

Development of Two Dimensional Artwork for ADHD Children

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ABSTRAK

This study uses a literature review system where this study aims to develop the interests and talents of *Attention Deficit Hyperactivity Disorder* children in the field of painting as an alternative to controlling personal hallucinations, increasing imagination and training the child's concentration which is poured into painting. the positive impact of introducing sketches, colors, and painting techniques has been recognized as an effective strategy in strengthening the initial foundation of managing Inattention, Hyperactivity, and Impulsivity possessed by children. owned by children and can make career development from the results of these abilities.

Keywords: *Talent development; abilities; Art therapist; art-psychotherapy; Attention Deficit Hyperactivity Disorder*

INTRODUCTION

Based on the definition of Attention Deficit Hyperactivity Disorder children can be studied intricately by experts around the world with different opinions because the behavior is difficult to understand. It has been recognized by society around the 1900s and depictions of the disorder have been seen since around the 1850s. Society began to use various medications to cure the disorder because in the 30 to 20 century Attention Deficit Hyperactivity Disorder was a disease in order for children to acquire calm behavior and attitudes. Then, in the next two decades, people argued that this disorder was caused by Minimal Brain Damage (MBD). the term was changed back to Minimal Brain Dysfunction because based on neurological research the brain injury could not be proven. Around the 1980s the nickname of this disorder was officially changed back to Attention Deficit Hyperactivity Disorder (ADHD) with two types, some accompanied by hyperactivity (ADHD) and some not accompanied by hyperactivity (ADD). In recent years, society has begun to look more at the role of the regulatory function called executive function (Paternotte, 2010: 4).

According to Baihaqi and Sugiarmin (2006) ADHD is a combination of lack of concentration, impulsivity and hyperactivity which results in the person's a person's growth becomes incompatible with the growth rate of normal age. However, Attention Deficit Hyperactivity Disorder is not a disease but a symptom or symptoms that occur due to factors of brain damage, an emotional disturbance, a hearing deficit, or mental retardation (Batshaw & Perret, 1986: 261 in Delphie, 2006). and until now no one knows the exact cause of ADHD because many cases of ADHD do not match these causes. as it is commonly known, can affect every aspect of a child's life. At school, hyperactive children find it difficult to concentrate on their work tasks. He is always easily confused or muddled in his mind, does not like to pay attention to his teacher's orders or explanations, and is always unsuccessful in carrying out school work tasks. explanation of the teacher, and always unsuccessful in carrying out school work tasks, very little spelling of letters, unable to imitate letters (Rapport & Ismond, 2009). very little spelling of letters, unable to imitate letters (Rapport & Ismond, 1984 in Betshaw & Perret, 1986 in Delphie). (Perret, 1986 in Delphie, 2006: 73). Playing well with siblings, or remembering rules. ADHD individuals are always in trouble. They find it difficult to participate in group activities or sitting quietly in class, and may be labeled as naughty children ADHD.

This is a challenge for medical personnel and special education personnel so that ADHD children can improve their bad personalities with various assessments used to detect the ADHD category owned by the child. There are three main characteristics of children suffering from ADHD, namely:

1. No attention.

The inability to focus attention on things like reading, listening to lessons, or playing games. A person with ADHD will be easily distracted by sounds, movements, smells, or thoughts, but can focus their attention well if there is something interesting to them. can focus their attention well if there is something interesting to them. Therefore ADHD children tend to lack social interaction skills because they are easily ignited by their personal hallucinations.

2. Hyperactivity. Has too much energy.

The most recognizable characteristic for hyperactive children is that the child will always move from one place to another place, besides that the person concerned is very rare to stay for less than 5 to 10 minutes to do a task/activity given by the teacher talking continuously, unable to sit still, always moving, and having trouble sleeping, (Delphie, 2006).

