



The Habit of "Let's Write Cheerfully" for Children Aged 5-6 Years Old

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ABSTRACT

Aim This research is early childhood as someone who is just starting the stage of development in the world with various experiences that children get. Children have their own weaknesses and strengths where the weaknesses and strengths of the child need to be considered and then developed according to their talents. This research can be a source to motivate children aged 5-6 years to like writing as a way of preparing themselves to enter school to the next level. **Method** is research articles from several "databases" using certain keywords in the period 2003-2020. There are 13 national journal articles and 5 international journal articles that meet the criteria in these keywords. **The results** showed that writing activities for early childhood can be done in various ways such as writing with comics, writing with pictorial media, writing with the obstacle course method so that learning to write becomes more effective and children become more cheerful in developing their fine motor skills in the field of writing.

KEY WORDS

early childhood; fine motor skills; writing

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INTRODUCTION

National Association for the Education Young Children (NAEYC) defines that early childhood or "early childhood" is a child aged zero to eight years. Children at an early age enter a period of fundamental growth and development before entering a period of growth at the next level.

Another definition was also explained by the Sub-directorate of Early Age Education which limits the age of early childhood, namely children aged zero to six years because at that age the child has completed learning in kindergarten.

Children are born with a variety of unique and diverse traits. This diversity is what makes children



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have weaknesses and strengths in every skill area. Children also have the freedom to choose self-potential development activities that have been provided by the school to determine their interest in participating in these activities. Early development of early childhood there are many diverse potentials because at the current age of children, the development and growth of children develop rapidly, physically and mentally.

Early childhood enters an important period for brain growth, intelligence, personality, memory, and other aspects of development in human life. The early development period of children during the "golden age" is very supportive of children's growth and development. The existence of growth and development barriers at this time can result in developmental and growth barriers in the future so that children find it difficult to grasp the concentration and easily ignore the material they receive.

Motor is all the movements that come from within the body or internally in a person that cannot be directly observed by the senses because motor itself is the sensory nerve of the capture of a stimulus which is connected to the brain (memory) - then the nerves in the brain make a decision to catch - which then stored from the motor nerves to the muscles into external motion or motion that can be observed by the senses (movement).

Motor movement is a movement that is indispensable for the life of an individual because motor movements are a big part of the intellectual development and skills of children. Motor development moves from proximal motion to distal motion which is commonly called proximodistal motion development, which means that a person's movement starts from large to small movements, for example a child can hug a doll rather than having to change the doll's clothes.

The development of children's motor skills is very influential, starting with children's activities that can move from a helpless state to a free state. Motor development can be adjusted in a school environment but it will be unfortunate for children who grow up with conditions that are not normal because it will hinder him from getting along and even he will be excluded or become a fringer (marginalized) child. This is very unfortunate because it will inhibit the growth of an abnormal child.

Learning is an interaction between educators and students on subject matter to achieve learning outcomes that produce teaching and learning activities. Learning is a process carried out by individuals so that the individual gets a change through interaction and the environment which will get personal experience in the individual both new and overall experiences.

Writing is a language activity that is productive and is included in the aspect of skills that are very important to be mastered as a support for the function of language as a means of communication. Writing can also be interpreted as a communication activity using written media as a means of delivery. The writing that is formed is a symbol or language symbol that can be seen and agreed upon for its use and use.

Writing activities use a person's fine motor development skills found in the fingers that coordinate with a person's brain and vision. Early childhood writing activities cannot be done carelessly because writing activities require stimulation and direction so that the written writing can be read by readers of the writing in accordance with the agreed writing for its use.

The appropriate stimulation of writing can be obtained from the guidance of adults such as parents when the child is at home and the guidance of the teacher when the child is in a school environment. The stimulation of writing is not only



in the form of writing tools, pens or pencils and writing books, but from fun play and learning activities by including writing activities so that children are motivated to write.

The development stage of early childhood writing is divided into several parts, including:

First. Scribble stage. This stage is the stage of scribbling or making signs with writing instruments, the child begins to learn written language using any writing tool that he thinks can be used as writing media.

Second. Linear repetitive stage. At this stage the child writes in linear repetition stages and produces horizontal writing like a picture of grass.

