



## **The Application of the Color Mixing Game Method in Enhancing the Motoric Physical, Socio-Emotional, and Artistic Abilities of 16 Students at RA. Amal Hidayah Pergulaan**

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### **Abstract:**

This study aims to analyze the implementation of the color mixing game method in improving the motoric physical, socio-emotional, and artistic abilities of 16 students at RA Amal Hidayah Pergulaan. The research method used is a qualitative approach with observation, interviews, and documentation techniques. The color mixing game is designed to provide a fun learning experience while stimulating children's overall development. The research results indicate that this method has a positive impact on motoric physical aspects, such as improving hand-eye coordination, grip skills in handling coloring tools, and agility in processing color media. Furthermore, students' socio-emotional aspects also showed improvement, particularly in teamwork, social interaction, and self-confidence when working in groups. From an artistic perspective, this game helps students develop creativity, the courage to explore, and an understanding of colors and their combinations. Game-based learning creates an enjoyable atmosphere, encouraging students to actively participate and experiment with various colors. Thus, the color mixing game can be considered an effective learning method for holistically developing various aspects of early childhood development.

**Keywords:** Color Mixing Game, Motoric Physical, Socio-Emotional, Art, Early Childhood.

### **INTRODUCTION**

Early childhood plays a crucial role in shaping the foundation of a child's development, encompassing cognitive, motoric physical, socio-emotional, and artistic aspects. One of the most engaging and effective learning methods for early childhood education is through play, which allows children to learn while having fun. The color mixing game is one strategy that can be used to stimulate various aspects of child development, particularly in enhancing motor skills, socio-emotional abilities, and creativity in the arts. Therefore, this study aims to analyze the implementation of the color mixing game method in improving the motoric physical, socio-emotional, and artistic abilities of students at RA Amal Hidayah Pergulaan.

This study is expected to contribute to the field of early childhood education by designing more creative and innovative learning methods. By implementing the color mixing game, children are encouraged to be more active in learning, develop better motor skills, improve social interactions with peers, and foster their confidence and creativity. Additionally, this study is anticipated to serve as a reference for educators in developing play-based learning methods that can be applied in various early childhood education institutions.

However, the reality in the field shows that many early childhood education institutions still implement conventional teaching methods with less interactive approaches. Children are often taught passively, with limited opportunities to explore and develop their creativity. The lack of engaging stimulation can hinder their motoric physical, socio-emotional, and artistic development. Therefore, innovation in teaching methods is needed to ensure children can actively participate in the learning process.

As a solution, this study proposes integrating the color mixing game method into early childhood learning processes. This method is designed not only to enhance motor skills through physical activities such as grasping, mixing, and applying colors but also to train children's socio-emotional abilities in teamwork, sharing, and self-expression. From an artistic perspective, the color mixing game helps children recognize various color combinations and freely express their creativity.

Several previous studies have demonstrated the effectiveness of play-based learning methods in improving different aspects of early childhood development. For instance, a study by Putri et al. (2021) found that playing with colors enhances fine motor coordination and children's creativity in creating artwork. Additionally, research by Nugraha and Sari (2022) revealed that play-based learning approaches help improve children's social interactions with peers, thereby supporting their socio-emotional development more optimally.

Another study by Wulandari and Prasetyo (2023) also emphasized that interactive art-based learning methods can boost children's confidence and strengthen their communication skills. With various supporting references, this research attempts to apply the color mixing game method as a learning strategy that is expected to comprehensively optimize early childhood development. Thus, this study not only contributes to the academic field but also has practical implications for educators and early childhood education institutions. The findings of this research are expected to serve as a reference for schools in designing more creative, enjoyable, and effective learning activities that support children's holistic development.

## METHODS

This study employs a qualitative approach with data sources consisting of primary and secondary data. Primary data is obtained directly from the research subjects, namely 16 students at RA Amal Hidayah Pergulaan, as well as from teachers and parents through observations, interviews, and documentation. Observations are conducted to directly assess how the implementation of the color mixing game method influences children's motoric physical, socio-emotional, and artistic development. Interviews are carried out with teachers and parents to gain their perspectives on the changes observed in children after applying this method. Additionally, documentation, such as photographs and students' artwork, is collected as supporting data.

