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The Tools of Learning to Write Based On Family Zone Readiness In Online Learning

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Funding information:**Abstract**

This study focused on the readiness of family zone in supporting online learning for the development of learning to write tools in primary school. There were some focuses on the readiness of family zone to support online learning, such as: (1) learning facilities, (2) understanding of lesson content area, and (3) guiding the process of learning to write. The study was carried out by using a "Design Based Research" (DBR) approach in Mugar Sari 1 primary school, Tamansari district, Tasikmalaya city. The result showed that the readiness of the family environment in online learning in the development of learning tools, especially for determining (1) the achievement of learning outcomes, (2) the scope of teaching materials, and (3) writing learning strategies. In this learning, writing as a skill was developed through the stages of (1) Pre-writing, (2) "Drafting", (3) Revising, (4) Editing, and (5) Publishing with the "Brain Storming" and "Mind Mapping" strategies.

Keywords: Learning to write, Family Zone Readiness, Online Learning

1. INTRODUCTION

A family zone becomes one of learning center for a student, besides school and society. Learning in this context is viewed as a condition for increasing knowledge, building attitude, and developing skill according to the potential of a student through teaching and learning activities. It can be implemented in a family zone, school and society. Currently, learning in family zone is more dominant than learning in school and society. One of the reasons is that we are in the threat of Covid 19 pandemic. One of our efforts to avoid from the exposure of Covid 19 is that we need to obey with health protocols, including to restrict activities outside home (Ayu Kurniawati, Santosa, & Bahri, 2020; Jamaluddin, Ratnasih, Gunawan, & Paujiah, n.d.; Ratu, Khasanah, Pramudibyanto, & Widuroyekti, 2020). Other than that, there is a change in a learning implementation through the virtual or distance learning through network service (online). Therefore, the learning in family zone

(in home) becomes the most rational choice and more dominant than learning in school and society.

Covid-19 pandemic has changed human's civilization in the world. The learning is implemented by not face-to-face in a classroom but it is implemented by online, becoming one of new changes in today's civilization. It demands the alignment so the learning can be implemented in accordance with expectations. The alignment of change demand can be started by considering the readiness of family zone in supporting students to study online in home, then it is used as the basic development of learning tools by a teacher in school. It can be used with consideration of paying attention to a college student and a lecturer, so that they will be used to adapt to an online system, learning can be carried out well. Moreover, this online system can be become an additional experience for a college student as a future

teacher (Aditia Rigianti, 2020; Arsyam, Jumliadi, Zakirah, & Alwi, n.d.; Wahid, Setiyoko, Riono, & Saputra, 2020).

An online based learning demands family's support so that all of family members are demanded to be an active role in supporting their children to study in home. An online learning is a learning implemented by using internet as a place to share knowledge. This learning form can be done whenever and wherever without bound time and without face to face. In this technological development era, an online learning is more advanced with various applications and features which make it easier for users. Not being bound time and being implemented without face to face become the advantage of online learning which can be utilized by teachers. As today' happening, an online learning becomes the only learning style choice which can be implemented by teachers when natural disaster or global pandemic occurs. Indonesia applies social distance to all aspects of life including in education. Therefore, online learning can be said to be the only learning choice which can be implemented by teachers to improve the quality of learning in Indonesia. (Cornelia & Tindaon, n.d.; Triyani, Romdon, Ismayani, Siliwangi, & Com, 2018).

According to Roger 1986 in (Mu'arif, Damayanti, Akmalia, Arsfenti, & Darmadi, 2021) " There is a wide gap in many fields, between it is known and what is actually put into use. Many innovation require a lengthy period, often some years, from the time when they become available to the time when they are widely adopted." The change has demanded readiness and times although they have known the urgency of changes. Currently, online based learning becomes a form of changes so that the family zone must support the demand of changes.

2. METHOD

This study used a reflection approach when the treatment took place (reflection in action) or Design Based Research. In this study, a reflection was used to analyze the situation, to analyze the suitability of initial plan and the situation when a treatment was given and to

This study result obtained data that family's support to online learning was quite diverse. The focus of data included; a family readiness to support (1) Learning facilities, (2) Understanding of lesson content area and (3) Guiding a learning process. On learning facilities, family provided supports to (1) digital learning tools (laptop, handphone, printer, flash disk), (2) Internet connection quality, (3) Network service systems (internet quota, subscribe), (4) Learning time, (5) Learning room, (6) Mobiler, (7) Electrical facilities, (8) Comfortable learning place facilities, (9) Snack provision and (10) Beverages. On understanding of lesson content area, family provided supports to (1) The essence of writing, (2) Writing position, (3) Writing function, (4) Writing assessment, (5) Writing scope. On writing process, a family provided supports to the steps of (1) Pre-learning, (2) Learning activity, (3) Post-learning, (4) Discovery of a learning obstacle, and (5) Solving a learning obstacle. The data were got from interview and questionnaire results to students' family member from Mugasari 2 primary school Tamansari sub-district, Tasikmalaya city.

