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## **Dyslexia in Reading Arabic Script among Arabs**

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### **Abstract**

This study examines the barriers to learning to read Arabic script among female students of Arab descent who have dyslexia at MI Al-Irsyad Al-Islamiyyah Banjarmasin. The main focus of the study is to identify the type of dyslexia experienced and to explore effective alternative methods for overcoming these difficulties. Using a descriptive qualitative approach with case studies, data was collected through observation, interviews, and documentation, which was then analyzed using the Miles and Huberman model. The results of the study indicate that the students experience visual (diseidetic) and verbal (linguistic) dyslexia, which causes an inability to consistently recognize Arabic letters and accurately associate sounds with letters. These challenges led to a reliance on Latin letters and significant difficulties in mastering the Arabic alphabet. Multisensory learning methods, the use of interactive media such as flashcards and digital applications, and the “reading without spelling” approach were found to be effective in reducing learning difficulties. Active parental involvement and psychological support also played crucial roles in the learning process. This study underscores the need for inclusive, personalized, and adaptive learning strategies for children with dyslexia, particularly in the context of Arabic script learning. These findings contribute significantly to the development of intervention models and the improvement of Arabic language education quality for children with special needs.

**Keywords:** Arab descent; Arabic script; Dyslexia; Psycholinguistics;

## Introduction

Reading difficulties are one of the main problems in education, especially for children with learning disabilities such as dyslexia. Dyslexia is a neurobiological condition that affects an individual's ability to process written language, resulting in difficulties in spelling, reading, and writing accurately and fluently.<sup>1</sup> Although dyslexia is more commonly studied in the context of Latin languages, this phenomenon also occurs in the learning of non-Latin scripts, such as Arabic script, which has specific characteristics, including complex letter forms and a different writing direction.<sup>2</sup>

Learning to read Arabic script requires adequate phonological and cognitive skills, as children must recognize the Hijaiyah letters, understand the layout of letters in words, and process Arabic sounds correctly.<sup>3</sup> Children with dyslexia face significant challenges in this area, which results in difficulties in mastering Arabic literacy skills optimally. In the context of learning Arabic script, dyslexia can manifest as difficulties in recognizing letters, spelling, and writing Arabic script correctly, as well as understanding its meaning.

Reading proficiency is a fundamental skill that needs to be taught to children from an early age.<sup>4</sup> In this learning process, the role of adults around children, especially parents and teachers, is vital. They are not only facilitators, but must also

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<sup>1</sup> Laili Etika Rahmawati et al., "Studi Eksplorasi Bentuk-Bentuk Gejala Disleksia Pada Anak," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 5 (March 2022): 4003–13, <https://doi.org/10.31004/obsesi.v6i5.2495>.

<sup>2</sup> Nur Syamira Mohamad Nor and Harun Baharuddin, "PROBLEMS OF DYSLLEXIA STUDENTS AND TEACHINGS STYLE FOR LEARNING OF ARABIC LANGUAGE," *International Journal of Advanced Research in Islamic Studies and Education (ARISE)* 1, no. 2 (2021).

<sup>3</sup> Muhammad Rifqi Maulana et al., "تطبيق الحروف العربية الملايوية في تعليم النحو بمعهد الفلاح بنجر بارو"، *Arabia: Jurnal Pendidikan Bahasa Arab* 16, no. 1 (2024): 67–78, <http://dx.doi.org/10.21043/arabia.v16i1.25216>.

