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Improving Pre-Writing Ability in Children Aged 4-5 With Free Drawing Use (Classroom Action Research in Aisyiyah Bustanul Athfal 1 Kindergarten robolinggo City)

Safitri Dia Pramita
Sekolat Tinggi Agama Islam Muhammadiyah Kota Probolinggo

Abstract

This research was conducted to solve problems that have been faced by educators related to improving writing skills in early childhood 4-5 years at the kindergarten level. This research is expected to provide knowledge related to improving pre-writing skills with the habit of drawing done every day. This study used a qualitative approach with classroom action research methods conducted at TK Aisyiyah Bustanul Athfal 1 Probolonggo in group A with a total of 18 students, consisting of 9 male students and 9 female students. Data collection techniques used are tests, observation and documentation. The result is that the habit of drawing regularly can improve the pre-writing abilities of children aged 4-5 years. Because they are used to holding drawing tools, their fine motor skills continue to be stimulated, so it really helps children to hold writing instruments well. There was a regular increase from pre-cycle to cycle II, when the pre-cycle percentage obtained was 56% then increased by 22% in the first cycle to 78%. Furthermore, in cycle II there was an increase again by 19% to 92%.

Keywords: *Early Childhood, Free Drawing*

Corresponding Author
Name : Safitri Dia Pramita
Email : safitridiapramita@gmail.com

INTRODUCTION

Writing is one of the basic skills that a child needs to master to be ready to enter the next level of education. Various attempts have been made to train children from an early age so that their writing skills can increase according to their age stages (Mustari, Indihadi, and Elan 2020).

Reading, writing, and arithmetic are one of the three basic skills that must be mastered by children before entering the next level of education, namely elementary school(Tri Hariani and Fitri 2019). It's not without reason to say that because you need to know that when children enter elementary school, they will be given thick books whose contents they can already read and do schoolwork. If a child's writing ability is low, then at the elementary school level, it will be difficult to do the assignments given. This has, in recent years, raised concerns among parents.

This phenomenon is, of course, inversely proportional to the theory of developmental psychology by Jean Piaget, who said that children under the age of seven should not be taught to read, write and count because they have yet to reach the concrete operational phase. This phase is the phase in which children are able to think in a structured way, and this makes Jean Piaget worried that children will be burdened and even traumatized if taught too early to children under seven years of age (Suparno 2001).

This theory raises many pros and cons from Early Childhood Education practitioners and parents. It needs a solution by reviewing some literature or rules as a basis for solving this problem (Mustari, Indihadi, and Elan 2020).

Early age itself is the most fundamental age stage which will be the basis for every child in his developmental range as a human being (Tresnaningsih 2021). Whereas early childhood education is an educational institution whose goal is to optimize children's growth and development through various stimulations, and learning is carried out in a fun way for children. Learning strategies need to be well designed so that these goals can be achieved (Nuareni, Nuriska, and Fitrunnisa 2022).

The function of early childhood education is to guide, emerge and hone so that the potential possessed can be stimulated properly so that the stages of development are in accordance with what is expected (Rohmani 2020). This is in line with the Standards for the achievement of early childhood development issued by the Ministry of Education and Culture which have set benchmarks for achieving aspects of child development according to their age. In the Standards for the achievement of early childhood development it also regulates children's achievements in writing, for children aged 4-5 years, namely: recognizing symbols, making scribbles and imitating writing (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia 2014).

Training children's pre-writing abilities can and may be done with a fixed record guided by the Standard Level of Achievement of Early Childhood Development. However, seeing the reality on the ground, many children need to improve their writing skills. This is the background for researchers to make efforts to enhance pre-writing skills in the classes they teach.

There are many factors behind this problem, the lack of stimulation and children who think writing is an unpleasant activity. Therefore it is very necessary to create a fun learning environment in early childhood. Fun learning in question is to apply knowledge while playing.

Drawing emerged as one of the ideas that can be done to help improve children's pre-writing skills. The reason is because drawing is easy to do, doesn't need a lot of media, and drawing is very fun for children. Drawing has been done by children even though their language skills are not yet perfect, and they are not yet able to write like adults. The visual language of a child's drawing is a gift given by God because they can draw by themselves without the need for someone to teach them (Tabrani 2014).

