

## *Application Of Drawing Time For School Phobia At The Beginning Of School Entry For Preschool Children*

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**Abstract.** School phobia is often experienced by preschool children at the beginning of school entry. The child's fear is caused by the child has not felt comfortable and safe with his or her new environment or can be caused by the child is not familiar with the immediate environment as with his family. School phobias can occur up to three days, one week even to mid-semester. Child's fear can be expressed by nailing his body when they are about to enter the school, hiding behind the body that leads to school, crying, shouting and giving reasons to be out of school or to be kept by his parents or those who deliver the children to school. Children who experience school phobia need social and emotional development so that children feel comfortable and safe in school. The social and emotional development of children is derived from the maturity and learning opportunities of various environmental responses to children. Optimal social development is derived from healthy social responses and opportunities given to children to develop positive self- concept. Through drawing activities between children and teachers, children can develop their interests and attitudes and approach to new environments in their school. This article discusses the activities of "Drawing Time" as an activity program that can be done to children aged 4-5 years who experienced school phobia with the aim that children experience bonding with the school environment, especially teachers and playmates.

**Keyword :** School Pobia, Drawing, and Children.

### **1. Introduction**

Fear of schooling is not just happening to preschoolers who are new to school, but there are children who may have been a week, two weeks or even months suddenly afraid of school. And in this case parents really need to pay attention to approximately what the basis of the cause. For children who first go to school like entering the play group it is indeed experience separated long enough with parents, this becomes an uncomfortable thing for children. Entering in a new environment that is not yet known at all, new friends, new teachers, and new room. So it raises anxiety or loss of security in children.

When children want to go to school, usually the child first experience anxiety, then fear, then after that there phobia in children (Handayani,2005) .There is a difference between anxiety, fear, and phobia Anxiety or worry is the result of thinking of objects or something that has not clear or not, Fear is the fear experienced by the child that is a negative response to the object or experience experienced. Fear of the object generally looks more clear.

While the phobia is an exaggerated fear, continuous, irrational, and sometimes difficult to overcome and eliminated from children with phobias Characteristics of children with school phobia is usually difficult to interact with others, do not want to play with peers, do not want to stay longer in school, always crying and just want to always be at home.

Children who have a phobia at the beginning of school entry often provide reasons for the intention of not being in school or that delivering them to school still waiting for them until the hour of arrival. Such a child is likely to do everything possible to avoid his encounter with the cause of the fear that is within him, and there is absolutely no rational encouragement or opinion that can diminish their fear. This fear is called a phobia - an irrational fear of situations, activities, and or people, almost daily facing the child with the intensity and horror that no one else experiences. School phobia is not innate childbirth, nor is it a hereditary disease (Darsono, 2008). Phobias are usually caused by a traumatic experience. Phobias are conditioned responses to traumatic experiences. In addition, phobias can also occur due to parenting patterns of the child.

School phobia experienced in preschool children especially in early school entry can be initiated by giving approach to children so that children feel more comfortable and believe in new environment. The approach given can be done by inviting children to do fun activities that can be related to the surrounding environment. One of the activities that can be given is drawing activity. Drawing into a form of therapy that can be given to children to provide bonding so that children do not experience school phobia. Children who fight with other children may be able to express anger, resentment, or rejection through images (Wuryani, 2005). Dramatic therapy as a therapy is provided by asking the child to express the thoughts and feelings that are dialmai in the form of images.

## 2. Discussion

### 2.1. School Phobia

School phobia is an umbrella term for a child who does not want to go to school because of anxiety, and his anxiety is holding him to stay home. This is in contrast to a truant child, who deliberately does not go to school and usually does not stay home (older children or teenagers often do not show anti-social behavior, such as engaging in criminal activity).

Going to school for the first time is a great anxiety period for children. Many children will be separated from their parents for the first time, or will be separated throughout the day for the first time. This sudden change can make them anxious and they may experience separation anxiety. They may also not get used to spending the whole day in an organized fashion and make them very tired by the end of the day, causing further stress and making them feel very vulnerable. There are four symptoms of a child experiencing a school phobia that is Fear or irrational ignorance, behavior evasive of the object or situation that scares him, does not accept any explanation aimed at reducing his fear level, significant emotional changes such as emotion and anxiety (Hawadi 2001). The symptoms of school phobia generally appear in the days leading up to school, such as on Sunday night or Monday morning. The symptoms will disappear during weekends and holidays. And, in certain months the beginning of the school year or after the holidays is a common time school phobia recur.

