



## Literature Review of the Effect of Parenting on the Learning of Dyslexic Learners in Inclusive Schools Between 2019-2024

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**Abstract:** This article was written to present a literature review to find out the forms of parenting that affect the learning of dyslexic students in Inclusive Schools in the period between 2019 and 2024. The method used in this research is a Systematic Literature Review (SLR). Data was obtained from journal articles, research reports, and proceedings aligned with the paper's topic using the help of Harzing's Publish or Perish. Parenting has a vital role in shaping the behavior, social skills, and academic achievement of dyslexic learners. From the search for articles on parenting patterns of dyslexic learners in the 2019-2024 time span, there were 16 articles consisting of 11 journal articles, four research reports, and one proceeding. The results showed that democratic and supportive parenting consistently improved the engagement and learning outcomes, independence, and self-confidence of dyslexic children. Meanwhile, authoritarian and permissive parenting showed mixed impacts, often impeding educational progress. In addition, this study highlights the importance of collaboration between parents, educators, and support personnel in creating an inclusive and adaptive learning environment. The implications of this study suggest that ongoing support from families and educational environments is essential to achieve optimal learning outcomes for dyslexic learners.

**Abstrak:** Artikel ini ditulis dengan tujuan untuk menyajikan tinjauan literatur untuk mengetahui bentuk pola asuh orang tua yang berpengaruh terhadap pembelajaran peserta didik disleksia di Sekolah Inklusi dalam rentang waktu antara tahun 2019-2024. Metode yang digunakan dalam penelitian ini adalah Systematic Literature Review (SLR). Data diperoleh dari jurnal artikel, laporan penelitian, dan prosiding yang selaras dengan topik tulisan menggunakan bantuan Harzing's Publish or Perish. Pola asuh orang tua memiliki peranan penting dalam membentuk perilaku, keterampilan sosial, dan prestasi akademik peserta didik disleksia. Dari penelusuran artikel tentang pola asuh orang tua peserta didik disleksia dalam rentang waktu 2019-2024 terdapat 16 artikel yaitu 11 berasal dari artikel jurnal, 4 laporan penelitian, dan 1 prosiding. Hasil penelitian menunjukkan bahwa pola asuh demokratis dan suportif terbukti secara konsisten meningkatkan keterlibatan dan hasil belajar, kemandirian, serta rasa percaya diri anak disleksia. Sementara pola asuh otoriter dan permisif menunjukkan dampak yang beragam, dan sering kali menghambat kemajuan pendidikan. Selain itu, penelitian ini menyoroti pentingnya kolaborasi antara orang tua, pendidik, dan tenaga pendukung untuk menciptakan lingkungan belajar yang inklusif dan adaptif. Implikasi dari penelitian ini menunjukkan bahwa dukungan yang berkelanjutan dari keluarga dan lingkungan pendidikan sangat penting untuk mencapai hasil belajar yang optimal bagi pelajar disleksia.

## A. Introduction

Learners with special needs (PDBK) require different educational approaches to support their optimal development (Kemendikbudristek, 2022). Children with special needs require specific services (Fakhiratunnisa et al., 2022). One form of specific learning difficulty is dyslexia (Rofiah, 2015). Dyslexia is a learning disorder characterized by children's inability to read. It is not caused by issues with vision, hearing, intelligence, or language abilities but rather by a disruption in the brain's ability to process incoming information (Safitri et al., 2022).

Safitri et al (2022) also explains that dyslexic children struggle to read, write, and do other language-related tasks. The symptom that dyslexic children show is their very low reading ability. According to Haifa (Safitri et al., 2022), Dyslexia is a language-based learning disorder in children, leading to challenges in understanding words or sentences while writing, reading, and spelling. Syahroni et al (2021) state that dyslexia is not only a person's difficulty in composing or reading sentences in reverse order but also challenges with various other sequential patterns, such as distinguishing right from left, understanding top to bottom, and processing directions that need to be retained and processed in brain memory.

