

IMPLEMENTATION OF THE RIGHT TO EDUCATION FOR CHILDREN WITH DISABILITIES IN BANDA ACEH, ACEH PROVINCE, INDONESIA

Farissa and Lena Farsia

Faculty of Law, Syiah Kuala University, Indonesia
Putroe Phang No.1, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh, Aceh 23111
E-mail: farsia.lena@usk.ac.id

ABSTRACT

This article examines the extent to which the Aceh government fulfils the right to education for children with disabilities and the challenges encountered in ensuring their access to education. The research methodology employed includes normative empirical approaches, incorporating both library and field research. The findings reveal that the government of Banda Aceh has demonstrated significant support for disabled children through the establishment of special schools, the implementation of regulations, provision of teacher training, allocation of education funds, and availability of autism therapy facilities. However, these schools remain insufficient in meeting the needs of disabled children. Additionally, in order to promote inclusivity, the Banda Aceh government should prioritize disability needs by focusing on equitable access to education, implementing anti-discrimination measures, enhancing educator training, increasing funding, and raising community awareness. Effective enforcement of regulations and extensive educational outreach emphasizing the importance of education for disabled children are crucial factors in this regard.

Keywords: *Persons with Disabilities, Child's Right, Education, Banda Aceh*

INTRODUCTION

Ensuring the protection of rights is not limited to physically and mentally able individuals, but also extends to vulnerable groups such as people with disabilities. Individuals with long-term impairments in physical, mental, intellectual, or emotional functioning may face barriers that hinder their full participation in society on an equal basis. The Convention on the Rights of the Child (CRC) addresses the rights of disabled individuals, including children, in Article 23. This article emphasizes the right of children and young people with disabilities to receive specialized care and education. It is essential that all children and adolescents have access to care and education that considers their specific needs, including disabilities. Regardless of the circumstances, no child or young person should ever be subjected to mistreatment based on their condition. Their freedom should not be restricted, and they should be supported in pursuing their goals without limitations.

The right of every child to receive an education is firmly established in Article 28, paragraph 1 of the Convention on the Rights of the Child. This article emphasizes the importance of providing all children with access to educational and career guidance resources, ensuring that basic education

is compulsory and free of charge, promoting diverse and engaging forms of education, encouraging children to attend religious schools, and striving to reduce the dropout rate by increasing enrolment in religious schools.

Children with disabilities are protected by the Convention on the Rights of Persons with Disabilities (CRPD), an international treaty that aims to safeguard the rights of individuals with disabilities. The primary objective of this convention is to ensure equal opportunities for people with disabilities to access public services. Inclusion and active participation of individuals of all abilities in all aspects of society are key goals of the CRPD. Additionally, there are specific regulations pertaining to the rights of people with disabilities, as outlined in Law number 35 of 2014 concerning child protection. Article 9, paragraph 2 of this law emphasizes the right of individuals with disabilities to receive an education, while Article 59 addresses access to inclusive education and/or special education.

Several laws, including Law No. 19 of 2011 regarding the CRPD and Law No. 8 of 2016, have been passed to protect the rights of people with disabilities and ensure that they are respected and exercised. Aceh's government, as part of Indonesia, ensures that people with disabilities are able to receive an education consistent with Indonesian law (Law No. 8 of 2016). To ensure that students with disabilities continue to have access to a quality education, the Aceh provincial government passed Aceh Governor Regulation No. 4 of 2011 and Aceh Governor Regulation No. 92 of 2012 on the subject of inclusive education.

Due to the stigma associated with people with mental disabilities and the widespread belief that they pose a danger to those around them, including those who share their condition, many Acehnese families have taken to chaining their disabled loved ones to prevent them from harming others, so it is considered an alternative to protect people with disabilities and the surrounding community.¹

Students with disabilities face the challenge of being included in mainstream classrooms. Lack of inclusion can be caused by a number of factors, including those of a physical or technological nature, one's attitude, or the failure of the accommodating system itself. Although some developed countries do have an inclusive education system and accessible institutions, most students with

¹ Dara Rizky Fadillah, *Implementasi Perlindungan Hak Asasi Manusia Penyandang Disabilitas Mental Menurut Hukum Internasional di Indonesia (Studi Kasus Pemasangan di Kabupaten Aceh Besar)*, Banda Aceh, 2021, p.74

disabilities around the world face difficulties due to a lack of accessible infrastructure in educational institutions.²

