

THE TEACHER'S ROLE IN OVERCOMING THE STUDENT'S DIFFICULTIES IN LEARNING READING (DYSLEXIA)

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Article history

Received: 14/09/2015

Received in revised form: 14/09/2015

Accepted: 18/10/2015

Abstract

The goal of this study is to see how the teacher's role in overcoming the fifth grade students' difficulties in learning and reading at the SDN Jatiseeng Kidul Cirebon by applying reflective learning-based prophetic teaching. Reflective learning-based prophetic teaching is a teachers' activity in facilitating the students using questions in order to help their students to reflect their learning in the form of good questions based on the way of learning to imitate the prophet procedures in teaching. The method of this study is case study with internal purposive sampling technique. The place of this study is SDN 2 Jatiseeng Kidul, Cirebon. The subject of this study is the fifth grade teacher and the objects are four students of the fifth grade students of SDN 2 Jatiseeng Kidul which get difficulties in learning reading (dyslexia). The collecting data procedures used in this study are observation, interview and documentation. The result of this study proves that the teacher's role is very necessary and very helpful to motivate students who have difficulty in learning reading (dyslexia). Since the teachers apply reflective learning-based of prophetic teaching using story telling and discussion method, questioning or dialogue, seen the students motivated to participate in learning, thereby reducing the students' difficulties in learning reading (dyslexia), moreover it can grow the character of respect each other, perseverance and cooperation. In addition, the teachers provide additional learning time out of the school with repeating the exercise in accordance with their reading difficulties.

Keywords: The teachers' role, dyslexia, reflective learning-based, prophetic teaching

1.0 INTRODUCTION

Reading is very important for developing one's knowledge. By reading someone can derive the meaning of what is written in the text and can show his ideas through writing activities. It is in line with Iskandarwassid (2008:245), who said that reading is essential for the knowledge development as a percentage of the highest transfer of knowledge was done through reading,

Advanced countries have human resources who are happy to read, as well as having a high reading habits. According to Iskandarwassid (2008: 245), the facts show that the society of advanced countries is characterized by the development of reading culture. Advanced countries which their society have a high reading culture are USA, France, Japan, and Australia. Unlike the case with developed countries, people living in developed countries, one of which is Indonesia, has low skill and reading culture. Therefore, it is not surprised if Indonesia ranks last out of 27 countries that have poor reading culture.

The effort to nurture and develop the reading habit should be as early as possible. Reading skill can be mastered through education because reading skill is one of the essential language skills are generally obtained by studying at school starting from primary school. Learning the skills of reading is influenced by several factors, both internal factors and external factors. Some of the elementary school students have difficulties in reading. Findings by Raharjo (2010) conclude that the identification of learning disabilities in children of primary school, the majority of children who get difficulties in learning reading at the level of grade 4 and 5.

In general, reading learning difficulties (dyslexia) caused by factors due to mental disorder. Because of mental or psychological abilities needed by children who would demonstrate the readiness of learning. The development of and individual's mental capacity in the form of intelligence as a result of heredity and environment. Students who cannot learn properly, then these students have learning difficulties. Djamarah (2002) says that disorders that cause someone gets learning difficulties is that it can be a psychological syndrome that may include learning disabilities.

Syndrome means the symptoms that arise as a result of an indicator of psychological abnormalities which cause the child's learning difficulties. According to Santrock (2007), children with learning disabilities is a form of ADHD (*Attention Deficit Hiperactivity Disorder*), such as for example dyslexia that require handling with special needs. Learning disorders that are psychological has been misunderstood by parents and teachers; they assume that students who have the disorder are stupid. When in fact the students who have the disorder have been delayed cognitive maturity and must be handled properly.

