

INDONESIA

COUNTRY REPORT

DEVELOPMENT OF SPECIAL EDUCATION IN INDONESIA

By: Purna Wardhani

Administrator of Directorate for Management of Special Education

I. Introduction

Indonesia is the largest archipelago in the world and is situated between two continents, Asia and Australia, and inhabited by the population of 220 million. There are 200 different languages and divided into three different times. From the total population there are about 1,48 million people who are categorized as disabled of which

21,42 % are school age children. However, only 25% or 79.061 children are enrolled in special schools. All special schools are established to support completion 9 Year Compulsory Education System.

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 the 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.

In 1999 the Directorate of Special education, supported by the Director of General Primary and secondary Education decided to start the process towards inclusion to increase the enrolment of children with disabilities and other special needs in regular schools.

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 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.

II. 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”.

Article 2 : “Citizens with physical, emotional, mental, intellectual, and/or social disability shall have the right to special education”.

Article 3 : “Citizens in remote area shall have education for special services.

- Article 4 : “Citizens who have potential gift and special talent shall have the right for special education.
3. Law Number 23 of 2003 on Children Protection.
 4. Bandung Declaration (2004) “ Toward Inclusive Education” (2004)
 5. Bukit Tinggi Declaration (2005) “ Inclusion and Removal of Barriers to Learning, Participation, and Development”

III. Special Education In Indonesia

1. Structure of School Education

Special education is provided at primary and secondary education level and is part of the national education system. There 4 levels of special school;

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)

2. School Services:

- a. Segregated
- b Inclusive Education
- c. Acceleration Program

3. Type of Special Schools (SLB)

For Convenient Purposes only, special schools are abbreviated, as:

1. SLB –A Special schools 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

II. Curriculum Standard in Education The Curriculum is made by BSNP (Indonesian Board for National Standard of Education)

III. Current Program of the Directorate for Management of Special Education:

1. Accessibility Enhancement :
 - a.. Inclusive Education
 - b. Socialization
2. Quality Improvement and Relevancy:
 - a.. Curriculum Improvement
 - e. Subsidy
 - b.. The Improvement of School management
 - f. Accreditation
 - c. Adaptive physical education development
 - g. Procurement of
 - d. Exhibition and Competition Educational Equipment
3. Expansion :

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| a.. MIS | c. Certification |
| b. Sheltered Workshop | d. Development of Programs for education for special services |

V. Funds

Budget for public schools for operational cost

Block Grant, can be used to purchased equipment, renovate school building, etc.

V. Strategic Issue:

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| - Data Collection and Mapping | - Inclusive Education |
| - Community Involvement | - Olympiad Class |
| - Compulsory Education | - Acceleration Program |
| - National Examination | - Competency Based Curriculum |

VI. Several Issues and Problems

1. There are not enough special schools to cater for the needs of children with special education needs.
2. Special schools are located in big cities and are not accessible to children living in rural areas.
3. The quality of education provided by special school needs to be improved
4. Many existing special schools do not have adequate facilities
5. For many of the parents, having a handicapped child is an embarrassment and they do not want to send the child to school

VII. International Cooperation

1. Braillo Resource Centers
2. Sheltered Workshop
3. Networking with International organization
4. UNICEF
5. HKI

VIII. Alliance Forum:

1. NGO
2. Universities
3. MORA, MOHA, Ministry of Social Affair
Ministry of Employment and Transmigration
Ministry of Health, Ministry of Youth and Sport
5. Association