

ART THERAPY TEACHER TRAINING IN DEVELOPING SOCIAL EMOTIONAL EARLY CHILDHOOD IN CIHANJAWAR VILLAGE

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ABSTRAK

Guru mempunyai tugas utama untuk mengoptimalkan perkembangan emosi anak pada anak usia dini, karena perkembangan sosial emosional merupakan aspek terpenting yang akan membentuk kepribadian anak pada tahap selanjutnya. Contoh perilaku sosial yang baik secara emosional sangat berpengaruh dalam membentuk landasan yang kuat bagi tumbuh kembang anak. Art Therapy merupakan salah satu jenis terapi dengan menggunakan seni yang dapat digunakan untuk menstimulasi perkembangan sosial anak dan meringankan permasalahan sosial dan emosional anak. Penelitian ini bertujuan untuk memberikan pelatihan Art Therapy kepada guru PAUD di desa Cihanjavar dalam mengembangkan kehidupan sosial anak usia dini, Pengabdian Masyarakat di desa Cihanjavar bertujuan untuk memberikan sosialisasi dan pemahaman pentingnya stimulasi menggunakan seni terapi untuk perkembangan sosial emosional anak. Pengabdian Masyarakat/PKM ini menggunakan metode PAR yang meliputi pelaksanaan penelitian untuk mendefinisikan suatu masalah, dan menerapkan informasi tersebut ke dalam tindakan sebagai solusi pemecahan masalah tersebut. Kegiatan ini diikuti oleh 14 orang guru PAUD di 3 sekolah di Desa Cihanjavar. Hasil penelitian menunjukkan adanya peningkatan pengetahuan dan keterampilan terapi seni untuk mengembangkan perkembangan sosial dan emosional anak usia dini. Analisis data dilakukan dengan memberikan pre-test dan post-test kepada 14 peserta di desa Cihanjavar dengan melibatkan guru PAUD dari tiga sekolah. Berdasarkan hasil evaluasi, kegiatan pelatihan terapi seni dapat meningkatkan pengetahuan dan keterampilan guru PAUD dalam mengembangkan perkembangan sosial emosional anak usia dini.

Kata kunci : *Art Therapy, Social, Emosional*

ABSTRACT

Teachers have the main task of optimizing children's emotional development in early childhood, because social emotional development is the most important aspect that will shape the child's personality at the next stage. Emotional examples of good social behavior are very influential in forming a strong foundation for children's development. Art Therapy is a type of therapy using art that can be used to stimulate children's social development and alleviate children's social and

emotional problems. This research aims to provide Art Therapy training to preschool teachers in Cihanjavar village in developing the social life of early childhood, Community service in Cihanjavar village aims to provide socialization and understanding of the importance of stimulation using art therapy for children's social emotional development. This Community service / PKM uses the PAR method which involves carrying out research to define a problem, and applying the information into action as a solution to solving the problem. This activity was attended by 14 PAUD teachers in 3 schools in Cihanjavar Village. The results of the research show an increase in knowledge and skills in art therapy to develop the social and emotional development of early childhood. Data analysis was carried out by giving a pre-test and post-test to 14 participants in Cihanjavar village involving preschool teachers from three schools. Based on the evaluation results, art therapy training activities can increase the knowledge and skills of preschool teachers in developing the social and emotional development of early childhood.

Keywords: *Art Therapy, Social, emotional*

INTRODUCTION

Early Childhood Education (PAUD) plays an important role in developing children from an early age. At this time, children's rapid development will influence the next age range in the life process, so it is very important for parents and teachers to maximize the potential and development of early childhood. In early childhood education services, teachers have an important role to support development in accordance with early childhood development tasks. PAUD teachers have a big responsibility in facilitating the growth and development of the children they are responsible for. In addition, PAUD teacher must have professional qualifications that comply with established standards, including an in-depth understanding of teaching methods that are appropriate to early childhood development.

