

The Role Parents Beginning Writing Learning as An Effort to Support Learning Primary School

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Abstract. In early elementary school classes, during initial writing learning, students face various difficulties, for example, recognizing letters, forming words, and constructing coherent sentences. This research uses a qualitative phenomenological design approach. The research was based on primary data from five parents of grade 1 elementary school students. The data collection techniques used were interviews, observation, and documentation. The data analysis technique used is Milles and Huberman (reduction, presentation, and verification). Data credibility testing was also carried out through data source triangulation. Research findings show that the key to the success of students' initial writing learning is the role of parents at home. Parental support so that students are enthusiastic about learning is by providing stationery, study space, agreed study hours, and giving more appreciation. Parents direct students to form more lines and draw when learning to write. Then, when students learn to write letters, parents use checkerboard books so that the morphology of the letters and the distance between the letters are consistent. Students are instructed by their parents to write down the names of objects at home. Parents' main focus is to foster students' learning motivation by paying attention to students' self-confidence in learning to write.

Keywords: Parents, Beginning Writing, Elementary School.

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INTRODUCTION

Education systems worldwide, including Indonesia, were shaken by the COVID-19 pandemic, which greatly affected the learning system. This impact is felt deeply by teachers and students in lower-class elementary schools who still really need direct learning assistance at school and must be transferred to online learning. In the lower elementary school grades, education is more directed at developing language skills, one of which is beginning writing. In conditions at that time, online education still had to be enforced, and the most expected contribution was the role of students' parents at home. Many things can be used as an alternative to learning to start writing, one of which is through empowering social media such as YouTube. Beginning writing learning can also use digital technology, such as 3D virtual construction services using Omni-immersion Vision, which helps learn to read and write (Wolfe, 2021; Guo & Lan, 2023). However, initial writing learning for lower-grade elementary school students is less effective. In learning to start writing, students need direct understanding with the teacher modelling reasonable writing procedures. The impacts of the online learning process for lower-grade elementary school students include difficulties in recognizing letters, the size and shape of letters being unbalanced, students' writing coming out of the lines of the book, and some notes being left behind. Hence, they are not meaningful, they are slow in writing, and their writing tends to be sloppy. Transparent, and the readability level is still low (Mumpuni, A & Nur, 2022; (Hulwah et al., 2020).

This is often a problem because writing skills support learning activities for students. This is very important to discuss and be of concern to all parties, including teachers and parents, by providing continuous learning from teachers at school and parents at home. In initial writing learning, the role is not only teachers but parents of students also need to provide learning assistance to students, considering that the time available at school is limited, which impacts the lack of optimal learning services teachers offer. In early writing learning, the critical thing to know

is the readiness of students' fine motor skills. This motor training is included in various types of activities, and this is where teachers and parents of students must have the same goal and start determining a strategy for the readiness of students' fine motor skills in the hands and fingers (Jamaris, 2014; Patiño et al., 2020). This strategy can be pursued by utilizing technology because, as time goes by, teachers and parents of students need to be literate in using technology, one of which is in language teaching (Meskill et al., 2020; Shafiee et al., 2022). In this case, learning to write is the most complex language skill and manifests all existing language skills, such as listening, speaking, and reading. Therefore, acceptable motor readiness when learning to start writing will significantly impact students' advanced writing results in the next class and level of education (Rahman et al., 2020; Nisa, 2022).

The goal of beginning writing for lower-grade elementary school students is that students can hold a pencil correctly, copy letters, and produce clear and legible writing. Students need the role of parents at home to provide learning assistance because the learning to start report takes place continuously every day (Ningsih, 2019; Naitili et al., 2019). Based on the results of observations in first-grade Indonesian language learning at SDN Serang Banten, students showed excellent writing skills. In student notebooks, students can write with clear and legible letter morphology, not out of line, and neatly. Researchers were enthusiastic about seeing the initial writing abilities in the first grade. Based on interviews with class teachers, the teacher explained that the success of students' initial writing was partly influenced by students' learning at home with their parents. Therefore, the researcher felt interested in researching parents of first-grade students with the title "the role of parents in beginning writing learning as an effort to support learning in primary school".

METHOD

This research uses a qualitative phenomenological design approach. Phenomenological design is research that focuses on extracting information from a person's experience of a phenomenon (Barnawi & Darajat, 2018). This research was conducted on parents of first-grade elementary school students in Serang, Banten, with five parents for the 2022-2023 academic year. This research uses primary data, namely parents of first-grade students. Data collection techniques in this research are interviews, observation, and documentation (Creswell, 2019). The data analysis uses Milles and Huberman data analysis with stages of data reduction, data presentation, and verification or conclusions. After examination, to obtain accurate and reliable data in this research, a credibility test was carried out using technical triangulation (parent interview results were also seen based on observations or actions taken), which aimed to minimize bias and misperception. Data trustworthiness is objective because what the source says aligns with their efforts (Hermawan, 2019; Sugiyono, 2017).