This study result was used to develop an online based learning to write tools in primary school. In this context, it could be used to formulate (1) Learning outcome achievement, (2) Scope of learning materials and (3) Strategy of learning to write. In a learning, writing was strived for improving students' skills through the steps of (1) Prewriting, (2) Drafting, (3) Revising, (4) Editing, and (5) Publishing with "Brain Storming" and "Mind Mapping" strategies. By a "Design Based Research" approach (DBR), this learning tools are going to be developed as a product of the study.

respond or to solve problems resulted from treatment (Arif & Hariyati, 2021). It meant that this study was implemented through steps of (1) identification and problem analysis, (2) proto type development, (3) proto type examination and (4) proto type examination to respond

study problems (Hindriana, 2020; Rahayu, Suryana, & Pranata, 2020). The study was done in Mugasari 1 Primary School, Tamansari subdistrict, Tasikmalaya city by involving family

zone (family members) of fourth grade students. Study data collection used observation, interview and documentation. The data were used to develop writing tools.

3. RESULT AND DISCUSSION

The development of online based learning to write tools was based on assumptions: (1) a learning was assumed as a conscious effort and planned to improve knowledge, to build character and to develop skill through teaching and learning activities in accordance with students' readiness to learn, (2) an online based learning was assumed as the service of teaching learning activities by using distance through internet connection, (3) a family zone was assumed as a condition from all of students' family member to support their learning achievements in home or in homestay

and (4) writing was assumed as an individual' skill in communicating a message through writing and it was used as a learning content area in primary school.

The study result showed that a family zone provided various supports for online learning implementation to: (1) 67% of learning facilities provision, (2) 35% of understanding lesson content area and 51% of guiding a learning process, with the average of 55%.

The various supports were based on the data of support aspects as follows.

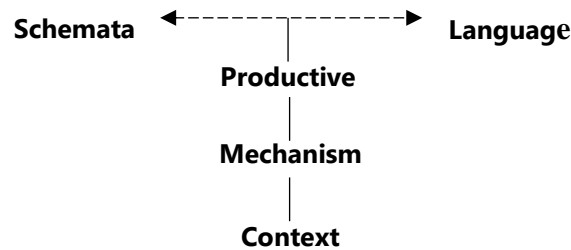
Table. 1. Scope of Readiness

Scope				
Support Components	Descriptors	Response Indicators		Percentages
		Yes	No	
A. Learning Facilities	(1) Digital learning tools	59%	41%	67%
	(2) Internet connection quality,	53%	47%	
	(3) Network service system	75%	25%	
	(4) Learning time,	87%	13%	
	(5) Learning room,	53%	47%	
	(6) Mobiler	69%	31%	
	(7) Electrical facilities	78%	22%	
	(8) Comfortable learning place facilities	56%	44%	
	(9) Snack provision	59%	41%	
	(10) Beverage	81%	19%	
B. Understanding of Lesson Content Area	(1) The essence of writing	25%	75%	35%
	(2) Writing position	34%	66%	
	(3) Writing function	66%	34%	
	(4) Writing assessment	28%	72%	
	(5) Writing scope	22%	78%	
C. Guiding the learning process	(1) Pre-learning	69%	31%	51%
	(2) Learning implementation,	66%	34%	
	(3) Post-learning	28%	72%	
	(4) Discovery of learning obstacle	53%	47%	
	(5) Solving the learning obstacle	38%	62%	
Average				55%

The data variation were then used to develop an online based learning to write. In this study, a lesson content area of writing was developed as follows.

Writing is seen as one of language skills other than listening, speaking and reading skills Tarigan:2008 in (Nugraha & Indihadi,

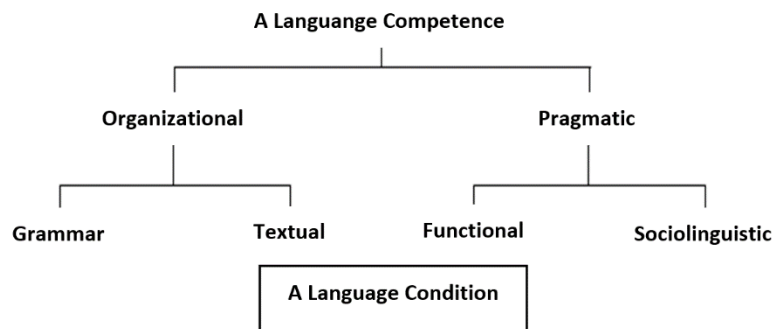
2019). These skills are marked by psycho-physical mechanism of individuals with productive strategies on sorting, choosing and compiling a message (content area) of communication through controlling schemata, language, and context (Indihadi, 2017). They were described as follows.



