

Building Independence For People With Disabilities Through Screen Printing Training

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ABSTRACT

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This study aims to analyze the role of the Dinas Sosial Kota Surabaya in facilitating screen printing training at the Rumah Anak Prestasi (RAP) as an effort to improve the skills and independence of people with disabilities. The issue addressed is the suboptimal implementation of the government's role in promoting the effectiveness of the training program, as evidenced by the low participation rate, with only seven participants remaining. Additionally, there has been an increase in the population of people with disabilities in Surabaya City year after year. This study was conducted to determine the role of the Dinas Sosial Kota Surabaya in providing guidance at the Rumah Anak Prestasi Nginden in Surabaya. This study employs a descriptive qualitative method, utilizing data collection techniques such as interviews, observations, and documentation. Data collection in the form of interviews will be conducted with the head of the RAP, the screen printing mentor, participants, and parents of students involved in the screen printing activity. This research will be analyzed using Arif's role theory, which encompasses the roles of dynamizer, facilitator, and catalyst. The results of the study indicate that the role of the dynamizer has been somewhat effective due to a lack of structured coordination; the role of the facilitator has been highly effective in providing facilities and infrastructure, although there are still limitations in the mentors' competencies; while the role of the catalyst has been somewhat effective due to a lack of innovation and motivation in increasing participant engagement. In conclusion, there is a need to enhance mentor capacity, strengthen outreach strategies, and introduce program innovations so that the screen printing training can be more appealing in increasing the number of participants.

INTRODUCTION

People with disabilities are a group that often experiences discrimination in their communities. They are a group that requires special attention—educational, social, and emotional. According to the World Report on Disability (WRD) published by the World Health Organization (WHO) in 2011, disability is understood within the biopsychosocial model. This means that disability is viewed as stemming from specific health conditions—such as the impairment or loss of bodily functions—which result in an individual's limitations in performing activities and create barriers in their social life. From an internal perspective, the factors causing a child to be born with a disability include genetic influences or chromosomal abnormalities. As for external factors, these include a mother's neglect during pregnancy, poisoning, vitamin deficiency, and even deep physical or mental trauma, all of which can affect the child (Fira Sekarani, 2025).

People with disabilities tend to be more vulnerable to poverty, making it essential for them to acquire skills necessary for their livelihood. However, the limited access to education and skills training for people with disabilities poses a major challenge when they must compete in a competitive job market alongside people without disabilities. This situation makes it difficult for them to secure employment or independently develop productive businesses if they lack the necessary skills. In developing countries like Indonesia, this

problem is becoming increasingly apparent. In addition to facing challenges in securing decent work, people with disabilities must also compete directly with non-disabled individuals in the same labor market.

However, this figure may not fully reflect the actual situation, as some members of the public do not report their disabilities due to stigma, shame, or the perception that disability is a disgrace (Pratama et al., 2025). Through Surabaya City Regulation No. 9 of 2024, the government ensures the fulfillment of the rights of people with disabilities across various aspects, such as education, health, employment, and public services. This is evidenced by Surabaya's success in securing the "Kota Layak Anak" (KLA) designation in the Main Category for seven consecutive years from the Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (Kemen PPPA) of the Republic of Indonesia.

As a manifestation of this commitment, the City of Surabaya established the Rumah Anak Prestasi (RAP), managed by the Technical Implementation Unit (UPTD) of Kampung Anak Negeri under the auspices of the Dinas Sosial Kota Surabaya. This facility offers free training programs to enhance the well-being and empowerment of children with disabilities, open to residents holding a Surabaya ID card. In the context of development, empowerment can be understood as an effort aimed at helping the community to be able to make choices and decisions, as well as overcome personal barriers through

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What hasn't been explored in previous research?

Why is this research important?

What's new?

the improvement of skills and self-confidence (Sholehuddin et al., 2020).

