

DEVELOPMENT OF THE EASTERN INDONESIA GREEN THERAPY CENTER AS AN ALTERNATIVE SOLUTION FOR SPECIAL NEEDS CHILDREN'S

Pengembangan Green Therapy Center Indonesia Timur Sebagai Solusi Alternatif Bagi Anak Berkebutuhan Khusus

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Kata Kunci :
*Terapi hijau
Terapi alam,
Stimulasi
kebutuhan
khusus, Terapi
hijau
kebutuhan
khusus,
Kebutuhan
khusus, Pusat
terapi*

Abstrak :

Latar belakang: Terapi hijau atau yang biasa dikenal dengan terapi alam merupakan salah satu metode stimulasi pada anak berkebutuhan khusus dengan menggunakan media alam. Sekolah Alam Darul Istiqamah (SADIQ) sebagai salah satu sekolah alam memiliki potensi untuk dikembangkan sebagai pusat terapi hijau di wilayah Indonesia Timur, yaitu: (1) telah menerapkan konsep terapi hijau; (2) memiliki ruang terbuka yang cukup; (3) memiliki sarana olahraga yang berpotensi untuk terapi; (4) tidak jauh dari Bandara Sultan Hasanuddin Makassar yang dapat ditempuh kurang lebih 10 menit; (5) memiliki jaminan keamanan yang baik untuk program terapi hijau. Potensi tersebut belum dimanfaatkan secara optimal untuk pengembangan pusat terapi hijau karena memiliki keterbatasan, antara lain: (1) keterbatasan pengetahuan dan keterampilan sumber daya manusia dalam hal pengembangan pusat terapi hijau; (2) perlunya menyiapkan konsep yang baik untuk menjadi pusat terapi hijau, mulai dari jenis program layanan, kegiatan terapi alam di setiap layanan, panduan terapi, serta media stimulasi yang dibutuhkan; (3) belum adanya media untuk mengenalkan SADIQ sebagai pusat terapi hijau bagi masyarakat. Solusi yang ditawarkan bagi SADIQ untuk dikembangkan menjadi Green therapy center antara lain: (1) Edukasi green therapy bagi SDM SADIQ berupa pelatihan, praktik dan workshop; (2) Penyediaan fasilitas standar untuk mendukung penyempurnaan jenis layanan stimulasi yang akan diberikan; (3)



Penyusunan program layanan green therapy mulai dari nama program sampai dengan kegiatan stimulasi yang harus dilakukan; (4) Penyusunan pedoman program layanan green therapy; (5) Sosialisasi dan penawaran kepada masyarakat dan praktisi pendidikan; (6) Pendampingan pelaksanaan program layanan di green therapy center. Rangkaian kegiatan ini terbukti efektif dalam meningkatkan pemahaman dan praktik green therapy di kalangan SDM SADIQ, mampu memperkenalkan SADIQ sebagai green therapy center di Indonesia Timur, serta mendatangkan pengakuan SADIQ dari para pemangku kepentingan, khususnya Dinas Pendidikan. Saat ini SADIQ menjadi salah satu solusi alternatif dalam pemberian green therapy, solusi alternatif stimulasi anak berkebutuhan khusus melalui media alam.

Key word :

*Green therapy;
Nature Therapy;
Special Needs
Stimulation;
Special Needs
Green therapy;
Special Needs;
Therapy Centre.*

Abstract :