RESULTS

Based on the results of interviews with five parents of first-grade students at Serang Banten Elementary School for the 2022-2023 academic year, which coincided with the return to face-to-face learning since the outbreak of the COVID-19 virus, which had implemented online learning. For first-grade students in elementary school, this is the initial class where education is more focused on developing language skills, one of which is initial writing skills. This initial writing is a primary need for all students to support learning activities. All teachers strive to develop these skills in all learning activities. However, due to the many demands placed on teachers and the minimal learning time provided for developing initial writing skills, this ultimately requires parents at home to support students' learning success by carrying out less than optimal learning activities at school, in this case, teaching initial writing. The first thing that teachers and parents need to know and understand is that the learning outcomes obtained by students are the result of support from all subjects and the environment. So, schools and teachers are not the only places and people who can guarantee the birth of students with character and intelligence. This requires a process and involvement of other parties, one of which is the role of parents at home. The teacher has attempted this by holding socialization at the start of the new school with all the students' parents at school. The teacher provides understanding and direction regarding things that

students' parents can try at home in terms of teaching beginning writing. Teachers also offer flexibility for all parents of students if they want to discuss further by coming to school.

Meanwhile, the student's parents also said they were happy because they felt they had been given the trust by the teachers to help provide learning assistance to the students at home with the teachers' patience in providing understanding and guidance. The first thing parents do as a result of consultation with teachers is observe students' learning styles, learn what time students prefer to study and control students' activities between playing and exploring. After obtaining this data, the student's parents began to ask questions about the initial writing lessons they received at school to find out the teachers' teaching style and whether students were responsive enough to their teachers' instructions at school. Furthermore, three out of five parents agreed in advance with their students that even at home, the students had study hours with their parents as teachers. The agreement is intended so that students know that learning is not only at school but at home; there are also hours for studying. A crucial thing that needs more attention is the communication style of parents when communicating with students. Parents still have to convey and make efforts, so students want to learn without forcing them. Meanwhile, the other two parents did not implicitly agree with the students but still paid attention so that the students did not feel compelled to want to study. Usually, they directly invited them to learn together by speaking a language full of affection towards the students.

After making a mutual agreement, parents began to prepare for learning. This readiness started by providing the writing tools needed by students, such as pencils, erasers, and notebooks, and four out of five parents of students used checkered notebooks as the leading media used for learning to write. Beginning. Student's parents also provide a comfortable place to study; two out of five parents choose to study in their room because students focus and are not disturbed when other siblings are doing activities. The other three parents chose comfortable study rooms in the living room and on the back terrace of the house because students preferred this part of the room at home. After that, three out of five students' parents agreed on a study time of fifteen minutes with two breaks; these break activities included being allowed to eat and drink. Meanwhile, when the other two parents finished studying, it was determined by the students' boredom from looking for no less than ten minutes, which they currently felt. While studying, students can eat and drink but not play with cell phones.

Three out of five parents started the initial writing learning at home by instructing the students to move their hands first with drawing, colouring and so on activities until finally writing the letter shapes. Two other parents immediately directed the students to learn to write letters with the help of checkered books, and all parents started with the students learning to form capital letters. During learning activities, parents always appreciate students' writing results, for example, giving verbal praise, kisses, and stroking the head while saying, "You are great; you are a smart child" to students. Three of the parents promised prizes to students when the students could complete the challenges given to them, and these prizes were sometimes in the form of food, new notebooks, new pencils, and other items to support their learning to write. When students make mistakes or start showing early learning boredom, parents usually start by providing motivation to stay enthusiastic, slowly asking what makes them bored, asking what they want to feel comfortable going back to studying, etc. Parents are also reminded that students' dreams can be achieved if students learn hard. Four of the student's parents provide more space for expression for students, namely by allowing them to play or do other activities they enjoy for a maximum of three minutes.

This has been done by all parents continuously, and the result is that the students' handwriting improves. The morphology of students' writing is consistent, the distance between letters and words is constant, resulting in legible writing, and the book's surface is not worn and remains clean. All parents said that the key to success came from parents' patience in teaching students to write. Without that patience, students will not find positive learning changes. Put, students will be braver towards their parents; that is what all parents feel, and that is a challenge that parents need to address wisely. This wise attitude must not eliminate the student's sense of comfort with his parents. It must replace it with fear and a growing rigid attitude because it will interfere with students' concentration and motivation.

