



Interpreting the Placeness of Scavenger Children through Dream Houses Images

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Abstract—Home and neighborhood are sight that are attached to the memory of every child and will provide a different experience for each of them. A child who lives in a city has a different experience of space from one who lives in a village, as well as those who live by the river and those who live on the edge of the railroad tracks. This study aims to trace the meaning of placeness for children in suburbs with weak economic conditions and still living in non-permanent homes. Placeness will be tracked through the resulting image. The method used is observation and interpretation. Observations are done by looking at the condition of the house and the surrounding environment, then giving instructions and facilities for children to draw a house according to their dreams. The drawing process is observed with minimal guidance so that children can be more free, imaginative, and creative in producing drawings. After that, the drawings were collected and asked each child to explain its meaning, the child's explanation was added with a description of the interpretation using a content analysis approach. Research showed that each child draws a dream house that is different from the house they live in, the drawing of the house is made permanent, larger and mostly multi-storey (two floors), there is a river, a swimming pool, with trees and flowers around it and a picture of the sun and clouds in the background. This phenomenon is the condition of the environment that is close to his house, rivers, various luxury two-story housing, swimming pools and the sun and clouds are common objects and are always present every day in children's lives.

Keywords: architecture; children; imagination; placeness

I. Introduction

Home is the first environment that children recognize in their development process, both mentally and physically. The social environment around the house can give a lasting impression in the child's memory and will lead him to explore wider space

Human life geographically has a unique diversity, both living in cities and villages, in cities there is also a categorization of spatial use based on the economic level of the community. Economically weak people are likely to occupy alternative spaces or cheap and simple houses in the suburbs even

outside the city. However, for some casual workers and cannot afford to buy their own house, they will take advantage of the vacant land available in the city, generally utilizing the banks of the river or vacant land owned by the developer that has not been filled.

Architecture is very close to human daily life, all experience because the basis is space and shade (Deapati, 2021). So close that architecture can connect with almost every aspect of human life from children to adults. Environmental factors that can affect a child's development consist of 1) the social environment of the school; 2) the social environment of the community; 3) family social environment (Shah, 2022). In the social environment, slum environmental conditions, a lot

of unemployment, and neglected children are considered to be able to affect children's activities. While indicators on the social environment of the family are environmental tension, parental characteristics, home demographics (location of the house), family management. All of these are considered to affect children's activities. From this explanation, it can be understood that there are various external factors that can affect a child's development, as well as his imagination ability.

For children, imagination is a natural need and not a form of laziness (Gunadi, 2017). Children's imagination can appear as a result of imitation or imitation, imitating the impressions they watch or the influence of fairy tales and stories they hear. However, imagination can also emerge pure and original from his mind, as a result of processing and utilizing the strengths and abilities of the brain he has. Furthermore, Andi Ahmad Gunadi explained that imagination is very beneficial for children, if it is able to hone, develop and manage a child's imagination, it will be very useful in increasing his creative intelligence, even making it more productive which is beneficial for his personality development. Furthermore, Gunadi (2017) said that the social environment consists of family, school, and community. For a child, the social environment can affect his psychological development, shape his personality and character. Parents, teachers, playmates at school or playmates in the area where the child lives, are the closest people around a child's life who can develop a child's imagination.

One of the activities that can stimulate children's imagination is through drawing activities. Drawing is one of the activities of drawing lines and colors into certain shapes on a two-dimensional plane, either in the form of paper or other materials. Drawing activity is a painting activity which is part of fulfilling the needs of the human mind. In the context of art education, it is essentially a process of human formation through art. Learning art in schools, facilitates children, provides opportunities for self-fulfillment through art experiences based on something close to the life and world of children (Mulyani, 2016). Meanwhile, in general, the function of art can be one of the fulfillment of soul expression through the embodiment of ideas and imagination. According to (Feldman, 1967) there are three main functions of art, namely; psychic or personal function as personal expression, social function, and physical function. Personally, art can be a place of expression for anyone, including a child, to get their inner pleasure. Through art, feelings of sadness, joy, anger, happiness, and anxiety can be realized.

The atmosphere of the life of the scavenger house and the surrounding environment is a social setting that can have various impacts on the mental development of children, this phenomenon can socially affect the level of security and comfort of the surrounding environment. However, their children still need to be supported to achieve a better future. The poor condition of the environment where they live is not an obstacle to hone their creativity and imagination. One way to express their imagination and hopes is through drawing activities (Syah, 2008). Through drawing, children can express their hopes and imaginations regarding the dream house and residence they want to achieve.

