningkatkan keterlibatan siswa dalam kegiatan pembelajaran. Selain itu, perhatian khusus dan bimbingan individual juga diberikan kepada siswa, serta melibatkan orang tua dalam proses pembelajaran untuk mendukung perkembangan siswa di rumah. Penelitian ini menekankan pentingnya dukungan dari keluarga, khususnya orang tua dan lingkungan sekitar, dalam membantu siswa mengatasi kesulitan menulis tersebut. Dengan penerapan strategi yang tepat, diharapkan siswa yang mengalami disgrafia dapat meningkatkan kemampuan menulis dan rasa percaya diri dalam setiap proses pembelajaran.

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Introduction

Dysgraphia is a neurological condition characterized by persistent difficulty in translating thoughts into written language despite adequate instruction and cognitive ability. It is generally classified as a specific learning disorder that affects handwriting, spelling, and written expression, often emerging during early childhood when formal writing instruction begins. Individuals with dysgraphia may struggle with letter formation, spacing, writing speed, grammar, and fine motor coordination, which significantly interferes with academic performance and self-confidence (Sari et al., 2020). Because writing is a fundamental literacy skill that supports learning across all subjects, dysgraphia poses a serious challenge within primary education settings.

The presence of dysgraphia in elementary school students raises critical concerns for educators, as writing is closely linked to broader language development, including reading and speaking skills. Writing is not merely a mechanical act of copying symbols but a cognitive process of organizing and expressing ideas (Mulyono, 2012). When students experience persistent writing difficulties, they risk academic underachievement and negative self-perception. Children with dysgraphia are often misunderstood as lazy or less intelligent, which may damage their motivation and self-esteem if appropriate support is not provided (Qadaria et al., 2023).

Dysgraphia manifests in several forms, including visual dysgraphia, auditory dysgraphia, and dysgraphia associated with aphasia. These forms are related to neurological disturbances affecting visual perception, auditory discrimination, or language processing centers in the brain. Students with dysgraphia frequently display symptoms such as inconsistent letter size, difficulty writing in straight lines, problems copying text, and confusion between similar letters (e.g., b and d). These symptoms indicate the need for early identification and targeted educational interventions to prevent long-term learning difficulties (Laksmi et al., 2022).

Various internal and external factors contribute to the development of dysgraphia. Internal factors include weak fine motor skills, poor visual memory, and low learning motivation, while external factors involve limited parental support, unsupportive home environments, and excessive exposure to digital media (Dewi, 2022; Qadaria et al., 2023). These multidimensional factors suggest that addressing dysgraphia requires collaborative efforts among teachers, parents, and schools. In particular, classroom teachers play a crucial role in designing instructional strategies that accommodate diverse learning needs.

Effective classroom management and instructional strategies are essential in supporting students with learning difficulties. Teachers are expected to organize learning environments that promote active participation and psychological safety, enabling students to develop literacy skills optimally (Purnomo, 2017). As frontline educators who interact directly with students, teachers must be able to recognize early signs of dysgraphia and adapt their teaching approaches accordingly (Yulianasari et al., 2023). Motivational support and individualized guidance are especially important during the elementary school years, which are considered a critical intellectual development period (Iskandarwassid & Suhendar, 2013).

Previous studies have examined various aspects of dysgraphia in primary education. Research by Aftana (2024) identified common patterns of writing errors among elementary students, such as letter reversal and omission. Similarly, Maharani and Fadillah (2024) explored teacher strategies in addressing reading and writing difficulties, emphasizing individualized instruction and specialized guidance. Other studies have highlighted the importance of developing writing skills through structured training and repeated practice (Rahman et al., 2019; Sari et al., 2020). These studies collectively demonstrate that dysgraphia is a persistent issue requiring pedagogical attention.

However, most previous research has focused on identifying forms of dysgraphia or evaluating general instructional strategies without deeply exploring how classroom teachers implement specific strategies in real classroom

contexts. There is limited empirical research that documents the practical experiences of teachers in managing dysgraphia within inclusive elementary school settings, particularly in Indonesian Islamic primary schools. This lack of context-specific investigation creates a gap in understanding how instructional strategies are adapted to meet the needs of dysgraphic students in diverse educational environments.

