

THE EFFECTIVENESS OF NON FORMAL EDUCATION PROGRAMS BY THE KOMUNITAS SAHABAT DIFABEL (KSD) SEMARANG CITY IN EMPOWERING PEOPLE WITH DISABILITIES

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ABSTRACT

This research focuses on the empowerment of Komunitas Sahabat Difabel (KSD) Semarang City through non formal education programs. Komunitas Sahabat Difabel (KSD) offers various trainings such as sewing, hydroponic farming, and self-development. The program is designed to improve the practical, financial, and social skills of people with disabilities to reduce the social isolation and stigma they often face. The research method used is qualitative with a descriptive approach, including direct observation, in-depth interviews, and documentation. The results showed that the KSD program succeeded in improving participants' skills and confidence in facing various challenges, while this program can make changes in community perceptions. Therefore, this study emphasizes the importance of continuous support and comprehensive evaluation to ensure the effectiveness and sustainability of non formal education programs for people with disabilities in KSD Semarang City.

KEYWORDS

Empowerment of Persons with Disabilities, Non Formal Education, Structural Functionalism Theory



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INTRODUCTION

People with disabilities in Indonesia face many challenges in their daily lives, especially in terms of education and work. Data from the Central Statistics Agency in 2023 shows that around 8.5 percent or 22.97 million people of Indonesia's total population are people with disabilities (Supanji, 2023). They often have difficulty accessing basic services such as inclusive education and equal employment opportunities. Therefore, it is very important to empower people with disabilities through education to improve their quality of life. Education is one of the cornerstones in building an inclusive and equitable society, although in reality there

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are still obstacles for some people, especially people with disabilities in accessing education. In Indonesia, as in many other developing countries, people with disabilities still face major challenges in accessing proper education, so to overcome this, various initiatives are needed, including non formal education programs that are tailored to their needs (Astuti, 2022).

Non Formal Education is an effective means of providing opportunities to provide learning opportunities for people with disabilities. Non Formal Education includes a wide range of programs and activities aimed at meeting the learning needs of individuals outside the formal education system. These programs are often more flexible and can be tailored to the specific needs of students, including students with disabilities (Fakhiratunnisa et al., 2022). One of them is the Friends of the Komunitas Sahabat Difabel in Semarang City, is an organization that is committed to empowering people with disabilities through various non formal education programs. KSD was established with the aim of supporting and educating people with disabilities so that they can live more actively in community life. KSD seeks to provide broad access to people with disabilities to realize their potential through various activities such as skills training, workshops, and other empowerment programs. The purpose of this study is to evaluate the effectiveness of non formal education programs organized by KSD in empowering people with disabilities in Semarang City.

One of Komunitas Sahabat Difabel's flagship programs is Vocational Skills Training, which focuses on helping people with disabilities acquire skills that are relevant to the needs of the job market, so that they can more easily find jobs that suit their respective abilities. Vocational skills training covers various fields, ranging from sewing skills, plywood decoration, presto milkfish cooking class, and hydroponic plant cultivation. In addition, this training is also supported by social skills training to help people with disabilities face challenges both in the social environment and the world of work, such as effective communication, time management, emotional management, teamwork, problem solving, and responsibility. Through this training, participants will also earn income from the results of their own hard work which is sold to the general public. In addition to vocational training, Komunitas Sahabat Difabel also organizes various activities aimed at increasing the confidence and independence of persons with disabilities. There is a social empowerment program that is also an integral part of Komunitas Sahabat Difabel's efforts in empowering people with disabilities. Activities such as workshops, seminars, and group discussions focus on expanding knowledge about the rights of persons with disabilities and strategies to overcome discrimination and social prejudice. Through this work, Komunitas Sahabat Difabel seeks to create a more inclusive and friendly environment for people with disabilities, so that they can participate more actively in community life (Arawindha, 2023).

