

IMPLEMENTATION OF ANDROID LEARNING MEDIA TO TRAIN STUDENTS' MOTOR WRITING SKILLS

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Abstract

Motor skills are natural abilities that are used throughout life. However, at this stage of student development, there needs to be increased development of motor skills. Not all students' motor development processes are the same. From the results of observations, several children experienced delays in writing motor skills, especially when writing. Researchers took action that was influential in treating fine motor disorders in students, namely handwriting therapy by applying Android learning media in the form of the ABC Kids application to class III students at SDN Sukaraja I Sumedang. This research implemented a one group pretest-posttest design with a total of 19 students as research subjects. The data analysis technique used in this research is quantitative descriptive analysis. The research was conducted for 3 days. The first two days showed that students still did not know letters and could not write well, and on the third day students began to show the ability to recognize letters and write well. The results of the normality test show that a value of $\text{sig}=.0013$ is obtained, which means it is smaller than a 0.05, which indicates that the data is not normally distributed with a small number of samples, so a non-parametric statistical test is carried out. In the Wilcoxon test, a significant value of .000 is obtained < 0.05 , so the hypothesis is accepted. The results of the research show that there are differences in the fine motor development abilities of students before and after being given the ABC Kids application to lower class students in elementary school.

Keywords: ABC Kids; application; motor; writing; elementary school

Abstrak

Keterampilan motorik adalah kemampuan alami yang digunakan sepanjang hidup. Namun pada tahap perkembangan peserta didik, perlu adanya peningkatan perkembangan keterampilan motorik. Tidak semua proses perkembangan motorik peserta didik itu sama. Dari hasil observasi, beberapa anak mengalami keterlambatan motorik menulis terutama saat menulis. Peneliti melakukan tindakan yang berpengaruh dalam penanganan gangguan motorik halus pada peserta didik yaitu terapi tulisan tangan dengan menerapkan media pembelajaran Android berupa aplikasi ABC Kids terhadap peserta didik kelas III di SDN Sukaraja I Sumedang. Penelitian ini menerapkan *one group pretest-posttest design* dengan jumlah subjek penelitian 19 peserta didik. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis deskriptif kuantitatif. Penelitian dilakukan selama 3 hari. Pada dua hari pertama menunjukkan peserta didik masih belum mengenal huruf serta belum bisa menulis dengan baik, dan pada hari ke-3 peserta didik mulai menunjukkan kemampuan mengenal huruf dan menulis dengan baik. Hasil uji normalitas menunjukkan diperoleh nilai $\text{sig}=.0013$, yang berarti lebih kecil dari a 0.05 yang menunjukkan data berdistribusi tidak normal dengan jumlah sampel yang sedikit sehingga dilakukan uji statistik nonparametrik. Pada uji Wilcoxon diperoleh nilai .000 yang signifikan < 0.05 maka hipotesis diterima. Hasil penelitian menunjukkan terdapat perbedaan kemampuan perkembangan motorik halus peserta didik sebelum dan setelah diberikan aplikasi *ABC Kids* peserta didik kelas rendah di sekolah dasar.

Kata Kunci: media ABC Kids; aplikasi; motoric; menulis, sekolah dasar

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Introduction

Early childhood is the most important and fundamental early period in the growth and development of human life. This period is marked by various critical stages that are very important for the development process. The period that characterizes childhood is the golden age or The Golden Age. Many concepts and facts have been found that describe the golden period of early childhood, where every child's potential develops most rapidly. Therefore, the role of the government and parents in children's growth and development is very urgent so that children can develop, be intelligent and reach their optimal potential. This is why early childhood education is important (Rahim et al., 2020).

Children aged 5 to 6 years experience increased interaction with their environment, so the development of children's language and physical motor skills is an important development for stimulation. Therefore, developing physical dexterity is one way to help children interact successfully. The ability to interact with the environment also requires language development so that children can improve the learning process at school. The importance of language development is emphasized by (Kurikulum, 2004), which explains the function of language development in early childhood as: a) as a means of communication with the environment b) as a child's intellectual tool that fosters children's expression as a tool for developing their abilities, d) as a tool for express the feelings and thoughts of others. Communication with the environment is also supported by physical motor development by (Fitriani & Adawiyah, 2018) physical motor skills through great curiosity and a desire to experiment.

