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Enhancing Early Childhood Creativity through Colouring Book Activities at El-Azzam Early Childhood Education Centre, Beringin Tiga Village

Nengsih Lestari[1a*], Tia Amelia[2b], Wieke Widowati[3c]
[1]UIN Fatmawati Sukarno Bengkulu, Indonesia
[2] Institut Agama Islam Nahdlatul Ulama Bengkulu, Indonesia
[3] Institut Agama Islam Nahdlatul Ulama Bengkulu, Indonesia

[a]nengsihlestari789@gmail.com, [b]tiaamelia@stiesnu-bengkulu.ac.id, [c]wiekewidowati@stiesnu-bengkulu.ac.id

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***Correspondence Address:**
nengsihlestari789@gmail.com

Abstract:
This study aims to develop a colouring book to improve children's cognitive abilities in recognising body parts at El-Azzam Early Childhood Education Centre (PAUD) in Beringin Tiga Village. The study was motivated by the limited availability of innovative learning media that help children identify body parts in an engaging and accessible manner. This research employed a Research and Development (R&D) approach using the ADDIE model, comprising Analysis, Design, Development, Implementation, and Evaluation. The development process began with a needs analysis through observation and documentation. The resulting product was a printed colouring book featuring black-and-white illustrations of body parts designed to stimulate children's interest and facilitate enjoyable learning. Product validation involved media, language, and subject-matter experts. The validation scores improved from 72.22% in the initial stage to 95.83% in the final stage, indicating very good quality. The product was implemented with 15 children aged 5–6 years. The pre-test score was 55.47%, increasing to 85.42% in the post-test. Teacher assessment also yielded a score of 96.88%. These findings indicate that the developed colouring book is a highly suitable learning medium for supporting children's cognitive development and enhancing their ability to recognise body parts. Beyond its function as a colouring activity, the book provides an engaging and enjoyable learning experience for young children.

Introduction (مقدمة)

Early childhood is widely recognised as the golden age, a critical period during which children undergo significant developmental changes and acquire essential abilities that influence their future lives. According to Suryana young children exhibit several distinctive characteristics:

they tend to be egocentric and prioritise their own needs, demonstrate a high level of curiosity about what they observe, possess unique individual traits, display rich imaginations and fantasies, and have relatively short attention spans(Hidayati & Fitroh, 2024).

Sujiono explains that education involves efforts to stimulate, guide, nurture, and provide learning activities that enable children to develop their abilities and skills (Simbolon et al., 2025). Through appropriate stimulation, children can grow and develop in accordance with their respective developmental stages. Therefore, it is essential to provide opportunities for children to develop various aspects of their growth, including cognitive, linguistic, socio-emotional, and motor development. Early childhood learners require adequate stimulation throughout their growth and development because it significantly influences the advancement of these developmental domains(Astuti et al., 2019).

Early childhood education serves as a foundation for supporting children's growth and development through meaningful learning experiences. One particularly important aspect to nurture is creativity(Pembelajaran et al., 2026). According to Suratno, creativity is an imaginative activity through which individuals transform ideas into tangible products or solve problems using their own approaches(Aisah, 2023). Through creative experiences, children can develop their imaginations and eventually produce something original.

Miranda's study suggests that children's creativity is grounded in their individuality, ideas, imagination, and fantasy. Creative children are sensitive to stimulation and tend to engage actively in various activities(Damis et al., 2023). They enjoy imagining possibilities because creative activities allow them to actualise and express themselves. Providing engaging experiences, such as opportunities to produce creative work, can therefore help children develop their imagination and creative potential(Fakultas et al., 2021).

According to Heinich, Molenda, and Russell, media encompass means of communication. The term media originates from the Latin word medium, which literally means an intermediary or channel connecting a message source with its recipient. Fleming defines media as an instrument or agent that intervenes between two parties and helps establish a connection between them(Halim, 2018). Thus, media facilitate communication between message senders and recipients by enabling information to be conveyed and received.

Learning media are instructional tools and materials that serve as intermediaries in the communication process, facilitating interaction between learners and learning resources(Ariyanti et al., 2023). Arsyad similarly defines media as any form or channel used to convey messages or information(Rambely & Mohd Mokhtar, 2026). Learning media are not limited to materials specifically designed to achieve particular educational objectives; they also include resources that can be utilised to clarify information and facilitate learners' understanding of specific concepts or subject matter(Shabrina et al., 2025).

