Use Of Image Media in Strengthening Low Order Thinking Skills to Introduce Color In Early Childhood

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Abstract. Low order thinking skills in children aged 4-5 need to be stimulated and strengthened so that they can easily progress to more complicated thinking activities. Knowing color in early life is one of the cognitive development tasks that children must complete, thus it requires strong thinking abilities and the use of appropriate media in delivering stimulation. The purpose of this study is to determine the influence of picture media on improving children's LOTS ability to distinguish color. Quantitative methodologies and an experimental approach are used in the implementation of research. The data was analyzed using regression, and the children had a favorable reaction in the ability to distinguish color with the media and reinforcement utilized, with a result of 0.645. Children get more familiar with the image and alter it by memorizing, applying, and applying it to items in their environment.

Keywords: Children, Color, LOTS, Picture.

1 Introduction

Information processing is a process from encoding information to storing information and disclosing the search for information stored in memory (searching) when a child understands the concept of colour. Memory is an organized structure of information, and the search process is hierarchical, from the most general and detailed information to get the information you need. Recognizing children's colours is how the brain interprets them. When seeing colours from objects that are far or near in early childhood, it is necessary to focus and focus on the object being seen. Increases sharpness when viewing colours and objects. Early childhood and kindergarten need to pay attention to three things: discrimination (different attention between objects seen), integration (state of the visual meaning), and memory (movement and memory) [1].

The ability to recognize colours is one aspect of cognitive skills. Colour recognition in early childhood can stimulate brain perception, so the ability to recognize colours in early childhood is very important for brain development [2]. Colour exists in objects that are directly or indirectly exposed to sunlight and is also a visual sensitivity caused by the colours seen by the eye [3] [4]. Introduce colours to performances and train early childhood by naming and classifying colours. Based on this, the ability to recognize colour in children's cognitive development is one of the

processes that previously received information stimulated by the search process through coding, storage, and activity.

In this way, children can display colours, give names, and classify them [5]. But in reality, the colour recognition learning model is even less diverse. Colour is more often introduced in drawing activities and shows the colour of an object in the environment. Even if your child is very interested in colourful things, as a teacher, you need to maximize it by offering a more diverse learning model. Introducing colours takes a lot of fun for kids to learn. It is hoped that learning is important not only for fun learning but also for child development. Learning with visual media is one way to learn colour recognition in early childhood [6]. Image-to-image learning is learning that uses the role of paired images or images that are logically sequenced based on the learning objectives [7].

The picture and picture learning model is based on pictures as a medium for children's learning processes. The use of photography in learning leads to colour recognition and can inspire children to explore colours based on sensory perception [8]. The pictures provided are pictures that can be recognized and are around children. Because of some of the problems above, we need to dig deeper into variations in early childhood colour recognition learning. Therefore, the author wants to learn more about colour recognition in children.

Recognize colors

The ability to recognize colours is the ability of children to recognize colours by showing, mentioning, and classifying the colours referred to by the teacher through colour recognition activities. Recognizing colour is also an indicator of science in the field of cognitive development. By introducing colours to children, we can create cognitive structures. Children receive more information during the learning process, which leads to greater knowledge and understanding [9]. In this case, the child conceptually knows the colour of his learning experience. The colour recognition learning process needs to be linked with systematic learning. It must be measurable and observable when evaluating learning outcomes. Children can indicate colours by pointing and pointing with their fingers. This ability can be developed by learning the language and fine motor skills of children who understand colours. You may say that a child can pronounce and pronounce the colours he sees correctly, but this ability can be formed by learning a child's language with an understanding of colours, but children can do what children can do. can be collected, one of which is that this skill can be formed by children's language acquisition [10]. Understanding colour. The ability to colour, name, and classify children is the basis for the formation of early childhood cognitive skills.