Objects and Issues

The activity was carried out in August 2021 in Bangkala Village, Manggala District, Makassar City, South Sulawesi, where there are dozens of families of

scavengers and casual workers who live with their families on the edge of the canal. Participants in the drawing activity were 25 children aged 10-12 years, and 10 images were selected for further analysis (Miles, 1992). All of the children come from scavenger family backgrounds who live in semi-permanent houses utilizing vacant land owned by developers or the government. In the neighborhood around where he lives, there are various elite housing estates such as Citraland owned by Ciputra, Modern Estate, and several other 2-storey luxury housing estates. Compared to the reality conditions of simple and improvised houses, there are several elite housing estates with complete facilities in the vicinity (red circle in Figure 1).

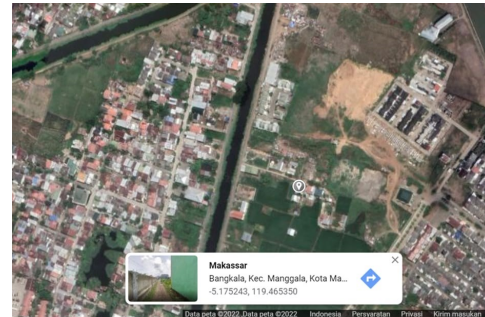


Figure 1. Location of the scavenger house where the scavenger children live
(Source: Googlemap, 2022)

All the children live in houses built on vacant land owned by others, the building materials are mostly used materials such as zinc, blocks, boards, bamboo, and other materials that can still be utilized. Of course the condition of the house where they live is not suitable as an ideal dwelling, but it keeps them active and continues their life, not far from that place also a donor has built a special dream school for scavengers. Children who are born and grow up from this location can adjust to the conditions, while seeing the surrounding environment where many luxury housing units have been built with beautiful and comfortable residential standards. Every day these children experience contradictory situations between their temporary and unfit living quarters with the various luxurious housing surrounding them which are very decent and comfortable.



Figure 2. The condition of the house and neighborhood where scavenger children live
(Photo: Irfan, 2022)

Next, we will look at pictures and read various pictures of children's dream houses at a special school for scavengers, interpretation results, as well as direct explanations of the child about the pictures.

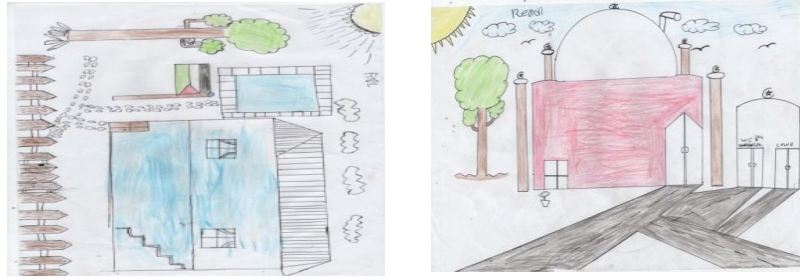


Figure 3. Rendi and Fadi's house
(Photo: Andi Karina Deapati, 2021)

Fadi's house, has a side view of a two-storey blue house with trees, a swimming pool, and the Palestinian flag, with a background of white clouds and the sun, and a wooden fence in front of it. Rendi's house has a front view of the mosque, the top is in the shape of a large dome, on the sides there are trees and a washing room, with an asphalt road leading to the door of the mosque. Based on the interview and his explanation, Fadi said, "My house is blue like the color of the sky. Downstairs for guests, above there are two rooms for mom and dad, also for me and my sister. Later there will be a swimming pool, the

same as the Palestinian flag because many children there do *not* have houses. My house is fenced so that *no* one can enter. Then Rendi said, "I don't build a house. I want to build a mosque for my parents. An ordinary mosque, standard, there is a place for ablution and toilets for men and women." The interesting thing is that even though he was instructed to draw his dream house, Rendi actually drew a mosque, and even then he would dedicate it to his parents. And for Fadi, the Palestinian flag is a sign for homeless children. Both include other parties in interpreting the dream house drawings.



