

Vocational Skills Guidance for the Independence of Visually Impaired Individuals at Wyata Guna Centre in Bandung

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Abstract

This research is motivated by the lack of welfare for people with disabilities, so special guidance and attention are needed to improve their welfare. Sentra Wyata Guna Bandung is one of the institutions that provides services for people with disabilities, especially in the field of training and skills development. In this case, Sentra Wyata Guna Bandung guides people with disabilities in performing vocational skills in Massage and Shiatsu to achieve independence. This research uses Robert Havighurst's theory related to social welfare development, which includes emotional independence, economic independence, intellectual independence, and social independence. This research uses a qualitative descriptive method, describing vocational skills guidance for the independence of visually impaired individuals at Sentra Wyata Guna Bandung. The location of this research is in Bandung City, at Jl. Pajajaran No.50-52, Pasir Kaliki, Kec. Cicendo, Kota Bandung, Jawa Barat 40171. The results of this research show that the vocational skills guidance in massage and shiatsu provided by Sentra Wyata Guna Bandung can be considered optimal, but the time allocated is still insufficient. Additionally, the Vocational Skills Guidance in Massage and Shiatsu has enabled visually impaired individuals to achieve emotional independence, economic independence, intellectual independence, and social independence. However, inadequate facilities, delayed responses from visually impaired individuals in improving their vocational skills in massage and shiatsu, and insufficient time are factors that hinder the guidance process.

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1. INTRODUCTION

Visually impaired individuals experience physical limitations in their sensory perception, which affects their daily activities, including social interactions. According to the Kamus Besar Bahasa Indonesia (KBBI, 1989), visually impaired individuals are referred to as 'tuna netra' or 'visually handicapped' in foreign terminology. Medical professionals define visual impairment as a condition where an individual has a central visual acuity of 20/200 feet or less, even with corrective lenses, or a limited field of vision not exceeding 20 degrees. In contrast, individuals with normal vision can see clearly at a distance of 60 meters or 200 feet (Hidayat & Suwandi, 2013).

The sensory limitations experienced by visually impaired individuals can pose significant challenges in their daily lives. Many visually impaired individuals lack the skills or expertise necessary to support themselves and become self-sufficient. Acquiring skills and expertise is

crucial for visually impaired individuals to reduce their dependence on others. In response to this issue, the government has implemented a social rehabilitation programme through vocational skills training in massage and shiatsu for visually impaired individuals at the Sentra Wyata Guna Bandung. This vocational skills training aims to equip visually impaired individuals with the necessary skills and expertise to become self-sufficient and independent, minimising their reliance on others.

Currently, the Sentra Wyata Guna Bandung is implementing a social rehabilitation programme for 23 visually impaired individuals in the form of vocational skills training in massage and shiatsu for the 2024 fiscal year. Based on observations and information obtained from social workers involved in the rehabilitation programme, it is known that visually impaired individuals prior to receiving social rehabilitation have unique characteristics, both biologically, psychologically, and socially. The blindness they experience affects their psychological well-being, including their emotional state, leading to emotional outbursts, irritability, and a tendency to become easily angered. Additionally, feelings of inadequacy or low self-esteem often cause visually impaired individuals to withdraw from their social environment. Furthermore, the visually impaired individuals receiving vocational skills training in massage and shiatsu lack expertise or skills in massage.

The vocational skills training in massage and shiatsu aims not only to equip visually impaired individuals with skills and expertise in massage and shiatsu but also provides social rehabilitation in aspects such as braille literacy, mobility orientation, and mobile phone skills. Through this government intervention, it is expected that visually impaired individuals will acquire vocational skills in massage and shiatsu as a foundation for seeking employment and earning a living. With these skills, visually impaired individuals will have opportunities to become self-sufficient and meet their living needs independently.

2. RESEARCH METHOD

In the context of social welfare, individuals with disabilities constitute a vulnerable group requiring special attention and protection to enhance their quality of life and well-being. This study utilises Robert Havighurst's developmental theory, which posits four key principles of social welfare development:

1. Emotional independence: the capacity to regulate one's emotions without reliance on others.
2. Economic independence: the ability to manage one's financial affairs autonomously.
3. Intellectual independence: the capability to address various challenges effectively.
4. Social independence: the ability to interact with others without being contingent upon their actions.