To support facilities for people with disabilities, Rumah Anak Prestasi now has four locations spread across Surabaya: RAP Nginden, RAP Sonokwijen, RAP Kedung Cowek, and RAP Dukuh Menanggal. The inaugural opening of Rumah Anak Prestasi Surabaya took place on September 8, 2022, at Jl. Nginden Semolo No. 23, Sukolilo District, Surabaya. Geographically, Rumah Anak Prestasi Nginden is located in Sukolilo District, which, according to 2024 data from the Dinas Kependudukan dan Catatan Sipil Kota Surabaya (DISDUKCAPIL), ranks among the top 10 areas in Surabaya with the highest number of people with disabilities.

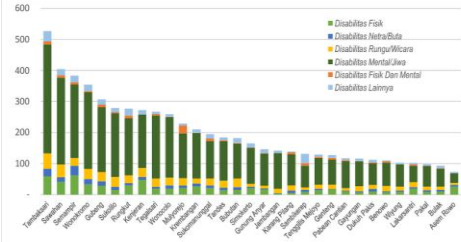


Figure 1. People with disabilities in the district in Surabaya

The number of people with disabilities in Sukolilo Sub-district is nearly 300, higher than in other areas with RAP, indicating a high demand for services in the region. To address this, the Nginden RAP offers 15 skills training programs, including screen printing training for people with disabilities. The various training programs provided will be tailored to the participants' interests and needs. Participants will receive guidance from psychologists at Rumah Anak Prestasi to enroll in available programs that are suitable for them. A study by Pratama et al. (2025) serves as a reference for this research, which focuses on the evaluation of activities for children with disabilities through music skills—the most popular program at Rumah Anak Prestasi Nginden in Surabaya. Using the CIPP (Context, Input, Process, Product) evaluation model, this study concluded that the music skills program provided by RAP Nginden for people with disabilities has a positive impact; however, improvements to facilities, increased mentor capacity, and an expansion of the program's reach are needed.

This study will employ the role-based research method proposed by Arif (2012), which includes three indicators: dinamisator, fasilitator, dan katalisator. The dynamizer indicator is used to measure the government's role in providing guidance and direction. A pre-research visit revealed that Rumah Anak Prestasi Nginden in Surabaya employs a psychologist to assess the participants' needs and provide guidance to both participants and their guardians regarding activities necessary to support the skills of individuals with disabilities. Through the assessment phase with the psychologist, participants will be directed toward skills training tailored to the needs of individuals with disabilities, including screen printing workshops. This is the gap identified in this study: based on the data collected, screen printing has the lowest number of participants compared to other skill-building activities such as music, modeling, and painting.

Based on previous research, there has been no specific study at the Rumah Anak Prestasi Nginden focusing on screen printing training. This warrants an evaluation of the extent to

which the government has played a role in retaining or increasing participant numbers each month. As program planners, the Dinas Sosial should not only focus on implementing activities but also consider the needs of participants with disabilities in accordance with their conditions and abilities. The low participation raises the question of why the screen printing training program does not attract many participants, especially since psychological assessments were conducted in the initial stages. This is important to investigate so that improvements can be made at the Rumah Anak Prestasi Nginden Surabaya, particularly regarding the screen printing training program.

Furthermore, the availability of consultation rooms and therapy services demonstrates that the Rumah Anak Prestasi Nginden Surabaya has made efforts to meet the needs of participants with disabilities. Additionally, the center provides various health services scheduled regularly from Monday through Friday. There is even a pediatric specialist who monitors the development of children with disabilities. At first glance, it is clear that the Dinas Sosial Kota Surabaya is genuinely committed to fulfilling the rights of people with disabilities, rather than simply building facilities without a clear purpose. The facilities available at Rumah Anak Prestasi Nginden Surabaya include a reflection room, a physical therapy room, a counseling room, wheelchair-accessible pathways, and accessible restrooms for people with disabilities.

