

Problem Identification of Dyspraxia Students in Primary School

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ABSTRACT

This research explores the challenges faced by dyspraxic students in primary schools, aiming to identify learning obstacles and provide insights into effective educational strategies. The type of research conducted is a qualitative case study at SDIT Muhammadiyah Al Kautsar. The data sources in this study are classes that have children with special needs, class teachers and Counselling Guidance (BK) teachers. Data were collected through observations and interviews with class teachers and Counselling Guidance teachers at SDIT Muhammadiyah Al Kautsar and analyzed using an inductive qualitative approach. This approach involved data reduction, categorization, and drawing conclusions to identify patterns and themes related to the students' learning challenges. The results of this study indicate that SDIT Muhammadiyah Al Kautsar has carried out activities to identify the problems of students with dyspraxia and provide solutions to students with dyspraxia. In addition, the results of this study are that SDIT Muhammadiyah Al Kautsar has identified students by adjusting the curriculum, mapping of children with dyspraxia, and providing evaluations or solutions in learning obstacles for students with dyspraxia. In problem identification activities, students with dyspraxia need special handling from class teachers and Counselling Guidance teachers with the aim that students are able to learn well to achieve differentiated learning objectives. In addition, in this identification it is necessary to specifically handle and provide good training starting from writing for children with dyspraxia, special assistance strategy activities, activities up and down stairs, fine motor assistance, and making appropriate LKPD. This study concludes that specialized handling and strategic planning are essential to help dyspraxic students achieve their learning objectives and develop their potential.

Keywords: Identification; Dyspraxia; Elementary School

ABSTRAK

Penelitian ini mengeksplorasi tantangan yang dihadapi oleh siswa dispraksia di sekolah dasar, yang bertujuan untuk mengidentifikasi hambatan belajar dan memberikan wawasan tentang strategi pendidikan yang efektif. Jenis penelitian yang dilakukan adalah studi kasus kualitatif di SDIT Muhammadiyah Al Kautsar. Sumber data dalam penelitian ini adalah kelas yang memiliki anak berkebutuhan khusus, guru kelas, dan guru Bimbingan Konseling (BK). Data dikumpulkan melalui observasi dan wawancara dengan guru kelas dan guru Bimbingan Konseling (BK) di SDIT

Muhammadiyah Al Kautsar dan dianalisis dengan menggunakan pendekatan kualitatif induktif. Pendekatan ini melibatkan reduksi data, kategorisasi, dan penarikan kesimpulan untuk mengidentifikasi pola dan tema yang terkait dengan tantangan belajar siswa. Hasil penelitian ini menunjukkan bahwa SDIT Muhammadiyah Al Kautsar telah melakukan kegiatan identifikasi masalah siswa dengan dispraksia dan memberikan solusi kepada siswa dengan dispraksia. Selain itu, hasil dari penelitian ini adalah SDIT Muhammadiyah Al Kautsar telah melakukan identifikasi siswa dengan cara menyesuaikan kurikulum, pemetaan anak dengan dispraksia, dan memberikan evaluasi atau solusi dalam hambatan belajar siswa dengan dispraksia. Dalam kegiatan identifikasi masalah, siswa dengan dispraksia membutuhkan penanganan khusus dari guru kelas dan guru Bimbingan Konseling dengan tujuan agar siswa mampu belajar dengan baik untuk mencapai tujuan pembelajaran yang berdiferensiasi. Selain itu, dalam identifikasi ini perlu penanganan khusus dan pemberian pelatihan yang baik mulai dari menulis untuk anak dengan dispraksia, kegiatan strategi pendampingan khusus, kegiatan naik turun tangga, pendampingan motorik halus, dan pembuatan LKPD yang sesuai. Penelitian ini menyimpulkan bahwa penanganan khusus dan perencanaan strategi sangat penting untuk membantu siswa dispraksia mencapai tujuan pembelajaran dan mengembangkan potensinya.

