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Research Article

IMPROVING CHILDREN'S WRITING SKILLS THROUGH THE SHARED-WRITING PROGRAM AT UPT SDN 253 GRESIK

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Abstract

Writing proficiency is a fundamental literacy skill that supports children's cognitive, emotional, and academic development, yet many early-grade students continue to face difficulties in symbol recognition, fine-motor coordination, and idea organization. These challenges require effective instructional interventions that promote gradual and supported learning. This study aims to examine the effectiveness of a shared-writing program in improving the writing skills of first-grade students at UPT SDN 253 Gresik. A qualitative descriptive approach was employed, integrating classroom observation, documentation, and pre–post assessment using standardized writing indicators. The intervention consisted of structured shared-writing sessions in which the teacher modeled writing processes while students contributed ideas and practiced reproducing letters and simple words. Findings indicate a substantial improvement in the participant's writing performance, demonstrated by an increase from 66% (Developing as Expected) during the pre-test to 100% (Very Well Developed) in the post-test. Students showed notable gains in symbol recognition, meaningful scribbling, and accurate imitation of written forms. The shared-writing approach also enhanced motivation, confidence, and participation. The study concludes that shared-writing is an effective collaborative strategy for strengthening foundational writing skills in early elementary learners and can be recommended as a supportive intervention for students with early writing difficulties.

Keywords: Primary Education, Shared-Writing, Writing Skills

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INTRODUCTION

The development of writing skills in early childhood education represents a foundational component in the broader landscape of literacy acquisition. Writing is not merely a technical activity but a complex cognitive process that integrates linguistic knowledge, fine-motor abilities, and emotional readiness (Puranik & Koutsoftas, 2024). In the context of primary education, the capacity to express ideas through written symbols determines how effectively children can participate in academic tasks and communicate within structured learning environments (Shule dkk., 2025). Educational psychologists consistently emphasize that early writing proficiency predicts long-term success in reading comprehension, critical thinking, and academic performance.

Contemporary research in early literacy reveals that many children encounter persistent obstacles when learning to write, particularly in recognizing symbols, forming letters, organizing ideas, and maintaining motivation (Hayik, 2025). These challenges arise from developmental, environmental, and pedagogical factors that intersect in the classroom. Numerous studies highlight that writing difficulties often stem from insufficient modeling, limited exposure to structured writing practices, and inadequate instructional strategies that fail to scaffold the child's developmental stages (Dutta dkk., 2025). In many traditional classrooms, writing is introduced as a task to be completed rather than a process to be collaboratively explored, creating anxiety and resistance among early learners.

Educational institutions face increasing pressure to adopt evidence-based instructional methods capable of addressing these multifaceted challenges. Teachers are expected to facilitate not only cognitive development but also students' emotional engagement and motor readiness. In this regard, collaborative instructional methods such as shared-writing have gained attention for their potential to support children who struggle with writing acquisition (Kim & Lee, 2024). The shared-writing approach emphasizes joint construction of text between teacher and students, making visible the cognitive steps of writing and transforming the process into a guided, interactive learning experience. This pedagogical shift underscores the urgency of research investigating its effectiveness in specific classroom contexts.

Persistent gaps in foundational writing skills remain a critical concern in early-grade classrooms, particularly among first-grade students who are transitioning from pre-literacy experiences in kindergarten (Warnars & Wijaya, 2025). Many children demonstrate difficulty controlling writing tools, forming consistent letter shapes, and understanding the symbolic function of written language. These difficulties impede their ability to participate meaningfully in learning tasks requiring written responses. Without timely intervention, these issues can escalate, affecting their literacy development and academic confidence in subsequent grades.

Classroom observations at UPT SDN 253 Gresik indicate that several first-grade students continue to experience notable delays in writing-related competencies. The difficulties observed include inaccurate letter formation, inconsistent spacing, slow writing speed, low motivation, and limited ability to translate ideas into written symbols (Choi dkk., 2024). Despite regular instructional routines, the methods employed have not sufficiently addressed the specific developmental needs of children encountering writing challenges. The transition period between kindergarten and early elementary school accentuates these issues, as students may still be adjusting to more structured and task-oriented learning demands.

