

## Writing Difficulties in Dysgraphic Students: A Study Using Word Board Media

Eva Dahlia<sup>1✉</sup>, Chairul Amriyah<sup>2</sup>, Ayu Reza Ningrum<sup>3</sup>

<sup>1,2,3</sup> Universitas Islam Negeri Raden Intan, Lampung, Indonesia

✉ email: liae62894@gmail.com

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### ABSTRACT

This study investigates the writing difficulties experienced by students with dysgraphia and evaluates the effectiveness of Word Board media as an instructional intervention. The objective of this research is to identify specific patterns of writing challenges among students with dysgraphia and to assess the impact of a multisensory teaching tool in overcoming those challenges. The study involved 20 students from MI Al-Hidayah and MIS Nurul Asyrof, consisting of 10 students from grade 2 and 10 from grade 3. The participants were selected using purposive sampling based on signs of writing difficulties. A qualitative descriptive approach was employed, using classroom observation, interviews, and document analysis for data collection, while thematic analysis was used to interpret the findings. The results revealed consistent issues such as confusion between visually similar letters (e.g., "b" and "d"), substitution of letters with numbers (e.g., "s" as "5"), irregular spacing, inconsistent capitalization, and letter reversal. After a four-week intervention using Word Board media, students demonstrated improvements in letter differentiation, spacing, motor coordination, and writing confidence. These findings suggest that Word Board media is a practical, low-tech, and inclusive solution for supporting literacy development among students with learning difficulties. The study contributes to the fields of educational psychology and inclusive education by emphasizing the importance of multisensory teaching strategies in early literacy instruction.

**Keywords:** *dysgraphia; inclusive education; letter reversal; multisensory learning; writing difficulties; word board*

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## INTRODUCTION

Education serves as a fundamental system for the development of every individual. It plays a crucial role in guiding individuals from birth until their return to the earth, and this educational journey is significantly influenced by the progress of psychological development, character, and personality. Education aims to realize and optimize the diverse potentials within humans, encompassing dimensions of diversity, morality, individuality, sociality, and culture in a comprehensive and integrated manner. In essence, education functions to humanize humanity (Sujana 2019). Educational institutions are platforms for the nation's future generations, particularly students, to pursue knowledge, whether it be general knowledge or religious education (Srijedi et al. 2024). Therefore, it is essential to provide supporting facilities for students to create an effective learning environment that aligns with educational goals,

necessitating the government's role in providing educational facilities such as schools and other educational institutions (Ayub et al. 2019; Muhammad 2020).

In the implementation of educational activities, many students encounter challenges during their learning processes, often referred to as learning difficulties. According to Jamari, learning difficulties are characterized by students' struggles to absorb or receive school learning, resulting in achievements that do not meet the standards set by the school (Graham, et.al., 2021). Learning difficulties are often invisible and require different approaches compared to guiding proficient students. Typically, proficient students can complete learning activities more quickly than expected, while students with learning difficulties often require more time than anticipated, leading to potential academic setbacks (Ali and Khan, 2021). These students necessitate special treatment and guidance from educators, which may include placement in special classes or additional lessons within the teaching program (Rahmi dan Damri, 2021).

Learning difficulties manifest as negative behaviors and habits in learning, such as procrastination, reluctance to ask questions, and negative attitudes towards educators. The factors contributing to learning difficulties are generally categorized into internal and external factors (Yansyah et al. 2022). Internal factors pertain to aspects within the student that support learning, such as intelligence, talent, motor skills, and sensory abilities (Muslikah and Rusnilawati 2022). External factors relate to influences from outside the student, including experiences, social environments, learning systems, learning strategies, and educational facilities (Rozak dkk., 2016).

One specific learning difficulty experienced by students is writing difficulties, commonly referred to as dysgraphia (Berninger and Wolf, 2020). Dysgraphia refers to the inability to remember how to form letters or mathematical symbols. It is often associated with reading difficulties or dyslexia, as both types of difficulties are interconnected. Many individuals prefer reading over writing due to the perception that writing is slower and more challenging. Nevertheless, writing skills are essential in both school and societal contexts. Students require writing skills for copying, note-taking, and completing school assignments.

In society, writing is necessary for tasks such as sending letters, filling out forms, or making notes. Writing is not merely copying; it also involves expressing thoughts through written symbols. The utility of writing skills for students includes copying, note-taking, and completing most school assignments (Marian, Afifah, and Yansyah 2024). Without writing skills, students will face numerous challenges in performing such tasks. Therefore, writing must be taught when students begin elementary school, and writing difficulties must receive adequate attention from educators. Dysgraphia represents a form of difficulty in the writing process, involving challenges with sound-symbol correspondence. It describes poor handwriting, where students with dysgraphia may write very slowly, produce illegible handwriting, and make numerous spelling errors due to their inability to connect sounds and letters (Humaira et.al., 2022).

