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THE ROLE OF TEACHERS IN INTRODUCING COLORS TO CHILDREN USING ANIMATED PICTURES AT KB PUTRA BANGSA GADING WETAN PROBOLINGGO

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Abstract: This problem underlies the research entitled "The Role of Teachers in Introducing Colors to Children Using Animated Pictures at KB Putra Bangsa Gading, Probolinggo". This research aims to analyze the improvement of children's ability to recognize colors thorough animated picture media at KB Putra Bangsa Gading Wetan, Probolinggo. The participants were 10 children aged 3-4 years who took part in two learning cycles. The learning method used is classroom action research (CAR). The assessment in cycle I revealed that 2 (20%) children were still in the not yet developed category, 6 (60%) children in the beginning to develop category, and only 2 (20%) had reached the developing as expected category, indicating that the learning objectives had not yet been met. In cycle II, after implementing an improvement strategy using origami paper collage activities based on animated pictures, the results improved significantly: no children remained in the not yet developed category, 2 (20%) children were in the beginning to develop category, 6 (60%) children were in the developing as expected category, and 2 (20%) children achieved the very well developed category. These findings confirm that animated picture media is effective in enhancing children's ability to recognize colors, supported by the optimal collaboration of teachers in the learning process.
Keywords: Cognitive, Fine Motor Skills, Social, Colour, Animated Pictures.

Introduction

The ability to recognize colors is an important aspect of early childhood cognitive development, playing a crucial role in helping them understand their surroundings. Color not only serves to identify objects but also stimulates children's creativity, memory, and concentration (Mulyana et al., 2017). A common problem in Indonesia is the limited availability of media, which can easily make children feel bored and tired. Observations at the Putra Bangsa Gading Wetan Family Planning Center (KB Putra Bangsa Gading Wetan) revealed that some children aged 3-4 years old are unable to recognize basic colors. This situation requires teachers to be more creative in presenting learning media that are appropriate to the child's characteristics.

The purpose of introducing colors to children using animated images is to assess their ability to understand and differentiate various colors. Through this activity, researchers and teachers can obtain information about children's cognitive development, particularly in mastering basic colors. Observations are also directed at assessing the extent to which the use of animated images can increase the effectiveness of fun and interactive learning. The benefits of this activity provide teachers with a contribution, with the results of these observations being able to understand children's abilities, monitor their development, and improve learning media

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strategies. This allows teachers to develop more creative and relevant methods to meet children's needs. One crucial basic stimulation is children's ability to recognize colors, not only training visual perception but also providing a means for children to develop imagination, creativity, and symbolic thinking skills (Suyadi, 2014).

The use of animated images in color learning can foster learning motivation, improve cognitive skills, and train children's fine motor skills. One medium considered effective for improving color recognition is animated images. Animation-based media can capture children's attention, strengthen visual memory, and foster interest in learning. Color recognition refers to children's knowledge of colors, such as how to point to, name, and group colors according to teacher instructions during color recognition activities.

Legislation (Law No. 20 of 2003) concerning the national education system, Article 1, paragraph 14, early childhood education is a development effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimulation to support physical and spiritual growth and development so that children are ready to enter further education. Therefore, providing appropriate stimulation is very important to optimize children's cognitive development (Purnamasari, 2024).

Teachers play a strategic role in efforts to improve the quality of education. In this context, their role is crucial, not only as a deliverer of material but also as a facilitator and motivator. Teachers are required to be able to deliver creative learning through the use of appropriate media. According to Zulian et al. (2023), teachers must be able to develop learning instruments that align with a competency-based curriculum, where achievement indicators serve as a benchmark for assessing children's developmental progress. The right learning media will help children learn more effectively and meaningfully. The research interest in conducting this research began with observations at KB Putra Bangsa, a KB group, Gading Wetan, Probolinggo, East Java on July 29, 2025. The results of interviews with teachers showed that some children had difficulty recognizing colors. This problem was the background to the research entitled "The Role of Teachers in Introducing Colors to Children Using Animated Images at KB Putra Bangsa Gading Wetan Probolinggo in 2025".

