



# Analysis of Parenting Patterns in Handling Reading Difficulties

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**Abstract.** Education from nowadays has changed and developed from Covid-19 constraints that have hit until now, where learning has recovered to normal before the pandemic hit. Teaching and learning activities can already be carried out face-to-face. The development of education cannot be separated from the role of parents who always provide assistance, guidance and learning evaluation for students. Parental relationships have an influence on reading fluency. The method used was a descriptive qualitative study with a case study design. The subjects of the study were the second grade teacher of Kalangdosari 1 Public Elementary School (KIPES) and the parents/guardians of second grade students of KIPES. The data collection technique carried out is to use observation techniques and interviews. Checking the validity of data using data triangulation in the form of source triangulation and techniques/methods. The results to be obtained from this study were: (1) parents have an important role in the process of fluency in reading (2) parents need to know the child's condition and situation to learn and read (3) the type of parenting applied to children affects the child's reading fluency. The implication of this study is parents must know the conditions and needs of children in learning to return and apply parenting patterns that work together to create child comfort in learning to read, the second one is teachers provide insights to parents to strengthen children's knowledge about reading fluency. Previous studies related to parental parenting on the application of reading skills are still limited. The researchers' findings would be important in the future not only for parents but also for education in Indonesia. This study would be important to create parenting that can accompany, guide, evaluate and support children's reading fluency.

**Keywords:** Parental Parenting · Student · Parents

## 1 Introduction

Parental parenting is defined as parental treatment of children in the form of caring for, maintaining, teaching, educating, guiding, training, which is manifested in the form of discipline, tauladan giving, affection, punishment, rewards, and leadership in the family through the words and actions of parents. Children's growth and development cannot be separated from parental parenting. Every parent has a different parenting or parenting style. Childcare is a process of continuous interaction between parents and children that aims to encourage optimal growth and development of children, both physically, mentally, and socially (Rakhmawati, 2015).

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Adawiah, 2017 in Aryani (2020) also stated that the way parents take care of, guide and educate children continuously. This parenting style becomes a habit that parents do to their children which has an influence on the child's development. This also agrees with Harianti (2016) that the pattern or parenting of children is all parental activities that affect the physical and psychic growth of children. It can be concluded that parenting is a parent's way of continuously caring for, educating, and guiding to form a habit that affects the growth and development of children.

Reading is an important part of teaching and learning activities. Moreover, in general, reading is used as the foundation of learning in everything. When students can read and write it is the first step of students learning everything. Almost all knowledge is obtained by reading. The ability to read needs to be curated, because the ability to read will be useful for children to gain new knowledge. On the other hand, if students are not able to read, they will experience delays in obtaining knowledge. Therefore, reading skills are important things that students must master (Aulia, 2012: 357).

Students who can read from an early age will be more responsive to gaining knowledge. Generally, children are taught to read from the age of 6–7 years, while parents can teach their children to read from the age of 4–5 years. According to some experts, reading becomes the most important part of life that must be acquired early. Some modern experts also argue that early reading is an absolute ability that must be possessed from an early age because by reading the child will be able to open a window of knowledge to his success. Modern experts think that children at the age of toddlers can already be taught to read even from infancy.

The first teacher for the child is the parent. Parents play an important role in teaching children to read. For example, the first teaching that parents can give is to introduce letters, foster interest in reading, and learn to write. Good coaching from parents will foster potential in the child. If coaching can be done consistently, it will be able to cultivate children's reading habits from early childhood to adulthood.

## 1.1 Problem of Study

Although reading lessons have been obtained by students from an early age, even before entering elementary school, there are still students who have difficulty reading. Pratiwi and Ariawan (2017: 75) identified that, reading difficulties are a condition when students are unable to identify words so that students have low reading ability based on the average reading ability that has been determined. Reading difficulties are obstacles in learning activities that should be able to achieve learning goals. The purpose of learning is generally to be able to master the knowledge conveyed, one of which is reading activities. Reading difficulties become obstacles that the person who experiences them is likely to realize or not realize and can be sociological, psychopathological in the whole learning process (Susanti, 2019).

Not all students easily learn to read. There is still a lot of fact that students are not yet able to read. Research conducted by Rahma et al. (2021) at SDN 002 Pulau Baru Kopah stated that quite a lot of shivas had difficulty reading the beginning, namely a percentage of 47.6%. The factors that affect students' difficulty reading are factors that come from the child himself including physiological (physical), intelligence (ability),

and interests. Then there are factors that come from the family, then factors that come from the school, and factors that come from the community (Miftahul, 2019).

