

Implementation of Pull Out Learning to Grow Interest in Learning to Read in Dyslexic Children in Class IV Students of SDN 1 Wanasaba

Yuni Agustin^{1*}, Aswasulasikin², Abdul Aziz³, Zohrani⁴

^{1*,2,3,4}Faculty Of Science Education, Universitas Hamzanwadi, Indonesia

*Corresponding Author e-mail: yuniagustin887@gmail.com

Abstract: Research aims to see how the pull out strategy influences to students' interest in learning to read dyslexia class IV SD Negeri 1 Wanasaba Year Teachings 2023. The type of research used is Quantitative research with Single Subject Research (SSR) design . In this research, researchers used samples 1 student namely students dyslexia . The data collection technique used by researchers is an observation instrument to see students in the learning process, tests to determine students' initial abilities, student questionnaire to determine students' interest in learning, And documentation in the form of photos. As well as technique analysis data Which used in this research namely testing the hypothesis using the t test with level significant 0.05. Results data observation show (30%) categorized as low. So can concluded bah student dyslexia on learning process before implementing the Pull Out interest learning model learn to read it Still low. Results study Also show bah strategy pull out learning included in the very well implemented category dyslexic students which can be seen from the results respondents (96%) who has an influence on dyslexic students' interest in learning and helps Teacher Also in give strategy Study for student Which own or need strategy special in the class. As for data mark pretest of 25 and the posttest value data is 85 . So, we can see the results from the t-count hypothesis test \geq t-table ($5.34522 \geq 4.30265$) then H_0 is rejected and H_a accepted.

Article History

Received: 11-08-2023

Revised: 11-09-2023

Published: 20-11-2023

Keywords:

Learning strategies, Pull out, Interest in reading, Dyslexia.

How to Cite: Agustin, Y., Aswasulasikin, A., Aziz, A., & Zohrani, Z. (2023). The Implementation of Pull Out Learning to Grow Interest in Learning to Read In Dyslexic Children in Class IV Students of SDN 1 Wanasaba. *IJE : Interdisciplinary Journal of Education*, 1(2), 190–197. <https://doi.org/10.61277/ije.v1i2.36>



<https://doi.org/10.61277/ije.v1i2.36>

This is an open-access article under the [CC-BY-SA License](#).



Introduction

Education is an aspect that plays an important role and is really needed by humans to improve the quality of their standard of living (Supriadi 2016). The learning process usually occurs in the classroom, in these activities there is interaction between the teacher and students, one student and another, both individually and in groups. This teaching and learning activity not only aims to teach students to achieve certain learning goals, but also to educate students to become individuals who are aware of their duties as human beings.

Education is a basic right possessed by humans which is guaranteed and protected as stated in the 1945 Constitution Article 31 paragraph 1 which states that every citizen has the right to education (UUD 1945 p 31 a 1) (Hamidi 2016). Thus, everyone has the right to

Interdisciplinary Journal of Education Vol. 1, No 2 (November 2023)

obtain education without exception to those who have disabilities, be they physical, mental, intellectual, social and emotional. Children with special needs (ABK) also have the right to receive a proper education just like other normal children.

According to Dr. Hj. Lubna, et al (2021) educational program inclusion No only applied oriented to services to children , so that need every child fulfilled. Inclusive education No only applied to children who have need special but For all child because basically every child own characteristics, uniqueness and diversity in a way natural Already is in yourself children in particular (Yulianto 2014). Invite invite number 20 of 2003 concerning the education system national regulations every citizens have the same thing For get education quality basis good experience abnormality physical, mental, emotional, intellectual, possessing talent special , and who stays in the area remote .

Read is something important activities in the learning process teach , because read is ability absorption something knowledge through text or reading (Berliana et al. 2023). Without read We No Can know what 's happening in the world, and us No can know knowledge existing knowledge, then from That read become important thing in knowledge and learning teach .

