



Use of Natural Media for Early Children's Early Writing Skills

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ABSTRACT

This study aims to evaluate the use of natural media in improving initial writing skills in group a aged 4-5 years. Natural material media was chosen as the focus of the research because of its potential to provide diverse sensory experiences and stimulate the development of children's motor skills. The research method used was a quasi-experiment with a control group and a treatment group. The treatment group received intervention using natural media, while the control group received conventional learning. The data collection instrument consisted of an initial writing ability test, observation of children's involvement, and interviews with teachers. The research results were analyzed using descriptive statistics and tests of differences between groups. The findings of this research indicate that the use of natural media has a positive impact on the early writing abilities of children aged 4-5 years. Children in the treatment group showed significant improvements in aspects of fine motor skills and eye-hand coordination, while the control group showed more limited improvements. The implications of the results of this research can provide recommendations to educators and parents to consider using natural media to support the development of children's early writing skills. In addition, this research can be a basis for further research in the context of using natural media for early childhood learning.

INTRODUCTION

Education is a human right of every Indonesian citizen and for this reason, every Indonesian citizen has the right to obtain quality education by their interests and talents. Education is an effort or activity that is carried out in a deliberate and planned manner to change or develop the desired behavior. Regular and directed education will have a good impact on every human being.

Early childhood education {PAUD} based on Minister of Education and Culture Regulation Number 146 of 2012 article 1 concerning the 2013 Curriculum; Early Childhood Education is a level of education before basic education as a coaching effort aimed at children from birth to 6 years of age. This is done through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. Thus, Early Childhood Education is the foundation for a child's further development.

Early writing ability in early childhood is one of the important skills that needs to be developed from an early age. Young children who have good initial writing skills can make the learning process easier in the future. Apart from that, early writing skills are also related to children's language and creative thinking abilities. However, not all children can develop initial writing skills easily. Early childhood children need learning methods and media that are appropriate to their level of development.

Interesting, creative and fun learning media can help increase children's interest and motivation in learning to write, but based on the author's experience and monitoring results in the process of learning to write early in childhood in group A PAUD Shekinah Waisai often experience obstacles, so that the learning stages others experience problems, and the cause is the desire to learn to write and count for young children. They are less interested in formal and monotonous learning, so the author feels there needs to be a method used in learning methods for young children to accelerate comprehension and memory for young children. Therefore, the use of natural materials as a medium for early writing learning in early childhood is very important.

Natural material media has unique qualities that can enrich children's learning experiences. Apart from that, the use of natural media can also help develop children's fine motor and cognitive abilities. Group A in Shekinah PAUD Raja Ampat Regency is an early age group aged between 3 and 4 years. At this age, children are experiencing a rapidly developing stage of fine motor and cognitive development. Therefore, the use of natural media can help accelerate the development of early writing skills in young children. In this case, appropriate and effective strategies are needed in using natural media to improve initial writing skills in group A at Shekinah PAUD, Raja Ampat Regency. With the right strategies, it is hoped that children can develop their initial writing skills in a more fun, creative and effective way.

LITERATURE REVIEW

Early childhood education {PAUD} based on Minister of Education and Culture Regulation Number 146 of 2012 article 1 concerning the 2013 Curriculum; Early Childhood Education is a level of education before basic

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METHODOLOGY

Research Design

This research is quasi-experimental, researchers do not have the freedom to manipulate subjects, meaning that random groups are usually used as a basis for determining treatment and control groups. According to Setyo (1997: 36) experimental research is usually recognized as the most scientific of all types of research because researchers can manipulate treatments that cause something to happen. According to Consuelo (1993: 93) experimental research is the only research method that can test hypotheses regarding causal relationships.

The research design used in this research is "One Groups Pretest-Posttest Design", namely a research design that contains a pretest before being given treatment and a posttest after being given treatment. In this way, it can be known more accurately, because it can be compared with what was done before being given treatment (Sugiyono, 2001: 64).

This research activity aims to assess differences in the influence of the use of natural materials on initial writing abilities in group A PAUD Shekinah Waisai or test hypotheses about whether or not there is an influence of the treatment given. Through this experiment, researchers want to find out that the use of natural media is beneficial in the early writing abilities of PAUD students.

One Groups Pretest-Posttest Design Formula:

01 x 02

Figure 3.1 Pre-Experiment One Group Pre-test-Post-test Design formula

Information :

1. O1 is the pre test / control group
2. X is treatment
3. O2 is the post test / experimental group

The technique that the author will take is, first, form a group of students and then give a number writing test without using natural materials and will be given an assessment, the author will form a group of students and then give a number writing test using natural media and will be give an assessment. , from the test results will be assessed the speed of time and the correctness of the test results obtained and will be assessed.

