

Case Study of The Difficulties of Learning to Write Children Aged 5-6 Years at Integrated Islamic TK Muadjazah Kec. Lubuk Pakam FY 2020/2021

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Abstract. This study aims to determine the difficulties in learning to write in the Muadjazah Islamic Kindergarten, Kec. Lubuk Pakam. The research method used is descriptive qualitative research and the type of case study approach (case study). The subjects used in this study were 3 children in class B of the Integrated Islamic Kindergarten Muadjazah Kec. Lubuk Pakam. Data analysis techniques used in this study are data collection (data collection), data reduction (data reduction), data display (data presentation), and conclusion drawing (drawing conclusions). The findings of the study indicate that the ability to learn to write in children aged 5-6 years at the Muadjazah Islamic Kindergarten, Kec. Lubuk Pakam showed different results of children's learning to write and only one child developed better, while the other two children did not develop. Children's ability to recognize letters, hold writing tools, imitate making letters and numbers and make various shapes of lines also shows varied results.

Keywords: Writing Ability, Difficulty in Learning to Write

1 Introduction

Education is one of the most important aspects that need to be given to individuals even since they have just been born, both spiritually and physically. Education for children at an early age is the basis for the formation of a personality by playing an important role and will determine the development of children in the future era. UU no. 20 of 2003 concerning the National Education System Chapter 1 Article 1 Point 14 states that Early Childhood Education (PAUD) is an effort in terms of guidance aimed at children from the time the child is born until the age of 6 years which he does by passing the educational stimuli provided. to provide assistance regarding spiritual and physical development and growth so that children have readiness to enter education which is much more improved.

Education for early childhood is not only about giving new world introductions to children, especially in terms of academic introductions which will later be continued to the next levels. This is also related to the character education of children from an early age so that they can form superior personalities in various positive characters. The implications of this character education are not only for the personal environment and also for the child's family but are in line with the country's vision to be able to continue a superior generation.

Not based on academics, early childhood education actually has the concept of non-formal education where children can learn from their surroundings. As stated by Buchari in (I Ketut Sudarsana, 2017, p.02)[1], that what must be done, so that the non-formal education activities held really bring significant progress, namely progress that is greater than the swelling of the various problems faced, and no less rapidly than the pace of progress achieved by other countries.

According to someone named John Amos Comenius in (Anita Yus, 2011, p. 02)[2], suggests that from the moment a child is born, education has to be started. Education takes place in a natural way by paying attention to the maturity factor and providing it with the best opportunities and opportunities, due to the various sensory experiences experienced by children at an early age which are the basis of all learning. Therefore, Comenius believes that the use of books with illustrations will be very helpful in developing a child's skills and abilities. Comenius also began to emphasize how important the act of play is in the self-development of a child.

Education in Kindergarten can provide assistance to the development of various potential children, both physically and psychologically which includes morals and various religious, cognitive, physical, motor, social emotional values, language, art and independence in learning. enter basic education. One of the physical activities for a child, especially for fine motor skills, is writing. In line with that, (Shaleh, 2008, p. 162) argues that the key to the development and growth of a child is in the sentence of stimulation and stimulation. From stimulation or stimulation, one can develop and grow each of the potentials that exist within the child.

The problem of education in Indonesia cannot be taken lightly. There are still many cases of ineffective education that make many children who have graduated at a certain level but have not met the competency standards that are targeted to be achieved at their age after receiving education at a certain level. This is very unfortunate because it will be the seeds of the destruction of the generation that will continue the baton of nation building. One of them is the problem of writing skills at the level of early childhood education, which at this level should be the initial foundation for early childhood to be able to learn in the future.

At the age of Kindergarten, especially in group or group B (5 to 6 years), the ability in terms of writing children should have been at the stage of being able to write well and correctly. In Permendikbud 146 of 2014[3], a child aged 5 to 6 years has been able to master the indicators by recognizing early literacy, namely: a) showing various kinds of symbols, b) creating images with various kinds of writing and scribbles that have been in the form of symbols. words or letters, c) write various letters of his own name. However, after reviewing, there are still many children who attend early childhood education and even those who have graduated cannot write words or letters correctly. Therefore, the author conducts research or research on similar cases, namely things that can hinder early childhood writing learning in TK IT Muadjajah Kec. Lubuk Pakam.

Characteristics of Children with Writing Difficulties

Characteristics of learning difficulties according to the National Center for Learning Disabilities (2014, p. 4) are the position of holding writing instruments too weak or strong, difficulty in forming letters, there is inconsistency in the position of the letters on the line, there is inconsistency the distance between letters or words, difficulty in pouring ideas or ideas into writing, and the inconsistency of the shape of the size of the letters. Meanwhile, according to Yusuf in Marlina (2019, p. 134) [4] there are inconsistencies in the form of letters in writing, there is mixing of lowercase and uppercase letters, the shape of the letters written is disproportionate, children seem to try very hard in communicating ideas, knowledge, and understanding through writing, difficulty in holding a writing utensil steadily, communicating with oneself when writing, or paying too much attention to hands when writing, writing inconsistently and not following a proportional and precise line, still having difficulties even if only copying examples existing posts.

