

SPECIAL EDUCATION IN INDONESIA

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This paper would be described special education in Indonesia. First of all, explanation will start from country's background, secondly, education system in Indonesia and last of all, special education in Indonesia.

I. COUNTRY'S BACKGROUND

Indonesia is the archipelagic country; it has more than 15.000 islands. Indonesia's territory extends along 3.977 mile between the Indian Ocean and the Pacific Ocean. Indonesia inhabited by the population of 240 million. Population in Indonesia not proportionally distributed. More than half the people live on Java Island, where Jakarta, Indonesia's capital and largest city, is located. Even though Indonesia is home for more than 100 ethnic groups, most Indonesians are adherent of Islam religion mixed with Melayu (Malay) culture. The National language is Indonesian language, but there are 200 different regional languages. Indonesia time zone divided into 3 different areas, West Indonesia Time, Central Indonesia Time, and East Indonesia Time.

Indonesia declared their independency on August 17, 1945. The first President was Sukarno, who also known as the father of the country. Now, Indonesia is a Democratic country which is governed by a presidential system.

II. EDUCATION IN INDONESIA

2.1 Basic law of education

1. Indonesian constitution article 31
"Any citizen shall have the right for education and learning"
2. Law number 20 of 2003 on National Education System:
Article 5 (1) : Any citizen has the same right to good education
3. Law number 23 of 2002 on Child Protection article 48 and 49

2.2 History

Before independence, not every Indonesian has the same right for education and learning. In the colonial era, education in Indonesia was designed mainly to prepare Dutch children and the children of native elite for government's colonial interest. After Indonesia's independency, the new government tried to develop the educational system but was hindered by a lack of funds. Indonesia government started promoting elementary education, in the late 1960s, which lasts for six years in

that time. Since 1990 compulsory education includes elementary school and three years of junior secondary school. An additional three years of senior secondary school are voluntary.

According to Ministry of National Education (2004), in the 2000 school year 28.7 million Indonesian children attended elementary schools: About 82 percent of girls and 97 percent of boys reach the fourth grade. Secondary schools are attended by 58 percent of school-age girls and 58 percent of school-age boys. In the mid-1990s some 1.6 million Indonesian students attended vocational institutes. The higher school attendance among boys reflects the values of a largely conservative, rural society, although the gap in schooling between boys and girls has begun to narrow. In 2005 some 86 percent of Indonesian females and 94 percent of males were literate. The economic crisis of the late 1990s caused some children to withdraw temporarily from school because their families could no longer afford school fees.

2.3 Level of Education

According to the Ministry of National Education, there were four level of education in Indonesia:

1. Pre-School Education

Pre-school education is aimed at stimulating physical and mental growth of pupils outside of the family circle before entering primary education. The objective of pre-school education is to provide an early basis for growth and development of attitudes, knowledge, skills and initiative. Among the types of pre-school education available are kindergarten and play groups. Kindergartens are part of the school based education system while the play groups are part of the out-of-school system. Pre-school is provided for children from 4 to 6 years old for a one to two years period of education, while play groups are attended by children of 3 years and below.

2. Basic Education

Basic education is in principle a general education of nine years, consisting of six years of primary school education and three years of junior secondary education. The goal of basic education is to provide the students with basic skills to develop themselves as individuals, members of society, citizens and members of mankind, as well as to prepare them to pursue their study in secondary education. Junior secondary school program organize a 3-year education program after the six year primary school program.

3. Secondary Education

Secondary education is available to graduates of primary school. Secondary education gives priority to expanding knowledge and developing students' skills and preparing them to continue their studies to the higher level of education or the preparation of students to

enter the world of work and expanding their professional attitude. The length of secondary education is three years for general secondary education.

4. Higher Education

Higher education is an extension of secondary education consisting of academic and professional education, Academic education is mainly aimed at mastering science, technology, and research, whereas professional education is more aimed at developing practical skills. Institutions involved in higher education are of the following types: academics, polytechnics, school of higher learning, institutes, and universities.

III. SPECIAL EDUCATION IN INDONESIA

(These parts based on report that was presented in Japan, December 2006)

3.1 Basic law of special education

1. Law number 20 of 2003 on National Education System

Article 5 (2) : Citizen with physical, emotional, mental, intellectual, and /or social disability shall have the right to special education

Article 5 (3) : Citizen in remote area shall have education for special education services

Article 5 (4) : Citizen who has potential gift and special talent shall have the right for special education

2. Law number 4 of 1997 about Disabilities

3. Bandung Declaration (2004) : Toward Inclusive Education

4. Bukit Tinggi declaration (2005): Inclusion and Removal of Barriers to Learning, Participation, and Development.

3.2 Special Education Condition

From the total population there are about 1.48 million people who categorized as disable of which 21.42% are school age children (5-18 years). However, only 25% or 79.061 children are enrolled in special school (National Census, 2003). All special school established to support completion 9 year compulsory educational system. According to country report in Education (2004), the number of special students consists of 45% hearing impairment, 30% visual impairment, 13% mild intellectual disability, 3% moderate intellectual disability, 3% moderate physical disability, 3% multiple disability, 2% behavioral difficulty, and 1% mild physical disability.

