

Empowering Children With Special Needs (ABK) Through Character Education Based on Local Wisdom in Bali

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Artikel submit	080425
Artikel review	081325
Artikel accepted	080425

Abstract

Law Number 20 of 2013 concerning the national education system, article 3, requires character building from an early age. Hindu Religious Education is a subsystem of national education. In addition to encouraging intelligence in spiritual education, it also has efforts to produce students who are intelligent both intellectually and emotionally. In its implementation, education for children with special needs at SLB Negeri 3 Denpasar is based on the values of Balinese local wisdom. The purpose of this Community Service (PkM) activity is so that students (ABK) can understand, appreciate and be able to apply Balinese local wisdom, so it can be ensured that the personality of students in carrying out their lives both at school and outside of school will prioritize positive things that can be used as guidelines for forming the character of students including: Tri Hita Karana, Tat Twam Asi, Mayama Braya. The method used is a persuasive approach through stages: socialization, training, and follow-up evaluation. The results of the Community Service Program in the form of implementing education for children with special needs (ABK) based on Balinese local wisdom values at SLB Negeri 3 Denpasar not only can form a young generation that is qualified and has noble character but also but also have independence in the economic sector.

Keywords: Empowerment of Children with Special Needs (ABK); Character Education; Balinese Local Wisdom

Abstrak

UU Nomor 20 tahun 2013 tentang sistem pendidikan nasional pasal 3 yang mewajibkan adanya pembentukan karakter sejak dini. Pendidikan Agama Hindu merupakan sub sistem dari pendidikan nasional. Selain mendorong kecerdasan dalam spiritual Pendidikan juga memiliki upaya untuk melahirkan peserta didik yang cerdas baik secara intelektual dan emosional. Dalam pelaksanaannya pendidikan bagi anak berkebutuhan khusus di SLB Negeri 3 Denpasar didasarkan pada nilai-nilai kearifan lokal Bali. Tujuan dari kegiatan Pengabdian kepada Masyarakat (PkM) ini adalah agar peserta didik (ABK) dapat memahami, menghayati dan mampu menerapkan kearifan lokal Bali, maka dapat dipastikan kepribadian peserta didik dalam menjalankan kehidupannya baik di sekolah maupun di luar sekolah akan mengedepankan hal-hal positif yang dapat dijadikan pedoman untuk membentuk karakter peserta didik diantaranya: Tri Hita Karana, Tat Twam Asi, Mayama Braya. Metode yang digunakan dengan menggunakan pendekatan persuasif melalui tahapan: sosialisasi, pelatihan, dan evaluasi tindak lanjut. Hasil PkM berupa implementasi pendidikan anak berkebutuhan khusus (ABK) berdasarkan nilai-nilai kearifan lokal Bali tersebut di SLB Negeri 3 Denpasar tidak hanya dapat membentuk generasi muda yang berkualitas dan berkarakter mulia tetapi juga memiliki kemandirian dalam bidang ekonomi.

Kata Kunci: Pemberdayaan Anak Berkebutuhan Khusus (ABK); Pendidikan Karakter; Kearifan Lokal Bali

INTRODUCTION

The low quality of education in Indonesia will lead to a crisis of positive character and moral degradation among students. How could it not, with the high cost of education, the nation's young people cannot continue their education to a higher level and even drop out of school. In such conditions, with minimal moral, ethical, and character education coupled with an economy that constantly strangles them, seeds of negative character traits emerge, often indicating criminal tendencies. This is certainly not what we hope for the next generation of our nation.

Children with Special Needs (ABK) at SLB Negeri 3 Denpasar experience social and communication problems, such as: (1) disorders in verbal and nonverbal communication; (2) disorders in the area of social interaction; (3) disorders in the area of behavior.

The phenomenon of moral degradation in a nation is indeed very concerning. This is where education should play an active role. Good education is education that can shape positive character in students. The education based on Balinese local wisdom implemented at SLB Negeri 3 Denpasar is one concrete effort that can be applied formally to address moral degradation and the crisis of positive character.

GENERAL DESCRIPTION OF THE COMMUNITY, PROBLEMS AND TARGET SOLUTIONS

General description

Inclusive education based on the local wisdom values of Bali, namely Tri Hita Karana, Tat Twam Asi, and Menyama Braya, serves as an important foundation for character education. Tri Hita Karana teaches harmony between God, humans, and nature, while Tat Twam Asi emphasises empathy and mutual understanding. Menyama Braya promotes unity and equality among citizens. These values can be implemented in daily school activities to shape students' character, including those with special needs.

Programmes such as Character Education at SLB Negeri 3 Denpasar, an inclusive school for deaf/mute children, demonstrate success in integrating character education based on local wisdom. Through activities such as sewing and making porosan, students are encouraged to develop independence, cooperation, and creativity. Teacher involvement in this programme is also crucial for creating an inclusive and supportive learning environment. Additionally, applying values like Tat Twam Asi to prevent the 'three major sins of education' (violence, discrimination, and bullying) can enhance teachers' and students' awareness and skills in creating a safe and supportive learning environment for students with special needs.

