



# Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN  
2581-1657

E-ISSN  
2581-2203

## Phenomenological Study: Guidance and Counseling Teachers' Experiences in Developing Grit in Dyslexic Children at the Talenta Perdagangan Special Needs School

Fadia Nurul Azmi\*, Nefi Darmayanti, Abdurrahman

Universitas Islam Negeri Sumatera Utara, Medan, 20553, Indonesia

### ARTICLE INFO

#### Article history:

Received: 24 Sept 2025

Revised: 13 Oct 2025

Accepted: 25 Oct 2025

Published online: 05 Nov 2025

#### Keywords:

Grit,

Dyslexia,

Guidance and Counseling Teacher,

Phenomenological Study

#### \* Corresponding author:

E-mail: [azmifadianurul@gmail.com](mailto:azmifadianurul@gmail.com)

#### Article Doi:

<https://doi.org/10.31258/jes.9.6.p.5466-5481>

This is an open access article under the [CC BY-  
SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



### ABSTRACT

This study aims to analyze the experiences of guidance and counseling teachers in developing grit in children with dyslexia at Talenta Dagang SLB. The research methodology used was qualitative, with a phenomenological approach. The data collection strategy employed in-depth interviews with a semi-structured interview guide. Data analysis used Interpretative Phenomenological Analysis (IPA), and three themes emerged: (1) Experiences of children with dyslexia in overcoming learning difficulties, (2) The role of guidance and counseling teachers in developing grit in children with dyslexia, and (3) Inhibiting factors in developing grit in children with dyslexia. The results showed that children with dyslexia initially experienced frustration, laziness, and hopelessness due to repeated failures in reading, writing, and spelling, as well as social pressure from comparison with peers. However, through guidance from guidance counselors, family support, and small achievements that foster a sense of pride, children begin to become more patient, braver in trying, and more enthusiastic about learning despite still facing obstacles. Parental involvement facilitated by guidance counselors also strengthens the consistency of support for children. The development of grit in dyslexic children at Talenta Dagang Special School is hampered by various interrelated factors, including psychological, cognitive, social, structural, and learning facilities.

## 1. Introduction

Education is a fundamental right of every child, regardless of their physical, intellectual or psychological condition (Fathurrahman, 2023). In the context of the national education system, the principle of inclusivity is the main foundation for providing equal opportunities for all students to develop optimally according to their respective potential (Waruwu, 2023). However, in practice, not all children have the same learning abilities. Some children have difficulty understanding, reading, and writing despite having normal or even above-average intelligence. This condition is

known as dyslexia, a learning disorder that affects the ability to read, write, and spell (Fakhriya, 2022). This is clarified by Leoziana, a child can be said to be dyslexic if he meets several criteria or characteristics, including: reading very slowly, using his finger to follow his gaze moving from one text to the next, adding words that are not in the text being read, skipping several syllables or lines in the text, flipping the arrangement of letters, ignoring punctuation, and making up his own words that have no meaning (Rahman et al., 2022).

The phenomenon of dyslexia in children is a complex reality in the world of inclusive education. Dyslexia is not simply a reading difficulty, but a neurobiological disorder that impacts the ability to recognize words, spell, and understand written text (Ika Firma Ningsih Dian Primsari & Asep Supena, 2021). Children with dyslexia often have difficulty following literacy-based learning processes, resulting in feelings of frustration, low self-esteem, and a loss of enthusiasm for learning (Yunita et al., 2021). This condition demands an educational approach that focuses not only on academic ability, but also on strengthening non-cognitive aspects such as motivation, perseverance, and resilience in the face of failure (Aflahah et al., 2021). In this context, the concept of grit becomes important to examine. Grit, as explained by Angela Duckworth, is a combination of passion and perseverance toward long-term goals. Individuals with high grit tend to persevere and persist despite difficulties. In children with dyslexia, developing grit is particularly relevant to helping them recover from failure, continue practicing reading and writing, and maintain the belief that success can be achieved through sustained effort (Melly Wardani Pratiwi et al., 2025). These challenges don't have to be permanent obstacles to a child's development. Instead, with the right approach, children with dyslexia can be equipped with character strengths that support them in persevering, striving, and achieving their goals one way is through developing grit.

*Grit* is a combination of perseverance and long-term passion to achieve goals. Grit is not only a predictor of academic success, but also of success in life in general. Unfortunately, this aspect is often overlooked, especially in children with special needs like dyslexia, who are often focused solely on cognitive interventions, such as reading and writing training, without considering the non-cognitive aspects that also influence long-term learning success. In fact, character development approaches like grit can strengthen children's resilience and support their holistic growth (Irmayanti & Yuliani, 2020).

