

Inclusive Education for Persons with Disabilities in Indonesia

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Keywords: Persons with Disabilities, Inclusive Education, Rights.

Abstract: There are various reasons that make persons with disabilities unable to get a formal education. Some of these many reasons are going to school, like accessible, school facilities, the readiness of teacher and learning system, many parties do not understand how inclusive education can be implemented. This research is qualitative research using an explorative, descriptive approach to analyze existing problems. The use of an explorative, descriptive approach is used because of the nature of research that wants to reveal the phenomenon of the problem. This research needs to explore detail problem in implementation of inclusive education. Various obstacles and challenges still faced by persons with disabilities to be able to enjoy educational opportunities are hindered by the availability of school facilities and infrastructure, the availability of teachers who have the ability to teach students with disabilities, challenges of parents of non-disabled students, deaf and blind students with basic communication skills and abilities read. Teacher's inability to access grant programs offered by the government. The role of social marketing is very necessary. Socialization, school assistance and monitoring and evaluation to schools and various stakeholders are needed to ensure that various government policies that encourage the realization of inclusive education can be implemented.

1 INTRODUCTION

1.1 Data of Persons with Disabilities in Indonesia

The characteristics of persons with disabilities in Indonesia are only understood by the Ministry of Social Affairs. Other ministries still do not fully understand who is persons with disabilities. The lack of understanding of persons with disabilities has a very serious impact, especially on data collection. The implementation of the population census carried out in Indonesia, has not been able to provide valid data on the number of persons with disabilities in Indonesia. This condition is reflected in the form of instruments used in the population census by BPS. The instruments used did not reflect all types of disabilities. So, it is not surprising that the number of persons with disabilities has not shown valid data. There are several versions of the data collection on the number of persons with disabilities in Indonesia. A national survey conducted by the Bureau of Statistics in 1983, the Ministry of Social Affairs estimated that there were around 6 million people with disabilities or 3.11%

of the total population of Indonesia. When enacted Law Number 4 of 1997, the Legislative of the Republic of Indonesia determined that the number of persons with disabilities in Indonesia is 5% of the total population in Indonesia. According to the WHO report, the number of persons with disabilities in 2011 is on the average 15% of the total population. So if the number of people in Indonesia in 2016 is 255 million, the number of persons with disabilities in Indonesia are 38.25 million persons.

At present, persons with disabilities still face problems related to their welfare. The characteristics of persons with disabilities in Indonesia on average are as follows: almost 89% live in rural areas; come from families with low levels of social economy and health; still facing psychological problems, such as fear of leaving home because they are shy, not confident, and have social and cultural barriers; discrimination from family and society, as well as architectural barriers, namely, the unavailability accessible public facilities; lack of opportunities to get education and training, many persons with disabilities, has only low level of formal education.

Persons with disabilities in Indonesia have a low level education; this can be seen in the 2003 national census data, data that was successfully recorded by Indonesian Central Bureau of Statistics showed there were 1,480,000 persons with disabilities in Indonesia, only 5% who received formal educations. If the data of people with disabilities are based on WHO report assumptions, the number of persons with disabilities are 38.25 million and those who get education only 5%, then the number of persons with disabilities who receive formal education is only 1,912,500, and that means 36,337,500 people with disabilities in Indonesia which has not received formal education. This fact shows that the number of persons with disabilities who did not receive formal education showed a very large number.

Table 1: Education Budget in Indonesia Fiscal Year 2005-2011.