The researcher's concern arises from direct classroom observations in Grade 3 at SDIT Madaris Al-Hasania, where a student exhibited clear symptoms of dysgraphia, including illegible handwriting, inconsistent letter formation, and frequent letter reversals. Despite the presence of diverse student needs, schools often face challenges in providing focused support for children with writing difficulties. This situation reflects a broader tension between standardized classroom instruction and the need for individualized intervention, motivating the researcher to investigate effective teacher strategies in this context.

The novelty of this study lies in its focus on analyzing classroom teachers' strategic responses to dysgraphia through the application of demonstration-based instructional methods supported by engaging learning media. Unlike prior studies that emphasize diagnostic descriptions or general pedagogical recommendations, this research offers an in-depth case study of strategy implementation in a specific Islamic elementary school setting. By highlighting practical classroom interventions and teacher decision-making processes, this study contributes new insights into inclusive literacy instruction.

Therefore, this research aims to examine the strategies employed by classroom teachers in addressing dysgraphia among Grade 3 students at SDIT Madaris Al-Hasania. Understanding these strategies is expected to enrich the theoretical discourse on learning difficulties while providing practical guidance for educators in managing dysgraphia. Ultimately, this study seeks to support the development of inclusive teaching practices that enhance students' writing abilities and overall academic well-being."

Method

In the research "Classroom Teachers' Strategies in Dealing with Dysgraphia in Grade 3 Students at SDIT Madaris Al-Hasania", the method used is descriptive qualitative research, which is a procedure in the research that produces descriptive data in the form of writing or speech and behavior observed from the subject. Qualitative research is research that is used to be able to analyze and describe events, social activities, beliefs, attitudes, and perceptions of a person individually or in groups. In a qualitative approach, the methods that are often used are interviews, observations or observations, and documentation.

This study aims to describe in depth how the strategy of a 3rd grade teacher at SDIT Madaris AL-Hasania in dealing with students who experience dysgraphia. The research used is a case study, a case study is a research that leads to data collection, taking meaning, and obtaining data related to the classroom teacher's strategy in handling this digraphia student.

Data collection techniques are important in research, because to obtain the necessary data. The data collection in this study is intended to obtain materials, information, facts of reliable information, to obtain the data the researcher uses real techniques, procedures, tools and activities

Result and Discussion

Writing difficulties are also called Dysgraphia Disorder. Dysgraphia is a child who has difficulty learning to write. There are several characteristics of dysgraphia students, namely Not focusing when writing, write mixed capital and lowercase letters, unbalanced lettering, it looks difficult when pouring words into a writing, and writing letters interchangeable such as b into d. research by Hulwah, Basmah, Mubarak Ahmad. (2022).

Strategies in overcoming dysgraphia in learning at school teachers can motivate students, using interesting learning media in writing. Using the right learning methods and the right learning resources. Research by Sari, N., Kusmana, A., & Kuntarto, E. (2020).

Based on the results of the class teacher interview, the classroom teacher's strategy in dealing with dysgraphia students at SDIT Madaris Al-Hasania is to use the demonstration learning method. The demonstration method is a learning method by showing and demonstrating to students using interesting media. This demonstration method is different from other methods, this method can make it easier for students to learn and develop well according to the steps of their development. In this way, the teacher provides learning through illustration by explaining information to the child directly about an event that occurred so that it can attract the attention of the child, when using the demonstration method, the child can see and practice directly so that in the learning process the child looks more enthusiastic than just listening to the teacher's explanation. This demonstration method is the most appropriate application of learning to improve children's abilities in the early phase because the application of this demonstration method can stimulate children's fine motor skills. Research by Endayani, T. B., Rina, C., & Agustina, M. (2020).

