EFFORTS TO IMPROVE WRITING SKILLS AND RECOGNIZE EARLY CHILDHOOD NUMBERS AT AISYIYAH BUSTANUL ATHFAL IV

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Abstarct: *Writing skills are important to be trained from an early age. In terms of writing training, there are several important things that need to be considered, such as children's development and age, fun training for children, and others. The importance of practicing writing skills pays attention to the quality of children's writing related to the importance of writing skills. When assessing a child's writing ability, you can use the level of normal developmental abilities of the child, especially those aged 4-5 years. This criterion is used to monitor the writing skills of early childhood. There are 3 metrics, namely: wearing symbols, creating meaningful doodles, and imitating writing styles. This study aims to describe the application of writing and number recognition skills in Aisyiyah Bustanul Athfal IV Kindergarten. The research subjects used early childhood or group A, school principals, and teachers. Data collection techniques using the method of observation, interviews, and documentation. The results of this study indicate that the skills of writing and recognizing numbers in TK Aisyiyah Bustanul Athfal IV have been implemented well, meaning that children's skills are developing very well. However, there is hope to maximize children's writing skills.*
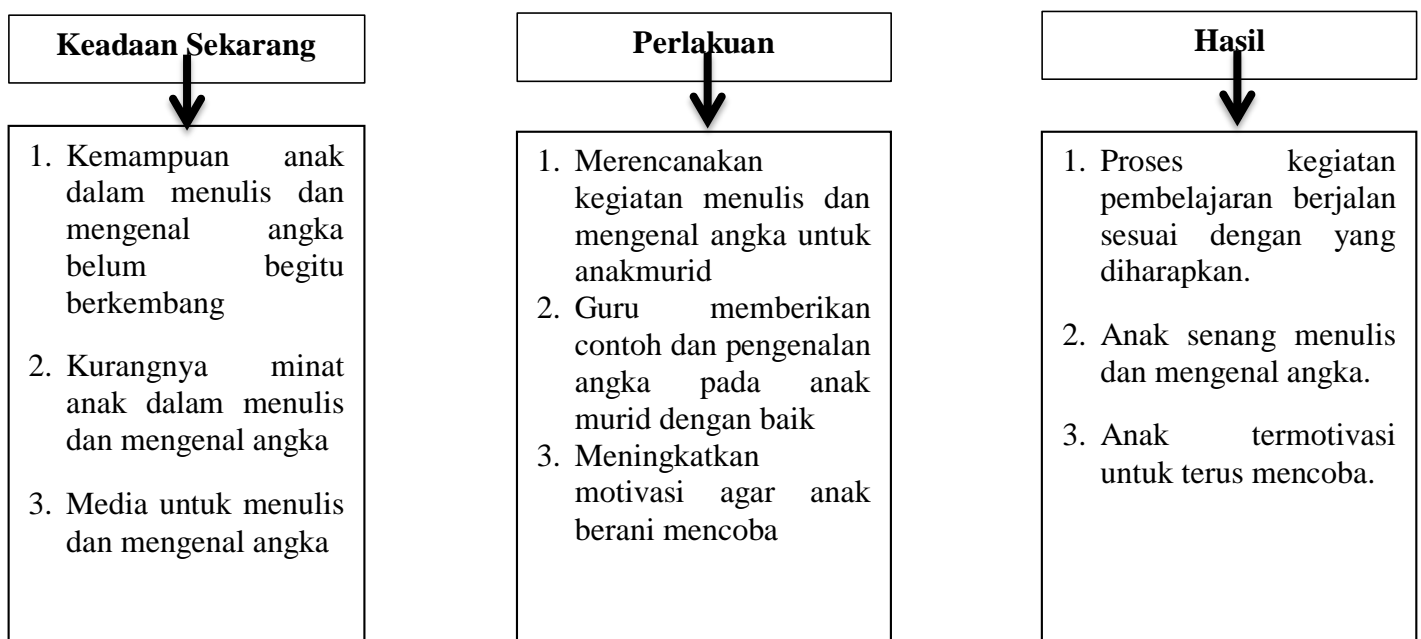*Keywords : Writing skills, recognizing numbers, early childhood*

