

Improving Early Childhood Writing Skills through Letter Cards

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Abstract

This study aims to improve children's early writing skills through writing letters in PAUD Cerdas Bangsa Tambora District, West Jakarta in group B aged 5-6 years, even semester, academic year 2022/2023. This type of research is classroom action research. The place of this research is in PAUD Cerdas Bangsa, Tambora District, West Jakarta. The subjects of this study were group B children totaling 11 people. Data collection techniques are observation and documentation. Research as the main instrument in conducting research, which is assisted by observation sheet guidelines, documentation. The techniques used in data analysis are descriptive, qualitative and quantitative. The results showed that there was an increase in writing skills in early childhood. This is evidenced in the pre-cycle by 32.10%, an increase of 34.09% in cycle 1 to 66.19% and an increase of 13.35% in cycle II to 79.54%. Thus, efforts to improve early childhood writing skills through letter cards have been successful.

Keywords: Early childhood, Letter card, Writing skills.

1 INTRODUCTION

Early childhood education (in Indonesian is *Pendidikan Anak Usia Dini*, PAUD) is directed to facilitate children's growth and development in a healthy and optimal manner in accordance with the values, norms, and expectations of the community (Parapat, 2020). The education is carried out through the provision of rich and maximum experience and stimulation. Therefore, a conducive environment is needed for the growth and development of children (Latief, 2023). The provision of conducive early childhood stimulation can be carried out effectively with the help of educational institutions that provide playground services for children of preschool education park age (Agusniatih & Manopa, 2019).

Although writing skills are not an aspect that is emphasized at preschool age, it does not mean that children aged 4-5 years should not be taught to write. The most important thing is that the portion does not exceed his preacademic ability. Children should also feel happy and not forced when taught to write. For early childhood, writing skills or skills in holding a pencil and making irregular scribbles is the main position to be able to write (Ropikoh, Aisyah, & Karyawati, 2021). Initial writing skills are the ability of children to express themselves in the form of scribbles, pictures or symbols in the form of words (Pawitri, 2020; Widyananda, Darmiyanti, & Putri, 2022). Because of this, teachers associate learning with concrete things for children.

Based on the evaluation of observations and experiences of the learning process that are suitable for children whose writing skills are still low, to have motivation and confidence has not been well developed in group B children in PAUD Cerdas Bangsa, Tambora District, West Jakarta. So that children are not able to develop good writing skills. The low ability to write children is marked by several realities in the activities carried out have not been able to write the content of the story conveyed by the teacher (Khudori, 2022). Lack of confidence in the child so that the child does not want to write down what the child has with from his teacher. Lack of interesting methods in teaching writing skills to children.

The success of the teaching and learning process in schools is due to the relationship between teachers and students (Sari, 2020). Teachers as facilitators in schools must be able to be friendly for their students, not feared. Even teachers must be able to understand the character of their students. Children's character is a reference for a teacher to be able to create learning methods that suit their children's interests (Fadlilah, 2021).

2 RESEARCH METHODS

The research was conducted in Paud Cerdas Bangsa sub-district Tambora, West Jakarta. The subjects of the study were group B students and the number of students was 11 people.

In each cycle it is intended to make improvements to cycle I. The steps used in cycle II are as follows. Research Steps: Pre Action; Before carrying out Classroom Action Research, the research first conducts preliminary observations conducting a pre-cycle to identify problems that exist during the learning process at PAUD Cerdas Bangsa, Tambora District, West Jakarta. Observation is carried out by showing the teacher teaching, and the activeness of Cycle 1 students; a). Planning This stage begins with planning the things needed and supporting research activities. The planning stage is a preliminary activity whose purpose is to identify problems and find facts in the field. b). Action implementation, this stage is the implementation stage which in principle is a relation of a pre-planned action. Activities carried out in class are carrying out actions, namely the learning process that uses activities with various media. In this study are teachers of group B PAUD Cerdas Bangsa, Tambora District, West Jakarta. The results of the implementation in cycle 1 will be a benchmark to determine whether it is continued in the next cycle. c). Observation (observing), observations are carried out using observation sheets, documentation of taking photos during the learning process. Observation is carried out to see firsthand how children's writing skills during the learning process. d). Reflect, which is reflecting the results of the action as a basis for subsequent planning. At this stage researchers and collaborators thoroughly review the actions taken, based on the data that has been collected, then analysis is carried out to obtain an overview of the actions taken. In this study, the success indicators of action research are seen from the process criteria and learning/understanding outcomes. The process indicator set in this study is if the completeness of student learning on the material reaches 75%.