<sup>4</sup> Muhammad Rifqi Maulana, "تطوير مادة القراءة المكثفة في ضوء النظرية البنائية بالواقع المعزز لطلبة قسم تعليم"، *اللغة العربية على قراءة النصوص المعاصرة بجامعة أنتساري الإسلامية الحكومية بنجرماسين* (Masters Thesis, Universitas Islam Negeri Antasari Banjarmasin, 2025), <https://idr.uin-antasari.ac.id/29103/>.

have a deep understanding of reading learning techniques and strategies, both for children who are developing normally and those who show signs of reading difficulties or disorders.<sup>5</sup>

Mastery of reading skills is closely related to children's oral language abilities. Oral language acquisition itself is a long process that begins at birth through intense interaction with the immediate family environment. During this process, children learn various aspects of language such as pronunciation, vocabulary, grammar, and social norms in communication. A lack of an environment that supports adequate language interaction can hinder the language acquisition process, which will ultimately have a negative impact on children's language comprehension and production, as well as their reading ability. Thus, the success of reading learning is greatly influenced by the quality of language interaction that children receive from early in life.<sup>6</sup>

The limited research on dyslexia in the context of reading Arabic script, especially among people of Arab descent in Indonesia, is a matter of concern. People of Arab descent in various regions, including Banjarmasin, have a strong cultural and linguistic heritage as part of their identity.<sup>7</sup> However, researcher found that a female student at MI Al-Irsyad Al-Islamiyyah Banjarmasin, who is of Arab descent with the surname Thalib, has dyslexia in reading Arabic script. This case

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<sup>5</sup> Yolandha Paramitha Irawan and Muhammad Rifqi Maulana, "WAZHĀIFU AL-USRAH 'ALĀ T'ALLUMI AL-'ARABIYYAH LI ṬOLABATI AL-MADRASAH AL-ŠANĀWIYAH AL-ISLĀMIYYAH AL-HUKŪMIYYAH BI BERAU," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 1 (April 2024): 359, <https://doi.org/10.35931/am.v7i1.3298>.

<sup>6</sup> Muhammad Rifqi Maulana, Zein Ridha, and Bakri Mohammed Bkheet Ahmed, "Language Environment on Speaking Skills Training in Islamic Middle School," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (October 2024): 617–40, <https://doi.org/10.29240/jba.v8i2.10962>.

<sup>7</sup> Taufiqurrahman Taufiqurrahman, Yahana Almajudha, and Fatwiah Noor, "Language and Culture of Young Arabs in Banjarmasin," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 11, no. 2 (2024): 189–202.

shows that even though children have an Arab cultural background, they are not immune to the challenges of learning Arabic script caused by dyslexia.

Early intervention for reading difficulties is a crucial factor in supporting children's overall learning success and development.<sup>8</sup> Timely and appropriate intervention can minimize the negative impact of dyslexia on children's academic and psychosocial performance. Therefore, a deep understanding of the characteristics of dyslexia, especially in the context of Arabic script learning, is very important so that the learning strategies developed are relevant and effective.

Researchers found a number of relevant previous studies related to dyslexia in children and its impact on written language skills. Siti Marya Ulpah revealed that dyslexia causes various types of errors in language writing, such as inversion (writing letters backwards), incorrect use of punctuation marks, letter substitution (replacement of letters), and deletion (omission of letters).<sup>9</sup> Furthermore, Sri Suci Wahyuni stated that the patterns of errors in the written language of children with dyslexia vary greatly, including differences in letter shapes, writing thickness, and types of errors experienced. For example, the first child tends to substitute mirrored letters, the second child writes letters backwards, the third child replaces consonants, and the fourth child adds letters.<sup>10</sup> In addition, Karlina Helmanita's

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<sup>8</sup> Cela Petty Susanti, Dwi Purwati, and Rosendah Dwi Maulaya, "Perancangan Media Smart Book: Upaya Mengatasi Kesulitan Anak Tunanetra Membaca Aksara Arab," *Jurnal Muara Pendidikan* 8, no. 1 (2023), <https://doi.org/10.52060/mp.v8i1.1174>.

<sup>9</sup> Siti Marya Ulpah and Tatang, "Analisis Bahasa Tulis Aksara Arab Pada Anak Dengan Gangguan Disleksia: Kajian Psikolinguistik," *SPHOTA: Jurnal Linguistik Dan Sastra* 16, no. 1 (March 2024): 25–35, <https://doi.org/10.36733/sphota.v16i1.7707>.