RESULTS

General Description of Research Locations

This research was conducted in the odd semester at Shekinah Waisai Early Childhood Education, Raja Ampat Regency, 2023/2024 academic year. Shekinah Waisai Paud is located on Jalan 30 behind the old BUMD office/Abid Sejahtera shop, Waisai City district. The facilities and infrastructure that support the learning process in schools include:

1. Group Room A: 1 room
2. Group B Room: 1 room
3. Principal's room: 1 room
4. Supporting Facilities: Laptop, sports equipment, speakers, yard, toilet/bathroom, play equipment outside and inside the classroom.

The children's room is equipped with tables and chairs, wall clocks, state symbols, children's book lockers, drinking water containers, and children's games. Then the principal's room is equipped with a table, chairs for the principal and also for guests, a cupboard, and a place for drinking water. The number of educators and education staff at Shekinah Waisai Preschool is 5 people in the class.

Pre Cycle Description

This research was conducted at the Shekinah Waisai Preschool with 14 children using natural media for children's early writing skills. This research took place over 2 weeks in October 2023, namely the first week and the second week. The cycle is carried out in 2 meetings. The data needed in this research is quantitative and qualitative. Data collection was carried out by direct observation during the learning process in the form of documentation of learning activities. The researcher is an observer in this research and is assisted by a collaborator. The observation tools created by researchers are guided by the development of the ability to match image patterns.

Researchers consider that the development of the ability to match picture patterns is said to be successful if at least an average of 80% of all children present can master the ability to match picture patterns, and on average all children in the class fall into the category of developing according to expectations. This classroom action research was carried out in two cycles, which were deemed to meet the researcher's satisfaction in achieving the desired results and overcoming existing problems.

Table 1. Child Research at the Pre-Cycle Stage

Butir Pengamatan						
No	Name Child	How to hold the matching tool	How to match	Neatness	Amount	Value
1	Farly	2	2	2	6	40,04
2	Evika	2	2	1	5	33,33
3	Daud	2	2	1	5	33,33

4	Rafael	2	2	2	6	40,04
5	Jeremi	1	2	2	5	33,33
6	Zefanya	2	2	2	6	40,04
7	Valentina	2	2	2	6	40,04
8	Rifaldo	2	2	1	5	33,33
9	Joshua	2	2	1	5	33,33
10	Wilza	2	2	1	5	33,33
11	Tifanny	2	2	2	6	40,04
12	Mivert	1	2	2	5	33,33
13	Christin	2	2	1	5	33,33
14	Axel	2	2	2	6	40,04
15	Nafa	2	2	2	6	40,04
	Amount	27	30	24	81	498,5
	Average	1,8	2	1,6	5,4	33,23
	Percentage	35%	40%	30%	50%	40%

Based on table 4.2:

1. In the aspect of how to hold a matching tool, out of 15 children, 13 children got a score of 2 and 2 children got a score of 1. Thus, the achievement score for how to hold a matching tool is 1.8 or 35%.
2. In the aspect of matching, out of 15 children, 15 children got a score of 2. The achievement score for matching is 2 or 40%.
3. In the neatness aspect, out of 15 children, 9 children got a score of 2 and 6 children got a score of 1. Thus the achievement in the neatness aspect was 1.6 or 30%.

Description of the Results of Each Cycle

The results of this research were obtained from each action carried out through several stages contained in cycle I and cycle II. The results of this research are the results of research on evaluations carried out through observations by researchers regarding the use of natural materials for writing skills and matching picture patterns in group A at Shekinah Waisai Preschool, Raja Ampat Regency for the 2023/2024 school year. This research uses qualitative data analysis to analyze teacher and child activities, as well as quantitative and qualitative analysis to analyze learning outcomes and responses from peers. In carrying out this research, 2 cycles were used. Each research cycle consists of 4 stages, namely :

1. Planning,
2. Implementation,
3. Observation,
4. Reflection.

Table 2. Children's Research in Cycle I

No	Name	Observation Items			AmountValue	
		Child	Early writing with rocks	How to match Use Leaf	Neatness	
1	Zefanya		3	3	3	9 60
2	Farly		3	2	3	8 53,33
3	Evika		3	3	3	9 60
4	Nava		3	3	4	10 66,66
5	Christin		2	2	2	6 40
6	Faldo		2	2	2	6 40
7	Valentina		3	3	3	9 60
8	Ester		3	2	3	8 53,33
9	Juan		2	2	3	7 46,66
10	Tinus		2	2	2	6 40
11	Axel		3	2	2	7 46,66
12	Mivert		2	2	2	6 40
13	Jeremi		2	2	3	7 46,6
14	Wilza		3	3	3	9 60
15	Rafael		2	3	2	7 46,66
Total			38	36	40	114 759,9

Based on the table above :

1. In the aspect of how to start writing using stones, out of 15 children, 8 children got a score of 3 and 7 children got a score of 2. The achievement score in the aspect of how to match picture patterns was 2.53 or 40%.
2. In the initial writing method aspect, out of 15 children there were 6 children who got a score of 3 and 9 children got a score of 2, so the achievement score in the matching method aspect was 2.4 or 50%.
3. In the neatness aspect, out of 15 children, 1 child got a score of 4, 8 children got a score of 3 and 6 children got a score of 2. Thus the achievement score in the neatness aspect was 2.66 or 33.33%.

