

CHAPTER I

INTRODUCTION

1.1. Background

Equality of rights is a fundamental principle in the life of the nation and state. However, until now there are still community groups that have not fully fulfilled these rights fairly, one of which is people with disabilities. Persons with disabilities are individuals who have physical, intellectual, mental, or sensory limitations, and this may hinder their full and effective participation in society on an equal footing with others (United Nations, Convention on the Rights of Persons with Disabilities, 2006). According to WHO (2011), about 15% of the world's population lives with a disability, and this number continues to increase as the elderly population grows and global health factors. In Indonesia, BPS (2020) recorded that around 8.5% of the Indonesian population has a disability. This figure is not a small number, so issues related to the fulfillment of rights and equality for people with disabilities should be a common concern, both for the government, educational institutions, the media, and the wider community.

This study aims to analyze the influence of internal factors on the situation of persons with disabilities in Indonesia, which has a strong legal basis based on Law Number 8 of 2016. However, people with disabilities still face social discrimination, limited access to education and employment, and a lack of disability-friendly public facilities. Research conducted by Suharto (2019) shows that public awareness of the rights of persons with disabilities is still low, resulting in paternalistic attitudes and social exclusion. This low awareness is further reinforced by the mistaken assumption that people with disabilities are "incapable" or "socially burdened". However, according to the theory of the Social Construction of Reality (Berger & Luckmann, 1966), social reality is shaped by social perceptions and interactions so that, if negative perceptions persist, people with disabilities will continue to be marginalized in social life.

People with disabilities often face negative stereotypes from society, as evidenced by a case of disability bullying obtained from the Detiknews website, namely A junior high school student with a disability who experienced speech delay in the city of Bandung, West Java, was suspected of being a victim of bullying until dropping out of school (news.detik.com). Strengthened by data from the IDSC Lu Mind Institute

Research revealed that 3 out of 5 children with disabilities are bullied, compared to 1 in 5 children without disabilities. Especially now, children with special needs are allowed to participate in the public school system (Inclusive Education) (Tempo.co). As according to interview data with Tata (15 years old) and Viana (14 years old) who are two students with disabilities at SLB Negeri Lamongan that there is a fact that it is still often the case that some children from outside school treat Tata differently, sometimes looking at him with compassion or avoiding him because they consider him "not the same" with other children. Meanwhile, Viana was also mocked for her way of speaking and gestures, which some people considered strange. Both said this experience made them feel less confident outside of school. Despite the support of teachers and other friends with disabilities at school, they still face discrimination in the wider community. This shows that many people do not understand the rights and needs of people with disabilities, and there is still a general assumption that people with disabilities are weak and always need help.



Figure 1. 1 Interview with Two Students with Disabilities at SLBN Lamongan
(Source: Personal Documents, 2025)

This interview highlights the need for creative and educational efforts to build understanding, empathy, and acceptance, so that people with disabilities can have equal rights and feel respected in society. People with disabilities often have great potential and abilities, yet they are often not given the opportunity to thrive due to a lack of support and social stigma. This interview corroborates the findings of Nurdiana (2021), who notes that the main challenge for people with disabilities is not physical limitations, but an exclusionary social environment. According to research conducted by Suharto (2019), public awareness of the rights of persons with disabilities in Indonesia is still quite low,

which often resulting in discriminatory attitudes and social exclusion. This low awareness can be caused by a lack of public education, limited positive portrayals in the media, and limited public understanding of regulations such as Law Number 8 of 2016 concerning the rights of persons with disabilities. In addition, observations in the school environment show that students with disabilities are highly motivated to engage and express themselves. However, limited access to public space and inadequate positive representation in the media are major obstacles. This proves that disability issues are not only related to physical, but also social and communication.

