

Improvement of Continuous Upright Writing Skills Through The Use of Fine Writing Media in Grade I Students of SDN Gelang 2 Tulangan Sidoarjo

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ABSTRACT

Objective: This research was conducted in an effort to improve students' skills in continuous upright writing through the use of fine writing book media. The subjects of the study were students of SDN Gelang 2 Tulangan Sidoarjo class I odd semester of the 2023/2024 academic year with a total of 25 students. The purpose of his research is to improve the learning process with the hope of improving the quality of learning and having an impact on student learning outcomes **Method:** This study used two-cycle Classroom Action Research (PTK) using the model of Stephen Kemmis and Robin Mc Taggart, consists of four stages that must be passed including; (1) planning, (2) acting, (3) observing, and (4) reflecting in a related spiral. **Results:** The results of research on success in continuous upright writing skills through the use of fine writing book media in grade I students of SDN Gelang 2 Tulangan Sidoarjo showed an improvement. Indication of the achievement of the final evaluation results of research in the pre-research student scores ≥ 70 amounted to 8 people or 32%; in the first cycle the score of students ≥ 70 amounted to 18 people or 72%; and in the second cycle the scores of students ≥ 70 amounted to 24 people or 96%. **Novelty:** The implementation of continuous upright writing learning with the help of fine writing book media and learning using continuous upright letters at SDN Gelang 2 Tulangan Sidoarjo which has never been researched using the latest year's data.

INTRODUCTION

The implementation of the learning process in an elementary school is different from the implementation of the learning process in secondary schools, for that a teacher on duty in an elementary school is required to be able to create appropriate learning (Azevedo et al., 2023; Ferreira et al., 2019; Leifler, 2020). The environment of learning is varied so that students feel queued and grow motivation for learning and do not get bored in following the learning process (Hellín et al., 2023; Schweder & Raufelder, 2024)

According to Utami (2017), "The way of thinking of elementary school students is still concrete, they are not yet able to think abstractly. In achieving a learning objective and the content of teaching material can be understood by students in accordance with expectations, teachers must be creative in packaging learning material in concrete forms and do not rule out children's thinking skills.

Integral learning in elementary school is reading, writing, and arithmetic (Anwas et al., 2022; Nepomuceno et al., 2023). Tarigan, (2008) explains, that; "Writing is the activity of pouring or painting graphic symbols that describe a language understood by someone". According to Rofi'uddin & Zuchdi (1999), "Beginning writing is a writing activity focused on writing letters, writing words, simple sentences, and punctuation marks (Capital letters, periods, commas and question marks)". This writing learning

curriculum is given to students who are still in grade I in elementary school. Writing is the beginning of an introduction to know how to express creation and taste. In writing lessons, what is very important is how to get students to recognize and understand letters and how to write them correctly (Puranik et al., 2014).

Writing skills in elementary school include writing skills given in low grades and in high grades. Learning to write in low grades as a starting stage while in high grades as advanced or writing skills. Writing skills require diligent practice and practice (Hartati, 2010). With writing practice, students can have good and correct writing habits. On the other hand, the benefits of continuous upright writing according to Delmawati (2015) are; "Stimulating children's motor development, the resulting writing is neater and easier to read".

One aspect related to writing skills that teachers in elementary schools need is continuous upright writing skills. Writing upright according to Marwati (2017) is writing letter by letter which is assembled into one sentence that has meaning, written perpendicular and not italic". Aspects that need to be considered in continuous upright writing include letter components, shape and size, spacing, slope and alignment and quality of lines. So that some things that need to be considered by a teacher in learning to write upright continuously, including shape, size, thin thickness, low height and neatness of writing. explain that; "There are several things that need to be considered in continuous upright writing according to Rofi'uddin & Zuchdi (1999), including shape, size, thin thickness, low height and neatness of writing".

Unfortunately, not all grade 1 elementary school teachers in Indonesia can teach continuous upright writing skills very effectively, due to limited teaching resources and integration of the latest teaching concepts. This problem occurred at SDN Gelang 2 Tulangan Sidoarjo, East Java.

The problem to be solved in this research is reflected through the results of the author's personal reflection as a SDN Gelang 2 class 1 homeroom teacher, and is supported by interviews with several teachers who have taught related material in this class, who stated it is not an easy matter to instill students' skills in writing, especially in continuous upright writing. This is very detrimental for teachers because they have to allocate more time for this material. Another problem is the low student learning outcomes related to continuous upright writing in the form of 68% of students' scores not exceeding the minimum completeness criteria (KKM). To overcome this as an effort to improve the skills of grade I students in writing upright continuously using the help of fine books. Learning to write the right start starts with an introduction to how to hold a pencil correctly. Therefore, students' skills in the beginning of writing really need to be considered, both by teachers and parents because if ignored, later students will have difficulty in following the learning process both at school and outside school.

