

Research:

**DEVELOPING THE SPECIAL NEEDS CHILDREN ABILITY (ABK)  
TO MOTIVATE AND TO OBTAIN THEIR SELF-DEPENDENCY  
AT THE EXTRAORDINARY EDUCATION PROGRAM  
SCHOOL B AND C AT KEBON KOSONG DISTRICT,  
KEMAYORAN SUBDISTRICT, CENTRAL JAKARTA**

By:

**Ari Soerti Yani, Riris Rotua Sitorus dan Fauziah**

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*Abstract. Special Education Program is an education for abnormality student or student with extraordinary intelligence can be run in secondary and junior education. Special education can be held as Extraordinary School matched with his needs / specialty.*

*Improving the ability of students at Harapan Ibu and Makna Bakti Extraordinary School located in Central Jakarta adapted to the place and the environment, such as self development (the ability to be independently), skills, crafts, cooking, and can operate the computer and can socialize in the community such as small conversation.*

*Extraordinary school B's student or deaf student, are children who have hearing obstacles in both permanent and non-permanent. Because that student has a bottleneck in hearing so that student has speaking obstacle. Students or mentally disabled, is children who have mental retardation or low intelligence and difficult to adjust and thrive. For the mentally disabled can be classified based on the level of IQ, ie C / low (IQ = 51-70), and C / moderate (IQ = 36-51), severe (IQ = 25-35) and severe (IQ below 20).*

*Through Focus Group Discussions in this case are focused by providing training such as computer operation, utilizing the skills of crafts with recycled items such as sisri tea's glass, assorted packs of coffee, milo and others. Besides learning cooking and establishing themselves as well as how students can socialize in the community.*

*To improve Extraordinary School students's ability is not only through training, but also aid equipment such as computers, crafts skills, cooking and establish themselves. This equipment is very helpful and supportive in the smooth process of learning.*

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*Keywords : Childern with special needs ability, Motivation and autonomy, extraordinary school B and C*

## INTRODUCTION

Human development has been changing continuously all the time. Not all the baby born has a normal development, but a lot of them have been suffering from an abnormality happened during their development such as retarded child or other risks, so that a special care needs to be given to obtain an optimum result for their development.

Special needs children who have been suffering of mental retardation would have some difficulties to go to general schools. Those children could be categorized as specific characteristics children who are different from common children.

There are two extraordinary schools B/C (SLB) at Kebon Kosong District; Extraordinary school B/C Harapan Ibu which is located at Jalan Kemayoran Gempol No.20 and Extraordinary school Makna Bakti at Jalan Dakota V No.22 which is the most populated one.

According to the population record at Kebon Kosong district year 2010, there were 40.804 people within the area of 1.13 km<sup>2</sup> which was 7,024 families, 170 RT (Head of neighbor) and 13 RW (head of area).

Due to Kemayoran district development at various sectors has happened, Kebon Kosong has changed to be the most populated one. There are no more rice fields, ponds or swamp area, it has been changed to become housing and shopping complex and people work at the factories,

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automotive workshops or they become a small trader, etc (resources : Kemayoran subdistrict 2010).

## **PARTNERSHIP PROBLEMS**

Developing the ability of special needs children B/C in Central Jakarta has been managed based on its location and environment accordingly. Establishing an extraordinary school is not easy because it has to apply some related applicable regulations and requirements. Such an extraordinary school needs a specialist teacher who is able to lead or guide, understand, as well as is patient to handle the special needs children.

Extraordinary schools Harapan Ibu and Makna Bakti are located in a crowded area. There are 7 extraordinary schools in Central Jakarta; 1 state owned extraordinary school, and 6 private extraordinary schools; Harapan Ibu, Makna Bakti, Dian Grahita, Cempaka Putih, Sumber Asih I and Sumber Asih II.