Third. Random letter stage. At this stage the child learns about the various forms of letters that can be accepted even though the letters that appear are still random or the writing is not complete

Fourth. Letter name writing or Phonetic writing stage. At this stage the child begins to make a relationship between writing and sound because the child will write what is heard even though the writing is not written from the spoken word, for example the sound of the word "dia" but the child will write with the word "diya"

The stages of writing development are indeed very important for early childhood because this is a fundamental activity in the writing process so that children can optimize their writing skills. Many teachers or parents only get children to start learning to write using only writing tools such as pencils, markers, crayons, and writing books, even though there are many other things that can be done through playing happily without leaving writing activities.

RESEARCH METHOD

This study is a collection of qualitative research with the "literature review" method. In this study, an analysis of the role of stimulants is to

accompany and develop children's growth and development in fine motoric growth in writing. The independent variable that is done is the children's habit of writing cheerfully. The population used is all types of journals from the results of research that describe the topic of fine motor development in early childhood. The sample used is a research journal with the topic of how to stimulate child development. The criteria for the selected journals are: (1) a fine motor development, (2) early childhood education, (3) a form of stimulation application for children's writing development, (4) motivation for children so that activities written with references in the form of articles of approximately 18 articles, 13 national journals with a period of 5 years and international journals with a term of 7 years with accredited quality and reputation.

RESULTS AND DISCUSSION

Fine motor skills in early childhood in Indonesia really need stimulation that is appropriate to the child's age and condition because at this time children still have low levels of concentration besides that children also easily feel bored with activities that are always the same. The analysis of 13 national journal articles and 5 international journal articles that were sampled in this literature review can be grouped into several sections regarding writing motivation, namely through methods, media, stimulation, and the stimulating effect of writing.

Table 1. Journal Analysis Results

No.	Aspects	Number of Journals	Percentage
1.	An influential method to motivate fine	There are 4 journal	22%



	motor skills in writing in children aged 5-6 years		
2.	Media that is influential to motivate fine motor skills in writing in children aged 5-6 years	There are 6 journal	33%
3.	Media that is influential to motivate fine motor skills in writing in children aged 5-6 years	There are 3 journal	17%
4.	The effect of stimulating writing on children	There are 5 journal	28%

Based on the research results from the table above, some of the motivations for learning to write children can be described through various parts as follows:

1. Method. There are 4 influential methods to motivate fine motor skills in the field of writing in early childhood, including:

The results of research conducted by Patmi Kasih, et al (2014) with the title "*Handwritten Character Recognition untuk evaluasi perkembangan kemampuan menulis anak PAUD*" in the similarity test of children's writing skills when writing using a ballpoint is less effective because usually children write with a pencil but this application improves writing skills. children because of the innovation of writing with a ballpoint.

The results of research conducted by Dewa Ayu (2015) with the title "*Meningkatkan kemampuan motorik halus dalam menulis dengan metode pemberian tugas berbantuan media gambar pada anak kelompok B2 semester II*" The results of giving assignments to children assisted by image media can improve children's fine motor skills in writing activities. because with this method children are not easily bored with the appearance of the pictures given.

The results of research conducted by Chandra Fauzi and Basikin (2020) with the title "*The Impact of the Whole Language Approach Towards Children Early Reading and Writing in English*" concluded that there was a significant impact on conventional methods rather than the whole language approach method, because in the conventional approach the teacher combines various teacher-centered learning methods so that teachers dominate learning.

The results of research conducted by Erez James Cohen, et al. (2018) with the title "*Precision in drawing and tracing tasks: Different measures for different aspects of fine motor control*" in drawing and tracing tasks performed do not show a correlation (value) in precision (level). accuracy) so that this approach can help the child's fine motor control more accurately.

2. Media. Media that are influential to motivate fine motor skills in writing in children aged 5-6 years are 6 journals.

The results of research conducted by Dwi Nomi Pura (2019) with the title "*Perkembangan motorik halus Anak Usia Dini melalui kolase media serutan pensil*". Research has shown that sticking with shavings to the collage can improve the fine motor skills of children as the flexion of their fingers. It's just that, there are children who have not been able to develop this is due to the help of other children who are considered annoying by the child.



The results of research conducted by Sabaria Agustina (2018) entitled *"Meningkatkan keterampilan motorik halus anak melalui bermain dengan barang bekas"*. That The fine motor skills of children can be improved through playing activities using used goods as a result of these activities, there are aspects of fine motor development that increase, such as squeezing, holding, squeezing, cutting, and the accuracy of the child's eye and hand coordination.

