

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Education is one of the fundamental elements crucial for the development of a nation. The quality of human resources capable of contributing to a country's social, economic, and cultural progress can be enhanced through education. Education itself is a deliberate and planned effort to create a learning environment and process so that students can develop their potential optimally (Rahman et al., 2022). The right to a proper education is guaranteed in Article 31, Paragraph (1) of the 1945 Constitution of the Republic of Indonesia, which states that "Every citizen has the right to education." Therefore, the state both the central and local governments is obligated to provide equal and proper access to education for its citizens. However, in reality, this equitable and quality access has not yet been achieved by some children in Indonesia, particularly children with disabilities.

Children with disabilities often face discrimination when it comes to accessing their rights, particularly in the field of education (Afifah & Hadi, 2018). Data from the Central Statistics Agency (BPS) via the March 2024 National Socio-Economic Survey (Susenas) in the 2024 Education Statistics report indicates that the majority of people with disabilities in Indonesia tend to have low educational attainment, with 73.38% having completed only elementary school or below and 26.64% having completed at least nine years of schooling. This figure lags far behind that of the non-disabled population, the majority of whom (64.79%) have completed the nine-year compulsory education. Differences in physical and psychological conditions make children with disabilities vulnerable to educational barriers, ranging from a lack of educators with specialized competencies which can hinder their educational progress to negative stigmas from their surroundings and the broader community. One disability that remains poorly addressed and is often misunderstood by the public is dyslexia.

Dyslexia is a learning disorder related to language skills. This condition occurs when a child experiences difficulty in understanding or expressing language. Children with dyslexia generally face challenges in reading, spelling, writing, speaking, and even processing information they hear (Faizin, 2020).

Dyslexia is still commonly found among junior high school students with severe dyslexia, which hinders their education. This is evidenced by the results of a case study conducted by Mukhtar et al. (2024) at Makassar Mulya Junior High School regarding the severity of dyslexia, which showed that students with dyslexia at that school fall into the category of severe dyslexia. Students with dyslexia at that school still struggle to understand various word forms, particularly words containing similar-looking letters. Such challenges can arise due to a lack of understanding among parents, teachers, and the surrounding community regarding the condition of children with dyslexia. The community tends to view children with dyslexia as less intelligent, lazy, and unwilling to learn. In reality, however, they are experiencing serious difficulties with reading, writing, and spelling.

A similar situation was also found at SMP Negeri 2 Wonoayu in Sidoarjo Regency, based on interviews with three teachers at the junior high school. Ms. Renny, Ms. Fatimah, and Ms. Amalia stated that there are still several students in every grade level who experience serious reading difficulties; their symptoms typically include trouble distinguishing similar letters such as b and d, p and q, as well as difficulty in forming syllables and spelling. The school has actually been running a support program every Friday for students who still face reading challenges, but the results have not been optimal due to a lack of parental support and involvement at home. According to the teachers, even though the children receive support at school, some parents at home, instead of providing further learning, simply let their children play and do not provide any special attention at home for the child, making this one of the main obstacles. The teachers also noted that understanding of dyslexia remains limited among the general public.

Although dyslexia intervention is ideally conducted from an early age under 9 years old in reality, the number of junior high school students with dyslexia who experience reading difficulties remains quite high, and they face far more complex challenges. Based on interviews with teachers at Wonoayu State Junior High School 2, it was found that these reading difficulties are not a new issue; the challenges were already identified in elementary school but were not properly addressed due to a lack of understanding among both teachers and the child's parents. Consequently, this academic gap widens significantly when the child enters junior high school, where

academic demands are higher. Child psychologist Citra Sabrina, M.Psi., explains that delayed identification until pre-adolescence is often accompanied by significant psychological impacts, such as low *self-esteem*, anxiety, and even social withdrawal.