Unfortunately, however, the low interest in screen-printing training may be due to the fact that mentors lack specific competencies in working with participants with disabilities, so the delivery of the material has not been fully adapted to the needs of each type of disability. This issue requires in-depth analysis: why were facilities established for people with disabilities if the instructors lack the appropriate competencies. As a result, teaching methods remain general in nature and have not been differentiated according to the participants' characteristics. Consequently, the support provided to participants with disabilities remains limited and suboptimal. This situation highlights a gap between the need for inclusive educational services and the available support competencies at the research site.

Screen printing is not merely a production technique but also a vocational skill with economic value that is easy to learn and has the potential to become a self-employment opportunity for people with disabilities. Products such as T-shirts, tote bags, and packaging have stable market demand, making screen printing a sustainable business opportunity. According to research findings (Fadila et al., 2023), screen printing skills can boost the economy. In addition to providing technical skills, this skill opens up opportunities for self-employment and promotes economic independence without relying on assistance from others.

However, in reality, the screen printing training program attracts the fewest participants compared to other training programs. This is the primary reason why this research is important, especially considering previous studies that indicate screen printing activities can create business opportunities, thereby allowing people with disabilities to avoid competing with those without disabilities. So, what needs to be improved at the Rumah Anak Prestasi Nginden Surabaya. This study will ultimately produce new evaluation materials that the Dinas Sosial Kota Surabaya can use to increase the number of screen printing training participants and improve their outcomes. The following data illustrates the number of participants in activities at the Rumah Anak Prestasi Nginden Surabaya.

Table 1. Table of Participant Numbers 2025

Program	January	October
Music	51	50
Painting	48	32
Sign Language	33	17
Handcraft	29	44
Sewing	28	31
Batik	27	20
Dancing	22	13
Reciting the Quran	20	9
English	19	14
Photography	15	14
Glass Painting	13	13
Modeling	13	13
Plywood	12	10
Badminton	10	No Class
Screen Printing	7	7

Source: Rumah Anak Prestasi Nginden, 2025

Based on a comparison of participant numbers in January and October, the number of screen printing training participants did not increase but remained stagnant at 7 participants. The types of disabilities listed in the table include autism, mild intellectual disability, intellectual disability, Attention Deficit Hyperactivity Disorder (ADHD), intellectual disability, and learning disability. Upon further examination, the screen printing training at Rumah Anak Prestasi offers numerous benefits, yet the number of participants remains low. The findings of (Ansfridho et al., 2019) indicate that this training can enhance vocational skills, focus, and motor skills, as well as support personal potential development. Additionally, it can foster self-confidence and increase societal appreciation for people with disabilities.

Based on the presented data, the role of the Social Services Department as a catalyst in implementing the screen printing training at Rumah Anak Prestasi (RAP) has not yet been fully optimized. This is reflected in the low number of participants attending the training, indicating that the program’s appeal has not yet fully succeeded in stimulating interest and participation among people with disabilities. Furthermore, the lack of recognition or rewards for participants also contributes to low motivation and self-confidence in participating and developing their skills. Moreover, the role of a catalyst should not be judged solely by the existence of training programs but also by the extent to which the Social Services Department can act as a driving force in creating positive change for participants. This role can be realized through program innovations that are adaptive to the needs and interests of people with disabilities, such as the development of more creative training methods, the use of engaging learning materials, and the diversification of skill types relevant to employment opportunities. Furthermore, motivational aspects are also crucial, where the provision of recognition—whether in the form of certificates, incentives, or acknowledgment of participants’ work—can boost their enthusiasm and self-confidence.

Furthermore, the catalyst indicators also include the ability to create a supportive and inclusive environment. This encompasses social support from mentors, families, and the community, as well as the creation of a training atmosphere that encourages active participation, positive interaction, and the continuous development of individual potential. Thus, the role of the catalyst is not merely to serve as an initial trigger

but also as a reinforcing factor that sustains participants’ interest and engagement in the program.

