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Research Article

DEVELOPING KINDERGARTEN TEACHER COMPETENCIES THROUGH COLORING TRAINING IN GAYAM AND PURWOSARI DISTRICT BOJONEGORO

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Abstract
The art of coloring is one of the potential and skills that provide many benefits for teachers, but so far coloring learning has received less attention among PAUD level teachers, even though this skill is very important in addition to making someone have patience and perseverance, he also tends to have sensitivity and subtlety of feeling. This activity aims to improve the coloring art skills for kindergarten teachers in Gayam and Purwosari districts. The activities carried out are cartoon drawing training with paper media and crayons. This activity is useful for improving the ability to combine colors which will later be prepared by teachers in increasing the interests and talents of kindergarten students. The reason the author chose the art of coloring pictures is because this branch is a combination of the power of imagination with the art of combining colors which is very popular in the world of children. The implementation of this activity is carried out with counseling and training methods. The counseling technique in this activity is a socialization activity to teachers about the urgency of having creativity in drawing and coloring for the growth and development of their students' skills, after conducting counseling, training activities are carried out. This training activity aims to train teachers' skills in drawing and coloring. This training is taught from the beginning to the end so that they have the general ability to be patient when carrying out the coloring teaching process in class.

Keywords: Training, Coloring, Potential, Skills

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INTRODUCTION

Kindergarten is one of the most important educational institutions in Indonesia, playing a significant role in the growth and development of early childhood. This role expands when kindergarten includes several skills education programs, including drawing and coloring.

Early childhood education essentially encompasses all efforts and actions taken by parents and teachers in the care, nurturing, and educating children. This involves creating an atmosphere and environment where children can explore experiences that provide opportunities for them to learn and understand the learning experiences they gain from their environment. This occurs through continuous observation, imitation, and experimentation, engaging the child's full potential and intelligence.

One of the competencies that kindergarten students must possess is the ability to pursue further education with optimal readiness in accordance with evolving societal demands. The basic skills developed in PAUD include language, physical/motor skills, art, and cognitive abilities. Researchers chose motor skills in children because motor skill development aims to enhance children's artistic abilities. Through these motor skills, children are expected to understand the concept of coloring.

Coloring literally means applying color or paint to a picture. Coloring is a skill loved by children and has become a medium for them to unleash their imagination and inspiration about anything they may have ever touched or experienced. Therefore, it is not surprising that many parents strive to provide stimulation for their children to color from as early an age as possible. (Muhammad, 2009: 11-12). Coloring training for kindergarteen teachers is expected to improve the teachers' competencies and skills, which will then be directly applied in coloring classes at their respective institutions.

RESEARCH METHOD

This training uses the ABCD (Asset-Based Community Development) approach, which aims to develop the potential of kindergarten teachers. McKnight explains that the ABCD method assumes that community problems can be solved not by others, but by the community itself. The application of ABCD includes tools and methods for mobilizing and identifying community assets, including: 1. The Appreciative Inquiry Process (4D Model), called the 4D Model because it has four cycles for observing and researching the community.

1. The Discovery Model, a process of exploring potential or delving deeply into past achievements of the village and community.
2. The Dream Model, a vision or dream that the community has for the future, both for themselves and for an organization.
3. The Design Model, this stage is the process of formulating strategies to decide and develop collaborations that can realize the community's hopes and dreams. 4. The final Destiny model involves everyone implementing all the designed changes continuously and continuously innovating.

The implementation stages are:

1. Request permission from the school. After obtaining permission, the program will be announced.

2. After participant registration is complete, the kindergarten teacher will schedule the training for Sunday, January 11, 2023, from 10:00 AM to 1:00 PM WIB.
3. The training will then proceed as scheduled, starting with an introduction or general overview of coloring pictures and tips for kindergarten coloring competitions, followed by collaborative creations under the guidance of the instructor.
4. The results of this coloring training will be artwork using A4 paper and crayons.
5. The artwork will then be posted at each student's home and some will be posted in the classroom.

RESULTS AND DISCUSSION

Program Implementation Results

The community mentoring program, which included coloring training for kindergarten teachers, was successfully implemented according to the activity plan. All participants, consisting of kindergarten teachers, demonstrated high enthusiasm from beginning to end. This training was designed to develop teachers' aesthetic potential, creativity, and technical skills in the art of coloring, which can then be applied in the learning process for students.

The activity began with coordination with the school to ensure the availability of facilities and schedule compliance. Through this coordination, the principal expressed high hopes that this training would spark the emergence of new potential in the arts, especially for kindergarten teachers, who are at the forefront of creativity-based learning.

Based on this coordination and preparation, the training proceeded conducively and well-directed, and produced tangible outcomes in the form of improved understanding, technical skills, and visual works that each participant could take home.

Training Process

The training was conducted in stages and systematically, starting from basic theory to full practice, with the following details:

a. General Briefing and Basic Understanding

The activity began with introductory material on the meaning of coloring in early childhood education. The presenter explained that coloring is not only an aesthetic activity, but also has educational value, such as:

1) stimulating fine motor skills,
2) developing concentration,
3) strengthening hand-eye coordination,
4) practicing color recognition,
5) and increasing children's self-confidence.

