

## The Training of Color Gradation in Developing Teachers' Competent of Early Childhood Education and Raudhatul Athfal (RA) Maarif at Metro City

**Masrurotul Mahmudah<sup>1</sup>, Muhammad Yusuf<sup>2</sup>, Sindi Sintia<sup>3</sup>**

<sup>1</sup> Universitas Ma'arif Lampung, Indonesia

 [yusufiaimnu@gmail.com](mailto:yusufiaimnu@gmail.com)

### Abstract

Based on the initial observations made by the author that most teachers do not understand the concept of gradation and have not been able to apply color gradations in pictures. The article aims to give an assistance of Training of Color Gradation for Teachers' Early Childhood Education and Raudhatul Athfal (RA) Maarif at Metro City to develop teachers' competence. The method used ABCD (Asset Based Community) to maximize the potential assets, which includes individual assets, communities, infrastructure, community, et al. This activity is specifically for Early Childhood Education teachers and Raudhatul Athfal Teachers Maarif in Metro City for 2 days. The implementation stages include carrying out an initial test through the process of coloring pictures, after that training is carried out, then practice and evaluation of the coloring results. The result shows that the teachers understand coloring techniques using color combinations, teachers can be creative with more interesting and sharp images and colors, teachers' fine motor skills have increased, so they are more confident when receiving personal drawing and coloring services.

### Article Info

#### Article History

Received :  
*March 10, 2023*  
 Revised :  
*October 21, 2023*  
 Accepted :  
*October 23, 2023*

#### Keywords:

*Training of Color Gradation, Developing Teachers' Competent, Color Gradation*

Published by

Yayasan Payungi Smart Madani

ISSN

[2776-4303](https://doi.org/10.5281/2776-4303)

Website

<https://journal.payungi.org/index.php/ijcep>

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## INTRODUCTION

Basically, Early Childhood Education (PAUD) can be provided through formal, non-formal and informal education. Formal Early Childhood Education (PAUD) can take the form of Kindergarten (TK), Raudhatul Athfal (RA), or similar. Then PAUD in the non-formal education pathway takes the form of a Play Group (KB), Child Care Center (TPA), or other similar forms. Meanwhile, PAUD in the informal education pathway is in the form of family education or education organized by the local environment (Smp & Kudus, 2015).

Education services for early childhood are carried out in order to stimulate children's development based on age. The demand for the ability to provide more professional services, especially for Early Childhood Education, will have a more important and better meaning if educators understand that children's development is different, both in terms of intelligence, talent, interest, creativity, emotional maturity, character, circumstances. psychological, and social circumstances. So by looking at this,

the experience, understanding and mastery of knowledge or competence of PAUD teachers is very important and very meaningful (Yusuf et al., 2020).

With increasing public awareness of relevant education, at the same time there are many providers of early childhood education, especially non-formal channels, which have a big impact on the need for competent educators, but in reality in the field there are quite a few problems that occur that teachers Many teachers in early childhood education still lack competence as holistic and integrative teachers. Students' ability to recognize colors and color composition can be done through color gradation stimuli, in this case starting from the stimulus of educators at the early childhood education level (Aisyah, 2017; Susanto, S. 2023).

As happened with the competence of PAUD teachers under the auspices of PC. L.P. Ma'arif NU Metro Lampung there are still many teachers who do not understand coloring techniques using a color gradation system. This has an impact on developing children's talents in the visual realm, especially coloring with color gradations.

Apart from the competency being more prominent, there are also other opportunities, namely becoming a private coloring teacher or even being a resource person in training for PAUD teacher activities. The teacher competencies that should be developed and improved are four competencies, namely: pedagogical competence, professional competence, social competence and personality competence. (Jamin, 2018) Because PAUD services are mostly carried out by teaching staff with educational qualifications with basic abilities. varies. Judging from educational background, there are still many early childhood educators (non-formal PAUD) who have a bachelor's degree in general education. Meanwhile, Government Regulation NO.19. of 2005 requires that "early childhood educators have a minimum academic qualification of diploma four (D-IV) or undergraduate (S1)". (Rochyadi, 2014).