<sup>10</sup> Sri Suci Wahyuni et al., "Kesalahan Bahasa Tulis Anak Disgrafia Umur 9 – 12 Tahun Siswa Di Kelas Inklusi SDN Parakan 01," *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra* 18, no. 1 (January 2025): 191–202, <https://doi.org/10.30651/st.v18i1.23343>.

study shows that children with developmental dyslexia have difficulty understanding and applying the rules that connect letters with sounds correctly.<sup>11</sup>

This phenomenon needs to be studied further to understand how dyslexia affects the ability to read Arabic script among people of Arab descent. This study aims to uncover the obstacles experienced by dyslexic children of Arab descent when learning to read Arabic script, identify the types of dyslexia they experience, and find effective alternative methods to help overcome these difficulties. Therefore, this research is important for enhancing understanding of the impact of dyslexia in a local context and developing appropriate learning strategies and interventions, thereby serving as a practical guide for teachers and parents in supporting the educational success of these children.

## Method

This research used a descriptive qualitative research method with a case study approach, which aimed to describe in depth the phenomenon<sup>12</sup> of reading difficulties experienced, the types of dyslexia that emerged, and effective methods to minimize obstacles in learning Arabic script. Qualitative methods are interpretive in nature, aiming to understand phenomena in depth based on the context and subjective meanings of research participants, in contrast to positivistic approaches, which are quantitative and emphasize numerical measurement.

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<sup>11</sup> Karlina Helmanita, "Hambatan Membaca Aksara Arab Bagi Anak Disleksia Di Sanggar Baca Jendela Dunia," *Buletin Al-Turas* 22, no. 2 (July 2016): 303–23, <https://doi.org/10.15408/bat.v22i2.4047>.

<sup>12</sup> Muhammad Rifqi Maulana, Hamidi Ilhami, and Rahmat Shodiqin, "MASYĀKILU TA'LĪMI 'ILMI AL-ŞORFI BI MADRASAH AL-IRSYĀD AL-MUTAWASSIṬAH AL-ISLĀMIYYAH," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (October 2023): 413, <https://doi.org/10.35931/am.v6i2.2588>.

Descriptive research is a method that seeks to describe and interpret objects according to their actual conditions.<sup>13</sup>

The main objective of this approach is to present a systematic description of the facts and characteristics of the object or subject being studied accurately. Therefore, the process of collecting, analyzing, and interpreting data in descriptive research does not focus on numbers or statistical data, but rather on a deep understanding of the phenomena being observed.<sup>14</sup>

This study was conducted through observation of empirical facts and phenomena as they occurred, whereby all observable phenomena were recorded and detailed without consideration of their correctness or incorrectness. The purpose of this study was to systematically describe the characteristics, circumstances, and obstacles in reading experienced by female students of Arab descent with dyslexia.

The subject of this study is a fifth-grade student at MI Al-Irsyad Al-Islamiyyah Banjarmasin named A. Thalib, who is of Arab descent. The object of this study is the dyslexia disorder in reading Arabic script experienced by this student.

Data collection techniques were carried out through observation, interviews, and documentation with the aim of obtaining a comprehensive picture of the phenomenon of dyslexia in reading Arabic script among the research subjects. Data analysis utilized the Miles and Huberman theoretical approach, which comprises three main stages: data reduction (filtering and organizing data to focus on key elements), data presentation (organizing information into an easily understandable

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<sup>13</sup> Muhammad Rifqi Maulana and Nurullah Thorieq Faiz Anaam, “من الشباب إلى الكبار: تعليم النحو ” *Lugawiyyat* 7, no. 1 (May 2025): 1–14, <https://doi.org/10.18860/lg.v7i1.31576>.