Year	Education Budget (Thousand IDR)	National Budget (Thousand IDR)	% Education Budget from The National Budget
2005	21.721.878.255	380.400.000.000	5,71
2006	36.755.857.973	427.600.000.000	8,60
2007	44.058.392.664	746.500.000.000	5,90
2008	49.701.004.473	781.354.000.000	6,36
2009	62.485.937.646	985.725.300.000	6,34
2010	63.830.284.679	974.819.700.000	6,55
2011	68.191.722.245	1.104.902.000.000	6,17

Source: APBN Republic of Indonesia 2012

There are various reasons that make persons with disabilities unable involved in formal education. Some of these reasons are the difficulty of parents to pay tuition fee and operational cost, because most families of persons with disabilities economic conditions are not good, family and community attitudes think that persons with disabilities do not have the ability to get education, difficulties in mobility make them difficult reaching schools, the architecture of school buildings is not accessible, the inability of teachers to teach the persons with disabilities, unavailability of learning support facilities, incompatibility of systems and learning methods with characteristics of persons with disabilities. On the other hand, it shows that there is quite a large budget for education in Indonesia. Until now, the budget for education in Indonesia cannot be absorbed by 100%. It should be with a large enough budget, can create a model of

education that can reduce the number of persons with disabilities who do not attend school. As an illustration, the absorption of the education budget in Indonesia is shown in table 1. The problem of many persons with disabilities are uneducated also can be seen in India. Inclusive education in India supported by policy and principle, but still have a big problem in the implementation (Madan & Sharma, 2013).

1.2 Education System for Persons with Disabilities in Indonesia

The problem of persons with disabilities has so far only been seen as a problem that is the responsibility of the social ministry. So it is undeniable that the characteristics of persons with disabilities in Indonesia are only well understood by the Ministry of Social Affairs. Meanwhile, other ministries, as well as other components of the community, do not understand who persons with disabilities, and what are their problems. So far, the handling of persons with disabilities carried out by the government and the community has been carried out by charity approach. The understanding of the government and the public towards persons with disabilities generally views that persons with disabilities as part of the community is very tragic persons, which only needs help. The United Nation, through "the Convention on the Right of Persons With Disabilities (UN-CRPD: 2006)" introduces a new approach in the handling of persons with disabilities. The approach used is the human rights approach. Under the UN-CRPD it defines persons with disabilities as those who have long-term physical, mental, intellectual or sensory damage, who interact with various obstacles, which can hinder their full and effective participation in society on an equal basis with others. Persons with disabilities are part of the community that has rights that must be respected, protected, and fulfilled by the government.

Persons with disabilities are at all ages in the community in Indonesia. They can come from any ethnic group in this country, come from all social classes, from any cultural groups and religious groups. They are users of schools, workplaces, shopping centers, users of public transportation and government offices, and other public facilities in the community. People who use wheelchairs, sticks, and sign language, people with intellectual disabilities, must be part of our world. Most people with disabilities are not seen in the community. Physical barriers prevent the access of physically

disabled persons to enter the public space and prevent them from being able to move freely. The existence of technological barriers makes people with hearing and visual impairments hampered in communicating with others. Persons with disabilities also have social barriers in the form of attitudes and practices from the community that explicitly and implicitly view persons with disabilities as unwanted people and are considered have not the capability of carrying out any activities compared to others.

Law No. 19 of 2011 about “ratification the convention on the rights of persons with disabilities (UN-CRPD)”, is expected can be as basis that guarantee persons with disabilities in Indonesia can get their rights. In article 24 of the UN-CRPD, States parties recognize the rights of persons with disabilities in education.

With the aim of realizing rights without discrimination and equal opportunities, States parties must guarantee persons with disabilities can get an education in all types and levels of education. The absence of sanctions, in addition to the absence of legal protection, and the mechanism of sanctions if violations have occurred. In terms of aspects of compliance, through the issuance of regulations, the central, provincial and district governments have provided greater opportunities for persons with disabilities to enjoy education even though it does not explicitly guarantee the rights of persons with disabilities to education. Normally persons with disabilities have also been given the freedom to choose to take part in integrated education or special education. However, in practice, many attempts to avoid the obligation to carry out inclusive education were found, for various reasons. To influence many parties to implement inclusive education, a social marketing perspective will be needed.

