



Improving the Literacy Ability of Children Aged 5-6 Years Through Letter Flow Maze Media

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Abstrak

Kemampuan keaksaraan huruf merupakan salah satu aspek yang utama di dalam tumbang kembang aspek membaca anak usia dini. Pada usia 5–6 tahun, anak-anak mulai dikenalkan dengan huruf-huruf sebagai dasar pembelajaran membaca dan menulis. Penggunaan media maze alur huruf, penelitian ini bertujuan meningkatkan kemampuan keaksaraan huruf vokal pada anak usia 5–6 tahun di TK Al-Kautsar Indralaya. Penelitian ini dilaksanakan dengan pendekatan Penelitian Tindakan Kelas (PTK) yang melibatkan 10 orang anak sebagai partisipan. Data diperoleh melalui kegiatan observasi dan wawancara, kemudian dianalisis secara kualitatif dengan metode deskriptif. Hasil penelitian menunjukkan bahwa sebelum tindakan (pratinjauan), hanya 40% anak yang mampu mengenal huruf vokal sesuai harapan. Setelah penerapan media maze alur huruf pada Siklus 1, persentase meningkat menjadi 60%. Peningkatan lebih lanjut terjadi pada Siklus 2, di mana 90% anak telah menunjukkan kemampuan mengenal huruf vokal dengan kategori Berkembang Sangat Baik (BSB). Hasil ini membuktikan bahwa penggunaan media maze alur huruf efektif dalam meningkatkan kemampuan keaksaraan huruf vokal pada anak usia dini di TK Al-Kautsar Indralaya.

Kata kunci: Keaksaraan, Huruf Vokal, Maze Alur Huruf, Anak Usia Dini, Pembelajaran Inovatif

Abstract

Literacy skills are an important aspect in the development of early childhood literacy. At the age of 5-6 years, children begin to be introduced to letters as a basis for learning to read and write. Using the letter flow maze media, this study attempts to improve the ability of vowel literacy in children aged 5-6 years at Al-Kautsar Indralaya Kindergarten. This study was conducted using the Classroom Action Research (CAR) approach involving 10 children as participants. Data were obtained through observation and interview activities, then analyzed qualitatively with descriptive methods. The results of the study showed that before the action (pre-action), only 40% of children were able to recognize vowels as expected. After the application of the letter flow maze media in Cycle 1, the percentage increased to 60%. Further improvement occurred in Cycle 2, where 90% of children had shown the ability to recognize vowels with the Very Well Developed (BSB) category. These results prove that the use of letter flow maze media is effective in improving vowel literacy in early childhood at Al-Kautsar Indralaya Kindergarten.

Keywords: Literacy, Vowel Letters, Maze Letter Path, Early Childhood, Innovative Learning

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INTRODUCTION

Early Childhood Education is the first step in fostering a holistic child growth and development process, covering physical and spiritual aspects from the age of 0 to 6 years (S. A. Sari et al., 2023). PAUD is a stage of basic education that provides learning stimuli to support children's development before continuing to further education, and can be carried out with various types, such as formal, non-formal, and informal education (Sulistianingsih et al., 2022). Children aged 0-6 years tend to be faster in undergoing the growth or development phase in various aspects, such as basic physical skills and manipulative skills. Students will begin to learn how to think and understand things, get to know religious values and good things, learn to socialize and manage their emotions, and begin to be able to speak and understand the words of others (Daryati, 2023; Hijriati, 2021).

Language is an essential element in human life and plays an important role in communication, facilitating the transmission of thoughts and feelings (Mailani et al., 2022). According to Vygotsky, scripts serve as an auxiliary reference to express opinions and convey something that is not yet known, and play a role in creating an image and category that supports the thought process (Eka Daryati & Suryadi, 2022; Hikmah et al., 2024). Language skills help children interact with the environment, form good self-concepts, and express thoughts and feelings (Yulia & Eliza, 2021). Children's language skills from an early age need special attention and require stimulation from an early age, as explained in the section of Permendikbud No. 137 of 2014, which includes aspects of understanding and expressing language and literacy (Ismawati et al., 2023).