Method

The research was conducted during the first semester of the first semester at Putra Bangsa Kindergarten, Gading Wetan, Probolinggo, in the 2025-2026 academic year. The subjects were children in the Kindergarten group, aged 3-4 years. Data were collected through observation, interviews, and documentation. In classroom action research (CAR), data analysis and research instruments are crucial to ensuring the accuracy of research results. Data analysis was conducted systematically. This study used classroom action research (CAR) implemented in two cycles, encompassing four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection (Muldayanti & Kurniawan, 2019).

The first stage is the planning activity (plan), which involves strategic planning by the teacher to carry out actions or treatments for students. The second stage is the implementation (action), which is carried out in the context of the actual teaching and learning process, guided by the established plan. This implementation is flexible and open to change. The third stage is observation, which serves to document the action activities and their processes. These observations serve as the basis for reflecting on current actions and orienting future actions.

Good observation must be flexible and open to recording any emerging phenomena, both expected and unexpected.

The final stage in the CAR procedure is reflection, which involves recalling and reflecting on the actions recorded during the observation. At this stage, the researcher and teacher discuss the results of the observations during the action. If cycle I is unsuccessful, the researcher will design actions for cycle II. If the results are still unsatisfactory, the researcher can proceed to cycle III with the same implementation. The CAR procedure is usually conducted at least two cycles to achieve satisfactory results. With this approach, research is expected to make a tangible contribution to improving and enhancing quality.

Furthermore, the children's level of achievement in each indicator is expressed as a percentage using the following formula:

$$X = \frac{Y}{n} \times 100\%$$

Explanation:
X : Percentage
Y : Number of children in the very good category
N : Total number of children



The assessment categories include: Not Yet Developing (BB), Starting to Develop (MB), Developing as Expected (BSH), Developing Very Well (BSB) (Basuki, 2014). The research instruments consist of child development observation sheets, interviews and documentation as follows:

a. Observation sheets: compiled based on indicators of child developmental achievement in cognitive, fine motor, and social aspects.
b. Interview guidelines: semi-structured interviews help researchers obtain more in-depth, contextual data (Nurgiansah, 2021).
c. Documentation: as supporting data that strengthens the observation results.

Results and Discussion

This classroom action research was conducted to determine the fine motor development of 3 - 4 years old children through color boards at KB Putra Bangsa in the 2025-2026 academic year. The animated images used were pictures of fruit that focused on basic colors.

Cycle I

The research in cycle I was conducted on Tuesday, August 19, 2025, from the opening to the closing activities, or from 7:30 to 9:30 a.m. At this stage, the researcher was assisted by

the KB group teacher. At this stage, the researcher introduced the educational game (APE) tool, the colored board. The following are the results of data collection during the learning process:

Planning Stage

In the action planning stage, the researcher prepared the learning that would be carried out in cycle I in this activity by doing several things as follows: a) Compiling a learning activity implementation plan (RPPM). b) Preparing educational game tools (APE) for learning media. c) Preparing assessment sheets for animated image coloring activities. d) Preparing equipment in the form of a cellphone for activity documentation.

Implementation Stage

At the first meeting, on August 19, 2025, the activities were carried out according to the previously prepared RPPH. Learning activities began at 7:30-9:30 a.m. WIB, and each meeting followed the following steps:

a) Opening Activities

In this cycle, the habituation before learning is morning exercise together which is done on Tuesday-Thursday, after the exercise is finished the children line up in front of the class then they are invited to sing a song that matches the theme and do movements according to the teacher's instructions, this activity trains the children's gross motor skills. After the line and gross motor skills are finished the children enter the class in an orderly manner while shaking hands with the teacher, all children sit neatly to follow the habituation in the class before the main lesson begins. After being in the class the children read the study prayer and short prayers such as: prayer for eating and after eating, prayer for sleeping and waking up, prayer for parents and mentioning the 5 principles of Pancasila.

b) Core Activities

At this stage, the researcher provided a brief explanation of the color recognition activity using animated images through educational game tools (APE) in the form of a color board that must be followed in the activity. The researcher practiced how to play the color board. After the explanation and interview were conducted, the children were given the freedom to come forward to try to match the colors that correspond to the animated images, this activity trains children's courage and self-confidence. For observation, the researcher used an assessment sheet. In the initial stage, the researcher explained to the children how to color correctly, after observing the researcher, the children were asked to work on the assessment sheet. During the coloring activity, the children were very enthusiastic about coloring and asked questions to the teacher and researcher. The results of this observation, the researcher found a difference, namely a child named Gilang colored carelessly and complained of feeling tired. Meanwhile, a child named Yoga actively asked questions and colored according to the instructions given by the researcher. After all the children finished their work, the researcher gave a star rating award as recognition of their hard work.

