

Performance Mechanism Writing Skills in Early Children

1stHeru Kurniawan^{1*}, 2ndRisdianto Hermawan², 3rdNur Hafidz³, 4thAmalia Nurbaiti⁴

{heru_1982@yahoo.com¹, janhermawan@gmail.com², nurchafidz135@gmail.com³,
amalianurbaiti121@gmail.com⁴}

State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto¹, Maarif
University NU Kebumen², Nahdlatul Ulama University, Purwokerto³, State Islamic
University Professor Kiai Haji Saifuddin Zuhri Purwokerto⁴

Abstract. Early childhood written language skills are formed through: (1) auditive performance, namely performance in using the sense of hearing to understand language sounds; (2) *kinerja visual* namely the ability of young children to see the source of language sounds which apparently come from the human speech apparatus they have; and (3) this motor performance involves two important performances in children in relation to early childhood written language skills which include lip movements or speech organs and fine motor skills for writing. These three performance processes or mechanisms then play an important role in building writing skills in early childhood.

Keywords: writing skills, auditive performance, visual performance, and motor performance.

1 Introduction

The question that will be answered in this research is what is the mechanism of the language performance process or writing skills in early childhood? It is important to answer questions that are explained in this research because of the fact that, in language development, Early childhood children acquire language in spoken and written form. Language acquisition is then refined through experience in the process of child growth and development. From here, young children gradually perfect their language growth and development, one of which is developing written language skills.

For this reason, this research will discuss the processes and mechanisms of early childhood children in learning written language or writing skills obtained from their learning environment. In the case study we identify incidents where parents or teachers actively read books regularly, enabling children to enjoy and understand the various categories of writing (letters, words, sentences and pictures) that are always present and decorate books. If you continue with drawing or coloring, even young children will be able to write simple language units. From here, the activities of reading books and coloring or drawing become basic skills that develop early childhood children's writing abilities [1].

This fact shows that naturally young children acquire spoken language in the form of speech that is heard and said, but to acquire written language in the form of sound symbols children must be deliberately conditioned (taught) by taking into account the natural principles

of early childhood learning spoken language, namely through the mechanisms of physiological and psychological growth and development that occur in children [2]. This fact occurs because children have the behavior to master written language if it is formed from an early age [3]. Children at an early age are children with the most effective psychological and physiological conditions for learning language (spoken and written), and the ability to have good language skills makes children optimal in perfecting their potential.

From here, the most effective conditioning for learning written language is done from childhood. We can compare and see the reality, children who have good written language skills from an early age tend to have better reading and writing abilities and habits than individuals who do not have good skills from an early age. However, the problem is that the performance of learning written language in young children must be properly understood in accordance with their physiological and psychological development, namely through the internal understanding of early childhood, one of which is through the performance of thinking in written language. This is done because, by knowing written language performance, the process of conditioning written language in early childhood can be in accordance with the performance mechanism of the conscious mind of early childhood. This is what will then be discussed in this research.

2 Research Methods

The type of research used in this research is qualitative-descriptive research, namely research carried out with a series of qualitative research performances whose data sources come from texts or reference sources [4]. The material examined in the text is related to the written language performance of early childhood which is the research material [5]. By focusing on children's written language performance, the research focuses on examining texts as reference sources that explain written language performance in early childhood [6]. The data in this research are in the form of spoken and written expressions and words that contain information related to the research material [5]. The data collection technique in this research uses documentation as a way of collecting data through careful reading and note-taking or reference sources in accordance with the theme [7]. This data analysis technique is carried out through analysis activities on the data obtained interactively, namely through a process *data reduction* (data reduction), data presentation (*data display*), and conclusion drawing and verification (*conclusion drawing and verification*) [7].

3 Result and Discussion

Children's written language abilities are closely related to early childhood cognitive and language abilities [8]. Cognitive abilities are the basis of children's thinking abilities in understanding phenomena and knowledge, while language abilities are related to the ability to understand and use language symbols [9]. In connection, the thinking process of early childhood always requires media, and there is no more effective media in developing children's thinking abilities other than language. For this reason, language is an effective medium for young children in developing their conscious minds.

