

Identifying the Needs of Visual Sensory Disabilities in Developing Interests and Talents at PPSDSN

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Abstract. Visual sensory disabilities have the desire to be accepted in society and obtain equal rights in the process of developing their interests and talents. The aim of this research is first, to find out the identification of needs for visual sensory disabilities in the process of developing themselves at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo, Kudus district. Second, find out the process of developing interests and talents for visual sensory disabilities at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo, Kudus district. The method used in this research uses qualitative methods. This research data uses observation, interview and documentation techniques. Data collection techniques in this research used observation, interview and documentation techniques. Data analysis uses reduction techniques, data presentation, and drawing conclusions. The results of this research are first, the needs of the beneficiaries regarding self-development at the PPSDSN (Social Service Home for the Visually Sensory Disabled) Pendowo, Kudus Regency, are influenced by Human Resources and programs implemented at the PPSDSN (Social Service Home for the Visually Sensory Disabled) Pendowo, Kudus Regency. Second, the process of developing interests and talents is adjusted to the program chosen by the beneficiary and their willingness to develop themselves according to the program being implemented.

Key words: Disabilities, sensory, visual, interests, talents.

INTRODUCTION

Visual sensory disabilities have the same rights in social life, namely getting the same opportunities in life such as getting a job, getting awards, and not being discriminated against. The element of trust and not being looked down upon is the hope for the visually impaired in interacting with society. Rewards in the form of trust in the performance, skills and perseverance of visual sensory disabilities in completing responsibilities are factors that are expected to occur in society, Anlianna, et. al (2023); Afiyanah, (2020); Afifah, (2023); Andari, (2016); Adriani, et. al (2021).

Interest in developing oneself and the desire to learn in a process without pressure to develop are the basis for blind sensory disabilities to pursue the field they want to develop, Bactiar, et. al (2022); Carissa, et. al (2019); Handayani, et. al (2023); Haholongan, et. al (2021). Based on the results of observations at the PPSDSN (Social Service Home for the Visually Sensory Disabled) Pendowo, Kudus

district, information was obtained that the visually impaired have the desire to develop and want to learn related to the programs held at the PPSDSN (Social Service Home for the Visual Sensory Disabled) Pendowo, Kudus district. This desire to develop is a positive step in developing oneself according to the interests of those with visual sensory disabilities.

The problem faced in developing talents with mental disabilities is that the training process that is carried out needs the support of targeted educational management so that the soft skills acquired by mental disabilities can improve according to the planned program. The programs implemented need to be adapted to the needs of mental disabilities according to interests, talents and personal development so that they are right on target. Based on observations carried out by researchers, it was found that mental disabilities have different histories or backgrounds in terms of skills, interests and talents. This is influenced by internal and external factors that support the

self-development process with mental disabilities. Based on the results of interviews conducted by researchers at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo Kudus, information was obtained that interest and talent service programs were provided in accordance with the wishes of mental disabilities in the process of self-development. However, partners, practitioners and human resources are needed who support the process of developing interests, talents and self-development with visual sensory disabilities so that later the training process provided can be used in the field appropriately and in line with expectations.

Based on research conducted by Ketcil, et. al (2024); Liwan, et. al (2019); Mardiyati, (2017); Masnoni, et. al (2024) found that in the process of identifying the needs of blind sensory disabilities, it is necessary to identify the characteristics of each blind sensory disability so that the needs or skills that are improved can be right on target. This research is in line with previous research that supports the importance of skills acquired by visual sensory disabilities. Based on the problems that have been raised, in this research the researcher focuses research on "Identifying the Needs of Visual Sensory Disabilities in Developing Interests and Talents at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo Kudus Regency". The aim of this research is first, to find out the identification of the needs of visual sensory disabilities in the process of developing themselves at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo, Kudus district. Second, find out the process of developing interests and talents for visual sensory disabilities at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo, Kudus district.

Based on the research objectives carried out by researchers, the identification process related to the needs of visual sensory disabilities can be identified well according to the characteristics of visual sensory disabilities. The development of interests and talents of blind sensory disabilities related to the development of soft skills can be identified through a research process using intense observation, interviews and documentation techniques for each individual to obtain an overview of the interests and talents that blind sensory disabilities have and their