Based on the preliminary survey, the researcher decided to develop a colouring book as a learning medium to introduce body parts to young children. In addition to increasing children's interest in recognising their own body parts, colouring activities allow them to learn through play, making the learning process more engaging and potentially helping them remember the material more effectively. Through interaction with colouring books, children can gain new experiences that support their growth and development. Accordingly, colouring books can serve as supplementary resources in the learning process. This approach is consistent with Mayke's view, as cited in Anggani Sudono, that learning through play provides children with opportunities to manipulate objects, repeat activities, make discoveries independently, explore, practise skills, and acquire a wide range of concepts and understandings(Irwansyah, 2026).

Based on the aforementioned issues, this study is entitled "Efforts to Foster Children's Creativity through Colouring Books as a Learning Medium at El-Azzam Early Childhood Education Centre in Beringin Tiga Village." The study employs a descriptive research method and aims to enhance children's creativity through the use of colouring books as a learning medium.

Method (منهج)

This study employed a Classroom Action Research (CAR) approach. The research participants consisted of 15 children enrolled at El-Azzam Early Childhood Education Centre (PAUD) in Beringin Tiga Village, comprising 10 boys and 5 girls. The research procedure consisted of four stages: planning, action, observation, and reflection. The research instruments included an observation sheet for assessing children's creativity and an observation sheet for evaluating teacher activities. The data obtained were presented using score ranges and classified into four developmental categories: Very Well Developed (Berkembang Sangat Baik, BSB), Developed as Expected (Berkembang Sesuai Harapan, BSH), Beginning to Develop (Mulai Berkembang, MB), and Not Yet Developed (Belum Berkembang, BB).

Classroom Action Research (CAR) is a form of research that originates from problems arising in the classroom and experienced or encountered by teachers. The concept of a classroom extends beyond the physical learning environment to encompass all aspects related to a group of students engaged in learning. Consequently, classroom problems may involve various factors that determine the effectiveness of the learning process, including the curriculum as an instrumental input; management, encompassing both academic and non-academic administration; students as learning inputs; teachers as planners, implementers, and evaluators; educational facilities and infrastructure; and the learning environment, whether informal, formal, or non-formal.

Through efforts to improve various aspects of the teaching and learning process, Classroom Action Research provides a valuable means of enhancing teachers' professional competence. It also offers teachers opportunities to exercise their creativity and introduce innovations to address classroom-related problems. Nevertheless, any intervention implemented must remain integrated within the overall learning process(Grabe & Stoller, n.d.).

According to Mahmud and Tedi Priatna, Classroom Action Research has attracted considerable attention among education experts worldwide, alongside changing public perceptions of the teaching profession as a professional field that is no longer regarded as inferior.

Table I Test Blueprint for Assessing Children's Colouring Creativity

No	Observed Aspects	Indicators	Assessment
1	The child is able to colour neatly.	a. Colouring objects using colours that match their natural appearance. b. Applying colours neatly and consistently. c. Producing an aesthetically pleasing piece of artwork.	1. BB (Not Yet Developed): When none of the indicators are demonstrated. 2. MB (Beginning to Develop): When one indicator is demonstrated. 3. BSH (Developing as Expected): When two indicators are demonstrated. 4. BSB (Very Well Developed): When all indicators are demonstrated.

2	Colouring independently without assistance from others.	a. Colouring independently. b. Not asking for instructions on how to complete the activity. c. Demonstrating individual creativity.	1. BB (Not Yet Developed): When none of the indicators are demonstrated. 2. MB (Beginning to Develop): When one indicator is demonstrated. 3. BSH (Developing as Expected): When two indicators are demonstrated. 4. BSB (Very Well Developed): When all indicators are demonstrated.
3	Producing a wide variety of colours	a. The colours used are varied. b. Not being restricted to a single pattern or form. c. Demonstrating greater creativity during activities.	1. BB (Not Yet Developed): When none of the indicators are demonstrated. 2. MB (Beginning to Develop): When one indicator is demonstrated. 3. BSH (Developing as Expected): When two indicators are demonstrated. 4. BSB (Very Well Developed): When all indicators are demonstrated.
4	The child is able to add more detailed elements.	a. Adding missing elements. b. Creating more complete and well-defined shapes. c. Identifying and naming the missing parts.	1. BB (Not Yet Developed): When none of the indicators are demonstrated. 2. MB (Beginning to Develop): When one indicator is demonstrated. 3. BSH (Developing as Expected): When two indicators are demonstrated. 4. BSB (Very Well Developed): When all indicators are demonstrated.

