



Original Article

The Implementation of Independent Attitude for Children with Cerebral Palsy at SKH Negeri 01 Kota Serang

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Abstract:

Implementing Independence in Children with Physical Disabilities and Cerebral Palsy at SKH Negeri 01 Serang City. This study aims to explore the implementation of independence in children with physical disabilities and cerebral palsy at SKH Negeri 01 Kota Serang. Independence is a critical skill to enhance the quality of life for children with special needs. This research employed a qualitative approach, using observation, interviews, and documentation. The findings revealed that fostering independence involves training daily living skills, using assistive devices, and conducting confidence-building activities. Challenges include communication barriers and insufficient information about the children's capabilities. The study recommends collaboration among teachers, parents, and the community to optimally support the development of these children.

Keywords: Independence, Physical Disabilities, Cerebral Palsy

Introduction

Independence is one of the important abilities that must be developed in children with special needs, including children with cerebral palsy ([Seviarica et al., 2021](#)). Independence is defined as the ability to carry out daily activities without complete dependence on others. This ability not only supports their future survival, but also helps children have self-confidence and basic skills that allow them to actively participate in community life ([Kasi, 2023](#)). In the context of education, developing an independent attitude is one of the main goals for children with special needs. Special Needs School (SKH) Negeri 01 Kota Serang, Banten, is an educational institution that plays an important role in supporting the development of the potential of children with special needs, including children with cerebral palsy. Cerebral palsy is a disorder that affects posture, movement, and body coordination due to brain damage that occurs before, during, or after birth. This disorder can result in various physical and motoric limitations that require a special approach in the learning and training process to help children develop an independent attitude ([Suhilmiati, 2017](#)).

Efforts made by SKH Negeri 01 Kota Serang in implementing an independent attitude in children with cerebral palsy include various methods, such as daily living



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skills training, use of assistive devices, and development of self-confidence through structured activities and support from the school environment. These various approaches aim to help children with cerebral palsy achieve their maximum potential ([Nursuada et al., 2024](#)). Every child has the right to receive a decent education, regardless of differences. This has been regulated in Article 31 paragraph (1) of the 1945 Constitution, which states that every citizen has the right to receive an equal education ([Selviana et al., 2024](#)). This provision confirms that children with special needs, including children with physical disabilities, must receive educational services that can optimize their potential ([Fakhiratunnisa et al., 2022](#)).

Children with physical disabilities are included in the group of children with special needs because they have physical and motoric disabilities due to abnormalities in bone, muscle, or joint structure. These disabilities can be caused by congenital abnormalities, illness, or accidents ([Fakhiratunnisa et al., 2022](#)). One of the main causes of this obstacle is cerebral palsy, which causes nerve disorders in the brain, especially the motor nerves. This disorder affects motor skills, both gross and fine, as well as the ability to speak ([Winarsih, 2021](#)). Children with cerebral palsy require a learning approach that is tailored to the characteristics of each individual in order to achieve their developmental and educational goals. Wardani ([Wardani, 2024](#)) explains that cerebral palsy is a disorder that occurs in muscle or nerve function and causes damage to the brain which results in disturbances to the five senses, memory and psychology. ([Sulasminah, 2024](#)) states that children with cerebral palsy experience nerve disorders in the brain, especially the motor nerves that control muscle movement and cause nerve disorders in the brain so that children usually have many difficulties, for example, students experience obstacles in both gross and fine motor skills ([Sulasminah, 2024](#)). Children with cerebral palsy also usually experience speech disorders. So cerebral palsy is a disorder of the nervous system caused by an accident or from birth resulting in brain damage. Therefore, this study aims to examine how the implementation of an independent attitude is carried out at SKH Negeri 01 Kota Serang, Banten ([Rahmatunnisa et al., 2022](#)). In addition, this study will also identify the obstacles faced by teachers in providing treatment to children with cerebral palsy disabilities, so that it can provide recommendations to improve the effectiveness of learning in special needs schools ([Mubarok et al., 2024](#)).

