

Vol. 3 No. 1, 2018

PROCEEDING



ICON-UCE

INTERNATIONAL CONFERENCE ON University-Community Engagement



Held by:
Directorate of Islamic Higher Education
Directorate General of Islamic Education
Ministry of Religious Affairs, Republic of Indonesia



Hosted by:
Universitas Islam Negeri
Maulana Malik Ibrahim Malang
October 8-10, 2018

INTERNATIONAL CONFERENCE ON UNIVERSITY-COMMUNITY ENGAGEMENT October 8-10, 2018

Ministry of Religious Affairs
In Cooperation with
Universitas Islam Negeri Maulana Malik Ibrahim Malang

Copyright 2018 All Rights Reserved

ISSN 2655-6987

PROCEEDING

INTERNATIONAL CONFERENCE ON UNIVERSITY-COMMUNITY ENGAGEMENT

Steering Committee

Kamarudin Amin, Arskal Salim, Abdul Haris

Organizing Committee

M. Zainuddin, Ilfi Nur Diana, Isroqunnajah, Tutik Hamidah, Abtokhi

Reviewer

Rumadi (UIN Syarif Hidayatullah Jakarta)
Ahmad Zainul Hamdi (UIN Sunan Ampel Surabaya) Rubaidi (UIN Sunan Ampel Surabaya)
Sri Adriani (UIN Maulana Malik Ibrahim Malang)
Marzuki Wahid (IAIN Cirebon)
Muhammad Aziz Hakim (Ministry of Religious Affairs, RI) Mahrus (Ministry of Religious Affairs, RI)

Chief Editor

Rohmani Nur Indah

Executive Editor

Miftahul Huda, Irham, Bagus Detrianto, Sarah Diena Ismail, Mohammad Yusuf

Layouter

Munif

Published by

UIN Maliki Press
Gajayana 50, Malang 65144 Telephone/Faximile 0341-573225 Email: admin@uinmalikipress.com Website: press.uinmalang.ac.id

COPYRIGHT © 2019

All rights reserved. This book or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of the publisher except for the use of brief quotation.

**PARENTING TRAINING WITH A POSITIVE STYLE IN GIRIMEKAR VILLAGE,
CILENGKRANG DISTRICT, BANDUNG REGENCY93**

Anwar Supenawinata, Rosleny Marliani, Awit M. Sakinah, and Feri Indra Irawan

**FEMINISM IN ISLAM: RECONSTRUCTION OF CONTEMPORARY ISLAMIC
METHODOLOGY 101**

Arifah Millati A

**ACADEMIC INFORMATION SYSTEM DEVELOPMENT IN MANTUP LAMONGAN
TOWARD CYBER MADRASAH 110**

Aris Fanani, Abdul Muhid, and Yuniar Farida

**WOMAN EMPOWERMENT IN THE COUNTRYSIDE OF PADANGSIDIMPUAN
..... 121**

Asfiati

**INTEGRATION MODEL OF “TRIDHARMA PERGURUAN TINGGI” ON COMMUNITY
SERVICE AT RUMAH TERAPI AURA 130**

Asti Meiza, Irfan Fahmi and Diah Puspasari

**STRENGTHENING THE ROLE OF NON FORMAL RELIGION EDUCATION
INSTITUTIONS THROUGH PRODUCTIVE ECONOMIC AND
MANAGEMENT..... 142**

Aziza Meria, Marhamah, and Lukmanul Hakim

**THE INSTILLING ENTREPRENEUR SKILL TO STUDENTS OF ISLAMIC BOARDING
SCHOOL SUMBER DAYA AT-TAQWA TANJUNGANOM-
NGANJUK..... 153**

Badrus

**APPLICATION OF RICE HUSK SILICA EXTRACT AS PADDY HYDROPONIC
FERTILIZER TO SUPPORT COMMUNITY-BASED FOOD SECURITY
..... 163**