The performance of the conscious mind of early childhood starts from *auditive performance*, namely performance in using the sense of hearing to understand language sounds. Language sounds received through the sense of hearing will stimulate the performance of the

child's conscious mind. Montessori (2020) explains that there is no sound that is most amazing to children than the sound of language that comes from the human speech apparatus. We can see that the sound of a cat, for example, is always responded to normally by children. However, when parents imitate the sound of a cat's voice with various variations, the child can respond in a varied way, laughing, crying or even being afraid [2].

This auditive performance is the initial foundation for young children to develop the ability of the conscious mind to understand language because language that is manifested in sound will be stored in the conscious mind of young children [10]. What is stored are language sounds which are composed of the composition of language units which are realized in language sounds. Here, the process of storing language sounds in the conscious mind always involves complex mental processes, namely processes that involve instinct, the senses and thoughts in the child's central brain. From this process, children have basic language skills that will determine their subsequent performance, namely *visual performance* [11].

Visual performance This is related to the ability of young children to see the source of language sounds which apparently come from the human speech apparatus they have. Early childhood questions related to, "Where did that amazing sound come from?" Finally, the answer has begun to perfect the sense of sight in early childhood. Through this sense of sight, young children witness moving lips that produce language sounds that have always fascinated them [12]. The process of understanding children's language begins to be complete when young children learn to observe the movement of speech organs in sounding language. Early childhood children will intensively observe the impressively moving speech organs of their interlocutor. The movements of these speech organs are then stored in the child's conscious mind to complete the knowledge of language sounds that they have previously acquired. Here, language in spoken form is then completely understood by children in the context of the sounds and movements of pronunciation [13].

Not only that, early childhood visual language performance is also used to see and record two important things, namely written language units and writing movements in writing these language units. The process of early childhood observation of these two things is very sharp because the state of mind absorbs the child. The results of these observations are then neatly stored in the child's conscious mind, which then provides provisions for early childhood to develop written language skills in children [11]. With this absorbing potential of the mind, through this auditive and visual performance, children carry out the process of storing complex spoken and written language potential. In this storage process, the conscious mind of young children then also develops their thinking well. This means that although the process of understanding language is still potential, through this language potential, young children are developing their mental thinking abilities, namely thinking in understanding the language that occurs within children [14].

This is where thinking performance is formed, that is, after children gain mastery of language, they will understand the fact that language refers to the world outside them. Here children understand that the language represents something other than themselves. Children begin to learn and think about the world outside by using language. The language that children have acquired so far is used as a medium for thinking. At first it was simple thinking about language with simple meanings, but then thinking through language about a more complex and complicated world [11]. Here, the more intensively children are stimulated with spoken language, the better their thinking and language skills will be. The urge to speak becomes

stronger, this urge then makes children carry out the process of imitating the language that is expressed in language *motor performance*.

This motor performance involves two important performances in children in relation to early childhood written language skills. *First*, speech motor performance, namely the ability of young children to imitate and express situations and ideas through lip movements or speech organs. By mastering the sounds of language and how to pronounce them, which is often observed by young children, after children have a complete speech system, children then begin to learn to pronounce the sounds of their own language [12]. Starting from simple language sounds, namely the first or final syllable, until then you can pronounce the word completely and clearly. This is where children already have the ability to speak from simple to complex levels. Through this ability to speak, children convey their desires and circumstances, so that they can convey their ideas and thoughts well.

Second, Motor performance of fingers for writing. In the beginning, young children see language in symbols and pictures, and see people writing and describing language symbols. From these observations and experiences, young children then imitate. At first it was drawing and doodling, but with intensity and learning, in the end the child could write. Through writing, children are then able to convey their desires and knowledge from simple to complex [11]. From these four performances, young children then have an understanding that language actually refers to the world. At first it's simple, young children understand that spoken and written language is not just sounds and writing. However, there are references. A reference that refers to something meaningful. Early childhood children then begin to learn to use language to express desires, aims, objectives, and even ideas.

