



Capability Approach as a Basic Education for Children with Cerebral Palsy in Indonesia

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Abstract

The background of this study started from the interest in exploring the case of education for children with Cerebral Palsy in the middle of social, culture, and economy situations in developing country such as Indonesia. Children with Cerebral Palsy which has a problem on brain, gives a challenge for a school teacher to deliver the education for children with Cerebral Palsy. However, the role of goverment as a policy maker are important to make a good regulation in education for children with Cerebral Palsy. The aim of this study is to extending that education for children with Cerebral Palsy is necessary to get more attention regarding to the implementation of education in Indonesia. The methohodology in this study is qualitative research based on literature data. This study using Philosophy of Education as a theoretical framework with the element of methodology: description, interpretation, reflection, and hermeneutics. The result of this study is capability approach could be a basic education for children with special needs Cerebral Palsy in Indonesia regarding to the dilema incoherence between theory and practice in apllication of special education for children with Cerebral Palsy.

Keywords: *Capability Approach, Children with Cerebral Palsy in Indonesia, Philosophy of Education, Theory and Practice Special Education*

Abstrak

Latar belakang kajian ini bermula dari minat dalam melihat masalah dalam pendidikan untuk anak-anak *Cerebral Palsy* di tengah situasi sosial, budaya, dan ekonomi di negara membangun seperti Indonesia. Anak-anak *Cerebral Palsy* yang mempunyai masalah pada otak, memberikan tantangan untuk guru sekolah untuk menyampaikan pendidikan untuk anak-anak *Cerebral Palsy*. Walau bagaimanapun, peranan kerajaan sebagai pembuat kebijakan adalah penting untuk membuat peraturan yang baik dalam pendidikan untuk kanak-kanak dengan *Cerebral Palsy*. Tujuan kajian ini adalah untuk memperluaskan pendidikan untuk anak-anak *Cerebral Palsy* yang diperlukan untuk mendapatkan perhatian lebih lanjut mengenai pelaksanaan pendidikan di Indonesia. Penelitian ini menggunakan Filsafat Pendidikan sebagai kerangka teori dengan unsur-unsur metodis yakni deskripsi, interpretasi, refleksi, dan hermeneutika. Metode dalam kajian ini ialah kualitatif dengan berdasar pada sumber data kepustakaan. Hasil penelitian ini yaitu pendekatan kemampuan dapat menjadi dasar dalam penerapan pendidikan bagi anak berkebutuhan khusus *Cerebral Palsy*, mengingat persoalan dilematis ketidaksesuaian antara teori dan praktik dalam pendidikan anak-anak *Cerebral Palsy* di Indonesia.

Kata Kunci: Pendekatan Kemampuan, Anak *Cerebral Palsy* di Indonesia, Filsafat Pendidikan, Teori dan Praktik, Pendidikan Khusus

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A. INTRODUCTION

Children with special educational needs are children first and have much in common with other children of the same age. There are many aspects to a child's development that make up the whole child, including – personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life and the desire to learn. Each child has individual strengths, personality and experiences so particular disabilities will impact differently on individual children. A child's special educational need should not define the whole child (National Council for Special Education, 2014, p. 9). The goals of education are considered important for all children, and shared the belief that emphasis should be placed, not on difficulty experienced by some children in their learning, but on what they are necessary if they make an education progress (Terzi, 2010, p.145), and thus on the type of additional provisions required to achieve the stated objectives. Warnock further reminds us that the concept of Special Educational Needs is aimed at expressing the continuum of abilities and disabilities that characterize the difference of children, and therefore on bringing a more positive approach than ever deployed (Warnock & Norwich, 2008, p. 84-86).

A dominant problem in the disability field is the lack of access to education for both children and adults with disabilities. As education is a fundamental right for all, enshrined in the Universal Declaration of Human Rights, and protected through various international conventions, this is a very serious problem. In a majority of countries, there is a dramatic difference in the educational opportunities provided for disabled children and those provided for non-disabled children. It will simply not be possible to realize the goal of Education for All if we do not achieve a complete

change in the situation (Lindqvist, 1999, p. 7). In Asia we find 30 million - 40 million people suffering from disability which is a serious issue and which should to be taken into consideration while implementing the plans. As disabled people have lots of potentials which should be developed to the fullest as they can help in the development of the country which is only possible through education. As they also have the right to education they should be provided with all the facilities for their overall development (Ruhela, 2017, p. 648).