It is at this point that the urgency of addressing dyslexia at the junior high school level becomes critical. If awareness campaigns focus solely on early childhood dyslexia education, this group of junior high school students who have already fallen behind will remain unreached yet this is precisely the period that will determine the direction of their future development. Without proper understanding, appropriate learning strategies, and strong collaboration between teachers and parents, junior high school students with dyslexia risk falling further behind, losing self-confidence, and potentially failing to adapt academically or socially. In the long term, this can affect their educational choices, employment opportunities, and overall quality of life as individuals. Therefore, focusing the campaign on the middle school level is not only relevant but also urgently needed to ensure that children with dyslexia who are identified late still receive appropriate learning opportunities and the right support.

Research conducted by (Pandiangan & Selian, 2025) on parenting styles and teachers' strategies in supporting children with dyslexia demonstrates that negative stigma toward children with dyslexia remains prevalent in Indonesia. The study notes that teachers who do not understand the condition of children with dyslexia often label students as lazy or unmotivated. A similar situation occurs with parents who have an authoritarian parenting style, who tend to force children with dyslexia to learn using conventional methods; parents with such a parenting style also frequently label children with dyslexia with negative labels such as "stupid," "lazy," or even "not trying enough," even though their difficulties are neurological in nature. Such stigma and parenting styles ultimately have serious consequences for the self-confidence, academic participation, and emotional development of children with dyslexia. If this situation is allowed to continue, children with dyslexia will fall further behind academically and experience a decline in self-confidence, which could lead to the risk of dropping out of school.

The same point was raised by Citra Sabrina, M.Psi., a psychologist, during her online interview, noting that negative stigma toward children with dyslexia remains deeply entrenched in society. Ms. Citra explained that while handling cases in the field,

many parents come with complaints that their children are lazy, unruly, or even stupid, when in fact, upon further investigation, the child shows signs of dyslexia such as difficulty recognizing letters, understanding directions, and remembering word order. She also believes that support from teachers and parents is still lacking, and often the child is pressured because they are seen as slow and not serious about learning.

Several initiatives have actually been undertaken by the government, educational institutions, and the community to support children with dyslexia. One example is a lecturer from Ganesha University of Education who developed dyslexia-friendly reading materials in 2025 with the aim of making it easier for people with dyslexia to read and spell (Ministry of Education and Culture, Science and Technology, 2025). Communities such as the Dyslexia Center Indonesia have also been providing pre-diagnostic services, educational therapy, and counseling for children and parents since 2019. As reported by Kompas.com (2021), inclusive schools like Cikal have already modified their curricula and provided appropriate learning accommodations for students with dyslexia. According to Vitriani, a psychologist and Deputy Head of the Inclusive Education Curriculum at Cikal, curriculum modifications for children with dyslexia must account for the language barriers they face. Adjustments are made based on the child's developmental stage; for example, a third-grade elementary student whose language skills are still on par with those of a first- or second-grader will have instructional materials tailored to their level of understanding.

Additionally, there are support organizations for children with special needs, such as Athalia's Blessing, which supports and assists children with special needs, including those with dyslexia. Athalia's Blessing focuses on supporting children through collaboration with schools, providing therapy, and offering direct support to the child. Athalia's Blessing also utilizes social media as a tool for education and information dissemination. However, the various efforts undertaken so far remain limited and have not yet fully reached the broader public. There are still many teachers, parents, and members of the general public who lack understanding of dyslexia, leading to persistent negative stigma and suboptimal support for children with dyslexia.

To address this issue, educational efforts are needed to enhance public understanding and support particularly from educators, namely teachers and parents regarding dyslexia. One effective medium for widely disseminating educational messages is through social campaigns. A social campaign is a non-commercial form of advocacy focused on social issues within the community. The goal of social campaigns is to raise public awareness of existing social issues (Pangestu, 2019). In the context of dyslexia, social campaigns can serve as a medium for conveying information that is both engaging and easy to understand, thereby fostering public empathy, reducing negative stigmas, and encouraging teachers and parents to provide appropriate support to children with dyslexia. The use of visual media in social campaigns also has its own advantages because it can simplify complex messages into more persuasive ones and reach a wider audience, especially through digital platforms.