<sup>14</sup> Rachmat Kriyantono, *Teknik Praktis Riset Komunikasi Kuantitatif Dan Kualitatif: Edisi Kedua* (Jakarta: Kencana Prenada Group, 2022), <https://books.google.co.id/books?id=yrkFEQAAQBAJ>.

format), and drawing conclusions (extracting meaning and generalizations from the obtained data).<sup>15</sup>

## **Result and Discussion**

Dyslexia is a language disorder that causes difficulties in reading, writing, and processing linguistic information in written form. This disorder can be temporary or permanent and can affect individuals of all ages.<sup>16</sup> Although dyslexia does not affect a person's intelligence, this disorder is rooted in neurobiological abnormalities in the brain that processes language.<sup>17</sup> Therefore, the recovery of dyslexia requires treatment that focuses on restoring the function of related brain networks so that written language skills can improve optimally.<sup>18</sup>

### **Barriers Faced by Female Students with Dyslexia of Arab Descent in Reading Arabic Script**

Reading ability is the main foundation in learning Arabic, especially for children of Arab descent who should have a strong cultural and linguistic connection with the Arabic script. However, the phenomenon observed among Arab-descent female

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<sup>15</sup> Muhammad Rifqi Maulana, Rahmat Shodiqin, and Harits Nasrulloh, "Thariqah Al-Sam'iyyah Wa al-Syafahiyyah Fi Sharf: Tathbiquha, Tahaddiyatuha Wa Hilluha," *Al Intisyar* 10, no. 1 (June 2025): 22–46, <https://doi.org/10.32505/intisyar.v10i1.10996>.

<sup>16</sup> Septy Nurfadhillah et al., "Analisis Kesulitan Belajar Membaca (Disleksia) Dan Kesulitan Belajar Menulis (Disgrafia) Siswa Kelas I SDN Tanah Tinggi 3 Tangerang," *Jurnal Pendidikan Dan Sains* 2, no. 1 (2022): 114–22.

<sup>17</sup> Rezki Agus Pandai Yani Tanjung and Yulia Nadhira, "Pendekatan Terapi Pedagogi Untuk Disleksia Emosional: Transformasi Emosional Dan Akademik Anak," *Jurnal Bahasa, Sastra Dan Pengajaran (JBSP)* 1, no. 2 (2025).

<sup>18</sup> Dedhe Khairina, Suhaila Yasaroh Nasution, and Mhd Anggie Januarsyah Daulay, "ANALISIS GANGGUAN BAHASA PADA ANAK MELALUI KAJIAN PSIKOLINGUISTIK," *Jurnal Sastra Indonesia (SASINDO)* 9, no. 2 (2020), <https://doi.org/10.24114/sasindo.v9i2.21068>.

students at MI Al-Irsyad Al-Islamiyyah reveals a starkly different situation. These students are completely unable to read Arabic script and are even unfamiliar with the Arabic alphabet, despite their cultural and identity ties to Arab heritage. In fact, in their learning process, these students rely more on the Latin alphabet as their primary means of written communication in daily life. This situation poses a significant obstacle to the process of learning Arabic, particularly reading Arabic script, which should be a key part of the learning process.

This obstacle does not stem solely from a lack of exposure to Arabic script, but is a clear manifestation of the dyslexia experienced by the student. Dyslexia, as explained in the literature, is a neurobiological disorder that causes difficulties in processing written language, both in reading and writing, even though the child's intelligence and motivation to learn are not diminished.<sup>19</sup> In the case of this student of Arab descent, the disorder had a very clear impact, namely an inability to recognize even the basic letters of the Hijaiyah alphabet, so that her interaction with the Arabic language was limited to minimal or even suboptimal verbal communication.

Difficulties in recognizing these Hijaiyah letters have a domino effect on subsequent aspects of learning.<sup>20</sup> Because they did not master the alphabet, the students were unable to form words, read sentences, or understand Arabic texts, which are an important part of the madrasah curriculum. This had a direct impact on their limited understanding of religion and culture associated with the Arabic

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<sup>19</sup> Kadek Yati Fitria Dewi and Ni Putu Uliani, "Gejala Dan Upaya Mengatasi Kesulitan Belajar (Disleksia)," *Daiwi Widya* 10, no. 2 (March 2024): 124–32, <https://doi.org/10.37637/dw.v10i3.1784>.

