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The Application of the Demonstration Method in Improving the Ability to Trace and Color Pictures in Group B Students at RA Perwanida, Desa Kalitengah, Kecamatan Gombong, Kabupaten Kebumen, Semester I Academic Year 2023-2024

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Abstract:

This study aims to improve the ability to trace and color pictures in Group B students of RA Perwanida, Kalitengah Village, Gombong District, Kebumen Regency through the application of the demonstration method. This method was chosen because it provides a concrete and engaging learning experience for children, making it easier for them to understand the techniques of tracing and coloring effectively. The research employs a classroom action research (CAR) approach, carried out in two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. Data collection techniques include observation, interviews, and documentation to gain a comprehensive understanding of the development of the children's skills. The results of the study show that the demonstration method significantly contributes to improving children's fine motor skills, particularly in the accuracy of tracing lines and creativity in coloring pictures. Additionally, the children became more enthusiastic and confident in performing drawing activities. Therefore, the demonstration method has proven to be effective in enhancing tracing and coloring skills in early childhood. The implications of this study suggest that the application of the demonstration method can be an effective alternative learning strategy for educators in developing children's fine motor skills.

Keywords: Demonstration method, Tracing pictures, Coloring, Early childhood.

INTRODUCTION

Early childhood education is a crucial stage in a child's development because, during this period, rapid cognitive, motor, social, and emotional growth occurs (Santrock, 2021). One of the aspects that need to be developed is fine motor skills, which include the ability to trace and color pictures. These skills significantly affect children's readiness to learn writing at the next level of education (Hurlock, 2020). Therefore, an effective teaching

method is required to help children improve these abilities. This study aims to enhance the ability to trace and color pictures in Group B students of RA Perwanida, Kalitengah Village, Gombong District, Kebumen Regency. By using the demonstration method, children are expected to better understand how to trace lines correctly and color pictures more neatly and creatively. The demonstration method allows children to directly observe how to trace lines and color using the right techniques before trying it themselves (Sugiyanto, 2022). In the learning process, children should be able to trace and color pictures properly as part of their fine motor development. With these skills, they will be more prepared to develop writing abilities and increase creativity in drawing (Nuryanti, 2021).

Additionally, fun and hands-on learning will boost children's motivation and confidence in performing drawing activities. However, based on initial observations, it was found that most children experienced difficulties in accurately tracing lines and coloring pictures neatly. Some children still held writing tools incorrectly, lacked focus during activities, and lacked confidence in drawing. This may be due to the lack of engaging learning methods suitable for early childhood characteristics (Rahmawati, 2023). To address these issues, a more effective and engaging learning strategy is needed. One method that can be applied is the demonstration method, where the teacher directly shows how to trace and color pictures properly. This method has proven to improve children's understanding of the taught concepts and make them more enthusiastic about participating in activities (Sari & Widodo, 2020). This classroom action research (CAR) was conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. This method was chosen to identify gradual changes and developments in the children and to adjust teaching strategies according to their needs (Arikunto, 2021).

Through this approach, the most effective method for improving tracing and coloring skills is expected to be found. Previous research has shown that the demonstration method is effective in enhancing children's fine motor skills, particularly in early drawing and writing activities (Putri, 2022). Therefore, the application of this method in teaching at RA Perwanida is expected to yield optimal results. Moreover, the demonstration method also enhances active interaction between teachers and children, making the learning process more engaging and meaningful (Wahyuni, 2023). Thus, this study is expected to contribute to the development of more effective teaching methods at RA Perwanida and other early childhood education institutions. The results of this study can also serve as a reference for teachers in selecting appropriate teaching strategies to improve fine motor skills in young children. By applying the proper demonstration method, children are expected to more easily understand how to trace and color pictures and become more confident in expressing their creativity through drawing.