The learning approach is important and determines the success or failure of the learning process. The approach to the process of language and physical motor development in students is through play and fun. Teachers are required to be highly creative in planning and implementing in the field (Sutrisno et al., 2020). Apart from the ability to create learning planning activities, teachers also need the ability to provide learning media as a strategy to increase students' understanding through a fun learning process (Istim et al., 2022).

Motor development is a change in motor behavior that characterizes the maturity of an organism and its interaction with its environment. In humans, motor development is a change in motor skills from infancy to adulthood and includes various aspects of behavior and motor skills. Aspects of behavior and motor development influence each other. Aspects of behavior and motor development mutually influence each other (Saputri, 2021). This motor development focuses on the process of motor skills in children. From birth, babies begin to develop the motor skills they need to interact with their environment. Developing motor skills allows children to interact fully with the environment (AZANI, 2020).

The maturity of motor skills depends on the child's nerve and muscle centers. In carrying out activities that develop children's muscles and nerves, parents must be able to provide activities and games that can stimulate motor skills. The activities offered require eye-hand coordination to train emotions, concentration and motor movements which are important for the development of certain aspects of children.

Fine motor skills are the use of small muscle groups, such as the fingers and hands, and often require precision and coordination with the hands. It also includes the use of tools to manipulate objects. By improving and developing children's fine motor skills, they will be able to write when they enter elementary school. Fine motor skills refer to activities that use fine muscles, such as drawing, cutting, and gluing. Activities related to this (Rahim et al., 2020)

There are many developmental problems that still occur in society today, one of which is a delay in the development of fine motor skills in children. This delay can cause big problems for children in the future, one of which is that children become insecure, shy, jealous of other

children as well. dependency. This can cause difficulties for children when entering school due to the child's inability to socialize such as playing and writing with a sense of dependence and lack of confidence in the child which will result in a decrease in achievement below the child's ability. (Economics et al., 2020). Apart from that, delays in fine motor skills in children can also be caused by a lack of stimulation and stimulation in children. To improve fine motor development, every child needs to receive routine stimulation as early as possible and continuously at every opportunity, because a lack of stimulation can cause deviations in growth and development. in children (AZANI, 2020). Fine motor development is influenced by two factors, namely internal and external factors. Internal factors include genetics, motivation to train, health. Meanwhile, external factors include parental knowledge, parental education, parental attitudes, socio-economic, socio-cultural, environmental and family parenting patterns (Fathoni, 2008).

Fine motor skills improve skills in school-aged children. Imitative learning can hone fine motor skills. By training fine motor skills, hand and finger muscles become more flexible so children can write and draw better (Erlianda et al., 2019). Fine motor skills are very important for students to have because fine motor skills are important to support students' academic skills and daily activities. Fine motor academic skills are needed, including holding a pencil, writing, making horizontal, vertical lines, left-right slashes or circles, drawing, coloring, cutting paper or typing. Then, motor skills in daily activities, for example putting on and unbuttoning clothes, holding a spoon, opening snack wrappers, or moving coins from your hand to your fingertips and inserting them into the hole of a piggy bank. To get good fine motor skills you need a lot of practice and providing the right stimulus. The more people hear, see and experience, the faster students will achieve standard skills. Writing is a form of communication that is actualized through writing in the form of graphic language symbols. By writing someone can visualize and express what they see, what they hear, what they feel and what they think.

According to Nurgiyantoro (2001:296) in (Malinda Fatmawati, 2019) said that writing activities are a form of manifestation of language abilities and skills that are most recently mastered by language students after the ability to listen, speak and read. So writing lessons must be taught at the basic education level to balance other language skills. In social life, writing is very important, such as filling in data in forms, taking notes, writing letters and so on.

Writing essentially means conveying ideas and messages using line symbols (writing). The ideas or messages that will be conveyed depend on the development and level of knowledge or reasoning power of the students. Writing skills are one of the four language skills, namely listening, speaking, reading and writing (Khoridah et al., 2019).

Basic writing skills are the initial skills in writing, which include how to hold a pencil, write letters correctly, write neatly, write simple sentences, write cursively (Astuti & Istiari, 2020). Writing skills can be divided into two categories: basic writing and advanced writing (Azis, 2019). Initial writing is a very important stage for students because it is the stage where students change the sounds and words they hear into sound symbols such as letters and numbers. (Azizah & Eliza, 2021). Writing skills are very important for elementary school students. Writing skills stimulate the accumulation of knowledge and experience, train students to develop new ideas, connect certain topics, organize thoughts about unclear concepts, and help absorb new information (Naitili et al., 2019). Writing skills are one of the foundations for students to study various other fields of science (Herliana et al., 2019). It takes

time to start learning writing as a skill and master it well. Therefore, routine and continuous support for students is very necessary.

