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A STUDY OF A SPECIAL EDUCATION SCHOOL FOR STUDENTS WITH MILD
MENTAL RETARDATION IN BANDUNG, INDONESIA

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education : Special Education

by
Susanti Soebianta
March 1997

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MENTAL RETARDATION IN BANDUNG, INDONESIA

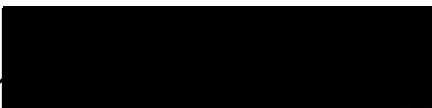
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Susanti Soebianta

March 1997

Approved by :



Louise Fulton, First Reader



Rosa Gonzalez, Second Reader

March 21, 1997
Date

Abstract

California has become a melting place for people all over the world . In Los Angeles County alone there are several thousand dialects and languages spoken among the people. Some of them come from Indonesia, a country with about 583 languages and dialects (Indonesia Introductory survey, 1996). If students are from other countries and since their cultures are very different than the North American culture, it would be very easy for a teacher to misunderstand a student from Indonesia.

The purpose of this project is to look at Indonesian culture, introduce the Indonesian special education system in general, and look closely at special education for children with mental retardation school in Bandung, West Java.

This project includes : 1) a description about Indonesian culture, the special education system in Indonesia, and some information about Sekolah Pendidikan Luar Biasa (SPLB) which is a special education school for students with mental retardation in Indonesia, 2) a 30- minute videotape of SPLB containing the Instruction of students with mental retardation in their classrooms and the school program in general, and 3) a training module to accompany the videotape.

Information gained from this project can offer some useful insight into knowing the condition of a special education school in Indonesia. In addition, by using the videotape and training module special education teachers may learn new techniques in instructing their students with mild mental retardation, who may be from Indonesian background.

Acknowledgments

I wish to thank Dr. Louise Fulton for reading and correcting my paper, guiding me in organizing the video, and Rosa Gonzalez for her guidance in approaching a multicultural subject, lending me her books and articles and for being supportive in everything

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CHAPTER ONE

Background

Introduction

The contents of the first chapter presents an overview of this project. The purpose of this project is discussed and the significance of the project. Finally, the organization of the project is also reviewed.

The Purpose and Program Objective

The purpose of this project is to present information about education that is provided for children from Indonesia who have been placed into special education programs. It will provide background information that will help teachers in the United States understand students who come into this country and into American classrooms. This paper will provide specific information about teaching students with mild mental retardation. Specific objectives include: 1) To provide an alternative method for teachers to use in teaching students with mild mental retardation, 2) To learn about special education in Indonesia, 3) To review special education law and school regulations in Indonesia. 4) To depict school philosophy and curriculum in meeting the needs of students with mild mental retardation in Indonesia, 5) To develop a videotape and training module to use in examining cross cultural similarities and differences.

Significance of the Project

One of the realities of the schools in southern California is that they are populated with vast numbers of students that come from diverse countries. From 1981 through 1990, about seven million people have immigrated to the United States. This translates

into a sixty three percent increase in the immigrant population in the last ten years (Figueroa & Garcia, 1994). These people come with their own tradition and beliefs which enrich California's diversity. Often teachers are faced with students that come from countries that they have only read about and have little if any first hand experience. Many times, because of the little knowledge about other cultures other than their own, teachers aim their teaching to students who are most like themselves, while assuming that all students in their classrooms will understand the lessons. Teachers may also assume that the students will understand the meaning of their non verbal behavior and that it will have the same meaning for all students, regardless of their ethnic or cultural experiences. The teachers' behavior may be just as misunderstood by the students as the students behavior may be misunderstood by the teacher. In most instances, misunderstandings are not intentional. For the most part, neither the teacher nor the students are malicious nor discriminating intentionally, in most cases, the misunderstandings are a result of naivete on the part of both.

Therefore, it is important that teachers attempt to understand the culture of their students. They need to take time to consider what it is that the students know and have experienced that allow them to see that what they do as sensible (Spindler, 1982). Once special educators have acquired understanding for their students, they can begin to set up classroom experiences where the students can feel accepted and experience greater success.

Special education students are identified as having a specific disability such as mental retardation. If a child comes from a different culture and also has a disability, the

problem is even greater. Since California is a multicultural state, there are children from many cultures within the special education setting, it makes it critically important to know how other cultures see the process of learning, as well as the way they view children with special needs.