Secondary data is gathered from various literature sources and previous studies relevant to this topic, including journals, books, and scientific articles published from 2020 onward. Some of the references used include studies on early childhood development, the effectiveness of play-based learning methods, and the impact of art on children's motor and socio-emotional skills.

The collected data is analyzed using a qualitative descriptive analysis method. The analysis process consists of three main stages: data reduction, data presentation, and

conclusion drawing. Data Reduction, Data obtained from observations, interviews, and documentation is categorized into specific themes, such as motoric development, socio-emotional aspects, and artistic skills. Irrelevant information is filtered out to maintain the research focus.

**Data Presentation** The reduced data is organized into descriptive narratives to systematically present the research findings. This stage may include interview excerpts, documentation photos, and descriptions of students' artwork to provide a clearer illustration of their development. Conclusion Drawing, after presenting the data, the researcher formulates conclusions based on the analyzed findings. These conclusions are compared with existing theories and previous studies to determine whether they align with or differ from earlier research results, this approach enables the researcher to gain an in-depth understanding of how the color mixing game contributes to early childhood development and to provide recommendations for the future implementation of this method in learning activities.

## RESULTS

This study aims to analyze the application of the color-mixing play method in enhancing motor, socio-emotional, and artistic skills among 16 students at RA Amal Hidayah Pergulaan. Data were obtained through observations, interviews with teachers and parents, and documentation of students' artwork. The research findings are categorized into three main aspects:

**Motor Skills** The color-mixing play method involves activities such as holding brushes, mixing paint, and applying colors to drawing media. These activities help improve hand-eye coordination and fine motor skills. Observations indicate that most students showed improvement in fine motor skills after participating in this play activity for several weeks (Ahmad & Suryani, 2021; Lestari & Wijaya, 2021). **Socio-Emotional Skills** Social interactions during the play activity demonstrated positive developments in cooperation, communication, and confidence. Children learned to share coloring tools, discuss their color choices, and appreciate their peers' artwork. Interviews with teachers indicated that previously shy children became more engaged in interactions and self-expression (Dewi & Rahmawati, 2022; Nugraha & Sari, 2022). **Artistic Skills** From an artistic perspective, the color-mixing play method helped children recognize color combinations and express their creativity. Documentation of students' artwork showed improvements in color selection, composition, and boldness in experimenting with various coloring techniques (Anggraini & Wulandari, 2020; Wulandari & Prasetyo, 2023).

Observation Results Table

No	Student Name	Motor Skills (Scale 1-5)	Socio-Emotional Skills (Scale 1-5)	Artistic Skills (Scale 1-5)	Remarks
1	A. Siti	4	3	4	Improved hand coordination
2	B. Rina	5	4	4	More confident in interactions
3	C. Andi	4	5	5	Very active in creating color combinations
4	D. Fajar	3	3	4	Needs more stimulation in social aspects
5	E. Lina	5	4	5	Significant creativity improvement
...	...	...	...	...	...
16	P. Wawan	4	5	5	More expressive in

No	Student Name	Motor Skills (Scale 1-5)	Socio-Emotional Skills (Scale 1-5)	Artistic Skills (Scale 1-5)	Remarks
					mixing colors

**The table below presents the observation results regarding students' development based on the three analyzed aspects:**

Scale: 1 (Very Poor), 2 (Poor), 3 (Fair), 4 (Good), 5 (Very Good)

The table indicates that most students demonstrated significant improvement in the three observed aspects.

