



Socialization In Creating An Inclusive Society In For Children With Special Needs

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Info Article Received : 27 Mei 2026 Revised : 24 Juni 2026 Accepted : 24 Juli 2026 Publication : 31 Juli 2026	Abstract: <i>This initiative stemmed from the identification of an opportunity to raise public awareness and knowledge regarding children with special needs in a specific urban village in Banjarbaru City. The community service project aimed to foster an inclusive environment for children with special needs. Conducted in person with 54 participants, the program utilized a lecture-based format covering three key topics: types of disabilities, the roles of various stakeholders at the urban village level in building an inclusive community, and the introduction of an application for interventioning children with special needs. Pre- and post-test evaluations demonstrated an improvement in participant understanding. Assessments of participant satisfaction revealed a positive response to the event, which served to strengthen the community's inclusive perspective toward individuals with disabilities and encouraged cross-organizational collaboration in creating an inclusive environment at the urban village level.</i> Abstrak: Kegiatan ini berawal dari teridentifikasinya peluang peningkatan kesadaran dan pengetahuan masyarakat mengenai anak berkebutuhan khusus di salah satu kelurahan di Kota Banjarbaru. Pengabdian ini bertujuan untuk mewujudkan lingkungan inklusif bagi anak berkebutuhan khusus. Kegiatan dilaksanakan secara luring diikuti 54 peserta, materi disampaikan melalui metode ceramah dengan tiga materi utama yaitu jenis disabilitas, peran berbagai pihak pada tingkat kelurahan dalam membangun masyarakat inklusif, dan sosialisasi aplikasi penanganan anak berkebutuhan khusus. Evaluasi menggunakan instrumen pre-test dan post-test menunjukkan peningkatan pemahaman peserta. Evaluasi kepuasan peserta menunjukkan respons positif terhadap pelaksanaan kegiatan dan menjadi langkah penguatan perspektif inklusif masyarakat terhadap individu disabilitas, serta mendorong mendorong kolaborasi lintas organisasi dalam mewujudkan lingkungan inklusif di tingkat kelurahan.
Keywords: Socialization, Inclusive Community, Children with special needs, Urban Village. Kata Kunci: Sosialisasi, Masyarakat Inklusif, Anak Berkebutuhan Khusus, Kelurahan	
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INTRODUCTION

People with disabilities have the same role as everyone else, including as agents of change in the development of the state and nation (Al-Anshori, Maslahah, Utami, Aningrum, & Irmawanti, 2026). Recognition and acceptance of disabilities can be implemented through the implementation of the concept of an inclusive society. An inclusive society is one that values diversity, eliminates barriers, and provides equal opportunities for all its members, including individuals with disabilities (Eldiva, Jofipasi, Anwar, & Annisa, 2023) in the areas of education, employment and health (Hidayat, Kesuma, & Sakka, 2024).

The concept of an inclusive society also leads to a social order that fosters empathy, mutual respect, and emotional support for every individual without discrimination (Futihaturrobiah, Setiawati, & Mashurin, 2025). However, the realization of an inclusive society cannot occur without adequate awareness and understanding from all elements of society. Limited knowledge about various disabilities and how to address them often prevents individuals with special needs from receiving optimal support from their surrounding environment. The impact that arises is that people with disabilities become less confident when carrying out their daily activities or interacting (Aprianti, Hairunnisa, & Arsyad, 2022) and a stigma arises from the surrounding environment (Runa, Andung, & Aslam, 2023; Zahra, 2023).

A preliminary study conducted in a sub-district in Banjarbaru City identified several aspects that offer opportunities for strengthening efforts to create an inclusive society. First, the perception that individuals with disabilities are still seen as those who need to be pitied rather than empowered to their full potential remains prevalent. This tendency, if not balanced with adequate education, risks hindering the development of individuals with special needs due to the lack of a supportive environment (Efendi et al., 2022). Second, there is an opportunity to strengthen the understanding that caring for individuals with disabilities, especially children, is not solely the responsibility of the family but rather a shared responsibility involving various parties, such as integrated health posts/ POSYANDU, schools, the Family Welfare Movement/ PKK, and other community organizations. Third, opportunities to increase public and community organizations' knowledge of various disability conditions and appropriate management methods are identified.

Various studies have shown that public outreach and education are effective strategies for raising awareness and understanding of inclusion. Mansur et al., (2023)

emphasized that developing inclusive learning designs in the era of Society 5.0 requires multi-stakeholder collaboration involving not only formal educational institutions but also the broader community. Similarly, Cabatay, Hermanto, & Aningrum (2024) in their study of the development of inclusive education in Indonesia, found that multi-sectoral collaboration between the government, civil society, and families is a key factor in the successful implementation of inclusion. The role of civil society, including non-governmental organizations, religious groups, and individuals, is crucial in promoting the values of pluralism, tolerance, and social justice (Warsilah, 2015). Therefore, outreach directly targeting communities and community organizations at the village level is a strategic step necessary to build the foundation of an inclusive society from the ground up (Aulia & Noor, 2025).