Social marketing concept can be used to influence individuals and society to do social activities. This concept integrates research, best practice, theory, audiences, and insight into partnerships, to inform the delivery of sensitive and segmented competitions for social change programs that are effective, efficient, fair and sustainable. Although "social marketing" is sometimes seen only as of the use of standard commercial marketing practices to achieve non-commercial goals, this is too simplistic. The purpose of social marketing is education and propaganda programs that will provide benefits if they bring behavior change. This has to do with the mindset of behavior and also the emphasis on customers that has an appeal to practitioners of social change and partly explains

why people do that. Andreasen (1995) states that this approach can be applied to consumer behavior in social marketing problems. The emergence of exchange theory provides the main stimulus to expand the concept of consumer behavior and marketing problems such as the use of seat belts, blood donors and so on, including the issue of implementing inclusive education. In this case, there are no products or services offered, and no monetary payments made by consumers. The basic concept of social marketing involves change social marketers trying to influence behavior: starting behavior; stop the behavior, or change behavior. Why is the concept of social marketing especially important? There are three main advantages, which state that social marketing is worthy of consideration, these advantages are helping to achieve the goals to be achieved; deliver messages to targeted beneficiaries; and thus will help to make behavioral changes bigger and longer lasting in their audiences.

This research was conducted because there are many people with disabilities who do not have the opportunity to get a formal education. The education system for persons with disabilities in Indonesia cannot be called fully inclusive education because not all schools can accept students with disabilities and there is still no good understanding of government, educational institutions and persons with disabilities or parents of people with disabilities in the concept of inclusive education.

This research is needed to see how the current condition of the education system for persons with disabilities. What are the opportunities and challenges of the inclusive educational models that have been implemented for persons with disabilities in Indonesia. This study also wants to identify how the implementation of inclusive education. An education system that is expected to be able to be implemented for persons with disabilities in Indonesia. The study will also look at the obstacles and challenges in the implementation of inclusive education in Indonesia, identify the supporting factors for the successful implementation of inclusive education. Therefore, based on the results of this investigation, it can be used as a basis for determining recommendations to ensure to provide inclusive education for persons with disabilities in Indonesia.

2 LITERATURE REVIEW

2.1 Alternative Models of Education Applied to Persons with Disabilities in Indonesia

In Indonesia, there are three alternative models of education that are applied to persons with disabilities, namely special education, integration education, and inclusive education. Even though there are three alternative educational models that have been implemented, there are still many people with disabilities who cannot get a formal education. Inclusive education systems at all levels and long-term learning aimed at developing the potential of persons with disabilities and thus enabling persons with disabilities to be equal to other communities. The aim of implementing inclusive education is to expand access to education and promote full participation and opportunities for persons with disabilities. The Indonesian education system cannot be called a fully inclusive education. Not all schools are able and willing to accept students with disabilities. Many reasons are used for educational institutions that still cannot implement the inclusive education system, such as the unavailability of accessible school facilities, the unpreparedness of teachers who teach, the unpreparedness of curriculum and learning methods that can be accessed by children with disabilities.

The concept of inclusive education is the development of a special education system for persons with disabilities. So far, we know the pattern of education for persons with disabilities through special education and integration education. Inclusion education is different from special education and integration education. The European Agency for Development in Special Need Education (2008) states that special education is still needed. Special education is still needed because many reasons include the attitude of students with disabilities who are still afraid, ashamed if the school is in a public education institution. Special education develops as a separate system of public education for children with disabilities, which is based on the assumption that children with disabilities have needs that cannot be overcome by public schools. Special schools are usually organized based on the categories of disabilities, such as schools for blind or deaf children, schools for children with learning difficulties, children with behavioral problems, physical disorders. Special education has produced a culture for persons with disabilities who are separate and isolated from

their homes and environments. The special school needs to have teachers that have a special skill like literacy on braille, communication using sign language (Save the children, 2002).

