

The Role of Surakarta Children Development Foundation (YPAC) in Developing Independence of Children with Special Needs

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Abstract

Humans also have a variety of natural needs, as well as children with special needs. Fulfillment of education and training for ABK is needed so that they are able to meet their needs. This article uses the type of qualitative research that aims to uncover the lack of institutions in developing the independence of Children with Special Needs (ABK) as well as presenting in detail the role of institutions in developing the independence of Children with Special Needs (ABK) in Surakarta. YPAC helps ABK who experience physical neglect and can also provide services to ABK who experience other disorders. In fulfilling the rights of Children with Special Needs (ABK) done through various services. This service is tailored to the needs of ABK to achieve its independence. . Rehabilitation is one of the methods applied by YPAC in handling ABK. Although in the implementation of fulfillment for children with special needs find obstacles, it is indeed unavoidable. Every effort must find its point of difficulty. But how to keep these efforts going is to find a way out of existing problems.

Keywords: role; ABK; YPAC; independence.

Introduction

Every individual has abilities that can become potential in the future. Children as the young generation who will become the nation's successor.

Need to get the same opportunity to develop the abilities they have. Children must also get protection from the state because children are included in a group that is vulnerable to criminal acts. As Handayani argues, T

(2018: 826) Children are a weak and vulnerable group so they need protection so that their rights can be fulfilled. The Constitution of the Republic of Indonesia Article 28 B paragraph 2 "*every child has the right to live, grow and develop and has the right to protection from violence and discrimination*". Regardless of whether they are children with special needs (ABK) or other ordinary children, all are the same regardless of their shortcomings. It is appropriate for ABK as part of citizens to receive special treatment as an effort to provide protection, promotion, respect and fulfillment of human rights (Musoliyah, A. 2019: 3). Children with special needs also need support from parents or family, neighbors, friends, and social groups as well as other needed support such as emotional support, materials needed tools and information (Saputri, A. E., Raharjo, S. T., & Apsari, N. C. (2019).

Humans also have various kinds of needs naturally, as well as children with special needs. Fulfillment of education and training for ABK is needed so that they are able to meet their needs. That way, it is hoped that ABK will be able to let go of their dependence on other people so that they can take care of themselves (Abdullah, N. 2013: 1). Fulfillment of education and training is obtained from local people such as family, community and state. For this reason, all groups must be willing to work together to meet the needs of the crew members. As the nation's next generation, it needs to be realized that ABK is also a human resource that

becomes an investment for a nation (Awwad, M. 2015: 47). So it is necessary to provide good education and training in accordance with their needs.

The fulfillment of education and training for ABK requires special handling that must be known by the family, community and also the government. Family and community circles often underestimate ABK. The difference is considered a troublesome and troublesome thing. ABK often receive bad treatment. Discrimination and crimes are often treated by ABK. Discriminatory attitudes and wrong understanding of children with special needs, both in verbal and non-verbal forms still occur in the family and community (Perempuan, K. P. 2013). If left with ABK, they will feel that they are not considered and are useless. So that they are better off isolating themselves from the community.

The government urges all levels of society to be alert, responsive, and concerned about this problem. at the Coordination Meeting held in the meeting room of the Alila Hotel, Solo, Central Java. With the theme "Coordination Meeting from Solo for Indonesia Towards an Inclusive Society through Transitional Inclusion Education" which was covered by liputan6.com, Marwan as one of the speakers said that children with disabilities in Indonesia according to 2016 data were 12.5%. 10.8% of the total can still be educated but 1.7% of these children cannot be trained or educated. From these data it can be said that ABK has the ability to be

educated and trained. for that we need a forum from the community to be able to educate and train children with special needs. One of them can be through institutions in the community that can help provide education and training to children with special needs. Based on this, this article aims to discuss the Role of the Surakarta Development Foundation for Children with Disabilities (YPAC) in Developing the Independence of Children with Special Needs.

Method

This article uses a type of qualitative research that aims to reveal the shortcomings of institutions in developing the independence of Children with Special Needs (ABK) and present in detail the role of institutions in developing the independence of Children with Special Needs (ABK) in Surakarta. The research was conducted at the Development Foundation for Children with Disabilities (YPAC) Surakarta. This institution was chosen because according to research and observations, it has become an institution that provides special services in developing the independence of ABK. Sources of data were obtained from informants, namely the management of YPAC Surakarta and ABK YPAC Surakarta as well as supporting data such as the official website page of the Surakarta Development Foundation for Children with Disabilities (YPAC) scientific journals on ABK, books on ABK, and regulations on ABK. Data collection

techniques used literature study based on data sources from the official website of the Surakarta Development Foundation for Children with Disabilities (YPAC), scientific journals about children with special needs, books about ABK, and regulations on ABK.

