

**Humanidade na educação de crianças com paralisia cerebral: uma análise filosófica  
sobre o conceito de educação inclusiva**

**Humanity in Education for Children with Cerebral Palsy: a philosophical analysis on  
the concept of inclusive education**

**La humanidad en educación para niños con parálisis cerebral: un análisis filosófico  
sobre el concepto de educación inclusiva**

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**Resumo**

Este artigo explora uma análise filosófica em relação aos obstáculos enfrentados por crianças com paralisia cerebral em receber educação inclusiva em escolas inclusivas. Este artigo baseia-se em pesquisa qualitativa que se refere à analítica em filosofia da educação como sua metodologia central. Os reconstrucionistas, como uma das correntes da filosofia da educação, também oferecem uma resposta filosófica ao dilema da educação inclusiva para crianças com paralisia cerebral, envidando sérios esforços para posicionar a humanidade na educação inclusiva para crianças com paralisia cerebral. Uma resposta filosófica na forma de reformular o conceito de educação inclusiva, sustentado em princípios humanísticos, aponta que a educação inclusiva pode ser realizada de forma abrangente. O artigo conclui que o posicionamento da humanidade no fornecimento de educação para crianças com paralisia cerebral é realizado através do alinhamento de vários componentes da educação que incluem

professores, alunos, locais e tempo. Assim, posicionar a humanidade na educação se torna uma base holística na organização da educação para todas as crianças.

**Palavras-chave:** Humanidade; Filosofia da educação; Educação para crianças com paralisia cerebral; Deficiências ao longo da vida; Educação inclusiva.

### **Abstract**

This paper aim to explores a philosophical analysis towards the obstacles who experienced by children with cerebral palsy in receiving inclusive education in inclusive schools. This paper based on qualitative research that refers to analytic in philosophy of education as its central method. Reconstructionism as one of the streams in philosophy of education also offer a philosophical response towards the dilemma of inclusive education for children with cerebral palsy through make serious efforts to positioning humanity in inclusive education for children with cerebral palsy. A philosophical response in the form of reframing the concept of inclusive education that held based on humanistic principles point out that inclusive education can be carried out comprehensively. The paper concludes that positioning humanity in providing education for children with cerebral palsy is carried out by aligning various components of education that include teachers, students, places, and time. Thus, positioning humanity in education becomes a holistic foundation in organizing education for all children.

**Keywords:** Humanity; Philosophy of education; Education for children with cerebral palsy; Lifelong disabilities; Inclusive education.

### **Resumen**

Este artículo explora un análisis filosófico sobre los obstáculos que experimentan los niños con parálisis cerebral al recibir educación inclusiva en escuelas inclusivas. Este artículo se basa en una investigación cualitativa que se refiere a la analítica en filosofía de la educación como su metodología central. Reconstruccionismo como una de las corrientes en filosofía de la educación también ofrecen una respuesta filosófica hacia el dilema de la educación inclusiva para niños con parálisis cerebral a través de esfuerzos serios para posicionar a la humanidad en la educación inclusiva para niños con parálisis cerebral. Una respuesta filosófica en la forma de replantear el concepto de educación inclusiva que se basa en principios humanistas señala que la educación inclusiva puede llevarse a cabo de manera integral. El documento concluye que el posicionamiento de la humanidad para proporcionar educación a los niños con parálisis cerebral se lleva a cabo alineando varios componentes de la educación que incluyen maestros, estudiantes, lugares y tiempo. Por lo tanto, posicionar a

la humanidad en la educación se convierte en una base holística en la organización de la educación para todos los niños.

**Palabras clave:** Humanidad; Filosofía de la educación; Educación para niños con parálisis cerebral; Discapacidades de por vida; Educación inclusiva.

## 1. Introduction

Education are considered take an important role in the process of building self-reliance, intelligence, and human capabilities. Humans as creatures that can be educated and can educate have an advantages and disadvantages in conducting the learning process. Humans with various each backgrounds, having conditions and functional capabilities that are so diverse. Therefore, some people can do the learning process in accordance with the needs of education in general, but some other people a special help in doing the learning process as experienced by children with special needs who have certain types and levels of disorders.

This paper takes the theme education for children with cerebral palsy which leads to efforts to positioning humanity in organizing education for children with cerebral palsy. The discussion in this paper use analytical perspective in philosophy of education as a method to investigate the concept of 'education for all' which represents an effort to humanize humans through education for all children including children with cerebral palsy. The analysis of the concept of 'education for all' refers to the problem of humanities in carrying out education for children with cerebral palsy who are so complex and need a special response. The role of humanities in providing education for children with cerebral palsy about the individual capabilities of cerebral palsy are so diverse considering the level of cerebral palsy disorder consist of three levels, namely mild, moderate, and severe, which all have types and levels of complex abnormalities.

Cerebral palsy is a disorder commonly found in the world. Children or adults can have cerebral palsy. Cerebral palsy is permanent and characterized by weak parts of the body that influence movement. It is a complex disability, 1 in 4 children with Cerebral palsy cannot talk, 1 in 4 cannot walk, 1 in 2 have an intellectual disability, and 1 in 4 have epilepsy. Cerebral palsy is a lifelong disability and there is no known cure (Novak, Hines, Goldsmith, & Barclay, 2012, p. 1-3).