The integrated school and inclusion are often used interchangeably as if the two terms have the same meaning. However, these two terms have a big difference in philosophy. In integration school, children with disabilities are expected to be able to adjust to the education system in public schools. For example, a deaf child is expected to be able to use a hearing aid and is expected to be able to communicate with the teacher and other children at the school. Meanwhile, teachers and other children do not have the obligation to learn sign language or other forms of communication. In integration school, all children are expected to pass all standard grading that is used by the school, without considering the children have learning difficulties or not. If they don't graduate, they will repeat the class, or be forced to drop out (Save the children, 2002) while the inclusive education system is an education system where children with disabilities learn effectively when they are in public schools. The focus on inclusive school is how the children can get quality of learning. The inclusive education system has developed that originates from the social model in the approach to handling persons with disabilities.

Inclusive education is aimed at promoting the general values of human rights, giving the freedom of all parties to make choices, live in mutual tolerance and non-discrimination that can be done through education. This approach was built and developed into the concept of inclusive education for persons with disabilities who designed an education system that was effective and fair for all students in the aspect of education (Soriano, Watkins, Ebersold, 2017).

This inclusive education system recognizes all children who are in school as children with different conditions. Schools and education systems must change to meet the individual needs of students, both for children with and without obstacles in education. Inclusive education does not treat all students in the same way. The key to the inclusive education system is flexibility. Schools recognize children learning at different levels, and teachers need to have the skills to support their learning in a flexible way. In the case of the children only can learn in a good, clear, and easily way, the school can use different methods to respond to children's needs, and different capacities.

Based on three concepts of education for persons with disabilities, inclusive education is a concept that gives the potential of persons with disabilities not to be left behind in participation in the acquisition of education and participation in society. But this concept is certainly not easy to implement. Many challenges and obstacles will certainly be faced and require the willingness and awareness of various parties for the implementation of inclusive education in Indonesia. Based on the spirit promoted by UN-CRPD that the education system for persons with disabilities which is expected to be implemented in Indonesia, this research is expected to identify what factors are obstacles and challenges to the implementation of the inclusive education model in Indonesia. This study will contribute to providing a recommendation model for the implementation of inclusive education, especially for elementary schools in Indonesia, which can be used by educational institutions and the government to decide the policy of implementing inclusive education for persons with disabilities.

2.2 International Policy Adopted in Local Regulations in Indonesia

The Year 2011 was a milestone, which gave significance impact to persons with disabilities in Indonesia after more than three years, Indonesia signed the Convention on the Rights of Persons with Disabilities (UN Convention on the Rights of Persons with Disabilities / UN-CRPD). Finally, Indonesia ratified the UN-CRPD on October 18 2011, and issued Law No. 19 of 2011 on November 10 2011, as a form of ratification of the convention on the rights of persons with disabilities in Indonesia.

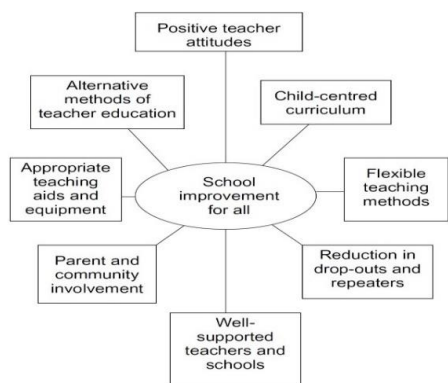


Figure 1: School Improvement.

Source: Save The Children (2002).

In National level policy, has just enacted Law No. 8 Year 2016 concerning persons with disabilities that have been adapted to the conditions of the country of Indonesia also based on the UN-CRPD. The Convention on the Rights of Persons with Disabilities is also adopted in the Local Regulations in the Special Province of Yogyakarta which also issued a local Regulation No.4 Year 2012 concerning the Protection and Fulfillment of the Rights of Persons with Disabilities. Meanwhile at the district level in Yogyakarta province.

Local Regulation of Bantul Regency Number 11 Year 2015 concerning Fulfillment of the Rights of Persons with Disabilities; Local Regulation of Kulon Progo Regency Number 3 Year 2016 concerning Implementation of Protection for Persons with Disabilities. People with Disabilities. Local Regulation of Gunungkidul Regency Number 9 Year 2016 concerning Implementation of Protection and Fulfillment of the Rights of Persons with Disabilities. This gives important meaning to guarantee the rights of persons with disabilities.

