

## Visual Expression of Children with Special Needs in SLB Muhammadiyah Surya Gemilang in the Image of the Picture

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### ABSTRACT

*Analysis of Visual Expression in Images of Children with Special Needs is one form of observation and research on the characteristics of pictures of children with special needs. Children with special needs are very synonymous with visual language rather than spoken language. How children express their creativity and work in a picture, where the picture of every child who has certain deficiencies and disability certainly has the meaning, uniqueness and characteristics of each in expressing art. Some images show various image periodizations. Some show unique image typography. This study was conducted to find out whether a person's deficiencies or disability can affect the creativity and style of drawing children with special needs. Research uses a qualitative approach with a case study design, which will be carried out at SLB Muhammadiyah Surya Gemilang. Research uses controlled observation techniques, interviews with teachers and document studies. In this SLB there are several different disabled classes. Among them such as mental retardation, disabilities, deaf, and autism. The data to be analyzed in the form of images from children with special needs that have been selected for further research in it. The results of this study, children with special needs based on the shortcomings and disability suffered have their own characteristics based on their use, so that the expression of pictures of children with special needs under certain conditions has differences in both ideas and visualization of images*

### KEYWORDS

*Children  
Special Needs  
Expression  
Picture*

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### INTRODUCTION

Drawing is one of the activities that many children like. Drawing is an activity where children can pour emotions and expression into a visual expression. Based on the experience gained by the child, the child draws something he knows based on the experience he gained (Loita, 2017). According to Zubaidah (2012) Media Gambar is a media dialogue and monologue carried out between the teacher and student, students and their friends and the expression of the child as outlined in the picture. Pictures of children tell many things both seen by children and children's imagination. Images of children are very unique, this can be seen from how children describe something by expressing the world they enjoy (Pandanwangi et al., N.D.). Children are different from adults, where children have their own world, who are also the world of playing, children have their own characteristics. In contrast to adults in general who tend to express their emotions verbally, children have their respective ways, including one of them drawing (Lubis, 2020).

Drawing is a very thick activity with children. Most children really like drawing activities, this they do regularly both in the school environment and at home. Even unconsciously the children do this activity almost every day, starting with simple activities

such as crossing out books, drawing objects with simple fields, even describing their mood into the form of cartoon characters or the like. When drawing, children do experiments, pour expression and make creations in the picture, so that integration between senses blends into one time when children do drawing activities (Ambarwangi, 2013).

In addition to children in general, drawing also plays an important role not only for children in general, but especially drawing is also important for the development of children with special needs. For children with special needs themselves, drawing is one of the supporting factors that plays an important role in the development of motor nerves that function in controlling muscle activity in children with special needs (Rahmah, 2018). In an extraordinary education unit or what we know as an Extraordinary School (SLB) is an education or special education unit for children with special needs is an education system that is intended for children who have difficulty in following the teaching and learning process both due to physical, emotional, mental disorders, social, and/or children who have special intelligence and talent (Pandanwangi et al., N.D.). The organization of extraordinary schools for students with special needs in general is still integrated between levels in the form of one-door Extraordinary School (SLB), where intercourse in education such as TKLB, SDLB, SMPLB and SMALB which stands in one school scope. led by a school principal. There is also an integration that is held between types of disturbances, so that at every level of education, services are held for several types of use. Where the system consists of TKLB, SDLB, SMPLB, and SMALB, each of which is an educational unit that stands alone with their respective principals. The services provided by each integration, both one stop integration and integration between disturbances are certainly different. Integration between types of disorders provides alternative services that can be said to be better, where schools can provide needs according to the abnormalities suffered by children, so that they are focused on what children need. Children can receive educational services according to their needs, because schools are able to distinguish treatment in accordance with the level of children (Putri & Hamdan, 2021).

However, now our minds are increasingly open with the fact that in determining the talent of children with special needs is not only measured by intelligence (intelligence), but also in terms of creativity (Loita, 2017) creativity in children with special needs. Must be able to bring up curiosity and the spirit of exploring high in children. For children with special needs, this creativity can be channeled through certain media such as pictures, paintings, music, movements, dances and so on. Where the desire to be creative will emerge from the child when children find the right media for them to pour out the emotions and expressions that exist in them. When children pour their expressions and emotions into a work of art in the form of pictures or paintings. Indirectly they will vent their ideas and emotions into scratches in the form of dots, lines, fields, shapes, spaces, colors and bright darkness. Which later all the emotions that exist in the child can be pronounced or channeled into a picture (Kustiawan, 2014). For children with special needs, the strokes they describe are usually done consciously or unconsciously by their own children. So that sometimes these symbols can have the meaning that the child is tried and the results of the imagination of the child himself. Not only that, sometimes we can find pictures of children with special needs have a deep meaning (Pend, N.D.).

Based on this explanation, conclusions can be drawn how art or images become very effective media for individuals to pour out their emotions and expressions, especially for

children with special needs (Fibriani et al., 2016). Where image media that are familiar with children such as drawing paper should be able to make children free to pour their ideas and visual emotions into graffiti on drawing paper so that later the child's image will be easier for the author to interpret. This is also motivated for reasons that reveal that children with special needs will more easily capture visual language than word language (Sobandi, N.D.). Based on these reasons, the author intends to study and analyze images of children with special needs at SLB Muhammadiyah Surya Gemilang. The thing that underlies the writer to choose SLB Muhammadiyah Surya Gemilang is SLB Muhammadiyah Surya Gemilang is an extraordinary school that accommodates children with special needs from various different levels and types of classes. So that in Semarang Regency itself, SLB Muhammadiyah Surya Gemilang is an extraordinary school that is classified as providing adequate facilities for children with special needs to obtain education. So that the writer himself is increasingly interested in examining the visual expression of children with special needs at SLB Muhammadiyah Surya Gemilang. Which research is very unique because it involves several disciplines such as art, psychology, education and aesthetics (in et al., N.D.).

