

The Visual Intelligence of PSGCC Gifted Child Community at Yogyakarta

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Abstrac

In art education, through psychological perspective, the intellectuality of a gifted child is a possible influence to the projected expression in their drawing. Children's intelligence allows them to freely visualize their creativity on the canvas. In this context, this research aims to analyse "The Visual Intelligence of PSGCC Gifted Child Community at Yogyakarta". The research employed qualitative methods and utilized case study design. The data of the research were from observation, interview, and documentation. Further, the researcher conducted triangulation of sources and data to validate the findings. The analysis of the data was through the sequence of data reduction, presentation, and verification. The findings of the research showed that the gifted children in the PSGCC community had the tendency of possessing visual intelligence with some details to discuss. First, the existence of the visual intelligence of the gifted children from PSGCC community shows that the children have the sensitivity to visual elements (lines, colours, shapes, and spaces); that is to say, the children are able to compose the element and visual principle in accordance with their behalf. Second, the visual intelligence of the children is visible from the way they identify an object to paint, starting from describing the position of the object, identify the part of the object, and recognize the characteristic of the object. Third, the visual intelligence from the children portrays that the children's ability to comprehend and portray a dimension of an object as well as its surrounding. The researchers expect that this research gives an implication to become a reference for parents, teachers, and children community's liaisons to observe and acknowledge the intelligence of children through their paintings.

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INTRODUCTION

According to Syarif and Kurniawati (2018 : 9), art is an element of culture which is developed to fulfil the necessity of the human. Art has a function to fulfil the basic or secondary necessity of the society. Some aspects of culture fulfil basic human needs which becomes the root of the partial secondary or even complete part of human culture. Rohidi (2016 : 70-71) says that culture is a guidance which have operational functions for human to adapt or mingle withing their environment (physio-environment and socio-culture). Hence, they can execute their life by fulfilling their needs (primary, secondary, and integrative). Culture has three important aspects, which are: (1) transferred through generations, (2) comprehensible, even can pass through genetic relation, and (3) preserved and owned collectively by its community. In this definition, there is an implication that the transfer of culture is mostly through education. Human obtained culture through formal, non-formal, and informal education at school, in the society, or at home. They learn culture through imitation and absorption of value through conscious or unconscious way.

Based on Triyanto (2014 : 33), human is a creature with culture which invents and use it as a symbolic system for their community. Culture becomes a guidance and adaptive strategy of human in fulfilling their need as a social creature to live in their environment. Since culture has essential roles for human, the education of culture through generations is a must. Pamadi (2012 : 156) mentions that art education has important roles for the development of children's mental and mindset. As an evidence, European countries, like France and Netherland teach philosophy and psychology to students. These subjects has the core values from all subjects. Philosophy teaches students to provide critical thinking on every phenomenon. Meanwhile, psychology teaches students the ability to give their opinion. Ability means individual intelligence which is different from one human to another. Sugihartono, et al. (2007 : 41) explains that the existence of multiple intelligence is

visible through the result of IQ test. The measurement of intelligence follows normal distribution. The score of IQ test ranges from 0 to 200 with the average of 100. Only a few of human population who get the gift of possessing high IQ, also known as very superior. Children with very superior intelligence is also called as gifted children.

It is still rare for people to know about gifted children. Most people think that children can solve their own problems. In terms of gifted children, their problem is very complex, ranging from academic problems, communication problems, and socialization. Parents of gifted-children are aware that children need supports from many stakeholders to solve their kids' problems. Therefore, parents of gifted children always try to find information regarding how to handle their kids well through psychologists, institutions, or communities. PSGGC (Parents Support Group for Gifted Children) is an example of community which supports the gifted kids in Yogyakarta. PSGGC was initially established to unite parents with gifted children in Yogyakarta to share and discuss about parenting for their kids. The group is also open for educators, child observers, and everyone who have concerns with gifted children (Kuswanti, 2015 : 228-229).

Children has strong correlation with visual expression as the place for them to portray their feeling and perspective. Painting expression of the children has a unique feature which distinguish one kid to another based on their environment or their personal factor. Purwanto (2016:75-77) states that the development of knowledge is inseparable from picture. In details, human writing system starts from picture which then developed to become a symbol and then alphabets. This example shows that human needs pictures to fulfil their needs. Picture is not only something to fill human's spare time, but also the way for them to express, communicate, teach, and do their ritualized routines; for example, Leonardo da Vinci had a creative journals which contains his ideas in the form of a picture, from the design of furniture to a modern machine which passed the era of his living period.

