

# Services Quality Improvement for Children with Disabilities through Resource Development

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**Keywords:** Children, Disability Services.

**Abstract:** If countries have ratified to a convention, then it is legally and politically bound. In juridical, by having ratified the CRC, Indonesia has an obligation to develop a national system of child welfare and protection in the means of policies, legislation, strategies and programs aligned with State obligations under the Convention. Politically, a state is obliged to actively develop a system that can ensure the creation of welfare and protection for children. Therefore, the convention obliges the states to make the non-discriminative principle, the best interest for the child, right to life, life perpetuity and development, and respect for the child's views should be included in all national planning and policy in the government and parliament, including ensuring provision of adequate budget for child protection. Currently, the data shows that families with children with disability have increased annually. Not all the families understand how to provide the best protection for the disability. Therefore, the service is trying to improve human resources in delivering services to disabled children

## 1 INTRODUCTION

Convention on the Rights of the Child (CRC / CRC) is an instrument / international law concerning the children's rights. Indonesia has ratified the CRC through Presidential Decree No. 36/1990. Countries that have ratified a convention will be bound legally and politically. In juridical, to have ratified the CRC, Indonesia has an obligation to develop a national system of child welfare and protection in the form of policies, legislation, strategies and programs are aligned with state obligations under the Convention. Act No. 23 of 2002 which has been revised to Act No.

Politically, the state is obliged actively to develop a system that can ensure the creation of the welfare and protection for children. Therefore, the convention obliges the states to make the non-discriminative principle, the best interest for the child, right to life, life perpetuity and development, and respect for the child's views should be included in all national planning and policy in the government and parliament, including ensuring the provision of adequate budget for the children's protection. Children's rights are an integral part of human rights relating to the state role. Each country has several obligations: to protect, to fulfill and to respect.

On the other hand, it is clear that not all children can grow flowers as expected in general. One of the examples is disabled children. Children raised in families that do not understand how to treat the children with disabilities in best way may deal with further problems. The disabled children are children with their limitation or exceptionalism, whether in physical, mental, intellectual, social, and emotional, having a significant effect in the growth process o Development compared to other children of the same age. Act No. 8 Year 2016 regarding to children's disabilities, on Article 1 stated that persons with disabilities are all people who have physical limitations, intellectual, mental, and / or sensory during such long periods which in interaction with the environment can experience obstacles and difficulties to participate fully and effectively with other citizens based on equality

In Chapter III, Section 5, further mentioned that in addition to the rights of persons with disabilities as well as on Verse (1) children with disabilities have the right:

- a) Getting Special Protection from discrimination, neglect, abuse, exploitation, and violence and sexual abuse;

- b) Gaining care from family or substitute family for optimal growth and development;
- c) Protected its interests in decision-making;
- d) Treatment of children humanely in accordance with dignity and child's rights;
- e) Particular needs;
- f) The same treatment as other children to achieve social integration and individual development; and
- g) Get social assistance.

Currently, the data shows that families with disabled children increased each year. Not all the families understand how to provide the best protection for the child's disability. Institutions concerning about the protection for children are also very limited in North Sumatra. There are two agencies that currently provide services to the child's disability: Community Learning Center (CLC) Tali Kasih School at Jalan Sei Sei Alas No. 18 Sei Kambing D, Medan Petisah. This foundation was established in 1999. In general, the disabled children who are under the foundation suffered from autism and mental retardation. At this time, sixty children receive the services. The problems experienced by the foundation is the limited availability of supporting infrastructure and experts in handling disability service, such as speech therapists, occupational therapists, nutritionists, adaptive sports. Likewise, this is also experienced by Alifah Educational Foundation. The foundation still has such services with limited supporting infrastructure and experts in handling disability service, such as speech therapists, occupational therapists, nutritionists, adaptive sports. Adaptive sports. Alifah Foundation serves those twenty disabled children, addressed at Jalan Sei Mencirim Medan Krio, District Sunggal, Deli Serdang. In order to improve the quality of service in both foundations, it is expected that the availability of particular tools associated with media learning, such as ball pit, puzzles, plas card (color cards, fruit cards, number cards, vegetable cards, animal cards, letter cards transport cards, profession cards, activity cards), physio-theraphy service tool. In addition, to improve the competence of the human resources is either speech development training or occupational training.