PRELIMINARY

Early childhood education is a coaching effort aimed at children from birth to the age of 6 years which is carried out through fostering educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education or equivalent to elementary school education (SD). Early childhood education is expected to help develop the abilities of various potentials in children which are useful as life skills for the next child and continue to the next level without any obstacles. Aspects of development that are stimulated include religious values, moral, social, emotional, cognitive, language, art, physical motoric. In every learning activity, early childhood applies the method of playing while learning and learning through play as a slogan in their learning. One aspect that is developed in early childhood is language, which includes receptive language. Receptive language is a child's language ability to capture, understand, and convey information obtained through spoken language. Receptive language development materials include reading and listening activities for children. In addition to receptive language, aspects that are developed in early childhood also include expressive language. According to (Asiah, 2018) Suhartono (2005:20) expressive language is a child's language ability by saying articulation sounds or words to express, state and convey thoughts, ideas, and feelings. Expressive language development materials include children's speaking activities. The next aspect of early childhood language development is literacy. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education, article 10 reads "Literacy includes

understanding the relationship between the shape and sound of letters, imitating the shape of letters, and understanding words and stories" (NUH, 2014).

The Ministry of Education and Culture has issued Permendikbud 137 concerning National Standards for Early Childhood Education in which there is an STPPA (standard for the level of achievement of early childhood development) where the standard is used as the basis or benchmark for achieving aspects of child development that are adapted to the child's age. The STPPA also regulates children's achievement in writing. If it is related to the pros and cons that occur, the pros and cons can be resolved by reviewing the STPPA as a basis for consideration in training early childhood writing skills. According to Permendikbud 137, STPPA in writing activities for children aged 4-5 years are: recognizing symbols, making meaningful scribbles and imitating writing. So the STPPA is used as a reference as a benchmark for achieving writing skills for children aged 4-5 years.

Writing skill is the ability to express thoughts through written symbols. Henry Guntur Tarigan (2009.23) defines "Writing skills are imitating or describing number symbols using a language that is understood by someone". Beginner's writing ability is not much different from beginner's reading ability. At the initial basic level, learning to write is more oriented to the ability to recognize letter symbols. In general, children have done writing activities before children enter school or before children receive formal writing lessons at school. This can be seen when children see writing tools, such as pencils, pens, markers, crayons, children will spontaneously use these writing tools to write, even though they are made in the form of unclear scribbles and the shape of floss.

Table 1
Troubleshooting Framework

Keadaan Sekarang	Perlakuan	Hasil
1. Kemampuan anak dalam menulis dan mengenal angka belum begitu berkembang 2. Kurangnya minat anak dalam menulis dan mengenal angka 3. Media untuk menulis dan mengenal angka	1. Merencanakan kegiatan menulis dan mengenal angka untuk anakmurid 2. Guru memberikan contoh dan pengenalan angka pada anak murid dengan baik 3. Meningkatkan motivasi agar anak berani mencoba	1. Proses kegiatan pembelajaran berjalan sesuai dengan yang diharapkan. 2. Anak senang menulis dan mengenal angka. 3. Anak termotivasi untuk terus mencoba.

The type of research used in this research is Classroom Action Research (CAR). This research was conducted at Aisyiyah Bustanul Athfal IV, North Labuhan Batu Regency. This research was conducted in 3 cycles. And the subjects of this study were the children of group A TK Aisyiyah Bustanul Athfal IV, totaling 12 0 people. This research was conducted in 3 cycles, carried out at 4 meetings in each cycle.

Observations, interviews, and documents became research tools for this research. Observation activities are carried out simultaneously with the learning process. The things that are recorded in the observation activities are skills related to writing and number recognition. The technique used for data collection consisted of observation, interviews and

documentation. Observation is a method to determine the development of children's abilities by seeing and observing directly. These observations are made during the learning process to help children write and recognize numbers well by obtaining data that can improve their writing and number recognition. Interview is a method of direct interviews with children and teachers to dig up information and collect data. Interviews were conducted to obtain information about the development of writing skills and number recognition through learning activities.

