

Construction of Liberation Education For Disability of Humanization

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Abstract

Issues of Liberation Education for children with special needs (Heward), (Wiyani 2014: 2) become a n interesting phenomenon that requires educational innovation. The philosophy of disability christian education innovation is liberation both physically and psychologically, as human beings. Bandhie Delphie (2012: 2) revealed that children with special needs have their own learning characteristics and specificities. Likewise, children with disabilities at the Leleani PLB school and Pelita Kasih Ambon. They need a pattern of liberation education as a way of humanization. The purpose of this paper is to design liberation education to find patterns of education that free children with disability. The implication is that every child will accept his existence as a free human being, an independent human being, especially a humanist person. The method used to collect and analyze problems based on research data is qualitative with a descriptive approach whose results are dialogue and communication with love and affection. Apart from that conscientization (Freire, 1984: 41) self as a human being. The conclusion of liberation education through dialogue and communication in love and affection and the effort to build self-awareness of children with disability is the design of liberation education for children with disability as a way to discover the human nature of themselves as human beings.

Keywords: Education Christian of liberation, Disability , Humanization.

I. Preliminary

Education Issues Liberation for children with special needs (children with special disabilities) is an interesting phenomenon in the current global era, and is no longer a new thing discussed in the world of education. Generally education becomes the primary pathway to realize an alternative achievement of liberation for them. Liberation education does not only take place in formal educational institutions, but also in institutions or special private education activities. One form of change for children with special needs is to free individual children from ignorance, fear, shame, inferiority, lack of initiative and helplessness. Children with special needs disorders, free from the confines of a relationship (being isolated or living alone from their learning environment, to enjoy joy and confidence in faith in God. They must be served with a liberation education so that they become stronger in faith and trust in how God is. love and love them in His strong love.

Children with special needs is a term used to replace an exceptional child that indicates the existence of special disorders in each individual and not in the general category. Called children with special needs because these children have different learning characteristics from one another. Children like this usually learn more and need patience, perseverance and activeness in directing and guiding them. This is due to the type or type of children with special needs, different ways and characteristics of learning from normal children. According to Paulo Freire, a Latin American education figure, education that often occurs so far is the education of the bank system.[1] In this case the teacher as a subject and students are objects that must be given information, Education resembles an effort to deposit money in a bank. Education does not consider the learning characteristics of students, especially students who have intellectual, mental, and even behavioral problems in learning.

For some teachers the target achievement of the material is the main thing. Education is limited to how to teach and what is taught without seeing whether the process can change the learning characteristics of students or not. For some teachers the target achievement of the material is the main thing. Education is limited to how to teach and what is taught without seeing whether the process can change the learning characteristics of students or not.[2]

Empirical facts that occur at the Leleani and Pelita Kasih Foundation are the process of liberation for students, the main thing, but the problem is, the teacher lacks a model for handling learning problems for students. This is due to the fact that many of the teachers do not have special educational qualifications for children with special needs. The impact of that, the learning process does not become learning that is free and which is humanist for students, on the contrary learning is dehumanist, oppressive, inhumane. The impact of that, the learning process does not become learning that is free and which is humanist for students, on the contrary learning is dehumanist, oppressive, inhumane. The education process seems unfair, and makes them not independent as part of their human rights. If the child has not reached the level of knowledge and understanding of something that is taught, the teacher does not take steps, but leaves the child with his type. The main reason for this phenomenon is the level of saturation in overcoming children's learning. If that has to be done then less humane methods and attitudes are displayed (punch, pinch,) even encourage children, or also with sharp and harsh words, do not even care for children when children choose to alienate themselves from other learning peers.

In the education process, teachers should be able to build dialogue and communication through good relations, according to the souls and characteristics of their students, whatever the situation, whether physical, psychological. Especially if the learning encounter is to answer the learning needs of children with special needs. To get out of the shackles, one way that can be done is to change the educational orientation that is oppressive and inhuman towards a more humane liberation. One of the ways and strategies for educational

innovation for children with special needs is: "Design of Educational Liberation for Children with Special Needs as a Way of Humanization.

Platform for Liberation Education

Getting to know and understand more about liberation education, the important thing that becomes an affirmation is the foundation of the educational process.

a. Ideological foundation.