3. Impulsive.

Acts without thinking, such as chasing a ball that runs into the street, bumping into a flower pot when running in the room, or speaking without thinking about the consequences. (Tanner,2007)

It is no wonder that special educators use certain forms of learning media for ADHD children who have a tendency to behavior that is difficult to control and difficulty in paying attention to spontaneous things, then the learning media used to adjust things that are spontaneous, then the learning media used to adjust their learning abilities are visual media in order to attract attention, clarify the presentation of ideas. Otherwise it can illustrate or embellish facts that may be quickly forgotten. According to (Daryanto, 1993: 27) Visual media means all media used in the learning process that can be enjoyed through the five senses of the eye. The appearance of visual symbols to clarify verbal symbols allows students to more easily understand the meaning of the messages discussed in the teaching process. This is because visualization tries to describe the nature of a message in a form that resembles the actual situation or realism. (Nana Sudjana, 2002: 8). Levie & Lentz (1982) suggest four functions of learning media, namely: The attention function of visual media is the core, which is to attract and direct students' attention to concentrate on the content of the lesson related to the meaning of the visual displayed or the text of the subject matter; The affective function of visual media can be seen from the level of student enjoyment when studying (or reading) illustrated text. Images or visual symbols can arouse students' emotions and attitudes, for example information concerning social or racial issues; The cognitive function of visual media is evident from research findings which reveal that visual symbols or images facilitate the achievement of understanding and remembering information or messages contained in the image; The compensatory function of learning media is evident from the results of research that visual media that provide context for understanding the text help students who are weak in reading to organize information in the text and recall it. Therefore, visual appearances should not be distracting, projected images and writings must be readable, for this reason they must be clear and bright. Visuals should not be doubtful, meaning that objects that are still unfamiliar or unknown should be displayed as early as possible. To get an idea of its size and shape, it must be seen in comparison with other familiar objects. (Sharon E. Smaldino "Instructional Technology and Media for Learning" (2007: 51)). So visual media must be in accordance with reality and acceptable, if possible the movement of original images, graphics or slides to create a master copy. The advantage of this visual learning media is that it can help express feelings or emotions, control hallucinations, emotional therapy, and develop the imagination of ADHD children who can be poured into visual media because good visual media should develop imagination (Sudjana and Rivai (2002: 20)).

Based on this explanation, it can be ascertained that ADHD children are able to review the lessons that have been learned at school because the teacher is able to attract the attention of the student to learn using visual media. although indirectly ADHD individuals related to the ability to focus and attention can affect the ability to imagine, this can be applied to two-dimensional artwork as an outlet for their fantasies. According to Aristotle (2018) art is the ability to create something over the mind of reason. Art is an imitation of nature, but an imitation that leads to goodness. Although art is an imitation of nature as it is the result of human creation (reason), therefore art can facilitate the child's imagination in order to minimize hallucinations because the results of the fantasies

that have been poured into art both from painting, graphic art, digital art, drawing art, sketching art, and other types of two-dimensional artwork.

The statement of the American Art Therapy Association (AATA) defines art therapy as an integrative mental health practice that combines theories of human development and psychology with visual arts to help clients improve their psychological well-being, cognitive abilities, and sensory-motor functioning. During art therapy, patients can create works of art in a process that helps them relieve emotions, resolve personal conflicts due to overthinking, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem/awareness, and achieve insight. This type of alternative medicine is based on the premise that art helps express emotions - anxiety, depression, or anger - that are sometimes difficult to put into words. Art therapists can also create art that is mindful and human empathetic in response to the client's imagery and affective state (Franklin, 2010) even Art can also utilize shapes, colors, and lines to communicate paradoxical, confusing, or ambiguous imagery within the same image because creativity is not bound to the rules, structure or organization of language (Malchiodi, 2007).

Art projects usually automatically involve a series of organized steps that serve to help improve concentration, abstract thinking, enhance creativity and thus facilitate the learning process. Following the steps sequentially can help build controlled comprehension concentration and attention sequencing skills for children with ADHD. For example, the child uses focus to select projects or materials. Then, the child uses working memory to recall the completed steps by engaging selective attention and ignoring distractions such as extraneous sounds in the environment that are audible to the child's ears while working on the art project. Art projects usually automatically involve a series of organized steps that serve to help improve concentration, abstract thinking, enhance creativity and thus facilitate the learning process. Following the steps sequentially can help build controlled comprehension concentration and attention sequencing skills for children with ADHD. For example, the child uses focus to select projects or materials. Then, the child uses working memory to recall the completed steps by engaging selective attention and ignoring distractions such as extraneous sounds in the environment that are audible to the child's ears while working on the art project.