Result (نتائج)

Pre-Cycle

Table II Summary of Pre-Cycle Research Results

No	Assessment	Observation Results						
		BB	MB	BSH	BSB	Total	Average	Percentage
1	The child is able to colour objects using their natural colours.	5	6	6	0	35	2,06	35
2	The child is able to colour independently without assistance from others.	6	11	0	0	38	1,65	0
3	The child is able to use a wide variety of colours.	7	10	0	0	27	1,59	0

4	The child is able to add more detailed elements.	10	7	0	0	24	1,41	0
	Average Score and Learning Mastery Percentage						1,68	9 %

The observations conducted by the researcher during the pre-cycle stage revealed that children's creativity through clay modelling activities achieved a percentage of 9%, indicating a very low level of learning achievement. Based on the observation table compiled by the researcher during the pre-cycle stage, the data revealed that the achievement rate was 35%, while the remaining indicators recorded 0%. These results were categorised as Not Yet Developed (BB).

Cycle I

Table III. Summary of Cycle I Research Results

No	Assessment Aspects	BB	MB	BSH	BSB	Total	Average	Percentage
1	The child is able to colour objects using their natural colours.	2	8	8	0	40	2,36	44%
2	The child is able to colour independently without assistance from others.	3	8	6	0	37	2,18	35%
3	The child is able to use a wide variety of colours.	3	10	5	0	36	2,09	27%
4	The child is able to add more detailed elements.	7	10	1	0	28	1,62	3%
	Average Score and Learning Mastery Percentage						2,06	27%

Based on the recapitulation of the Cycle I research results, a percentage of 27% was achieved, falling within the Beginning to Develop (MB) category. Therefore, the average improvement from the pre-cycle stage to Cycle I was 27%. This result falls within the 0–40% success-rate range, which is classified as low and indicates that the children's development has not yet reached the expected level. Although some improvement was observed compared with the pre-cycle stage, the overall results remain insufficient. Consequently, the research will proceed to the next cycle to further improve children's creativity through colouring book learning activities.

Cycle II

Table IV. Summary of Cycle II Research Results

No	Assessment Aspects	BB	MB	BSH	BSB	Total	Mean Score	Percentage
1	The child is able to colour objects in a manner that resembles their original appearance.	0	5	11	2	48	2.79	71%
2	The child is able to colour independently, without assistance from others.	0	7	10	0	44	2.59	59%
3	The child is able to produce a variety of shapes.	0	10	8	0	42	2.44	44%
4	The child is able to add finer details to their work.	1	14	2	0	35	2.09	12%
	Mean Score and Percentage of Learning Achievement						2,47	47%

Based on the results of the data summary for Cycle II, which was conducted over two intervention sessions, the percentage of children in the *Emerging (MB)* category reached 47%. Accordingly, the percentage-point increase from Cycle I to Cycle II was 47%. The overall improvement observed across the pre-cycle, Cycle I, and Cycle II indicates a positive trend in the development of the children's abilities. Nevertheless, as the research success criterion has been set at 80%, the study will proceed to Cycle III to further enhance the children's performance and achieve the predetermined success threshold.

Cycle III

Table V. Summary of Cycle III Research Results

No	Assessment Aspects	BB	MB	BSH	BSB	Total	Mean Score	Percentage
1	The child is able to colour objects in a manner that resembles their original appearance.	0	0	9	8	62	3.47	100%
2	The child is able to colour independently, without assistance from others.	0	1	10	7	57	3.33	94%
3	The child is able to produce a variety of shapes.	0	1	13	4	54	3.15	94%
4	The child is able to add finer details to their work.	0	3	12	2	50	2.94	82%
Mean Score and Percentage of Learning Achievement							3,22	93%

Based on the summary of the Cycle III research results, which was conducted over two intervention sessions, the percentage of children achieving the *Very Well Developed (BSB)* category reached 93%. This result indicates a substantial improvement in children's performance during Cycle III. Consequently, the research findings demonstrate that the children's creativity had reached the *Very Well Developed (BSB)* level, thereby meeting the predetermined criteria for research success.