Interest is something very important for somebody For For do activity, with people's interest will be try reach goal (Rahmayanti 2016). Therefore That interest said as one aspect psychic humans can push For reach goal. There are two aspects contained by interest including aspects cognitive and affective (Banowati et al. 2023). Aspect cognitive contain understanding that interest always preceded by knowledge, acquired and developed understanding and concepts and experiences or results interaction with the environment . aspect affective shows in degrees emotional ones stated in form of assessment process For determine favorite activities. So something activity when accompanied with interest strong individual , _ so He will pour out his attention with Good to activity that.

Low interest in reading is often a problem that must be overcome in the world of education (Elgini 2023). Someone who has an interest in learning can be seen from the enthusiasm they have in participating in learning and an interest can be expressed through statements that show that students prefer one thing over another. Interest can also be demonstrated through participation in an activity. Students who have an interest in a particular subject tend to pay greater attention to that subject.

A number of indicator interest Study namely : 1) Likes and interests to things learned ; 2). Desire student For study ; 3) Attention to learning, 4) Enthusiasm as well as participation and activeness student in Study (Solehah, Saputra, and Setiwan 2022). There are steps that must be taken taken For overcome problem low interest read This is with optimizing movement literacy in students at school basic , so as not to happen things that don't desired in students , such as lateness student For can read or normal called with dyslexia .Someone who has interest Study can seen from enthusiasm you have in follow learning and a interest can expressed through indicative statement that child child educate more like something matter than others (Hudaya 2018) . Interest can also be shown through participation in suati activity, students who have interest to subject certain tend For give more attention big to subject that.

Dyslexia is one disturbance development function brain happens throughout range life, dyslexia considered something the effects caused Because disturbance in association Power remember (memory) which is processing the so -called central difficulty read the

primer, usually difficulty This will new detected after child enter the world of school For some time (Pratiwi, Hapsari, and Argo 2015). A number of causal factors a child own disturbance dyslexia , including (1) factors genetic (2) influence prenatal hormones such as testosterone (3) disorders neuronal migration (4) damage consequence hypoxia ischemic during prenatal in the area parieto - temporo-occipital (Andamari and Amalia 2017).

In overcome problem learning in the classroom teachers need strategies for reach objective in learning (Witono and Istiningsih 2021). learning strategy is the science and art or the most important and effective way of planning and implementing the learning process created by the teacher to achieve specific learning goals or objectives by using or exploiting all learning resources that are closely related to student management, environmental management , and assessment.

strategy learning can interpreted as planning Which containing about Suite activities designed to achieve a specific educational goal so it can be said to be successful in completing those goals has been determined (Khasanah 2019) . And the learning process is based on that educators want to achieve by creating a learning atmosphere Which conducive and attracts interest students' own learning.

One strategy that can be used by teachers is the pull out strategy. The pull out learning strategy is a strategy for children with disabilities to study with other (normal) children in regular classes but at certain times they are withdrawn from the regular class to the resource room to study with a special supervising teacher. (Mardini 2015). This strategy is specifically intended for inclusive schools that have children with special needs, and this strategy is one of the learning models in inclusive schools.

Based on the results of initial observations carried out at SDN 1 Wanasaba, one class IV student was identified who was having difficulty learning to read out of 27 students who were present in the learning process. The student showed less active behavior (silent) and avoided when given the assignment to read in front of the class, even though the teacher had tried to invite him to read together in front of the class. Apart from that, students often seem confused when they have to read textbooks independently and are found to make many mistakes in reading, which makes students less interested in following the learning process. From the results of interviews conducted by researchers with class IV teachers, it can be seen that this student is a shy and quiet child, reading takes a lot of time and the voice he makes tends to be quiet. And these students also often misread words because they have difficulty combining letter sounds into meaningful words, especially words that have the letter j or the letter t. Letters are often confused, for example 'b' with 'd' then 'p' with 'q' then 'm' with 'w' and 's' with 'z', reading is slow, disjointed and imprecise.

