

# Improving Color Recognition Ability Through Painting in Group B of TK One Roof Bulubete

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## ABSTRACT

The research problem is children's ability to recognize color has not developed as expected. This aims to improve children's ability to recognize colors through painting. Subjects and research setting are 20 children of group B at TK Satu at Bulubete, consisting of 10 boys and ten girls registered in the 2019/2020 school year. This research uses Kemmis and Mc. Taggart design was carried out in cycles. The data collection technique is observation, assignment, and documentation, then analyzed descriptively. In pre-action data, the ability to mention color, BSH category is 10%, MB 15%, and BB 75%. The ability to show color, BSH category 10%, MB 20%, and BB 70%. The ability to group colors, category BSB 5%, BSH 15%, MB 15%, and BB 65%. After using the painting method, the child's ability to recognize color has increased from cycle I to cycle II. The BSB, BSH, and MB categories' ability to name color from 60% to 85% (25%). The ability to show the BSB, BSH, and MB categories colors from 55% to 85% (30%). The BSB, BSH, and MB categories' ability to group colors from 65% to 85% (20%). There is an increase in children's ability to recognize color from cycle I to cycle II with an average of 25% in the BSB, BSH, and MB categories and 15% of children in the BB category. The results of this research prove that the painting method can improve children's ability to recognize color in group B TK Satu Atap Bulubete.

**Keywords** – Colour Recognition Ability and Painting Method

## INTRODUCTION

Early childhood is the most essential and fundamental early age throughout human life's growth and development. At this age, providing early education is very important for developing children's abilities. Research proves that providing early childhood education is very good because early childhood education is the basis for the next stage of child development. Saffanah (2019) states that "early childhood education is children aged 0-8 years who have a different character from children over the age so that their education needs to be specialized" (1). In contrast to Suyanto, in Law Number 20 of 2003 concerning the National Education System Article 1 Paragraph 14, Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out through

providing educational stimuli to assist growth and physical and spiritual development so that children have the readiness to enter further education.

Kindergarten children aged 4-5 years are included in early childhood education because preschool children still have to get educational stimuli for growth and development in entering further education (2). Various studies conducted by experts state that providing children's education from an early age can improve achievement and increase adult work productivity.

The ability to recognize colors is one aspect of cognitive skills. The ability to recognize colors in early childhood is essential for brain development because color recognition in early childhood can stimulate the brain's sense of sight (3). Color can also provoke sensitivity to the vision. The objects' colors are exposed to sunlight either directly or indirectly, which can then be seen by the eye.

This psychic moment is the soul's reaction with its sensory organs to the prickling of the brain by its stimulants. Besides stimulating the sense of sight, color recognition also increases children's creativity and thinking power which affects intellectual development, namely the ability to remember. Therefore, introducing colors from an early age, especially at the age of 4-5 years, is highly recommended so that children can distinguish and know the kinds of primary and complementary colors (4).

Based on the problems described above, through the classroom action research approach, the researchers wanted to know the development of children in recognizing colors in Kindergarten Satap Bulubete. Therefore, in this study, the writer formulated the title "Improving the Ability to Recognize Colors through Painting in Group B Children in Bulubete One Roof Kindergarten."

## **METHODOLOGY**

Classroom Action Research (CAR) is practical research intended to improve learning in class (5). This research is one of the efforts of teachers or practitioners in various activities to enhance and improve the quality of learning in the classroom. The design of this research is Classroom Action Research (PTK). This research was raised from a problem in group B of Bulubete One Roof Kindergarten, Dolo Selatan District, Sigi Regency, where the children's abilities had not developed optimally. The implementation is divided into two cycles, and each cycle consists of four stages. Each process stage includes the planning stage, the action implementation stage, the observation and evaluation stage, and the reflection stage.