Green therapy, commonly known as nature therapy, is a method of stimulating children with special needs using natural media. Sekolah Alam Draul Istiqamah (SADIQ), one of natural school, has the potential to be developed as a green therapy center for Eastern Indonesia: (1) it has implemented the green therapy concept; (2) has sufficient open space; (3) has sports facilities that have potential for therapy; (4) not far from Makassar Sultan Hasanuddin Airport which can be reached in approximately 10 minutes; (5) have a good safety guarantee for the green therapy program. This potential has not been used properly for the development of green therapy centers due to limitations, including: (1) limited knowledge and skills of human resources in terms of developing green therapy centers; (2) the need to prepare a good concept to become a green therapy center, starting from the type of service program, natural therapy activities in each service, therapy guides, and the stimulation media needed; (3) There is no media to introduce SADIQ as a green therapy center for the community. The solutions offered for SADIQ to be developed as a Green therapy center include: (1) Green therapy education for SADIQ human resources in the form of training, practice and workshops; (2) provision of standard facilities to support the perfection of the types of stimulation services to be provided; (3) preparing a green therapy service program starting from the name of the program to the stimulation activities that must be carried out; (4) preparation of green therapy service program guidelines; (5) outreach and offering to the public and educational practitioners; (6) assisting the implementation of service programs at the green therapy center. This series of activities proved effective in increasing the understanding and practice of green therapy among SADIQ human resources, was able to introduce SADIQ as a green therapy center in Eastern Indonesia, and brought SADIQ recognition from stakeholders, especially the Education Department. SADIQ is currently an alternative solution in providing green therapy, alternative solution of special need children stimulation through natural media.

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INTRODUCTION

The development of education brings up a new concept in the form of natural schools. Nature schools emphasize nature as a learning resource. In Indonesia, nature school called *sekolah alam*. Currently, the concept of natural schools is in great demand among residents and there are more than 200 natural schools in Indonesia by 2023. Children with special needs are children who need special services. Education for children with special needs aims to make children independent through a type of treatment called therapy. Various types of therapy have developed to support special needs children treatment. One type of therapy developed by many natural schools is green therapy. Green therapy is a child stimulation concept that creates student interaction with nature or open areas, so that students become better than before. The green therapy concept is also more often used for children with special needs, such as people with autism, attention deficit hyperactivity disorder (ADHD), speech delay, and others. Natural schools provide inclusive education services for special needs childrens through green therapy.

Green therapy is an alternative therapy for children with special needs using natural ingredients or nature as a therapist. Green therapy is a series of therapies that integrate developmental needs interventions, namely sensory motor, communication, social, self-help, pre-academic and academic, talents, and life skills at the same time (Safar, 2019). Nature is the main therapeutic tool in this green therapy because nature is proven to have an influence on special need children, including: 1) improving physical health; 2) regulate sleep patterns; 3) improve sensory, motor and creativity abilities; 4) a fun way of learning for children; 5) train independence; and 6) improve social skills (Safar, 2019). Various nature-based therapies have been developed, namely aquatic therapy or therapy using water, therapy with several animals such as horses therapy, outbound, interacting with nature through camp, playing in nature, and so on. These various activities are very possible to be carried out at the Sekolah Alam Darul Istiqamah (SADIQ) with its natural potential and existing facilities.

Activities in nature are important for children. Green therapy has been found to be beneficial for children. Every schools are even recommended to have sensory gardens or playgrounds so that children can learn outdoors. Outside activities give children the opportunity to play freely, explore and learn. Nature can be a place to do physical activity, a place to think (an opportunity for intellectual stimulation), a place to feel (generating a sense of belonging), and a place to be (to let them be themselves) (Hussein, 2015). Children's attitudes, behavior and learning skills can be enriched through outdoor activities in nature. The Health Council of the Netherlands plans children outdoors, encouraging them to engage in physical activities that contribute positively to children with physical or psychological disorders. This activity supports bone development, reduces obesity, and reduces stress (Ahmet, 2019). This has been proven to be able to get rid of negative energy, increase creativity, process emotions, develop leadership skills (Risty *et al.*, 2022), improve social skills (Purnando, 2018), instill compassion, tolerance, and develop natural talents (Nurvitasari *et al.*, 2018). The many benefits of green therapy have encouraged the creation of a green therapy center.

Eastern Indonesia itself still has limitations in handling special need children. Apart from the limited number of psychologists or therapeutic human resources, public understanding about special need children is also still lacking. This is proven by several cases of special need childrens in South Sulawesi which were reported by the Public Relations portal, such as children being hidden and lack of access to education. The green therapy center which will be developed in Eastern Indonesia is centered on utilizing the potential of the Sekolah Alam Darul Istiqamah (SADIQ). SADIQ is the first natural school in Maros Regency, South Sulawesi. This school was chosen as a partner to become a green therapy center for several reasons, including: (1) it has implemented the green therapy concept; (2) has sufficient open space, namely around 6 ha; (3) has sports facilities, namely horse riding, archery and swimming which are believed to be able to provide a good stimulus for children; (4) it is not far from



Makassar Sultan Hasanuddin Airport which can be reached in approximately 10 minutes, so it is hoped that it will make it easier for visitors in Eastern Indonesia area to utilize the Green therapy center; (5) has a good safety guarantee. These advantages are the main capital for developing a green therapy center for special need children.