Budy Frasetya, Slamet Ginandjar, Ahmad Taofik, Yati Setiati

INTEGRATION MODEL OF “TRIDHARMA PERGURUAN TINGGI” ON COMMUNITY SERVICE AT RUMAH TERAPI AURA

Asti Meiza, Irfan Fahmi and Diah Puspasari

¹Fakultas Psikologi Universitas Islam Negeri Sunan Gunung Djati Bandung

email: asti.meiza@uinsgd.ac.id

Abstract

The presence of a university is still less felt by the community around the campus. As a center for the development of science, its existence is often separate and the application of science is less answer to the needs of the community. Rumah Terapi Aura (RTA) stands to answer the challenge. Driven by lecturers from the Faculty of Psychology UIN Sunan Gunung Djati Bandung as professionals and official teams, also involves students and alumni as the therapist crew, RTA presents unpaid psychological therapy services for Children with Special Needs from poor families who live around the campus. RTA fund uses Zakat Infaq and Shodaqoh (ZIS) from members of the RTA foundation. In parallel RTA also conducts research to improve the quality of services and to help parents handle the children at home, as well as feedback for teaching activities in the classroom. Therefore, what has been done by the RTA since 2014 can be used as an integration model of higher education Tridharma based on community service.

Keywords: *Special needs children, community service*

Introduction

University is higher education organizing unit. Universities are part of the national education system and have a responsibility to take part in educating the community through the dissemination of knowledge and information. However, this role should be balanced by empowering the main community around the university. Often people view the university as an ivory tower. Looks majestic and luxurious but the benefits to the general public are not yet felt.

This view of the community reflects the weakness of the university's strategic role, especially in community empowerment. The concept and theoretical struggles are still the main focus of the implementation of higher education and still exclude the results of applied research that can be used for the welfare of the surrounding community. The purpose of implementing higher education as stipulated in Government Regulation No. 60 of 1999 is:

- a. Prepare students to be members of the community who have academic and / or professional abilities that can apply, develop and / or enrich the knowledge, technology and / or the arts.
- b. Develop and disseminate science, technology and / or art and strive to use it to improve people's lives and enrich national culture.

If you look at the purpose of higher education, the role of higher education is truly strategic for the development of science, technology and art for the community, which if implemented optimally will improve the quality of life of the community.

In an effort to sharpen the function of universities, the government regulates in terms of "Tridharma Perguruan Tinggi". This concept seeks to combine the role of higher education in three important parts, namely *education*, *research* and *community service* (UU No. 12 Tahun 2012, Pasal 1 Ayat 9). *Education* is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, nation and country. *Research* is an activity carried out according to the rules and scientific method systematically to obtain information, data and information relating to understanding and / or testing a branch of science and technology. *Community Service* is the activity of academicians who utilize Science and Technology to advance the welfare of the community and educate the lives of the nation.

In the context of higher education, the Tridharma of Higher Education becomes the spirit of the administration of higher education which is expected to realize higher education that is competitive and supplies qualified human resources. The concept of implementing higher education *tridharma* must go hand in hand with each other, not something separate. But in reality it becomes separated. There is even a kind of stage in the implementation of the Tridharma. Beginning with education, then research and end with community service. This paradigm causes most universities to still focus on providing education. Even though all should go hand in hand and strengthen each other. This includes the existence of Psychology Study Programs / Programs that currently exist in many universities.

PHENOMENA

“And be afraid of those who leave behind those who are weak, who they are concerned about. Therefore, let them fear Allah and let them say the right words. “Q.S. An-Nisa verse 9.