This article discusses education for children with cerebral palsy due to cerebral palsy disorders that do not look at gender, social, cultural, and economic backgrounds requiring special treatment in education. The risk of a cerebral palsy disorder in a child can occur, so

that attention in the form of education for children with cerebral palsy become a whole responsibility of government, community, teachers, family, and education providers who also play a role in carrying out education for children with cerebral palsy around the country. The paper discusses education for children with cerebral palsy through philosophy of education in order to find a whole, comprehensive, and holistic concept of education for children with cerebral palsy.

## **2. Philosophy of Education as a Theoretical Orientation**

Philosophy and education are two things that are inseparable, either seen from the process, the path, and the purpose. Education that is in fact a result of philosophy speculation, always related to the human nature that continues to seek meaning in life. Education becomes one important thing that brings man to meaning, so that man is able to live life well and right. Philosophy and education have a very close relationship, because education is in fact a process of devolution of philosophy values developed to meet the needs of life and a better life than before. Thus, in education the philosophy of education is necessary (Gandhi, 2016, p. 71-126).

Philosophy of education become an answer to various questions in the field of education. Philosophy of education are essentially the application of a philosophical analysis in the field of education (Barnadib, 2017, p. 11). The study of educational philosophy help in the course of the implementation of education to avoid counterproductive case and bring into the findings of a holistic education formula which is about what and how an education should be done (Gandhi, 2016, p. 84-85).

The Reconstructionism as a flow in the philosophy of education used to investigate the concept of education for all children in this paper, comes from the word “reconstruct” which means to rearrange. The flow of Reconstructionism in the philosophy of education is a flow that seeks to overhaul the old order and build a new life order which is full of moral concerns in the world of education. The Reconstructionism also always shows moral concern about the ongoing life situation (Gandhi, 2016, p. 189-191).

Philosophy of education as a theoretical orientation in this paper specifically refers to Reconstructionism in philosophy of education that is useful for directing the analysis of the concept of inclusive education to do the goal of seeking education for all children. Reconstructionism in philosophy of education also gives direction to the realization of '*reframing*' the concept of inclusive education as a form of rebuilding the concept of inclusive

education which is relevant to the educational needs of children with special needs with various levels of complexity such as children with cerebral palsy. Thus, Reconstructionism in philosophy of education becomes an analysis approach for the concept of inclusive education in the context of education for children with cerebral palsy which then leads to the '*reframing*' of the concept of inclusive education.

### **3. The Philosophical Foundations of *Humanistic Education***

*Humanistic education* initially emerged as the main subject of public discussion in the second half of the 5th century B.e.E., and its echoes can be heard in Plato's 4 early dialogues. Socrates and the Sophists tested critically and systematically on basic questions about human virtues. Earlier Greek philosophers differed views with the pre-Socratic of Socrates and Sophists. Earlier Greek philosophers focused on the issue of basic elements and the laws of nature, while the pre-Socratic Socrates and Sophists focused on deepening the nature of human life so that humans could live life well (Aloni, 2007, p. 14).

Humanistic dialogues revolved around two central notions – *Arete* and *Paideia* - which became the corner stones of classical *humanistic education*. These concepts assume a perfectionist quality par excellence. The first, *arete*, means skill, excellence or virtue, and is usually related to the activity or function in which you can be expected to prove the essence or vocation. The second notion, *paideia*, can be translated as education or culture (Aloni, 2007, p. 15). The idea of humanity as it has emerged in the historical context that forms an inclusive community order becomes an effort to build awareness of accept people with disabilities in the social environment. The real problem then appears that the process of forming an inclusive social structure has not shown success because people, in general, have not changed the attitude towards acceptance in people with disability, so the process of forming an inclusive social structure is still like ' mask ' (Silva, Barros, Melo, Pontes, & Maciel, 2020, p. 2).

*Humanistic education* the principle that education can humanize people as it supports the process of forming an ideal human being. The philosophical foundation of *humanistic education* which in every age underwent change, was not detached from the debate the role of the philosophers who always debate the direction or orientation of human build perfect and ideal through the process of education. This paper is raised about a humanistic approach in *humanistic education* that education should focus on the place aspect, the time aspect, the teacher aspect, and the student aspect alignments. The three aspects of education that are the

principle of a humanistic, humanistic approach is a crystallization of the earlier philosophers who have previously argued the ideal conception to create a *humanistic education* that is seen as able to advance and create a good life for humans.

#### **4. Cerebral Palsy Disabilities**

The term cerebral palsy has a meaning stiffness that caused by problems which located in the brain. Another term cerebral palsy which is also found in the literature is known as the *spastische-paralyse* which means to be stiff withered (Salim, 1996, p. 12-13). Violla Cardwell (1956) explains that cerebral palsy is etiologically composed of two terms namely "cerebral" or "cerebrum" meaning brain, as well as "palsy" which means stiffness in the body.

