

## INDEPENDENCE IN ACTIVITIES OF DAILY LIVING (ADL) AMONG PEOPLE WITH VISUAL IMPAIRMENTS AT SENTRA WYATA GUNA BANDUNG

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**Abstract:** Independence in performing Activities of Daily Living (ADL) remains a significant challenge for people with visual impairments, as functional limitations and emotional barriers may hinder full autonomy. This study aims to examine the independence of people with visual impairments at Sentra Wyata Guna Bandung, conceptualized through four dimensions: (1) responsibility (the ability to fulfill obligations and be accountable), (2) autonomy (the ability to make independent decisions), (3) initiative (the ability to act proactively), and (4) self-control (the ability to regulate emotions and behavior). A descriptive qualitative approach was employed using purposive sampling. Data were collected through in-depth interviews, non-participant observation, and document review. The findings indicate that responsibility is reflected in compliance with institutional schedules and active participation in self-care and vocational training. Autonomy was evident in independent decision-making and confidence in managing daily tasks. Initiative emerged through the proactive use of adaptive strategies and assistive devices such as folding canes, talking watches, and braille slates. However, self-control was identified as the most vulnerable dimension, particularly in managing negative emotions, handling visually demanding tasks, and reducing dependence on external assistance. In response, this study proposes a program to strengthen self-control in performing ADL. The program reinforces the role of social workers as facilitators through

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three strategies: (a) development of training modules, (b) technical training in emotional regulation, ADL, and Orientation and Mobility (O&M), and (c) modification of assistive devices to foster greater independence.

### **Keywords:**

Independence; People with Visual Impairments; Activities of Daily Living (ADL); Responsibility; Autonomy; Initiative; Self-Control; Social Worker

### **Introduction**

Every individual has the right to equal opportunities to participate in social, economic, and educational life. However, this remains a significant challenge for people with physical, intellectual, mental, or sensory impairments, commonly referred to as people with disabilities. Physical limitations can disrupt daily activities, which in turn affect social participation, including interactions with others, as well as access to inclusive economic and educational opportunities. Consequently, people with disabilities often require assistance from others, particularly in performing everyday activities. They are frequently perceived as having no option but to rely on others due to their physical conditions (Asjari et al., 2024).

People with disabilities in Indonesia continue to advocate for inclusivity and non-discrimination in their daily activities, which often remain a significant challenge in everyday life. According to the 2020 population census, 8.5 percent of Indonesia's total population is composed of people with disabilities (Badan Pusat Statistik, 2024). Challenges in daily activities are also reflected in data from the Inter-Censal Population Survey (SUPAS), cited in the study by Imansyah & Muhid (2022), which reported that

1.02 percent of individuals experience difficulties in self-care. These data provide a concrete illustration of how daily activities remain a considerable challenge, particularly for people with sensory disabilities, especially those with visual impairments.

Visual impairment affects daily activities, widely known as Activities of Daily Living (ADL) which for others may seem simple, such as self-care, dressing, or pouring a glass of water, but can pose significant challenges that must be managed daily. Often, individuals are compelled to rely on others to complete these basic tasks, which ultimately hinders their independence.

Limitations in performing ADL, such as eating, bathing, and basic mobility, are not merely technical constraints but structural challenges that affect quality of life and social participation (Katz, 1983). The inability to perform ADL may reinforce stigma and perceptions of inherent dependence, thereby diminishing opportunities for dignified living (Edemekong et al., 2025). While ADL represents functional competence, independence extends beyond technical performance to encompass psychosocial capacities.

Rogers (1951) emphasizes the role of the self in autonomous functioning, and Chaplin (2011) highlights decision-making and self-confidence as central elements of independence. Thus, independence should be understood as a multidimensional construct integrating functional ability with psychological agency and social participation. Furthermore, the development of independence in ADL is shaped by environmental and social supports, including family education, structured rehabilitation settings, and access to inclusive resources (Luhpuri & Andayani, 2019). Without such support, dependence may persist not solely because of individual limitations but also because of structural barriers.