Calculation of the Mean Score

Following the collection of learning outcomes from the observation sheets used to assess children's creativity during clay-modelling activities, the researcher calculated the mean score by adding together the scores obtained by the children and dividing the total by the number of children in Group B2. The mean score was calculated using the following formula, as proposed by Aqib (Ismawati et al., 2023).

$$M = \frac{\sum x}{\sum N}$$

$$M = \frac{59}{17}$$

$$M = 3{,}470$$

After obtaining the mean score for each indicator, the researcher calculated the overall mean by summing the mean scores of all indicators and dividing the total by the number of indicators established for the study, namely four. Based on this calculation, the overall mean score was 3.32.

Learning Achievement and Evaluation of Research Success

The percentage of research success was calculated using the following formula:

$$P = \frac{\sum F \text{ (anak didik yang Tuntas belajar)}}{\sum N \text{ (anak didik)}} \times 100\%$$

The learning achievement score is considered satisfactory when it meets the predetermined criteria. The research success criterion is achieved when a child obtains a score of 3 or 4.

$$P = \frac{16 \times 100\%}{17}$$
$$P = 0{,}94 \times 100\%$$
$$P = 94\ \%$$

As with the calculation of the overall mean score described above, the researcher calculated the overall percentage by summing the percentages obtained for each indicator and dividing the total by the number of indicators, namely four. The resulting overall percentage was 94%. This figure exceeded the researcher's predetermined target of 80%, indicating that the research outcomes met the success criteria and fell within the Very Good category.

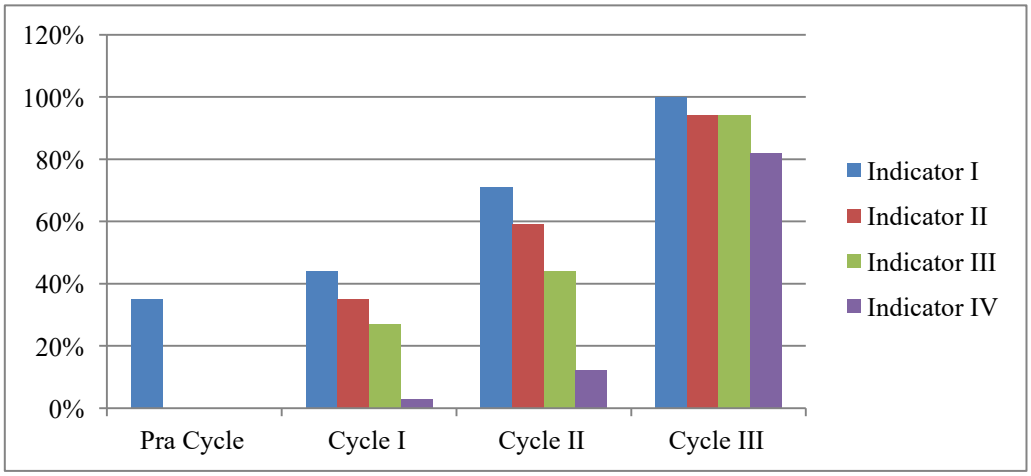


Figure 1. Percentage Graph of the Pre-Cycle, Cycle I, Cycle II, and Cycle III

Discussion (مناقشة)

Colouring activities encompass four indicators: the child's ability to colour objects in a manner that resembles their original appearance, colour independently without assistance, produce a variety of shapes, and add finer details to their work.

Clay-modelling activities are also consistent with Montolalu's view that children's creativity can be fostered through play. Play provides children with opportunities to experiment with new ideas, whether they use play materials or engage in activities without them(Dharmaraty et al., 2025).

The Learning Group, as cited in Rochayah, argues that colouring books featuring the introduction of body parts can enhance children's creativity. Similarly, clay is a pliable material that can be moulded and shaped in numerous ways according to children's imagination(Maisarah et al., 2020).

