

Sekolah Etnografi Disabilitas as an Innovative Model of Community Service

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Keywords: sekolah etnografi disabilitas, community service model.

Abstract: The development of innovation in disability studies is still not much. LPPM IAINU Kebumen realizes its collaboration with Rumah Inklusif Kebumen through the activities of the Sekolah Etnografi Disabilitas (SED). The SED aims to build an innovative model for IAINU Kebumen students in approaching disability issues. This school uses an androgogic education model with the following steps: (a) students, field supervisors, together with resource persons learn to become part of the disability through talking activities with people with disabilities (b) through research groups, students reveal the results of their conversations with disabilities, and at the same time find things that will become follow-up plans, (c) students in groups prepare research proposals for service with the guidance of their supervisors, and carry out research, (d) students compile reports on research results in the form of collaborative articles. The results of this SED are very useful for building student empathy as well as producing scientific works, namely: (a) there are several collaborative articles by students and lecturers that have been published successfully in journals and proceedings, (b) a student volunteer organization was formed named Balabi (Barisan Relawan Bahasa Isyarat). This SED can be a model of community service innovation to foster student enthusiasm and culture to research disability.

1 INTRODUCTION

The study of disability is still interesting to study to date. Moreover, it is one of the strategic indicators in the Sustainable Developments Goals (SDGs) of 17 achievement indicators (Bappenas, 2020; Čavkoska & Biljana, 2018). The SDGs are a form of global commitment to paying attention to the rights of persons with disabilities as an important component of sustainable development. One form of effort made by the government is to create inclusive education and society. Including the Indonesian Ministry of Religion in the 2018-2028 Agenda Riset Keagamaan Nasional (ARKAN) also makes inclusive education and society one of the major themes of national research (Kemenag, n.d.).

To realize the Ministry of Religion's ARKAN, LPPM IAINU Kebumen carries out community service that focuses on disability. Community service for disabilities is very important to always be held. Moreover, there are still not many service-based research that focuses on people with disabilities (Chawa et al., 2021; Manikas et al., 2018). The campus with its tri dharma must of course be able to

collaborate aspects of teaching, research, and community service in a unified whole so that the development of science related to disability will continue to move forward. Actually, all of this has become an effort for a number of campuses in Indonesia, such as UIN Sunan Kalijaga and others. LPPM UIN Sunan Kalijaga even has a Roadmap for the Pusat Layanan Difabel (PLD) 2021-2025. However, the efforts made still require continuous innovation, for reasons such as differences in the location of service, differences in resources, and others.

At the end of 2021 LPPM IAINU Kebumen entered into a cooperation agreement with Rumah Inklusif Kebumen related to disability issues. This agreement is contained in the Cooperation Agreement Number: In.11/X.10/IAINU/LPPM/XI/036/2021 and Number: 332/R.Inklusif/XI/2021, concerning Education, Research, and Community Service Programs for IAINU Kebumen Students and Lecturers, dated November 7, 2021. The cooperation agreement strengthens the institution in conducting service-based research by ARKAN and the Road Map Pengabdian Kepada Masyarakat (PkM). However,

based on the results of observations through interviews with several students, it shows that the majority of students still do not do much research so the research culture at the university is still small. The campus has the vision to develop an inclusive campus and one way to make it happen is to include courses on inclusive education. However, the results of interviews with students stated that students still do not understand well how to communicate with children with special needs so students tend to have a less empathetic attitude when meeting children with special needs.

Several studies have discussed that there are still many people who have a negative stigma toward people with disabilities. People with disabilities often experience negative attitudes and discriminatory actions in society (Beard et al., 2009; Castillo & Larson, 2020; Chamdani et al., 2022). Sharma et al., (2021) stated that the community does not yet have great empathy for persons with disabilities. Sometimes families with disabilities even deny that their family members are people with disabilities for reasons of fear of losing their social status and reputation in the community (Janardhana et al., 2015). Daroini & Rosyidah (2018) also mentioned that people with disabilities in Indonesia are still not fully accepted by the wider community, such as there are still companies that refuse to work with disabilities and the government has not fully provided broad access to skills for them.

To build student empathy, LPPM IAINU Kebumen held a Sekolah Etnografi Disabilitas (SED), at the Rumah Inklusif Kebumen, from January 18 to 20, 2022. This school activity is very innovative for a number of reasons, namely, (1) using the androgogic education model, (b) collaborative between IAINU Kebumen students and their supervisors, (c) students and their supervisors, together with some keypersons learning to be a part of disability through talking to people with disabilities, (d) through their respective groups, students reveal the results of their conversations with disabilities, and at the same time find things that will become the group's follow-up plan, (e) according to the group, students prepare a service research proposal with the guidance of their supervisor, (f) carries out collaborative service research, and (g) compiles research reports in a lecturer-student collaborative articles.