Figure 1. SADIQ with sufficient open space



Figure 2. Sports Facilities in SADIQ

This green therapy center can be an alternative solution to help the government in handling children with special needs. Green therapy centers can help in providing stimulation through natural activities or natural media, so that children continue to develop according to their potential abilities. It is hoped that the use of the learning environment at SADIQ for therapy can help normal children or children with special needs to get the stimulation they need with the availability of adequate facilities. SADIQ is the closest natural school to Sultan Hasanuddin Airport which is the transportation center for Eastern Indonesia, so it is hoped that this can encourage the use of green therapy centers in the future. Currently, not many people realize the potential of SADIQ to become a green therapy center. This community service seeks to help SADIQ in initiating, educating human resources, providing facilities, packaging activities and socializing it. There are some descriptions of SADIQ student activities which can later be integrated into stimulus activities at the green therapy center such as: archery, swimming, horse riding, fish feeding, outbound, hiking, nature exploring, and others.



Picture 3. Some SADIQ student's activities that parts of green therapy

Apart from the limitations of handling special need childrens in Eastern Indonesia, the inspiration that encouraged the development of green therapy centers was the start of the development of several nature-based therapy centers in various countries. One of them is Green Chimneys, New York. Green Chimneys seeks to help students with special education and psychosocial needs, especially those who have not been successful in a traditional academic environment. Green Chimneys fosters meaningful relationships with family, peers, community, animals and nature in a safe and supportive environment. Green Chimneys integrates classrooms, dormitories, health and therapy facilities, swimming pools, an outdoor climbing tower and ropes course, a riding arena, a Wildlife Center, and an educational garden. Here a therapeutic approach is implemented by integrating nature, including animals, plants and the natural environment throughout the campus. Educational, therapeutic, and recreational services organized within the inclusive context of these ecosystems are generally referred to as nature-based programs, which are subdivided into the domains: 1) animal-assisted interventions, 2) horticultural environment-based interventions, and 3) natural environmental interventions (Morris *et al.*, 2019). What is done at Green Chimneys can be modified at SADIQ by using the potential that currently exists.

One of the superior potentials of SADIQ is a horse riding stable and swimming pool which can be used for green therapy through horse therapy and aquatic therapy. Horse riding has been proven to be effective in improving social, emotional, language, physical motor, artistic and cognitive skills (Aprida *et al.*, 2022). The American Hippotherapy Association (AHA) states that therapeutic riding is beneficial for children with special needs such as Down syndrome, amputations, autism, Asperger's syndrome, developmental delays, spinal injuries, cerebral palsy, vision and hearing disabilities, and brain injuries. Apart from that, North American Riding for the Handicapped Association (NARHA) statistics stated that in 2008 there were at least 40,308 participants who took therapeutic riding classes and felt the benefits (Santoso & Ahmad, 2016). Montejo *et al.*, (2015) have proven that horse therapy is appropriate in cases of delayed psychomotor development and Zhao *et al.* (2021) proves that equine therapy improves social skills, communication, responsibility and self-control. Meanwhile, aquatic therapy has been proven to be able to improve gross motor function (Ballington & Naidoo,

2018), strengthen the cardiovascular system, reduce body fat, reduce stress (Tilden *et al.*, 2003). Teske (2018), Berg *et al.*, (2011) stated that aquatic therapy is very appropriate for sufferers of Autism Spectrum Disorder (ASD). Aquatic therapy has been proven to improve various behaviors and motor development in children with autism (Majeske, 2022).