Teachers also face challenges in teaching students with disabilities. Students with learning differences like ADHD or dyslexia may have trouble keeping up with their classmates' reading and writing speeds, which can lead to feelings of frustration and discouragement. It doesn't help that some educators have a hazy grasp of their students' individual disabilities, which hinders instruction for everyone involved.³ According to the Aceh provincial education office, there are special schools for persons with disabilities in Banda Aceh, including SLB Negeri Banda Aceh, SLB BUKESRA, SLB TNCC, SLB YPPC, SLB YBSM, SLB-CD YPAC, and SLB-B YPAC⁴. The schools with special needs (disabled) are available from the elementary-junior-high school (*SD-SMP-SMA*) level, but only TNCC SLB is not yet available for special high schools (*SMALB*).⁵ In Banda Aceh, there were 135 SLB teachers in total, 18 of whom were men and 117 of whom were women.⁶ While the total number of pupils was 678, 444 of them were male and 234 were female.⁷ Because it is constantly updated, the data is dynamic.

Furthermore, there were no teachers who graduated from the section for special teachers with disabilities, because no lecture section had that section. In Aceh, especially Banda Aceh, there are no tertiary institutions (Universities) that provide special education majors, but a few years ago, in 2014, to be precise, there was information that Syiah Kuala University (USK) would provide special education majors. Until now in 2023, there has been no clarity about that.

Persons with disabilities are a group of people who, for the most part, do not have access to education, increasing the frequency of illiteracy.⁸ The repercussions of this illness make it difficult for people to improve their talents and find work. Another implication is that the public still believes

²Wecapable.com. Web. "Students with Disabilities: Most Common Barriers and Difficulties." <<https://wecapable.com/students-with-disabilities-barriers-difficulties/> (accessed on 20/05/2023)

³Covey.org. Web. "Challenges and Solutions for Students with Disabilities" <https://covey.org/challenges-and-solutions-for-students-with-disabilities/> (accessed on 20/05/2023)

⁴Hamdani, Kabid Pembinaan SMA dan PKLK Dinas Pendidikan Aceh, interview, Banda Aceh, 20 December 2022, 14.00 WIB

⁵Ibid

⁶The data on the number of teachers in Banda Aceh <https://dapo.kemdikbud.go.id/guru/2/066100> (accessed on 24/01/2023)

⁷Ibid.

⁸Suryo Sakti Hadiwijoyo, Pengarusutamaan Hak Anak Dalam Anggaran Publik, Graha Ilmu, Yogyakarta, 2015, p.35

that people with disabilities do not have the same abilities and skills as other people. This belief is founded on acts of prejudice against people with disability.

Discriminatory treatment can be found starting from the family, and community, lack of government provision to become independent individuals, and issues from going to school at various levels to acquiring a job have resulted in persons with disabilities having limited human resources. Under this instance, policies aimed at safeguarding and fulfilling the rights of people with disabilities must be pursued in the CRPD law, because the influence of the CRPD law's implementation can give equal fulfillment, thereby improving education and welfare for people with disabilities. Assistance in protecting and enforcing the rights of people with disabilities should also fall under the purview of local government. Due to the importance of the CRPD Law's implementation, a study was conducted in the city of Banda Aceh to determine whether or not disabled children there had access to quality education.

RESEARCH METHOD

This paper employed a normative-empiric methodology. To investigate the problems at hand, primary data will be collected through interviews with a diverse range of respondents who are relevant to the subject of study. The interviews are designed to gather information through direct question-and-answer sessions conducted between the researchers and the respondents, sources, or informants.

THE RESULT OF RESEARCH AND DISCUSSION

1). Fulfilling the Education for Disability Children In Banda Aceh

Education is a fundamental right for all children, including those with disabilities. The state is responsible for ensuring equal and balanced education for everyone. Ki Hadjar Dewantara emphasized education as a means to develop character and inner strength in children. In Indonesia, formal education for people with disabilities is divided into two models: segregation and inclusion in school education. Segregation education is a type of special education that places disabled students in public classrooms with customized learning techniques. The special education system must offer educational services through the use of a special curriculum, a specific learning process, teaching personnel, and a particular learning environment. The inclusive education system concept is applied

in public schools by allowing all pupils, regardless of social, economic, ethnic, religious/belief origins, class, gender, physical and mental conditions, to participate in the learning process together.

