



Diskriminasi Anak Berkebutuhan Khusus: *Cerebral Palsy* Discrimination of Students in Specific Need: *Cerebral Palsy*

Wina Calista¹, Maratul Qiftiyah²

¹Universitas Islam Negeri Raden Fatah Palembang

²Universitas Islam Negeri Sunan Kalijaga Yogyakarta

e-mail: [1winacalista21@gmail.com](mailto:winacalista21@gmail.com), [2maratulqiftiyah@gmail.com](mailto:maratulqiftiyah@gmail.com)

Received: 2020-09-16

Accepted: 2020-12-12

Published:22-12-2020

How to cite this article:

Calista, Wina., Qiftiyah, Maratul. (2020). Discrimination of Students in Specific Need: *Cerebral Palsy*. *Pedagogik Journal of Islamic Elementary School*, Vol. 3(2), 25-34. <https://doi.org/10.24256/pijies.v3i2.1575>

Abstract

The purpose of this study was to describe acts of discrimination that occur between regular students and students with special needs in inclusive schools. This type of research is qualitative research with a case study approach. The subjects in this study were students with special needs in grade IV with the initials AN who had been diagnosed with cerebral palsy. The study was conducted at Giwangan Public Elementary School in Yogyakarta. Data collection techniques used in this study were interviews, observation, and documentation. The results showed that the forms of discrimination between regular students and students with special needs with cerebral palsy disorders in inclusive schools were ridicule, rejection, and physical contact. As a result, students with special needs withdraw from the social environment at school. Inclusive schools as child-friendly schools can certainly eliminate discriminatory attitudes in schools. The existence of acts of discrimination that still occur in inclusive schools means that schools have not been able to accommodate all students.

Keywords: *Discrimination; Students with Special Need; School of Inclusion*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tindakan diskriminasi antara siswa reguler dan ABK di lingkungan sekolah inklusif. Jenis penelitian ini adalah jenis kualitatif dengan pendekatan study kasus. Subjek dalam observasi yaitu ABK di kelas IV dengan inisial AN yang telah didiagnosa mengalami *cerebral palsy*. Penelitian dilakukan di SD Negeri Giwangan Yogyakarta. Teknik pengumpulan data yang digunakan adalah diantaranya wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa bentuk diskriminasi antara siswa reguler terhadap ABK dengan gangguan *cerebral palsy* di sekolah inklusi berupa ejekan, penolakan, dan kontak fisik. Akibatnya ABK menarik diri dari lingkungan social di sekolah. Sekolah inklusi sebagai sekolah yang ramah anak tentunya bisa menghilangkan sikap diskriminasi di sekolah. Adanya tindak

diskriminasi yang masih terjadi di sekolah inklusi tersebut berarti sekolah belum mampu mengakomodasi seluruh siswa.

Kata kunci : Diskriminasi; Anak Berkebutuahn Khsusus; Sekolah Inklusi.

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Introduction

Inclusive schools are the result of a policy on education that is open to all without exception (educations for all) which was proclaimed by UNESCO in 1990. The term inclusive education first appeared in the international policy of The Salamanca, The Word Conference in Bangkok in 1994 (Hasan, 2009). Starting from the conference, inclusive education was developed and implemented in various countries, including Indonesia.

Inclusive education in Indonesia aims to provide opportunities for children with special needs to get an education without discrimination. This is as stated in Law no. 20 of 2003 concerning the National Education System that the Government and Regional Governments are obliged to open facilities/services that facilitate and provide protection for the provision of quality education for all citizens without discrimination ". ABK are students who have different characters and abilities from normal children. Different types of children with special needs with terms adjusted for barriers (Chamidah, 2019).

Public schools with an inclusive orientation are a form of school that accommodates all students such as students with physical disorders, intellectual disorders, social-emotional disorders, health problems, and so on to work together with regular students to study together in one school. Theoretically, inclusive education is an educational process that allows all students to get the same educational services as regular students regardless of the things that students lack (Kustawan dan Hermawan, 2013).