Children with Special Needs is one area studied in the study of Psychology. Hallahan and Kauffman (Hallahan and Kauffman, 2006) defined that Children with Special Needs (CSN) are children who need special education and services to develop all the potential they have. ‘Special Needs Kids’ is more appropriate to use because the results of the study showed that these children were indeed endowed with various features that normal people do not have. The large number of children with special needs who have not received education and therapy services are things that need special attention, because they also have the right to receive education treatment, and services in accordance with Undang- Undang Dasar Pasal 31 Ayat 2, namely that every citizen has the right to education. Studies that discuss this include compulsory subjects in the fields of developmental psychology, education and clinical psychology. During lectures, students are provided with sufficient knowledge on campus, but students are still confused when dealing with this type of interference, because the symptoms that appear to overlap between one disorder and another. In addition, they also do not know how the application of knowledge obtained to intervene.

COMMUNITY SERVICE

Community service in the dictionary is defined as work done without pay to help people in a community (Merriam Webster, 2018). Community service is an individual activity or group of people who do not have a financial profit orientation aimed at serving the community and providing benefits to the community.

Data from Badan Pusat Statistik (BPS) shows the prevalence of special children currently around 10%. There are 1,6 million children with special needs in Indonesia where the state is only able to serve its needs a little, through extraordinary schools. Therefore, it is necessary to have a self-supporting role of the community to help the government provide exclusive and inclusive education services for special children, which is affordable to all levels of society.

UIN as Islamic university especially Faculty of Psychology has the responsibility to provide services to the surrounding community in order to benefit from the existence of the College. Responsibility for community service to provide services to children with special needs, parents and their families are felt by some lecturers who have an interest in it and make it happen in the form of services to the community. Not only lecturers involved, but some psychology students were also involved in providing therapeutic services. Not only children and families of children with special needs who feel the benefits of this service but the benefits are also felt by students to learn directly the knowledge they have and they get a Certificate (Surat Keterangan Pendamping Ijazah/SKPI) who explained that they had skills that would later be needed as a Psychological Assistant which is one of the profiles of Psychology Education Graduates accordingly Kerangka Kualifikasi Nasional Indonesia (KKNI) (Belmawa Dikti, 2014). Collaboration of services provided is named *Rumah Terapi Aura* (RTA).

Rumah Terapi Aura cooperates in the form of making Memorandum of Understanding (MoU) with Faculty of Psychology as a place for lecturers to do Tridharma Perguruan Tinggi because every lecturer is obliged as a teacher/educator, conducts research, and performs community service by involving final semester students and alumni as therapists.

Method

Rumah Terapi Aura (RTA) was established in July 2014 and began operations in October 2014. Its founding was initiated by several lecturers of Faculty of Psychology UIN Sunan Gunung Djati Bandung with spirit to practice Psychology by serving special children from underprivileged families who have been difficult to access therapeutic services that are identical to 'expensive'. RTA address at Eastern Hills Cluater Pinewood R5, Cipadung, precisely behind the campus UIN Sunan Gunung Djati Cibiru Bandung. This location was chosen with consideration of ease of access for lecturers and to students Faculty of Psychology UIN who became a crew of RTA.

Since September 2015, Rumah Terapi Aura (RTA) Foundation was established to strengthen the existence of RTA as a legal community service. RTA Foundation driven by the husband/wife of the lecturers who take part in RTA. So, on the implementation RTA is a joint property of the academic community Faculty of Psychology UIN Sunan Gunung Djati Bandung. As a non-profit foundation, RTA is fund by Zakat Infaq Shodaqoh (ZIS) from founding families RTA Foundation to pay for therapists and operational costs such as buying therapy media and to fund various activities such as training resource persons and so on.

RTA facilities, including therapist crews who are Islamic, compassionate and have a high commitment, Islamic therapy houses (the mosque is 25 meters from the RTA where parents, therapists and children pray during therapy), child friendly, cool and airy environment and playground and Futsal court (20 meters from home). There is also a swimming pool near the complex gate which can be used as

a therapy facility. And no less important is the Price of Affordable Services (Cross Subsidies) considering that similar therapy services in other places have reached hundreds of thousands of rupiah for each therapy.