RESULTS AND DISCUSSION

This research was conducted in 3 cycles, each cycle has 6 meetings. Which starts on August 1, 2022 until August 30, 2022. This activity is carried out by providing guidance to students in TK Aisyiyah Bustanul Athfal IV in order to be able to write and recognize numbers, while the number of students involved are 12 students, namely: 8 students boys and 4 girls.

After this research was carried out by passing a pre-cycle process and three cycles with treatment, the results can be seen in the table below:

Table 2
Results of the Development of Writing and Recognizing Numbers

No	Name	Children's Ability to Point				Children's Ability to Say Numbers				Children's Ability to Write Numbers			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB
1.	AishwaAsy-Syura Achmad	✓					✓			✓			
2.	Akhtar Al-Affan		✓				✓			✓			
3.	Almeer Karel Rezqiano	✓					✓			✓			
4.	Al Muta Ali Wicaksono	✓					✓			✓			
5.	Arsya Al-Habsyi		✓				✓			✓			
6.	Khalid Ali Munthe	✓					✓			✓			
7.	M.Zaidan Fawwas	✓					✓			✓			
8.	Nadhifa Salsabila			✓				✓			✓		
9.	Raffania Rizky Adha	✓					✓			✓			
10.	Raffasya Mauza Irfi	✓					✓			✓			
11.	Rasya Alfarizi Siregar		✓				✓			✓			
12.	Zahra Nasution		✓				✓			✓			

Information :
BB   = Undeveloped
MB   = Start Growing

BSH   = Developing as Expected
BSB   = Very Well Developed

Table 3
nitial conditions of children's creativity before taking action

No	Achieved abilities	BB	MB	BSH	BSB	Number of children
		F1	F2	F3	F4	(%)
1.	Children's Ability to Point	7	4	1	0	12
		58,3%	33,3%	8,3%	0%	100 %
2.	Children's Ability to Say Numbers	0	11	1	0	12
		0%	91,6%	8,3 %	0%	100 %
3.	Children's Ability to Write Numbers	11	1	0	0	12
		91,6%	8,3%	0 %	0%	100 %

Information :

$$P = \frac{f}{n} \text{ x } 100\%$$

P   : Percentage Number
f   : Number of children who have changed
n   : Total number of children

The table above shows the conditions of learning before conducting research, namely:
1. Children are able to point to numbers, which have not developed 58.3% (7 children), started to develop 33.3% (4 children), developed as expected 8.3% (1 child), and developed very well 0% (0 child).
2. Children can name numbers, which have not developed 0% (0 children), started to develop 91.6% (11 children), developed as expected 8.3% (1 child), and developed very well 0% (0 children) .
3. Children can write numbers, who have not developed 91.6% (11 children), began to develop 8.3% (1 child), developed as expected 0% (0 children), and developed very well 0% (0 children) .

First Cycle
1) Meeting in the first cycle, the child has not been able to point to numbers correctly.
2) The researcher greeted the children, followed by praying Duha, praying, recognizing numbers, and telling stories.
3) Researchers explain about recognizing numbers.
4) Researchers provide examples of how to pronounce numbers correctly.
5) Researchers provide guidance to underprivileged children in mentioning numbers.
6) The researcher closed the activity by singing, praying, and greeting.

Table 4
Cycle I Writing and Recognizing Numbers at TK Aisyiyah Bustanul Athal IV

No	Achieved abilities	BB	MB	BSH	BSB	Number of children
		F1	F2	F3	F4	(%)
1.	Children's Ability to Point to Numbers	4	7	1	0	12
		33,3%	58,3%	8,3%	0%	100 %
2.	Children's Ability to Say Numbers	0	10	2	0	12
		0%	83,3%	16,6 %	0%	100 %
3.	Children's Ability to Write Numbers	11	0	1	0	12
		91,6%	0%	8,3 %	0%	100 %

The table above shows the conditions of learning before conducting research, namely:
1. Children are able to point to numbers, which have not developed 33.3% (4 children), started to develop 58.3% (7 children), developed as expected 8.3% (1 child), and developed very well 0% (0 child).
2. Children can mention numbers, which have not developed 0% (0 children), started to develop 83.3% (10 children), developed as expected 16.6% (2 children), and developed very well 0% (0 children) .
3. Children can write numbers, 91.6% (11 children) have not yet developed, begin to develop 0% (0 children), develop as expected 8.3% (1 child), and develop very well 0% (0 children) .