Pathologically, cerebral palsy has a meaning abnormal change in the organ or motoric function as a result of damage or disability caused by injury or disease in the tissue inside the skull cavity. Cerebral palsy disorder damage to the central nervous system that occurs during growth, is permanent and non-progressive. Cerebral palsy is not contagious and is not a hereditary disease. Cerebral palsy can be prevented by advancing medical science and people with cerebral palsy need to be given treatment by an experienced expert (Rustini, 2013, p. 2).

Characteristics of mild cerebral palsy can generally live close to normal conditions as it does not inhibit daily activities. Characteristics of cerebral palsy are likely to need help from others or from the use of aids while undergoing some daily activities. Characteristics of severe cerebral palsy have gone into the abnormal group that almost always or most daily activities require mentoring from others around it. Severe cerebral palsy is less likely to be able to live a good day without the help of others (Salim, 2007, p. 178-182).

Children with cerebral palsy are difficult to regulate the ability of movement of the muscles of their body so that to use a wheelchair as a tool for activities was difficult to do. Cerebral palsy disorders suffered by children are not always the same. There are those who suffer from mild disturbances and continue to carry out their activities. There are also those who experience difficulty in holding something or moving the mouth muscles to talk, resulting in speech disorders. Some children with cerebral palsy have low cognitive abilities. Some other cerebral palsy children have average cognitive abilities. Even so, cerebral palsy children have difficulty in the learning process using their bodily functions given the condition of stiffness in the body (Lutfiatul, 2004, p. 3-4).

Seeing the various types and levels of cerebral palsy disorders that are so diverse, certainly shows the condition of children with cerebral palsy who need an educational

response and special assistance in conducting the learning process. Inclusive education for children with cerebral palsy requires special treatment for each level of cerebral palsy disorder. Adjustments that create conditions for inclusive education are accessible to all types and levels of cerebral palsy suggesting that children with cerebral palsy certainly need special handling in receiving inclusive education to meet the goals of inclusive education concepts for all children.

## **5. The Idea of Inclusive Education**

The concept of education for all originated from the conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. The document has the principles of inclusive education towards "schools for all children", educational institutions offer educational support for all children in response to each need. The concept of education for all children intended to all children, especially children with vulnerable conditions as well as children with special needs (Unesco, 1994). Inclusive education that emphasizes the respect for diversity in society holds the principle that educational measures should be adapted to the diverse conditions of each student as sought by providing special training (Santos, Amorim, & Paula 2020, p. 2).

Education for children with special needs refers to all children or adolescents who have learning difficulties due to disabilities. Some children experience learning barriers at school because they have a condition of functional damage to the body. Therefore, schools should find ways to give education to all children with special needs who need special care in education. This is an effort to realize the concept of inclusive education through the procurement of inclusive schools for all children (Unesco, 1994).

The concept of 'education for all' based on the principle which is covering the idea of every child has a fundamental right to education, and the education system in the concept of inclusive education provides opportunities for each child by looking at different interests, learning needs, and learning abilities between one child and another. The education system should be designed by implementing educational programs that look at the diversity of children's character and children's learning needs. Regular schools should also provide access and accommodation to children with special needs as a form of inclusive education that leads to efforts to realize inclusive community construction to make educational goals for all children (Unesco, 1994). Building an inclusive society to give facilities for children with special needs should be done with an effort that reduces the risk of disability of children with

disabilities, to cut the constraints of accessibility in the real inclusive society caused by the forced barriers that then suppress the children with special needs' ability (Cruz, Silva, Pinto, Figueiredo, Fernandes, & Machado, 2020, p. 2-3).

The basic idea of inclusive education stems from the concept of education for all children who are principled to give education in accordance with the talents, abilities that children can do, and essential learning needs for children. Inclusive education focuses on children with special needs. Children with cerebral palsy as part of children with special needs who fall into the class of lifelong disability, certainly have the right to receive inclusive education. Therefore, children with special needs including children with cerebral palsy are essential to get inclusive education that develops towards participation in inclusive society to make the educational goals for all children.

## 6. Methodology

This paper based on qualitative research that refers to *Methods in Philosophy of Education* book. As stated earlier, like other branches of analytic philosophy, it is not about the discovery of previously unknown facts, but about understanding conceptual connections, including in these connections between concepts of ethical values. Analytic philosophy of education is still firmly bound to connective analysis as its central method (Heyting, Lenzen, & White, 2001, p. 19-20).

The analysis in which it engages is not reductive, but 'connective': it investigates how one concept is connected – as shown by the logical relationship between one concept and another. Connective analysis focuses on conceptual clarification and in the exposure of confused or unfounded theories, not for their own sake but because of the illumination they cast on educational policies and practices and – ultimately – because of the improvements in these areas that this illumination can help to bring about (Heyting, Lenzen, & White, 2001, p. 14-20).

