Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

Analysis Teachers' Efforts and Challenges in Implementing Multisensory Learning for Students with Dyslexia

Miftahul Jannah*, Ernita Daulay
English Language Education, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

ARTICLE INFO

Article history:

Received: 20 June 2026
Accepted: 29 July 2026
Available Online: 05 Aug 2026

Keywords:

Dyslexia;
Inclusive Education;
Multisensory Learning;
Teacher Challenges;
Teacher Efforts

* *Corresponding author:*

E-mail: miftahul0304221026@uinsu.ac.id

Article Doi:

https://doi.org/10.31258/jes.10.8.p.699-715

This is an open access article under the CC BY-SA license.

A B S T R A C T

Students with dyslexia often experience difficulties in reading, writing, and spelling, requiring instructional approaches that accommodate their diverse learning needs. Multisensory learning has been widely recognized as an effective approach because it integrates visual, auditory, kinesthetic, and tactile modalities to support literacy development and student engagement. This study aimed to analyze teachers' efforts and challenges in implementing multisensory learning for students with dyslexia in an inclusive classroom. A descriptive qualitative case study was conducted at an inclusive Islamic junior high school in Medan, Indonesia, involving one English teacher and one inclusion support teacher. Classroom observations focused on four Grade VII students with dyslexia across three instructional sessions, each lasting approximately 45 minutes. Data were collected through classroom observations, lesson plan (RPP) documentation, and semi-structured interviews, and analyzed using the Miles and Huberman interactive analysis model. The findings revealed that teachers implemented multisensory learning through varied instructional media, individualized assistance, experiential learning activities, and collaboration with parents and peers. However, teachers encountered challenges related to limited instructional time, preparation of diverse learning media, differences in students' learning abilities, and maintaining students' attention and motivation. These findings highlight the importance of adaptive multisensory instruction in supporting inclusive education.

1. Introduction

The learning process of students is influenced by various factors, one of which is the teaching approach applied by the teacher. An appropriate teaching approach plays an important role in improving students' learning abilities, particularly for students with dyslexia (Primasari & Supena, 2021). Dyslexia is a specific learning difficulty that affects students' ability to read, write, and spell, requiring appropriate

instructional methods and strategies to support their learning. Reading is one of the primary learning difficulties experienced by students with dyslexia; therefore, teachers play a crucial role as learning facilitators by providing appropriate instructional materials, preparing suitable learning media, and implementing effective teaching strategies to support students' academic development. To provide appropriate support, teachers need to identify students' learning characteristics and behaviors so that instructional strategies and assessments can be adapted to their individual needs (Baggett et al., 2024). Furthermore, teachers are expected to create an inclusive learning environment by positioning students appropriately and collaborating with parents and other professionals to provide consistent support both at school and at home (Kałdonek-Crnjaković & Fišer, 2021). Without appropriate instructional support, students with dyslexia often struggle to read simple words, distinguish letters, spell accurately, and understand written texts, which may negatively affect their academic achievement and self-confidence.

Dyslexia has become one of the major educational challenges worldwide because of its significant impact on students' academic achievement and literacy development. According to the American Psychiatric Association (2020), approximately 5–15% of school-aged children experience dyslexia (Mayasari et al., 2025), indicating that several students in a typical classroom may face difficulties in reading and understanding written texts. Similarly, the World Literacy Foundation (2020) estimates that around 10–15% of the global population has dyslexia. In Indonesia, although comprehensive national data remain limited, dyslexia is relatively common in mainstream schools and is often identified late, resulting in many students experiencing persistent learning difficulties and low academic confidence (Piter et al., 2025). Furthermore, previous studies have reported that many schools still provide the same instructional approach for students with dyslexia as for other students, without appropriate educational interventions (Salimatul Islamiyah et al., 2025). These conditions highlight the importance of implementing instructional approaches that accommodate the unique learning characteristics of students with dyslexia, one of which is multisensory learning.

Therefore, addressing the learning needs of students with dyslexia requires teachers to adopt instructional approaches that are responsive to their learning characteristics. One of the most widely recommended approaches is multisensory learning, which integrates visual, auditory, kinesthetic, and tactile modalities to facilitate students' understanding and retention of learning materials (Rahmawati & Pandjaitan, 2020). By engaging multiple senses simultaneously, multisensory learning enables students with dyslexia to process information more effectively and supports the development of their reading, writing, and spelling skills (Muhtadin et al., 2024). Rather than relying solely on verbal explanations or printed texts, this approach encourages students to actively participate in learning through meaningful experiences, the use of concrete learning media, movement-based activities, and repeated practice. Consequently, multisensory learning is considered an effective instructional approach for supporting students with dyslexia because it accommodates diverse learning styles while promoting greater engagement, confidence, and academic participation in inclusive classrooms (Maisaroh & Arifah, 2025).