Specifically this study discusses how the characteristics of visual expression of children with special needs based on classification of their class at SLB Muhammadiyah Surya Gemilang and also how children with special needs express their ideas and creativity through images at SLB Muhammadiyah Surya Gemilang. Henceforth this study aims to explain the characteristics of visual expression of children with special needs based on class classification at SLB Muhammadiyah Surya Gemilang. As well as explaining how children with special needs express expressions and emotions through pictures at SLB Muhammadiyah Surya Gemilang. Of course for further research, this research has theoretical and practical benefits that theoretical research can increase knowledge and knowledge in the study of art education for students with special needs. So that in the future this research can be used as a reference in the scope of similar research. As well as practical benefits where this study presents information about the analysis of image characteristics in children with special needs, so that in the future it can be used as a provision of science.

## **RESEARCH METHODOLOGY**

This study uses a qualitative approach where, later the data obtained will be analyzed by researchers to find answers to the problems being studied. The qualitative method itself is a research procedure that produces descriptive data consisting of oral words or words from the participants or the observed subjects (Mantra, 2004) so that later the results that have been obtained by researchers to be analyzed for each then interpreted deeper in order to get answers to the problems faced by researchers. Qualitative research is research used to investigate, find to further describe and explain the quality of social influences that cannot be found in a quantitative approach (Saryono, 2010). Qualitative research itself begins by compiling a basic allegation or basic assumptions and mindset that will be used in research. So that the data obtained can be interpreted by researchers. The object given in this qualitative research itself is part of all aspects or fields in human life, both humans themselves and everything that is influenced by it. In this study, using a case study design, using controlled observation techniques, interviews that will be conducted both to the teaching staff and to the relevant parties. Document studies in the form of children's drawings which certainly play an important role in comparison of children's images later and literature

studies as supporting the theory and studies under study. The interview was conducted by both parties to exchange information and ideas with questions and answers, so as to produce conclusions that were esterberg, in (Sugiyono. 2015: 72). Document studies are a very important aspect in this study, where data in the form of children's drawings are components of research that will be compared by researchers so that research results are able to answer existing problems. has been formulated before. From this child's picture, researchers are able to interpret and analyze all kinds of differences from two different aspects that exist both in the picture of children with special needs and from the picture of a basic sekoalh child in general.

## RESULT AND DISCUSSION

### Characteristics of Children with Special Needs Based on Classification of Class

Extraordinary education is an education that is present for children with special needs, to overcome differences and develop the potential that exists in themselves. Extraordinary schools are present as an educational building intended for children with special needs. So that children with special needs can get the basic education services they have the right to receive (Cahyaningrum, 2012). Education received by children with special needs is certainly different, depending on the needs of children. Special education services have qualified facilities and strategies so that children who are left behind should have basic skills and knowledge to follow the education curriculum in public schools (Dewi et al., 2018). The extraordinary school or SLB is divided into several forms of education units or institutions in accordance with the specificity where this unit is divided into SLB part A for blind people, SLB section B for deaf, SLB section C for mental retardation, SLB section D for physical disabilities, SLB section E for tunalas and SLB part g for double defects. Children with special needs are another term for disabled children or extraordinary children. Where the classification of children with special needs when elaborated is as follows;

1. Children who have difficulty in vision (blind)
2. Children who have difficulty listening and children who have difficulty speaking or mute (deaf and intercourse)
3. Children who have difficulty physical condition or body defects (disabilities)
4. Children who experience functional development difficulties (with developmental unsociable. )
5. Children who have difficulty because of fault (unsociable.)
6. Children who have mixture difficulties (retarded)
7. Children who have difficulty learning
8. Children hyperactive
9. Autistic children
10. Talented Children

The division of children with special needs into certain groups is a step used to facilitate the supervisor and teacher in providing guidance and education that is in accordance with the needs of children based on the conditions or abnormalities they experience. Often we encounter a number of opinions or assumptions that say that children with special needs are unable to do things that are able to do norms in general, so this certainly limits the ability of children with special needs to be able to further explore the

abilities that exist in themselves. This opinion was rejected by the Principal of SLB Muhammadiyah Surya Gemilang who has other opinions that children with special needs are actually special children, they only need to be guided and directed more than normal children in general. At SLB Muhammadiyah Surya Gemilang itself there are 3 classes namely SDLB, SMPLB and SMALB. Of the three groups the children are divided according to their needs into several classes in SLB Muhammadiyah Surya Gemilang itself is called Rombel. In the classrooms the children are divided according to their use, and according to their age range. Existing classes are divided based on the number of children, because many children with lack of grahita tuna so that, for this class can be divided into 2-3 groups of classes. While other policies implemented in SLB are if there are children with certain uses who do not have friends with similar disabilities can be combined with children with the same scope. For example, if the child experiences disobedience, children can be combined in the classroom or class with grahita's use, and vice versa. It also considers the age group of children, according to their education level, namely elementary, middle and high school. This is a form of classroom development based on a class in SLB Muhammadiyah Surya Gemilang.