Structural Theory Functionalism is an approach in sociology that views society as a complex system in which various parts or elements work together to maintain stability and balance. Robert K. Merton, a well-known American sociologist, developed this theory by adding important concepts that explain how these factors work. Merton emphasized that every part of the social structure has a role or function in maintaining the stability and survival of society. For example,

educational institutions function to educate individuals and prepare them to play a role in society. The Theory of Structural Functionalism by Robert K. Merton is famous for the concept of manifest function and latent function, Manifest function is a function that is realized and desired, namely the goals and results felt by members of the Society. Meanwhile, latent functions are unconscious or undesirable functions, namely unexpected consequences of a behavior or social structure. Merton also acknowledged that not all social or cultural structures work together to achieve social balance. The social structure referred to by Merton is a pattern of relationships between individuals and groups in society that is relatively stable and structured, while the function in this theory refers to the contribution made by the social structure to the balance of society Structural Functionalism. The social structure that Merton means is a pattern of relationships between individuals and groups in society that is relatively stable and structured, while function in this theory refers to the contribution made by social structure to the balance of society. Theory by Robert K. Merton is famous for the concept of manifest functions and latent functions, manifest functions are the desired and visible functions of a social structure. Meanwhile, latent functions are functions that are unconscious, invisible, or unintended results such as unexpected consequences of a behavior or social structure. Merton also put forward the concept of anomie, which is the gap between the goals desired by society and the means available to achieve goals (Ritzer, 2014). That way, Merton also recognizes that not all social or cultural structures function to achieve social balance. However, Merton emphasized the importance of objective and neutral analysis, without assuming that all aspects of society work for good (Umanailo & Basrun, 2019).

This research uses a descriptive approach, a qualitative method, with a type of field research in Roemah Difabel. Data mining will be carried out through in-depth interviews with program participants, KSD members, and other stakeholders. In addition, participatory observation and analysis of activities will be used to gain a more comprehensive understanding of the implementation of this program. Thus, this research is expected to provide detailed and context-rich data about the way non formal education programs work and contribute to the Semarang City KSD, what challenges are faced, and the impact to be obtained on the empowerment of people with disabilities.

RESEARCH METHOD

Type of Research

This type of research uses field research. The main data source comes from activities carried out directly in the field by visiting Roemah Difabel as the main research location. This research aims to describe the effectiveness of the Non Formal Education Program by the Komunitas Sahabat Difabel in Empowering People with Disabilities based on real conditions that occurred during the research process.

Research Methods

The method used in this study is using the Qualitative Method, which allow face-to-face data collection through direct interaction with people at the research

location. The data collected through this method is in depth, providing the opportunity to explore broader insights and enabling comprehensive analysis. The results of research using this method usually include the type, quality, or symbols typical of information obtained in the field.

Research Approach

This research approach uses a descriptive approach, which is research that provides a careful description of a certain individual or group by narrating experiences and phenomena that occur about the state and symptoms that follow. The descriptive approach is easier to use because it usually uses a small group process, so that the researcher is easier to go to the research goal, which is to interpret all the phenomena that occur to find the meaning behind the reality that occurs in the research area, precisely on Jl. Untung Suropati No.56 Kav.14, Manyaran, Kec. West Semarang, Semarang City, Central Java 50147.

Data Mining Techniques

In this study, the data methods used by the researcher in data mining are, as follows:

a. Observation

The observation method or direct observation is a data collection activity by conducting systematic research and involves a continuous monitoring process. Observation aims to monitor empowerment activities held by Komunitas Sahabat Difabel. This observation provides a clearer understanding of the conditions and activities carried out, so that the data obtained can be used as a basis for analysis.

b. Interview

Interviews are a way of collecting data by asking various questions directly to sources to obtain information for research. Interviews conducted by a researcher, namely unstructured interviews, or interviews conducted in depth, flexible, do not have to be based on a list of questions that have been made, because the benefits of unstructured interviews can produce perspectives, chronologies, and program impacts, so as to answer the formulation of the problem thoroughly. In this study, the researcher involved 3 program participants as research subjects, consisting of 2 women and 1 man with an age range of 20 to 35 years. The participants have various types of disabilities, such as physically disabled, visually impaired, and hearing impaired, thus providing a rich perspective on the diversity of challenges and opportunities faced. In addition, interviews were also conducted with 1 member of Komunitas Sahabat Difabel and 1 founder of Komunitas Sahabat Difabel (KSD) to gain a broader perspective on the implementation of the program.

c. Documentation

Documentation is used to complete research data, by collecting information from notes, books, newspapers, or other sources. This documentation is important supporting material to strengthen research results.