The diversity of students in inclusive schools certainly requires children, both regular and special needs to adapt to one another with a different environment from other public schools. Also to training students' social development, the apparent differences between regular students and ABK can lead to different views. Also, ABK, who are a minority in school, often feel inferior if they have to hang out with the

majority of normal students. It is not uncommon for ABK to get poor treatment for their limitations. Although the aim of establishing inclusive education is to accommodate education for all without discrimination, it is undeniable that discrimination still occurs in schools that have been designated as inclusive education.

SDN Giwangan is the oldest inclusive school in Yogyakarta. SD Negeri Giwangan Yogyakarta accepts various kinds of special needs with various types of limitations. This has led to acts of discrimination committed by regular students against ABK.

As the results of observations made by ABK tend to be alone when learning activities in class and activities outside the classroom. One of them is experienced by AN as ABK who has cerebral palsy. Also, it is based on the results of interviews with regular students that they do not want to mingle with ABK because they feel uncomfortable and even think they are "disgusted" if they have to make friends with ABK. This was supported by an interview with the Inclusive Companion Teacher who said that the acts of discrimination that still occurred against children with special needs in school, such discrimination were like taunting by regular students.

Based on the results of the preliminary study above, the real purpose of an inclusive school is to provide the widest possible opportunity for all students who have limitations to obtain quality educational activities according to their needs and abilities without discrimination. But in fact, this discriminatory attitude still occurs today, where most of the victims are ABK who are a minority. To describe in more depth acts of discrimination against children with special needs in inclusive schools, this journal will describe the results of research with the theme "discrimination with special needs: cerebral palsy".

Method

In this study, the informants used qualitative research with a case study approach. The subjects in this study were ABK in grade IV with the initials AN who had been diagnosed with cerebral palsy.

The research was conducted at Giwangan State Elementary School, Yogyakarta. Data collection techniques used in this study were interviews and observations. The interview technique used in this study was a planned interview but did not use a standard format and sequence. The type of observation in this study is participatory

observation, where the researcher is involved in the daily activities of the person being observed or who is used as a source of research data. In the observation process, the researcher did it directly, namely by looking directly at the research location, namely SDN Giwangan. The data analysis techniques in this research are pre-field analysis, field analysis using the Miles and Huberman model which includes data reduction, display data, and conclusion drawing.

Results

Cerebral palsy is the result of brain damage or brain defects that mostly occurs when a person is still in the womb or at birth, although there are some cases of CP that are not congenital. Recent studies have shown that most cerebral palsy results from abnormal brain development or brain damage during childbirth. Also, accidents, violence, malpractice, negligence, infections, and injuries are known to be the causes of cerebral palsy (Anindita, 2019).

Cerebral palsy is not a life-threatening disease, but a condition, except for children born with very severe cases. Because cerebral palsy is a condition, the damage to the brain cannot be cured or in other words, it is permanent, but treatment and therapy can help regulate its impact on the body. Cerebral palsy is also not contagious, because cerebral palsy occurs due to damage to brain development. There are drugs, therapies, and technology that can help children with cerebral palsy survive, such as wheelchairs, leg braces, braces, and others.

Children with cerebral palsy will experience motor problems due to damage to the brain tissue, especially the motor center or its connective tissue. Damage to the brain can occur during pregnancy, childbirth, or during the process of central nerve formation. Children with cerebral palsy can also experience various comorbidities, namely cognitive disorders and physical disorders (Eliyanto, 2013).

The subject in this study is AN who is one of the students with the cerebral palsy disorder. The cerebral palsy disorder that is experienced makes AN unable to participate in all existing activities at school such as sports activities and extracurricular activities. This is due to weak physical condition if you do too much activity. Due to these limitations, AN is often shunned by his regular friends. Regular students only want to be friends with fellow regular students. Also, it can be seen that during school break, AN spends more time in the inclusion room than joining regular

friends. This attitude is motivated by AN who often experiences bad actions from regular students.

