
LEARNING THE CURSIVE WRITING IN CURRICULUM 2006 AND 2013 IN THE PRIMARY SCHOOL OF SRAGEN

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Abstract

Writing is a skill that must be possessed by students ranging from primary level to university level. Write beginning with the cursive writing to be one of the competency standard curriculum demands. With the application of a different curriculum between curriculum 2006 and curriculum 2013 makes a difference also in the learning process and the results of students' skills in cursive writing. The objective of this research is to compare the cursive writing learning in the curriculum 2006 and curriculum 2013 that found a pattern of curriculum or learning methods appropriate to be applied in a low grade in elementary school. This study used a qualitative descriptive approach through a comparative study at twelve primary schools in the town of Sragen. The subjects of the 2nd grade students. The sampling technique was conducted by purposive sampling. Data collection through questionnaires, interviews, observation, and documentation. The data analysis used the model of interactive analysis consisting of data reduction, data presentation, and drawing the conclusion. The results showed that the cursive writing learning skills more deeply on primary school curriculum of 2006 than primary school curriculum of 2013. The exact method of learning cursive writing is the method according to the students' needs and learning materials, meaningful, motivating and improve the skills of teachers in training cursive writing writing skills in students.

Keywords: *curriculum, cursive writing, writing skill.*

INTRODUCTION

Education in Indonesia is still facing changes caused by the transformation of the substance during the process of education and learning always follow the development of science, technology and society progress. Education provision is expected to realize the development process of the students' personal qualities as the future generation in the future for the growth of the nation and the State of Indonesia. One of the changes in education is the turn of the curriculum. The curriculum changes as the adjustment process of education with the times to get better quality quality. Jeanette Colby (2000) argues that "*this reflected the content that is relevant curricula and materials for the arquisition of basic, this especially the ares of literacy, numeracy and skills for life ...*". This means that curriculum should reflect the relevant material in literacy, numeracy, and life skills.

In each Curriculum implemented has learning from each subject whether in the 2006 or 2013 Curriculum. According to Zulela (2012: 5) in Curriculum 2006, the Indonesian language at primary school, includes components that cover 4 aspects. The four aspects are: (1) listening or listening, (2) Speaking, (3) reading, and (4) writing.

Listening skills by Kamidjan and Suyono (2000: 35) is a process of listening to the symbols of the language spoken in earnest attentive, understanding, appreciative that can be accompanied by understanding the meaning conveyed nonverbal communication. So listening skills and watching carefully to what is said or spoken by others. Speaking skills by Suhartono (2005: 21) is a form of human behavior factors that utilize the physical, psychological, neurological, semantics and linguistics. Speaking skills is the ability to express, express, and convey ideas, thoughts, ideas or hearts to others by using the ideas, thoughts, ideas, or hearts to others using spoken language that can be understood by others. Reading skills by Tarin (2008: 2) as a process that is carried and used by readers to get the message that would be submitted by the author through the medium of words or written language. Reading skills can also be defined as the ability to find and focus on understanding the content or message as efficiently as possible, either express or implied in a reading. While writing skills by Tarigan (2008: 3) is one of the productive skills and expressive language that is used to communicate indirectly and does not mix with the other party.

This was in accordance expressed Solchan, et al. (2008: 1:33) states that the ability to write is the ability to convey a message to others in writing. This ability is not only related to the student's ability to formulate and write the written symbols but also the students' ability to express thoughts, feelings, opinions and attitudes into written form. Writing is not a skill that can be done with just a daydream. Writing skills should be learned early. Writing needs to their activity or apparent activity that needs to be taught and trained on the student. Solchan, et al. (2008: 7:17) states in the teaching of writing in the early grades (write starters) that needs to be imparted to students is: (1) acquisition of writing (letters), (2) writing words, (3) writing simple sentences, and (4) writing grammar rules. Learning to write in a high-class, requires students to: (1) master the technique of writing, (2) their ideas into writing, (3) developing an idea he had, and (4) have the ability to select a word, a sentence, as well as style in writing. Learning to write in the early grades are oriented on writing mechanics. Students are trained to write symbols wrote that if linked in a structure, then such symbols into meaningful (Solchan, et al., 2008: 6.6).