Meanwhile, the teachers are under the auspices of PC. There are still a number of Ma'arif Metro LPs who are still high school graduates. However, he is still in the process of pursuing Strata I education. Law number 20 of 2003 concerning the National Education System has stated that there is a need to improve the quality of human resources (HR) through education through formal education.

**Non-formal Education and Informal Education.** According to UNESCO, education should be built on four pillars, namely learning to know, learning to do, learning to be, and learning to live together. (Juliani & Widodo, 2019) In essence, learning must last throughout life. To create a quality generation, education must be carried out from an early age or golden age, in this case through Early Childhood Education (PAUD), namely education aimed at children from birth to 6 years of age. (Yusuf, 2016)2

Childhood Education Early childhood will provide a basic framework for the formation and development of basic knowledge, attitudes and skills in children. So it's not an exaggeration It is said that early success and success are the foundation for the success of the subsequent educational process. As individuals who are experiencing a process of developing rapidly and which is very fundamental for later life, early childhood has a series of characteristics that are very different from adults. The most

prominent characteristics include children who are always active, dynamic and very curious about what they see and hear, as if they never stop learning, are egocentric, are social creatures, unique, rich in fantasy, have a short attention span. and is the most potential period for learning.<sup>3</sup> (Fiah, 2017). So if we look at it from the aspect of the function of early childhood education, it is:

- a. If you look carefully, the program of learning while playing activities in Early Childhood Education has a number of functions, of which the functions in question are an essential part of children's development. There are a number of reasons for how important the function of early childhood education is, including: Early childhood is a fundamental phase for children's development and learning.
- b. Learning and development is a continuous process. Future demands for superior driving will become increasingly competitive.
- c. Another non-educational demand is that there is changes in life patterns and attitudes as well as family structure. (Subianto, 2013)
- d. According to Wahyudin and Agustin, they stated that based on the objectives of early childhood education, several functions of educational stimulation programs can be studied, namely as follows:

#### 1)Adaptation function

Play a role in helping children adjust to various environmental conditions and adapt to their own circumstances.

#### 2)Socialization function

Play a role in the formation of social skills that are useful in relationships and everyday life where they are.

#### 3)Development function

Concerned with the development of various potentials that children have. Every element of potential that a child has requires a situation or environment that can develop that potential through optimal development so that it becomes a potential that is beneficial for yourself or the environment.

#### 4)Play function

Relating to giving children the opportunity to play because in essence playing itself is a right throughout their life. Through play activities, children will explore their world and build their own knowledge.

#### 5)Economic function

Planned education for children is a long-term investment that can be profitable at every stage of subsequent development. Moreover, investments made during the golden age will provide multiple profits. Early childhood education is one of the foundation stones for further development. (Soraolio & Misra, 2020)

Meanwhile, the target of early childhood education according to Syafaruddin et al. Explains that the goals and objectives of early childhood education include encouraging the development of children's social, physical, creative and intellectual emotions. In this context children have opportunities for play and the development of positive attitudes towards themselves and others and the development of self-

confidence and self-esteem.<sup>6</sup> Another figure, Morrison, said that there are several targets for Early Childhood Education, namely:

- a. Support and develop ability default children through learning.
- b. Deliver on level health Before, social, economics, and academic services for children and families.
- c. Get solutions to pressing social problems.
- d. Advancing ability angel letter and mathematics since early stage.
- e. Preparing children to read. (Deghe et al., 2021)<sup>7</sup>

Principles of Early Childhood Development Early Childhood Education can be developed based on the following principles:

- 1) Using a variety of interesting game media.
- 2) Involves and develops all five senses.
- 3) Providing a conducive and enjoyable learning atmosphere.
- 4) Providing opportunities for children to understand, live and experience values directly, through the following learning process:
  - a) Children are given simple rhythmic musical instruments according to the tools available.
  - b) Teachers and children are accustomed to singing simple songs they know.
  - c) When finished singing the teacher gives the signal to hit the musical instrument freely.
  - d) At a certain count the teacher gives a signal to stop playing the musical instrument.