## **RESULTS AND DISCUSSION**

The implementation of this classroom action research aims to improve the ability to recognize colors in children through the painting method in Group B of Bulubete One Roof Kindergarten. The knowledge and creativity in this research are to recognize color using the painting method, where children can color the given painting media and are measured using the values obtained after being given lessons for group B students in Bulubete One

Roof Kindergarten of pre-action and two cycles. Each cycle consists of 4 stages: planning, implementing actions, observing, and evaluating. Each process was analyzed using qualitative and quantitative analysis (6).

Qualitative data is data on students' attitudes obtained through observation sheets. Quantitative information is researched using descriptive statistical analysis (7). The quantitative descriptive analysis is intended to provide an overview of the activity and evaluation value in each cycle through the painting method (8).

Of the 20 children who were the subject of the study, the ability to name colors was none (0%) in the BSB category, two children (10%) in the BSH category, three children (15%) in the MB category, and 15 children (75%) in the BB category. Ability to designate colors, there are no children (0%) in the BSB category, two children (10%) in the BSH category, four children (20%) in the MB category, and 14 children (70%) in the BB category. The ability to classify colors, there is one child (5%) in the BSB category, three children (15%) in the BSH category, three children (15%) in the MB category, and 13 children (65%) in the BB category. Based on pre-action data, it can be seen that many children who can recognize colors have not yet developed according to the researchers' expectations. For this reason, researchers carried out classroom action research to improve children's ability to recognize colors through the painting method.

The first cycle of action was carried out with two class meetings. In presenting the material, the researcher acts as a teacher accompanied by a fellow teacher who acts as an observer. The researcher carries out activities including planning, implementing, observing, and reflecting on learning.

The first meeting in cycle I was held on Thursday, July 16, 2020. The researchers' initial activities went directly to the children's homes because, during the Covid-19 pandemic, children were required to be at home, condition the children before starting lessons, and leading prayers and opening lessons by saying greetings. Then the researcher conveyed his apperception by delivering the material to be taught. Researchers motivate learning activities. The researcher's core activity showed the primary colors using a blackboard attached with colored paper. Then the children were asked to name, designate and classify colors.

At the end of the teaching and learning activity of painting, the researcher assesses the children's work one by one by giving awards to children who have succeeded and providing motivation for children who have not grown to be better and the next opportunity successful. This is done to provide joy to children who have participated in painting activities.

Of the 20 children who were the subjects of the study, the ability to mention colors, there were three children (15%) in the BSB category, four children (20%) in the BSH category, five children (25%) in the MB category and eight children (40%) in the BB category. The ability to show colors, there are two children (10%) in the BSB category, five children (25%) in the BSH category, four children (20%) in the MB category, and nine children (45%) in the BB category. The ability to classify colors, there are three children

(15%) in the BSB category, six children (30%) in the BSH category, four children (20%) in the MB category, and seven children (35%) in the BB category. Looking at the percentage obtained in the first cycle of action, it is clear that the rate obtained from the three aspects of observation has not achieved the success of the move expected by the researcher. For this reason, researchers and colleagues continued the action to cycle II.

Based on the observations made on teacher activities that fall into the Enough category, it must be improved to achieve the Good. Meanwhile, even though children's activities have increased from pre-action observations, the first cycle of actions has not reached the percentage of successful stories. The expected results are not by the research objectives, namely to improve children's ability to recognize colors.

For the first cycle of action, several children seemed to be focused on learning. The teacher had mastered using the painting method in learning to improve the child's ability to recognize colors. The problem in cycle I is that some children have not developed as expected, children are not motivated to follow lessons, and children are not used to using this painting method. Seeing this, the researchers made improvements to the second cycle of action.

This second cycle action was carried out with two class meetings. In presenting the material, the researcher acts as a teacher accompanied by a fellow teacher who works as an observer. Researchers carry out activities including planning, implementing, observing, and reflecting on learning.

The second cycle meeting was held on Friday, July 17, 2020. In the initial activity, the researcher conditioned the child before learning activities, led prayers, and opened lessons with greetings. Researchers perform apperception and delivery of teaching facilities. Then the researchers motivated the children to improve their ability to recognize colors. Then the researcher asked the children to name, point and classify the colors.