The act of writing beginning in elementary school, one of which is writing upright continued. Continued upright letter writing skills learned in class I and II then continued in the third class. According to Slamet (2008: 143) cursive writing aims to enable students to write correctly, legible and neat. Continued cursive writing can be in the form of a sentence or discourse by using loose or cursive letters. In the implementation of the teaching of writing should be noted cursive shape, size, thickness of the article and straight. The size of an article can be seen from a comparison with the rescue line. According to Arslan "Handwriting, one of the important skills of an individual's academic life, is taught by the class teachers. Reading and writing are taught together." (2012:1), which means handwriting, one of the essential skills for individuals in academic life, the skills taught by the classroom teacher. Cursive writing activities can train thinking skills and fine motor skills of students. Fine motor skills of students will be more refined when students write erect continued. Cursive writing activities will stimulate the brain, especially the right brain is where the students who organize a wide variety of art and aesthetics. The brain's ability elementary age students, especially students beginning class is developing very well. Learning to write concatenated indirectly cursive will teach precision and patience on the students. Another function of writing is to write a serialized cursive will be faster and triggering creativity of students (Sela, 2012).

In line with Sela, Pratanti (2012: 53) revealed an upright continued writing using a pencil or ballpoint pen is a complex activity that involves the integration of sensory (visual, touch, and fine motor skills). Students in elementary school 2nd and 3rd grade still find it difficult to cursive writing by using a ballpoint pen. If an error occurs in cursive writing then the text will be difficult to remove. Writing upright concatenated using a pencil will coordinate all the sensory motor between hands, stationery and paper to be written so as to balance their brainpower. Difficulties or even failure to perform sensory integration in the students of primary school age will affect the ability to concentrate, control of emotions and anxiety disorders. Difficulties in sensory integration can lead to various problems or shortcomings in writing upright continued. Problems or deficiencies in existing concatenated upright writing on each student's different from one another. Some of them can be found in the works of students. In general, the initial grade elementary student writing still has many shortcomings, such as the writing of students is: (1) less tidy, (2) not clear legibility, (3) dashed, and (4) out of the line of the book.

Cursive writing learning is determined by methods that are applied by the teacher in the classroom. The method used by the teacher greatly affect the learning process and student learning outcomes. Ahmadi, et al (2011: 130) argues that the learning method is a way to facilitate students achieve a certain competence. The learning method used by teachers to deliver learning materials that will be accepted by the students to be more easily understood. Rachmawati and Daryanto (2015: 167) also added that the presentation of the learning method is a technique which is controlled by the teacher to present the lesson material to students so that lessons can be absorbed, understood and utilized by students well. So the teacher must be very clever package of learning activities interesting and meaningful for students. Preferred methods teachers should be tailored to the learning material to be taught, especially in learning Indonesian.

Learning methods in schools refers to Government Regulation No. 19 Year 2005 on National Education Standards (NES), especially on content standards, standards of learning processes, standards and education personnel, as well as educational facilities. Indonesian language learning in the curriculum of 2006 teachers were given the freedom to take advantage of a variety of learning methods. Teachers need to utilize a variety of teaching methods that can arouse interest, attention, and creativity of learners. In the application of learning

was done according to the measures regularly and gradually, starting from lesson planning, presentation, up to assessment and curriculum pembelajaran. Pada 2006 results in writing learning continued upright, learning methods applied by teachers include lectures, question responsible for, and method of administration tasks.

