Article

Implementation Of Social And Psychological Infrastructure To Improve The Lives Of People With Disabilities

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Abstract: Disability is a social discourse with significant complexity problem. The attention of different segments of society to this issue varies. Some groups regard disability as a psychological issue, while others see it as a socioeconomic one. Empirically, the issue of disability originates from four major issues: insufficient accommodating space and accessibility, stigma and awareness of vulnerable communities, the quality of public sector services, and the flow of information that is not yet disabled-friendly. PGRI Argopuro University (UNIPAR) Jember is a tertiary institution that serves as a study destination for individuals with disabilities. This study aims to investigate social and psychological support in the student service process in higher education. Practically, this study employs a grounded theory method.This study's data collection method combines interviews, observation, and recording. The following data analysis approaches were used: data collecting, open coding, axial coding, and selective coding. This study produces numerous components of social and psychological infrastructure in higher education to improve academic services for people with disabilities, as follows: (1) Establishing a sense of security, as stated in academic regulations; (2) Community Communication Patterns, with the availability of human resources who can communicate in sign language; (3) Advocacy and assistance, in the form of capacity development programmes for disabled people; and (4) Involving disabled people in institutional work systems. This finding also answers the widespread impression that disability is not only a physical problem, but a social one and a psychological condition.

Keywords: disability, social and psychological infrastructure, academic services.

1. Introduction

Educational institutions are public organisations that offer educational services to the population (Yetti et al., 2023). Its existence is governed by many laws and derivative rules (Rozak & Az-Ziyadah, 2021). In essence, education is a fundamental human right (Lestari & Pribadi, 2024). This fundamental right is expressly defined in Article 31 of the Republic of Indonesia's 1945 Constitution. Access to educational services is part of attempts to achieve the constitutional obligation for basic human rights (Ravelino et al., 2023).

The ideal circumstances inherent in various rules and theoretical perspectives are inversely proportionate to the facts and social situations of society (Ebenhaezer Alsih Taruk Allo, 2022). Gaps remain in several areas, including the accessibility of educational services for people with impairments (A'yun, 2020). According to Education Statistics Data for 2023, the educational participation discrepancy for individuals with disabilities remains greater than 10 percent (17.74%) when compared to non-disabled people. This

inequality exists at every level of education. 97.93 percent of elementary school students were not impaired, whereas 87.38 percent were. Middle school: 81.50 percent, disabled: 57.34 percent; high school: 62.69 percent, non-disabled: 34.12 percent. Non-disabled people account for 21.78 percent of tertiary institution enrollment, whereas disabled people account for 14.10 percent.

The inadequate carrying capacity of the support system is the reason behind the large gap in educational participation among individuals with disabilities (Central Statistics Agency, 2023). such as friendship, infrastructure, policies, family support, and unfavourable social stigma (Budahu, 2022). Qurrata A'yun claims that negative stigma, preconceptions, labelling, and prejudice affect people with disabilities and contribute to exclusion and discrimination. They will eventually be denied their human rights to equality in health, work, education, and other social service areas as a result of these diverse stigmas and restrictive viewpoints (A'yun, 2020).

Numerous gadgets have been developed to offer protection features to individuals with disabilities. The Revolutionary Piece of Legislation, Law Number 8 of 2016 respecting Persons with Disabilities ensures equal rights for all citizens (A. Priamsari, 2019). The Law Number 25 of 2009 covering Public Services is another regulatory feature. It makes it quite evident that fairness and nondiscrimination form the cornerstone of public services (RI Law, 2009). Through Permenristekdikti No. 46/2017 Concerning Special Education and Special Service Education in Higher Education, the government has offered regulatory support in the area of higher education. General guidelines and guidelines for providing services for students with impairments in higher education are included in this regulation (Syamsiyah & Rizal, 2023).

