



Success in Initial Writing Learning in the Post-Covid-19 Pandemic: the Role of Teachers and Parents

Lelianasari^{1*}, Vismaia S Damaianti² 

¹ Program Studi Pendidikan Dasar, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung, Indonesia

² Program Studi Bahasa Indonesia, Fakultas Pendidikan Bahasa dan Sastra, Universitas Pendidikan Indonesia, Bandung, Indonesia

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ABSTRAK

Keterampilan menulis permulaan di sekolah dasar memberikan kesempatan kepada siswa untuk membangun dasar yang kokoh dalam menulis. Namun, banyak siswa di sekolah dasar mengalami kesulitan dalam mengembangkan keterampilan menulis permulaan, seperti mengenal huruf, membentuk kata, dan menyusun kalimat yang koheren. Kurangnya latihan dan pengajaran yang efektif menyebabkan rendahnya minat dan motivasi siswa untuk belajar menulis. Penelitian ini bertujuan untuk menganalisis peran guru dan orangtua terhadap keberhasilan pembelajaran menulis permulaan pasca pandemic covid-19 bagi siswa kelas 2 Sekolah Dasar setelah 2 tahun siswa melakukan kegiatan pembelajaran daring karena merebaknya virus covid-19. Penelitian ini dikaji menggunakan metode penelitian kualitatif desain studi kasus. Penelitian ini didasarkan pada data primer ialah siswa kelas 2 dan guru kelas 2, data sekunder ialah guru bidang yang mengajar di kelas 2 dan wakil kepala sekolah bidang kurikulum. Teknik pengumpulan data yang digunakan ialah wawancara (indepth interview), observasi dan dokumentasi. Teknik analisis data yang digunakan ialah Milles and Huberman yang terdiri dari reduksi data, penyajian data, dan verifikasi data. Dilakukan juga uji kredibilitas data melalui triangulasi sumber data. Temuan penelitian mengungkapkan bahwa hal pertama yang perlu dipahami untuk persiapan menulis permulaan ialah kesiapan motorik siswa dengan terus berlatih menggoreskan pena, seperti membuat garis lurus, lengkung, dll. Pendampingan guru dan orangtua dioptimalkan melalui WhatsApps Group dengan membagikan video edukasi mengenai pembelajaran menulis permulaan. Pengajaran yang tepat pun memperoleh hasil yang baik dengan telah mampunya siswa sekolah dasar kelas 2 menuliskan susunan huruf yang bermakna dan terbaca.

ABSTRACT

Initial writing skills in elementary schools provide opportunities for students to build a solid foundation in writing. However, many students in elementary schools' experience difficulties in developing initial writing skills, such as recognizing letters, forming words, and constructing coherent sentences. Lack of training and effective teaching leads to low student interest and motivation to learn to write. This study aims to analyze the role of teachers and parents in the success of teaching initial writing for second grade of elementary school students after doing online learning activities due to the covid-19 outbreak. This research was studied using a qualitative research method with a case study design. This research is based on primary data, namely second grade students and teachers, secondary data are field teachers who teach in second grade and vice principals of curriculum areas. Data collection technique used is interview (in-depth interview), observation and documentation. The data analysis technique used is Milles and Huberman which consists of data reduction, data presentation, and data verification. Data credibility was also tested by means of triangulation of data sources. The research findings reveal that the first thing that needs to be understood in preparation for initial writing is students' motor readiness by continuing to practice writing pens, such as making straight lines, curves, etc. Teacher and parent assistance is optimized through WhatsApp Group by sharing educational videos about learning to write early. Appropriate teaching also gets good results with the ability of second grade of elementary school students to write meaningful and legible letters.

