

TEACHERS' STRATEGIES IN OVERCOMING LEARNING DIFFICULTIES OF AL-QUR'AN IN DYSLEXIC STUDENTS

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Abstract

Dyslexia is a specific learning disorder known for difficulties in the acquisition of reading skills, especially in terms of reading speed and fluency as well as text comprehension. The disorder is neurological in nature and often genetic, with affected individuals having difficulties in word recognition, decoding language sounds, and processing and recalling visual and verbal information. Although dyslexia is not related to general intelligence levels, it can affect various aspects of learning and oral and written communication. The study in this research uses the literature research method. The results show that Teachers can overcome the difficulty of learning the Qur'an in dyslexic students by applying multisensory strategies, which involve the use of various senses in the learning process. These strategies include visualization of letters and words, auditory through repeated recitations, and kinesthetic such as writing and arranging letters. It is also important for the teacher to provide motivation and emotional support, as well as modify the pace of learning according to the individual needs of the student, thus creating a pleasant learning environment and minimizing frustration. This personalized approach increases students' confidence in learning the Qur'an and makes it easier for them to overcome the barriers caused by dyslexia.

Keywords: Teacher's Strategy, Learning Difficulties, Qur'an, Dyslexic Students.

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Introduction

Teaching the Qur'an is an important aspect of education in many countries, including Indonesia. The Qur'an is not only taught as part of religious understanding but also as a means of character and moral development (Fiteriadi et al., 2024). However, the process of learning the Qur'an often encounters challenges, especially when teaching students with special needs such as dyslexia. Dyslexia is a specific learning disorder that affects an individual's ability to read, write and understand language. It is not related to an individual's level of intelligence, but rather to the way the brain processes visual and verbal information (Abbo, 2020).

Dyslexic students often face difficulties in recognizing letters, words and sentence structures which makes learning to read the Qur'an a big challenge. Learning difficulty is a term used to describe the condition of individuals who experience obstacles in the academic learning process, where the individual shows performance that is far below the ability that should be based on age, intelligence, and education that has been received (Fitriani et al., 2024); (Liliana et al., 2021). Learning difficulties are not caused by external factors such as economic conditions, inadequate education, or lack of learning experiences, but rather due to differences in brain structure and function, which are often genetic and/or neurobiological (Abicandra & Muqit, 2022).

Individuals with learning difficulties may have normal or even above average intelligence, but experience a stark gap between intellectual potential and actual academic performance (Abodeeb-Gentile & Conrad, 2022). This often leads to frustration for students and teachers, as there is an assumption that with more effort and motivation, difficulties can be easily overcome, when in reality they require specific interventions and approaches. Early diagnostics and timely interventions are crucial in addressing these issues, so that students can reach their full academic potential (Aid, 2023).

According to research, conventional teaching methods are not fully effective for their learning needs. This makes the need for innovative and inclusive teaching strategies an important part of supporting successful Qur'an learning for all students, including dyslexic students (Al-Alweet, 2021); (Aslan, 2022).

Given the importance of Quranic activities in many families and communities, finding ways to accommodate the needs of students with dyslexia is an urgency that cannot be ignored. This requires educators to develop learning strategies that can increase the effectiveness of Qur'an learning, especially for students with dyslexia. These strategies are expected to overcome barriers in learning to read and understand the Qur'an, while facilitating a more inclusive and positive learning experience.

In light of this, it is important to conduct a more in-depth study of Qur'anic teaching methods and strategies that are appropriate for students with dyslexia. This research is expected to provide insight into approaches that can be used in the context

of learning the Qur'an, so that the learning process can be more effective and enjoyable for all learners without exception.

Research Methods

The study conducted in this research is the literature research method. The literature research method is an important approach in the academic world that focuses on investigating and analyzing a particular topic through existing written sources (Zaluchu, 2020); (Yusanto, 2020). This research involves collecting, identifying, compiling, and analyzing data from various literatures, such as books, scientific journals, conference papers, theses, and other academic sources. In the literature study, researchers use techniques such as relevant keyword searches and specific selection criteria to find references related to the research topic (Wekke, 2020); (Waruwu, 2024).