The drawing referred to in this study is free drawing without instructions and coercion. When given freedom, children will draw something based on what they know themselves, not according to the visual appearance that appears (Pertiwi and Mayar 2020).

Furthermore, in his journal, Annuar explained that free drawing is a process of imagination to express one's thoughts and ideas in a work. Even though it looks simple, free drawing can help stimulate all aspects of development in children (Annuar and Febrianti 2020).

One aspect of development that can be stimulated by free drawing activities is the development of children's fine motor skills. Fine motor is an activity that involves the small muscles in the hands (Nuareni, Nuriska, and Fitrunnisa 2022). Training fine motor skills really needs to be done as stimulation for pre-writing (Sidik et al. 2018). So that by providing stimulation by drawing freely, it is hoped that it will affect children's pre-writing abilities. This paper, it will be explained the improvement of the pre-writing ability of children aged 4-5 years with the habit of free drawing at Aisyiyah Bustanul Athfal 1 Kindergarten, Probolinggo City.

METHOD

The approach used is a qualitative approach with the classroom action research (CAR) method, which as a whole analysis is carried out in the classroom at school or where learning takes place. CAR is carried out by the teacher with the researcher or the teacher concerned who conducts the research himself. The purpose of conducting classroom action research is to improve or improve learning activities between educators and students. (Arikunto et al., 2006).

Classroom action research does not use many library sources or scientific theoretical matters like other research because it focuses more on the conditions that occur in the field. The scientific structure of CAR is included in the type of concrete science, namely, knowledge that is concrete, true, and based on real experience. Classroom action research can also be said to be an educational science that can be understood immediately without long and complicated explanations. (Muliawan, 2008).

The mechanism for conducting CAR consists of 5 stages, namely: planning, implementing, observing, reflecting, and evaluating (Muliawan, 2018).

1. Planning includes the initial things that need to be prepared in conducting research. What is included in the planning, including identifying problems, formulating learning designs, setting implementation times, and compiling observation sheets.
2. Implementation, namely the stage where the researcher applies what has been prepared based on the observation sheet that was prepared during the initial planning.
3. Observation, namely, where the researcher records, measures, and evaluates with predetermined standards.
4. Reflection is the stage of analyzing and concluding the results of the recording obtained from previous observations and then drawing solutions.

5. Evaluation is the final activity carried out from a series of CAR stages. From this, conclusions can be drawn regarding the CAR that was carried out. Have experienced success, failure, or need improvement.

In this study, the researcher intends to solve problems related to improving the pre-writing ability of children aged 4-5 years. Research is carried out individually by the teacher concerned with the class being taught to improve a situation to make it even better. The researcher saw that the level of students' pre-writing ability in their class was considered low, so it was necessary to conduct this research.

The research subjects were students in Aisyiyah Bustanul Athfal 1 kindergarten Probolinggo City, to be precise, in group A2 with a total of 18 students, consisting of 9 male students and nine female students. All stages of the research were carried out for approximately six months starting from January – June 2023.

The habit of free drawing is made every morning in group A2 using media in the form of paper and drawing books, while the drawing tools are in the form of crayons, markers, and colored pencils. In the morning, before the lesson begins, the teacher begins by providing media in the form of paper/drawing books and one of the drawing tools in the form of crayons/markers/colored pencils. Then students are given 15 minutes to draw freely. Drawing results are grouped by child's name and sorted by date.

Data collection techniques are carried out in 3 ways, namely tests, observation, and documentation. The test method was used to obtain data related to children's pre-writing abilities during the pre-cycle, cycle I, and cycle II. The test in question is giving activity sheets to children to work on. The activity sheets are arranged in an attractive way so that children don't feel pressured or bored. The observations used are guided by observational instruments to obtain concrete data in the field. The instruments prepared were: observation sheets, tests in the form of children's activity sheets, and documentation.