The successful implementation of multisensory learning largely depends on teachers' ability to adapt instructional practices to the diverse needs of students in inclusive classrooms. Inclusive education emphasizes equal learning opportunities for all students, including those with dyslexia, by providing appropriate instructional support based on individual learning characteristics. Therefore, teachers are expected to design flexible learning activities, utilize appropriate instructional media, and provide individualized assistance to ensure that students with dyslexia can actively participate in the learning process (Baggett et al., 2024). In addition, effective multisensory learning requires collaboration among classroom teachers, inclusion support teachers, parents, and schools to create a supportive learning environment that facilitates students' academic and social development. Consequently, teachers play a central role in determining how multisensory learning is implemented in inclusive classrooms and how instructional practices are adapted to meet students' diverse learning needs.

This adaptive instructional practice is also consistent with the principles of differentiated instruction, which emphasize that effective teaching should be responsive to students' readiness, learning profiles, and individual learning needs. According to Tomlinson (2014), teachers can achieve this by differentiating learning content, instructional processes, learning products, and the classroom environment to ensure that all students have equitable opportunities to succeed. For students with dyslexia, differentiated instruction complements multisensory learning by allowing teachers to modify instructional activities, provide individualized assistance, and implement flexible assessment strategies according to students' specific learning characteristics.

In addition, recent studies published in the *Journal of Educational Sciences* emphasize that successful inclusive education requires teachers to implement adaptive instructional strategies, provide individualized support, and create classroom environments that accommodate the diverse characteristics of students with special educational needs. These findings are consistent with the present study, which also demonstrates that successful multisensory learning depends not only on instructional media but also on teachers' flexibility in adapting learning activities and collaborating with parents and inclusion support teachers (Fadhluzzakiyy et al., 2025; Rosidah, 2026).

Previous studies have consistently reported that multisensory learning can support students with dyslexia by improving reading skills, learning engagement, and classroom participation through the integration of visual, auditory, kinesthetic, and tactile activities (Piter et al., 2025; Maisaroh & Arifah, 2025). Other studies have also highlighted the importance of teachers' roles in adapting instructional strategies and providing individualized support for students with dyslexia in inclusive classrooms (Salimatul Islamiyah et al., 2025). Similarly, studies published in the *Journal of Educational Sciences* have discussed teachers' instructional strategies for students with low reading ability and learners with special educational needs. These studies demonstrate the importance of adaptive teaching practices but have not specifically examined how teachers implement multisensory learning for students with dyslexia while simultaneously addressing the challenges encountered

during classroom implementation (Rahman et al., 2026; Fadhluzzakiyy et al., 2025). However, most previous research has primarily focused on the effectiveness of multisensory learning or students' learning outcomes, while limited attention has been given to how teachers implement multisensory learning in everyday classroom practice and the challenges they encounter throughout the instructional process. Moreover, studies examining teachers' instructional efforts and challenges simultaneously within authentic inclusive junior high school settings remain limited, particularly in the Indonesian educational context. To address this gap, the present study analyzes teachers' instructional efforts and the challenges they encounter when implementing multisensory learning for students with dyslexia through classroom observations, lesson plan analysis, and semi-structured interviews.

Based on this research gap, this study aims to analyze teachers' efforts and the challenges they encounter in implementing multisensory learning for students with dyslexia in an inclusive junior high school classroom. The findings are expected to contribute to the literature on inclusive education by providing contextual insights into teachers' instructional practices and the challenges they experience when implementing multisensory learning for students with dyslexia.

2. Methodology

Research Design

This study employed a descriptive qualitative research design to explore teachers' efforts and challenges in implementing multisensory learning for students with dyslexia in an inclusive junior high school. A qualitative approach was selected because it enables researchers to obtain an in-depth understanding of participants' experiences, instructional practices, and the context in which the phenomenon occurs (Creswell, 2017). This study was conducted at an inclusive Islamic junior high school (MTs) in Medan, Indonesia, involving one English teacher and one inclusion support teacher as the primary participants. Classroom observations focused on four Grade VII students with dyslexia, consisting of three female students and one male student, during English learning activities. The observations were conducted over three classroom meetings, with each meeting lasting approximately 45 minutes. Data were collected through classroom observations, semi-structured interviews, and lesson plan (RPP) documentation. The qualitative descriptive approach was considered appropriate because it enabled the researcher to systematically describe teachers' instructional efforts and the challenges encountered in implementing multisensory learning within an authentic inclusive classroom context.