## 1.2 State of the Art

Several studies related to parental parenting in dealing with reading difficulties have been carried out. First, Yulinda (2015) reported that factors that cause students to have difficulty reading include factors such as a dense lesson curriculum, teachers and parents have high expectations for students however there is a lack of attention and cooperation from the family towards the student's learning process. Then, Akda and Dafit (2021) that the reading difficulties experienced by students are not knowing letters, reading meaningful words, reading words that have no meaning, fluency in reading aloud and reading comprehension, and the last is listening (listening comprehension). Furthermore, Mardika (2019) also explained that the learning of reading, writing and numeracy is influenced by how many factors can affect children's learning difficulties, namely the role of parents who do not pay attention to their children, family environmental factors, social environment and student environment. In addition, Yani (2019) found the fact that reading difficulties are caused because children do not have readiness to learn to read which includes five things, namely recognizing basic colors; recognizing letters; recognizing numbers; act like a reading person or pretend to read; as well as writing one's own name, although some letters are still upside down. Udhiyanasari (2019) also explained that the factors that cause students to have difficulty reading include factors such as a dense learning curriculum, teachers and parents have high expectations for students however there is a lack of attention and cooperation from the family towards the student learning process.

Regarding the parenting style of Fatmawati, Ismaya, Setiawan (2021) found the fact that democratic parenting is more widely applied by parents, following authoritarian and permissive parenting. Parenting and parental participation affect students' learning motivation. Students with authoritarian and democratic parenting have good and sufficient learning motivation. Students with permissive parenting have less motivation. Ningrum (2016) stated that in childcare parents need to provide restrictions on children's activities, demand child responsibility attitudes, provide regulations that must be obeyed by children, be involved in children's lives, pay attention to children, respond to children's needs, take time, and carry out activities with children, and be sensitive to children's emotions. Then, Fadhillah, Handayani, Rofian (2019) stated that parenting and parental participation affect students' learning motivation. Students with authoritarian and democratic parenting have good and sufficient learning motivation. Students with permissive parenting have less motivation.

Furthermore, Qoiri, Subroto and Suprijono (2022) Parental parenting patterns have a great influence on the development of children's reading ability. Parental parenting is a major factor in a child's development, including in the development of literacy. A good parenting pattern is a personal right and a separate way of each of them, which is clear that this method does not make the child feel uncomfortable and tends to be restrained, because when the child is restrained, he becomes afraid and depressed, the character of the child who is still unstable, especially at an early age makes parents must guide continuously without being bored. Next to deal with reading difficulties.

### 1.3 Gap Study and Objective

The difference between this study and the previous study is that this study explains the parenting style of parents in helping the reading skills of students of KIPES. Many previous studies assessed parental parenting in helping learning patterns. The reason the author wanted to conduct this study looked at the pandemic that required students to carry out online made researchers want to find out about how parenting patterns were applied by parents to help students in reading. For this reason, the author wants to know the parenting style in helping the fluency of reading students KIPES.

## 2 Method

### 2.1 Type and Design

This research is qualitative research with a phenomenological research design. This study focused on parental parenting in dealing with reading difficulties located in Kalangdosari village, Ngaringan district Grobogan regency. The parenting style in this study, the author conducted this study at KIPES which is in Kalangdosari village, Ngaringan district, Grobogan regency, Indonesia besides that researchers also visited the homes of several parents of students who were around the school. This study was conducted from June to August 2022.

### 2.2 Data and Data Source

The data in this study consisted of in-depth interview transcripts as well as observation transcripts. The informants in this study were parents of second grade students, and grade 2 teachers of KIPES.

### 2.3 Data Collection Techniques

The observations used in this study are participation observations and frank observations. Researchers observed the form of parenting of their children, observed teachers in dealing with reading difficulties and observed students in learning to read early. Researchers also participate in teaching and learning activities of teachers and students while learning to read. The aspects observed towards informants (teachers) are follows:

*How teachers teach early reading?*

*How teachers cope with reading difficulties in students?*

*How teachers recognize reading difficulties in students?*

The aspects observed towards informants (parents of students) are follows:

*Type of parenting of people whether it falls into a democratic, authoritarian, or permissive type of parenting*

*How parents teach their children to read*

*Parents' behavior when overcoming reading difficulties in their children*

The aspects observed towards informants (students) are as follows:

*Children's attitudes in responding to treatment/forms of parenting from their parents*

*Causes of difficulty in children reading*

*Difficulties in learning to read*

The interviews conducted in this study were semi-structured interviews. To find out the type of parenting to their children, researchers ask the following questions:

*Do you demand that your child do what they want?*

*Do you fully support your child's aim?*

## 2.4 Data Validity

The authors use two types of triangulations, namely source triangulation and engineering triangulation, to check the validity of the data. Triangulation is a double method used to obtain truly valid data (Bachri, 2010). Meanwhile, according to Raphael (2019) triangulation is a way to check the correctness of data by using other objects. In this study, the triangulation used to collect data was students and parents through interviews and direct observation.