Students experiencing dysgraphia can improve with proper guidance and education from close individuals, such as parents and educators. Writing difficulties or dysgraphia require serious attention, and educators can provide solutions to the challenges faced, enabling students with learning difficulties to understand other subjects more fluently. The appropriate methods and continuous processes are crucial in determining the quality of writing produced in the future (Marian et al. 2022). Therefore, there is a need for innovative approaches in designing learning experiences for students struggling with writing (dysgraphia). Based on preliminary research, it was found that there are two female students in the fourth grade who share the same learning difficulty, namely writing difficulties or dysgraphia. This is evident from their writing samples, which exhibit inconsistencies in letter formation, mixed use of uppercase and lowercase letters, disproportionate letter size and shape, and difficulty in holding writing instruments properly. They often talk to themselves while writing or focus excessively on their writing hand, and their writing sometimes goes beyond the lines of the paper. They continue to struggle even when asked to copy existing writing examples.

The writing difficulties described above are characteristic features of students with dysgraphia. Dysgraphia is a specific difficulty where students cannot express their thoughts in written form due to challenges in word organization and fine motor coordination (Suhartono 2016). Given these specific characteristics, dysgraphia requires educator guidance through specific teaching methods, such as the use of the word board. This guidance is essential to address various learning difficulties faced by students, including dysgraphia experienced by students at MIS Nurul Asyrof. It is hoped that educators will implement teaching methods that can assist students in overcoming these challenges. As stated in the Quran, Surah Al-Maidah, verse 2:

يَبْتَغُونَ الْحَرَامَ الْبَيْتَ آمِنِينَ وَلَا الْقَلَادِ وَلَا الْهَدْيَ وَلَا الْحَرَامَ الشَّهَرِ وَلَا اللَّهُ شَعَائِرَ تَحِلُّوا لَا آمَنُوا الَّذِينَ يَأْتِيهَا  
 أَنَّ الْحَرَامَ الْمَسْجِدَ عَنِ صَدُوكُمْ أَنْ قَوْمٍ شَتَّانَ يَجْرِمَتْكُمْ ۖ وَلَا فَاصْطَادُوا حَلَلْتُمْ ۖ وَإِذَا وَرَضْنَا رَبَّهُمْ مَنْ فَضْلًا  
 الْعِقَابِ شَدِيدُ اللَّهِ ۖ إِنَّ اللَّهَ ۖ وَاتَّقُوا وَالْعُدْوَانَ الْأَثَمَ عَلَى تَعَاوُنُوا وَلَا وَالنَّفُوسِ الْبِرِّ عَلَى وَتَعَاوُنُوا تَعْتَدُوا

This verse emphasizes the importance of mutual assistance in goodness, including in the context of education, where educators have a moral and spiritual responsibility to help students face various learning difficulties. In this regard, teachers in lower grades, particularly in MI, are encouraged to provide special attention and guidance to students experiencing writing difficulties, such as dysgraphia.

This phenomenon presents a unique urgency in the field of education, especially at the elementary school level, which integrates Islamic values with the cognitive and motor development of children. Therefore, the researcher is interested in delving deeper into the forms of writing difficulties experienced by students with dysgraphia and examining how the word board as a teaching medium can effectively address these issues.

Therefore, this research aims to explore the types and characteristics of writing difficulties experienced by lower grade students with dysgraphia and to evaluate the

effectiveness of the word board media as a pedagogical tool to overcome these difficulties in Islamic elementary school contexts.

This study contributes to the academic literature by addressing the lack of research on dysgraphia interventions in Islamic schools in Indonesia and offers practical insights for inclusive learning strategies tailored to culturally and religiously appropriate contexts. Thus, the title of this research is: *"Analysis of Writing Difficulties in Students with Dysgraphia Through the Word Board Media at MIS Nurul Asyrof and MI Al-Hidayah: A Case Study of Lower Grade Students."*

## METHOD

This study employed a qualitative descriptive approach to investigate the writing difficulties experienced by students with dysgraphia in lower elementary grades using word board media. Qualitative research is a research procedure that yields descriptive data in the form of written or spoken words and observable behavior (Moleong, 2016, Yansyah 2022). This approach allows the researcher to understand phenomena in their natural setting without statistical procedures (Karmanis, 2020). The primary focus of this study is to explore the forms of dysgraphia experienced by students, the factors causing the difficulties, and the possible solutions offered through appropriate instructional media.