Some characteristics that can be found in children with special needs based on classification of class in SLB Muhammadiyah Surya Gemilang are as follows.

### **Autism**

Autism is a condition in which there are abnormalities in the development of the nervous system that cause disruption in the behavior and social interaction of children (Asrizal, 2020). Children who suffer from autism generally have difficulty communicating where children will have difficulty speaking, writing and reading. However, children can understand sign language as well as pointing, and waving. In doing a conversation with other people the child will find it difficult to focus, and lack understanding of the maximum and orders from the interlocutor. This is also seen from children who often repeat the same words or words they have just heard, this kind of behavior is often referred to as a bendeo behavior. Breshing activities are not only carried out in terms of words, but also in children's behavior, where children will make repeated movements such as swinging their hands and turning the body (Becker et al., 2015). In addition, children will tend to say something by muttering or humming, this kind of behavior is often seen in children who have autism. Another thing that we can see in children with autism disorders is how children are related to the surrounding environment. As we know, children are very happy to play with their peers or also with other people. But unlike autistic children, they tend to be more fun with their own world, they tend to be less interested and responsive to the surrounding environment, so that autistic children are not easily friends, play and interact with people around them. Some other behaviors that we can see in autistic children are they tend to be picky or voters, they will only like certain objects they choose. This can be in the form of food, objects such as toys, characters, songs, topics and others. According to (Banoet, 2016), autistic children also have some bad habits when they are tantrums, including they often do activities that endanger themselves, such as hitting their heads, biting their hands, and banging their heads to the walls. This kind of thing usually do it fast and seriously so that this can also be dangerous if done repeatedly. Not only that, autistic children will also be angry, shouting loudly and crying for no apparent reason. Usually these dangerous things happen when the child's will

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is not obeyed or there are things that are not in accordance with the child's will. Based on their needs, autism is divided into mild autism, moderate autism and severe autism (Mustopo Kridho Leksono, 2013).

### **Development of Mental Disabilities**

Maintenance is a condition where the ability of the child is below the average child in general. This includes the intellectual abilities and cognitive women of children who are not at the normal level of children his age (Novita, 2014). Mentenance is also a term for intellectual disability. This kind of condition can be seen from the age of children. Children with mental retardation are known to have delays in the process of thinking and learning, where this condition makes children have delays in learning and practicing something compared to other children their age (Awalia, 2016). Mentenance basically has two limitations in the sufferer. Namely the limitations of the function of IQ (Intelligence Quotient) as well as limited abilities of children's adaptation, difficulty communicating, and protecting themselves. IQ itself is an indidkator to measure a person's intelligence. While IQ of mental retardation is generally in a number below average. Aproditta (2012: 45) revealed that the IQ of mental retardation children was classified into 1) Mild mental retardation (IQ: 51-70), 2) Medium melastrahita (IQ: 36-51), 3) severe mental retardation (IQ: 20-35), 4 ) Collaboration is very heavy (IQ below 20) (Novita, 2014). According to (Sari et al., 2017) Until now the main cause of the child born mentally can not be found with certainty, but certain conditions can be a cause or risk of intellectual disability, namely: 1) Brain infection in infants birth, 2) Premature birth, 3) lack of oxygen in infants during labor, 4) injuries to the brain due to accidents or falls, 5) consumption of liquor and drugs by the mother during pregnancy, 6) exposed to radiation or poison, and others. Some of these things can cause the risk of intellectual disability in children. The condition of children with mental retardation can be recognized by age. Signs that appear in children with mental retardation are, 1) Children experience delays in speaking, sitting or rolling, 2) Children find it difficult to remember, 3) Children are unable to master basic abilities such as eating themselves, dressing, even defecating in the toilet, 4) not Can connect causes and consequences of an action, difficulty thinking logically, and difficult to solve mild problems, as well as uncontrolled behavioral and emotional disorders (Adjustment & Children, 2012). Children with mentally retarded conditions require good guidance from parents, teachers and the surrounding environment. It is hoped that children will be able to live more independently and be able to move normally in accordance with the child's abilities.

### **Phisically Disabled**

*Tunadaksa* comes from the word "tuna" which means lacking and "daksa" which means the body. So we can know that disabilities are a person's condition with an imperfect body (Pratiwi & Hartosujono, 2015). We also often refer to physical disabilities as physical disabilities, where this condition affects both one and the entire physical function of the body. This disturbs and limits someone in terms of mobility or movement and agility of a person. Persons with physical disabilities are generally difficult to carry out independent activities such as sitting, standing or walking (Pratiwi & Hartosujono, 2017). Physical Disabilities can be caused by several things, this can be related to hereditary or genetic factors, diseases carried from birth, and accidents. According to the page quoted from the Handicaps Welfare