Children go through several stages of language development from pre-linguistics to advanced grammar, which include vocabulary, syntax, and semantics, which develop through social interaction (Hamidah & Fauziah, 2020; Kholilullah et al., 2020; Shofia & Dirgayunita, 2024). By the age of 5 to 6 years, children can master more than 2,500 words and actively participate in conversations using compound sentences (Febriyani et al., 2022; H et al., 2020). Social interaction and stimuli from the environment, such as family and school, greatly affect children's language development. However, until now, there has not been a sufficient elaboration regarding the clarity of the issues and steps taken in this study. For this reason, this study was prepared as a Classroom Action Research (PTK) with the aim of advancing a vowel reading skill for children aged 5-6 years by utilizing the Letter Flow Maze media, based on problems found in the field and relevant theoretical reviews.

The mastery of reading and writing skills in early childhood is a first foundation with a level of importance to support literacy skills and learning progress in various fields (Listriani et al., 2020). This process involves letter recognition through a variety of media, such as

storybooks and educational videos, designed to stimulate children's interest in literacy (Afnida et al., 2022). The introduction of reading and writing skills for children aged 5-6 years involves several important characteristics and stages. According to Putri et al (2022), characteristics to note are: 1) interest in the media, where children are invited to learn to use objects they like; 2) Repetition in learning, namely getting used to regular pronunciation to help children remember and understand concepts; and 3) Active involvement, which encourages children to participate in a variety of learning activities, such as using sand as a medium for writing or drawing with brushes and watercolors. The stages of character recognition in children begin with introducing vowels and consonants. This process plays a role in preparing children for reading and writing. After children get to know the letters and sounds, they are then introduced to syllables, and then continue with sentence learning. The development of reading and writing skills from an early age can be done through various play activities in kindergarten (Kusumaningrum et al., 2021).

Basic literacy has a close relationship with language skills. In the Great Dictionary of the Indonesian Language (KBBI), the term "script" refers to letters, so literacy can be interpreted as the ability to read and write. The initial stages in introducing literacy include activities such as children starting to want to recognize and mention various colors, as well as being able to observe and understand the content of the images they see, understand and recognize signs such as letters, then try to follow the sound of the letters at the beginning of the word from their names, as well as writing several words in the child's name. According to Sa'adiyah et al (2023), explains that early literacy is an overview of how children begin to learn to read and write. The process of becoming a literate person starts when children are one to two years old, and this is an early indicator of literacy. Therefore, what needs to be developed is an understanding of being a literate person, not just proficient in reading, writing, counting (calistung), or being able to answer questions.

Reading and writing skills (literacy) is an early childhood skill in reading or writing simple sentences (at least seven words with subject structure, predicate, object) in Indonesian, proficient in basic calculation operations (addition, subtraction, multiplication, and dividing activities) numbers 1-100, and then able to perform verbal interaction in using the Indonesian state language (Supriyatna, 2020). Literacy is an important foundation for a person's reading and writing ability. This skill is crucial for children's development, allowing them to understand and interpret written information, as well as communicate effectively through writing (Amelia et al., 2022; H et al., 2020). Literacy skills are an important foundation for children, which includes the ability to recognize letters and words (Farrasia et al., 2023).

According to [Listriani et al \(2020\)](#) Characteristics of literacy ability of children aged 5-6 years with other criteria: 1). mastery of the alphabet and word knowledge. Children begin to recognize the letters in the alphabet and can associate them with the right sounds. They also began to write their names and copy a few simple words. 2) Basic writing skills. In this stage, children go through several stages in writing, including: the stage of drawing lines or strokes, followed by the stage of structured repetition, the stage of random writing, and the stage of writing names. 3) Curiosity about writing or prints. Children show a greater interest in books, signs, and various other forms of writing around them. According to [Damayanti et al \(2024\)](#) Children begin to understand that each letter has a specific sound and can identify the initial letter of the words they are familiar with. Children often imitate the reading and writing activities of adults or the environment around them by observing, such as pretending to read a book or write a letter ([Febriyani et al., 2022](#)).