Previously, various studies had been carried out to support the development of this Green therapy Center. Green therapy is usually also known as nature therapy. Many previous studies focused on implementing green therapy in children with special needs. Partadireja, (2020) has designed a therapy center for special need childrens in Yogyakarta using a biophilic design approach. This therapy center focuses on sensory integration therapy services through activities in gardens with biophilic shapes, corridors that are directly connected to nature, rooms with curved shapes that face the park, supported by a palette of natural colors as a therapeutic medium. Artyastuti, (2020) conducted research on special need childrens who used play therapy methods with an environmental approach as a medium that supports the healing process. Wahyuni, (2015) has conducted research on the nature-based Boyolali Autism Special School with an emphasis on therapeutic gardens as a means of healing which aims to shape children's character and develop children's creative talents. Visual, tactile and vestibular therapy gardens are used to support the healing process. Rahmi, (2017) conducted a review of the management of special services for children with special needs at the Sahabat Alam Integrated Islamic School, Palangka Raya. The results of the review contribute to the study of special service management for ABK regarding the provision of special unit services in inclusive schools. Meanwhile, Justicia *et al.*, (2022) has conducted a study on the implementation of Green therapy in early childhood at the Purwakarta Nature School. These related studies can be used as a basis for developing the SADIQ green therapy center.

Even though SADIQ has the potential to be developed into a green therapy center, efforts are needed to make this happen due to several limitations. These limitations include: (1) Human resources of SADIQ not yet aware of the school's potential to be developed as a green therapy center. This could be because not all SADIQ human resources fully understand about green therapy and the benefits that will be obtained if SADIQ becomes a green therapy center in Eastern Indonesia; (2) SADIQ do not yet have a good concept regarding green therapy, starting from activities to teaching materials or supporting media; (3) The area is quite large but does not yet have adequate facilities to support it as a green therapy center, for example outbound areas and equipment, brachiation and other supporting stimulation tools; (4) SADIQ has psychologists and counselors but does not have a complete understanding of nature therapy, still uses psychological therapists, and has not fully integrated nature activities into therapy activities; (5) SADIQ human resources have never received an overview or benchmarked to others green therapy centers. Currently, there is no green therapy center that has been developed in Indonesia, it is still a service in several natural schools in Indonesia.

Based on the problems above, this community service will focus on solving the following problems: (1) Limited knowledge and skills of human resources regarding green therapy centers, so awareness, education and skills training are needed for human resources to be able to run SADIQ as a green therapy center; (2) it is necessary to prepare a good concept to become a green therapy center, starting from the type of service, natural therapy activities in each service, to the stimulation media needed. So the role of educational experts and special need childrens facilitators such as therapists or psychologists is needed in this process; (3) the public needs to know about the existence of this green therapy center as an effort to handle children with special needs or as an alternative to nature-based children's education, so outreach is needed in the form of print or digital media.

METHODE

Based on the problems and potential of SADIQ which have been explained in the introduction, the following solutions are offered through this community service:

1. Green therapy education

Green therapy centers must be supported by reliable human resources in facilitating natural therapy programs. The solution to the limitations of SADIQ human resources in mastering green therapy is through training. The following is the sequence of training that must be carried out along with the content of each training:

- a. Brainstorming the potential of SADIQ as a green therapy center: HR awareness of the potential of SADIQ as a green therapy Center and SWOT analysis
- b. Strengthening green therapy material: green therapy for various stimulations for normal children and special need childrens
- c. Preparation workshop for SADIQ as a green therapy center: readiness study and needs analysis for SADIQ as a green therapy center
- d. Therapist and facilitator skills training green therapy: theory and practice of various stimulation of normal children and special needs childrens through natural activities
- e. Green therapy center managerial preparation workshop: creating Standard Operating Procedures (SOP) for program services at the green therapy center and managerial training for human resources who will carry out their duties.

2. Provision of Standard Facilities

Limited stimulation facilities are met to support the perfection of the types of stimulation services that will be provided. Some infrastructure facilities are already available at SADIQ, so the provision of these facilities is complementary according to needs. The need for infrastructure is known from the needs analysis process carried out previously.

3. Preparation of Green therapy Service Programs

There are various types of stimulation through green therapy. It is necessary to specify and prioritize the green therapy services that will be provided to the community. Each therapy or stimulation activity in each service is well structured including: (1) the name of the service program; (2) service objectives; (3) number of meetings; (4) stimulation and flow activities carried out; (5) type of evaluation; (6) the facilities needed; (7) fees if necessary; and (8) the human resources involved.

