

The Accessibility of Places of Worship for Children with Special Needs: Study at the Campus Mosque in Surakarta

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Abstract

Places of worship is an important aspect for children with special needs, so the accessibility is needed. This study aims to determine whether the mosque at the campus in Surakarta which is an inclusive campus. This research is a descriptive qualitative research with the object of research is a mosque in an university at Surakarta. Data collection techniques are observation, unstructured interviews and documentation. Data analysis used is descriptive data analysis. The results showed that there are still many parts of the mosque that have not met the standards in accordance with the Minister of Public Works. Number 30 / PRT / M / 2006.

Keywords - Accessibility, Places of Worship, Mosque, Children with Special Needs.

I. INTRODUCTION

Inclusive education has developed in Indonesia since the establishment of an Integrated Education system in accordance with the Decree of the Minister of Education and Culture No. 002/U/1986 on the implementation of Integrated education in Indonesia and continues to grow until now. This has an impact on the number of children with special needs who can access the same education as children in general, including inclusive education at university level. According to Riskesdas data in 2013 (Bulletin of Data & Health Information Window, 2014: 16) about 35.7% of children with special needs are listed as inclusive students at D1-D3 level and university. The figure is a fairly large number. However, accessibility for children with special needs has long been an issue that does not receive full attention. For example, in obtaining access to education, there are still many inclusion schools that do not provide adequate accessibility and enable children with special needs to get equal opportunities and facilitate them in all learning activities at their schools (Khakim, Prakosha, Himawanto, 2017: 16). In fact, the increase in the number of children with special needs who receive this higher education must be coupled with facilities and good accessibility to support lectures activities.

A. The Children with Special Needs

The term special needs is explicitly addressed to a child who is deemed to have a deviation from the average normal child, in terms of physical, mental and social behavioral characteristics (Efendi, in Abdullah, 2013: 1)

In the Law No. 4 of 1997, Article 1, Paragraph 1 concerning Persons with Disabilities, stipulates that persons with disabilities are persons with physical and / or mental disabilities that may interfere with or constitute obstacles and barriers for them to undertake, consisting of: a) physically disabled persons, b) mentally disabled persons, c) persons with physical and mental disabilities.

The term is used on children with special needs, disabled, and disabled persons adjusted to the underlying context.

B. Accessibility

Accessibility is the degree of convenience achieved by a person, to an object, service or environment. Ease of access is implemented in buildings, environments and other public facilities. According to Law No. 4 of 1997 on Persons with Disabilities, Article 1: 4, accessibility is a convenience provided to persons with disabilities in order to realize equal opportunities in all aspects of life and livelihood. It is clarified in Article 10: 2 which reads that the provision of accessibility is intended to create conditions and environments that are more supportive of persons with disabilities can fully live in a society.

The principle of facilities and accessibility according to the Minister of Public Works. 30 / PRT / M / 2006 is as follows.

- a. Safety, ie any building of a general nature in a waking environment, should pay attention to the safety of all.
- b. Ease, ie everyone can reach all places or buildings that are common in an environment.
- c. Use, that everyone should be able to use all places or buildings that are common in an environment.
- d. Independence, that everyone should be able to reach, enter and use all places or buildings that

are common in an environment with no need of help from others.

In practice, there are still many places and public facilities that are still not accessible for children with special needs. Whereas in Law Number 4 Year 1997 concerning Persons with Disabilities, article 1 (paragraph 1) and Government Regulation Number 43 Year 1998, especially article 1 (paragraph 1) stated that, as other citizens, disabled persons have the right to have equal status, rights and obligations in the role and integration of the total in accordance with its ability in all aspects of life and livelihood. As well as article 13 it is stated that every person with disabilities has the same opportunity to get a job according to the type and degree of disability. Accessible congregations are terms used to describe places of worship that are physically, communicated, and attitudes easily accessible to persons with disabilities (Maftuhin, 2014: 250)

II. RESEARCH METHODS

This research is a descriptive qualitative research with the object of research is a mosque in one of the universities in Surakarta. In this study, the object to be studied is a mosque located in one of the universities in Surakarta. The reason for choosing this location is because in this campus there are some students with special needs so it needs to be examined whether one of the facilities on campus has been accessible for students with special needs or not. Data collection techniques are observation, unstructured interviews and documentation. Data analysis used is descriptive data analysis.

III. RESULTS

Here is a description of the observation that has been done covering the basic size of space, pedestrian path, guiding block, parking area, door, ramp, staircase, toilet, ablution room, and furniture (prayer hijab's place, alquran).