FINDING AND DISCUSSION

From the results of observations in cycle I, the data on students' abilities began to increase even though they did not appear to be significant, the following data were obtained:

Table 1: Data on Pre-Writing Ability Improvement in Cycle I

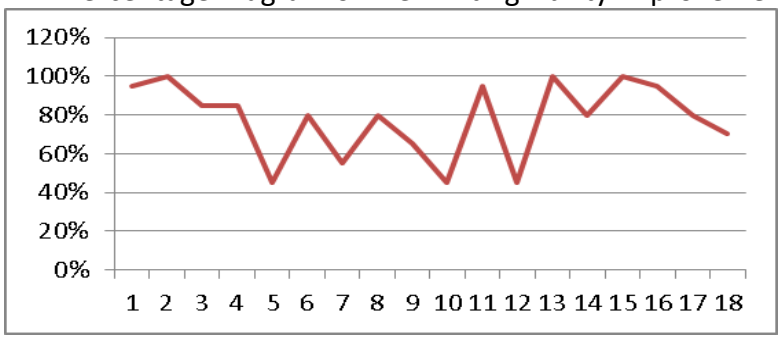
No	Name	Indicator					Amount	Average	%
		1	2	3	4	5			
1	GS	4	4	4	4	3	19	3.8	95%
2	AL	4	4	4	4	4	20	4	100%
3	FZ	4	4	4	3	2	17	3.4	85%
4	MN	4	4	4	3	2	17	3.4	85%
5	JH	2	2	2	2	1	9	1.8	45%
6	NR	4	4	3	3	2	16	3.2	80%
7	FF	3	3	2	2	1	11	2.2	55%
8	CT	4	4	3	3	2	16	3.2	80%
9	AR	4	3	2	2	2	13	2.6	65%

10	AM	2	2	2	2	1	9	1.8	45%
11	RF	4	4	4	4	3	19	3.8	95%
12	AS	2	2	2	2	1	9	1.8	45%
13	AD	4	4	4	4	4	20	4	100%
14	DF	4	4	3	3	2	16	3.2	80%
15	RN	4	4	4	4	4	20	4	100%
16	RZ	4	4	4	4	3	19	3.8	95%
17	ZF	4	4	3	3	2	16	3.2	80%
18	KE	3	3	3	3	2	14	2.8	70%
	Amount	64	63	57	55	41	280	3.13	78%
	Average	3.56	3.50	3.17	3.06	2.28			
	Percentage	89%	88%	79%	76%	57%			

Score description:
4 : very well developed
3: developing as expected
2 : starts to appear
1 : has not appeared

Indicator Description:
1. Can hold stationery properly
2. Can thicken straight, curved, wavy and zig zag lines
3. Able to imitate numbers 1-10
4. Able to imitate vowels and consonants
5. Able to write a nickname

Diagram 1: Percentage Diagram of Pre-Writing Ability Improvement in cycle I



Then the second cycle showed a pretty good increase related to students' pre-writing abilities. Some children whose initial abilities scored quite low experienced a satisfactory improvement. In cycle II, the researchers added free drawing tools instead of just crayons, namely adding markers and colored pencils. The use of this drawing tool is done randomly so that every day students will draw with different drawing tools. The goal

is to hone his fine motor skills so that they will be very helpful in holding writing instruments properly.

Table 2: Data on Pre-Writing Ability Improvement in cycle II

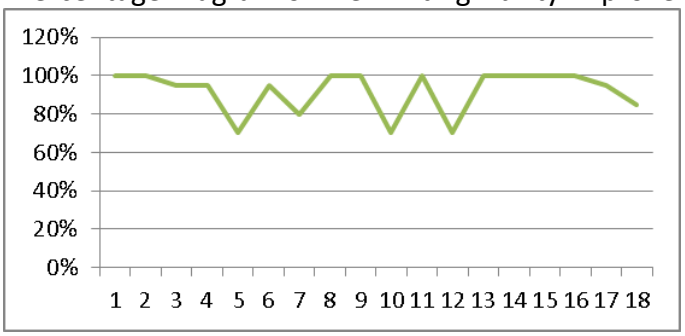
No	Name	Indicator					Amount	Average	%
		1	2	3	4	5			
1	GS	4	4	4	4	4	20	4	100%
2	AL	4	4	4	4	4	20	4	100%
3	FZ	4	4	4	4	3	19	3.8	95%
4	MN	4	4	4	4	3	19	3.8	95%
5	JH	3	3	3	3	2	14	2.8	70%
6	NR	4	4	4	4	3	19	3.8	95%
7	FF	4	4	3	3	2	16	3.2	80%
8	CT	4	4	4	4	4	20	4	100%
9	AR	4	4	4	4	4	20	4	100%
10	AM	3	3	3	3	2	14	2.8	70%
11	RF	4	4	4	4	4	20	4	100%
12	AS	3	3	3	3	2	14	2.8	70%
13	AD	4	4	4	4	4	20	4	100%
14	DF	4	4	4	4	4	20	4	100%
15	RN	4	4	4	4	4	20	4	100%
16	RZ	4	4	4	4	4	20	4	100%
17	ZF	4	4	4	3	4	19	3.8	95%
18	KE	4	4	3	3	3	17	3.4	85%
	Amount	69	69	67	66	60	331	3.69	92%
	Average	3.83	3.83	3.72	3.67	3.33			
	Percentage	96%	96%	93%	92%	83%			