## 2.5 Data Analysis

The data analysis technique used by this researcher is Qualitative Descriptive analysis, which is first carried out the preparation of categories in accordance with existing qualifications. After the categories are arranged, they are then linked to each other to form a typology that deals with careful thinking. Activities in data analysis, namely data reduction, data display, and conclusion drawing or verification.

# 3 Result and Discussion

## 3.1 Result

This study examines the relationship between parental parenting and the reading difficulty of second grade KIPES with the aim of analyzing the form of parental parenting that is in accordance with the child's condition in dealing with reading difficulties. The following are the results of interviews conducted with five informants (parents of students):

This is the statement of parents regarding observation activities

*"I have high hopes for my son, I hope my son is able to be what I want to be"*

The statement above shows a form of authoritarian parenting, because parents have high expectations for their children and tend to regulate their children

*“I will always support my son’s wishes as long as it is indeed the best for him”*

The statement above shows a form of democratic parenting because parents always support their children’s wishes without curbing their children’s desires.

*“I fully support my child’s talents and aspirations”*

The statement above shows a form of democratic parenting because parents always support their children’s wishes without curbing their children’s desires.

*“My son has a dream, which he chooses himself and I don’t manage his desires. I’m just encouraging, guiding and supporting so that he can become a successful person later.”*

The statement above shows a form of democratic parenting because parents always support their children’s wishes without curbing their children’s desires.

Thus, the results of triangulation of sources from children (students)

Student 1 says:

*“My parents often manage me, demand me to be a good person, and often get angry if I don’t obey. I’m scared sometimes”*

Student 2 says:

*“My parents always supported me; I was allowed to play ball because I liked to play ball”*

Student 3 says:

*“Yes, my parents are good, I was allowed to want to be a policeman”*

Student 4 says:

*“My parents sometimes also manage my activities, but I am supported by my dream of wanting to be a teacher”*

Student 5 says:

*“Yes, my parents sometimes manage me but he never insists”*

It can be concluded that the parents of students are more classified as democratic parenting than authoritarian or permissive parenting. It is shown that parents of students tend not to regulate their children, free their children but still limit and supervise, and parents do not make too demanding that the child be what he wants to be. It was also found that parents who have an authoritarian type of parenting style can shape the child’s personality to be timid, shy, and lack self-confidence.

How to deal with children/students’ reading difficulties when studying at home

Informant 1 says:

*“I usually give a specific schedule or time to teach reading. Like every time they finish the magrib the child must learn to read”*

Informant 2 says:

*“Every time I go home from school, I usually teach me to read because I still don’t read it fluently. So sometimes before he plays, I invite him to learn to read”*

Informant3 says:

*“I teach it through writings, which I have on objects. For example, my closet sticks the spelling writing of the cabinet. So, every time I see that stuff my son immediately spells so he learns to read faster.”*

Informant 4 says:

*“I taught him through that picture book that he liked so he was happier when he learned to read”*

Informant 5 says:

*“Yes, I bought a spelling book with pictures, my son is easier to learn to read”*

From the statement above, it is concluded that giving children a picture spelling book can make children more interested in learning to read, children are easier to remember when accompanied by pictures, and children are easier to learn to read than if they were not accompanied by picture books.

To further strengthen the results of the interview above, an interview was also conducted with the class II teacher, Mrs. Yanti.

*“Yes, it is true that children when they are often arranged, prosecuted, scolded. It actually makes the child a child who is timid and lacks self-confidence.”*

*“When the child is given freedom, trust and support. Children become more confident, dare to appear and believe in their abilities.”*

### 3.2 Discussion

In the next stage, the interview data conducted in the field showed that students’ interest in the school literacy movement was very large, almost 99% of students who liked to read with the literacy cafe media. This literacy cafe is a very good breakthrough to facilitate students to be fun of reading. The literacy cafe is a place to read books whose atmosphere is set like a cafe. There is a booth to place a bookshelf equipped with chairs and a table for reading books. A comfortable atmosphere is expected to attract students to read and love books. This cafe is made in several strategic locations in the school environment, with a comfortable atmosphere design for reading books and interacting. The collection of reading types on display is quite complete, such as encyclopedias, fables, science,

**Table 1.** Parenting comparison

Report	Parenting	Handling Reading Difficulties	Student Responses To Parents
Wed - 1	Demanding	make a schedule according to the wishes of the parents	Depressed
Wed - 2	support	studying in your spare time	Supported and excited
Wed - 3	support	invite by using the media	Supported and excited
Wed - 4	support	invite by using the media	Supported and excited
Wed - 5	support	invite by using the media	Supported and excited

comics, Islamic stories, and children's magazines. The existence of this literacy cafe is to support the library's function. Because not every child has the interest and time to go to the library, therefore by trying to create an alternative literacy cafe. The expectation is that whenever there is free time or during breaks, students can play while reading books.