The design of this social campaign offers a novel approach compared to similar campaigns conducted previously. One existing social campaign on dyslexia education is the “Hati Beraksara” campaign, created by a student at the Institute of the Arts in Padangpanjang, which targets parents of young children and focuses on early detection of dyslexia. The fundamental difference between the “Hati Beraksara” campaign design and this campaign design is that this campaign will place greater emphasis on students with dyslexia in secondary school, who are often diagnosed late and face negative comments from their surroundings. This social campaign design aims not only to introduce the characteristics of dyslexia but also to emphasize the importance of emotional support and learning support strategies from both teachers and parents so that children with dyslexia can develop to their full potential. This design is crucial given the still-low level of public understanding about dyslexia and the negative impacts that arise if this condition is left unaddressed. Titled “Design of an Educational Social Campaign to Enhance Educators Support for Children with Dyslexia” this initiative is expected to educate, foster empathy, and encourage active involvement from teachers and parents in supporting the learning process of children with dyslexia, particularly at the secondary school level.

## **1.2 Problem Identification**

1. There are still many people with disabilities in Indonesia who have not gained access to equitable and appropriate education. Data from the Central Statistics Agency in

2024 indicates that 73.38% of people with disabilities have only completed education equivalent to elementary school or below, and only 26.64% have completed the minimum nine years of compulsory education.

2. The lack of educators with specialized understanding and competencies in handling children with disabilities, particularly those with dyslexia, results in their learning process being less than optimal.
3. Dyslexia, as one form of an invisible disability, often remains undetected early on, particularly among children with dyslexia at the secondary school level.
4. A case study conducted by Mukhtar *et al.* (2024) at SMP Makassar Mulya revealed that students with dyslexia still face significant difficulties in reading and writing due to a lack of understanding and support from their surrounding environment.
5. Interviews with three teachers at SMP Negeri 2 Wonoayu, Sidoarjo Regency, revealed that some students still struggle with reading, such as distinguishing similar letters and spelling words fluently. Although the school has a literacy support program, the results have not been optimal due to a lack of parental support at home.
6. Research by Pandiangan & Selian (2025) and an online interview with Ms. Citra Sabrina, M.Psi., a psychologist, confirm the existence of negative stigmas such as the belief that children with dyslexia are lazy learners and not intelligent due to a lack of understanding among teachers and parents regarding children with dyslexia.

### **1.3 Problem Statement**

1. How can an educational social campaign be designed to enhance educators support for children with dyslexia?

### **1.4 Scope of the Study**

1. The primary target audience for this social awareness campaign on dyslexia is teachers and parents.
2. The campaign materials cover only the basics of dyslexia, common characteristics, the psychological impact on students, the consequences of delayed intervention, and the forms of support and learning strategies that teachers and parents can provide.
3. The design does not include aspects of medical treatment or specialized therapy for dyslexia.

## **1.5 Design Objectives**

1. To raise public awareness that children with disabilities, particularly dyslexia, have the right to equal and appropriate access to education just like other children.
2. To provide basic information and guidance for teachers in supporting the learning process of children with dyslexia so that learning is more effective and optimal.
3. To foster awareness regarding the importance of early detection and ongoing support for children with dyslexia, particularly at the secondary school level.
4. To encourage active support from the surrounding community, particularly teachers and parents, so that students with dyslexia can learn more effectively and avoid falling further behind academically.
5. To increase parents awareness and involvement in supporting children with reading difficulties, particularly those with dyslexia.
6. Improving the understanding of teachers, parents, and the community regarding dyslexia to eliminate the negative stigmas that have long been associated with individuals with dyslexia.

## **1.6 Benefits of the Design**

### **1.6.1 For the Designer**

1. Increasing knowledge and understanding of dyslexia and inclusive education in Indonesia.
2. Provides hands-on experience in designing an educational social campaign about dyslexia.
3. Sharpening research and analytical skills and applying visual communication design skills acquired during the course.

