Empowering Coloring Program at Preschool Pelita, Tumbang Randang Village, Timpah Sub-District

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Abstract. In Desa Tumbang Randang, a significant number of children struggled to distinguish and correctly color pictures or sketches. Recognizing coloring as a crucial skill for kindergarten children, a Community Engagement (PkM) initiative was launched. This program aimed to enhance children's coloring abilities, focusing on image texture sensitivity, finger adaptation, sensory awareness, and vocabulary expansion through the introduction of colors and image types. The research assessed children's development before and after participating in guided coloring activities. Initial observations noted that some children were rarely involved in such activities. The project's dream was to enable children to competently apply color combinations. During the design phase, mentors physically guided the children's hands, teaching them to color within boundaries. The define phase involved observing each child's color combination skills and their ability to express these on paper. This initiative, running from August 7 to 11, 2023, also aimed to benefit parents, locals, and village officials. It was conducted by IAKN Palangka Raya students through a cross-program educational approach. The results indicated improvements in the children's abilities to color pictures, compare and combine colors, and articulate color names using colored pencils. Additionally, the children exhibited increased independence and self-confidence, as evidenced by their artwork displayed on walls, celebrating their creative achievements.

Keywords: Community Engagement, Kindergartens, Sensory Sensitivity, Work-Journey Coloring

1 Introduction

Coloring techniques for children become the priority of children's sensory stimulus. These techniques include blocking techniques (giving color to certain areas that have been provided), gradation (depiction of real likeness), finishing (completion of the picture), mixing (use of strokes [linear and circular] on the scene) and scrabbing (scraping the color on the crayon). Nani Husnaini's research (2019) presented coloring activity as an area of cognitive work in Thariqul Izzah located in Mataram. Husnaini added Grafitto technique as dyeing technique by overwriting colors carefully by avoiding the contamination of other colors, such as black as the base color [1], [2].

Discussing coloring activities for kids, coloring on drawing media is not merely on paper media or tools, but also according to Febriany Prameswary (2022) whose background was from Surabaya State University staged the painting studio for children in Jogyakarta as part of fine art to show color sensitivity as well as increase the confidence of children aged four to eight years old [3]. Another interesting research according to researchers is elaborating coloring techniques with the film industry as presented by Herry Nur Hidayat (2021) in the Keminangkabauan context-in his research featured various photographs, either as screenshots or as paintings, as visual images as well as a form of awareness of the actualization of ethnic identity [4]. Although researchers did not find any drawing techniques such as the focus of researchers on manual coloring techniques on paper, researchers observed that the elaboration of Hidayat's research (2021) was more related to cultural awareness through visual images.

Jasmijn E Bosch's (2020) research has shown that the talents of four-year-old children have been enabled to attempt and produce language discourse experimentation through coloring books [5]. According to Bosch, this method through his research in the Netherlands has shown an ecological method that has the capability to produce adult-like performance with a percentage of 95% [5]. Empowered drawing as linguistics interpretation proved beneficial as an ongoing achievement after using deixis interpretation. Bosch informed that the way of

reasoning language through coloring books was able to perceive the wholeness of animated sketches with the building of links in linguistics as the development of new vocabulary for children [5].

Along with technological developments, drawing and coloring were not only applied manually (coloring on paper), coloring then penetrated into author applications and story construction by involving children and their peers such as Natalia Kucirkova's research (2014). Kucirkova's work conducted in Spain using the Bangert-Drowns and / or Pyke classification presents the involvement of four to five year old children's independence regarding problem solving [6]. Kucirkova's problem solving here emphasized the iPad's features through OS applications in terms of drawing and coloring as a child's activity in today's age of sustainable technology [6].

Commonality of learning media with Kucirkova's research, however, differently in terms of providing respondents. Sulaiman's researched (2022) showcases the availability of AR media as augmented technology for preschoolers, specifically for children with special needs through ABCD games. Augmented technology participates as an introduction to reading through the English alphabet or spelling [7]; [8]–[12]. Research subjects of 72 children as users showed the development of spelling learning as well as motivational triggers.

The G20 Presidency in Bali, Indonesia from April 21 to June 7, 2022 brings a lot of "homework" in the packaging of various cross-sectoral issues for Indonesia. These issues have included empowerment and / and employment, digital-based economic sustainability, sustainable development, health and education. According to researchers, the presence of the G20 Presidency has become the conscious action of not only collaboration between countries such as countries that are members of the G20 Presidency, but also collaboration at the local level, in the context of researchers is the locality of villages in terms of education. Basically, researchers in the education space question education specifically as or in position to strengthen capacities such as the ideals of the G20 Presidency in 2022 and including 2023 related to lifelong learning as a sustainable education action work. Furthermore, researchers question the extent to which the locality of villages, village groups represent the pillars of the whole country's sustainability. Villages are equally important to the government's sustainable actions that seem to focus on urban centricity. Cities, according to the researchers, have just as much right to be holistic as villages.