The problem is further compounded by insufficient parental understanding of the developmental processes involved in early writing (Hollander dkk., 2025). Many parents tend to interpret writing difficulties as laziness or lack of effort, creating emotional barriers for children who already struggle with cognitive and motor aspects of writing. Such misinterpretations can lead to negative reinforcement at home and reduced support for practice-based learning activities (Abdelaziz & Abdelhameed, 2024). Given these conditions, a targeted instructional intervention that aligns with children's developmental stages and encourages

active participation is urgently needed to support students experiencing early writing challenges.

This study aims to investigate the effectiveness of a structured shared-writing program in improving early writing skills among first-grade students at UPT SDN 253 Gresik. The research focuses on examining how collaborative modeling of writing processes facilitates children's understanding of symbol recognition, letter formation, and simple word construction (Robi'in dkk., 2025). The study seeks to determine whether shared-writing enhances both technical writing abilities and children's confidence in expressing ideas through written form.

The implementation of the shared-writing intervention is designed to provide a systematic learning experience where the teacher functions as a model while students actively contribute ideas and observe writing strategies in real time (Bogaert dkk., 2024). By analyzing changes in student performance before and after the intervention, the study expects to identify measurable improvements in writing skills, including accuracy, clarity, and consistency. The use of pre-test and post-test assessments will enable a detailed comparison of developmental progress.

The research also intends to explore how shared-writing influences learners' motivation and engagement during writing activities (Roux Sparreskog & Dylman, 2025). Understanding the affective dimension is critical, as emotional readiness significantly impacts children's willingness to engage in writing tasks. By documenting behavioral, cognitive, and emotional indicators, the study aims to provide a holistic evaluation of the shared-writing approach and its potential value for classroom practice in early literacy instruction.

Existing literature on literacy development offers extensive discussion on reading acquisition but provides relatively less focus on instructional models specifically aimed at strengthening early writing skills (Yen dkk., 2024). Most studies in the domain emphasize phonics, reading comprehension, or general literacy frameworks, leaving a notable gap in research addressing how collaborative writing strategies benefit children at the earliest stages of formal education (Mudiono, 2024). This imbalance suggests the need for deeper exploration into writing-focused pedagogies that support young learners with diverse developmental profiles.

Research that does examine early writing interventions often concentrates on individual writing tasks rather than collaborative or guided strategies. Approaches such as independent practice, worksheet-based repetition, or unguided writing prompts dominate the classroom landscape, despite evidence that young children require explicit modeling to understand the cognitive processes underlying writing (Castillo-Segura dkk., 2025). The limited emphasis on interactive and socially mediated writing practices creates a theoretical gap concerning how shared-writing can bridge developmental difficulties in symbol recognition and motor coordination.

Studies conducted in Indonesian primary schools highlight general literacy challenges but rarely investigate structured, process-oriented writing interventions tailored to early learners (Barksdale, 2024). The context-specific characteristics of Indonesian classrooms—including varying teacher competencies, limited resources, and diverse student backgrounds—underscore the importance of examining instructional approaches adaptable to local needs. The absence of empirical studies on shared-writing within this setting presents a practical gap that this research seeks to address through systematic implementation and assessment.

This study contributes novelty by applying a structured shared-writing intervention specifically tailored to first-grade students experiencing writing difficulties in an Indonesian public-school context. Unlike previous studies that focus on reading or broad literacy programs, this research isolates writing as the core skill requiring targeted intervention (Gelizon, 2024). The emphasis on modeling, collaborative idea generation, and guided practice distinguishes the shared-writing approach from conventional writing instruction commonly applied in early-grade classrooms.

The study offers further innovation through its holistic assessment of writing development, integrating cognitive, motor, and emotional indicators (Brkić dkk., 2025). While many existing studies measure only accuracy or productivity, this research evaluates how shared-writing enhances confidence, motivation, and classroom engagement alongside technical writing skills (Villegas-Ch dkk., 2024). Such a multidimensional framework provides richer insight into how children internalize writing processes and develop readiness for independent writing tasks.