Developing grit in children with dyslexia is crucial. The daily challenges they face in their learning process require resilience and the spirit to never give up (Haifa et al., 2020). Therefore, grit can be a protective factor that helps children stay motivated and able to cope with academic and social pressures. By cultivating grit, it is hoped that children will be able to face learning challenges with a positive attitude and perseverance. Furthermore, developing grit can be a strategy that supports inclusivity and empowerment in the education system (Pebriany, 2022).

Guidance and Counseling (BK) teachers play a central role in supporting the development of grit in children with dyslexia. Children with dyslexia often face significant academic challenges, such as difficulty reading, writing, and

---

understanding language symbols. These challenges can impact a child's self-confidence, motivation to learn, and even their mental health. In this context, BK teachers act as psychological counselors and motivators who can help children develop perseverance, a never-give-up spirit, and long-term goal orientation, which are the core of grit (Ismi Yulianah et al., 2023).

The phenomenon that is the focus of this research is the reality of the experiences of guidance counselors in developing grit in dyslexic children in a special needs environment. Guidance counselors play a crucial role in shaping character, guiding adaptive behavior, and fostering a passion for learning in students with special needs. The presence of guidance counselors in special needs not only functions as counselors who handle students' emotional problems, but also as companions who help them develop a fighting spirit in learning. Empirical reality shows that dyslexic children often give up easily when faced with difficult reading or writing tasks. However, with consistent guidance and appropriate strategies from guidance counselors, some children are able to show positive changes, become more persistent, and brave in facing learning challenges. Thus, ontologically, this research views the experiences of guidance counselors as real entities, containing meaning, feelings, and strategies in the process of developing grit in dyslexic children at the Talenta Perdagangan Special Needs School.

Based on a preliminary study conducted by researchers at the Simalungun Talented Special Needs School, children who have difficulty reading cannot receive well from the lessons given by the teacher. The child has not been able to pay attention to the teacher with focus when the teacher is explaining the lesson material. When the researcher conducted the observation, the child was asked to read the sentences in the textbook, but the child could not read fluently, there were several letters of the alphabet that were difficult for him to remember, and the child could not provide conclusions from the results of the reading that had been read. After being told by the teacher, the child looked quiet, at first he was busy drawing pictures in the book, inviting friends beside him to tell stories. Then the researcher conducted an interview with the child, the researcher asked the reason for the child being quiet, the child said.

*"I'm embarrassed when I'm asked to read, especially when my mother is around. I'm not good at reading yet. I used to get bullied every time I was asked to read. My friends used to laugh when I was asked to read. That's why I moved schools here. Even now, when I'm asked to read, I get annoyed. I don't like being asked to read in a crowd."*

Based on the above statement, it can be concluded that the development of grit in dyslexic children is an important, relevant, and still rarely researched topic. Dyslexic children need more than just technical learning strategies. They require psychological encouragement and strong character traits such as grit to face the challenges of life and learning. Based on this description, research on the experiences of guidance and counseling teachers in developing grit in dyslexic children at the Talenta Perdagangan Special School (SLB) is important. This study has the potential to enrich the body of knowledge in guidance and counseling, particularly in the field of special education, and provide a deeper understanding of how the values of

---

perseverance and fighting spirit can be cultivated in children with learning disabilities. Furthermore, this study also addresses a gap in previous research that has focused more on quantitative grit measurements, while studies on the practical experiences of guidance and counseling teachers in developing grit in dyslexic children are still very limited. Therefore, this research is expected to provide new contributions, both in the development of theory and the practice of guidance and counseling in special schools, in order to realize a more inclusive, adaptive, and equitable education for all students..

## **2. Methodology**

This study uses a qualitative approach with a phenomenological method, which aims to understand in depth the experiences of Guidance and Counseling (BK) teachers in developing grit in dyslexic children at the Talenta Perdagangan Special Needs School (Sugiyono, 2021). The phenomenological approach was chosen because it focuses on the meaning of experiences experienced directly by individuals, so that researchers can explore the perceptions, feelings, and efforts of guidance and counseling teachers in helping dyslexic children become more persistent and never give up in learning (Ayuningtyas et al., 2022).

This research process involved guidance counselors as key informants, as they play a direct role in guiding and observing children's character development at school. Researchers sought to understand the dynamics of interactions between teachers and dyslexic children, as well as the strategies teachers use to foster learning persistence. Thus, the research results are expected to provide a concrete picture of how grit can be developed through counseling and learning approaches in special education settings.

Data collection techniques included in-depth semi-structured interviews, direct observation, and documentation. Interviews were used to elicit the guidance and counseling teachers' personal perspectives and experiences, while observations were conducted to observe the behavior of dyslexic children during the learning process and classroom interactions. Documentation in the form of activity notes, photographs, and school archives served as supporting data to strengthen the results of the interviews and observations (Rukminingsih, 2020).

The data obtained were analyzed using the Interpretative Phenomenological Analysis (IPA) method. The analysis stages included repeated reading and marking of interview results, compiling themes emerging from the field data, and grouping themes into main categories that describe the experiences of guidance and counseling teachers in developing grit in dyslexic children. To maintain data validity, triangulation of sources and techniques was conducted, as well as member checking with informants to ensure that the research results truly reflect real-world experiences.

