

**translated from Malay language original article*

The Implementation of The *Cakna Emosi* Programme (ProCaksi) Among Parents of Dyslexic Students at SK Alor Gajah 1, Melaka

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ABSTRACT

Nowadays, an increasing number of students are experiencing difficulties with specific learning, known as dyslexia. However, few parents are aware of the problem because dyslexic children have nearly the same intelligence as other normal children. Support and awareness campaigns about the characteristics of dyslexia are still lacking in Malaysia. Most of the information about dyslexia is obtained from websites downloaded by dyslexia awareness programme organisers. Reading materials about dyslexic characteristics are also difficult to come by, mostly parents to overlook or simply fail to recognise the presence of dyslexic characteristics in their children. Studies on dyslexia have been around for a long time, particularly studies conducted abroad. Many studies on dyslexia focus on teachers and dyslexic students, but studies on dyslexic parents are still lacking in Malaysia. The goal of this best practice writing is to share ideas and experiences to help parents of children with dyslexia at Sekolah Kebangsaan Alor Gajah 1 (Alor Gajah 1 National School) overcome feelings of worry and anxiety through The Caring Program Practice. The goal of this practise activity is to see how the caring Program Practice can increase parental support and awareness of children with dyslexic characteristics. In 2021, the target group for the implementation of this practice activity is 5 parents of Special Education students enrolled in the Special Education Program for Specific Integration of Dyslexia at Sekolah Kebangsaan Alor Gajah 1. The data collected during the implementation of this practice activity is collected via a questionnaire survey method. The data obtained from the activities conducted show that the implementation of these practice activities has successfully increased parental support and awareness of children with dyslexic characteristics. Finally, it is hoped that this best practice can be applied to parent support groups. Especially those who have dyslexic children.

Keywords: Dyslexia, Emotional Support, Emotional Awareness

Introduction to Best Practices

Children are the most beautiful gifts for parents, and each child is unique in their abilities. Dyslexia affects an increasing number of children today. However, because dyslexic children have nearly the same intelligence as other normal children, few parents are aware of this issue. Emotional support programmes, as well as advice and counselling services, are still lacking in Malaysia, particularly for families with dyslexic

children. As a result, parents feel ashamed and inferior because their children are dyslexic. This is consistent with Goleman's assertion that intellectual intelligence alone is no longer the only measure of individual success because emotional intelligence, social intelligence, and luck all play important roles in a person's success (Goleman, 1995). According to writer experience as a dyslexic teacher, parents who have recently discovered that their child has dyslexic characteristics frequently cannot accept the facts and seek out tricks to prove that their child is normal like other children.

There are numerous challenges in ensuring parents' emotional readiness to accept their children's shortcomings, particularly those involving learning problems such as dyslexia. Emotional difficulties indicate that parents are sad, disappointed, and afraid to accept the reality of having these special children. Most parents believe that children with dyslexia cannot recover and will be excluded from Special Education classes. Following that, the self-motivation challenge reveals that parents feel inferior to other parents because they have these special children. Most parents will inform others, such as siblings and neighbours, about their child's problems. As a result, there is a stronger negative aura surrounding dyslexic children's problems than a positive aura. Outsiders who are unaware of dyslexia and do not have dyslexic children will poison the parents' minds, making them feel inferior and despised in the eyes of society. There are also difficulties in teaching dyslexic children at home. Parents are concerned about effective and appropriate methods of teaching dyslexic children. According to Soekamto (1993), motivation has a significant impact on the learning process of students. This is because the teaching pattern of dyslexic children differs greatly from that of normal children. This concern prevents parents from enrolling their dyslexic children in the Dyslexia Specific Integration Special Education Program.

Studies on dyslexia have been around for a long time, particularly studies conducted abroad. Studies on dyslexia tend to focus on teachers and dyslexics, but studies on parents of dyslexic children are still scarce in Malaysia (Tg. Iffah, 2015). However, dyslexia began to receive attention in Malaysia after the Malaysian government re-enacted the Education Act 1961 to the Education Act 1996. It includes a specific clause about special education that states the right to equality in receiving an education in institutions.

Justification on the Implementation of Best Practices

The inspiration for developing The Cakna Emosi Programme (ProCaksi) in this best practice stems from writer personal experience seeing first-hand how difficult it is for parents to accept statements about their children's specific learning problems. Students need the support and encouragement of their parents and closest family members to achieve success in Special Education, particularly dyslexia. Because these parents do not have a specific channel for getting help in terms of emotional support and emotional awareness to deal with this problem, particularly for children with dyslexia, writer trying to think of the best and most effective way to help these parents gain awareness and proper emotional support in order to solve the problem of inner turmoil caused by having these dyslexic children.