Association, there are two main categories of disabilities, namely neuromusculoskeletal disability and musculoskeletal disability. Neuromusculoskeletal disability is a disorder that occurs in the central nervous system namely the brain and spinal cord so that this condition causes sufferers to have difficulty controlling the movements of certain body parts (Arianti & Partini, 2017). This includes abnormalities such as Cerebral Palsy, Polio, Spina Bifida, Stroke and Head Injury. While the disability of musculoskeletal is a condition caused by tired in the form of muscles and bones, disease and degeneration (aging) where this can inhibit the movement of activity in a person's body. This includes, the loss of certain limbs, where this condition can occur naturally when someone is born or due to the most accident that results in physical disadvantage. Osteoarthritis (calcification of the joint), is a condition where cartilage damage occurs, causing pain, pain or joint stiffness. As well as muscle dystrophy, this is a condition where muscle diseases that slowly make muscle function weaken even until the muscles lose their function. Children with disabilities or physical disabilities generally have the same development as children his age. However, it is not uncommon to find disabilities who have double disability, for example with grahita or other disability. Academically, children with the dabbles of muscle and frame systems generally have a level of intelligence that is in accordance with children in general, but in contrast to children with the condition of the central nervous system which usually tends to have a lower level of intelligence (IQ). Emotionally some of the disabled children may feel themselves useless, disabled and become a burden for the surroundings. According to (Adelina et al., 2018) Their inability to compensate for their peers and people around him sometimes makes them discouraged, so this allows them to have more unstable emotions, such as irritability, easily offended, or easily stressed or frustrated. Some programs that are designed to help the development and growth of children with disabilities depend on physical disabilities experienced by children, but a number of programs that help are rehabilitation programs, such as occupational therapy, physiotherapy, and speech therapy. This is done to maintain and prevent the deterioration in the conditions experienced by children.

## **Deaf**

Deaf is a condition that is interpreted as a condition where a person cannot hear or deaf. Deaf is a term used to describe the inability to hear or disturbance in the hearing system (Solikhatun, 2013). This results in the process of receiving language information through its funding. According to (Iskandar & Supena, 2021) deaf can be classified from the lowest, namely lack of listening, to deaf or overall can not hear. Medically, hearing loss is divided into three, namely: 1) Conductive hearing loss, caused by problems in the ear canal, eardrum and osicle (bone constituent of the middle ear 2) Sensorineural hearing loss (SNHL) where this conscience is damage to the ear structure of the section deep, or rather hearing nerve damage. 3) Mixed hearing loss, where this is caused by a combination of two types of disorders both conductive and sensorineural disorders, in cases this kind of condition is the most difficult to handle. People with deaf or deaf have several treatment methods that might help, namely by administering drugs, surgery or surgery and the installation of hearing aids. So this allows people to be deaf to hear. (Science Pend, N.D.) Persons with deaf communication using sign language. The sign language consists of finger alphabets, where this has been patented internationally and the sign language used by each country or different region. So that the sign language is not universal (Haliza et al., 2020). In Indonesia alone,

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the deaf community uses Indonesian sign language or Bisindo as the main language or mother tongue. Bisindo or sign language can not only be learned by deaf people, but everyone who wants to learn and use it can learn this language freely. In addition to sign language, deaf people can also communicate by looking at the mimic of mouth (oral) movements, head movements, body movements and expressions of one's. For children who get learning in special schools, can generally understand the conversation with the interlocutor by reading lip movements (oral), using Bisindo, or using both. However, for people with deaf who do not learn both of them will have difficulty communicating with their interlocutors. Academically, children with hearing impairment have intelligence that is appropriate to children at the age (Agyana, 2018). The intelligence of deaf children is no different from normal children in general. However, the achievements of deaf children are often lower than normal children because this is influenced by the ability of children to receive diverse learning, verbal children will have difficulty receiving diverse learning. However, for unpleased learning the child's development will be as fast as other normal. The achievements of deaf children are said to be lower not because their intelligence is low, but because the deaf children cannot comply with their intelligence. Intelligence aspects that originate verbally are often low, but in contrast to intelligence aspects sourced from vision and motor that tends to develop rapidly (Tat et al., 2021).

### **Expressions of Ideas and Creativity of Children with Special Needs in the Work of the Image**

In relation to the expression of art, children are able to express their emotions freely without thinking too deeply. Expressions of art at an early age or children are often poured out in the form of movements, sounds and pictures. The expression of children - children is often said to be pure expressions, because children still do not consider all aspects of aesthetics in all the emotions they pour out. In contrast to adults who often consider existing and external internal aspects. For example adults who consider visual aspects of drawing (of et al., N.D.). Every individual and student must have creative potential. Stimulus that comes from outside of humans is very important related to how humans devote the ability to be creative in themselves. However, the creativity that exists in humans can also be obtained through education and training (Sugiarto et al., 2020). Art activity is a means for an individual to realize his ideas and ideas into a work. This is related to the spontaneous way of an individual to release the emotions that exist in him.

Theres no different from children in general, children with special needs also have the same expression on art as normal children their age. Children with special needs or ABK have their own way to enjoy the world of art. Although some of them need to be guided and helped, but that does not prevent them to express themselves with their imagination or the environment around them. In relation to children with special needs, education in the general domain began to apply inclusion education, where students with special needs can feel education that is equivalent to other normal children. This is certainly still under the supervision and guidance of teachers (Jauhari, 2017). Inclusion education is an education where disabled students get the same equality as non-devable students in terms of education, in order to obtain education that is equivalent to curriculum modification and learning that is tailored to the needs of students (education & volume, 2021)

Art expression has become a form of human conversation that has existed for a long

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time. The existence of paintings on the walls of the cave proves that humans have always visually expressed in human civilization. This proves that art expression is not merely a necessity, but we can say that art expression is a human need. (Sugiarto, 2014). All forms of emotions and expressions can be used as a source in producing an idea and creative ideas in relation to one's skills in recognizing, understanding, and channeling these emotions (Mujiyono et al., 2021). Based on the opinion of Ivcevic and Hoffman (2017) explains that emotions help individuals deal with problems creatively. Emotions are the main domain in the creative process. Emotions in the form of feelings felt by the individual himself, both feelings of pleasant, happiness, and feelings that are considered unpleasant are also part of emotions. Examples such as anxiety, traumatic and depression. This kind of feeling that sometimes inhibits a person can pour out his creativity.