A. Basic Space Size



Figure 3.1 Basic Space Size

The basic size of the three-dimensional space (length, width, height), covering the sideways and forwards has been in accordance with the standards and can be used by children with special needs so that their space is wide.

B. Pedestrian Path



Figure 3.2 Pedestrian Path

The surface is not slippery, can be traversed by the blind, but there is a mound between the road structure and the pedestrian pathway so that wheelchair users can not pass through this path and the blind can potentially fall.

C. Guiding Block



Figure 3.2 Guiding Block

Guided block has been installed for the visually impaired but has not distinguished the guide tiles and warning tiles so as to cause confusion in the blind.

D. Parking Area



Figure 3.4 Parking Area

There is no disabled parking area yet.

E. Door



Figure 3.5 Door

Doors do not make it difficult for people with disabilities difficulty getting in. But for wheelchair users, the difference in altitude and the

absence of access in the form of ramp will be difficult for them.

F. Ramp



Figure 3.6 Ramp

The slope of the ram exceeds 7° , has no handrail, and has a slick texture that is dangerous for wheelchair users.

G. Stairs



Figure 3.7 Stairs

The footholds have uniform dimensions and inclines, have handrails on both sides of the ladder, handrails are easy to handle and there are no obstacles to the visually impaired. But the disabled (wheelchair users) cannot enter the 2nd floor.

H. Toilet



Figure 3.8 Toilet

There is a toilet with a special sign for people with disabilities, but has not been used for a long time so that it is converted. Whereas existing toilets lack sufficient space for in and out of wheelchair users. The toilet does not have a handrail and the floor condition is slippery. The sink has not been adjusted to the height of the wheelchair user.

I. Wudhu Room



Figure 3.9 Wudhu Room

The surface of the ablution is slippery, has no handrail, and wheelchair users have difficulty getting into the ablution because there are different surface sizes and the space for wheelchair users is very limited.

J. Furniture (Prayer Hijab's Place, Qur'an)



Figure 3.10 Furniture

There is no sign of embossed letters that become signs for the visually impaired and high storage has not been adjusted to the height of wheelchair users.

IV. DISCUSSION

Facilities provided by universities to facilitate students to carry out religious duties is a place of worship, one of which is a mosque. The mosque in the college is not only for non-disabled students, but it is also important for students with disabilities to give equal opportunities for them to worship according to their religion. The legal basis guaranteeing freedom of religion in Indonesia, namely Article 28E Paragraph (1) of the 1945 Constitution which reads "Everyone is free to embrace religion and worship according to his religion, to choose education and teaching, to choose a job, to choose citizenship, to choose a place to live in territory of the state and abandon it, and shall be entitled to return.", supported by Law No. 4 of 1997 guarantees the right to be obtained by persons with disabilities, including accessibility in the service

Places of worship as one of the supporting facilities in universities must certainly consider the standard of accessibility for students with disabilities. Regarding accessibility for persons with disabilities has been regulated in Law no. 30 of 2006. Maftuhin (2014) in his research on the accessibility of worship for disables at four mosques in Yogyakarta concluded

that only one mosque approaches accessible criteria. Furthermore, Sukamto and Hetyorini (2013) which analyzes the general building function improvement through accessibility design efforts conducted at the Baiturrahman Grand Mosque. The result of the research is the accessibility of mosque building of Baiturrahman has not fulfill the universal design principle about ease, usability, comfort and independence. Another study conducted by Ramli (2017) who examined the accessibility of one mosque in Malaysia concluded that most mosque facilities are in compliance with standards, but important building parts such as ramps, toilet facilities and hand rails still do not meet the standards.

Based on previous studies written above, it can be concluded that most mosques are not yet accessible for persons with disabilities. It is also found in mosques at one of the universities in Surakarta. In fact, accessibility becomes one of the things that affect the independence of children with special needs. This is in accordance with research conducted by Keumala (2016: 19) which states that the perception of disability to the level of independence positively influence with the concept of universal design on the mosque building design. In addition, the impact of the lack of public facilities that are not accessible for children with special needs is quite large concerning the realm of economy, education, social culture, and politics (Firdaus & Iswahyudi, 2008: 13)

Being motivated by the importance of accessibility and impact if accessibility for children with special needs and conditions in the field where there are still many parts of the mosque are not yet accessible, further attention is needed to ensure the rights of children with special needs can be fulfilled and in accordance with the Law that has been made.

V. CONCLUSION

Based on the research conducted in the campus mosque in Surakarta, it can be concluded that most mosques are not yet accessible for persons with disabilities.

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