



GEPIKAS (MOVEMENT TO CARE FOR EDUCATION OF CHILDREN WITH DISABILITIES): EFFECTIVE EFFORTS TO EQUALIZE QUALITY AND INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

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Abstract

GEPIKAS is an initiative that aims to improve access to quality education for children with disabilities in Indonesia. In the context of inclusive education, GEPIKAS focuses on developing policies and programs that support the integration of children with disabilities into the formal education system. Through collaboration between the government, educational institutions, and the community, this movement seeks to create a friendly learning environment that supports the special needs of students. The importance of accurate data on the number and type of disabilities in educational institutions is one of the main pillars in the implementation of GEPIKAS. With applications such as the Student Learning Profile (PBS), it is hoped that inclusive student data collection can be carried out in detail, so that the policies taken can be more targeted. In addition, training for educators on how to teach children with disabilities is also a main focus to ensure the quality of education received. Through socialization and training activities, GEPIKAS not only seeks to increase public awareness of the importance of inclusive education, but also encourages active participation from various parties in supporting children with disabilities. Thus, GEPIKAS is expected to become an effective model in equalizing quality education in Indonesia, ensuring that every child, without exception, gets their right to learn and develop.

Keywords: *GEPIKAS (Movement to Care for Education of Children with Disabilities, Equalization of Quality, Inclusive Education and Children with Disabilities)*

BACKGROUND

All Indonesian people are required to receive social justice. This is in accordance with the 5th Principle of Pancasila which reads "Social justice for all Indonesian people" which means that everyone in Indonesia has the right to be treated and behave fairly towards others. Justice for all children in Indonesia who have the right to receive quality education, because quality education is an important aspect in realizing an intelligent generation. In addition, education must also be felt by people with disabilities because they have the right to receive proper education just like other individuals.

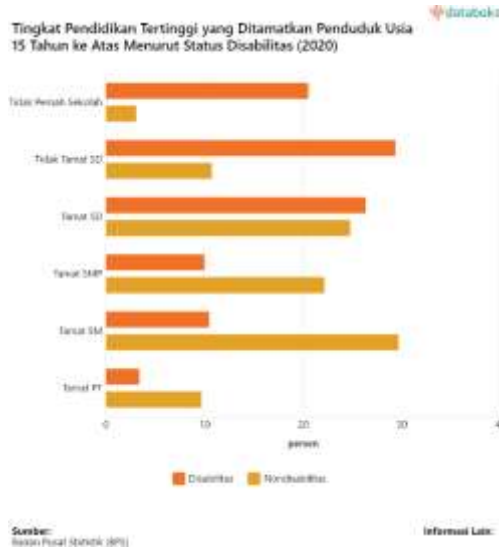
Every normal individual or person with disabilities has the right to receive quality education, as stated in the 1945 Republic of Indonesia Law, Article 311, and the law is also supported by Law No. 20 of 2003, Article (5) paragraph (2), which states that every citizen who has physical, emotional, mental, intellectual, and social disabilities has the right to receive special education. However, this justice does not touch children with disabilities, many of whom have not received quality and inclusive education, and they also still have difficulty in honing their potential. In addition, groups of people with disabilities in society still experience discrimination in their daily lives. This means that their environment considers that children with disabilities do not have the potential to realize quality and inclusive education.

Based on data from the Central Statistics Agency (BPS) in 2020, the last level of education for most people with disabilities was not graduating from Elementary School (SD), which is 29.35%. Furthermore, as many as 26.32% of people with disabilities were only elementary school graduates.

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In addition, children with disabilities who have never been to school reached 20.51%. Furthermore, people with disabilities whose last education was only Junior High School (SMP) were only 9.97%, High School (SM) 10.47%, and College (PT) 3.38%.³



In addition, one of the problems is in Aceh Province, Banda Aceh City, the General Chairperson of the Indonesian Blind Association (Pertuni) Aria Indrawati, SH revealed that many children with disabilities, especially blind children in Aceh Province do not continue their education to a higher level, either public or private. This was proven by the Chairperson of Pertuni Aria Indrawati, SH who held a meeting with the Head of the Aceh Education Office represented by the Head of the High School Division and the Head of the Bukesra Banda Aceh Special School who revealed that blind children in Aceh Province are very minimal in continuing their education to a higher level⁴.