This study is discussing about capability approach as a basic education for children with Cerebral Palsy in Indonesia. The main objective in this study which is being a material discussion in the scope education for children with special needs in Indonesia because Indonesia is one of the developing country with a various culture, social, and economy background. The condition of social, culture, and economy background in Indonesia give a specific challenge in the application of education for children with Cerebral Palsy. The challenge in education for children with Cerebral Palsy in Indonesia such as the dilemma of difference and diversity in social circumstances, the multiple diversity in culture, the problem incoherence between theory and practice, also the economy discrepancy in Indonesia.

Cerebral Palsy is a disorder caused by brain damage that results in abnormalities in the function of movement and coordination, psychological and cognitive so that it affects the teaching-learning process (Efendi, 2006, p. 118). Cerebral Palsy consists of two words namely cerebral which comes from the word "cerebrum" which means brain and Palsy which means stiffness. Cerebral Palsy according to the meaning of the word means stiffness caused by causes that lie within the brain. In accordance with

the above understanding, Cerebral Palsy can be interpreted as stiffness caused by something in the brain (Salim, 2007, p. 170).

Education has been recognized as one of the most significant challenges of developing countries. It is a case of priority that requires the contribution and commitment of these countries. In fact, issues of quality education and recognition have become prominent in all countries, particularly those that are presently and rapidly expanding enrolments in education for all goals (Basheka, 2009). Education is a realization of philosophical ideas, philosophy provides the principle of certainty for the role of education as a forum for human development that has given birth to educational science, educational institutions, and educational activities, so that the philosophy of education is the soul and basic in guiding an education (Jalaluddin & Idi, 2012, p. 21). Regarding the potential in children with Cerebral Palsy so they can be actualized, it certainly cannot be separated from the role of the teacher, family, and medical team in providing support such as helping Cerebral Palsy children to get an education. The role of the state more significantly is also the focus of the discussion in this study, because it relates to countries that are not present in responding to the educational problems of children with Cerebral Palsy needs. Therefore, this becomes a philosophical problem in understanding the principles and objectives of education that want to humanize human beings such as teaching knowledge and exercising independence to improve the quality of life.

B. LITERATURE REVIEW

The capability approach is one thought that can be the idea of applying a

model of learning to children with special needs. The learning model is to provide the needs and equipment according to the characteristics of children with a special needs. Capability basis stand on point that the more complete and appropriate the elements needed in educational activities for children with special needs, the less chance of disability occurs. Therefore, schools are required that provide various purposes in educational activities for children with special needs (Warnock & Norwich, 2010, p. 122).

The capability approach in conducting education for children with special needs specifically addresses issues raised about the concept of special education. Capability approach is used to identify and describe children's differences and difficulties in learning. The capability approach framework can help overcome some of the learning difficulties of each student as outlined with the concept of special educational needs that identify the problems or specific forms of needs needed for a particular student. Some conceptual aspects, whether involving the concept of the ability and ethical nature of this approach, can explain the debate about the issue of education of this special needs child (Terzi, 2008, p. 84-86). Education according to the history are often revealed to originate from the term "pedagogy" or pedagogie, Latin which means education. The word pedagogia or pedagogic refers to the notion of educational science originating from Greek. Pedagogia consists of two words namely pedos means child and pedagogos which means "I guide" or "I lead a child", while pedagogos is a servant or young man in Ancient Greece whose work took and picked up children or students to school and picked up students from school (Gandhi, 2016, p. 62).

The word pedagogos which

originally had a low connotation such as servants or servants, was then used as the name of a noble work, that is pedagogues which meant educators or educators or teachers. Education from this point of view can be interpreted as a person's activities in guiding and leading children towards optimal growth and development in order to stand alone and be responsible (Gandhi, 2016, p. 62).

Cerebral Palsy consists of two words of cerebral derived from the word cerebrum which means brain and Palsy which means stiffness. Cerebral palsy means the stiffness caused by the yeng cause lies in the brain. In accordance with the above understanding, Cerebral Palsy can be defined as the stiffness caused by something that is in the brain (Rustini, 2013, p. 77). Cerebral Palsy is a disorder caused by brain damage resulting in abnormalities in motion and coordination, psychological and cognitive functions that affect the learning process. This is in accordance with the theory presented in *The American Academy of Cerebral Palsy* (Efendi, 2006, p. 118).