There are some symptoms that can be used as criteria of children who experience school phobia (Soekresno, 2006). Among others: Refusing to go to school, Want to come to school, but not long after request home, Go to school crying, always holding hands of his parents or nanny, or showing excessive attitude like screaming in class, aggressive against other

children (hitting, pinching, biting, etc.) or exhibiting attitudes against or against his teacher, Showing expression or facial expression in such a way as to ask the teacher's compassion to be allowed to go home. This goes on for a certain period, not to go to school for a few days, physical complaints are often used as excuses like abdominal pain, headache, nausea, vomiting, diarrhea, hives, sweats, tremors or other complaints. The child hopes to express the reason for illness, so the child is allowed to stay at home, raises another complaint (beyond the physical complaint) with the intention of not having to go to school.

The cause of school phobia, but in general mentions four reasons to avoid schooling to avoid objects or situations related to schools that bring in distress, to avoid situations that cause discomfort either in interaction with peers or in academic activities, to seek the attention of significant others outside the school, to pursue fun outside school (Setzer & Salzhauer, 2006).

Children who have school refusal usually also shows the type a distinctive personality. Hogan (2006) mentioned that they tend to have a sensitive personality, sensitive to criticism and evaluation. They are less able to manage emotions. Some children are experiencing school refusal is a perfectionist show excessive attention about academic performance (Gelfand and Drew, 2003).

There are two types of school phobia (Csóti, 2003) that first deal with separation anxiety that is commonly found in children up to age 8 (although older children may experience it as well: the longer the separation anxiety continues, the more difficult it becomes to be treated). Younger children are less likely to learn to feel confident and independent when away from their parents. The onset of separation anxiety usually occurs suddenly in children, which is naturally reduced after 3 years of age, although it can start from the age of 6 to 8 months and continues later. The second type that most affects children over 8 years and revolves around the social aspects of the school, can be considered a social phobia. If one is unable to cope with such traumatic events, practically normal mental growth is decreased (degraded) or discontinued (fixation). In the event of the fixation, our mental form a certain mental configuration and relatively permanent. In the future if there is the same or similar stimulant, then the response pattern that will be used is the pattern of the last known response or commonly called regression.

Durlak (1992) states the existence emotional distress experienced by child- children with this school refusal, who characterized by an unreasonable fear of having to go to school. They can be very frightened and they do not want to leave the house. Children who experience school refusal, when that day he must schools will usually complain of illness head, abdominal pain, sore throat as well as others when waking up. But when they're back was at home suddenly ill disappear and will arise again the next day when he must leaving school again.

Below are some of the causes of school phobia:

a. Separation Anxiety

Separation anxiety is commonly experienced by small children aged under five (18-24 months). The anxiety is actually a normal phenomenon. Even older children (preschooler, kindergarten to early elementary school) are not spared from separation anxiety. For them, school means going away from home for a long period of time. Not only will they feel homesick for their parents, their homes, or their toys but they are also anxious about the challenges, new experiences and pressures encountered outside the home.

Separation anxiety can be experienced by children from harmonious, warm and intimate families who are closely related to parents - or, there is no problem with parents. Their parents are good and caring parents, and have good attachment. But still the child anxious when school arrived. Increased anxiety creates discomfort in their body, and this is what is often complained (stomach pain, nausea, dizziness, etc.). In line with the development of child cognition, irrational fears and anxiety that will fade by itself because children begin to think logically and realistically. Separation anxiety can appear when the child finished undergoing a long holiday period or even have serious illness to not be able to attend school in a long period of time.

During homes or vacations, the quantity of closeness and interaction between parent and child is of course higher than during the school year. Such a situation, of course makes the child comfortable and safe. By the time school arrives, the child must face an uncertainty that raises anxiety and fear. However, over time, children who have confidence, can slowly adapt to the school situation.

b. Negative Experience in School or the Environment

Maybe the child refused to go to school because he was upset, scared and embarrassed after getting scorn, ridicule or in "disturbing" his friends at school. In addition, perceptions of the existence of a fierce teacher, favoritism, or other things that make children so afraid and anxious to face teachers and subjects. Or, there are other things that make him anxious, so the problems that feared by children already can cause stress and anxiety that makes the child moody, tense, restless, and began to whine did not want to school, when starting near the time of departure. The problem is, not all children can tell their fears because they themselves sometimes still difficult to understand, express and formulate his feelings. Not to mention if they are afraid of being scolded by parents for the reason they are ridiculous and unreasonable. With a busy parent, while the children are more taken care of by a baby sitter or mbak, the more difficult the child to channel his feelings; and finally what appears to be school strikes, aggressive, moody, loss of appetite, physical complaints, and other signs.

c. Family Problems Rejection of school

It is can be caused by problems experienced by parents or family as a whole. For example, the child often hears or even sees the quarrels that occur between his papa-mamanya, would cause emotional distress that interfere with the concentration of learning. The child feels responsible for the sadness of his parents, and wants to protect, whether his mama - or his father. The pain of a family member, whether a parent or a sibling, can also make children reluctant to go to school. The child is afraid of something happening with his sick family when he is not home.