2.3 Inclusion Education for Persons with Disabilities in Indonesia

The policy of international intervention of education for children with disabilities is one of the many important issues. Based on UN-CRPD Persons with disabilities are those who have a long-term physical, mental, intellectual or sensory impairment which in interaction with various obstacles can hinder full and effective participation in the society on an equal basis with others.

From the definition of the person, it can be concluded that there are many characteristics of disabilities. They have different abilities in the education process. Inclusion education has developed from a social model of disability. He acknowledges that all children are different and that schools and education systems must change to meet the individual needs of all students.

Inclusive education originates from a social model approach to handling persons with disabilities. This concept believes that all children are different, schools and education systems must change to meet the individual needs of all students, with and without obstacles. Inclusion does not mean making everyone the same.

The Concept of Inclusion Education is flexibility, recognizing that children learn at different levels. It is important that teachers have skills and knowledge to support teaching learning in a flexible way. The concept of inclusive education

includes the use of different methods to respond to the different needs of children. The concept of inclusive education can be seen in Figure 1. It is important that teacher has a positive attitude to the students that have special needs, the school have curriculum child centered, flexible teaching method, reduction drop out, the students have good supported from teacher and school, involve the role of parents and community, have facilities, have several alternative methods of education.

The inclusive education system provides many benefits. The benefits of implementing inclusive education for persons with disabilities are: Inclusive education can help to break the cycle of poverty and exclusion. Disability and poverty are interrelated. Poor children who do not receive early intervention and support can create disability. Persons with disability dan their families can be systematically eliminated, which can cause poverty. Education can offer practical skills and knowledge, which are needed to get out of the cycle of poverty.

Inclusive education provides further opportunities for children with disabilities to gain confidence and build their own future in society. Inclusive education allows disabled children to live with their families and communities. Children who are in a special school will really depend on caregivers in their daily lives. Education in special schools for children and women with disabilities shows a risk of being harassed. Children are isolated in an institution, making children not have someone who helps listen to them when they need a place to complain because they live separately from their families.

Inclusive education can improve the quality of education for all. Inclusion education can act as a catalyst for changes that cause an increase in the quality of education. Inclusive education develops an education system that is more child-centered, participatory, and with an active teaching approach. This concept benefits all children. Inclusive education can help overcome discrimination. The attitude of discrimination towards persons with disabilities in the community due to lack of awareness and information and little experience of living with persons with disabilities. Experience shows that children can accept more differences when they go to school with children with disabilities; they will learn not to discriminate. This is very valuable for learning in life. Inclusive education can promote broader inclusion. With education can strengthen the capacity of persons with disabilities. They can communicate their needs for all parties. For example, there are

communication needs of persons with disabilities; it is important information for the industry. The industry can use new technologies in the mobile telephone to provide programs to meet the needs of persons with disabilities.

The concept of inclusive education has not been widely understood by all parties, both government and education actors, and the community. Therefore this concept needs to be socialized as one of the alternative educational models that can be accessed by persons with disabilities. For this reason, the role of social marketing needs to be used to ensure that this concept can be understood and can later be implemented in accordance with what is expected to fulfill the right of education for persons with disabilities.

2.4 Social Marketing

The implementation of inclusive education in Indonesia still faces many obstacles. This is because many parties do not understand how inclusive education can be implemented. The role of social marketing is very necessary so that inclusive education can be applied in Indonesia, since 1902 the marketing discipline has continued to experience growth in practice and science. In line with this development, controversy arose around the definition of marketing, which involved how far the marketing scope must be. More specifically, this problem is related to issues and what phenomena should be included in the scope of marketing. This problem arises because of various opinions stating that marketing accommodates social dimensions and that it is not only oriented solely to pursuing profit (Hunt, 1991 in Fatmawati, 2010).