Colouring activities are particularly relevant because children naturally enjoy playing and engaging in hands-on activities. When children participate in play-based activities, they are encouraged to create something new without fear of failure, as such activities provide opportunities for exploration and experimentation. These experiences enable children to engage

in a wide range of activities that facilitate optimal development and learning while allowing them to construct knowledge through play(Sarkiyah et al., 2025).

Another important consideration is the need to develop children's creative abilities through play with modelling clay. Such activities offer a variety of shapes and forms, making the learning experience enjoyable, engaging, and less monotonous. Furthermore, presenting examples of shapes that children can reproduce or modify can capture their attention and stimulate their imagination(Sarkiyah et al., 2025).

Before asking children to engage in clay-modelling activities, the teacher provides motivation as a form of stimulus. This approach is consistent with Skinner's reinforcement theory, as discussed, which explains behavioural change in terms of the relationship between stimuli and responses(Teori et al., 2025). When a behaviour is followed by reinforcement, such as verbal praise or a reward, the likelihood of that behaviour recurring increases. In this study, the researcher provided verbal encouragement and tangible rewards in the form of necklaces bearing pictures. This motivational strategy was intended to encourage children to complete the clay-modelling activities correctly and independently. Asmawati identifies four aspects of creativity development, one of which is the motivating factor, or *encouragement*, that stimulates creative engagement(Obsesi et al., 2026).

The research aimed to enhance children's creative abilities through colouring activities and was informed by the theory of creativity development proposed by Mayesty, as cited in Sit et al. (2016). According to this perspective, creativity involves thinking, acting, or producing something original and meaningful or useful to oneself and others. Drawing on this theoretical framework, the researcher established four indicators: the child's ability to reproduce a given shape, create shapes independently, produce a variety of shapes, and add finer details to their work(Harsia & Madeamin, 2024).

Based on the research findings and data analysis conducted across Cycles I, II, and III, involving 15 children at PAUD El-Azzam, the researcher concluded that clay-modelling activities can enhance children's creative abilities.

The summary of the percentage increases in children's creative abilities revealed that, during the pre-cycle stage, the achievement rate for colouring activities was 9%, corresponding to the *Beginning to Develop (BB)* category. In Cycle I, the percentage increased to 27%, indicating that the development of children's creativity through clay-modelling activities remained below the expected level. Several factors contributed to this outcome. Some children did not pay sufficient attention while the researcher explained the activities, others appeared bored because they perceived the tasks as difficult, and many repeatedly approached the teacher for assistance.

In Cycle II, the researcher implemented several strategies to achieve the expected improvement in children's creative abilities through the activities, including providing verbal encouragement and rewards and rearranging the children's seating positions. The analysis of the Cycle II data indicated that children's fine motor skills in clay-modelling activities reached 47%. Nevertheless, children's creative development through the activities remained below the desired level.

In view of these findings, the researcher proceeded to Cycle III because the results had not yet met the predetermined success criterion of 80%.

Throughout Cycle III, the teacher implemented the planned learning activities systematically, introduced a variety of colouring patterns, conducted appropriate learning evaluations, and provided encouragement and rewards to maintain children's interest and enthusiasm. These strategies contributed to a substantial improvement in the children's performance. The research findings showed an achievement rate of 93%, indicating that

children's creative abilities had reached the *Very Well Developed (BSB)* category. Thus, the results suggest that structured, engaging activities supported by appropriate motivation and reinforcement can contribute positively to the development of creativity in early childhood.

Conclusion (خاتمة)

Based on the findings of this study, children's creative abilities at PAUD El-Azzam, Beringin Village, were initially limited prior to the implementation of learning activities using colouring books. This was reflected in the learning achievement rate of 9% during the pre-cycle stage. Following the implementation of clay-modelling activities, the learning achievement rate increased to 27% in Cycle I, although the results remained below expectations. In Cycle II, the achievement rate rose to 47%, indicating further progress in children's creative development. By Cycle III, the rate had increased substantially to 93%, demonstrating considerable improvement compared with the previous cycles. These findings suggest that play-based learning activities can enhance children's creative abilities. However, to ensure consistency between the research intervention and the reported findings, the use of colouring books and clay-modelling activities should be clearly distinguished in the study's methodology and conclusion.

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