Besides that, teachers are not only teachers who only provide information in the form of knowledge, teachers must also be able to overcome early childhood development problems. Teachers are required to have insight into PAUD students and must know the individual characteristics and needs of each student. This includes an understanding of physical, motoric, cognitive, language, social-emotional, moral, religious, artistic and creative development, as well as identifying student development problems. In the observation process, the KPM STAI team, DR. Khez Muttaqien Purwakarta found that there are still many PAUD teachers in Cihanjavar village who do not yet have professional standards, besides this having

an impact on their performance in developing children's development. There are still many young children who have not developed from social and emotional aspects. . Meanwhile, if we look at the importance of social emotions in early childhood, social emotions. Emotional understanding implies the ability to recognize emotions and how to regulate them to maintain effective relationships with other people and this becomes a successful development at the next stage. Therefore, children who can develop socially and emotionally well will also develop their cognitive and psychomotor development (Yenti:2021). That's why it's important for educators, parents and the surrounding environment to understand , development of early childhood so that problems like the above can be overcome (Nidawati:2020).

In this case, the teacher's ability to identify and solve developmental problems must always be honed. One way is through updating teachers' insight into forms of therapy. Developments in the field of psychological therapy continue to grow along with a better understanding of the unfulfilled developmental tasks of each individual. Serlin (2003), Safra (2007) explains that modern therapies such as expressive and creative arts therapies, including Art Therapy, music, dance, poetry, drama and psychodrama, drawing, offer alternative approaches that recognize the power of creative expression in healing and healing. mental recovery and child development. In expressive and creative arts therapies, students are required to explore and express themselves through various artistic media (Rilley: 2003). This approach helps individuals to develop aspects of social emotional development that have not yet developed well, gain emotional well-being, and deepen self-understanding. Art Therapy, for example, allows clients to express their emotions and experiences through visual arts, such as painting, drawing, or making crafts. Music, dance, poetry, drama, and psychodrama also harness the power of artistic expression to facilitate personal growth and positive change.

In this PKM activity, the Participatory Action Research (PAR) method is used, an approach whose process aims at learning in overcoming problems and meeting the practical needs of society, as well as the production of knowledge and the process of socio-religious change.

The initial activity stage is needs mapping, namely analyzing the social situation in society and understanding the reality of the problem to be solved by building social reality relationships according to the characteristics of the community. How do researchers formulate problem solving activities, and organize the community to determine the selection of problem solutions. Researchers analyzed the situation of Cihanjavar village teachers who have limited competencies needed in the process of teaching early childhood, determined the solution design used to overcome PAUD teacher competency problems, and organized the teachers who would be included in the training process.

The second stage is to carry out problem-solving action activities which are carried out in a participatory and simultaneous manner by involving PAUD teachers in Art Therapy training to improve the social emotionality of early childhood. The problem solving program is structured in such a way that it is not only about solving problems but is a learning process for PAUD teachers.

The third stage is research, namely researchers use analysis in planning, implementing actions and evaluating/reflecting all processes and results obtained from start to finish.

DISCUSSION

Geographically, Cihanjavar is one of the villages within the Bojong District, Purwakarta Regency. Characteristically, Cihanjavar village has many potentials or advantages. Karangampel Village is included in the tourist village because it is located right at the foot of Mount Burangrang, apart from that, it is also a community development partner village which collaborates with various institutions, one of which is STAI DR. KHEZ Muttaqien Purwakarta. Community development and empowerment is carried out from various sectors, one of which is in the field of early childhood education which is in the spotlight in developing human resources in Cihanjavar village. In general, teachers at PAUD schools in Cihanjavar village do not meet the professional requirements, namely not fulfilling the requirements for teachers to have a bachelor's degree qualification in the field of early childhood education. The majority of teachers only have a sincere intention of dedication to early childhood education. Non-formal education such as course

training is also not an alternative for PAUD teachers to upgrade their knowledge due to the lack of costs and training provided.