Score description:
4 : very well developed
3: developing as expected
2 : starts to appear
1 : has not appeared

Indicator Description:

1. Can hold stationery properly
2. Can thicken straight, curved, wavy and zig zag lines
3. Able to imitate numbers 1-10
4. Able to imitate vowels and consonants
5. Able to write a nickname

Diagram 2: Percentage Diagram of Pre-Writing Ability Improvement in Cycle II



Based on observations made from the pre-cycle, cycle I, and cycle II, there was a gradual increase. In cycle I, there was an increase of 22% from the initial writing ability level of 56% to 76%. However, it is felt that this is still being continued in cycle II because if you look at the cycle I diagram, there are still several children whose percentage of their abilities gets low scores, especially in the indicator of writing their own names.

In cycle II, there was an increase in the overall percentage from 76% to 92%, which was an increase of 16%. The number of additions is not as much as in cycle I, but in cycle II, students have started to have pre-writing skills, which are satisfactory when viewed from the pre-cycle. Comparison from pre-cycle to cycle II can be seen in Table 3 below.

Diagram 3: Percentage Summary of Increasing Children's Pre-Writing Ability

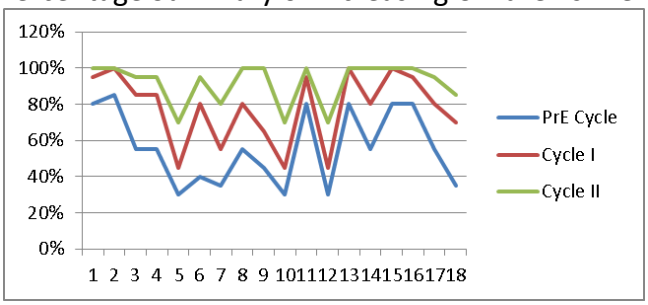
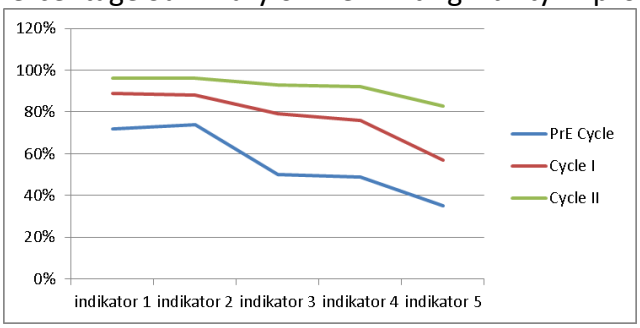


Diagram 4: Percentage Summary of Pre-Writing Ability Improvement Indicators



CONCLUSION

Based on the results of research and observations made by researchers related to Improving the Pre-Writing Ability of Children 4-5 years with the Habit of Free Drawing. It can be concluded as follows:

With the habit of drawing regularly, it can improve the pre-writing skills of children aged 4-5 years. Because they are used to holding drawing tools, they can train children to hold writing tools well. The indicators of pre-writing ability are being able to hold a writing instrument correctly, being able to outline straight, curved, wavy, and zig-zag lines, being able to imitate numbers 1-10, being able to imitate vowels and consonants, and being able to write nicknames.

The habit of drawing can improve pre-writing skills in children aged 4-5 years. There is a regular increase from pre-cycle to cycle II; when pre-cycle 56% increases to 22%, cycle I become 78%, then at the end of the cycle, it increases from 19% to 92%.

Drawing is a fun activity for children, which they have done even before their language skills appear perfectly. Drawing freely without coercion and instructions is an activity that can hone their fine motor skills as well as a place to channel their ideas. After applying the habit of free drawing, there is a regular increase in the child's pre-writing abilities.

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