

**PENINGKATAN KEMAMPUAN MENGENAL WARNA PADA ANAK
USIA 4-5 TAHUN MELALUI EKSPERIMEN SAINS SEDERHANA
PENCAMPURAN WARNA**

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan mengenal warna pada anak usia 4–5 tahun melalui kegiatan eksperimen sains sederhana pencampuran warna di TK ABA Mulya Asri, Kecamatan Tulang Bawang Tengah, Kabupaten Tulang Bawang Barat, Lampung. Penelitian dilatarbelakangi oleh rendahnya kemampuan anak dalam mengenal warna, meliputi menyebutkan, membedakan, mengelompokkan warna, serta memahami hasil pencampuran warna akibat pembelajaran yang kurang bervariasi dan minim pengalaman langsung. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian terdiri atas 13 anak Kelompok A yang meliputi 7 anak laki-laki dan 6 anak perempuan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa kegiatan eksperimen sains sederhana pencampuran warna mampu meningkatkan kemampuan mengenal warna anak, yang ditunjukkan oleh peningkatan persentase ketuntasan dari 23,07% pada Siklus I menjadi 84,6% pada Siklus II. Anak menunjukkan peningkatan dalam mengenal warna dasar, membedakan warna, serta memahami hasil pencampuran warna melalui pengalaman belajar yang konkret, aktif, dan menyenangkan. Dengan demikian, kegiatan eksperimen sains sederhana pencampuran warna terbukti efektif dalam meningkatkan kemampuan mengenal warna pada anak usia 4–5 tahun.

Kata kunci: kemampuan mengenal warna, anak usia dini, eksperimen sains sederhana, pencampuran warna, Penelitian Tindakan Kelas (PTK).

IMPROVING COLOR RECOGNITION SKILLS IN CHILDREN AGED 4-5 YEARS THROUGH SIMPLE SCIENCE EXPERIMENTS OF COLOR MIXING

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ABSTRACT

This study aimed to improve the color recognition skills of children aged 4–5 years through simple science experiments involving color mixing at ABA Mulya Asri Kindergarten, Central Tulang Bawang District, West Tulang Bawang Regency, Lampung. The study was motivated by the children's low ability to recognize colors, including identifying, distinguishing, classifying colors, and understanding the results of color mixing due to the limited variety of learning methods and the lack of hands-on learning experiences. This research employed the Classroom Action Research (CAR) method, which was conducted in two cycles consisting of planning, action, observation, and reflection. The participants were 13 Group A children, including 7 boys and 6 girls. Data were collected through observation, interviews, and documentation and were analyzed using descriptive quantitative and qualitative methods. The findings showed that the implementation of simple science experiments involving color mixing effectively improved the children's color recognition skills, as indicated by the increase in the learning mastery percentage from 47% in Cycle I to 87% in Cycle II. The children demonstrated significant improvement in recognizing primary colors, distinguishing different colors, and understanding the results of color mixing through concrete, active, and enjoyable learning experiences. Therefore, simple science experiments involving color mixing were proven to be effective in improving the color recognition skills of children aged 4–5 years.

Keywords: color recognition skills, early childhood, simple science experiments, color mixing, Classroom Action Research (CAR).