

## ABSTRAK

**NABILA AULIA ANANDA LUBIS. Analisis Hambatan Dalam Pengenalan Warna Anak Usia 5-6 Tahun Di RA Islamiyah Gunung Melayu. Skripsi. Medan: Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.**

Penelitian ini difokuskan pada identifikasi faktor-faktor yang menghambat kemampuan mengenal warna pada anak usia 5–6 tahun di RA Islamiyah Gunung Melayu. Pengenalan warna memiliki peranan penting dalam perkembangan kognitif anak usia dini karena mendukung proses pengamatan, penalaran, serta pengelompokan objek. Namun, hasil studi pendahuluan menunjukkan bahwa masih terdapat anak yang belum mampu mengenali warna secara tepat, baik dalam hal menyebutkan, membedakan, maupun mengelompokkan warna. Penelitian ini menerapkan metode deskriptif kualitatif dengan subjek penelitian dua anak kelompok B yang mengalami kendala dalam penguasaan konsep warna. Data penelitian dikumpulkan melalui kegiatan observasi, wawancara dengan guru kelas, dan pengumpulan dokumentasi. Proses analisis data dilakukan dengan menggunakan model Miles dan Huberman yang meliputi tahap reduksi data, penyajian data, serta penarikan simpulan. Temuan penelitian mengungkapkan bahwa hambatan dalam pengenalan warna dipengaruhi oleh kombinasi faktor internal dan eksternal. Faktor internal meliputi kondisi fisik dan emosional anak yang belum berkembang secara optimal, keterbatasan kemampuan visual-kognitif, serta rendahnya daya konsentrasi yang menyebabkan anak mudah kehilangan fokus selama pembelajaran. Adapun faktor eksternal mencakup kurang optimalnya stimulasi yang diberikan di lingkungan keluarga, penggunaan media pembelajaran yang monoton, serta penerapan strategi pembelajaran yang lebih menekankan demonstrasi dan belum memberikan ruang partisipasi aktif bagi anak. Berdasarkan hasil tersebut, dapat disimpulkan bahwa kesulitan anak dalam mengenal warna merupakan akibat dari keterkaitan antara faktor internal dan eksternal. Oleh sebab itu, diperlukan kolaborasi antara pendidik dan orang tua, pengembangan media pembelajaran yang lebih variatif, serta penerapan metode pembelajaran yang bersifat interaktif agar kemampuan pengenalan warna anak dapat berkembang secara maksimal.

**Kata Kunci : Anak Usia Dini, Pengenalan Warna, Hambatan Belajar, Faktor Internal, Faktor Eksternal**

## ABSTRACT

**NABILA AULIA ANANDA LUBIS. Analysis of Obstacles in Color Recognition of 5-6 Year Old Children at RA Islamiyah Gunung Melayu. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.**

The present study concentrated on the identification of factors that hinder colour recognition in children aged 5–6 years at RA Islamiyah Gunung Melayu. Color recognition has been demonstrated to play a significant role in the cognitive development of early childhood, as it supports the processes of observation, reasoning, and object classification. However, preliminary study results indicate that there are still children who are unable to recognize colours accurately, both in terms of naming, distinguishing, and grouping colours. The present study employed a qualitative descriptive method, with two children from Group B, who exhibited difficulties in mastering colour concepts, serving as the research subjects. The data for this study was collected through three primary methods: observation, in-depth interviews with classroom teachers, and a thorough review of relevant documentation. The analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The findings of research in this area indicate that obstacles in colour recognition are influenced by a combination of internal and external factors. The internal factors that contribute to this phenomenon include the child's physical and emotional conditions, which have not yet reached their optimal development. In addition, limitations in visual-cognitive abilities and low concentration levels are identified as contributing factors. These limitations result in children experiencing difficulty maintaining focus during learning activities. Externally, suboptimal stimulation within the family environment, monotonous use of learning media, and the application of learning strategies that emphasise demonstration, rather than active participation, for children, have been identified as contributing factors. In consideration of the findings, it can be posited that the challenges encountered by children in identifying colours are attributable to a confluence of intrinsic and extrinsic factors. It is therefore evident that there is a necessity for collaboration between educators and parents, the development of a more varied array of learning media, and the application of interactive learning methods, so that children's colour recognition abilities can be developed to their full potential.

**Keywords : Early Childhood, Color Recognition, Learning Difficulties, Internal Factors, External Factors**