A professor of Abrahams, I. and M.J. Reiss. (2013), science at University College London convey that although ADHD seems to be associated with serious negative consequences, he and his colleagues argue that ADHD may be helpful in situations where physical activity and rapid physical activity, decision-making are highly valued, highly creative thinking that is beyond the thinking of individuals who do not have ADHD, with the rich imagination of the child being able to create innovation and improvisation that is also further compared to individuals who do not have ADHD because they have a very high curiosity and can explore things in their own way, which can encourage them to make new discoveries, so there is no need to wonder why ADHD children have a higher focus and detail in doing things if there is something that they find interesting. Therefore, ADHD individuals are able to take very big actions so strong that although ADHD can be a serious problem, it is a big problem because of the current conditions.

ADHD children can utilize their imagination as a profession by developing talents for survival income and ADHD individuals are able to explore the role of passion in the development of personal talents with high ability, it will help develop passion to increase motivation, improve well-being, find purpose in life and produce more positive affect. Baum. (2014) refer to the ultimate goal of their research to enable individuals to build happy and successful lives. Although actually a lot studies do not comprehensively review the underlying purpose of talent development and only refer to, for example, cultivating talent development (Assouline et al, 2013, Dai, 2020, Moon et al., 1994, VanTassel-Baska, 2015), training students' potential and maximizing students' potential (Cross & Cross, 2017, Dixon et al., 2020, Lavrijsen et al., 2022), growth and development (Baum et al., 2014), or achieving excellence or outstanding performance (Calderon et al., 2007; Dai, 2017; Dai & Renzulli, 2008; Gagné, 2004, 2010, 2015; Garrett & Moltzen, 2011; Hébert, 2019; Jaap & Patrick, 2015; Kiewra & Rom, 2020; LeBeau et al, 2020; Lockhart et al, 2022; Nokelainen et al, 2007; Putallaz et al., 2005; Tordjman et al., 2020; Yewchuk et al, 2001). According to (Gagné, 2004), giftedness is an exceptional mastery of systematically developed abilities, skills and knowledge in a field. at least among the top 10% of peers of the same age who are active in that field.

The normative foundation for talent development led Aristotle to reflect further on what talent really is (Aristotle, 2009). He distinguishes the types of intellectual virtues including scientific knowledge, art, practical wisdom, intuitive reason, and philosophical wisdom.

According to Aristotle, intellectual virtue finds its origin with further development mostly in the field of education. Aristotle also considered the importance of moral virtues, which he considered to be essential to be the state of character, ethics, and manners, as well as the tendency to choose the middle, golden mean. Aristotle identified a number of important virtues involving interpersonal interests with others, such as kindness, justice and generosity. This also implies that the pursuit of purely selfish goals generally does not determine the outcome of a happier life. Moral virtues are derived from habit and are thus acquired through repetition of morally appropriate actions and therefore require experience, time, rules, and indoctrination.

Moral aptitude in particular has, with some exceptions (Ambrose, 2017, 2023; Grant & Piechowski, 1999; Roeper, 1995, 1996), have thus far received less attention and less concretely understood in models of talent discovery and talent development. (Sternberg's 2017, 2020) work is an exception to this research observation, as he also focuses on wisdom, ethics, and transformational talents that essentially seek to change the world positively in order to change the world. He also focuses on wisdom, ethics, and transformational talents that essentially seek to positively change the world so that humans have a purpose in living life

The conclusion of the experts' opinions regarding interests and talents is that having an ethical and happy life implies that we nurture and develop our intellectual and moral wisdom by developing our interests and talents so that we can live in harmony with our universe.

There is a famous painter in the world whose work is known by the whole world with the subtitle "Mona Lisa painting" because it leaves a lot of history even though the identity of the character of the Mona Lisa painting is not known but managed to make this painting very attached to the memory of many people and gave rise to various theories about the reasons why this painting is so popular that this painting is displayed at the Musee de Louvre Museum. The Louvre Museum can reach up to 30,000 people a day, making it one of the most visited museums in the world, even the Mona Lisa painting was stolen in 1911. This event attracted attention in various media and made people flock to the Louvre to see the empty space where the painting once hung. Finally, the Mona Lisa painting was found in Italy and put back on display in its original place, the Louvre Museum.