Kata Kunci: Identifikasi; Dispraksia; Sekolah Dasar

INTRODUCTION

In the development of the life of the nation and state, the most important basis is education. According to (Anatasya & Dewi, 2021), LawNo. 20 of 2003 Article 3 explains that the potential in students must be developed to make students have the character of faith and piety, noble character, healthy, capable, independent, creative and knowledgeable so that they can achieve the goals of national education and make democratic and responsible students. In an educational institution in Indonesia without exception has an important role to realise the function of national education, both for all levels of education including elementary schools which also have an important role to realise the objectives of national education (Dalimunthe, 2015). The curriculum integrates multicultural and moderate Islamic education, promoting unity and diversity to foster nationalism and social justice. Additionally, innovative teaching strategies, such as project-based learning and the use of traditional music, enhance students' learning outcomes and skills (Prasetyo et al., 2021; Subandi et al., 2019; Sularso et al., 2023).

In the world of education in elementary schools to achieve a national education goal, it must be able to develop the potential of students. At this time, education has several obstacles that make students unable to achieve the expected learning outcomes (Mawati et al., 2023). These obstacles unwittingly come from students, so that the lessons taught by teachers have problems that make it difficult for students to achieve the national education goals expected by the Indonesian nation. Obstacles that are often encountered in education are in the early days of entering elementary school, where these students have learning obstacles and are even classified as Children with Special Needs (ABK) (Aisyah & Amalia, 2020).

In fact, at one regular school (not an inclusive school), students were identified as having disabilities (Ashari, 2022). The identification was based on interviews and reports provided by the class teacher of the affected students. The class teacher reported that some students in her class were experiencing learning difficulties. Following her report, the Counselling Guidance teacher communicated these concerns to the parents, leading to further evaluation at a

specialized institution that addresses student psychological issues. During this evaluation, the institution diagnosed the student with a learning disability, specifically dyspraxia.

Dyspraxia is a neurological disorder that affects a person's ability to process information (Kirby, 2023). This disorder in children with dyspraxia occurs from childhood and continues into adulthood. Therefore, the school does not want this, so the action taken by the school is to handle it further and identify it to a specialised institution. In addition, dyspraxia can be caused by brain disorders in learners (Marchal et al., 2013). Disorders in children with dyspraxia are in fine motoric and gross motoric. In fine motoric, children with digraphia identification have weaknesses in small muscles, especially hands and fingers. Where, this fine motoric ability is very well functioning, especially in learning or doing learner activities. Because, the observations made by children cannot be separated from fine motoric abilities in activities and activities at school. According to (Gentle et al., 2024) starting from writing, drawing, tying shoelaces, using stationery and performing tasks that require coordination between eyes and hands.

Elementary school students with dyspraxia face significant challenges that can impact their academic performance and social interactions. These students often have difficulty following instructions and organizing their thoughts, which can lead to frustration and decreased self-esteem. In classroom settings, they may struggle with activities that involve sequencing and planning, such as completing assignments on time or participating in group projects. Socially, children with dyspraxia may find it hard to engage in playground activities or team sports, affecting their ability to form friendships and collaborate with peers. These challenges highlight the importance of tailored educational strategies and support systems to help students with dyspraxia succeed in school.

In addition to fine motor skills, the problem for children is gross motor skills. In gross motor skills, students with dyspraxia find it difficult to engage in activities that require large muscles such as the arms and upper body. This shows that children with dyspraxia have very weak gross motor development. In learning activities carried out by teachers, there are still many teachers who have not been able to classify the characteristics of these students. So that the learning applied in the classroom is still homogeneous and has not implemented differentiated learning. Therefore, in the implementation of learning today there are still mistakes. According to (Umami & Damayanti, 2023), teachers still have an old learning paradigm, where students are considered the same. Teachers also ignore the needs of each individual when implementing learning. This makes learning boring, bored and frustrating with absolutely no motivation to learn. So it has a bad impact on learners. According to (Elviya & Sukartiningsih, 2023) that in learning teachers are still difficult to adapt. In this case, the teacher views that learning in this independent curriculum is considered the same as the 2013 curriculum, so that related to paradigms, potential, interests and talents, all students are considered the same.