desired development

METHODS

The method used in this research uses qualitative methods. The approach used in this research uses a narrative approach. This research was carried out from August 2023-June 2024 continuously at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo, Kudus district. The process of this research involved resources at the social service home for the blind with sensory disabilities as a source of information and practitioners who were experts in the field and for the blind with sensory disabilities in the social service home for the blind with sensory disabilities in Kudus Regency. There were 40 blind sensory disabilities involved in this research to obtain an overview of the characteristics and talent interests that blind sensory disabilities need in the process of self-development. Researchers in this study mingled directly with the visually impaired to obtain an overview of the characteristics and interests of talents that are expected to develop while in the social service center for the visually impaired in Kudus Regency. This research data was obtained from observation, interviews, documentation. Researchers carried out observations at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo, Kudus district. Researchers conducted interviews with beneficiaries (PM), namely those with visual sensory disabilities, as well as practitioners who teach in Kudus district with visual sensory disabilities. Data collection techniques in this research used observation, interview and documentation techniques. Researchers used observation techniques to determine the activities, habits and characteristics of blind sensory disabilities in developing interests, talents and self-development in homes for people with blind sensory disabilities in Kudus district. The researcher used interview techniques to determine the needs of blind sensory disabilities in developing interests, talents and self-development related to activities at the blind sensory disability service home in Kudus district. Documentation techniques are used to find out information related to the background skills that blind sensory disabilities already possess. Data analysis uses reduction techniques, data presentation, and drawing conclusions.

Reduction in this research was used by mapping data findings based on the interests, talents and self-development of visual sensory disabilities that researchers found at PPSDSN (Social Service Home for Visual Sensory Disabilities) Pendowo, Kudus district. The data presentation technique is used through identification groupings according to the findings of this research regarding interests, talents and self-development pursued by blind sensory disabilities. The conclusion drawing technique is used to show the findings of this research regarding the benefits and uses in the process of identifying needs, interests, talents and self-development of visual sensory disabilities.

RESULTS AND DISCUSSION

1. Beneficiary needs related to self-development at PPSDSN (Social Service Home for the Visually Sensory Disabled) Pendowo, Kudus district

Based on the research that has been carried out by researchers, the results of the research are that in the context of developing the interests and talents of people with visual sensory disabilities in social service institutions in Pendowo Kudus, identifying the needs of the beneficiaries is very vital. This need includes continuous self-development, which is supported by the accessibility of inclusive education and adequate Braille literacy. Apart from that, the use of assistive technology is also an important element in facilitating learning and daily activities. In an effort to improve skills, training programs are tailored to individual interests and talents, paying attention to aspects of mobility, orientation and relevant vocational skills. Micro business training is also needed to support their economic independence. Good communication and social interaction skills are also a focus, along with providing appropriate psychological support. With a holistic and integrated approach to all these aspects, it is hoped that beneficiaries can develop their potential optimally and achieve better welfare in the social service home environment.

In a broader context, it is important to recognize that all aspects of the needs of people with visual sensory disabilities in developing interests and talents in social service institutions in Pendowo Kudus are influenced by Human Resources (HR) and the programs implemented in these

institutions. Human resources who are trained and competent in understanding and meeting individual needs are the key to success in implementing inclusive education programs, skills training, Braille literacy, use of technology and psychological support. Well-designed and executed programs will also provide a strong foundation for beneficiaries' self-development, strengthen skills, facilitate mobility and orientation, and encourage positive social interactions. Thus, close collaboration between quality human resources and structured programs forms an ecosystem that supports the growth and empowerment of people with visual sensory disabilities in the social service home environment in Pendowo Kudus.

2. The process of developing interests and talents with visual sensory disabilities according to the chosen program

In developing the interests and talents of people with visual sensory disabilities with a variety of selected programs, the process begins with identifying interests and talents through observation approaches, interviews and exploratory activities that enable an in-depth understanding of individual preferences. An initial assessment is carried out to evaluate the skills and potential of beneficiaries holistically. Consultation with families and caregivers is important to obtain additional information and establish a framework that supports individual development. Individual development plans are prepared based on the results of identification, assessment and consultation, taking into account programs that suit their interests and potential. Training and coaching is carried out in a directed and structured manner, focusing on developing skills and strengthening individual talents. The use of assistive technology is implemented to support learning and daily activities, ensuring the accessibility and effectiveness of the technology. Regular evaluations are carried out to evaluate progress and adapt the program according to individual needs, while psychological and motivational support is provided to strengthen the mental well-being and motivation of beneficiaries. Entrepreneurship support is also provided to encourage economic independence. All of these steps are carried out by taking into account the willingness of the beneficiaries to develop themselves in accordance with the program being implemented, thereby creating an inclusive environment and holistic

empowerment.

CONCLUSION

The characteristics of blind sensory disabilities have different characteristics based on their background and experience. The process of developing the interests and talents of people with visual sensory disabilities has the potential to be developed because of their strong desire to develop and the desire to live in society and receive the same respect as members of society. This desire is the basis for the enthusiasm of the visually impaired to learn according to the media and processes carried out at the Social Services Home for the Visually Sensory Disabled.

Visual sensory disabilities have equal rights in the process of developing interests and talents. This needs to be supported by a well-planned soft skills education management program. The programs prepared are tailored to the characteristics of blind sensory disabilities and prioritize the interests, talents and self-development of blind sensory disabilities. Through a collaborative process with partners, namely users of the benefits of creativity and innovation from visual sensory disabilities, a positive spirit in the process provides space for sensory disabilities to develop according to their interests, talents and personal development.

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