Services prioritize the availability of affordable psychological services (some of the clients are free) and prioritize special children from underprivileged families, with the following types of services:

1. Psychology Test (Intelligence Test, Talent Interest Test, School Entrance Maturity Test);
2. Counseling (for parents and teachers;
3. Detection of Growth and Development;
4. Behavioral Therapy;
5. Remedial Therapy.

In routine service, the RTA also prioritizes 'life skills' education to develop children's independence, according to their unique potential, with various activities such as learning to cook, learning to shop, learning to clean themselves and home and the environment, learning to drive, learning to serve people others, for example by making drinks, and so on. Also learn to know the Islamic Shari'a and how to worship and carry out according to ability.

In addition to routine therapeutic activities carried out in the RTA where clients are accompanied by parents visiting the RTA, they are also given home visits. This is done if the client is in a condition that does not support to attend RTA undergoing therapy, for example, no one is taking or does not have a transportation fee.

The method of therapy is done by combining indoor and outdoor activities with a duration of one hour each time therapy. The procedure adopted by each client to be able to undergo therapy in RTA begins with registration through the admin. Then prospective clients are observed and tested by psychologists (lecturers who become official teams) to obtain a diagnosis. Then an individual program is created *Individual Education Program/IEP* for each client according to the prediction of their needs. There are clients who undergo therapy once, twice a week there is even an intensive one every day. Supported by an RTA environment that has facilities such as a futsal field, playground, and a safe and comfortable place to practice driving (bicycle). The following is the procedure scheme to be able to become an RTA client as in Figure 1.

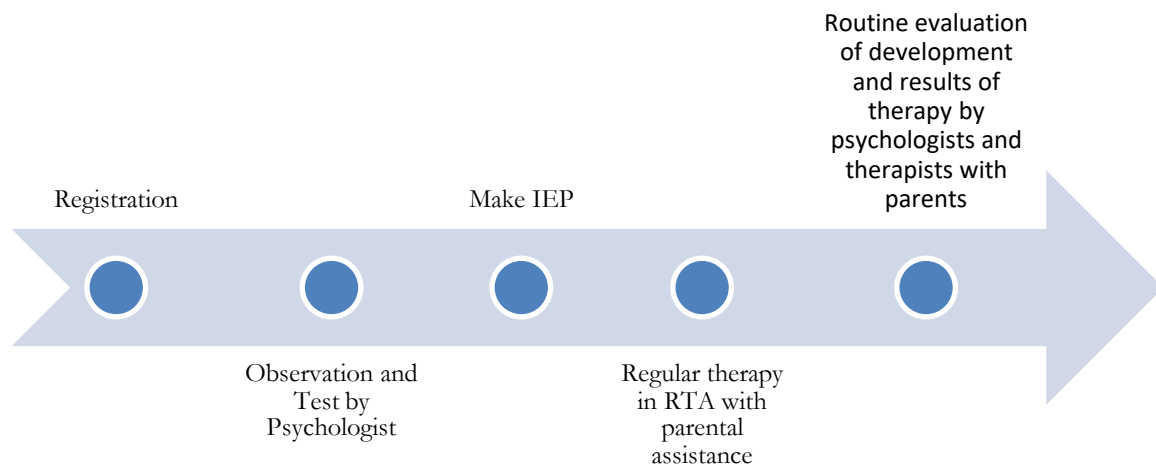


Figure 1. Procedure to become a RTA client

Various activities that integrate all three aspects of Tridharma Perguruan Tinggi (as seen in Figure 2) what is done in RTA uses several methods in between CBR (*Community-Based Research*), PAR (*Participatory Action Research*), and (SL) *Service Learning* especially for students and alumni who are therapist crews.



Figure 2. Tridharma Perguruan Tinggi components

As explained above, one of the activities carried out in the RTA is a research activity by lecturers who become facilitators or official teams. The following is a brief explanation of several research methods conducted on the RTA.

