



Development of Cursive Writing Learning Textbooks for Lower-Grade Elementary School Students

Pengembangan Buku Teks Pembelajaran Menulis Tegak Bersambung untuk Siswa Kelas Rendah di Madrasah Ibtidaiyah

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Abstract

This study aims to produce cursive writing skills learning textbook for lower-grade students in elementary school that is valid, practical, and effective. This type of research uses research and development with a borg and gall design. This study will focus on improving the cursive writing skills of lower-grade students in four elementary schools in the Karanganyar sub-district. Researchers collect data using observation techniques, interviews, questionnaires, and tests to determine the needs of teachers and students and determine the quality of the products that have been developed. The collected data were then analyzed using qualitative descriptive and statistical analysis techniques. The results of the statistical analysis were converted into qualitative values. The data on the cursive writing skills test results will go through N-gain, normality, and homogeneity. The results of this study indicate that the product developed gets a proper category based on the validation of experts and the responses of students and teachers. There is an increase in students' cursive writing skills after using soft writing learning textbooks.

Keywords: *textbook development; cursive writing learning; cursive writing skills*

Abstrak

Penelitian ini bertujuan menghasilkan buku teks pembelajaran menulis tegak bersambung untuk siswa kelas rendah di sekolah dasar yang valid, praktis, dan efektif. Jenis penelitian ini menggunakan Research and Development dengan desain Borg and Gall. Penelitian ini akan berfokus pada peningkatkan keterampilan menulis tegak bersambung siswa kelas rendah di empat sekolah dasar di kecamatan Karanganyar. Peneliti mengumpulkan data menggunakan teknik observasi, wawancara, angket dan tes untuk mengetahui kebutuhan guru dan siswa serta mengetahui kualitas produk yang telah dikembangkan. Data yang terkumpul kemudian dianalisis dengan teknik deskriptif kualitatif dan teknik analisis statistik. Hasil analisis statistik dikonversi menjadi nilai kualitatif. Data hasil tes keterampilan menulis tegak bersambung akan melalui uji normalitas, homogenitas, dan uji hipotesis dengan N-gain. Hasil penelitian ini menunjukkan bahwa produk yang

dikembangkan mendapatkan kategori yang layak berdasarkan hasil validasi para ahli dan respon siswa dan guru serta terdapat peningkatan keterampilan menulis tegak bersambung siswa setelah menggunakan buku teks pembelajaran menulis tegak bersambung.

Kata kunci: pengembangan buku teks; pembelajaran menulis tegak bersambung; keterampilan menulis tegak bersambung

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Introduction

Language skills play an essential role in life. Without understanding language, we cannot express our thoughts and emotions or report observed facts. Nor can we know the thoughts, feelings, and particulars humans convey to us (Jaarvis, 2019). Therefore, these four language skills are essential for students to master. Students can only hear, speak, and read, and without writing skills, students cannot speak properly and correctly.

Writing skills have been introduced since elementary school to increase students' interest in writing (Alawia, 2019; Tarman & Muhsin, 2016). Therefore, teachers play an essential role in developing students' writing skills. One of the first writing lessons for elementary school students is learning to write in cursive writing. Students cannot immediately master beautiful sentences, but students must be patient and practice to master this skill. Good writing can also train students' thinking and fine motor skills. Writing activities stimulate students' right brains and allow students to think creatively. The thinking ability of elementary school students who practice fine writing can shape their characteristics of students (Munajah & Supena, 2021; Nataliya, 2015; Wiratman & Tarman, 2021). The problems that students usually face with fine writing are very reasonable because the characteristics of fine paper are different from ordinary writing. Implementation in the learning process shows that learning to write fluently is not as easy as expected, and the results are not as expected.

