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# Teaching Colors through Play and Singing Methods for Early Childhood: An Classroom Action Research Project in Kindergarten

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**Abstrak:**

*Adanya permasalahan tentang pengenalan warna,dari 8 anak hanya 2 anak yang mampu berkembang sesuai harapan dalam mengenal warna dan terdapat 6 anak yang masih keliru dalam menyebut, menunjuk dan mengelompokkan warna. Penelitian ini bertujuan meningkatkan pengembangan kemampuan mengenal warna menggunakan metode bermain dan bernyanyi. Penelitian ini merupakan penelitian tindakan kelas, adalah salah satu jenis penelitian tindakan yang dilakukan guru untuk meningkatkan kualitas pembelajaran dikelas. Metode desain penelitian oleh Kemmis dan Mc Taggart yang dilakukan secara bersiklus. Teknik pengumpulan data menggunakan lembar observasi dan dokumentasi. Teknik analisis data menggunakan deskriptif kualitatif. Kemampuan mengenal warna dari siklus I ke siklus II dapat ditingkatkan melalui metode bermain dan bernyanyi. Secara keseluruhan, total anak yang mendapatkan kriteria berkembang sesuai harapan dan berkembang sangat baik mencapai persentase 75%. Ini sudah mencapai ketuntasan indikator keberhasilan yang telah ditetapkan oleh peneliti yaitu 75% dari keseluruhan anak dapat berkembang sesuai harapan (BSH) atau maksimal Berkembang Sangat Baik (BSB).*

**Kata Kunci:** *Pembelajaran Warna; Bermain; Metode Bernyanyi; Anak Usia Dini*

**Abstract:**

There are problems regarding color recognition, out of 8 children only 2 children are able to develop as expected in recognizing colors and there are 6 children who are still wrong in calling, pointing and grouping colors. This study aims to improve the development of the ability to recognize colors using the method of playing and singing. This research is classroom action research, which is a type of action research conducted by teachers to improve the quality of classroom learning. The research design method by Kemmis and Mc Taggart was carried out in cycles. Data collection techniques used observation sheets and documentation. Data analysis techniques used a qualitative descriptive approach. The ability to recognize colors from cycle I to cycle II can be improved through playing and singing methods. Overall, the total number of children who received the criteria for developing according to expectations and developing very well reached a percentage of 75%. This has reached the completeness of the success indicators set by the researchers, namely 75% of all

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children can develop as expected (BSH) or a maximum of very good development (BSB).

**Keywords:** Teaching Colors; Playing; Singing Methods; Early Childhood

## Introduction

The main aim of education is to help develop students' intellectual competence in coping with life, which includes independent learning, problem-solving, decision-making, and building critical power (Hayati & Munastiwi, 2021; Merma-Molina et al., 2022; Munastiwi, 2018; Nordén, 2024). Early childhood education is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking, creativity, emotional intelligence, and spiritual intelligence), social emotional development (attitude, behavior, and religion), language and communication, in accordance with uniqueness, and the stages of early childhood development (Hamzah et al., 2023; Nurhafizah et al., 2023; Oktavia et al., 2024; Wang et al., 2021). Early childhood education aims to provide educational stimulus to support physical and spiritual growth and development so that children have the readiness to enter further education with formal, nonformal, and informal pathways (Adriany, 2022; Bellous, 2021; İDer, 2024). Early childhood education is very important to produce a quality generation starting from an early age of 0–6 years old ('Aziz et al., 2024; Id'ha Tutfi Ulkhatiata & Purnama, 2023; Pupala et al., 2022). In the implementation of kindergarten and parenting in Indonesia, generally, early childhood is focused on the development of moral and religious values to build children's character (Anggraini & Wahyuni, 2021; Harahap, 2023; Isom et al., 2021; Masmuri & Bayu, 2019; Mulyati et al., 2020).

Learning must be able to develop children's life skills from various aspects as a whole (the whole child). Various skills are trained so that children will become full human beings in the future. The parts of the child that are developed include physical-motor, intellectual, moral, social, emotional, creative, and language (Aghnaita, 2017; Formen & Waluyo, 2023; Sriyono et al., 2022). The goal is that in the future, children will develop into a complete human being and have a noble personality or character, be intelligent and skilled, be able to cooperate with others, and be able to live in society, nation, and state. Thus, the teacher's job in kindergarten is to educate, guide, teach, direct, assess, and evaluate students. In general, a teacher is a person who is in charge of educating and teaching in the formal education path, where the teacher conveys knowledge to students who come from learning, in this case stimulating early childhood development (Guerrero & Camargo-Abello, 2023; Hasanah & Priyantoro, 2019; Novo et al., 2023; Wahlström, 2023).