Spatial intelligence depends on the ability to draw the shape and the space of an object. The intelligence is the ability to think about shapes and forms. Having spatial intelligence allows human to map where they are and to picture the world (Yaumi & Ibrahim, 2013 : 84). Visual intelligence of children has a relation to visual awareness, including identifying object and measuring spaces and size. In this research, the researcher is going to explain the analysis of visual intelligence of gifted children from PSGCC community, Yogyakarta portrayed from the picture drawn by the children. Ocvirk, et al. (2002:29) explains that artists use media to imply the elements of arts, which are: line, forms, values, textures, and colors. These elements are the basic and vital constituent of an art product. They also have an important role in this research in assessing each art product of the children. In Davido (2 : 2016), a picture can not show the complete feeling of its creator. Thus, the researchers need to be careful in taking conclusion to appreciate art products without asking it to the creator. The interpretation of picture requires expert, since this job does not only need intuition and awareness, but also deep knowledge.

Picture can become a medium for children to ease their verbal communication. Through picture, people can understand their ideas and feelings (Waridha, et al., 2017 : 257). Children's drawing is a form of visual expression for children in actualizing themselves. Children's pictures are different from one to the others according to children's internal factors as well as their external ones. Intelligence and creativity are the internal factors of children which affects the projection in their picture. Gifted children will have more freedom to draw on the canvas. In relation to the statement, Pamadhi and Sukardi (2008:117) theorizes that children's fine arts are fine arts which contain their thoughts and feelings regarding themselves and their environment. Children with great instincts of arts are able to draw things as if they are playing. Playing is important for children to build their imagination. Children fine arts is a tool for children to use their ideas for creating arts. In Chauchan (2015 : 37-

40), creative experience through visual arts offers satisfaction of aesthetic perception. Creative process can not only happen with artistic materials and information of visual arts, it also need focus on process instead of the product. The statement shows that people have tendency to be adventurous. People create visual arts which have meaning since the creation is the product from the connection of the creator and his thoughts, ideas, and things which is in need of aesthetic projection.

Sugiarto (2012) conducted a research of children's arts entitled "Ekspresi Gambar Anak: Representasi Interaksi Anak Dengan Lingkungan" or "The Expression of Children Arts: the representation of children's interaction to their environment. The research contains the values of children's expression which correlates their drawing to their environment. The correlation affects the projection of the picture of which the picture shows the place where the children belongs, such as urban areas, rural areas, or village. In conclusion, this research shows that children's picture is the product of children's ideas regarding their environment.

Sugiarto's research is a reference for a researcher with focus on children's fine arts. The another possible factor accounts for the art is children's intelligence. Children with more than 130 IQ or gifted children are normal children which require more emphasis on expressing their thoughts. Some researchers conducted studies on children's drawing to show that the drawing is a very important concern. The researches also answer questions related to the phenomena in PSGCC. In this research, the researchers did a pre-observation to know the paintings of the gifted children. The pre-observation found that there is a tendency that the gifted children have more features reflected in their drawings. The fact shows that the children have difference of expression to the normal children on their age. The level of the intelligence coexists with the gifted children's learning behavior.

From the problems above, the researcher is interested to unveil the possibility impacted from the intelligence level. Thus, gifted children (as an object of art education) should be reviewed under

the fields of psychology in terms of how their visual intelligence influence their expression in drawing. The main focus of this research is in the visual intelligence of the gifted children from PSGGC community, Yogyakarta as well as the tendency on the projections in the children's drawing.

METHODS

This research used qualitative method with case study design. The research focuses on studying the visual intelligence of gifted children from PSGGC community, Yogyakarta. The study interpreted theories and concepts of visual intelligence which focuses on the visual intelligence of gifted children. The chosen location is a children community called PSGGC in Yogyakarta. The data of this research varies from the field observation, interview to gifted children, parents of gifted children, and teachers of gifted children, as well as the documentation of the childrens' drawings and other related documents. The obtained data or documents in this research were validated to make sure that it is useful. Rohidi (2011:218) says that the technique of data validation needs validity and reliability as well as trustworthiness. The technique follows the sequences of triangulation which consist of data collection, data reduction, data presentation, and verification. Saifudin (2005:89-90) theorizes that the process of triangulation uses the concept of ethics and emics. Ethics is the description and analysis in the context of useful scheme and concept for scientific observer. The construct of emics is the description and analysis in the context of useful scheme and concept for the participant in certain occurrences or phenomena.