Figure 4. Mita and Lisa's house
(Photo: Andi Karina Deapati, 2021)

The picture of Lisa's house (Picture 4, right) front view is a two-storey house, the interior of the first floor has 2 chairs and one table, there is also a staircase leading to the second floor, while on the 2nd floor there is only a bed and a window, while the exterior of the house has a tree background. and the sun, then at the front you can see a car garage and a small swimming pool. Mita's picture (Picture 4, left) is in the form of a two-story house that looks more like a house on stilts equipped with stairs, the second floor is brightly colored, while the lower floor is a mix of bright (green) and dark (black) colors, then on the second floor, places are also drawn. sleeping, and against the sun and clouds.

Based on her explanation, Lisa said, "My house is two stories high. Downstairs for sitting together and for eating, upstairs for everyone to sleep. It's a chimney like the one I usually see in story books. Next to the house there will be a car park, then there is a small pool for the children in front. On the road ahead it is still a river (canal)". While Mita's explanation, "My house is a stilt house. Below is for raising chickens and a place for cats to play. On the first floor later to receive guests and eat together. Upstairs there is a large room to play, study, or do whatever, whether there is a bedroom." Both focus on the media to realize their current hobby.



Figure 5. Rezky Aditya and Syaiful Alam's house
(Photo: Andi Karina Deapati, 2021)

Syaiful Alam's house on (figure 5 right), the front view is in the form of a 2-storey house, the interior is depicted with two stairs, on the 2nd floor there is another staircase for access to the upper rooms, with clouds and sun in the background, there are trees on the side of the house, as well as asphalt roads and river by the roadside. Rizky Aditya's house (picture 5 left), the front looks like a 2-storey house with a cloud and sun background, on the sides of the house there are trees and a swimming pool, and there is a path and a flower garden in the yard. The colors used are green, blue, red, yellow for the sun and black for the road. The following is Syaiful Alam's direct explanation through an interview, "I live in front of the river (canal). This is my two-story house, but the one on the second floor is divided into two because the one on the bottom is for my parents, the one on the top is for me. So this is when we enter the house, on the door there is an inscription of Allah with the same symbol as in a mosque,

but I only drew the star. Left and right there are windows, and there is a bathroom. I'll use a standing *shower* in the bathroom so I don't get tired of drawing water again, then use the toilet to sit. My house will have many trees and a playground. Meanwhile Rezki Aditya explained, "My house is simple, the important thing is full of love (there is a love symbol on the door). There are three rooms for parents, brother, and me. Anyway, there is a swimming pool. Because even though we live in front of the river, we can't swim there." According to Rezki Aditya's narrative, the desire to own a house with a swimming pool came because of the desire to swim, but it seems that his parents have forbidden him to swim in the river (canal) in his yard at this time. This may be because the river water is not clean anymore and for health considerations, it is different from the river in the village which is still clean and can swim freely.



Figure 6. Syaiful dan Abdullah's house
(Photo: Andi Karina Deapati, 2021)

Abdullah's house (Picture 6, left) is in the form of a three-story building, on the ground floor there are two chairs and a table, the second floor has a wardrobe and a swimming pool, the third floor has chairs, a table and a bed, on the right and left sides of the house there are trees, while in the background there is the sun and stars, and in the yard there is an asphalt road. Syaiful's house (picture 6, right) is placed in the corner of the image area, which is smaller than the picture of the surrounding landscape consisting of mountains, clouds, rivers, and rice fields as well as several trees. The house is described as two floors equipped with stairs to get to the second floor. Based on Abdullah's explanation, "My house will be big, three

floors like big houses there (pointing to the location of Citraland housing). Below for the same guest if you want to eat. Then if you have eaten you can swim, and if you are tired of swimming, just go up to rest. In my room there is a television and bathroom. Meanwhile, Syaiful said, "Father said that the house in the village is near the mountain and the river. The house is small, for mom and dad, me, and my sister. My sister is still a baby now, but she will grow up." Both of them describe a house that is far from their current home appearance, even Syaiful draws only based on his father's testimony (he had never seen in person).