In the 1960s and early 1970s British philosophy of education under Peters' direction applied analytic method in three ways. First, investigate interconnection between educational concepts that include the concepts of education, teaching, learning, training, and development. Second, it reveals philosophical concepts description and claims against doubts over educational theory. Third, it applies an investigation to several concepts explored in philosophical issues in the field of education. The exploration is pursued by finding interconnection in knowledge, beliefs, truth, and evidence surrounding issues surrounding



learning, curriculum, educational concepts, and the practical realm of education (*Ibidem*, 2001, p. 17-18).

The philosophy of education has a sense that philosophical testing of the elements of education so that its validity could be clearly known and analysis in the philosophy of education is necessary to understand various concepts in the field of education so that there is no confusion (Gandhi 2016, p. 86-87). The analytical method used in this paper is the perspective of analysis of educational philosophy which philosophically tests the concept of 'education for all' in education for children with cerebral palsy. This paper aims to find the interconnection or relationship between humanities and the concept of 'education for all' in its implementation in the education for children with cerebral palsy.

This research consists of several stages. Firstly, find the object of research to be studied in accordance with the themes of education for children with cerebral palsy. Secondly, collect literature sources on philosophy of education, humanities, the concepts of 'education for all' on the Salamanca Statement and education for children with cerebral palsy. Thirdly, outlining the interconnection between the educational dilemma of children with cerebral palsy and the implementation of the concept of education for all. Fourthly, outlines the philosophical criticism of the implementation of the concept of education for all children through the view point of Reconstructionist in philosophy of education, so that it can later be found Reconstructionist views that contain novelty in order to carry out the education for children with cerebral palsy as a whole and comprehensively. Fifth, elaborates on thought recommendations as a philosophical response to offer a holistic offer that is positioning humanity in inclusive education for children with cerebral palsy. Sixth, make a research conclusions while compiling research in accordance with the guidelines.

## **7. The Dilemma in Education for Children with Cerebral Palsy**

Education for children with cerebral palsy has been pursued by various education providers in various parts of the world, but the obstacle in education for children with cerebral palsy as a part of the embodiment of the concept of 'education for all' could not be separated with the dilemma in the process of delivering education for children with cerebral palsy at each level of cerebral palsy disorders such as mild, moderate, and severe in various lines of educational institutions such as formal, informal and non-formal. Education for children with cerebral palsy as a part of education for children with special needs, has been discussed in the concept of 'education for all' as stated by Unesco which declared the importance of education

for all children. Unesco, which has issued a Salamanca Statement on 'education for all', considers the importance of the right to education for all children with diverse backgrounds.

Inclusive education which is held on the basis of the thought of education for all children as a human being, includes the principles of justice and equality in education. The problem that can arise in implementing the concept of education for all children is related to the compatibility between theory and practice in the administration of education. Such is the case in the discussion in this section namely the dilemma of education for children with cerebral palsy and the implementation of the concept of 'education for all' related to the dilemma of problem in organizing inclusive education for children with cerebral palsy through inclusive schools.

Children with cerebral palsy as it is known consists of several types and levels of disorders, requiring special services and responses in education. Those condition caused by various types and levels of abnormalities that make children with cerebral palsy experiencing obstacles in following the learning process. The implementation of the concept of 'education for all' as provided through inclusive education, certainly requires a review if it is given to children with cerebral palsy. A review of the concept of 'education for all' applied in inclusive education, need to be directed at the learning process of children with cerebral palsy according to the type and level of disabilities on each individual cerebral palsy.

The main problem that seen in the process of implementing inclusive education which is followed by children with cerebral palsy is that it leads to the fulfillment of facilities and infrastructure or completeness of the education for children with cerebral palsy in receiving inclusive education. In addition, inclusive education implemented in inclusive schools with the aim of providing education for all children in the same environment, still has the opportunity to meet the obstacles in terms of proper handling of children with cerebral palsy who follow the learning process in inclusive schools.

Inclusive education as a form of embodiment of the concept of 'education for all', provides education for all children with a variety of conditions to carry out the learning process in one place of learning that is inclusive school. Children with cerebral palsy who take part in the learning process at inclusive school certainly do learning activities with a variety of students with a variety of learning needs both for general learning needs and special learning needs. Therefore, the dilemma of education for children with cerebral palsy in inclusive schools needs to be reviewed from the aspect of compatibility between educational theory and practice. Such conditions are given the type and level of abnormalities in complex cerebral palsy students, so it needs to be adapted to the conditions of cerebral palsy who

follow the learning process in inclusive schools so that the concept of education for all children can be conveyed properly.

The implementation of the concept of 'education for all' through inclusive education as carried out in inclusive schools, is certainly expected that the values of inclusive education that are embedded in inclusive schools can be understood and practiced by the wider community in everyday life. That way, the concept of education for all children can be interpreted comprehensively and fully equipped by aligning the learning needs of students that are so diverse with education that provided to students. Inclusive school as a place that includes inclusive education, has the opportunity to create a dilemma obstacle for children with cerebral palsy who follow the learning process with other students in inclusive schools. This is as can happen if there are children with cerebral palsy at moderate level who experiencing physical impairment, then experiencing obstacles in doing the learning process in inclusive school. Children with cerebral palsy at mild level certainly needs extra support to be able to take part optimally in the learning process in inclusive schools. Children with cerebral palsy at mild level with near-normal body condition and cognitive capabilities tend to be able to do the learning process which held in inclusive schools.