When writer look at these parents' strengths, writer see that they are determined to accept their children's flaws and are eager to become the best parents they can be. A positive parent-child relationship will help children improve their decision-making abilities, communication skills, and ability to manage a productive life (Baumrind, 1971). As a result, writer attempted to create an easy-to-understand programme to assist them in receiving emotional support and emotional awareness in order to solve the problem of turmoil in themselves as a result of having dyslexic children.

Implementation Objectives

The goals of implementing this best practise are as follows:

1. The effectiveness of The Cakna Emosi Programme can increase emotional support from parents who have children with dyslexic characteristics.
2. The effectiveness of The Cakna Emosi Programme can raise emotional awareness among parents who have children with dyslexic characteristics.

Implementation of Best Practices

Before carrying out this best practice, writer have made a careful planning plan in advance so that the researcher better understands the actions that must be carried out by the researcher. The best practice objectives can thus be met correctly and precisely. Following that, Writer have made references as well as the effectiveness of interventions to enable this practise to be implemented in assisting the parents of their students. The Cakna Caring Programme was used as a practise intervention in overcoming the problem. The following is a plan for putting this best practice into action.

Phase 1: Determine the Problem

In order to identify the problem with this practice, writer interviewed and observed a group of dyslexic parents. The outcome of the interviews and observations showed that discovered a lack of support and awareness of children with dyslexia as a result of these parents' interviews and observations.

Phase 2: Best Practice Action Planning

Writer have made a careful planning plan in advance before carrying out this practise so that can better understand the actions that must be carried out by writer. The goal can thus be met correctly and precisely. Following that, writer have made references to some previous literature studies concerning writer issue for this practise to be implemented well and perfectly. The Cakna Caring Programme was used in this best practise as an intervention in overcoming the problem of lack of support and awareness in parents of children with dyslexia. The following is a plan for putting this best practise into action

Table 2
Action Planning Best Practices.

NO	BEST PRACTICE ACTIONS
1.	Distribute meeting invitations to parents.
2.	Meeting with parents who are involved
3.	Parents complete the questionnaire (Pre-Test)
4.	Collect and examine the findings.
5.	Examine the questionnaire results.
6.	Hold Dyslexia Awareness and Support Briefings and Discussions.
7.	Discussion and question-and-answer period
8.	<ul style="list-style-type: none"> - Emotional Exchange (ProCaksi) - Sharing Parents' Perspectives - Dyslexia video show.
9.	Question and answer session
10.	Parents complete the questionnaire (Post Test)
11.	Collect and examine the findings
12.	Analyze the results of questionnaires and interviews.
13.	Making an evaluation
14.	Reflections

Phase 3: Best Practice Actions Implementation

Writer completed the second phase's planned action in this Phase 3. Writer also provides a timetable for action to ensure that this practise meets its goals. Writer can use the prepared schedule to help writer make regular and planned interventions and activities. Here is a list of the best practice.

Table 3
Best Practices Actions Implemented

NUM	BEST PRACTICE ACTIONS	IMPLEMENTATION
1.	Meetings with the parents who are involved	- Parents with dyslexic children.
2.	Parents fill out the questionnaire (Pre-Test)	<ul style="list-style-type: none"> - At the start of the meeting, parents will be given one set of questionnaires. - Parents must complete the entire questionnaire.

3.	Collect and check the findings obtained.	- Writer will collect and verify all questionnaire information findings.
4.	Hold Dyslexia awareness and support talks writer will collect and verify all questionnaire information findings.	- Parents attend briefings and lectures on dyslexia. - Following the conclusion of the talk, dialogue and question and answer sessions are held.
5.	The Cakna Caring Programme Collaboration - Parent Experience Sharing - Dyslexic Video Show	- Sharing of parenting experiences with dyslexic children. - To help parents better understand dyslexia, a video was shown.
6.	Discussion/question-and-answer session	- Following the completion of the sharing, there is a dialogue and question and answer session.
7.	The questionnaire is completed by parents (Post Test)	- Questionnaires will be given to parents (Post Test). - Parents must complete all sections.
8.	Collect and examine the findings	- Writer will collect and analyses all questionnaire findings.
9.	Analyze the results of the questionnaire.	- In the final stage, a data analysis session will be held to obtain the results.

