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ANALYSIS OF THE IMPLEMENTATION OF INSTRUCTION DOMINATED BY WRITING ACTIVITES FOR YOUNG CHILDREEN AT-TAUFIQ KINDERGARTEN

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ABSTRACT

This study aims to analyze the implementation of teaching and learning dominated by writing activities in early childhood education at TK At-Taufiq. A descriptive qualitative approach was employed, with data gathered through interviews with educators and representatives of students' parents, as well as activity documentation. The research focuses on lesson planning, the form and frequency of writing activities, the application of the 5M scientific approach stages, children's responses to the learning process, and constraints related to school management and support facilities for educators. The results indicate that: (1) the curriculum and Daily Lesson Plans (RPPH) have not been optimally utilized, where daily learning activities are dominated by copying letters and numbers up to a full page almost every day, accompanied by a heavy reliance on textbooks and a lack of Educational Play Tools (APE); (2) the implementation of the 5M scientific approach has not run optimally because observing, questioning, exploring, reasoning, and communicating activities remain very limited, with teachers tending to be the primary source of information; (3) the dominance of writing activities triggers negative responses from children, such as boredom, fatigue, and reluctance to go to school; and (4) limited school management support—particularly in providing supporting facilities such as internet access and laptop devices for teacher competency development—constitutes an obstacle to improving learning quality. Therefore, evaluation and instructional improvement are required to balance early literacy stimulation with enjoyable play-based methods, optimize the scientific approach, provide concrete media, and strengthen institutional support from the school.

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INTRODUCTION

Early Childhood Education (PAUD) is an educational stage that plays an important role in supporting children's overall growth and development. During this golden age, children experience rapid development across various aspects, including religious and moral values, physical-motor skills, cognitive, language, socio-emotional, and arts. Therefore, learning implementation needs to be designed by taking into account children's characteristics, needs,

and developmental stages. Learning should not only be oriented toward achieving academic abilities but must also provide enjoyable, meaningful learning experiences appropriate for children's worlds, specifically through play.

One of the fundamental skills developed in early childhood education is writing. Writing skills are part of language and early literacy development that help children recognize symbols, letters, and convey ideas. These skills develop gradually in accordance with children's fine motor, cognitive, and language development. Pudyaningtyas, Dewi, and Pertiwi (2019) explain that stimulating writing skills in children aged 5–6 years can be done through writing activities as well as supporting activities such as drawing, coloring, and cutting. These findings indicate that the development of writing skills is ideally carried out through varied activities suited to the child's developmental stage.

In early childhood education practices, writing activities often become a dominant activity, partly driven by demands for children's readiness to enter elementary school. Wahyuni (2025) discusses strategies for introducing reading, writing, and arithmetic (calistung) to children aged 5–6 years and demonstrates that these activities can be implemented through diverse strategies. However, academic activities must still adhere to the primary principles of early childhood learning so that children do not lose their right to an enjoyable learning experience.

Problems regarding the implementation of learning dominated excessively by writing activities were found at TK At-Taufiq. Based on initial interviews with teachers and parent representatives, writing activities are carried out almost every day, except on Wednesdays, which are allocated for sports activities. Learning activities tend to be monotonous and centered on copying letters and numbers up to a full page. The use of learning media also still relies on textbook packages containing static pictures according to themes, while Educational Game Tools (APE) are not adequately available.

Furthermore, the school's curriculum has not been utilized optimally as a guideline for daily learning implementation. The curriculum is still used merely as an administrative formality, and the scientific-based RPPH has not become the primary guideline in classroom learning implementation. This condition implies a limited variety of activities that give children the opportunity to observe, question, collect information, reason, and communicate their learning outcomes. The implementation of the 5M scientific approach has not been fully realized, where teachers tend to be the main source of information (*teacher-centered*). As a result, parents reported that children frequently complain of boredom, hand fatigue, and reluctance to go to school.