Several service-based research studies have been carried out such as the service research conducted by Manikas et al., (2018) focusing on intellectual disabilities where the results of the study show that the participation of students with and without intellectual disabilities who work together in planning

a community service project, implementing, and reflecting on the results of their experience is one form of developing inclusive services in the future, especially inclusive services in universities. The research of (Chawa et al., 2021) shows that the lack of knowledge skills of the community in Cempluk Village in communicating and interacting with people with disabilities so that there is a lack of awareness in the community in building an inclusive society. In this service, a community-based approach is shown in order to plan and organize festival activities for children with disabilities.

The study of making people aware of the importance of an inclusive society becomes a study in developing innovation. WHO states that strategies to increase social inclusion and participation can be achieved by using a social perspective or model that can overcome barriers for persons with disabilities to participate in everyday life. The innovation carried out in this service activity is to organize an ethnographic school for students.

The objectives of the SED are: (a) to build students empathy for disability issues around them, (b) to conduct service research on disability and produce scientific articles on disability. The target is 100 students from all study programs at IAINU Kebumen, with a minimum of 5 collaborative lecturer-student articles for journals and/or proceedings.

2 METHOD

This research uses an action research method, which is one type of applied research that aims to facilitate social change or socio-political goals (Djamba & Neuman, 2002). Action research is practical research based on research, with the chosen action being proven through research. The action research method is carried out to provide understanding, and assistance to students in the follow-up of ethnographic research to the publication of scientific articles. The stages of action research into the following processes: 1) Diagnosis, the identification of the main problem in the research subject to be resolved. Diagnosis is made by talking to people with disabilities; 2) Action Planning, the formulating organizational actions to overcome problems, with the target of achieving the changes to be achieved. Through groups expressing the results of conversations with disabilities and finding follow-up plans; 3) Action Taking, which is to actively

implement action plans with change action interventions carried out through service research; 4) Evaluating, is evaluating the change targets achieved; 5) Specifying Learning, the documenting lessons learned from the success and failure of action interventions by preparing research reports (Creswell, 2014).

Participants in this activity were IAINU Kebumen students who were conducted at the Rumah Inklusif Kebumen. This activity was held from January-April 2022 and consisted of delivering ethnographic material and writing scientific research papers, assisting in making follow-up plans and ethnographic research, assisting in making reports and scientific articles, as well as assisting in the publication of scientific articles. Data collection techniques were carried out in several ways: 1) interviews, in which students interviewed persons with disabilities to obtain information based on the follow-up plan that was prepared; 2) observations made by looking directly at the condition of the disability, and 3) documentation is done by collecting photos of activities during the research process. Furthermore, the data analysis technique was carried out using three stages: 1) data reduction was carried out by sharpening and eliminating data from interviews, observations, and documentation for verification; 2) data presentation is carried out by analyzing data that has been reduced in the form of a systematic narrative; 3) data verification is carried out by concluding on the implementation of the research results.

3 RESULT AND DISCUSSION

SED is an activity carried out by the LPPM IAINU Kebumen in collaboration with the Rumah Inklusif Kebumen. This school is held on January 18-20 2020. The activities of the SED begin by providing students with an understanding of the concept of ethnographic research and how to write scientific papers on ethnographic research. After being given an understanding of ethnographic research, students are directed to form groups and provide assistance in carrying out research accompanied by one lecturer for each group. Some of the ethnographic research themes offered are education in special needs family, joglo house as a public space, pawon as a public space, financial management of special needs family, special needs family business management, and special needs family business strategies.



Figure 1. Activity Presentation of material about ethnographic research

Before students go into research, students in groups practice conducting in-depth interviews with children with special needs/families with children with disabilities to build student empathy so that they are encouraged to examine research on children with special needs in more depth. This activity begins with discussions and casual conversations between students and children/families with special needs until comfortable communication is formed. This activity also trains students to know how to interact with children with special needs. During the activity, students seemed enthusiastic to know more about ethnographic research and to know more about disability.