Sometimes, the problem lies in going to school; children may experience agoraphobia. Although this disorder is usually an extension of another child's anxiety problem and may also appear in children with separation anxiety. The child may want her parents to drive her to school for fear that something embarrassing can happen on the bus or train, and not feel safe except along with someone who can take care of her when she feels panicked. School phobia can develop as a result of depression, which makes the child feel that it is impossible to cope with the pressures and challenges of the school, or as a result of an increase in the number of fears and stressors.

There are two factors that affect the occurrence of school phobia that is internal and external factors (Hurlock, 1996) are internal Factors Internal factors are factors that

occur in children that affect the occurrence of school phobia. These factors are Intelligence, Sex, Physical Condition, Birth Order, and Personality. External Factors External factors are factors that occur outside the child that affects school phobia. These factors are the Status of Social Economy, Social Relations, Environment, Parents Parenting Patterns.

In Fremont (2003) mentioned that the choice of treatment, among others, education and consultation, approach behavior, interference that involves family, and possibly also by way of pharmacotherapy. Treatment with educational-support shows effective results as behavioral therapy for school phobia management.

How long does the school phobia lasts depends on the handling done by the parents. The longer the child is left out of school (not getting any treatment), the longer the problem will be over and the more frequent / intense complaints the child asks. However, the sooner it is handled, the problem usually will gradually recover within about 1 or 2 weeks.

## 2.2. Levels and Types of Rejection Against Schools

Experts point to the existence of several levels of school refusal, ranging from mild to severe (phobias), namely initial of school refusal behavior is the attitude of rejecting school that takes place in a very short time (instantaneous / sudden) that ends by itself without the need for handling. Substantial school refusal behavior is a rejection attitude that lasts for at least 2 weeks. Acute school refusal behavior is a rejection attitude that can last 2 weeks to 1 year, and during that time children have trouble every time going to school. Chronic school refusal behavior is a rejection attitude that lasts more than a year, even during the child's schooling at that place.

The school phobia always begins with an early stage. The longer the child is left out of school, the more the phobia will be. Therefore, serious attention and caution are needed from parents to the behavior of children. As for some signs that can be used as a criterion of school phobia that is refused to leave school, want to come to school but not long then ask to go home, go to school with tears, sticking with parents or guardian or show the behavior of screaming class, aggressive to children others, even showing an attitude against or against his teacher.

Handling Phobia School, namely find the cause of why the child is afraid to go to school. Take time to discuss with the child. Keep stressing the importance of schooling, the best therapy for school phobia is to be in school everyday. Consult the child's health problem with a doctor or psychologist if the problem persists work with teachers and family. Remove the child gradually and do not forget, reward the child when they start to change. This award can be from words of praise to giving small gifts

## 2.3. Drawing Time

Drawing time becomes an activity given to a child who has a school phobia. Drawing time is expected to be one form of therapy for children so that children feel comfortable in school, because during the activities Drawing Time, children who experience school phobia still invited to interact with teachers.

Drawing is useful for sharpening children's art skills. Little learns how to paint all things, according to his imagination and creativity. The things he knew or did not know, the figures he used to meet or never even met. In addition, he also learns to match colors, assemble the

image object, so that it creates a little art creations in paper and canvas. In addition to sharpening the ability of art, drawing is also important because it is useful to express the child's emotions. Parents can see it from the colors he chose that day, for example the child likes to choose bright colors, most likely his heart was happy at the time.

Drawing can also be used as a medium of positive emotional channeling. Instead of crying / tantrums, channel emotions by making graffiti on paper. Moreover, drawing can also be the fruit of expression of children's interpersonal intelligence. How does the child's relationship with the people closest, the family. How activities, interactions, and everyday communication are expressed in the picture. For example, he told me how fun it was while enjoying vacation with family.

Drawing therapy is designed to help individuals recognize sounds in the subconscious, encouraging to heal the soul through drawing therapy, reducing negative thoughts and feelings (Djiwandono, 2005). The child is invited to draw freely whatever image the child enjoys. The child can be asked to draw what he or she is thinking, so the therapist can get a visual picture of what the child is experiencing and needs

Images are a medium of communication to reveal what the child expects. Through pictures, children can free their feelings, express problems or conflicts, express thoughts and feelings that may not yet be able to be expressed verbally. As for the themes chosen for drawing like my favorite shows, frightening events, recent events, feelings today, pets, and so on.