Some of the results of the identification carried out by researchers on a child at SDN 1 Wanasaba include, the child's concentration is easily distracted, he has difficulty recognizing letters and spelling, he can only recognize vowels (a, i, u, e, o), he has to point to the reading using hand, the student can name all the letters but cannot show which letter is mentioned, writes very slowly, cannot write independently and has to imitate writing, has difficulty distinguishing between letters such as M and W, P and Q, N and U, etc. other.

In study this , researcher in a way special research about learning strategies pull out to children who don't Can read or Dyslexia at SDN 1 Wanasaba . Obstacles caused by a _ nervous disorders brain can influence ability read child. Disturbance This normal is known

as dyslexia. Dyslexia is form disturbance in the reading process. Form difficulty in understand the word or sentence . Understanding about dyslexia This should owned by everyone , parents or a educators , so no happen delays and errors in handling it . Dyslexic child need method different in itself for children in general in matter Study reading. Objective study This is For know How the influence of the Pull out strategy to interest Study read student Dyslexia at SDN 1 Wanasaba.

Research Methods

This research uses quantitative research methods with an experimental approach . The experimental approach is a research approach carried out by experiment, which is a quantitative research method, used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. Conditions are controlled so that no other variables (apart from the treatment variable) influence the dependent variable (Mulyana et al. 2022).

The experimental approach used was Single Subject Research (SSR). Single Subject Research (SSR) is a research design to evaluate the effects of a treatment with a single case (Yani, Sulistyowati, and Tapo 2023). Single Subject Research is a research methodology characterized by repeated assessments of certain phenomena (often behavior) over time and is generally used to evaluate interventions (Prahmana, 2021: 49). In this study, researchers intend to obtain data regarding how influential the pull out learning strategy is on the learning interest of children with dyslexia.

According to Prahmana (2021), this design model, which is often used in single subject experiments, namely A - B - A, is a development of the basic design A - B, where there is a repetition of the baseline conditions after the intervention is carried out. In this design, the basis for drawing conclusions regarding the functional relationship between the dependent variable and the independent variable is stronger than in the A – B design. Target behavior is measured repeatedly during three stages, namely first, baseline conditions (A); second, intervention condition (B); and third, the condition where the intervention is withdrawn and returns to its original condition or baseline (A2).

Dyslexic students at SD Negeri 1 Wanasaba and the researchers only used 1 sample in class 4 in the 2023 school year. Data collection techniques used observation, tests, questionnaires and documentation techniques. Observations were carried out directly by researchers to see how students' learning activities were in the classroom, as well as using tests to find out comparisons before and after interventions were carried out on students, questionnaires as a way to find out how students responded to the interventions that had been carried out. Then all the data that has been obtained will then be analyzed using the t table value to determine the level of consultation that will be seen in hypothesis testing and provide conclusions. then all the data that has been obtained will be entered into the hypothesis testing formula, as formulated as follows:

1. Determining the t- table value

$$t = [\alpha ; (df = nk)]$$

Note:

Number of variables = (k)

Number of respondents/sample = (n)

Significant level (α)= 5%

Degrees of freedom (df) = nk (Deni Kurniawan, 2008).

2. Hypothesis Test

$$t = \frac{\overline{N_1} - \overline{N_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Information:

N_1 = Pre-test value

N_2 = Post-test value

s_1^2 = Student questionnaire

s_2^2 = Observation Data n_1 = Number of pre-test samples n_2 = Number of post-test samples. (Sugiyono, 2018)

Results and Discussion

Dyslexic students are children who have a level of ability below the average of their peers, especially in terms of reading, therefore separate or individualized learning is needed in order to achieve the competencies that will be applied and to achieve learning goals in the world of education.

Form learning pull out at school regular can influence behavior and interests Study student dyslexia in the environment school moreover in the society . Student often not _ interest For Study in the classroom Because student dyslexia more like away and apart self from Friend his age especially Friend the class is caused Because lacking abilities _ in read and capture slow study _ Because difficult For understand reading so that results learning also happens less than optimal.

