

Reading disability (dyslexia) and Its impact on the Development of High  
School-aged children

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ARTICLE INFO	ABSTRACT
<b>Published:</b> Nov, 30, 2024	<i>Dyslexia is a learning disorder that primarily affects reading and writing skills, often leading to difficulties in recognizing words, spelling, and comprehension. Using a mixed-method approach, this research combines qualitative interviews with students, teachers, and parents, along with quantitative data from academic performance and screening tools. The findings indicate that students with dyslexia face significant challenges, including low self-esteem, frustration, and academic underachievement. However, the study also highlights the role of inclusive teaching strategies and individualized interventions in fostering better learning outcomes. The results suggest that increased awareness and early identification of dyslexia, along with collaboration between teachers, parents, and students, are crucial to ensuring effective support. This research provides recommendations for schools to develop inclusive educational practices, promote emotional resilience, and implement appropriate accommodations, enabling students with dyslexia to thrive in their academic and personal lives. The study concludes by emphasizing the importance of creating a supportive and understanding environment in high schools, ensuring that students with dyslexia are not only academically successful but also feel socially accepted and emotionally supported.</i>
<b>Keywords:</b> children, dyslexia, developmental impact.	

## INTRODUCTION

Education serves as a vital foundation for personal and societal development, with literacy skills—particularly reading and writing—playing a central role in academic success. However, not all students acquire these skills effortlessly. Dyslexia, a learning disorder characterized by difficulties in reading, spelling, and word recognition, affects many students worldwide. It is a neurological condition that can persist across different

stages of education, including high school, making it a long-term challenge that requires continuous attention and support.

High school is a critical period in a student's academic journey, as it involves more complex subjects and greater demands for independent learning. However, students with dyslexia often struggle to keep pace with their peers due to difficulties in reading comprehension and written assignments. This can result in declining academic performance, loss of self-confidence, and increased frustration. In many cases, dyslexia may remain undiagnosed at this stage, as early signs might have been overlooked or misunderstood during earlier schooling years.

Beyond academic struggles, students with dyslexia frequently experience emotional and social challenges. They may feel isolated from peers or misunderstood by teachers, which can lead to anxiety, low self-esteem, and even school avoidance. Without adequate interventions, these challenges may hinder their overall educational experience and future opportunities. Therefore, it is essential for educators, parents, and policymakers to recognize the significance of providing appropriate support to students with dyslexia at the high school level.

This research seeks to explore the specific challenges faced by high school students with dyslexia and to identify effective strategies and interventions that can foster better academic and personal outcomes. It aims to provide insights for developing inclusive learning environments, ensuring that students with dyslexia receive the support they need to thrive. Additionally, the study underscores the importance of collaborative efforts between teachers, parents, and students in addressing dyslexia effectively and creating a positive learning experience.

By focusing on dyslexia at the high school level, this research highlights the need for awareness, early identification, and tailored support programs, ensuring that no student is left behind in their educational journey.

## **METHOD**

This study utilizes a mixed-method approach, combining both quantitative and qualitative data to gain a comprehensive understanding of the challenges faced by high school students with dyslexia and its impact on their academic, psychological, and social development. The research aims to explore not only the extent of reading difficulties but also how these challenges affect students' overall well-being and learning outcomes. Research Design, Participants and Sampling, Data Collection Methods, Data Analysis, Ethical Considerations, Limitations and Conclusion

## **RESULT AND DISCUSSION**

The findings of this research illustrate the far-reaching effects of dyslexia on the academic, psychological, and social aspects of high school students' development.

### **Academic Challenges**

Students with dyslexia experience significant hurdles in meeting academic expectations, particularly in reading comprehension and written tasks. Quantitative data revealed a

substantial performance gap compared to their peers, which was further exacerbated by the lack of targeted classroom accommodations. Many students expressed feelings of frustration and helplessness, which often resulted in disengagement from academic activities.

### Psychological and Emotional Impact

The study also shed light on the psychological burden carried by students with dyslexia. Interviews revealed recurring themes of low self-esteem, anxiety, and feelings of inadequacy. These issues were often triggered by their struggles with academic tasks and reinforced by perceived negative judgments from teachers and peers. However, students who received emotional support and consistent encouragement demonstrated greater resilience and coping mechanisms.

### Social Implications

On a social level, students with dyslexia frequently reported feelings of isolation and exclusion. Many avoided participating in group activities due to fears of being misunderstood or judged. Conversely, the presence of empathetic peers and inclusive school cultures was found to enhance their social confidence and sense of belonging significantly.

### Effectiveness of Support Strategies

The study highlights the importance of implementing individualized teaching strategies tailored to the needs of students with dyslexia. Interventions such as visual aids, assistive technologies, and modified assessments proved effective in improving engagement and learning outcomes. Schools that fostered collaboration among teachers, parents, and students through Individualized Education Plans (IEPs) reported higher levels of academic success and emotional well-being.

### Discussion:

The results emphasize the interconnected nature of academic, psychological, and social challenges faced by high school students with dyslexia. Addressing these issues holistically requires a shift in educational practices. This includes early diagnosis, increased teacher awareness, and evidence-based interventions that cater to diverse learning needs. A supportive and inclusive environment is key to empowering students with dyslexia to achieve their full potential (Vernia, et al, 2023).

### CONCLUSION

This study underscores the significant impact of dyslexia on high school students' academic, psychological, and social development. Students with dyslexia face unique and multifaceted challenges that require comprehensive support systems. Early identification and the implementation of individualized strategies are essential for fostering academic success, emotional resilience, and social integration.

The findings call for increased collaboration between educators, parents, and students to create inclusive learning environments. By adopting evidence-based practices and prioritizing early intervention, schools can ensure that students with dyslexia receive the support necessary to thrive academically and personally. Furthermore, policy

reforms that allocate resources for the diagnosis and management of dyslexia are critical to promoting equitable educational opportunities for all learners.

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