The justification for this study lies in its potential to inform teacher practice and curriculum design in early primary education. By demonstrating the effectiveness of shared-writing within a real classroom setting, the research provides evidence-based guidance for educators seeking strategies to support struggling writers (Condurache dkk., 2024). The findings can contribute to policy discussions on literacy intervention, particularly for schools aiming to strengthen foundational writing skills as part of national literacy improvement efforts (Gao dkk., 2025). This research therefore holds both theoretical and practical significance in advancing early literacy pedagogy.

RESEARCH METHOD

The following sections detail the methodology employed in this study, which focuses on the effectiveness of a collaborative writing intervention.

Research Design

The study employed a descriptive qualitative research design to examine the effectiveness of the shared-writing program in improving early writing skills among first-grade students (Martin, 2024). The design emphasized direct observation, authentic classroom documentation, and comparative assessment (pre- and post-intervention) to capture developmental changes in writing performance (Lamo dkk., 2024). The core focus was to understand how shared-writing, as a collaborative instructional method, supports critical early literacy components such as symbol recognition, letter formation, and simple word construction in young learners experiencing initial writing challenges.

Research Target/Subject

The population of the study consisted of first-grade students enrolled at UPT SDN 253 Gresik during the implementation period. The sample was selected using purposive sampling based on teacher recommendations and initial observations regarding writing difficulties. One focal participant, identified as a student demonstrating consistent challenges in motor coordination, symbol recognition, and writing fluency, was chosen as the primary subject of the intervention (Hayashi dkk., 2024). The selection criteria ensured that the participant represented the characteristics of early learners who would benefit most from a developmentally guided writing program.

Research Procedure

The procedures of the study followed four sequential stages: preliminary observation, program planning, intervention implementation, and post-assessment. Preliminary observation involved environmental scanning, teacher interviews, and identification of the participant's baseline writing abilities (Rakap dkk., 2025). Program planning included designing shared-writing activities aligned with developmental theories of Piaget and Vygotsky, and integrating tasks that combined modeling, guided participation, and collaborative text construction. Intervention implementation was conducted in three structured sessions, in which the teacher modeled writing processes while the participant contributed ideas and reproduced letters or words under guided instruction. Post-assessment was carried out through a writing skills rubric applied during the final session to evaluate changes in accuracy, clarity, and fluency, followed

by comparative analysis of pre-test and post-test results to determine the effectiveness of the shared-writing program.

Instruments, and Data Collection Techniques

The instruments used in this research consisted of observational field notes, student writing samples, pre-test and post-test assessments, and documentation of learning activities. The primary assessment tool was an indicator-based writing skills rubric measuring symbol recognition, meaningful scribbling, and imitation of written forms. The rubric categorized performance into four developmental levels: Belum Berkembang (Not Yet Developed), Mulai Berkembang (Beginning to Develop), Berkembang Sesuai Harapan (Developing as Expected), and Berkembang Sangat Baik (Very Well Developed). Supporting documentation such as photographs, worksheets, and teacher records strengthened the validity of the data collected.

Data Analysis Technique

The data analysis technique was descriptive and comparative. Analysis focused on the systematic comparison of the participant's performance levels captured by the writing skills rubric before (pre-test) and after (post-assessment) the shared-writing intervention. Qualitative data from the observational field notes and documentation were analyzed to provide a narrative description of the developmental changes in the participant's writing behavior and skills across the three intervention sessions (Rakap & Balikci, 2024). The final step was to use this comparative and descriptive evidence to determine the overall effectiveness of the shared-writing program.

RESULTS AND DISCUSSION

The descriptive data were obtained from pre-test and post-test assessments administered before and after the shared-writing intervention. The writing skill indicators measured included symbol recognition, meaningful scribbling, and imitation of written forms. Each indicator was assessed using a four-level developmental scale consisting of Not Yet Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Very Well Developed (BSB). The quantitative scores were converted into percentages to evaluate the participant's developmental progression.