Subject study This is child dyslexia who still sits on a bench school Elementary (SD) class IV at SDN 1 Wanasaba , District Wanasaba . After do observation , students the own shy character , can _ interact with Friend her friend but seldom speak, in in class students also show that himself No can follow learning with Good Because limitations who he still is Not yet fluent in reading .

At the moment researcher give pretest on students , students show a number of indicative characteristics _ characteristic characteristic dyslexia including :

- 1). Inability to name letters that sound the same even though they are different, such as the letters 'b' and 'd', then 'p' and 'q' and 'm' and 'w'
- 2). Difficulty combining letters to form words
- 3). Read slowly
- 4). Small voice
- 5). Cannot read words that start with vowels

So the researchers concluded that the student had impaired reading ability or dyslexia.

From the results of the pretest, students were only able to get a score of 25 from the 5 questions given, where one question was worth 20 points. After the pretest was carried out, the researcher provided intervention to the students using a pull out strategy and provided learning according to the students' abilities, then the students were given posttest questions

using the same questions or tests to find out whether the students' abilities improved after being given the intervention. In the posttest, students were able to get a score of 85 from the 5 test questions, meaning that students' abilities could increase using the pull out learning strategy.

The results of all the data that have been obtained are then calculated and the following results can be obtained.

Table 1. Hypothesis Test Results

Intervention	Amount Samples (n)	N	S1 ²	S2 ²	T count	Level significant
Pretest	1	25				
Posttest	1	85	96	30	5.34522	0.05

Based on the results of the research analysis carried out by researchers from May 8 to May 20 2023. The table above shows that the pull out learning strategy can be categorized as very good when applied to dyslexic students. This can be seen from the results of responses from students which reached 96%, which has the effect of fostering dyslexic students' interest in learning. So it can be seen in the table that the results of the hypothesis t count > t table ($5.34522 > 4, 30265$) then it can be concluded that H_0 was rejected and H_a was accepted, so there is a difference in interest in learning before and after the pull out strategy was applied to dyslexic students at Wanasaba 1 State Elementary School for the 2022 academic year. / 2023.

Conclusion

Based on the results of the research and discussion discussed previously, it can be concluded that there is a fairly significant influence between the influence of pull out learning on the learning interest of class IV dyslexic students at SD Negeri 1 Wanasaba. It is known that dyslexic students' interest in learning to read has experienced a development or increase where the initial data when the researchers made observations was only 30% and after the intervention was carried out the students' interest in learning to read increased to 96% so that it can be categorized as having a very high interest in learning. Therefore it can be concluded that With this pull out strategy , it can increase interest in learning to read in class IV dyslexic students at SD Negeri 1 Wanasaba T/A 2022/2023.

Research results this too proven with t test results are given with level significant 5% with t- count = 5.34522. So you can seen from hypothesis test results where t- count \geq t - table ($5.34522 > 4.30265$) then H_0 is rejected and H_a is accepted . So that can concluded that There is influence enhancement interest Study read student dyslexia after implementation of learning strategies pull out on students dyslexia.xz

References

- Andamari, Sri Respati, and Ulfa Amalia. 2017. "Implementation of Android Application-Based Therapy and Verbal Therapy to Improve Reading Ability in Children with Dyslexia Symptoms." *Psychology (Journal of Psychology)* 17–26.
- Banowati, Eka Nanda, Mudrikatunnisa Mudrikatunnisa, Alvita Rizki Maula, and Nur Fajrie.