Lecture by Hasibuan and Moedjiono (2006: 13) is a way of delivering learning materials to oral communication. Learning to use the lecture method of teaching and learning something way in which the material presented by the teacher monologue so the conversation is one-way. Lecture method is identical to the method of boring and not varied. However, according to Sudjana (2013: 77) the lecture method is not always a bad method. By delivering diverse and supported by the right infrastructure, then this method can also be an interesting method to learn. Metode lecture in learning do teachers to provide guidance, instructions at the beginning of learning, generate interest and motivation to learn, time, and clarify the material / information erect continued writing lessons to be delivered. Question and answer method is a way to manage learning to generate questions that lead students to understand the material. Thread wondering method is a method of learning that enables direct communication that is two way traffic because at the same time the dialogue between teachers and students “(Sudjana, 2013: 78). So in this method, teachers and students to interact quite intense and with this method have a mutual relationship between teachers and learners. Question and answer method becomes effective when the material that was the subject of an interesting, challenging and has a high application value. Questions of the proposed varied, includes closed questions (questions to which the answer is only one possibility) and open questions (questions with many possible answers), and presented in an attractive way.

Question and answer method is a method in which the teacher using or questions to pupils and students answered, or otherwise pupil asked the teacher and the teacher’s answer student questions. Question and answer method is a way of presenting a lesson in the form of questions to be answered, especially from teachers to students, but can also be from students to teachers. This method is deemed better than conventional teaching methods are lecture. The reason is because this method can stimulate students to think and creativity in the learning process. Question and answer method can also be used to measure or determine how much material or teaching materials that have been mastered by students. While, the method of assignment is teaching or presentation of the material through the assignment of students

to do a job. Work assignments can be individually or group. Work assignments for each student or group can be the same and may also differ. Use of the method of assignment aims to foster the learning process is exploratory, encourages creative behavior, getting used to think comprehensively, foster self-reliance in the learning process.

2006 Curriculum emphasizes the attainment of student competence, either individually or classical, implementation-oriented private establishment. But in fact they emphasize the learning activities on student achievement. The learning method used is still very low and less varied, so that the learning process is only to convey material. In 2006 Curriculum learning activities still much centered on the teacher. Teachers are the primary learning resource for students in the school. Learning resources not only teachers, but also other sources that meet the educational elements, in order to achieve a standard capability.

While in the curriculum of 2013, thematic integrative learning. Integrated thematic learning is a learning approach that integrates many of the competencies of the various subjects to the various themes of subjects. Each subject supports all competencies (attitudes, skills, knowledge). Curriculum 2013 using a variety of learning methods by combining several methods, although basically have the same way of learning in the curriculum of 2006. According to Kurinasih and Sani (2014: 43) several methods that can make students active and certainly referable to the process learning in the classroom to the curriculum in 2013, among others: Methods SAS, Collaboration, Individual, Peers, Play and Discussion or Group. The learning method erect cursive writing in the curriculum in 2013 with the learning method in the curriculum in 2006 actually has the same core, only in 2013 the curriculum requires students more active in learning. If in 2006 the curriculum lecture method is more dominant then in the curriculum in 2013 to put forward other methods of learning, such as the method of discussion, assignment methods, and methods of the game. In this case the lecture method is still used in the teaching of writing upright continued in 2013 curriculum.

In the implementation of the learning there is no term the best method or methods most ugly, there is a method that is appropriate to the needs of students. Teachers in implementing the learning process not only using one method alone, but combining several methods for the learning process can be carried out effectively and efficiently. If we look at the national standard of education, learning in the educational unit organized in an interactive, cooperative,

inspirational, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of learners (Education Standards Chapter IV, Article 19). It is necessary to set up an interesting set of methods to overcome some obstacle or an advanced student difficulties in learning to cursive writing.

Basically, there are many methods of learning delivered by some education experts in his books. It certainly makes reference to teachers in choosing teaching methods appropriate to the material and conditions of class being taught. Teachers can vary the teaching methods for creation of joyful learning but does not reduce students' understanding of the learning material. Based learning methods cursive writing in the curriculum 2006 and 2013 above, can be used as a reference for future learning activities. Each method in the curriculum of course has its advantages and disadvantages of each. Therefore the existing teaching methods, teachers can take the excess as a basis for developing other teaching methods, so that the learning cursive writing more interesting and meaningful for students.