4. Making a Green therapy Service Program Guide

After preparing the service program, a green therapy service guide is then prepared. This guide can be in the form of: (1) a green therapy service program guidebook for facilitators; (2) green therapy service program guidebook for parents/community users of the service; (3) green therapy service program flyer

5. Socialization and Offers to the Community and Education Practitioners

The service programs created are socialized and offered to the public and educational practitioners. The SADIQ green therapy center was introduced as a green therapy center in Eastern Indonesia with various advantages. The socialization process for educational practitioners can take the form of educational seminars in collaboration with the natural school network, namely Jaringan Sekolah Alam Nusantara (JSAN), which plays the role of collaborating with all natural schools throughout Indonesia. Meanwhile, socialization of service programs to the community can be carried out offline through activities that attract attention or online through the SADIQ website and social media.



6. Assistance Services at Green therapy

Assistance is provided to ensure that the service program at the green therapy center runs in accordance with the SOP and to assist the management of the green therapy center if there are obstacles in implementing the program.

The following are the steps for implementing the activity

1. SWOT analysis of SADIQ as a green therapy center in Eastern Indonesia. This analysis was carried out together with SADIQ HR through a brainstorming process.
2. Education for SADIQ human resources who will carry out duties at the SADIQ Green therapy Center. Education is carried out using various methods, including brainstorming, training, workshops and practice. Apart from being carried out by the author himself, this education also involved Green therapy experts, namely psychologists, therapists and Green therapy practitioners who are members of JSAN.
3. Formulation of the SADIQ Green therapy center service program. The program formulation was carried out in detail by involving SADIQ experts and human resources.
4. Completes the standard facilities required for the green therapy center service program
5. Creation of Standard Operating Procedures (SOP) for green therapy service programs. The creation of the SOP was carried out in detail together with SADIQ experts and human resources
6. Making a guidebook for implementing service programs at green therapy centers
7. Inauguration of the Eastern Indonesia green therapy center at SADIQ
8. Dissemination to the public and educational practitioners about the SADIQ Green Therapy center service program
9. Small and medium scale trials of the green therapy center service program that have been prepared
10. Implementation of green therapy service programs widely to the community
11. Provide assistance for the initial implementation of the green therapy center service program
12. Monitoring and evaluating the green therapy center service program which is implemented every three months

The partner for this community service activity is the SADIQ. The partner participation includes:

1. SADIQ acts as a Green therapy center in Eastern Indonesia which will provide nature-based therapy service programs for normal children and children with special needs
2. SADIQ human resources participate as wheels in running the green therapy center. The human resources involved are teachers, therapists, psychologists, counselors and health workers. They will take on responsibilities according to their competence and educational background. Human resources will be trained to act as therapists, facilitators and program managers.
3. SADIQ plays a role in providing services or lending facilities that can support the running of the green therapy center service program.
4. SADIQ human resources who play an active role in the management of the green therapy center must be willing to spend time socializing the green therapy center service program

Evaluation of this community service program was carried out several times, namely:

1. Evaluation of the results of green therapy education for SADIQ HR. Evaluation is carried out through tests and non-tests to determine mastery of the knowledge and skills that have been taught.
2. Evaluation of readiness to implement the green therapy center service program. This is done after preparing the service program and preparing the supporting equipment. This evaluation is aimed at finding out whether the green therapy center is suitable for publication and providing services to the community.



3. Evaluation of the results of implementing the green therapy center service program. This is done by observing during the implementation of the service program to determine the impact on children and providing questionnaires to service users, in this case parents/guardians to determine the level of service satisfaction.
4. Quarterly monitoring and evaluation is also carried out to continue to provide input on the mentoring process for this program. Monitoring and evaluation emphasizes whether the program is in accordance with the SOP that has been prepared.