Data Collection Instruments

Data were collected through classroom observations, documentation, and semi-structured interviews. Classroom observation was conducted to obtain direct information regarding the implementation of multisensory learning in English

classrooms involving students with dyslexia. The researcher observed three English learning sessions, each lasting approximately 45 minutes, involving four Grade VII students with dyslexia (three female students and one male student). During the observations, the researcher focused on teachers' instructional practices, the use of multisensory learning media, teacher and student interactions, students' responses to learning activities, and the overall classroom learning process. Field notes were used to record important events during each observation session, allowing the researcher to obtain authentic data within the natural classroom setting (Creswell, 2017).

Documentation was used to complement the observation and interview data. The researcher collected supporting documents, including photographs, classroom videos, and lesson plans (RPP) prepared by the English teacher. The lesson plans were analyzed to examine the learning objectives, instructional strategies, learning media, classroom activities, and assessment techniques designed for students with dyslexia. In addition, the analysis compared the planned instructional activities with their actual implementation during classroom observations, thereby strengthening the credibility of the research findings (Sugiyono, 2017).

Semi-structured interviews were conducted to obtain in-depth information regarding teachers' experiences in implementing multisensory learning for students with dyslexia. The interviews involved one English teacher and one inclusion support teacher who were directly responsible for supporting students with dyslexia during English lessons. The interview questions were developed based on the preliminary findings obtained from classroom observations and lesson plan analysis. The interviews focused on teachers' instructional efforts, the implementation of multisensory learning strategies, the use of instructional media, the challenges encountered during the learning process, and the strategies used to address those challenges. All interviews were recorded with the participants' consent, transcribed verbatim, and then coded for subsequent data analysis (Creswell, 2017).

The semi-structured interview was guided by a set of interview questions developed based on the research objectives and the findings obtained from the preliminary classroom observations and lesson plan analysis. The interview guideline was designed to explore teachers' experiences, instructional practices, and challenges in implementing multisensory learning for students with dyslexia in inclusive classrooms. The interview focuses and guiding questions are presented in Table 1.

Table 1. Semi-Structured Interview Guidelines

No	Interview Focus	Guiding Questions
1	Understanding of dyslexia	How do you identify students with dyslexia in your English classroom?
2	Lesson Planning	How do you prepare English lesson plans (RPP) to accommodate students with dyslexia?
3	Multisensory learning implementation	What multisensory learning strategies do you apply during English lessons?
4	Learning media	What instructional media or learning materials do you use to support multisensory learning?

5	Teacher's efforts	What efforts do you make to help students with dyslexia understand English learning materials?
6	Student participation	How do students with dyslexia respond to the multisensory learning activities implemented in the classroom?
7	Challenges	What challenges do you encounter when implementing multisensory learning for students with dyslexia?
8	Problem-solving strategies	How do you overcome the challenges encountered during the implementation of multisensory learning?
9	Collaboration	How do you collaborate with the inclusion support teacher and parents in supporting students with dyslexia?

Data Analysis

The collected data were analyzed using the interactive model proposed by Miles and Huberman (1994), which consists of three interrelated stages: data reduction, data display, and conclusion drawing or verification. Data analysis was conducted continuously throughout the research process. First, data obtained from classroom observations, interviews, and lesson plan documentation were reduced by selecting and organizing information relevant to the research objectives. Second, the organized data were systematically presented to identify recurring patterns related to teachers' efforts and challenges in implementing multisensory learning. Finally, conclusions were drawn and continuously verified throughout the analysis process by comparing findings across the three data sources to ensure the credibility and trustworthiness of the results.

3. Results and Discussion

Before presenting the research findings, it is important to describe the context in which the data were collected. This study was conducted in an inclusive Islamic junior high school (MTs) in Medan involving one English teacher and one inclusion support teacher. The classroom observations focused on four Grade VII students with dyslexia, consisting of three female students and one male student, during English learning activities. The observations were carried out over three classroom meetings, with each session lasting approximately 45 minutes. Data collection was conducted through three complementary techniques.

First, classroom observations were undertaken to document teachers' instructional practices and students' responses during multisensory learning activities. Second, the researcher analyzed the teachers' lesson plans (RPP) to examine the planned instructional strategies and compare them with their actual classroom implementation. Finally, semi-structured interviews were conducted with both teachers to obtain deeper insights into their instructional efforts, experiences, and challenges. The integration of these three data sources enabled the researcher to triangulate the findings and provide a comprehensive understanding of the implementation of multisensory learning for students with dyslexia in the inclusive classroom.