Education for children with special needs Cerebral Palsy can also implement daily habits training programs, namely regular activity training daily based on time table plans such as getting up in the morning, bathing, dressing, breakfast, pooping, movement training, speech, reading, writing and giving material education in school. Students with Cerebral Palsy are given lessons through exercises that contribute to daily activities (Slaich, 2009, p. 151).

Philosophy of education is a science which is essentially an answer to various questions in the field of education. Philosophical education philosophy by itself, in essence is the application of a philosophical analysis of the field of education (Barnadip, 2017, p. 11). The philosophy of education is to prepare a philosophical concept in accordance with

the national view of the nation as a conceptual foundation for the implementation of the education system to be carried out (Gandhi, 2016, p. 85).

Educational philosophy is a philosophical rule in the field of education that describes aspects of the implementation of general philosophy and focuses on the implementation of principles and beliefs which are the basis of general philosophy in an effort to solve educational problems in practical terms (Jalaluddin & Idi, 2012, p. 6). The flow of idealism in the philosophy of education has the establishment that reality consists of substance such as ideas or ideas. The physical realm of idealism depends on the soul and matter or physical expression of ideas. The flow of realism in the philosophy of education has the view that the object or the outside world is real in itself and reality is not entirely dependent on ideas, because reality is the result of a meeting between the subject and the object (Barnadip, 2017, p. 20). The meeting between the subject and the object in the view of realism is the subject of education with educational objects such as Cerebral Palsy's children and their environment in the process of receiving education.

Lorella Terzi as a thinker in the field of philosophy of education, has a mindset that focuses on the dilemma between the continuity of theory and practice in the world of education for children with special needs such as the dilemma between the concept of inclusive schools and the concept of special schools. Lorella Terzi has several views on the education of children with special needs of Cerebral Palsy such as the capability approach in inclusive education and the capability approach in individual learning for education for children of Cerebral Palsy (Terzi, 2008, p. 83).

C. RESEARCH METHODOLOGY

The methodology in this research consist of three points which is including research design, procedure, and analytical.

1. Research Design

This work is a literature research regarding to philosophy of education as a theoretical framework. This work is a qualitative research which is adapted the qualitative research design from the second edition book *Qualitative and Inquiry Research Design* by John W. Creswell with specific on study case approach in some particular element analytical philosophy description, interpretative, reflection, and hermeneutics (Creswell, 2007, p. 73-75).

2. Procedure

a. First Step

First, this study begins with making a research designs. At this first step, the researcher makes a research design or design that is compiling a research model based on the type of research that will be compiled by adjusting the topics, themes, formal objects, and material objects that become the research plan.

b. Second Step

Second, this study continued with finding the book and literature sources which would be used for this literature research. The literature sources including books, journals, research, and articles related to the theme of education for children with Cerebral Palsy in Indonesia.

c. Third Step

Third, this study continues with classifying the literature source. Researchers at the data classification stage of this research group the data that has been collected in accordance with predetermined sources. Researchers conducted data classifications such as quoting and compiling writings in a book

describing the education of children with special needs Cerebral Palsy.

d. Fourth Step

Fourth, researchers at the data processing stage do the task of research data processing that has been obtained and classified before. The researcher analyzed the research data in the scope of the formulation of the problem that had been compiled in the research proposal, namely while working on processing the data while trying to describe the answers to the questions in the formulation of the problem so that the formulation of the problem can be answered in the series of research analyzes.

e. Fifth Step,

The researcher at the stage of compiling the results of the analysis performs the task of compiling the research in its entirety covering the entire section from the beginning to the end of the study by following the author guidelines of the Jurnal Pendidikan Indonesia Pedagogia writing script format.

3. Analytical

This work is a literature research with some analytical element which is including description, interpretation, reflection, and hermeneutics.

D. FINDINGS AND DISCUSSION

About 10,000 children are born each year who have Cerebral Palsy. Between 1,200 and 1,500 preschoolers are diagnosed with Cerebral Palsy every year. Spastic Cerebral Palsy is the most common, ranging in size from 61% to 76.9% of all cases of Cerebral Palsy. Every child, both normal and with special needs, has the right to get education and development equality for survival, growth and development. Article 7 of Law Number 4 of 1979 concerning Child Welfare states that children with special needs have the

right to obtain special services to achieve the level of growth and development to the extent of the abilities and abilities of the child concerned (Aditama, 2018, p. 52).