This study is relevant to the research results of (Lim et al., 2018) that the project carried out by students together with the research team to conduct interviews with families with disabilities proved effective in increasing students' attitudes and empathy as well as students' confidence in interacting with people with disabilities. This activity also provides authentic experiences for students to observe, listen to, and learn from people with disabilities. This project will change students' perception of people with disabilities and that people with disabilities are individuals who must be approached and provided assistance. This perception will build confidence in people with disabilities in their acceptance in society. In addition, it can affect the equality of inclusion in the community (Green et al., 2005).



Figure 2. Students communicate with children/families with special needs

The next activity students are directed to provide assistance to their respective supervisors to compile research. The mentoring process begins by directing students to make a follow-up plan which includes making a title, writing down the background and objectives of the research and designing a research implementation schedule. This follow-up plan is designed to train students to do research. In mentoring, students are also directed to determine data collection techniques and make data collection instruments. After completing the mentoring, students conduct a presentation session to explain the follow-up plan that has been made.



Figure 3. Students develop a follow-up plan with the lecturer

The research was carried out from January to April 2022. Research activities were carried out in accordance with the concept of a follow-up plan that had been made. Students conduct in-depth research by establishing relaxed communication so as to build comfort for children/families with special needs. During research, students are accompanied by lecturers so that the research carried out is in accordance with the expected goals and achievements. The results of interviews with students who have done research show that they enjoy being able to communicate and interact with children with special needs. They don't feel awkward anymore to communicate with them. In addition, students feel more motivated in living their lives because they see the enthusiasm of children with special needs who are also great to always work and achieve.

These results are relevant to Macmillan et al., (2014) that direct or indirect interactions with persons with disabilities can improve an individual's attitude towards disability. The results of studies involving students interacting with people with disabilities build positive attitudes for these students as well as people with disabilities (Castillo & Larson, 2020; mac Giolla Phadraig et al., 2015; Smith & Forrester-Jones, 2014; Tracy, J. & Iacono, 2008). There are even students who have joined the learning

program for special services for persons with disabilities (Zychlinski et al., 2015).

For example, a child with special needs "V" has high enthusiasm and motivation to learn and always feels confident even though he is deaf. It is different from an "A" who has many achievements by writing books. His works have reached hundreds even though he is a quadriplegic. In addition, he motivates students to always be enthusiastic about their work. At the Rumah Inklusif Kebumen itself, much has been done to develop the skills of children with special needs, such as making and producing Batik Pegon which is well known internationally. The development of skills carried out by inclusive homes aims to provide provisions for children with special needs to have the skills to form independent individuals.

The findings of show that the existence of a community group called Rumah Harapan Karangpatihan Bangkit can improve the social and economic abilities of people with disabilities (Rosilawati & Amalia, 2021). With the programs run at Rumah Harapan, it can develop the skills of people with disabilities. So that it can create independence and creativity for people with disabilities in having jobs and income. Including the results of a study by Chawa, et al showing that the formation of disability-friendly villages such as holding training and art and music festivals for people with disabilities provides a great opportunity for people with disabilities to develop their talents and interests so as to form self-confidence for children with special needs (Chawa et al., 2021).

The output of the SED is that students are expected to be able to compile reports on research results in the form of collaborative articles and published in scientific journals/proceedings. The existence of this school helps students to get to know about the world of research and make scientific papers that are ready to be published in journals/proceedings. From the results of student research, several works were published in the form of articles published in national scientific journals and international proceedings. In addition, one of the articles has also passed the selection stage 1 in the international scientific writing competition and one article has passed the selection to take part in a national seminar with output indexed by Sinta. Based on the results of interviews with several students, the published articles provide additional enthusiasm and motivation to always work and innovate to develop research, especially research on disability. The following are examples of published outputs.

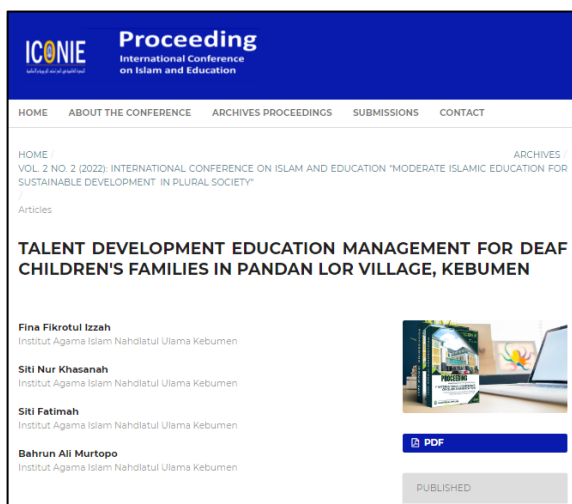


Figure 5. Sekolah Etnografi Disabilitas output published in international proceedings