Results and Discussion

Dyslexia: Definition, Characteristics, and Impact

Dyslexia is a specific learning disorder characterized by difficulties in reading ability, despite the individual having normal or even above average intelligence. The cause is related to the way the brain processes language, and it is often an inherited condition that affects the areas of the brain responsible for language processing (Dewi, 2022). Dyslexia is not the result of inadequate teaching, laziness, or visual impairment, but rather is a neurological disorder that changes the way the brain processes written information (Leslie et al., 2024).

The features of dyslexia can vary for each individual, but generally include difficulties in recognizing letters, matching letters to their sounds (phonemes), and decoding words. Sometimes, they may also have difficulty with comprehension while reading, sequencing letters, or inverted writing (Maghfiroh & Liansari, 2024). Children with dyslexia often struggle with spelling, have difficulty in learning to read, and have slower reading speeds than their peers. Dyslexia is often not diagnosed until the child reaches school age, although some warning signs can be recognized earlier in a child's development (Omoush & Mehigan, 2023).

The impact of dyslexia includes more than just academic difficulties. In the short term, children with dyslexia may experience high levels of frustration, avoidance of learning activities, and low self-esteem due to comparisons with their peers who do not face similar difficulties. Socially and emotionally, these impacts can lead to the formation of negative attitudes regarding school and learning, as well as a higher risk for behavioral problems. In the long term, without adequate support, dyslexia can limit a person's educational and career opportunities, as well as impact on their general well-being (Ovitigama, 2022).

Although dyslexia is a lifelong condition, the right approach can greatly help individuals with dyslexia to learn successfully. This involves early intervention, multisensory instruction that incorporates hearing, sight and touch in the learning process, and structured, systematic and explicit approaches to learning (Parsons, 2021). In education, many efforts can also be made to provide accommodations, such as extra time during exams, or the use of assistive technology. Recognition, understanding and support from educators, parents and the community are also crucial in helping dyslexic individuals to reach their full potential and build confidence and independence (Rasheed-Karim, 2021).

Learning the Qur'an for Dyslexic Students

Teaching the Qur'an to dyslexic students demands a specialized approach to accommodate their learning difficulties. Dyslexia makes the reading and memorization process more challenging due to problems in recognizing letters, sequencing letters, and connecting letters with their sounds (Amiruddin et al., 2021). Therefore, teachers need to adapt more multisensory teaching methods, where students not only listen to the reading but also use vision, touch, and movement. For example, the use of large and colorful letter cards, as well as the use of audio media to listen to Qur'anic verses can help students understand and memorize verses better (Asy-Syakir et al., 2023).

Understanding that each individual has a different learning pace is essential in Qur'ānic learning for students with dyslexia. Respecting their learning rhythm and providing constructive and understanding feedback can increase their confidence in learning (Awofala & Lawani, 2020). In addition, holding smaller class sessions or one-on-one sessions can be very helpful as teachers can pay more attention to the specific needs of each child, allowing for more personalized teaching methods and thus increased learning effectiveness (Azahra & Charles, 2022).

Technology also plays an important role in assisting dyslexic students in learning the Qur'ān. The use of digital Qur'ān apps that offer features such as customizable text size and color, as well as the ability to play back audio verses repeatedly, can be very beneficial. Such apps assist students in identifying letters and words more easily, as well as clarifying the association between sounds and letter symbols, making the memorization process more accessible and less frustrating for students with dyslexia (Aslan, 2017); (Coxon et al., 2020).

Parental involvement and instilling confidence in dyslexic students is equally important in the Qur'an learning process. Parents need to be given an understanding of how to best support learning at home, such as arranging a quiet and distraction-free learning environment and practicing consistency in learning routines (Dj, 2021). Supporting learning activities with a positive and patient attitude will help students feel more secure and confident. When students receive full support from their surroundings,

both at school and at home, they will feel more motivated and eager to overcome the challenges of learning the Qur'an (Mustafa, 2021).

In addition, collaboration between teachers, therapists and parents can form a holistic approach strategy in helping dyslexic students. Through an integrated approach, lesson planning can be tailored to each child's specific needs, taking advantage of students' individual strengths while addressing their areas of difficulty. Therapy sessions such as language therapy and occupational therapy, for example, can complement Qur'ānic learning by reinforcing the basic skills required for reading and memorization (Hafizh & Salmiwati, 2022).

