

The Implementation of Color Games to Improve Art Creativity in Group B TK Kartika IV-6, Malang

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ABSTRACT

The objective of this study is to apply the inflatable technique color game in an art learning activity to improve the art creativity for children Group B in TK Kartika IV-6 Malang. The research methodology used is Classroom Action Research (CAR) with Kemmis & Mc Taggart model. This study was done in two cycles, i.e. Cycle I and Cycle II. Each cycle consisted of steps: planning, action and observation, reflection, and repairing plan. The data collections were observation, interview, and documentation. The data was analyzed by qualitative and quantitative. The instruments were observation sheet for achievement of ability of children's art creativity, filed note, interview sheet, and documentation. The result of this study shows that through inflatable technique color game can improve the children's art creativity ability for Group B in TK Kartika IV-6 Malang. It is proved by the score result of pre-action 31,25% becomes 43,75% in Cycle I. The ability of children's art creativity gains significant difference in Cycle II 81,25%. Based on the result, it can be concluded that inflatable technique color game can improve the ability of children's art creativity through several variation of interesting and fun learning activity, also keep giving the motivation in improving the ability of children's art creativity optimally.

Keywords: *Inflatable Technique Color Game, Children's Art Creativity, Learning Activity*

1. INTRODUCTION

Art activities for children contain educational value, where art activities for children have a role in developing various basic abilities in themselves. Through art activities, children express their creativity with various art media, including through elements of motion, elements of sound, writing and stories, as well as through elements of visual form. The creativity of children's works of art is one of the development of creativity towards aesthetics or the beauty of a work of art through expression activities that are creative and natural because each child actually has natural talents that differ from one another. In line with Sumanto's (2005:11) opinion, expressing creativity in working in fine arts is the ability to find, create, create, redesign and combine ideas into new combinations that are visualized into the composition of works of art supported by the ability of the skills they have.

Children's art creativity has several characteristics. In line with Munandar's opinion (2011:119) suggests the characteristics of a child's creative attitude, namely that children have fluency in thinking, flexibility, originality and elaboration. Children's art creativity is a process of

children's ability related to fluency with the child being able to make or create their own works; children's ability to develop, enrich, integrate, or combine (elaboration) something; the flexibility of children in thinking and varying (flexibility) something to be more interesting by exploring and imagining; as well as being able to show authenticity (originality) in making something that has aesthetic value in the form of a real work that he produces from imagination and his skills based on the elements of fine art. The reality that occurs in educational institutions today is that they really do not pay attention to the characteristics of the development of such artistic creativity.

Based on observations at TK Kartika IV-6 Malang from November to December 2018, researchers found several problems that led to the learning of children's art creativity. In learning art creativity, out of 16 children there are 11 children who have not been able to achieve the achievement value of the development of art creativity and 5 children who are able to achieve the achievement value of the development of fine art creativity. The development of art creativity in TK Kartika IV-6 Malang is usually carried out by free

drawing, coloring pictures, cutting, pasting, and folding. Coloring activities for children usually use crayons and color using conventional techniques on illustrated worksheets. In coloring activities, it appears that the children are based on the teacher's example and as much as possible must imitate the work of the teacher, so that the authenticity of the children in thinking is lacking because they do not create works according to their own imagination, then the children are less able to vary their work and develop or combine colors.

The factors that cause these problems are the learning process of visual arts creativity activities that tend to use Worksheets (LK), so that children 1) think less fluently and do not create works in accordance with their own creations and imagination, 2) children's difficulties to vary and combine various kinds colors, 3) lack of tools and materials used to support children's artistic creativity activities, 4) and lack of children's interest in learning which is considered less varied. These problems cause children's art creativity to not develop optimally. The selection of suitable and appropriate activities and media is important to increase children's artistic creativity, one solution to the above problems is to invite children to do art activities that stimulate creativity but produce works of art in a fun way.

Based on some of the causes above, the alternative solution to the problem is color games. According to Harsini (in Aisyah, 2017:119) suggests that color games that can be used for children to learn to recognize, combine and vary the color giving in a work include mixing two primary colors into new colors, printing colors using threads, coloring using fingers, and blow the color using a straw. The researcher chose the color game activity using the method of being blown using a straw. In line with the opinion of Kustiawan (2019:45) which states that drawing with the blowing technique is an activity of playing colors for children as a means of expression and exploration through liquid color games. The colors that overlap each other will change, such as when blue meets yellow it will produce a new color, namely green so that the child will be more interested in the color change.

The purpose of this research is to increase children's artistic creativity through the activity of playing colors using a straw technique. By carrying out this research, it is hoped that it can improve existing art learning and be useful for the parties concerned.