3 RESULT AND DISCUSSION

Description of pre-action or pre-cycle stages are stages in learning carried out by research before collaborating with class teachers who are research partners. At this stage, researchers only observe learning activities in group B children using observation sheets as an assessment. In pre-research children are at an undeveloped stage, children still have difficulty in writing and still need help from their teachers. This is influenced because children do not understand in writing. Based on the data in the table and graph above, it can be seen that the ability to write in children has increased from the pre-action stage, cycle 1 and cycle II. Based on the results of reflection, the researchers stopped the act of learning to write in children aged 5-6 years PAUD Cerdas Bangsa. This is because it has been able to achieve predetermined success indicators.

Based on the results of observations in cycle 1 actions, in writing activities through letter cards using the Montessori method in children aged 5-6 years at PAUD Cerdas Bangsa there is an increase in terms of the value gain, when compared to the value of pre-action acquisition, but this is not in accordance with the specified success criteria. The average score in cycle 1 was 21.18 with an average acquisition percentage of 66.19% and the

acquisition of 19 with a percentage of 59.37%, while the highest score was 23 with a percentage of gain of 71.87%.

The scores on the indicator items are crossing out with a value of 61 percentage of average score acquisition of 69.31%, drawing indicator with a value of 58 percentage of obtaining an average value of 6.90%, indikator practicing writing letters with a value of 31 percentage of obtaining an average value of 70.45%, writing indicator with a value of 83 percentage of obtaining an average value of 62.87%. When compared to pre-action, cycle 1 experienced an increase of 34.09%. Although there has been an improvement, it still does not meet the expected success criteria and the research will continue to cycle II.

In cycle II, the average score of children's writing ability was 25.45 with an average percentage of score acquisition of 79.54%. The lowest score was 24 with a score acquisition percentage of 75%, while the highest score was 27 with a score acquisition percentage of 84.37%. The scores on the indicator items are the strikethrough indicator with a value of 82, the percentage of obtaining an average value of 93.18%, the drawing indicator with a value of 68, the percentage of obtaining an average value of 77.27%, the indicator practicing writing letters with a value of 33, the percentage of obtaining an average value of 75%, the writing indicator with a value of 97, the percentage of obtaining an average value of 73.48%. When compared to the percentage value of cycle 1, cycle II has increased by 4.27%, and this criterion has reached the completeness criterion.

Based on the results of cycle 1 and cycle II action observations, the writing ability of children aged 5-6 years in PAUD Cerdas Bangsa has improved, with writing learning activities. Based on the description above, it can be concluded that children's writing skills can improve with letter card media. From the above words, it can be said that children's writing learning activities and success rates are as expected. The following is a table of the results of pre-cycle, cycle 1 and cycle II activities. It can be concluded that the average pre-cycle score was 32.10%, after the action in cycle I there was an increase with an average grade value of 66.19%, and in cycle II the increase in children's writing skills increased again with an average grade score of 79.54% and had reached the target success criterion of 75%, then the research would be stopped in cycle II.

4 CONCLUSION

Based on the results of research and discussion on improving the writing skills of children aged 5-6 years at PAUD Cerdas Bangsa, Tambora District, West Jakarta, in the 2021/2022 school year, it can be concluded that writing skills can be improved through the medium of letter cards for children aged 5-6 years. The increase can be seen from the percentage increase from the pre-action stage and after the class action. The results of observations from pre-action got a percentage of 32.10%. The results in cycle 1 got a percentage of 66.19% and after cycle II the percentage of writing ability increased to 79.54%.

The steps for writing skills using the Montessori method so as to improve writing skills in early childhood, are: Researchers prepare all learning activities. Before researchers showed letter card media to children, researchers first introduced letters to children through singing. After that, researchers introduced one by one letter cards and together the children mentioned the letters A-Z. The researcher explained the learning activity, where the child was asked to sort the cards first according to the sequence of A-Z, then the child pointed to letters according to what the researcher called, after that the child wrote his own name. Researchers provide motivation so that children are enthusiastic about participating in activities to the end. The atmosphere when activities through letter card media are carried out through play so as to present fun learning activities for children. Fun learning also makes children not feel bored quickly so that children are able to follow activities from beginning to end. The use of letter card media in learning makes it easier for children to introduce the letters.

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