### **A. Problems**

Problems to improve the ability of the special needs students at Harapan Ibu and Makna Bakti are as follows; (1) class room facility, training rooms, are beyond from the expectation. (2) supporting aid instruments are not sufficient (3) only few of model instruments (4) lack of qualified teachers since the curriculum for special needs students are more complex than the common one. SLB Harapan Ibu and Makna Bakti have been financing their program using their own foundation financial and the special need student payment. Eventhough they are having some limitation but they have shown a lot of good achievements such as poetry reading, drawing and painting, sports activities either national or international level.

### **B. Objectives of the program**

1. Providing the computer operation training for the students to improve their capability.
2. Leading the students to obtain a special qualification or skill refers to handicrafts using used-materials at their surroundings,
3. Leading the students to be able to have cooking skills which is depending on their interest and skill,
4. Leading the students to obtain self-management skills and the ability to get along with the society,

### **C. Feedback of the program**

1. Expected result of the program is to provide the special needs students to be able to operate the computer refers to typing skill, name and address writing as well as to be able to minimize or maximize the picture based on the instruction.
2. The students are able to make a handicraft using used material such as coffee packaging for example a mat creation, sandals drawing, curtains made of 'sisri' tea glass, etc.
3. The students are able to cook refers to their own ability.
4. The students are able to perform their self-management and to work together with their friends either at school or at the society.

## **METHOD IMPLEMENTATION**

The method to improve the ability of the special needs children is to motivate them refers to their self-management at SLB B.C Kebon Kosong district, Kemayoran Subdistrict, are as the following: (1) Field survey, (2) Focus Group Discussion (FGD) (3) Data Collection, (4) Computer operation training, (5) Handicraft skills training, (6) Cooking training, (7) Self-management training as well as getting along with the society/ surroundings, (8) feed-back to learn the role of SLB Harapan Ibu and Makna Bakti actively refers to the ability development of the special needs students self-management, (9) Reporting.

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## ACHIEVEMENTS

Achievements are as follows:

- A. To perform a training guidance, especially the training for the special needs children either at SLB Harapan Ibu or Makna Bakti.
- B. To distribute the computer, printer, cooking equipments, self-management and handicrafting.
- C. Computer Operation Training has been attended by the special needs children either at SLB Yuniar High School Harapan Ibu or Makna Bakti.
  1. The training has been begun by introducing the functions of the computer parts, then the instructor has shown some pictures on the monitor, finally the students have started to learn how to type their name, address and so on.
  2. For the special needs students at SLB Harapan Ibu.  
At average the students have already been able to read and write, so that they could understand the subjects and follow the instructions easily. Some of them have already been able to type the text samples given by the instructor. So, they are not only learning how to type, but also learning how to make a simple power point.
  3. For the special needs students at SLB Makna Bakti.  
Not all the students have already been able to read and write, so the instructor has to be more patient. Some students are still unable touching the keyboard properly.
- D. The implementation of the handicraft training.
  1. The students at Harapan Ibu are able to make the curtains made of tea gelas sisri recycle waste, to make the mats of the recycle waste of coffee and milo packaging, to make beads key-holders. The students are able to work together with their friends accordingly, for example; when they are making a mat, some students are cutting the design based on the instruction some are inserting small carton into the coffee recycled packing, some are weaving the mat, etc. Two students are able to produce a mat within a month. All the students' creations have been sold during the exhibition organized by the Administration Service. The price of a mat is Rp 75.000,- and beads key-holder is Rp 10.000,-.
  2. SLB Makna Bakti; the students are able to paint mozaik and fruits on a coral stone, as well as drawing on the sandals. Improving the ability of the special needs students at Makna Bakti, the school has to adapt and consider their IQ accordingly.
- E. Executing the cooking training either for the deaf and mute or mental retardation students has been done as a team work.
  1. When they are making a small waffle cake, the girls have been preparing the dough as instructed, and the boys have been preparing the stove and the pans on it till the process completed.
  2. Since making a 'tumin ceria' ice are not difficult, so that all the students are able to make it easily.
  3. The students at Harapan Ibu and Makna Bakti are happy and enjoy to do a cooking, because they could eat the food together with their teachers after cooking.
- F. Self-management/ self-dependency training.
  1. Firstly, the instructor has been introducing the students how to wash the uniforms and to iron it, then the students either at Harapan Ibu or Makna Bakti have been washing the uniforms anxiously based on the instruction from the instructor, finally they are able to iron their uniforms. As a matter of fact, most of both parties of the students have been encountering some difficulties when they have to hold the iron and to fold the uniforms neatly.
  2. Self-management activities, the students could be able to help their mother's housework; such as preparing the dishes on the dining table. During the training the students should not have to prepare the real food and beverages but they should have only placing the dishes(plate, glass, fork and spoon, soup bowl, rice bowl and meat bowl) on the dining