2. METHOD

This research used was conducted using a Classroom Action Research (PTK) design. The data analysis used was descriptive qualitative and quantitative descriptive. The author chose Classroom Action Research because it is very appropriate for the teacher to be able to determine the quality of learning in the teaching and learning

process, so that these weaknesses or deficiencies can be corrected. According to Akbar (2010:26) classroom action research is a process of research efforts to find and solve learning problems in class, the problem-solving process is carried out in a cycle, which aims to improve the quality of learning and learning outcomes in certain classes. This research uses classroom action research because it is carried out in the classroom which aims to find problems that occur in the classroom and to find solutions to solve problems. The selection of this research is considered appropriate because it is carried out in stages or cycles to determine the improvements that have occurred in the class. This classroom action research uses a collaborative model. In this model, researchers involve and collaborate with class teachers as collaborators. This model will always be designed and implemented by a research team consisting of teachers and researchers themselves. This research was conducted using a classroom action research model developed by Kemmis & Mc Taggart (in Akbar, 2010:28), and the cycle model was carried out in four stages consisting of: planning (planning), acting & observing (implementing action and observation), reflecting (reflection) and revise the plan (plan improvement).

This research was conducted at TK Kartika IV-6, Jalan Mayjen Wiyono no.3 Ksatrian, Malang City. The number of teachers in this kindergarten is 5 people, 1 principal, 2 classroom teachers, and 2 accompanying teachers. The number of students in group B in TK Kartika IV-6 is 16 children consisting of 9 boys and 7 girls. The subjects of this study were children of group B at TK Kartika IV-6 Malang with an age range of 5-6 years. Data collection is an activity to collect data needed in research, which aims to obtain original data as a measure of the success of a study. Data on the improvement of children's art creativity is obtained from the process and the work of the color play of the blowing technique performed by the child. Sources of data from this study are teachers and children of group B TK Kartika IV-6 Malang. The research instrument is a tool used in data collection techniques during research. The data collection instruments used in this research to increase visual art creativity through the inflatable technique color game activities include teacher activity observation sheets, child activity observation sheets, teacher interview sheets, children's visual arts creativity ability assessment sheets, field notes and documentation. The technique of collecting data by interview using interview guidelines, while the interview guidelines used contain questions about the outline of the problem. Field notes aim to record situations or unexpected events during the ongoing implementation of learning activities from beginning to end. Assessment of children's artistic creativity ability is made based on the level of achievement of art development of children aged 5-6 years.

The data analysis in this research was conducted using descriptive qualitative and quantitative descriptive. Qualitative descriptive analysis is an analysis whose data are in the form of words or statements obtained through observations / observations, interviews, documentation, field notes and so on. The qualitative data analysis in this research is in the form of interviews with class teachers, observation of teacher activities, observation of children's activities, documentation and field notes. Data analysis, including quantitative, is data in the form of numbers or statements that are estimated (percentages) and analyzed by statistical analysis and then interpreted. The analysis of quantitative data in this research is in the form of an assessment of children's artistic creativity abilities through the activity of playing color inflatable techniques. The data analysis used to process the data resulted from the assessment of the child's development which is denoted by a number which uses a weighted score (1,2,3,4) to test the child's artistic creativity ability.

Increasing the ability of children's visual art creativity through the color game of the blowing technique, there are indicators on the assessment sheet, namely: (1) Fluency in carrying out color game activities, (2) Combining various colors, (3) Flexibility in varying blown colors with a blow tool, (4) Authenticity children's work. The results of data analysis will be used as the basis for determining the success of giving actions and a reference for carrying out further actions if the previous action did not work or did not reach $\geq 75\%$ of the class achievement criteria.

3. RESULTS

Based on the implementation of the inflatable technique color game activities carried out in cycle I, most of the children felt happy and enthusiastic about participating in the activity. The children were happy because they had never done this before. The children were enthusiastic when they saw the blows made by the teacher, which seemed to branch into rhythmic lines. The results of the action show that children's artistic creativity still needs to be improved. In cycle I, the teacher was not clear in informing the steps of the color game to children so that it seemed that some children had difficulty and confusion on how to blow and lead the correct colors, as a result some children took longer and had to look around the work of their friends. In addition, teachers do not encourage children so that children do not pay attention to the instructions of the teacher properly, as a result when playing the color game of the blowing technique, the use of a straw which is supposed to be one straw for one color becomes mixed and inappropriate. There is also the use of plain paper which is only given a picture using a marker, making children less interested and some children less able to bring out new colors from the blow because according to the children the paper is too broad.