Figure 7. Mila and Serli's house
(Photo: Andi Karina Deapati, 2021)

Serli's house (Picture 7. Left) side view is in the form of a 1-story house but made a bit high with a window on the upper wall, and the roof of the house is colored a bit dark while the walls are given a bright color, the interior looks like there are two chairs and a table with flowers on it, while the

background of the clouds and the sun, then on the front page there is a red and white flag as well as flowers. Mila's house (Figure 5, right) side view is similar to Serli's house, in the form of a one-story house but made a bit high with a window on the upper wall, the roof of the house is colored a bit

dark as well as the walls, the interior looks like two chairs and a table with flowers on it, with the background of clouds and sun, then the right side of the house has a swing, and the left side is trees and flowers. Mila's house is similar to Serli's house, apparently because the two of them are neighbors and in the future they want to stay next door to the same house. Based on Serli's explanation, "This is my house with only one floor, but it is spacious. We go up the stairs a little if we want to enter so that we don't enter the water if it's flooded. Inside the house there is a bathroom, a dining table and chairs, and a bed. I also want to take care of the flowers so that the house is beautiful." Meanwhile, Mila explained, "My house is like Serli's because I live next to her. But the difference is, I have a swing. My house is a four star.

Discussion

The explanation of the ten pictures of scavengers children's dream house from a geographical aspects can be seen that the environmental conditions around the children's homes such as canals (rivers), various luxury housing estates with smooth roads around them, shop houses, and swimming pools in housing complexes can be a source of inspiration. The main inspiration for children in building imagination to produce dream homes. The ten pictures also explained the children's tendencies towards their future home, it was then reinforced by their stories and explanations about the pictures.

Objects that are present in various children's drawings can also be obtained from various sources, such as textbooks, used ones, or can be seen by children through media such as Youtube, television, and *cellphones*, however, the access of scavengers to these media is very limited. Very few children have *cell phones*. In addition, the phenomena that are watched through the media can give a different impression from the real phenomena that are experienced every day in the surrounding environment. The intensity of children who see and get used to passing through luxury two-story housing, with swimming pool facilities and other facilities, as well as black water canals in front of the house, makes children more familiar with the surrounding environment. This can make it easier for children to express their imagination into pictures.

The condition of the house in which they live is not revealed much in the drawings, but the surrounding environment is widely explored as a source of ideas. It also shows the tendency of children to have a bigger and better place to live in the future. Some of the important points of the ten images are; all the houses are big and have two floors, there are even three floors like Abdullah's house (picture 6), there are trees and flowers, the sun and clouds as a backdrop, there are stairs, and some pictures show clear watery rivers (Pictures 3, 6 and 7) and There is an asphalt road in front of their house. The interesting questions are why there

is always the sun and clouds in the background, why it always shows stairs, why most make two-story houses, why there is a swimming pool, why there are always trees and flowers, and why there must be asphalt roads. To answer this question, of course, a more specific study is needed, but in a simple way we can answer that the sun and clouds are the background of the image because the sun is a universal light source and part of the macro space of children's lives which is always witnessed every day from morning, afternoon, to evening. Another interesting phenomenon is the difference in the images of boys and girls. In pictures of girls, there tend to be no roads or fences and focus more on the interior, while in pictures of boys this stands out.

In general, they can accept the current condition of their house, but the house is not their dream house as shown in the picture. Most want a bigger house, two floors, have a yard with trees and flowers, a swimming pool, a playground, a fence, paved roads, a garage for cars and cars, and bright colors. Through pictures, these scavengers have been able to realize *placeness* through memory and imagination in a simple way, what has not been experienced at home with their families, but in the surrounding environment becomes a source of ideas in assembling a dream house. Hopefully through the power of children's imagination This child can achieve his dream to build his dream house in the future.

Although the theoretical construction of this paper is still weak, due to the lack of similar studies as an initial reference, this paper can be an alternative to reading children's imaginations through pictures and their relation to the environment in which they live. Various studies are still needed about the world of children and the meaning in the pictures as material to further enrich our knowledge about children and pictures.

IV. Conclusion

The social environment of the child is not only the house where he lives, but also the environment around his house, both macro and micro. Macro is natural conditions such as clouds, sun, trees, and others. Meanwhile, on a micro basis, it is the house where they live, their surroundings, family, neighbors, friends, as well as the objects that accompany them and are an atmosphere that is always present in children's daily lives and becomes an inspiration to string imagination into a dream house image. Most of the scavenger children draw a dream house with a two-story structure, there are always trees, clouds and sun around the house, some draw rivers, swimming pools, cars, roads, fences, *love shapes* on the door of the house, there are even children who prefer to build mosque as his dream house. Boys pay more attention to the completeness of home facilities than girls, and only two girls want a one-story dream house. These various phenomena are inseparable from the various experiences of the child's room, both in the family environment at

home, and in the surrounding community. Every place that is experienced every day can form a *placeness* that is attached to the child's memory, it becomes a source of ideas in assembling imagination in the form of pictures.

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