1. INTRODUCTION

The education system was shaken by the Covid-19 pandemic, which affected the learning system at all levels, such as elementary school, middle school, to university (Amit et al., 2020; Owusu-Fordjour et al., 2020). In this situation, the teacher tries to continue learning by utilizing technology. The impact of this new situation was felt by teachers and parents, especially in growing and strengthening students' motivation to remain enthusiastic about learning. For early-grade elementary school students, language learning is learning that acts as a song that students need to have to survive and continue their education (Hafner, 2014; Rahayu & Rosa, 2021). The Covid made language learning, including reading, reading and writing, worldwide made by most countries around the globe language learning tends to utilize social media services such as YouTube and Facebook, to general education technology, such as learning management systems or software that are used universally, as well as various platforms and programs specifically designed to prohibit multiple aspects of language, including realistic virtual environments and language learning applications, such as contextual-based applications to increase language vocabulary with a 3D virtual construction service using Omni-immersion Vision, which is an online VR construction tool that is useful for learning to read and write (Guo & Lan, 2023; Wolfe, 2021). Language learning conducted online for elementary school students in the early grades is not considered practical. Because in learning to read and write independently, students need direct learning exemplified by the teacher in class. There is an impact on the online learning process for elementary school students, such as the fact that the difficulties experienced by grade 2 students in learning to read and write in elementary schools are students' difficulties in recognizing letters, the size and shape of letters are not balanced, the writing comes out of the flow of book lines, letters left in a word, writing errors in a comment, slow essay, no spaces in writing and writing that is not clear or illegible (Hulwah & Ahmad, 2022; Mumpuni, A & Nur, 2022).

Humans without language will not be able to live and survive, and this needs to be realized by the whole community. The importance of this needs to be pursued jointly by teachers, parents and the community by providing continuous and goal-oriented learning. In learning to write at the beginning, there needs to be an understanding between the teacher and parents at home in the learning process; the learning method is studied, mastered by the teacher and parents, and then conveyed to students. For self-writing learning, the first thing that is prepared for students is fine motor exercises. This fine motor exercise is included in various types of activities, and this is where the role of teacher and parents of students sits together and set the strategy, where the fine motor muscles are in the hands and fingers of students (Jamaris, 2014; Patiño et al., 2020). In addition, as technological advances continue to develop, teachers face a challenge to master technology in learning, one of which is language learning (Meskill et al., 2020; Shafiee et al., 2022). In this case, learning to write is a complex task that requires the integration of various sensorimotor, visual perception, perceptual-motor, and cognitive skills. Writing activities are an integral part of the entire learning process experienced by students. Writing activities have various advantages, such as exploring our abilities and potential to develop ideas. If the initial writing is said to be a primary reference, it is hoped that the results of advanced writing skills will be better (Nisa, 2022; Rahman; Widya, R.N; & yugafiati, 2020).

Initial writing skills for low-grade elementary school students, writing for low-grade students are expected to be able to write spelling correctly and communicate ideas or messages. Writing and conveying it in stages using the approach of letters, syllables, words, or sentences requires continuous teacher and parental assistance every day, namely by utilizing social media (Naitili et al., 2019; Ningsih, 2019). Based on the results of observations in thematic learning in class 2 at SDN Cobleng District, Bandung City, students showed excellent writing skills on initial writing skills. Students can write letters and use capital letters and lowercase letters according to place; the arrangement of morphemes or word-for-word that can be understood means using appropriate punctuation. The researchers were enthusiastic by seeing grade 2 students' ability to write neatly, parallelly, and legibly on unlined paper. Based on interviews with class teachers, this results from the teamwork of teachers and parents in teaching consistent and continuous initial writing. During the learning process, the teacher also stimulates students by showing pictures and inviting them to converse; through these activities, students' vocabulary increases and becomes insightful for initial writing capital.

2. METHOD

This study uses a qualitative research method with a case study qualitative research design. The case study design is research that focuses on one selected phenomenon and wants to be understood in depth, ignoring other phenomena (Sukmadinata, 2007; Yusuf, 2017). This research was conducted at the Cobleng District Public Elementary School, Bandung City, in the 2022-2023 academic year in grade 2 with 25 students. This study uses primary data (classroom teachers) and secondary data (field teachers and

deputy head of school curriculum). The qualitative research data collection techniques are interviews, observation, and documentation (Creswell, 2019). The data analysis used in this study used Milles and Huberman's data analysis, with the stages of data reduction, data presentation, and verification/conclusion. After being analyzed, to obtain accurate and reliable data, in this study, a credibility test was carried out, which was meant to avoid bias and wrong perceptions, so in this study, the researchers used a type of triangulation of data sources (class teacher, subject, teacher and vice principal of curriculum field) which is interpreted as checking data from various sources to obtain objective data. Data trust is objective because it was revealed by several people involved in the research focus (Hermawan, 2019; Sugiyono, 2017).