---

### 3. Results and Discussion

In this study, data were collected over a period of two months through a combination of in-depth semi-structured interviews, direct classroom observations, and documentation reviews. The interviews were conducted with three Guidance and Counseling (BK) teachers who actively work with dyslexic students at the Talenta Perdagangan Special Needs School. Each interview lasted approximately 45–60 minutes and was carried out in a comfortable and familiar setting to allow the informants to share their experiences openly (Table 1). In addition to the interviews, researchers conducted five observation sessions during classroom activities and counseling sessions to gain a clearer understanding of the teachers' strategies and the students' responses in real situations. Supporting documentation, including student progress notes, school reports, and photographs of learning activities, was also analyzed to strengthen the findings from the interviews and observations. This combination of methods allowed for a comprehensive and contextual understanding of how grit is nurtured among dyslexic children through the efforts and approaches of the BK teachers.

Table 1. Interview Questions Guide

No.	Aspect Explored	Interview Questions	Purpose of the Question
1	Initial experience of BK teacher with dyslexic students	How did you first recognize that a student was experiencing learning difficulties such as dyslexia?	To understand the initial identification process and the teacher's experience with dyslexic students.
2	Teacher's perception of dyslexia	What is your understanding of dyslexia, and how do you view students with this condition?	To explore the teacher's knowledge and attitude towards dyslexic children.
3	Emotional dynamics of students	How do students react or feel when they experience difficulty reading or writing in class?	To understand the emotional experiences of dyslexic children during learning.
4	Learning and counseling approach	What strategies do you use to help dyslexic children stay motivated even when they experience failure?	To identify the approaches and methods used to foster grit.
5	Use of multisensory methods	Do you use special methods or learning tools, such as colored letter cards or phonics games, for dyslexic students?	To identify the implementation of multisensory methods in learning.
6	Motivation and emotional support	How do you provide motivation when a child starts feeling hopeless or gives up easily?	To explore the teacher's role in building motivation and resilience.
7	Collaboration with parents	Do you involve parents in assisting dyslexic children? If yes, how do you collaborate?	To understand parental involvement in supporting the development of grit.
8	Social support and school environment	How does the school environment and peers support or hinder the motivation of dyslexic children?	To identify social factors affecting the development of grit.
9	Inhibiting factors	What challenges do you face in helping dyslexic children develop perseverance (grit)?	To identify internal and external obstacles in fostering grit.

---

10	Overall role of BK teacher	In your opinion, what is the role of BK teachers in developing persistence and resilience in dyslexic children?	To summarize the BK teacher's view on their role and responsibilities.
11	Behavioral changes in students	Have you observed any changes in students after guidance or specific interventions? If so, what kind of changes?	To explore the real impact of BK teacher interventions on dyslexic students.
12	Reflection and recommendations	In your opinion, what are the most important actions schools should take to help dyslexic children continue to persevere and not give up easily?	To gather reflections and recommendations for improving guidance programs.

---

### Experiences of Facing Learning Difficulties of Dyslexic Children at the Talenta Perdagangan Special Needs School

The experience of facing learning difficulties is a crucial starting point in the development of grit in children with dyslexia. Obstacles to reading, writing, and understanding instructions are not only academic challenges but also profound emotional experiences. Children with dyslexia often experience feelings of shame, frustration, inferiority, and even ridicule from their environment, as expressed by a guidance counselor:

*"When I read, I often reverse the letters, for example, 'b' becomes 'd'. I get embarrassed when I'm asked to read aloud." (Participant 1, dyslexic student).*

Participants' statements reflect the complex emotional and cognitive dynamics of dyslexic children. Difficulty distinguishing letters like 'b' and 'd' is a hallmark of dyslexia, rooted in phonological and visual processing impairments. However, beneath these technical challenges lies a deep psychological burden of shame and low self-esteem when faced with demonstrating reading ability in front of others. This situation demonstrates how academic challenges can develop into emotional distress that impacts learning motivation. According to Duckworth's (2007) grit theory, it is precisely in these challenging situations that the potential for perseverance can emerge, provided the individual persists and persists in overcoming challenges. Furthermore, the child's frustration when failing to write correctly, as conveyed by the interviewee:

*"When I write, I often forget letters. Sometimes I get all the words wrong. I get frustrated with myself." (Participant 2, dyslexic student).*

This statement demonstrates that repeated failure can weaken motivation. However, with teacher support and adaptive learning strategies, children begin to learn that failure is not the end of the road. This is the foundation for resilience, one of the foundations of grit.