There are many things that must can be done social marketing, conducting a social marketing campaign (Kotler, P., & Roberto, W. 1989):

- a. Identify what behaviors you want to change (for example, the concept of education for people with disabilities).
- b. Identify the audience, whose behavior do you want to change? It is possible to change the behavior of several different groups; therefore, it is necessary to know more about the desired behavior. The group can be segmented by age, gender, level of education, or race.
- c. Identify barriers to change: through interviews, surveys, focus groups, or other methods. Keep in mind what makes it difficult or not interesting for people to make this change.

- d. It is reducing obstacles to change. Plan ways to make it easier, more accessible, and more interesting.
- e. Pretest ideas on a few people, then modify your plan according to your results.
- f. Publish the benefits of change, and also efforts to make changes easier for many people to follow with these changes.

This concept can later be used to guarantee the successful implementation of the inclusive education model in Indonesia and what strategies need to be implemented to ensure the continued application of the inclusive education model in Indonesia.

3 METHODOLOGY

3.1 Object Research and Sampling Techniques

In order to answer the researchers' problems about evaluating the implementation of inclusive education for persons with disabilities, this study will examine the actors and beneficiaries of inclusive education programs for persons with disabilities. The object of research is elementary school institutions that carry out inclusive education programs, in Yogyakarta Province, cover in 5 districts, and people with disabilities as beneficiaries of inclusive education programs.

Other institutions involved in implementing inclusive education programs are provinces and districts as policy makers.

This study will take samples, which are conducted by the judgmental purposive method, sampling technique with special consideration. The considerations used are:

- a. Research on the inclusion of persons with disabilities education programs by the government in the provincial and district levels who have inclusion education programs for persons with disabilities
- b. Research on the actors of disability inclusion education programs carried out by local governments and private institutions at the district level in Yogyakarta Province, with consideration of the Yogyakarta Provincial Government have relatively high willingness to undertake inclusive education programs for person disability. This is reflected that in the Yogyakarta provinces and five districts in the Yogyakarta already have local regulation of persons with disabilities.

- c. Research on persons with disabilities as beneficiaries. They have participated in inclusive education programs conducted by the government and or private education institutions in the districts level.

3.2 Research Data and Data Collection Techniques

This research is a descriptive study, using primary data directly collected from the object of research. The data used are primary data and secondary data. Primary data is used to identify what factors are obstacles and challenges to the implementation of the inclusive education model in Indonesia. Secondary data is obtained using existing data in both the government and private institutions that run inclusive education programs for persons with disabilities. This secondary data is used to explore the implementation of inclusive education programs for persons with disabilities that have been implemented. Primary data obtained from respondents. This data is obtained from the answers to several semi-closed questions using different research settings for each collection. The settings used are surveys with mail surveys, direct interviews through Focus Group Discussion, and dissemination.

3.3 Analysis Used

This research is qualitative research using an explorative, descriptive approach in analyzing existing problems. The use of an explorative, descriptive approach is used because of the nature of research that wants to reveal the phenomenon of the problem to develop the expected design so that it fits the results to be achieved. This study focuses on the factors that support the successful implementation of inclusive education programs for persons with disabilities, and identify the challenges in implementing inclusive education model in Indonesia.

3.4 Research Design

3.4.1 Evaluation and Exploration

The objective to be achieved is to identify the various parties who have made efforts to inclusion education for persons with disabilities, explore the concept of inclusive education for persons with disabilities that have been implemented, explore various issues relating to the efforts of inclusive

education for persons with disabilities that have been implemented, explore the factors that support their success on implementing inclusive education. For this purpose, the following steps are taken:

- a. Conduct reference studies to identify institutions that carry out inclusive education programs for persons with disabilities.
- b. Conduct focus group discussions (FGDs) on institutions that carry out inclusive education programs for persons with disabilities in the regions, to explore various issues relating to the implementation of inclusive education for persons with disabilities.
- c. Conduct a survey to explore various problems faced by persons with disabilities relating to inclusion education programs for persons with disabilities. This survey is to explore the factors of problems and factors that support the success of the efforts of inclusive education for persons with disabilities.