RESEARCH METHOD

This study intends to describe the method of learning to cursive writing in the curriculum 2006 and 2013, and can find alternative methods of learning to cursive writing to students. Qualitative research comparative research. Comparative called for a study comparing one or more variables at two or more different samples (Sugiyono, 2012: 57). Comparative research is a descriptive program that seeks cause-effect, with that analyze the factors that cause the occurrence or appearance of a particular phenomenon. Comparative study to find similarities and differences of objects, people, procedures, ideas, criticism of people and groups. It also can compare the similarity of views and changes the view of people, groups or countries, against the case, the person, event or to ideas (Arikunto, 2010: 310). In a study describing the method of learning to cursive writing in Curriculum 2006 and 2013 as well as finding other alternative methods appropriate for elementary school students.

The subjects were Elementary School in Sragen the school year 2017/2018. The sampling technique in this research is *purposive sampling*, which is selected with consideration and specific objectives. Researchers chose twelve Elementary School in Sragen sampled in this study, of which there are six elementary schools that implement Curriculum 2006 and the other six are imposed

a Primary School Curriculum 2013. Elementary School in Sragen selected SDN Saren 1, SDN Dari 2, SDN Karangasem 1, SDN Kaloran 1 Ngandul SDN 2, SDN Sumberjo 1, SDN Donoyudan, SDN Wonorejo 1 Cangkol SDN 2, SDN Karangasem 2 Ngandul SDN 1 and SDN Jeruk 1.

Data collected by interview, observation and documentation. Type of interview was used in-depth semi-structured interviews. In-depth interviews conducted by asking open-ended questions that make respondents give answers widely (Bungin, 2007: 111). Questions vary in several formats: applications, content, order of questions for attempting to obtain a complete and in-depth information related to the informant view mengenai various matters related to research problems (Sukmadinata, 2011: 112). Interview data were taken, namely the upright continued writing learning methods in primary school. Observation is used to collect data on methods of learning to write erect continued by conducting observations of the ongoing activities. This type of observation that is chosen is a passive participant observation, because the researchers came to the place of research and where the research note by research subjects, but researchers only act as observers. Documentation made to the written documents, or electronic image and archives associated with the implementation of learning to cursive writing.

RESULT AND DISCUSSION

Based on observations on methods of learning to write cursive writing on the Curriculum 2006 and 2013 in some elementary schools get the data as follows:

Curriculum 2006 on the syllabus of learning used in elementary schools in the teaching of writing upright concatenated began to be taught in class I and continued in class II and III. Writing upright concatenated included in writing the beginning. Learning upright continued to discuss the shape and structure of the letters in the paper continued. As for standard and basic competencies that will be taught in teaching writing skills upright continued popularity Permendiknas Content Standards No. 22 of 2006 was the following:

Table 1 Competency Standards and Basic Competencies Cursive Writing Skills

Competency Standards	Basic Competencies
8. Write the beginning	8.2 Copy the child's by describing the objects poetry with a neatly around and copying upright letter.
	nursery rhymes.

Table 2 Data Observations on the Curriculum 2006

Method	Elementary School					
	Saren 1	Dari 2	Karangasem 1	Kaloran 1	Ngandul 2	Sumberjo 1
Lecture	✓	✓	✓	✓	✓	✓
Question and answer method	✓	✓	✓	✓	✓	✓
Granting task	✓	✓	✓	✓	✓	✓

Interviews showed that learning to cursive writing at the Primary School Curriculum 2006 implementing focused on the substance of subjects, focus and develop learning materials continued to write upright. Teachers still rarely use an innovative method which is accompanied by media in learning.

While in Curriculum 2013 core competence and basic competences that will be taught in an cursive writing learning writing skills based on basic competence in curriculum revision in 2013 the year 2016/2017 by Permendikbud No. 24 of 2016 is the following:

Table 3 Core Competencies and Basic Competencies Cursive Writing Skills

Core Competencies	Basic Competencies
3. Understand thefactual knowledge by observing (hearing, seeing, reading) and ask by who happened to be at home and at school.	3.7 Observing the cursive posts in the story continued with regard to the use of capital letters (beginning of sentence, names of the months, days, and proper names) as well as the dot on the news words and a question mark interrogative sentence correctly.
4. Presenting factual knowledge in a clear and logical, the aesthetic work, the movement reflects a healthy child, and the child’s actions reflect the behavior of the faithful and noble.	4.7 Writing the article continued use of capital letters (beginning of sentence, names of the months, days, and proper names) as well as the dot on the news words and a question mark interrogative sentence correctly.