This research regarding to the issue of incoherence between theory and practice, found that the capability approach is a response to the issue of incoherence between theory and practice in education for children of Cerebral Palsy. The issue of incoherence in the realm of theory and practice that can occur because of an obstacle in realizing ideas and theories of education in the realm of practice is also followed by difficulties in identifying the potential of each type of Cerebral Palsy child. Therefore, the distance between theory and practice in education for Cerebral Palsy children in Indonesia, which often encounters constraints economically, socially and culturally, can be overcome by finding the advantages and disadvantages of Cerebral Palsy children, so that education is focused on the capability of each child Cerebral Palsy so that theory and practice in providing education for children of Cerebral Palsy can adjust to each other.

The analysis towards education for children with Cerebral Palsy related to its philosophical background, showed that there are hidden philosophy behind the theory and practice in education for children with Cerebral Palsy. The hidden philosophy behind the theory and practice in education for children with Cerebral Palsy concerning on philosophical understanding and reflection towards a basic needs in deriving education for children with Cerebral Palsy as a human being.

The definition of "*homo educandum*" refers to three subpredicates, that is *homo educandee*, that educated beings; *homo educabile* is a creature that can be educated; and *homo educandum* which means educational beings. Humans as *homo educandum* have the

understanding that every human being has multi potential, both multi-talent and multi-capability. This multi potential requires a process in concrete learning, goal oriented, and based on challenges through the handling of balanced education (Uhbiyati, 1997, p. 80-81). Humans as *homo educandum* namely humans as creatures that can be educated. Humans have the mind and mind that gives human ability to get education (Sunarto, 1998, p. 2).

Education is the realization of philosophical ideas, philosophy provides the principle of certainty for the role of education as a forum for human development that has given birth to the science of education, educational institutions, and educational activities, so that the philosophy of education is the soul and basic guiding education (Jalaluddin & Idi, 2012, p. 21). The difference between educational practices that are influenced by a well thought-out philosophy, and practices that are not so influenced, is the difference between education conducted with some clear idea of the ends in the way of ruling attitudes or desire or purpose that are to be created, and an education that is conducted blindly, under the control of customs and traditions that have never been examined, or in response to immediate social pressures (Dewey, 1961, p. 165-166).

The word 'philosophy' frequently causes a feeling of apprehension in the average man and even in the average student. Both believe that it deals with mysterious matters far removed from everyday life and that it traffics in ideas which only the brilliant few are capable of understanding. Such as apprehension causes the average man (and the average student) to close his mind firmly against philosophy. In the past and still to some extent in the present, *professional* philosophers and *professional* educators

come together as 'relative strangers in an academic landscape'. The professional educator cannot see how the general philosopher, who can give no definite answers even to general problems in the same way that science can give definite answers, can throw light on educational problems. The sole purpose of this book is to show that philosophy *can* help not only professional educators, but also practising teachers, however experienced or inexperienced they may be in their chosen profession. It is never too early or too late to enlist the help of philosophy (Schofield, 2012, p. 1-2).

The challenge in the application of education for children with Cerebral Palsy in Indonesia. The challenge in providing education for Cerebral Palsy children in Indonesia cannot be separated from social, cultural and economic factors in Indonesia. The limited knowledge of the community about the importance of education for children of Cerebral Palsy, often becomes an obstacle in providing education for children of Cerebral Palsy. Cultural factors that do not support the education of Cerebral Palsy children such as in school or in education services, become a separate problem in carrying out education for children of Cerebral Palsy in their respective environments. The issue of economic inequality in developing countries such as Indonesia also provides difficulties in conducting education for Cerebral Palsy children in Indonesia, especially in the area of educational facilities for Cerebral Palsy children in disadvantaged areas in

Indonesia and even distribution of education facilities between families with a weak economic background and families with a strong economic background in Indonesia.

Families with Cerebral Palsy children consist of diverse economic levels. There are families that have children with Cerebral Palsy with a weak economic level and there are also families that have children with Cerebral Palsy with a strong economic level. The economic level of families who have Cerebral Palsy children also has an influence in responding to education for Cerebral Palsy children. Families with weak economic levels tend to be less optimistic and care about education for their children who suffer from Cerebral Palsy, while families with strong economic levels have a positive response, namely that their children who have Cerebral Palsy get a decent education to train their abilities and improve their quality of life (Dwairy, 2010, p. 30-35).

Developing countries is defined as those countries that presently exist far behind achieving public and global recognition for their Teacher Education institutions and programs; however, they have been increasingly making efforts to do so. Although developing countries have various histories, cultural backgrounds, colonial experiences and political orientations but these notwithstanding, they have common basic philosophy, goals, objectives and obstacles (Mahasin, 2011, p. 13).