The researcher also carried out observations to see the activities of parents and students when studying together. The atmosphere created by the researcher felt full of affection because parents tended to say more kind words and were readily accepted by the students. Invitations that do not make students feel like they are being told to do so, and when students make mistakes, showing that they are bored with learning, parents still encourage and instead ask students what makes them like that and what they want to do to get enthusiastic about learning again. Researchers see that parents pay attention to students' psychology and want to learn continuously about the world of elementary school children with their various behaviours. The student's parents also gave examples of how to write letters well several times to correct the student's writing mistakes. Initial writing teaching carried out by parents is structured from writing capital letters first lower case letters to later forming words that involve capital letters and lower case letters. In this initial writing material, parents mostly direct students to write the names of objects in the home environment, such as "Brooms, Spoons, Plates, Bowls, and so on". The atmosphere created is very intimate and conducive because parents and students both understand the learning situation and the learning atmosphere created is very close to the students. This can be seen from the material parents choose to use for students to practice writing. The researcher also saw the results of the student's paper in the lined notebooks and checkered notebooks that the students' handwriting was indeed legible and clear. The letters' morphology was consistent, and the lines drawn by the students were very straight and not jagged or wavy.

DISCUSSION

The main contribution to the success of initial writing learning is the knowledge and abilities of the teaching staff, in this case, teachers at school and parents at home, in implementing lifelong learning. When at home, parents for students will become teachers who will provide direction and guidance for students in education. Parents also need a professional attitude when they act as teachers for their students at home. One of the professional attitudes is knowing teaching methods (Pennington & Richards, 2016; Shafiee et al., 2022). Based on the research results, the contribution to learning success must also be pursued by all parties, including parents. Parents or family are students' first environment; therefore, they have more or less influence on students because there is a parenting style that naturally forms emotional control and affection (Muhsyanur et al., 2022; Cowling & Van Gordon, 2022). In previous research, it was found that the role of parents as mentors at home should be able to explain and provide motivation to students so that a comfortable learning atmosphere is created and students become more enthusiastic about learning as they become model students (Dalglish et al., 2020; Arifin & Yanti, 2021).

Home is the first environment for everyone newly born into the world, which is called the internal environment closest to humans. It starts with the parenting style students receive at home and will be carried over when students are outside the home environment. Students in the home environment first obtain the formation of character, attitudes, motivation, and so on with their parents. Therefore, parents' role must align with the goals expected by teachers at school to strive for successful learning jointly. Student success should be pursued by teachers and parents at home, who must know their duties and responsibilities in influencing students. Effective parenting patterns from parents towards students require maturity in terms of age and mental maturity. Neurobiology discusses that negative parenting patterns towards students will trigger the emergence of various bad attitudes and actions (Kepple, 2018; Rutherford & Mayes, 2019). The importance of positive motivation in students is the main asset in making it easier for students to follow the learning series. Motivation in language learning has been highlighted in literature and research that in learning vocabulary, teachers, in this case, parents at home, can use a process-oriented approach and operate vocabulary learning as a cyclical process. This model proposes that the consequences of motivation influence the development of students' vocabulary knowledge in learning, and this requires expertise in managing the program (Chua & Ayoko, 2021; Lee et al., 2022).

Every parent has the best hopes for all students, but not all parents know and understand how. So, in language learning related to initial writing learning, there needs to be continuous guidance from teachers and students' parents at home to support learning at school. Parents also

need to know strategies for language learning; in the research that has been carried out, they can explore whatever is in the surrounding environment, such as in this case, when at home, students are directed to learn to know the names of objects in the house (Owaki et al., 2019; Zhong et al., 2021). Use materials that are close and known to children, one of which is the names of objects in the home environment. For the majority of lower-class students in elementary schools, based on research, when asked about the benefits of writing, they tend to focus more on literacy because it will make life easier and has a significant role in supporting daily living needs, such as making it easier to get work when in the future. Therefore, language acquisition is influenced by several factors such as maturity, mental and physical development, language development, previous learning experiences, an environment with high literacy awareness, and it tends to contribute more to the student's internal environment, namely the role of parents (Seban & Tavsanli, 2015; Çakiroğlu, 2018). Learning to start writing can also be attempted using various media, not just limited to paper or notebooks, because along with the development of science and technology, learning to start writing in elementary schools can be attempted using technology aids with digital books. The most important thing is that the aim of this initial writing lesson is not lost and misguided, namely to prepare students to be able to write well and focus on the development of students' fine motor skills with various training that can be carried out such as making random scribbles, drawing, colouring, until finally, students are ready to write. Letter morphology refers to composing words and discourse (Remi et al., 2013; Sever & Akyol, 2022).

CONCLUSION

Language skills problems in lower grade elementary schools, especially beginning writing skills. This writing skill supports the learning process, and the issues that are often encountered are the level of readability of students' writing, which is still low with inconsistent letter morphology, the distance between letters and words being too far, resulting in fewer or more letters which ultimately do not contain a precise meaning. Writing is an activity related to the brain's intelligence in conveying ideas in the mind to the hands and fingers and putting them into written form. This activity needs to be acknowledged as it is very complex, requires effective action, and takes place in cycles.

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