### Parenting Comparison

Parents have different parenting patterns that apply to their children. The results showed that the parenting patterns in informants 1, 2, 3, 4 and 5 in this study can be described in Table 1.

From the Table 1, it can be concluded that from informant 1 has an authoritarian parenting style towards students. When in a family environment, informant 1 applies disciplined and harsh parenting in educating children, especially in learning to read. In addition, informant 1 also requires his child to follow the wishes of the parents. At home the child is also accustomed to studying at certain hours in accordance with the rules of informant 1.

In informant 2 tends to apply democratic parenting by freeing the child but is still under parental supervision. All decisions are taken jointly between the child and the parents. In fostering fluency in reading, parents have their own way of improving it. Informant 2 tends to invite learning by playing to make children more comfortable and easily fluent in learning to read.

In informant 3 apply parenting. When at home informant 3 gives freedom without any certain restrictions. Informant 3 also facilitates the child with media affixed to the walls and cabinets, so that when the child sees it, the child will learn by himself.

On informants 4 and 5 apply situational parenting. These parents tend to have applied parenting patterns that are simultaneous in daily life i.e. both apply situational parenting, in the informant's home environment 4 do not have the application of special parenting but at a certain time they apply parenting that is in accordance with the circumstances only but in the application of the pattern that this parent applies a lot of discussion so that all decisions in education are decided simultaneously and have many considerations. This is also applied to learning fluency in reading by buying interesting storybooks and at home also informants 4 and 5 have special shelves to place some collections that their children have read.

Based on the findings of the authors, it was found that it is important to understand the child, parents, and the environment. Reading difficulties can occur because the parenting



style given by parent's experiences discrepancies both from the child's condition or condition and from parents (Munif, 2012; Desiningrum, 2017). In parenting, parents tend to raise their children in the wrong parenting style as well as in a less supportive environment. As a result, this kind of parenting leads to a delay in the development of the child. Delays in the areas of child growth and development are caused by the lack of attention, guidance, and parental knowledge of the psychological and psychosocial development of children at their age level (Riati, 2016; Setiarani & Suchyadi, 2018).

The parenting style applied by each parent to children is very influential on child development, especially in learning (Rimm, 2003). When applying parenting, appropriate and easy-to-understand ways are needed by children. Here are some of the factors that influence parenting (Belsky & Barends, 2002; Iestari, 2012; Prasetyawati, 2017) namely:

The background of parenting in this case parents get a parenting pattern from what they gotten from their parents.

*The different levels of parental education,  
Status economy as well  
Parent work.*

Parents with low socioeconomic status usually have an authoritarian parenting style, discipline, and frequent corporal punishment. However, parents with high economic status generally adopt authoritative parenting styles (Gooding et al., 2011; Iestari, 2012; Ningsih, 2015); parental personality, which is related to emotional stability which is a personality trait that affects parenting and is related to aggression behavior and attention problems in the child; characteristics of the child.

Children who exhibit "sweet" behavior then parents will be able to be subtle. However, if the child behaves "not sweet" it will be the cause of the parents' unkind attitude; social cultural contexts, for example, such as American parents applying individualistic parenting for competence and independence. Meanwhile, Asian parents who tend to be collectivistic with an orientation of cooperation and interdependent with each other; the high and low socioeconomic status of parents affects the care provided to the child (García & Gracia, 2014).

Parents with low socioeconomic levels tend to be more controlling, authoritarian. But in parents with a high socioeconomic level tends to be more democratic. Middle- and higher-income parents more often think of education as something that parents and teachers should encourage. In contrast, parents with low incomes are more likely to view education as a teacher's duty (Akhyadi & Mulyono, 2019; Santrock, 2017).

Parents can apply all kinds of parenting, be it authoritarian parenting, democratic parenting, or permissive parenting. However, again, you must look at the condition or situation of each child as much as possible, because there is no parenting style, one of which is better than the other including from the three types of parenting. All these parenting styles will be very helpful if parents are able to place them, especially for children with difficulty learning to read.

## 4 Conclusion

Previous studies relating to parental parenting of fluency in reading fluency were still limited. The findings in this study will be important not only for parents but will also be important for the world of education, both formal and non-formal education. This study will be important for parenting to accompany, guide, evaluate and support children's reading fluency.

There are many shortcomings in this study, including the first resource person consisting only five parents and five students from KIPES, which makes the data lack diversity. Second, the length of time of the study is limited so that the answers to the interviews are still not deeply explored about parenting and the impact of parental parenting on children's reading fluency.

The advice that the author can give based on the results of the study is that first for parents, you should pay attention to what is the need and desire of children to learn to read so that it makes children comfortable in learning. Secondly, the teachers of KIPES help provide evaluation and help provide reading learning so that children become more fluent in terms of reading.

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