People with dyslexia are physically invisible, and most are genetically inherited (Syahroni et al., 2021). According to Malik (2022), various studies have shown that genetic factors play a significant role in dyslexia. At the same time, a father with dyslexia has about a 40% chance of passing on the condition to his son. In addition, it is reported that about 50% of children of dyslexic parents also have the condition. If one child in the family has dyslexia, there is a 50% chance that their siblings will also have dyslexia. It will have a good impact if recognized and intervened as early as possible. Tsurayya & Mubarok (Rahmawati et al., 2022) said that children with dyslexia have a normal appearance and IQ levels but need different stimuli than children without dyslexia symptoms. This is due to a brainstem nerve disruption that affects reading ability.

One crucial factor that influences the success of dyslexic children's learning is parenting (Zahra et al., 2024). Tobing (Ningsih, 2022) said that parenting is a form of interaction between parents and children, reflecting parents' attitudes and behavior when dealing with children. This involves establishing rules, teaching norms, offering attention and affection, and demonstrating positive behavior as a model for their children. In line with (Fatmawati et al., 2021), parenting is parents' behavior in interacting, guiding, directing, and educating their children in everyday life to help them succeed in life.

Amaliana & Africa (2022) state that parenting is their way of educating, guiding, disciplining, and caring for children so that they can reach maturity. Parenting, according to Madyawati (Dewi, 2022) is a form of action that includes complex activities involving a variety of specific behaviors, both individually and together, as an active effort to guide and direct their children. Parenting must be accompanied by effective interpersonal communication so the child's personality can be well-formed while preventing speech delays (Widianti et al., 2024). Based on the technical guidelines for primary school

partnerships with families and communities prepared by the Dirjen PAUD dan pendidikan masyarakat Direktorat Pembinaan dan Pendidikan Keluarga in 2016 (Persada et al., 2017), Parents play a crucial role in their children's learning and development.

So it can be concluded that parenting is the way parents interact, educate, guide, direct, and discipline children in undergoing the flow of life with the aim that children can grow and develop independently, healthily, optimally, confidently, have curiosity, be friendly, and have an orientation towards success. According to Hurlock (Sari et al., 2020), parenting patterns are generally divided into Authoritarian, Authoritative, and permissive parenting. The characteristics of authoritarian parenting are that parents like to force, control too tightly, and give physical punishment. Democratic parenting is characterized by respecting decisions, involving children, and being firm. At the same time, permissive parenting is characterized by having freedom and rarely giving punishment. The three parenting patterns, according to Wijanarko (Prihatin et al., 2018), are influenced by several factors, including parental education, environment, and culture.

The role of parenting in inclusive education, harmonious communication within the family, and appropriate interventions for children with special needs contribute significantly to supporting children's independence and development. Parenting shapes children's behavior, motivation, and academic achievement. In the context of learners with special needs, the challenges faced by parents in caring for their children are often more complex, as they require adjustments in the parenting approach. Parents have to do full-time parenting (all the time) because the various limitations possessed by dyslexic children require full assistance from parents (Haryanto et al., 2020).

However, the reality is that many parents of dyslexic students do not pay attention to these problems. They tend to assume that their children are stupid but do not need further examination because they can still do activities like other normal people. Irdamurni (Rahmawati et al., 2022) states that children who experience difficulties in reading are often viewed by parents, teachers, and peers as underachieving academically or consider this delay as an indication of incompetence, so these children are usually regarded as unintelligent or behind. These difficulties may be symptoms or characteristics of dyslexia.

Parents of students with special needs enroll their children in inclusive primary schools because, with their children's limitations, they can still learn with other regular students without experiencing discrimination. According to Akbar et al (2024), inclusive education itself applies an approach that focuses on system transformation by removing various barriers that prevent students from fully participating in learning. Latifah (2020) states that inclusive education is the unification of the learning process for all children, including those who have special needs or face various other difficulties, in regular (public) schools. This is supported by a statement from Supena & Dewi (2020), which says that inclusive education is an effort to meet the educational needs of all children, with a special emphasis on children vulnerable to marginalization.

Inclusive education itself is different from segregated education. Casmini (Latifah, 2020) states that segregated education is an education system specifically designed for

children with special needs, which is organized separately from education services for children without special needs, such as Sekolah Luar Biasa, commonly called SLB. In segregated education, learning for students with special needs is not integrated with regular students as in inclusive schools. Many people think SLB is inclusive education but actually segregated education.