In many cultures, children with disabilities are not expected to receive a formal education. Even the government in some countries do not require parents to send their children with special needs to school. When people from those countries immigrate to the United States, they do not know that they have broken the law by keeping their children at home. Many parents become afraid when they are found keeping their disabled children at home. It is because their country's public school system does not provide education for children with special needs. In their native country, if special services are provided they are frequently in a special school for students with disabilities in a segregated school site. In the United States, Public Law 94-142 mandates that the public schools to provide equal access to education for students with disabilities in the least restrictive environment, regardless of the handicapping condition of the student may be. This law also protects children with disability against biased in testing. Students should be examined in their own native language without cultural bias (Stewart, 1986) . Many immigrants do not know about the availability of the services in the public schools. For example, in South Korea most students with special needs are educated in private schools (Seo, Oakland, Han, and Hu, 1992). Therefore, educators in the United States can make people aware of the services available in the public school system.

Organization of the Project

This project is divided into three chapters. The first chapter provides an introduction to the study, purpose and program objective, significance of the project, and organization of the project. Chapter two consists of general information about the study, a review of special education law in Indonesia, the unwritten law, child rearing and family roles, and cultural and mythical beliefs. Chapter three describes project procedures, the school, and participants of the project. The last chapter presents the Indonesian curriculum guidelines, the curriculum of SPLB including its four domains, the videotape module, the accompanying training document, and discussion questions. The appendix and references follow chapter four.

CHAPTER TWO

General Information about the Study

Introduction

There are several points that are discussed in chapter two. 1) It reviews the location of the study, 2) it presents the relevant education laws of the country, 3) it discusses some cultural and mythical beliefs of the people in Indonesia, 4) Finally, it presents the child rearing practices and family roles.

Location of the Study

Indonesia is a country located between the continents of Asia and Australia, exactly at the equator. It consists of about 13,000 islands with 5 main islands; Java, Sumatra, Kalimantan, Sulawesi (Celebes), and Irian. The total Indonesian population is 180 million, thus, it is one of the most populated countries in the world with the Indonesian language as the national language. Indonesia obtained its independence from the Netherlands in 1945. This country is rich with spices, minerals and oil. The natural richness of Indonesia attracted the Europeans. Sixty percent of Indonesians are crammed into Java, with a population of approximately 107 million. The size of Java is comparable to New York State. In addition to its richness in natural resources, Java is also rich culturally. Java has numerous cultures, with cultures differing on every island. Furthermore, some islands have more than one or two cultures and belief systems.

For this project a special education school in Bandung a city in West Java was videotaped. The school is located in the central part of Bandung which is one hundred eighty kilometers southeast of Jakarta, the capital city of Indonesia.

A Review of Indonesian National Education Law for Special Education

The public law of the National Education system in Indonesia is designed to develop the cognitive ability and to raise the moral behaviors and quality of life of all Indonesians. According to this law, every citizen has the right to obtain an education in order to gain knowledge, ability and vocational training at least at the same level as basic education. (Public Law number 2 1989, chapter 3, 5, and 6). This law is very similar to Public Law 94-142 which gives every student in the United States an opportunity to receive a public education.

The second public law also states that family, society, and government must work together in implementing the National Education Program. According to this Public law, there are two ways to implement the National Education Program, in school and out of school. According to, Public Law number 2 the implementation of national education is the collaborate responsibility of the family, society, and the government. This law also states that education in school is to be the education which occurs on the school premises through a structured curriculum involving continuous learning and teaching.

In Indonesia school education has four levels: elementary school, middle school, high school and university. (Translated from chapter 9 verse 1, chapter 10 verse 2, and chapter 12 verse 1 Public Law number 2 1989). The subjects taught include: math, language arts, science, social science, crafts, religion, and physical education. Since the law does not specify how these classes should be divided, the individual schools usually develop their own plan. For example, the school I observed divided the classes into four domains: religion and ethics, academics, socialization and community, and vocational.

Students in the Indonesian schools also wear uniforms, but each school designs their own uniform.

School education involves teaching a structured curriculum, learning and teaching process whereas education in the family is also considered to be a part of education. Even though it is not in the school, the family is expected to teach religion, culture, morality, and behavior norms, however, these rules are also reinforced by the school.

The Unwritten Laws

Besides Indonesian Education Laws there are also rules for acceptable behavior. Every school determines its own rules and regulations, they are provided to teachers and parents in the form of a handbook. This handbook specifies exact behaviors which relate to religion, culture, morality and acceptable behaviors noted in Public Law number two. For example : a) students can only use their right hand when giving something to the teacher, b) students should not make direct eye contact with the teacher, c) students are discouraged to eat in public during Ramadan season, and d) students should not kiss other students in public. This handbook also includes a statement addressing the importance of parents modeling appropriate behaviors for their children.

Other rules are accepted as common knowledge. They are not discussed or debated. These rules include the expectations of all families and schools which are not negotiable. Religion, culture, morality and acceptable behavior are all considered important parts of everyday education for all the people of Indonesia. Sex education however is not a part of the school curriculum and it is never discussed at school. This issue is considered to be a private matter and should be handled at home by the parents

and families. In addition, all students are a part of one of the five official religions in Indonesia: Islam, Christian, Catholic, Hindu, and Buddhist. They must follow the expected standard behaviors which are taught to the believers of their chosen religion.