Researches conducted by lecturers and students as the RTA crew are on a road map for community development, especially those with ABK. In collaboration with Forum Komunikasi Keluarga Anak Dengan Kebutuhan (FKKADK) Bandung which currently accommodates around 510 families who have Children with Special Needs, activities carried out by RTA can be classified as community-based research or also called Community Based Research (CBR). Community Based Research (CBR) is seeking a better future of a community through research (Israel et al, 1998: 173 - 202). Three things contained in

CBR are members of the community, organizations as movers, and researchers. In CBR there are various research activities that have various approaches. Among them is Participatory Action Research (PAR) and Service Learning (SL).

Participatory Action Research (PAR)

PAR is a research that seeks something to link the research process with the process of social change. Social change is how the process of community empowerment can realize three things, namely the commitment together with the community, the existence of local leaders in the community and the existence of new institutions in the community that are built based on the needs (Afandi, 2013: 55). This method is used in research on family inclusion which aims to strengthen families in caring for and educating their special children so that they can develop optimally. Parents are given knowledge and how to handle their children at home. So do other family members who are involved with children.

Research on the Family This inclusion began with a Psychological Experiment study conducted at RTA clients who had a Down Syndrome diagnosis to help subjects learn Toilet Training using the Shpping and Chaining method in 2016 (Meiza, Puspasari, Kardinah, 2018). From the results of this study concluded that the family must play a more role in the child's therapy process.

Family Inclusion is the active and meaningful participation of parents and families in the lives of their children where openness, warmth and trust are needed that will build equality between parents, therapists, and other stakeholders (Hunter, 2015). This research is targeted in the future to produce modules for parents with special needs children in raising children to be more optimal. Following are the PAR components in Figure 3.

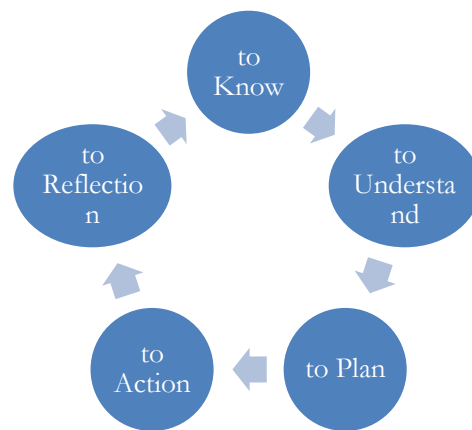


Figure 3. Participatory Action Research (PAR)

The next is about *Community Service Learning* (CSL). According to Cardoza (2015), *Service Learning* is a special teaching-learning approach that uses classroom lecture methods and more interactive practices on educational strategies so that students with the guidance of teachers / lecturers can have experience in serving the community. This activity is expected to involve them in personal reflection on these experiences to build character and to teach problem solving skills and foster responsibility for society. What is done on RTA is very suitable with this method. The involvement of final semester students and alumni of the Faculty of Psychology as a therapist crew for therapeutic services for children with special needs is very suitable for the purpose of Service Learning. Also, through research conducted in RTA involving therapists as executors of research in the field as well as data collectors based on measuring instruments compiled by the research team in this case the RTA official team lecturers.

Results and Discussion

RTA activities are divided into routine activities and incidental activities.

a. Routine Activities

1. Routine therapy services for special children from Monday-Sunday
2. Home visit Therapy
3. Vocational Training for Youth with Special Needs begins on August 2018 in the form of:
 - Training on making cookies
 - Training in making salted eggs

This vocational activity is carried out routinely on the RTA twice a week by inviting professional instructors paid by the RTA Foundation.

The following are photos of therapeutic activities and photographs of Vocational activities in Figure 4 and Figure 5.