From this simple, along with complex knowledge abilities, children understand that language that refers to the world is always mediated by an understanding of language and that world. From here, a complex understanding process is formed. Children begin to use language not only to convey desires but also to understand complex worlds of information and knowledge that are important for the child's own life, the transformation process of which is carried out through listening and reading activities [1].

After gaining this complex variety of information and knowledge, children use language not only to convey their desires. However, it is also to convey ideas about the world that exist in his mind and imagination, which he conveys through speaking and reading activities. Talking and reading are also effective ways for children to work. In this work, children empower their cognitive systems to think hard and intensively, so that children can convey and express new worlds in the form of important information and knowledge. By involving complex physiological and psychological performance in children, it can be identified that children's performance in acquiring and acquiring written language is carried out through a series of complex performances as follows.

The basic principles of written discussion performance are substantially related to the ability to think creatively and critically regarding information and knowledge obtained through reading and writing activities [11]. Reading and writing are the main basis for carrying out written language activities. Reading is used as a receptive activity in accessing information and knowledge, while writing is used as access in conveying information, knowledge, and ideas. The critical-creative thinking process (Montessori, 2020) is formed in the cognitive area where when reading actually occurs a thinking process in understanding language, context, information, and even knowledge [12]. The thought process is formed in understanding the text

which is related to the knowledge and experience of the reader so that a new understanding is formed. This new understanding then carries out its own construction process in the reader's mind. In this mechanism process, reading will form a critical and creative way of thinking.

When a child reads or is read to, the child's mind will focus on thinking in conquering the meanings of language, realizing imagination, and understanding information, knowledge, values and meaning. This thinking performance will utilize all previous knowledge and experience so that this mental performance will shape children's critical and creative thinking because children, through reading activities, will get information and knowledge that is always new. Knowledge that will then be used to give meaning and view oneself, the environment and other people based on the results of creative and critical thinking in reading.

If this is the case, then what will happen is the child's desire to express understanding of his critical-creative thinking in his daily life [15]. Because this understanding process is carried out in written language, namely through reading activities, one of the expressions in expressing oneself in children is conditioned to be done through writing activities. Through writing, children will carry out critical and creative thinking activities at the next stage, namely the activity of reconstructing understanding, thoughts, ideas and feelings that have been obtained through reading which are then reconstructed according to their critical and creative abilities.

The results of the reconstruction of the understanding of critical and creative thinking are then written down. In this writing process, children will also involve their critical and creative thinking again because writing is an activity of organizing and reconstructing information and knowledge systematically through written language symbols. Critical and creative thinking activities in writing occur when children organize written information and knowledge as well as creative and critical thinking activities in actualizing information and knowledge into representative language symbols [12].

Through the two activities of reading and writing, children's critical and creative thinking will be formed from an early age. We can also see that children who from an early age have good habits, for example reading books or being read to and trained to express their thoughts simply through writing, these children will grow up to be people who think creatively and critically. This happens because from an early age these children are constructed with information and knowledge that develops their thinking abilities well.

4 Conclusion

Children's written language abilities are closely related to early childhood cognitive and language abilities. Cognitive performance starts from: *First, auditive performance*, namely performance in using the sense of hearing to understand language sounds. This auditive performance is the initial foundation for young children to develop the ability of the conscious mind to understand language because language that is manifested in sound will be stored in the conscious mind of young children. *Second, kinerja visual* This is related to the ability of young children to see the source of language sounds which apparently come from the human speech apparatus they have. Early childhood visual language performance is also used to see and record two important things, namely written language units and writing movements in writing these language units. *Third*, This motor performance involves two important performances in children

in relation to early childhood written language skills which include lip movements or speech organs and fine motor skills for writing.

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