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A COMPARISON OF DRAWINGS BY INSTITUTIONALIZED
AND NON-INSTITUTIONALIZED CHILDREN

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ABSTRAK

Kajian ini dijalankan untuk meninjau samada kanak-kanak boleh menggambarkan pemikiran dan perasaan mereka melalui lukisan dengan membuat perbandingan antara lukisan kanak-kanak di bawah jagaan rumah kebajikan dan lukisan kanak-kanak yang tidak di bawah jagaan rumah kebajikan. Perbandingan ini dibuat dengan anggapan bahawa kanak-kanak di bawah jagaan rumah kebajikan yang tidak mempunyai kasih sayang ibubapa akan menunjukkan lebih gangguan emosi berbanding dengan kanak-kanak dari keluarga sempurna yang dipelihara oleh ibubapa dengan penuh kasih sayang.

Subjek-subjek dalam kajian ini berumur empat hingga lapan tahun dan terdiri daripada empat orang kanak-kanak di bawah jagaan rumah kebajikan dan empat orang kanak-kanak dari keluarga sempurna yang belajar di Garden International School. Kanak-kanak dari rumah kebajikan telah didera, terbiar dan ditinggalkan oleh ibubapa mereka dan sekarang tinggal di "Shelter Home".

Kajian ini memerlukan setiap subjek untuk membuat sebuah lukisan tentang keluarga dan sebuah lukisan tentang taman permainan. Semua lukisan ini telah dianalisisakan mengikut "The Emotional Scoring System for Human Figure Drawing" yang disarankan oleh Koppitz (1968). Warna dan "baselining" juga diselidiki untuk menunjukkan tahap emosi.

Kajian ini menunjukkan bahawa kanak-kanak yang di bawah jagaan rumah kebajikan mempunyai lebih petanda emosi dalam lukisan mereka berbanding dengan lukisan kanak-kanak dari keluarga sempurna. Petanda emosi ini adalah a) lukisan manusia yang mempunyai kecacatan ("distorted") b) lukisan manusia yang terlalu besar atau kecil c) gambaran keluarga yang kurang lengkap dan d) penggunaan warna yang kurang matang. Selain daripada itu, terdapat juga petanda-petanda yang kanak-kanak di bawah jagaan rumah kebajikan telah diancam maruah. Kajian ini menunjukkan bahawa kanak-kanak menggambarkan pemikiran dan emosi mereka melalui gambar.

ABSTRACT

This study was carried out to determine whether children's thoughts and feelings were reflected in their drawings by exploring the differences in the drawings of institutionalized and non-institutionalized children. It was assumed that children in institutions lacking in parental love and care would experience more emotional disturbances than non-institutionalized children from intact families who are loved and cared for by their parents.

The subjects in this study consisted of four institutionalized children who are abused, neglected and abandoned residing in the Shelter Home and four non-institutionalized children from intact families studying in Garden International School. Children between four to eight years were selected as they reveal their feelings and expressions using symbols.

The study was conducted by asking each child to draw his/her family and then to draw a scene at the playground. All the drawings were scored using The Emotional Indicator Scoring System for Human Figure Drawing designed by Koppitz (1968) which assesses the current emotional states of children. Colour and baselining were also used to gauge emotional stress.

This study found the institutionalized children had a) more distorted figures b) bigger or smaller than average figures c) absence or incomplete representation of a family and d) immature colour schemes. However, an additional interesting finding was that sexually abused children's features were also present in the human figure drawings of some institutionalized children.

The institutionalized children were abused, neglected and abandoned by their parents and so are emotionally unstable. Their emotional makeup affected the quality of the finished product. This suggests that children symbolically express essential aspects of their emotions and feelings into their artistic work.

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