

IMPLEMENTATION OF *FACE PAINTING* AS A STRATEGY TO DEVELOP SELF-CONFIDENCE IN CHILDREN WITH SPECIAL NEEDS IN SPECIAL SCHOOLS

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Abstract

Face painting activities have been widely used as an interactive art form that not only provides entertainment, but also has therapeutic potential in developing children's emotional and social skills, especially for children with special needs. This study aims to explore the implementation of face painting as a strategy to increase the self-confidence of children with special needs in Special Schools (SLB). The method used is a qualitative approach with the techniques used, namely observation and interviews. Participants in this study were teachers, students with special needs, and parents at SLB Kemala Trenggalek. The results of the study showed that face painting *activities* were able to create a pleasant learning atmosphere, strengthen social interactions, and encourage children to be more confident in expressing themselves. In addition, the involvement of children in the process of choosing the design and color of the face painting also increased their sense of autonomy and personal satisfaction. Children with special needs at SLB Kemala Trenggalek showed their self-confidence by forming face painting in a creative way. This study concludes that face painting can be implemented as an alternative strategy for developing the self-confidence of children with special needs in an inclusive school environment. The recommendation for education practitioners is to utilize creative and interactive methods that can be adapted to the needs of individual children. In addition, the recommendation for schools is as an additional learning model for children so that

children are more creative and skilled in developing their qualities, then with face painting children can be creative and express emotions and creative abilities within themselves.

Keywords: face painting , self-confidence, children with special needs

INTRODUCTION

In Article 31 paragraph (1) of the 1945 Constitution , every citizen is required to receive education without any discrimination or discrimination (UUD, 1945) . Children who have disabilities or better known as children with special needs who have disabilities, either physical or mental disabilities, not only get equality in education but must also receive special treatment (Suparno & Alfikar, 2019) . Children with Special Needs (ABK) are children who require special education services because they have different conditions from other children physically, mentally, intellectually, socially, or emotionally. These conditions can be caused by various factors such as physical limitations, developmental disorders, or special social-emotional needs (Desiningrum, 2016) .

In Special Schools (SLB), there are various types of disorders that are often found in students with special needs. Here are some types of disorders found: Autism Spectrum Disorder (ASD) Children with ASD often have difficulty in social communication, interaction, and behavior. They may have limited and repetitive interests or behavior patterns. Mental Retardation (Mental Retardation) Children with mental disabilities have delays in cognitive and intellectual development, so they need special support in learning and daily life. Deaf (Hearing Disorder) Children with hearing disorders have difficulty hearing, which affects their ability to speak and understand verbal communication. They usually need hearing aids or sign language.

Blind (Visual Impairment) Children with visual impairment have partial or total vision loss that interferes with visual learning. They require support in the form of special learning materials such as Braille or assistive technology. Attention Deficit Hyperactivity Disorder (ADHD) Students with ADHD have difficulty maintaining focus, controlling impulses, and are often very active. They require special strategies to help them learn and function in the classroom. Cerebral Palsy (CP) Cerebral palsy is a disorder

that affects body movement and coordination. Children with CP require physical adjustments and a supportive learning environment.

Specific Learning Disabilities (Dyslexia, Dyscalculia, Dysgraphia) These learning difficulties are related to the ability to read, write, or count. Children with these disorders require different teaching methods to help them understand the material. Behavioral and Emotional Disorders. Children with behavioral or emotional disorders often exhibit difficult behaviors, such as aggression, inability to control emotions, or social isolation. Psychological interventions are often needed to support them (Kristiana, 2016) . Every child in SLB has unique needs, so an individual and inclusive approach is needed to help them develop optimally. Education and treatment for children with special needs require an approach that is tailored to the characteristics and needs of each child (Stow & Selfe, 2018) .

Collaboration between families, schools, and health professionals is essential to support the development and well-being of children with special needs. Therefore, the services provided are also different because in ABK there are obstacles, mental retardation, physical, hearing and vision obstacles (Alhakiki & Desyandri, 2019) . Children with special needs often face challenges in developing self-confidence, both in the school environment and in everyday life. Self-confidence is a person's belief in their own abilities, judgments, and values. People who have high self-confidence tend to feel confident in making decisions, facing challenges, and interacting with others (Mulyani & Dewi, 2022) .

