

MULTIDISCIPLINARY INTEGRATION IN THE DEVELOPMENT OF SOCIO-ECONOMIC SKILLS FOR PEOPLE WITH PHYSICAL DISABILITIES THROUGH THE UTILIZATION OF TECHNOLOGY AT SLB YPAC SCHOOL IN SURAKARTA

¹Nani Fhadillah,²Argyo Demartoto,³LV Ratna Devi Sakuntalawati

^{1,2,3}Department of Sociology, Faculty of Social and Political Sciences, Universitas Sebelas Maret, Surakarta, Indonesia

Author's email:

¹nanifhadillah@gmail.com

Corresponding author: nanifhadillah@gmail.com

Abstract. *Multidisciplinary integration in the development of social and economic skills for people with physical disabilities through the use of technology is one way to develop students' skills, enabling them to become proficient in a particular area and thus shaping them into independent individuals. The method used in this study is a qualitative research approach with a case study design. The results and discussion in this study show that children with physical disabilities require a holistic approach, such as the use of technology in graphic design and AI, to create marketable skills. Meanwhile, their social skills will continue to develop through good cooperation between teachers, school members, and parents. This cooperation helps achieve the goal of becoming independent individuals.*

Keywords: *Independence, Physical Disabilities, Skills, Social and Economic.*

1. INTRODUCTION

The development of socio-economic skills for individuals with physical disabilities plays a crucial role in forming the foundation of knowledge and skills at special education schools, enabling them to become independent individuals. This process requires a holistic and integrated approach to learning in order to enhance their ability to understand technological advancements. To achieve this, multidisciplinary integration serves as the foundation for combining skills in using proper Indonesian language and the ability to access information and communication technology within the learning process.

In the context of multidisciplinary integration in special education schools, Indonesian language learning, both verbal and written, serves as the main foundation for the learning process. This is because it plays an important role in understanding, acquiring, seeking, and communicating information. Meanwhile, information and communication technology is used as learning material to develop the creativity of students with disabilities in the classroom. The combination of the Indonesian language and technology is expected to provide new innovations in fostering students' understanding of how they can grow into independent individuals by honing their abilities in both social and economic fields. Additionally, using language and technology can help broaden their perspectives on the outside world, which they may currently be unable to access due to their limitations.

It should be noted that this approach can be considered quite challenging, as it is caused by the physical limitations and restricted mobility of people with physical disabilities. The physical limitations of individuals with physical disabilities include impairments in their muscles, bones, or joints, which result from accidents or congenital conditions (Soemantri, 2006). These limitations cause people with physical disabilities to face significant challenges in performing activities independently. Activities such as standing, sitting, and walking become difficult. As a result, many people with physical

disabilities rely on wheelchairs to facilitate their daily mobility. Due to these limitations, people with physical disabilities often feel inferior because they are not fully accepted in society.

The issues commonly faced by people with physical disabilities arise when they interact with people who have typical physical conditions, as they often feel different and ashamed of their condition. The most fundamental issue is their ability to interact with the general public (Caroline, 2006). Therefore, an approach is needed to encourage them to engage in social interactions. Furthermore, the challenges they face are not limited to social life alone, but also extend to their economic needs once they graduate from school. The main issue is the difficulty they encounter in finding employment opportunities that are willing to accept their condition.

To address the issues faced by people with physical disabilities, it is important to start early in developing their socio-economic skills at the schools they attend. SLB YPAC School in Surakarta City is one such special education school that can effectively facilitate the development of these skills in children with physical disabilities. It is crucial to first identify the abilities of these children through activities that align with their talents and interests. One example is utilizing the advancements in technology, which have rapidly progressed. This allows them to contribute to their own personal development as well as to society.

2. LITERATURE REVIEW

2.1 Improving the Social Skills of Children with Special Needs Through Inclusive Education

Tiara Hany Yanuar, Diah Anggraeny, and Siti Mahmudah.

This study examines the understanding of how to improve the social skills of children with special needs through inclusive education. The results of the study revealed that inclusive education can provide children with special needs the opportunity to accept and understand the differences in each child. Children with special needs are placed in regular classes with the aim of fostering a positive self-image, enhancing their social skills, and improving academic performance. The inclusion program has successfully had a positive impact on the cognitive and social development of children with special needs, enabling them to develop better social skills.

2.2 The Implementation of Digital Technology Use as a Learning Media in Inclusive Education in Indonesia

Nur Azizah and Wiwin Hendriyani.

This study examines the implementation of digital technology use in inclusive education, which is a policy aimed at achieving equality so that children with special needs can access education just like other children. The results of the study show that the use of digital technology in inclusive education has many benefits, such as enhancing children's learning abilities. However, the study also encountered challenges and obstacles, such as limited access to technology, concerns about the negative impacts of technology use, and the lack of clear educational policies.

