

# ***INDONESIA***

INDONESIA TOWARDS INCLUSION: Main gate to a better education for children with multiple impairments caused by sensory impairment included deaf blind

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## **I. Inclusive Education as International Education Treasure**

Inclusive education has become international education treasure for the past years and will continually be an asset for future human civilization. One of the most significant bases in developing inclusive education is that in natural tendency human mind shall continually seek to understand the secret of oneself and the universe. Mind has become one of the movement triggers thus human being shall explore endlessly. In special needs education, this movement appears to have cycle from the pole of *name* and the pole of *treatment* towards children with special needs. Dynamically the two poles move and sometimes precede one another. After human being thought about the names for children with special needs the mind one will think about characteristics and subsequently to treatment such as education treatment, research and the making of concept and theory, in which they are accumulated into human civilization. However other times there will be different processes when human is in the middle of something -e.g. research or education then they will think about changing the names.

This dynamic has borne new syntheses which far too often become international agreement and not few of it has reached the so-called historical landmark of human civilization and humanity. Historical landmark of human and humanity in which will also become the basis of special needs education thus yielding inclusive education can actually be withdrawn from the beginning of human life however in this occasion I will only mention a few:

1. Declaration of Human Right in 1948.
2. Education for All.
3. Salamanca Statement.
4. Standard Rules of the Equalization for Persons with Disabilities.
5. Dakar Declaration.

## **II. The Prospect of Inclusive Education for Children with Multiple Impairments in Indonesia**

One of the most important syntheses from the description above is that inclusive education is the main gate to a better education for children with special needs including children with multiple impairments caused sensory impairment include deaf blind

compared to integrated and even segregated system of education. One of the main reasons is that inclusive education has come to realize the elimination of any forms of discrimination inherited from integrated and segregated system of education. These discriminative education systems have been a great wall of barrier for optimum potentials of children with special needs and even all children and human kind.

The advantages of applying inclusive education for the shake of optimum potentials are clearly shown if we compare it to a more or less half of century segregated education and a fifteen-year integrated education for children with multiple impairments. Followings are some important notes from different observations on how optimum children with multiple impairments develop their potentials through discriminative education:

1. Children with multiple impairments limitedly enrolled in regular school. Since it is limited access then all children with multiple impairments have to go to a school far away from their village. Schools are usually situated in the city; villages have either one or none.
2. Placement of children with multiple impairments in special schools – state or private- has encouraged the society to under evaluate them as a group of children with low ability or skills.
3. This usually led to inappropriate attitude towards children with multiple impairments. The society only thinks that these children should only be served with pity. This shall result into limited opportunity for children to be independent.
4. Most of children with multiple impairments live in boarding school thus their interaction with other community members and even with their parents has been neglected.

In Indonesia through inclusive education some children with multiple impairments would be able to attend regular school. In Yogyakarta among 45 children with special needs in regular schools there are some with multiple impairments. There is a possibility that 750 children detected as low vision in this province have additional impairment. In Pematang – a district – the number of children with multiple impairments enrolls in regular school is significantly increasing.

It is almost obvious that inclusive education in Indonesia will develop rapidly so that children with multiple impairments will also have a possibility for optimum development. In addition to good examples of Yogyakarta and Pematang, this optimistic view is supported by long believed values, among other things, that human being is:

1. A perfectly God creation and planning. Discrimination towards those with special needs is solely the act of human being. Human organize evaluation towards children with special needs. When they are given no respect at all they were murdered much like what happen in Ancient Sparta and Athens. However discrimination and underestimation shall no longer be prevailing. History has shown that children with special needs received discriminative treatment, murdered from time to time until they creep into appropriate position as human being to receive others' treatment. Inclusive education shall put them equal among others.
2. Honorable God Creation. According to the values prevail in Indonesia that human being has the equal honorability before God the difference only lays on good deed.
3. Has equal degree before God. What count are their good deed and not their disability.

4. Receive the same message from God to manage the universe. According to Indonesia that every human being has the same responsibility to best manage the universe. No matter how limited the ability the children with special needs have, they have the same responsibility. It should be bear in mind that the limitation of ability shall also happen to anyone in which it results the difference in abilities and different contributions in managing the universe.
5. Receive the same message from God to bring out life from the dark. Every human being has the same responsibility to take one's life from the dark or bad sides into good or clean sides.
6. Has own strength and weaknesses. These values strengthen previously described values.