The statistical results demonstrated a substantial improvement from the pre-test to the post-test. The participant initially scored 66%, categorized as Developing as Expected (BSH), indicating moderate proficiency but with noticeable weaknesses in consistency and accuracy. The post-test results increased to 100%, placing the participant at the Very Well Developed (BSB) level, reflecting mastery of symbol recognition, improved clarity in letter formation, and the ability to imitate written forms accurately. The descriptive statistics are illustrated in the table below.

Table 1. Pre-test and Post-test Writing Performance

Assessment Phase	Percentage Score	Developmental Category
Pre-test	66%	BSH
Post-test	100%	BSB

The pre-test results indicated that the participant was able to recognize and reproduce a limited set of symbols and simple letters, yet displayed inconsistencies in handwriting stability and spacing. Performance in meaningful scribbling suggested partial understanding of letter shapes, although motor control appeared underdeveloped. The overall score of 66% reflected that the participant had reached a functional stage of early writing but remained dependent on adult guidance for accuracy and fluency.

The post-test revealed significant progress across all measured indicators after the shared-writing sessions were implemented. The participant achieved 100% performance across

categories, demonstrating enhanced ability to recognize symbols, produce clear and consistent letter formations, and imitate written forms without assistance. Improvements suggested increased motor coordination, strengthened cognitive understanding of letter–sound relationships, and heightened motivation when engaged in guided writing activities.

Detailed indicator scores provided further insights into specific areas of skill enhancement. During the pre-test, the participant completed only two out of three descriptors in each indicator category. This pattern reflected partial achievement, consistent with the BSH classification. The participant's writing showed irregular spacing, imprecise strokes, and occasional reversal of letters, which are common among early learners experiencing writing challenges.

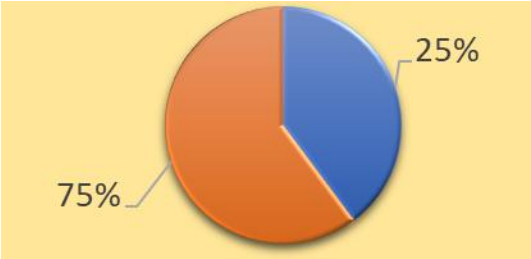

Figure 1. Thematic Distribution Comparison of Intervention Impact

Figure 1. Binary Comparison of Writing Performance Before and After Shared-Writing Intervention

The post-test demonstrated that the participant successfully fulfilled all descriptors across all categories, reflecting complete mastery of the assessed competencies. Letter formation became more proportionate, symbol recognition became automatic, and imitation tasks were executed with stable line control. The participant's improved writing samples depicted clear transitions from reliance on guided support to confident independent execution.

The comparison between the pre-test and post-test results suggests that the shared-writing intervention produced measurable and meaningful improvement. The increase from 66% to 100% represents a 34% gain, marking a shift from moderate development to full mastery. Although inferential statistical testing was not conducted due to the qualitative nature of the study and the single-subject sample, the magnitude of change indicates a strong intervention effect.

The observed improvement aligns with theoretical expectations derived from Vygotskian scaffolding principles, in which guided participation accelerates skill acquisition. The participant's progress demonstrates that structured modeling, repeated exposure, and collaborative text construction can bridge developmental gaps in writing. The intervention appears to have enabled the participant to internalize writing processes previously unattainable through conventional instruction.

The relationship between the qualitative observations and the quantitative scores revealed consistent patterns supporting the intervention's effectiveness. The participant's increased motivation and engagement, noted throughout the sessions, corresponded with the sharp improvement in numerical assessment outcomes. Observational data showed enhanced focus, willingness to participate, and improved confidence, which directly paralleled the statistical progression.

The developmental indicators also correlated with behavioral changes observed during the shared-writing activities. As the participant became more involved in generating ideas and modeling written forms, the motoric precision and symbolic comprehension strengthened. The relational data suggest that cognitive, affective, and motor domains improved concurrently, reinforcing the holistic impact of shared-writing on early writing development.

The focal participant, identified as "R," presented initial challenges commonly associated with early writing difficulties, including inconsistent letter shapes, unstable pencil grip, and low writing fluency. Classroom observations showed that R often hesitated during writing tasks, paused frequently, and exhibited signs of frustration when attempting to produce letters

independently. These behaviors indicated limited confidence and insufficient understanding of expected writing conventions.