Identifying the problems of students with dyspraxia requires comprehensive assessment and evaluation by schools. Such evaluations help in understanding the specific learning disabilities faced by each student, allowing educators to tailor their approaches effectively. The assessment process involves gathering data from various sources, including observations, teacher reports, and possibly input from specialists. By thoroughly evaluating each student's

needs, schools can develop targeted learning plans that address individual challenges. Ultimately, this strategic approach ensures that the educational programs are aligned with the students' capabilities, promoting better learning outcomes and supporting their overall development. Reinforced by (Prabandari et al., 2022) that the results of identifying student problems are followed by an assessment which is the basis for preparing a learning programme that is in accordance with the abilities of students. The same thing is explained by (Yanzi et al., 2019) that the need for the teacher's role in learning to provide student responses in learning wisely. Teachers are required to be able to develop learning by recognising and supporting students' independent learning (Hidayati & Sujarwati, 2023).

In the context of learning problems in primary schools, the research was conducted at a school with a class of students exhibiting diverse conditions, including varying learning abilities, interests, learning profiles, and the presence of students with special needs. This diversity presents significant challenges in providing effective education, particularly for students with dyspraxia, whose unique needs are often overlooked in traditional teaching approaches. The primary focus of this research is to identify and address the specific problems faced by dyspraxic students in elementary schools. The novelty of this research lies in its approach to developing customized educational strategies and interventions tailored to the individual needs of dyspraxic students, integrating insights from neurological, pedagogical, and psychological perspectives. The purpose of this study is to create a framework for schools to better support dyspraxic students, ensuring they receive the necessary assistance to thrive academically and socially within a heterogeneous classroom environment. By identifying the specific needs and challenges of dyspraxic students, this research aims to contribute to more inclusive and effective educational practices in primary schools.

METHODS

Type and Design

This research uses a qualitative type of case study. According to (Rusandi & Muhammad Rusli, 2021) case study research is an in-depth and specific exploratory research about events or events of a phenomenon. The purpose of this case study research is to see the pattern of learning planning for children with special needs through differentiated learning in elementary schools. Explained by (Pahleviannur et al., 2023) this qualitative research describes and examines related phenomena and subjects in research as a whole, both individuals and groups. In the research, the researcher plays an important role as the main instrument, the researcher uses triangulation techniques as data collection. This research was analyzed using an inductive qualitative approach, focusing on extracting meaning from detailed observations and interviews rather than making broad generalizations (Oktaviani & Dessty, 2024). It is a single case study, as it examines the specific context of one primary school to understand the unique challenges and strategies employed for students with dyspraxia. This approach allows for an in-depth exploration of the particular educational setting, providing insights into the effective support mechanisms for dyspraxic students.

Data and Data Sources

The data source for this research is SDIT Muhammadiyah Al-Kautsar, located in Gumpang, Kartasura District, Sukoharjo, Central Java. The object of this research is the identification of problems of dyspraxia students in elementary school. This research focuses on the challenges faced by dyspraxic students, a primary school that includes children with special needs. The study involves a total of 20 subjects, comprising both students identified with dyspraxia and their teachers. Data sources include observations and interviews with classroom teachers, Counselling Guidance (BK) teachers, and parents to gather a comprehensive understanding of the students' learning experiences and challenges. Additional data are collected from school records and documents related to student assessments and individualized education plans (IEPs), providing further insights into the strategies and interventions employed by the school to support these students. This comprehensive approach allows for a detailed exploration of how differentiated learning can be applied to nurture the potential, interests, and talents of students with dyspraxia.