Based on initial observations and interviews, several problems often occur in learning Cursive writing, such as when writing ordinary letters. Students are often reversed for several letters, such as letters b and d, letter m, and others. There are some letters left when writing a word, no spaces when writing a word change, and the writing of letters that are still large and untidy exceeds the writing line. So, when learning cursive writing, there are still some of the same errors; Students do not understand between letters in cursive writing and ordinary writing. During the implementation of cursive writing activities, students often ask about cursive letters because they do not understand and mispronounce letters; Students have not been able to use cursive writing aids to the fullest. The auxiliary lines in the student's cursive notebook do not affect the level of deafness, but the longer the writing, the more irregular the report becomes,

writing letters that have not been connected correctly. The letters that are written and assembled into words still exist that stand alone like ordinary letters. There are only the front letters like cursive writing, but the back is written like regular letters; the Unreadability of letters in words and sentences. The letters are more like curved lines from top to bottom and vice versa. The writing of letters that are very different from those copied so that they sound very different from the original, and some are even entirely unreadable; The limitations of cursive writing textbooks exist in schools. Students copy the cursive letters only from the blackboard written by the teacher. Students repeatedly go back and forth from their seats to the blackboard so that the atmosphere becomes less effective and noisy because they fight each other to get to the blackboard.

Based on the background of the problem mentioned above, the issues can be identified, namely the low writing skills of first-grade elementary school students; lack of writing textbooks for the first grade of primary school; It takes a writing textbook that is easier and more interesting for the first grade of elementary school. Therefore, the researcher developed a writing learning textbook focused on creating a cursive writing learning textbook for elementary school first graders.

Improvement of students' cursive writing skills has also been carried out by several previous researchers, such as using Montessori-based sandpaper letter props (Nur'aeni et al., 2019); using a contextual learning model (Fathimah et al., 2020); using the discovery learning model (Sriwahyuni et al., 2021); and using contrastive techniques (Samsiyah, 2018) while in this study, researchers used cursive writing textbooks to improve the cursive writing skills of elementary school students in lower-grades.

Method

This study uses Research and Development to produce cursive writing learning textbooks. In the development process, the researcher used the Borg & Gall design. The stages of the Borg & Gall design steps can be seen in Figure 1.

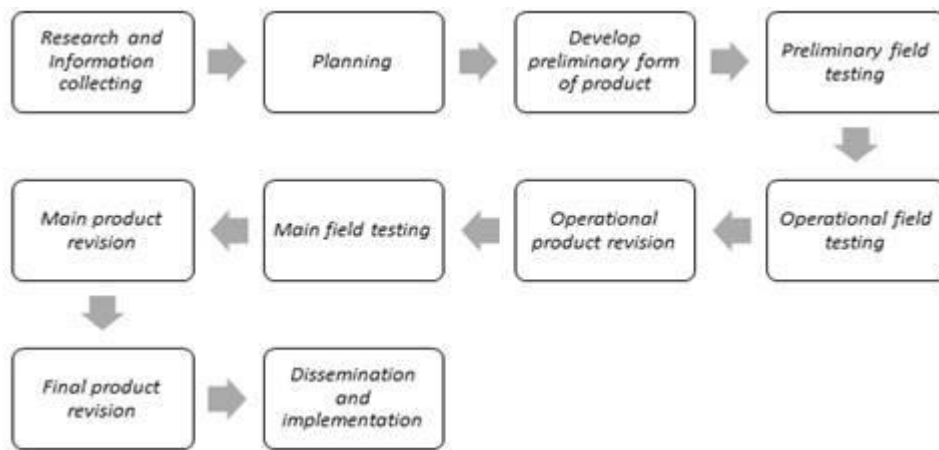


Figure 1 Borg and Gall design steps

This study uses random sampling to determine the research subject. The subjects in this study were teachers and first-grade students at four Islamic elementary schools in Karanganyar District. Data was collected using observation, interview, questionnaire, and test techniques. Observations and interviews were conducted to analyze the needs of teachers and students. Questionnaires are used to obtain data on teacher and student responses to products that researchers and product validity data have developed from media experts, material experts, and linguists. At the same time, the test sheet is used to measure the improvement of students' cursive writing skills. After all the data is collected, qualitative data will be analyzed using descriptive techniques, and quantitative data will be analyzed using statistical analysis techniques and converted into qualitative values (Widyoko, 2018).

Result

This study aims to develop a product to meet the needs that exist in the field. The product developed is a cursive writing learning textbook for first-grade elementary school students. This textbook is a means to improve students' cursive writing skills. The quality of the development of the cursive Writing Learning Textbook will be reviewed on its validity, practicality, and effectiveness.

