THE ROLE OF SOUTHEAST SULAWESI GOVERNMENT IN ADVOCATING SPECIAL EDUCATION ACCESS FOR DISABLED PEOPLE

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Abstract

Compared to the other issues, such as infrastructure development, poverty, and others, the equal education for disabled people has not been addressed fully. The purpose of this study is to describe the problems of access to education for students with disabilities in the region of the Regional Government of the Southeast Sulawesi Province, to understand policy taken by the Regional Government as well as to identify obstacles in implementing it. This research was conducted through interviews with several staffs of the Regional Government of the Southeast Sulawesi Province and literature study through books, journals, news and other related sources that can support this research. Through analysis using human rights theory, it is known that the Regional Government of the Southeast Sulawesi Province succeeded in helping to fulfill the existence of human rights service by drafting a regional regulation on the rights of persons with disabilities. However, the implementation of the regulation still faces obstacles such as a lack of understanding by teachers or school staffs about the definition of disability and inclusive education. In addition, the facilities and teaching staff for inclusive education systems and special schools are also still very limited, especially during the pandemic.

Keywords: Disability, education, local government, Southeast Sulawesi, Human Rights

INTRODUCTION

The World Bank in the World Report on Disability found that disability is very diverse, affecting children and adults during their lives (Hanjarwati et al., 2019). The Convention on the Rights of Persons with Disabilities which has been signed by Indonesia mandates states to take the necessary policies to ensure access for persons with disabilities (Indonesia’s Ministry of Health, 2014). Law No. 36 of 2009 on Health states that efforts to maintain the health of people with disabilities should be aimed at maintaining healthy and productive lives socially, economically, and with dignity. The government is obliged to ensure the availability of health care facilities and facilitate people with disabilities to be able to live independently and productively socially and economically. Disability is not a disability alone but is the result of the interaction of limitations that a person experiences with his environment, not just physical or mental, but is a multi-dimensional phenomenon consisting of bodily functions, activity limitations, obstacles to participation and environmental factors. The development and differences in concepts, definitions and objectives cause data on persons with disabilities collected by ministries / institutions concerned, including the Central Statistics Agency (BPS), the Ministry of Social Affairs, the Ministry of Education and the Ministry of Health can be different (Indonesia’s Ministry of Health, 2014).

According to the World Health Organization (WHO), disability is a common term to define limitations including impairment, activity limitations, and participation limitations. Disorder is defined as a problem in the function or structure of the body; Activity limitations are difficulties faced by individuals in carrying out tasks or actions; While limited participation is a problem
experienced by an individual involved in a life situation. Nevertheless, people with disabilities have the same health needs as people who don't have disabilities — for immunization, cancer screening, etc. (World Health Organization, 2021). Indonesia itself also has a definition of persons with disabilities stipulated in Law No. 8 of 2016, which defines disability as any person who has long-term physical, intellectual, mental, and/or sensory limitations who in interacting with the environment can experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights.

The Central Bureau of Statistics' 2016 National Socioeconomic Survey showed that of the 4.6 million children who did not pursue formal education, one million were children with special needs (Filani, 2017). During this time, the implementation of education for children with special needs or children with disabilities is more widely done in special education units or Extraordinary Schools (SLB). In addition, only 1.6 million or about 10% of children with special needs in Indonesia attend SLB and only 18% get inclusion education services (Indonesia’s Ministry of Education and Culture, 2017). Project Manager of Yayasan Sayangi Tunas Cilik Wiwied Triesnadi stated that there are several causes that cover the problem. About 2,000 SLB in Indonesia, 75% is a private SLB that attracts more expensive costs (Filani, 2017).

In The Province of Southeast Sulawesi, the number of people with disabilities based on Data from the Sulawesi Provincial Social Service Deadline 2014 was 3,994 (Hanjarwati et al., 2019). Knowledge about inclusiveness, inclusivity, rights and obligations as citizens and stakeholders in building an inclusive culture is still limited even in Kendari City. The role of government also needs to be improved to realize a friendly and inclusive community. In terms of participation in development, people with disabilities in the Southeast Sulawesi area are still in low numbers. This happens because the opportunities provided by stakeholders ranging from the level of hamlets, villages, sub-districts and districts in this area are still limited, which is also due to limited knowledge (Hanjarwati et al., 2019).