Data collection technique

The data collection methods used in this research are interviews, observation, and documentation. Interviews, conducted in-depth with the BK teacher and homeroom teachers at SDIT Muhammadiyah Al Kautsar. The interviews aimed to gather information on the identification of problems faced by students with dyspraxia. Key aspects explored in interviews included the teachers' understanding of dyspraxia, strategies employed to support dyspraxic students, challenges encountered in implementing differentiated learning, and perceived effectiveness of current interventions. Observation, non-participant observations were conducted in grades 1-6 to collect data on learning planning for children with special needs through differentiated learning. Indicators observed included teacher-student interactions, the implementation of differentiated instruction strategies, student engagement and participation, and the use of classroom resources to accommodate diverse learning needs. Observations also included interactions between homeroom teachers and counseling teachers during both learning and extracurricular activities to assess the collaborative efforts in supporting dyspraxic students. Documentation served as evidence for data validation, comparison, and completion. Key documents reviewed included student assessments, individualized education plans (IEPs), lesson plans, and school reports on student progress. Indicators for documentation review included the alignment of IEP goals with classroom practices, the consistency of lesson plans with differentiated learning strategies, and records of interventions applied to support dyspraxic students.

Data analysis

The data analysis in this study involves a structured process to extract meaningful insights from the collected data, following three main stages: data reduction, data presentation, and conclusion drawing. Data Reduction, this initial stage involves processing and condensing the raw data collected from interviews, observations, and documentation (Metasari & Amalia, 2024). The data is carefully reviewed to identify relevant information that aligns with the research focus and objectives. Unnecessary or redundant data is filtered out to simplify the

dataset. During this stage, key themes and patterns related to dyspraxia and differentiated learning are identified. Notes and transcripts from interviews are summarized, and observational data is coded according to pre-defined themes, such as student engagement and teacher strategies. Data Presentation, in this stage, the reduced data is organized and categorized to facilitate a clear understanding of the findings. Data is grouped according to thematic categories that emerged during data reduction, such as instructional methods, student challenges, and support mechanisms. Visual aids, such as charts and tables, are used to represent data patterns and relationships, making it easier to interpret and analyze. The organized data is then compared across different sources (e.g., interview vs. observation) to identify consistencies and discrepancies. Conclusion Drawing, the final stage involves synthesizing the presented data to derive meaningful conclusions and insights. Researchers interpret the categorized data to understand the implications of the findings. They look for clear meanings and relationships that address the research questions, focusing on how the identified strategies and challenges impact the learning experiences of dyspraxic students. Conclusions are drawn based on the evidence collected, and potential solutions or recommendations are formulated to enhance support for students with dyspraxia. This systematic approach to data analysis ensures that the research findings are well-grounded and provide valuable insights into the challenges and strategies associated with supporting dyspraxic students in primary schools.

RESULTS AND DISCUSSION

The Merdeka Curriculum is a new curriculum launched by the Minister of Education and Culture (Marlina, 2022). According to (Pitaloka & Arsanti, 2022) differentiated learning in this independent curriculum focuses more on students related to content or material that is suitable for learning styles. In line with Ki Hajar Dewantara that teachers must be able to encourage, empower and hone students' abilities with their various potentials (Wardani et al., 2024). In learning, teachers need to fulfil and map the needs of learners. According to (Nofitasari et al., 2023) in preparing for learning, teachers need to provide learning tools by adjusting the learning styles of students.

The results of the interview conducted by the class teacher, explained as follows:

"yes... indeed in this independent curriculum, the most important thing in learning activities is planning. Before the planning is carried out, the teacher needs to identify problems with students. Where in the learning activities carried out in the classroom it can be arranged properly and systematically in accordance with the planning that I have made. With this learning planning can be done with Diagnostic Assessment on students to achieve learning objectives."

The results of the interview above are reinforced by the explanation put forward by (Ananda, 2019) that learning planning is a rational and systematic application in achieving learning objectives so that education can run effectively and efficiently according to the needs of students and society. So that in this learning activity, learning planning must be clearly arranged in accordance with the results of problem identification. With planning, learning can go well. Therefore, teachers or classroom teachers need to prepare lesson plans. According to (Widyanto & Wahyuni, 2020), learning planning is a process carried out by teachers systematically with the aim of guiding, helping and directing students to

explore students' learning experiences in accordance with the steps of learning steps using appropriate media, methods and approaches.