The conditions experienced by children with cerebral palsy at mild level are difficult to take part in inclusive school activities, considering that children with cerebral palsy at mild level are capable to do activities independently or only with a little help from others. Children with cerebral palsy at mild level certainly have different conditions with children with cerebral palsy at moderate level. If children with cerebral palsy at mild level tends to have ability to approach a normal child, children with cerebral palsy at moderate level may need help from others while undergoing some of their activities such as requiring the role of a co-teacher in the process of learning in an inclusive school or requiring special nurses on duty accompanying children with cerebral palsy while in the middle of doing activities in inclusive school.

Children with mild cerebral palsy and children with moderate cerebral palsy who have cognitive capabilities equal to normal children and do not have significant or mentally and physically significant impairments, tend to be able to follow the learning process and carry out activities in inclusive schools with normal children in inclusive schools. This condition certainly involves the readiness of facilities and infrastructure as well as the teaching staff in schools providing inclusive education, because the sustainability of inclusive education cannot be separated from the readiness of inclusive schools in realizing the ideals of education for all children.

One of the most commonly associated deficits of cerebral palsy is cognitive dysfunction. Although there certainly are exceptions to the general finding that the children with the greatest physical handicaps also have the poorest mental functioning, there seems to be a systematic relationship between the extent of the brain damage and the development of intelligence at the group level of research. Most of the surveys report that about 40 to 50 per cent of cerebral palsied children are of subnormal intelligence. More than 25 per cent are functioning well within the normal ranges, and many of these pursue academic education. A proper assessment of strengths and weaknesses in cognitive abilities is essential for developing an appropriate educational program and expectations (Unesco, 1989).

Children with severe cerebral palsy grow up in a life situation that is very different from that of other children. They are already from the beginning hampered in their exploration of the environment, in communication and interaction with family and peers, and in developing a sense of competence and self-confidence. When children with brain damage are reported to develop behavioral disorders four to five times more often than children without brain damage, this may well be related to the fact that brain damage often reduces the ability to learn from experience, to solve problems and overcome obstacles in daily life, and to be able to adjust to new situations in a flexible way (Unesco, 1989).

The condition of children with cerebral palsy at mild level and children with cerebral palsy at moderate level in the learning process in inclusive school is certainly different from the conditions experienced by children with cerebral palsy at severe level. Curriculum standards adopted by inclusive schools tend to be accessible to severe cerebral palsy children. Movement barriers and weak cognitive abilities are contributing factors to children's severe cerebral palsy and it is not possible to take part in inclusive school learning activities. Children with severe cerebral palsy in other cases such as having average cognitive capabilities but have severe and significant physical abnormalities that need help from others at any time, of course also difficulties in attending activities in inclusive schools.

The concept of 'education for all' in this situation faces the challenges in carrying out education for all children through inclusive education carried out in inclusive schools. Inclusive education organized through the implementation of inclusive schools that are considered capable of providing educational accommodation for children with special needs including children with cerebral palsy, has experienced obstacles in terms of meet the basic educational needs for children with cerebral palsy as experienced by children with cerebral palsy at severe level who tend not to be able to follow the learning process at inclusive school considering the severity of the disorder experienced. Therefore, the implementation of

inclusive schools that are considered to represent the concept of 'education for all' needs to be reviewed further as in the case of children with cerebral palsy at severe level who is an if unable to receive education at inclusive school, certainly need another alternatives to get inclusive education in accordance with the conditions abnormalities and capabilities.

### **8. On the Reconstructionist: An Analysis towards The Meaning of 'Education for All'**

The Reconstructionists in philosophy of education are of the view that the meaning of the concept of 'education for all' has an understanding that leads to efforts to realize education that is full of renewed values for the application of education in the future. The Reconstructionists offer ideas of thought that try to offer 'reframing' in the field of special education. The efforts offered by the Reconstructionists in the field of special education, refer to the direction of education that is different from before, namely education that contains human values and is oriented towards glorifying people through education.

The vision of the Reconstructionist in organizing education for all children is an education that is not limited to the realm of formal education such as the inclusive school which is a derivative or manifestation of the concept of 'education for all'. Education for all children should be interpreted by organizing education that touches all aspects of human life as a whole, completely, and comprehensively. Therefore, the Reconstructionist emphasized that the education of children with cerebral palsy should pay attention to a whole aspects and components of education.

Education for children with cerebral palsy according to the Reconstructionist is education that is organized through the establishment of synergies between formal education, non-formal education, and informal education which in their respective paths seek to carry out their functions as educational providers by focusing on achieving goals namely advancing the functional capabilities of children with cerebral palsy and improving the quality of life children with cerebral palsy through education. Education for all children, including for children with cerebral palsy in the view of the Reconstructionists, leads to the implementation of education that is not fragmented, meaning that education should be provided in a complete, whole, comprehensive education atmosphere so that all components of education can mutually support the continuity of education for children with cerebral palsy at mild level, moderate level, and severe level.