Teachers in inclusive schools must recognize and identify learners with specific learning difficulties to understand the needs and services needed to support students' self-development according to their potential. Rofiah (2015) In dyslexic students, teachers need more in-depth observations about their learning needs. The assessment of students with special needs by a team of experts (psychologists) is a process of collecting comprehensive information about the conditions and characteristics of students, their abilities, obstacles, and potential, as well as their needs, which will be used as the basis for program preparation and implementation of learning (Yuwono, 2021).

The results of searches conducted on articles, research reports, and proceedings on publish or perish show a significant development in the last few years, especially between 2019 and 2024. Relevant research that has been done before by Amalia & Pahmi (2022), entitled "Analysis of Parenting Patterns in Efforts to Deal with Reading Difficulties in Dyslexic Children", and Malik (2022) entitled "Analysis of Parenting Patterns on the Reading Ability of Dyslexic Students during the Covid-19 Pandemic". Both studies only analyzed parenting patterns related to the difficulties and abilities of dyslexic students but did not discuss them in the context of inclusive schools.

What distinguishes this research from previous research is that it discusses the learning of dyslexic learners in the context of learning in inclusive schools. Where parents of dyslexic learners in inclusive schools are considered slow learners who do not need special handling. Dyslexic learners also need serious handling and proper parenting from parents. Children with dyslexia need to be identified as early as possible so that the symptoms they experience can be recognized early to prevent adverse impacts on their social and emotional development (Rahmawati et al., 2022). So, it is necessary to analyze the literature from articles, research reports, and proceedings relevant to the keywords that match this research. So that it can find out the type of parenting that has the most appropriate influence on the learning of dyslexic students in schools that provide inclusive education; with the right parenting style, teachers in inclusive schools can collaborate to deliver learning services according to their learning needs.

The purpose of this article is to review literature studies related to the impact of parenting styles on the learning of dyslexic learners during the period 2019 to 2024. By analyzing previous studies, it is hoped that a deeper understanding of the influence of parenting in supporting the learning of dyslexic learners, especially in the context of learning in Inclusive Schools, as well as relevant challenges and solutions to help educators, parents, and policymakers in designing effective learning strategies, can be obtained. The results of this literature review are expected to serve as a foundation for further research and better interventions to meet the learning needs of dyslexic learners.

## B. Method

This study employs the Systematic Literature Review (SLR) method. Study method, as done by Ibid cited by Nurhaliza (Martiani & Subali, 2024) In this case, the article reviewed is about the influence of parenting patterns on the learning of students with special needs (PDBK) during the 2019-2024 period. This approach aims to review the latest findings in this field comprehensively. This article uses a variety of sources, including scientific journals, research reports, and proceedings published between 2019 and 2024. The sources were collected through Google Scholar and Harzing's Publish or Perish (PoP).

The data collection process began with a keyword search for "The influence of parenting patterns on the learning of students with special needs in inclusive schools." After searching based on these keywords, 100 kinds of literature related to the research material were found. Of these 100 articles, after being analyzed based on the suitability of the title and abstract, 60 suitable articles were found. Twenty-three articles, research reports, and proceedings were found. Then, of the 23 articles, their relevance to the topic was re-examined so that only 16 met the criteria. The articles that met the requirements were analyzed in depth to identify the main themes, conclusions, and implications. For more details, the research flow can be seen in Figure 1.