People in Aceh who are disabled can rely on Law 8 of the Act of 2016 Relating to Disabled Persons. To ensure that students with disabilities continue to have access to a quality education, the Aceh provincial government passed Aceh Governor Regulation No. 4 of 2011 and Aceh Governor Regulation No. 92 of 2012 on the subject of inclusive education. Inclusive education is supposed to give children with disabilities with chance to maximize their potential.

Special schools in Aceh cater to various disabilities, including deafness, cognitive impairments, physical disabilities, and autism. The number of students with disabilities exceeds the available teaching staff, especially for children with severe disabilities. Types of disabilities present include hearing impairment, cognitive disabilities, physical disabilities, emotional and social control issues, autism, and multiple disabilities. Inclusive schools adapt the curriculum for students with mild disabilities. Legislation mandates accommodations for disabled students in public schools, including accessible transportation, specialized learning devices, assistive devices like hearing aids, disability-friendly classrooms, and accessible amenities. However, a significant issue is the shortage of teachers with special education training, posing a challenge in delivering appropriate education to disabled children. Addressing this shortage and enhancing support facilities is crucial to ensure equitable education for disabled individuals in Aceh.

2). The Challenges in Ensuring Children with Disabilities Having their Right

The government should invest more resources into the education of children with disabilities. However, in practice, there are a number of obstacles that must be overcome before children with disabilities can realize their right to an appropriate education. As with the fulfillment of educational needs in general, the fulfillment of the right to education for persons with disabilities also has various obstacles and challenges, both from the side of the inadequate allocation of budgetary costs, the infrastructure and facilities of schools, the resources of teachers and also from the handicapped families themselves. The participation of children with disabilities in school is also impacted by parents' lack of understanding of the value of education for people with disabilities.

The most common challenge encountered in Banda Aceh City is the cost of education. The educational expenses refer to the education expenses that must be paid for special schools for children with disabilities. It is a huge cost for parents who want to educate their children in the special school

(SLB). Although both public and private schools, at present have received funds from the *BOS* (School Operational Assistance) which the number varies in each district/city, in the Banda Aceh funds *BOS* rotates Rp. 3.640.000,- each student per year.⁹ At the *SLB* Pembina of Aceh province the *BOS* funds provided amounted to approximately 300 million per year, of which 300 million did not cover the operational costs of the school which is not sufficient for the procurement of tools and various vocational skills equipment offered by the school according to the results of interests and talents.¹⁰

Aceh is the poorest province in Sumatera. According to data obtained from the Educational Office in Aceh Province, there are still many disabled children whose parents are less able to afford them. However, some parents are able but ashamed to provide education because their children are disabled, parents who fear their children will be discriminated against by their schoolmates, and also the parents who feel that their child is normal so accepting school as usual does not even have an accompanying teacher. So this is a challenge for governments and parents in improving the fulfillment of education rights for children with disabilities.

For children with disabilities in the city of Banda Aceh, the supporting equipment or facilities for the process of self-development students are not available to the maximum, but due to the presence of Special Allocation Fund (SAD) aid provided for educational needs that are allocated to meet the needs of educational equipment and media as well as the development of means and educational facilities it becomes a little successful.

The lack of therapist tools and support for people with disabilities is also still an obstacle to learning because the existing tools are not fully provided by the school because of the minimum allocation of funds to purchase such therapists facilities, so that the learning process carried out in special schools becomes less effective. The *SLB* Pembina of the province of Aceh still lack therapists for students with disabilities, the government only provides therapist for children with autism whose therapy staff come to school on every Thursday, so the lack of therapy is carried out by the teachers of their own schools.¹¹

⁹ Hamdani, Kabid Pembinaan SMA dan PKLK Dinas Pendidikan Aceh, interview, Banda Aceh, 31 May 2023, 10.00 WIB

¹⁰ Yossi Novianti, The Head of *SLB* Pembina Province of Aceh, interview, Aceh Besar, 8 September 2023, 14.00 WIB

¹¹ Yossi Novianti, The Head of *SLB* Pembina Province of Aceh, interview, Aceh Besar, 8 September 2023, 14.00 WIB

Regarding tools and therapeutic energy for autistic children, there is already an autistic service center located in Lamlagang, Banda Aceh. However, at present, the therapist power for autistic children assigned by the service is not enough, so the performance of these therapists is still less, given that they have to go around every day to all the special schools (*SLB*) that have autistic kids.