Many of the approaches and interventions that can be given in this therapy, ranging from drawing, making an object, singing and playing music. The approach is tailored to the background of problems experienced by the child. Thus through this therapy the child is expected to bring the aspects that occur in the subconscious so that it can be extracted and handled with the right method.

The essence of drawing is the presentation of optical illusions or spatial manipulation in the field of two-dimensional flat. Drawing is a fun activity to express feelings and thoughts into symbols.

Drawing is not only used to hone fine motor skills developing imagination and creativity, but can also be used as a form of therapy. Various studies have shown that art therapy through images can increase self-awareness, resolve emotional conflicts and be able to resolve problems and effectively increase self-esteem. In essence, art therapy is one therapy that uses images as a medium for identify and explore feelings. Through pictures, children will be able to describe and assess themselves own. Thus, the activity of drawing art will be able enhance positive self- concept.

Images can be meaningful when associated with wounded, isolated, disappointed, and unable to express thoughts and feelings to others (Djiwandono, 2005). Drawing therapy invites individuals to recognize events or things that have been liked or disliked. Through drawing therapy, things that are suppressed in the subconscious can be elevated to the conscious.

When a child draws a child communicates thoughts and feelings, resolves conflicts safely without feeling threatened, helps to illustrate how children perceive themselves or their roles or positions in the family, help understand, communicate about family matters (Djiwandoni, 2005). The drawing process and its results can help the individual free the conflict, re-experience an event, redirect through sublimation, and solve the problem.

The colors children use on Drawing Time can also change and can describe the child's feelings. Just as a child coloring the sun with dark colors such as black or gray can be a sign of anger. When children color by way of incised regular lines on the picture shows that children have a tendency to regimen regular lifestyle.

#### 2.4. Steps in Implementing Drawing Therapy

Establishing a relationship is the first step to foster trust and comfort of the child with the teacher may with giving children a chance to draw by starting with color because the color has a strong symbol. Observe and analyze pictures of children, look and analyze images to find out the meaning of images and can be found out by doing the interaction to the child simply. If the child has started to feel comfortable, then the interview can be done more intensively with the child. The child is asked to tell the picture After drawing, the child can be asked to tell the picture. But if the child is reluctant, then the teacher is more active to ask the child about the picture that has been made child.

#### 2.5. Master's Role

In helping children to Drawing Time appropriately, some of the teacher's roles are providing flexibility of time to the child to perform therapy. The flexibility of time is given by giving the child several opportunities to do activities to create some pictures to describe his feelings and thoughts. Able to connect images with children's problems by connecting the meaning of the image needs to be accompanied by question and answer or interviews to be able to interpret as experienced by the child. Provide motivation to children. So that children feel comfortable and able to reduce the feeling of school phobia.

Explains that expressing emotions does not mean the child is free to blow his anger. However, more developing a balance between express and comfort controlling feelings. Campbell (1996) adding that recognition and the child's experience of various kinds feelings will develop a strong emotional foundation in children.

Parents can guide children learning to excite joy, sadness, worries, and emotional states others through lines, shapes, themes, and colors in the picture. Images of children are spontaneous and expressive.

They tend to describe something as he pleased. Things to draw, directly scratched without much consideration. In his picture, he is honest reveal all his soul without contrived.

### 3. Conclusion

Many children will be separated from their parents for the first time, or will be separated throughout the day for the first time. This sudden change can make them anxious and they may experience separation anxiety. School phobia experienced in preschool children especially in early school entry can be initiated by giving approach to children so that children feel more comfortable and believe in new environment. School phobia can develop as a result of depression, which makes the child feel that it is impossible to cope with the pressures and challenges of the school, or as a result of an increase in the number of fears and stressors.

Drawing time is expected to be one form of therapy for children so that children feel comfortable in school, because during the activities Drawing Time, children who experience school phobia still invited to interact with teachers. When a child draws a child communicates thoughts and feelings, resolves conflicts safely without feeling threatened, helps to illustrate how children

perceive themselves or their roles or positions in the family, help understand, communicate about teacher matters.

#### 4. Acknowledge

The author of this non research idea thank the Yogyakarta State University as a university writer. Also this thesis would not have been possible without the help, support and patience of my first supporters of this paper to Mr. Dr.Harun Rasyid, M.Pd as a lecturer at the graduate program of Yogyakarta State University and I as an alumni of Early Childhood Education Program University of Medan to thank the support of the chairman of Early Childhood Education Prodi, Kamtini,S.Pd.M.Pd who always support the author in the process of education and writing.

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