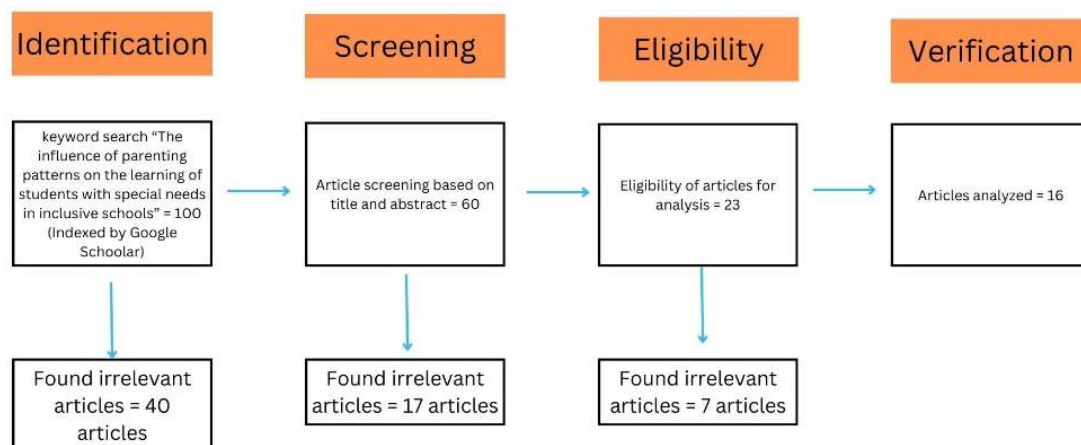


Figure 1. Research Flow

With this approach, the literature review results can provide a comprehensive picture of the influence of parenting patterns on PDBK learning, help understand the most effective parenting patterns, and provide direction for future practice and research.

## C. Result and Discussion

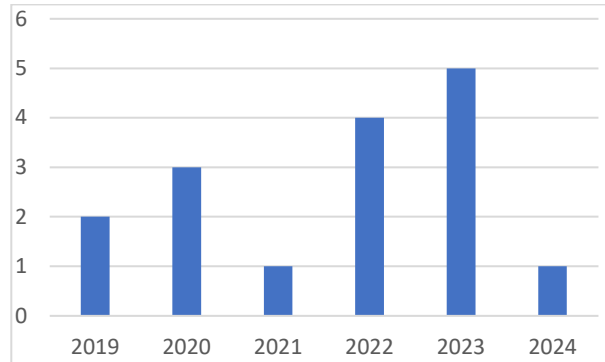
### Result

#### Data Analysis

Based on the search for research articles on the influence of parenting on the learning of students with special needs in inclusive schools in the 2019-2024 range, 11 scientific journal articles, four research reports (thesis), and one proceeding were found. The journals,

research reports, and proceedings were published from journals indexed by Google Scholar. Figure 2 shows that the research trend of parenting patterns toward learning for students with special needs fluctuates yearly. However, in 2019-2024, in the search through Harzing's Publish or Perish, no articles were found on the effect of parenting on the learning of dyslexic students in inclusive schools.

Of the 20 articles, we can see the publication of the article Parenting Parents of Learners with Special Needs between 2019-2024 in Figure 2.



**Figure 2.** Graph of Research Publications Parenting of Parents of Students with Special Needs

### Critical Appraisal

Critical appraisal or analysis was conducted using the JBI Critical Appraisal tool for Experimental Studies, focusing on parenting pattern criteria, encompassing 16 articles. Details of each article are presented in Table 1.

### Literature Review Results

Based on the findings from the review of 16 articles, it was found that there was an influence between parenting patterns and the learning of learners with special needs in inclusive schools. The findings include that democratic parenting is the most dominant and recommended in providing a positive impact on the development of learners with special needs, democratic parenting is one of the right approaches for dyslexic learners in improving their reading skills, and democratic parenting can also increase the confidence and independence of learners with special needs. Self-confidence and independence can influence the learning spirit of dyslexic learners.

**Table 1.** Data Analysis Matrix of Articles Used in the Literature Review

Author, Title, Journal	Method Design	Result
Aryani, R., & Fauziah, P. Y. (2020). Analisis PolaAsuh Orang tua dalam Upaya Menangani Kesulitan Membaca pada	Kualitatif	Dyslexia can arise from parenting patterns that are not appropriate for the child's condition. Democratic parenting can be recommended as