Through the image of the image it is expected that children with special needs can freely pour their expressions, so that they can be creative in the visual domain freely. Children with special needs are known to be more interested in visual language, they like certain images and colors that are able to attract their attention rather than verbal languages that are sometimes difficult for them to understand. As we know, that children with special needs basically have difficulty interacting with their interlocutors, they sometimes have difficulty understanding a command and realm of a topic of conversation so that it would be nice to use the visual language and spur children to be more interactive and creative. At SLB Muhammadiyah Surya Gemilang, children are very enthusiastic about drawing activities. Because children with special needs cannot draw freely, we are recommended by one of the instructors to give examples of images on the blackboard with the same theme. Mrs. Kikin, one of the teachers said: "*Basically, children with special needs are still having difficulty drawing freely, they will tend to be confused about what to draw later. It would be better if given an example in front by drawing the same theme, so that children can copy and create their own later.*"

So based on this opinion, I decided to give a big theme to children with an image of an easily made object and familiar in the eyes of children, namely the picture of the house. House images other than familiar and have been known by children since small, have an easy image structure, which consists of simple forms such as rectangles and triangles, so that these basic forms will not be difficult for children during the drawing process. The following is a visual expression of children with special needs at SLB Muhammadiyah Surya Gemilang in the image of the picture.



**Figure 1.** Autistic Children's Image Sample

Figure 1 is a picture of one of the students in SLB Muhammadiyah Surya Gemilang who has autism or autism. This picture belongs to a child named Rakha Ibrahim, 16 years old. Based on the narrative of one of the teaching teachers in the interview, Rakha had mild autism, so that his interaction ability was still quite good. Autistic itself is a condition where there are abnormalities in the development of the nervous system that cause disruption to the child's behavior and social interaction (Yulada, 2020). Children who suffer from autism generally have difficulty communicating where children will have difficulty speaking, writing and reading. Autism is known to often do repetition in all its activities. Both verbally and the behavior of children (Ulumudin, 2019). More details, students write their names twice, where this is a characteristic of a child who has autism. The following is the result of the analysis that I got after observing the picture of the child.

**Table 1.** Analysis of Autistic Children's Image Characteristics

Object	Color	Competition
<p>There are two objects of the house, with one house given color while other houses are not. Then there are two tree objects with different high low, one slightly up while the other one is a little downward. Above the house the object of three clouds, one of the clouds is in a position parallel to the house, then there is a butterfly and two grass with each grass covered with flowers. If seen in more detail, that in this picture there is no landline, so that objects appear to float. In addition, the path is described as firmly straight down, with the addition of several stones</p>	<p>Staining tends to only use primary colors. For this picture itself is more dominated by blue, green and brown. For coloring on the color objects of the clouds themselves, children begin to combine two colors namely light blue and dark blue. This shows that there are indications where children want to describe an impression of gradation in clouds. In addition, the coloring is still not well organized. The coloring is still out of the line.</p>	<p>The child's image does not have a landline, so the objects seem to look floating, and have different low low. Coordination is still lacking in shape, for example the placement of clouds that are true to the house, this looks like a falling cloud.</p>

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beside it. If we observe even more, both houses have different doors. One with a rectangular door, while the other door has a diagonal shape on it.

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Analysis: Based on the characteristics of an autistic child who used to carry out repetition or repetition activities, this was not only done in terms of words and actions. Autistic children also appear to do repetition or repetition of drawing activities (Ardiawan, 2017). This is evidenced by the number of objects - objects drawn by children that appear to have double lines. These double lines appear to be repeated several times even though the lines are clearly visible, even here children use the pen directly, which of course the lines produced by the pen are firm and dark. However, repetition of this line can be found almost all objects drawn by children. This proves that the activity of repetition or repetition is implied as a characteristic that stands out of children who have autism. Not only that, unique even here children write their names twice. Meanwhile, during the process of drawing all the work was made one in one large hall. However, children tend to be silent and absorbed in their own pictures, besides that when I mention the object I want to draw, the child will repeat the name of the object. For example, I can say "we will draw a house", the child will repeat the word "house" several times. Furthermore, it is also known that the autistic child is accepted enough voters or picky (Asrizal, 2020). This can also be seen in terms of coloring carried out by children, where we can only see the three dominant colors that are often used by children, namely blue, green, and brown. Although there are many other colors, children only use these three colors in the picture.