Achievement indicators of this community service program are: (1) SADIQ HR has the understanding and skills in managing the Eastern Indonesia green therapy Center; (2) The Green therapy service program is carried out consistently to the community, both for normal and special need children; (3) Compiled a decent green therapy guidebook; (4) Educational practitioners are starting to use green therapy as an alternative to stimulate children. If this Eastern Indonesia Green Therapy Center is successfully developed, it will really help the community overcome the problem of limited handling of crew members. After the green therapy center service program is carried out well, we can then:

1. Develop therapy center management to become a nature-based therapy center model
2. Develop activities or therapy activities that become green therapy center service programs
3. As the number of users of this green therapy center service increases, HR development and HR recruitment need to be carried out, thereby improving the quality of HR and increasing the number of jobs in the education sector.
4. Service programs are increasingly being improved, for example from a focus on early childhood education to secondary education.

RESULT AND DISCUSSION

The following is a presentation of the results of the community service that has been carried out:

1. Potential of SADIQ as a Green therapy Center for Eastern Indonesia

SADIQ potential analysis was carried out to determine the types of therapy and services that can be provided at SADIQ. The results of the analysis of natural potential and facilities are shown in Table 1. The results of the analysis show that there are many potential therapeutic services that can be provided to special need children. Almost all types of therapy can be done at SADIQ, namely: talents, life skills, sensory motor, language/communication, social emotional, self-help, and academic. Apart from that, horse riding and water therapy types can also be done. Other potentials that support the development of SADIQ as a green therapy center for Eastern Indonesia are:

- a. SADIQ teachers have been trained to handle special need students. The types of special needs that usually given treatment by SADIQ are speech delay, autism, ADHD, ADD, and slow learners. The number of special need students on SADIQ is around 20%.
- b. SADIQ teachers have collaborated with psychologists and therapists to carry out special needs therapy for students

Table 1. SADIQ Potential Analysis for Green Therapy Center Development

SADIQ Potential	Possibility of Therapy Services
Horse Riding Stable	Horse Therapy Sensory Motor Therapy Social Emotional Therapy
Archery Area	Sensory Motor Therapy Social Emotional Therapy



Swimming Pool	Aquatic Therapy Sensory Motor Therapy
Artificial Lake	Aquatic Therapy Sensory Motor Therapy
Outbond Area	Sensory Motor Therapy Social Emotional Therapy Pre-academic & Academic Therapy
Playground	Sensory Motor Therapy Speech Teraphy Social Emotional Therapy Self Help Therapy Pre-academic & Academic Therapy
Green Laboratory – Mini Agriculture	Sensory Motor Therapy Social Emotional Therapy Pre-academic & Academic Therapy
Green Laboratory – Mini Fishery	Sensory Motor Therapy Social Emotional Therapy Pre-academic & Academic Therapy
Green Open Space	Sensory Motor Therapy Social Emotional Therapy Pre-academic & Academic Therapy
Sports Field	Sensory Motor Therapy Pre-academic & Academic Therapy
Montessori Class	Sensory Motor Therapy Speech Teraphy Social Emotional Therapy Self Help Therapy Pre-academic & Academic Therapy
Auditorium	Talents & Life Skills Therapy Speech Teraphy
Thematic Class	Sensory Motor Therapy Speech Teraphy Self Help Therapy Social Emotional Therapy Pre-academic & Academic Therapy

- c. Apart from having a psychologist, SADIQ also has 3 counselors
 - d. There are doctors on call who come on schedule and have nurses on standby. This can support the implementation of therapy with risks if carried out outdoors.
2. Results of Technical Guidance for Development of the Green Therapy Center in Eastern Indonesia
- Green therapy technical guidance is intended for SADIQ teachers and staff to be able to develop a green therapy center. Apart from the service lecturers who were speakers, this technical guidance directly presented by the inventor, researcher and developer of Special Needs Green Therapy (SNGT), namely Dr Mira Safar, M.Pd. from Sabar Education Purwakarta, Central Java. A total of 29 SADIQ teachers and staff took part in this technical guidance for two days. This activity proved effective in providing understanding to teachers and staff regarding the concept of green



therapy and the development of therapy centers. At the end of the session, a feedback form was provided, the results of which showed that:

- a. Not yet 100% or only part of green therapy has been applied at SADIQ, this also indicates that teachers and staff have a deeper understanding of green therapy than they usually do.
- b. 100% of teachers expressed interest in implementing green therapy at SADIQ (shown in Figure 1)
- c. 100% of teachers stated that the green therapy concept was a necessity (shown in Figure 1)
- d. The level of teacher satisfaction with material or technical guidance is very high, namely a scale of 3.7 out of 4 (shown in Figure 2)
- e. The level of teacher satisfaction with technical guidance facilities is very high, namely a scale of 3.9 out of 4 (shown in Figure 2)