The research was conducted at MIS Nurul Asyrof and MI Al-Hidayah in Bandar Lampung. The selection of these sites was based on the observed presence of students in the lower grades who experience significant writing difficulties, particularly in distinguishing similar-looking letters such as "b" and "d", "m" and "w", or replacing letters like "a" with "p" or "d", and miswriting "s" as "5", or "u" as "4". These students also display inconsistent use of uppercase and lowercase letters, reversed letter formation, large spacing between letters, and slanted handwriting. These characteristics align with known indicators of dysgraphia.

Participants in this study included class teachers and a total of 20 lower-grade students from both schools. At MI Al-Hidayah, there were 5 students from grade 2 and 5 students from grade 3 who exhibited signs of dysgraphia. Similarly, at MIS Nurul Asyrof, there were also 5 students from grade 2 and 5 students from grade 3 identified with similar learning difficulties. These participants were selected through purposive sampling based on teacher recommendations and preliminary observations.

Data collection methods included participant observation, in-depth interviews, and documentation. Observations were conducted to understand the behaviors and challenges students faced during writing activities. In-depth interviews were held with class teachers to gain insights into student progress and teaching strategies. Documentation such as writing samples and school records supported the triangulation process (Yansyah et al. 2023). The instruments used in this study included observation sheets, field notes, audio recorders, and photographs.

To ensure the credibility of the data, triangulation was used. This included source triangulation (comparing information from students and teachers) and technique triangulation (using observation, interviews, and document analysis). Data analysis

followed the interactive model proposed by Miles and Huberman, involving three main stages: data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting relevant data and discarding irrelevant ones. The reduced data were then organized and presented descriptively. Finally, conclusions were drawn and verified by cross-checking with the collected data to ensure accuracy and consistency.

Through this approach, the research aimed to describe and analyze the writing challenges faced by lower-grade students with dysgraphia and assess how the word board medium could serve as an effective tool to support their learning needs in Islamic elementary school contexts.

## **FINDINGS AND DISCUSSION**

The findings of this research reveal important insights into the writing difficulties experienced by students with dysgraphia at MIS Nurul Asyrof and MI Al-Hidayah. A total of 20 students participated in the study, consisting of 10 students from MI Al-Hidayah (5 students from grade 2 and 5 from grade 3) and 10 students from MIS Nurul Asyrof (5 students from grade 2 and 5 from grade 3).

### **Identification of Writing Difficulties**

The results from classroom observations, interviews, and students' written outputs indicated several recurring challenges faced by the students:

1. Letter Confusion – Students often confused letters with similar visual features, such as "b" and "d," "m" and "w," "a" with "p" or "d", which is indicative of visual-perceptual processing difficulties typical in dysgraphia.
2. Symbol Substitution – Some students replaced letters with visually similar numerals or characters, such as writing "s" as "5" and "u" as "4".
3. Inconsistent Use of Capitalization – The students used uppercase and lowercase letters inconsistently, suggesting a lack of mastery in syntactic writing rules.
4. Irregular Spacing and Orientation – Students' handwriting exhibited uneven spacing between letters and words, and some writing was noticeably slanted upward or downward across the page.
5. Letter Reversal and Mirroring – There were also frequent instances of writing letters backward, such as writing "p" as "q" or "d" as "b," a common feature among students with dysgraphia.

These patterns are in line with previous studies. According to Suhartono (2016), dysgraphia is often characterized by impaired motor coordination, poor spatial arrangement, and difficulties in forming letters properly. Similarly, Shopie Firda Humaira et al. (2022) noted that students with dysgraphia frequently struggle with fluency and symbol recognition, which directly affects their ability to write legibly.