Education which in the past generally gave priority to students to be productive, was reframing by the Reconstructionists towards a more equitable education that was suitable for

all children. The education that rebuilt by the Reconstructionist are adjusted to the needs of future-oriented developments in the future by paying attention to moral values in it as well as providing education for children with cerebral palsy in accordance with the conditions and capabilities of individual cerebral palsy and efforts to realize education that glorifies human.

## **9. Positioning Humanity in Education for Children with Cerebral Palsy**

Education helps humans perfect themselves as humans. Humanities is an important part in education mission. Human perfection in its human dimension exists in human imperfection. Perfection in an imperfect body such as having weakness, being able to feel pain, and having a limit of ability. Education and being human are an inseparable part, regardless of what the ideals or hopes of the future. This attachment shows that ideally, education is oriented to humanities (Christiana, 2013, p. 398). Positioning humanity in education for children with cerebral palsy can be done by give priority to four components of education which includes time, place, pupils, and teachers (Aloni, 2007, p. 105-106).

This is as in the education for children with cerebral palsy who carry out the learning process both in inclusive schools, in special schools, in community institutions, and at home as obtained through parents, families, and homeschooling, so the education provided to children with cerebral palsy in various places should be given in a balanced way that is in accordance with the abilities and learning needs that are basic and basic. Parents in providing informal education play an important role in choosing a place of learning for children with cerebral palsy such as in inclusive schools or in special schools. Parents of children with cerebral palsy should be able to make the best and wise choices for children with cerebral palsy education.

Parents and families of children with cerebral palsy take an important role in choosing a place of learning for children with cerebral palsy, because not all schools can directly accept children with cerebral palsy by the condition they have. In addition, not every child with cerebral palsy are capable to follow the learning process in inclusive schools and in special schools with educational facilities and infrastructure that are not in accordance with the learning needs of certain types of children with cerebral palsy. Children with cerebral palsy with the type and degree of mild abnormalities, have the opportunity to follow the learning process in inclusive school.

The condition of children with mild cerebral palsy are certainly different from the condition of children with severe cerebral palsy which is unable to follow the learning process

in inclusive schools will be directed towards special schools. Parents or families of children with cerebral palsy children play an important role in choosing a place to study that suits the learning needs of children with cerebral palsy. Humanity orientation in education for children with cerebral palsy which is related to place factors, it is also inseparable from the facilities and infrastructure that are important to support the smooth learning process and teaching children with cerebral palsy both in formal educational institutions, in non-formal educational institutions, and in informal educational institutions.

Education for children with cerebral palsy which is held formally such as in inclusive schools and in special schools, should give educational facilities for children with cerebral palsy. The educational facilities for children with cerebral palsy can be pursued by making school buildings that function to give accessibility for children with cerebral palsy, so that children with cerebral palsy can walk more easily and make movement easier both inside the school building and outside the school building. Education for children with cerebral palsy in community institutions should also give 'friendly' educational facilities for children with cerebral palsy as well as building community institution buildings that can offer accessibility for children with cerebral palsy. That way, education for children with cerebral palsy held in formal educational institutions and in non-formal educational institutions can take place properly.

Parents or families of children with cerebral palsy play an important role in providing accessibility for their cerebral palsied children so that they can carry out the learning process at home and carry out daily activities in safe and comfortable conditions. Parents of a cerebral palsied children can make access roads for their children with cerebral palsy. Parents in providing informal education for their cerebral palsied children are also important to condition a place of learning at home that supports the learning process of children with cerebral palsy such as making special tables and chairs for people with cerebral palsy and preparing special rooms equipped with complete learning tools for children with cerebral palsy do the learning process at home. Educational facilities available at various places where children with cerebral palsy carry out the learning process such as at inclusive schools, at special schools, at community institutions, and at home, it is important to pay attention so that the education for children with cerebral palsy can take place smoothly.

Education for children with cerebral palsy in terms of time is also important to note because children with cerebral palsy may experience delays in attending formal education, due to the earlier stage of training conducted in non-formal and informal educational institutions. Education given to cerebral palsy students who are late in attending formal school

education should be adjusted to their conditions and capabilities, because there are children with cerebral palsy who are above the average middle school students in public schools, however, in special schools at the same level as primary schools. Therefore, the education for children with cerebral palsy in terms of time of education both at the elementary school level, junior high school, and high school should be adjusted to the time children with cerebral palsy begin to take education the learning approach given to children with cerebral palsy should be adapted to the condition as well as the type of learning needs of each.

Education for children with cerebral palsy gives direction to the education provider so that education provided to children with cerebral palsy is adjusted to the type and level of abnormalities of each cerebral palsy students. The adjustment between the condition of children with cerebral palsy with the education that will be given to children with cerebral palsy is also related to the type of education that is considered for children with cerebral palsy. Children with cerebral palsy which consist of various types and levels of the abnormalities in each individual cerebral palsy, certainly requires proper direction in receiving education both formally, nonformally, and informally. The type and degree of the abnormality of children with cerebral palsy who also influence the learning needs of each cerebral palsy children, then becomes a consideration in choosing the proper education path for children with cerebral palsy such as formal, non-formal, and informal.