From the explanation of the background of the problem of access to education in Indonesia, especially in Southeast Sulawesi Province, shows that the government in carrying out its function as a policy maker to fulfill human rights for people with disabilities is still not optimal and effective. The research question in this study is "What is the efforts of the Government of Southeast Sulawesi Province in the advocate for access to education for people with disabilities?"

Specifically, this study aims to solve the problem of access to education for people with disabilities in Indonesia, especially in the territory of the Government of Province Southeast Sulawesi.

Concept of Human Rights

According to Cranston, quoted in "Human Rights in Indonesia: Towards Democratic Governances." Human Rights is by definition a universal moral right, where every human being, wherever and whenever has it, something that cannot be snatched by others without punishment, and something obtained by every human being outwardly (Yuliarso & Prajarto, 2005). While Law No. 39 of 1999 on Human Rights defines human rights as a set of rights inherent in the nature and existence of man as a creature of God Almighty and is His gift that must be respected, upheld and protected by the state, law and government, and everyone for the sake of honor and protection of human dignity and dignity.
However, human rights issues do not only include efforts to achieve human rights standards and universality acceptance of the concept. Cranston's definition is not complete enough if used as a reference to solve human rights problems in Indonesia. A number of incidents of human rights violations in Indonesia are clear evidence that the understanding of human rights is not depreciated on the fact that human rights are owned by all human beings, but also the service to human rights needs to be done by every human being. Not only that, understanding of human rights in Indonesia needs to be improved so that it is not only focused on common human rights issues such as murder, mass destruction, and genocide. Human rights values need to be applied thoroughly in all walks of life so that all forms of discrimination, racism, sexuality, and ability get adequate attention. In addition, public views that oversimplify human rights also need to be straightened out (Yuliarso & Prajarto, 2005). This also applies at the local government level. The lack of access to education for people with disabilities in Indonesia, especially in Southeast Sulawesi Province, is a violation of human rights for people with disabilities.

METHOD

This research uses qualitative research methods that will be described descriptively. Qualitative research uses different approaches from quantitative research in processing data, analysis, interpretation, and report writing. Quantitative research generally uses numbers, whereas qualitative research uses narrative research approaches, phenomenology, grounded theory, ethnography, and case studies (Creswell, 2003). Descriptive research is a study that detects and describes an individual, group, or event. The purpose of descriptive research is to describe characteristics and functions (Surbhi, 2019). In other words, descriptive research defines aspects of a study, such as who, what, where, when, why, and sometimes how the research (Dinesh, 2014). The author used qualitative descriptive analytical methods in executing research related to the role of the Government of Southeast Sulawesi Province in the advocate for access to education for people with disabilities in Indonesia, especially in the Province of Southeast Sulawesi.

To answer this research question, primary and secondary data are used. For primary data, researchers conducted interviews on the part of the Government of Southeast Sulawesi Province in this case at the Education and Culture Office and the Office of Women Empowerment and Child Protection, as an institution that is obliged to fulfill the human rights of its citizens including people with disabilities. Secondary data is data obtained in the form of publications. The method is done through literature studies in the form of books, articles in journals, official reports, online news, and other data that can support this research.

RESULTS AND DISCUSSION

Disability Issues in Southeast Sulawesi Province

In 2010, data from the Data and Information Center (PUSDATIN) from the Ministry of Social Affairs (Kemensos) estimated the number of people with disabilities in Indonesia was 11,580,117 people. Meanwhile, when referring to data from the Ministry of Manpower and Transmigration, in 2010 the number of people with disabilities was 7,126,409. According to the Central Bureau of Statistics, The National Labor Force Survey (SAKERNAS) 2011, an estimated 10% of Indonesia's population of about 24 million is people with disabilities (International Labour Organization, 2013). For 2016, the Research Team of the Institute of
Economic and Community Research of the Faculty of Economics and Business (LPEM FEB) university of Indonesia estimated the number of persons with disabilities in Indonesia at 12.15%, from 12.15% of people with disabilities, 45.74% of education levels of people with disabilities never or did not graduate from elementary school (SD). This percentage is very far compared to non-people with disabilities as many as 87.31% educated elementary school and above. Although there are various data on disability conditions in Indonesia, the data is still fairly inaccurate (International Labour Organization, 2013). This can be seen from the difference in data displayed by the Ministry of Manpower, Ministry of Manpower (Kemnaker), and the Central Statistics Agency (BPS) where all three have different data on disability according to the definition of the concept used and depending on their respective goals and needs (Indonesia’s Ministry of Health, 2014).