**Table. 1 of Participants and Observed Difficulties**

No	School	Grade	Number of Students	Writing Difficulties Observed
1	MI Al-Hidayah	2	5	Confusion between "b"/"d", "m"/"w", "a" as "p"/"d", "s" as "5", "u" as "4"
2	MI Al-Hidayah	3	5	Mixed capital/lowercase usage, irregular spacing, letter reversal and mirroring
3	MIS Nurul Asyrof	2	5	Confusion between "b"/"d", "m"/"w", "a" as "p"/"d", "s" as "5", "u" as "4"
4	MIS Nurul Asyrof	3	5	Mixed capital/lowercase usage, irregular spacing, letter reversal and mirroring

The table presents a summary of data concerning the number of students, their respective schools, grade levels, and the specific types of writing difficulties experienced by each group of students who served as research subjects. The details of the table can be elaborated as follows:

1. MI Al-Hidayah Grade 2 (5 Students)

This group of students displayed typical signs of dysgraphia related to visual-spatial difficulties and letter discrimination. They frequently confused letters that share similar shapes but differ in orientation, such as:

- "b" being confused with "d",
- "m" being confused with "w",
- "a" being written as "p" or "d",
- "s" being written as the number "5",
- "u" being written as the number "4".

These errors reflect weak abilities in differentiating letter forms and orientations, as well as a lack of control over the graphic structure of letters.

2. MI Al-Hidayah Grade 3 (5 Students)

Students at this grade level not only experienced letter confusion but also exhibited irregularities in the mechanics of writing. Several problems were observed, such as:

- Inconsistent use of uppercase and lowercase letters, for example writing "Saya suka Belajar" as "saya Suka belajar".
- Irregular spacing between letters and words, making the handwriting difficult to read.
- Reversed or mirrored letters, such as "p" written as "q", or "d" written as "b".

These issues indicate problems in mastering the syntactic structure of writing and underdeveloped fine motor coordination skills.

3. MIS Nurul Asyrof Grade 2 (5 Students)

This group exhibited writing difficulties that closely mirrored those found in the Grade 2 students from MI Al-Hidayah. The primary problem was the confusion in recognizing and distinguishing between similar letters. Examples include:

- "b" vs "d"
- "m" vs "w",
- Letter-number confusion such as "s" written as "5" and "u" written as "4".

The consistency of these issues reinforces the indication that at this developmental stage, dysgraphia presents recurring and common symptoms, particularly in the process of graphic symbol recognition and formation.

#### 4. MIS Nurul Asyrof Grade 3 (5 Students)

Similar to the Grade 3 students at MI Al-Hidayah, this group experienced:

- Inconsistent use of capital and lowercase letters,
- Uneven spacing in handwriting, resulting in texts that appear either too crowded or too widely spaced,
- Frequent letter reversals or mirroring.

This suggests that despite the students' older age, dysgraphia continues to affect their ability to produce correct and neat writing, especially when adequate intervention is not provided.

### **Intervention with Word Board Media**

In an effort to assist students with writing difficulties caused by dysgraphia, this study implemented the Word Board media as a multisensory instructional intervention that engages visual, tactile, and auditory modalities. The Word Board was selected because of its ability to provide multisensory stimuli, which is essential in addressing learning difficulties rooted in neurological disorders such as dysgraphia. This media was tailored to meet students' specific needs and was designed to improve fine motor skills, letter recognition, and hand-eye coordination during writing activities.

The intervention program was carried out over a period of four consecutive weeks in the classroom, featuring specially designated sessions with the classroom teacher and the researcher. Each week, students participated in four instructional sessions, each lasting approximately 45 minutes. The activities were designed based on a learning-by-doing approach, ensuring that students were actively involved both physically and cognitively during the writing exercises.

Several key activities during the intervention included:

#### 1. Letter Tracing Exercises

Students were guided to trace letters using textured materials such as sandpaper or grooved boards. The purpose of this activity was to reinforce motor memory in forming letters, helping students internalize the correct direction and structure of each character. This also enhanced their visual and tactile awareness.

## 2. Letter and Word/Image Matching

In this session, students were given letter cards and picture cards to match, such as the letter “b” with a picture of a “ball.” This activity aimed to strengthen the symbol-to-meaning connection, enabling students to recognize letters not just as shapes, but as representations of sound and meaning.

## 3. Letter Size and Spacing Practice

Students practiced writing letters in consistent sizes using standard-sized boxes and were taught to maintain appropriate spacing between letters and words using horizontal guides. This addressed spatial organization difficulties, which are common among students with dysgraphia.

## 4. Phonics and Sound-Letter Association Drills

Combining phonics-based approaches, students were encouraged to verbalize letter sounds while writing them. This method enhanced the association between the visual form of the letter and its phonetic sound, a foundational skill in fluent reading and writing.

## 5. Interactive, Game-Based Activities

To maintain student motivation, game-based educational activities were incorporated, such as “guess the letter from the picture” or “form a word using scrambled letters on the word board.” These strategies promoted active participation and helped build students’ confidence in recognizing and writing letters.