3. Seminar and Launching of the Eastern Indonesia Green Therapy Center

The main objective of the seminar and launching of the green therapy center is to introduce the special needs green therapy concept to teachers, school leaders, educational practitioners, stakeholders and the general public throughout South Sulawesi. An audience with the Maros District Education Office was held to gain attention and support for the development of the green therapy center. A total of 40 participants attended this activity. The results of this seminar are:

- a. 100% of participants are interested in implementing green therapy at school or at home for those with special needs (shown in Figure 1)
- b. 100% of participants stated that green therapy was a necessity to implement (shown in figure 1).
- c. 100% of participants are interested in collaborating with the SADIQ green therapy center for special need therapy (shown in figure 1)
- d. The number of special need students in participating schools around 10-50% of the total number of students. This shows that SADIQ has the potential to collaborate with these schools to develop green therapy centers.
- e. Types of special need in the participant's school or home include speech delay, autism, ADHD, ADD, down syndrome, slow learner, intellectual disability, and dysgraphia. These types are an illustration of the service that must be provided by the green therapy center.
- f. Participant satisfaction with seminar facilities and materials is very high, namely a scale of 3.9 out of 4 (shown in Figure 2)
- g. Apart from the positive results above, SADIQ also received appreciation and support from the Maros Education Office in developing the Eastern Indonesia green therapy center. This was proven by the presence and warm welcome from the Head of the Maros Education Office. Furthermore, the education office can become a collaborative partner for the development of this green therapy center.

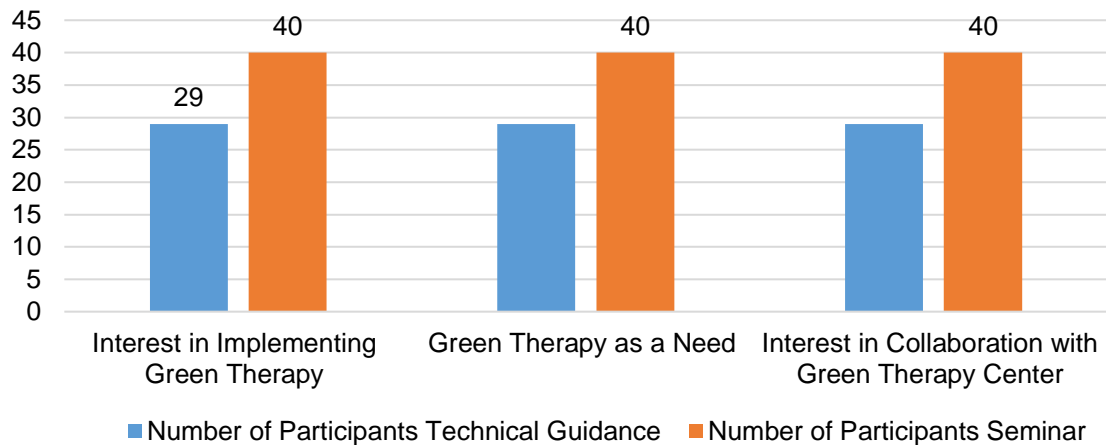


Figure 4. Graphic of Technical Guidance and Seminar Participants Feedback

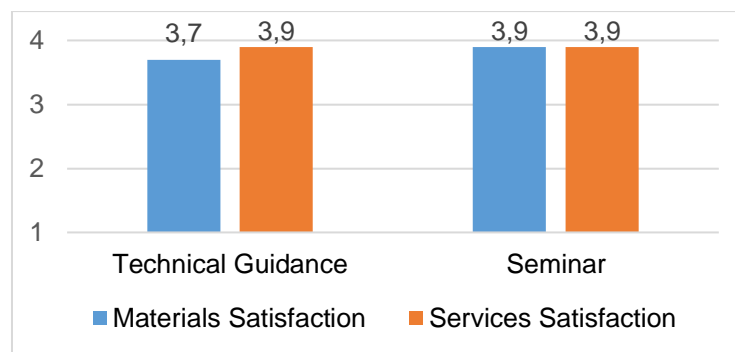


Figure 5. Graphic of Participants Satisfactory about Technical Guidance and Seminar