METHODS

This research employs a Classroom Action Research (CAR) approach conducted at RA Perwanida, Kalitengah Village, Gombong District, Kebumen Regency, during the First Semester of the 2023/2024 Academic Year. The data sources in this study consist of primary and secondary data. Primary data were obtained directly from Group B students as the research subjects, as well as from the classroom teacher, who played a role in implementing the demonstration method. This data was collected through direct observation, interviews with the teacher, and documentation in the form of children's drawings before and after the application of the demonstration method. Observations were conducted to examine changes in children's fine motor skills, such as the accuracy in tracing lines and neatness in coloring. Interviews with the teacher aimed to assess the

effectiveness of the demonstration method in enhancing children's motivation and skills (Rahmawati, 2021). Secondary data were gathered from various literature sources, research journals, and documents relevant to the study of the demonstration method and fine motor skills in early childhood. These sources served as a comparison and reference for analyzing the research results. According to Sugiyanto (2022), the demonstration method can enhance children's conceptual understanding and skills by providing more concrete and engaging learning experiences. Therefore, references from previous studies serve as the foundation for evaluating the effectiveness of this method in the classroom.

RESULTS

This study was conducted on Group B students at RA Perwanida, Kalitengah Village, Gombong District, Kebumen Regency, to improve their skills in tracing and coloring pictures through the demonstration method. Data was collected in two cycles of classroom action research (CAR), each consisting of planning, implementation, observation, and reflection stages. In the pre-cycle, observational results showed that many children still struggled to accurately trace lines and color pictures neatly. Most children had not yet developed good hand control in holding writing tools and lacked confidence in drawing. Based on the initial assessment, only about 40% of the children had adequate tracing and coloring skills, while the rest required further guidance. These findings are consistent with Wahyuni's (2023) research, which states that early childhood requires engaging and interactive learning methods to enhance their fine motor skills. After applying the demonstration method in the first cycle, there was an improvement in the children's ability to trace and color pictures. Observations revealed that the children were more focused during drawing activities and began to show improvement in line accuracy and more varied color choices. Evaluation data indicated that 65% of the children experienced improvement in their drawing skills. However, some children still had difficulty maintaining consistent hand pressure while tracing lines (Putri, 2022). In the second cycle, the demonstration method was applied with some refinements, such as providing more varied examples and offering individual guidance to the children. Evaluation results showed a more significant improvement, with 85% of the children being able to trace lines more accurately and color pictures neatly. The children also appeared more enthusiastic and confident in drawing. These findings support Rahmawati's (2021) research, which states that the demonstration method can enhance children's understanding and skills by providing direct and concrete learning experiences.

Data Verification To ensure the accuracy and validity of the collected data, triangulation was conducted using several techniques, including direct observation, teacher interviews, and documentation of children's artwork. Direct Observation**:** Observations were made during the learning process, recording the children’s responses and progress in tracing and coloring pictures. These observations were then compared with the evaluation of the children’s skills to confirm real improvement in learning (Santoso, 2022). Teacher Interviews**:** The class teacher was interviewed to gain insights into the effectiveness of the demonstration method in improving the children’s skills. The teacher expressed that the children were more engaged in the learning process with this method compared to previous conventional approaches. This aligns with the research by Sari & Widodo (2020), which suggests that the demonstration method can increase children's involvement in the learning process. Children’s Artwork Documentation**:** The children's drawings before and after the application of the demonstration method were collected as evidence of their skill improvement. The analysis of the documentation revealed that the lines they traced became neater, and their color choices became more creative by the end of the second cycle. This documentation was used to visually and objectively compare the children's skill development (Sugiyanto, 2022). Based on this data

triangulation, it can be concluded that the application of the demonstration method significantly improved the ability to trace and color pictures in early childhood education.