Cultural and Mythical Beliefs

Beliefs about individuals with handicaps influences the way these children are accepted in the education setting. Some islanders believe that having a handicapped child is a curse from the god and that a god is angry at them and has cursed them, others believe that they must have done something wrong to have a child with a disability. Many women feel guilty if they have a child with disabilities, thinking that somehow they are the cause of this problem. In some cases women who have a child with a disability are even treated badly by others, as if they are undesirable or even disliked by the society. Other people who believe in reincarnation believe that people with disabilities are paying for their past life mistakes. This group of people believe that having a disabled child is a result of misfortune or bad luck (Smith, 1993). Having a child with disability is a prohibited subject to discuss, therefore women do not talk about handicapping conditions when they are pregnant nor go near a person with disabilities. People will sometimes make an offering to the gods in the form of food or money to ask forgiveness for their mistakes.

If parents have a disabled child, they often do not send them to school, as they do not want the public to know they have a disabled child. Therefore, those children do not receive any training as a result of the society's view about disabilities. Parents often find it very difficult to send their children to SPLB when the child is first diagnosed with

mental retardation. Therefore, SPLB has a psychologist who evaluates students as well as consults with the parents.

There are some similarities between Indonesian parents and American parents. They both react the same way, they feel guilty for having a child with disabilities. Stewart (1986) reports that among American parents, the most common belief is that having a child with disability is a punishment for something a parent has done. He also states that the second form of guilt is a belief that "bad things happen to bad people; therefore, I am bad." (p. 154). In addition, he holds that the third and least common is that having a handicapped child resulted from a particular action done in the past. People in big cities are beginning to change their beliefs, since most of the city dwellers are educated and are influenced by westerners. They are more open minded than people in the isolated and smaller countryside villages. As rural parents gain more information, they will gradually change their beliefs. One way to change people's view about individuals with disabilities is to educate them about the origin and remedy of those conditions.

Child Rearing and Family Roles

Unlike North American society, Indonesians raise their children with their extended families. Grandparents, siblings and extended family members play an important role in raising a baby from day one. Younger children are often cared for by older children. It is their responsibility to watch over their younger siblings. In many households, babies often sleep with their parents until they are ready to start the elementary school or the birth of a younger sibling. Multiple families often live in one

house (Smith, 1993). Since many family members watch over the children , many parents feel relieved, especially when they have a disabled child. For people of high socioeconomic level, private, live-in care maybe affordable. Most of the people live in big cities.

CHAPTER THREE

The Process and the Participants

Introduction

The first part of chapter three details the process of this project from the beginning until the completion. The last part describes the participating school, the SPLB and its facilities.

Project Procedures

Several steps were followed in conducting this project. These include: school selection, journey to Indonesia, completion of requirements to obtain permission, data collection, and implementation of study. Qualitative methods were used for data collection, these included: observations, interviews, videotaping, photographing classrooms and school facilities, and document analysis.

School Selection

The school selection process began when I went to Indonesia for two weeks in early September, 1995. Since I was working on attaining a credential in learning handicaps and I also taught in a special education class in the United States, I wanted to become familiar with special education classes in Indonesia, the country of my ancestry. I learned that there are three special education schools in the city where I had lived. Having learned this, I telephoned the schools to make appointments for observations. These schools were the Bandung School of the Blind, Sekolah Pendidikan Luar Biasa (SPLB) a school for students with mild and moderate mental retardation, and the School for Children with Behavioral Problems. From the three schools I visited, there was only

one school which specifically pertained to my program at California State University San Bernardino, the SPLB. There is only one school for students with mild mental retardation in the city of Bandung. Having learned that the school in Bandung is the oldest special education school in Indonesia, and also the most established, it was given the first consideration. Upon investigation, it was revealed that there are five professors of special education in Indonesia, and one of them is at SPLB. The professor, Dr. Amin, is also the president of the SPLB foundation. Since he was out of town for several days, I was unable to meet with him before I returned to the United States. While there, however, I spoke to Dra. Astati, the headmaster, and informed her that I would be able to return to Indonesia in the Spring of 1996. I expressed my desire to learn more about special education in Indonesia and to conduct observations and videotaping of the classes at SPLB.

In the Spring of 1996, I began to make the preparation for this project. Before leaving the United States I made contacts with Dra. Astati, the headmaster of the Special Education School in Bandung. In an international telephone call I requested permission to videotape the entire school for the purpose of completing my master's project. Dra. Astati informed me that she would need a letter from my university professor as well as a project proposal outlining my goals and procedures.