This painting was created by Leonardo da Vinci. He was also a scientist, and a great inventor who is also known as the "Father of Automats" because his designs depict contemporary inventions until the Mona Lisa painting is also one of the most expensive paintings in the world which is estimated to be worth more than \$867 million and more. The Mona Lisa painting went on a painting tour to the United States in 1963 and to Japan in 1974. These trips made the painting very popular and many people made a point of visiting the Louvre Museum.

Leonardo da Vinci also turned out to be a man with ADHD and he revealed that the Mona Lisa painting was actually not completely finished after it became famous. Researchers from King's College London and the University of Pavia in Italy revealed historical evidence, including historical data from da Vinci's contemporaries, highlighting da Vinci's tendency to switch from one task to another. As well as his habit of working continuously through the night, sleep deprivation, and short naps and quick waking hours. They concluded that his problems with time management, concentration, and procrastination were linked to ADHD which hindered the completion of the painting. According to (Marco Catani, Stefano Sandrone; 2015) said that the presence of the disorder explains aspects of his temperament as well as the strange form of his dissipative genius. as well as research that also links ADHD with increased creativity (Theodosiou & Johnson 2011).

One of the Indonesian teenage painters named Athaya Putri Nirwasita is one of the 17-year-old special needs children from Malang who has *Attention Deficit Hyperactivity Disorder (ADHD)*, but this condition does not prevent her from being creative. Uniquely, the tools Athaya uses to pour her ideas on canvas are not brushes like in general but kitchen utensils around her house, such as forks, chopsticks, and other utensils. Despite using makeshift tools, the results of her paintings are artistic. The main reason why Athaya uses kitchen utensils as an alternative painting tool is because she has fine motoric inhibitions. besides that, Athaya also often pours her memories and observations as a child into her paintings such as natural scenery, the atmosphere of the zoo she visited as a child, and other memories using only about seven to 15 minutes. Not only paintings, her mother also took the initiative to pour Athaya's work into ready-to-wear products ranging from bucket hats, painted canvas shoes, hijab, scarves, tote bags, jackets, and other works. Athaya's works have been featured in various fashion exhibitions and events, including working with designers in the Malang Fashion Week 2022 event some time ago

and Athaya's works have been displayed in the UMKM displays of a number of Malang City hotels. Athaya also has a dream of having her own art gallery so that this student of SMKN 2 Malang City can further develop her creative ideas.

Based on the information about athaya can provoke questions from the audience “how to paint only by using kitchen utensils?”, in general, kitchen utensils only function to process food, the process of preserving food, cutting, cooking and completing other kitchen activities. this is proof that ADHD children have creativity, imagination, richer ideas than regular children because their abstract thinking can create new innovations that are beyond the expectations and reasoning of regular individuals.

How do you nurture and develop artistic interests and talents in ADHD children?

Based on Maisah's experience as Athaya's mother, she revealed that it took a long process to find out her child's talents and interests. Several kinds of skills have been given to Athaya, starting from music, sewing and embroidery, and other skills until August 2021, Maisah discovered her child's talent in painting. At first, she tried to use a brush, but Athaya had difficulty, so she tried to use tools around the house to help her child, which turned out to be able to produce a beautiful work.

There are some general things that parents and special education professionals can do to nurture the artistic talents and interests of children with this disorder such as:

1. Provide Opportunities to Explore

ADHD children are curious and tend to want to explore things. Give them the opportunity to try various art mediums such as trying to cross out something on paper or drawing media using pencil or ink and recognizing various colors such as basic colors (Angry, Yellow, Blue,) so that children can explore color mixing so that children feel comfortable with trying to recognize color types.

2. Using Interesting Activities

ADHD children usually have high energy and prefer to move, so give them art activities that require movement, such as recognizing how to sketch starting from points, lines, curves and other types of strokes that require hand movements.

3. Uses High Creativity

ADHD children tend to have high creativity and can find out-of-the-box solutions. Give them the opportunity to be creative and try various ideas, such as making color mixing, applying colors using various media tools in order to produce works of art, occasionally try to praise the child when the child's art has been made to encourage enthusiasm.