As from the results of the interview with AN that his friends often refused to attend AN in all activities at school, even physical treatment such as hitting was also experienced. AN has never had positive interactions with regular friends at school. Thus AN and also other ABK spend more time in the inclusion room. Based on the interview with AN, that the complaints experienced when doing many activities that require a lot of activity are physically weak, tired, and even unable to walk far, such as in leisurely walks around the school. So that in school activities other than learning in class, the children with special needs at school are mostly spent in the inclusion space provided by the school. The inclusion room is a special room for children with special needs, which contains facilities that can support learning with special needs students of various types and needs. However, the teaching and learning process in inclusive schools still combines regular students and special needs, it's just that if the ABK is not conducive when studying with regular students then at that time they are transferred to the inclusive class.

From the results of observations that have been made that discriminatory acts at school are carried out by regular students, the majority of which are against ABK as a minority. Based on the results of the interview with Mrs. Pini Lestari, S.Pd as the special companion teacher stated that:

"Actions of discrimination between regular students against ABK still occur, such as in the form of ridicule, rejection of ABK in all activities at school, asking for pocket money for ABK, and so on. The actions of regular students make ABK prefer to be alone rather than having to join regular students. Even during class learning, if regular students tease the ABK, the ABK will be transferred to the inclusive class so that students can study in peace. "

One of these actions was experienced by AN ABK who based on the results of the assessment was diagnosed with cerebral palsy. The cerebral palsy disorder that is experienced makes AN unable to participate in all activities in school, such as sports activities and extracurricular activities. As from the results of the interview with AN that his friends often refused to attend AN in all activities at school, even physical treatment such as hitting was also experienced. So that AN never had positive interactions with regular friends at school. The social disparity that occurs between regular students and ABK as experienced by AN, who does not always study in

regular classes and does not participate in several activities at school, inevitably creates a different view from other regular students. The impact of all this is that children with special needs have a small social sphere at school.

Discussion

Characteristics of children with cerebral palsy disorders are children who have health problems so that children do not allow them to carry out all physical activities like normal children. This makes children limit themselves from activities that are physically related. Besides to the physical condition or physical weakness experienced by cerebral palsy children, psychological problems also often accompany their physical condition. This shows their physical limitations so that they often experience obstacles when relating and interacting with peers. Even negative actions can also occur, such as discrimination against children with cerebral palsy for their limited physical abilities. So that it can alienate children from their social life.

If viewed from the Government Regulation above, children with cerebral palsy are included in the category of physical disabilities. Disorders owned by cerebral palsy make it difficult for children to move. According to Fahmi in the journal, Suyadi states that elementary school-aged children between 6-12 years have characteristics such as enjoying physical activity in all things such as playing, exercising, developing expanding relationships with the surrounding environment, developing basic skills in reading, writing, calculating, and forming attitudes against social groups (Sugiarmin dan Toha, 1996).

In line with what was stated by (Soekanto, 2017) that one of the things that causes someone to be alienated in their social life is because of a disability in one of their senses. ABK who are identical to take education in Special Schools (SLB), then inclusive education emerges which provides ABK opportunities to study together with regular students in one school scope. Indirectly there are differences in students in schools. This difference is triggered by the diversity of types of disturbances experienced by ABK. ABK as a minority in inclusive schools are identical to being the main target for negative actions in schools.

To avoid these actions, the government as stated in Law no. 23 Article 54 of 2002 concerning Child Protection, states that children must be protected from various acts of

violence in schools. Even though ABK in an inclusive education environment has received guarantees and attention from the Government as stated in a written policy in the Act, the fact is that inclusive schools have not been able to become friendly schools for ABK as minority students.

From this explanation, it can be seen that until now the self-isolation experienced by ABK as a minority still occurs both in the home and school environment. The existence of ABK in an inclusive education environment, where the majority are regular students, makes a very high difference in attitudes among students. This is due to differences in physical abilities and abilities that limit the two of them in socializing at school.

According to Suharmini (2009), when children get negative responses from their friends, they are like being teased, refusing to be friends or groups, causing children to feel left out, and tend to withdraw from their social environment.