These suboptimal conditions require further in-depth analysis to understand the role of the Dinas Sosial Kota Surabaya in supporting children with disabilities through screen-printing training, while also identifying the factors contributing to the low level of interest in the program at the Rumah Anak Prestasi Nginden Surabaya. The results of this study are expected to serve as comprehensive evaluation material for formulating more effective strategies, so that program implementation is not merely administrative but also capable of having a tangible impact on increasing participation, skills, and independence among people with disabilities.

RESEARCH METHOD

This study employs a qualitative approach using a descriptive research design to conduct an in-depth analysis of the role of the Dinas Sosial Kota Surabaya in facilitating screen printing training for people with disabilities at the Rumah Anak Prestasi (RAP) Nginden. This approach was chosen because it allows for a contextual and comprehensive description of social phenomena in accordance with actual conditions in the field, particularly regarding the dynamics of implementing disability empowerment programs. The research location is at RAP Nginden, Sukolilo District, Surabaya City, which was selected through purposive sampling due to the high number of people with disabilities and the presence of a screen printing training program as the focus of the study. Informants in this study were selected using purposive sampling, consisting of representatives from the Dinas Sosial Kota Surabaya as program coordinators, screen printing training mentors as technical implementers, and training participants as beneficiaries. The selection of informants was based on their direct involvement in the program’s implementation, enabling them to provide relevant and in-depth information. Data collection techniques included in-depth interviews, participatory observation, and documentation. Interviews were conducted using a semi-structured approach to elicit information regarding program implementation, the roles of each actor, and the challenges faced. Observations were conducted by directly observing the screen printing training process, interactions between mentors and participants, and the condition of available facilities and infrastructure.

Data sources in this study include primary data obtained from interviews and observations, as well as secondary data derived from official documents, institutional reports, and relevant literature. Data analysis was conducted interactively through the stages of data reduction, data presentation, and drawing conclusions/verification. The analysis process was repeated to ensure the consistency and depth of data interpretation. To ensure data validity, this study employed source triangulation and methodological triangulation techniques by comparing data from interviews, observations, and documentation. Additionally, a member check was conducted with informants to ensure the data aligns with actual conditions. The analysis in this study employs a theoretical framework of the government’s roles—specifically as a dynamizer, facilitator, and catalyst—as the primary analytical tool for systematically and purposefully examining the research findings.

RESULT AND DISCUSSION

The research results are presented based on field findings obtained through interviews, observations, and documentation, and were then analyzed using role indicators, namely dynamizer, facilitator, and catalyst. A discussion was conducted to interpret these findings and relate them to relevant theories in order to gain a comprehensive understanding of the

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□ Add a discussion of policy implications.

program's effectiveness. The theory used in this study is based on Arif's (2012) theory, which is measured through three indicators, namely:

Dinamisator

The dynamism indicator is considered positive if the government is able to optimally direct and foster a program. In this study, the government not only acts as a policy implementer but also provides guidance to strengthen the implementation of a program through collaboration. It is hoped that the Dinas Sosial Kota Surabaya can carry out its duties and functions in accordance with development objectives and in line with the applicable legal framework. Collaboration should not be limited to the government sector but should also involve the private sector and even the community to support the program's success.

The research findings indicate that the Dinas Sosial Kota Surabaya has served as a catalyst in facilitating screen-printing training at the Nginden Rumah Anak Prestasi (RAP) through efforts to establish and foster multi-stakeholder collaboration. This is evidenced by the involvement of various actors in the program's implementation, such as training mentors as technical implementers, support staff, and professionals such as psychologists who play a role in the initial assessment of participants. This assessment was conducted to identify the conditions, needs, and abilities of each person with a disability before they participated in the training. Consequently, the program is not one-size-fits-all but rather strives to adapt to the individual characteristics of the participants. Additionally, the Social Affairs Department plays a role in coordinating the program's implementation through activity scheduling, determining the type of training, and overseeing the training process to ensure it remains aligned with empowerment objectives.