table at the right position. The students should have to follow the instruction given by the instructor.

- G. First, in order to see the result of the ability development of the students either at Harapan Ibu or Makna Bakti especially how to be able to get along with the society, the team has managed an event participating by the students and their surroundings. The team has organized a kind of play for the students which is throwing the ball into a basket, walking while holding a balloon between their legs. The winner would get a prize. Furthermore, a retraining about how to operate the computer has been performed in order to know how good the students are in understanding the subject which has been given the day before. Obviously the students are eager to study the computer, some are very anxious to change the pictures on the desktop monitor.

## **CONCLUSION AND SUGGESTIONS**

### **A. Conclusion.**

Overall, the training to develop the special needs students' ability has been conducted by both the extraordinary special schools accordingly. Some conclusions have noticed as follows:

1. Training how to operate the computer.  
At the extraordinary special school Harapan Ibu, the special need students are quite easy to follow the subject given by the instructor, but the special needs students at Makna Bakti are not easy to follow it.
2. Training how to make a handicraft.  
At Harapan Ibu, the special needs students are more handy and enthusiastic to work on it which is making a mat made of coffee, milo recycled packaging waste, making a curtain made of 'sisri tea' recycled glass, key-holder made of beads. At Makna Bakti the program has been managed in compliance with the ability of the students refers to painting the funny corals (ex. Face, strawberry, etc). The finished goods of both schools have been exhibited and sold at some exhibitions and the money has been given to the students and apart from the amount is going to be used for further trainings in relation with developing their skills in handicrafting.
3. Cooking training.  
Both school either Harapan Ibu or Makna Bakti , the students are very happy to learn how to cook and they have managed to work together.
4. Self-management training.  
The students at Harapan Ibu and Makna Bakti are very enthusiastic to try to wash their uniform and to iron it neatly, but they are having a difficulty to hold the iron and to fold the uniform,  
Other self-management training is about how to help their mother's task at home, how to prepare a food on the table properly. All the students have been able following the instruction given by their instructor.
5. In order to see the development of the students' ability both of the schools, especially to see the ability how to get along with the society, the team has created a social activity between the students and the surroundings such as throwing the ball into a basket, walking by holding a balloon between their legs. This kind of play has been performed in a group and the group who has collected a lot of points will get a reward.

### **B. SUGGESTIONS**

Having a lot of aid equipments to support the study of the special needs students would improve the skills of the students themselves either at Harapan Ibu or Makna Bakti. Operating the computer has been performed accordingly refers to the curriculum 2016 / 2017.

By giving a lot of training, it is expected to be able to give more knowledge and understanding for the teachers of the special needs students themselves. It means they can share the know-how to improve the ability of the special needs children with others who are concerned about it.

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In relation with the training about how to operate the computer, handicraft, cooking and self-management for the special needs children that have been performed, furthermore, each extraordinary special school should have to join more exhibitions organized either by the Administration Affairs or other third parties. Both extraordinary schools are eager to have more continuous training since it would help them a lot.

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