The various difficulties in learning reading based on (Sidiarto , Lily Dj , 2007: 82), such as, the difficulty in visual perception - spatial and child's visual memory is hard to remember the all letters, difficult to distinguish the letters that are similar (mirror image: bd , pg , pq and w), the sequence of letters disorder (ibu - ubi) or a sequence of syllables (mata - tama) , visual analysis and synthesis of the skin. This disorder is rarely, only 5 % of this type of dyslexia . The children stand in the ability of auditory perception or remembering stories. There is also the linguistic dyslexia , according to (Efendi , U and S. Juhaya Praja , 1985: 85) this learning disabilities have difficulty in recalling words - spoken words , difficulty in distinguishing letter which similar sounds, as like t-d , b-g , spelling difficulties , including word and a chaotic heard sequence (sekolah-sekolah) , this percentage is sizeable 50-60 % of the types of dyslexia.

From the observation, there are four fifth grade students at SDN 2 Jatiseeng Kidul about the students' difficulties in learning reading are linguistic dyslexia. That four students gey dyslexic linguistics, on average they cannot arrange letters into words, and cannot spell syllables into words.

Dyslexia disorders in the fifth grade students can be dealt with the cooperation between parents and teachers. The role of teachers and parents is important to understand, help, guide,

direct, teach children to learn well. Students who have dyslexia would be good if they are educated and informed as good as possible. The fifth grade teacher at SDN 2 Jatiseeng Kidul apply reflective learning-based prophetic teaching in an effort to deal with the difficulties of learning reading. Prophetic learning is how to learn with imitating the prophet procedure in teaching. The nature of the prophet as *uswah hasanah* characterized as the ideal man spiritually-individual, but also become agents of change, guide the community towards improvement and relentless struggle against oppression. Prophetic learning also make the characteristic of the students, because in this there are three basic values of the prophetic namely goodness (humanism), preventing the misguidance (liberation), and believe in Allah (transcendence) which makes the process of prophetic learning implementation in approach to spirituality that which can enhance spiritual intelligence, emotional intelligence, and the intelligence to think .

Here, the role of teachers in the learning process should follow the example of the prophet or apply the prophetic learning. It rests on the Holy Qur'an, Ali Imron:110, the learning outcomes contain of prophetic value elements that consists of three main dimensions , namely *amar ma'ruf* which means order to do good, *nahy munkar* which means preventing the badness , and *tu'minuna billah*, teaching based on faith in God .

Based on the above problems, the researchers wanted to see how the teacher's role in overcoming the fifth students' difficulties in learning reading (dyslexia) at SDN 2 Jatiseeng Kidul by applying reflective learning-based prophetic teaching.

2.0 THE THEORY

a. The Teachers' Role

Teachers are the most important element in the education field. They play large role in educating children. According to Aziz (2012 : 21) teacher's role is a combination of the roles of parents, educators, teachers, supervisors, assessors, and custodians. The teacher's role describes the patterns of behavior that is expected in a variety of interactions, either with students, fellow teachers, and the staff and the surrounding community (parents). In line with the constitution (UU) No. 14, 2005 on teachers and lecturers in article 1 states in paragraph 1: that teachers are professional educators with the primary task of educating, teaching, guiding, directing , train, assess , and evaluate students on early childhood education, formal education, basic education, and secondary education. According to Sadulloh (2007), educator is the one who guides the child, so the child can go to maturity, in practice within the family or outside the family institution. The role of educators is critical because it could be said that educators are success key of education .

b. Learning Reading Difficulties (Dyslexia)

According to Djamarah (2002) learning as an activity that is indicated by a change in behavior as a result of experience. According to Anita, S (2011 : 1.3) learning is a mental and emotional processes or process of thinking and feeling, so that a person is said to learn when your thoughts and feelings are active. Djamarah (2002) says that the disorder causes a person with learning difficulties can be a psychological syndrome that may include learning disabilities. Mulyadi (2010 : 153) states that the term " dyslexia " comes from the Greek, namely "dys" means "difficult" and "lex" (derived from *legein*) which means "to speak". Dyslexia means difficulty associated with words or written symbols or "difficult to read". Kawuryan, F and Trubus Raharjo (2012:12) says that dyslexia is a cognitive impairment such as children's inability to read, children are difficult to recognize the similar letters, on the children sight, the writing graffiti is difficult to read. Children with that disorder are possible to have a good IQ, and their other capabilities are also good but they get difficulties in terms of reading. In other words, dyslexia is a form of learning reading difficulty due to neurological factors, genetic and psychological basis or difficulty in associating the form of letters with sounds. Students with dyslexia often reversed or confused in certain letters, such as reading the upside down words or cannot clearly distinguish the different character of words. This inability is caused by various factors related to the difficulty in visual perception.