Table 1. Results of the Assessment of the Visual Arts Creativity for Group B Children at TK Kartika IV-6 Malang

Implementation	Percentage	Achievement
Pre-Action	31,25%	Undeveloped
Cycle I	43,75%	Start Developing
Cycle II	81,25%	Develop according to expectations

The results of the assessment from the first cycle of meeting 1 and meeting 2 began to develop, but class attainment had not yet reached the achievement criteria. The results that do not meet the achievement criteria are due to the fact that the teacher is not clear in informing the steps of the color game to children so that it appears that some children experience difficulty and confusion in applying the color game of the blow technique and the teacher does not encourage children to use the tool, namely a straw so that the child is not suitable for doing activities. There is a need for improvement in cycle II to increase children's artistic creativity so that it can be achieved optimally.

The results of the assessment of children's art creativity in the first cycle of meetings 1 and 2 were the number of achievements of 43.75%. The results obtained from the first cycle of meetings 1 and 2 showed that 7 children achieved developmental achievement according to expectations (BSH) and 9 children gained achievement began to develop (MB). At the 1st meeting the teacher did not exemplify until it was finished and was too fast in carrying out the steps for the game of the color blow technique. It can be seen that when doing this, there are children who are confused about the steps of the inflatable technique color game because the children pay less attention when the teacher gives examples. In addition, the teacher is also unclear in informing the steps of the game so that the child is less able to understand what he has to do. It appears that in the first cycle of meeting 1 there is a child who sees the results of his friend's work first when he is going to do his assignment.

Then in the first cycle of meeting 2 it was found that there were some children who were less able to blow colors so that there was still a lot of empty space in their work, besides that there were also some children who were not suitable in playing the color game of the blowing technique, the children did not pay attention to the rules of using the straw tool finally made the coloring material mixed on the palette and the straw because it did not match the provisions that one straw should be for one color but used in another. This is caused by the lack of concentration of children in paying attention to the teacher when the teacher gives an example. Apart from that, the teacher also did not give an appeal to remind the children so that the children forgot, so the results were less than optimal.

The color game activity of the blowing technique that will be carried out again in cycle II is expected to be able to correct deficiencies in cycle I. The color game activity

in cycle II is given an innovation, namely the design of the image pattern that is created as a child limitation when blowing the coloring material so that it is not too wide and makes the child more interested, then adding a straw and adding 2 more colors so that children can be creative with more colors. The teacher clarifies the steps for implementing the game and always urges children to use the straw so that it is not confused with other colors.

Based on the implementation of the inflatable technique color game activity carried out in cycle II, the class conditions were more orderly and the children were very enthusiastic about participating in the activity. Children follow what the teacher instructs correctly. In cycle II the teacher explains more slowly and in detail so that the child really understands how to play the color game of the blowing technique in order to produce good color blasts and bring up many new colors. The child is very enthusiastic when he sees the blows he does seem to branch into rhythmic lines. Children also prefer the patterns of the stars and rainbows that arise because they look more real and have attractive colors. The results obtained from the second cycle showed that playing the color of the blowing technique to improve children's artistic creativity showed maximum results and achieved the achievement criteria as expected.

The results of the assessment from the second cycle of meeting 1 and meeting 2, the class achievement has reached the achievement criteria developing as expected. The results of the assessment of children's art creativity in the first cycle, namely the number of achievements of 43.75% and in the second cycle the results obtained were 81.25% so that from cycle I to cycle II increased by 37.5%. The results obtained from the second cycle of meetings 1 and 2 note that 3 children get very good development achievement (BSB), 10 children get development achievement according to expectations (BSH) and 3 children get achievement starts to develop (MB). In the second cycle the children were able to play the color game steps of the blowing technique smoothly, varying the color blows properly and producing lots of rhythmic lines, and combining many colors so that new colors can appear.

The findings from cycle I to cycle II have experienced a significant increase, in cycle I the results obtained were 43.75% then in cycle II the results obtained were 81.25%, this has exceeded the specified achievement criteria, namely 75% so this research was stopped in cycle II. During the activity, the children felt happy and enthusiastic about coloring things that were different from the usual.

4. DISCUSSION

4.1. Implementation of Inflatable Technique Color Game Activities in Group B TK Kartika IV-6 Malang

Researchers here choose color game activities using blow techniques to increase children's artistic creativity. Games as a means of measuring the ability and potential of children, children will master various kinds of objects and their characteristics as well as events that take place in their environment (Mutiah, 2010:113). Color games using this blowing technique are carried out to support learning fine arts to make it more interesting and fun for children. In addition, color play using the inflatable technique is an innovative activity that is expected to be able to develop children's artistic creativity, especially in the child's ability to express, explore, create and imagine to produce their own work.