After the enactment of CRPD, disability in Indonesia is no longer seen only as charity based, but also social based. In other words, people with disabilities are no longer seen as a group that should only be pitied, but also protected their rights as human beings (Nursyamsi et al., 2015). There are at least 114 laws and regulations that are still in force to date related to disability issues (Nursyamsi et al., 2015).

In the field of education, the government has a program to unite people with disabilities into regular education. This program is known as inclusive education. The implementation of education for people with disabilities has been regulated through Law No. 20 of 2003 on the National Education System. In addition, the government also provides special education units for students with disabilities, both at the primary and secondary education levels, in accordance with Government Regulation No. 17 of 2010 on The Management of Education Implementation Article 133 (Indonesia’s Ministry of Education and Culture, 2016).

In Southeast Sulawesi itself, according to the Village Potential Collection in 2018 quoted in BPS of Southeast Sulawesi, people with disabilities were recorded as many as 2,114 people with the following details:
The Role of Southeast Sulawesi Government in Advocating Special Education Access for Disabled People

While the education data of people with disabilities available in the Kendari City Social Service, the education of persons with disabilities is classified into several categories, namely: no school, elementary school, junior high school, high school graduation, and college graduation. The majority of education levels of people with disabilities in Kendari City are elementary, junior high, and high school. While college graduates recorded only 2%. (Hanjarwati et al., 2019)

To ensure inclusive education for people with disabilities, there is a need for awareness of the perception or meaning of persons with disabilities. A number of studies conducted on several principals in the Kendari area showed that there is still a lack of understanding of people with disabilities and inclusive education for a number of principals, or have their own understanding. For example, when asked if there were disabled students in SMAN 2 Kendari, the principal at SMAN 2 Kendari revealed that there was one person who did not have a hand, then asked if it included being disabled. Furthermore, the principal of SMAN 2 Kendari revealed that he was less aware of the inclusion, according to him, the merger between public schools and schools with disabilities. He revealed that he did not know for sure whether SMAN 2 Kendari included inclusion or not (Hanjarwati et al., 2019).
A number of public schools in Kendari stated that they accept students with disabilities but not with full disabilities. Headmaster of SMAN 10 Kendari revealed that people with disabilities have no support or inclusion in policies and programs, because they do not have students who have disabilities or special needs, according to him, people with disabilities themselves have special schools, namely SLB or Extraordinary Schools, so that support and involvement in policies and programs must exist from these special schools (Hanjarwati et al., 2019).

**Efforts of the Regional Government of Southeast Sulawesi Province in Improving the Accessibility of Education of People with Disabilities**

In 2019, there were only 18 local governments that had local regulations on people with disabilities, including Southeast Sulawesi, other provinces namely West Sulawesi, South Kalimantan, West Kalimantan, East Kalimantan, West Sumatra, South Sumatra, Bangka Belitung Islands, DKI Jakarta, NTT, Gorontalo, West Java, Papua, Bengkulu, North Maluku, Jambi, Central Sulawesi, and South Sulawesi (Puspa, 2019). Currently, Southeast Sulawesi Province has Regional Regulation No. 10 of 2019 on Protection and Fulfillment of The Rights of Persons with Disabilities as a reference for the government in fulfilling the rights of persons with disabilities. Education for persons with disabilities is regulated in detail starting in Article 9. Article 10 explains that the Regional Government shall organize and/or facilitate education for Persons with Disabilities in every path, type, and level of education in accordance with its authority.