RESULT AND DISCUSSION

The Visual Intelligence in the Drawing of Gifted Children of PSGCC community, Yogyakarta

The researcher used visual intelligence theory to analyse the visual intelligence of gifted children from PSGGC community. The theory

focuses on the awareness of the children to visual elements (lines, forms, colors, and shapes), the identification of object, and the ability to measure space and size.

Figure 1 shows the picture of gifted children community of PSGGC in Yogyakarta with the emphasis of concern in lines.



Figure 1. The Awareness of Line Element by Amas

Amas is a gifted children and a member of PSGGC. He is 13 years old and is studying in a Junior High School in Yogyakarta. Amas loves drawing. He has several pictures made in school or in his house. Figure 1 is Amas' drawing of a very sophisticated and futuristic vehicle. The picture came from Amas' imagination on the vehicle around him. Amas highlight the element of line to create a drawing. Sanyoto (2009:85-87) says that if people touch a drawing tool or a pencil on a surface, it will mark the surface as a line. A line is a drawing of a straight long or short mark no matter how it was made. Therefore, all tools can produce that thing, such as sharp pencil, dull pencil, paintbrush. In Figure 1, Amas uses various composition of lines, such as straight, curved, and zig-zag line. Ocvirk, et al., (2002:29) mentions that artists use different media to apply the elements of arts. These elements are the basic constituent for art products. The elements are also used differently based on the creators' needs. Amas has the awareness to use line. His intelligence helps him to use various types of line which is identical to the real object. The straight and zig-zag line in the picture shows that the object is strong, hard, and rigid. These line can be seen on the drawing of building project vehicle which has the characteristics of strong, powerful, and rigid. In the other hand, the curved line reflects something soft, light, and smooth. Amas'

awareness of line shows that he tries to use his pencil to make a picture which is relevant to the real object's character. This fact is in line with Ocvrik, that the element, like line is a basic constituent for a fine art product. In conclusion, a gifted child, represented by Amas, has a visual awareness of a visual element, line.



Figure 2. The Awareness of Shape by Dio

Dio is an 11-year-old member of PSGGC. The picture was made in Dio's school. The object of Dio's picture is a trumpet which has similar shape to the original object. In Ocvirk, et al. (2002 : 99), Form is a line which copes certain area of value, texture, color, and visual line. In drawing, the drawer produce two dimensional art. The three dimension arts usually have solid surface or masses. The form of the drawing art usually is in the form of limited figure with a vague form and unclear edge. Shape has variations. Shape can be objective or subjective and implicit or explicit. The element is usually projected in different size, position, balance, color, value, and texture. This element of drawing has wide contraction depending on the artists. Dio's picture shows that he has high level of creativity. Dio's awareness of visuals is identified from his understanding to the drawing object. Dio understands the button of trumpet, thumb rest of trumpet, frist valve tube, finger rest of trumpet, trumpet bell, third valve tube, and key trumpet. Moreover, Dio uses organic and geometric shape to make the drawing identifiable for the observer. The finding supports Sugiarto (2014 : 3) that children has the creativity in drawing which explores subject and shapes. Figure 3 is the picture of gifted children on PSGGC with the awareness of color.



Figure 3. The Awareness of Colour by Wilang

Wilang is a 10-year-old member of PSGGC. He loves drawing in his spare time. Figure 3 shows Wilang's colourful drawing of a farm with farmer and his animals. From the figure, Wilang is able to feel and portray what he thinks. He is able to project what Gunadi (2012 :33) states about "The Ability of Visualizing Verbal Text as a Picture". Thus, the boy is able to draw with more details. Figure 3 is mostly stereotyped. In Wilang's picture, there is a simplification of line, facial expression, or colour to represent the original shape and expression of the object. Wilang is able to utilize the visual elements of coloring using pastel on a surface and the object of the picture. Wilang chose various colours, including yellow, blue, red, green, brown, black, purple, and white. These colour are composed in a block and gradation to support Wilang's idea. The findings is relevant with Sokhiyah (2014 :107) that children draw a picture based on what they want. Their ideas will lead them to a satisfying process of drawing where they can shows their imagination or ideas. By letting the children to draw as what they want, they can explore their ability more in the creation.