The role of a facilitator is also evident in the Social Affairs Office's efforts to build relationships with community members and the surrounding environment, which help support the program's sustainability. Based on an interview with the mentor, Ms. Mari, the facilitator indicators from the mentor's perspective regarding collaboration with community members indicate that the Social Affairs Office's role as a catalyst has been realized, though it remains limited to certain aspects. Regarding the recruitment process, the mentor explained that she became involved as an instructor after participating in a training session facilitated by the Social Affairs Office in collaboration with the female OJOL community. This demonstrates a form of collaboration between the Social Affairs Office and community members in sourcing human resources to support the training program at RAP. Additionally, there is cooperation with a community group that provides sign language training for instructors, enabling the mentor to gain further insights in working with participants who have hearing impairments.

From the mentor's perspective, this collaboration helped address the basic needs of the training. However, the mentor also noted that specialized technical guidance and capacity-building support from the Social Affairs Department were not yet available. Based on interviews with the mentor, it was found that prior to conducting training activities, the Social Affairs Department did not provide specific preparatory training regarding teaching methods for participants with disabilities. This situation indicates that mentors were not equipped with specific pedagogical competencies, such as inclusive learning approaches, adaptive communication techniques, or disability-specific intervention strategies. Conse-

quently, in practice, mentors relied more on personal experience and spontaneous adjustments based on each participant's individual characteristics.



Figure 2. Screen printing workshop with participants with disabilities

In the learning process, mentors develop methods through trial and error, for example by providing hands-on demonstrations, offering physical guidance, and repeating exercises periodically so that participants can grasp the techniques being taught. This approach demonstrates the mentors' flexibility and initiative, but on the other hand, it also indicates the absence of systematic learning standards or guidelines. The role of the Dinas Sosial Kota Surabaya as a facilitator should not only create opportunities for collaboration but also ensure the capacity building of mentors through structured and sustainable training programs. In fact, the capacity building of mentors through training is provided by external communities collaborating with Rumah Anak Prestasi Nginden Surabaya. The training received from the community focused on the use of sign language; as a result, mentors felt supported because they could understand some of the meanings and interpretations of sign language. Thus, although collaboration with the community has yielded positive impacts, optimizing the facilitator's role remains necessary to ensure the learning process proceeds more effectively, purposefully, and is capable of comprehensively meeting the needs of participants with disabilities.



Figure 3. Sign language training with the community

Furthermore, based on findings in the field, the facilitator's role still faces several challenges. Coordination among the parties involved has not been optimal and tends to be situational. For example, health activities conducted in collaboration with the Health Department often encounter obstacles. A common issue is the cancellation of schedules by health workers, as they also have other duties at the Community Health Center. Thus, it can be said that staff members are

handling two jobs simultaneously in a single day. Health programs, which are conducted only once a day for a two-hour period, ultimately had to be canceled due to this issue. Another problem relates to coordination with the mentor for the General Reasoning program from the Education Department, a position that has been vacant for several months due to a communication error at the outset. However, Rumah Anak Prestasi did not sit idly by. The Head of Rumah Anak Prestasi eventually decided to collaborate with several education students to provide lessons in the program to fill the vacancy.

It can be concluded that there is a lack of structured and sustainable coordination mechanisms between the Social Affairs Office, mentors, and other supporting parties. Additionally, the involvement of external parties in training development—such as business operators or the creative industry in the screen-printing sector—remains very limited. Yet, the involvement of these sectors has the potential to enhance training quality while opening marketing opportunities for participants' works. From a theoretical perspective, the role of a facilitator emphasizes the government's ability to mobilize, coordinate, and synergize existing resources. In the context of this study, the Dinas Sosial Kota Surabaya has demonstrated this function through the establishment of multi-stakeholder partnerships; however, it has not yet fully optimized the potential of existing collaborations. This finding contributes to public policy research, particularly in the field of disability empowerment, by highlighting that program success is determined not only by the availability of programs and facilities but also by the strength of collaborative networks built in a sustainable and integrated manner.