The benefits of writing include: increasing intelligence, increasing initiative and creativity, growing courage, and encouraging the will and ability to gather information. In this initial writing lesson, the author uses a method of learning along with playing, one of which is playing with greeting words. Teachers use games in the learning process because teachers realize that there are times when students feel bored with the teacher's monotonous way of teaching (Mustikowati et al., 2016). Meanwhile in Sugiart (2020: 18), Hairston also explains several benefits of writing, including a means to a) discover something, b) think of new ideas, c) train conceptual organization skills and clarification skills, d) train an objective attitude in self, e) help absorb and process information, f) train oneself to think actively (Malinda Fatmawati, 2019). Based on the opinion above, the benefits of writing include supporting other learning activities and being suitable for activities that can develop spontaneity and creativity. Apart from that, writing also has many benefits, for example taking notes in class, writing reports, writing letters, and writing activity plans (Suardi, 2016).

When learning to write, participants are taught to use lowercase letters before capital letters. When starting to learn to write, students are taught letters that are easy to pronounce systematically (sequentially) to letters that are difficult to pronounce. Recognition of letters is the first stage taught to students when they first learn to write. The next step is writing training, for example through pre-writing exercises that train students' motor skills so that students get used to holding a pencil and moving their hands. Then participants are taught to learn to connect the dots, learn to copy, dictate, complete writing, write names, and make simple compositions. Beginning writing is a basic provision for students to improve their writing skills at a higher level. Students are expected to have good initial writing skills so that they can continue with the writing learning process further (Hadyanti, 2022).

However, some teachers complain that initial writing activities are considered boring activities, because students feel bored, have difficulty concentrating, and are unable to concentrate in class. This fun learning method also allows students to learn along with fun activities. Through games, students understand new ideas and concepts in the learning process. Learning to play not only expands students' knowledge, but also expands their skills in various fields. Learning through play means not only improving developed cognitive intelligence, but also emotional, social, emotional and psychomotor skills (Mustikowati et al., 2016). Children's world consists of games, so learning can be overcome by learning educational games.

The problem that often arises in writing classes is that students are not able to use Indonesian well and correctly. Although the focus of education is always on language skills, students are not trained enough to apply this knowledge. Preparation for learning to write must be well designed so that students are interested, not bored, easily understand the lesson and gain maximum language skills. Therefore, we focused on differentiated learning and introduced an app called ABC Kids. Learning media continues to develop. Therefore, teachers must be proactive, creative, innovative and follow the latest developments in order to provide a comfortable learning environment for students. Media development has an important impact on the implementation of learning, especially on the development of students' learning activities and skills in accordance with the statement (Susanto, 2019) where learning media has advantages in the learning process. By helping students visualize abstracts, sharpen taste, stimulate creativity, and much more.

ABC Kids media is used so that students can practice initial writing skills, students can train their hands for initial writing lessons including lessons on writing numbers, letters, words, and even a special mode for practicing usernames. ABC Kids is a free phonics and alphabet teaching application based on both Android and Apple that makes learning to start writing fun for children, from toddlers, preschoolers, kindergarteners, or children with fine motor skills delays at elementary school level. This app features a series of tracing games to help children recognize letter shapes, associate them with phonic sounds, and put their alphabet knowledge to use in fun matching exercises. This application encourages students to open up the possibility of improving their fine motor skills, especially when starting to write.

Research Methods

Approach This type of research uses quantitative descriptive methods, quantitative methods with a one-group pretest-posttest design, namely experimental research carried out on one randomly selected group and checking the stability and clarity of group status is not carried out before receiving treatment. This research activity provides an initial test (pretest) before treatment, after treatment and then provides a final test (posttest) on the writing skills learning outcomes of class III students. Activities before and after the test last for 2 minutes. In this study, differences in abilities were tested before and after learning treatment with the following descr according to Sugiyono in (Santoso, 2017).