Previous research has extensively discussed the development of writing skills. Pudyaningtyas et al. (2019) focused on stimulating writing skills through varied thematic activities. Wahyuni (2025) examined calistung introduction strategies and their obstacles. Meanwhile, Lestari and Luzi (2024) examined the role of teachers in improving children's writing skills. Nevertheless, comprehensive studies connecting learning implementation dominated by writing activities with RPPH planning, the implementation of the 5M scientific approach, children's engagement and psychological impacts, and institutional management constraints remain limited. Therefore, this study aims to analyze in depth the implementation of learning dominated by writing activities in early childhood at TK At-Taufiq. The contribution of this study is expected to provide evaluative input for early childhood education managers, educators, and policy makers in designing humane, child-centered early literacy learning.

RESEARCH METHODOLOGY

This study employs a qualitative approach with a descriptive research type. This approach was chosen to describe and understand the objective conditions of learning implementation at TK At-Taufiq, particularly regarding the dominance of writing activities and the implementation of the scientific approach. The research was conducted at TK At-Taufiq, located at Jl. St. Cipatat No. 24, Cipatat, Cipatat District, West Bandung Regency, West Java 40554. The research focus includes learning planning, the forms and frequency of writing activities, the implementation of scientific approach stages (observing, questioning, collecting information, reasoning, and communicating), children's behavioral responses, and school management constraints.

The research data sources consist of primary and secondary data. Primary data were obtained through in-depth interviews with classroom teachers to explore planning, learning implementation, media utilization, and institutional support. Interviews were also conducted with parent representatives to gather information regarding children's emotional and behavioral responses at home. Secondary data were obtained through data collection documentation. The documentation displays informal interviews with parents in the terrace/outdoor area of the school building and formal interviews with educators in the school administration room.

The data collection techniques used were structured-in-depth interviews and documentation. The interview instrument was designed based on 10 main indicators covering aspects of learning planning, implementation of the scientific approach, and communication and child impacts. Data analysis was conducted descriptively-qualitatively through three main stages: data reduction (categorizing interview information according to research indicators), data display (compiling descriptive narratives and finding tables), and conclusion drawing and verification.

RESULT AND DISCUSSION

Learning Planning and Dominance of Writing ActivitiesThe results indicate a gap between administrative planning and classroom learning implementation. The curriculum and Daily Learning Implementation Plans (RPPH) prepared by teachers have not been functioned optimally as daily guidelines. Educators stated that curriculum documents tend to be treated merely as administrative formalities. Consequently, daily learning activities (Monday–Tuesday, Thursday–Saturday) are dominated by copying letters and numbers up to a full page. Only Wednesday is allocated for non-writing activities, namely sports. The learning media used are very limited to thematic picture books without adequate support from Educational Game Tools (APE). This causes learning to take place mechanically and repetitively. These findings align with Ndeot's (2019) research, which found that daily learning planning in early childhood institutions often lacks steps for a scientific approach and concrete play. Dewi (2022) emphasizes the importance of play-based learning for early childhood because play stimulates all developmental domains holistically. Writing activities can still be provided as early literacy stimulation, but they must be balanced with concrete media, environmental exploration, and varied motor activities.

Implementation of Scientific Approach-Based Learning (5M)

The implementation of the scientific approach stages (5M) at TK At-Taufiq has not been carried out optimally. Based on the interview matrix, the 5M stages experience obstacles across almost all indicators:

Table 1. Implementation of Learning Indicators and Scientific Approach at TK At-Taufiq

NO.	Research Aspect / Indicator	Target Respondent	Implementation Status	Main Interview Findings
1.	Preparation of Scientific-Based RPPH	Teacher	No	Curriculum is merely an administrative formality; not used as a field reference.
2.	Proportion of Writing Activities in Class	Teacher & Parent	Yes	Copying writing for 1 full page occurs almost every day, except Wednesday (sports).
3.	Suitability of Learning Media	Teacher	Yes (Limited)	Relies on picture textbooks; Educational Game Tools (APE) are not available.
4.	Optimization of Observing Activities	Teacher & Parent	Yes (Very Rare)	Direct sensory engagement is minimal, countable on fingers in a single theme.
5.	Stimulation of Questioning Activities	Teacher	No	Children ask questions only during attendance/day introduction; otherwise passive listeners.