Tabel 1. Target description

No	Name of target	Characteristics of target	Amount	General problem or targets
1	Non-Economic target	Children wit special needs (ABK)	10	Education Sector
2	Economic target	Children wit special needs (ABK)	10	Economy Sector

Problem

Character education based on Balinese local wisdom at SLB Negeri 3 Denpasar is education aimed at shaping the character or personality of children with special needs (ABK), so that these

good character traits are instilled and take root in the children's souls. Character education is not solely focused on cognitive aspects but rather on nurturing the potential within children, developed through the cultivation of good traits, which involves teaching positive character values. In character education, each individual is trained to maintain good traits within themselves (fitrah) so that these traits become firmly ingrained through education, ultimately forming noble character.

The development of the character of the nation's children is an effort to realise the mandate of Pancasila and the Preamble to the 1945 Constitution, motivated by the reality of national issues that are developing today, such as: disorientation and a lack of understanding of the values of Pancasila; the limitations of integrated policy instruments in realising the values of Pancasila; the shift in ethical values in national and state life; the fading awareness of national cultural values; the threat of national disintegration; and the weakening of national independence (Source: National Policy Framework for National Character Development 2010-2025). Law No. 20 of 2003 on the National Education System, Ministry of Education Regulation No. 70 of 2009 on Inclusive Education, and further reinforced by Law No. 14 of 2005 on Teachers and Lecturers. Within these regulations, the implementation of inclusive schools has been mandated.

Tabel 2 Problem and solution

No	Problem	Solution	Indicators of goal
1	Education: Knowledge level	Knowledge transfer Mentoring	Increase skor knowledge/skill/behaviour
2	Decrease of income	Empowerment economy	Increase entrepreneur skill/marketing

Table 2 shows that the problems faced by children with special needs are related to education (behavior) and independence (economic values). The solution to this Community Service (PKM) activity is to address these problems by providing character education and training based on Balinese local wisdom, with material based on the noble values of Tri Hita Karana, Tat Twam Asi, and Manyama Braya.

METHOD

The Community Service Program (PkM) was conducted on 31 January 2025 at SLB Negeri 3 Denpasar, involving 10 students with special needs. The program consisted of three stages: socialisation, training, and evaluation, with the main focus on teaching sewing techniques for making traditional Balinese offerings (porosan), which are used as part of religious ceremonies in Bali.

The stages in the PkM activities are as follows: (1) Socialization, by holding meetings with the SLB Negeri 3 Denpasar involving the principal, vice principal, skills teachers, parents, and social organizations; (2) Training, providing training by the PkM team with materials covering: Tri Hita Karana, Tat Twam Asi, and Manyama Braya theoretically and practically; (3) Evaluation as a follow-up to the PkM activities to determine the results and impacts of the PkM activities in the form of ABK's understanding of Balinese local wisdom values (theoretical) and at the same time producing products that have added economic value (practical).

This PkM activity involved special education students from the 2024 cohort as organisers and participants. The supervising lecturer, programme head, and lecturers also attended the activity.

Not only that, teachers, parents of children with special needs, and the local community also played an active role in supporting the success of this inclusion programme.

RESULTS AND DISCUSSION

The participants were very enthusiastic about participating in this community service activity and they were able to complete the training in making porosan well according to the planned programme.

The principal of SLB Negeri 3 Denpasar hopes that this community service activity can be carried out continuously with different training materials according to the needs of children with special needs.



Figure 1. Implementation of PkM Activities



Figure 2. Product "Porosan"

CONCLUSIONS AND SUGGESTIONS

The implementation of character education based on Balinese local wisdom not only can form a young generation that is qualified and has noble character but also but also have independence in the economic sector. This is important in realising fair and dignified education for all children, including children with special needs. The conclusion provides a summary of the description of the results and discussion, referring to the objectives of community service. Suggestions are written in a clear and operational manner. Conclusions and suggestions are presented in the form of new thought narratives which are the essence of the findings of community service.

Teachers need to be equipped with skills that enable them to be more sensitive and flexible in responding to the diverse needs of students with special needs. Schools can also collaborate

with experts and local communities who play an important role in supporting inclusive education rooted in local culture. Community involvement allows schools to become inclusive spaces supported by the surrounding environment, creating harmony in line with the concepts of Tri Hita Karana, Tat Twam Asi, and Menyama Braya.

ACKNOWLEDGEMENT

First of all, I would like to thank God Almighty for guiding us in completing this Community Service Project.

Additionally, we would like to thank SLB Negeri 3 Denpasar for assisting us by facilitating the PkM activities from start to finish.

I would also like to thank my fellow lecturers and students who actively participated in the PkM activities. Without their support, we would not have been able to successfully complete this PkM project.

Last but not least, we would like to thank everyone who has helped and motivated us to carry out the PkM activity for the empowerment of children with special needs (ABK) through character education based on local wisdom.

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