The first special school was the school for children with visual impairment in Bandung, west Java established in 1901. In 1927, another school was opened for the school with developmental

disabilities. Later, since then independence of Indonesia in 1945 other special schools for children with other special need were established. In the year 2000 the government developed special education by expanding the Sub-Division into the directorate of Special Education, later in 2006 the directorate changed into the Directorate for management of Special Education. There is one sub division for administration and four sub directorates; they are (1) Sub directorate of program, (2) Sub directorate of School management, (3) Sub directorate of curriculum, (4) Sub directorate of student development. The vision of the directorate is to optimize the educational services for all children with special needs so that they can be sustainable in their life and their society. (Wardhani, 2006).

3.2 Education system for special education

Children with special needs have the same education system like non disabilities children. They could enter kindergarten, primary, secondary and higher education level. Recently, some schools provide facilities for preschool children with special needs.

There are two types' school services for children with special needs:

- a. Special School: these schools only for student with special needs.

Type of special schools:

1. SLB-A : Special School for Visual Impairment
2. SLB-B : Special School for Hearing impairment
3. SLB-C : Special School for Mild Intellectual Disability
4. SLB-C1: Special School for Moderate Intellectual Disability
5. SLB-D : Special School for Physical impairment
6. SLB-E : Special School for Emotional Social Behavior Difficulties
7. SLB-G : Special School for Multiple Disabilities
8. SLB-M: Special School for Autistic Children

These special schools have 4 levels education:

1. Kindergarten (2 years)
 2. Primary School (at least 6 years)
 3. Junior Secondary School (at least 3 years)
 4. Senior Secondary School (at least 3 years)
- b. Inclusive Education: in this type, children with special needs could enter general classroom at regular school. In 1999 the Directorate of Special Education, supported by the Director of General Primary and Secondary Education decided to start the process toward inclusion to increase enrolment of children with disabilities and other special need in regular school

(Wardhani, 2006). The Directorate of Special Education also made some criteria and selection for the school that could be an inclusive school for the children with special needs. Until 2006, there were 995 inclusive schools in Indonesia and more than 50% are located in Java Island.

3.3 Strategic issue

According to the Ministry of National Education and report that was presented in Japan (2006), there were some strategic issues that revealed in special education in Indonesia:

1. Data collection and mapping

Data about children with disabilities was insufficient, since people's awareness to report every case of the child who had special needs was low. For many of the parents, having a handicapped child is embarrassment and they do not want to send the child to school and do not want other people know about it. Also, it was difficult to collect data from remote area considering the geographic condition in Indonesia.

2. Community involvement

Community's awareness about disabilities children is low, so they tend to indifferent with the problem in disabilities children. But, recently there's some improvement since mass media and electronics exposed a lot of case about children with disabilities.

3. Compulsory education

Since government regulation about compulsory education, It was important to children with special need accomplish their education in primary education. Some propaganda should be made to persuade parents who do not want to their disability child take an education. In the other hand, a lot of family who had children with disabilities comes from low income families who couldn't afford school's fees.

4. National examination

Special schools or inclusive schools should improve their quality and standard score especially in children with disabilities, so they have same standard with non disabilities children. Moreover, if they had same standard with other student, they will have competitive values that help them to adapt with their environment.

5. Inclusive education

Design of the building should be changed if regular school becomes inclusive school; they have to prepare the physical access for the children with disabilities. Also, the school should create good psychological environment, so there won't be a bullying and violence between students.

6. Acceleration program

Acceleration program provides for the gifted student, but sometimes student's selection for acceleration class based only from their IQ's score. So, it's important to be careful about psychological maturation and development in gifted children. Some case showed that student with very high score in IQ has immature emotional development, so she/he failed to handle emotional or social problems in daily life. Government and school should have comprehensive assessment to develop this program and after they run the program, evaluation and monitor should be implementing continuously.

7. Competency based curriculum

In this concept, curriculum is written and developed by minimum competency based, which must be had by every student after he or she finished one basic (unit) competency, one unit of time and or one level of education (Ministry of National Education, 2004). This curriculum emphasizes on the basic competence, the role of the teacher is on the accountability, they have to guide the students learn about the subject and to solve problems independently. Therefore, quality of the teacher must be improved to achieve the curriculum's objectives.

Though there are some improvements, special education in Indonesia still confront with a lot of issues and problems. Government, stakeholders, teachers, and parents should work together to create a better environment for students with special needs. This effort will not only ensure that students with special needs gain their education's right but also to achieve Indonesia's educational goal, which is to enhance the intellectual life of the people and develop Indonesian man or woman.

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