Validity

Cursive writing textbooks involve several expert validators for continuous improvement to become a viable product. The validators involved are media expert,

content experts, and linguists. Corrections and input from the validator are used as a reference for revising the cursive writing textbook.

Table 1 *Cursive Textbook Validation Results*

No	Validator	Score	Category
1	Media	76,6%	Worthy
2	Content	85%	Very Worthy
3	Linguists	85,7%	Very Worthy
		82,4⁰%	Very Worthy

The validation of cursive writing textbooks shows that the cursive writing textbook media gets a very decent category. Based on the validation results, the researcher also obtained suggestions from the validator against the development of cursive writing learning textbooks. The validator's suggestions then become a reference for researchers to make improvements.



Figure 2 *Cover before and after revision*



Figure 3 *Image Size and Position before and after revision*

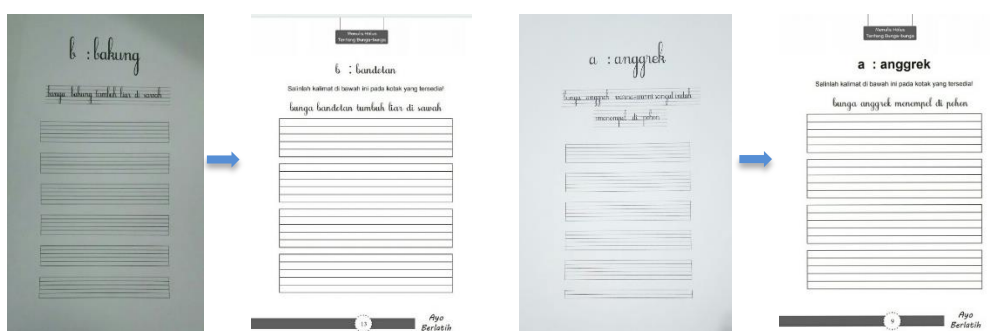


Figure 4 Adjustments of Textbooks to the Environment and Characteristics of Students Before and after revision

Practicality

Teacher and student responses were conducted to determine the practicality of textbooks in cursive writing. The results of teacher and student responses can be seen in table 2.

Tabel 2 Respon Guru dan Siswa

No	Respondent	Score	Category
1	Teacher	92,4%	Very Worthy
2	Student	85,2%	Very Worthy
		88,8%	Very Worthy

Based on the data in table 2, cursive writing textbooks get a very decent category. Several aspects are the focus of the researchers' attention on the teacher and student response questionnaires. The researcher focused on the material and linguistic aspects of the teachers' response questionnaire. Meanwhile, the researcher focused on the student response questionnaire's presentation, graphic, and linguistic aspects.

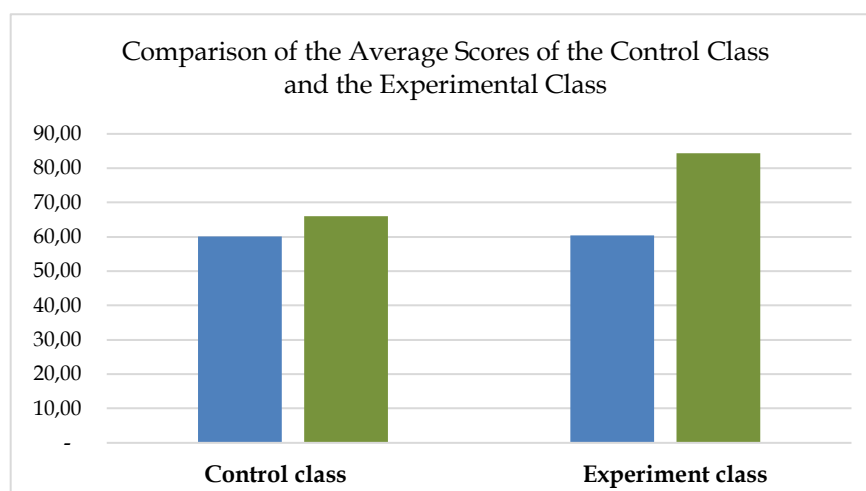
Effectiveness

A test of cursive writing skills was conducted to determine the effectiveness of the product being developed. The test result data was obtained through pretest and posttest. That was obtained from working on cursive writing skills before the product was developed. Posttest data were obtained after being given a product development. The data on the results of the cursive writing skills test can be seen in table 3.