<sup>20</sup> Laura Cantika, Khairul Umam, and Syamsuddin, "Peningkatan Kemampuan Membaca Huruf Hijaiyah Dan Menghafal Surat Pendek Melalui Metode Bermain Edukatif Di TK Islam Terpadu Insan Kamil Purwakarta," *Journal of Pedagogical and Teacher Professional Development* 1, no. 1 (2024), <https://doi.org/10.35719/jtpd.v1i1.3>.



language.<sup>21</sup> In addition, the inability to read Arabic script causes female students to have difficulty following lessons that use Arabic writing media, leading to frustration and low self-confidence, which has the potential to reduce overall motivation to learn.

Furthermore, the obstacles faced by these students also reveal broader issues related to learning strategies and support systems available in the context of Madrasah Ibtidaiyah education. It turns out that the approach to teaching Arabic script has not been successful in addressing the specific needs of children with dyslexia, particularly in terms of early recognition of the Arabic alphabet. The absence of systematic specialized interventions and the lack of adaptive differential learning methods exacerbate the situation, leading children with different learning characteristics to fall behind and become isolated in the formal learning process.<sup>22</sup>

This situation also highlights the need for teachers and schools to play an active role in recognizing the signs of dyslexia early on and adopting an inclusive approach to learning. Teachers must be equipped with the knowledge and skills to identify learning barriers in Arab children such as this student, given the different characteristics of dyslexia in Arabic script learning compared to Latin languages. For example, Hijaiyah letters, which have similar shapes and a right-to-left writing system, require special strategies so that children can internalize the characters correctly without experiencing excessive confusion.<sup>23</sup>

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<sup>21</sup> Muhammad Rifqi Maulana, Ridha Darmawaty, and Nurullah Thorieq Faiz Anaam, "Joyful Listening: Integrating 'Nusa Dan Rara' Animation and KAHOOT! For Maharah Istima'," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 17, no. 1 (2025), <https://doi.org/10.24042/9rf63d07>.

<sup>22</sup> Yuniarti Amalia Wahdah, "Faktor-Faktor Kesulitan Siswa Dalam Membaca Teks Bahasa Arab," *ALSUNYAT* 1, no. 1 (April 2020): 30–46, <https://doi.org/10.17509/alsunyat.v1i1.24197>.

<sup>23</sup> Fadhilatul Rizka and Farikh Marzuki Ammar, "Analisis Faktor Kesulitan Membaca Teks Berbahasa Arab Kelas VIII," *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (April 2024): 3660–66, <https://doi.org/10.54371/jiip.v7i4.4295>.

In addition, parental involvement is also very important in supporting children's learning process at home. Parents must be educated and guided so that they can help children with dyslexia when practicing reading Arabic letters consistently and correctly. Emotional support and a conducive learning environment are essential to boost the child's self-confidence, preventing them from easily giving up when faced with challenges. Ultimately, the success of overcoming reading difficulties with Arabic script among Arab-descent students does not solely depend on the school but also on close collaboration between teachers, parents, and relevant parties.<sup>24</sup>

Furthermore, the findings that students were completely unfamiliar with the Hijaiyah alphabet and relied on the Latin alphabet raise questions about the lack of adequate exposure and stimulation to Arabic script from an early age. In fact, the family and community environment of Arab descent should be a strong asset in introducing and familiarizing children with the Arabic language and script. This indicates that social environment factors and parenting patterns also contribute to the process of developing Arabic literacy skills.<sup>25</sup> In other words, this student's difficulty in reading Arabic script is the result of a combination of internal factors, namely dyslexia, and external factors, namely a lack of support from an Arabic-speaking environment.

Furthermore, learning strategies that accommodate the special needs of children with dyslexia must be designed in the form of structured intervention programs involving special teachers or trained Arabic language facilitators. This

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<sup>24</sup> Irawan and Maulana, "WAZHĀIFU AL-USRAH 'ALĀ T' ALLUMI AL-'ARABIYYAH LI TOLABATI AL-MADRASAH AL-ŠANĀWIYAH AL-ISLĀMIYYAH AL-HUKŪMIYYAH BI BERAU."