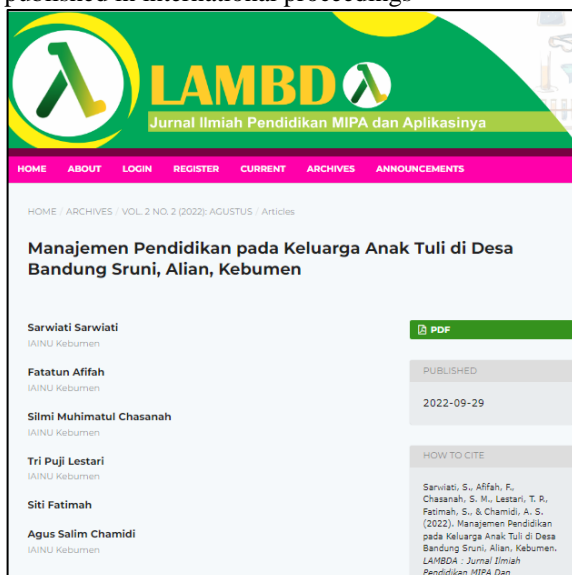


Figure 6. Sekolah Etnografi Disabilitas output published in scientific journal

Sekolah Etnografi Disabilitas ended with the formation of a student volunteer organization called Balabi (Barisan Relawan Bahasa Isyarat). Balabi was formed to promote sign language, strengthen good communication with deaf communities/families, and develop research and community service with deaf communities/families. The formation of Balabi volunteers is a form of awareness and empathy for students with disabilities. The enthusiasm of students to learn sign language has a positive impact on children with disabilities, especially the deaf, such as the loss of perception that people cannot communicate with deaf children.



Figure 7. Student volunteer declaration of Balabi

This declaration shows the seriousness of IAINU Kebumen in developing the tri dharma of higher education by the research and community service road map, one of which is inclusive education. Including being one of the efforts in realizing an inclusive campus. The results of the observations showed that the students were very enthusiastic about participating in the sign language training which was guided by the chairman of the Gerkatin (Gerakan Kesejahteraan Tuli Indonesia). Students who are members of volunteers are expected to be able to follow up by designing programs that are used as a vehicle for developing service-based research.

By joining volunteers, students can get great benefits such as having a great concern for creating an inclusive society, having great motivation in providing services to people with disabilities, and having skills in communicating with children with special needs. Miller et al. explains the importance of volunteering is to able to foster a positive attitude toward change, increase social interaction in a diverse society, and can develop professionally (Miller et al., 2002). Likewise, children with special needs who have been accompanied feel enormous benefits from the presence of volunteers. Such as the feeling of acceptance of children with special needs in the wider community and increasing their knowledge and skills with the guidance of volunteers. The impact that is felt in this activity is that children with special needs

are no longer ashamed to interact and communicate with their limitations. Even they can joke comfortably without any awkwardness.

The interaction between the community and people with disabilities has a positive impact. Many studies have produced findings about the impact of society on children with special needs. As the results of research by Poh, et al state that the interaction between special needs and the surrounding community has a major influence on the development and lives of children with special needs (Poh et al., 2017). The existence of social integration such as parental involvement brings educational success for children with special needs (ElZein, 2009). Including the research results of Asia Community Service in Poh, et al (2017) and UNSECO show that the community has high optimism about the success of people with disabilities. So that it has a positive impact on the lives of children with special needs.

3 CONCLUSIONS

This service activity resulted in the following findings: (a) students, field supervisors, together with resource persons learn to become a part of disability through talking activities with people with disabilities, located at the Rumah Inklusif Kebumen (b) through their respective groups, students reveal the results of their conversations with disabilities, and at the same time find things that will become the group's follow-up plan, (c) students according to their respective groups prepare research proposals for service with the guidance of their supervisors, and carry out research, (d) students compile reports on the results research in the form of collaborative articles. The results of this SED are very useful for building student empathy as well as producing scientific works, namely: (a) there are several collaborative articles from students and lecturers that have been published in several journals and proceedings, (b) a student volunteer organization was formed named Balabi (Barisan Relawan Bahasa Isyarat).

The implication is that IAINU Kebumen is more developed into an inclusive campus as evidenced by the acceptance of students with disabilities. Fostering student enthusiasm and culture to research disability. Suggestions in this service are the follow-up of SED activities such as being a volunteer who has a structured program so that students and persons with disabilities have continuous communication so that they can assist

children with special needs in developing their interests and talents.

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