In response, Technical Service Units (UPT) provide various training programs aimed at enhancing the independence of people with visual impairments, including Sentra Wyata Guna Bandung. This institution actively delivers empowerment programs for people with visual impairments to foster greater self-reliance following reintegration into society. Preliminary findings indicate that, although Sentra Wyata Guna offers an inclusive environment and intensive training, challenges in daily ADL practices persist. People with visual impairments often struggle to perform ADL independently and require assistance from social workers or peers with disabilities. These challenges are particularly evident in personal care and mobility, as well as in Instrumental Activities of Daily Living (IADL), which involve more complex tasks such as using household tools that require supervision, including knives and electrical appliances (Lawton & Brody, 1969).

Considering these preliminary findings, existing studies have primarily focused on improving the technical performance of ADL among people with visual impairments, particularly through vocational and functional skill training (Imansyah & Muhid, 2022; Oktafiani, 2024). However, limited attention has been given to the multidimensional nature of independence, especially the integration of psychosocial dimensions with ADL performance in institutional rehabilitation settings. This indicates a conceptual gap in understanding independence not merely as functional competence but as a broader construct encompassing responsibility, autonomy, initiative, and self-control, as proposed by Masrun et al. (1986).

Building upon this perspective, the present study adopts a multidimensional framework of independence to examine how people with visual impairments experience and develop independence in performing ADL within the context of Sentra Wyata Guna Bandung. By integrating

functional and psychosocial dimensions, this study seeks to contribute to a more comprehensive understanding of independence and to inform social work practices aimed at strengthening sustainable autonomy among people with visual impairments.

## **Methodology**

This study aims to examine independence among people with visual impairments at Sentra Wyata Guna Bandung in performing Activities of Daily Living (ADL). Specifically, the study analyzes independence based on four key dimensions proposed by Masrun et al. (1986): responsibility, autonomy, initiative, and self-control. Through this analysis, the study seeks to provide a comprehensive understanding of how people with visual impairments develop independence within a structured rehabilitation environment and to identify areas that require further support. In addition, the findings contribute to social work practice by informing the development of intervention programs that strengthen independent living skills among people with visual impairments

Independence constitutes a central dimension of human functioning and is closely associated with self-determination and personal agency. Rogers (1951) conceptualizes the “self” as fundamental to autonomous functioning, emphasizing individuals’ capacity to direct their own lives. Similarly, Chaplin (2011) highlights independent decision-making and self-confidence as essential components of autonomy. From this perspective, independence extends beyond physical ability and reflects psychological readiness to manage life’s challenges.

Within disability studies, independence is often operationalized as the ability to perform Activities of Daily Living (ADL). ADL encompasses basic self-care and

functional tasks necessary for daily survival (Katz, 1983), while Instrumental Activities of Daily Living (IADL) involve more complex activities requiring higher levels of adaptive functioning (Lawton & Brody, 1969). Although ADL performance is frequently used as a proxy for independence, such a functionalist orientation may overlook the psychosocial dimensions that enable individuals to internalize responsibility, exercise autonomy, and regulate their behavior in response to challenges.

For people with visual impairments, independence in ADL is shaped not only by sensory limitations but also by environmental, social, and institutional factors. Family support, structured rehabilitation settings, assistive technology, and inclusive social systems play critical roles in fostering adaptive capacity (Luhpuri & Andayani, 2019). Without these supports, dependence may persist due to structural barriers rather than individual incapacity.

Masrun et al. (1986) conceptualize independence as a multidimensional construct consisting of responsibility, autonomy, initiative, and self-control. Responsibility refers to the ability to fulfill obligations and understand the consequences of one's actions; autonomy reflects independent decision-making; initiative denotes proactive engagement and problem-solving; and self-control involves regulating emotions and behavior in challenging situations. This framework enables independence to be understood as an integration of functional competence and psychosocial maturity.