*"If a lesson is difficult, I usually ask a friend. My friend often reads it aloud, and then I try again. If I make a mistake, I try again. Sometimes I get frustrated when it takes a long time to understand, but I don't give up. I figure if other people can do it, so can I." (participant 3).*

---

This statement indicates that he received reading material from his friends and then practiced repeating it himself. This confirms that the social environment plays a crucial role in the learning of dyslexic children, in accordance with Vygotsky's theory of the Zone of Proximal Development (ZPD), where interactions with peers help children learn more effectively. Furthermore, his statement, "I don't want to give up," demonstrates the persistence that is the essence of grit. Despite feelings of sadness due to difficulty understanding, he still demonstrates intrinsic motivation with the self-confidence that he is capable of learning like other children.

The guidance counselor's initial experience with dyslexic children was marked by behaviors that appeared to be resistant to learning and caused confusion during the identification process. This situation gave the initial impression that the child was deliberately unwilling to try, but after intensive observation and screening, a consistent pattern of reading errors was revealed, indicating dyslexia. This was revealed by the guidance counselor.

*"Initially, I noticed the child was reluctant to read in class. He avoided reading aloud. The homeroom teacher said his reading grades were steadily declining, so I began intensive observation and screening. At the time, I was confused because the indicators seemed intentional, but after evaluation, I saw a consistent pattern of errors."(Resource: Guidance and Counseling Teacher)*

The guidance counselor's statement illustrates the initial dynamics in the process of identifying dyslexic children in the classroom. Initially, the student's reluctance to read aloud in front of peers and tendency to avoid reading were considered unwillingness or deliberate. This was reinforced by the classroom teacher's report, which noted a consistent decline in reading scores. This situation raised doubts about distinguishing whether the emerging problems stemmed from motivational factors or specific learning disorders. However, through intensive observation and screening, the guidance counselor identified a pattern of repeated and consistent reading errors, a strong indicator of dyslexia. This analysis demonstrates the importance of the guidance counselor's sensitivity in conducting initial assessments to avoid misinterpreting symptoms. In accordance with special education assessment theory, in-depth observation and diagnostic evaluation are key steps in ensuring that a student's learning difficulties are not due to laziness, but rather to cognitive barriers requiring specific intervention. Thus, the guidance counselor's experience underscores the crucial role of systematic observation in differentiating situational learning difficulties from specific learning disorders. The guidance counselor also revealed that children often develop alternative ways to overcome difficulties, such as memorizing or drawing symbols:

*"Children with dyslexia often have difficulty following reading lessons. But some have unique ways of learning, such as memorizing text or drawing symbols to remember words."(Resource person: BK teacher).*

This compensatory strategy demonstrates consistent, repeated effort, albeit in a different way than non-dyslexic children. According to Duckworth & Quinn

---

(2009), persistence in seeking alternative paths to achieve goals is a tangible form of grit.

*"I've noticed that some students initially gave up easily, but after receiving repeated mentoring where we celebrated every small achievement, they began to become more resilient. For example, they used to give up if they failed at a single paragraph; now they repeat until they're finished."*(Resource person: Guidance and Counseling Teacher).

The guidance counselor's statement indicates a significant change in the dyslexic child's learning attitude, from initially being easily discouraged to becoming more resilient. This confirms that repeated support with a scaffolding approach can foster psychological resilience in children facing learning difficulties. The guidance counselor's strategy of celebrating every small achievement plays a crucial role in boosting children's self-confidence, as simple successes like completing a sentence or paragraph serve as positive reinforcement that strengthens intrinsic motivation. In this way, children learn to interpret failure not as the end of the effort, but as an opportunity to try again.

The experiences of dyslexic children in overcoming learning difficulties reflect a challenging process of struggle, yet within it lies the potential for character strength. Barriers to reading and writing are not only a source of difficulty but also a platform for fostering perseverance. The support of teachers and peers plays a crucial role in fostering children's self-confidence and grit. Thus, this phenomenon demonstrates that limitations are not the end, but rather a pathway to fostering resilience and resilience.

### **The Role of Guidance and Guidance Teachers in Developing Grit in Dyslexic Children at the Talent Trade SLB**

Guidance and counseling teachers play a crucial role in assisting children facing difficulties. The application of multisensory methods and motivational support helps children feel safe and confident. Teachers function as grit facilitators, encouraging children to keep trying even when they fail. Deci & Ryan (2000), in their Self-Determination Theory, emphasize that autonomy support and a positive environment enhance children's intrinsic motivation.

*"If a child starts to lose hope, I usually set a small goal. For example, they should be able to read two words correctly today. If they succeed, I praise them. That way, they feel they're making progress and stay motivated."*(source: Guidance and Counseling Teacher).

This statement illustrates the teacher's role in providing incremental targets (small steps). This strategy aligns with mastery learning theory (Bloom, 1984), where achieving small goals fosters a sense of accomplishment. This strengthens the child's persistence to keep trying. In the context of grit, small successes serve as reinforcement for achieving larger goals. Furthermore, offering praise when a child achieves a goal serves as reinforcement that increases intrinsic motivation. In the

---

context of grit, praise helps children see that their efforts are paying off, thus fostering confidence to continue striving.