The color game using the blow technique is adapted to the learning activities in TK Kartika IV-6 Malang. The aspect of assessment observed by the researcher is related to the ability of children's visual arts in creativity to create a coloring work in a fun way, namely color games, where children color using a tool in the form of a straw. Agree with Kustiawan (2019:45) which states that drawing with the blowing technique is an activity of playing colors for children as a means of expression and exploration through liquid color games. In addition, this activity can train children's concentration and patience in leading colors using a blow tool. Through color games using this blowing technique, it will increase children's enthusiasm in learning, because children will feel happy and want to get new colors so that they can encourage children to express and explore basic color mixing that they do by blowing and can teach color recognition in child. This is in line with the opinion of Lidya (2014: 6) which states that through visual arts for children, it is a medium for activities to develop the potential for creative self-development.

Learning in class consists of initial, core and final activities carried out in each cycle. The learning activities applied in group B are in accordance with the activity steps according to Kustiawan (2019:45), namely 1) liquid coloring material is put on drawing paper, it can be one, two or three colors, 2) then the color is blown by using a tool in the form of a straw, 3) the coloring material is herded in various directions, then the results are interesting rhythmic lines, 4) the more blowing, the more color mixing will be and the result will look beautiful and colorful.

Cycle I was held on April 10 and 12, 2019. In cycle I the teacher was not clear in informing the steps of the color game to children so that it seemed that some children had difficulty and confusion on how to blow and lead the correct colors, as a result some children needed

more time. a long time and have to look around the work of his friend. In addition, teachers do not encourage children so that children do not pay attention to the instructions of the teacher properly, as a result when playing the color game of the blowing technique, the use of a straw which is supposed to be one straw for one color becomes mixed and inappropriate. There is also the use of plain paper which is only given a picture using a marker, making children less interested and some children less able to bring out new colors from the blow because according to the children the paper is too broad. Researchers analyzed the data obtained during the first cycle and then improved the learning activities in the second cycle. Researchers made improvements to learning activities in cycle II based on the findings of problems and suggestions from the teacher regarding the color game activity of the blow technique in cycle I.

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4.2. Improvement of Children's Art Creativity Ability through Color Game Inflatable Techniques in Group B at TK Kartika IV-6 Malang

Based on the explanation of the data that has been explained, it can be seen that through the color play of the blowing technique, the visual arts creativity of group B children at TK Kartika IV-6 Malang can increase. Color game activities using this blowing technique can improve children's artistic creativity skills because through this game, children are trained to be able to do color game activities on their own with several steps which then have to be repeated with the same steps, so as to train children's concentration and memory in thinking. In line with Semiawan's opinion (in Intan, 2015: 7) states that games are activities designed with the intention that children can improve their abilities based on their learning experiences. In addition, through this color game, it will train the child's ability to combine colors so that children can learn new color recognition. The color game of this blowing technique also trains the flexibility of children in varying the color blows using a blow tool, namely by the way the child leads the liquid dye that has been dropped on the paper using the breath of his breath with a tool in the form of a straw.

The application of the color game of this blowing technique has increased gradually at each meeting, starting from cycle I at the first meeting and the second meeting, to cycle II at the first meeting and the second meeting. In the first cycle the results obtained were 43.75% then in the second cycle the results obtained were 81.25% so that the increase from cycle I to cycle II reached 37.5%, this has exceeded the specified achievement criteria, namely 75% so that This research was stopped in cycle II and there is no need for further cycles. During the activity, the children felt happy and enthusiastic about coloring things that were different from the usual.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The conclusion that can be drawn from the explanation above is that the color game of the blow technique applied in group B Kartika IV-6 Kindergaten Malang can increase children's artistic creativity. This inflatable game color technique is not only fun for children but children's creativity will also increase, because children's enthusiasm for new colors can encourage children to express and explore by mixing basic colors that they do by blowing, so that it can teach color recognition to children. The color game here is based on the concept of coloring which is artistic creativity that can be used as a means of expressing

feelings through the freedom to use colors for children. This is in line with the opinion of Kustiawan (2019:45) which states that drawing with the blowing technique is an activity of playing colors for children as a means of expression and exploration through liquid color games.

5.2 Recommendation

The results of this study can provide input for the teacher, the teacher is expected to be able to apply the color game of the blowing technique with more thorough preparation in the use of tools and materials. Conditioning the class is very necessary so that the class atmosphere is more conducive when carrying out color game activities. The freedom and concentration of children in playing the color game of the blowing technique will determine the results of their artistic creativity abilities. For the principal, namely, this inflatable technique color game activity requires tools and materials so there needs to be more thorough preparation before carrying out the activity. In addition, sufficient space is needed to make it easier for children to play games. Therefore, it is necessary to provide facilities and infrastructure that support the activities that will be carried out next. And other researchers are expected to try to carry out research using other media, materials and techniques. Other researchers can also apply different learning methods in developing aspects of child development such as cognitive, physical motor, social emotional or language aspects which are adjusted to the problems the child has.

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