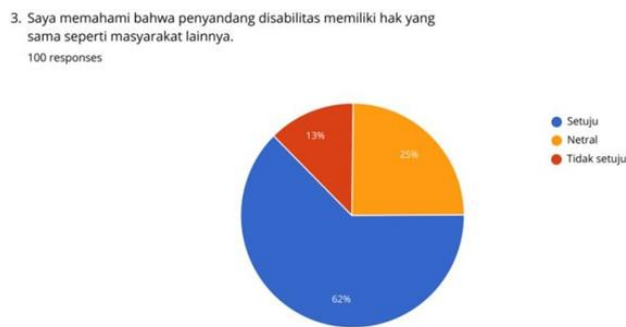


Figure 1. 2 Public Knowledge Questionnaire About Disability
(Source: Personal Documents, 2025)

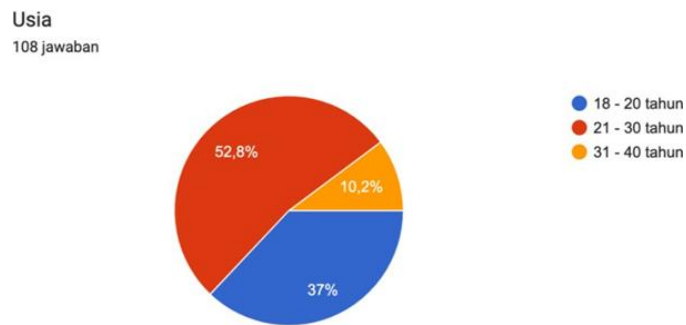


Figure 1. 3 Public Knowledge Questionnaire About Disability
(Source: Personal Documents, 2025)



Figure 1. 4 Public Knowledge Questionnaire About Disability
(Source: Personal Documents, 2025)

To find out how widespread the public's knowledge is about disability issues and the rights of people with disabilities, namely the right to work and economic opportunities, a questionnaire was distributed to 108 people from the age of 18 – 40 years and various ministries. Based on the results of the questionnaire, it shows that only 62% of survey respondents understand the rights of people with disabilities, while the rest are neutral and do not understand these rights. In fact, this regulation is an important basis in ensuring equal rights for people with disabilities in Indonesia. The dominant respondents were young adults aged 25-40 years, which was 52.8% of respondents. As many as 35.2% of respondents strongly agreed that people with disabilities should be given the opportunity to work according to their ability, followed by 18.5% of respondents who voted to agree with this right, followed by 33.3% of respondents who chose neutrality, followed by 9.3% who voted against and as many as 3.7% who strongly disagreed with this right.

The results of interviews, observations, and questionnaires that have been conducted show that low public awareness of the rights of persons with disabilities is the main reason for the need for creative, inclusive, and transformative campaigns. Through a creative campaign approach, it is hoped that people with disabilities will no longer view people with disabilities as "different", but as equal members of society, have potential, and the right to equal opportunities in social life, especially in the right to work and economic opportunities. According to Puspitasari (2022), creative campaigns that integrate visual storytelling, empathetic narratives, and community engagement have proven effective in increasing public awareness of social issues. By leveraging digital platforms such as social media, short videos, and interactive posters, campaign messages can reach a wider audience and stimulate active community engagement. In today's digital age, creative strategies are essential for fostering social awareness, as individuals are more responsive to messages that are visually appealing, inspiring, and emotionally engaged. In the context of people with disabilities, creative campaigns can highlight their inspirational stories, testimonials, or tangible contributions as a means of acknowledging their abilities and advocating for equal rights. Moreover, this campaign not only serves as

a a communication tool but also as an instrument for education, advocacy, and social empowerment. Successful creative campaigns can increase public understanding of the rights of people with disabilities and encourage a change in attitudes from compassion to respect. This is in line with Sustainable Development Goal (SDG) 10, which focuses on reducing inequality and promoting social inclusion for all members of society, including people with disabilities.

In designing a campaign, stakeholders are needed to support the achievement of the design. This design is supported by SLB Negeri Lamongan, which is the main partner, which has an important role in providing data, insights, and access for students with disabilities. This support is achieved through collaboration with schools, teachers, and students in the process of collecting information, interviewing, and observing the experiences and needs of people with disabilities in their daily lives. SLB Negeri Lamongan plays an educational institution that not only provides academic learning, but also becomes a forum for self-development for students with disabilities, so that they can adapt and be accepted in the social environment. Through this collaboration, the creative campaign design is expected to authentically portray the realities experienced by people with disabilities and encourage increased public awareness and awareness of their rights.