This research employs a qualitative methodology. According to Sugiyono (2023), the study will provide a descriptive account of the social welfare context within the framework of social welfare development, which is considered an aspect of social inequality, utilising a qualitative descriptive approach. The research technique to be employed is standard open-ended interviews. In these interviews, the researcher ensures that the subjects are aware of the study's purpose and objectives. This approach aligns with Afrizal's assertions. The qualitative approach is a research methodology in the social sciences that collects and analyses data in the form of words (both spoken and written) and human actions, without attempting to quantify or measure the qualitative data obtained

3. RESEARCH RESULTS AND DISCUSSION

3.1. Independence of Visually Impaired Individuals through Vocational Skills Guidance in Massage and Shiatsu at Wyata Guna Centre in Bandung

3.1.1. Emotional Independence

a. Emotional Control Ability

The three informants, UY, RA, and FS, demonstrate good emotional control and the ability to adapt to their surroundings. They are able to present themselves professionally in the workplace and manage their emotions effectively in various situations. This suggests that the three informants possess good self-awareness and high adaptability. Similarity in Behavioural Patterns The three informants exhibit similar behavioural patterns in controlling their emotions and adapting to the situations and conditions around them. They are all able to present themselves professionally in the workplace and manage their emotions well. This indicates that the three informants have similar abilities in managing their emotions and adapting to their environment. Thus, this qualitative analysis reveals that the three informants possess good emotional control and adaptability, as well as similar behavioural patterns in managing their emotions and adapting to their environment.

b. Competitive Ability for Advancement

The three informants, UY, RA, and FS, exhibit differences in their motivations and goals. UY and RA possess competitive motivations, with UY seeking to showcase their best abilities and RA aiming to establish their own business. Meanwhile, FS has a more collaborative motivation, focusing on achieving success together with their friends. This difference highlights that individuals can have varying goals and motivations in developing their skills and abilities.

c. Self-confidence skill

The three informants, UY, RA, and FS, demonstrate a notable level of self-assurance, which seems to be associated with their proficiency in massage therapy. Specifically, FS's acquisition of massage skills has contributed to an increase in their confidence. This finding underscores the significance of skill acquisition in fostering self-confidence. Furthermore, this analysis highlights the pivotal role of self-confidence in personal development, enabling individuals to present their capabilities and skills with greater conviction. The key takeaways from this analysis are:

- Massage skills can contribute to enhanced self-confidence.
- Self-confidence plays a vital role in individual development.
- Individuals with adequate self-confidence can exhibit their skills and abilities with greater assurance.

3.1.2. Economic Independence

a. Income Generation Ability

The three informants, UY, RA, and FS, demonstrate their capacity to generate income independently through their proficiency in massage therapy. While UY and FS earn between IDR 100,000 and IDR 120,000 daily, RA's earnings are directly tied to the number of clients and treatment duration. Notably, FS's income is subject to fluctuation, influenced by the number of patients they attend to. Collectively, these informants exhibit potential for income growth by expanding their client base and extending treatment sessions. Consequently, their massage skills yield benefits not only in terms of physical and mental well-being but also financial stability.

b. Financial Management Ability

The three informants, UY, RA, and FS, exhibit distinct approaches to managing their finances. UY demonstrates a sensible habit of putting aside a portion of her income for savings, thereby not utilising all her earnings for daily expenses. This suggests that UY is mindful of the importance of saving and planning for the future. In contrast, RA does not have a specific savings plan in place, but her income is sufficient to meet her living costs. This implies that RA is able to manage her finances effectively in the short term, but may benefit from considering longer-term financial planning. Meanwhile, FS has clear financial targets and plans, such as setting daily expenditure limits, which enables her to feel confident about meeting her living expenses. This highlights FS's ability to manage her finances with discipline and effectiveness. Overall, the three informants display different approaches to financial management, yet all demonstrate the ability to meet their living needs. The variations in their financial management styles may be influenced by factors such as experience, knowledge, and financial priorities.