If an inclusive viewpoint is not combined with all of these regulatory tools, there is no assurance that a good service system for individuals with disabilities will be established. In light of this, psychological stimulation and social support can both be tools for suppressing and solving this issue (Alfaris, 2018). With 179 students, PGRI Argopuro Jember University is the Indonesian university with the most number of impaired students. Nine disabled persons work in the education sector, which is another very high amount. Additionally, this information guarantees that PGRI Jember University is a disability-friendly institution. These data will be the basis for this study's investigation of standard procedure in relation to initiatives to create social and psychological infrastructure that are experienced in offering educational support to individuals with disabilities.

2. Materials and Methods

1. Pshycological Infrastucture

Infrastructure of the Mind In this context, the phrase "psychological infrastructure" refers to the various kinds of non-physical resources that educational institutions have put in place to support their curricula and promote the social functioning of individuals with disabilities. Diverse perspectives exist about the psychological aspects of individuals with impairments. Among these is the resilience hypothesis, which focuses on an individual's capacity to endure the circumstances and psychological strain they encounter (Erick Maison Putra, 2022). People with impairments are encouraged and given more room to express themselves freely in accordance with their cognitive tendencies under this notion. In an educational setting, psychological treatment for individuals with disabilities is also provided in the following three ways: enhancing community adaptability, open communication, and sensitivity (Nogueira & De Sousa, 2021). For individuals with impairments, the following phases of psychological and pedagogical support can be implemented: diagnostic, educational, correctional and developmental, preventive, and advisory (Karpushkina, 2021).

2. Social Infrastructure

A collection of amenities created by institutions to make accessibility simple for individuals with disabilities is referred to as social infrastructure for people with impairments. This social infrastructure is referred to as social support in theory. The following forms are available (Chu & Chan, 2022). [1] Tangible support, that is, actual, material assistance or assistance that can promote social interaction. [2] Appraisal support refers to assistance or motivation in the shape of gratitude, acknowledgment, or resolve for decisions made in life to bolster one's convictions. [3] Being emotionally close to one's relationship provides emotional support for one's self-esteem. [4] Support for belonging, which is inviting disabled persons to participate in activities and events with others in order to foster a sense of kinship. With a range of social resources, individuals with psychological health will be affected by disability (Ningsih & Susanti, 2019).

3. Educational Support Academic Services

Educational Support Academic services are a category of educational services that are associated with the academic interests of students. These services include internal self-development programmes, administration, and access to learning resources on campus (Marthalina, 2018). The five factors listed below can be examined in order to deliver the best possible service (Agraini, 2023): tangibles, certainty, responsiveness, consistency, and empathy.

this research employs a grounded theory approach. In order to formulate processes or phenomena in an organisational or societal environment into a model, proposition, or development outcome. In order to collect data for this study, a combination of observation, recording, and interviewing was done. Collecting data, open coding, axial coding, and selective coding are some of the data analysis approaches that are employed.

3. Results and Discussion

The techniques and patterns of social and psychological infrastructure development implemented at PGRI Argopuro Jember University to enhance academic services for students with disabilities are thoroughly examined in this research report. The researchers provide the following detailed description of these findings:

1. Establish a feeling of safety

Theoretically, if they feel psychologically comfortable, people with impairments can interact with their social surroundings and exhibit positive prosocial behaviour. People with impairments may benefit psychologically from this sense of security, which can help them perform academically in college. The sense of security itself can be derived from cooperative support from a variety of sources, including friends, family, the educational environment, and policies that allow individuals with disabilities to express themselves. As a way to support individuals with disabilities. PGRI Argopuro University (UNIPAR) Jember has offered a variety of regulatory supports. From a legal standpoint, UNIPAR has elevated disability to an institutional vision that will serve as a benchmark. Here are some further details:

transforming into a top-notch, nationally competitive institution with a focus on science and technology in the areas of disability, entrepreneurship, and local knowledge. (The 2021 University Statutes)

The Chancellor's Decree Number: 147/PT.106/C.1/III/2019, which established the Disability Services Study Centre (PSLD) work unit and gave it a strategic role in providing services to the disabled, brought this institutional vision to life. By releasing Chancellor's Decree No. 415/PT.106/C.1/VII/2022 about the creation of Gender Equality, Disability, and Social Inclusion courses, UNIPAR increases its focus on this topic at the curricular level. It is feasible that all students in the UNIPAR setting will comprehend the fundamental needs of individuals with disabilities in order to participate in social activities because of the

requirement to take this course. People with disabilities will feel as though they are in a setting that is supportive of them thanks to this.