Special schools and inclusive schools in the province of Aceh, especially in the city of Banda Aceh, have not yet found teachers who are graduates of Special Education (*SLB*), but mostly the teachers graduated from general education. For general education, graduate teachers also did not get adequate specialized training, but nowadays the teachers only follow training forms of SIBI (Sign Language) which are specifically applied in some schools. The lack of teachers in Banda Aceh is a very important obstacle to bear in mind in fulfilling the education of the disabled. There are still many *SLB* schools in Banda Aceh that are still lacking teachers, especially teachers with special education backgrounds, such as the *SLB* Pembina of the Aceh Province who are in great need of teachers who have a special educational background, so that the number of professors who are given the obligation to teach is still not enough for a number of students 145 with 48 study groups.¹² The number of teachers required depends on how much of the use experienced by students with disabilities. Teachers are considered to have been sufficient if they have met the needs of each student's learning group, divided according to students' availability.¹³

Each special school (*SLB*) has its own program on the teaching staff for their improvement in educating disabled people. As at the *SLB* TNCC Banda Aceh school, there is training for teachers every Tuesday and Thursday because their backgrounds are not in the field of disabilities. The training is known as Ministay or Learning Use.¹⁴

SLB TNCC School also provides a variety of facilities for children with disabilities/learning participants such as children in general, Parenting Class, therapy, Family Gathering, Outing Class, and Extracurricular. According to research data collected at the TNCC school in Banda Aceh, parents spend an average of Rp. 800.000.- each month to educate their children.¹⁵ For educational levels available in the form of therapy (for those who want), *SD*, and *SMP*. The facilities provided by TNCC

¹² Yossi Novianti, The Head of *SLB* Pembina Province of Aceh, interview, Aceh Besar, 8 September 2023, 14.00 WIB

¹³ *Ibid.*

¹⁴ Rachel Sukma, The Teacher of *SLB* TNCC, interview, Banda Aceh, 12 June 2023, 11.00 WIB

¹⁵ *Ibid.*

schools should be an example for other schools, both public and private schools, for the successful development of education for children with disabilities.¹⁶

There are no special teachers that match their skills in disabled schools in Banda Aceh because there is no special education program in all the universities in the Banda Aceh area. For *SD* and *SMP* levels, it is very necessary to pay attention to special teachers who can accompany children for early learning such as *calistung* (read, write, calculate), in contrast to the high school level that is certain that their children are already more independent.¹⁷ One of the government's current steps to improve the quality of teachers who educate people with disabilities is through special education training, and some people call it "*SI kedua*".¹⁸

3). The Obstacle in Ensuring Right to Education for Children with Disabilities

Society and parents have an important role to play in success in meeting the needs of Education for Disabled Persons. Parents are the key to the success of education for their children who have special needs. Parents are the closest to their children, so it is the parents who know and understand the condition of their children.

Public perceptions of or views of disabled persons vary. This view is based on the background of a society composed of different backgrounds and characters. Many people believe that a child born with limitations is the result of the treatment of a child's parents who used to be bad, so that this karma occurs because of God's wrath. Some people also believe that every child born is a gift from the Almighty, even with limitation, but the disabled child should still be treated well. Every child that is born is a test for a parents, whether their parents are patient and sincere in the care of a disabled child or not. From the point of view of a parent who has a disabled person, many sorrows and worries are bitter when he/she learns that his/her child is disabled, but over time he/she can finally receive and take care of him properly, giving his rights.

Some parents also disagree with the fact that their children are disabled, so they are educated in a public school without an accompaniment. Besides, some of the fears faced by parents with disabilities are discriminatory treatment that occurs in their peers, especially normal children who see

¹⁶ *Op.Cit.*

¹⁷ Dedek, The Employee at SMA dan PKLK Dinas Pendidikan Aceh, interview, Banda Aceh, 31 May 2023, 10.00 WIB

¹⁸ Dedek, The Employee at SMA and PKLK Dinas Pendidikan Aceh, interview, Banda Aceh, 33 May 2023, 10.05 WIB

the shortcomings of the disabled, so that disabled parents restrict their children to socializing and interacting in their surroundings. Not only that, there are parents who don't give their children to get education.¹⁹

To enable a person with a disability to interact socially with their surroundings requires support, attention, interactive training with friends around them, and children with disabilities also deserve education. In this case, it is the people closest to him who can help him, namely the support and attention of his family. The family is a key factor in the success of the disabled. Parents as facilitators of the child's knowledge of the environment, should motivate, support and give confidence to interact and prepare the quality of education and work without being blocked by all kinds of constraints.