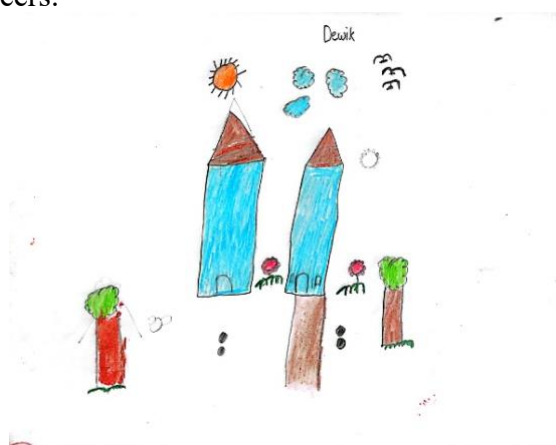
**Figure 2.** Mental Disability Children's Image Sample

Figure 2 belongs to a student at SLB Muhammadiyah Surya Gemilang with the use of Grahita named Farida Salma aged 18 years. Although it has entered the age of 18 years, where this age is included in the age range. But Salma is still acting like a child. As we know, mental retardation is a condition where the ability of the child is below the average child in general. This includes the intellectual abilities and cognitive women of children who are not at the normal level of children his age (Novita, 2014). Children with mental retardation are known to have delays in the process of thinking and learning, where this condition makes children have delays in learning and practicing something compared to other children their age (Sanusi et al., 2020). Generally the IQ of mentally retarded children is at the number 70 and below. The following is an analysis of children's images with intellectual disability or mentally retarded.

**Table 2.** Analysis of the Characteristics of Cooperative Children Image

Object	Color	Competition
<p>Here are two objects of house drawings that look similar to one another. This can be seen from the depiction of objects in the form of two windows and one door. However, there are differences in the placement of footpaths at home. Besides each house there are two very small trees and two yellow flowers that look floating. This picture does not have a landline so that the objects in it seem floating. In addition, children describe many cloud objects with a variety of different sizes, accompanied by solar objects at the top.</p>	<p>In addition to using primary colors, children have started exploring colors like orange and purple colors. The house here is given the exact same color until the details. Although children use color pencil media that are considered easier to use to color objects, the child still colors until the line out, it is still considered less neat and leaving some white parts left behind.</p>	<p>Here we can see that children are still quite difficult with the depiction of proportions. As we know, the tree object ideally will be bigger and higher than the flower object, but in this picture, the tree is described as high as flowers. In addition, the balance between the objects is still leaning on the left side of the paper, so that the right side . We can also see, in the roof lines, children still have difficulty making straight and symmetrical lines, this is evidenced by the many lines that are still messy.</p>

Analysis: We can see in the depiction of objects in the picture, students still cannot understand the size of the appearance of the real object, so that the depiction of the tree here looks very small equivalent to the flower picture beside it. It is also seen that children still have difficulty distinguishing proportions where the image that should be made bigger, is actually made smaller. In addition to the coloring itself is still not neat and outlines. Although the object used here is a color pencil that is considered easier to use on even small objects, but in this picture the child still leaves the white plane and the coloring out of the line. Based on the picture, students' images are included in the periodization of children's images during the chart (Schematic period) (Sanusi et al., 2020). Where at this time the child interprets the object around them subjectively. However, in this period generally passed by children at the age of 7-9 years. So we can conclude that children who are in the condition of mental retardation or difficulty thinking and interacting have delays in learning, so they tend to be left behind from their peers.



**Figure 3.** Mental Disability Children's Image Sample 3

Besides that, there are two comparisons of images from children who also have the same condition of grahita tuna conditions. This picture belongs to Dewi Rahmawati 16 years old. This picture also has almost the same characteristics as the previous image, where the coordination of the size of the shape is still not neatly arranged, the balance of each image object and the periodization of images that indicate delays. However, the unique thing that distinguishes the two is, the picture A or the first picture is a picture of a child who likes to socialize and have many friends. Whereas in Figure B or the second picture is a picture of a child of grahita who tends to be closed and likes to be alone. This was said by the teacher who supported the two children. We can see how the two images display unique differences that can show their habits. Children who like to socialize drawing with cheerful colors, as well as varied objects, and describe objects with a larger size, thus displaying the impression of confidence. As for children's images with poor socialization, it tends to describe objects with relatively small sizes. So that the impression of lack of confidence in the picture. In the case of coloring even children choose darker colors so that it displays a fairly gloomy and closed impression.



**Figure 4.** Samples of Deaf Children Pictures

Figure 4 is a work belonging to SLB Muhammadiyah Surya Gemilang students named Taskia Sintya who is 12 years old. Taskia is known to suffer deficiencies in hearing or deaf. Deaf itself is a condition where a person's hearing is disturbed. This allows a deaf has difficulty listening or unable to hear at all (Rahmah, 2018). Everyday Taskia he speaks using sign language, but he has been able to use oral language or read the mouth. Based on the narrative of one of the teachers, Taskia is known as a cheerful child and likes to smile. The drawback does not reduce taskia to play and joke with her friends at SLB. The following is an analysis of children's images with deaf.