2023. "Factors that Influence Class II Students' Interest in Reading at SDN 2 Kedungsarimulyo." *ALFIHRIS: Journal of Educational Inspiration* 1(4):116–27.
- Berliana, Nadila, Eli Rustinar, Hasmi Suyuthi, Mahdijaya Mahdijaya, and Hafiz Gunawan. 2023. "THE ROLE OF TEACHING CAMPUS STUDENTS IN THE DEVELOPMENT OF READING CORNER AT SDN 65 BENGKULU CITY." *Community Development Journal: Journal of Community Service* 4(3):5724–29.
- Elgini, Besa Nasri. 2023. "The Influence of Interest in Reading on Student Learning Achievement at SMA Negeri 1 Salang, Simeulue Regency."
- Hamidi, Jazim. 2016. "Legal Protection for Disabilities in Fulfilling the Right to Education and Employment." *Ius Quia Iustum Law Journal* 23(4):652–71.
- Hudaya, Adeng. 2018. "The Influence of Gadgets on Students' Disciplinary Attitudes and Interest in Learning." *Research and Development Journal of Education* 4(2).
- Khasanah, Khuswatun. 2019. "Concept Maps as a Strategy to Improve Primary School Student Learning Outcomes." *Edutrained Journal: Journal of Education and Training* 3(2):152–64.
- Mardini, Siyam. 2015. "Increasing Interest in Learning for Children with Special Needs in Regular Classes Through the Pull Out Model at SD N Giwangan Yogyakarta." *Ahmad Dahlan Elementary School Education Journal* 2(1):25–36.
- Mulyana, Eldi, Juariah Juariah, Ade Suherman, Triani Widyanti, and Asep Supriyatna. 2022. "Implementation of the Project Based Learning Model in Order to Improve Creative Thinking Abilities." *Equatorial Social: Journal of Social Sciences Education* 2(1):25–32.
- Pratiwi, Isnaeni, Freyda Dwi Hapsari, and Catur Budi Argo. 2015. "Learning Letter Puzzle Techniques to Improve the Reading Skills of Dyslexic Children."
- Rahmayanti, Vina. 2016. "The Influence of Student Interest in Learning and Perceptions of Teacher Efforts in Motivating Student Learning on Indonesian Language Learning Achievement of Middle School Students in Depok." *SAP (Arrangement of Educational Articles)* 1(2).
- Ruqoyyah, Ruqoyyah, M. Aji Fatkhurrohman, and Yuni Arfiani. 2020. "Implementation of a Guided Inquiry Model Assisted by Pop-up Books to Improve Students' Creative Thinking Abilities." *JEMS: Journal of Mathematics and Science Education* 8(1):42–48.
- Solehah, Nisa Nabilatus, Heri Hadi Saputra, and Heri Setiwan. 2022. "Analysis of Class IV Student Interest in Learning at SDN 20 Ampenan During the Covid-19 Pandemic in the 2021/2022 Academic Year." *Scientific Journal of Educational Professionals* 7(1):229–35.
- Supriadi, Hamdi. 2016. "The Role of Education in Personal Development Against the Challenges of the Globalization Era." *Pamulang University Management Study Program Scientific Journal* 3(2):92–119.
- Witono, Ahmad Hari, and Siti Istiningsih. 2021. "Analysis of Teacher Strategies in Teaching Slow Learner Students in Class IV SDN 2 Karang Bayan." *Elementary Education Plan* 1(2):57–65.
- Yani, Elfrida, Fitria Sulistyowati, and Maria Marfiani Tapo. 2023. "SINGLE-SUBJECT RESEARCH: THE EFFECT OF TRI-N BASED LEARNING MEDIA ON MATHEMATICAL REASONING ABILITY." Pp. 103–14 in *ProSANDIKA UNIKAL* (Proceedings of the National Seminar on Mathematics Education, Pekalongan



IJE

Interdisciplinary Journal of Education

<https://skillerindonesia.id/index.php/ije/index>

Vol. 1, No 2: November 2023

E-ISSN: 2988-7798

pp. 190-197

[Email:ije@skillerindonesia.com](mailto:ije@skillerindonesia.com)

University) . Vol. 4.
Yulianto, M. Joni. 2014. "Conception of Disability and Inclusive Education." Inclusion
1(1):19–38.