*"If I couldn't read, Mrs. Lidya would help me spell the letters slowly. Then she'd tell me to try on my own until I could. It was hard, but the teacher told me not to give up so quickly. So I tried again."*(Participant 1).

The statement by a dyslexic child, "If I can't read, the guidance counselor often helps me spell the letters slowly. Then I'm told to try on my own until I can. Even though it's difficult, the teacher tells me not to give up so quickly. So I dare to try again" clearly illustrates the role of the guidance counselor in assisting children facing learning difficulties. The guidance provided by the guidance counselor by spelling letters slowly reflects a scaffolding strategy, namely providing temporary assistance according to the child's needs. This makes the child feel helped and motivated to try again. Furthermore, the teacher not only provides assistance but also encourages the child to practice independently.

Furthermore, the motivation provided by teachers through the message "don't give up too quickly" instills a growth mindset in children. This mindset allows children to see difficulties as challenges that can be overcome, rather than permanent obstacles. As a result, children demonstrate the courage to try again despite difficulties, as reflected in the statement "so I dare to try again." This courage is a manifestation of resilience, an important aspect in developing grit. Thus, the experience of this dyslexic child demonstrates that the role of guidance counselors is not only to assist with the technical aspects of learning to read, but also to foster a child's fighting spirit, perseverance, and courage in overcoming the learning obstacles they face.

*"Mrs. L gave me colorful letter cards. She said it would make it easier to remember the letters. If I wrote them wrong, the teacher wouldn't get mad, instead telling me to try again. So I wasn't afraid of making mistakes; instead, I wanted to keep trying."*(Participant 2).

A dyslexic child's statement, "The guidance counselor gave me colorful letter cards. She said it would make it easier to remember the letters. If I made a mistake, the teacher didn't get angry, instead telling me to try again. So I wasn't afraid of making mistakes, but instead wanted to keep trying," illustrates the guidance counselor's concrete strategy in helping children learn to read and write. The use of colorful letter cards demonstrates the application of a multisensory method, involving visual (color), auditory (letter sounds), and kinesthetic (the activity of holding the cards) aspects. This approach has proven effective for dyslexic children because it facilitates letter recognition and strengthens learning memory.

Furthermore, the teacher's attitude of not scolding the child when he makes a mistake, but instead encouraging him to try again, reflects an effort to build a supportive learning environment. This is important because dyslexic children often feel inferior or afraid of failure when they make mistakes. The child's statement that he "wasn't afraid of making mistakes, but instead wanted to keep trying" shows that

---

the guidance counselor has succeeded in fostering a growth mindset in the child, namely the view that mistakes are a natural part of the learning process.

Furthermore, this experience demonstrates how guidance counselors foster grit in children, particularly in the dimension of perseverance in trying. By utilizing creative learning methods while providing patient motivation, guidance counselors successfully encourage children not only to face mistakes with courage but also to develop an internal drive to keep trying. This emphasizes that the role of guidance counselors extends beyond providing teaching techniques to building resilience, courage, and perseverance in dyslexic children in the face of learning difficulties.

*"When assisting dyslexic children, I don't just teach them to read and write, but also foster their enthusiasm. I often use multisensory methods to make learning more enjoyable. If they fail, I encourage them to reflect and tell them: failure is normal, the important thing is not to give up. I also build communication with parents so that their children continue to receive support at home."*(source: Guidance and Counseling Teacher).

Guidance and counseling teachers focus not only on academic skills (reading and writing), but also on the psychological aspects of children, namely fostering enthusiasm. This demonstrates the holistic role of guidance and counseling teachers in developing grit, as grit grows not only from skills but also from motivation and positive emotions (Alda et al., 2023). Furthermore, guidance counselors teach children to view failure as a normal occurrence. The statement "failure is normal, the important thing is not to give up" aligns with the concept of a growth mindset.(Ella Salsabila & Ahmad Syarqawi, 2024), where failure is seen as a learning opportunity, not a setback. In this way, teachers foster resilience, the foundation of grit.

*"I don't just work alone, but I also involve my parents. I encourage them to provide motivation at home, such as reading stories or patiently coaching their children. Family support really helps children stay consistent in their learning."*(Participant: Guidance and Counseling Teacher)

The guidance counselor emphasized that supporting dyslexic children cannot be done solely at school. Involving parents is a form of collaboration within the educational ecosystem, which aligns with the theory of developmental ecology (Rauzanna et al., 2023). A family environment (microsystem) aligned with the school can strengthen a child's learning experiences, making them more consistent in achieving their goals. The concrete example given by the teacher, "reading stories or coaching the child patiently," demonstrates the practical support parents can provide. Simple activities like these provide repeated learning experiences that strengthen reading skills while fostering the emotional support that underpins grit. The guidance counselor not only teaches learning techniques but also instills the values of patience and perseverance through parental involvement. This process demonstrates that grit is not only cultivated in the classroom but also fostered in the child's daily life, thus maintaining consistency in effort.