Methods

Research in English is called research. When viewed from the composition of the words, it consists of two syllables, namely re which means to do again or repeat and search which means to see, observe or search, so that research can be interpreted as a series of activities carried out to gain a new understanding that is more complex, more detailed, and more comprehensive of something being studied ([Anggito & Setiawan, 2018](#)). According to ([Kirk & Miller, 1986](#)) defines that qualitative research is a particular tradition in social science that fundamentally depends on observations of humans both in their area and in their terminology.

It identifies things that are relevant to good meaning in the diverse conditions of the world of human diversity, diverse actions, diverse beliefs and interests by focusing on the different forms of things that give rise to different meanings ([Khasanah et al., 2024](#)). In this study, the author uses a qualitative method with observation techniques, interviews, recording what is found in the field, and documentation at SKH Negeri 01 Kota Serang. In qualitative research, direct observation techniques or participatory

research are used, as conducted by researchers in the fields of anthropology and ethnology so that researchers are directly involved or mingle with those being studied. Researchers do not distance themselves from the objects being studied. So that a sense of mutual trust is built. In practice, researchers will review various documents or photographs ([Rukin, 2019](#)). The interviews used are open, structured or unstructured and closed structured or unstructured interviews. While the data analysis is inductive and continuous, the ultimate goal of which is to produce understanding, concepts and the development of a new theory ([Rukin, 2019](#)).

Results

From the results of the study on a student named Iqbal Afriansyah where Iqbal has a physical disability with cerebral palsy, Iqbal does not have a phobia. Previously, the researcher wanted to confirm why we conducted a focused observation on 1 student, namely Iqbal, we chose Iqbal as our object of observation, namely according to the recommendation of the direct teacher who taught Iqbal, and Iqbal also still has to be under the supervision of the teacher and needs special attention and assistance to carry out his activities ([Syamsul, 2017](#)). Iqbal is not yet able to stand up straight, when he wants to stand up Iqbal has to use a walker to stand up and needs help and must be accompanied by his teacher ([Desmariyani, 2020](#)). Both of Iqbal's hands and feet cannot be moved normally because of his cerebral palsy, the obstacle is definitely moving his hands and feet. To do daily activities such as dressing himself, wearing shoes or sandals, and combing his hair, Iqbal cannot yet and still has to be guided and assisted by his parents if his activities are done at home, and assisted by teachers if his activities are done at school. But to eat by himself, Iqbal can already move his hand a little to hold a spoon slowly using his right hand, but this also still needs help and guidance ([Ardiyansyah, 2022](#)).

Iqbal because he cannot stand up straight he uses a wheelchair, even though he uses a wheelchair when Iqbal is doing rhythm building activities through rhythm and music, Iqbal can still follow the rhythm of the music but can only move his feet and hands a little like while stepping on the footrest on the wheelchair, even though his movements are not as perfect as children with other disabilities who can still move their hands and feet ([L. Dewi, 2019](#)). All children at SKH Negeri 01 Kota Serang are always confident in their respective abilities because their environment is all there and they respect each other, unlike children with disabilities in inclusive schools, there are definitely many problems regarding lack of confidence ([Erawati, 2016](#)). Iqbal is also a child who has a very strong spirit and self-confidence to train himself to be able to stand, such as always asking his teacher to teach him to practice walking using a walker, Iqbal is also a child who wants to try and learn so that from what was previously impossible to become possible even though everything has a long and very long process ([Purnomo, 2021](#)). Iqbal is also confident in front of his friends, and Iqbal's friends in class also support each other. Iqbal is also a child who likes to interact with his friends and teachers, although Iqbal's communication is still unclear ([Mollah, 2019](#)). But when asked Iqbal always answers what is asked by the teacher or his friends. Iqbal also often mixes with several other children with disabilities even though Iqbal uses a wheelchair. but still under the supervision of the teacher or his parents while helping to push Iqbal's wheelchair ([Darmawan & Andriani, 2021](#)). Iqbal is able to move his wheelchair by himself, although only a little bit, for a distance that is not too far, such as from inside the classroom to the front of the classroom door. For the rest, Iqbal is not yet able to.

