

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

Based on the findings of this study on the design of a social education campaign regarding dyslexia, it can be concluded that the main issue lies in the low level of understanding and support from educators namely parents and teachers toward children with dyslexia. This lack of understanding leads to negative stigmas, delayed identification, and suboptimal learning processes for children, particularly at the junior high school level. Through the design thinking method and a mixed-methods approach, it was found that the public especially educators still have limited knowledge regarding the characteristics of dyslexia, the impact of delayed intervention, and a lack of understanding of appropriate support strategies. In fact, emotional and academic support from educators plays a crucial role in boosting the self-confidence and learning abilities of children with dyslexia.

As a solution, a social education campaign was designed to raise awareness and understanding of dyslexia through Instagram content specifically, engaging and easy-to-understand educational videos and infographics supported by supplementary materials such as brochures and X-banners. This design addresses the problem statement regarding how to design a social education campaign to increase educators' support for children with dyslexia, specifically by presenting an informative, persuasive, and audience-relevant visual communication strategy. This campaign is expected to reduce negative stigma, increase understanding, and encourage active involvement from parents and teachers in supporting children, thereby creating a more inclusive learning environment that supports the development of children with dyslexia.

#### **5.2 Recommendations**

A recommendation for the development of this design is that future social education campaigns on dyslexia should expand their use of media beyond Instagram to include, as well as other digital platforms and interactive media, in order to reach a broader and more diverse audience. Additionally, the educational materials presented can be enhanced by adding practical guidelines and case studies that are more easily

applicable for teachers and parents. Further research is also expected to conduct a measurable evaluation of the campaign's effectiveness to assess its impact on improving audience understanding. Furthermore, collaboration with educational institutions, dyslexia communities, and professionals such as psychologists needs to be strengthened to enhance the program's credibility and sustainability. With these developments, this social education campaign is expected to make a more significant contribution to creating an inclusive and supportive educational environment for children with dyslexia.