3. RESULT AND DISCUSSION

Result

Based on the results of interviews with class II teachers, the Public Elementary School in Coblong District, Bandung City, in the 2022-2023 school year, which has returned to implementing face-to-face learning at school after the duration of learning was diverted through distance learning caused by the outbreak of the Covid-19 virus. For low-grade elementary school students, the main learning is optimizing reading and writing abilities which are primary human needs. Each class teacher has a prerogative right that has been given by the school to him to maximize learning services for all students. This right needs to be addressed wisely for the common good. Responding to learning to write the beginning, which took place in class II, the class teacher observed the student's constraints to provide appropriate treatment. After being observed, the teacher made a mind map of solutions and finally realized that the main thing that could provide students with successful learning was the cooperation of teachers and parents in providing learning assistance with one goal. Then, the teacher used this prerogative to form a class program called "Student Learning Development Consultation" with the participation of all parents and class teachers. These consultation activities are held by coming directly to the school once a week and through the WhatsApp Group social media service.

Meanwhile, based on the results of interviews with parents, it was urgent to create a consultation room to exchange information about student learning development, starting from the successes and obstacles encountered. This obstacle became the main task of forming a consultation room. In the end, the teacher made a strategy with an educational video containing the stages of learning to write, which is intended to assist students in studying at home. In the educational video made by the teacher regarding the preparation stage before writing letters, students must be directed by their parents to move their fingers and hands more often. This movement can be stimulated by parents making dotted lines to form straight lines first, followed by dotted lines to form curved, round, zig-zag, and other shapes. To give an interesting impression, students can thicken the dotted lines that form the various shapes using colored pencils. Remember that tutorial accompanies the educational video on holding a pencil and correct body position when writing. After the students are skilled enough to draw the dotted lines made by the parents with their colored pencils, they are prepared to start writing letters. Learning to write letters is still the same method as preparation before writing letters, namely forming letters by making dotted lines which are then directed to students to connect and bold them.

Then, based on the results of interviews with the vice principal for curriculum at the school, it was confirmed that the program was known and supervised by the school. In addition, the school also has a program that has been going on since the implementation of the 2013 Curriculum to the Merdeka curriculum, namely a learning assistance program for low-grade students which has been formulated by the school curriculum section, namely "Calistung (Read, Write, and Count)" which is done in 15 minutes before and after learning accompanied by the class teacher. In this program, the school assists by controlling so that the program runs as it should. The program's impact on the class teacher and the school showed progressive progress for students in their initial writing ability. The results of interviews with field teachers who also teach in grade II explain that the writing skills of grade II students are very good. Student writing is very readable and understandable by readers. Then, each letter that is written is by the rules of writing, such as placing capital letters at the beginning of the sentence and after the point, providing punctuation according to the context of the discussion, and the form of the letters that are written tends to be the same size and neat.

When the researcher made observations and documented them, the writing skills of the second-grade students in that class were very good; apart from what the field teacher had explained, the researcher saw the students' handwriting in their notebooks obtained very satisfactory scores. In addition, in the student's portfolio, several notes of student work are written on sheets of unlined HVS paper with legible writing. On the edges of the blank paper filled with various forms of images and colored by students, this, when confirmed, is one of the efforts to train students' fine motor skills to be more flexible and to maintain

their enthusiasm for learning. The research activities on several data sources prove this research is high quality. Because every result obtained from one source and then confirmed by another makes the research results in objective or by what is happening in the field. This is called the credibility test of triangulation of data sources.