The internal rules and regulatory tools of UNIPAR are adequate to serve as both a means of accommodation for the long-term viability of disabled people's education and representative decision-making for their interests. The goal of all of these initiatives is to establish educational inclusion and accessibility that is genuinely founded on the ideas of social justice and equality. People with disabilities will have their rights protected and fulfilled, and this policy will ensure that they do so. Therefore, the academic setting of UNIPAR will feel safe to people with impairments.

2. Patterns of Community Communication

One of the social issues that people with disabilities frequently face in a variety of highereducation settings is communication. Recall that everyone, even those with impairments, needs to communicate in order to participate in social activities. In actuality, not all public settings and social environments have enough human resources on hand to meet the basic communication requirements and rights of individuals with disabilities. In this regard, UNIPAR possesses human resources equipped with sign language proficiency. This capacity's human resources fall into two categories: First, the community members and lecturers. These individuals are a group of lecturers from the special education study programme (PLB), and they regularly conduct daily lectures on the needs of individuals with disabilities, particularly those related to communication. Each PLB lecturer possesses sign language proficiency based on their own level. Secondly, individuals with disabilities receive assistance with their academic processes from peers who participate as students or volunteers. After being chosen by the PSDL team, these volunteers received specialised training from team members that work inside (Gerakan Untuk Kesejahteraan Tuna Rungu Indonesia) GERKATIN or Indonesian Movement for the Welfare of the Deaf Jember. The goal of educational inclusion, which focuses on maximising the social functioning of impaired groups in the postsecondary setting, includes efforts to provide social amenities to these groups. In light of this, the empirical data pertaining to the patterns of community communication among impaired individuals in higher education (UNIPAR) serve as proof of effective social service delivery methods.

3. Mentoring and advocacy

The goal of advocacy is to support the rights of individuals and community groups through social action. Numerous factors, including political, social, and humanitarian impulses, are driving this effort. People who work in the social work field consistently uphold a strong foundation of partisanship, which is included in this last incentive. UNIPAR has planned a number of events and advocacy campaigns to support the development of a campus that is welcoming to individuals with disabilities on both a social and psychological level. Among the many ongoing advocacy and mentorship initiatives are scholarship programmes, social assistance programmes, and skill development initiatives for individuals with disabilities. As a result, UNIPAR has helped individuals with disabilities in the campus setting in at least two ways: by supporting their academic administration needs and by helping them learn.

Services for learning support are offered both directly and indirectly. While colleagues provide an indirect type of assistance, professors and the community provide direct services to students with impairments. Concerning administrative services, The PSDL team actively engages in accommodating the needs and interests of individuals with disabilities by providing direct help to handicapped students. On behalf of Adisty Fairus Shofi from the deaf disabled group, one of the informants provided a direct explanation of how the requirements of disabled pupils are met. He clarified that one of the best reasons he continued to pursue his education with such fervour was the existence of volunteer and mentoring organisations as well as PSDL for needs that were difficult for him to obtain. To be more precise, he stated as follows:

I don't feel alone on this campus there are a lot of friends that can hang around as if there are no boundaries. I've been motivated during this fourth semester thanks to support from a variety of people, particularly my friends and the instructors here. (Shofi, Adisty Fairus, 2024).

It's not an easy task to consistently provide services to individuals with impairments. The secret to serving those with disabilities is being sensitive to their needs and showing perseverance and diligence. Concerns about UNIPAR advocacy for individuals with disabilities also extend to social assistance in the form of appreciation (appraisal support). The support and advocacy provided in the higher education sector are based on the empowerment principle, which prohibits treating students like helpless objects and instead gives them the chance to reach their full potential as soon as possible.