Thus, the role of the Rumah Anak Prestasi dinamisor is currently suboptimal and requires change. Strengthening the facilitator's role should focus on improving the quality of coordination, expanding collaborative networks with external sectors, and developing more systematic collaboration mechanisms. These efforts are crucial to ensuring that the screen-printing training program does not merely function as a routine activity but truly serves as an empowerment tool capable of enhancing the independence and well-being of people with disabilities. Additionally, the quality of instructors must be strengthened through various training sessions so that the approach to participants can be tailored to their specific needs.

Facilitator

According to Arif (2012), a facilitator is a party that plays a role in facilitating services and providing support to the policy's target population, as well as ensuring that the entire process runs smoothly in accordance with its objectives and is effectively achieved. In this regard, the Dinas Sosial Kota Surabaya, as a facilitator, needs to provide adequate physical facilities; however, it must also ensure that non-physical resources are optimally provided to the target population. It must also be ensured that the facilities provided meet the needs of people with disabilities so that their rights are fulfilled in accordance with Peraturan Walikota No. 9 of 2024 and so that the development goals of the Rumah Anak Prestasi for people with disabilities can be successfully achieved.

In the implementation of the screen printing training program at Rumah Anak Prestasi (RAP) Nginden in Surabaya, the Dinas Sosial Kota Surabaya role as a facilitator is realized through the provision of facilities and infrastructure, support for learning services, and technical arrangements for program implementation. This role aims to ensure that all participants'

needs, particularly those of people with disabilities, are optimally met. In terms of the availability of facilities and infrastructure, RAP Nginden generally possesses fairly comprehensive facilities that support developmental activities. This is evident from the availability of various support rooms such as learning rooms, speech therapy rooms, physical therapy rooms, reflection rooms, counseling rooms, as well as accessibility features for people with disabilities, such as wheelchair ramps and accessible restrooms. Additionally, the presence of professional staff such as psychologists and pediatricians indicates that the support provided focuses not only on skills but also on the participants' overall well-being.

The facilities provided have received positive feedback from both parents and participants. Parents' statements confirm that there have been no complaints regarding the facilities; all facilities are provided appropriately. According to the parents' accounts, the available restrooms are even cleaner than those at their children's private schools. This was also directly confirmed by their son, who stated that the restrooms at Rumah Anak Prestasi are cleaner than those at his school. Furthermore, the Social Services Department does not limit itself to providing training facilities but also includes assistance with medical equipment or assistive devices for people with disabilities as part of efforts to meet participants' basic needs. Such assistance includes hearing aids for participants with hearing impairments and wheelchairs for those with physical or mobility impairments. The provision of these assistive devices is a tangible manifestation of the Social Services Department's role as a facilitator in supporting participants' activities so they can engage in training programs more effectively and independently. Interviews with the program coordinator at Rumah Anak Prestasi revealed that every month, the Social Services Department conducts visits to several homes within a single sub-district that have families with disabilities; if they meet the GAMIS criteria, they receive direct assistance from the Social Services Department.



Figure 4. Bathroom cleanliness

However, although facilities are generally available, there are still some limitations in their implementation. One of the main challenges is the limited learning space, where some training activities must share the same room on a rotating basis. This situation results in a less-than-optimal learning process, particularly when multiple programs are running simultaneously. In practice, using a single room for various activities—such as English language training and other programs—can disrupt participants' concentration. This indicates that, in terms of facility quality, additional space or more effective space management is needed to ensure activities can run at their full potential.



Figure 5. Training room

In addition, issues were identified regarding the scheduling of activities under the facilitator indicator. Overlapping training schedules have caused some programs, including screen printing training, to become less popular among participants. This situation can affect participation rates, as participants must choose which activities to attend when they overlap. As a result, screen printing training has experienced stagnation, with relatively low participant numbers compared to other programs. This indicates that the facilitation aspect is not only related to the provision of physical facilities but also to strategic time management and program planning.