---

The statement "family support really helps children stay consistent in their learning" emphasizes the role of the family as a source of resilience (Dewy Nurchaifa Pebriany, 2022). Grit is stronger when children have a social support system that encourages them to keep trying despite difficulties. Dyslexic children who receive patient support from their parents are more resilient to frustration and tend to be persistent.

### **Inhibiting Factors in Developing Grit in Dyslexic Children at the Special Needs School for Trade Talent**

Research at the Talenta Perdagangan Special Needs School (SLB) found that grit development in dyslexic children doesn't always proceed smoothly. Several factors act as obstacles, both internal and external. These factors interact and influence a child's ability to develop perseverance and consistency of interest.

*"Dyslexic children often give up quickly when faced with difficult reading material. They feel incapable."*(source: Guidance and Counseling Teacher).

The guidance counselor's statement illustrates one of the main inhibiting factors in developing grit: low self-efficacy in children. Repeated feelings of inadequacy when faced with reading texts can easily lead children to despair and avoid challenges. This also suggests that repeated failure without significant success can reinforce children's negative beliefs about themselves. As a result, the perseverance of effort dimension of grit does not develop optimally. Children who should be learning to try again after failure are instead trapped in a pattern of giving up and avoiding. The experience of dyslexic children who quickly give up when faced with difficult reading is not simply a matter of cognitive ability, but rather a serious psychological barrier. This factor demonstrates that mentoring interventions should not only focus on the technical aspects of reading but must also pay attention to building self-confidence and strengthening positive emotions so that children can persevere in the face of difficulties.

*"Some children are easily distracted. After only a short time studying, they want to stop or do something else. This short-lived concentration makes it difficult for them to sustain their efforts for long periods."*(BK Teacher Resource Person).

The guidance counselor's statement points to one of the internal inhibiting factors in developing grit: limited concentration. Dyslexic children tend to have short attention spans, making it difficult to maintain focus on academic tasks, particularly reading and writing. This obstacle directly weakens the perseverance of effort dimension of grit, as persistence requires the ability to persist over a period of time. Limited concentration is not just a technical issue but also a serious obstacle to developing grit. Dyslexic children require specific support strategies, such as game-based learning, multisensory activities, or regular breaks to stay motivated. Without these interventions, it is difficult for children to develop consistency and persistence in learning, which are the essence of grit.

---

*"Peer stigma still frequently arises. When a child reads incorrectly, others laugh. This makes them feel more insecure and afraid to try. Grit, on the other hand, requires the courage to keep trying even when failure occurs."*(Resource person: Guidance and Counseling Teacher).

The guidance counselor's statement emphasized that external factors, such as the social environment, also hinder the development of grit in dyslexic children. Ridicule and negative judgment from peers foster feelings of shame, low self-esteem, and social anxiety, which worsen the child's psychological condition. As a result, children lose the courage to take risks in learning, preventing the dimensions of perseverance of effort and consistency of interest in grit from developing optimally. Thus, the existence of peer stigma is a serious obstacle to the development of grit in dyslexic children at Talenta Perdagangan Special School. This indicates the need for school strategies to build an inclusive culture, for example through character education, fostering empathy, and strengthening a classroom climate that values differences. Without changes in these social environmental factors, efforts to foster grit in dyslexic children will always be hampered by the fear and inferiority complex that arises from negative interactions with peers.

*"Additional study time for dyslexic children is very limited. There are many students, but there are few hours for guidance and counseling. As a result, the support they receive is not optimal."*(Resource person: Guidance and Counseling Teacher).

The guidance counselor's statement highlights the structural limitations in special education services. This situation indicates that although children with dyslexia need intensive support, the reality on the ground is not conducive. This limited time for support directly impacts the development of grit in children with dyslexia. Children require repeated practice, positive reinforcement, and consistent guidance to foster perseverance and consistency of interest. When there is insufficient time, children tend to miss opportunities to experience small successes that can boost their self-confidence. This weakens intrinsic motivation and makes it easier for children to give up when faced with academic challenges.

*"Learning facilities are still inadequate. Supporting materials, such as dyslexia-specific books or technological devices, are still very limited. Children quickly become bored because the learning methods used are always the same."*(Resource person: Guidance and Counseling Teacher).

The guidance counselor's statement illustrates external obstacles stemming from limited school facilities and infrastructure. The lack of learning facilities tailored to the needs of dyslexic children results in suboptimal learning. Supportive media, such as dyslexia-friendly books and technological devices, should serve as aids to facilitate children's understanding, reduce boredom, and increase engagement in learning.