According to ([A'yuni & Sopwandin, 2024](#)) Literacy development in kindergarten children, namely, being aware of the sounds created by objects in the surrounding environment, and grouping illustrations based on the similarity of letters and initial sounds. It is important to remember that literacy development in early childhood needs to be facilitated through learning activities with the use of methods that refer to their fun and developmental stages, without the presence of an element of coercion ([Farini & Rohita, 2023](#); [Surbakti et al., 2021](#))

Stimulation includes activities with a design that has been tailored to students aged 0-6 years to develop their basic skills, in order to grow and develop optimally. Stimulation activities are often carried out by parents, namely mothers and fathers, as well as caregivers and other family members, around other families with an existence that is important for the child's daily life ([Octaviani et al., 2023](#); [Puspitasari et al., 2023](#)). Stimulation in the school environment for children with early childhood must support the development of their thinking and socialization skills. At school, a child will receive any stimulation in a targeted manner, such as play activities, interactive learning, and social interaction with peers. This can improve their language skills, memory, and readiness to learn further. In addition, a supportive school environment also contributes to children's motor and emotional development, all of which play a role in preparing them to enter a more formal world of education ([Kristina & Sari, 2021](#)).

Children will be stimulated through various learning media to support the development of early reading and writing skills. The problems of literacy of living letters for children aged 5-6 years who are found while in the field are: 1). an early childhood who cannot recognize the signs of the word script; 2). Lack of understanding in synchronizing activities between images and rough words that contain vocal letters; 3). Difficulty in naming the initial sounds of various

objects in the surrounding environment that contain vocal letters; 4). The child's low ability to write vowels neatly and correctly. The causes of this problem include the use of unattractive and inappropriate media in providing early literacy stimulation, which results in children not reaching the expected stages of development (Maghfiroh & Suryana, 2024).

Media such as a maze of letter flow can be used to support the improvement of children's literacy skills. This medium is in the form of a winding path that forms a letter, so that children can follow the flow with their fingers or stationery. The approach taken is not only to encourage letter recognition, but can also hone in on synchronizing fine motor skills and increasing children's concentration in learning activities. Gambling, learning activities with the help of this game, can make children more enthusiastic and motivated to learn (Afrianti et al., 2021; Putri et al., 2022). Providing appropriate stimulation at this age will build a strong foundation, which determines the success of the child in his future development (Yulia & Eliza, 2021).

As a consideration, the researcher also examined various previous studies that were relevant regarding improving the pronunciation of the vowel literacy of A, I, U, E, and O in children aged 5-6 years, especially those who used innovative learning media. In research (Fariza, 2023), shows that it is very important in the use of media that can be interesting and interactive to support the learning process of improving the pronunciation of vowel literacy A I U E O in children aged 5-6 years through the media of the maze of letter flow to encourage an increase in basic literacy/literacy skills by early category children. Through references to these findings and existing problems, researchers will carry out further research related to the use of Letter Maze media to improve children's initial literacy in vocal letters.

METHODOLOGY

Types of Research

The Classroom Action Research Method (PTK) is carried out for research studies to develop the social skills of students aged 5-6 years in the vowel recognition process with the help of letter maze learning media at Al-Kautsar Kindergarten.

Research Time and Place

The assessment will take place according to a predetermined schedule, namely: March 18-19, 2025, in the Indralaya area, South Sumatra.

Research Objectives

This research is important because expertise in knowing the vocal sounds of words is the basis of literacy for children aged 5-6 years, the golden age of cognitive and language

development. If children have not mastered it, they are at risk of having difficulty reading and writing, decreased self-confidence, language disorders, and social barriers. Low literacy also hurts academic achievement and increases the risk of dropping out. Therefore, this study aims to find solutions, such as the media of the flow of letters, to improve literacy skills and support children's readiness to enter primary education.

The determination of targets is carried out in studies that are running using Purposive Sampling, which is a means of determining subjects (targets) according to the standards that have been determined by the researcher. The target standards set in the study are as follows:

1. Students of Al-Kautsar Kindergarten.
2. Age 5–6 years.
3. Can follow instructions well.

Through these criteria, 10 students were selected as participants in this study.