Children with cerebral palsy with the type and degree of mild abnormalities and mentally and physically not experiencing severe disorders, can be directed to take formal education pathways such as in inclusive schools and in special schools. Children with cerebral palsy who are classified as having the type and level of the disability can take part in the learning process at inclusive schools if they have the academic ability that is qualified to study at an inclusive school and the availability of educational facilities in inclusive schools can support children with mild cerebral palsy doing the learning process. If children with mild cerebral palsy attending the learning process in inclusive school is found to experience obstacles that interfere with learning activities in an inclusive school, then the children with mild cerebral palsy can be directed to move to a special school by choosing the proper special school for children with cerebral palsy.

Children with cerebral palsy who experience moderate types and levels of disorders can be directed to receive education in inclusive schools if possible and be able to attend the learning process in inclusive schools. If children with cerebral palsy with the type and level of the disability is deemed incapable of following the learning process in an inclusive school and is not suitable for receiving education in an inclusive school, then the teacher in the inclusive



school should let know the parents and family of children with cerebral palsy so that the children with cerebral palsy with this type and level of abnormality can be transferred to a school that is willing to accept the condition of children with cerebral palsy, such as in a special school either owned by the government or also in a special school owned by a particular foundation. Parents and their families as parents of children with cerebral palsy can choose schools according to their abilities and family reach, such as determining the choice of a school which is not far from home so that the mobility of children with cerebral palsy when leaving home to school and when returning from school to home tends to be easy for children with cerebral palsy.

Education for children with cerebral palsy which is held based on the principles of *humanistic education* and is related to the educational needs of children with cerebral palsy on the type and level of severe abnormalities, then children with cerebral palsy can be directed by parents and their families to receive education in the paths that are proper to the type and level of severe disorders and willing to accept children with cerebral palsy. If children with cerebral palsy with type and weight level are unable to attend education through formal education pathways such as in inclusive schools and special schools, then children with severe cerebral palsy could be directed to attending non-formal and informal education.

Children with cerebral palsy who have the type and degree of severe disabilities could be suggested to take part in the learning process through non-formal education as organized by community institutions in areas that carry out education in accordance with the learning needs of special needs, including children with cerebral palsy. Community institutions as providers of non-formal education pathways generally teach skills and independence training to children with cerebral palsy under the capabilities of each person cerebral palsy while also adjusting to education facilities completeness.

Children with severe cerebral palsy who not be able to follow the learning process through non-formal education pathways, then they should be directed to receive education through informal education pathways based on family education. Children with cerebral palsy who have the type and degree of severe abnormalities such as stiffness in most limbs and experiencing problems in the brain, certainly need special treatment in the field of education. Consideration in providing education on the informal path to children with cerebral palsy with the type and level of severe disability who cannot follow the learning process through formal and non-formal education pathways is the best choice made by parents and families of children with cerebral palsy. Children with severe cerebral palsy need a support and motivation from their families to get an education that is in accordance with the condition of

the body and in accordance with the learning needs of children with cerebral palsy. Children with cerebral palsy who have the type and degree of severe disabilities receive education through informal education pathways so that approaches, methods, and exercises in the learning process carried out at home can focus on the most basic learning needs for these children with cerebral palsy.

Positioning humanity in education for children with cerebral palsy in terms of the teacher as a teacher as well as educating children with cerebral palsy in formal education, non-formal education, and informal education leads to the role of teachers who have duties and responsibilities in providing education for children with cerebral palsy in accordance with type and degree of abnormalities of each child with cerebral palsy. The teacher is obliged to respond and treat children with cerebral palsy by adjusting the type and level of abnormalities of children with cerebral palsy, because the type and level of abnormalities that each child with cerebral palsy has requires different responses and ways of education. Teachers should be able to give education for children with cerebral palsy according to the types and levels of disorders that are so diverse. The teacher in addition is also obliged to know insights about learning barriers in each type of children with cerebral palsy, so that teachers can also learn the characteristics of children with cerebral palsy along with the tools that are needed as a support for the learning process.

The teacher in charge of providing education for children with cerebral palsy is also important to adjust the place where children with cerebral palsy carry out the learning process such as in inclusive schools and in special schools. Teachers play an important role in adjusting the learning place of children with cerebral palsy, because the situation faced by teachers in the practical realm of cerebral palsy children's education is fraught with challenges. This is like the teacher in the inclusive school whose job is to teach all students including children with cerebral palsy who are students in the inclusive school class, so the teacher who is assigned to teach in the inclusive school should have knowledge about cerebral palsy students who are in class to follow the process of learning together with other students in inclusive schools.

Education in inclusive schools should ideally have primary teachers and accompanying teachers in inclusive schools. The principal teacher who teaches in inclusive schools has the role of giving lessons both in the classroom and outside the classroom. The accompanying teachers in inclusive schools come from special school teachers who are assigned to inclusive schools as companions for children with special needs as well as principal teacher consultants in inclusive schools. At this point the accompanying teacher and principal teacher in inclusive

schools must work together in organizing education for students in inclusive schools. Principal teachers in inclusive schools should be able to understand and understand children with cerebral palsy conditions in inclusive schools as students with special needs who fall into the complex disorders category.