Following the intervention, R demonstrated noticeable improvements not only in writing performance but also in learning behavior. The participant became increasingly enthusiastic, responded proactively to teacher prompts, and maintained longer periods of sustained attention. Writing samples reflected neater letter shapes, clearer spacing, and the ability to write simple words with minimal prompting. The case illustrates how individualized, structured guidance can significantly support early learners facing writing challenges.

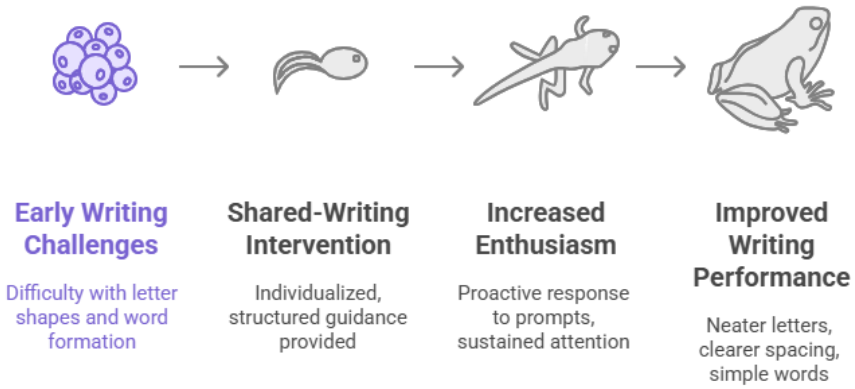

Figure 2. R's Writing Transformation

The qualitative data from teacher field notes indicated that the shared-writing sessions created a supportive learning environment where R felt comfortable experimenting with writing. Repeated modeling and collaborative construction of sentences allowed R to observe writing as a process rather than a product, reducing anxiety and increasing willingness to participate. These qualitative findings complement the numerical increases observed in assessment scores.

Further documentation, including student worksheets and photographs, revealed that R's improved writing abilities were accompanied by enhanced fine-motor coordination. Tasks requiring precise hand movements, such as tracing and copying, showed more stable line control after the intervention. The alignment between qualitative observations and assessment results suggests that the shared-writing method effectively strengthened both cognitive and motor components of writing.

The overall findings indicate that the shared-writing program produced significant improvements in early writing abilities. The participant's progress from 66% to 100% demonstrates that collaborative writing strategies can effectively address symbol recognition difficulties, motoric instability, and low motivation. The structured guidance provided through shared-writing enabled the participant to internalize writing processes and develop the confidence needed to engage in independent writing tasks.

The results support the conclusion that shared-writing is a valuable pedagogical approach for young learners who struggle with foundational writing skills. The approach promotes meaningful interaction, cognitive scaffolding, motor practice, and emotional support—components essential for early literacy development. This study provides evidence that shared-writing can function as an effective, developmentally appropriate intervention within primary school settings.

The findings of this study demonstrate that the shared-writing intervention produced a substantial improvement in the writing abilities of the first-grade participant. The increase in performance from 66% during the pre-test to 100% in the post-test reflects clear progress in symbol recognition, letter formation, and imitation of written forms. The participant's

developmental category advanced from “Developing as Expected” to “Very Well Developed,” indicating mastery across all writing indicators assessed.

The shared-writing sessions also resulted in noticeable behavioral changes that complemented the quantitative improvements. The participant showed greater engagement, improved attention span, and enhanced motivation throughout the writing process. The collaborative nature of the intervention provided a supportive learning environment where writing was viewed as a shared cognitive activity rather than an isolated task. This condition contributed to increased confidence and willingness to attempt independent writing tasks.

The systematic modeling of writing steps appeared to play a crucial role in strengthening the participant’s grasp of foundational writing competencies. Observations indicated improved motor coordination, greater consistency in letter size and spacing, and decreased hesitation during writing attempts. These behavioral indicators support the statistical findings and highlight the multidimensional impact of the intervention.