From these two references the author concludes a characteristic of writing difficulties into several points, namely difficulty holding writing instruments correctly, not remembering the letters in his own name, difficulty forming letters even though he is copying, difficulties in expressing his ideas through writing.

Types of Difficulties in Learning to Write

Based on the types of difficulties in learning to write by Yusuf (2005, p. 181)[5], the authors conclude that several types of learning difficulties in writing which will also be parameters in this study are too rigid in holding writing instruments, taking too long in writing, wrong direction in the writing of numbers or letters, the form of numbers and letters cannot be read and reversed, does not follow the horizontal line correctly, the size of the writing is too large.

Factors Causing Difficulty Learning Writing

There are various aspects that can hinder learning in terms of writing according to Freeman (2001, p. 91)[6] are: a) Interest in writing to a child has not yet emerged, b) writing activities are rarely accustomed against a child, c) the level of intelligence of a child who is completely lacking, and the infrastructure and facilities are not supportive. According to Roos, et al., (in Kosasih, 2012, p. 34)[7] difficulties in learning to write are caused by: a) an injury to the brain in the era of brain development, b) an imbalance of various kinds of chemicals that exist in the brain. the brain, c) a disturbance in the development of nerves, and d) a delay in the stages of individual development.

Hallahan, et al., (in Kosasih, 2012, p. 34)[7] also stated the factors that cause difficulties in carrying out learning activities, genetic, organic, and environmental factors. Apart from that, physical and psychological conditions as well as affective and motivational factors are also the cause of the occurrence of a child having difficulty in carrying out learning activities. Judging from the various factors that have been described above, it can be concluded that each of the treatment programs that will be given to a child who has difficulty in learning to write is different, it must be synchronous or in accordance with the aspects that cause the child in terms of experiencing learning difficulties so that each of the parents and educators does not experience an error in handling it. Apart from that, the cause of difficulties in terms of learning itself is not only from the external aspect, but also from himself independently.

2 Research Methods

Methods used is using qualitative methods. Qualitative research is research that aims to understand the phenomena experienced by research subjects (Moleong, 2007)[8]. The research used is descriptive qualitative research. This type of research is research that uses a case study methodology or approach. This research focuses itself in an intensive way on a particular object that studies it into a case. Data obtained from all related parties, therefore in this study were collected from various sources (Nawawi, 2003, p. 1)[9]. The research location was conducted at the IT Muadjajah Kindergarten, Lubuk Pakam District, Deli Serdang Regency, North Sumatra from June to August 2021.

The research subjects were three students from the kindergarten. Data collection techniques used are interviews, observation, and documentation. There are three stages in this research, namely the preparation, implementation and final stages. In the preparation stage, the researcher visited the research location to apply for a research permit, then met the B1 and B2 class teachers as a pre-research step. In this preparatory stage, the researcher also begins to prepare the research instrument that will be used.

At the implementation stage, the researcher conducted observation of subject data through files owned by educators. After that, the researcher collected the required data through four meetings. The final stage is the intensive analysis stage. The researcher collects portfolio data on learning to write, identity documents (children's photos and child identities), and checklist sheets for writing activities. From all the data and analysis obtained, the researcher draws a conclusion.

3 Results and Discussion

This study used three students who had difficulties in learning to write and were aged 5-6 years. The three children are Nauzan, Naifa, and Kezya. Collecting data from the three subjects used several techniques such as observation or observation techniques, interviews, and documentation. There are three types of problems identified in this study, namely children who are only able to cross out, children who have not been able to write, copy, imitate, and thicken letters or numbers well, and children's writing that is difficult for teachers to read.

First, the problem of children who are only able to cross out is indicated in Nauzan and Dilla. The research findings regarding the difficulty of learning to write Nauzan are at the stage of the first writing ability, namely the stage of crossing out. The results of Nauzan's writing at school, home and tutoring centers are in the form of lines and circles in various writing activities. Many efforts have been made by parents, schoolteachers and tutors in tutoring centers to develop Nauzan's writing skills, but his writing skills are still at the scratching stage. However, Nauzan always shows high enthusiasm to complete every job given by the teacher.

In addition, Nauzan also never complains when given a lot of work in terms of writing. Various efforts have been made by Nauzan's parents and teachers to help develop Nauzan's writing skills, but these abilities are still the same as before, which is still at the crossing out stage. Nauzan can only write lines and circles for all writing activities carried out. The research finding regarding Naifa's writing difficulties is that she is at the first writing ability stage, which is the crossing out stage. Naifa's writings at school, home and tutoring centers are in the form of lines and circles in various writing activities. There have been many ways and efforts that have been made by parents, schoolteachers and tutors at tutoring centers to develop Naifa's writing skills, but her writing skills are still at the crossing out stage. Various efforts have been made by Naifa's parents and teachers to help develop Naifa's writing skills, but these abilities are still the same as before, which is still in the crossing out stage. Naifa can only write lines and circles for all her writing activities.