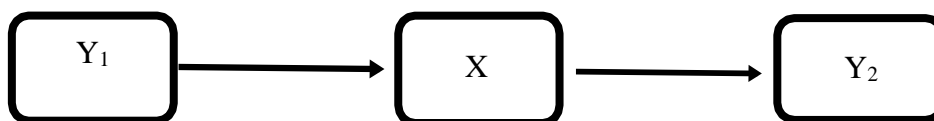


Figure 1. design research

This research was located at an elementary school in South Sumedang District, Sumedang Regency. The choice of this research location was because the researcher had carried out KM (Teaching Campus) at the school and the researcher found several problems related to the reading and writing difficulties of students, especially the lower class, namely class 3 with a total of 19 students. The time of the research was carried out in the 2023/2024 academic year with a research focus carried out to limit the problems to be researched. Data collection techniques are a strategic step in research (Erander^① et al., 2023).). In this research, researchers used data collection techniques in the form of tests, interviews and questionnaires.

Tests are used to measure the skills, knowledge, attitudes, intelligence, abilities or talents possessed by each individual or group (Winarni, 2018:64). The tests used in this research are practical tests related to writing. The results of the answers will be analyzed according to the criteria for writing ability, so that researchers know students' writing difficulties and the factors that cause students to have difficulty writing, with guidance by paying attention to the rubric for assessing students' writing skills, as well as other assessments that are relevant to learning to write.

An interview is a conversation with the aim of obtaining certain information. The conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions given by the interviewer (according to Mishbahul in (Moleong 2017: 186). The interview method is one of the methods used by

researchers to dig up information that researchers want to know. In this interview, the researcher asked questions to be answered by the resource person, namely to class I and III students, class teachers, at different times. The author divides the interviews and training into three days. On the first day, an interview was conducted with the class I homeroom teacher. Then on the second day, an interview was conducted with the class III homeroom teacher, followed by a pretest ability test for 19 students and ABC Kids media training. On the third day, further training and posttest skills tests and interviews were conducted with students, teachers and homeroom teachers.

Some of the topics discussed in the interview include the following. 1) One way to develop students' fine motor skills is by writing. How is the implementation of learning related to starting writing? 2) Has there ever been a special method used when teaching students who have impaired fine motor skills? 3) What do you think about fine motor development for low grade students? 4) In writing, we found a problem, namely learning to start writing is boring, lack of enthusiasm? Does this also happen at your school? 5) In this school, in general, what are the inhibiting factors in improving students' fine motor skills, especially in lower grades? 6) Are there supporting factors in improving fine motor skills? Apart from that, the researcher also conducted interviews with students regarding the students' views and feelings when learning to write in class. Some of the questions discussed with students include the following. 1) Do you know how to hold a pencil properly and correctly? 2) Have you mastered letters and numbers? 3) Do you know colors? 4) Did your parents help you with how to write correctly? 5) Have your parents facilitated anything related to fine motor skills? 6) Do you prefer writing on paper or replaying on your cell phone?

The third data in this study was obtained using a closed questionnaire which was presented in such a form that respondents simply had to choose the answers provided. Next, the questionnaire was measured using a Likert scale. The question instrument used to measure this variable was developed from research by Dewi and Gudono (2007) in Lumanto (2014) with a Likert scale of 1 (strongly disagree); 2 (disagree); 3 (undecided); 4 (agree); 5 (strongly agree). This Likert index assumes that each of these answer categories has the same intensity. The questionnaire developed contained 10 questions which were filled in by 19 respondents.

Results and Discussion

This research is oriented to test the improvement of students' writing motor skills through ABC Kids media. If students have increased writing skills, the hypothesis of the effectiveness of media use will be answered. If students' abilities increase, it will be easier for them to develop their writing skills in class. The approach to students who have difficulty writing is to use ABC Kids media appropriately and continuously to gradually improve students' writing skills.

Before carrying out the pretest and posttest, the researcher also conducted interviews with the class teacher. Some of the important points from the interview that were obtained regarding the motor skills of low class students include learning plans at school. The teacher uses the method of learning to read first and then memorizes the letters contained in the material book with the teacher dictating the letters A-Z. Apart from that, he gets used to writing letters using a three-line book. Meanwhile, the media used by the teacher is to stick various letters with the help of object names as examples of starting letters. To train students' own motor skills, teachers have used playing with sand. From this method, many students are still behind or cannot memorize letters well. One example of a problem found is the use of letters upside down. Don't understand how to hold a pencil correctly and the letter pattern is

still upside down. Apart from that, students get bored quickly and their concentration is easily disturbed by the method given by the teacher which is just writing on paper or a book. With this, researchers took this case by implementing ABC Kids media as a new innovation in schools to improve students' writing motor skills (Permata, 2021).