Teachers' Efforts in Implementing Multisensory Learning for Dyslexic Students

The findings are presented based on the triangulation of classroom observations, lesson plan (RPP) analysis, and semi-structured interviews. The results revealed that teachers implemented multisensory learning for students with dyslexia through several adaptive instructional practices tailored to students' individual learning needs. These practices included the use of multisensory instructional media, individualized assistance, experiential learning activities, and collaboration with parents and peers.

These findings show that multisensory learning in the context of inclusive education cannot be understood only as the use of specific learning tools or media. In contrast, multisensory learning is a learning approach that requires teachers to actively adjust learning strategies, methods, and environments to suit the characteristics of dyslexic students. However, the implementation of these various adaptations also presents a number of challenges related to time management, preparation of learning media, diversity of student abilities, and efforts to maintain students' attention and motivation to learn during the learning process.

These findings are also consistent with Rahman et al., (2026), who reported that English teachers employed visual aids, vocabulary repetition, guided reading, and peer support to assist students with low reading ability. Although the learner characteristics differ, both studies highlight that adaptive instructional strategies and varied learning media are essential in supporting students who experience literacy-related learning difficulties. This similarity suggests that adaptive instructional strategies remain an essential component in supporting students with reading difficulties, regardless of whether the learners have dyslexia or other literacy-related challenges.

Adaptive Multisensory Learning Through Various Learning Media

The results show that teachers consistently utilize a variety of visual, auditory, kinesthetic, and tactile media to help dyslexic students understand the learning material. Based on the results of the lesson plan analysis, it was found that teachers used pictures, word cards, picture cards, repeated vocabulary pronunciation exercises, activities of matching pictures with words, and activities of tracing letters using fingers. These activities are designed to involve more than one sensory pathway at the same time so that students have a more concrete learning experience.

The findings were reinforced by the results of interviews with inclusion student co-teachers who stated:

> *"We use many learning media, such as block letters, hijaiyah block letters, puzzles, flashcards, meronce tools, and trampoline. We provide many tools specifically to support the learning of children with special needs."*

Similar things were also conveyed by English teachers:

> *"Use colorful letter cards, magnetic letters, letter reading apps on school tablets, audio books, and cream-colored paper."*

The data shows that teachers are trying to optimize students' various senses in the learning process. The simultaneous use of visual, auditory, and tactile media allows dyslexic students to obtain information through various ways that are more suited to their learning needs. Thus, the use of multisensory media not only serves as a learning aid but also represents a form of instructional adaptation that helps students overcome difficulties in reading and understanding written information. These practices further demonstrate that teachers intentionally combine multiple sensory modalities to reduce students' dependence on text-based learning and facilitate a more accessible learning process.

These findings are in line with the research of Riadiyani et al., (2024) who found that a multisensory approach is able to help dyslexic students improve their reading skills through integrated visual, auditory, and tactile stimulation. However, the use of multisensory media also presents its own challenges for teachers. Based on the results of the research, teachers must prepare a variety of different learning media in each meeting. This was expressed by an English teacher who stated:

"At first it was complicated, a lot of tools had to be prepared, but the results were extraordinary."

The statement shows that the implementation of multisensory learning requires more complex preparation than conventional learning. Teachers not only prepare learning materials, but also must ensure that each medium used can accommodate the sensory needs of dyslexic students optimally.

Individualized Assistance and Learning Adaptation

The next findings show that teachers provide individual assistance and make learning adjustments according to the needs of dyslexic students. Based on the results of document analysis and interviews, teachers make modifications to assignments, learning targets, and assessment forms to suit students' abilities.

The English teacher explains:

"For example, the task is to summarize 5 points, I say 'R is enough 2 points, the most important thing.'"

In addition, teachers also provide flexibility in the form of assignments and evaluations:

> *"The R can answer verbally or record the voice, the third product the R can collect tasks in the form of pictures or mind maps without having to write long."*

The inclusion student companion teacher also explained:

> *"For the first three months, the focus of learning was only on letter recognition. It should not be mixed with numbers or reciting Iqra'. Once the child has mastered the letters, then they will move on to the next stage."*

These findings show that teachers apply the principle of learning differentiation by adjusting the content, process, and learning outcomes based on individual students' abilities. This finding indicates that instructional adaptation is not merely an additional teaching strategy but an essential practice to ensure equitable learning opportunities for students with dyslexia in inclusive classrooms. These adaptations allow dyslexic students to continue to be able to participate in learning without having to be burdened by academic demands that exceed their abilities. However, the implementation of individual learning also presents challenges for teachers. Teachers should divide the attention between dyslexic students and regular students who are in the same class. In addition, dyslexic students require more frequent repetition of material than other students.