Second, in the problem of children who have not been able to write, copy, imitate, and thicken letters or numbers well, there are indications on the subject of Nauzan and Dilla. The difficulties faced by Nauzan when learning to write that the researchers found were that Nauzan had not been able to hold a pencil properly, copy writing, thicken letters or numbers, thicken and imitate writing, coloring and it was difficult to understand commands and it was difficult to express the obstacles experienced at the time of writing. learn to write. In addition, for psychomotor abilities, social-emotional and other languages are also still experiencing difficulties.

However, Nauzan memorized and could say the letters AZ, numbers 1-10 and the letters hijaiiah although in a less clear voice. The difficulties faced by Naifa are not much different from those of Nauzan, the researchers found that the difficulties faced by Naifa were that Naifa had not been able to hold a pencil properly, copy writing, bold letters or numbers, and imitated writing, coloring and it was difficult to understand commands and difficult to express obstacles. experienced when learning to write. In addition, other cognitive, psychomotor, religious, socio-emotional and language abilities are also still experiencing difficulties.

Finally, there is the problem of children's writing which is difficult for teachers to read. This problem was identified from the subject of Keyza. The difficulties faced by Keyza when learning to write that the researchers found were that Keyza still had difficulty distinguishing the letter 'b' and the letter 'd', the letter 'n' and 'm', and the shape and size of the letters were inconsistent in the writing. In addition, other cognitive, psychomotor, religious, and language abilities still have difficulties. Keyza finds it difficult to digest the information given by the teacher. For example, when given an assignment by the teacher, Keyza just kept quiet while looking at his friend and also followed what his friend was doing. Keyza is also difficult to express the obstacles he faces.

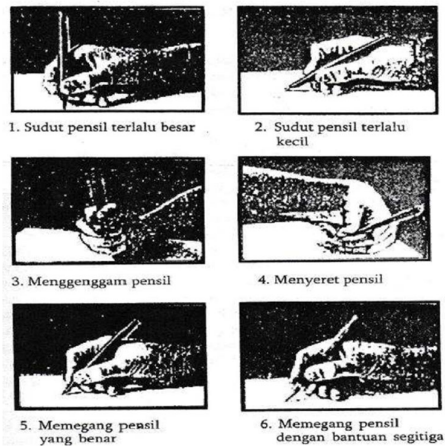


Fig.1. Various Ways Children Have Difficulty Learning to Write Holding Stationery

Based on the picture, the way Nauzan, Naifa, and Keyza is with the pencil angle is too big. In addition, they are also too strong in holding the pencil when writing. Even when they write, they put too much pressure on the pencil on the worksheet so that the pencil often breaks and the writing leaves marks on the next sheet. The use of carbon paper, drawing between two lines and using a three-lined book in the learning process during the researcher's research has never been done by the teacher. The activity that is often done is imitating the writing and thickening the image of the connecting dots. The teacher also provides verbal assistance when they are learning to write by saying instructions such as “up”, “down”, “turn”, “stop”. Not only that, but the teacher must also provide stimulation, motivation, enthusiasm and also praise for everything that is done by children. Regardless of the form of writing that has been done, children have the right to get praise. It is not only anger and threats that are given so that children experience pressure and eventually become lazy to write again.

Based on the results of research conducted by researchers in the teaching and learning process, teachers only carry out several activities that are used to help Nauzan, Naifa and Keyza in developing their writing skills which are considered easy, practical, efficient and not troublesome. In addition, not all teachers do the same with . There are teachers who do not care at all about the writing ability of the three children. Teachers should have to do these activities because soon they will continue their education to elementary school. In activities using the blackboard, children are not given the freedom to use the blackboard. The teacher does not give the children the opportunity to write the day and date and the answers to the questions the teacher gives them on the blackboard. The teacher only asks questions and provides opportunities for children to answer, not answers and writes answers on the blackboard.

In addition to the blackboard, there are many other materials that can be used to practice writing movements that include fine and gross motor skills that are not used by teachers. The purpose of using these other materials is to practice writing movements which are closely related to fine motor maturity and eye-hand coordination. The writing position, the position of the paper, and the way the child holds

the pencil are also less noticed by the teacher. The teacher only gives instructions to the children to sit in their respective chairs and do the task until it is finished.

4 Conclusion

Based on the research findings and discussions that have been described in the previous chapter regarding the difficulties in learning to write for children aged 5-6 years at the Muadzazah Islamic Kindergarten, Kec. Lubuk Pakam, it can be concluded that the results of data analysis showed that only one of the three children had developed writing skills, while two of them showed that their writing skills had not yet developed. The ability of children to recognize letters and numbers can be seen that two of them can mention the symbols of letters and numbers, while one of them can mention but with the help of the teacher. One of the children's abilities to hold writing utensils has started well, while two of them have not been able to hold writing utensils properly. The ability of children in imitating letters and numbers is only one of them who is able to do it while two of them have not been able to do it. Only one of them can do it, while two of them have not been able to do it.

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