Second Cycle
1) In the second cycle meeting, the child has not been able to name and recognize numbers according to the correct instructions, but there are some children who are able to name and recognize numbers well.
2) The researcher greeted the children, performed the dhuha prayer, followed by praying, telling stories, singing, recognizing numbers, and doing learning media with origami paper.
3) Researchers provide an explanation of how to pronounce numbers correctly.
4) Researchers motivate children and praise children.
5) Researchers conduct a review to find out the extent of the child's development.
6) The researcher closed the activity by telling stories, singing, praying, and greeting.

Table 5
Cycle II Writing and Recognizing Numbers in TK Aisyiyah Bustanul Athfal IV

No	Achieved abilities	BB	MB	BSH	BSB	Number of children
		F1	F2	F3	F4	(%)
1.	Children's Ability to Point to Numbers	1	10	1	0	12
		8,3%	83,3%	8,3%	0%	100 %
2.	Children's Ability to Say Numbers	0	9	3	0	12
		0%	75%	25%	0%	100 %
3.	Children's Ability to Write Numbers Achieved abilities	8	3	1	0	12
		66,6%	25%	8,3%	0%	100 %

The table above shows the conditions of learning before conducting research, namely:
1. Children are able to point to numbers, which have not developed 8.3% (1 child), started to develop 93.3% (10 children), developed as expected 8.3% (1 child), and developed very well 0% (0 child).
2. Children can say the numbers, which have not developed 0% (0 children), started to develop 75% (9 children), developed as expected 25% (3 children), and developed very well 0% (0 children).
3. Children can write numbers, 66.6% (8 children) have not yet developed, begin to develop 25% (3 children), develop as expected 8.3% (1 child), and develop very well 0% (0 children) .

Third cycle
1) In the second cycle meeting, the child has not been able to name and recognize numbers according to the correct instructions, but there are some children who are able to name and recognize numbers well.

2) The researcher greeted the children, performed the dhuha prayer, followed by praying, telling stories, singing, recognizing numbers, and doing learning media with origami paper.
3) Researchers provide an explanation of how to pronounce numbers correctly.
4) Researchers motivate children and praise children.
5) Researchers conduct a review to find out the extent of the child's development.
6) The researcher closed the activity by telling stories, singing, praying, and greeting.

Table 6
Cycle III Writing and Recognizing Numbers in TK Aisyiyah Bustanul Athfal IV

No	Achieved abilities	BB	MB	BSH	BSB	Number of children
		F1	F2	F3	F4	(%)
1.	Children's Ability to Point to Numbers	0	10	1	1	12
		0%	83,3%	8,3%	8,3%	100 %
2.	Children's Ability to Say Numbers	0	7	4	1	12
		0%	58,3%	33,3%	8,3%	100 %
3.	Children's Ability to Write Numbers Achieved abilities	6	4	2	0	12
		50%	33,3%	16,6%	0%	100 %

The table above shows the conditions of learning before conducting research, namely:
1. Children are able to point to numbers, which have not developed 0% (0 children), began to develop 8.3% (10 children), developed as expected 8.3% (1 child), and developed very well 8.3% (1 child).
2. Children can say the numbers, which have not developed 0% (0 children), began to develop 58.3% (7 children), developed as expected 33.3% (4 children), and developed very well 8.3% (1 child).
3. Children can write numbers, which have not developed 50% (6 children), began to develop 33.3% (4 children), developed as expected 16.6% (2 children), and developed very well 0% (0 children) .

CONCLUSION

Based on the initial results and observations from cycles I, II, and III learning activities for writing skills and recognizing numbers in Aisyiyah Bustnul Athfal IV Kindergarten children can recognize numbers easily and can pronounce numbers correctly, this is marked by an increase in children's writing and speaking. numbers well, which is seen from the first cycle, second cycle, and third cycle. Therefore, it can be stated that the Class Action Researcher (CAR) with efforts to write and recognize numbers in children at Aisyiyah Bustanul Athfal IV Kindergarten is increasing and running as expected.

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