The English teacher explains:

> *"I have to repeat 3 to 4 times using the image before he understands."*

While the accompanying teacher stated:

> *"Academically, they tend to lag behind more than other students."*

The findings show that the diversity of students' abilities in inclusive classrooms is a considerable challenge for teachers. Teachers are required to be able to balance the needs of all students without ignoring the special needs of dyslexic students.

Experiential Learning as Multisensory Engagement

The results of the study also show that teachers use experiential learning and outdoor learning to help students understand concepts more concretely.

The accompanying teacher explained:

> *"Their learning process is mostly carried out outside the classroom (outdoor learning). This kind of learning really helps them in recognizing letters, reading, writing, and understanding the function of an object when they see and touch the object directly."*

In addition, activities such as memorizing letters, matching picture cards with word cards, and tracing letters using fingers were also found in the results of observation and analysis of lesson plans. These findings show that multisensory learning is not only carried out through the use of learning media, but also through hands-on experience involving students' physical activities. Concrete learning experiences allow students to connect abstract concepts with real experiences so that the learning process becomes more meaningful. These findings reinforce the idea that learning through direct experience enables students with dyslexia to process

information more meaningfully because they actively engage multiple sensory channels during learning activities. However, hands-on experiential learning activities take longer than conventional learning. Teachers must carefully manage learning time so that all activities can be carried out in accordance with the learning objectives that have been set.

The accompanying teacher explained:

> *"The biggest challenge is managing time and maintaining patience in accompanying them."*

The findings show that time constraints are one of the main challenges in the implementation of multisensory learning. The more activities that are designed to meet the needs of dyslexic students, the greater the time management demands that teachers have to do.

Collaborative Support from Parents and Peers

Another effort made by teachers is to build collaboration with parents and peers in supporting the learning process of dyslexic students.

The accompanying teacher explained:

> *"I communicate with the families and parents of students."*

Meanwhile, the English teacher stated:

> *"I use the companion bench buddy system. I sit R with a patient and smart child."*

The findings show that the success of multisensory learning does not depend solely on the interaction of teachers and students in the classroom. The support of parents and peers plays an important role in creating a learning environment that supports the development of dyslexic students both at school and at home. Despite this, teachers still face challenges in maintaining students' attention and motivation to learn during the learning process. Based on the results of observations and interviews, dyslexic students tend to feel bored more easily and lose focus when learning activities last too long or are not varied.

The accompanying teacher explained:

> *"When they already look tired, dizzy, bored, or bored, I don't force them to study."*

Meanwhile, the English teacher stated:

> *"Dyslexic children get bored quickly if the media is just that."*

These findings show that maintaining student motivation and engagement is a challenge that teachers continue to face. Therefore, teachers need to consistently present a variety of activities and learning media so that students stay motivated during the learning process.

Challenges Faced by Teachers in Implementing Multisensory Learning

Based on the results of observations, analysis of lesson plan documents, and interviews with English teachers and inclusion student companions, this study found that the application of multisensory learning provides significant benefits in helping dyslexic students follow the learning process. However, the implementation of this strategy also requires high involvement and readiness of teachers. The findings of the study show that the greater the teacher's efforts in adapting learning to the needs of dyslexic students, the greater the challenges that must be faced during the learning process.

These findings indicate that multisensory learning not only requires the use of various learning media, but also requires flexible classroom management, high patience, and the ability of teachers to adjust learning strategies according to the characteristics of each student. In this study, four main challenges faced by teachers were found, namely limited learning time, diverse media preparation needs, differences in students' learning abilities in inclusive classrooms, and difficulties in maintaining the attention and motivation of dyslexic students.

Limited Time in the Implementation of Multisensory Learning

One of the main challenges found in this study is the time constraints in the implementation of multisensory learning. Based on the results of the document analysis, the learning designed by the teacher involves various stages of activities that must be carried out gradually, ranging from the introduction of the material, the use of visual media, direct practical activities, to providing feedback to students. This process takes longer than conventional learning.