The various difficulties in learning reading based on Sidiarto, Lily Dj (2007:82), such as , the difficulty in visual perception - spatial and child's visual memory is hard to remember the all letters, difficult to distinguish the letters that are similar (mirror image: bd, pg, pq and w), the sequence of letters disorder (ibu- ubi) or a sequence of syllables (mata-tama), visual analysis and synthesis of the skin. This disorder is rarely, only 5 % of this type of dyslexia. The children stand in the ability of auditory perception or remembering stories. There is also the linguistic dyslexia, according to Efendi, U and S. Juhaya Praja (1985:85) this learning disabilities have difficulty in recalling words-spoken words, difficulty in distinguishing letter which similar sounds, as like t-d, b-g, spelling difficulties, including word and a chaotic heard sequence (sekolah-sekolah), this percentage is sizeable 50-60 % of the types of dyslexia.

c. Prophetic Teaching

Learning reflection according to Suliswiyadi (2013 94) is the activity of teachers in facilitating their students with questions in order to help the students to reflect their learning in the form of good questions. A good question is the divergent question (spreading) in order to make the students understand authentically, explore, and believes their findings .

Thus, through reflection, the students understand the meaning of the value contained within their experience, and it is hoped that students can build an intention to act in accordance with the result of reflections. Each student should be able to reflect on what he found in learning as much discussed in the Qur'an, about man and nature and his potential. Quraish Sihab (1996:373) reveals some human potential as described in the Qur'an, such as:

- a. The potential to read and know the names and functions of natural objects
- b. The potential to search for religious clues

Based on such understanding, it can be concluded that human beings are the concepts, create and develop , express ideas and implement them, would like to know the name and the potential to read and know the names and functions of natural objects, sometimes they get difficulties, so that, it is the importance of learning. Humans would need to learn from the primary source, ie the Qur'an.

Levine, Jeri Alan (1993:43) in her dissertation reveals that, in addition to Al-Qur'an, Hadith are being the spiritual power of religion in the class as a pusher of science, and one of the many disclosed in the Qur'an, while Hadith is an explanation of Al – Quran, one of the explanatuion is the learning method based on prophet (Prophetic Teaching).

The learning method is a method used by teachers to make relationship with students during the teaching and learning process. Therefore, the role of teaching methods as means to create the teaching and learning process. The methods are expected to grow with a variety of the students' learning activities in relation to teachers' teaching activities. In other words, it can create the interaction of education. In this interaction the teachers act as receiver or supervisor, while students act as receiver or guided. This process will work well if students much active than the teacher. Therefore, a good teaching method is a method that can grow the students learning activities.

It can be seen from the following hadith narrated by Al-Bukhari and Muslim: Anas RA said, "Rasulullah, is the best morals. I had a brother who was called Abu Umair, he was a child has been separated from the milk. If he came, he said, "Oh Abu Umair what nughair (little bird) done". Sometimes he plays with him. If the time to pray came while he was in our house, he asked the rug, and the blew it. Then he stood up and followed by us in the back."