Not only is the fulfilment of needs hindered among the community and the elderly in Banda Aceh, but there is also a significant obstacle due to the lack of special education teachers in the local universities. One notable university in this regard is Syiah Kuala University (USK) in Banda Aceh, which has long been planning to establish a special education program. However, the realization of this plan has proven challenging, and the Dean of Academic Affairs at FKIP USK is unable to provide a specific percentage of progress towards opening the special education program. The main hurdle in launching the program lies in the unavailability of teaching lecturers with the required expertise. Opening a study program necessitates a minimum of 3 or 4 lecturers who possess the relevant qualifications and specialization.²⁰

CONCLUSION

The Banda Aceh government has implemented policies to provide support for the education of children with disabilities, as evidenced by the Regulation of the Governor of Aceh Number 4 of 2011 and the Regulation of the Governor of Aceh Number 92 of 2012, which focus on inclusive educational organizations. Specialized schools and autism therapists have been established to cater to the unique needs of disabled children. However, several challenges impede the realization of these children's right to education, including inadequate funding, insufficient infrastructure, a shortage of trained teachers, public misconceptions, and financial constraints faced by families. Overcoming these obstacles necessitates increased government investment, enhanced public awareness of

¹⁹ Dr. Sanusi, S.Pd., M.Si, the Dean of Academic Affair of FKIP Syiah Kuala University, interview, Banda Aceh, 3 July 2023, 14.00 WIB

²⁰ *Ibid.*

inclusive education, improved access to specialized facilities, and expanded training opportunities for educators. Active involvement from parents and the community is crucial in ensuring that children with disabilities receive the necessary support and education, enabling them to lead fulfilling lives and contribute positively to society. In this regard, it is essential for universities and educational institutions, such as Syiah Kuala University in Banda Aceh, to offer specialized programs for special education teachers. The absence of such programs can pose a significant barrier, and universities should actively address this issue to facilitate the provision of quality education for children with disabilities.

BIBLIOGRAPHY

A. Book

- Agus Salim Andi Gadjong, *Pemerintahan Daerah Kajian Politik dan Hukum*, Ghalia Indonesia, Bogor, 2007
- Bambang Waluyo, “*Penelitian Hukum Dalam Praktek*”, Sinar Grafika : Jakarta, 2022.
- Christopher Winc and John Gingell, *Philosophy of Education: The Key Concept*, Second Edition, New York, 2008.
- Isjwara. F, *Pengantar Ilmu Politik*, Binacipta, Jakarta, 1992.
- Masyur Effendi, *Dimensi dan Dinamika Hak Asasi Manusia dalam Hukum Nasional dan Internasional*, Ghalia Indonesia, Jakarta, 1994
- Meijers in Peter Mahmud Marzuki, *Pengantar Ilmu Hukum*, Kencana Prenada media Grup, Jakarta, 2008
- Moh. Kusnardi and Harmaily Ibrahim, *Pengantar Hukum Tata Negara Indonesia*, Pusat Studi Hukum Tata Negara Fakultas Hukum Universitas Indonesia, Jakarta, 1981
- Ramlan Surbakti, *Memahami Ilmu Politik*, Cet. 7, Grasindo, Jakarta, 2010
- Satitjo Raharjo, *Ilmu Hukum*, Vol. 2, 2015
- Suryo Sakti Hadiwijoyo, *Pengarusutamaan Hak Anak Dalam Anggaran Publik*, Graha Ilmu, Yogyakarta, 2015.