6.	Information Gathering & Exploration	Teacher	No	Teacher is the sole information center; no effort to facilitate independent exploration.
7.	Implementation of Reasoning Activities	Teacher	Yes (Sometimes)	Connecting old and new knowledge is done only occasionally.
8.	Variation in Communicating Learning Outcomes	Teacher & Parent	No	Dominated by writing/coloring tasks due to limited understanding of learning demands.
9.	Children's Behavioral Response (Parent Perspective)	Parent	Yes	Children complain of boredom, hand fatigue, and reluctance to go to school.
10.	Teacher Training Needs & Support	Teacher	Yes	Educators are assigned to webinars but lack facilities like laptops and internet access.

In the observing stage, direct sensory engagement is still very rarely performed. In the questioning stage, children's active interaction only occurs at the beginning of activities (attendance/day introduction), whereas during core activities, children tend to be passive. In the collecting information and reasoning stages, teachers do not facilitate independent exploration (hands-on experience) and tend to position themselves as the sole source of information (teacher-centered). The communicating stage is also limited to collecting writing or coloring worksheets.

These conditions are relevant to the findings of Ndeot (2019) and Izzuddin (2022), who emphasize the importance of the effectiveness of the 5M stages in shaping children's critical thinking patterns from an early age. Laely and Subiyanto (2021) also show that the implementation of an appropriate scientific approach has a significant effect on developing

children's multiple intelligences. The lack of scientific application at TK At-Taufiq is caused by the dominance of writing tasks that consume most of the children's learning time.

Children's Responses and Psychological Impacts

Interviews with parent representatives revealed tangible impacts of the dominance of writing activities on children's learning experiences. Most parents stated that their children frequently complained of boredom, physical fatigue in their fingers and hands from copying too much writing, and showed reluctance to go to school.

These findings reinforce Dewi's (2022) argument that learning which restricts children's right to play can reduce emotional engagement and learning motivation. Overemphasis on mechanical calistung aspects without packaging interactive play risks generating negative perceptions of the school environment among children. Writing and letter symbol introduction activities should be provided gradually, flexibly, and integrated into play activities such as assembling letter blocks, drawing in sand, or role-playing.

School Management Support and Teacher Competency DevelopmentThis study found that the root problem does not solely stem from classroom educators, but also relates to institutional support and school management. Teachers stated that the principal frequently directed educators to follow training or webinars by sending activity links. However, these directives were not balanced with the provision of supporting infrastructure facilities, such as school laptops or adequate internet access.

This condition is consistent with the research of Harun, Nurlisa, and Maghfi (2021), who concluded that school principal leadership plays a vital role in directing, facilitating, and developing the quality of teaching staff in early childhood institutions. Without concrete managerial support and proper facilities, efforts to improve teacher pedagogical competence will face major obstacles at the classroom implementation level.

CONCLUSION

Based on the analysis of interview data and documentation, it can be concluded that learning implementation at TK At-Taufiq is still dominated by mechanical writing activities (copying letters and numbers for a full page) carried out almost every day. The curriculum and RPPH have not been utilized optimally as daily guidelines, serving merely as administrative formalities. The limited Educational Game Tools (APE) and heavy reliance on textbooks cause the implementation of the 5M scientific approach (observing, questioning, collecting information, reasoning, and communicating) to remain suboptimal. The dominance of writing activities negatively impacts children's learning experiences, marked by complaints of boredom, physical fatigue, and reluctance to go to school. Furthermore, limited facility support from school management—such as internet access and laptops—becomes a primary constraint for teachers in developing their professional competence.

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CONFLICTS OF INTEREST STATEMENT

The authors declare that there are no financial or personal conflicts of interest in the research and preparation of this article.

AUTHOR CONTRIBUTIONS

Author 1 contributed to the design of the research idea, formulation of interview instruments, field data collection, and drafting of the initial article. Author 2 contributed to qualitative data analysis, literature review, discussion of findings, and final editing of the article.

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