Creating a conducive atmosphere and delight in teaching his Companions, the Prophet, using active learning, creative and fun, as exemplified and commanded us:

عَنْ أَبِي بُرْدَةَ عَنْ أَبِي مُوسَى قَالَ كَانَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِذَا بَعَثَ أَحَدًا مِنْ أَصْحَابِهِ فِي بَعْضِ أَمْرِهِ قَالَ بَشِّرُوا وَلَا تَنْفَرُوا وَيَسِّرُوا وَلَا تَعْسِرُوا (رواه المسلم)

Meaning: "From Abu Burdah of Abu Musa he said: If the Prophet wanted to send one his companions, he advised to make you happy and not not to make run, make it easy and do not make difficult". (HR. Muslim)

To do an active, creative, effective and fun learning as the examples given by the prophet, there are various methods of learning. This was done to avoid boredom and burnout of students. Among Rosulullah's methods applied in this study are:

1. Discussion method, question and answer or dialogue, the companions frequently asked Muhammad about a law , and Muhammad answered .

عَنْ أَنَسٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: أَنْصُرْ أَخَاكَ ظَالِمًا أَوْ مَظْلُومًا فَقَالَ رَجُلٌ يَا رَسُولَ اللَّهِ أَنْصُرُهُ إِذَا كَانَ مَظْلُومًا أَفَرَأَيْتَ إِذَا كَانَ ظَالِمًا كَيْفَ أَنْصُرُهُ قَالَ تَحْجِرُهُ أَوْ تَمْنَعُهُ مِنَ الظُّلْمِ فَإِنَّ ذَلِكَ نَصْرُهُ (رواه البخاري)

Meaning: "From Anas of the Holy Prophet, he said: said, "Help your brother, whether he does badness or gets badness. A Companions asked: ' O Messenger of Allah, obviously I would help him if he gets badness, but how do you if he is the parts of who does badness, how could I help him? 'He replied: "that (by the way) you prevent or prohibit him from doing injustice. So it is really a form of relief for him." (HR. Al-Bukhari)

2. Telling Story Method:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ : بَيْنَ رَجُلٍ يَمْشِي فَاشْتَدَّ عَلَيْهِ الْعَطَشُ فَنَزَلَ بِئْرًا فَشَرِبَ مِنْهَا ثُمَّ خَرَجَ فَإِذَا هُوَ بِكَلْبٍ يَلْهَثُ يَأْكُلُ التُّرَى مِنَ الْعَطَشِ فَقَالَ: لَقَدْ بَلَغَ هَذَا مِثْلُ الَّذِي بَلَغَ بِي فَمَالًا خَفَّةً ثُمَّ أَمْسَكَهُ بِيَمِينِهِ ثُمَّ رَقِيَ فَسَقَى الْكَلْبَ وَشَكَرَ اللَّهُ لَهُ فَغَفَرَ لَهُ قَالُوا يَا رَسُولَ اللَّهِ وَإِنَّ لَنَا فِي الْبَهَائِمِ أَجْرًا قَالَ فِي كُلِّ كَبِدٍ رَطْبَةٌ أَجْرٌ (رواه البخاري)

Meaning: "From Abi Hurairah ra. of the Holy Prophet, he said: "There was a man who was walking then he was very thirsty, so he fell into a well and drank. When he came out he found a dog stuck his tongue licking the ground because of thirst. The man said, "This dog is thirsty as I experienced before". Then he (fell back into the well) and filled his shoe with water, and bite his shoe with his mouth while went up and gave the water to the dog to drink. Therefore Allah thanked him and forgave him". The Companions asked, "O Messenger of Allah, whether we will be rewarded by doing good for the animals?"He said, "Against all animate beings be rewarded". (HR.Al-Bukhaari).

3.0 RESEARCH METHODOLOGY

This study employed a case study method. According to Syaodih, Nana S (2013:64) a case study is a study of a "unitary system". This unity can be programs, activities, events, or group of individuals bound place, time or a certain bond. In accordance with Chaedar Alwasilah . A (2015:39) a case study is a study and a comprehensive in-depth study of the students, a class, or a school that has a particular case. Based on Chaedar Alwasilah . A (2015:39), a deep understanding and comprehensive is showing all variables or aspects that lie behind it, which is thought to be the cause of the behavior or the case within a certain time.