At the end of the teaching and learning activities, the researcher assessed the children's work one by one by giving awards to children who had succeeded and providing motivation for those who had not grown so that the next opportunity would be better and successful. This is done to give joy to children who have participated in painting activities.

Of the 20 children who were the subject of the study, their ability to name colors was three children (15%) in the BSB category, eight children (40%) in the BSH category, six children (30%) in the MB category and three children (15%) in the BB category. Ability to show color, there are three children (15%) in the BSB category, eight children (40%) in the BSH category, six children (30%) in the MB category, and three children (15%) in the BB category. The ability to classify colors, there are four children (20%) in the BSB category, seven children (35%) in the BSH category, six children (30%) in the MB category, and three children (15%) in the BB category. Looking at the results of observations in cycle II, it is clear that the percentage obtained from the three aspects of the statement has achieved the success of the action the researcher hopes for so that the researcher and his peers decide not to continue the fight to the next cycle.

Color recognition is one of the cognitive developments that must be developed in early childhood (9). Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 states that recognizing colors is included in the cognitive development environment. The introduction of colors is useful for increasing children's thinking and creativity. Besides that, through a vision in the form (colors), children can feel and express a sense of beauty from the presence of these colors (10).

The ability to recognize colors in early childhood is essential for brain development because color recognition in early childhood can stimulate the brain's sense of sight (11). Recognizing color is one of the indicators of science, including cognitive development (12).

Based on this theory, it can be concluded that the importance of introducing colors to children. In the pre-action data, it is known that 20 children were the subjects of the study, their ability to name colors, none (0%) in the BSB category, two children (10%) in the BSH category, three children (15%) in the MB category and 15 children (75%) in the BB category. The ability to apply colors, none (0%) in the BSB category, two children (10%) in the BSH category, four children (20%) in the MB category, and 14 children (70%) in the BB category.

The ability to classify colors, there is one child (5%) in the BSB category, three children (15%) in the BSH category, three children (15%) in the Mb category, and 13 children (65%) in the BB category. Based on the pre-action data, it can be seen that there are still many children who have the established knowledge of colors that have not developed according to the expectations of the researchers. For this reason, researchers carried out classroom action research to improve children's ability to recognize colors through the painting method.

Color is the general name for all senses that arise from the eye's retinal activity. When light reaches the retina, the eye responds to nerve mechanisms that respond to signal color (13). According to a physical point of view, color is a property of light that depends on the wavelengths of which the object is reflected (14). According to materials science, color is any particular substance that gives shade, and the colorant is called a pigment (15).

Based on the theory above, it can be seen the importance of introducing colors from an early age so that children's ability to recognize colors also increases. The importance of developing children's ability to recognize colors through media use so that children's abilities increase rapidly. In the first cycle, it was known that of the 20 children who were the research subjects, the ability to say colors, there were three children (15%) in the BSB category, four children (20%) in the BSH category, five children (25%) in the MB category and eight children (40%) in the BB category. The ability to show colors, there are two children (10%) in the BSB category, five children (25%) in the BSH category, four children (20%) in the MB category, and nine children (45%) in the BB category. The ability to classify colors, there are three children (15%) in the BSB category, six children (30%) in the BSH category, four children (20%) in the MB category, and seven children (35%) in the BB category.

The child's ability to recognize colors in cycle I have begun to appear. The existence of children in the Very Well Developed (BSB) and Developing according to Expectations (BSH)

category is because various painting methods can stimulate children to want to learn. Children are very enthusiastic about the techniques and media used, as evidenced by the number of children eager to participate in learning activities. Children are also more receptive to what is given, so they quickly complete activities even though some have not met them.

Meanwhile, children in the category of starting to develop (MB) are still some children who mistakenly pronounce various colors because several colors are almost the same, such as yellow and orange, light blue, and dark blue. Furthermore, children who have not yet developed (BB) are because children are still confused about how to use tools and materials to paint because researchers rarely use the painting method when introducing colors to children.