The Journey to Indonesia

Travel to Indonesia began on March 20, 1996. It required approximately nineteen and a half hours of flight time from Los Angeles to the capital city, Jakarta. Another three hours were needed to reach Bandung by train. Since Indonesia is fifteen hours

ahead of Pacific Standard Time, recovery from jet lag requires about two days. In addition two days were lost due to flight time and time difference.

Requirements to Obtain Permission

When I arrived in Bandung, Dra. Astaty accompanied me to see Dr. Hadji Mohammad Amin, the Foundation President. I presented a letter from Dr. Louise Fulton (see attachment) from California State University, San Bernardino and a proposal in the Indonesian language. Dr. Amin requested a more detailed proposal and a new proposal was submitted the next day, and was approved (see attachment). A date was set for interviews and videotaping, and I began familiarizing myself with the students and the school facilities. In Indonesia, videotaping for educational purposes does not require the parents' permission, however the Foundation President must approve the procedure.

Data Collection

On April 8, 1996, every teacher was ready as they had been preparing for my arrival for a week. Videotaping began at seven in the morning and was completed at fifteen minutes after four in the afternoon. Some students were shy, since they were not accustomed to being watched during instruction.

Two days after videotaping the school, I re-visited the school for more observation. This time I also stayed at the school the entire day. During this time I began to make decisions as to which important segments should be included in my final video program. I interviewed the teachers as well as students and learned about different approaches of teaching special education students in Indonesia, especially the emphasis

on hands on experiences used by the teachers. In addition, I collected various artifacts such as textbooks, handbooks, pictures, and students crafts.

Completion of the Study

While still in Indonesia and after finishing the observation of the school, I watched the videotapes to ensure that the content was of high enough quality for my purposes. The original unedited videotape was six hours in length. Due to different format of videotaping equipments in Indonesia, the PAL system, I had to transfer it to the United States system, NTSC. Careful editing was done to ensure that there was no data lost in transferring from one system to the other. The last eight days in Indonesia were spent editing and translating the verbal language on the videotape and written materials into English.

When I arrived in the States I resumed translating all of the materials. Some of the words were difficult to translate since there is no exact English translation. In those instances, the closest word or phrase was used to interpret the main ideas. After the translation was completed, I began to put together the materials for writing the paper and the training module. Organization was time consuming and challenging and the paper was edited several times. Video module attachment was a difficult process to develop since the manual for this project has to match the edited video. But when it was completed, I had developed a product that could be very useful to other teachers.

By reading this paper and watching the videotape, teachers will be able to learn more about the culture and education of Indonesia. So, if an educator encounters students

from Indonesia they will have a better understanding of what to expect and how to help the student adjust to the culture of the American classrooms.

School and Participants of the Project

This project focuses only on the program for students with mild mental retardation at Sekolah Pendidikan Luar Biasa (SPLB). SPLB has a population of two hundred eighty four students from Kindergarten through secondary school. This school is divided into two programs, one for students with mild mental retardation and the other for students with moderate mental retardation. Since the SPLB school is especially designed for students with mental retardation, children with other disabilities such as blindness, deafness and physical disabilities are not included in this project.

SPLB is a segregated campus and has twenty five classrooms with thirty five teachers and twenty three non-teaching employees. The ratio is one teacher to twelve students for the mild mental retardation program and one teacher to eight students for moderate mental retardation program. SPLB is a private institution, managed by the Yayasan Pendidikan Luar Biasa Foundation (YPLB). At SPLB school, the Foundation president requires the teachers to encourage their students to be persistent and to think for themselves. Therefore, students at SPLB are given many opportunities to solve a problem, so that students have many chances to achieve success (see appendix). As in South Korea, Indonesian special education students are usually educated in the private schools (Seo, Oakland, Han and Hu, 1992) such as the SPLB.

Prospective teachers start their training in grade ten of secondary school. At the end of grade nine, students may choose their area of concentration for the next three

years. Concentrations include various programs such as: teacher training school, technical engine school (the study of various kinds of engines), or regular high school. After the prospective teachers complete three years of teacher training school, they may choose between starting to teach at the elementary school or continuing their education at the university. To teach special education, teachers must take two years of college level teachers' training. In addition to completing the courses, they also need to spend a specified number of hours at a special education school. At SPLB many student teachers assist classroom teachers in instructing the students.

Of the two hundred and eighty four in the school population, one hundred sixty of these students are in the program for students with mild mental retardation. According to SPLB handbook (Amin,1995) mild mental retardation refers to students with an Intelligent Quotient of fifty five to seventy as measured by the Wechsler Intelligence Scale for Children in Revised (WISC-R) given in Indonesian.