Previous studies involving people with visual impairments have primarily focused on strengthening technical ADL skills and vocational competencies (Imansyah & Muhid, 2022; Oktafiani, 2024). While these contributions are valuable, they tend to conceptualize independence predominantly in functional terms. There remains limited exploration of how psychosocial

dimensions interact with ADL performance within institutional rehabilitation contexts. Therefore, applying a multidimensional framework offers a more comprehensive analytical lens for understanding independence beyond functional capability alone.

This study employed a descriptive qualitative approach to obtain an in-depth understanding of the independence of people with visual impairments in performing Activities of Daily Living (ADL) at Sentra Wyata Guna Bandung.

A total of eight informants participated in this study, consisting of six people with visual impairments (beneficiaries with sensory disabilities) and two social workers directly involved in providing rehabilitation and assistance services. All participants served as key informants, as they possessed direct experience relevant to the study focus. The six beneficiaries included individuals who were totally blind and those with low vision, ensuring variation in lived experiences related to ADL performance.

Informants were selected using purposive sampling, complemented by criterion-based and expert sampling techniques. The criteria included: (1) active participation in daily ADL routines within the institution, and (2) direct involvement in social work services, either as service recipients or providers. This approach enabled the researcher to identify participants capable of providing rich and relevant information aligned with the study objectives (Creswell, 2019). Data collection continued until data saturation was achieved, as indicated by repetitive information and the absence of emerging new themes.

Data were collected through in-depth interviews, non-participant observation of ADL-related daily activities, and document review, including institutional profiles, internal regulations, and relevant literature on disability and independence. The data analysis followed sequential stages consisting of data organization, data reduction,

coding (open, axial, and selective stages), data display, and conclusion drawing.

To ensure trustworthiness, source triangulation was conducted by comparing information obtained from beneficiaries, social workers, and institutional documents. Technique triangulation was also applied through interviews, observations, and documentation. Member checking was undertaken to confirm the accuracy of interpretations with the informants. Furthermore, credibility, transferability, dependability, and confirmability were employed as criteria to ensure qualitative research rigor (Creswell, 2019).

## **Result and Discussion**

This study focuses on the independence of people with visual impairments at Sentra Wyata Guna Bandung, an institution originally established to provide rehabilitation services for people with visual impairments. Over time, in accordance with the Ministry of Social Affairs Regulation No. 7 of 2022 concerning amendments to ATENSI, the Wyata Guna nomenclature has evolved into a multi-service center catering to various categories of Social Welfare Service Recipients (PPKS), including people with disabilities, the elderly, children, and vulnerable populations such as people living with HIV/AIDS (ODHA) and disaster victims. Nevertheless, people with visual impairments remain the primary beneficiaries, accounting for a significant proportion of 29.5 percent, ranking second after the socioeconomically vulnerable group at 37.5 percent, as shown in Table 1.

**Table 1.** Beneficiary Categories

Beneficiary Categories	Number (People)	Percentage (%)
Mental Disabilities	11	12.5%
Children	12	13.6%
Socially and Economically Vulnerable Groups	33	37.5%
Physical Disabilities	2	2.3%
People with Visual Impairments	26	29.5%
Elderly	3	3.4%
Victims of Violence (including sexual abuse)	1	1%

Source: Sentra Wyata Guna Bandung (2025), internal document.

Field observations indicate that beneficiaries participate in structured daily activities, including ADL training (self-care and environmental hygiene), vocational training (culinary arts, fashion, barista skills, and massage), and interest development programs (computer skills, music, chess, and sports). Social workers have an important role in facilitating these activities, particularly in massage training, which serves as an important pathway for economic independence after program completion. Social workers have an important role in providing guidance and training, notably in massage skills, which serve as a key means for many beneficiaries to support their economic independence after program completion.

Based on field findings, independence among people with visual impairments is reflected in four key dimensions: responsibility, autonomy, initiative, and self-control. These four aspects were selected to provide a comprehensive overview of how people with visual impairments develop their independence in performing ADL, amidst both the limitations they face and the support they receive at Sentra Wyata Guna Bandung.