The results of research conducted by Farida Hariyani (2019) with the title *"Meningkatkan keterampilan menulis huruf pada Anak Usia Dini kelompok B dengan menggunakan media gambar"*. The use of picture media can improve writing activities by way of children thickening the letters of pictures and matching pictures by drawing lines to the appropriate image names, this can train children to write.

The results of research conducted by Ida Yeni Rahmawati (2018) entitled *"Komik sebagai inovasi dalam pengenalan keterampilan menulis pada PAUD"*. That comic media can affect children's writing skills. Visual-based comics can attract children's attention through the appearance of images and colors from comics, another benefit of comic media that can stimulate children's writing activities, namely that children learn to fill in questions or complete words from comic media.

The results of research conducted by Tareq Alzubi (2018) with the title *"Improving the Working Memory during Early Childhood Education through the Use of an Interactive Game-Based Learning Approach"*. Playing and learning with computer game-based gesture media improves children's basic fine motor working memory. The child observes the computer at a certain distance and then the child answers the question using small movements that are done by completing tasks through games.

The results of research conducted by Selia Dwi Kurnia (2015) with the title *"Pengaruh kegiatan painting dan keterampilan motorik halus terhadap kreativitas anak usia dini dalam seni lukis"*. Activities carried out using finger painting and brush painting. The results obtained from these two activities are finger painting activities that are more attractive to children because they use their fingers directly rather than brush painting activities that must use a brush.

3. The Role of the Teacher. The role of the teacher in stimulating children's fine motor skills in the field of writing in children aged 5-6 years has 3 influential journals, including:

The results of research conducted by Ana Widyastuti (2017) with the title *"Analisis tahapan menulis dan stimulasi anak kelompok B-1 di TK Islam Assaadah Limo Depok"*. An analysis of the children's writing worksheets is carried out by the teacher, if the child looks less capable the teacher provides more efficient stimulation in the development of children's writing because the teacher also plays a role in controlling the stimulation according to the child's ability.

The results of research conducted by Sugiono Kuntjojo (2015) with the title *"Pengembangan model permainan pra-calistung Anak Usia Dini"*. Writing activities can be stimulated not only by using writing instruments but by using games of obstacles until they reach the finish so that children can do writing activities. Obstacle games provide special challenges for children to do these activities.

The results of research conducted by Sri Astuti (2015) entitled *"Penggunaan media kartu huruf untuk meningkatkan kemampuan menulis permulaan di TK Intan Komara kelompok B"*. Stimulation from the teacher is given to children in the form of using letter card media, this can expand children's vocabulary and increase children's



writing habits by completing the missing letters in each word.

4. Effects of Stimulation. Apart from the role of the teacher, stimulation also has a significant effect on writing activities for children aged 5-6 years, there are 5 journals, including:

The results of research conducted by Lyudmila Moiseenko (2014) entitled "*Formation of the prerequisites of writing skills in Preschool Childhood with the help of specially organized multifunctional subject-developing environment*". Playing activities using multifunctional materials which are used as various skills can regulate children's positive emotions in order to develop fine motor skills and shape children's speaking skills and train hand-eye coordination.

The results of research conducted by Ati Kusumawati and Sunaria (2017) with the title "*Peningkatan kemampuan menulis permulaan pada anak usia 5-6 tahun melalui permainan plastisin*". The application of play activities with plasticine is very useful for increasing children's writing activities because playing activities using plasticine can flex children's fingers which can stimulate children's starting needs to write.

The results of research conducted by Nina Astria, et al (2015) with the title "*Penerapan metode bermain melalui kegiatan finger painting untuk meningkatkan kemampuan motorik halus*". Recognition at the beginning of children's learning needs to be considered because children may not know the objects or teaching materials provided. Therefore, children are given an explanation of the teaching materials used. Beginning writing with finger painting can improve the child's fine motor skills.

The results of research conducted by Rita Kurnia (2018) entitled "*Pengaruh media pensil karakter animasi Upin&Ipin terhadap kemampuan menulis anak*". The stimulation in the form of

pencil media with cartoon animation with the example of Upin & Ipin's cartoon animation is very effective to do because with this children have a more penchant for writing so that from children who cannot write (MB) to children who have the BSB category even BSH.