3. RESEARCH METHODS

This study used a qualitative research method. The qualitative method was chosen because it is a research approach aimed at understanding the phenomena occurring among research participants, such as community conditions, behavior patterns, and perceptions (Moleong, 2016). In qualitative research, case study research is also known as a type of research. A case study is research that seeks to explore the causes of a particular issue. The data collected were then developed and analyzed (Creswell, 1989). Qualitative research allowed the researcher to provide a more in-depth and relevant description of the multidisciplinary integration in the development of social and economic skills in individuals with disabilities through the use of technology at YPAC

Special School in Surakarta.

This study was conducted at YPAC Special School in Surakarta, with a research duration of one month. The study took place in September 2024 because, during that month, many school activities focused on the development of students' social and economic skills, which allowed for a more in-depth collection of data. The respondents involved were the vice principal, teachers, students, and alumni of the school.

4. DATA ANALYSIS

The development of social and economic skills for children with physical disabilities often faces difficulties in honing their abilities. Through multidisciplinary integration with the use of technology implemented by YPAC Special School in Surakarta, it can serve as a way for them to improve the social and economic skills of children with special needs. This skill development can be carried out by creating a comfortable learning environment, equipped with tools and materials that can assist in the process of refining their abilities.

The development of social skills in the school environment for children with physical disabilities can be done in various ways, one of which is by implementing the 5S (senyum, sapa, and salam). This program is simple to implement, but it can provide benefits in shaping the character of children with physical disabilities, making the program more effective. The 5S program is carried out by demonstrating to the children how to greet properly, exchange pleasantries, and shake hands when meeting teachers or parents/guardians who may be present in the school environment (Misbahuddin, Fakhri, 2022). In addition to the 5S program, proper language etiquette can also be taught in the classroom by learning Indonesian according to the applicable curriculum. This program is expected to help children with physical disabilities become more confident and unashamed when interacting with anyone without barriers.

The development of social skills in children with physical disabilities is not only carried out among themselves, their peers, and teachers but also involves school members or visitors who come to the school to engage in mutual greetings. The goal is to provide children with physical disabilities the opportunity to learn by observing models or examples of social interactions with school members who have typical growth and development. It is hoped that this will help them develop their social skills.

The importance of developing social skills for children with physical disabilities is to provide them with the opportunity to understand and accept the differences in their surrounding environment, enabling them to develop into independent children and increase their self-confidence. Social skills include the interactions they have, which allow them to be respected in their social environment and benefit others (Diahwati et al., 2016). Additionally, it is important to provide support or positive affirmation to children with physical disabilities, tailored to the needs of each child (Jauhari, A. 2017). With good and open communication between teachers, children with physical disabilities, and even their parents or guardians, it is hoped that this program will help support the development of social skills in children with physical disabilities.

The development of economic skills in the school environment for children with physical disabilities can be carried out in various ways, one of which is by utilizing technology. The development of technology in the modern era can be said to greatly ease our lives. One example is the use of AI tools or software such as Canva, Photoshop, and others. By using these tools effectively, we can create services or products with market value. In this way, children with physical disabilities can generate income from their creations on Canva or other software. Furthermore, the application of technology to hone the economic skills of children with physical disabilities can help improve their engagement, motivation, and learning outcomes (Allen, et al., 2018).

Basically, to achieve success in developing the social and economic skills of children with physical disabilities at YPAC Special School in Surakarta, not only are tools and materials necessary, but also trained teachers who are skilled in educating and

enhancing children's abilities. A teacher who understands the needs of their students can provide encouragement and support, which is expected to help the children become more cooperative in collaborative activities with their peers. These activities are carried out in group or team settings, fostering good teamwork. Examples include working together to clean the classroom, organizing outings to public places around the school, and participating in interactive classes to help children develop their skills in accessing the internet.

In implementing the development of social and economic skills for children with physical disabilities through the use of technology, there are many aspects that need to be considered by teachers. Therefore, active participation and cooperation between teachers and various stakeholders are necessary to create effective and conducive learning. Teachers play a crucial role as the primary facilitators in meeting the needs of children with physical disabilities during the learning process. However, without support and effective teamwork within the school environment, significant barriers may arise, hindering the success of their social and economic skills development. Based on this, the collective efforts of all involved parties are essential for optimal effectiveness (Toronto, 2016; Rusmono, 2020).

CONCLUSION

The development of social and economic skills for children with physical disabilities at YPAC Special School in Surakarta requires a holistic approach, which encompasses various important aspects, such as the use of technology, the role of well-trained teachers, and cooperation between the school and other stakeholders. The use of technology, such as graphic design software and AI tools, can help children with physical disabilities develop economic skills by creating marketable products. In addition, their social development can be encouraged through group activities and social interactions with school members, which provide them with models and opportunities to learn to accept differences.

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