In conclusion, Qur'ānic learning for dyslexic students requires a patient, creative and inclusive approach that respects the unique learning process of each child. Technology integration, collaboration between schools and parents, and the use of multisensory teaching methods are key in helping dyslexic students overcome challenges in learning the Qur'ān. With the right support, dyslexic students can make significant progress in learning the Qur'an, building confidence and paving the way for greater spiritual and cognitive growth.

Qur'an Teaching Strategies for Dyslexic Students

Teaching the Qur'an to dyslexic students requires a special approach that understands their difficulties in reading, writing and memorizing. Adapting Qur'ānic teaching methods for dyslexic students is key to making the learning process effective (Hudaa et al., 2021). Dyslexic students often face challenges in recognizing letters, words and punctuation patterns, which makes the process of memorizing Qur'anic verses a very challenging task. Therefore, teachers must be creative and patient in applying appropriate teaching strategies (Juhadi et al., 2022).

The first lesson in Qur'ānic teaching for dyslexic students is the use of strong visuals. Textbooks with large pictures and contrasting colors can help them recognize letters and words more easily. In addition, the use of technology such as tablets equipped with Qur'ānic apps can be very helpful (Muhtadin et al., 2022). These apps usually have features such as zoom in and zoom out which make it easier for students to follow the text with comfort. The use of audio is also highly recommended, where students can listen to the recitation of verses repeatedly so as to help them memorize without having to rely heavily on their reading skills (Mujib & Marhamah, 2020).

Finally, the application of student-centered learning methods is essential. This means teachers should work more closely with dyslexic students, understand their specific needs, and adjust their pace and teaching methods accordingly. "Learning through play" methods can be very effective, such as using word cards or board games related to Qur'anic verses (Nawarda & -, 2022). In addition, emphasis on oral aspects, such as tartil (slow and sharp recitation) and tajweed, with examples and lots of practice, can be very helpful in improving pronunciation and strengthening memory.

Individualized and small group approaches can also create a more supportive environment, where dyslexic students can learn without pressure and focus more on personal achievement rather than class standards (Parwanto & Riyani, 2023).

A continuous approach and adaptive assessment are also important factors in Qur'an teaching strategies for dyslexic students. Every individual has a different learning pace and style, especially dyslexic students. Therefore, it is important for teachers to regularly evaluate students' progress and adjust lesson plans according to their needs (Tasbih et al., 2023). This may include adjustments to learning materials or teaching methods. For example, if a student shows good progress through the use of visual teaching materials, teachers can further increase the use of visual media in learning. Conversely, if the student responds better through an audio approach, then more listening sessions may be more beneficial (Yulita. & Ain, 2021).

Success in teaching the Qur'an to dyslexic students is not only judged by how many verses they can memorize, but more on the overall understanding and ability to sink the meaning behind the verses (Zubairin, 2022). Providing creative assignments that require students to interpret and apply Qur'ānic teachings in their daily lives can help them feel the relevance and value of Qur'ānic teaching. Qur'ānic education for dyslexic students is not only about reading and memorization but also about character building and religious understanding (Zhu, 2021).

In conclusion, Qur'ānic teaching strategies for dyslexic students should be inclusive, flexible and respectful of the uniqueness of each individual. By adopting student-oriented approaches, integrating technology and making the learning process interactive and fun, teachers can help dyslexic students to overcome the challenges of learning the Qur'ān. The patience, creativity and dedication of the mentor are essential in supporting these students. Through sustained effort and adaptation of teaching strategies, dyslexic students can achieve acuity in Qur'ānic learning, build self-confidence, and feel a greater closeness to their faith.

Challenges and Solutions in the Implementation of Qur'an Teaching for Dyslexic Students

Teaching the Qur'an to dyslexic students brings unique challenges, especially as dyslexia impacts reading and writing skills which are key aspects of Qur'anic learning (Yao, 2023). Difficulties in recognizing letters and words, as well as problems in phoneme sequencing can prevent dyslexic students from memorizing and understanding verses in the same way as students without dyslexia. In addition, low self-confidence is often seen in dyslexic students as a result of the difficulties they face, which can affect their motivation to learn (Zhu, 2021).