## 1. Responsibility

Responsibility is reflected in participants' adherence to daily schedules, compliance with institutional rules, and consistent engagement in self-care and vocational training. The findings of this study indicate that people with visual impairments at Sentra Wyata Guna Bandung demonstrate responsibility through adherence to daily schedules, independently performing self-care activities such as bathing and maintaining personal appearance, and actively participating in vocational training with full discipline. Procedural awareness is evident in reporting absences to social workers or dormitory supervisors when necessary.

Compliance with internal regulations, including cleanliness, punctuality, and ethical interactions, is consistently observed, reinforced by a reward and punishment system provided by social workers to encourage the internalization of responsibility. People with visual impairments understand the rules and the associated consequences. One participant explained, *"I understand and follow the rules, join activities every day, and never skip or lie"* (LH, totally blind). These findings indicate that the responsibility of people with visual impairments is reflected in their ethical behavior and awareness of roles and obligations, both in personal and social contexts.

## 2. Autonomy

Autonomy among people with visual impairments is reflected in their ability to perform activities of daily living (ADL) independently and with confidence, as well as in their capacity to make decisions in various situations, particularly when selecting vocational training programs aligned with their interests, such as massage, shiatsu, and spa. The findings indicate that people with visual impairments at Sentra Wyata Guna Bandung are able to carry out several ADL independently, including:

a. Self-Care

People with visual impairments are able to perform self-care independently, including bathing, trimming nails, shaving facial hair for men, and using skincare products. On average, they employ unique adaptive techniques, such as relying on tactile perception to determine whether facial hair has been sufficiently trimmed or to apply products accurately.

b. Basic Skills

People with visual impairments also demonstrate competence in basic skills, including washing clothes manually or using a washing machine, washing dishes and organizing utensils, sweeping and mopping the dormitory environment, orientation and mobility (O&M) within the Sentra, reading and writing in Braille, and using digital devices with screen reader applications namely TalkBack and Jieshuo.

c. Vocational Skills

Vocational skills significantly contribute to supporting daily independence while enhancing competitiveness in social and professional environments. At Sentra Wyata Guna Bandung, people with visual impairments have independently participated in vocational training, including massage, shiatsu, and spa. Some of them have completed competency tests and are scheduled for internships at Rumah Bugar, a massage facility within the Sentra. The selection of these skills is carried out autonomously, based on each individual's interests and talents.

Autonomy in independence is also reflected in the self-confidence of people with visual impairments in managing their personal care. This self-confidence is partly shaped through learning experiences provided by their families. As one informant stated, "*...I was taught at home by my mother and sister, for example, how to do laundry and maintain the cleanliness of the environment*" (LH, totally blind).

Furthermore, autonomy is also reflected in the ability of people with visual impairments to make decisions regarding their life choices. This is evident in their selection of vocational skills that align with their interests and talents. Although they participate within a structured program, people with visual impairments retain the freedom to make their own choices, such as setting post-program life goals, including earning an independent income and enhancing personal development after they are no longer program beneficiaries.

### 3. Initiative

Initiative reflects an internal drive to act without waiting for instructions or relying on others' assistance. For people with visual impairments, initiative serves as a primary resource in performing ADL amidst visual limitations, employing creative adaptive strategies to overcome obstacles. The study findings indicate that people with visual impairments at Sentra Wyata Guna Bandung demonstrate initiative in various ways, ranging from employing adaptive techniques in ADL to utilizing assistive tools before seeking help from others. For instance, adaptive strategies include relying on tactile and sensory feedback during self-care. One informant explained, *"For self-care, I mostly rely on my feelings, just sensing whether I'm clean after bathing, sweeping, or washing clothes; if it smells good, it means it's clean."* (MA, totally blind). This statement emphasizes how the use of sensory feedback constitutes a primary strategy derived from personal initiative rather than mere external instruction.