Table 1
Classification of the Type of Cerebral Palsy and Its Physical Indication

Physical Classification	Physical Indication
A. Spastic Hemiplegia	(a) Seizure disorders begin to appear before a 2 year old child (b) The process of walking ability is delayed 18-24

	months
B. Spastic Diplegia	(a) The first clinical sign appears when the child begins to crawl (b) Intellectual development is normal, but on average does not have the ability to learn
C. Spastic Quadriplegia	(a) Heavy type Cerebral Palsy (b) Too late to talk and general visual abnormalities
D. Athetoid	(a) Cerebral Palsy type which is rare (b) Seizure disorders are rare (c) Intellectual development is relatively normal

Source: [Sankar & Mundkur, Cerebral palsy-definition, classification, etiology and early diagnosis on Symposium on Developmental and Behavioral Disorders, 2005](#)

Cerebral Palsy is divided into four types which is including spastic type, athetoid, a combination of spastic and athetoid, and hypotony. The spastic type of Cerebral Palsy is stiffness that is experienced when the sufferer is too weak or too stiff. The athetoid type of Cerebral Palsy occurs where the patient does not attempt to guard his muscle movements, usually this type of Cerebral

Palsy child has an abnormal body position. Cerebral Palsy The type of combination between spastic and athetoid is a combination of body stiffness problems with abnormal movements or body position. Cerebral Palsy The type of hypotony occurs in a very weak child's muscle, so the body becomes drooping and risks developing towards a spastic or athetoid type ([Ramli, 2014, p. 8](#)).

Table 2
Suggested Educational Provision for Children with Varying Degrees of Mental and Physical Ability

Physical Classification	Mental Level	Suggested Educational Provision
A. Slightly handicapped	(a) Intelligence within normal range/ supernormal/dull	Ordinary school
	(b) Feeble-minded	Special school for educationally sub-normal or occupational center
	(c) Imbecile and idiot	Institution
B. Moderately and C. Severely handicapped	(a) Supernormal, normal, and dull-normal	Special school for Cerebral Palsy or school for physically handicapped children
	(b) Feeble-minded	Special occupation centre
	(c) Imbecile and idiot	Institution
D. Very severely	(a) Super-normal, normal, and	Home teaching

handicapped	dull (b) Feeble-minded (c) Imbecile and idiot	Home training Institution
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Source: [Salim, *Education for Children with Cerebral Palsy*, 2007, p. 197](#)

The various conditions of Cerebral Palsy children classified into three levels, namely the children of Cerebral Palsy with the type of mild, moderate, and severe, require an educational medium that supports the abilities of each child of Cerebral Palsy. Cerebral Palsy children with mild and moderate types can still attend education in schools such as inclusive schools and special schools, but children of the Cerebral Palsy with the heavy type such as having a severe body disability can get education in education services. Therefore, a capability approach is needed in providing education for children of Cerebral Palsy so that the theories and practices provided in education for children of Cerebral Palsy can be targeted and in accordance with educational needs in order to advance and improve the quality of life for each child Cerebral Palsy.

The incoherence dilemma between theory and practice in education for children of Cerebral Palsy shows that there are difficulties in adjusting between theory and practice in providing education for Cerebral Palsy children in Indonesia. On the one hand, the theory relies on ideas or ideas as a basis for carrying out education for children of Cerebral Palsy. In the practical domain, the practice of education for children of Cerebral Palsy often encounters obstacles in the fulfillment of educational facilities that ideally adapting the theory of education for children of Cerebral Palsy. Problems in the realm of such practices relate to the constraints of economic inequality in Indonesia which have not been able to provide facilities evenly in terms of

meeting the educational needs of Cerebral Palsy children in certain areas such as in underdeveloped regions.

The existence of the distance between theory and practice in education for children of Cerebral Palsy when viewed in the perspective of philosophy of education, shows that idealism in the philosophy of education is the basis of theory which is the source of the framework of ideas or concepts for the education of Cerebral Palsy children in Indonesia. While in the realm of practice, realism in the philosophy of education is the basis for the continuity of the education of Cerebral Palsy children in Indonesia. The issue of incoherence between theory and practice is also a question of the dilemma between idealism and realism that can encounter obstacles in adjusting between educational theories in the realm of human ideas or thoughts; with real or real aspects in the realm of educational practice for Cerebral Palsy children in Indonesia.