In addition, one of the teachers of SDIT Muhammadiyah Al Kautsar explained that:

"The current curriculum applied in learning is the independent curriculum. Where in the independent curriculum is the latest curriculum with differentiated learning characteristics. Regarding this independent curriculum, the teachers have participated in workshops or training activities. So that teachers already understand learning planning, especially differentiated learning."

Another explained by the SDIT Muhammadiyah Al Kautsar Counselling Teacher, that:

"I learnt about the concept of differentiated learning from a workshop organised by our school. At that time the material presented by the Supervisor was KSE material and differentiated learning. I learnt about diagnostic assessment, formative and summative assessment. We also practised how to implement differentiated learning. Apart from the workshop, I also got an understanding of differentiated learning from PMM (Platform Merdeka Mengajar), the school once invited a resource person for strategies to make real action modules in PMM. It turns out that differentiated learning is very important to implement because it facilitates students with various characters and their different needs, one of which is to meet the learning needs of children with dyspraxia."

Explained by the Deputy Head of Curriculum at SDIT Muhammadiyah Al Kautsar, that:

"Differentiated learning was launched in the Merdeka curriculum. This learning is learning that facilitates children with various differences, it can be differences in learning abilities, interests, and learning styles. There are auditory, visual, and kinesthetic type children. This learning model aims to facilitate existing diversity. The goal is also to create learning equality for all students and bridge the learning gap between those with and without disabilities."

(Anwar, 2019) emphasised that this differentiated learning training was attended by many participants from teachers, counselling teachers and school principals, who were enthusiastic in participating in the activities. In addition, this workshop will provide benefits and increase knowledge related to the implementation of the independent curriculum. Another thing is explained by (Herwina, 2021) that this differentiated learning is an effort to meet individual student needs in the learning process. So that with this differentiated learning, students will feel happier and more comfortable in learning. This is because differentiated learning will provide opportunities for students to learn by not separating ability levels but focusing on the meaning of learning and student strengths (Andini, 2022).

So that with the proclaimed curriculum, namely the independent curriculum, this is an alternative for students in learning activities for children who have dysfractia learning disabilities.

Students with Dysfractic Learning Disabilities

Related to students who experience dyspraxia, there are obstacles in understanding instructions and expressing what is in their minds, so this has an impact on the academic aspect, namely students lagging behind other friends, on the social aspect, namely interaction with friends also experiencing obstacles where at the beginning of the class their friends have difficulty in understanding the meaning of what students say, and difficulty in communicating

with students, in the aspect of independence (because they are still in the lower grades) students have difficulty in adapting to new rules in class, for example the responsibility of keeping books & stationery, so there needs to be a concrete example from the class teacher regarding student responsibilities during class. In the aspect of motor skills, students experience impairments in gross motor skills such as lacing shoes, running and walking (Marchal et al., 2013).

At SDIT Muhammadiyah Al Kautsar there are 2 children who have learning disabilities.

"For the learning barriers of children with dyspraxia, there are obstacles and constraints for children in learning activities in elementary school," namely:

Table 1. Data on Children's Barriers/Constraints

No	Name	Class	Barriers/Constraints
1	YLS	2B	Dyspraxia
2	HADV	5D	Dyspraxia

Based on the table above, the researchers interviewed class 2, 5 teachers and counseling teachers. In the interview activities carried out by the researcher, the results obtained that in the learning activities carried out in class there are children who have obstacles or obstacles, namely dyspraxia. Explained by the BK teacher, that it is as follows:

"In this school, homeroom teachers have duties other than teaching, namely observing or identifying students who have background learning barriers. With this, I as a counseling teacher can provide solutions to these students' problems or obstacles. This is what the teacher will be able to handle students well. So that students are able to develop according to their classroom environment."