This is strengthened by the statement of the inclusion student companion teacher who revealed:

> *"The biggest challenge is managing time and maintaining patience in accompanying them."*

The statement suggests that teachers should divide the attention between dyslexic students and other students in the same class. On the one hand, teachers are required to provide intensive assistance to dyslexic students, but on the other hand, teachers must also ensure that the learning needs of other students are met. These findings suggest that the implementation of multisensory learning requires more flexible time allocation because dyslexic students require more frequent repetition of material as well as more intensive mentoring. The results of this study are in line with the research of Emiliawati et al., (2024) which states that time constraints are one of the main obstacles in the implementation of learning for dyslexic students in

inclusive schools. Therefore, teachers are required to have good time management skills so that all learning objectives can be achieved optimally.

The Need for Preparation of Diverse Learning Media

The next challenge found in this study is the need to prepare various learning media that support the implementation of multisensory learning. Based on the results of observation and document analysis, teachers use various types of media such as flashcards, word cards, pictures, magnetic letters, learning audio, concrete teaching aids, and worksheets designed according to the needs of students.

The English teacher explains:

> *"At first it was complicated, a lot of tools had to be prepared, but the results were extraordinary."*

The statement shows that the use of a multisensory approach requires more complex preparation than conventional learning methods. Teachers not only prepare learning materials, but must also ensure that each medium used is able to accommodate the visual, auditory, kinesthetic, and tactile needs of dyslexic students. These findings indicate that the success of multisensory learning is greatly influenced by teachers' readiness to provide varied and interesting learning media. Although the media has been shown to help students understand the material better, the preparation process requires more time, effort, and creativity from the teacher. Thus, the readiness of learning facilities and media is an important factor in supporting the successful implementation of multisensory learning in inclusive classrooms.

Differences in Students' Learning Abilities in Inclusive Classrooms

The study also found that the difference in learning ability between dyslexic students and regular students is a considerable challenge for teachers. Based on the results of observation and document analysis, dyslexic students require a different learning approach than other students, especially in the aspects of reading, writing, and understanding learning instructions.

The English teacher explains:

> *"I have to repeat 3 to 4 times using the image before he understands."*

Meanwhile, the inclusion student coordinator stated:

> *"Academically, they tend to lag behind more than other students."*

The findings show that teachers must make various forms of learning adjustments to accommodate the diversity of students' abilities in a classroom. Teachers cannot apply the same learning strategies to all students because each student has different learning needs.

In addition, inclusive classroom conditions require teachers to maintain a balance between the needs of dyslexic students and the needs of regular students. Teachers must ensure that dyslexic students receive adequate support without compromising other students' learning opportunities. Therefore, teachers' ability to implement learning differentiation is an important factor in creating an inclusive and effective learning environment. This finding is in line with research by Anita Puteri Ramadhani et al., (2024) which states that the diversity of students' learning abilities is one of the main challenges faced by teachers in the implementation of inclusive education.

Maintaining Attention and Learning Motivation of Dyslexic Students

The last challenge found in this study is to maintain the attention and motivation of dyslexic students during the learning process. Based on the results of observations, dyslexic students tend to feel tired, bored, and lose focus more easily when they have to do reading or writing activities for a long time.

The inclusion student companion teacher explains:

> *"When they already look tired, dizzy, bored, or bored, I don't force them to study."*

The statement was supported by an English teacher who stated:

> *"Dyslexic children get bored quickly if the media is just that."*

The data shows that maintaining student engagement during learning is a challenge that teachers continue to face. To overcome this, teachers need to carry out a variety of learning activities continuously so that students remain interested and motivated to learn. This finding is supported by Fadhluzzakiyy et al., (2025), who emphasized that teachers working with students with special educational needs frequently encounter challenges in maintaining classroom engagement and managing diverse learning characteristics. Therefore, teachers are expected to continuously adapt instructional strategies while fostering supportive and inclusive classroom environments. The consistency between these findings suggests that maintaining students' engagement is one of the most persistent challenges in inclusive classrooms, requiring teachers to continuously modify instructional activities and learning media according to students' responses and needs.

These findings show that the learning motivation of dyslexic students is greatly influenced by the learning experiences they gain during the learning process. When learning is presented through activities that are engaging, interactive, and involve a variety of senses, students tend to show higher engagement. On the contrary, monotonous learning can cause students to lose focus and interest in learning in a relatively short time. This finding is in line with research by Wijaya et al., (2022) which shows that the use of multisensory methods combined with varied learning media can increase the involvement of dyslexic students during the learning process and help them maintain their learning focus.