B. Thesis, Journals, Papers, Articles, and Research Reports

- Adioetomo, Sri Moertiningsih, et al, “*Persons with Disabilities In Indonesia: Empirical Facts and Implications for Social Protection Policies*”, Universitas Indonesia, Jakarta, 2014.
- Anggraini, Dewi. *The Paradigm of Disability: A Discussion of Participation of Persons with Disability in Development in Indonesia*, (Malang: Universitas Brawijaya, 2022)

- Dara Rizky Fadillah, *Implementasi Perlindungan Hak Asasi Manusia Penyandang Disabilitas Mental Menurut Hukum Internasional di Indonesia (Studi Kasus Pemasangan di Kabupaten Aceh Besar)*, Banda Aceh, 2021.
- Eka Irma Mardiyanti (2017), Thesis : “*Pemenuhan Hak atas Pendidikan Bagi Anak Penyandang Disabilitas Mental di Provinsi Daerah Istimewa Yogyakarta (Dalam Perspektif Hukum Hak Asasi Manusia)*”, (Yogyakarta : Universitas Islam Indonesia, 2017).
- Frichy Ndaumanu, *Hak Penyandang Disabilitas: Antara Tanggung Jawab dan Pelaksanaan Oleh Pemerintah Daerah*, Jurnal HAM, vol.11 No.1, 2009
- Igak Wardani, *Pengantar Pendidikan Luar Biasa*, (Jakarta : Universitas Terbuka, 2008)
- Lord. J.E, “*Mirror, Mirror on the Wall: Voice Accountability and NGOs in Human Rights Standard Setting*”, Seton Hall Journal of Diplomacy and International Relations, Vol. 5, Issue 2, 2004
- Stein. M.A, “*Disability Human Rights*”, California Law Review, vol. 95, 2007
- Moh. Mahfud MD, *Demokrasi dan Konstitusi di Indonesia : Studi tentang Interaksi Politik dan Kehidupan Ketatanegaraan* (Rineka Cipta 2003) 165, as quoted by Arie Purnomosidi, negara Hukum Pancasila Tesis, Program Pasca Sarjana Magister Ilmu Hukum Universitas Kristen Satya Wacana, Salatiga, 2012.
- Satria Aji Santosa, Thesis : “*Implementasi tentang Hak Pendidikan Penyandang Disabilitas Berdasarkan Convention on the Rights of Persons with Disabilities di Indonesia*”, (Jambi : Universitas Jambi, 2022).
- Sri Seomantri, *Prosedur dan Sistem Perubahan Konstitusi*, Jakarta, 2006.
- Sugiono, Ilhamudiin, dan Arief Rahmawan (2014), “*Klasterisasi mahasiswa Difabel Indonesia Berdasarkan Background Histories dan Studying Performance*”, Indonesia Journal of Disability Studies.
- Thomas Wibisono Prasetya Adjie, Thesis : “*Implementasi Convention on The Rights of Persons with Disabilities terhadap Aksesibilitas Hak Pendidikan Formal untuk Penyandang Disabilitas di Indonesia*”, (Yogyakarta : Universitas Atma Jaya Yogyakarta, 2022).

C. Legislation

Convention on the Rights of Persons with Disabilities

Convention on the Rights of the Child

Law Number 8 of 2016 concerning Persons with Disabilities

Law Number 19 of 2011 concerning CRPD

Law Number 35 of 2014 concerning Child Protection

Qanun Number 5 of 2008 on education provisions

D. Websites

<https://www.usd.ac.id/pusat/psibk/2022/12/03/mengenal-empat-jenis-disabilitas-yuk/> PSIBK USD, Article “Mengenal Empat Jenis Disabilitas Yuk”

<https://dapo.kemdikbud.go.id/guru/2/066100> The data on the number of teachers in Banda Aceh.

<https://dapo.kemdikbud.go.id/pd/2/066100> The data on the number of students in Banda Aceh

Covey. “Challenges and Solutions for Students with Disabilities”
<https://covey.org/challenges-and-solutions-for-students-with-disabilities/>

Lalit, Samyak. "Students with Disabilities: Most Common Barriers and Difficulties",
Wecapable.com, 2021, <https://wecapable.com/students-with-disabilities-barriers-difficulties>

Nichols, Meriah. “5 Problems faced by Disabled Students in the Classroom”
<https://www.meriahnichols.com/5-problems-faced-by-disabled-students-in-the-classroom/>

Tang, Emily. “Inclusive Learning Opens Doors For Students With Disabilities in Indonesia”,
Forbes, 2020, <https://www.forbes.com/sites/unicefusa/2020/12/08/inclusive-learning-opens-doors-for-students-with-disabilities-in-indonesia/?sh=6d871445599d>

United Nations organization, <https://www.un.org/esa/socdev/enable/faqs.htm>

UNICEF organization, <https://www.unicef.org/disabilities>