Data Collection Techniques and Instrument Development

In this study, data were collected through direct observation and interviews to evaluate children's early literacy ability in understanding AIUEO vowels. Direct observation is carried out during the learning process to see the child's ability to understand the vocal letters of AIUEO. Interviews were also used in this study to gain a deeper understanding of children's understanding of vowels and how effective the letter flow maze media is in helping children recognize AIUEO vowels.

In this study, a qualitative descriptive analysis method was applied to analyze children's language skills during learning activities. The qualitative descriptive analysis approach in the study carried out has managed to explore meaning by one person or several people regarding problems in the surrounding environment, and of course, related to the spirit of helping and helping each other. These activities certainly require in-depth efforts, including asking questions to understand the activities that are taking place, grouping the data obtained by using the people who have participated, analysis of the results with generalizations with specific themes to be inclined to the public, and interpretation of a weight of the words obtained from the results. Studies produced using a qualitative approach are more likely to be easily placed anywhere, and their use can be more readily available at any time in the structure. Researchers must adopt an inductive perspective, focus on individual meanings, and interpret the complexity of the problem.

Comprehensive data was obtained through a field observation process, interviews with teachers, and supporting documentation. The observation and interview instruments were designed based on the indicator of AIUEO vowel recognition ability, with the suitability of children aged 5-6 years. The observation instrument uses checklists or assessment scales to

assess children's ability to recognize, pronounce, and write vowels. Meanwhile, the interview instrument was used to explore children's understanding of vowels, their experience with the maze of the flow of letters, and their level of liking for the media.

Data Analysis Techniques

The Kemmis & McTaggart model is applied in this action research, which involves four stages: planning, implementation, monitoring, and evaluation. (Hafidah et al., 2022). The research was carried out directly in schools by involving 10 children as research subjects.

The activities of the study process can be seen in Figure 1.