Verified data shows that this method not only enhanced the children's fine motor skills but also increased their motivation and confidence in drawing. These findings support the theory of child development, which states that concrete and visual learning experiences greatly influence the enhancement of fine motor skills in early childhood (Arikunto, 2021). Therefore, the application of the demonstration method can be an effective alternative learning strategy for developing drawing skills among Group B students at RA Perwanida and other early childhood education institutions. Data validation in this study was conducted to ensure that the results truly reflect the improvement in the ability to trace and color pictures among Group B students at RA Perwanida. To ensure data validity, this study used data triangulation, including source triangulation, method triangulation, and time triangulation (Sugiyanto, 2022). Source Triangulation: Source triangulation was done by comparing data from various parties involved in the study, including the children's observation results, teacher interviews, and analysis of the children's drawings before and after the demonstration method was applied. The teacher stated that the demonstration method had a positive impact on the children's fine motor skills, particularly in tracing lines and coloring more neatly. This is consistent with Wahyuni's (2023) research, which asserts that demonstration-based learning methods help young children better understand drawing techniques. Method Triangulation**:** Validation was also conducted using various data collection methods, such as observation, interviews, and document analysis. The observation results showed that the children were more focused on drawing after the demonstration method was applied, while teacher interviews confirmed that the children were more confident and active in the learning process.

The document analysis of the children's drawings showed significant improvement in line-tracing accuracy and creativity in coloring. These findings are supported by Putri (2022), who mentioned that learning through demonstration allows children to better understand drawing techniques by observing direct examples from the teacher. Time Triangulation: Data was collected over two cycles, allowing the researcher to observe the gradual changes in the children's skills. In the pre-cycle, only 40% of the children had adequate tracing and coloring skills. After the first cycle, this number increased to 65%, and in the second cycle, it reached 85%. This consistent improvement shows that the demonstration method gradually helped the children develop their drawing skills (Rahmawati, 2021). The validation results showed that the demonstration method was effective in improving children's fine motor skills, especially in tracing and coloring pictures. Several indicators of validation in the research results include: Improvement in Fine Motor Skills**:** The children showed significant improvement in line-tracing accuracy and neatness in coloring. They also developed better hand control when using writing tools. These findings are consistent with Santoso's (2022) research, which states that demonstration-based learning methods help children develop hand-eye coordination more optimally. Increased Motivation and Enthusiasm: After applying the demonstration method, the children became more active in drawing activities and showed greater interest in tracing and coloring pictures. Teacher interviews also indicated that the children were more confident in trying new techniques (Sari & Widodo, 2020). Improved Quality of Artwork**:** The documentation of the children's drawings at the end of the second cycle showed neater lines, with more varied and thematically appropriate color choices. This indicates that the children not only improved technically in drawing but also developed their creativity (Arikunto, 2021). Based on the validation results, it can be concluded that the demonstration method is an effective learning strategy for improving early childhood skills in tracing and coloring pictures. With the improvement in fine motor

skills and children's motivation, this method can be an alternative that can be applied in learning at other early childhood education institutions.

CONCLUSION

Based on the research results, it can be concluded that the implementation of the demonstration method significantly improved the skills of tracing and coloring pictures among Group B students at RA Perwanida, Kalitengah Village, Gombong Subdistrict, Kebumen Regency. The main findings of this study indicate that after the demonstration method was applied over two cycles, there was a significant improvement in the accuracy of tracing lines, the neatness of coloring, and creativity in color selection. Evaluation results showed that the percentage of children with good drawing skills increased from 40% in the pre-cycle to 85% by the end of the second cycle. Additionally, the children became more enthusiastic and confident in engaging in drawing activities. The academic impact of this research suggests that the demonstration method can be an effective learning strategy for enhancing fine motor skills in early childhood. Through concrete learning experiences, children more easily understand drawing techniques, contributing to their cognitive development and creativity. This study also reinforces early childhood education theory, emphasizing the importance of direct experiential learning in developing children's basic skills (Rahmawati, 2021; Sugiyanto, 2022). From a social contribution perspective, the implementation of the demonstration method in RA Perwanida not only improved children's fine motor skills but also built their confidence in expressing themselves through art. Teachers and parents gained new insights into the importance of using interactive methods to support children's development. Therefore, the findings of this research can serve as a reference for educators in developing more engaging and effective learning strategies in other early childhood education settings.

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