Self-confidence involves a positive understanding of personal abilities, where a person feels capable of achieving goals or overcoming difficult situations. Low self-confidence can affect their ability to actively participate in learning and social interactions. Conversely, a lack of self-confidence can lead to feelings of doubt, anxiety, or fear of failure, so that a person tends to avoid challenges or feels unable to achieve something they want. The cause of low self-confidence is because children with special needs have difficulty in making friends or interacting with peers which has an impact on their self-confidence (Mulyani & Dewi, Sutrisno, 2022) .

In addition, there is a lack of teacher attention to children with special needs. If children feel inadequately supported or cared for, they may feel inadequate and this can

make their self-confidence low. For this reason, strategies are needed that can support children in expressing themselves and increasing their self-confidence. One of the activities carried out to increase self-confidence is through art. The art approach is an effective method because art can help children express themselves, overcome limitations, and feel a sense of achievement. The existence of art activities can help children with special needs express their emotions, feelings, and thoughts through visual media such as painting, drawing, or making crafts. In this study, one of the art activities used was teaching children to apply makeup with various characters or better known as face painting.

Face painting as a creative activity has been used in various educational settings to help children express themselves visually. This activity involves the art of painting faces with various designs that can be personalized, so that children can more easily express their emotions and identities (Sari & Susanti, 2024) . The involvement of face painting for children with special needs can provide various positive benefits. Here are some of the benefits that can be obtained: first. Sensory Stimulation: Children with special needs, especially those with sensory disorders such as autism, can benefit from the sensation of touching their faces with a soft brush. This can help them become more comfortable with touch on the face, which is often a sensitive area.

Second, Developing Creativity: Through face painting, children can express themselves creatively. They can choose the design they want and see how their imagination is realized in the form of a painting on their face. Third, Increasing Social Interaction: Face painting is often done in a social setting, such as a party or special event, which can give children the opportunity to interact with their peers. This can help them develop social skills and feel more confident in communicating. Fourth, Emotional Control: The relaxed and fun process of face painting can help children with special needs learn to manage their emotions, especially anxiety or fear of touch.

When they feel comfortable with the process, they can be more relaxed and more ready to receive other sensory stimulation. Fifth Increased Self-Confidence: When children see the final result of face painting , especially if they like the design, they can feel more confident. This can help children improve their self-image and feel better about themselves. Sixth Visual Fun and Enjoyment: Many children with special needs respond

well to bright colors and interesting images (Widayati et al., 2023) . Face painting can be a fun activity that gives them a positive visual experience. By considering the sensitivity of children with special needs, face painting can be an effective tool to develop various aspects of their development in a fun and interactive way (Budiutami & Zulmiyetri, 2023) . Therefore, this study aims to examine how the implementation of face painting can play a role in developing the self-confidence of children with special needs at SLB Kemala, Trenggalek.

LITERATURE REVIEW

Definition of Face Painting is the art of painting the face using special paint that is safe for the skin. This activity is often used in entertainment, education, and therapy events. According to Purnama (2020), face painting can be a medium for creative self-expression, especially for children, because it involves a combination of visual arts and social interaction. Children with Special Needs Children with special needs (ABK) are children who have unique conditions that affect their physical, mental, or emotional development. ABK often require different educational and therapeutic approaches to support their optimal development (Kurniasih, 2019). According to Santoso (2021), ABK includes children with autism spectrum disorders, mental retardation, blindness, hearing impairment, and other disorders that affect their ability to interact with the environment.

Self-Confidence in Children with Special Needs Self-confidence is a person's belief in their abilities and self-worth. High self-confidence can help children with special needs face challenges in everyday life. According to Fitriani (2018), children with special needs often face social stigma that can lower their self-confidence. Therefore, special strategies are needed to help increase their self-confidence. Face Painting as a Self-Confidence Development Strategy Face painting can be used as one strategy to increase the self-confidence of children with special needs. This activity involves a creative process that encourages children to express themselves, receive positive attention, and feel appreciated. According to Hartono (2020), face painting can provide a positive experience that strengthens children's social interactions and self-confidence, especially when they receive praise for their work.