The negative view of regular students who think that ABK is a disabled student who cannot make regular students more comfortable hanging out with fellow regular students at school. This is in line with the results of interviews with some regular students at school that they consider it "disgusted" to make friends, interact with children with special needs. The different stigma that exists in the minds of regular students towards ABK makes the relationship between students in inclusive schools unable to be properly established on a "different" basis. The emergence of this view is due to the lack of support from schools for students with special needs. As an inclusive school, the school should be able to create a comfortable learning environment for all students, both regular and special needs. This comfortable environment is created by having mutual affection, caring, tolerance, cooperation, and not discriminating.

In the educational paradigm, the diversity of children is very important to be respected because every child has a different background in cultural life and development. Therefore, schools should be able to create a good social environment in schools. Ormrod stated that the presence of ABK in general education can provide benefits for students such as a more positive self-image, better social skills, more frequent interactions with peers including regular students, more appropriate behavior in class, equivalent academic achievement, or even more. with high achievements when placed in a special class (Ormrod, 2009). This is the goal of inclusive education, which is to provide the widest possible opportunity for all students with physical,

emotional, mental, and social disabilities to obtain quality education according to their needs and abilities, and also to provide education that respects diversity and is not discriminatory for all students (Illahi, 2013).

As a student who is classified as ABK, children with cerebral palsy have more sensitive characteristics, they do not have self-confidence and cannot adapt to their social environment (Astaty, 2019). These characteristics are certainly different from the characteristics possessed by regular students, in line with Heward's opinion that children with special needs are children who have different characteristics from children in general but that does not mean that these differences always lead to the mental, emotional, or physical inability (Heward, 2003).

With the characteristics possessed by children with cerebral palsy disorders, in this case, the need for students to get social support at school. Social support for children with cerebral palsy can come from school principals, class teachers, special companion teachers, and including friends at school. Teachers provide social support to students in schools, such as not discriminating and not favoritism between regular students and ABK. As a teacher, he must also be skilled in teaching and learning activities for students who have various backgrounds, so that students with special needs do not feel left out among their friends when learning in class. From the teacher's attitude, students can imitate the teacher's actions that do not differentiate between students. So that a harmonious relationship can be established at school.

To avoid discrimination in inclusive schools between regular students and ABK, schools must be able to ensure that all students are safe and protected from various conditions that can create bad relationships, such as treatment or harassment both physically and psychologically. The diversity of students in inclusive schools is not seen as a problem so that the existence of inclusive education can teach students to be tolerant of each other and respect differences. This is by Salamanca's statement in 1994 regarding special education and inclusive education which states that one way to overcome discrimination and different stigma between students is to develop inclusive education that is child-friendly (Kustawan dan Hermawan, 2013).

If discrimination is still experienced by children with special needs in inclusive schools, it can be said that the school has not been able to accommodate all students following the goals of inclusive education itself. In the perspective of inclusive education, what is seen as the main factor is the system (curriculum, teachers, and the

environment), not children. So that the discrimination that occurs between students does not come from the children themselves, but is caused by the system that does not respond to the emergence of these actions in school. Therefore, the existing system in inclusive schools must be adapted to the diversity of children, such as teachers' attention which must be a child-centered, curriculum that must be flexible, and involve parents.

For the cooperation of all parties, both teachers and parents can provide understanding to students that differences are not something that is seen as a problem, but with these differences can strengthen one another so that it can create a close relationship between students in the inclusive school environment.

Conclusion

Cerebral palsy is a type of health disorder that causes a person's physical condition to be weak. Children who have the cerebral palsy disorder, including the type of ABK. As a result, students with the cerebral palsy disorder cannot do all the activities as regular students, which results in different views between regular students and special needs. Discriminatory acts committed by ABK with cerebral palsy at Giwangan State Elementary School Yogyakarta, among others, are in the form of taunts, rejection of ABK in various activities to discriminatory treatment in the form of physical contact. The actions of regular students caused the ABK to withdraw from the social environment in the school.

The existence of discrimination that still occurs in inclusive schools is that schools have not been maximal in creating inclusive schools that are child-friendly. As a school that has implemented a pattern of inclusive education, it must prepare itself as much as possible to accept students of all kinds and different needs. As for the special companion teachers, inclusive facilities, good education, and assessment for parents, teachers, and students in the school itself. Thus, the implementation of inclusive schools can run well and there is no discrimination between students.

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