Table 4 Data Observations on the Curriculum 2013

Method	Elementary School					
	Donoyudan	Wonorejo 1	Cangkol 2	Karang asem 2	Ngandul 1	Jeruk 1
SAS	✓	✓		✓	✓	
Collaborative	✓	✓	✓		✓	✓
Individual	✓		✓	✓	✓	✓
Peers		✓	✓			✓
Play	✓			✓		✓
Discussion/ Group	✓	✓	✓	✓	✓	✓

Interviews showed that learning to cursive writing conducted by the teacher in the Primary School Curriculum 2013 applying a more varied and innovative. Although still not perfect but students become more motivated. Learning takes place in the classroom, the teacher provides materials and concepts as well as students actively listen, take notes, and try to practice described by the teacher. In addition, there are some teachers who use media that use in learning. Teachers are not visible difficulty in selecting the appropriate instructional media with instructional materials being studied. So we can conclude that teachers use learning methods that interesting and meaningful so that students can be passionate and motivated.

Based on interviews, observation and documentation can be seen that the teaching of writing upright concatenated has been running well. Learning to write serialized carried cursive between the standards of competence are in accordance with basic competence in curriculum in 2006 and the core competence with basic competence in Curriculum 2013. The differences occur in learning methods, but this is happening because it adjusts to the ability of teachers to manage learning and adjusting to the conditions and ability levels of students in each school. The lower the ability of teachers in managing learning, the more difficult it is to achieve optimal learning and the more difficult it is to meet the demands of the curriculum. Another difference that

emerged in the implementation of learning is the length of time of learning, both the length of time the initial activity, core activities, and the activities of the cover. This is influenced by the ability of teachers to manage time using certain methods in learning. Observations have shown that the method of engaging and meaningful learning has not always implemented by teachers, resulting in students sometimes become passive in the learning process.

One effort so that students can do with meaningful learning is the use of teaching methods that engage students actively and easily understood and followed by the students. Teachers tend to use the lecture method in each lesson. This method is still considered as a method that is less varied, so that learning is more centered on the teacher. Also the media used in the method is applying learning to write erect continued still minimal. This is due to the difficulty of teachers in the selection of appropriate media with the materials and methods taught in cursive writing activities. The method used in Curriculum 2006 and 2013 essentially implements a similar method. Each method in the applicable curriculum memiliki advantages and disadvantages of each. Seeing such circumstances, the need for a method that has the advantages of the method in the existing curriculum, namely 2006 and 2013 for use in the teaching of cursive writing in the future. An appropriate method and can motivate students to receive teaching and make learning itself becomes meaningful and not easily lost or forgotten, still preserved and become a habit for students to write the erect continued.

CONCLUSION AND SUGGESTION

Based on the analysis and discussion above, it can be concluded that cursive writing in an elementary school the 2nd grade students Sragen has been running quite well. Understanding and knowledge of teachers about learning to write well enough cursive, although still found some problems, especially in the method of learning.. This is reasonable because tailored to the needs of diverse learners.

Each of the existing method has some advantages, but it should be noted weaknesses-weaknesses of the applied method. In addition, teachers must understand the concept of meaningful learning accordance with the demands of the existing curriculum. Follow-up can be done with regards to the results of this research is that it can be obtained a proper method erect cursive writing for learning in elementary school to come.

Based on the research results suggested a few things that should be applied learning methods appropriate and suitable to be applied in accordance

with the conditions of the classroom, where students have varying levels of capability. One way to do is to present a meaningful learning by observing and understanding the background, emotions, encouragement/ motivation and ability of individuals as well as the adjustment of the material and learning tasks.

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