RESULT AND DISCUSSION

KSD Non Formal Education Program in Empowering People with Disabilities

Non Formal Education has an important role in strengthening social inclusion and empowerment of people with disabilities. In modern society, social inclusion and empowerment of persons with disabilities are receiving increasing attention. The focus of social inclusion ensures that everyone has an equal opportunity to process and participate in all aspects of the field in society. On the other hand, the empowerment of people with disabilities is associated with efforts to improve their abilities and increase opportunities for economic, social, and environmental empowerment. The Semarang City Friends of Persons with Komunitas Sahabat Difabel (KSD) is an organization that focuses on non-formal education to achieve this goal. According to (UNESCO, 2019). Non formal education includes a variety of programs aimed at meeting the learning needs of individuals outside of the traditional school environment. These programs are often more flexible, affordable, and suitable for a diverse range of learners. The Semarang City of Komunitas Sahabat Difabel (KSD) was established with the main goal of supporting people with disabilities through various non-formal education programs (Komariah et al., 2021). KSD's main programs include:

Sewing Training

This training provides practical skills in sewing that can be utilized to find a job or start an independent business. One of the outputs of this training is the participation of Komunitas Sahabat Difabel (KSD) in an exhibition in the Simpang Lima area, Semarang City, held during Car Free Day. The exhibition aims to showcase the works of people with disabilities, which can be directly purchased by visitors if they are interested. In addition to training people with disabilities in providing practical experience in selling, all people with disabilities will also be trained in how to market products to the community around Simpang Lima. This aims to train communication skills and social interactions to reduce the sense of social isolation often experienced by people with disabilities (Sadiawati et al., 2023). In addition, the success of persons with disabilities in marketing products is also expected to change people's perceptions of the potential and abilities of persons with disabilities. The following are the steps of the Sewing Training organized by KSD, namely First, the training begins with an introduction and motivation session to encourage people with disabilities to understand the importance of being skilled. Second, it teaches the basics of sewing theory such as the introduction of fabric types, fabric stitch patterns, and tools used. Third, after being taught the theory, then people with disabilities began to be taught basic sewing techniques such as making stitch patterns, cutting fabrics, and sewing straight. There is a phrase from the Founder of the Community of Friends of Persons with Disabilities

"Children with disabilities can start practicing straight sewing for a year, ma'am. You have to be slow and diligent so that your hands are not stiff" (Mrs. Novi, 59 years old).

Mrs. Novi's statement explained that, the disabled child can in fact do what many people do, they show with their persistence who practice earnestly. Fourth, do advanced sewing techniques such as making buttons, zippers, and folds. The following practical activities for people with disabilities will certainly not be allowed to practice alone, they will always need to be accompanied by professionals in their fields.



Figure 1. Sewing Training

The fifth step is to teach designing clothes or other products to practice creativity. All creations will always be accepted and appreciated at the Roemah Difabel gallery. Step Six, Persons with disabilities will be given assignments for the final project by combining all the results of their skills that have been learned. Seventh, after the assignment is collected, the assignment will be assessed and will get feedback for improvement or an evaluation in order to be able to practice again and produce better work than good ones.

Hydroponic Plant Cultivation Training

The training provides practical skills in modern agriculture that adopts the technology of cultivating plants without soil, but instead using water and nutrients (Wali Pali & Huar, 2021). The cultivation training is designed to increase economic independence and strengthen social inclusion for people with disabilities. One of the outputs of this training is hydroponic crops, such as kale, which are sold by members of the Komunitas Sahabat Difabel through mobile vegetable baskets in the area around Roemah Difabel Basecamp. The following are the steps of the Hydroponic Plant Cultivation Training organized by Komunitas Sahabat Difabel, namely First, the training begins with an introduction to various plants, an explanation of the benefits of hydroponic cultivation, and a motivational session to increase the enthusiasm of participants with disabilities for training. Second, teaching the basic concepts of hydroponics such as types of hydroponic systems, plant nutrients, and the water cycle used when using growing media. Third, explain the efficient use of water and land to produce a faster harvest. Fourth, explain the procedures for preparing a hydroponic system in making installations to regulate nutrients, Fifth, start directly practicing planting plant seeds, maintaining plants,

and overcoming common problems in hydroponic cultivation. The following people with disabilities will certainly not be allowed to practice alone, they will always need to be accompanied by people who are in the field.



Figure 2. Hydroponic Plant Cultivation Training

The activity in the photo above depicts a group of people with disabilities doing hands-on practice planting hydroponic plant seeds. They looked focused and enthusiastic as they learned how to nurture the plants and overcome common problems in hydroponic farming. Each participant was accompanied by an experienced professional who provided direction and support. The growing medium used was styrofoam and plastic bottles, demonstrating an environmentally friendly approach. The assistance provided ensured that participants could learn well and feel confident in every step of the exercise. Their personal experiences provided a clearer picture of the benefits of the training as well as the challenges they faced throughout the process. Here are some of the responses from the participants with disabilities

“I’m really happy to be able to learn hydroponics, because I know that I can also make my own crops. It was hard at first, but I got used to it over time” (D, physically disabled, 29 years old).