The results of research conducted by Michelle N. Maurer (2019) entitled "*Towards a better understanding of the association between motor skills and executive functions in 5- to 6- years old: The Impact of motor task difficulty*". Computer-based games that are done by pressing the response button with the instructions given then the child responds as quickly and accurately as possible, easy motor tasks will automatically work rather than difficult motor tasks, therefore the executive function (EF) is relatively few specific.

DISCUSSION

Fine motor skills of children aged 5-6 years can be emphasized in fun activities by enhancing the development of children in the field of writing and must consider the concentration of children's learning which is basically easy to change. In addition, the lack of concentration of children is an obstacle for teachers in providing stimulation. There are many problems with fine motor skills in children's writing activities in various PAUD, such as children who are less skilled at using their fingers.

Based on the results of the analyzed journals. Method that the teacher has provided is only done by writing on the board, then the children are only given instructions to write the appropriate letters or letters on the board. This can make children feel bored quickly and children's concentration to write quickly changes. In general, teachers providing activities at the beginning of writing are often focused on word formation tasks using worksheets rather than using meaningful contexts (Bingham et al. 2017).



The writing method is a sequence that needs to be developed by the teacher so that the teacher can manage teaching and learning activities with effective and efficient activities so as to motivate children to do writing activities. The activities carried out also do not leave characteristics in the learning method. Understanding and mastery of children's learning methods is absolutely necessary for preschool teachers (Solehudin, 2004: 77)

The journal results that are analyzed also focus on learning media used by teachers in motivating children's writing skills. The various learning media provided to children can be in the form of sticking activities using pencil shavings on the collage, using used media, or using pictorial media. This is none other than considering the tools and materials used.

Provision of the use of media, tools and materials to prepare the setting for learning and playing environments in Kindergarten should be based on several components, among others, improving children's motor development, stimulating children's motor development, and effect of injury (Martini Jamaris, 2006: 122-123). Therefore, the selection and arrangement of the learning environment needs to be considered by the teacher.

The role of the teacher in providing stimulation is needed by the child because the teacher / parent is someone who is experienced in providing guidance with the assistance process to develop optimal potential. The role played by the teacher can be in the form of analyzing observations or direct observations of children, providing activities that can increase children's motivation such as obstacle course activities, and expanding vocabulary in children.

The stimulation provided by the teacher does not only focus on children who have problems but the teacher also needs to stimulate children who are fine or children who do not show any problems,

this is done so that the teacher can achieve the fine motoric development of children in the field of writing, optimally developed. Therefore, teachers need to facilitate children's development and establish harmonious relationships with children (Ernawulan Syaodih, 2005: 137)

Based on the journal analysis above, there are several other factors influencing children's motivation to learn to write, namely the effect of stimulation, which means providing stimulation to achieve competence in attitudes, knowledge, and skills to children so that children's growth and development is achieved optimally. Stimulation is very beneficial to children if it is conveyed correctly and vice versa, if stimulation is delivered incorrectly it can bring various risks to the child.

Stimulation that affects children, among others, is playing with plasticine which can relax the fingers of a child, introducing tools and materials for children's play and learning activities, and providing motivation in the form of a diverse set of writing tools for children. Stimulation is best given during childhood, namely through play, because play is a source of development and forms a zone of proximal development (ZPD) (Vygotsky, 1967).

Many things have an effect on children's activeness in writing activities. Teachers should be more innovative in providing the learning process. One of the children's writing activities that needs to be avoided is when the teacher gives examples of writing through the blackboard and then the teacher gives orders to the child to copy. This activity makes children feel bored with ordinary activities. The habit of "Let's Write Cheerfully" for children aged 5-6 years can be used as an innovation by the teacher.

It would be nice for the teacher to include writing activities in children's play activities. In addition to some innovative children's writing activities in some of the journals above, the teacher



can also implement children's writing activities using sand media which is done by the way children write letters using their fingers with sand-based media, besides that the teacher can also use pebbles formed by alphabetical letters later. the child can apply his hand to follow the lettering.

CONCLUSION

Based on the results of the research and discussion that has been described in the previous section, it can be generally conveyed that in writing activities to train children's fine motor skills can be done in various ways and more effectively so that children are more cheerful in writing activities. This is obtained from the role and stimulation given by the teacher. The role of the teacher is very necessary in addition to guiding the teacher as well as observing the activities carried out by children in writing activities. The stimulation given to children is also not arbitrary, the teacher must pay attention to the aspects of child development at what age the child is now and how to implement activities that are appropriate to the child's age aspects.

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