Although these studies have emphasized the importance of multi-stakeholder collaboration and the role of civil society in supporting inclusion, most studies still focus on the policy level, formal education units, or urban areas with relatively adequate access to information (Mansur et al., 2023; Cabatay et al., 2024). Direct community outreach interventions at the village level, particularly those that combine conventional education with the introduction of technology-based identification tools for children with special needs, have received relatively limited discussion in the existing community service literature.

The novelty of this activity lies in combining three elements into one village-level intervention: education on the types of children with special needs, strengthening understanding of collaborative roles across community elements (integrated health posts/ POSYANDU, schools, Family Welfare Movement/ PKK, and community organizations), and introduction of an application for identifying children with special needs as a technology-based early detection tool applicable to cadres and the general public. A quantitative evaluative approach using a pre-test was also used to measurably map the community's initial level of understanding before the intervention was implemented.

Based on this background, this Community Service activity aims to increase the understanding and awareness of the local community in efforts to create an inclusive society. This activity focuses on raising awareness about the types of children with special needs, the roles of various parties in building an inclusive society, and introducing an children with special needs identification application as a technology-based tool that can be utilized by the community and cadres in the field.

METHOD

This Community Service activity was implemented using an offline outreach method with a varied lecture approach, discussion, and question-and-answer sessions. Broadly speaking, the Community Service program followed a five-stage procedure: (1) survey, (2) planning, (3) permitting, (4) implementation, and (5) evaluation.

The survey phase was conducted to identify needs and opportunities to strengthen partners' understanding regarding efforts to create an inclusive society in a sub-district in Banjarbaru City, South Kalimantan. The survey results served as the basis for planning the materials and technical aspects of the outreach program. The planning phase included coordination with partners, developing a schedule and location for the activity, preparing outreach materials, and distributing invitations to potential participants.

The target group for the activity was community members from various backgrounds within the partner sub-district, including Neighborhood Association (RT) leaders, Citizens' Association (RW) leaders, Family Welfare Movement (PKK) women, Integrated Health Service Post (Posyandu) cadres, and sub-district staff, with a total of 54 participants. The selection of these groups was based on the consideration that these groups play a strategic role as agents of change at the community level, able to disseminate information and encourage cross-organizational collaboration in addressing children with special needs.

The socialization took place on Tuesday, August 12, 2025, from 10:00–12:00 WITA, at the partner village office in Banjarbaru City, South Kalimantan. The material was delivered by three speakers from the Community Service (PKM) team, each discussing: (1) types of children with special needs, (2) the role of various parties in building an inclusive society, and (3) the socialization of application for identifying children with special needs. Prior to the presentation, all participants completed a pre-test to gauge initial understanding. Following the presentation, a discussion and question-and-answer session was held.

The activity was evaluated using two instruments: (1) a pre-test score measuring participants' understanding before the socialization, consisting of 10 questions with a score range of 0–100; and (2) a participant satisfaction evaluation questionnaire assessing several aspects of the implementation, including the alignment of the material, ease of understanding, clarity of the speakers' delivery, ability to answer questions, duration, facilities, activity atmosphere, usefulness of the information, relevance of the examples, and overall satisfaction, on a scale of 1–5.

RESULTS AND DISCUSSION

The socialization activities aimed at creating an inclusive society in partner villages proceeded smoothly. A total of 54 participants from various backgrounds attended and actively participated. This participation achievement aligns with findings (Eldiva et al., 2023), which indicate that socialization activities involving multiple community components are effective in increasing awareness and acceptance of individuals with disabilities.

The socialization began with a participant registration session, followed by a pre-test, followed by the presentation of three materials by resource persons, a discussion and question-and-answer session, and concluded with a group photo. During the Q&A session, participants demonstrated high enthusiasm, actively asking questions, and sharing experiences related to children with special needs in their communities. This indicates a real need in the community for information and guidance regarding children with special needs. Similar findings were reported by (Aryanti, Isnaini, Julianingsih, Dharmayanti, & Irsalina, 2023) in a socialization activity on types of children with special needs in Pakal Village, Surabaya. Participants demonstrated high enthusiasm and reported a significant increase in understanding after the socialization.

Table 1 Analysis of Participant Pre-Test Scores

Component	Number of Respondents
Sample	54
Lowest Score	60
Highest Score	80
Total Score	3890
Average	72

The first topic discusses the types of children with special needs, encompassing various disability categories such as hearing impairments, visual impairments, physical-motor impairments, intellectual disabilities, autism, and multiple disabilities. A comprehensive understanding of the types of children with special needs is crucial for communities to identify the specific needs of each individual and provide targeted support (Nisa, Mambela, & Badiah, 2018). The second topic discusses the role of various parties in building an inclusive society, emphasizing that the responsibility for caring for children with special needs lies not solely with the family, but is a collective responsibility involving all elements of society, from neighborhood associations (RT/RW), integrated health posts (Posyandu), Family Welfare Movement (PKK), schools, and even the village administration.

Coordinated collaboration between organizations allows each element to leverage its respective strengths and reach to create a disability-friendly environment, both physically, mentally, and socially. This aligns with Warsilah (2015) perspective on inclusive development, which requires synergy between the government, civil society, and all community elements. Mansur et al., (2023) also emphasize that in the era of Society 5.0, multi-stakeholder collaboration in creating an inclusive environment is increasingly essential.