According to the Head of Primary Education of the Ministry of Education, Culture and Sports of Kendari City, Muchdar Alimin, inclusion schools began to be applied in Kendari City since 2017, only then only one or two schools. When entering 2019 began to be applied in elementary and junior high schools in Kendari City. Alimin explained that there are several schools that are helped to implement inclusion education, the teachers are then trained on the understanding of inclusion schools. Then, they appealed to the nearest schools (Israjab, 2020). Muchdar ensures that all elementary and junior high schools in Kendari are ready to implement inclusion programs. By 2020, only a few schools will have special needs students. The number is about 50 students at the elementary level and about 20 students at the junior level. One of the elementary schools in Kendari that implemented inclusion programs since 2019 is SD Negeri 84 Kendari (Pertiwi Bud). At the school, students with special needs are merged with regular students. The difference lies in the learning program, learning plan, and the minimum completion value. During pandemics, where learning is done online, there is different treatment for children with special needs. The school first consulted with parents so that learning could run well (Dalma, 2020).

In addition to inclusion education, Southeast Sulawesi also has SLB as many as 73 schools consisting of 17 public schools and 56 private schools. The number of teachers reached 610 while the number of SLB students from all levels was 2,558. These schools are spread across 15 districts/cities. Two districts that do not yet have SLB are South Buton District and North Kolaka. Furthermore, Head of SMK Dikbud Southeast Sulawesi, Anggraini Balaka, explained that during the COVID-19 pandemic the learning carried out was online and offline. This online learning is not all SLB students can be applied, for example to students who are visually impaired. While offline learning is done by way of teachers to his students (Dalma, 2020).
However, it is unfortunate, despite having quite a lot of SLB, there are SLB that receive less attention from the government, especially in terms of facilities. For example, The Extraordinary School (SLB) of Kusuma Bangsa, on Jambu Mente Street, Anggoya Village, Poasia Subdistrict, Kendari City, Southeast Sulawesi, is still bamboo-walled even though its location is in the middle of the city. This SLB has received permission from the Ministry of Education and Culture, and has received BOS funding. Through the BOS fund, the SLB manager paid their honoree teachers Rp. 300,000/Month. This SLB gets help from donors in the construction of its building, but the SLB manager explained that government assistance such as physical assistance has not been obtained despite having submitted every year (Israjab, 2020). Whereas Regulation No. 10 of 2019 Article 10 Paragraph 8 explains that the Local Government is obliged to facilitate educational institutions in providing Decent Accommodation.

Thus, it can be spelled out that the application of inclusion education began to be applied equally to schools around Kendari city. In addition, teachers are also given an understanding of the inclusion education system in order to implement it in their respective schools. However, facilities and appreciation to the teaching staff at SLB are still fairly minimal. Therefore, the regional government of Southeast Sulawesi Province needs to pay more attention to facilities and infrastructure in special schools such as SLB and inclusion, especially during pandemics where students with disabilities have difficulty receiving learning, because in addition to not being able to use learning through online methods, parents do not understand online. Chairman of the Indonesian Association of Persons with Disabilities (PPDI) in Southeast Sulawesi, Ali Shahid, said education is very important for people with disabilities, because by learning a lot and mastering skills can make it able to compete with non-disabled people. It is feared, a protracted pandemic will again give rise to the assumption that disability cannot develop (Dalma, 2020).

CONCLUSION

Every community deserves an equal education. Therefore, accessibility of education for people with disabilities is very important in order to develop and be on par with non-disabilities. In an effort to realize an inclusive environment, the Regional Government of Southeast Sulawesi Province issued Regional Regulation No. 10 of 2019 on Protection and Fulfillment of The Rights of Persons with Disabilities. The government has also been working to mainstream inclusive education from 2017, until 2019 inclusive education has been implemented in Kendari City schools and provides understanding to teachers about inclusive education. However, there are also a number of school staff who do not understand the definition of disability and inclusive education. Furthermore, the reality is, a number of schools in Southeast Sulawesi also do not accept students with full disabilities. This is done because the school considers there are no school facilities that can help the learning of children with full disabilities. In addition, they consider children with this category better enrolled in Extraordinary Schools (SLB) because they have special procedures that can support the learning of children with full disabilities. However, the reality in the field, a number of SLB also have very minimal facilities and teaching staff. One of the SLB managers has tried to get help from the Local Government but has not received a response. The government as a policy-making institution to fulfill human rights for the community and as an institution that must provide human rights services is still less than optimal in carrying out its role. Prov government.
Southeast Sulawesi should be appreciated in terms of the preparation of regional regulations for the fulfillment and protection of rights for people with disabilities, because not many local governments have regulations regarding the rights of people with disabilities. However, implementation in the field still needs a lot to be addressed.

REFERENCES