Striking balance not only at the level of narrative and as a recommendation goal, but as something vital, the action of urgency to a research goal in answering research questions and the formulation of problems in the spaces or corners of the research. Apart by building cooperation space between parties, researchers also added in the education sector that the need for mutual transfer of information in the form of classroom teaching, data sharing on the framing of narratives that develop along with the acceleration of technology that inevitably, students at the basic level (PAUD, kindergarten and elementary school) from the beginning need to get awareness. In addition, learners at the primary level get activities such as training the knowledge they gain in the room and outside the classroom when they get it through formal teachers at school.

Coloring activities are frequently applicable to children at the Early Childhood Education (ECE), Kindergarten (TK) and Elementary School (SD) levels. Coloring not only lies at or at the mouth of the child's sensory nerve training, but also makes the child capable of living by using imagination through the dance of fingers on the surface of the paper. Coloring also includes training the right brain, which could be interpreted as an art developer [13]. In addition, according to the observations of researchers through coloring activities for toddlers, they could train children to combine various colors, recognize and mention colors, be careful when meeting the boundary lines of the colored images, and children were able to synchronize their eyes, fine motor skills through finger flicks.

Urgency for community engagement in Desa Tumbang Randang that basically Desa Tumbang Randang required mentoring support in terms of training. By learning, researchers meant not only formally, but also keeping in balance with instructional models as well as playing in seeing comparisons through pictures and seeing color matches in pictures. Community Development aimed to sustain existing skills then elaborated with coloring skills by training and maintaining sensitivity to image texture, finger adaptation, sensory sensitivity, addition of new vocabulary through the introduction of colors and color combinations and/or the introduction of types and varieties of picture frames.

2 Research Methods

Researchers concretely explore educational issues although this issue has been a popular issue that will never run out, even in the future. Nevertheless, researchers are looking for a gap in the research space that, although often heard, is rarely touched by workers engaged in the field of education. Our research style is designed as an access to strengthen the capacity of students who have been and are currently studying in elementary schools and kindergartens. Locality wise, this research is located within one of the rural areas in Kapuas Regency, Central Kalimantan, namely Tumbang Randang village.

1	Discovery	First, students were not precise in mentioning the colors. Secondly, kids were less precise in coloring the object with the actual color. Children rarely participate in coloring activities
2	Dream	Children, especially those in early childhood education and kindergarten, were able to mention the colors of objects clearly and quickly. In addition, kids could put the color combination on the colored object.
3	Desain	First, researchers provided equipment for coloring. Such as paint, white paper, table, eraser and mentoring. Second, researchers guided the children by holding the children's hands to follow the mentor's hand directions on how to color the boundaries of the object. Third, they colored independently without the help of the mentor. Fourth, they verbally mentioned the name of the object and the color attached the object. Kids would be able to combine colors in one object. Kids explained the selection of colors and their benefits.
4	Define	Coloring aimed to be an expression of the kids' cognitive, affective and psychomotor empowerment. In addition, the kids were capable of mentioning, explaining, and mixing the colors they preferred. They could combine colors in painting one object and were capable of verbalizing results of coloring activities on white paper.
5	Destiny	Beneficiaries other than children such as parents, local residents, and village officials were also expected to be capable of objectively narrating the mentoring works of IAKN Palangka Raya Regular KKN participants.

Thus, researchers' positionality here was as a means of strengthening existing programs at the primary level of education. Observation and research did have the disadvantage that it only took place within one month (July-August 2023). However, researchers were not only in the observation stage at a glance, but were in and immersed in the daily activities of children, their parents and local residents in the daily activities of children. Researchers live in the village of Tumbang Randang, so they are able to see the gaps as well as the strengthening spaces for children who are at the basic level (PAUD, TK and SD).

Researchers performed research processes in community engagement through the IAKN Palangka Raya Research and Community Service Institute program as part of the completion as well as the mandatory embodiment of the Regular Real Work Lecture student program through group ten. Researchers' program was funded by the DIPA of the Ministry of Religion during the process of assimilating with the community for one month in Desa Tumbang Randang. The sketches or drawings themselves have been provided by researchers and schools at the early childhood or kindergarten level [14]–[17]. Equipment in the form of drawing books, pencils, rulers, paint pens or markers are property that has been provided by children and schools even though children do not color in school rooms.

The basis of the next researcher is apart from the campus program and a form of multi-party trust in researchers, researchers feel burdened and want to give all their power so that children are able to color as well as mention the colors that are presented in front of them. In addition, children are able to mention the colors of plants or equipment around the child. This goal originated from the children's inability to mention colors correctly when looking at the property around them. In addition, children are not only unable to distinguish colors, but they are also challenged by proving their seriousness in drawing and coloring the sketches that have been provided.

In addition to drawing at the researchers' post/basecamp, the researchers saw thirst in the form of children's enthusiasm for coloring activities initiated by the children. The children not only colored, but also watched the paintings of other friends while getting important information from their mentors or researchers. The adjustment of children's days and times with researchers depends on the readiness and availability of the children themselves with the proof that the children come alone to the researcher's post. Children's parents sometimes participate by not only taking their children to the post. But also parents participate in chatting while waiting for their children to finish coloring.