Additionally, other adaptive techniques employed include recognizing scents and textures while cooking and eating, memorizing sounds for communication, using screen reader applications namely TalkBack and Jieshuo, as well as leveraging other functioning senses. Initiative is also evident in the use of assistive devices, such as folding canes for mobility, pen and reglet tools for practicing

braille reading and writing, and talking watches to help them keep track of time easily.

#### 4. Self-Control

Self-control refers to the ability to regulate emotions, manage behavior, and adapt when facing obstacles in performing ADL. This study found that self-control among people with visual impairments at Sentra Wyata Guna Bandung is reflected in how they manage emotions, address challenges in self-care and mobility, and respond to assistance or feedback from others. During ADL, obstacles often trigger emotions such as frustration, as one informant described: *“For example, during ADL, I was cleaning the environment. At first I thought it was clean, but turns out it was still dirty since I couldn’t see it clearly, and that made me very frustrated.”* (JT, low-vision).

Other obstacles were observed in self-care activities. People with visual impairments faced difficulties in taking medication when ill, as they struggled to distinguish types of medicine and understand the correct way to consume them. Moreover, their visual limitations made it challenging to differentiate colors when dressing and to use household tools requiring precision and supervision, such as knives or electrical appliances. In terms of mobility, participants often exhibited hesitation due to an inability to memorize routes outside the Sentra, including using public transportation. Furthermore, communication presented challenges, particularly in public speaking and organizing language effectively.

These limitations often evoke negative emotions, such as frustration and disappointment, stemming from their inability to perform certain activities due to their impairments. However, the beneficiaries tend to respond in simple ways, such as crying, isolating themselves, or exercising patience. People with visual impairments also demonstrate adaptive behaviors when facing these obstacles, including seeking assistance from peers for

mobility or asking sighted individuals for guidance during challenging ADL tasks.

Moreover, the self-control of people with visual impairments is also reflected in how they consider others' perspectives when seeking assistance. Most of them demonstrate openness to feedback as part of their learning process, both in training contexts and daily life. This indicates that their self-control is not only related to managing negative emotions but also encompasses the readiness to adapt, adjust behavior, and cultivate healthy social relationships to support their independent living.

Independence in performing Activities of Daily Living (ADL), as conceptualized by Masrun et al. (1986), encompasses responsibility, autonomy, initiative, and self-control. This framework allows for an analysis that extends beyond functional ability to include psychological and behavioral dimensions of independence. The findings reveal both strengths and persistent challenges in the participants' efforts to achieve independence. The discussion is structured by examining each dimension of independence responsibility, autonomy, initiative, and self-control, and linking them to the experiences of the participants and the support provided by social workers at Sentra Wyata Guna Bandung.

### 1. Responsibility

Responsibility among people with visual impairments at Sentra Wyata Guna Bandung was demonstrated in their consistent adherence to daily schedules, institutional rules, and independent completion of personal and vocational tasks. Field findings indicate that participants actively engage in structured routines such as maintaining personal hygiene, attending vocational training punctually, and complying with dormitory regulations. One participant stated, *"Yes, I always bathe, wash my clothes, and take care of my personal hygiene. It's something that has to be consistently maintained and paid attention to."* (LH, totally blind).

This statement illustrates that personal care is not perceived merely as an institutional requirement but as an internalized obligation. The participants' acknowledgment of both rewards and sanctions further indicates their awareness of the consequences of their actions. These patterns indicate that responsibility has been internalized as part of their adaptive role within the structured rehabilitation environment. In line with Masrun et al. (1986), responsibility involves the ability to complete tasks autonomously and accept accountability for one's actions. The findings suggest that responsibility extends beyond procedural compliance and reflects an emerging commitment to developing independence.

## 2. Autonomy

Autonomy was reflected in their ability to act independently and confidently manage their own care without relying entirely on others. In line with Masrun et al. (1986), autonomy encompasses decision-making, self-confidence, and self-management. The findings indicate that beneficiaries are capable of performing ADL such as self-care, basic skills, and vocational training independently, while also demonstrating confidence in planning for their future.