To overcome these challenges, teaching should be customized according to the individual needs of dyslexic students. One approach that can be used is multisensory teaching, where students not only read the Qur'anic text, but also listen to the

recitation, and use hand gestures to help remember the position of letters and words (Tripuanti et al., 2024). Students can also take advantage of technology, such as Qur'ānic apps that feature text and audio adjustments that can be followed, to aid in memorization and recitation practice. Another method is to use positive reinforcement to boost students' confidence and encourage them to continue the learning process (Tiril & Okumuş, 2022).

It is also important to create a supportive environment in the classroom, where dyslexic students do not feel ostracized. The role of peers in the teaching and learning process can be invaluable; other students can be a good support, helping to guide and motivate them. Collaboration between teachers, parents and other professionals such as learning therapists and psychologists is also vital in designing and implementing effective learning strategies (Romero, 2020). There is a need for education and awareness to be provided to the entire school community regarding dyslexia so that students who experience this difficulty receive not only the academic but also the emotional support they need to thrive (Rasheed-Karim, 2021).

In the future, the use of technology will increasingly become key in assisting dyslexic students in learning the Qur'an. Computer-based learning applications and programs specifically designed for these differentiated learning needs can provide rich visual and audio resources, interactive practice, and real-time responses and adjustments to student progress (Parsons, 2021). Technology such as tablets and computers can reduce barriers to learning by providing scalable text, repeatable audio, and visualization of concepts in the Qur'an. Artificial intelligence that can customize difficulty levels and learning styles is also a future perspective in Qur'ānic inclusive education (Ovitigama, 2022).

In addition, building a community of support both inside and outside the school environment is important. This community could include groups of Qur'ānic teachers, parents and other educational institutions that share resources, methods and teaching strategies for those with dyslexia (Hifza & Aslan, 2020). Workshops, seminars and discussion forums can be held regularly to provide Qur'ānic teachers with knowledge and skills so that they become more effective in teaching students with special needs. This community can also be a source of moral support and motivation for dyslexic students themselves, where they can share their experiences and strategies in dealing with learning challenges (Susila et al., 2020).

Over time, it is important to recognize that there is no one-size-fits-all solution to teaching the Qur'an to dyslexic students. Each student needs a personalized approach based on their strengths, weaknesses, interests and needs (Sugesti & Humaera, 2024). Teachers need to be flexible in their teaching approach, ready to adjust lesson plans, use a variety of learning methods, and even design specialized learning materials if needed. Remaining open to feedback from students and parents will also help in adjusting teaching approaches to support better learning outcomes (Shen, 2022).

Through partnerships, teacher dedication, use of technology and community support, the challenges of teaching the Qur'an to students with dyslexia can not only be overcome but can also be an opportunity to create a more inclusive and compassionate learning environment. Students with dyslexia have just as much potential to thrive in Qur'ānic learning, provided they are given access to the resources, support and understanding they need.

Conclusion

Teaching the Qur'ān to dyslexic students requires a specialized approach that takes into account their difficulties in reading, writing and understanding the text. A multisensory approach, where students can learn through hearing, sight and movement, has proven effective in improving their ability to memorize and understand Qur'anic verses. The use of technology, such as interactive learning applications, also provides the advantage of providing learning materials that can be customized according to individual student needs, providing immediate feedback, and allowing students to learn at their own pace.

Education and community support play a vital role in creating an inclusive and supportive learning environment. Education of teachers, parents and non-dyslexic students about dyslexia and how it affects learning can help create an environment that is more receptive to individual needs. The building of support communities involving stakeholders in Qur'ānic education can serve as a source of resources, motivation and support for dyslexic students and their teachers, promoting more effective learning strategies.

Flexibility and personalization in learning approaches are key to assisting dyslexic students in mastering Qur'ānic recitation. Learning approaches need to be customized based on each student's needs, strengths and interests, with students given the opportunity to learn in the way that suits them best. Education that focuses on individual needs, supported by technology and a supportive community, can address the challenges of Qur'ānic learning for dyslexic students, giving them the tools and support needed to succeed.

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