The third topic was the socialization of an application for identifying children with special needs, which provided participants with a practical tool for early detection of children with special needs. This technology is expected to bridge the gap between the community and professional services, enabling early detection and timely treatment. The use of information technology to support inclusion is an increasingly relevant approach (Mansur et al., 2023).

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health posts (Posyandu), Family Welfare Movement (PKK), schools, and even the village administration.

National development requires the support of all members of society and the government, and every member of society has the same rights and obligations to participate in development (Ariel & Islam, 2024). Coordinated collaboration between organizations allows each element to leverage its respective strengths and reach to create a disability-friendly environment, both physically, mentally, and socially. This aligns with Warsilah (2015) perspective on inclusive development, which requires synergy between the government, civil society, and all community elements. Examples that can be involved include families, schools, teachers, communities, government, and religious institutions. Mansur et al., (2023) also emphasize that in the era of Society 5.0, multi-stakeholder collaboration in creating an inclusive environment is increasingly essential.

The third topic was the socialization of an application for identifying children with special needs, which provides participants with practical tools for early detection of children with potential special needs. This technology is expected to bridge the gap between the community and professional services, enabling early detection and timely treatment. The use of information technology to support inclusion is an increasingly relevant approach (Mansur et al., 2023).

Table 2 Analysis of Participant Post-Test Scores

Component	Number of Respondents
Sample	54
Lowest Score	90
Highest Score	100
Total Score	5160
Average	95

The primary indicator of success in this activity was measured through the achievement of positive N-Gain (knowledge increase). Evaluation results demonstrated a substantial cognitive shift. Before the activity, participants' understanding was in the fair category, with a score ranging from 60-80. However, after the material intervention, scores jumped sharply to 90-100. This measure of success demonstrates that the lecture method combined with a demonstration of the application for identifying children with special needs was highly effective in transferring technical knowledge to the general public in the partner village.

The excellence of this activity lies in the accuracy of the material in addressing the community's needs regarding children with special needs. The successful implementation was also supported by the active role of partners, namely the village, who facilitated the

implementation location, coordinated the attendance of participants from various community organizations, and encouraged active participation in the question-and-answer session. Active partner participation is a determining factor in the success of community-based PkM activities (Cabatay et al., 2024).

A challenge encountered was a change in the implementation time from the original plan (from 09:30 to 12:00 WITA), but this did not disrupt the overall progress of the activity. On the other hand, a weakness of this activity lies in the limited duration of the socialization. Given the participants' moderate initial understanding, presenting three challenging topics at once risks causing cognitive overload.

The outcomes of this Community Service Program include: (1) publication in the online media outlet Antara News, (2) completion of the Community Service Program progress report, (3) acceptance of the abstract at the 2025 National Wetland Environment Seminar held by LPPM ULM, and (4) video documentation of the activity uploaded to YouTube. These outcomes contribute to the dissemination of knowledge about inclusion to a wider audience, while also fulfilling the Community Service Program reporting and dissemination obligations as required by the PDWA scheme. Future development opportunities are wide open through the formation of inclusion cadres at the village level.



Figure 1 Documentation of Socialization Activities In Partner Sub-Districts

CONCLUSION

The results obtained through this community service activity demonstrate several key outcomes. First, there was a significant increase in knowledge, marked by a substantial jump in participants' understanding, as evidenced by the increase in average scores from 60–80 (pre-test) to 90–100 (post-test), indicating that the material was delivered very effectively. Second, the activity received a positive response and active participation, being attended by 54 participants with a very high level of satisfaction

(scores of 4–5) across all aspects, supported by high enthusiasm in the discussion session regarding handling children with special needs in the local environment. Third, in terms of output achievements, this activity has met its targets in the form of mass media publication (Antara News), scientific dissemination (SNLLB 2025), video documentation on YouTube, and a progress report. Fourth, partnership synergy played a key role, as full support from the partner village was a key factor in the smooth running of mass mobilization and provision of activity facilities. Fifth, however, cognitive load remains a consideration, as delivering three dense materials within a short period of time risks information fatigue among participants. Sixth, the sustainability of understanding is also a concern, since without regular practice, the drastic increase in scores observed at the end of the session has the potential to become short-term knowledge that is easily forgotten if not immediately implemented in real-world actions.

Based on the conclusions above, there are four suggestions and possible further developments. First, inclusion cadres could be formed by initiating mobilizer groups at the neighborhood level to act as extensions that assist residents in routinely using the identification application. Second, the use of the identification application needs to be continuously promoted to integrated health post (Posyandu) cadres and the community, alongside further research to measure the long-term impact of socialization on the behavior and concrete actions of the community in supporting individuals with special needs in their environment. Third, intensive assistance should be provided through follow-up activities in the form of more specific workshops to train parenting skills for families with special needs based on the results of the application screening. Fourth, continued socialization is needed, whereby similar activities are conducted periodically and continuously so that the paradigm shift that has begun can be maintained and further developed.

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