Discussion

Initial writing learning can be successful of course because of the contribution of knowledge possessed by the teaching staff, in this case the teacher at the school. A teacher certainly needs to have expertise in language teaching, one of which is related to teaching initial writing. The identity of a professional teacher can be seen from the teacher's expertise in teaching language, they integrate and uphold self-image, knowledge, social perception, contextual, institutional, and characteristics that influence teaching style methodology, and that knowledge is obtained from the teacher's educational background in while a student (Pennington & Richards, 2016; Shafiee et al., 2022). The results of the study prove that student learning success is not only the task and responsibility of a teacher, but is a shared responsibility with the internal environment of students, namely parents regarding parenting with regard to emotional control as well as affection, as well as the magnitude of the influence of the playing environment students (Cowling & Van Gordon, 2022; Muhsyanur et al., 2022; Russell et al., 2023). In addition, based on the results of previous research, it says that the role of parents as mentors at home should be able to explain and motivate students to create a comfortable learning situation and students are excited again to fulfill their responsibilities as students (Arifin & Yanti, 2021; Dalgleish et al., 2020).

Home is the first environment for every human being who is just born into the world, this environment is called the first internal environment for every human being when taken into the world. Everything related to the formation of character, attitude, motivation, and so on is first introduced and taught by the internal environment, namely the home. Because the role of parents must be aligned with the goals pursued by teachers in schools in supporting learning success, because it should be, the success of students in learning is a shared responsibility with their parents. Appropriate parenting patterns will prevent students from excessive stress. Parents' parenting patterns for students require age and mental maturity, neurobiology sees that levels of negative parenting to children will trigger behavioural actions of using prohibited substances, because mentally and mentally healthy children are born to parents who are mentally and mentally healthy (Kepple, 2018; Rutherford & Mayes, 2019). The awakening of positive motivation in students becomes access that can make it easier for students to participate in learning activities. Basis is like fuel that determines that he can grow and develop, move and make changes. Motivation in language learning has been highlighted in the literature and research that in learning vocabulary, teachers can use a process-oriented approach and operationalize vocabulary learning as a cyclical process. This model proposes that the construction of motivation affects the development of vocabulary knowledge formulated by the author is explanation seems to be involved in all stages of vocabulary learning, then motivation also influences a person's enthusiasm for action and it is influenced by a leader who needs to have expertise in managing a program (Chua & Ayoko, 2021; Lee et al., 2022)

All parents always want the best for their children, but not all parents know and understand how. So, in language learning related to the ability to write this beginning, there needs to be active and intensive assistance between teachers and parents of students to plan success strategies. Strategies in language learning based on research that has been done can be by conducting student exchanges to recognize the cultural diversity of other people, with the aim that students increase vocabulary richness through a wealth of insight and experience (Owaki et al., 2019; Zhong et al., 2021). For most students when asked about the benefits of writing, based on research that has been researched that elementary school students highlight when we are literate it will make life easier and have a very important role in life, such as getting a job in the future and solving problems. Therefore language acquisition is influenced by several factors such as maturity, mental and physical development, linguistic development, previous learning experience, environment with increased awareness of literacy, life experiences in developmental stages, acquisition of basic skills, and social and cognitive support provided by the teacher and adults for students in the language learning process (Çakiroğlu, 2018; Seban & Tavsanli, 2015). Collaborative learning can be a solution used by teachers to provide a positive stimulus to students' enthusiasm for learning, because teamwork gives confidence and helps students achieve the main goal of starting writing, namely preparing students to be able to write well, by practicing random strokes to form letters. , to finally be able to compose a long discourse (Remi et al., 2013; Sever & Akyol, 2022).

4. CONCLUSION

Language skills problems in early-grade elementary schools are mainly in reading and writing. These two skills are interrelated and influence each other. For writing skills, the problem that often occurs is the inability of students to write letters with perfect shapes, with that students only need a lot of practice to prepare their fingers and hands to start writing. Writing is an activity related to brain intelligence that can convey ideas in the mind to the hands and fingers and pour into the form of writing. Writing activities look so simple and not so attractive. Still, we know and learn very well that writing activities can only be done by humans who are physically and mentally balanced and healthy. The physical and mental balance makes humans perfect, and it can be obtained from a person's writing ability.

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