<sup>25</sup> Anna Nurbaiti and Rhomiy Handican, "Systemat Literature Review: Peran Lingkungan Bahasa Dalam Meningkatkan Keterampilan Siswa Berbahasa Arab," *KILMATUNA: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2023), <https://doi.org/10.55352/pba.v3i1.83>.

program may include remedial classes, intensive letter recognition exercises, and a personalized approach that adapts methods to the type of dyslexia experienced. As a result, it is hoped that children will gradually develop their ability to read Arabic script, which in turn will open up opportunities for a deeper understanding of the Arabic language and active participation in religious education.

Equally important is the development of supporting resources in the form of dyslexia-friendly learning modules and the provision of visual and audio aids that can be used by teachers and parents. These facilities must be designed with inclusive principles to ensure equitable access to learning and reach children with special needs. This serves as both a preventive and curative measure to ensure that challenges like those faced by this Arab-descent student do not persist and hinder her academic and social development in the future.

### **Types of Dyslexia Experienced by Arab Descendant Female Students**

Dyslexia is a language disorder that has several variations based on its characteristics, mainly covering visual, linguistic/verbal, and auditory aspects. Understanding this classification is important because each type presents different difficulties and requires specific intervention strategies. In general, dyslexia is divided into three main types:<sup>26</sup>

a. Dyslexia is caused by a disorder in the function of the rear part of the brain, which is responsible for visual perception and memory. Children with this type of dyslexia have difficulty distinguishing between letters that are similar in shape, often resulting in letter reversals, such as 'm' being read as 'w', or 'u'

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<sup>26</sup> D. Suratman, *Mengenal Jenis-Jenis Penyakit Pada Anak* (Victory Pustaka Media, 2022), <https://books.google.co.id/books?id=INWbEAAAQBAJ>.

becoming 'n'. In the context of the Arabic alphabet, children may misidentify letters that are visually similar, such as the letters ب (ba) and ت (ta), or the letters ن (nun) and ر (ra).

b. Verbal or linguistic dyslexia, characterized by impaired auditory discrimination or perception, causes difficulties in spelling, identifying letter sounds, and finding words in spoken and written language. Children with this type have problems processing the phonological aspects of language, which affects their overall reading and writing abilities.

c. Auditory dyslexia, which occurs due to a disruption in the connection between the visual and auditory systems. Children with this type of dyslexia typically experience delays in reading, even though their verbal language and visual perception abilities are normal. Difficulties arise when combining visual information with the sounds they hear.

Based on observations, interviews, and documentation of Arab descent female students at MI Al-Irsyad Al-Islamiyyah, the type of dyslexia they experience can be analyzed by considering the characteristics of the obstacles that arise in the process of learning to read Arabic script.

First, the student demonstrated an inability to consistently recognize Hijaiyah letters and often experienced reversal of shapes or confusion in recognizing similar letters. For example, in writing exercises, letters with similar shapes were often mixed up or reversed, such as difficulty distinguishing between the letters ت, ب, and ث, which have different dot patterns, or between ن and ر, which

have similar basic shapes. This pattern of errors clearly indicates visual perception and memory disorders, which are characteristic of dyslexia of the visual type.<sup>27</sup>

Second, the student also showed difficulties in connecting the sounds of letters with the correct Hijaiyah letter forms. During learning interactions, the student had difficulty spelling and pronouncing letters correctly, and even had difficulty identifying the basic sounds corresponding to the letters written or read. This indicates a disorder in the phonological and auditory perception aspects, which falls under the category of verbal or linguistic dyslexia.

Third, although the student still experiences delays in reading, her verbal language and visual perception are within normal limits, indicating that the problem is not entirely related to visual-auditory integration, even though visual impairment is a major factor. This confirms that auditory dyslexia is less dominant in this student's case.