One of the researchers' programs entrusted by the campus, school and local village head is the management of informal education in the form of stabilization as well as empowerment of children in Tumbang Randang village. One of these empowerments was the cognitive, affective and psychomotor process of children in order to encourage them both to color, call out colors and adjust residents with sketches and/or drawings. One of the researchers' programs entrusted by the campus, school and local village head is the management of informal education in the form of stabilization as well as empowerment of children in Tumbang Randang village. One of these empowerments was the cognitive, affective and psychomotor process of children in order to encourage them both to color, call out colors and adjust residents with sketches and/or drawings.

3   Results and Discussion

Coloring activity was one of prominent activities conducted by researchers as participants of Regular Real Work Lecture as students of Institut Agama Kristen Negeri Palangka Raya which was one of 3 Institutes located in Central Kalimantan. These activities are activities carried out by researchers as well as researchers (living, mingling, experiencing the experiences of residents; as well as participating in the daily activities of residents [children, parents, Babinsa; informal workers; medical personnel; Kindergarten teachers, Elementary School Teachers; and Secondary School Teachers]; and village officials). Researchers carried out activities for one whole month (spanning the period July to August 2023) including: cleaning the surrounding environment, painting fences, road signs, teaching children at the post/basecamp where researchers live, participating in village activities, helping church programs, helping teachers assist students in reading, writing and counting, and participating in sports activities that the village provides.

Specifically, researchers' activities relating to coloring were classified into the following table:

a.   Teaching Schedule Troughout One Week

Table 1. Early Childhood Teaching Schedule

No	Accompanist Name	Days/Dates	Hours	Teaching Location
1	Ariska, Yuli, Julia	Monday, 7/8/2023		TK Pelita
2	Rina Elisabeth, Susida	Tuesday, 8/8/2023		TK Pelita
3	Mei minarni, Gunawan, Elvita	Wednesday, 9/8/2023		TK Pelita
4	Dian sisianti, Renada, Peryanto	Thursday, 10/8/2023	07.30 am up to 10.00 am	TK Pelita
5	Yuyun, Gunawan, Ezra, Dian Eka Putri	Friday, 10/8/2023		TK Pelita
6	Peryanto, Ariska	Saturday, 11/8/2023		TK Pelita

Researchers conducted activities during one full week with accompanying personnel from major and faculty backgrounds, getting enthusiasm from the children themselves in addition to acceptance from multiple parties (teachers, parents, village officials, Babinsa and informal workers). Coloring activities are researchers' activities which researchers focus on Pelita Kindergarten in Tumbang Randang village, Central Kalimantan. Researchers' average activity of participating in accompanying kindergarten children ranges from 07.30 am up to 10.00 am. During these hours, researchers not only focused on assisting children to color, but also played and gave some time to pause in order to allow children to gain strength and sustainable imagination when meeting with color activities[18], [19], [28]–[35], [20]–[27]. Here is one of the photos after researchers assisted children in coloring activities.

Figure 1. Researchers' Activities at Pelita Tumbang Randang Kindergarten After the Event

Furthermore, Figure 2 showed several children listening to the instructor's instructions and drawing vegetables and looking at the work of friends beside them. Researchers saw various animal drawings produced by the children as part of their work during the activities at the kindergarten.

Figure 2. Some Participants Were Listening, Drawing and Coloring the Sketches that Had Been Provided

Figure 3. Similar Activities in Figure 2, Both Teachers and Children Participated and Were Enthusiastic During the Drawing Activity.

Figure 4. Similar Activities in Figure 3, Both Teachers and Children Participated and Were Enthusiastic During the Drawing Activity. However, One Co-Teacher Focused and Sat With the Children

4 Conclusions

Based on the purpose of community engagement in order to enable children to sustain the development of coloring knowledge as strengthening sensitivity, including sensory sensitivity, as well as image texture, and finger adaptation and the development of the introduction of new vocabulary words, researchers concluded that beneficiaries other than children such as parents, local residents, and village officials were able to objectively narrate the results of the mentoring work of IAKN Palangka Raya Regular KKN participants, especially regarding coloring activities. In addition, the implications of this research have positive results and responses to the expression of children's cognitive, affective and psychomotor empowerment, and children color independently without the help of mentors. Furthermore, children could combine colors in one object as shown by researchers through pictures as research evidence.

Based on research and community engagement activities in coloring at TK Pelita in Tumbang Randang village, researchers saw challenges as well as opportunities for children who participated in coloring activities. Challenges before researchers conducted activities included: children were still confused about what colors they used, had difficulty mentioning the colors and objects drawn, were not used to drawing slowly and carefully, and were not consistent in using one citizen to color certain parts of the object. After conducting activities with the discovery; dream; design; define; and destiny methods, the researchers saw progress by answering all the researchers' concerns over obstacles by producing various drawings as available in figures one to four, namely the figures listed in those studies.

Acknowledgements

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