4. Using the Child's High Energy

ADHD children have endless energy that can be used for various art activities. Give them the opportunity to participate in art activities that require high energy, such as providing challenges to children in the field of art, because generally children who are still in childhood when coloring always come out of the sketch. This can be a challenge for ADHD children to train their focus.

5. Using Exceptional Social Skills

Although ADHD children have difficulty in establishing social interactions, ADHD children actually have good social skills and can interact with others well. Give them the opportunity to participate in art activities that require social interaction, such as making art that can be done in groups so that they can establish communication relationships with their peers so that it can help provoke children to bring out their imaginative ideas.

How to develop the interests and talents to build the future career of ADHD individuals?

International Conference on Learning Community (ICLC)

It should be noted that ADHD individuals when they reach adulthood will have more and more obvious signs of inattention, impulsiveness, and imperativeness despite undergoing various types of therapy and good approach techniques if not routinely. This research reveals real cognitive deficits especially in the center of attention, memory, executive function, and cognitive function (Fuermaier et al., 2015, Schoechlin & Angel, 2005). In addition, an ADHD adult may also experience various functional impairments in various areas of real life such as low educational achievement, narrow employment opportunities, lower employment levels due to frequent job changes to adjust the environment to themselves instead of adjusting to their environment and taking higher risk increases in their work field because they think and expect the work environment to match their expectations, economic problems, legal problems, social environment problems until finally ADHD individuals become drug offenders, psychotropic and other addictive substances (Barkley & Murphy, 2010; Kooij et al., 2019; Oie et al., 2011).

Information on what factors contribute to functional impairment in adults with ADHD is scarce and it is unclear how cognitive impairment may relate to impaired functioning in their daily activities (Barkley & Murphy, 2010; Szuromi et al., 2013). The influence of metacognition on functional impairment in adults with ADHD needs to be explored, as metacognition may influence a wide array of functional outcomes, ranging from performance in environmental and workplace settings to social functioning in various psychiatric disorders but also healthy populations (Hong et al., 2015; Krueger et al., 2011), such as self-awareness, self-monitoring and self-control (Knouse et al., 2005) that may influence adaptive behavior in various environments (Eslinger et al., 2005). Another conceptualization explains that in the distinction of knowledge about cognition and "regulation of cognition as components of metacognition (Flavell, 1979; Schraw & Dennison, 1994). Knowledge of cognition can be defined as the knowledge and awareness we have about the processes of our cognitive functioning, whereas regulation of cognition refers to the function of our conscious control over these processes (Harrison & Vallin, 2018; Schraw & Dennison, 1994).

To improve the understanding of metacognition in adult ADHD individuals it would be useful to be able to decipher how different aspects of psychopathology may influence metacognition in adult ADHD. In patients with schizophrenia, metacognition has a major impact on quality of life (Lysaker et al., 2011) as well as in patients with dementia, metacognition affects coping, functional outcomes and medication adherence (Williamson et al., 2010). For developing children, reduced metacognition results in behavioral problems in real-world activities assessed by informants (Krueger et al., 2011). While cognitive function is intact, lack of self-reflection can cause problems in social settings such as the workplace and stunt growth (Lysaker et al., 2011). For example, despite initially performing well, if an individual fails to question his or her interpretations of other people or situations or is unable to reflect on how individual strengths and weaknesses impact the work environment, performance may slowly decline (Lysaker et al., 2011). Metacognition also has unique implications for optimal day-to-day functioning (Krueger et al., 2011), highlighting the importance of investigating metacognition in clinical contexts and leading to the proposition that metacognition should be a routine part of human cognitive assessment (Krueger et al., 2011).