4. Disabled individuals' participation in the institutional labour system

An individual's active involvement in a social or professional setting is referred to as participation or involvement. Involvement is a component of a reflection of collectivity and a sign of social inclusion that places a premium on equality across the board. From the standpoint of justice, the participation of disabled individuals is a component of enacting Law Number 8 of 2016 concerning Persons with Disabilities, which states that the central and regional governments, BUMN, and BUMD must provide a minimum composition of two percent for the participation of disabled workers. In the business sector, disabled individuals must be involved to a minimum of one percent.

Over 3% of the UNIPAR workforce is made up of individuals with disabilities, including both physical and mental conditions. Its presence and participation serve as more than just a branding feature and complement; rather, they allow it to operate to the fullest extent possible. Asrorul Mais, the first deputy chancellor, is one of the disabled individuals who holds a significant role as the head of the university's academic affairs. In addition to his role as an academic formulator, he represents the disabled community by creating an impression and turning into a symbol of the actual practice of partisanship.

People with disabilities may find this information psychologically stimulating and comforting in the knowledge that they will feel comfortable, in control, and at home on campus. The reason for this is that he observed firsthand how inclusionary values were applied, rather than merely hearing about them in social work classrooms. This message aims to raise awareness that, at UNIPAR, those with disabilities will have equal possibilities with non-disabled individuals, provided they possess a strong sense of desire and motivation to be productive. Higher education at the PGRI Argopuro Jember university is now offered under the actual conditions that have been detailed above, including the numerous social and psychological infrastructures and facilities that are employed to deliver academic services. The results scheme provides further information as follows: Image : Forms of Disability Infrastructure at UNIPAR
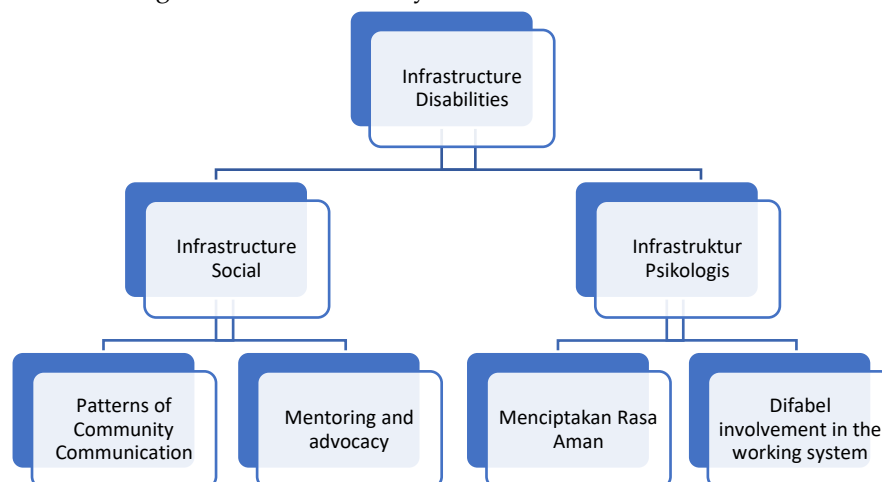
source: researcher's formulation

4. Conclusion

It is possible to draw the conclusion that the psychological and social infrastructure in all educational settings must be prepared, as mandated by law, based on the explanation given in the previous debate. UNIPAR Jember has prepared two infrastructures, namely the social and psychological infrastructures, in order to promote infrastructure readiness as envisaged. First, Among the social infrastructure are 1) UNIPAR has given the majority of the community sign language communication skills in order to foster a large socialisation space for those with impairments. 2) Create a Disability Services Study Centre (PSDL) to address the needs of individuals with disabilities to the greatest extent possible. mental framework. Secondly, the purpose of rules and regulations is to provide students who aspire to further their education with a sense of security. 2) Inclusion of impaired individuals in the institutional labour system to support their professional excellence and competence. This feature also creates the psychological sense that UNIPAR genuinely values the contributions of those with impairments.

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