Figure 6. of Green Therapy Seminar

4. Implementation of the Eastern Indonesia Green Therapy Center

Accompanied by Mrs. Mira Safar and a team of service lecturers, SADIQ formulated a service guidebook for the Eastern Indonesia green therapy center. This guidebook contains a description of the service and the flow of green therapy activities which can help service users understand the service. This book can also be used as a marketing tool. The flow of green therapy services can be seen in Figure 6 where the service has at least 4 stages, namely:

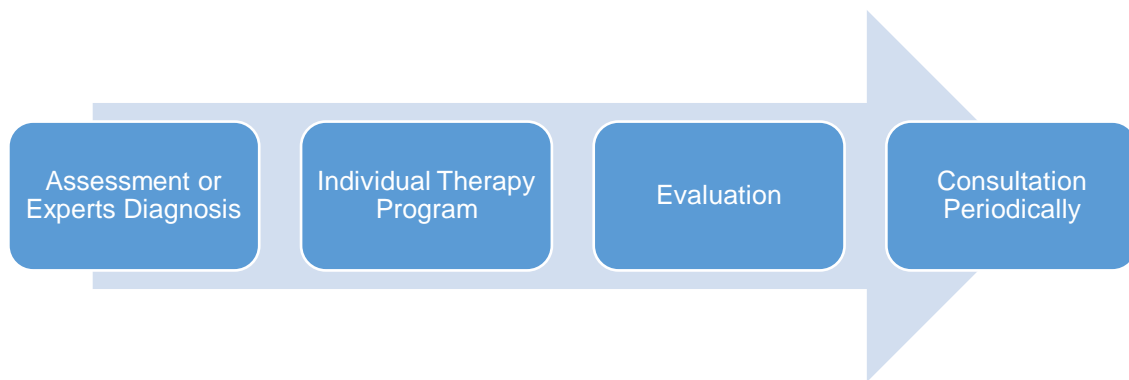


Figure 7. Flowchart of Services in *Green Therapy Center*

- a. Expert Diagnosis
Parents or teachers of special need childrens bring the results of an expert diagnosis or if there are none then a SADIQ psychologist will provide directions to obtain an expert diagnosis. SADIQ psychologists can carry out an initial assessment before going to an expert.
- b. Individual Therapy Program
After the needs of children was known, an individual program was formulated by a SADIQ psychologist. The individual program contains green therapy which must be carried out by a therapist or assigned by SADIQ (counselor, shadow teacher, psychologist). If there are green therapy activities that can be carried out at home as a form of continuity of individual programs, parents or guardians are obliged to carry them out at home.
- c. Evaluation
Evaluation of the progress of special need childrens being treated is carried out regularly at least once a month. The evaluation results are submitted to parents or guardians.
- d. Periodic Consultation
Parents and teachers of special need children can consult regularly with psychologists or therapist.

Currently, SADIQ is opening green therapy services according to the potential written in table 1. During this initial implementation process, assistance is still provided by Mrs. Mira Safar and a team of service lecturers.

CONCLUSION

This community service activity has succeeded in developing the Eastern Indonesia Green Therapy Center from the potential of the SADIQ. Technical guidance activities for SADIQ human resources have been carried out. Launching seminars of the green therapy center were also successfully held and received appreciation from local stakeholders. This type of green therapy service has been developed based on the potential of SADIQ with the hope that this can become an alternative solution for treating special need childrens. The next thing that needs to be done is to accompany the implementation of the Eastern Indonesia Green Therapy Center in terms of its management.

Suggestions for this Green therapy Center to develop include:

1. Optimizing publications through digital branding and marketing activities
2. SADIQ human resources must learn continuously regarding the management or of the green therapy center so that the services provided are more professional
3. Psychologists or other human resources should conduct further research regarding the impact of green therapy so that it can be published and the public will become more aware of the benefits of green therapy.

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4. Collaborate with participants of seminar, like parents or school teachers with special need childrens to maximize publications and marketing.

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