In this service, the subjects of this research were 14 PAUD teachers from 3 PAUD institutions in Cihanjavar village. These three institutions have appropriate criteria for providing training because based on the results of observations, it was found that PAUD teachers in Cihanjavar village have never attended Art Therapy training, and do not have professional competence as indicated by strata 1. The flow of implementation in this service is as follows:

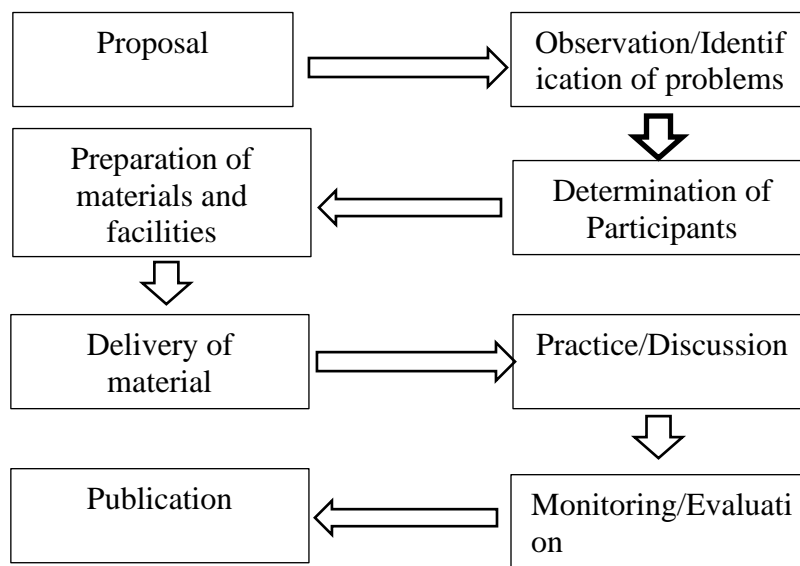


Figure 1. Flow Chart of Service Implementation

Art Therapy training for teachers to improve children's social emotions began with gathering training participants consisting of 14 PAUD teachers at 3 schools in Cihanjavar village. Before the training was held, participants were given a questionnaire to measure their knowledge and insight regarding Art Therapy. From the results of distributing questionnaires, it was found that the knowledge and insight of PAUD teachers regarding Art therapy was still relatively low as evidenced by the indicators of not knowing about the forms of therapy, not being familiar with Art therapy, and not understanding the stages of Art Therapy.

In the process of implementing Art Therapy, the community service team consisted of 2 lecturers and 2 STAI students DR. KHEZ Muttaqien prepared materials for outreach regarding Art Therapy. Apart from that, the community service Team provides various media needed when practicing Art Therapy for

PAUD teachers. Starting with a 60 minute presentation of training material by Rika Purnamasari, M.Pd. The presentation of the material contains an introduction to forms of therapy, an understanding of the importance of developing social emotions in early childhood, the stages of art therapy, and how to create an art therapy program to develop children's social emotions. Apart from that, additional material was also provided in direct art therapy practice with PAUD teachers in Cihanjavar village.

The process of implementing Art Therapy requires 3 stages consisting of pre-art making (introduction), art making (creating works of art), and post-art making (concluding). Regarding intervention settings, art therapy is able to work with individuals, groups, families, with various abilities and disorders (Case & Dalley, 2014).

In the preliminary process The community service team explained that the process of implementing Art Therapy has at least 3 stages. The preliminary process starts from determining the therapy client, analyzing client needs, and analyzing client problems. Apart from that, setting therapy goals, determining the number of therapy sessions and determining how to evaluate the results. In the preliminary process, several preparations are required, such as preparing the media and type of art therapy, preparing materials to instruct clients. At this stage the therapist also needs to understand what the client's needs and problems are, so that he will determine the type of therapy, how many therapy sessions and the goals of therapy for the social-emotional development of early childhood. Children's pent-up emotions can be effectively channeled through therapeutic activities such as art therapy and assessing the work produced by children to find out what the child feels (Ningrum: 2022).