Author, Title, Journal	Method Design	Result
AnakDisleksia. <i>Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini</i> , 5(2), 1128-1137.		one of the proper approaches for children with dyslexia.
Haryanto, E., Yuliyanti, D., & Kartikasari, R. (2020). Pola Asuh Orang Tua Pada Anak Berkebutuhan Khusus Di SLB Negeri Cinta Asih Soreang Kabupaten Bandung. <i>Jurnal Ilmiah JKA (Jurnal Kesehatan Aeromedika)</i> , 6(2), 11-21.	Deskriptif kualitatif	Parents who apply democratic parenting are expected to continue to maintain it because it is one of the efforts to deal with reading difficulties in dyslexic participants.
Temo, A. L., & Marlina, M. (2019). Pola Asuh Orang Tua dalam Mengembangkan Interaksi Sosial Anak Tunagrahita Sedang di SLB N 02 Padang. <i>Indonesian Journal of Islamic Early Childhood Education</i> , 4(2), 165-174.	Deskriptif Kualitatif	Parents with an authoritative type of parenting have openness and good communication skills so that children's social interactions are good and they can get along with the surrounding environment.
Efendi, M., Nadila Putri, Y., Azizah Baitul Atiq, N., Ramadani Sarah, P., Dian Pertiwi, A., & Sjamsir, H. (2022). Pola Asuh Terhadap Anak Attention Deficit Hyperactivity Disorder (ADHD). <i>Jurnal Pelita PAUD</i> , 7(1), 226-235.	Qualitative	Parenting patterns of parents of ADHD children significantly affect the development of children. Parents should be able to implement democratic parenting with their children to understand their development.
Ekawati, D., Lian, B., & Mahasir. (2022). Peran Orang Tua Dalam Penyelenggaraan Pendidikan Inklusi Pada SD Negeri 4 Koba Kabupaten Bangka. <i>Prosiding Seminar Nasional Pendidikan</i> , 1(November), 65-73	Qualitative	The research also revealed that effective collaboration between parents, teachers, and education personnel plays a vital role in implementing inclusive education and supporting the achievement of its goals.
Pulungan, Z. S., Purnmo, E., & Baharuddin, N. A. (2019). Pola Asuh Orang Tua Mempengaruhi Prestasi Belajar Anak Tunagrahita. <i>Jurnal Kesehatan Manarang</i> , 5(1), 7-13.	Descriptive with cross-sectional design	Democratic parenting is more effective in raising the learning achievement of mentally disabled children at Sekolah Dasar Luar Biasa Negeri Pembina, West Sulawesi Province. This parenting pattern is carried out In line with the growth and development of children, leading to an improvement in their learning achievements.
Amalia, R., & Pahmi, S. (2022) Analisis Pola Asuh Orang Tua Terhadap Kemampuan Membaca Siswa Disleksia pada Masa Pandemi Covid-19, <i>Jurnal Basicedu</i> , 6(2), 1897-1905.	Descriptive Qualitative Research	Students with dyslexia often receive unsupportive parenting and minimal attention from their parents.
Febriani, R. (2020). Pengaruh pola asuh orangtua terhadap kepercayaan diri anak berkebutuhan khusus di SLB Panam Mulia. Uin Suska Riau. <i>Universitas Islam Negeri Sultan Syarif Kasim Riau</i> .	Descriptive Qualitative Research Quantitative	Parenting plays a crucial role in boosting the self-confidence of children with special needs at SLB Panam Mulia.

Author, Title, Journal	Method Design	Result
Nirmala, Amelia Putri. (2024). Pengaruh Pola Asuh Terhadap Kepercayaan Diri Anak Tuna Daksa (Disabilitas Fisik), Journal on Education Volume 06, No. 02, Januari-Februari 2024, pp. 14810-14826	Descriptive Qualitative Research	Democratic parenting Can impact the self-confidence of children with physical limitations.
Dewi. (2022) Pola Asuh Orang Tua Terhadap Anak Tuna Netra di SLB Negeri 1 Palopo. Skripsi, Program Studi Bimbingan dan Konseling Islam Fakultas Ushuluddin, Adab dan Dakwah Institut Agama Islam Negeri Palopo	Qualitative	Democratic parenting that embraces and provides support, can grow the self-confidence of blind students at SLBN 1 Palopo.
Astriana, Erma. (2021). Analisis Pola Asuh Orang Tua Terhadap Kepercayaan Diri Anak Tuna Daksa di SLB Api Alam Tlanakan. Pharmacognosy Magazine	Qualitative	Parenting patterns that familiarize children with disabilities to do activities like normal children can increase self-confidence in children with disabilities in SLB Api Alam.
Fitriani, F. (2023). <i>Pola Asuh Orang Tua dalam Mendidik Anak Berkebutuhan Khusus di Kecamatan Soreang Kota Parepare</i> (Doctoral dissertation, IAIN Parepare).	Qualitative	There are three parenting patterns in educating children with special needs namely authoritarian, permissive, and democratic parenting.
Sholehah, Imroatus. (2023) Pengaruh Pola Asuh Demokratis Orang Tua Terhadap Kepercayaan Diri Anak Tunagrahita (Kasus di Kecamatan Ciputat Timur). Skripsi, Program Studi Bimbingan Dan Penyuluhan Islam, Fakultas Dakwah Dan Ilmu Komunikasi, Universitas Islam Negeri Syarif Hidayatullah	Quantitative	There is a significant influence of democratic parenting on the self-confidence of children with disabilities in the Nur Asih East Ciputat Foundation SLB.
Susilo, Indah Nur Savira, Siti Ina. (2023). Pola Asuh Orang Tua Pada Anak Dengan Lambat Belajar. Character : Jurnal Penelitian Psikologi   2023, Vol. 10, No.02   847-867	Qualitative	Parents of children with learning disabilities in certain situations must have a firm attitude, not always to fulfill their children's wishes.
Ilma, Ayuningsi Lumadi, Ns. Sih Ageng Sari, Nining Loura. (2023) Literature Review: Hubungan Antara Pola Asuh Orang Tua Dengan Tingkat Kemandirian Anak Retardasi Mental. PROFESIONAL HEALTH JOURNAL Special Issue, Volume 4 No. 2sp, Bulan Juni Tahun 2023(Hal. 96-110)	Literature Review	Parenting influences the independence of mentally disabled children who need care, direction, and supervision from parents. Parents who are ready to become parents will provide good parenting that can positively affect children's independence.
Sari, Yosi Arpika. (2023) Hubungan Pola Asuh Orang Tua Dengan Kemampuan Kosa Kata Pada Anak Autis Usia Sekolah Dasar Di Slbn Bangkinang Kota Tahun	Analytic Survey with cross-sectional design	There is a relationship between parenting patterns and vocabulary skills of autistic children at SDLBN Bangkinang Kota in 2022.