This research was carried out by 19 class III students. The research was carried out in October 2023. Measurement of improvement in writing skills was carried out twice, namely the pre-teaching fine motor skills pre-test in order to obtain an overview of the students' initial abilities. The second measurement is a posttest after teaching students' fine motor skills through ABC Kids media. The pretest-posttest material provided is in the form of a writing test, namely students are given a test to write several sentences that have been provided on the whiteboard with a time limit of two minutes each (Asmonah, 2019). The research data obtained is intended to answer the problems raised in this research.

To find out an overview of writing skills before being given training using ABC Kids media, you can find out through a pretest conducted on October 23 in Class III at 12.00-13.40 WIB.

Table 1. Reference Score for Writing Skills Assessment

No	Mastery Level (%)	Number of Words	Category	Skor
1.	86-100	31-35	Very Capable	10
2.	76-85	26-30	Good	8
3.	60-75	21-25	Enough	6
4.	55-59	16-20	Not enough	4
5.	≤ 54	10 – 15	Unable	2

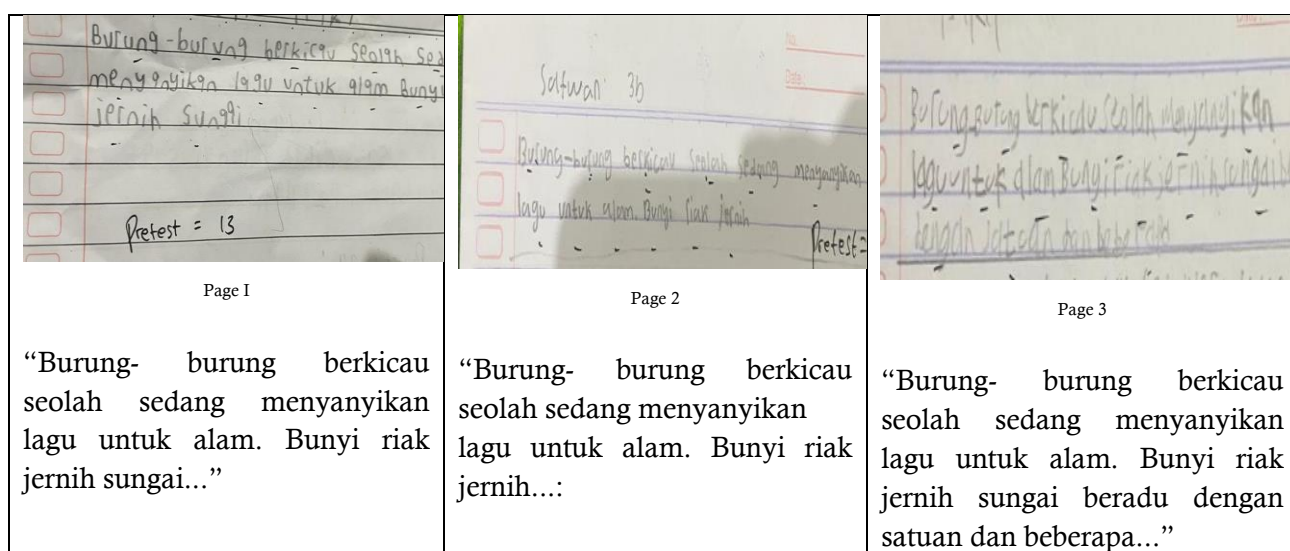


Figure 2. Pretest Results

It can be seen that some pretest results depict an average score below six (6). This was obtained from the ability test of students who were only able to write 10-25 words per two minutes. Writing ability before being given training using ABC Kids media in class III was in the category below "Enough". When writing, students often look back and forth at the writing and stroke the pencil. This shows that students are less trained in writing, less trained in

recognizing letters, and less trained in writing letters. Students tend to look at the board long enough to determine the shape of the letters. This makes students slow in writing.

The posttest was carried out on October 24 which aims to test the improvement in the ability to write numbers after training using ABC Kids media in class III.