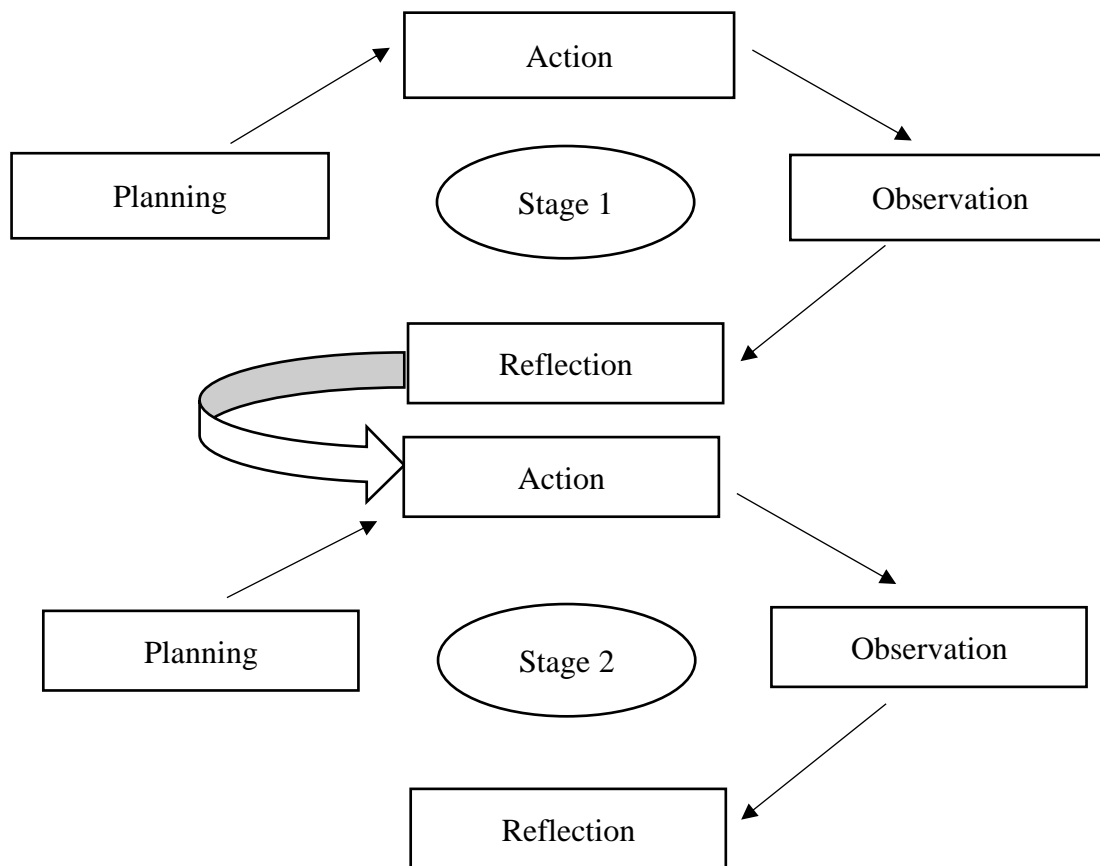


Figure 1. Kemmis and Taggart's Research Flow

RESULTS AND DISCUSSION

RESULT

The researcher carried out the learning process in two phases to improve children's ability to recognize vowels using the media of Maze Flow of Letters. In the first phase, the researcher planned learning activities by utilizing this media, then carried out learning activities in the

classroom according to the plan that had been made. During implementation, researchers observed the children's initial ability to recognize vowels and found that most children still needed support and mentoring. Based on these observations, the researcher reflects to assess the effectiveness of the media and methods applied, as well as formulate improvements for the next stage. In the second phase, the researcher updated the learning plan by paying attention to the results of reflection from the first phase, especially to increase children's involvement with the Maze Alur Huruf media. Learning is then carried out with improved strategies. The results of observations in this phase show that there is an improvement in the child's ability to recognize vowels. The final reflection begins to get clues if the tool used and applied, namely in the form of a Letter Flow Maze, is capable of helping improve students' reading skills, especially in vowel recognition.

The researcher conducted observations to assess the children's initial ability to recognize AIUEO vowels. Most results show children still need support to achieve their expected abilities. After the implementation of learning activities, there is a positive development in the ability to recognize vowels, which is expected to continue to improve through the right learning methods and media.

The research study found that the expertise in knowing AIUEO vowels in Al-Kautsar Indralaya Kindergarten has increased significantly after a series of learning stages. Initial observations made by researchers revealed that only about 40% of children could meet expectations in achievement to help identify vowels, with some children included in the Very Good Development (BSB) criteria. This data can be found in Table 1 below.

Table 1. Pre-Action Table

Yes	Student Initials	Value	Category
1	AH	96	BSB
2	AN	93	BSB
3	ZA	78	BSB
4	FN	85	BSB
5	SA	78	BSB
6	AU	75	BSh
7	KA	82	BSB
8	FO	71	BSh
9	MA	71	BSh
10	DA	82	BSh
Average		81,1%	

The data in Table 1 shows that children's ability to recognize AIUEO vowels is still below the target completeness value of 85%. Therefore, researchers are trying to improve this ability using the flow maze media at Al-Kautsar Indralaya Kindergarten. The analysis of the data shows that there is a method that is not suitable for improving vowel skills, so it is necessary to take action using flow maze media.

1. Cycle 1

Table 2. Action Table

Yes	Initials Name	Meeting 1		Meeting 2	
		Value	Category	Value	Category
1	AH	100	BSB	100	BSB
2	AN	93	BSB	94	BSB
3	ZA	86	BSB	87	BSB
4	FN	90	BSB	91	BSB
5	SA	82	BSB	83	BSB
6	AU	78	BSB	79	BSB
7	KA	89	BSB	90	BSB
8	FO	78	BSB	79	BSB
9	MA	78	BSB	79	BSB
10	DA	86	BSB	86	BSB
Average		86%		86,6%	

After the action was taken, there was progress in cycle 1 in meetings 1 and 2 for expertise in knowing AIUEO vowels by children in the age category of 5-6 years. As seen in the previous table, the average value before the action (Pre-action) is 81.1%, while after the action, in cycle 1, meeting 1 reaches **86%** and meeting 2 reaches **86.6%**. This shows a significant improvement after using the flow maze media. After being analyzed with the teacher, even though the average score has reached the limit of completeness, teachers and researchers still feel dissatisfied because there are still two indicators whose children are still below 85%, and action still needs to be taken in cycle two so that the results of the evaluation are the basis for researchers and teachers to conduct the second cycle.