---

Children with dyslexia experience complex learning difficulties, particularly in reading, writing, and spelling. These challenges are caused by impaired phonological processing, which makes it difficult for them to connect letters with the correct sounds. Reading errors, such as confusing the letters "b" and "d," are not due to a lack of effort, but rather to the way their brains work differently. This condition causes children to quickly become tired, frustrated, and lose motivation to learn. The shame and low self-esteem caused by frequent failures exacerbate the situation, leading them to withdraw and lose confidence. Therefore, the barriers to grit development in children with dyslexia are not only cognitive, but also emotional and social.

Guidance and counseling teachers play a crucial role in helping dyslexic children change their mindsets about failure. Through scaffolding strategies, positive reinforcement, and breaking down learning goals into small steps, teachers help children experience gradual success, which fosters self-confidence. This approach aligns with growth mindset theory (Azaria et al., 2023) and the Zone of Proximal Development (Vygotsky, 2021), where adult support allows children to develop optimally. Furthermore, the use of multisensory methods such as colorful letter cards and phonics games makes the learning process more engaging and reduces emotional stress. A safe and supportive environment encourages children to try again, even if they fail frequently.

The development of grit is also greatly influenced by social factors. Support from peers, teachers, and family is a crucial element in building resilience in children with dyslexia. When children feel accepted and valued, they develop a belief that they are as capable as their peers. Collaboration between guidance counselors and parents strengthens children's motivation through support at home, creating continuity between the school and family environments. This synergy aligns with the ecological theory of development (Pebriany, 2022), emphasizes the importance of cross-environmental collaboration in shaping children's character.

However, several factors hinder the development of grit in dyslexic children at the Talenta Perdagangan Special Needs School. Feelings of inadequacy, easily distracted attention, and teasing from peers often lead to children losing their enthusiasm for learning. The resulting social stigma makes children increasingly feel inferior and reluctant to try, thus hindering the development of the perseverance of effort aspect. Furthermore, limited time for guidance counselors to provide personal guidance and a lack of learning facilities, such as multisensory media, also weaken children's motivation. The monotonous learning environment quickly makes children bored and makes it difficult to maintain consistent effort.

Thus, developing grit in children with dyslexia is a complex process and requires comprehensive support. Guidance and counseling teachers play a central role in building children's perseverance and resilience through an empathetic approach, step-by-step learning, and collaboration with families. To achieve optimal results, schools need to strengthen supporting facilities, increase mentoring time, and foster an inclusive culture that values diversity. With a supportive environment, children

---

with dyslexia can grow into persistent, confident individuals capable of facing academic challenges with an unyielding spirit.

#### 4. Conclusion

Based on the results of theoretical studies and field findings, it can be concluded that the development of grit in dyslexic children at Talenta Perdagangan Special School is a complex and dynamic process, influenced by the interaction between internal and external factors. Dyslexic children initially experience frustration, laziness, and give up easily due to repeated failures in reading, writing, and spelling. However, through intensive guidance from guidance counselors, family support, and positive experiences from small achievements, they begin to show increased perseverance, patience, and courage to keep trying. Guidance counselors play a central role as companions and motivators who not only teach academic skills but also foster children's self-confidence and fighting spirit through positive motivational strategies, self-reflection, and the use of creative learning media. However, the development of grit in children still faces obstacles stemming from psychological, social, and cognitive factors, as well as limited learning facilities that are less dyslexia-friendly. Therefore, ongoing support from all parties is needed to ensure optimal grit-strengthening.

Based on the results of this study, it is recommended that schools strengthen collaboration between guidance counselors, class teachers, and parents in providing ongoing support for children with dyslexia, both academically and emotionally. Schools also need to provide more varied and dyslexia-friendly learning facilities and media to increase children's motivation and engagement in learning. Furthermore, special training for guidance counselors and educators on grit development strategies and inclusive learning approaches needs to be continuously improved so they can provide more effective support. Positive social support through the elimination of stigma and increased empathy among peers is also an important factor in building the self-confidence of children with dyslexia in facing learning difficulties.

#### Acknowledgement

Please acknowledge such as your research grant, organization, scholarship (if any)

#### References

- Aflalah, U., Fathurohman, I., & Purbasari, I. (2021). Gangguan Belajar dan Cara Mengatasinya Dalam Film *Taare Zameen Par*. *Jurnal Educatio FKIP UNMA*, 7(3), 1143–1153. <https://doi.org/10.31949/educatio.v7i3.1356>
- Alda, M., Muzaddidah, C., & Siswa, P. (2023). Rancang Bangun Layanan Pengaduan Siswa Pada MIS As-Sahidah Berbasis. *Jurnal Inovasi Pendidikan Kreatif*, 6, 3196–3203.
-