In addition, from the news raised by KBA.ONE, BANDA ACEH, the Aceh Education Office (Disdik)'s treatment of Special Schools (SLB) is considered still minimal. In fact, a SLB teacher who was met by KBA.ONE, Friday, June 23, 2023, admitted that his school received very little assistance from the Education Office, for the past 2 years, children with disabilities at the school have never received Braille board assistance from the Education Office. Not only that, the Education Office also almost never helps with other reading materials such as science, social studies and Indonesian books⁵. So, what is the role of the DPR, Government, and Society in realizing quality and inclusive education for children with disabilities?

DISCUSSION

Laws alone are not enough to address the lack of equal education for children with disabilities. This is evidenced by the results of a 2020 BPS survey that there are still many children with disabilities in Indonesia who do not attend school or do not continue their education to a higher level. In fact, many children with disabilities have very good achievements, but the government and society pay little attention to this. Therefore, the role of the government and critical youth in Indonesia is urgently needed to equalize quality and inclusive education for children with disabilities.

If I am given the opportunity to become a member of the Indonesian House of Representatives, I will prioritize the rights of children with disabilities who have not received quality and inclusive education with a community called "GEPIKAS" (Gerakan Peduli Pendidikan Anak Disabilitas). This community will later be aimed at critical youth throughout Indonesia who will specifically work in the field of education. In addition, this community will act as the vanguard



in ensuring the educational rights of children with disabilities who have not attended school. GEPIKAS will go directly to Special Schools (SLB) throughout Indonesia to identify and meet the specific needs of each school. This community will also hold the National Disability Students Art Competition Festival (FLS2DN) and will collaborate with the Ministry of Education, Culture, Research and Technology. This festival is exclusive for students with disabilities which aims to explore and hone their potential talents.

The rights of children with disabilities who have not received quality and inclusive education must be fulfilled immediately. Through the GEPIKAS community and the FLS2DN event, I will realize the 3 functions of the DPR, namely:

1. Legislative Function,

Regarding the legislative function, I will optimize Law No. 20 of 2003 article (5) paragraph (2)6 so that equality for children with disabilities can be realized immediately. In addition, collaboration between the DPR and the GEPIKAS community is very much needed, GEPIKAS can be the DPR's vanguard in every corner of the archipelago in ensuring the right to quality and inclusive education for children with disabilities.

2. Budget Function

Budget is an important foundation in realizing a program. I will allocate APBN funds to support the GEPIKAS community in meeting the inclusive education needs of children with disabilities. GEPIKAS will provide learning facilities, improve the professionalism of educators, optimize the curriculum and provide scholarships to underprivileged children with disabilities so that they can continue their education to a higher level. In addition, APBN funds will be allocated to make FLS2DN a success in order to hone the great potential of children with disabilities.

3. Supervisory Function

Realizing a program is not far from the word supervision, I will closely monitor the GEPIKAS community, ensuring that funds, scholarships and facilities really reach the hands of children with disabilities. I will also work with KEMENDIKBUDRISTEK to ensure the implementation of FLS2DN, so that all children with disabilities throughout Indonesia can participate and develop their talents.

CONCLUSION AND SUGGESTIONS

President of the Republic of Indonesia Joko Widodo in his message on International Day of Persons with Disabilities 2021 stated, "Commitment and services to disabilities are a measure of the progress of a nation's civilization."⁷ From this message, we can understand that children with disabilities also have an important role in creating a golden and intelligent generation. Therefore, let us realize equal, quality and inclusive education for children with disabilities throughout Indonesia. They have the right to education like other individuals and we can all create meaningful change for the realization of a golden Indonesia in 2045.

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