Sampling techniques in this study is internal purposive sampling, which means that this qualitative research using techniques footage informants considered to know the difficulties of learning reading, the application of prophetic teaching, and the development of students' reading skills, so the possibility of an informed choice can evolve according to the needs and stability of researchers in obtaining data. According to Sutopo (1996:35), an internal purposive sampling

technique, providing opportunities to the researchers to take decisions, so they have a general thoughts about what is being learned, with whom would speak, when to make a proper observation (time sampling) and also some of the number and kinds of documents reviewed.

The location of this study is SDN 2 Jatiseeng Kidul Cirebon. According to Iskandar (2009:113), the research subjects were competent resources and have relevance or relationship with social settings studied. Therefore, the subject of this study is the fifth grade teachers who apply prophetic teaching. The data collecting techniques used were observation, interviews and documentation . Observations carried out directly to teachers who apply prophetic teaching, in order to obtain direct information about the learning process and the handling of teachers to students who have difficulty in learning reading. The source of data derived from interviews obtained from two sources, namely teachers on ways to handle cases of students with difficulties in learning reading through prophetic teaching and doing interviews with students regarding the use of opinion learning-based prophetic teaching.

4.0 RESEARCH FINDINGS

Learning and reading difficulty that occurs in elementary school often found and often had a negative impact on the development of reading skills of children. If those negative impacts were not addressed properly would make disturbing in the children's reading skills. Therefore, there must be the ways to overcome the children's difficulties in learning reading, one of them was reflective learning-based prophetic teaching method. Given the role of teachers in applying reflective learning-based prophetic, so there were students' learning motivation and increased mutual respect character, perseverance and cooperation. The existence of students' motivation in learning brings the change little by little and shows the increasing of reading in everyday.

Based on the interviews at SDN 2 Jatiseeng Kidul in class five on August 14, 2015, were found a few cases of students' difficulties in learning reading. The teacher's role in resolving the case of difficulties in learning reading as follows:

1. The schools work together with the parents. Teachers and parents say the fact of the ability of each child/student.
2. Seating the children who cannot read at the front so that they really focus on learning.
3. In the learning and teaching activities, teachers must give the examples of reading culture in the first time so that the students are motivated in reading.
4. Then, when the processes of learning reading, the teachers apply reflective learning-based prophetic teaching that is in accordance with the process such as lectures, story telling method, the method of discussion or question and answer. Especially the ways how to deal with cases of difficulties in learning reading below using reflective learning-based prophetic teaching method.

The results of observations on the role of teacher to the application of reflective learning-based prophetic teaching are:

a. The Difficulty in Arranging Letters into Words

Based on the observations in the fifth grade teacher, by applying the reflective learning-based prophetic teaching learning in overcoming the cases of arranging letters into words on 12 to 15 August 2015, which teachers have implemented some reflective learning-based prophetic teaching:

1) Story Telling Method

Story telling method is able to overcome the children's difficulties in comparing the letters, the steps that have been applied the story telling method are:

- a) The teacher gives a simple picture story to the students.
- b) The teacher explains or describes the content of the story that will be read to students

- c) Before the teacher tells the story, she/he teaches all of the kinds of letters repeatedly by using a card that written the alfabeth letters from A to Z.
- d) Then the students listen to the teacher's explanation about all kinds of letters.
- e) The teacher instructs the students to read the alphabet letters A to Z, then the students read all alfabeth letters together repeatedly.
- f) Beside that, the teacher guides and pursues a strategy or a way to introduce the letter to students by using shape gradually.
- g) Then the students repeat to read the letter.
- h) Then the teacher tell the story to the students, for example the story about CHICKEN.
- i) The teacher instructs his/her students "please pay attention to me!"
- j) Look what I bring!
- h) The teacher displays an image while tells the story using the understandable language by the student, besides tells the story pictures, teacher uses image cards as media that written CHICKEN.
- i) Then the students repeat the story about CHICKEN while guided by the teacher.