Special assistant teachers in inclusive schools have the duty to help overcome the barriers experienced by students with special needs while doing the learning process in inclusive schools. The principal teacher and the accompanying teacher who work together in teaching children with cerebral palsy in inclusive schools is a manifestation of humanities principle in *humanistic education* that leads to the aspect of the teacher being obliged to recognize the characteristics of learning barriers that experience by children with cerebral palsy while doing learning process in inclusive school. Such conditions are certainly different from children with cerebral palsy with the type and degree of severe disabilities that always need help or assistance from others to carry out daily activities, including during the learning process in school or also in the social sphere. Therefore, the teacher in charge of teaching in special schools is important to give an educational response to children with cerebral palsy with the type and level of severe abnormalities intensively, considering children with severe cerebral palsy always need help when doing activities in special schools.

Education for children with cerebral palsy through informal education can be provided through parents or families of children with cerebral palsy. Parents who have the children with cerebral palsy should recognize the characteristics of their children disorder that includes obstacles in the process of growth and development of their cerebral palsy children from birth, the type and degree of abnormalities experienced by children with cerebral palsy. Armed with the knowledge held by parents about their cerebral palsy children can also be the directors of parents of cerebral palsy children in providing informal education.

Parents and families who have children with cerebral palsy that experience difficulties in providing informal education for their cerebral palsy children, are generally caused by the condition of their cerebral palsy children who only allow it to carry out learning activities both at home and around the house. Children with cerebral palsy generally experience the type and level of severe abnormalities that cause obstacles in following the process of learning through formal and non-formal education. Parents as a teacher of children with cerebral palsy at home should give basic educational needs for children with cerebral palsy. Parents of children with cerebral palsy can also consult a therapist who is brought in at home or at the therapy service center for children with cerebral palsy.

Parents of children with cerebral palsy can also bring a teacher to come home to provide education for their children with cerebral palsy like homeschooling. Homeschooling education that brings in teachers, organizes education for children with cerebral palsy at home. Thus, children with cerebral palsy in the individual learning process could be more focused and guided. This informal education is an appropriate choice to be given to children with cerebral palsy who do not allow to follow the learning process through formal and non-formal education as the children with cerebral palsy with the type and degree of severe abnormalities and children with cerebral palsy who live distant from school or from training centers.

Informal education provided by therapists and homeschooling teachers, should be supported by the role of parents and families of children with cerebral palsy children who routinely provide education for children with cerebral palsy at home or in the social environment. Informal education that can be given by parents to their children with cerebral palsy as well as trained by teachers and trappers is to train the concentration of children with cerebral palsy, train the flexibility of muscles and body parts of children with cerebral palsy so as not to be stiff, train the interaction of children with cerebral palsy both verbally and verbally nonverbal so that children with cerebral palsy be able to communicate according to their capabilities. Parents of children with cerebral palsy are also important to teach courtesy, how to respect others, as part of moral education in accordance with the capabilities of children with cerebral palsy. Thus, parents and families of children with cerebral palsy take an important role in informal education for children with cerebral palsy.

## **10. Conclusion and Suggestions**

The conclusion of this paper that is the concept of education for all children which is held through inclusive schools still needs 'reframing' to the condition that the implementation of inclusive schools be able to accommodate education for all children all children including children with general learning group and special learning group. Children with cerebral palsy as children with special needs who need to obtain education as well as getting inclusive education, could certainly receive inclusive education held in inclusive schools. Inclusive education which is held through inclusive schools has the aim that education for all children could be held in one place of learning, but for a number of children with special needs such as children with cerebral palsy at certain types and levels have the opportunity to meet obstacles in the process of conducting activities in inclusive schools both indoors or outdoors.

Children with cerebral palsy which consists of three levels of the abnormalities, namely mild, moderate, and severe, certainly, each requires a different response in conducting the learning process in inclusive schools. This is so considering the condition of the disabilities and the learning needs of each level of cerebral palsy disorder. Positioning humanity by reframing inclusive education also has interconnection with the goal of the concept of 'education for all' which is demonstrated through the efforts to harmonize the four components of education which is covering teachers, students, places, and times so that organizing education for all children through inclusive education could be applied comprehensively.

Positioning humanity also constitute a recommendation of the Reconstructionist to holistically organize education for children with cerebral palsy. Thus, an understanding of the concept of 'education for all' is interpreted by efforts to carry out inclusive education through entire educational pathways which support each other in order to positioning humanity in education.

The importance of humanity in education for children with cerebral palsy shows that aligning the education part which includes teacher, student, place, and time can overcome obstacles and challenges in realizing education for all children through inclusive education. Therefore, humanity becomes a philosophical foundation to reconstruct the concept of inclusive education for children with cerebral palsy which is important to be further developed in the realm of society, families, policy holders, and education providers. Positioning humanity in education for children with cerebral palsy also shows a direction to develop inclusive education for children with cerebral palsy.

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