In terms of educational services, facilitators play a crucial role, but improvements are needed. This is evidenced by interviews with parents, who stated that the facilities at the government-run Rumah Anak Prestasi—which is free of charge—are far better than those at their children's private schools. However, there are additional points to consider: while the initial screening of participants through an assessment process conducted by psychologists to determine program placement is very effective, the teaching methods used in practice remain general in nature and are not yet fully adapted to the specific needs of each type of disability. This issue is compounded by the fact that mentors have not received specialized training in inclusive education, resulting in limited support and an inability to provide fully responsive services. Furthermore, the low interest in screen-printing training is also influenced by the nature of the activity, which tends to be monotonous and requires a high degree of patience and precision. Without innovations in teaching methods or more engaging facilities, participants tend to prefer other programs that are considered more varied and enjoyable. Thus, the role of facilitators should also be directed toward developing program designs that are more adaptive and appealing to participants.

Overall, the Dinas Sosial Kota Surabaya has played a significant role as a facilitator in the screen-printing training program at RAP Nginden in Surabaya, particularly in providing basic facilities and support services. However, there are still several areas that need improvement, such as optimizing the use of space, establishing more effective scheduling, and enhancing the quality of learning services to make them more inclusive. Improvements in these areas are essential so that the facilitator's role is not merely fulfilled administratively but also has a tangible impact on the program's success and increased participant engagement.

Katalisator

A catalyst plays a role in developing the community's potential so as to foster interest and participation. The Dinas Sosial Kota Surabaya needs to spur change toward more

optimal outcomes and greater community participation. The agency must be able to trigger positive change. In the context of the screen-printing training program offered by Rumah Anak Prestasi Nginden in Surabaya, the challenge lies in transforming apathy into interest by linking the program to economic growth. However, this interest will not grow on its own without strategic outreach from relevant agencies. The Dinas Sosial Kota Surabaya plays a crucial role as a catalyst—not only by providing facilities but also by fostering social change for people with disabilities through the Nginden Rumah Anak Prestasi (RAP).

The alignment between the target group and the role of the Dinas Sosial Kota Surabaya as a catalyst in the implementation of the screen printing training program at Rumah Anak Prestasi (RAP) Nginden in Surabaya can be understood as an effort to accelerate the development of participants' potential, particularly in creating economic opportunities, boosting motivation, and connecting the outcomes of the training with the outside world. However, based on the research findings, this role has not yet been fully realized and tends to be limited to certain aspects only. Regarding the aspect of recognition, no awarding ceremonies or specific forms of recognition have been identified as being provided to screen printing training participants. This was directly confirmed by a parent who has been at Rumah Anak Prestasi for two years. In fact, the provision of recognition plays a crucial role in boosting participants' self-confidence and motivation, especially for individuals with disabilities who require psychological support to develop their potential. The absence of these appreciation activities indicates that the Social Services Department's efforts to foster a competitive spirit and recognition of participants' work have not yet been maximized.

According to the Head of Rumah Anak Prestasi, the center has indeed never held an award ceremony or even issued screen printing skill certificates for those who have mastered the craft. The main reason is that Rumah Anak Prestasi is not a formal institution with the legal authority to issue such certificates. This is quite regrettable because parents hope that participants are not only trained to acquire skills but are also provided with a tool—in the form of a certificate of proficiency—to compete in the job market. Furthermore, regarding job creation, the screen printing training provided at RAP Nginden has not yet been fully integrated with the needs of the job market. As previously explained, participants are only equipped with basic skills without any follow-up measures leading to job placement or access to self-employment opportunities. This situation indicates that the role of a catalyst in connecting participants with broader economic opportunities remains limited, so the benefits of the training have not yet been fully realized in the long term.