Early childhood 4-6 years old, included in early childhood education, preschool, and kindergarten, is the time when children experience golden age, which is a period of development of children's intelligence, where children begin to be sensitive to receive various stimuli. At this age, child development is very valuable, so the role of parents and educators in kindergarten is to provide stimulation and pay attention to or monitor children's development continuously so that they can more quickly find out the aspects of development that have been achieved by children, including aspects of the development of religious and moral values, social-emotional, physical-motor, language, art, and cognitive (Nurani et al., 2022).

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The ability to recognize colors is one aspect of cognitive ability. The ability to recognize colors in early childhood is very important for brain development because recognizing colors in early childhood can stimulate the brain's sense of vision. Regulation of the Minister of Education and Culture of the Republic of Indonesia (*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia*) Number 137 of 2014 concerning national standards for early childhood education that the scope must be mastered in children's cognitive abilities, especially kindergarten children aged 4-5 years, one of which is to recognize the concept of color. The level of achievement in the development of color recognition for children aged 4-5 years includes: classifying objects based on colors; classifying objects into the same group (color); recognizing patterns (colors); and sorting objects based on five color series (Formen, 2017; Yulindrasari & Ujianti, 2018).

The above statement can be observed to the extent of the ability of kindergarten children aged 4–5 years to recognize colors. The role of teachers here is to stimulate children and, of course, develop children's cognitive skills in recognizing colors. Teachers can introduce colors through various activities like playing and singing. Training children through various play activities that use various media can stimulate the ability to recognize colors, including the ability to point, name, and group colors. Based on Brewster's color theory, colors in nature can be grouped into 4 categories, namely primary, secondary, tertiary, and neutral colors. The primary colors (base colors) are red, blue, and yellow. Other colors are formed from a combination of primary colors (Rohiani, 2020).

Based on the results of the researcher's observation at Kindergarten Lembaga Mulia in Group A, Rantau Badauh District, Barito Kuala Regency, South Kalimantan Province, problems with color recognition were found. This is based on 8 children; only 2 children are able to develop according to expectations in recognizing colors, and there are 6 children who are still wrong in mentioning, pointing, and grouping colors. Children still look hesitant and silent when asked to mention, show, and group colors. Children with the ability to point colors are still hesitant and alternate; for example, when the teacher asks children to point to yellow, the child still shows two different colors, namely yellow, and then changes to pointing orange. In the ability to mention colors, children still cannot distinguish red from orange, yellow from orange, green from blue, and blue from purple. In addition, several children in grouping red are still not right, which should group 3 reds, take 2 reds, and take 1 orange. In coloring activities after seeing children's works, there are still some children who have not developed as expected, such as dyeing their hair blue or coloring the picture of shoes between left and right, which means that the child's ability to think logically is still not developed.

## Method

The type of research used is classroom action research, which is research conducted by teachers in their own classes through self-reflection with the aim of improving their performance so that student learning outcomes increase (Purnama, 2020). The research steps carried out consist of four stages, namely: (1) planning, (2) action, (3) observation, and (4) reflection. From this cycle, it is hoped that the collected data can be obtained as an answer to the research problem (Kinanti et al., 2020) . This research was conducted at the Kindergarten of Lembaga Mulia Sungai Gampa Village, Rantau Badauh District, Barito Kuala Regency, South Kalimantan Province, and the research was carried out in 2 cycles with the implementation of 3 meeting days (cycle I) and 3 meeting days (cycle II). The

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procedures for development activities in this class action research are: starting with the initial activity (opening), core activities, and final activities (closing). Data collection techniques use observation sheets and documentation. The data analysis technique uses a qualitative descriptive approach. The ability to recognize colors from cycle I to cycle II can be improved through playing and singing methods. The subject of the research in this study is class A students at Kindergarten Lembaga Mulia Rantau Badauh District, Barito Kuala Regency. With the number of boys 5 and girls 3 and the number of teachers 1, The object of this research is to examine the ability of children to recognize colors through the methods of playing and singing.

## Result and Discussion

### Early Childhood Ability to Recognize Colors at the Kindergarten Lembaga Mulia Barito Kuala

Subdata on the ability to recognize colors in early childhood in group A of Kindergarten Lembaga Mulia Rantau Badauh District, Barito Kuala Regency before using the learning method of playing and singing was obtained from the results of the question and answer test about color conducted before the study as follows:

**Table 1.**
**Early Childhood Ability Test Results to Recognize Colors**

| No | Name | Assessment Criteria | | | | | | | | | | | | Result |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mentioning | | | | Showing | | | | Grouping | | | | |
| | | BB | MB | BSH | BSB | BB | MB | BSH | BSB | BB | MB | BSH | BSB | |
| 1 | M.yasir | √ | | | | √ | | | | √ | | | | BB |
| 2 | M.wahid | | √ | | | | √ | | | √ | | | | MB |
| 3 | M.rizky | √ | | | | √ | | | | √ | | | | BB |
| 4 | M.salman | √ | | | | √ | | | | √ | | | | BB |
| 5 | M.Rafii | | | √ | | √ | | | | √ | | | | BB |
| 6 | Kyasifatul | | | √ | | | | √ | | | | √ | | BSH |
| 7 | SyifaReza | | | √ | | | | √ | | | | √ | | BSH |
| 8 | Nurakilla | √ | | | | √ | | | | √ | | | | BB |

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**Table 2.**
**Early Childhood Ability Test Results to Recognize Colors Based on Percentage**

| No | Qualification of children's abilities | Total | Percentage (%) |
|---|---|---|---|
| 1 | Undeveloped (BB) | 5 | 62,5 |
| 2 | Starting to Develop (MB) | 1 | 12,5 |
| 3 | Developing According to Expectations (BSH) | 2 | 25 |
| 4 | Developing Very Well (BSB) | 0 | 0 |
| | Total | 8 | 100 |

In cycle I, after the implementation of learning activities, there was an increase in children's recognition of colors through the method of playing and singing with details, namely: 37.5% of the ability to recognize colors developed according to expectations (BSH), and the qualification began to develop (MB) with a percentage of 25%. And there are still 3 children who are not developing (BB) with a percentage of 37.5% and very well developed (BSB) with a percentage of 0%.

**Table 3.**
**Early Childhood Ability to Recognize Colors in Cycle I**

| No | Qualification of children's abilities | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Undeveloped (BB) | 3 | 37,5 |
| 2 | Starting to Develop (MB) | 2 | 25 |
| 3 | Developing According to Expectations (BSH) | 3 | 37,5 |
| 4 | Developing Very Well (BSB) | 0 | 0 |
| | Total | 8 | 100 |

In cycle II, after the implementation of the teaching activities, there was an increase in children's ability to recognize colors through the method of playing and singing with details, namely: starting to develop (MB): there were 2 children with a percentage of 25%; developing according to expectations (BSH): there were 4 children with a percentage of 50%; and developing very well (BSB): there were 2 children with a percentage of 25%.

**Table 4.**
**Early Childhood Ability to Recognize Colors in Cycle II**

| No | Qualification of children's abilities | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Undeveloped (BB) | 0 | 0 |
| 2 | Starting to Develop (MB) | 2 | 25 |
| 3 | Developing According to Expectations (BSH) | 4 | 50 |
| 4 | Developing Very Well (BSB) | 2 | 25 |
| | Total | 8 | 100 |

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Thus, in cycle II, this third meeting experienced a significant increase. In the previous meeting, the learning outcomes of children with MB qualifications were 4 children; in this meeting, they were 2 children. In the previous meeting, 3 children became 4 children, and in the previous meetings, there were no children who experienced BSB qualification. In cycle II of this third meeting, there were 2 children.

**How is the Ability to Recognize Colors of Early Childhood Children at Lembaga Mulia Barito Kuala Kindergarten**

The results of the discussion of research activities conducted by researchers on children's learning outcomes in an effort to introduce colors through the method of playing and singing in group A children at Kindergarten Lembaga Mulia, Rantau Badauh District, Barito Kuala Regency. In this study, the ability to recognize colors through color recognition activities was assessed according to three abilities: mentioning, designing, and grouping colors with the categories of undeveloped (BB), starting to develop (MB), developing as expected (BSH), and developing very well (BSB).

The ability to recognize colors is one aspect of cognitive ability. The ability to recognize colors in early childhood is very important for brain development because recognizing colors can stimulate the brain's sense of vision (Trifunović et al., 2022). Children's ability to recognize colors is influenced by their vision when participating in color recognition activities. One of them is the role of teachers in introducing colors to children. Early childhood vision concentration in seeing an object requires repeated frequency, sensitivity of the object seen, intensity of color seen, effectiveness of the child's vision, and the duration or length of time used to see the object (Miyasih, 2020). The ability to recognize colors in children is one of the developmental tasks in the cognitive aspect.

Cognitive development is the combined result of the maturation of the brain and nervous system, as well as adaptation to the environment. In early childhood, cognitive development is intended so that children are able to explore the world around them through the five senses in solving every problem (Saxena et al., 2020). The ability to recognize colors is one aspect of cognitive ability because color recognition in children is a process of learning auditory, visual, and memory skills (Cho, 2021). These three aspects are related to the intellectual development of children. By recognizing colors, the child's brain recognition sense will be stimulated so that it is in accordance with the child's developmental aspects.