Special education levels for students with mild mentally disabilities consist of the elementary grades 1 through 6, middle school grades 7-9, and high school grades 10-12. Students observed for this project were all students in all of the thirteen classrooms at the mild mental retardation at the SPLB. In addition to observations, videotapes were made in each of these classrooms.

Acceptance Requirements at SPLB

The SPLB specifies admission requirements. These include : 1) Students can start at anytime without waiting for the new school year since the education program is concentrated on the individuals, 2) A psychologist or psychiatrist report is required

before a student is admitted to the school, 3) Student must be between the age of 6-12 when starting program, 4) The school provides education until the student is 18 years of age or until high school is completed; 21 years of age for vocational training, 5) Students must fulfill certain administration costs.

Collaboration

Collaboration refers to special education teachers and regular education teachers working together to facilitate the placement of students with disabilities in the least restrictive environment. The definitions of collaboration in the United States and in Indonesia are similar in that specialists such as psychiatrist, orthodontist, social worker, dentist, medical doctor, psychologist, and specialist teachers (Speech, physical and occupational therapist) work together to serve students with disabilities. However, in the United States the collaborating professionals often work in an inclusive educational environment, compared to Indonesia where the collaborating professionals work exclusively in the special disability schools. At SPLB there are many specialists who work with students consistently, as well as faculties at different universities who work at SPLB as consultants.

Facilities and Services

For students who live away from Bandung, one male and one female dormitory is available for each. Currently, there are forty male and twenty female students between the ages of seven and twenty-one living in the dormitories. For each dormitory, a residential dean is appointed to supervise the children.

Students staying in the dormitory have a set schedule to follow. Room check is conducted at eight o'clock every evening. Students eat breakfast, lunch and dinner together at the commons. In addition to the commons, a kitchen is available for the students use, as well as for vocational training activities.

The library is open from seven in the morning until six in the evening. Students may borrow books or they may study in this room. The library also functions as the meeting room for student teachers, who are allowed to use this premise to study or prepare teaching materials. A remedial therapy room is available for use by a physical therapist, speech therapist or occupational therapist.

SPLB is equipped with an indoor gymnasium, where students can participate in indoor sports. The school also provides sport equipment for such sports as table tennis, athletics, volleyball, badminton, and soccer. A large playground is located in the middle of the campus. In addition to those indoor facilities, SPLB also has outdoor facilities such as volleyball court, badminton court, playground and a garden. The garden is also used for instructional purposes. Students learn to plant fruits and vegetables.

Located at the back of the campus are two vocational training rooms, one for female students and the other for male students. The female vocational training room is equipped with sewing machines, cross stitch and crochet needles, glue guns, and carpet making equipment. On the other hand, the male vocational training room is equipped with weaving machines, wood cutter, and wood carving equipment.

SPLB is also equipped with a school clinic located next to the principal's office. A nurse is available only during the school hours from seven in the morning until two in

the afternoon. Students use the clinic on an individual need basis throughout the school day. It is also used for public health vaccinations.

CHAPTER FOUR

The Curriculum

Introduction

This chapter provides a discussion of the Indonesian curriculum for special education in general, and the curriculum of Sekolah Pendidikan Luar biasa specifically. This chapter also includes the videotape instructional module and the accompanying training document. A set of discussion questions will conclude this chapter.

The Indonesian Curriculum Guidelines

In Indonesia, special education curriculum is divided into two sections: 1) the curriculum for students who are blind, deaf and mute, physically handicapped, and socially maladjusted, and 2) a curriculum for students with mild and moderate mental retardation, and multiple handicaps. The first program consists of these classes: civics, religion, language arts, math, science, social science, arts and crafts, health and physical education, English or foreign language, and vocational. The second program consists of these classes: civics, religion, language arts, math, science, social science, arts and crafts, health and physical education, and English or foreign language. Since SPLB is included in the program for the mild and moderate mental retardation and multiple handicaps, discussion in this paper is limited to this program. Since Indonesia has more than 583 dialects, the government encourages each province to educate all students according to the local culture, especially in the arts and crafts activity, in order to preserve the local culture (Mulyadi & Riyanto, 1995).

Time schedule

The time structure of all special education schools must follow guidelines. There are three trimesters in a year. School days must not be less than two hundred forty instructional days. Students attend school from Monday through Saturday, with a minimum of three hours a day for Kindergarten, five to seven hours a day for the elementary school students, and seven hours of instruction for middle school, and high school students.

The Grading System

The main purpose of grading students is to monitor their development and improvement in their studies. Another purpose of grading is to improve teaching and learning methods. At the end of the third trimester, students from grade six, nine and twelve are evaluated to determine if they have gained satisfactory knowledge from the six years of elementary school, three years of middle school, and three years of senior high school. The grading system is standardized nationally. This system is used in order to ensure the quality of national education.