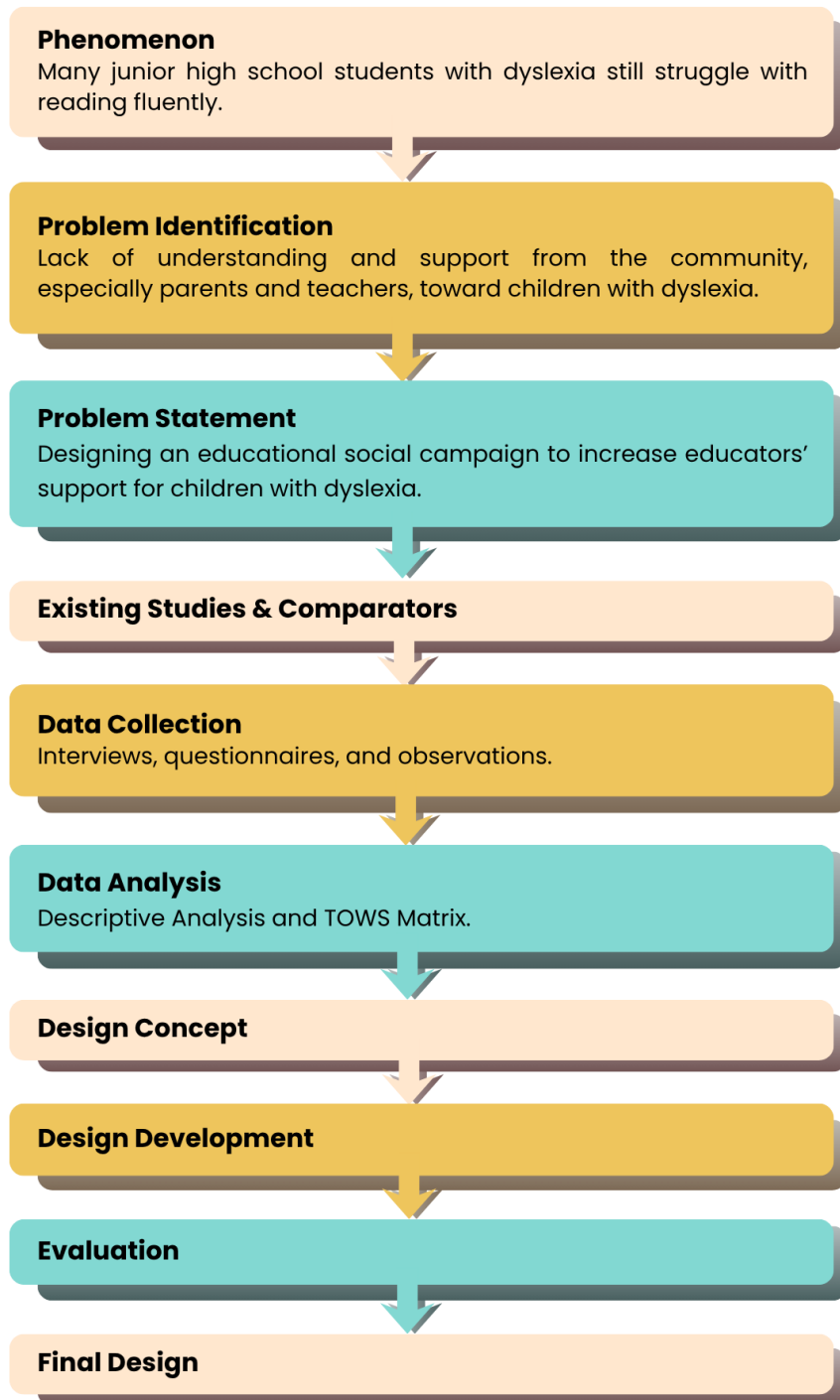
### **1.6.2 For Teachers and Parents**

1. To provide accurate knowledge and understanding of dyslexia to the public, particularly teachers and parents.
2. Raising awareness of the importance of both emotional and academic support from teachers and parents for children with dyslexia.
3. Reducing negative stigma and fostering empathy toward children with dyslexia.

### **1.6.3 For Children with Dyslexia**

1. To have a more welcoming and supportive learning environment because teachers and parents already have a better understanding of dyslexia.
2. Developing self-confidence through more appropriate emotional support.
3. Facilitated in the learning process through support strategies tailored to their needs.

## 1.7 Design Framework



**Figure 1.1** Design Framework

(Source: Personal Document)