Figure 4. The Awareness of Spaces by Lala

Lala is a gifted child of PSGGC. She is currently 17 years old and a student of Faculty of Language and Arts in Universitas Negeri Yogyakarta. Lala has been keen to drawing since she was 2 years old. According to Lala, she feels unlimited freedom through drawing. In Figure 4, Lala draws a monochrome sketch with pencil. She uses the technique of shading to draw an object of earthenware on a chair. Lala's ability in using a pencil to draw in shading shows that she has strong comprehension of visual elements, including line, mimic, or shape. In Majid (2016 : 7), the element of art is easier to feel than of to see. People can move, transport, and turn in a room. Every people place in a room. Thus, room or space is an element which cover a shape. A room is unlimited. A room can be vacant, half-full, or fully crowded. The shape of the space is acknowledged after there is a person or thing which fills the place. Lala's drawing shows that she has the awareness of gifted children in space which considers the size of the object and adapts the size to the medium of drawing. The awareness of the space is also seen in the way Lala uses shading to give a three dimension impression of length, width, size, and brightness to the object of the figure.

Figure 5 identifies the awareness of PSGGC gifted child in terms of ability to identify object.



Figure 5. The Ability to Identify Object by Avris

Avris is one of the gifted children in PSGGC. He is 13 years old. Avris is a students of

a Junior High School in Yogyakarta. Avris has a gift of having intelligence, creativity, and strong commitment to do a task. According to Sholeh, et al. (2016 : 27), intellectual children in visual-spatial have (1) the awareness to colour, line, shapes, spaces, and building; the ability of imagining something and creating visual and spatial idea, (2) the ability of identifying object from different perspectives, and (3) the ability to measure space and size of an object. Figure 5 shows Avris monochrome drawing of a robot with high level of shading. Avris is able to give high level of details due to his intelligence and creativity. Avris is able to distinguish the part of robot starting the head, body, and feet. In details, he also gives details to the fingers, neck, ear, and nails. Second, Avris has the ability of acknowledging object in $\frac{3}{4}$ angle. Third, Avris is also able to show the characteristics of the object as a strong, powerful, and rigid being. This finding is similar to Sholeh, et al. that children with high level of intellectuality is able to recognize an object very well.

Figure 6 shows the ability of the gifted child in PSGGC in measuring space and size.



Figure 6. The Ability to Measure Size and Space by David

David is a 12-year-old child member of PSGGC. He likes drawing in school and at home. David has a gift of having intelligence, creativity, and strong commitment to do a task. According to Sholeh, et al. (2016 : 27), intellectual children in visual-spatial have (1) the awareness to colour, line, shapes, spaces, and building; the ability of imagining something and creating visual and spatial idea, (2) the ability of identifying object from different perspectives, and (3) the ability to

measure space and size of an object. Figure 6 shows that David draws a chair using a boardmarker. David's drawing shows the ability of measuring space and size along with the measurement of object with the scaling of length and width of the paper. David is able to proportionally compare one thing to another, such as chair, aquarium, vase, wheel, and study lamp. The finding shows that David has high level of accuracy in measuring space and size.

Overall, the ability of the children in PSGGC has some concerns in some focuses. The focuses are in three things, which are (1) the awareness of gifted children to visual elements (line, color, shape, and room) which allows them to freely create a picture, (2) the ability in identifying object by imitating or modificating, (3) the ability in measuring space and size which considers the position and proportion of an object. Finally, these facts can be a guide for the parents, teachers, and psychologists to see children arts as a sign of the children's visual intelligence.

CONCLUSION

Gifted children in PSGGC basically have the same interests in drawing as the other kids. They have the drawing which ideas come from their activities, observation, feelings, and thoughts. The drawing skills of the gifted children are heavily influenced by the level of cleverness, creativity, and the environment of the children. The drawing objects in this research are cartoon object, robot, vehicle, animals, even abstract thing from the intelligence to visualize creative thing from the children's surrounding. The idea supports Sugiarto (2014 : 11), that children can express and interact to their environment through drawing their surrounding, starting from the shore area, urban life, or the picture of a mountain. The research of children's visual intelligence in PSGGC has more concern on the children's visual intelligence. The findings compare the ability of the children to the other non-gifted children.

The ability of gifted children in PSGGC community in Yogyakarta can be seen from the

figure that they have made. Children in PSGGC has the tendency to acknowledge visual element, to identify object, and measure space and size better than the other kids. According to Idrus (2013:123), children will mostly get something unexpected from their interaction with their friends. Children can be seen as gifted with higher level of intellectuals comparing to their friends. Their creative ideas are different from the others. In the beginning, children of PSGGC has the sensitivity of visuals to make them able to give details in line, color, shapes, and spaces. Then, the children develop their drawing with very precise level of position, parts, and characters to the original object. Later, the children are able to measure size and space well considering their ability in measuring object, proportion of the object, and the use of graphic, mimic, and colour to give a 3 dimensional sense.

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