These basic values gave inspiration for the father of nation to develop this country. Development has started with extraordinary hard work to liberate the nation from colonialism. Thereafter bases and philosophy of the nation- Pancasila- were designed. In addition to accommodating the values Pancasila also accommodates diversity of the nation such as aspects of geography, ethnicity, culture, level of education, economy including the diversity because of special needs. Some basic of the values expressed in the Indonesian motto of Bhineka Tunggal Ika .

### **III.From Acceptance of Values to Empirical Evidence**

For the past five years inclusive education has rapidly developed. This is implemented through four stages, i.e.

1. Introduction to inclusive education. This introductory stage organized in limited scope by means of cooperation between Norwegian government and related organization and Indonesian government. This stage relatively ran well because it has conceptual nature and it involves small population.
2. Awareness program. Awareness program are conducted through various forum such as seminar and workshop and it involves many related sides such as bureaucrats from Ministry of Education at National, provincial and district level as well as teachers, parents, community leader-religious resource persons, member of parliament at provincial and district level, NGOs and etc. With various forums, wide scope from central to village level, various background of community at central to village level, population which has various education, economy, politics background and interest makes this stage into the most challenging one. Many doubts and resistance at this stage with partly-true and logical reasons and the rest is due to lack of understanding of the concept of inclusion. So this period has drain the energy and time to explain and convince that inclusive education is a better quality education for all and that it is the development of thinking and concepts as well as implementation which shall not be stopped.
3. Implementation stage. Surprisingly awareness program has been in rapid and fundamental development. Followings are the essential result yielded in cooperation of all sides in Indonesia:
  - a. Based on new Education Act, Inclusive Education has become one education which must be developed together with other education in Indonesia. Inclusive education evidently stated in the National Education Act which shall mean that children with multiple impairment caused by sensory impairment included in deaf

- blind together with other children with special needs have the right to be enrolled in regular education. It is absolutely necessary to include children with multiple impairment because it will become the important point of measurement:
- i. For the successful implementation of National Education Act.
  - ii. The elimination of educational discrimination caused by segregated and integrated system. If we closely observe the educational discrimination is also related to social discrimination which in fact has negative psychosocial impact towards all sides.
  - iii. For the development of justice in education system which prevails for all children it has been and will continually be the international movement.
  - iv. For the Indonesian Nation and country it is best to optimize six fundamental values, among others, written above.
- b. This act has been followed up in many forms of policies issued by ministry officials. At the same time it has not been triggered by inclusive education hence there was a change in organization structure of Ministry of National Education in particular concerning the shift of status from Sub-Directorate for Special Education into Directorate for Special Education. With this extension of organizational scope Directorate for Special Education has more freedom to develop program including inclusive education.
  - c. Indonesian delegation had a few times been in Norway.
  - d. Awareness programs to all parties have been well implemented and received.
  - e. Coordination meeting, seminar at regional, national as well as international scope.
  - f. Master program for teachers of special school in *University of Oslo*.
  - g. Training for the qualification of *Special Teachers* for special school teachers-lecturers are from Norway.
  - h. Master program in University of Education (UPI) Bandung with the team teaching from *University of Oslo* and UPI.
  - i. Training to improve professionalism of special and regular school teachers.
  - j. Optimum development of resource centre and its function to improve the education for children with visual impairment in nine provinces throughout Indonesia.
  - k. Technical training for operating computer and Braille machines.
  - l. Optimum use of modern tool for Braille printing.
  - m. Indonesia towards Inclusion Declaration
  - n. There have been wishes from many sides that designated resource centre shall be developed in the centre for quality education for “all” children with special needs.
4. Empowerment and *Sustainability* at Provincial level. In connection with district autonomy as well as the consideration of the densely populated Indonesia it is logical for the provinces to receive wider opportunity to develop inclusive education.

#### **IV. Challenges**

Inclusive education is not only inclusive school. Inclusive education means that education which relates to all national and international aspects. Therefore challenges occurred are not just within the school and its premises but include all aspects of life – including the future of the nation. Departed from that point of view the challenges in inclusive education are directly connected to the big challenges the nation has to face:

1. Corruption is the most serious challenge which has been formidably occurred for the long past years at all levels of government institutions – legislative and judicative-business world. This has been a startled number of corruptions which cause the country billions of loses.
2. Lack of ability of Indonesian human resources to interpret honorable and universal values in which it is fundamental for the life system and life itself.
3. Lack of ability of Indonesian human to manage the abundant natural resources which actually more than enough to develop high quality of education.
4. World capitalism system when business in Indonesia has the tendency to a parasitological nature than mutual relationship and benefits.
5. Cross nation political dictatorships which always bring about the victim in education world which would lead to its impact for inclusive education and even worse the entire life of nation and citizens.