Playing with children is a means to learn. Playing and learning for children is a unity and a process that continuously occurs in their lives. Singing is a means of expressing thoughts and feelings because singing activities are important for children's education (Nilsson et al., 2018). Play is one of the basic needs of children and is the basis for children's development. Therefore, it is very important that learning activities are designed and packaged as play activities (Hakkarainen et al., 2013). The role or duty of educators and teachers is to stimulate, care for, and guide children to grow according to their own developmental aspects.

The results of observations and assessments carried out on children's learning outcomes in cycles I and II obtained classical completeness data. It can be evaluated that

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children's learning outcomes when implementing the playing and singing method from the children's success indicators can develop according to expectations or maximally develop very well. This is shown by the acquisition of the overall percentage of children's learning outcomes from cycles I and II, which can be seen in the following table:

**Table 5.**

**Early Childhood Ability to Recognize Colors in Cycle I and II**

| Score | Cycle I | | | | | | Cycle II | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Meeting | | | | | | Meeting | | | | | |
| | 1 | | 2 | | 3 | | 1 | | 2 | | 3 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| BB | 4 | 50 | 3 | 37,5 | 3 | 37,5 | 1 | 12,5 | 0 | 0 | 0 | 0 |
| MB | 1 | 12,5 | 2 | 25 | 2 | 25 | 4 | 50 | 4 | 50 | 2 | 25 |
| BSH | 3 | 37,5 | 3 | 37,5 | 3 | 37,5 | 3 | 37,5 | 4 | 50 | 4 | 50 |
| BSB | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 25 |
| Total | 8 | 100 | 8 | 100 | 8 | 100 | 8 | 100 | 8 | 100 | 8 | 100 |

Based on the table above, it can be seen that there is a continuous increase from each meeting in cycles I and II. In the first cycle of the first meeting of 8 students who showed Very Good Development (BSB) by 0%, until the third meeting of 0%, the results have not seen an increase for BSB qualifications, Developing According to Expectations (BSH) in the first meeting of 37.5%, the second meeting of 37.5% and the third meeting is still the same at 37.5% there is also no increase for BSH qualifications, Starting to Develop (MB) at the first meeting by 12.5%, at the second meeting by 25%, and at the third meeting by 25%, this means that there has begun to show an increase in the MB qualification, the UnDeveloped (BB) in the first meeting by 50%, in the second meeting by 37.5% and at the 3rd meeting by 37.5% this means that in the qualification of children who previously had BB increased to MB.

In cycle II, there was also a very good increase, from 8 students who showed Very Good Development (BSB) in the first meeting by 0%, in the second meeting by 0%, and in the third meeting by 25% this means that it has shown an increase in the third meeting, Developing According to Expectations (BSH) in the first meeting by 37.5%, in the second and third meetings by 50% also experienced a fairly good increase, Starting to Develop (MB) at the first meeting by 50%, at the second meeting by 50%, and at the third meeting by 25%, and Not Developed (BB) at the first meeting by 12.5%, at the second meeting by 0% and the third meeting by 0%, this means showing an increase in the ability of children who were previously BB to become MB.

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## Conclusion

Based on the analysis in cycles I and II, efforts to introduce color through the play and singing method can improve the ability to recognize color in groups. A child at Kindergarten Lembaga Mulia, Rantau Badauh District, Barito Kuala Regency, with the elaboration, namely: *First*, the results at the pre-action stage show that out of 8 children, only 2 have developed according to expectations (BSH) with a percentage of 25%, 1 child with criteria began to develop (MB) with a percentage of 12.5%, and 5 children are still underdeveloped (BB) with a percentage of 62.5%. *Second*, after the action was held in cycles I and II, at the end of the action there was an increase from 8 children: 4 children managed to get the expected developing creteria (BSH) with a percentage of 50%, 2 children obtained very well developed creteria (BSB) with a percentage of 25%, and children who previously had undeveloped creteria (BB) increased to start developing (MB) with a percentage of 25%. *Third*, the development of children's learning outcomes has increased. This has reached the completeness of the success indicators that have been set by the previous researcher, namely that 75% of the total number of students can develop according to expectations (BSH) or a maximum of Developing Very Good (BSB). Thus, the classroom action research carried out in an effort to introduce color through the method of playing and singing to group A children at Kindergarten Lembaga Mulia Rantau Badauh District, Barito Kuala Regency, can be considered successful.

This study has limitations in the research method because it only uses classroom action research in kindergarten in terms of analyzing the ability to recognize colors in early childhood. Thus, further research can be explored through other research approaches, such as qualitative. In addition, further research can also compare color recognition in early childhood by comparing two kindergartens to see the results of color recognition ability in early childhood.

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