The primary reason why Rumah Anak Prestasi has been unable to connect participants with job opportunities capable of boosting the economy is that Rumah Anak Prestasi lacks a partnership with the Department of Labor. This issue is regrettable, as it results in the screen printing training program provided stopping at the stage of basic skill enhancement, without any follow-up leading to job placement or the development of self-employment. In fact, the skills possessed by participants have the potential to be developed into a source of income if supported by access to professional networks, advanced training, and business mentoring. In this regard, the Department of Labor should serve as a bridge between training participants and the relevant industrial or business sectors.

In terms of marketing and selling their work, these activities remain sporadic and dependent on specific opportunities, such as events or bazaars. Such events may involve visits from government officials, during which participants showcase their respective works. As shown in the image below, the screen-printed work of a participant was purchased by the Chairperson of the TP-PKK of Depok City. The proceeds from the sale of such works will be given to the participants who produced them. Additionally, participants' screen-printed products are typically only utilized when specific needs arise, such as for product packaging or internal activities. This indicates that there is currently no sustainable marketing system or targeted business development strategy in place. Consequently, participants' works have not been able to consistently provide significant economic contributions. Furthermore, there is no evidence of organized competitions or competitive activities that could serve as a platform for participants to hone their skills while gaining experience. Activities such as competitions can actually serve as a medium to enhance participants' skills, creativity, and self-confidence, while also functioning as an evaluation of the training outcomes. The absence of such activities indicates that efforts to foster participants' potential through a competitive approach have not yet been fully maximized.



Figure 6. Visit by the Chairperson of the TP-PKK

Regarding program outreach, although the Social Affairs Department has provided various types of training at the RAP, including screen printing training, community participation remains low and has even declined. This is evident from the stagnant number of screen printing training participants, which is the lowest compared to other programs. This situation indicates that outreach and promotional efforts have not been fully effective in attracting public interest, resulting in the program's potential not being fully utilized. Through interviews with the person in charge of Rumah Anak Prestasi, it was revealed that outreach regarding the existence of this program is not conducted regularly. Outreach activities are sometimes held only once every few months. Interviews with parents also revealed that they learned about Rumah Anak Prestasi not through outreach organized by the Social Affairs Office.

Overall, the Dinas Sosial Kota Surabaya has played a significant role as a catalyst in the screen printing training program at RAP Nginden in Surabaya. Although efforts have been made to provide training programs as a foundation for skill development, these have not been followed by strategic measures capable of guiding participants toward economic independence and sustainable development of their potential. Therefore, it is necessary to strengthen the role of the catalyst by providing appreciation activities, developing professional

networks, implementing sustainable marketing strategies, and increasing program outreach so that the benefits of the training can be felt more widely and to the fullest extent.

CONCLUSION

Based on the research findings, the role of the Dinas Sosial Kota Surabaya in overseeing screen-printing training at the Nginden Rumah Anak Prestasi (RAP) indicates that the three indicators—dynamizer, facilitator, and catalyst—has been implemented but is not yet fully effective. Regarding the dynamizer indicator, the Dinas Sosial Kota Surabaya has been able to establish multi-stakeholder cooperation and conduct initial assessments of participants; however, the coordination established remains unstructured and has not been balanced with continuous capacity building for mentors. Regarding the facilitator indicator, the provision of infrastructure and health equipment is sufficiently adequate, but challenges remain, such as limited space, overlapping schedules, and learning methods that are not yet fully adaptive. Meanwhile, regarding the catalyst indicator, the Social Services Department's role remains weak, marked by the absence of awards or certifications, limited job opportunities, and suboptimal program marketing and outreach, which has led to low participant engagement.

The Dinas Sosial Kota Surabaya needs to enhance mentor capacity through inclusive learning training and strengthen coordination with various stakeholders. Additionally, more effective management of schedules and facilities, along with innovative training methods to make them more engaging, is required. Regarding the catalyst aspect, it is important to implement forms of recognition, expand collaboration with the Dinas Perindustrian dan Tenaga kerja Kota Surabaya and the private sector, and improve.

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