Table 3 *Cursive writing skills test results*

	Control Class		Experiment Class	
	Pretest	Posttest	Pretest	Posttest
Total	1800	1982	1810	2531
Average	60,00	66,07	60,33	84,37
Highest Value	65,00	71	71	91
Lowest Value	54,00	60	48	77
G		3,237		4,406
Gain category		Low		High

Table 3 shows differences in the average posttest scores for the control and experimental classes. In the class that uses cursive writing textbooks, it is known that the average score of students reaches 84.7, with the highest score of 91 and the lowest 77. While in the control class, the average score for cursive writing skills is 66.07, with the lowest score of 60 and the highest at 71. That shows that the gain value in the experimental class is higher than in the control class. The experimental class has a gain value of 4,406 in the high category, while the control class has a gain value of 3,237.2 in the low category.

Figure 5 *Comparison of the average value of the control class and the experimental class*

The normality test was conducted to determine whether the data were normally distributed. The results of calculating the normality test using SPSS on the pretest and posttest data for the control class and the experimental variable for fine writing skills can be seen in table 4.

Table 4 Normality test results

	Control Class		Experiment Class	
	Pretest	Posttest	Pretest	Posttest
N	30	30	30	30
Asymp. Sig(2-tailed)	.350	.660	.580	.501
Test Significance Level	0,05	0,05	0,05	0,05
Conclusion	Normal	Normal	Normal	Normal

Table 5 Homogeneity Test

Data Type	Sig	Condition	Decision
Cursive writing skills	0,189	$p > 0,05$	Homogen

Discussion

This study refers to the Borg & Gall design with ten stages of development (Borg & Gall, 1983). In practice, this development relates to Sukmadinata's steps which modify the research and development stages into three stages, namely (1) preliminary study, (2) model development, and (3) model test (Sukmadinata, 2017). Based on the results of the needs analysis obtained from observations and interviews with teachers and students, it was found that students wanted cursive writing textbooks that were easy and comfortable to use, and teachers wanted cursive writing textbooks to improve students' writing skills. At the observation stage, when the learning process is found to be less attractive, students are not enthusiastic and lack concentration. The 2013 curriculum requires teachers to create fun, engaging, challenging learning conditions for every student.

Writing cursive letters is usually taught in lower grades, namely grades 1,2, and 3. Fine motor skills in students can be trained by writing cursive letters. It introduces fine motor skills and increases students' creativity in writing. The lines written in cursive letters require accuracy, neatness, and patience. The research was conducted in a low class, namely class 1. cursive writing was carried out through a process that was not instant. The method of cursive writing is repeated because it requires accuracy, tidiness, and tenacity (Rusdiana, 2020).

Some teachers want textbooks that are attractive, easy to use and of good quality. According to Purnanto, books must have a good standard of straightforwardness.

Straightforward can be viewed from 3 aspects: sentence effectiveness, word accuracy, and term standard (Purnanto & Mustadi, 2016). Based on the results of the analysis that has been carried out, it was found that the standard level of the term was included in the very worthy category. However, some sentences are not effective in this textbook. In addition, there is also the use of words that are not appropriate. For example, on page 23 found the word *niat*. For grade 1 students, the word *niat* is a word that is difficult to pronounce because the word intention ends with a consonant, so it is difficult to pronounce. In addition, the meaning of the word *niat* itself is something that is abstract or cannot be seen, so understanding the word *niat* is quite tricky.

Barriers that students in the learning process often experience include the unavailability of textbooks and only relying on the blackboard, which is sometimes written in different letters from those in books. Some of the obstacles students encounter in learning to write finely need to be corrected by the presence of a cursive writing textbook that attracts students' attention, accompanied by diligent practice. According to Eka Yulin Andriani et al., there are several forms of preliminary writing exercises that students can do, including holding a pencil and sitting with the correct attitude and position; hand movement exercises; blazing exercises; practice connecting the dots that make up the text; practice looking at the form of writing; the method of copying both from the textbook and the teacher's report on the blackboard; cursive writing practice; dictation exercises; and exercises to complete the writing that was intentionally omitted (Adriani et al., 2018).