The curriculum of Sekolah Pendidikan Luar Biasa

The SPLB mild handicap program consists of four domains: Religion and ethics, academic, vocational, and socialization with community. Each domain consists of two or more classes, and all students are required to participate in classes of every domain.

I. Religion and Ethics Domain

This domain consists of two classes: religion and civics.

A. Religion Classes

There are five official religions in Indonesia : Islam, Christian, Catholic, Hindu and Buddhist. Students learn more about their own religion at school. A study of the history and practice of religion is required in this class. Parents decide the faith of their children until they are old enough to decide on their own, which is eighteen years of age. The purpose of requiring religion classes is to ensure that society will know acceptable behavior and a standard of morality as it is written in Public Law number two (Djojonegoro, 1994). Another purpose of teaching this subject is to learn to respect the interest of others above ones own ambitions (Imron,1996). Religion classes are taught to students beginning at grade one. The National Education handbook requires two hours of religion classes a week for students in all grade levels.

B. Civics Classes

Students in Indonesia are required to learn the constitution, the country structure and public law. Students are expected to memorize the basics of constitution by the first grade. They will not be able to promote to the next grade level if their grade is unsatisfactory for this class.

II. Academic Domain

Academic domain in the SPLB curriculum consists of seven classes : math, language arts, foreign language, science, social science, health and physical education. Text books are designed to meet the needs of students with mild mental retardation.

A. Math classes

Mathematics is a required course for students from first grade through high school. It is considered as one of the most important academic subject areas in Indonesian schools. In this school, students are provided with manipulative objects to increase their understanding. Repetition is also used as a method of teaching math content in every grade level. It is their way to teach concept memorization.

B. Language Arts Classes

Language Arts is also a required class for all Indonesian students. The Indonesian language, Bahasa Indonesia, is used in the school. In these Language Arts classes, students learn the history, structure and the use of Bahasa Indonesia. However, free writing for students is very limited. All writing topics are usually selected by the teacher.

C. Science Classes

According to the Indonesian National Education Program handbook (Djojonegoro, 1994), schools are required to begin teaching science in the third grade. Students learn basic science in third through sixth grades. From grades seven through twelve, students are allowed to choose among biology, chemistry, or physics classes. However, students must concentrate in one category of science for at least three years. Usually students start choosing their concentration at grade ten. At SPLB students in many science classes are encouraged to become involved in experiments and other scientific activities.

D. Foreign Language Classes

Indonesian students are also required to take foreign language beginning at grade seven or middle school. Students learn the vocabulary and basic English tenses. In high school students may choose among English, German, Japanese or French, to fulfill a requirement of a foreign language class. At SPLB, students are required to study English for two hours a week at grade seven.

E. Social Science Classes

Geography and history are considered as social science classes by the National Education Program handbook. Students must take Indonesian history and geography beginning at third grade. In middle school students must take world geography and some world history classes. In high school, students are required to take world and Indonesian history using more detailed books. SPLB uses numerous visual aides in teaching history and geography.

F. Health Classes

In this class students learn basic health information. Since Indonesia is a developing country, all students are required to receive yearly vaccinations at the school every year. For example: vaccination for dysentery, Tetanus, and BCG. Teachers in Indonesian schools do not teach sex education to their students.

F. Physical Education

The National Education Program handbook also requires instruction in physical education in all schools beginning in first grade. Students at the elementary level usually have access to physical education activities such as

baseball, athletics, gymnastic and badminton. SPLB is equipped with various sports equipment and facilities such as: table tennis, track and field, gymnasium, badminton and volleyball courts.

III. Vocational Domain

Vocational training at SPLB is separated by gender. The three separations are: female, male and coeducational vocational training. All students are required to take a vocational training course beginning at age thirteen. The purpose of taking vocational training is to prepare students to obtain employment in the future. Students from different grade levels may take this course together.

A. Female vocational training

Female students at SPLB may choose a craft activity from the following options: crochet, carpet making, cross stitch and sewing. Some of their finished products are often displayed in front of the school or at a cultural fair.

B. Male vocational training

In the male vocational room students learn to weave mats, make furniture dusters, paint, polish and carve wood. After completing high school, students will spend full days in this room continuing their vocational training.

C. Coeducational vocational training

Male and female students are allowed to take cooking and gardening classes together. The purpose of these courses is to teach students to become more independent. In the school's garden, students learn to prepare the ground

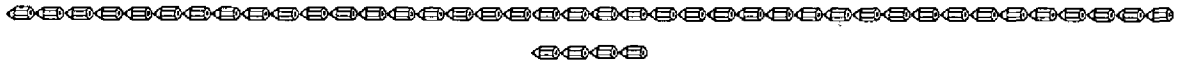
and plant seeds. They grow their own tomatoes, bananas, corn, egg plants and other vegetables for the cafeteria.