**Table 3.** Analysis of Characteristics of Deaf Children Images

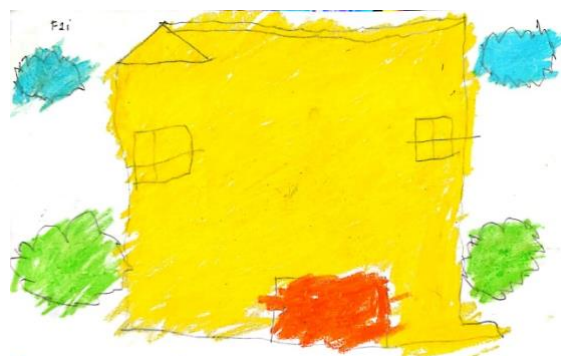
Object	Color	Competition
Just like the previous pictures, there are two objects of the house with each house have a different door shape. Both houses also have different path shapes from one another. One winding while the other is straight firm down. Besides the house is also decorated with two flowers, trees and a butterfly. At the top of the house also appears that there are several cloud objects, the sun and several birds.	For coloring, children use color markers. The choice of color by children is very varied also displays a more lively and cheerful impression. Compared to the coloring in the previous pictures, the coloring in this picture is very better. Color displays visualization that lives with coloring in accordance with existing reality, where the road is given gray, of course not all paths are gray, but the recognition of children will be coloring in the reality that is good, this proves that children already know objects that are around it. In addition, even though the child colors with a color marker, the child shows the quality of coloring and creativity by combining two uniform colors so that the impression of gradations that	The child has displayed a pretty good proportion between the object of the house and objects around them. Although it looks like it does not have a landline, but the child describes the object that is neatly arranged in one line, so this makes the impression of the soil appear, although not directly described. For the placement of trees and celestial bodies, it is already in its proper position so that we can know that the child has understood the placement of objects in the proper place.

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children want to present. This can be seen in clouds, trees and sun objects. On flower objects, children also display different coloring between flower petals and pistils. In contrast to previous children who tend to give a comprehensive color to the flower object.

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Analysis: In the third picture, we are presented with a visualization of a house image with a bolder and firm coloring. The third picture is a picture of students with deficiencies in hearing or deaf. Taskia himself is 12 years old, where the picture she serves according to the level that can be done by normal children her age, maybe even better. Taskia tries to display a more lively coloring by adding a gradation effect to the coloring of clouds and leaves, although the coloring is still impressed separate, but the child has begun to combine 2 colors that are similar in one object, this proves that children understand the concept of gradation itself. The selection of cheerful colors can also describe the character or characteristics of children (Rengganis, 2017). Generally, deaf children have no difficulty with things outside of verbal activities. So drawing is one of the media that can be done by deaf children without difficulty. In addition, deaf children have intelligence that is not much different from normal children their age. They just cannot maximize the abilities that exist in themselves due to the limitations of hearing. So that for a business related to verbal language will certainly make it difficult for children to maximize their abilities (Iskandar & Supena, 2021)



**Figure 5.** Samples of Disabatural Children Pictures

Figure 5 is the work of a student at SLB Muhammadiyah Surya Gemilang who suffers from physical disabilities or disabilities. This student is named Ahmad Rifai or commonly called Fai. Fai himself is 18 years old. Fai has physical disability in the form of paralysis on his feet and interference with hand movements, so to move from one place to another he must be carried or use a wheelchair. FAI himself has interference with the movement of his response. This condition enables the child to move his hands but the disturbance of the nerves makes him not free to move his hands. Although Fai has physical limitations, Fai is easy to communicate with the interlocutors, but he is more silent while in

class. The following is an analysis of image expression in children with disabilities.

**Table 4.** Analysis of Characteristics of Tunadaksa Children's Image

Object	Color	Compositon
<p>There is a picture of a house depicted with a fairly large rectangular shape. This house has two windows with one door in the middle. In addition, there are four similar objects around the house. The two above are the other two below. The four objects are indicated as clouds and trees that are described as imperfect.</p>	<p>The coloring in this picture is dominated by only four colors, namely yellow, blue, green and orange. Staining on objects tends to be untidly fiber out of the line, even though we know the coloring using crayons with objects that tend to be large, of course this will make it easier for children to color. However, the coloring in this picture is still out of the line. The most highlighted color here is yellow. We can see, almost half more parts of the paper are dominated by yellow.</p>	<p>The ratio of the large object of the house with the surrounding object is considered less proportional and less balanced. The house image is considered too large so that the composition of one object with another object is not optimal.</p>
<p>There is a picture of a house depicted with a fairly large rectangular shape. This house has two windows with one door in the middle. In addition, there are four similar objects around the house. The two above are the other two below. The four objects are indicated as clouds and trees that are described as imperfect.</p>	<p>The coloring in this picture is dominated by only four colors, namely yellow, blue, green and orange. Staining on objects tends to be untidly fiber out of the line, even though we know the coloring using crayons with objects that tend to be large, of course this will make it easier for children to color. However, the coloring in this picture is still out of the line. The most highlighted color here is yellow. We can see, almost half more parts of the paper are dominated by yellow.</p>	<p>The ratio of the large object of the house with the surrounding object is considered less proportional and less balanced. The house image is considered too large so that the composition of one object with another object is not optimal.</p>

The picture of the house made by the child shows a large enough size to meet most of the paper space. This can be an indicator where children want images to be dominated by home images as the Center of Interest (Arumsari, 2019). He made a picture bigger than other pictures because the child has physical disabilities that interfere with the function of the movement of his hands so that drawing objects - objects with large sizes is felt to make children easier for children in their drawing activities. In a simple field drawn by children, children are still trying to make a house image as exemplified. Even children also make clouds and trees. Although the object has not shown the proper shape. However, the child's desire to work is visible. When we look, interference with the movement of the child's hand also affects the coloring process. Although we see that the object made by children is quite



large, but the coloring carried out by children tends to be untidy and outlines. This is related to the physical condition suffered by the child in the hands.