**Data Reduction** Data collected from observations, interviews, and documentation were selected and categorized based on their relevance to the research objectives. Irrelevant information was filtered out to maintain analytical focus. **Data Presentation** Observation results were presented in a table format to provide a clearer overview of each student's progress. Additionally, interview excerpts from teachers and parents were included to support the findings. **Conclusion Drawing** The data analysis concluded that the color-mixing play method positively impacts early childhood development. These findings align with previous studies, which indicate that play-based learning methods enhance children's motor, socio-emotional, and creative skills (Putri et al., 2021; Nugraha & Sari, 2022). This study reinforces the importance of interactive and enjoyable learning methods in early childhood education. Through color-mixing play, children not only learn to recognize colors but also develop broader skills across various developmental aspects.

To ensure data validity, triangulation was conducted using three primary techniques: observation, interviews, and documentation. Direct observations captured students' motor, socio-emotional, and artistic development. Interviews with teachers and parents confirmed observational findings and provided additional perspectives on behavioral changes. Meanwhile, documentation in the form of students' artwork served as concrete evidence of their increasing creativity and artistic understanding. The combination of these techniques ensured that the collected data were valid and reliable.

This study's findings were also validated by comparing them with previous research. A study by Putri et al. (2021) found that play methods involving art and color exploration enhance fine motor skills in early childhood. These findings align with this research, as students participating in color-mixing play showed improvements in hand-eye coordination and better control of coloring tools. Additionally, students who initially struggled with hand movements demonstrated significant progress after several play sessions.

From a socio-emotional perspective, research by Nugraha and Sari (2022) revealed that play-based learning methods boost social interaction and children's confidence. This study supports those findings, showing that children involved in color-mixing play became more cooperative, shared coloring tools, and discussed color choices. Some initially shy children exhibited greater confidence in interacting with peers.

Moreover, research by Wulandari and Prasetyo (2023) confirmed that artistic play activities, such as color mixing, enhance children's creativity and self-expression. This study found similar results, where documentation revealed students becoming bolder in experimenting with color combinations and producing more diverse artworks. Initially, some students only used basic colors, but over time, they began blending new shades and freely expressing their imagination.

This study employed a qualitative descriptive analysis technique, a method used in prior studies on art- and play-based learning. For example, research by Rahmawati and Lestari (2021) demonstrated that qualitative analysis through observations and interviews provides deep insights into behavioral changes and children's development in

interactive learning environments. These findings support the reliability of the approach used in this study.

By comparing this study's findings with previous research, it can be concluded that color-mixing play has extensive benefits in supporting early childhood holistic development. It not only enhances fine motor skills but also fosters children's confidence, peer interactions, and artistic creativity. Therefore, this method serves as an effective learning alternative for implementation in early childhood education institutions.

Based on data validation and alignment with previous research, it can be concluded that color-mixing play is not only an enjoyable strategy but also one that positively influences child development. Thus, this study contributes to the development of interactive learning methods that educators can utilize to optimally support early childhood growth.

## CONCLUSION

The results of this study indicate that the color-mixing play method has a significant impact on enhancing the physical motor, socio-emotional, and artistic abilities of students at RA Amal Hidayah Pergulaan. From a physical motor perspective, this activity has been proven to help children develop hand-eye coordination and grip strength when using coloring tools. From a socio-emotional aspect, this play method improves cooperation, communication, and children's confidence in interacting with their peers. Meanwhile, from an artistic perspective, students become more creative in exploring colors and producing more diverse artwork. Therefore, this method can be considered an effective learning strategy to support the holistic development of early childhood.

Academically, this study contributes to enriching research on play-based learning, particularly in the context of early childhood education. The findings support previous studies showing that a play-based approach can simultaneously enhance various aspects of child development. Additionally, this study provides empirical evidence of the effectiveness of the color-mixing play method as a learning strategy that can be integrated into the early childhood education curriculum to improve various fundamental skills.

From a social contribution perspective, this study offers practical recommendations for educators and parents in supporting children's development through enjoyable and educational activities. The implementation of color-mixing play not only enhances children's skills but also creates a more interactive and inclusive learning environment. By applying this method, educational institutions can help children develop their social skills and creativity from an early age, ultimately impacting their future development. Therefore, color-mixing play can be recommended as a learning method to optimally support the growth and development of early childhood.

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