

Abstract

Drawing activities provide many benefits such as practicing kinesthetic, expression, imagination, recognizing differences in colors, shapes, and practicing concentration with using various drawing media. This has proven effective to stimulate the development of children with special needs not only from their fine motor skills, but also their sensory and creativity. However, based on a preliminary study by the author at several centers for child development in Bandung, there were very few teaching staff with a background in formal arts, especially art. This is an obstacle for teachers, because the material presented is monotonous, so the material taught is inconsistent and makes children's drawing abilities difficult to identify and direct. Based on this phenomenon, the author decided to design the study object in the form of a Basic Drawing Guide for Teachers of Children With Special Needs. The research methods carried out were interviews, observations, and literature studies to obtain data which was then analyzed by a comparison matrix.

Keywords : Teachers, children with special needs, learn basic drawing.