The overall findings suggest that shared-writing is an effective instructional method for young learners experiencing writing difficulties. The intervention’s integration of cognitive support, motor guidance, and emotional reinforcement provided a holistic learning experience that facilitated rapid skill acquisition. The improvements recorded in this study provide strong evidence that shared-writing can serve as a beneficial alternative to traditional writing instruction in early elementary settings.

The results align with prior research emphasizing the importance of guided participation and explicit modeling in early literacy development. Studies grounded in Vygotskian theory consistently highlight the value of teacher scaffolding in promoting writing readiness. The participant’s progress mirrors findings from similar interventions where collaborative writing contributed to improved accuracy and fluency in early writing tasks. This alignment supports the theoretical foundation that writing competence develops more effectively within social and interactive learning environments.

The findings also correspond with research demonstrating that young learners benefit significantly from structured modeling of writing processes. Scholars such as Fletcher and Portalupi (2007) argue that visible demonstration of writing steps helps children internalize the logic and conventions of written language. The participant’s enhanced control and confidence suggest that witnessing the teacher think aloud and construct text in real time facilitated better understanding of writing mechanics.

Not all studies, however, have reported improvements as dramatic as those observed in this case. Some researchers note that progress in early writing tends to occur gradually and requires extended intervention periods. The sharp increase in the participant’s performance may differ from contexts where shared-writing is implemented with larger groups, more complex tasks, or students with pronounced learning disabilities. These differences highlight the need for context-specific adaptation when applying shared-writing as an instructional strategy.

The contrast between this study and others underscores the importance of individualized support in early writing intervention. Research frequently emphasizes that development in early childhood is heterogeneous, with each child demonstrating unique motor, cognitive, and emotional profiles. The individualized nature of this intervention, supported by focused observation and personalized guidance, likely contributed to the sharper improvement compared to findings from broader classroom-based studies.

The results of this study signify that early writing difficulties are highly responsive to structured and developmentally appropriate instructional interventions. The participant’s rapid progress suggests that writing struggles at the early grade level may stem more from insufficient instructional scaffolding than from inherent cognitive or motor limitations. The findings indicate that with proper guidance, young learners can overcome early barriers and progress toward writing fluency.

The study's outcomes also highlight the importance of viewing writing not merely as a mechanical skill but as a complex interaction of cognitive, emotional, and physical processes. The participant's increased confidence and engagement reflect the role of emotional safety and positive reinforcement in skill acquisition. These changes signify that writing development depends heavily on classroom climate, relational support, and student motivation.

The findings point to the transformative potential of shared-writing in redefining children's perceptions of writing. By observing the teacher as a co-writer, the participant came to understand writing as an achievable and meaningful activity. This shift in perception signifies that modeling is not only instructional but also motivational, shaping learners' attitudes toward literacy.

The study further signals that early interventions can have significant long-term implications for literacy development. The participant's mastery of foundational skills suggests the potential for improved academic performance in later grades. The findings imply that early identification of writing difficulties, combined with targeted intervention, can prevent the escalation of learning challenges over time.

The findings carry important implications for instructional practice in early childhood education (Kotevski dkk., 2024). Teachers may consider integrating shared-writing as a core component of writing instruction, particularly for students exhibiting early signs of writing difficulties. The structured modeling and collaborative approach provide accessible entry points for learners who may otherwise feel overwhelmed by independent writing demands.

The study also implies that schools need to prioritize interventions that address the cognitive, motoric, and emotional dimensions of writing simultaneously. The participant's holistic improvement demonstrates that writing skills cannot be developed in isolation (Cheng dkk., 2025). Educational policies should emphasize integrated instructional models that account for developmental readiness, classroom engagement, and personalized feedback.

Teacher training programs may benefit from including shared-writing strategies as part of their curriculum (Hussein dkk., 2024). The effectiveness of the intervention suggests that pre-service and in-service teachers require concrete tools for supporting early writers. Exposure to structured modeling techniques can enhance teachers' confidence and competence in addressing literacy challenges among young learners.

The results further suggest that collaboration between teachers and parents is essential. The participant's improvement contrasts with common misconceptions among parents regarding writing difficulties (Hanna dkk., 2024). Schools should provide guidance and workshops to families to support consistent writing practice at home and reduce misunderstandings that may discourage children's learning efforts.