IV. Socialization and Community Domain

According to Public Law number two (Djojonegoro, 1994), it is important for students with disabilities to become as normal as possible in the society, and to learn to socialize in the community. Therefore, supervised community experiences are provided in the school, for students with disabilities. SPLB requires all of their students to go out to the community as many times as possible. Regular education students often come to SPLB to integrate with special education students. SPLB students also learn to count their money when they go to the supermarket, to order food in a restaurant, and to cross the street safely. During these community participation experiences students are encouraged to socialize and learn the ethics in the society.

Appendix :

**“A VIDEOTAPE AND INSTRUCTIONAL MODULE OF SEKOLAH
PENDIDIKAN LUAR BIASA (SPLB) “**



A Close Look at a Special Education School for Children with Mental Retardation in
Bandung, Indonesia

“A VIDEOTAPE AND INSTRUCTIONAL MODULE OF A SPECIAL EDUCATION SCHOOL IN BANDUNG, INDONESIA”

Introduction:

This instructional module consists of a videotape, depicting education and culture in Special Education Classrooms in Indonesia and an accompanying Training document to use with the videotape.

Purpose

The purpose of this instructional module is twofold. First, this video will provide an opportunity to observe teachers and the students participating in classroom instruction in a special school for students with mild mental retardation Indonesia. Second, viewing the videotape and using the Instructional Training Module will provide an opportunity to learn about culture and education in Indonesia, as it relates to students with mild mental retardation.

Overview

The video is divided into eight segments. These segments include: Introduction, The Four Teaching Domains, Extra Curricular Activities, School Facilities and Conclusion.

Each of these segments are described further in the following sections.

INSTRUCTIONAL MODULE

Viewing preparation: Prior to showing the videotape, this Accompanying Training Document should be reviewed. After discussing the major heading of the video and preparing the audience the videotape can be shown. Follow up questions are provided at the end, as a way to stimulate further discussion.

I. Introduction (2 minutes)

The first segment of the videotape describes pictures of the location in Indonesia and the city of Bandung where Sekolah Pendidikan Luar Biasa is located.

II. The SPLB Curriculum Domains

The four curriculum domains are shown in this segment: religion and ethics, academic, vocational and socialization. Since all instructions are done in the Indonesian language, captions are provided to clarify the videotape content.

A. Domain 1: Religion and ethics (3 minutes)

At SPLB this domain is divided into two classes : religion and civics.

1. Religion classes

The first clip shows a the teaching of religion to the seventh graders. Students are fourteen to fifteen years of age. The teacher is explaining that people with different beliefs can tolerate and respond to one another.

2. Civics Classes

In Indonesia every student is required to learn the constitution. In this second segment students learn to memorize the five basics of the constitution. They are:

- a. Believe in one God
- b. Believe in morality and justice for the people
- c. Believe in the unification of Indonesia
- d. Believe in the people who are governed by the wisdom of the senate and congress.
- e. Justice for all Indonesians.

Students in this segment are in the sixth grade and they are about 12 years old. The teacher used the method of repetition; while each student eventually has an opportunity to orally recite the five items.

B. Domain 2 : Academic (10 minutes)

Normally there are seven academic areas in this instructional domain: math, language arts, science, social science, health, foreign language and physical education. This video segment shows students learning in language arts, math and physical education classes.

1. Language Arts class

This is a multi grade language arts class for first, second, and third grades; the students range in age between 7-9 years old. Here, the teacher is discussing different methods of transportation. First, she shows the

pictures while explaining transportation vehicles to students. Second, she asks each student to come up and identify their method of transportation to school. Finally, she asks some students to write the names of vehicles on the board.

2. Math class

The second segment of the academic domain in the videotape shows the combination of fourth and fifth graders math session. Students are learning the concept of division. The teacher uses a piece of manila paper to show the process of division. She communicates to her students and checks for their understanding after she explains the concept.

Afterwards, she writes the problems on the board.

3. Physical Education

Since SPLB has several sports facilities, students may choose a physical education activity that they want to do every week. Physical education is also considered to be a leisure time activity for students. In this picture SPLB students are playing table tennis, volleyball and badminton. Sometimes students participate in swimming, soccer and other sports.

C. Domain 3: Vocational (11 minutes)

For vocational training students are separated by gender. This segment shows female, male and coeducational vocational training.

1. Female vocational training

In this segment female students are doing various crafts such as: crochet, carpet making, cross stitch and sewing. These students are from different grade levels and are required to begin vocational classes at age 13.

2. Male vocational training

In this vocational room male students are learning to weave mats, make furniture dusters, paint and carve.

