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Faculty of Teacher Training and Education,
Satya Wacana Christian University
Jl. Diponegoro 52-60, Salatiga, Jawa Tengah,
Indonesia Ph. (+62298) 321212,
University website: http://www.uksw.edu
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Jonan Donaldson
(Faculty Support Specialist for Distance Education and Academic Technology at Chemeketa Community College, Oregon, USA)

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(Indonesian Qualification Framework Team Coordinator at Directorate General of Higher Education in Ministry of National Education)

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(Provincial Liaison, Bridging Team of USAID Basic Education)

Mark Woodward
(University of Illinois at Urbana – Champaign USA)

Pradeep Gupta
(Second Secretary for Education & ASEAN, The Embassy of The Republic of India)

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Education Service Model for Children with Special Needs

Gunhardi
gunhardi1202@yahoo.com
Pusat Penelitian Rehabilitasi dan Remediasi (PPRR)
LPPM UNS

Nenden Paranita Dewi
PLB FKIP UNS

Abstract
This research aims (1) to identify the school-aged children with special needs in the subdistrict of Sidoharjo, (2) to find out the factors inhibiting the access to education service for children in Sidoharjo Subdistrict of Sragen, (3) to provide the children with special needs for education alternative model in the framework of the access to education for all. The sample of this research was of unidentified children with special needs and the parents sampled through snowball technique. The data was collected through interview, observation, and document, and analyzed by means of descriptive qualitative method. The result of research showed that: (1) there were a number of children with special needs who are limited to access to education services in the subdistrict of Sidoharjo, Sragen, (2) the factors inhibiting the children with special needs from educational access was mostly due to low economic condition, the distance of Special Schools (SLB), lack of knowledge on education, stigma, and low awareness about the importance of education, and (3) the most feasible education service model to permeate the education for all those children was the inclusive schools.

Keywords: service model, access to education, children with disability

INTRODUCTION

Education is an attempt to develop human resources. It is a long-life process where an individual actualizes the potentials through steps as UNESCO postulates as four pillars of education, namely; learning to know, learning to do, learning to live together, and learning to be. The aim of education is intended to improve the quality of life. In this way, the quality of human resource can be developed both in formal and informal educational settings. Due to some circumstances, unfortunately, some children do not get the equal opportunity for education.

The access to education is mainly focused on the fulfillment of opportunity for children with diversity in terms of social, economy, gender, intellectual, and physical limitations. The right of education for children is explicitly stated in the Article 32 of Undang-Undang No. 20 Tahun 2003 on the Special Education System. It implies that children with special needs in due to the intellectual, physical, as well as those with special talents and giftedness have the same opportunity to get access to education. However, the implementation is not as it is to be. Many children with social, economical, intellectual, or social limitation remain beyond the education system. Such a condition happens in the Sub-district of Sidoharjo, Sragen where a number of school-aged children as described above do not get equal right to educational services neither formal nor formal setting. In this area, not all children aged 7-18 especially those with some different abilities, get the education services despite the fact that 9 year education is compulsory. This disadvantaged condition happens due to some following factors. This study puts a big concern on identifying children with limited opportunity of the