c. Ability to Overcome Economic Challenges Independently

The three informants, UY, RA, and FS, exhibit different approaches to overcoming economic challenges. UY is able to navigate economic difficulties effectively due to her savings, which provide a financial safety net. This suggests that UY has a sound financial plan in place, enabling her to weather economic storms with greater stability. In contrast, RA previously relied on taking out loans from Bank Emok to address economic issues, but after securing employment as a therapist, she has been able to manage her economic challenges more effectively. This indicates that RA has experienced a positive shift in her financial management following the attainment of stable employment. Meanwhile, FS utilises her existing savings to overcome economic difficulties. Overall, the three informants demonstrate varying approaches to addressing economic challenges, yet all show an ability to cope with economic difficulties more effectively following the implementation of sound financial planning or the attainment of stable employment.

3.1.3. Intellectual Independence

The three informants, UY, RA, and FS, exhibit different approaches to problem-solving and decision-making. UY demonstrates a professional attitude in

thinking and decision-making, and is able to adapt to the situation and conditions at hand. UY also emphasizes the importance of being professional in every situation to avoid disturbing others' comfort. Meanwhile, RA prefers to solve problems in a calm state and carefully considers decisions before making them. RA also highlights the importance of thinking through decisions before taking action to ensure the right choice is made. FS, on the other hand, believes that each person has a unique approach to problem-solving based on their individual character. FS personally prefers to resolve issues in a calm and amicable manner. Overall, the three informants demonstrate varying approaches to problem-solving and decision-making, yet all emphasize the importance of considering the situation and conditions in the decision-making process.

3.1.4. Social Independence

a. Social Interaction Skills

The three informants, UY, RA, and FS, exhibit distinct approaches to interacting with others. UY reports that interactions with others are smooth and effortless, suggesting that UY possesses effective social interaction skills. RA highlights the significance of being aware of the situation and context in social interactions, and of building good communication with others, regardless of familiarity. RA also implements this approach in her work as a therapist, fostering positive interactions between patients and therapists. In contrast, FS adopts a more thoughtful approach to building social interactions, beginning with understanding the individual's personality and adjusting to the situation and context. FS also assesses whether the person is receptive to interaction or not. Collectively, the three informants demonstrate diverse social interaction skills, yet all stress the importance of situational awareness in interacting with others.

b. Ability to Build Good Relationships with Others Independently

The three informants, UY, RA, and FS, demonstrate distinct approaches to interacting with others, highlighting the complexity of social interactions. UY reports that interactions with others are smooth and effortless, suggesting that UY possesses effective social interaction skills that enable her to navigate various social situations with ease. This ease of interaction may be attributed to UY's ability to communicate effectively, empathize with others, and adapt to different social contexts. UY's approach underscores the importance of building strong relationships with others, which can lead to a more harmonious and supportive social environment.

In contrast, RA emphasizes the significance of being aware of the situation and context in social interactions, and of building good communication with others, regardless of familiarity. RA's approach highlights the need to be mindful of the social dynamics at play and to tailor one's interaction style accordingly. By doing so, RA is able to foster positive interactions with others, including patients and colleagues in her work as a therapist. This approach not only enhances the quality of interactions but also contributes to building trust and rapport with others, which is essential for effective communication and collaboration.

FS, on the other hand, adopts a more thoughtful approach to building social interactions, beginning with understanding the individual's personality and adjusting to the situation and context. FS's approach underscores the importance

of being sensitive to the needs and preferences of others, and of being adaptable in social interactions. By taking the time to understand others and adjust her interaction style accordingly, FS is able to build meaningful relationships and navigate complex social situations effectively. This approach also enables FS to avoid potential conflicts and misunderstandings, which can arise from miscommunication or misinterpretation.