Overall, the obstacles experienced by female students tend to be dominant in visual (diseidetic) and linguistic (verbal) dyslexia, where difficulties in visual perception of similar letters and phonological disorders interact simultaneously to hinder the ability to read Arabic script. Especially in the learning of Arabic script, which has many letters with similar shapes and a right-to-left writing system, these visual impairments cause letter shape reversal and consistent reading and writing errors. Meanwhile, phonological difficulties prevent female students from accurately associating sounds with letters, exacerbating problems in recognizing and reading Arabic words.

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<sup>27</sup> Sri Respati Andamari and Ulfa Amalia, "Implementasi Terapi Disleksia Berbasis Android Dan Terapi Disleksia Verbal Terhadap Peningkatan Kemampuan Membaca Pada Anak Disleksia," *Psikologia : Jurnal Psikologi* 2, no. 1 (April 2017): 17, <https://doi.org/10.21070/psikologia.v2i1.1073>.

Previous relevant research also supports these findings, such as Siti Marya Ulpah's study, which shows that children with dyslexia experience errors in the form of inversion (reversed writing), letter substitution, and letter loss, especially in Hijaiyah letters that are similar in shape and sound.<sup>28</sup>

Understanding that the student has visual and verbal dyslexia is crucial in determining the appropriate learning approach and intervention. The main focus should be on improving visual perception of letters and intensive phonological training, using multisensory methods that can help internalize the shape and sound of letters simultaneously.<sup>29</sup>

### **Effective Alternative Methods to Help Overcome Difficulties in Reading Arabic Script among Female Students with Dyslexia of Arab Descent**

In a study of Arab female students at MI Al-Irsyad Al-Islamiyyah who experience dyslexia in reading Arabic script, several alternative methods have been applied and observed to overcome the obstacles to reading Arabic script. The following are the results of data presentation from the observation process, interviews with teachers and parents, and learning documentation:

#### **Multisensory Approach**

In the learning process, teachers use multisensory methods that involve various senses simultaneously, such as introducing Hijaiyah letters through tactile touch (for example, using raised letters made of wood or plastic), visual (colorful

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<sup>28</sup> Siti Marya Ulpah and Tatang, "Analisis Bahasa Tulis Aksara Arab Pada Anak Dengan Gangguan Disleksia."

<sup>29</sup> Faruq Faruq and Wiwien Dinar Pratisti, "Model Pembelajaran Multisensori Bagi Anak Disleksia, Efektif?: Tinjauan Sistematis," *Ideguru: Jurnal Karya Ilmiah Guru* 7, no. 3 (August 2022): 243–48, <https://doi.org/10.51169/ideguru.v7i3.392>.

cards with clear letter shapes), and audio (playing the pronunciation of letters). Observations indicate that students are more responsive to media that combine visual and auditory elements, thereby enhancing their ability to recognize Arabic letters. The multisensory method provides comprehensive stimulation, helping children's brains to associate letter shapes with sounds and physical sensations. This is in line with cognitive psychology theory, which states that learning using more than one sense can improve memory and understanding. Female students who face visual perception difficulties are greatly helped by audio and tactile stimulation, which overcomes the limitations of one type of sense that is impaired by visual dyslexia.<sup>30</sup>

#### Use of Flash Cards and Interactive Media

Arabic letter flash cards with distinctive colors and supporting images are used regularly. These flash cards are equipped with the correct pronunciation of the letters, helping students associate the shape with the sound of the letter. Documentation data shows an improvement in students' ability to recognize letters after using flash cards for several weeks. Continuous interaction with this media provides more intensive stimulation than traditional methods. The use of flash cards as a visually recognizable and regularly repeated medium has a positive impact. In the context of dyslexia, simple and colorful materials can reduce anxiety and enhance learning motivation. Repetition and consistency in using flash cards

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<sup>30</sup> Faruq and Pratisti.

strengthen visual and auditory learning pathways, as dyslexia is not an intellectual issue but rather a matter of information processing.<sup>31</sup>