Based on the results of the interview above, the dysgraphia experienced by one of the 3rd grade students at SDIT Madaris Al-Hasania with the initials KP, the child has characteristics if the writing is less focused, writing many letters is upside down, writing for a long time is always behind, the child has consistent writing difficulties, not just once or twice. The student also has difficulty when copying long sentences into a book, the class teacher must help to write by spelling or dictation. The class teacher realized that KP had dysgraphia since the beginning of grade 3 by observing him every day in classroom learning. KP's parents are workers, this is one of the causes of dysgraphia because KP lacks attention in the development of learning from KP's parents and KP's parents have realized that their child has dysgraphia after being informed by the class teacher and immediately checked their child's writing and found out about dysgraphia, actually KP's parents began to feel that something was different when their child entered elementary school, he could not write compared to his peers, but he ignored it because he thought maybe still small. This dysgraphia greatly affects

the child's daily life, especially when doing school assignments at home, making it very difficult to learn, but the child does not feel pressured in this difficulty in writing. KP's parents have provided a way to overcome this dysgraphia by taking lessons outside of school hours, because it is difficult to learn at home. Teachers always communicate to inform parents of KP's progress and teachers suggest that at home KP is always trained to write and reduce playing gadgets because it can interfere with their focus. The challenge faced by teachers when dealing with dysgraphic children is that they must be extra patient and must be careful so that their writing is not wrong.

After making observations to the 3rd grade teacher of SDIT Madaris Al Hasania that KP needs teachers who can understand the difficulties experienced when writing. For students who have difficulty writing, class teachers can also treat students according to the needs of those students during the learning process. Usually during the learning process, the teacher teaches students in turn. KP needs a study strategy that is easy to understand. The strategy that can be given by teachers is to use demonstration methods such as using image media. Through the media of images and clear explanations, it can make KP better understand the material delivered by the teacher, making it easier for KP to pour into writing. The tools that can be used by students who experience dysgraphia are to use paper that is textured and thickly lined to be able to help students write more neatly. Involving dysgraphia students in group learning also improves social and cooperative skills. Support or motivation from the closest people such as parents, teachers, and friends in the classroom environment is an important role for KP in the development of his writing. By providing recognition for advantages in other fields to increase confidence. Kp feels more confident in completing his tasks and can increase his focus in writing when there is support and motivation provided by those closest to him. By implementing this strategy, it is hoped that students who experience dysgraphia can achieve optimal development in writing skills and increase their confidence in the learning environment. The most important effort of teachers for dysgraphia students is to

give a positive attitude to dysgraphia children by providing motivation and enthusiasm. Enthusiasm and patience can also be one way to deal with dysgraphic students.

Conclusion

This research focuses on the strategies that have been applied by grade 3 teachers at SDIT Madaris Al-Hasania in dealing with students who experience difficulties in writing, namely dysgraphia. Dysgraphia is a difficulty in writing due to neurological disorders that can hinder the learning process of students, especially in expressing ideas and thoughts in writing. The results of the study showed that there was one student who experienced dysgraphia at SDIT Madaris Al-Hasania with consistent writing difficulties, such as writing letters upside down and lack of focus when writing.

The strategies used by teachers in dealing with dysgraphia students include the application of demonstration methods, which allow students to see and practice firsthand how to write using interesting media. This method has proven to be effective in stimulating students' fine motor skills and increasing their involvement in the learning process. In addition, teachers also provide special attention and individual guidance to students, as well as involve students' parents in the learning process to support the progress of student development at home.

From the results of observations and interviews that have been conducted by researchers, it can be seen that support from parents and the surrounding environment is very important in helping students overcome writing difficulties. Good communication between teachers and parents also contributes to student development. With the implementation of the right strategies and adequate support, it is hoped that 3rd grade students at SDIT Madaris Al-Hasania who experience dysgraphia can improve their writing skills and can feel more confident in the learning process.

Overall, this study emphasizes the importance of teachers' understanding of the characteristics of students with writing difficulties or dysgraphia and the need to apply appropriate learning strategies to help students overcome these difficulties in writing.

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