This is confirmed by (Mardiani, 2018) that teachers in this learning process need to provide stimulus, motivation, foster understanding and identify related to student learning obstacles. With this differentiated learning, learning is in accordance with the needs of students and students are ready to learn. Based on the table above, related to student obstacles or constraints, teachers need to develop a good learning plan that is tailored to the needs of students, where in this differentiated learning students can be actively involved.

Table 3. Dyspraxia Identification Results

Name	Barriers
YLS	Dyspraxia
	<ul style="list-style-type: none"> a. Motor problems (writing, putting on clothes, wearing shoes, cutting and lacing) b. Reasoning is not yet working c. When working on questions/tests must be given a stimulus or provoked and must be 4 eyes, if colossal learning does not work d. Questions must be read out e. Can't read fluently, can write but only when copying. Can't write dictation yet f. The shape of the letters is still large and untidy

HADV**Dyspraxia**

- a. Motor problems (writing, putting on clothes, wearing shoes, cutting and lacing)
- b. Abnormal tooth growth
- c. Articulation or pronouncing letters is still unclear
- d. Often sleeps in class
- e. Can already read and write but the writing is not neat and even still has to be dictated
- f. Very low academic scores (between 20 - 30 points)

Based on the explanation of the interview above, homeroom teachers 2 and 5 stated that the child had a dyspraxia disorder. According to (Minsih et al., 2021) states that the obstacles of children with special needs have various types. However, children with the initials YLS and HADV are in the type of ideomotor dyspraxia, where this ideomotor is a lack of ability to perform simple movements. Therefore, the need for differentiated learning strategies used to deal with dyspraxia, so that students in participating in learning are able to achieve a learning goal.

Solution and Evaluation

In learning activities carried out by schools, it is necessary to evaluate students who have dysfractia learning disabilities. Where this evaluation is a form carried out by schools in various aspects, namely education, learning, curriculum, learning processes and methods, and educational services (Widyawati, 2017). From this evaluation activity, the school refers to a learning activity carried out to collect information to determine the learning ability of students, especially children with dysfractia learning disabilities.

Researchers conducted interviews with SDIT Muhammadiyah Al Kautsar teachers, that:

"This school has implemented the independent curriculum. This means that we as teachers also provide education services to students properly and adjust to the independent curriculum, namely differentiated learning. Regarding workshops or training activities, the fact is that in this independent curriculum, teachers must be able to meet the needs of students with a variety of abilities, interests, and student learning profiles. For this reason, as teachers we must be prepared and mature in terms of planning. However, in a class there are certainly some obstacles in its implementation. For example, in the class I teach with children with disabilities, namely dyspraxia. With this, we as teachers must be able to provide the same services as needed in differentiated learning. How we as teachers must be able to provide good teaching for these children with disabilities so that they are not too behind in their learning."

Another point was explained by the Deputy Head of Curriculum that:

"In my opinion, this differentiated learning is effective learning. Where with differentiated learning adapted to planning in this independent curriculum, it provides needs to students with the talents and interests of each individual. So that in the assessment the teacher must be innovative and creative with the LKPD he makes. However, the obstacle is that in a class there

are certainly students who have weaknesses, this is the important point that the teacher must continue to provide good service."

From the interview above, it is confirmed by (Jatmiko & Putra, 2022) that in diagnostic assessment activities the teacher needs to make special instruments, where the cognitive background of students is different. With this, it is necessary for teachers to communicate with BK teachers, so that the planning applied in learning can provide good student services. According to (Huda & Nurhuda, 2023), namely in this assessment activity has the aim of helping students and teachers in recognising learning styles, so that this becomes a reference for learning activities both at home and at school according to students' learning styles.