### The Method of Learning to Read Without Spelling

Teachers apply a method of learning to read without spelling that emphasizes the recognition of syllables and sound patterns rather than spelling out letters one by one. This approach is considered to make it easier for students to understand the overall structure of words, thereby reducing the boredom and confusion that often occur in children with dyslexia when they have to spell repeatedly.<sup>32</sup>

The implementation of learning to read without spelling and the syllabic-based Iqra' method has proven effective in reducing the cognitive load of children with dyslexia. These children often experience overload when they have to process individual letters and phonemes separately. With this approach, they only need to understand groups of sounds or syllables as units of meaning, making it easier for them to recognize and pronounce words. This approach also increases motivation because children feel they are making progress more quickly.<sup>33</sup>

### Parental Guidance and Psychological Support

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<sup>31</sup> Moddy Adella and Mas Roro Diah Wahyu Lestari, "Pengaruh Media Pembelajaran Flashcard Terhadap Kemampuan Anak Disleksia Di Sekolah Dasar," *Al Madrasah Jurnal Pendidikan Madrasah Ibtidaiya* 8, no. 3 (July 2024): 995, <https://doi.org/10.35931/am.v8i3.3564>.

<sup>32</sup> Evi Maulidah, "Metode Belajar Membaca Tanpa Mengeja (BMTM) Untuk Mengenalkan Keterampilan Membaca Anak Usia Dini Di PAUD Al Barokah 1 Karang Melok Tamanan Bondowoso," *CHILDHOOD EDUCATION: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (January 2024): 68–85, <https://doi.org/10.53515/cej.v5i1.5510>.

<sup>33</sup> Maulidah.



Parents are actively involved in the learning process by consistently providing reading exercises at home using similar media. In addition, psychological support is provided to overcome students' frustration due to learning difficulties, increase motivation, and maintain self-confidence.<sup>34</sup>

Continuous and patient guidance can provide a sense of security and boost children's confidence, especially when faced with failure or an inability to read letters quickly. In addition, psychological support reduces the levels of stress and frustration that often hinder the learning process of children with dyslexia.<sup>35</sup>

The data and analysis above indicate that effective alternative methods to help Arab female students with dyslexia overcome difficulties in reading Arabic script must be multisensory, interactive, and integrated between school and home. A systematic and adaptive approach, based on an understanding of the type of dyslexia and specific obstacles in Arabic script, has yielded encouraging results in improving the students' reading abilities.

## Conclusion

This study found that Arab female students with dyslexia experience significant difficulties in reading Arabic script, mainly because they are unable to consistently recognize Hijaiyah letters and rely more on Latin letters. These

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<sup>34</sup> Aas Mulyati and Usep Setiawan, "Pendampingan Belajar Membaca Bahasa Arab Dan Pengembangan Mufradat Pada Anak Madrasah Diniyah Di Kampung Tegal Heas Desa Cihanjavar," *Jurnal Pendidikan Indonesia: Teori, Penelitian, Dan Inovasi* 3, no. 2 (March 2023), <https://doi.org/10.59818/jpi.v3i2.475>.

<sup>35</sup> Nunung Nunung, Rhesty Widyayuning Maharani, and Tatang Tatang, "Gangguan Menulis Pada Pembelajar Bahasa Arab Kelas 4 Sekolah Dasar," *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)* 9, no. 1 (June 2025): 58–67, <https://doi.org/10.33479/klaus.v9i1.1149>.

obstacles are caused by visual and phonological perception disorders, which result in serious challenges in learning Arabic. The type of dyslexia experienced is visual and verbal dyslexia, which affects the ability to recognize letter shapes and associate sounds with those letters.

To overcome this difficulty, learning methods that involve multiple senses simultaneously—such as the use of flash cards, interactive applications, and reading without spelling—have proven to be effective. Active support from parents and an integrated approach between school and home are also very helpful in gradually improving students' motivation and abilities.

The results of this study emphasize the importance of a personalized and inclusive learning approach, as well as innovative methods tailored to the characteristics of dyslexia, so that Arab children with difficulties reading Arabic script can learn more optimally and confidently.

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