Overall, the findings indicate that teachers' efforts and the challenges encountered in implementing multisensory learning should not be viewed as separate phenomena but as interconnected components of adaptive instructional practice in inclusive classrooms. From the perspective of multisensory learning theory, effective instruction for students with dyslexia requires teachers to actively engage visual, auditory, kinesthetic, and tactile modalities to facilitate students' understanding and participation in learning. Consequently, the use of multisensory instructional media, individualized assistance, experiential learning activities, and collaboration with parents and peers identified in this study represent complementary instructional adaptations rather than isolated teaching strategies.

These findings can also be explained through the principles of differentiated instruction proposed by (Tomlinson, 2014), which emphasize that teachers should continuously adjust instructional content, learning processes, assessment, and classroom support according to students' readiness and learning profiles. The various instructional adaptations observed in this study reflect teachers' efforts to provide equitable learning opportunities for students with dyslexia within an inclusive classroom. However, these adaptations simultaneously increase teachers' instructional responsibilities. The more teachers adapt learning activities to students' individual needs, the greater the demands on instructional time, preparation of diverse learning media, classroom management, and maintaining students' attention and motivation.

Therefore, the challenges identified in this study should not be interpreted as obstacles that hinder multisensory learning but as logical consequences of implementing adaptive and differentiated instruction in inclusive classrooms. This finding extends previous studies by demonstrating that successful multisensory learning depends not only on the use of multiple sensory modalities but also on teachers' capacity to continuously balance instructional adaptation with the practical demands of classroom implementation. This integrated perspective contributes to a broader theoretical understanding of how multisensory learning and differentiated instruction complement one another in supporting students with dyslexia.

4. Conclusion

This study aims to analyze teachers' efforts and the challenges faced in implementing multisensory learning for dyslexic students in inclusive classrooms. Based on the results of observations, analysis of lesson plan documents, and interviews with English teachers and inclusion student companion teachers, it was found that teachers apply multisensory learning through various forms of learning adaptation tailored to the needs of dyslexic students. This adaptation is realized through the use of multisensory media, the provision of individual mentoring, the application of direct experiential learning, and collaboration with parents and peers.

The findings of the study show that the implementation of multisensory learning not only focuses on the use of learning media, but also on the ability of teachers to

adjust strategies, processes, and forms of learning according to the characteristics of dyslexic students. Through these various adaptations, students gain a more meaningful learning experience, actively engage in the learning process, and get learning opportunities that are more in line with their needs and abilities.

On the other hand, this study also found that the application of multisensory learning presents various challenges for teachers, including time constraints, diverse media preparation needs, differences in students' learning abilities in inclusive classrooms, and difficulties in maintaining students' attention and motivation to learn. These findings show that the implementation of multisensory learning requires high commitment, creativity, and flexibility from teachers in managing diverse learning needs.

This research contributes by showing that multisensory learning for dyslexic students is not only realized through the use of media involving various senses, but also through comprehensive learning adaptation and centered on student needs. The findings also enrich the existing literature by providing empirical evidence on how teachers simultaneously adapt instructional strategies and manage practical classroom challenges when implementing multisensory learning for students with dyslexia in inclusive junior high school settings. Therefore, continuous support from schools is needed through the provision of adequate learning facilities, strengthening collaboration with parents, and improving teacher competence in inclusive education. Further research is suggested to involve more participants and different school contexts in order to gain a broader understanding of the implementation of multisensory learning for dyslexic students.

Since this study was conducted in one inclusive Islamic junior high school involving two teachers and four Grade VII students with dyslexia, the findings should be interpreted within this specific educational context. Future studies are recommended to involve more participants from different schools and educational levels to provide broader evidence regarding the implementation of multisensory learning in inclusive education.

References

Anita Puteri Ramadhani, N., Nurcahyo Ika Putra, I., & Wanodiasari, M. (2024). *Strategi Guru Pada Penanganan Siswa Disleksia di Sekolah Dasar* (Vol. 40, Number 2). Desember.

Baggett, M., Diamond, L. L., & Olszewski, A. (2024). Dysgraphia and Dyslexia Indicators: Analyzing Children's Writing. *Intervention in School and Clinic*, *59*(5), 319–330. https://doi.org/10.1177/10534512231189449

Emiliawati, I., Nur Asyifa H, E., Ridwan, N., Masfia, I., & Fahmy, Z. (n.d.). Upaya Guru Dalam Penanganan Kesulitan Belajar Pada Siswa Disleksia di Sekolah Inklusi Suryo Bimo Kresno Semarang. *Jurnal Ilmiah Wahana Pendidikan, Desember*, *2024*(2), 537–548.