Idealism and realism are the two oldest schools of educational philosophy. Idealism is the flow of educational philosophy which says that reality cannot change, knowledge can be obtained by thinking of innate ideas contained in human beings and the value of human knowledge, is eternal and absolute. Realism is contrary to idealism, reality according to realism is derived from natural law which is objective and composed of matter, knowledge is not obtained by thinking of ideas but through sensation and abstraction, the value obtained is the same as natural law ([Ornstein, 1985, p. 188](#)).

The teacher can achieve excellence in his students in the face of learner diversity. The heart of the analysis is that the teacher is required to use his creativity in improvising for every learning situation an assessment method that is capable of exposing the deficiency of every learner to enable the teacher cater effectively for the specific learning needs of every learner by ensuring that no learner is left behind even in the face of diversity for, a creative, resourceful and versatile teacher is undoubtedly capable of achieving excellence in all his students (Rufai, 2010, p. 75).

Several conceptual aspects, pertaining both to the concept of capability and to the ethical nature of the approach, can inform the debate on these issues. There is a conceptual gain in adopting the idea of capability. This consists in a relational definition of learning difficulties and disability in terms of limitation of capability, which goes beyond unilateral individual or social causal explanations, and is furthermore seen as an aspect of human diversity among all the others (Terzi, 2005, p. 17).

Lorella Terzi reinforces her view of the education of children with special needs with educational methods of children with a special needs capability approach. The capability approach is the comparison of the advantages and disadvantages of each child, then making the excess to provide a certain function. This capability approach combines the normative framework and practical implementation. The normative framework contains the ideal concept of positive values of special needs education, while practical implementation contains the application of local policies to facilitate children with a special needs (Terzi, 2008, p. 84-86). The capability approach as revealed by Lorella Terzi is a method that can be applied to provide education for Cerebral Palsy children in Indonesia,

because various types of Cerebral Palsy children who are so diverse require a capability approach to identify their potential. That way, theory and practice can adjust to the capability of each Cerebral Palsy child so that Cerebral Palsy children can receive the right education in order to improve their abilities in independence of daily living and improve the quality of their lives.

More specifically, the concept of functionings accounts for the possible restrictions relating to impairment, while the idea of capability expresses the consequent limitations in opportunities for functionings pertaining to disability. Since an individual's functioning, and therefore his or her functional difficulty, depends on the interrelation of individual, social and contextual factors, the nature of the capability limitation is neither individually nor socially determined, but it is seen as a result of such interrelation of factors. Both personal characteristics and the design of social and institutional arrangements are therefore important in determining whether an individual impairment results in functional difficulties or restrictions, and therefore in a limitation of capability. Moreover, the framework of capability does not entail the use of specific categories, but rather focuses on possible functionings, however common or atypical they might be, as expression of human diversity (Terzi, 2008, p. 85-86).

E. CONCLUSION

The conclusion in this present study is capability approach could be a basis in giving education for children with Cerebral Palsy. Capability approach as a basic education for children with Cerebral Palsy because of the various conditions of each child with Cerebral Palsy need to get attention in each specific case in order to carry out the right and wise education for each student with Cerebral Palsy. The

challenges in providing education for Cerebral Palsy children in developing countries such as Indonesia, are certainly inseparable from the social, cultural and economic factors. The success of achieving educational goals for Cerebral Palsy children in Indonesia certainly requires integration between the role of the state and the role of educational institutions or services that give special attention to the field of education for children with special needs Cerebral Palsy.

Without synergy or cooperation between the role of the state as a policy maker in the education of Cerebral Palsy's children and the role of educational institutions or services involving educators in providing education for children of Cerebral Palsy, the chances of non-compliance can occur. The problem of incompatibility between theory and practice can occur given the challenges in providing education for Cerebral Palsy children in Indonesia such as in terms of fulfilling educational facilities that are evenly distributed in various regions, providing educational

curricula that need to be given through specific learning models or methods, as well as difficulties motion that is often experienced by children with Cerebral Palsy.

The capability approach in education for children of Cerebral Palsy, is the basis for education itself, because the problem in the field of education for children of Cerebral Palsy regarding to the philosophical perspectives is that the objectives and basis for conducting education will be oriented to the subject of education itself. Children with Cerebral Palsy as a subject in education, is a human being who has a right to get a good education which is be able to humanize children with special needs Cerebral Palsy and be able to improve the capability of every child with Cerebral Palsy, so that the quality of life children with Cerebral Palsy could be increase.

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