1.2. Problem Identification

Based on the background, questionnaires, and interviews with two students with disabilities at SLB Negeri Lamongan, several problems can be identified as follows:

1. Public awareness and understanding of the rights of persons with disabilities in Indonesia is still relatively low, even though there have been regulations that clearly guarantee equal rights for persons with disabilities, especially related to the right to employment and economic opportunities.
2. The prevailing social perceptions and constructions in society are still dominated by stigma and negative stereotypes against people with disabilities, which position them as weak, unimportant, and dependent on the help of others.
3. The practice of social discrimination, including bullying of children and adolescents with disabilities, still occurs frequently and has an impact on the decline in confidence, security, and social participation of people with disabilities in the community.

4. The social environment outside educational institutions is not fully inclusive, so there is a gap between the support provided in the school environment and the reality of society's treatment of people with disabilities.
5. Representation of persons with disabilities in the media and public spaces is still limited and tends to emphasize the point of view of compassion, rather than as individuals who have equal potential, capacity, and rights as citizens.
6. The public communication strategy in socializing the issue of equal rights of persons with disabilities has not been optimal, so that messages about the rights, potential, and contributions of persons with disabilities have not been effectively conveyed to the wider community.
7. The level of participation and active involvement of the community in supporting the fulfillment of the rights of persons with disabilities is still low, which can be seen from the neutral attitude to the rejection of the provision of employment opportunities for persons with disabilities.
8. Creative and educational campaign approaches that are oriented towards changing people's social attitudes towards people with disabilities are still not being utilized optimally as an instrument of communication, education, and social advocacy.

1.3. Problem Formulation

From the background and identification of the problems that have been presented, the problem can be formulated, namely how to design a creative campaign to increase awareness of equal rights for people with disabilities, namely employment and economic opportunities.

1.4. Problem Limitations

1. This research is limited to the discussion of the equality of rights of persons with disabilities which specifically focuses on the right to work and economic opportunities.
2. This study does not thoroughly discuss other aspects of the rights of persons with disabilities, such as the right to education, health, accessibility of public facilities, and political rights.

3. The focus of the research is directed at the level of public understanding, attitude, and perception of the ability and potential of persons with disabilities in the world of work and economic activities.
4. This research is limited to the analysis of creative campaign communication strategies in increasing public awareness of the right to work and economic opportunities for people with disabilities.
5. This study does not examine in depth the implementation of government employment policies or the effectiveness of official programs structurally and institutionally.
6. The research subjects were limited to people of productive age and people with disabilities involved in data collection, especially related to experiences and views on access to employment and economic opportunities.

1.5. Purpose of Design

1. Designing a creative communication campaign aimed at increasing public awareness and understanding of the right to work and economic opportunities for persons with disabilities.
2. Changing people's perceptions and attitudes towards people with disabilities from the perspective of compassion to the perspective of equal rights and recognition of the potential and work capabilities of people with disabilities.
3. Presenting an educational, inclusive, and empathy-based campaign message through real activities and visual communication media that are effective and easy to understand by the public.
4. Encourage the formation of more inclusive social attitudes and support the provision of equal employment opportunities for people with disabilities in the community.
5. Optimizing the role of creative media as a means of communication and public education in advocating for the right to work and economic opportunities for people with disabilities.
6. Produce campaign designs that can be a reference or visual communication model in an effort to increase social awareness of the issue of equal rights of persons with disabilities.