Phase 4: Data Collection and Analysis

Data collection is critical in implementing best practises. This is due to the importance of data in proving the truth of a best practise and determining whether an intervention is successful or not. Tools or methods for collecting data and information are determined by writer . The collection of this data is determined prior to the assessment. In this practice, each objective set has an instrument that can be analysed to determine whether the objective was met or not. As a result, Writer used the questionnaire survey data collection method. These data are gathered from the start of this best practice. The findings are then obtained and thoroughly analysed so that the results obtained can determine the effectiveness of this practise.

Table 4
Pre & Post Test Questionnaire

Question	Item	Mark Answers	
		YES	NO
Q1.	Dyslexic children's writing is difficult to read.		
Q2.	Dyslexic children write certain alphabets backwards.		
Q3.	Dyslexic children have a limited ability to concentrate.		
Q4.	Parents play an important role in shaping their child's self-esteem.		
Q5.	The Cakna Caring Programme provides ongoing assistance.		
Q6.	Parents play an important role in their children's success.		
Q7.	The emotional reactions of both parents will have an impact on the development of dyslexic children.		
Q8.	From an emotional standpoint, family members play an important role and become a main model for children with dyslexia.		
Q9.	To ensure that their dyslexic children are fully accepted, parents must be wise in controlling their emotions.		
Q10	Practice the concept of forgiveness as a soul cure.		

Effectiveness from the Implementation of Best Practices

Implemented Best Practices' Efficacy Testing and evaluating the effectiveness of The Emotional Cakna Programme best practises can increase emotional support from parents of children with dyslexia characteristics.

Table 5
Compares The Effectiveness of Proception Practises Based on Questionnaire Data Collection.

QUESTION	PRE TEST		POST TEST	
	YES	NO	YES	NO
Q1	1	4	4	1
Q2	2	3	5	0
Q3	0	5	5	0
Q4	2	3	3	2
Q5	1	4	4	1

According to the table 5, the results of the survey method using questionnaires to parents show that in question 1, for the pre-test, only 1 respondent answered "yes," while 4 respondents answered "no." In response to question 2, two people said "yes," while three said "no." In question 4, only 5 people said "no," but in question 5, only 1 person said "yes" and 4 people said "no." Changes can be seen after the parents

chosen as a study sample were exposed to knowledge through the sharing of experiences and talks on dyslexia. On a four-person basis, one respondent answered "yes," while one respondent answered "no." This is followed by question 2, which has an increase from the previous question, with 5 respondents answering "yes," and question 3 has the same situation. In comparison to question 4, only three respondents answered "yes," while two respondents answered "no." This trend continued question 5, with only 4 respondents answering "yes" and 1 responding "no."

Testing and Evaluating the Effectiveness of The Emotional Cakna Programme Best Practises Can Raise Emotional Awareness Among Parents Who Have Children with Dyslexic Characteristics.

Table 6
Comparison Of Questionnaire Data Collection for Awareness of Procaction Practises.

QUESTION	PRE TEST		POST TEST	
	YES	NO	YES	NO
Q6	0	5	3	2
Q7	2	3	5	0
Q8	1	4	4	1
Q9	3	2	4	1
Q10	2	3	5	0

According to Table 6, the findings from the survey method applied to parents show that in question 6, for the pre-test, no respondents answered "yes," while 5 respondents answered "no.". In response to question 6, two respondents said "yes," while one said "no." question 7 recorded only three "yes" responses and two "no" responses, whereas question 8 recorded three "yes" responses and two "no" responses. Question 9 elicited two "yes" responses and three "no" responses.

Changes can be seen after the parents chosen as a study sample were exposed to knowledge through the sharing of experiences and talks on dyslexia. This can be seen in the question, where 6 respondents answered "yes" and 2 respondents answered "no." This is followed by question 7, where there is an increase from the previous showing 5 respondents answered "yes," and the situation is the same on question 10. In comparison to question 8, 4 respondents said "yes," while 1 said "no." This trend continued with question 5-9, where only 4 respondents said "yes" and 1 said "no."

Conclusion and Recommendations

Finally, once writer have successfully implemented this best practice, it will help to reduce writer problems when dealing with parents of dyslexic children. When dealing with serious emotional issues, it is beneficial to meet with others who have been there and done that. Other people's experiences or solutions can sometimes be more beneficial than any therapists. If they don't have time to attend a local support group, or they uncomfortable sharing personal feelings with a local group, consider joining an

online support group. This provides the assistance they require with the added benefit of anonymity. Individuals have an equal right to a good quality of life, regardless of their abilities and disabilities, social status, gender, culture, economy, ethnic or religious background (Hazlin Falina et al. 2015).

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