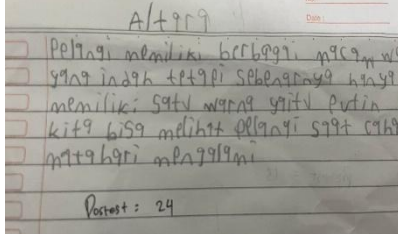
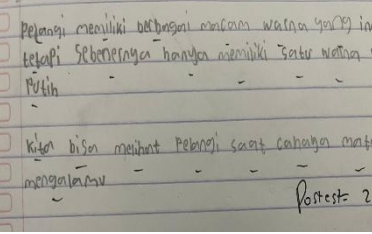
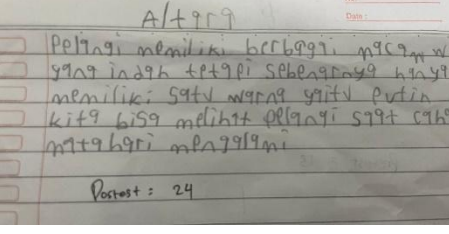
		
Page 4	Page 5	Page 6
<p>“pelangi memiliki berbagai macam warna yang indah tetapi sebenarnya hanya memiliki satu warna yaitu putih kita bisa melihat pelangi saat cahaya matahari mengalami...”</p>	<p>“pelangi memiliki berbagai macam warna yang indah tetapi sebenarnya hanya memiliki satu warna yaitu putih kita bisa melihat pelangi saat cahaya matahari mengalami...”</p>	<p>“pelangi memiliki berbagai macam warna yang indah tetapi sebenarnya hanya memiliki satu warna yaitu putih kita bisa melihat pelangi saat cahaya matahari mengalami...”</p>

Figure 3. Posttest Result

Based on the posttest results after learning with fine motor skills using ABC media, almost all students got a score of 6–10 or wrote 21–35 words in two minutes. However, not all students get a score above 6. This is due to several factors of fine motor delay which have been discussed previously. It can be seen from the results of this posttest that the student category has reached "Fair-Very Sufficient". The results of this posttest show an improvement from the previous pretest results (Azizah & Eliza, 2021). Learning assessment analysis can be obtained from the results of calculating pretest and posttest scores. Obtaining pretest and posttest scores is carried out in several stages. The initial stage is the pretest activity, and the final stage is the posttest activity (Hariyani, 2019). The following are the results of data analysis starting from the normality test of the data obtained from the pretest and posttest.

Table 2. Normality Test of Writing Skills Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest writing ability	.183	19	.094	.867	19	.013
posttest writing ability	.141	19	.200*	.934	19	.206

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test table above, the value obtained is sig=0.0013, which means it is smaller than a 0.05. Thus, H_0 is rejected and H_a is accepted. From the table above it can be concluded that because the number of students was only 19 people, the Shapiro-Wilk table was taken. Because one of the data was below 0.05 and was declared not to be normally

distributed, so it was not sufficient to carry out a t test, therefore the researchers used a nonparametric test with the Wilcoxon test (Guarango, 2022).

Table 3. Wilcoxon Pretest Posttest Test Ranks

		N	Mean Rank	Sum of Ranks
Writing Ability Posttest - Writing Ability Posttest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	18 ^b	9.50	171.00
	Ties	1 ^c		
	Total	19		

a. Writing Ability Posttest < Writing Ability Posttest

b. Writing Ability Posttest > Writing Ability Posttest

c. Writing Ability Posttest = Writing Ability Posttest

From the table above, it can be seen that the change in pretest to posttest scores increased, namely 19 students experienced an increase and one student scored exactly the same as the pretest score. Furthermore, there is a mean rerank of 9.50 and a sum of ranks of 171.00.

Table 4. Statistical Test of the Influence of ABC Kids Media

Writing Ability Posttest - Writing Ability Posttest	
Z	-3.735 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Looking at the table above, it is known that there is a significant difference in students' writing skills with Asymp.Sig (2-tailed) 0.000. Hypothesis making is based on a significance value of <0.05 for acceptance of the hypothesis. Meanwhile, if the significance value is > 0.05 then the hypothesis is rejected. Because 0.000 < 0.05, the hypothesis is accepted. Thus, it can be concluded that providing ABC Kids media has a significant effect on improving students' writing motor skills. Training students' writing motor skills can influence students' mastery of concepts (BARIYYAH, 2018). This is in line with factors influencing writing skills, both internal and external. By obtaining better posttest results than the pretest, it can be seen that students can write more quickly and accurately and obtain better results because they master the concepts better. This increase can also be seen in the interaction of enthusiastic students in learning activities.