1.6. Benefits of Planning

a. For People with Disabilities

1. Research Increasing the confidence of people with disabilities through strengthening social recognition of their abilities and work potential.
2. Providing a positive and equal representation space for persons with disabilities in the context of the world of work and economic opportunities.
3. Encourage the opening of job opportunities and more inclusive economic participation through increased public awareness.

b. For the general public

1. Increase public understanding of the right to work and economic opportunities for persons with disabilities as part of human rights.
2. To form a more inclusive social attitude and reduce stigma and negative stereotypes towards people with disabilities in the social environment and the world of work.
3. Encourage active community participation in creating a fair and friendly work and economic environment for people with disabilities.

c. For educational institutions

1. To become an educational and advocacy medium for educational institutions in instilling the values of equality, inclusion, and respect for the rights of persons with disabilities.
2. Supporting the role of educational institutions, especially SLB, in preparing students with disabilities to be ready to participate in the world of work and economic activities.
3. Become a reference and learning material in the development of inclusive education programs and education-based social awareness campaigns

1.7. Design Framework

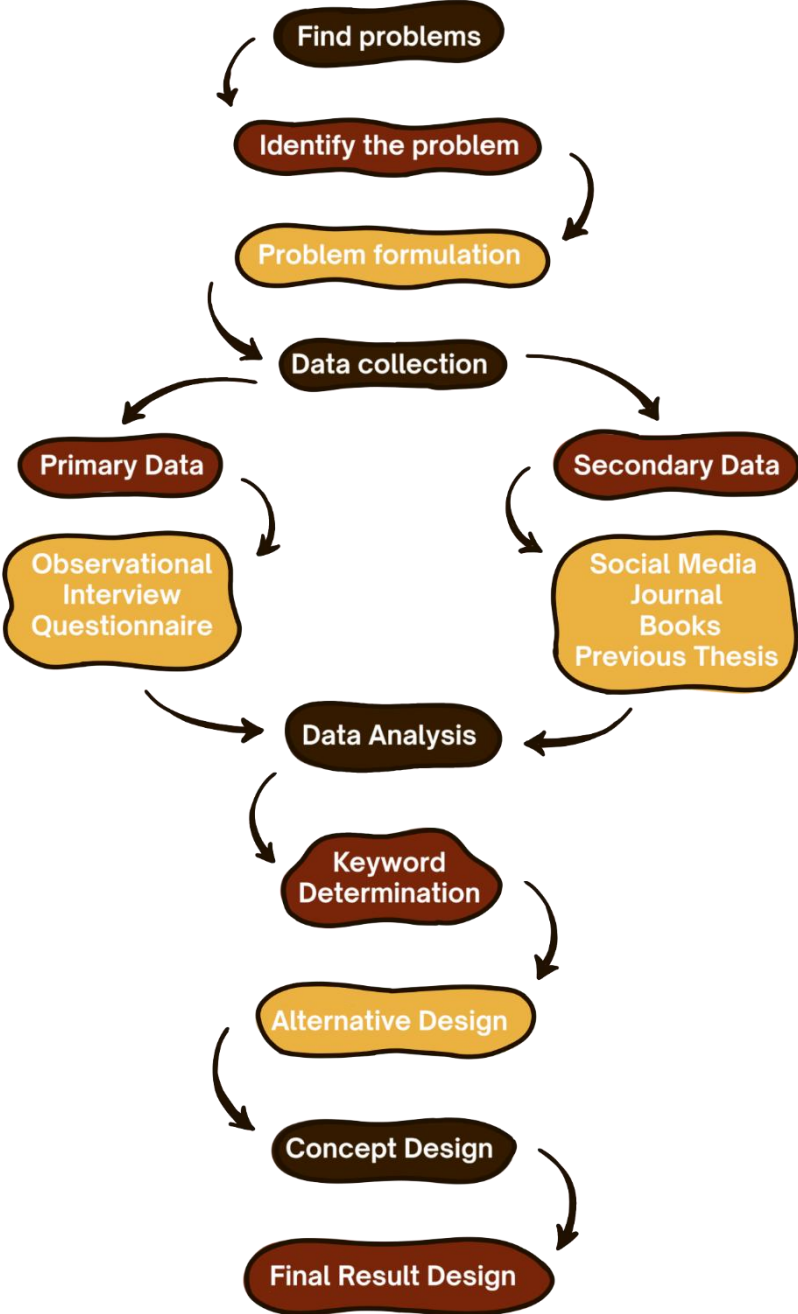


Figure 1. 5 Clustering Frameworks Used in Research
(Source: Personal Documents, 2025)