In SKH Negeri 01 Serang City has a special curriculum without any modification, so if in a special school still uses a special curriculum and is not adapted. In learning at SKH Negeri 01 Serang City does not apply individual learning, everything remains classical. in SKH Negeri 01 Serang City there are already extracurricular activities that are adjusted to their respective abilities and talents. for extracurricular activities that are comprehensive (all obstacles) are scouts ([Subarkah & Rahayu, 2023](#)). For example, a child who has a disability in his/her hands usually takes part in extracurricular activities such as beading so that he/she can produce products such as pendants, make bracelets and others, even though they are not as perfect as those made by other normal children, but each child with a disability has his/her own talent according to his/her abilities ([Ambarsari, 2022](#)). In SKH Negeri 01 Kota Serang there is still parental involvement such as during learning outside the classroom and if there is some homework, but when in the middle of learning or in class parents are prohibited from entering the classroom. for at school only train children's movements such as practicing walking using a walker and training movement from several extracurricular activities, practicing moving places, practicing using a wheelchair([AS Dewi & Mulyono, 2023](#)).

Iqbal is still lacking in his learning and has difficulty focusing during learning, but he can already recognize numbers from 1-10, and for addition and subtraction Iqbal can already do it, but only small numbers, but for multiplication or division he can't do it yet, it's still in the process stage ([Aswita et al., 2022](#)). To train activeness and focus as well as accuracy is still in several stages of the process, by training student accuracy, the teacher uses illustrated worksheets, for example, there are several pictures of animals, then the teacher instructs the child with physical disabilities to count how many animals are on the paper, and the child starts counting the ones on the paper. This has only been done for a month so it is still in the process of training student accuracy, activeness, and focus ([Sani, 2019](#)). During the trial using LK, the child still could not do it, so it still took a lot of time for the child to learn. Because the teacher in his class said, he focused on stimulating motor skills to his students so that they could try to move their bodies, so he learned more in class, namely focusing on stimulating his motor skills to students ([Angelina, 2020](#)). Iqbal did not follow physiotherapy due to his economic situation because to follow physiotherapy requires a large amount of money. And he only relies on teachers who teach at school and stimulation assistance from his parents.

Conclusion

Independence is an important skill that must be developed in children with special needs, including children with cerebral palsy. Cerebral palsy is a disorder that affects posture, movement, and body coordination due to brain damage that occurs before, during, or after birth. This disorder can result in various physical and motoric limitations that require a special approach in the learning and training process to help children develop an attitude of independence. The implementation of an attitude of independence in children with cerebral palsy at SKH Negeri 01 Kota Serang is very important for their development. This school uses various methods such as daily living skills training, the use of assistive devices, and self-confidence building activities to help children with cerebral palsy reach their full potential.

Despite the challenges they face, children at SKH Negeri 01 Kota Serang are encouraged to be confident and interact with others, creating a supportive environment for their growth. Findings from this study suggest that children like Iqbal at the school demonstrate determination and a willingness to learn, although they may require

additional support and time for improvement. The school curriculum is tailored to meet each child's abilities and talents, with extracurricular activities that help them explore their potential. Parental involvement is also important in supporting children's learning both at school and at home. This study highlights the importance of an individualized approach to education for children with special needs, emphasizing the need for ongoing efforts to improve their learning experiences.

Suggestion

Based on the results of the study, there are several suggestions for parents, teachers, the community, and further researchers. For parents, it is expected to provide appropriate care for children with cerebral palsy so that they can develop well, have self-confidence, and a sense of responsibility. For teachers, the existing methods are good, but need to be improved to help students develop self-confidence in all activities. Physical therapy is also important to improve the motor skills of children with disabilities. For the community, it is expected to be more concerned and create a positive environment for children with disabilities so that they do not feel isolated. For subsequent researchers, it is hoped that this study can be a reference and learning to improve future research.

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