ABC Kids media which contains phonics and the alphabet which provides tutorials on how to write letters correctly and neatly and contains interesting games is able to attract students' interest in learning. ABC Kids can feature a range of tracing games to help children recognize letter shapes, associate them with phonic sounds and put their alphabet knowledge to use in fun matching exercises. All students can learn by following the arrows and touching with their fingers. Learners can also collect stickers and toys by completing search games.

They seemed enthusiastic at first, writing on the board at the specified time, but after implementing ABC Kids media, they became very active and enthusiastic about playing ABC Kids media.

Table 5. Closed Student Assessment Questionnaire

Indicator Criteria	Indicator Criteria	SS	%	S	%	R	%	TS	%	STS	%
Interests I like the ABC Kids cover	Interests I like the ABC Kids cover	10	53%	9	47%	0	0	0	0	0	0
	I like the colors on ABC Kids	13	68%	6	32%	0	0	0	0	0	0
	I like the pictures on ABC Kids	12	63%	7	37%	0	0	0	0	0	0
The accuracy of the ABC Kids material is easy for me to use	The accuracy of the ABC Kids material is easy for me to use	14	74%	5	26%	0	0	0	0	0	0
	ABC Kids said it was easy for me to carry	10	53%	9	47%	0	0	0	0	0	0
	ABC Kids makes recognizing letters easy	11	58%	8	42%	0	0	0	0	0	0
	ABC Kids said it made me actively learn in class	13	68%	6	32%	0	0	0	0	0	0
	ABC Kids says makes learning fun	15	79%	4	21%	0	0	0	0	0	0
	The language used in ABC Kids is easy for me to understand	13	68%	6	32%	0	0	0	0	0	0
	The letters in ABC Kids words are easy to read	13	68%	6	32%	0	0	0	0	0	0

Based on table 5, it is known that students gave agree and strongly agree answers to the statements on the aspects being assessed. Of the total 19 students, it is calculated to be 100%. In the first indicator, namely "I like the cover of ABC Kids", 10 students (53%) strongly agree and 9 people (47%) agree. Meanwhile, for the second indicator, namely "I like the colors on ABC Kids", 13 people (68%) and 6 people (32%) agreed. Furthermore, the third indicator "I like the pictures on ABC Kids" was 12 people (63%) and 7 people (37%) agreed. In the fourth indicator, "ABC Kids words are easy for me to use" as many as 14 people (74%) and 5 people

(26%) agreed. In the fifth indicator, "ABC Kids is easy for me to carry" as many as 10 students (53%) strongly agree and 9 people (47%) agree. Furthermore, the sixth indicator, "ABC Kids makes recognizing letters easy", as many as 11 students (58%) strongly agree and 8 people (42%) agree. In the seventh indicator, "ABC Kids says it makes me actively learn in class". In the eighth indicator, "ABC Kids says it makes learning fun", as many as 15 people (79%) and 4 people (21%) agreed. In the balance indicator there are, "The language used in ABC Kids is easy for me to understand" as many as 13 people (68%) and 6 people (32%). the last one is "The letters in ABC Kids words are easy to read" as many as 13 people (68%) and 6 people (32%). The large percentage of answers from students regarding the implementation of ABC Kids media to train students' writing motor skills shows that there is great acceptance from users of ABC Kids media. The implementation of ABC Kids media trains students' writing motor skills and improves the writing skills of class III students

Conclusion

Based on the findings of the research conducted, it can be concluded that there is a positive and significant influence between the implementation of ABC Kids media on students' writing motor skills, which means that there are differences in students' motor skills from the pretest and posttest of students who use ABC Kids media. The results of interviews with homeroom teachers show a number of factors that hinder students' fine motor skills, starting from motivation, self-confidence and the environment. Interactive media such as ABC Kids is really needed to increase students' motivation in practicing writing skills. Learning will be more optimal if classroom learning is placed in a context, at the age of students in lower grades, they prefer to learn while playing using interesting media. The use of ABC Kids media is a new innovation in learning to write and has an influence on other subjects that are relevant to the use of cell phones.

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