Implementation of Face Painting in Special Schools (SLB) Special Schools (SLB) are educational environments specifically designed for children with special needs. According to Susanto (2019), activities such as face painting can be integrated into the art therapy curriculum in SLB to support students' social-emotional development. In addition, the implementation of face painting also requires support from teachers, therapists, and parents to ensure that this activity runs effectively and according to the child's needs (Lestari, 2021). Benefits of Face Painting for Children with Special Needs, namely: Development of Self-Expression: Face painting provides space for children to express their ideas and feelings visually (Rahayu, 2020). Increased Social Interaction: Through joint activities, children can learn to communicate and cooperate with peers (Wijaya, 2021). Increased Self-Confidence: Successful experiences in face painting can strengthen children's self-confidence (Putri, 2020). Stress Reduction: Art activities such as face painting have a relaxing effect that can help reduce anxiety in children (Hidayat, 2019).

METHOD

This study uses a qualitative method with a descriptive approach. Qualitative research is a research approach that aims to understand social phenomena or human behavior through the collection and analysis of non-numerical data, such as interviews, observations, and document analysis (Putra & Harsiwi, 2024) . In qualitative research, the focus is on the meaning, experience, and perspective of the participants, so that researchers go deeper into studying the context or background of a phenomenon (Nasution, 2023) . Qualitative research with a descriptive approach is a type of qualitative research that aims to describe phenomena or events in depth based on data obtained from the field (Alistiana, 2023) . The main goal is to provide a detailed picture or description of the phenomenon, not to test hypotheses or develop new theories.

This study focuses more on "what" happens and "how" the phenomenon occurs in a particular context. Qualitative methods were chosen because they allow researchers

to explore the subjective experiences of children with special needs and understand the impact of face painting *implementation* in more depth. This study was conducted at SLB Kemala Trenggalek with 25 children as subjects. Data were collected through several techniques, the first being Observation: Researchers conducted direct observations of the implementation of face painting in class, observing children's interactions with teachers and peers during and after the face painting *session* . Secondly, interviews were conducted with teachers, therapists, and parents of students to obtain their views on the changes experienced by children after participating in the face painting *session* .

RESULTS

This study shows some positive results from the implementation of face painting as a strategy to develop self-confidence in children with special needs in SLB. Some of the main results are as follows: First, Increased Self-Expression Children who previously had difficulty expressing themselves or felt embarrassed to show their feelings openly, showed an increase in their willingness to participate and express themselves through the visual media of face painting . Second, Increased Social Interaction This activity allows children to interact more with peers and teachers. Face painting is a way for children to engage in conversation, both when choosing the design they want to draw and in giving opinions about other people's artwork.

This has a positive impact on their self-confidence in the social environment. Third, Reducing Anxiety and Stress A number of children who participated in this activity experienced a decrease in anxiety levels, especially those who tend to experience tension when facing new tasks or situations. Face painting acts as a calming tool, helping children to feel more relaxed and confident. Then the fourth is Improving Relationships with Teachers The implementation of face painting involving teachers as facilitators creates a stronger bond between children and teachers. This is important in building children's trust in teachers, which ultimately supports their emotional development. Fifth, Developing a Sense of Achievement Children feel proud of the final results of the artwork they create (Kembery & Society, 2022) .

Children with special needs in SLB Trenggalek can create creativity in face painting . They create shapes and characters according to what they want. Some form pictures of animals or other animated characters. After they draw in a natural way, they must mention what they draw. Children feel happy and enjoy the creativity of the pictures on their faces. Children become more motivated and confident because they see that they are able to create something valuable. Overall, the implementation of face painting has proven to be an effective strategy in helping children with special needs develop their self-confidence in SLB. This activity is not only fun, but also has therapeutic benefits that can support the social and emotional development of these children (Delza, 2016) .

The conclusion of the interview with the teacher is that face painting is not just an art activity in SLB, but can also be an effective strategy to develop the self-confidence of children with special needs. Although there are some challenges in its implementation, the benefits felt by students are very significant, especially in terms of the courage to express themselves and interact with their social environment. Parental support and the use of safe materials are important factors in the success of this activity. This interview shows that face painting is not only a fun activity, but also has profound psychological benefits for children with special needs, especially in increasing their self-confidence.