**Figure 6.** Samples 2 of Disabatural Children Pictures

Figure 6 is a picture of a student who also experiences a condition of body defects or disabilities. This student named Ramanda Tegar Daniswara is 16 years old. Unlike his peers, Danis had difficulty moving his lower limbs, or in other words Danis had paralysis on his feet. Besides experiencing paralysis, Danis has mental retardation which makes it difficult to learn and communicate with each other. In addition, we can compare the picture of one student with physical disability with students with multiple physical disabilities. Where, in addition to experiencing physical disability, children also experience mental disability. This is a double condition, where children besides experiencing physical paralysis, children also suffer from mental retardation, so children have difficulty communicating and have low IQs (Pratiwi & Hartosujono, 2017). From the Danis Image above we can see that the picture shows the periodization of images during the Moreng Storer, or often we know as a period of crossroad for children aged 0-3 years (Kustiawan, 2014). This is certainly far from the age of Danis who has shown the age of 16 years. Mental disability and body experienced by Danis made it difficult to describe objects around him. So that he describes the object as an irregular graffiti. This indicates that the disability experienced by Danis made him trapped in the age of a toddler, so he had difficulty describing the object around him.

## CONCLUSIONS

Papers Extraordinary education is an education that is present for children with special needs, to overcome differences and develop the potential that exists in themselves. The extraordinary school or SLB is divided into several forms of education units or institutions in accordance with the specificity where this unit is divided into SLB part A for blind people, SLB section B for deaf, SLB section C for mental retardation, SLB section D for Tunadaksa, SLB section E for tunalas and SLB part g for double defects (Zainiyati, 2014).

The division of children with special needs into certain groups is a step used to facilitate supervisors and teachers in providing guidance and education that are in accordance with the needs of children based on the conditions or abnormalities they experience (Cahyaningrum, 2012). Some characteristics that can be found in children with special needs based on classification of class in SLB Muhammadiyah Surya Gemilang are as follows. Autism is a condition where there are abnormalities in the development of the nervous system that cause disruption to the behavior and social interaction of children (Banoet, 2016). Children who suffer from autism generally have difficulty communicating where children will have difficulty speaking, writing and reading. This is also seen from children who often repeat the same words or words they have just heard, this kind of behavior is often referred to as a *bendeo* behavior. Some other behaviors that we can see in autistic children are they tend to be picky or voters, they will only like certain objects they choose (Mustopo Kridho Leksono, 2013). Autistic children also have some bad habits when they are tantrums, including they often do activities that endanger themselves, such as hitting their heads, biting their hands, and banging their heads to the walls. Tuna Grahita is a condition where the ability of children to have is below the average child in general. This includes the intellectual abilities and cognitive women of children who are not at the normal level of children his age (Sari et al., 2017). Tuna Grahita is also a term for intellectual disability. This kind of condition can be seen from the age of children. Children with Tuna Grahita are known to have delays in the process of thinking and learning, where this condition makes children have delays in learning and practicing something compared to other children their age (Sanusi et al., 2020). Deaf is a condition that is interpreted as a condition where a person cannot hear or deaf. Deaf is a term used to describe the inability to hear or disturbance in the hearing system (Pend, N.D.). This results in the process of receiving language information through its funding.

Art expression has become a form of human conversation that has existed for a long time. The existence of paintings on the walls of the cave proves that humans have always visually expressed in human civilization (Wiflihani, 2012). This proves that art expression is not merely a necessity, but we can say that art expression is a human need. (Sugiarto, 2014). All forms of emotions and expressions can be used as a source in producing an idea and creative ideas in relation to one's skills in recognizing, understanding, and channeling these emotions (Mujiyono et al., 2021). The following is a visual expression of children with special needs in the image. Based on the characteristics of an autistic child who used to carry out repetition or repetition activities, this was not only done in terms of words and actions. Autistic children also appear to do repetition or repetition of drawing activities. This is evidenced by the number of objects - objects drawn by children that appear to have double lines. Children with autism are generally also very picky or voters. This can also be seen in terms of coloring carried out by children, where we can only see the three dominant colors that are often used by children, namely blue, green, and brown. Although there are many other colors, children only use these three colors in the picture.

In addition, in the picture of a child with the use of Grahita, as we know children with grahita tuna have a delay compared to children their age. Students aged 18 years have images that are equivalent to children aged 10 years. Based on the picture, students' images are included in the periodization of children's images during the schematic period. Where at this time the child interprets the object around them subjectively. However, in this period generally passed by children at the age of 7-9 years. So we can conclude that children who

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are in the condition of mental retardation or difficulty thinking and interacting have delays in learning, so they tend to be left behind from their peers. For the image of the deaf child himself, the picture he served according to the level that can be done by normal children at his age. There is no comparison that is striking in the picture of deaf children with children his age, but this will certainly be different if the child has a double disability, for example deaf that is accompanied by mental disability. Of course the picture of the child will be different again. As we know, deaf children have intelligence that is not much different from normal children their age. They only cannot maximize the abilities that exist in themselves due to the limitations of hearing (Kustiawan, 2014). So that for a business related to verbal language will certainly make it difficult for children to maximize their abilities. Furthermore, Analysis of Disabatural Children's Pictures, Children with Physical Disabilities or Grahita Tuna Makes a House Picture that shows a large enough size to meet most of the paper space, he makes a picture bigger than other pictures because the child has physical disabilities that interfere with the function of the movement of his hand So that drawing objects - objects with large sizes is felt to make children easier in drawing activities. The physical condition of the child with grahita disabilities interferes with drawing activities. This depends on what conditions are suffered by children. So we can conclude that every condition of a special child also produces an interesting visual expression and has meaning in it.

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