In terms of self-care, they are able to bathe regularly, do laundry, trim nails, shave, and use personal care products independently, demonstrating bodily control and self-awareness. Autonomy was further evident in basic skills such as washing dishes, sweeping, mopping, orientation and mobility, as well as using devices and reading and writing in Braille. Confidence in managing ADL is cultivated through learning experiences within the family and inclusive environments, which provide opportunities to manage life without full dependence, aligning with Luhpuri & Andayani (2019) regarding the influence of the family environment on the extent of independence among people with disabilities. Vocational

training at Sentra Wyata Guna, such as massage, shiatsu, and spa, reflects their ability to make choices based on personal interests rather than merely fulfilling obligations. Furthermore, their autonomy is also reflected in post-program aspirations to earn income and improve personal quality of life, underscoring their control over their own lives.

### 3. Initiative

The initiative of people with visual impairments at Sentra Wyata Guna Bandung is reflected in the various adaptive efforts they undertake to support their activities of daily living (ADL). In overcoming visual limitations, they utilize assistive tools such as folding canes for navigation both within and outside the center. Additionally, they actively use pens and reglet boards to practice reading and writing in Braille, as well as talking watches to independently keep track of time without relying on others. The use of these assistive tools demonstrates a proactive attitude in seeking solutions and maximizing their existing potential.

In addition to using assistive tools, people with visual impairments also develop compensatory techniques in their daily ADL practices. For instance, they rely on touch and sensation when shaving or trimming nails, recognize textures and scents to differentiate personal care products such as shampoo and soap, and distinguish types of food. These techniques are also applied in cooking and maintaining personal hygiene, demonstrating their capacity for initiative in overcoming sensory limitations through effective strategies. These findings are consistent with Masrun et al. (1986), who conceptualize initiative as the capacity to act without external prompting and to actively seek solutions to encountered challenges. This is further supported by Mackelprang & Salsgiver (2016) who emphasize that the use of mobility aids such as canes, along with other sensory strategies, constitutes an essential part

of adaptive strategies for people with visual impairments to achieve independent living.

#### 4. Self-Control

Self-control among people with visual impairments is reflected in how they regulate their actions and emotions when facing daily challenges, particularly in performing ADL. Research findings indicate that people with visual impairments are still affected by strong emotions while engaging in ADL; they often experience feelings of frustration, annoyance, and disappointment due to their visual limitations, which hinder them in carrying out tasks that require high visual accuracy, such as cleaning their environment or grooming themselves, especially among women. Despite frequently experiencing negative emotions, people with visual impairments strive to manage their feelings in more constructive ways, such as crying, exercising patience, or spending time alone, rather than engaging in impulsive behaviors that could harm themselves or others.

Self-control among people with visual impairments is also reflected in their ability to address challenges in performing ADL. According to Masrun et al. (1986), individuals with self-control can regulate their actions and emotions while considering the consequences before acting. Nevertheless, they continue to face difficulties, such as taking medication correctly, distinguishing clothing colors, and handling potentially hazardous household tools. These challenges correspond with the findings of Kempapidis et al. (2024), which indicate that people with visual impairments often encounter obstacles in medication management and color differentiation due to their limitations, necessitating assistance or guidance from sighted individuals.

Moreover, people with visual impairments often experience fear when traveling alone and face limitations in using public transportation. Luhpuri and Andayani

(2019) note that orientation and mobility (O&M) represent a primary challenge for this population. This indicates that their self-control in performing ADL remains limited and continues to rely on assistance from others. In terms of communication, people with visual impairments encounter difficulties with public speaking and structuring language in formal interactions, such as meetings with new acquaintances or participation in forums. Effective communication skills are also essential for interacting with the wider community. Additionally, self-control is evident in how they consider others' perspectives when seeking assistance; they frequently fear being burdensome or causing inconvenience. Nevertheless, overall, they attempt to manage their emotions and overcome challenges in ADL, though still dependent on external support. These findings highlight the need to enhance self-control through additional training and targeted support from social workers to strengthen their capacity for independent self-regulation.