Fadhluzzakiyy, K. A., Sania, F., Kalsum, U., & Oviyanti, F. (2025). PAI Teacher's Strategy in Building a Classroom Environment That is Friendly to Children

with Special Needs. *Journal of Educational Sciences*, *9*(1), 388–398. https://doi.org/10.31258/jes.9.1.p.388-398

John W. Creswell, J. D. C. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, 2017.

Kałdonek-Crnjaković, A., & Fišer, Z. (2021). Teacher positioning and students with dyslexia: Voices of Croatian EFL teachers. *Journal of Language and Education*, *7*(3), 76–88. https://doi.org/10.17323/JLE.2021.11561

Maisaroh, S., & Arifah, N. (2025). Pembelajaran Multisensori bagi Siswa Disleksia: Analisis Film Taare Zameen Par dan Implikasinya di Sekolah Dasar. *AS-SABIQUN*, *7*(4), 851–861. https://doi.org/10.36088/assabiqun.v7i4.5806

Matthew B. Miles, A. M. H. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE.

Mayasari, H., Kasmantoni, K., Putri, D., Astuti, J., & Korespondensi, P. (n.d.). *Pendekatan Pengajaran Guru dalam Mengatasi Kesulitan Membaca pada Anak Disleksia di Sekolah Luar Biasa (SLB) Amal Mulia Kota Bengkulu* (Vol. 0, Number 0). Retrieved https://dmi-journals.org/deiktis/index

Muhtadin, D. A., Kansil, C., & Masturoh, I. (2024). *Jurnal of Pedagogi: Jurnal Pendidikan Multisensory Learning: Improving Conceptual Understanding Through an Intuitive Sensory Approach Nurjanah 1í ½í ¶,, Imelda Christine Kansil 2, Imas Masturoh*. *1*(6). https://doi.org/10.62872/xc7ta403

Piter, P., Fadliansyah, F., & Nursehah, U. (2025). Upaya Guru dalam Mengatasi Kesulitan Belajar Anak Disleksia. *Journal of Science and Education Research*, *4*(2), 77–80. https://doi.org/10.62759/jser.v4i2.333

Primasari, I. F. N. D., & Supena, A. (2021). Meningkatkan Kemampuan Membaca Siswa Disleksia Dengan Metode Multisensori Di Sekolah Dasar. *Jurnal Basicedu*, *5*(4), 1799–1808. https://doi.org/10.31004/basicedu.v5i4.1055

Rahman, A. A. D., Rahmawati, M., & Ridwan, I. (2026). English Teachers' Strategies in Addressing Students' Low Reading Ability: A Case Study in Indonesian Junior High School. *Journal of Educational Sciences*, *10*(5), 335–345. https://doi.org/10.31258/jes.10.5.p.335-345

Rahmawati, N., & Pandjaitan, L. N. (n.d.). *Penerapan Metode Multisensori untuk Kemampuan Membaca Permulaan pada Siswa Kelas I di SD X Bangkalan*. *16*(2), 2503–0949. https://doi.org/10.32528/ins.v%vi%i.2117

Riadiyani, Y. F., Rakhmawati, D., & Handayani, A. (n.d.). *Disleksia: Tantangan dalam Pembelajaran dan Strategi Mengatasi Kesulitan Membaca dan Menulis*.

Rosidah, H. (2026). Utilizing Universal Design for Learning in Differentiated Learning at Inclusive Elementary Schools: A Qualitative Case Study. *Journal of Educational Sciences*, *10*(2), 3195–3208. https://doi.org/10.31258/jes.10.2.p.3195-3208

Salimatul Islamiyah, Sri Puspita Della Aryadi, Viny Syahputri, Yusra Faizah, Muhammad Nur Huda, Rizky Ramadhan Damanik, & Ali Pernantian Pane. (2025). Analisis Kesulitan Membaca (Disleksia) pada Anak Tunagrahita di SLB Negeri Autis Sumatera Utara. *Jurnal Bintang Pendidikan Indonesia*, *3*(2), 01–09. https://doi.org/10.55606/jubpi.v3i2.3650

Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd Edition). ASCD (Association for Supervision and Curriculum Development).

Wijaya, A., Mulyawati, Y., & Hikmah, N. (2022). *Penerapan Metode Multisensori Berbantuan Balok Huruf dalam Meningkatkan Kemampuan Membaca Siswa Disleksia di Sekolah Dasar Inklusi*. *13*(2), 2022–2076. https://doi.org/10.21831/foundasia

How to cite this article:

Jannah, M., & Daulay, E. (2026). Analysis Teachers' Efforts and Challenges in Implementing Multisensory Learning for Students with Dyslexia. *Journal of Educational Sciences*, *10(8)*, 699-715.