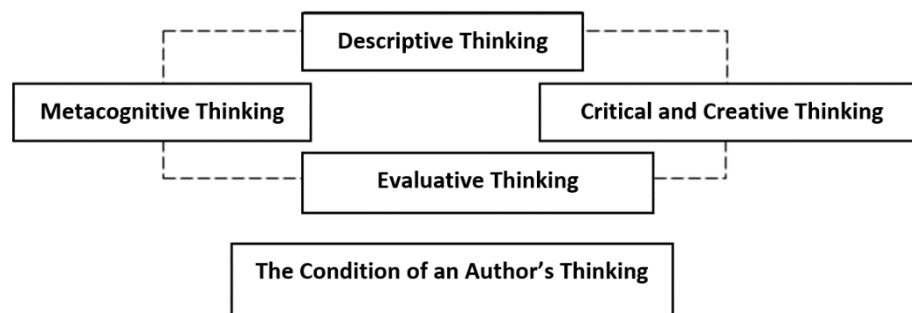
Picture. 1. Schemata of Language

It become an individual' condition during communication activity. In this case, it is equated with the author' internal condition.

Furthermore, a description of language condition and an author' thinking condition are described as follows.



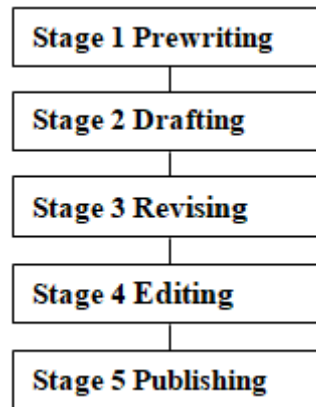
Picture 2. Language Competence



Picture. 3. The condition of an author's thinking

A writing process is marked by a psycho-physical mechanism of an author in controlling a productive strategy to produce a

message in writing. The process demands an author' competence to do steps of.

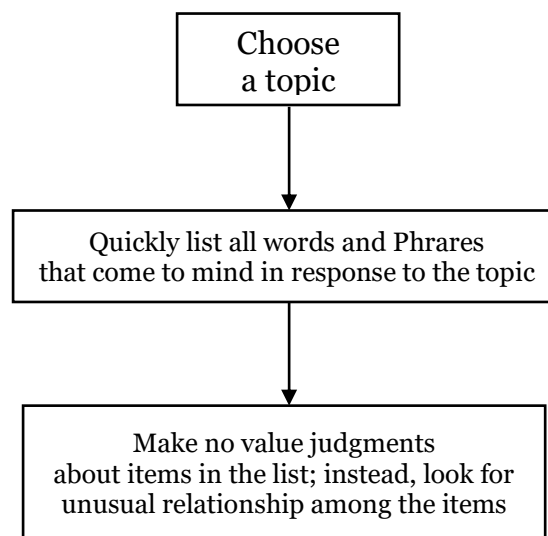


Picture. 4. Writing Steps

Brainstorming strategy was used as one of the ways to realize writing result based on editorial model. "Brainstorming is a use full way of generating radical solution to problem. During the brainstorming process there is no criticism of ideas. Brainstorming is a group or individual creativity technique and popular tool

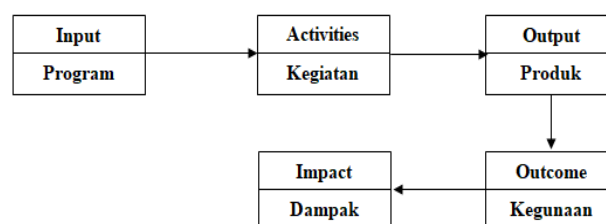
in generating many rodical, creative ideas" (Wicke, Dhama, Önköl, & Belton, 2019; Yanti, Gea, Pangaribuan, & Sembiring, 2019).

Brainstorming is implemented through thinking steps as follows (Gail E, 2002; Indihadi, 2017).



Picture. 5. Steps of Thinking

The steps of activities will be used as the reference of learning to write model development. It is described as follows.



Picture. 6. Steps of Learning Activities

Environmental support affects to an individual development and your readiness in learning. According to Dunn (1984): "Young children cannot be thought of only chronological terms; personal development and culture background play in important role in the readiness to learn" (Indihadi, 2018; Seman & Usman, 2020). By variety consideration of family support, the development of online based learning to write tools needs alignment so students' learning readiness as learning participants can be optimally empowered.

Based on the variaton of family' support in providing learning facilities, understanding of lesson content area and guiding the process of online based learning to write in primary school need to consider things such as. First; a learning must use a blended model, namely a Synchronous model integration with an Asynchronous model. Second; a learning must

4. CONCLUSION

1. The development of learning tools needs to consider students' learning readiness and family support relating to (a) provision of facilities, (b) understanding of lesson content and (c) Guiding the learning process.
2. Reflection and analysis of students' family zone can be used to formulate learning support.

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be completed by a modul containing a tutorial of learning guidance based on Blended service and writing activities guidance and students' worksheet about writing skill by a process approach. Third; a learning must provide a reporting form of monitoring and evaluating to reflect planning, implementation and achievement of student' learning outcome. Fourth; a teacher as a learning manager must create harmonious collaboration with students and family so an obstacle and a problem in learning process can be resolved according to the context. Fifth; a teacher and a family gradually strive to the lack of supports of learning facilities provision, understanding of lesson content area and guiding the students' learning process. Thus is explanation of study result, the development of learning to write tools in primary school must be developed by considering family support.

3. The development of tools of online based learning to write can be formulated by considering reflection and analysis results of family zone in giving a support of student' learning demand.

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