Following the implementation of the Word Board media, observational results indicated a significant improvement in students' writing abilities. Most of the students who previously struggled to differentiate between similar letters (e.g., "b" and "d") or who wrote reversed or slanted letters began to show increased clarity and consistency in their letter formation. Their handwriting became neater, letter spacing improved, and their use of capital letters began to align with proper writing conventions.

Beyond technical improvements, enhancements were also observed in affective and psychological aspects. Teachers reported that students appeared more confident, more willing to show their written work, and more motivated to engage in writing activities without fear of making mistakes. This indicates that the intervention had an impact not only on writing outcomes but also on students' attitudes and self-efficacy regarding their writing abilities.

These findings are supported by previous research from Rozak et al. (2016), which concluded that a supportive learning environment and the use of multisensory learning media can significantly improve academic outcomes, especially for students with learning difficulties. In this context, the Word Board media proved to be an effective and practical tool that can be implemented in Islamic elementary school settings, particularly for students with special learning needs such as dysgraphia.

After the intervention, students showed visible improvement in several areas, including better letter differentiation, more consistent spacing, and fewer instances of letter reversal. Teachers also observed enhanced motivation and writing confidence among the students.



**Table 2 Summary of Improvements After Intervention**

<b>Area of Improvement</b>	<b>Observation</b>
Letter Differentiation	Students were better able to distinguish similar-looking letters
Spacing	Writing showed more regular spacing between words and letters
Letter Reversal	Reduction in reversed or mirrored letters
Writing Confidence	Students showed more engagement and willingness to write
Capitalization	More consistent use of capital letters at appropriate places
Motor Coordination	Improved control over writing instruments through repetitive practice

The table titled "Summary of Improvements After Intervention" outlines the key areas where students showed noticeable progress following the four-week implementation of the Word Board media. This intervention was designed to address specific difficulties related to dysgraphia. The table is organized into two main columns: the *Area of Improvement* and the *Observed Outcomes*. Below is a detailed description of each component:

1. Letter Differentiation

After the intervention, students demonstrated a clearer ability to distinguish letters with similar visual characteristics, such as "b" vs. "d" and "m" vs. "w." This indicates that the Word Board media helped strengthen their visual-perceptual processing, enabling more accurate recognition and reproduction of letter shapes.

2. Spacing

One of the common difficulties in dysgraphia is irregular spacing between letters and words. Post-intervention, students showed improved spatial awareness in their writing. Letters and words were more evenly spaced, contributing to greater legibility and readability of written text.

3. Letter Reversal

Prior to the intervention, many students frequently reversed letters (e.g., writing "d" as "b"). Following the activities that emphasized correct orientation through tracing and repetition, there was a noticeable reduction in this type of error. This suggests a positive impact on their motor memory and directionality skills.

4. Writing Confidence

Students also displayed greater enthusiasm and willingness to engage in writing tasks. Teachers observed that students appeared more comfortable and motivated during writing sessions. This increase in self-confidence is crucial, as affective factors often influence the learning outcomes of children with learning difficulties.

## 5. Capitalization Usage

The intervention contributed to more consistent and appropriate use of capital and lowercase letters. Students began to apply basic writing conventions more accurately, such as using capital letters at the beginning of sentences or for proper nouns. This reflects progress in syntactic awareness and rule-based writing.

## 6. Motor Coordination

Finally, students exhibited enhanced fine motor control, which is essential for handwriting. The tactile and repetitive elements of the Word Board activities helped improve students' hand-eye coordination, pencil grip, and control over writing instruments, leading to smoother and more controlled letter formation.

## CONCLUSION

This study concludes that students with dysgraphia in MI Al-Hidayah and MIS Nurul Asyrof experience specific and recurring writing difficulties, including confusion between visually similar letters, symbol substitution, irregular spacing, inconsistent capitalization, and letter reversal. These findings are not only consistent with existing literature but also provide empirical reinforcement of the manifestation of dysgraphia in early elementary school students, particularly in Islamic educational settings.

Importantly, the application of Word Board media has shown effective results in improving the students' writing skills. Improvements were observed in letter recognition, spacing, motor coordination, and writing confidence. This intervention contributes to the psychological and educational sciences by offering a multisensory approach that aligns with the cognitive and emotional needs of students with learning difficulties, especially dysgraphia. Furthermore, it underscores the significance of adaptive teaching strategies in inclusive classrooms and highlights the potential of low-tech instructional media in enhancing writing development. The findings of this research hold implications for educators, therapists, and curriculum developers aiming to foster inclusive and responsive literacy instruction for children with special educational needs.

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