## 2 RESEARCH METHODOLOGY

Related issues and programs that will be done to overcome the problems mentioned above and in line with the concept and the theory of empowerment, the

solutions proposed to address and solve these problems conducted by these method

### 2.1 Focus Group (Focus Group Discussion)

This method is done so that the covered material of group discussions is focused on brainstorming about the problems faced by the partners in delivering services to disabled children. This FGD was done in two groups. The first group was followed by the disabled child's companion in the foundation and the second group was the one conducted with children's parents who receive partner services.

### 2.2 Training to Improve the Competency Companion (Speech Development Training and Occupational Therapy for Disabled Children's Companion Who Worked in Their Partner Institution)

The training was conducted on two groups of partners, namely the partners of Tali Kasih Foundation and Alifah Educational Foundation. The stages of training are:

- a) Provide an insight to an important companion about companion quality improvement in providing services to partner's disabled children.
- b) preparation Training

No	Justification	Quantity
1	determining resource	2 persons
2	Module	44 ex
3	Projector	2 unit
4	Training Stationery	20 sets
5	Laptop	2 unit

- c) The provision of learning tools, among others:

Ball pit, puzzles, color cards, fruit cards, number cards, vegetable cards, animal cards, letter cards, transportation cards, profession cards and activity cards.

- d) Another thing to note:
1. Speech development training for such companions take a required pattern of 30 hours;
  2. Occupational therapy training for assistant take a required pattern of 30 hours;
  3. Once the means of education are given to the partner, the partner will introduce all the educational facilities to the disabled children in the ministry;
  4. An educational tool used in learning;
  5. Children with disabilities are given learning about making an educational tool;
  6. Children with disabilities are given learning how to use instructional media;
  7. Children with disabilities are given pembelajaran about how the storage medium of learning
- e) K The benefits of learning media
1. Higher quality of speech therapy process;
  2. More effective Occupational therapy process;
  3. More fun and effective learning process;
  4. Increased motivation to learn.

### 3 RESULTS AND DISCUSSION

The execution of the training was conducted for 3 days in a row, housed at the Alifah Educational Foundation. The training took place in some of the activities: delivery of material. The service team explains that for children with disabilities, the fulfillment of these rights is essential in order to grow and develop into an independent individual. Children with disabilities and their families should have the opportunity and access to services that can support the child's independence. For normal people in the best situations, Childhood and adolescence is still a challenging time, especially with children and adolescents with disabilities, whether by accident or congenital since birth or genetics.

The next step, the service teams deliver a variety of training methods for children with special needs. At the end, the team committed such educational practice and symbolically distributed learning tool. The delivery of this educational tool was immediately accepted by the head of Alifah Educational Foundation, Ms. Suwarni, S.Pd, M.Pd.

We can see that the limited availability of supporting infrastructure and experts in handling disability service, such as speech therapists,

occupational therapists, nutritionists, adaptive sports can bring harm to disabled children's services. Thus the team brought up such training on children's services disabilities, speech therapist, occupational therapist, nutritionist, exercise adaptive service partners. Training will be conducted intensively for two months. This is done so that the method of therapy given to human resources partner has to do with the next maximum.

Next, the team will carry out evaluation activities directly to the Alifah Educational Foundation by assessing the implementation of the method that has been given during the activity

### 4 CONCLUSIONS

During observation, The service team viewed a lot of children with disabilities services using methods play in everyday life. But mostly a lot of them ignore the needs of each disabled child. The Method specially was aimed to give attention to each child according to his needs.

The team hope the foundations create education plans that guarantee every child or student to obtain appropriate learning method. Every individual who has committed to carry out social services to children with disabilities should be more sensitive to the potential and needs of each of their students. And most importantly, the government must have special concern for children's disability services both in terms of regulation and implementation in the future .

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