Meanwhile, children in developing (MB) are still some children who mistakenly pronounce various colors because several colors are almost the same, such as yellow and orange, light blue, and dark blue. Furthermore, children who have not yet developed (BB) are because children are still confused about how to use tools and materials to paint because researchers rarely use the painting method when introducing colors to children.

Introducing colors to children will be easier if done in a fun way. One of the examples is playing together using paint. "The painting method can improve children's ability to recognize colors. Through painting, children are stimulated to learn actively to recognize colors in a soothing way" (16).

Based on the theory above, it is clear that using the painting method can improve children's ability to recognize colors. The use of the painting method, which is carried out in an easy and fun way, can attract children's interest in learning to recognize colors. In the second cycle of observations, it was found that 20 children were the subject of the study, the ability to mention colors, there were three children (15%) in the BSB category, eight children (40%) in the BSH category, six children (30%) in the MB category and three children (15%) BB category. Ability to show color, there are three children (15%) in the BSB category, eight children (40%) in the BSH category, six children (30%) in the MB category, and three children (15%) in the BB category. The ability to classify colors, there are four children (20%) in the BSB category, seven children (35%) in the BSH category, six children (30%) in the MB category, and three children (15%) in the BB category.

The ability to recognize color in cycle II has increased very rapidly. The existence of children in the Very Well Developed (BSB) and Developing according to Expectations (BSH) category is because the children are very enthusiastic about using various media and painting methods. The child is also able to name the color correctly.

Meanwhile, children in the category of starting to develop (MB) are caused because they are still showing the wrong color. Furthermore, children who have not created (BB) are because they cannot distinguish colors and cannot name the various colors because they have low memory power (slow to respond to learning).

The second cycle's research data was obtained BSB 16.66%, BSH 38.33%, and BW 15%. This result is supported by the opinion of Susanto (2011), explaining, "Recognizing

colors for early childhood education, that is, children learn to recognize colors from their context from the basic colors used. Children are directed to identify colors".

This study's results are also very relevant to the research conducted by Mastija and Widajati (2013), which concluded that there was an increase in the ability to recognize the concept of color through educational games with styrofoam in early childhood group A at Al Fajar Islamic Kindergarten Surabaya. The growth that occurred was 17% from each of the aspects observed, namely the ability to say colors, show colors, and classify colors (17). Furthermore, Marlianti (2012: 5) concludes that it can affect the painting method on the child's ability to recognize colors after being given the treatment. Changes can see in each category for each of the aspects observed (18).

In children who have not yet developed their ability to recognize colors, researchers will always guide children by using painting methods and giving material about color through songs and poetry.

### **CONCLUSIONS AND SUGGESTIONS**

The results showed that the painting method could improve the ability to recognize colors in Group B of Bulubete One Roof Kindergarten. This is evident from the pre-action data, the ability to say color, the BSH category 10%, MB 15%, and BW 75%. Ability to show color, 10% BSH category, 20% MB and 70% BW. Ability to classify colors, category 5% BSB, 15% BSH, 70% MB and 65% BW. After using the painting method, the child's ability to recognize colors has increased from cycle I to cycle II. Ability to say the colors of BSB, BSH, and MB categories from 60% to 85% (25%). Ability to show colors in BSB, BSH, and MB categories from 55% to 85% (30%). Ability to classify colors in the BSB, BSH, and MB categories from 65% to 85% (20%). It is proven that there is an increase in children's ability to recognize colors from cycle I to cycle II with an average of 25% in the BSB, BSH, and MB categories, and there are 15% children in the BB category.

Recommended suggestions for teachers are expected to be more creative and innovative in designing media and painting methods to improve children's ability to recognize colors. The Kindergarten Principal can foster and enhance teachers' professionalism to develop various teaching methods by the institution's vision and mission.

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