Next, the Community Service team explained that in the process of creating works of art, clients were given the facilities and media needed to express themselves. Clients begin the activity of creating drawing works of art using drawing books, pencils, colored pencils and crayons. Clients are given space and freedom to express themselves according to the therapist's instructions. Art therapy is applied with a variety of techniques related to self-expression through visual art-making activities. This is in accordance with what Malchiodi (2012: 52) stated. In

essence, implementation can be carried out in groups or individually. The duration of the intervention can be 3-18 sessions with 1 session per week and a duration ranging from 20-120 minutes.

The aim of art therapy is to change negative emotions such as anxiety and low self-esteem into works of art through one's creativity, by channeling these emotions it is hoped that they can express and explore themselves (Chambala 2008). Djwandono stated that the aim of this art therapy process is to channel negative feelings and thoughts into an art form so that you can help yourself recognize the voice of the subconscious, so that you are motivated to heal it with this art therapy, and channel negative thoughts and feelings through works of art (Djiwandono 2005).

Next, the Community Service team explained that post art making consists of identifying the results obtained during the drawing process. The therapist uses post making to see the results of the drawing which is then analyzed according to social emotional behavioral problems because the creative process carried out by the client through drawing will solve conflicts and problems that are difficult to express in words from his subconscious mind.

In the opening session, participants received material about art therapy, starting from understanding the importance of developing children's social and emotional development, forms of therapy, stages of art therapy, and art therapy practices. This aims to ensure that pre-school teachers can understand their role as educators, both in the teaching process in class and in the social emotional development of children outside of school. A teacher in the learning process is viewed from various aspects such as creativity in developing student development by creating a conducive classroom climate, providing feedback and providing reinforcement in presenting material, and having pedagogic skills in providing stimulation to children. Teacher-child interactions in classrooms (process quality) have been researched extensively by Heller et al. (2012), who found that, with professional learning that targeted, teacher behavior refers to the creation of a more positive social environment and Emotional environment can be a pathway to improving children's social-emotional awareness competence.

In the process of implementing art therapy training, the presenter provides stimulation in the form of drawing practice carried out in groups using the tools and materials that have been provided. Participants were divided into 7 groups consisting of 2 people and were given the task of identifying children's social and emotional problems at school.

Next, the presenter guides the participants to create an art therapy training program to develop children's social and emotional development by designing a systematic program in accordance with the stages and methods of art therapy which have been discussed by the presenter in session 1. The art therapy program consists of 1 program which contains planning, implementation of therapy, evaluation of therapy results, and follow-up.

After that, participants simulate art therapy with their group friends as if they were therapist and client. During the implementation process, the tools and materials used are colored pencils, drawing books and crayons, apart from that, relaxation music is played according to the theme being worked on.

The final stage, namely participant evaluation, carries out analysis and intervention on the results of children's drawings using the techniques explained by the presenters. The resulting images are not to be assessed numerically based on whether an image is good or bad but rather based on the criteria determined in the art therapy training planning program. At the results evaluation stage, participants must be able to determine the extent of the child's social emotional development so as to determine the number of additional sessions for the next therapy session.

CONCLUSION

Art Therapy training activities carried out at the Cihanjavar Village Job Training Center, Bojong District, Purwakarta Regency went well and smoothly. From the results of the Art Therapy training by the Community Service team, teachers can understand and practice the art therapy process from preparation, implementation, to evaluation. Teachers can also practice and simulate with other participants in the training process.

From the results of the training, participants are able to master the knowledge and understanding of Art therapy, master the skills of using Art Therapy with

indicators that can identify children's social and emotional needs and problems, can design art therapy programs to develop children's social and emotional development, and can practice art therapy to develop children's social , can evaluate the results and changes in the child's social and emotional development. For this reason, participants in this parenting training also hope that there will be further service activities that will provide benefits not only for PAUD teachers, but also for elementary school teachers and parents of students in Cihanjawa Village, Bojong District, Purwakarta Regency.

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