This study uses data analysis developed by Miles and Huberman (2018), in the form of data reduction, data presentation, and conclusion drawing. At the data reduction stage, the data will be filtered again to select which data is important to support this research. After the data reduction is complete, the data presentation stage will be carried out, namely to display which data is important in this study. The final stage of drawing conclusions is to find out that YPAC Surakarta can develop the independence of children with special needs.

Result and Discussion

Result

The Foundation for Development of Children with Disabilities (YPAC) Surakarta is a foundation that handles cases of Children with Special Needs (ABK), located on Jl. Slamet Riyadi 364 Surakarta 57141. YPAC Established based on the issuance of Notary Deed No. 8 dated 16 August 2002. Notarial Deed No.10 dated 20 June 2003. Notary Deed No. 7 dated 25 August 2005 and Notary Deed No. 11 dated June 26, 2008. YPAC helps crew members who experience physical neglect and can also provide services

to crew members with other disorders. YPAC has a vision of preventing disabilities early and fostering children with disabilities to become the next generation of quality and mission through integrated habilitability and rehabilitation services, developing the potential of children with disabilities towards independence and fighting for equal disability rights in order to achieve perfect prosperity. In fulfilling the rights of children with special needs (ABK), it is carried out through various services. This service is tailored to the needs of the crew members to achieve independence. The services provided are in the form of educational rehabilitation services, medical rehabilitation, social rehabilitation, and pravoksional rehabilitation. One of the services provided to children with special needs is education, SLB-D, SLB-D1 and inclusive education from kindergarten to high school levels with a curriculum adapted to the Directorate of PSLB, Ministry of National Education. YPAC Surakarta provides services to crew members aged 0-18 years who do not only live in Surakarta but also from outside the city of Surakarta. So that the service system is carried out by means of orphanages and non-nursing. The number of assisted children at YPAC Surakarta is 30-40 people per month.

Discussion

ABK as part of society is often considered different from normal children. They are considered as those who cannot do anything, so they need to be pitied and helped. This view is

incorrect and must be corrected. Because every child has shortcomings but also has advantages (Husna, F., Yunus, NR, & Gunawan, A., 2019: 123) As humans, children with special needs have the right to develop and grow in the family, community and nation (Desiningrum, DR 2017). ABK is able to develop themselves towards independence. ABK is protected by the state in Law Number 8 of 2016 Article 5 paragraph 3 concerning the Rights of Children with Disabilities, among others:

1. Educational Rehabilitation Services

Education is an effective medium and an important vehicle for socializing values, teaching norms, and instilling a work ethic among community members. Education can also foster national personality, strengthen national identity and strengthen national identity (Baharun, H., & Awwaliyah, R. 2018: 58). Because the assets of a nation, namely human resources, must have good quality for the progress of the nation (Rofiah, N. H. 2015: 254). Every individual, whether normal or individual with special needs, is entitled to the same rights in education (Yatmiko, et al. 2015: 78). Even though they have specialties, they must still get a proper education. So as to create a quality generation. The provision of educational services is provided from SD, SMP, to SMA. Differentiated by type of disorder. This distinction is given to make it easier to provide services to ABK. ABK with physical disabilities the

education given is SLB-D from kindergarten, elementary, junior high to high school. For people with physical disabilities accompanied by mental disorders, SDB-D1 education is given, starting from the preparation / observation class (P), basic levels D1-D8, SMPLB, and SMA. Then there is inclusive education where the curriculum is determined by the PSLB depdiknas. Not only formal education is given. Extracurricular additions were also provided such as scouting, art, literature, music, skills, sports, and computers. Educational services are provided to the maximum extent possible to children with special needs to optimize their abilities towards independence. They are also talented in terms of achievement by participating in several competitions such as the national wheelchair competition, the provincial level poetry competition, and several other achievements that have been participated in.

2. Medical Rehabilitation Services

Medical rehabilitation service is a service that operates in the health sector. ABK have the same right to get health services (Wahyuni, E. S. N. A. S., 2019) al that is in Law No. 8 of 2016 the eighth part of article 12 concerning health rights for persons with disabilities. This service is provided to ABK who need medical treatment such as physiotherapy, occupational therapy, speech therapy, hydro therapy, examination and

consultation services, psychology, making assistive devices, surgery if necessary, and pranic healing. This service is provided according to the abnormalities experienced by the ABK

3. Social Rehabilitation Services

Some of the social rehabilitation services include First, services with the orphanage system, either through assistance or not needing assistance. This makes it easier for ABK who live outside the city of Surakarta. Second, non-nursing services or services provided as in general. You do not have to live in YPAC Surakarta. Third, guest house services for children who are not yet independent so there must be a companion. Fourth, RDK (Rehabilitation in the Family), the role of the family as a support system in the rehabilitation of children with special needs.