ADHD individuals do not mean it will always be like that but depends on the educational environment that the child has received from educators, parents, therapists to minimize behavior that can interfere with their activities. In fact, ADHD children are still able to establish social interactions and easily highlight their strengths by utilizing energy that is usually used more when doing daily activities without feeling tired. Students with ADHD can have as enjoyable for college experience as any other student, the key is to explore academic and extracurricular options (without overcommitting, especially during freshman year) and to identify their tribes of peers with similar interests. Many longtime friendships which can go many years beyond college, if not a lifetime are formed early on. However, students will build meaningful relationships throughout their college years. The accommodations available for students with ADHD also depend on their specific needs, usually they will be directed by a mental health or special education professional who conducts a psycho-educational assessment. In addition, having open and honest conversations with OSD staff members will allow students with ADHD to easily receive support from the right environment. (Piers EV & Shemmassian SK Ph.D., & Herzberg DS & Harris DB; 2018).

The truth is that colleges compared to high schools have to give greater responsibility to students to manage their course schedules, study on their own with less assignments or supervision from faculty so as to

take more initiative to build relationships with faculty need to seek help when needed. Therefore, a lot of extra consideration needs to be taken by all students embarking on their college career. Students and college students with ADHD should make every effort to ensure that they will be able to thrive at their chosen institution with the right accommodations and organizational skills.

Based on information from affordable colleges, there are several important things to make ADHD individuals comfortable in the school environment.

1. Learn life skills early on

When children are young, they are accustomed to seeing their parents doing daily activities at home such as washing clothes, managing finances, and cooking meals. In college, a student will be responsible for carrying out these obligations, so students should learn life skills before entering college.

2. Find a stress reliever

College students will generally experience stress due to the duties and responsibilities of their college activities. Finding ways to relieve this stress is important to stay focused, avoid feeling overwhelmed, maintain physical health, and get used to a healthy lifestyle.

3. Time management

Focus on time management as college life is largely self-directed. To help stay on top of personal and academic responsibilities, students must be able to manage their time effectively and keep track of current and future responsibilities, including developing a study routine that works for them.

4. Utilize resources on campus

If your university provides academic assistance for those with ADHD, make the most of it. These resources can mean the difference between success and failure starting from something as simple as weekly check-ins can help prevent failure in class.

5. Get into the habit of turning up on time and not skipping classes

It may seem trivial but professors notice students who consistently miss class. This can be detrimental to students because when exam week rolls around, professors may not be willing to accommodate special requests, such as extended class hours for those who have missed half a dozen lectures.

6. Create good relationships with professors and friends

Professors and friends will appreciate the hard work and dedication you have shown. Most are more than willing to help someone who works hard, is able to interact with the campus social environment, and makes a conscious effort to engage in class. Frequent meetings with lecturers can also lead to lasting friendships and will remember you when they meet.

7. Avoiding promiscuity

Actually, the higher the level of education, the wider the relationship, so we have to be smart in choosing the associations that will benefit us. For ADHD children, this is a big challenge because it will be easy for relapsing disorders to occur periodically so that it will have a major impact on the mental health of students who have ADHD, do not be instigated by promiscuity that has a bad impact such as narcotics and psychotropic addicts, excessive alcohol consumption. (Biederman J, Faraone SV, Spencer T, Wilens T, Norman D, Lapey KA, et al. *Is J Psychiatry*; 1993: 150; 12) revealed that college students who consume alcohol, those who have ADHD will experience more negative consequences than students who do not have ADHD.

RESEARCH METHODS

The research method used is a literature study approach and descriptive research method. With a collection of articles and studies of scientific literature and concepts about special services for ADHD children with the development of the interests and talents of ADHD children and describing the phenomena that occur realistically, real and present, because this research consists of making descriptions, pictures or paintings systematically, factually and precisely about the facts. this method and research is carried out by collecting data and information from various literatures related to the problem under study. In addition, a researcher can obtain information about research that is similar to the research link. By conducting a literature study, researchers can utilize all relevant information and thoughts. To get the information needed, researchers know the sources of that information, for example catalog cards, general and special references, manual books, instruction books, research reports, theses, dissertations, journals, encyclopedias, and other special materials.

RESULTS AND DISCUSSION

In particular, sensory and kinesthetic experiences involving touch, movement, visuals, and sound activate the cerebellum's neurons in the primitive part of the brain, such as working out how colors are created after one color is mixed with another, for example, using fine motor skills and accessing the cerebellum, which can release tension and awaken the senses.