4 DISCUSSION

4.1 The Inclusive Education that has been implemented for Children with Disabilities in Yogyakarta

The concept of implementing education for persons with disabilities in Yogyakarta Province is mentioned on local regulation No. 4 Year 2012. Based on this regulation, persons with disabilities were given the freedom to choose schools. They can get an education in special education and inclusive education. Special education systems only provide services to students with disabilities with a special curriculum and special learning processes, guided / cared for with special educators and special learning places. An inclusive education system is an education system that gives roles to all students in a climate and joint learning process regardless of social, political, economic, ethnic, religious/belief, class, gender, physical or mental conditions. Education providers may not determine the requirements that give discrimination to the candidates of students. If done, you will get administrative sanctions. Inclusive education providers must provide educational services that are in accordance with the conditions and individual needs of students and are affirmative. Every education provider must provide adequate facilities, infrastructure, and educators according to the needs of students with disabilities. Meanwhile, Local

Governments need to establish a Source Center for Inclusive Education as a support system for the implementation of inclusive education. The Local Government, together with the Regency/City Government, needs to carry out monitoring and evaluation in the implementation of the obligation to fulfill the education rights for Persons with Disabilities. So far, only the city of Yogyakarta has a Center for inclusive education.

Researches on education for persons with disabilities have been carried out (Taufik, Surwanti, Lestari, Kurniawan, Sukaca, Purwanta, Rustam, 2014) which conducted research on policies and the extent to which the right of education for persons with disabilities in Yogyakarta province showed that there were no regulations to reduce or inhibit persons with disabilities in enjoying human rights education. This is a positive indication that the Yogyakarta province government respects the educational rights for persons with. But there are weaknesses in implementation and fulfill the education right of persons with disabilities in Yogyakarta.

Even though Yogyakarta Special Province has local regulation, but not the school in Yogyakarta implement inclusive education. Some schools have dared to state that their schools are inclusive schools. Some schools in city districts in the Yogyakarta province have several inclusive schools are as follows:

Table 2: Inclusive School in Yogyakarta Province.

No	District/ City	Number Elementary Inclusive School	Inclusive School	%
1	Bantul	361	17	4.709
2	Sleman	508	18	3.543
3	Gunungkidul	473	18	3.805
4	Kulonrongo	335	12	3.582
5	Kota Yogyakarta	166	19	11.446

Source: Local Government on Education of Yogyakarta Province.

4.2 Obstacles and Challenges Factors to Implement the Inclusive Education in Yogyakarta

The implementation of inclusive education in Yogyakarta still has various obstacles in its

implementation. Some of the obstacles and challenges include are:

The School Building is Not Accessible.

Availability of school facilities and infrastructure. So far, the school has been built without regard to the needs of persons with disabilities. Buildings cannot be reached by persons with disabilities, because the building has two or more floors without an elevator and the floors of the school are too slippery and have stairs without a ramp. Lack of information about the buildings in the school, so it is difficult for the blind to go around the school. There is no budget to make the building become accessible.

Availability of Teachers. There is a lack of teachers who have the ability to teach students with disabilities. Most of the teachers in inclusive schools do not yet have the ability to teach students with disabilities who have different characteristics. The characteristics of persons with physical disabilities, especially blind, deaf, mental, and intellectual disabilities, require teachers' special skills to adjust the teaching method to refer to the characteristics of disability. There are many teachers do not understand how to deliver material to the students with disabilities, so students with disabilities cannot understand the material well. Teacher center learning is still dominantly in inclusive education. At this time government try to solve the problem of the capacity of the teacher to teach students with disabilities with recruit teacher that come from special school to guide the students with disabilities that need special support. The teacher from special school insidently attend in inclusive school to support the disability student. This companion teacher attends in inclusive school averaged once a week. This condition makes it difficult for students to catch up the knowledge in school. Meanwhile, the government has not well organized on a teacher preparation program to teach students with disabilities. This condition makes inclusive schools need teachers from a special school to support delivery learning to the students with disability.