2. Cycle 2

Table 3. Action Table

Yes	Initials Name	Meeting 3		Meeting 4	
		Value	Category	Value	Category
1	AH	100	BSB	100	BSB
2	AN	96	BSB	97	BSB
3	ZA	89	BSB	89	BSB
4	FN	93	BSB	93	BSB
5	SA	89	BSB	89	BSB
6	AU	89	BSB	89	BSB
7	KA	89	BSB	89	BSB
8	FO	85	BSB	85	BSB
9	MA	85	BSB	86	BSB
10	DA	93	BSB	93	BSB
Average		90,8%		91%	

From the previous table, it shows that the average score in cycle 1 was **86%** for meeting 1 and **86.6%** for meeting 2, while after the action again in cycle two it reached **90.8%** for meeting 3 and **91%** for meeting 4, so that from cycle 1 to cycle two it increased **by 4.8%**. With this significant increase in researchers and teachers, it can be concluded that the letter path flow maze media can provide an improvement in the vowel skills of children aged 5-6 years.

DISCUSSION

In the first cycle, the step taken was to introduce the letter flow maze media as a vowel recognition tool by the way children followed the letter path using a pencil. However, there are some problems found, such as the child's lack of concentration, low understanding of instructions, and some children find it difficult to follow the letter path correctly. Therefore, in the second cycle, several improvements were made, including: teachers explained by giving examples before children started working, using a more visually appealing maze media with additional colors and images, and increasing interaction between teachers and children through direct guidance. The difference between actions in stage I and stage II shows a great influence on the improvement of children's understanding and learning outcomes.

This flow maze media provides appropriate and attractive stimuli for early childhood characteristics, to increase children's interest and focus during the learning process (Julianti et al., 2022). Playing a maze allows children to express excitement while also exercising memory

and understanding of the path, which is crucial for their cognitive development (R. N. Sari, 2022). In carrying out the task, the teacher prepares the teaching steps in the kindergarten, namely, a) The teacher prepares the printed pictures according to the learning needs. b) The tools and materials used are very easy to obtain, such as the pencil that every child has. c) Teachers interact with children first before they start using the maze media of the flow of letters. d) The teacher gives clear instructions to the child to start the work. e) During the process of working on the maze of the flow of letters, the teacher continues to monitor and provide guidance to the child. Flow maze media has an important role in developing various characteristics of children, such as fine motor skills, creativity, a sense of security, and active involvement in the learning process. Children show higher enthusiasm and engagement when learning takes place with these media. This statement is further affirmed by (Munawwaroh et al., 2020), which states that "the media maze of the flow can be used as a substitute for other media in attracting learning activities, to encourage children to participate, create, and enjoy their learning process actively".

Skills in mastering the language of children aged 5-6 years include various important categories, such as the ability to observe the conversation conveyed by other sources, understand the two commands in giving instructions at the same time, give an answer to a question correctly, understand an essay that has been given, know the vocabulary of properties, and listen and then distinguish between sounds in Indonesian. Language development in this age range varies greatly; some children show good language development, some are quite capable, and some are still experiencing difficulties. This variation shows that each child has a different pace and way of learning in developing his or her language skills (Keti et al., 2022). This game is an interesting option to increase your child's insights, help them solve easy problems, and learn objects using symbolic representations while playing (Azis & Lestari, 2024).

The results showed that the child's art ability was initially at 81.1% before being given treatment. After the action was given, there was an increase that occurred in the initial stage, resulting in 86%, then again increased when the 2nd stage reached 90.8%. In the first cycle, 6 out of 10 children showed improvement in language skills, and all children improved in the second cycle.

According to the Great Dictionary of the Indonesian Language (KBBI), a game is defined as something, both in the form of objects and activities, that can be played. According to Tedjasaputra, the game refers to activities that are carried out by following the rules and conditions agreed upon by each player. (Fitriyah & Yusuf, 2022). Children can do play

activities, either alone or with friends, for fun. In early childhood learning activities, as a tool, learning media helps a teacher when providing lesson material and information to be shared and taught using game activities, groove maze is one of the media used (R. N. Sari, 2022).