Activities like painting can activate the midbrain and limbic system, where emotional regulation occurs. Paint is a liquid material that is more difficult to control emotions, feelings, and moods, so it can satisfy the psychic needs of ADHD when manipulated with a brush or hand. Painting builds the ability to control fine motor skills, gross motor skills and emotions.

The cerebrum is the highest-functioning part of the brain, where complex reasoning, executive functions and memory are located, with cognition and symbolism being the areas of expertise. Activities such as drawing with pencil, ink, charcoal and collage stimulate creative processes and planning centers here.

Art therapy can benefit anyone of any age, with no technical skills required and the details can be varied to develop creativity and skills. The benefit is not in the attractiveness of the end result but in the practice of the art-making process, art therapists emphasize effort rather than results (Nelson, Stacey, 2011).

Attention Hyperactive Attention Deficit individuals are individuals who need special learning by using visual media to provoke their attention, not that the child does not get attention at all from people and makes the child anti-social but the child needs to be trained attention in order to establish social interaction relationships, As has been explained that ADHD children are children who have very high implausibility which can affect the focus of their attention, two-dimensional art is an alternative therapy for ADHD children because it can attract attention to visual objects that have various shapes and colors so that they can train the child's focus and be able to minimize delusion by replacing their imagination and creativity. This is the reason why two-dimensional art can be used as an alternative therapy for ADHD children because with visual art ADHD individuals can express their feelings to control emotions so that the child can establish social interactions well.

For example, the child uses focus to select projects or materials. Then, the child uses working memory to recall the completed steps by engaging selective attention and ignoring distractions such as extraneous sounds in the environment that are audible to the child's ears while working on the art project. Art projects usually automatically involve a series of organized steps that serve to help improve concentration, abstract thinking, enhance creativity and thus facilitate the learning process. Following the steps sequentially can help build controlled comprehension concentration and attention sequencing skills for children with ADHD.

During art therapy, ADHD individuals are able to create works of art, a process that helps them cope with emotions, practice concentration, resolve conflicts, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem/awareness, and achieve insight. This alternative form of treatment is based on the premise that art helps express emotions, control focus, anxiety, depression, or anger that are sometimes difficult to put into words.

Art therapy helps some regular children who find it easier to establish social interactions with their minds through visual images and art-making - and are more comfortable with images than with words. Because

art can be a safe way to express emotionally charged things (Nelson & Kliegman, R. M., & Joseph, S. G. 2019). It is also used in children who express intense emotions when making art. Parents who find children's artwork disturbing or concerning often seek out art therapists to help decode ambiguous drawings or collages.

Art therapy can be particularly helpful for active, busy, highly impulsive ADHD individuals as it keeps their hands moving and triggers an acute mental and emotional focus that is not always seen objectively in talk therapy.

That's why ADHD individuals are very suitable for developing their interests and talents as career artists, in addition to being an alternative therapy, the price is also very cheap and applies to all people including not ADHD children even though there are some obstacles that will be difficult for ADHD children because it takes a long time to create a work of art but can minimize inattention, hyperactivity, and impulsive. They will be able to establish good social relationships like regular children in general, able to establish relationships until their psychological disorders are minimized because their emotions are controlled.

CONCLUSIONS

Children with Attention Deficit and Hyperactivity Disorder (ADHD) are one type of child with special needs who experience obstacles in focusing attention or behavior that is hyperactive, impulsive and the focus of attention cannot be controlled, resulting in difficulties in learn, behavior, and socialize.

Two-dimensional art is an alternative to help training the focus of the child's attention and can help develop the interests and talents possessed by the ADHD child, two-dimensional art has the benefit of provoking the attention of ADHD children to brought awareness of both the complexity and the possibilities of this practice and the need for focused discussion in art therapy literature and training, to share their experiences of writing or reading reflections on artwork and art-making focus and concentrate on a particular object, improve coordination and fine motor skills, build creativity, imagination and self-expression, alternative emotional release and psychological problems that affect the quality of life in order to be able to establish social interactions, all of which greatly affect psychological problems both for regular individuals or by ADHD children. In addition, music can be a valuable tool to help ADHD children reach their full potential. By providing opportunities for children to express themselves, channel their energy, and learn to manage their emotions, music can help ADHD children lead better lives.

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