When associated with the findings of the current study, the use of face painting as a method to increase the self-confidence of children with special needs in Special Schools (SLB) can be placed in a broader context of art-based creative interventions. Many recent studies have emphasized the importance of visual arts-based therapy approaches, such as painting, fine arts, and other expressive activities, in supporting the social-emotional development of children with special needs (Pangestuti & Kuswati, 2021) . The findings of the current study support the effectiveness of the use of face painting in increasing the self-confidence of children with special needs, especially in terms of social-emotional development, self-identity, autonomy, and social interaction skills.

Face painting as part of art therapy offers a safe, fun, and accessible medium of expression for children who have various challenges, both in physical, mental, and

emotional aspects. This activity not only functions as an art medium, but also as a therapeutic intervention tool that can support the development of self-confidence holistically (Paramita & Hayatunnufus, 2020) .

DISCUSSION

Study This held at the Kemala Bhayangkari Special Needs School Trenggalek his activities paint use face painting. The implementation of face painting as a strategy for developing self-confidence in children with special needs at Special Schools (SLB) in Trenggalek provides a number of significant findings in improving children's emotional and social aspects. This activity is based on the principle of art therapy, where children are given space to express themselves through fun and creative media, allowing them to be actively involved without feeling pressured (Cohen-Yatziv & Regev, 2019) . The implementation of face painting as a strategy for developing self-confidence in children with special needs at Special Schools (SLB) is an innovative step in an effort to support the psychosocial development of these children.

Face painting has the potential to be a safe and fun expressive medium, allowing children to express themselves creatively and strengthen their feelings of self-esteem and self-confidence (Putri & Ismurdiyahwati, 2018) . Various studies have shown that art can help children reduce anxiety and improve mood, which ultimately supports the process of developing self-confidence. In children with special needs, such as children with autism spectrum disorders, ADHD, or developmental delays, face painting involves not only creativity but also social interactions that support self-confidence. Children who may have previously tended to be withdrawn or afraid in social situations can use this activity as a means to communicate non-verbally with others (Pangestuti & Kuswati, 2021) .

In addition, face painting *activities* teach children to be more open to new experiences, which is an important skill in developing self-confidence. The interaction between children and adults (teachers or facilitators) during face painting *sessions* also strengthens interpersonal relationships, which are important for children's emotional development and self-confidence (Ghameshlouei, 2023) . In the school context, the implementation of face painting can be integrated into a daily or weekly therapy program involving collaboration between teachers, therapists, and parents. Full support from this environment ensures that the results of the activities can be optimized, by combining a personalized approach that suits the child's individual needs.

Face Painting and Improving Self-Confidence in Children with Special Needs

Face painting provides an opportunity for children with special needs to participate in an artistic activity that is not only interesting but also supports the development of self-identity. When children are involved in the process of choosing designs, colors, and patterns for their faces, they are given the opportunity to communicate nonverbally, strengthen autonomy, and feel in control of their appearance (Retnaningtyas, Chendra Wibawa, Pd, Education, & Family, 2015) . Studies conducted on expressive methods such as visual arts have shown that children with special needs are often more responsive to visual-based approaches, which help them feel more valued and heard.

In addition, face painting can create a positive experience and focus on the creative aspects of a child, which are often not structured or assessed in the context of academic performance. This process allows children with special needs to feel a sense of accomplishment from a simple but fun activity, providing immediate positive feedback, which can increase their confidence in their abilities.

6. CONCLUSION

The conclusion of this journal can include the following important points: the first is the effectiveness Face painting has proven to be a fun and interesting method for children with special needs. This activity helps them express themselves creatively, which

in turn increases self-confidence. This face painting *activity* is carried out so that they can channel their creativity. Second, through face painting , children are encouraged to interact more with their peers and the surrounding environment, improving their social skills.

Positive Effects on Emotions: This activity creates a positive and relaxing atmosphere, helping to reduce feelings of anxiety or fear that are often experienced by children with special needs. Third, Improvement of Sensory and Motor Skills: The process of face painting involves sensory stimulation and the development of fine motor skills, which are important for the development of these children. Overall, face painting can be an effective strategy to support the development of self-confidence in children with special needs through a creative and interactive approach.

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