

**ABSTRAK**

**Yustisiana Hidayati, 111314153003, Efektivitas Penerapan Metode Remedial Menulis Integrasi Visual Motorik untuk Meningkatkan Kualitas *Handwriting* pada Siswa Sekolah Dasar, Tesis, Fakultas Psikologi Universitas Airlangga, 2018.**

**xiii + 88 halaman, 6 lampiran**

Penelitian ini bertujuan untuk mengetahui efektivitas penerapan metode remedial menulis integrasi visual motorik untuk meningkatkan kualitas *handwriting* pada siswa Sekolah Dasar. Penelitian ini difokuskan kepada siswa sekolah dasar kelas 4 dan 5 karena pada masa ini kemampuan menulis tangan anak seharusnya telah matang dan kualitas hasil tulisan berkembang baik. Perkembangan kemampuan menulis tangan yang terhambat akan mempengaruhi performa akademik, rendahnya *self-esteem* dan kurang percaya diri.

Penelitian ini merupakan penelitian eksperimen quasi dengan *single group pretest-posttest design*. Subjek pada penelitian ini berjumlah 5 siswa, kelas 4 dan 5 Sekolah Dasar yang merupakan anak asuh di Panti Asuhan As-Salam Surabaya. Subjek diberi perlakuan berupa kegiatan remedial menulis integrasi visual motorik untuk meningkatkan kualitas *handwriting*. Alat pengumpul data adalah *form* observasi kualitas *handwriting* untuk siswa Sekolah Dasar. Pengukuran kualitas *handwriting* dilakukan melalui *pre-test* dan *post-test*. Data dianalisa menggunakan *Wilcoxon Signed Rank Test*.

Hasil penelitian menunjukkan bahwa penerapan remedial menulis integrasi visual motorik efektif meningkatkan kualitas *handwriting*, khususnya pada siswa Sekolah Dasar. Hal ini ditunjukkan oleh hasil uji statistik dengan nilai signifikansi 0,043 ( $p < 0,05$ ) yang artinya hipotesis diterima.

**Kata Kunci:** Kualitas Menulis Tangan, Remedial Menulis, Integrasi Visual Morotik, Sekolah Dasar

Daftar Pustaka, 44 (1973 – 2016)

**ABSTRACT**

**Yustisiana Hidayati, 111314153003, Effectiveness of Remedial Writing Visual-Motor Integration to Improve Quality of Handwriting in Elementary School Students, Master of Thesis, Faculty of Psychology, Airlangga University Surabaya, 2018.**

**xiii + 88 pages, 6 attachments**

This study investigated the effectiveness of remedial writing visual-motor integration to improve quality of handwriting in elementary school students. The participants in this study are fourth and fifth grade students because their handwriting skill have relatively mature and improved. A delay in handwriting development may cause many problems such as in academic performance, low self-esteem and low self-confidence.

This study was done through quasi experiment with single group pretest-posttest design. The participants consists of five students in the fourth and fifth year level. A remedial writing visual-motor integration were given to the participants to improve the quality of their handwriting skill. An observation was done to measure the quality of their handwriting. Data was analyzed using Wilcoxon Signed Rank Test.

The result of this study indicates that remedial writing visual-motor integration effective to improved the quality of handwriting, especially for elementary school students. This is indicated by statistical test results with a significant value 0.043 ( $p < 0,05$ ) means hypothesis accepted.

**Keyword:** Quality of Handwriting, Remedial Writing, Visual-Motor Integration, Elementary School

**References,** 44 (1973 – 2016)