Repeating singing the same song. This process is carried out repeatedly so that the child feels and understands that to play music there are times when it sounds and times when it stops. This strategy is an education in the values of discipline, patience, care and responsibility as well as toughness. (Fahhan, 2013)

The principles of implementing PAUD must be in line with the principles of implementing the entire educational process as stated by Bredekam and Coople in the Director General of PAUD which includes the following matters:

- a. Aspects of child development are related to one another. Developments in one aspect will influence and be influenced by other aspects.
- b. Development occurs in a sequential time sequence, meaning that the skills and knowledge achieved later will be based on the abilities, skills and knowledge previously possessed.
- c. Development takes place at varying speeds for each child and each function and aspect. Therefore, anyone who tries to find children and categories and treats children in the same way will certainly fail and will suffer.
- d. The experiences that children have before have an impact on each child's development. Optimal periods emerge for certain types of development and learning.
- e. Development will proceed in a predetermined direction, namely towards greater complexity, organization and internalization.
- f. The development and learning that occurs in leaves is influenced by diverse socio-cultural contexts. Children are best understood in the context of their family, culture

and society. The family's socio-economic context also plays an important role in child development, especially in relation to nutrition and health.

g. Development and learning are produced by the interaction of biological maturity and the environment which includes educational, nutritional and health stimuli.

h. Development will progress when you have the opportunity to practice newly acquired skills and when they receive challenging lessons that are above their previous level of ability.

i. Play is a very important tool for children's social, emotional and cognitive development and is a reflection of their development.

j. Children develop and learn best in the context of a society where they feel safe, valued and where their physical needs are met and they feel psychologically safe.

k. Children show different ways of understanding and learning. Likewise with how to demonstrate what they already know. (Zein, 2015)9

Seeing the development of the needs of the times and students, this also means there is a need for assistance to PAUD teachers under the auspices of PC. LP Ma'arif Metro is intended to improve human resources for teaching staff which is sustainable and has long-term meaning. Even though the PAUD teachers are shaded by PC. The majority of LP Ma'arif Metro have a bachelor's degree, but not all come from PAUD education. So in this case, it is very necessary to provide intensive and continuous assistance.

### 1) Partner Problems

The condition of PAUD teachers who teach at PAUD level schools under the auspices of PC. LP Ma'arif Metro, still doesn't understand color gradations. The ability to color and draw is still standard, there has never been a teacher who excels in coloring or drawing. Many students take coloring lessons with other people.

### 2) Solutions Offered

The solution that can be offered at this time is to hold ongoing color gradation training.

### 3) Expected Targets After Service

PAUD teachers under the auspices of PC. Apart from being a professional teacher, LP Ma'arif Metro also has more opportunities by being able to open a private coloring institution. Apart from that, it is also hoped that PAUD teachers will be under the auspices of PC. LP Ma'arif Metro can be a resource or mentor who is an expert in color gradations

## **METHOD**

### a. Partner Identity

Community service activities in the form of color gradation training for PAUD and RA Ma'rif teachers throughout Metro City in collaboration with the IAIM NU PIAUD study program as an effort to increase competency.

### b. Location of Service

The service was carried out at RA Maarif with all RA and PAUD Maarif Metro City teachers.

### c.Mentoring methods

The method used is Asset Based Communities Development (ABCD) which is a model approach to community development. This approach emphasizes an inventory of assets in the community that are seen as supporting community empowerment activities. (Munawar Ahmad, 2007)

Next using Focus Group Discussion (FGD) is a process of collecting certain information that is specific to a problem. (Irwanto, 1998) The goal of Focus Group Discussion (FGD) to obtain input and information on specific problems. The resolution of this problem was determined by the PAUD teachers and RA Ma'arif NU Metro in improving their competence as educators.