Plot maze media is a good type of game to develop children's language skills. (Muttaqien & Aisyah, 2021). The flow maze media also introduces the child to symbols, thoughts, memory, and expertise in finding solutions to problems. KBBI explained that games are activities that can be done with certain goods or tools. In early childhood (AUD), daily life (Fitriyah & Yusuf, 2022).

Learning media have benefits to encourage improvement, resilience, and increased competitiveness, and learning activities. In teaching, using media, of course, can encourage an increase in learning values, children's activities, and cause children's desire to continue learning (Yuniasih et al., 2023). The flow maze media is designed for early childhood to stimulate children's language skills in vocal letters. This media maze with this flow can increase the effectiveness of learning and facilities, making the learning process many times more enjoyable. The activity process using a medium that creates interesting learning conditions and can increase children's desire to learn (Ake & Utina, 2022).

According to Hasanah et al (2021) It is important for early childhood to be stimulated early on so that they can think critically and face various problems in the future. Early childhood has much potential. Teachers or schools need to support this potential by providing learning activities that take into account the interests and characteristics of the child. In this way, the child's development will be optimal and his interest in learning will increase. Children's learning activities can develop well if they are given time and opportunities to play freely, as well as encouragement from adults to try new things.

Media used in learning activities play a vital role in the world of education because they help to facilitate and encourage the improvement of teaching quality. When you have applied the use of a tool such as illustration of moving objects, illustrations of moving and having sounds, presentation of materials, and the use of today's technological sophistication, an educator will be able to create a learning environment that tends to be fun and actively involves students. These various learning aids can support the diversity of children's learning methods, with the possibility of applying learning according to each child's learning method.

Thus, educators must hone their skills in the field of making and integrating learning aids appropriately, then matching them to the way students learn, to be able to encourage an increase in their interest and knowledge in the material that has been provided. Therefore, learning aids are not just media, but also make a learning activity with a good impression. The learning aids that can be used are the flow maze (Moybeka et al., 2023).

This indicates that there is still a simple and tedious method of letter recognition. Learning should be more interesting so that children can understand letters more easily. However, due to the monotonous method, some children still have difficulty recognizing letters. Many children have difficulty recognizing vowels and consonants, seem confused when they have to associate pictures with words, and not all can make meaningful doodles. When tracing letters, many do as much as possible. In the activities of doing Bold Letters, produce slightly messy results, and the ability to imitate and inscribe words on paper also tends to be lacking (Hofifah et al., 2022).

Findings obtained Dzunurain and Rakhmawati (2022) Also, it shows that children will have a difficult phase when recognizing words, understanding numbers, and combining several letters. Delays in children's early literacy development can be caused by learning aids that teachers tend not to find fun or ordinary. In addition, inappropriate learning aids can also hinder students' reading and writing development. As a result, children at the age of 5-6 years do not show the expected growth and development achievements. To overcome this problem, researchers are looking for the right way to provide early literacy stimulation using the medium of a flow maze.

CONCLUSION

This Class Action Research (PTK) was conducted using the Kemmis & McTaggart model, which consists of four stages: planning, implementation, monitoring, and assessment. This study discusses efforts to improve vowel literacy skills. The maze to support this study was obtained using a path that wound to form the vowels A, I, U, E, and O, which were followed by children who had been given finger aids or stationery. Steps taken to improve children's abilities include: giving examples first by the teacher before the child starts working, using colored mazes that attract attention, and providing direct direction during the learning process. This approach makes children more interested, active, and concentrated in learning. As a result, children's ability to recognize vowels showed a significant improvement, even reaching up to 91%. The findings of this study have made rapid progress in the skill of knowing AIUEO vowels after going through a series of learning stages. The study conducted resulted in the application of a good letter flow maze tool to encourage the improvement of reading and writing of students aged 5-6 years. This tool is in the form of a winding path that forms a letter, so that the child can follow the flow with his fingers or stationery. The approach taken is not only to encourage improvement in letter recognition, but can also be used as a cascade to hone fine motor synchronization and increase children's concentration in the learning process. These

findings emphasize the importance of using innovative and interesting learning aids to support children's learning at an early age.

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