Based on the interviews, students preferred cursive writing textbooks with pictures and colors. Images with bright colors make students happier and more excited. Fun learning is a pattern of good relationships between teachers and students in the learning process (Fakhrurrazi, 2018; Wiratman et al., 2019). An active and pleasant state is not enough if the learning process is ineffective. That is, it does not produce what students must master after the learning process takes place. The place where they study follows the grade level and standards from the government that they must meet. The teacher must be able to convey the material as naturally and comfortably as possible to students so that students are not frustrated because they do not immediately understand what the teacher is discussing.

The model development results are obtained with initial product development and expert validation. The cursive writing textbook developed by the researcher is adapted to the current environment and conditions so that students will more easily understand and practice directly through the book. The validity of the developed cursive writing textbook was seen based on the validity results from material experts, linguists, and media experts. After analyzing the results of the product assessment by media experts, the media obtained a worthy category with a score of 76.6%. The cursive writing textbook got a very worthy category from material experts with a score of 85%. The validation of linguists scored 85.7%, with a very worthy category. From the three expert validations, the product is categorized as very feasible, so it is suitable for use in learning, but there are suggestions for improvement by the validator. These suggestions became the basis for researchers to perfect the cursive writing textbook.

The product developed after being declared feasible by the expert validators can then be tested for the product. During the testing stage, the researchers distributed questionnaires to teachers and students. The data from the questionnaire analysis of teacher and student responses were used to determine the practicality of the product of cursive writing textbooks for learning. Product eligibility criteria if the data generated from teachers and students meet the minimum feasible category. The teacher's response analysis on the initial product test showed that the cursive writing textbook had a worthy category and students' responses to the media also showed a worthy category. Thus, the responses of teachers and students conduct a worthy category. So that the analysis of the responses of teachers and students to cursive writing textbooks can be declared to meet the criteria. Thus, it can be concluded that the cursive writing textbook is suitable for use in the learning process.

The product's effectiveness was measured based on the cursive writing skill test obtained from the pretest and posttest of the control class and the experimental class. The test results show that there is an increase in cursive writing skills in the class that uses cursive writing textbooks compared to the control class that does not use it, as evidenced by the gain value of cursive writing skills in the experimental class in the high category, while the control class in the low category. In addition, the independent sample t-test proves that there is a significant difference in the posttest ability of

students' cursive writing skills using a cursive writing textbook with those who do not. The results of this study are also supported by the research of Kurnia et al., which revealed that the increase in students' skills in cursive writing and students' ability in cursive writing was done repeatedly (Kurnia Natalita et al., 2019).

In the implementation of this study, the researchers got positive responses from students who were enthusiastic about using cursive writing textbooks; teachers have more mastery of cursive writing material content, and the teacher has been outstanding in reinforcing for students to write in cursive, but the researchers also faced several obstacles, namely time constraints; how to write students who are still stiff and writing that is often deleted; students are more focused on drawing and coloring so that they must be given an understanding of which tasks must be completed first. Some of the obstacles the researchers found during the trial were more focused on technical problems, namely the lack of time management used by teachers. Based on the test results, this writing skills textbook is declared feasible to be applied.

Conclusion

Learning to write cursive in the first grade of elementary school cannot be taught optimally because of the limited number of textbooks. Therefore, textbooks are needed to help students improve their writing skills. This effort is carried out by making textbook products that support cursive writing material in the lower grades of elementary school. The product was developed based on a questionnaire analysis of teaching material needs according to the perceptions of teachers and students. This cursive writing textbook has several advantages in its presentation. The cursive writing textbook contains writing exercises with several concepts. The tendency of students who like picture books and colouring can be applied to cursive writing exercises in cursive writing textbooks. Several variations contained in this cursive writing textbook make students more enthusiastic and do not feel bored because they are not monotonous in writing exercises.

The developed cursive writing textbook product was categorized as suitable for use in the learning process based on the assessments of media experts, material experts, and linguists. In addition, the cursive writing textbook for the first grade has proven to be practical and effective to use in the learning process.

The cursive writing textbook that has been developed is recommended for further dissemination and product development. Dissemination is carried out through the School Teacher Working Group (KKG) activities at the sub-district level. Further product development is carried out by the teacher regarding the material and efforts to improve students' abilities.

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