“Being taught how to feel the texture of the leaves and stems made me feel useful again. When the harvest was appreciated by people, I became more confident.” (A, Visually Impaired, 21 years old).

“It was really helpful, because the training used sign language, so I understood easily. It’s fun when I see the plants growing from my work, it feels like a big achievement.” (A, Deaf, 35 years old)

The statements of participants with disabilities underline the positive impact of the training in providing emotional support and strengthening their independence. The training was not only a venue for learning technical skills, but also created a space for participants to feel a sense of empowerment and self-esteem. Teaching methods that tailor to individual needs, such as hands-on mentoring and the use of visual, tactile and sign language approaches, are key to

ensuring participants can fully understand the material. Inclusive communication not only helps participants absorb knowledge, but also creates a sense of community and equality throughout the learning process. By creating an empowering learning experience, the training provided opportunities for participants to practice their new skills in their daily lives, while increasing their confidence to interact with the wider community. As a result, the training was able to build confidence, strengthen a sense of community, and open doors to better economic opportunities for people with disabilities.

The next training step is sixth to conduct business management training, covering business planning, business planning, marketing, and financial management to provide knowledge to participants with disabilities on how to direct sales strategies, online sales with various partnerships and even local traders. The seventh step, people with disabilities will be assigned to manage a small hydroponic project as an application of all the skills that have been learned. The eighth step, after implementing the practice of waiting for the hydroponic plants to grow and thrive, the harvest-ready plants will be assessed, and people with disabilities will get feedback for further improvement.

Self-Development Training

In addition to technical skills training, Komunitas Sahabat Difabel, located at Roemah Difabel, also organizes various personal development courses. These programs include communication training, stress management, as well as emotional management through creative activities such as painting. The main objective of this training is to help people with disabilities increase their self confidence, both in social and professional settings, so that they can better face the challenges of daily life. In the communication training, basic communication principles such as active listening, speaking clearly, understanding, and using body language effectively are studied. To strengthen this understanding, participants are involved in various practical activities, such as role playing, group discussions, and simulations of real situations. This method aims to enable them to hone their communication skills comprehensively and confidently interact with others.

In stress and emotion management, participants are taught various self-control techniques, such as deep breathing, muscle relaxation, and simple meditation. One unique method offered is art therapy through painting, where participants are taught basic painting techniques and given the freedom to express their emotions through artwork. Through this approach, painting is not only a tool to reduce stress, but also a medium to enhance creativity and strengthen self-reflection skills.



Figure 3. Training in self-expression through painting

The photo depicts a painting training session held by Komunitas Sahabat Difabel (KSD) Semarang City. The photo shows several participants with disabilities who are focused and engrossed in expressing themselves through their paintings. This painting training has an important role in helping people with disabilities find an effective medium of expression, especially for channeling emotions and feelings that are difficult to express in words. This activity is not only a therapeutic tool that helps reduce stress, but also provides great benefits to the participants' mental health. Through painting, they can release emotional tension, while strengthening a sense of satisfaction and happiness in the work they create (Zaenab, 2020). In addition, painting training is also a means to develop participants' artistic abilities, which can open up new opportunities in the field of art and creativity. By honing their skills, people with disabilities have the potential to make art a profession or an alternative source of income.

It also provides a space for them to interact positively with the arts community, thus expanding their social network and increasing social inclusion. In order to support the improvement of self-confidence, KSD also held special trainings focusing on self-development. In these sessions, participants are taught to set personal goals, build self-esteem, and confront fears or doubts that they often experience. Participants are encouraged to recognize and celebrate their achievements, however small, as an important step in boosting self-confidence. This approach aims to strengthen their confidence in facing the challenges of daily life. Social interaction training is provided to teach basic social skills, such as how to get to know new people, maintain good conversation, and understand social etiquette. These skills are important for participants to adapt to various social situations, both in everyday and professional environments (Riyadi, 2021). To prepare participants to enter the workforce, the training also includes job interview simulations, strategies for working in teams, and how to adapt to professional environments. The program is designed to help people with disabilities not only be able to work productively, but also feel confident in their role in the workplace (Habiba & Ulum, 2024).