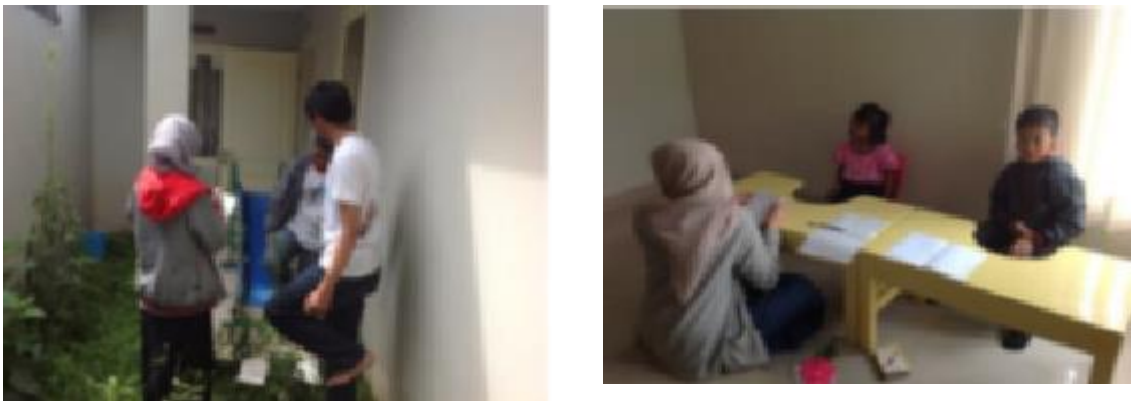


Figure 4. RTA therapeutic activities

Next is a Vocational activity which was attended by teenagers with special needs from FKKADK community where these teenagers have graduated from Special Schools but do not have the skills.



Figure 5. RTA Vocational Activities

b. Incidental Activity

In addition to routine therapeutic activities in RTA, incidental activities are also followed by therapist crews and official teams in turn to improve the skills, insight, and knowledge utilized to improve RTA services. Enrichment activities for the RTA crew are in the form of sending crews and official teams to attend outside training and training by inviting resource persons to the RTA. Here are some incidental RTA activities.

1. Mentoring program for recovery of trauma children with special needs
2. Conference Case: Utilization of Therapeutic Art in Psychology
3. Seminar on Sensory Integration
4. Seminar on Theraplay
5. Training Neuro Linguistic Programming (NLP)
6. Kids Yoga Training
7. Enrichment of therapy material
8. Visit to the dried flower workshop 'KembangKamonesan'
9. Workshop on the Psychology Bureau of JABAR HIMPSI
10. Behavioral Therapy training for therapist crews and participants from outside the RTA with resource persons Ignatius Sidharta

In addition, at the end of the year for clients and their families, RTA also held outdoor activities in the form of Family Gathering. Here are some photos of RTA activities related to routine and incidental activities as shown in Figure 6.



Figure 6. Family Gathering Rumah Terapi Aura, Bandung ([https:// rtaura .wordpress.com](https://rtaura.wordpress.com))

Education

In terms of education, the existence of the RTA opens opportunities for the discovery of new things that have not been explained in the lecture reference book, so that this can enrich students' knowledge of psychology. In addition, the client and his parents become resource persons on the subject of Children with Special Needs. It is intended that students know and understand clearly the disturbances that occur and the characteristics of children with special needs that have only been read in books.

Research

RTA also pioneered to become a place for scientific development by conducting studies that took RTA clients as research subjects, both in the form of thesis writing by Psychology Faculty students as well as in the form of lecturer research with various methods as described in the previous section. Some research funding was fulfilled by the participation of lecturers in Litapdimas research with BOPTN funds. In Table A (Appendix), the results of the research that has been carried out have been published.

Action Plan

Currently it has been pioneered and has begun to run the following activities, namely:

1. Participatory Family Inclusion Research to produce modules that can be used by families who have children with special needs in order to be able to care for them at home more optimally.
2. Vocational Activities for the provision of skills for Adolescents with Special Needs as well as being an economic empowerment of underprivileged families who have children with special needs (producing salted eggs and pastries), as well as for
3. Open employment opportunities for adolescents and adults with special needs.