Author, Title, Journal	Method Design	Result
2022 SEHAT: Jurnal Kesehatan Terpadu, 2(2), 20-29.		

## Discussion

The word dyslexia comes from Greek, “dys” means difficulty, while “lexis” words. Johnson (Muawwanah & Supena, 2021) Dyslexia learning difficulties, which relate to problems in written language such as reading, writing, and spelling, as well as challenges in understanding numbers, are caused by complex neurological disorders in brain structure and function. Dyslexia, according to Reynolds (Nurfadhillah et al., 2022), is a learning disability in terms of language that affects the ability to recognize letters, such as reading, writing, and spelling according to their pronunciation.

Dyslexia is not just difficulty writing or reading sentences; it is a heterogeneous learning disability. Dyslexia has a comprehensive impact on children's learning outcomes and will impact children's psychological development. So, a teacher needs to create a pleasant learning environment. So that students feel happy to learn with the difficulties they face (Supena & Dewi, 2020). In dealing with learning barriers to dyslexia, cooperation between teachers and parents is needed.

The thesis research conducted by Fahri (2021) regarding Parental Guidance for Dyslexic Children in Sidokayo Village, Abung Tinggi District, North Lampung, namely by motivating learning, teaching independence, providing encouragement, providing freedom, being creative and innovative, teaching how to communicate well, supporting children to continue learning to read, showing attention, helping children understand their condition, giving praise to the learning progress achieved, accompanying children when drawing, playing, singing, and building children's confidence so that they can socialize with people around them and their friends.

The results of research from Septiani & Utomo (2023) showed that reading difficulties can be influenced by mistakes in parenting given by parents and a less supportive environment. Thus resulting in delays in child development. This is due to the lack of attention, guidance, and the lack of knowledge of parents about the psychological and psychosocial development of children based on their age level. Parenting is part of the process of raising children who emphasize compassion and great love, using different strategies and ways for each parent in caring for their children (Pratiwi, 2023).

There are three types of parenting patterns (Fitriani, 2023), namely authoritarian, permissive, and democratic parenting. In authoritarian parenting, parents are all policyholders who act discriminatory and tend to be harsh. Children get pressured to obey all orders and wishes of their parents. Children must follow their parents' rules without any explanation. Children who get authoritarian parenting tend to be timid, shy, not confident, unhappy, and weak in doing activities. For children, authoritarian patterns (Handayani et al., 2020) have positive and negative roles. The negative role of authoritarian

parenting is that children are not free to develop ideas or opinions, so they tend to be quiet and individualistic.