The use of fine writing media can help teachers to teach upright writing more practically and efficiently (Widyaningrum, 2019). It happens because in this media there are various symbols and guides to make it easier for students to learn and write

(Bredeweg et al., 2023; Rismawati & Purnomo, 2023). With the additional visualizations offered, students will feel happier in writing practice and will not be confused. Basically, elementary school students really like the use of various interesting media during their learning process, one of the ones that has the most potential to be applied specifically for first grade elementary school lessons in vertical writing is fine writing media.

Practically and instrumentally, another fact that makes fine writing media the most suitable choice for fostering writing skills in elementary school is the use of fine writing media can also facilitate interaction between teachers and students. Teachers can provide real-time feedback to children about their writing techniques, and children can easily correct mistakes or improve their writing based on the suggestions given, this thing is very crucial (Mandouit & Hattie, 2023; Reynolds & Zhang, 2023). For example, the fine writing media instrument is continuous upright letters. Paper with clear lines helps children maintain consistency in letter size and distance between letters. Continuous upright letters help students practice coordination between eyes and hands. This is important in developing the fine motor control needed to write clearly and regularly.

In theory, solutions such as fine writing media in the form of continuous upright letters are appropriate to the development or learning stages of elementary school children. Based on Jean Piaget's theory of cognitive development, various interactions of children with the environment and all kinds of things in it will change the child's cognitive processes and become experiences that continue to develop (Barrouillet, 2015; Cankaya et al., 2023). In this concept, continuous upright letters provide new experiences in the child's cognitive development process, so that children can find new and easier ways to master the desired skills (Gauvain & Richert, 2023; Swider-Cios et al., 2023).

This concept is also reinforced by several studies that the presence of learning materials or instruments that have never been used can help students learn (Wentzel, 2020). Increasing learning abilities will be accompanied by increased cognitive abilities and will have a positive effect on academic performance or learning outcomes (Martínez-Nadal & Bosch, 2021; Sousa et al., 2023; Zeithofer et al., 2023). Moreover, if the learning instrument contains good and interesting visuals.

Several previous studies have tried to elaborate on how to improve upright writing skills at elementary school level and also the use of fine writing media. Research from Eneng Sri Anisa Widodo & Muzhir Ihsan (2022) indicates that upright writing skills can be improved with the demonstration method. Meanwhile, Lestari, Kurnia, & Hikmah, (2023) highlighted that the drill method can improve upright writing skills and can even make students enthusiastic in practice.

Meanwhile, if it is related to fine writing media, one of them is fine books which are proven to be able to increase student learning outcomes by up to 84% for writing up continuous letters for class I (Pratiwi, 2022). Meanwhile, research from Ambe, Lasalepa, & Raha-tempo (2023) states that picture card media as a type of fine writing media can improve the upright writing skills of the majority of students.

Based on previous research, there has been no research discussing the implementation of fine writing media to improve cursive writing skills at SDN Gelang 2 Tulangan Sidoarjo using the latest year's data. This is the research gap that will be resolved in this research.

Therefore, the aim of this research is to improve the learning process with the hope of improving the quality of learning and having an impact on student learning outcomes. Meanwhile, the novelty of this research is the integration of several instruments in fine writing media in the form of fine writing books and learning to write letters, words, and sentences using continuous upright letters at SDN Gelang 2 Tulangan Sidoarjo which has never been researched using the latest year's data.

The contribution of this research, first, is for teachers, the results of this research can be used as a strategy option to improve continuous upright writing skills at the elementary school level. Second, for policy makers, policy makers in the education sector can use the results of this research as a consideration for policy making, such as efforts to improve elementary school students' writing skills by providing supporting learning media. Third are future researchers, who in this article can be used as inspiration for further research to develop students' writing skills.

RESEARCH METHOD

Research Design

This study used two-cycle classroom action research (PTK) using the model of Stephen Kemmis and Robin Mc Taggart (Kemmis et al., 2015). Action Research according to Kemmis and Taggart consists of four stages that must be passed including; (1) planning, (2) acting, (3) observing, and (4) reflecting in a related spiral. The research site is at SDN Gelang 2, Jl. AMD Manunggal 3 Gelang Village, Tulangan District, Sidoarjo Regency, East Java Province. The success indicators that have been set in this study are seen from the completeness of individual student learning when it reaches more than equal to 70% while classically when it reaches more than equal to 80%. The following is an overview of the research cycle carried out below:

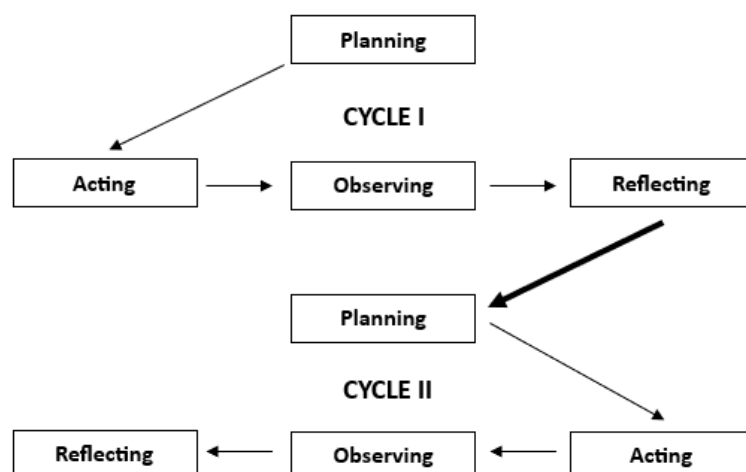


Figure 1. The Research Cycle

Sample Selection and Data Collection

The sampling technique is saturated sampling, namely the entire number of class 1 students at SDN Gelang 2, totaling 25 students. Implementation of research in odd semesters of the 2023/2024 academic year directly in class to obtain representative data regarding the improvement of continuous writing skills and learning outcomes related to this material.

Research Instrumen

The PTK instrument is a tool that needs to be prepared for observation activities. To assess student skills such as how to write letters, write words, then write sentences measured by a continuous upright writing test. The test was carried out three times, namely at pre-cycle, cycle 1 and cycle 2. In this research, continuous upright letters are used as a learning medium to support students' continuous upright writing skills.

RESULTS AND DISCUSSION

Results

The results of research on the success of efforts to improve upright writing skills are continued with the use of fine writing media in grade I students of SDN Gelang 2, Tulangan Sidoarjo which has been carried out through classroom action research (PTK) for two cycles with success indicators that have been set in this study is seen from the completeness of individual student learning if it reaches more than the same as 70% while classically if Reaching more than equal to 80% is shown in the table as follows:

Table 1. Results of Pre-Cycle Continuous Upright Writing Skill Evaluation

No	Value	Number of Students (People)	%	Average	KKM
1	≥ 70	8	32		
2	< 70	17	68	63,20	70
	Sum	25	100		

Table 2. Results of Evaluation of Continuous Upright Writing Skills at the End of Cycle I

No	Value	Number of Students (People)	%	Average	KKM
1	≥ 70	18	72		
2	< 70	7	28	70	70
	Sum	25	100		

Table 3. Results of Evaluation of Continuous Upright Writing Skills End of Cycle II

No	Value	Number of Students (People)	%	Average	KKM
1	≥ 70	24	96		
2	< 70	1	4	62	70
	Sum	25	100		

The results of research on the results in continuous upright writing skills through the use of fine writing media in grade I students of SDN Gelang 2, Tulangan Sidoarjo which have been shown in tables 1, 2, and 3 can be explained as follows:

Pre-Cycle

The results of the study of 25 students during the pre-cycle shown in table 1 are the number of students whose scores ≥ 70 is only 8 people or 32% and the scores of students who have not reached the Minimum Completeness Criteria (KKM) or < 70 are 17 people or 68%. In the pre-cycle, this is an initial reflection before the author conducts guidance in terms of continuous upright writing skills through the use of fine writing media so that the results are not satisfactory.

Cycle I

In the first cycle, the results of research on 25 students shown in table 2 are the number of students whose scores ≥ 70 only amounted to 18 people or 72% and the scores of students who had not reached the Minimum Completeness Criteria (KKM) or < 70 amounted to 7 people or 28%.

In the first cycle, the number of students whose scores ≥ 70 has seen an increase from the pre-cycle. During the pre-cycle the number of students whose scores ≥ 70 only amounted to 8 people or 32% while in the first cycle the number of students whose scores ≥ 70 only amounted to 18 people or 72%, this showed an increase of 10 people or 40% from the pre-cycle.

Cycle II

In cycle II the results of research on 25 students are shown in table 3, the number of students whose scores ≥ 70 is only 24 people or 96% and the scores of students who have not reached the Minimum Completeness Criteria (KKM) or < 70 are 1 person or 4%. In cycle II the number of students whose scores ≥ 70 has seen an increase from cycle I. In cycle I the number of students whose scores ≥ 70 only amounted to 18 people or 72%

while in cycle II the number of students whose scores ≥ 70 only amounted to 24 people or 96%, this showed an increase of 6 people or 24% from cycle I.