4. Pravoksional Rehabilitation Services

This service provides provisions for the assisted children in the form of skill training: knitting / knitting beads and others, with the aim that the assisted children have sufficient skills so that they can be empowered and have economic value to fulfill their daily activities and be able support his survival.

The purpose of the services provided will have a positive impact on the ABK. In various aspects such as in the field of emotion, children can channel emotions in positive things, in the social field children are able to socialize with the community, and in

the academic field children are able to follow lessons well (Irvan, M., & Dewi, D. P. 2018: 12). But the provision of services provided does not necessarily take place well. Even though there have been efforts to provide the best service to the crew members, there are still obstacles and obstacles encountered. Constraints and obstacles did not only occur at YPAC but also outside YPAC. Because this can affect children with special needs who want to develop their potential towards independence, including:

1. Lack of awareness of parents or families who should provide primary services to children with special needs. It is not easy for parents or families to accept the fact that their child has special needs. They will feel confused and feel accused because they have a wrong understanding of ABK (Samarinda, K. T. 2013: 135). So they choose not to open up with people around them. In addition, there is also a lack of information about how to assist and handle ABK so that parents or families often do not provide good service to ABK.
2. People who still consider ABK as a troublesome child and can't do anything are also obstacles and obstacles. The contribution and role of ABK is still misused by the community (Bai, M. A. L., & Suprojo, A. 2019). The public perception that makes children with special needs doesn't want to show their self-confidence and abilities because they don't like seeing other people see them

differently. Apart from that, discrimination and crimes still occur. Lack of education to the community and lack of public awareness are one of the factors in the occurrence of obstacles and barriers for children with special needs to not develop their potential.

3. The rules that have been made by the government to protect the rights of crew members are not implemented consciously and responsibly. Lack of knowledge about the rules of the rights of the crew members and the lack of strictness in the government in handling cases of ABK causes violations of the rights of the crew members. People who do not want to know and act outside the law do not get punishment. The government, as the holder of the people's trust which should uphold justice, is also indifferent. If left unchecked, problems like this will continue to occur and the rights of the crew members will be increasingly unfulfilled.
4. Facilities that are still lacking become obstacles and barriers to service to ABK. Even though they already have a good program, the lack of special facilities for ABK will certainly be an obstacle and a hindrance. ABK are also members of the community whose rights must be fulfilled. So they should also be given facilities that are tailored for their specifics.
5. Other constraints and obstacles that should support the fulfillment of the rights of the crew members so

that they are able to develop their independence such as human resources (assistant), costs, and so on.

The cause of the problem is the lack of cooperation from various parties. It is hoped that these constraints and obstacles can be given intervention in accordance with their characteristics (Tarnoto, N. 2016), so that the rights of the ABK can be fulfilled. Besides that, their goal to be able to develop their independence can also be achieved. Support from parents and the surrounding environment is needed so that children with special needs can develop properly according to their abilities (Nani, D., Ekowati, W., & Permana, R. H. 2013)

Conclusions

Based on Law No. 8 of 2016 article 5 paragraph 3 concerning the Rights of Children with Disabilities, every citizen without exception must be willing to respect the rights of children with disabilities. Families, communities and the state must participate in protecting and protecting the rights of children with disabilities. Because they are a vulnerable group who often get bad treatment. In this case YPAC has tried to fulfill the rights of children with special needs through education and training. Education and training is carried out through various services provided such as educational services, medical services, social services and pravoxional services. This service is provided so that children with special needs can develop independence so

that they can carry out their daily activities without help from others. Although not completely doing his own activities. However, it is hoped that the fulfillment of the rights of children with special needs will be carried out well so that no acts of discrimination or crimes are committed against children with special needs. Even though the implementation of fulfillment for children with special needs encountered obstacles, it could not be avoided. Every effort is bound to find a point of difficulty. However, how to keep these efforts running, namely by finding a way out of the existing problems. Likewise with YPAC, which in fulfilling the ABK must encounter obstacles and difficulties. However, this must be resolved so that the rights of the crew members can continue to be fulfilled.

The Suggestions are for parents and the surrounding environment to pay more attention and provide the best possible service to children with special needs and provide protection to children with special needs so that their rights can be fulfilled. For YPAC, services for ABK should be improved and improved which ones are not suitable or which are still lacking. There needs to be coordination with experts to further improve ABK services. Coordination with parents and the surrounding community also needs to be improved to open the views of the surrounding environment about ABK For other researchers, they hope to be able to carry out research

more optimally and find more accurate sources of information.

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