This understanding is important so that teachers realize that coloring skills are not only beneficial for themselves but also directly impact the quality of classroom learning.

b. Basic Exercise: Blending Colors

After the theory, teachers were immediately directed to practice blending basic colors. In this session, the presenter provided examples on the whiteboard of techniques for:

1) mixing colors,
2) creating gradations,
3) transitions between shapes,
4) and selecting harmonious colors.

Participants were asked to follow the examples step by step so that their understanding was not only theoretical but also practical.

c. Adding Image Elements

The next stage is adding complementary images to the basic pattern provided by the instructor. The design is made uniform to ensure a more focused training process and facilitate the instructor's assessment and guidance. In this stage, teachers are trained to:

1) expand their imagination,
2) combine basic shapes with additional ornamentation,
3) and pay attention to simple visual composition.

These skills are crucial when teachers later create or modify media for students' activities.

d. Coloring Process with Crayons

Once the drawing is complete, participants continue the coloring process using crayons according to the provided examples. In this session, participants learn:

1) crayon stroke techniques,
2) color pressure and intensity,
3) how to avoid streaks or harsh lines,
4) and layering techniques to enrich the color results.

The instructor provides direct guidance so participants can correct any incorrect techniques.

e. Finishing Stage

The final stage is finishing, which involves strengthening lines and adding specific motifs to make the drawing appear more vibrant. Participants were taught how to:

1) thicken lines neatly,
2) add patterns such as dots, curved lines, or texture effects,
3) apply finishing touches to create a professional-looking work.

This stage was the moment when each teacher's work truly came together in terms of shape, color, and detail.

Impact and Improvement of Teacher Competence

At the end of the activity, significant changes were observed in the participants. Some of the identified impacts include:

a. Increased Motivation

Teachers felt more confident and motivated to further develop their artistic skills. This is important considering that creativity is one of the core competencies of kindergarten teachers.

b. Growing Awareness of the Importance of Visual Media

Teachers understood that coloring skills can help them create engaging, innovative, and easy-to-implement learning media.

c. Improved Practical Skills

Teachers could now apply gradation, smooth coloring, and finishing techniques that they had not previously mastered in their daily classroom activities.

d. Take-Home Work

Each participant produced a complete work as a product of the training. This work serves as evidence of their achievements during the three-hour training and can serve as inspiration for future creations.

Through this training, teachers not only gained technical skills but also gained valuable learning experiences that they can apply to developing learning media in the classroom.

Based on the results of the activity, it can be concluded that this coloring training had a positive impact on improving the competency of kindergarten teachers, both in terms of knowledge, technical skills, and work motivation. The training method, which combined material guidance, visual demonstrations, and hands-on practice, proved highly effective in helping teachers understand the concept of coloring and practice it independently. Teachers had the opportunity to learn in stages, from understanding gradations, combining colors, adding elements, to finishing, which made the work more vibrant and neat.

This training also reinforced several important findings. First, teachers need adequate space to express and develop their creativity, as creativity is an integral part of early childhood learning. Second, art-based activities like coloring can create a more enjoyable and interactive learning environment, both for teachers and students. Third, simple skills like coloring have been shown to have significant benefits in the educational process, particularly in improving children's fine motor skills, imagination, and concentration.

Through this training, teachers gained not only technical skills but also meaningful learning experiences. These skills can be directly applied to creating more engaging, creative, and developmentally appropriate learning media. This training is a strategic first step in improving the quality of learning in kindergartens.



The presenter guides the coloring process



Teacher enthusiasm

CONCLUSION

The implementation of a community mentoring program through coloring training for kindergarten teachers demonstrated significant results in improving the competence and creativity of participants. This activity, which began with coordination with the school, provided a strong foundation to ensure the training was effective, focused, and tailored to the teachers' needs. During the training, teachers gained a deeper understanding of the meaning of coloring in early childhood education, including its benefits for children's motor, cognitive, and emotional development.

The training was conducted in stages, from basic theory to full practice, encompassing color blending, gradation, adding image elements, crayon coloring techniques, and finishing. Each stage was designed to develop technical skills while fostering teachers' confidence in producing quality visual works. As a result, all participants were able to create works that were not only aesthetically appealing but also reflected the mastery of the techniques learned during the training.

In addition to improving skills, this activity also had a positive impact on teachers' motivation. They were re-energized to develop their creativity and ready to apply the acquired skills in classroom learning activities, particularly in developing more engaging and interactive teaching media. Thus, this training not only succeeded in fulfilling the goal of increasing teacher capacity, but also provided sustainable benefits that can support the early childhood education process more optimally.

Conclusions can be generalized findings according to research problems, can also be in the form of recommendations for the next step.



Group photo of participants and creative results

AUTHOR CONTRIBUTIONS

Ulya Himmatin: Conceptualization; Project administration; Validation; Writing - review and editing.

Erlina Rahmawati:Data curation; In-vestigation. Resources; Visuali-zation; original draft

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