3. Coeducational vocational training

In this segment, male and female students are taking cooking and gardening classes. The first picture shows students cooking omelettes. The second picture students are learning to prepare the ground and plant the seed. These students learn to grow their own tomatoes, bananas, corn, egg plants and other vegetables for the cafeteria. These classes are required for students beginning seventh grade or thirteen years of age.

D. Domain 4: Socialization and Community (3 minutes)

For students to become as normal as possible in the society, socialization and community experiences are taught in the school for students with disabilities. In this segment students are shopping for some items at the supermarket. They are learning to count their own money and find the necessary items from the teacher's shopping list.

III. Extra curricular activities (2 minutes)

In order to preserve cultural arts, students in Indonesia learn to play traditional musical instruments such as the angklung, which is an instrument made of bamboo. In this segment multi grade students are playing angklung together.

IV. School Facilities (1 minute)

This segment shows facilities at SPLB. The library, cafeteria, playground, waiting area and dormitories are pictured here.

V. Conclusion

You have had an opportunity to look at classrooms for students with mild mental retardation in a school in Indonesia. Hopefully you have a clearer picture of the education and culture of Indonesia. All SPLB staff were very supportive before, during, and after the making of this video project. They were happy to share their instructional strategies with teachers in the United States.

Discussion questions :

You may want to use one or more of the following questions to stimulate sharing of ideas and thoughts about education and culture in Indonesia.

1. How do the Indonesian educational domains differ than the United States?
2. What are the similarities of those domains ?
3. Identify several ways the videotape can enrich your teaching ?
4. After watching this videotape; suggest several methods that can be changed in order to teach students better ?
5. How can we help others to understand the causes of disabilities ?
6. What has been the most useful information you acquired from this presentation

Request letter

March 21, 1996

To:
Dra. Astatu
Principal of SPLB-C YPLB
Jl. Hegar Asih No:1-3
Bandung - West Java
Indonesia

Ms. Soebianta is currently attending California State University, San Bernardino. She has completed her Special Education courses which qualifies her to teach a special education class in California. Currently, she is working on her masters degree in Special Education. She has expressed her desire to do a videotape project about a special education school in Indonesia.

I would sincerely appreciate your assisting Ms. Soebianta in conducting classroom observations, and in photographing and videotaping children in the school while she is in Bandung.

Thank you in advance for your assistance and support of Ms. Soebianta's needs. If you have any questions please feel free to contact me at (909) 880-5661.

Sincerely,

Louise Fulton, Ed.D.
Special Education Professor
California State University, San Bernardino.

Letter of proposal

Kepada Yth
Bapak Ketua YPLB
Prof. Dr. Haji Mohammad Amin
d/p Kepala Sekolah SPLB-C YPLB
Jl. Hegar Asih 1-3 Cipaganti
Bandung - Indonesia

Nama : Susanti Soebianta
Alamat : Jl. Haji Alpi 112
Bandung

Dengan Hormat,

Pada saat ini saya mengajukan permohonan ijin untuk mengadakan observasi dan rekaman video mengenai kegiatan yang dilaksanakan di lembaga yang bapak/ibu pimpin.

Kegiatan observasi akan dilaksanakan pada tanggal 6 April yang akan datang dan rekaman video direncanakan untuk tanggal 8 April yang akan datang.

Atas perhatian serta bantuan bapak/ibu dan dikabulkannya permohonan ini saya ucapkan banyak terima kasih.

Hormat saya,

(Susanti Soebianta)

A letter from the foundation president

First of all, teachers, administrators, care givers and parents should be able to encourage children with disabilities by giving them motivation. Train and give them a chance to be able to do something successfully. We should increase knowledge and skills of teachers and administrators regarding educating children with special needs in general and especially children with mental retardation.

With good collaboration among the foundation, school and parents, we hope to create continuous good learning environment for students. We would like to encourage parents and society to actively participate in helping and educating children with mental retardation.



Plate 1 : Special education students practicing writing sentences.



Plate 2 : Two SPLB students are making wooden puzzles in the male vocational class.



Plate 3 : A special education student is learning to make an omelet in a cooking class.



Plate 4 : Loom machines are available in the male vocational training room.



Plate 5 : Fourth grade students are working on mathematics problems. Some students are using manipulatives.



Plate 6 : Seventh grade students at SPLB are listening to the teacher in a foreign language class (an English lesson).



Plate 7 : SPLB commons



Plate 8 : Staff meeting at SPLB



Plate 9 : A student teacher is doing her practicum in a second grade classroom.



Plate 10 : SPLB female dormitory.



Plate 11 : The principal Dra. Astati is visiting a first grade classroom during a language art lesson.



Plate 12 : SPLB lobby

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