The School Facilities. School Facilities that support the learning process are still inadequate. There is equipment that is needed by students to make it easy to study in school have not available. The example equipment that is needed like a computer, viewer that makes the student easy to learn.

School Policies. There are still many school policies that do not support the implementation of inclusive education. There are schools that have a

policy that only limits are accepting students with certain disability characteristics that can be accepted at the school.

Curriculum. Flexible curriculum and the use of individualized instruction and plans are important elements of a successful inclusion program. Schools in Indonesia follow the curriculum set by the national government.

The Communities Support. The attitude of non-disabled persons in inclusive schools is a challenge in itself. Many parents of non-disabled students give an attitude against the existence of persons with disabilities in their children's school. Some of them still consider the existence of persons with disabilities in inclusive schools to hinder the overall education process in schools and will reduce the quality and prestige of the school.

There are factors that support the successful implementation of the inclusive education model in Yogyakarta. The factors that support the success of inclusive education is that there is a legal umbrella for the implementation of inclusive education are:

Government Policy. People with disabilities in Yogyakarta Province receive protection in their education rights with the presence of the Yogyakarta Provincial Regulation No. 4 Year 2012. At the regency level in Bantul, Kulon Progo, Gunungkidul, and Sleman the protection and fulfillment of education rights are supported by the presence of district-level disability regulations, namely:

1. Local Regulation Local Government of Bantul Regency No. 11 Year 2015 Concerning The Fulfillment Of The Rights Of Persons With Disabilities, Set For September 2015.
2. Kulda Progo Regency Local Government Regulation No. 3 Year 2016 Concerning Protection of Persons With Disabilities, Set For March 2016.
3. Gunungkidul District Government Local Regulation No. 9 Year 2016 Concerning the Implementation of Protection and Fulfillment of the Rights of Persons with Disabilities, Established October 2016.
4. Local Government Regulation Local Regulation Sleman 1 Year 2018 Organizing Protection And Fulfillment Of The Rights Of Persons With Disabilities, Determined In March 2018
5. The Gunungkidul District Regulation Number 12 Year 2013.A local Regulation of Inclusive Education,

This policy factor has at least a legal umbrella that has become the basis for schools to implement

inclusive education, even though its implementation is far from expected.

Leadership. Leaders must be knowledgeable supporters of inclusion who provide caring support for their staff. This research support research of Winter and O'Raw (2010) in Forlin et al. (2013) that some keys to success with respect to inclusive education. These include the Leadership of Teachers. Teachers must accept ownership of the process and a commitment to all children in a class; Teacher beliefs and attitudes. Positive attitudes must be evident if inclusive education is to be successful, and teachers must believe that all students are.

Teacher Training. A high degree of teacher efficacy for inclusive practice must be in evidence. Teacher s' needs. These can include planning time, training, personnel resources, material resources, class size, and consideration of the severity of the disability.

Family Involvement. The involvement of the family that has children with disabilities is an important and essential element in the success of inclusive education — the voice of the child. The involvement and active engagement of the child is an essential part of the process.

To make sure all stakeholders have the commitment to realize inclusive education, the role of social marketing is very necessary so that inclusive education can be applied in Indonesia.

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Respect and protection of the education rights of persons with disabilities in the Special Province of Yogyakarta have been realized. This is manifested in the absence of policies that refuse to accept students with disabilities, as well as the issuance of regulations and policies at both the provincial and district / city levels that ensure persons with disabilities get their rights.

However, from fulfilling the right to education realized by the implementation of various government policies, this is far from what is expected. Various obstacles and challenges still faced by persons with disabilities to be able to enjoy educational opportunities.

5.2 Recommendations

Based on the results of this study, the problem of fulfilling the right to education for persons with disabilities through the implementation of inclusive education still faces various obstacles and challenges, especially in its implementation. Therefore, the role of social marketing is very necessary. Socialization, school assistance, and ongoing monitoring and evaluation by various stakeholders are needed to ensure that various government policies that encourage the realization of inclusive education can be implemented.

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