Overall, participants demonstrated functional independence in basic ADL; however, independence remained situational and fragile when emotional regulation, unfamiliar environments, or complex tasks were involved. These challenges include the emergence of negative emotions, such as frustration when confronting limitations, technical difficulties in tasks requiring visual skills (e.g., distinguishing colors, using potentially hazardous tools, and navigating outside the center), as well as dependence on others to complete certain activities. This situation suggests that full independence has not yet been achieved, particularly when facing social situations and unfamiliar environments.

The primary barriers to independence include visual limitations, underdeveloped ADL skills in complex tasks, and limited emotional regulation strategies. From these findings, the needs are formulated, namely strengthening

self-control, optimizing ADL and orientation-mobility training with tailored materials, and providing education on assistive device modification to support daily activities. The primary challenge faced by people with visual impairments in performing ADL is limited self-control due to negative emotions such as frustration, annoyance, and disappointment when confronting daily activity limitations. Field findings indicate difficulties in self-care, handling potentially hazardous household tools, mobility outside the Sentra, and interpersonal skills. Additionally, a high dependence on others persists, which impedes the attainment of full independence.

Based on the findings, strengthening self-control emerges as a critical need in supporting independence in performing ADL among people with visual impairments. Emotional barriers such as frustration, anxiety, and fear, along with technical difficulties in mobility and daily tasks, indicate that independence is not solely determined by functional ability but also by emotional regulation and adaptive coping capacity.

In response, a structured intervention program is recommended to enhance self-control and adaptive functioning. This recommendation aligns with Law No. 8 of 2016 on People with Disabilities and the ATENSI policy under Minister of Social Affairs Regulation No. 7 of 2022, which emphasize responsive and individualized social rehabilitation services.

The proposed program strategically targets social workers as key professional service providers, positioning them at the forefront of efforts to foster independence among people with visual impairments. Its structured activities encompass: (1) the development of a module on emotional management and self-control; (2) the development of a module on instrumental and interpersonal ADL; (3) the development of a module on orientation and mobility (O&M) beyond the institutional

setting; (4) the development of a module on assistive device modification and innovation; (5) a workshop for drafting and finalizing the modules; (6) dissemination of the modules; and (7) capacity building for social workers through a Training of Trainers (ToT) model, as conceptualized by Peterson (1998), which equips participants to serve as trainers or facilitators for broader target groups. Importantly, the four core modules are not intended merely as technical manuals; rather, they are envisioned as transformative instruments for fostering emotional resilience, strengthening social capacities, and enhancing the overall independence of beneficiaries.

Conceptually, this program integrates scientific principles of organizational management with the spirit of social empowerment. Within this framework, social workers function as facilitators of empowerment, while beneficiaries are positioned as active agents in their own independence development.

Through a participatory and cross-professional collaborative approach, the program of enhancing self-control of people with visual impairments in performing ADL is expected to create services that are sustainable, adaptive, and responsive to the real needs of people with visual impairments as beneficiaries.

## **Conclusion**

This study found that the independence of people with visual impairments at Sentra Wyata Guna Bandung is reflected in four dimensions: responsibility, autonomy, initiative, and self-control. Beneficiaries generally

demonstrate competence in performing Activities of Daily living (ADL), participating in vocational training, and adapting to an inclusive environment. While responsibility, autonomy, and initiative are relatively well developed, self-control remains the most vulnerable aspect, particularly when individuals encounter emotional challenges, mobility barriers, or tasks requiring visual precision.

Based on these findings, a self-control enhancement program is proposed to strengthen independence through structured learning, cross-professional collaboration, and Training of Trainers (ToT) for social workers. Institutional support is essential to ensure sustainability through program integration, provision of assistive technologies, and strengthened professional capacity of social workers. Future research should examine the long-term effectiveness of self-control-based interventions and explore the role of family and community environments in sustaining independence among people with visual impairments.

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