2) Discussion Method, Question and Answer or Dialogue

In the method of discussion, question and answer or dialogue can certainly help to overcome the children's difficulties which cannot recognize letters, how to resolve that difficulties are in accordance with the following steps:

- a) Before teaching the teacher should prepare the material will be taught
- b) The teacher makes the students are ready to learn
- c) Preparing the media and textbooks
- d) The teacher instructs the students to make groups
- e) Each group discusses what is instructed by the teacher
- f) The teacher gives each group the puzzle as media which is marked in colored paper all kinds of letters
- g) The students are required to listen to the teacher who was explaining the task group instruction execution.
- h) The teacher instructs the execution duties are as follows:
 - 1) Will you find the letter A (a), letter B (b) and so here the students work in group, each group looks for the letters and shows these letters found
 - 2) Then each group presents the discussion of the letters discovery to other groups in turn
 - 3) The second task is doing question and answer with each group for the results of the group task

b. The Difficulties in Spelling Syllables into Words

Based on the observations in the fifth grade teacher, by applying reflective learning-based prophetic teaching in addressing cases of trouble spelling syllables into words on 12 to 15 August 2015, the teachers have implemented some reflective learning-based prophetic teaching method such as:

1) Story Telling Method

Story telling method can certainly help to overcome the children's difficulties which cannot spell the syllables into words, such as:

- a) The teacher gives simple picture stories to students in the form of Nina story.
- b) The teacher reads the pictures
- c) At the time the teacher shows the pictures of Nina's, the teacher tells that the pictures is "Nina's", accompanied by an interesting story from the teacher.
- d) The teacher explains or describes the content of the story that will be read to the students about the material of the story.
- e) Before telling the story, the teacher reminds the students about all kinds of letters ABCDEFGHIJKLMNOPQRSTUVWXYZ repetedly.
- f) Reading Picture using Card Sentence

In this step, the students are invited to learn reading based on the pictures shown earlier but accompanied by the writing in accordance with the pictures. The students are taught to read sentences with pictures, after students can read the pictures smoothly.

g) Synthetic Process

in this process, the students are invited to rearrange the letters that have been separated into syllables.

I – n – i	n – i – n – a
I – ni	ni – na
Ini	nina
Ini nina	

Finally, the sentence which already undergone a process of Analytic-Synthetic described below:

Ini	nina
Ini	nina
I – ni	ni – na
I – n – i	n – i – n – a
I – ni	ni – na
Ini	nina
Ini	nina

- h) Then the students repeat the content of Nina's story while guided by the teacher

2) Discussion Method, Question and Answer or Dialogue

In the method of discussion, question and answer or dialogue can certainly help to overcome the children's difficulties which cannot spell the syllables into words, such as:

- a) Before teaching, the teacher prepares the material will be taught
- b) The teacher makes the students are ready to learn
- c) Preparing the media and textbooks
- d) The teacher instructs the students to make groups
- e) Each group discusses what is instructed by the teacher
- f) The teacher provides task of stringing syllables into words at random

g) The students are required to listen to the teacher who was explaining the task group instruction execution.

h) The teacher instructs the execution duties are as follows:

(1) Try to find syllable whatever you find then arrange or combine that syllables you found into words. Here all the students are doing collaboration with their group by looking for the syllables into words linked.

(2) Then each group presents the result of the syllables discussion into words that have been rearranged together by all the students in the group to other groups

(3) The second task is doing question and answer with each group for the results of the group task

5.0 CONCLUSION AND SUGGESTION

The conclusions from this study are, first, provision of the teachers' treatment by applying a reflective learning-based prophetic teaching using telling story method, and discussion method, question and answer or dialogue can improve the students' motivation and mutual respect characters, perseverance and cooperation. Second, the difficulties in learning reading (dyslexia) experienced by the four students about the difficulties in arranging letters into words, and spelling syllables into words can be reduced. The improvement of the students' ability to read is 23,67%.

In overcoming the students' reading difficulties (dyslexia), the researchers suggest to the educators to implement the reflective learning-based prophetic teaching. In addition, in optimizing the reflective learning-based prophetic teaching, the educators and the prospective educators are able to implement more than one method of learning that improve the students' interest, motivation and their characters.

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