Table 3. Children's Research in Cycle II

No	Name	Observation Items			Amount	Value
		Child	Method write early	Method matched using rocks		
1	Zefanya		4	4	4	12 80
2	Farly		3	3	3	9 60
3	Evika		4	4	4	12 80
4	Nava		4	4	4	12 80
5	Christin		3	3	3	9 60
6	Faldo		3	3	3	9 60

7	Valenti	4	4	4	12	80
8	Ester	3	3	4	9	60
9	Juan	3	3	4	9	60
10	Tifanny	3	3	3	9	60
11	Axel	3	3	3	9	60
12	Mivert	3	3	3	9	60
13	Jeremy	3	3	3	9	60
14	Wilza	4	4	4	12	80
15	Rafael	3	3	4	9	60
Total		51	5	53	155	1000
Average		3,4	3,	3,5	10,33	66,6
Percentage		70%	70	80%	80	80%

Based on the table above:

1. In the aspect of initial writing using stones, out of 15 children, 5 children got a score of 4 and 10 children got a score of 3. The achievement score in the aspect of how to match picture patterns was 3.4 or 70%.
2. In the aspect of how to match using stones, out of 15 children, 5 children got a score of 4 and 10 children got a score of 3, so the achievement score in the aspect of how to match is 3.5 or 80%.
3. In the neatness aspect, out of 15 children, 8 children got a score of 4, and 7 children got a score of 3. Thus the achievement score in the neatness aspect was 2.66 or 33.33%.

Table 4. Recapitulation of Cycle I and Cycle II results

No	Cycle	Average	Criteria
		child success	
	Meeting I	60%	BSH
1	Cycle II	Meeting II	BSB

DISCUSSION

Based on the results of research data in cycle I, it can be observed that children experience the development of their abilities after cycle I. In cycle I, it can be observed in the learning process in using rock tools for initial writing, namely when the teacher invites students to name the names of the props that will be used. used in activities to match image patterns using natural materials.

The following is a summary of cycle I, namely: Children's ability to write early using natural materials using stones shows a gradual increase, namely the average percentage gain in cycle I reaches 60%. However, in cycle II there was an increase in initial writing using stones to match numbers, namely reaching 80% and this increase was hoped for by researchers, namely reaching 80%.

Obstacles in cycle I can be overcome in cycle II. Things that need to be seen as material for reflection in cycle I and changed in cycle I are a). Teachers do not provide opportunities for children to ask questions. b). Providing opportunities to get to know the props is not evenly distributed. c) lack of control in the initial writing. d) lack of reinforcement provided by the teacher.

In cycle II, it can be seen that there is an increase that occurs after the teacher motivates children to use natural materials for initial writing and following number drawing patterns. In this way the discussion process will be more enjoyable. Related to cycles I and II, namely learning children's initial writing skills using natural materials from rocks and following an increasing number of drawing patterns, this is because learning is carried out using props that attract the child's attention.

The following is a table of child observation results:

Table 5. Observation results for each cycle

Observation Items	Observation result		
	Pre cycle	Cycle 1	Cycle II
	Value	Value	Value
How to write the beginning using	1,8	2,53	3,4
How to match with using rocks	2	2,4	3,5
Neatness	1,6	2,66	3,5
Total	5,4	7,59	10,4
Average	1,50	5, 49	10,4
Percentage	40%	60%	80%

Based on the results of observations in Table 4.6 :

1. The achievement results at the pre-cycle stage received a total score of 5.4 with an average of 1.50, so the percentage of achievement was 40.63%, meaning that the indicators for each aspect of the assessment were still low.
2. In cycle 1 the achievement of the total score increased, namely 7.59 with an average of 2.31, so the percentage of achievement was 57.81%, meaning that the indicators for each aspect of the assessment had increased.
3. Then in cycle II the total score was 10.4 with an average of 3.23, so the percentage of achievement in cycle II was 80.69%, meaning the indicator increased more compared to pre-cycle and cycle I.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on improving initial writing skills using natural materials in group A at Shekinah Waisai Preschool, Raja Ampat Regency in the 2023/2024 school year, it can be concluded that the activity of matching number pictures using natural materials can improve the initial writing skills of group A children, and This is proven by the results of research carried out in October 2023 showing that the results for each individual or

indicator have increased significantly. This can be seen from the research results in cycle 11 reaching 81.00%. The process of playing by imitating numbers using stones has been researched over 4 meetings in 2 cycles with a meeting time allocation of 60 minutes for each meeting can improve the initial writing skills of group A Paud Shekinah Waisai, Raja Ampat Regency.

FURTHER STUDY

This research still has limitations so further research on the topic still needs to be carried out "Use of Natural Media for Early Children's Early Writing Skills."

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