Related to the learning barriers of these dyspraxic learners, the need for solutions in overcoming learners who have dyspraxic learning barriers, among others, namely:

Table 3. Identification Solution for Children with Dyspraxia

Name	Solution
YLS	<ol style="list-style-type: none"> For example, if there is a UH, the teacher makes a special UH sheet for mb YLS, namely the font and writing size must be different from regular students. Regular student example: Times New Roman, size 12, space 1, Students with disabilities: Arial, size 14, spacing 1.5 - 2 Always communicate with parents, especially with home learning assistance. The teacher communicates about mb YLS's learning achievements in class. If writing or working on problems is not complete, then at home it must be continued with assistance from parents.
HADV	<ol style="list-style-type: none"> Based on interviews with most subject teachers, HADV's summative test scores were incomplete / below the KKM (less than 70). So that most teachers make different summative tests for Habibi (tests with minimum achievements or lower KKM / KKTP lessons). Children must often be reminded and guided by teachers when there are formative or summative assessments. Need special guidance / assistance when doing formative / summative tests. and HADV is suitable for matching words with pictures or vice versa.

In identifying the problems of dyslexic students, it is necessary to develop strategies with the constraints or obstacles of children from the identification results. Then the school needs to follow up regarding the evaluation and adjustment of differentiated learning planning related to dysgraphia and dyslexia children, namely as follows:

Activities carried out by class teachers based on student obstacles or constraints are by giving dysgraphic children neat writing assignments. With this activity, it makes a child's habit of writing, so that students are able to process both writing and thinking activities. This writing will move students' motto well (Dewi & Herayuni, 2021).

Activities carried out by class teachers based on student obstacles or constraints, namely by accompanying and guiding students in teaching and learning activities,

because with special assistance for children with dyspraxia, it will provide students with motivation in learning. So that slowly students will be able to follow learning well and not fall behind. According to (Aminuriyah et al., 2023) explains that in dealing with children who have disorders, namely with guidance services in educational units to see the development of student learning. The same thing was explained by the BK teacher, namely:

"Yes, guidance is necessary, especially in education. Because this guidance will lead to the achievement of a student's desire."

The activity of going up and down the stairs carried out by students with dyspraxia learning disabilities will train children in developing gross motor skills. This is done by the school through the assistance of the counselling teacher.

"Yes, this activity is carried out by the counselling teacher so that students with dyspraxia learning disabilities are trained in developing gross motor skills."

Children's activities carried out at the school, especially children with learning disabilities, namely dyspraxia, need to be carried out intensely with the class teacher and maximum assistance to improve fine motor skills.

"As a class teacher, I also provide intense assistance for these children, because this intense assistance encourages students to be enthusiastic in learning and attracts attention in learning activities."

Therefore, in addition to teachers as educators, they are also counsellors and motivators for children to realise quality education in accordance with differentiated learning in the independent curriculum. Making appropriate LKPD, with LKPD and teaching modules used for children with learning disabilities (Prabandari et al., 2022). So schools must prepare LKPD and teaching modules that are in accordance with the learning barriers of children with dyspraxia. This will make it easier for students to follow learning well so that differentiated learning can be achieved.

CONCLUSION

Based on the research, it can be concluded that the identification of the problems of students with dyspraxia in elementary schools is needed by teachers because the identification will provide insights and illustrations related to the handling and solutions of students' dyspraxia learning barriers. In addition, identification activities make a new thing from schools that do not have inclusion status. This means that the identification of the problems of students with dyspraxia provides new lessons and experiences to be applied in learning, one of which is the independent curriculum, namely the need for the application of differentiated learning for students who have heterogeneous backgrounds. With this differentiated learning, students with diffractive learning disabilities will be able to provide results that are in accordance with the target, namely adjusting to interests, talents, academic abilities and gross and fine motor skills. For this reason, the need for solutions in learning barriers for students is intense handling, assistance from class teachers and counseling teachers, training children in gross and fine motoric and making differentiated teaching modes. By pursuing these next steps and research ideas, educators and researchers can continue to build on the current study's findings, ultimately contributing to a more inclusive and supportive educational environment for

dyspraxic students. These efforts will not only enhance academic and personal outcomes for these students but also serve as a model for addressing the needs of diverse learners in the education system.

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