Deep principles of Focus Group Discussion (FGD) must be adhered to in focused group discussions, namely so that group dynamics run smoothly, each group member is actively involved and focused on the goals of the discussion. (Irwanto, 1998)

### d.Activity Stages

Table 1  
Activity Stage

Activity Stages	
First	Drawing test to see ability each teacher
Second	Drawing training
Third	Evaluation

## RESULT AND DISCUSSION

### a.Competency Development of PAUD Teachers and RA Ma'arif

In this case, it can be seen from several assistance steps taken by the accompanying team from IAIM NU Metro, including:

1) FGD with prospective color gradation training participants, namely all PAUD teachers and RA Ma'arif under the auspices of PC. LP Ma'arif NU Metro Lampung.

2) Looking for a professional trainer named Yuli to be a tutor in the training

3) Training was carried out for two full days from morning 08.00 to afternoon 15.00

4) The accompanying team carried out an evaluation after the training was held.

Thus, the schedule for implementing the accompanying team's service is:

Table 2  
Training Schedule Program

No	Activity	Implementation	Time and place
1.	Workshop and discussion on preparation for mentoring	IAIMNU Support Team, PUAD and RA school principals and PUAD and RA teachers under the patronage of PC.LP Ma'arif Kota Metro	June 10, 2021 RA Ma'arif NU Metro City classroom

No	Activity	Implementation	Time and place
2.	Forum Group Discussion activities related to training planning	IAIMNU Accompanying Team, PUAD and RA principals and PUAD and RA teachers under the patronage of PC.LP Ma'arif Kota Metro	June 13, 2021 RA Ma'arif NU Metro City classroom
3.	Evaluation of the results of color gradation training by the IAIMNU accompanying team	IAIMNU Accompanying Team, PUAD and RA principals and PUAD and RA teachers under the patronage of PC.LP Ma'arif Kota Metro	02 September 2021 Classroom of Kindergarten 2 Ma'arif NU Metro City

b. Developing fine motor skills for PAUD Teachers and RA Ma'arif

Several problems that are the main subject of assistance related to teacher competency are the teacher's ability to innovate with color, where the majority of teachers only have standard fine motor skills in terms of drawing and coloring. drawing test for all teachers or prospective Color Gradation training participants: ufuLA: Raudhatul Athfal Teacher Education Innovation Journal.

Figure 1. Training day 1: drawing ability test



Figure 2. Training day 2 photos of drawing and coloring results by the teachers



Figure 3. Results of teacher competency evaluation by the support team



c. Impact on the welfare of PAUD Teachers and RA Ma'arif after participating in color gradation training

From the results of this color gradation training, the impact was extraordinary. In fact, teachers can be more confident in opening private drawing and coloring programs. So financially it will also increase the income of teachers.

## CONCLUSION

The results of this mentoring activity are: The teacher understands the technique of coloring using color combinations, The teacher can be creative with more interesting and sharp images and colors, The teacher's fine motor skills have improved, so he is more confident when receiving private drawing and coloring services. From these statements, we as a service team feel happy and proud of the results obtained. With this, the service team would like to thank the IAIM NU Metro campus for funding this PKM activity

## ACKNOWLEDGEMENT

Thank you to IAIMNU for facilitating this service activity in the context of developing the competency of PAUD teachers at Ma'arif educational institutions.

## AUTHOR CONTRIBUTION STATEMENT

This journey of service begins with the author's routine as a functional institution whose task is to assist schools within the ma'arif educational institution. Guidance is carried out through a 3-monthly routine meeting mechanism at ma'arif schools, especially at the PAUD level. The results of routine evaluations show that RA and Kindergarten teachers need color gradation training as a form of encouragement for developing teacher competence.

The writing of this article was carried out by 3 authors who also involved students as a supporting team both when collecting data in the form of documentation and other supporting data. Meanwhile, authors 1 and 2 collected data, analyzed and discussed it in the form of narrative articles. Both of them play a role in the process of assisting the development of teacher competence, especially color gradation competence, through to the trial process on students, which is then evaluated on the results of introducing color gradations to children.'

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International Journal of Community Engagement Payungi

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