Busy parents usually cause permissive parenting. So, time spent together with children is lacking. There are no restrictions and rules on children's activities because parents do not monitor them. The impact of this parenting pattern is that children are accustomed to making their own decisions and tend to be selfish. In permissive parenting patterns (Septiani et al., 2021), parents tend to let children do activities so that children are not accustomed to learning, which has a harmful impact.

Parents who have democratic parenting tend to recognize children's abilities. Children are heard and involved in decision-making. Democratic parenting creates a warm family atmosphere, listening to each other, being open to each other, full acceptance, and encouraging children to give children in decision-making. According to Sukanto & Fauziah (Suryana & Sakti, 2022), democratic parenting is a parenting pattern that puts forward the interests of children, but parents still control children's behavior.

The research results Aryani & Fauziah (2020) on parenting patterns to deal with dyslexic children's reading difficulties show that democratic or authoritative parenting with openness and good communication between parents and children is one of the parenting recommendations for dyslexic children. Of course, in its application for parents, it looks at specific conditions and limitations tailored to each child.

Research conducted on parenting patterns of parents of children with special needs in SLB Cinta Asih Soreang Bandung (Haryanto et al., 2020) shows a relationship between age, gender, parental education, and parental relationships affect parenting patterns. The results showed that of all parents in SLB Cinta Asih Soreang, most parents used Democratic Parenting, namely as many as (78%), then followed by Authoritarian Parenting, namely (47%), and the third position was Permissive Parenting, namely (45%). This study suggests that parents who have applied democratic parenting patterns maintain the parenting patterns used.

Research conducted Temo & Marlina (2019) shows that parents with the Authoritative parenting type, namely parents who have openness and good communication with their children, make social interactions with moderately deaf children good and able to get along with their environment. Research from Efendi et al (2022) suggests that parents should apply democratic parenting to their children so that parents are more aware of all the development of ADHD children.

Research Ekawati et al (2022) concluded that parents have an important role as the party who best understands the conditions and needs of children. They are also the main companion when children are outside the school environment. Parents know their children's characters well, including their likes and dislikes. Collaboration through effective communication from parents greatly supports the success of school programs. collect various information related to children's needs.

Research Pulungan et al (2019) revealed that democratic parenting is the approach most often applied by parents to children with disabilities. Most of the children showed

learning achievement in the good category. This indicates that parenting influences the learning achievement of children with disabilities at SDLB Negeri Pembina West Sulawesi Province. Therefore, it is recommended for parents to apply parenting patterns that are more in line with the child's needs and situation.

According to research, sound and supportive parenting in children (Amalia & Pahmi, 2022) can provide a good stimulus and help learning development. Parents who tend to be indifferent and offer less support to children are one of the causes of children experiencing dyslexia (difficulty learning to read). So, parenting that prioritizes children's openness with parents is needed. Research Febriani (2020) states that proper parenting can increase the self-confidence of children with disabilities at SLB Panam Mulia. The relationship between parenting patterns also affects the vocabulary of autistic children (Sari, 2023).

Inclusive education, as expressed by Rusmono (Saskia et al., 2024), comes from the term described by UNESCO, namely Education For All, which means education that does not choose between one student and another by using an educational approach that seeks to reach everyone without exception. Also revealed by Phytanza et al (2023), inclusive education is based on the principle that every individual has the right to receive quality education in the same school environment as their peers.

#### **D. Conclusion**

The conclusion from the results of the literature review as the predetermined objective is to review literature studies related to the influence of parenting patterns on the learning of dyslexic learners during the period 2019 to 2024; democratic parenting has a good impact on their learning development. Some research suggests the application of democratic parenting in dealing with dyslexic learners. Democratic parents are more open and have good communication to understand the learning needs of dyslexic children. They can collaborate with teachers and experts to address their children's learning needs. To develop the language skills of dyslexic learners.

The implications of this research provide an overview to readers and me about how parenting influences the learning of dyslexic students, especially in inclusive schools. This research is also expected to provide understanding and awareness for parents to offer democratic parenting that can support the learning, independence, and self-confidence of dyslexic students. The results of this study are also expected to help and become a reference for further research.

Suggestions for further research should use more sources, not just from Google Scholar. You can use crossref or Scopus to get supporting articles from international journals. Use more specific keywords to get more accurate results. Topics that discuss the learning needs of students with special needs can be the choice for further research.

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