Collectively, the three informants demonstrate diverse social interaction skills, yet all stress the importance of situational awareness in interacting with others. Their approaches highlight the need for flexibility, empathy, and effective communication in social interactions, and demonstrate that successful social interaction is a multifaceted phenomenon that requires a range of skills and strategies. By examining the approaches of UY, RA, and FS, we can gain a deeper understanding of the complexities of social interaction and the importance of adapting to different social contexts. This understanding can inform strategies for improving social interaction skills and building more positive relationships with others

c. Teamwork Skills

The three informants, UY, RA, and FS, demonstrate different approaches to building collaboration with others. UY emphasizes the importance of having good relationships with others, both in and out of the workplace. UY also recognizes that in carrying out work, the help of others is necessary, so good collaboration must be maintained. Thus, UY shows that effective collaboration requires a foundation of good relationships and mutual respect. Meanwhile, RA also emphasizes the importance of having good relationships with others in building collaboration. RA often discusses work-related matters with her colleagues at Rumah Bugar, which helps to maintain good collaborative relationships between RA and her colleagues. RA's approach shows that effective communication and open discussion can help build good collaboration and improve the quality of work. FS, on the other hand, is very enthusiastic about building collaboration with others and recognizes that in working together, different opinions and perspectives can emerge. FS also appreciates RA's approach to handling differences of opinion, which involves listening to others first and then expressing her own views, leading to a shared decision. Thus, FS shows that good collaboration requires the ability to listen, understand, and appreciate different opinions. Overall, the three informants demonstrate that effective collaboration requires a foundation of good relationships, effective communication, and the ability to understand and appreciate different opinions.

3.2. Supporting and Inhibiting Factors of Vocational Skills Guidance in Massage and Shiatsu at Sentra Wyata Guna Bandung

In the implementation of vocational skills guidance in massage and shiatsu at Sentra Wyata Guna Bandung, there are several factors that support and hinder the learning process. According to Mr. MA, the instructor of the massage class, one of the supporting factors is the provision of adequate facilities, which facilitates the practice of massage for visually impaired individuals. However, there are several inhibiting factors, such as the varying abilities of visually impaired individuals in applying the knowledge they have received, which requires further guidance with an individual approach. Additionally, some

facilities that have not been fulfilled, such as partitions or curtains and medical books used as guidelines in the implementation of vocational skills guidance in massage, also pose a hindrance.

Meanwhile, Mr. PW, the instructor of the shiatsu class, also revealed that there are supporting and inhibiting factors in the process of vocational skills guidance in shiatsu. The supporting factors include the willingness, discipline, and perseverance of visually impaired individuals in participating in the guidance. However, there are several inhibiting factors, such as the difficulty in pronouncing technical terms in shiatsu, the lack of props such as dolls, human skeleton models, blood pressure monitors, scales, and Braille books on shiatsu theory used as guidelines in the guidance. Moreover, Mr. PW also experienced difficulties in procuring props and publishing shiatsu theory books in Braille.

Overall, it can be concluded that the implementation of vocational skills guidance in massage and shiatsu at Sentra Wyata Guna Bandung has several supporting and inhibiting factors that need to be considered. Supporting factors such as the willingness, discipline, and perseverance of visually impaired individuals, as well as the provision of adequate facilities, can enhance the effectiveness of the learning process. However, inhibiting factors such as varying abilities of visually impaired individuals, difficulty in pronouncing technical terms, and the lack of props and learning materials in Braille need to be addressed to improve the quality of vocational skills guidance in massage and shiatsu.

4. CONCLUSION

This study shows that vocational skills guidance in massage and shiatsu provided by Sentra Wyata Guna Bandung is effective in enhancing the independence of visually impaired individuals. After participating in the 6-month training, visually impaired individuals acquire sufficient skills to work as therapists at Rumah Bugar. Their independence is evident in several aspects:

- Emotional independence: more patient and professional
- Economic independence: able to earn their own income and manage their economic needs
- Intellectual independence: able to make their own decisions
- Social independence: able to build good social relationships with others

The supporting factor in vocational skills guidance in massage and shiatsu is the ability of visually impaired individuals to participate in the training. The inhibiting factors are the limited time and inadequate facilities. The evaluation results show that the average success rate achieved by visually impaired individuals is 80%, which can be considered successful.

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