Challenges Faced By The Community Of Friends Of The Disabled

Komunitas Sahabat Difabel in Semarang City (KSD) is an organization that is committed to empowering people with disabilities through various non formal education programs. Despite having achieved many successes in its various programs, KSD still faces various challenges in carrying out these activities. These challenges relate to aspects such as resource limitations, accessibility, and social stigma, which affect program effectiveness and participant well-being. Among them are:

1. Human Resources, The availability of experienced and professional instructors in educating people with disabilities is also a challenge. Komunitas Sahabat Difabel (KSD) needs to ensure that teaching staff with disabilities must have an in-depth understanding of the specific needs of participants with disabilities.

2. Inadequate facilities, people with disabilities need facilities that are easily accessible, such as ramps, special toilets, large enough space to support the smooth running of activities. These conditions often limit the comfort and full participation of participants with disabilities in training activities. In addition, transportation limitations are also a significant obstacle. Many people with disabilities face difficulties accessing training locations due to the lack of disability friendly transportation. For example, the unavailability of public vehicles equipped with accessibility facilities, such as special ramps or lifts, means that most participants have to rely on the help of others or use private means of transportation that are not always available (Dewi, 2019).
3. Social Stigma and Perception, stigma and negative perceptions still exist in the community, which often discourages people with disabilities from participating in available programs, for fear of being looked down upon or not accepted. So the need for support from the surrounding community is very important in running non formal education programs. Lack of understanding and support from the general public can hinder program implementation and isolate participants from their environment (Mardhatillah, 2021).

Contextualization of the above discussion based on Structural Functionalism Theory by Robert K. Merton on the contribution of Komunitas Sahabat Difabel (KSD) Semarang City in empowering people with disabilities through non formal education. This theory emphasizes that each part of the social structure has a specific function to maintain the balance and stability of society. In this context, the non formal education program run by Komunitas Sahabat Difabel acts as an element that supports social inclusion and empowerment of persons with disabilities, which functions to maintain social balance through providing equal opportunities for all community members to develop. Every activity in society, including the skills training program provided by Komunitas Sahabat Difabel, has a clear manifestation of function, so skills training such as sewing, hydroponic cultivation, and self development can be considered as a manifest function, which is the desired and visible goal, namely increasing the economic and social independence of persons with disabilities. These programs not only provide practical skills but also open up opportunities for them to interact in the community and reduce the sense of social isolation, which is often faced by people with disabilities. Meanwhile, latent or hidden functions can also be found in every training that is implemented. For example, the training not only teaches practical skills but also has the potential to create unexpected social changes, such as improving community perceptions of the abilities of people with disabilities. This is related to how the program helps to change social norms and challenge stereotypes about the abilities of people with disabilities.

Robert K. Merton also proposed the concept of anomie, which refers to the mismatch between social goals and available means. In this case, the availability of experienced instructors is very limited, thus creating an anomie situation where the social structure fails to support the social inclusion being sought, but this limited human resource can still be pursued by disseminating employment announcements to social media. Then, facilities that are not disability-friendly reflect the lack of

adaptation of social structures to the needs of certain groups. This theory asserts that social structures must provide adequate means to achieve collective goals. This misalignment illustrates anomie, where the social structure fails to support the social inclusion being sought. Meanwhile, stigma and negative perceptions of people with disabilities indicate weak norms of inclusion in society. As a result, participants with disabilities are reluctant to participate in programs for fear of being looked down upon. The inability of society to provide appropriate support hinders the achievement of social inclusion goals, creating a situation of anomie where societal values do not support the needs of people with disabilities. Thus, structural functionalism theory offers a framework to analyze how this non-formal education not only serves to improve individual skills, but also plays a role in improving social structures and addressing existing inequalities in society.

CONCLUSION

Based on the results of the research discussion above, the non formal education program conducted by Komunitas Sahabat Difabel (KSD) has a significant impact on empowering people with disabilities. Sewing training, hydroponic cultivation, and self development succeeded in improving participants' technical, emotional, and social skills. Sewing training opens up economic opportunities through creative production, while hydroponic cultivation provides an understanding of modern agriculture that supports economic independence. The self development training also demonstrated the importance of a holistic approach to support emotional, mental and social aspects. These programs help reduce social isolation, change community perceptions of disability, and provide opportunities for people with disabilities to actively participate in community life.

Despite its many successes, the program faces challenges such as limited human resources, inadequate facilities, and social stigma. Therefore, strategic steps are needed to improve the effectiveness and sustainability of the program, such as, providing additional training to instructors by involving experts through collaboration of various institutions, obtaining government and private support to provide disability friendly facilities, conducting public awareness campaigns involving local communities and the media, conducting periodic evaluations to assess the effectiveness of the program, implementing improvements based on participant feedback.

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