c) Closing Activities

After recess and playtime in the kindergarten, a closing ceremony was held in the classroom where teachers and researchers conducted an evaluation of the day's activities from beginning to end. Around 9:30 a.m., the teacher instructed the children to pack their bags and sit neatly, a practice that signaled the end of the learning process. The children began reciting prayers before going home, and the teacher then posed questions about what they had learned that day, with the condition that those who could answer them could go home first.

Table 1. Coloring Assessment Data Table (Cycle I)

No	Name	Value of Each Indicator			Total Value	Information
		a	b	c		
1	Muhammad Yoga Ardiansyah	2	2	3	70	BSH
2	Faradiba Rafifah Putri	2	2	1	50	MB
3	Rayna Putri Mufidah	1	1	1	30	BB
4	M. Athaf Romadoni	2	3	2	70	BSH
5	Fahreta Farannisa	2	3	1	60	MB
6	Abyan Gilang Aditya	1	1	1	30	BB
7	Aliyah Faradisa	2	2	2	60	MB
8	Muhammad Rafa Ramadhani	2	2	2	60	MB
9	Ahmad Angga Alfarisky	1	2	2	50	MB
10	Ardin Afriza	2	2	1	50	MB
Total Value					530	
Number of Children Completed					8	

The results of the study showed that in cycle I, 2 (20%) children were still in the category of not yet developing (BB), 6 (60%) children were starting to develop (MB), 2 (20%) children were developing according to expectations (BSH) and 0 (0%) children were developing very well (BSB). The evaluation results from cycle I explained that efforts to increase children's creativity in coloring activities in the Putra Bangsa KB group had not reached the target set by the researcher. Therefore, the teacher and researcher decided to continue to cycle II with the hope of improving children's cognitive, fine motor and social skills.

Reflection

Based on data analysis from the results of observations of child development in cycle I, there are still children who are at the "Not Developed" (BB) score, the results of reflection show several problems, including: During the work process, children lack focus and tend to be busy with their own imagination, some children complain of feeling tired and do not complete their tasks and some children color carelessly.



Picture. Dokumetation (Siklus I)

Cycle II

The results of the study showed that in cycle II there were no children who had not yet developed (BB), 2 (20%) children were starting to develop (MB), 6 (60%) children were developing as expected (BSH) and 2 (20%) children were developing very well (BSB). This improvement indicates that the use of animated image media is able to attract children's attention and improve their visual memory. This is in line with Gusmita's (2018) research,

which found that colored image media is effective in improving the ability to recognize basic colors.



Picture. Dokumetation (Siklus I)

Conclusion

Based on data from classroom action research conducted at Putra Bangsa Kindergarten, Gading Wetan, Probolinggo, it can be concluded that the use of animated images is highly effective in improving early childhood color recognition skills. This research proved crucial, from planning through implementation, observation, and reflection. This research not only served as a facilitator but also as a motivator for the children.

In the first cycle assessment, the results did not reach the target. In category 2 (20%) children were still in the "Undeveloped" category (BB), 6 (60%) children were in the "Beginning to Develop" category (BB), and only 2 (20%) children had reached the "Developing as Expected" category (BSH). However, in cycle II, after improving the learning strategy using origami paper based on animated fruit images, the children demonstrated significant development in cognitive, fine motor, and social skills. No children were in the "Undeveloped" category (BB), 2 (20%) children were in the "Beginning to Develop" category (MB), 6 (60%) children were in the "Developing as Expected" category (BSH), and 2 (20%) children were in the "Developing as Expected" category (BSH).

The use of animated images effectively improves early childhood color recognition skills. This study suggests that early childhood education teachers should utilize innovative visual media to support enjoyable learning.

Therefore, it can be emphasized that this research plays a strategic role in creating creative and enjoyable learning, enabling children to more easily grasp color concepts through hands-on experience and educational play.

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