- 
- Ayuningtyas, F., Intyaswati, D., Supratman, S., Setiawan, H., & Lusia, A. (2022). Studi Fenomenologi: Pengalaman Guru Insan Berkemampuan Khusus Dalam Menjalani Profesinya Di Rumah Autis Cabang Depok. *Ekspresi Dan Persepsi: Jurnal Ilmu Komunikasi*, 5(1), 16–27. <https://doi.org/10.33822/jep.v5i1.3377>
- Azaria, P. N., Budiman, N., & Nadhirah, N. A. (2023). Kompetensi Konselor Sebagai Guru Pendamping Bagi ABK Dalam Pendidikan Inklusif. *Jurnal Psikoedukasi Dan Konseling*, 7(2). <http://doi.org/10.20961/jpk.v7i2.74601>
- Dewy Nurchaifa Pebriany. (2022). Metode Guru BK Dalam Mengatasi Masalah Penyesuaian Diri Pada Anak Berkebutuhan Khusus (Studi Kasus Pada Siswa Autisme di SLB Harapan Bunda Banjarmasin). *Jurnal Pahlawan*, 18(1), 95–99. <https://ojs.uvayabjm.ac.id/index.php/pahlawan/index>
- Ella Salsabila, & Ahmad Syarqawi. (2024). Peran Guru BK Dalam Meningkatkan Kedisiplinan ABK Di SLBN Autis Sumatera Utara. *G-Couns: Jurnal Bimbingan Dan Konseling*, 9(2), 752–767. <https://doi.org/10.31316/g-couns.v9i2.6986>
- Fakhriya, S. D. (2022). Gangguan Belajar (Diskalkulia): Definisi dan Model Intervensi. *Jurnal Pendidikan Dan Teknologi Indonesia*, 2(3), 115–119. <https://doi.org/10.52436/1.jpti.152>
- Fathurrahman. (2023). Model Pembelajaran Kontekstual (Contextual Teaching and Learning) Pada Mata Pelajaran Pendidikan Agama Islam (PAI) Di Sekolah Menengah Kejuruan. *Tarbawi: Jurnal Pendidikan Islam*, 20(1), 1–17. <http://eprints.umpo.ac.id/5016>
- Haifa, N., Mulyadiprana, A., & Respati, R. (2020). Pengenalan Ciri Anak Pengidap Disleksia. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 7(2), 21–32. <https://doi.org/10.17509/pedadidaktika.v7i2.25035>
- Ika Firma Ningsih Dian Primasari, & Asep Supena. (2021). Meningkatkan Kemampuan Membaca Siswa Disleksia Dengan Metode Multisensori Di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 1799–1808.
- Irmayanti, I., & Yuliani, W. (2020). Peran Bimbingan dan Konseling di Sekolah Inklusif (*The Role of Guidance and Counseling in Inclusive Schools*). *Jurnal Pendidikan Khusus*, 16(2), 87–93.
- Ismi Yulianah, J., Ramadhani, J., Kamal, L., Al-Meyda, S., & Ropikoh, S. (2023). Manajemen Bimbingan dan Konseling Dalam Pendidikan Karakter Peserta Didik Di MAN 4 Cirebon. *Journal Central Publisher*, 1(3), 42–50. <https://doi.org/10.60145/jcp.v1i3.63>
- Melly Wardani Pratiwi, A. Tegar Babur Firdaus, & Ahmad Shiddiq. (2025). Menciptakan Layanan Pendidikan dan Bimbingan Bagi ABK Disleksia. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 2(2), 245–258. <https://doi.org/10.62383/hardik.v2i2.1468>
- Pebriany, D. N. (2022). Metode Guru BK Dalam Mengatasi Masalah Penyesuaian Diri Pada Anak Berkebutuhan Khusus. *Pahlawan Jurnal Pendidikan-Sosial-Budaya*, 18(1), 95–99. <https://doi.org/10.57216/pah.v18i1.363>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan, dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Rauzanna, R., Bunyamin, & Fitri, M. (2023). Kinerja Guru BK Dalam Mengatasi Kesulitan Berkomunikasi Anak Berkebutuhan Khusus Di SLB Negeri Pidie.
-

*Jurnal Psiko-Konseling*, 1(1), 1–8.

Rukminingsih. (2020). *Metode Penelitian Kuantitatif & Kualitatif*.

Sugiyono. (2021). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Kuantitatif, dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910.  
<https://doi.org/10.31004/jptam.v7i1.6187>

Yunita, M., Ardisal, A., & Sopandi, A. A. (2017). Peran Guru Pembimbing Khusus Pada Anak Disleksia Di Sekolah Penyelenggara Pendidikan Inklusif. *Jurnal Pendidikan Kebutuhan Khusus*, 1.  
<https://jpkk.ppj.unp.ac.id/index.php/jpkk/article/view/119>

How to cite this article:

Azmi, F. N., Darmayanti, N., & Abdurrahman. (2025). Phenomenological Study: Guidance and Counseling Teachers' Experiences in Developing Grit in Dyslexic Children at the Talenta Perdagangan Special Needs School. *Journal of Educational Sciences*, 9(6), 5466-5481.

---