Conclusion

Service to the community is an important social responsibility and must be carried out by the university. *Tridharma* tertiary institutions combine the role of higher education in three important parts, namely education, research and community service (UU No. 12 Tahun 2012, Pasal 1 Ayat 9). *Tridharma* Perguruan Tinggi need to be done simultaneously so that between theory and practice can run harmoniously. Not only people benefit from the program, but students also benefit by learning to apply the knowledge they already have. The lecturers also benefit by maturing the knowledge that has been obtained. The collaboration between lecturers and students makes the RTA program work well and provides services that can be felt by the community. For students who are therapists at

RTA, the program is given to students, which is to train students to develop and apply their knowledge in providing services to the community. Students have previously gained knowledge on campus and when in the RTA they learn to provide services by doing Community Service Learning (CSL). Community Service Learning, namely teaching and learning strategies that integrate meaningful community services and aim to enrich the learning experience, teach responsibility and strengthen the community. Service learning as: a structured learning experience that combines community services with clear learning goals, preparation, and self-reflection (Corporation for National and Community Service under Learn and Serve America, 2007).

Service to the community is the university's social responsibility for the surrounding communities so that they can benefit directly from the existence of the university in their area. The lecturers of the Faculty of Psychology carry out community service by forming a Rumah Terapi Aura that provides psychological therapy services for children with special needs and family strengthening so as to be able to care for and educate their children optimally. This community service program provides opportunities for students to learn and gain experience in the field. RTA is also a medium for lecturers to conduct research and work.

RTA activities reach services to children's needs, specifically for children under 14 years of age, individual therapy is carried out while for children with special needs who are teenagers are given vocational education (skills training). Meanwhile, parents are given knowledge about the disturbances experienced by children, the child's actual condition and how to handle children at home. Also, given education at school about the existence of children with special needs. Furthermore, for students who are involved as a therapist crew, they gain knowledge of various types of growth and development disorders and how to intervene for each type of disorder.

Acknowledgement

Thank you to the Rumah Terapi Aura Foundation and the Faculty of Psychology UIN Sunan Gunung Djati and also to the community of UIN SGD lecturers who are members of the Madrasah Malem Reboan (MMR) who first introduced RTA to the outside world especially with the Forum Komunikasi Keluarga Anak Dengan Kebutuhan (FKKADK). Most RTA clients come from this community. Thanks are also conveyed to the Institute for Lembaga Penelitian & Pengabdian kepada Masyarakat (LP2M) UIN Sunan Gunung Djati Bandung which has funded part of the research carried out by RTA official lecturers through Litapdimas with BOPTN funds.

References

- Agus Afandi, et al. *Modul Participatory Action Research (PAR)*. Surabaya: LPPM, 2013
- Asti Meiza, Adang Hambali, Irfan Fahmi, "Faktor-faktor yang Berperan dalam Kebersyukuran (*Gratitude*) pada Orangtua Anak Berkebutuhan Khusus dalam Perspektif Psikologi Islam," *Psychomatic Journal*, 2016
- Asti Meiza, Diah Puspasari, and N. Kardinah. Comparative Analysis from Experimental Psychology: Application of Behavior Modification Methods for Children with Down Syndrome Based on Islamic Value," *Series: Advances in Social Science, Education and Humanities Research Proceedings of the International Conference on Islamic Education (ICIE)*, 2018
- Belmawa Direktorat Pendidikan Tinggi (Dikti), www.belmawa.ristekdikti.go.id 2014
- Cardoza, Freddy. *The Theology and Theory of Service Learning*, 2015
Corporation for National and Community Service under Learn and Serve America,
<https://www.nationalservice.gov> , 2007
- Hunter. *A Model for Family Inclusion Model in the King County System of Care*. 2015
- Israel, B.A., Schulz, A.J., Parker, E.A., & Becker, A.B., "Review of community-based research: Assessing partnership approaches to improve public health," *Annual Review of Public Health*, 19, 1998: 173-202.
- Mangungsong, Frieda. (2011). *Psikologi dan Pendidikan Anak Berkebutuhan Khusus*. ISBN:

978-979-99098-8-6