Low Order Thinking Skills

LOTS is a student's functional thinking ability. Usually, students who apply the LOTS method will get information or learning material by copying, imitating, memorizing, remembering, and following directions from others [11]. Low order thinking skill is the ability to think about the memorization and basic stages. This thinking ability still relies on the brain's memory, not the brain's ability to think critically. Low order thinking skills are not the goal of our current education. It is not difficult to form low thinking skills. Children can easily memorize the theory and remember it. In addition, basic thinking skills are also much easier to have because the brain only needs to think about basic things that are not complex. The goal of education today is to form higher-order thinking skills [12]. Whatever the education system applied, children are expected to think critically and creatively. This higher-order thinking ability can actually make it very easy for students to absorb all the knowledge that is given to them.

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2 Research Methods

This section describes the materials used and the proposed methodology. This research is semi-quantitative. The experimental method with group time-series test in pediatric care. The treatments in the time series test of this study were studies. The subjects used in this study were 150 children based on their age. Behaviour that occurs is assessed using indicators of the child's colour cognitive ability, depending on the cognitive aspects of children between the ages of 4 and 5 years, namely their ability to display, name, and classify colours.

These indicators are divided into processing, namely the function of detecting 13 colour changes (primary colour) and the function of detecting 15 colour changes (secondary colour). All actions shown are research data collected based on observations of researchers and teachers. The data obtained were analyzed using the Kruskal-Wallis test and regression test to find out how important the learning model used is in the differences in children's ability to recognize colours in SPSS.

3 Result and Discussion

Children's ability to recognize colours is judged by their ability to display, name, and group. For treatments 1 to 2, the teacher will take pictures with three basic colours: red, yellow and blue. Children are asked to choose several coloured papers, display the colours according to the pictures of coloured objects, name them, and group them. Similar to photos of roses, stars and blue bags, children will be asked to name the colours from the available photos and groups and sort the coloured paper on the photo by colour. The development of children's colour recognition is achieved based on the treatment used at the 1st to 2nd meeting.

Table 1. Ability To Recognize Color Treatment 1-2

Treatment	Null Hypothesis	Test	Sig.	Decision
1	Mean : 2.39 | SD : 0.43	One-Sample Kolmogorov	0.00	0.00 <0.05
2	Mean : 2.39 | SD : 0.43	One-Sample Kolmogorov	0.00	0.00 <0.05

The data shown in Table 1 shows that each treatment has a significant effect on the achievement of colour understanding in children. This can be seen from the value of Sig. In Table 1, the value of 0.00 is smaller than the decision value of 0.05. Therefore, the average displayed indicates an increase in the score received by the child for a particular treatment. The use of photos and photographic models provides opportunities for children to explore their ability to understand colour.

Colour recognition can help children stimulate their visual sensitivity. Teachers are tasked with continuing to inspire children to remember what they have seen and learned. One of them trains children's eyesight concentration with objects or colours that stand out using primary and secondary colours. The introduction of colours that are useful for improving children's thinking and creativity can also inspire them to innovate through their activities. It also increases children's sensitivity to the objects they see, allowing them to analyze them separately. Colour recognition is part of cognitive development that needs to be developed at a young age. The right stimulus is needed to achieve its proper development. Early childhood is expected to master the concept of primary and secondary colours in five colour variations.

4   Conclusion

The use of the picture and picture learning model is wrong one option is to introduce colour to early childhood. Children's ability to recognize colours is judged by their ability to designate, mentioning and classify. This research shows that the use of picture and picture models significantly affects colour since early childhood many benefits can be obtained, among other things, children can develop intelligence, not only to hone memory skills, but also to be imaginative and artistic, understanding of space, cognitive skills, and creative thinking patterns. It is hoped that there will be further research to develop this model to be better at optimizing development in early childhood. significant effect on the ability to recognize colours in children. Know colour since early childhood many benefits can be obtained, among other things, children can develop intelligence, not only to hone memory skills, but also to be imaginative and artistic, understanding of space, cognitive skills, and creative thinking patterns.

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