Discussion

The results of the study of 25 students from pre-cycle, cycle I, and cycle II showed a significant improvement. In cycle I the number of students whose scores ≥ 70 there was an increase of 10 people or 40% of the pre-cycle, in cycle II there was an increase of 6 people or 24% from cycle I.

There was an increase in the ability of grade I students at SDN Gelang 2 Tulangan in terms of continuous upright writing after learning to write upright continuously starting with how to hold a pencil correctly, put the book correctly, then taught how to write letters, write words, then write sentences.

Utami (2017) explained, that; "The beginning of learning to write correctly is to introduce how to write well and correctly to lower grade students. Students are introduced to how to hold a pencil, how to sit properly, place books correctly and well. Then students are introduced to how to write letters, write words, and write sentences by paying attention to neatness and punctuation when writing.

This is what is carried out during the research process. During the learning process, students were very interested in trying new media in the form of fine writing book media and learning using continuous upright letters. This positive thing happens because in theory, grade 1 elementary school children, who are usually 6-7 years old, are entering the concrete operational stage (Houdé, 2020). At this stage, students are more likely to learn through direct experience and interaction with physical objects or learning materials (Guler et al., 2023; Jackson et al., 2013). Their interest in new media reflects a drive for exploration and hands-on practice, which is consistent with the principle that students learn by actively engaging in real experiences. This has the potential to be the main reason for the increase in writing skills and learning outcomes in cycle 1.

Meanwhile, the increase in skills and learning outcomes (Not on average) in cycle two when compared to cycle 1, could occur due to adaptation and habituation factors by students. At first, they may need to know and understand a new way of learning using continuous upright letters. As time goes by and cycle 1 progresses, students begin to get used to the learning materials, so they can gradually increase their understanding and skills.

The increase in the number of students between cycle one and cycle two could also occur due to teacher intervention. Teachers use the results of cycle 1 evaluations to adjust and improve learning approaches in cycle 2. These adjustments can include more in-depth explanations, or approaches that are more appropriate to student needs. This helps in improving students' understanding and response to learning material (Cloonan & Fingeret, 2020)

From the above, the implication can be drawn that in classroom action research, teachers must pay attention to the needs and character of students, especially grade 1 students because they have just entered a level with different pressures and environment (Starr & Riemann, 2022). Teachers must also pay attention to the adaptation time required

by students to use innovations or tools that have been created by the teacher. The use of fine writing book media and learning using continuous upright letters is a new concept, and in accordance with research, states that elementary school children need very easy to understand explanations for using new learning instruments (Vasil et al., 2022)

The continuous upright writing learning that the author has done apart from these stages also uses the help of fine writing book media. This is in accordance with Utami, (2017) that; "In the teaching and learning process, those who act as recipients of messages are students, while those who act as messengers are media. Students are stimulated by these media to use their sensory devices to receive information in order to receive the message as a whole. The message brought by the media is in the form of learning materials derived from the curriculum".

The results of relevant research have been conducted by Utami (2017) on the application of image media-based drill methods to improve continuous upright writing skills in grade II elementary school students showing a significant improvement. The indicator of the letter component in cycle I is 57%; in cycle II by 100%. The indicator of clarity of writing in cycle I is 56%; in cycle II by 90%. The writing distance indicator in cycle I is 73%; in cycle II by 93%. The indicator of letter completeness in cycle I is 40%; in cycle II 90%. The alignment indicator in cycle I is 40%; in cycle II by 86%. Line quality indicators in the first cycle amounted to 43%; in cycle II by 100%. The indicator of the use of capital letters in cycle I was 53%; in cycle II by 93%. The indicator of punctuation use in cycle I was 33%; in cycle II by 96%.

CONCLUSION

This study has provided a valuable contribution regarding the implementation of fine writing media for elementary school students. The fundamental findings in this research contribute significantly to the development of various teaching needs, especially for continuous upright writing skills. The implications of these findings, along with identified limitations and suggestions for future research, are crucial for informing policymakers, educators, and stakeholders in improving elementary school students' basic writing skills. **Fundamental Findings:** There is an improvement in the skills of grade I students at SDN Gelang 2 Tulangan in terms of continuous upright writing after learning to write upright continuously starting with how to hold the correct pencil, place the book correctly, then be taught how to write letters, write words, then write sentences. The continuous upright writing learning that the author has done also uses the help of fine writing book media. **Implications:** Continuous upright writing lessons carried out with the help of fine book media can help students in continuous upright writing. This continuous upright writing learning activity begins with how to write letters, words, and sentences using upright. **Limitation:** This research is only limited to the use of fine writing media as a way to improve students' skills in continuous upright writing. **Future Research:** The expected results of the application and development of interactive multimedia in elementary school learning will be published.

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