The significant improvement observed in this study can be attributed to the developmental alignment of the shared-writing technique (Saputra dkk., 2025). Young children learn most effectively when cognitive demands are supported through scaffolded interaction. The teacher's role as a model reduced the cognitive load for the participant, allowing gradual internalization of writing principles without the stress of independent production.

Another contributing factor lies in the social and interactive nature of the intervention. The shared-writing sessions fostered an encouraging environment that mitigated anxiety and allowed the participant to experiment without fear of failure. (Puspitoningrum dkk., 2024) The collaborative atmosphere provided a sense of safety, leading to increased willingness to engage in tasks that previously caused frustration.

The improvement in motor coordination and letter formation likely occurred because the participant received consistent visual and verbal cues (AlMuhaideb dkk., 2024). The teacher demonstrated stroke sequences, spacing, and letter proportions repeatedly, enabling the participant to mimic and refine movements with growing accuracy. This repetition, combined with guided practice, supported the development of fine-motor skills essential for writing.

Motivational factors also contributed significantly to the observed outcomes. The participant's increasing enthusiasm and engagement suggest that shared-writing transformed writing from a solitary and intimidating task into a meaningful shared activity (Mekonnen, 2024). The emotional reinforcement embedded in the process encouraged persistence, leading to quicker mastery of skills.

The findings indicate that future research should explore the application of shared-writing across a broader range of learners, including larger groups and students with diverse learning profiles (Li dkk., 2025). The sharp improvement observed in this single-subject design suggests promising potential but requires replication to determine generalizability. Broader studies may offer insights into how shared-writing performs across different classroom structures, grade levels, and linguistic contexts.

Schools may consider institutionalizing shared-writing as part of their literacy curriculum. The intervention's success demonstrates that integrating collaborative writing practices into daily learning routines can enhance writing readiness among younger students (Carmona dkk., 2025). Administrators should evaluate resource needs, teacher training requirements, and curriculum alignment to support sustained implementation.

Future studies may also investigate long-term impacts of shared-writing on students' independent writing performance (Ulusoy dkk., 2025). Monitoring students over time will clarify whether early improvements persist and contribute to higher-level literacy skills. Such longitudinal data will be valuable for shaping literacy instruction policies and early intervention programs.

The results point to the need for developing structured shared-writing modules that teachers can adopt easily. Creating clear guidelines, activity templates, and assessment rubrics will support consistent implementation across classrooms (Shawaqfeh, 2024). The next step involves designing intervention packages that combine theory, practice, and evaluative tools to ensure accessibility for teachers and meaningful benefits for students.

CONCLUSION

The most prominent finding of this study is the substantial improvement in early writing skills achieved through the shared-writing intervention, marked by a progression from 66% to 100% in the participant's assessment results. This increase reflects not only mastery of symbol recognition, letter formation, and imitation tasks but also meaningful behavioral changes such as heightened motivation, improved focus, and reduced writing anxiety. The distinctiveness of this finding lies in the rapid and comprehensive nature of the improvement, demonstrating that early writing difficulties can be significantly mitigated through structured, collaborative instructional support.

The contribution of this research lies in its demonstration of shared-writing as an effective and developmentally aligned pedagogical method for early literacy instruction. The study advances the conceptual understanding of writing as a holistic developmental process—integrating cognitive, motoric, and emotional components—and offers empirical evidence supporting shared-writing as a practical instructional alternative to conventional writing drills. The methodological value of this research also lies in its integration of qualitative observations and indicator-based writing assessments, resulting in a nuanced, multidimensional evaluation of writing development.

The study is limited by its single-subject design, which restricts the generalizability of the findings to broader populations or diverse classroom settings. The intervention period was relatively short, preventing examination of long-term retention or transfer of writing skills to independent tasks. Future research should expand the participant pool, incorporate comparative group designs, and explore longitudinal effects of shared-writing across multiple grade levels. Investigations into how shared-writing interacts with digital tools, multilingual contexts, and

differentiated instruction frameworks will further strengthen the evidence base and refine its applicability in varied educational environments.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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