Pancasila is a fairly important foundation in order to develop education for children with special needs, because in the first, second and fifth precepts there are a number of values which are the crystallization of the noble values of national philosophy such as religious values, dignity values and the value of a balance between human rights and obligations. On the basis of the integration of the precepts, children with special needs are important to get education. The foundation of our country's ideology is Pancasila, which of course there are a number of ethical, moral values, there are values that uphold human dignity with their rights and obligations and more religious values. The values contained in the ideology become the basis of the importance of education for every person according to their rights and dignity, including special needs children.[3]

b. Juridical foundation,

which is none other than Pancasila, the 1945 Constitution, the Basic Education Law on special education is given specifically for those who need it. Juridical foundation emphasizes that education is essentially a conscious effort to develop the personality and abilities of students inside and outside of school that lasts a lifetime. It is clear that through this formulation, in essence, education is needed by all people, including children with special needs, so it requires special educational services to help them interpret their lives.

c. Pedagogical foundation.

In essence, education is needed or needed by anyone, anytime and anywhere, including children with special needs. This type of children, because of obstacles, disturbances and so on in educational techniques they need special education, because public schools have not been able to provide education effectively, for them according to their specific needs. This means that the development of education for children with special needs certainly requires special services.

Historical Basis

1. Traditional views and attitudes are more for pity and sheer pity to help. This concept assumes that education for children with special needs has assumed more attention and affection because of compassion and pity for them, so to make students understand about his presence in the midst of others, they prefer not to interact, better to be alone, fear of expression, more silent without speaking because they feel inferior to others.

2. A new perspective wants to uphold human rights. This view sees that all human beings are equal and valuable. There is nothing different before God. Have the same rights, have the same position and equal. Have full rights as human beings to learn, know something, understand their reality and try to develop their abilities as well as other individuals.[4]

The Concept of Liberation Education

Paulo Freire as a figure who theoretically as well as practically has run an educational agenda. has made changes in people's lives through education. He is an educational fighter who has freed people from ignorance and darkness. The concept of education really humanizes humanity and civilized humanity.[5] Thus, education returns the true identity of humans as free human beings, entitled to live, not oppressed, and not treated arbitrarily. Education is the guardian angel of the goodness of human life from evil. Education will always be related to humans, so it is difficult to deny understanding of humanity itself both in

philosophical buildings, theoretical, and in practical implementation. Education should be dynamic, contextually classless and discriminatory, according to Paulo Freire's view. For him education must be free. Freeing the oppressed people and the oppressors from the oppressive education system.

The idea of Freire's education in fighting for poor children to stay in school and study is essential. This is done in order to eradicate ignorance, backwardness, oppression and so on. This is read from his views on education.

"Education is a unified whole between one and the other, Freire once said we never considered education to eradicate illiteracy as a separate field, as a mechanical learning process, but we looked at education as a political act related to politics. directly with production, health, law and all plans that will apply to the community."[6]

The concept of Freire's education has a philosophical vision of "(liberated humanity.)[7]

According to Paulo Freire the most important thing, from the point of view of liberating education is that people feel as masters of their own thoughts. The thought was inspired by efforts to realize humanity as a free human being, and free. Education is the most important vehicle to fight for the achievement of independence or liberation.[8] This philosophy identifies that the main task of Education is to create space to develop attitudes and carry out the process of deconstruction and praxis action on the context and reality of oppressed human life, including children with special needs. Freire with his thought of striving for liberation for weak people who are helpless as a result of ignorance and weakness that makes a person treated helplessly by others, oppressed, removed, deemed useless or have no meaning for the development of the world.

The Nature of Humanity of Children with Special Needs

In epistemology, searching and expressing the essence of humanity, including children with special needs comprehensively, is a very difficult thing. This is not only because of its unique characteristics and disability, but also because of the limited ability of humans to know themselves.[9] Carel, in his educational philosophy explained, that humans are limited creatures. Because of that human limitation, he will not be able to fully understand his existence.[10] Human essence is blind will, said Will Durant,[11] acquainted with Arthur's philosophy that human nature is in the power of his intellect. Thus it can be said that it is actually intellect that decides the humanization of people in the world.

Durant's thought stated above shows that the essence of man in all of his life's existence is in his intellectuality is a very fundamental thing from humans, because with human intellect he can judge what is right and not for him. Can make valuable decisions for him in the context of developing his humanity. In humanity, humans always try to find and express their existence as perfect human beings, but still they are in their limitations. Samuel Sidjabat revealed that human existence is not only limited to its material nature, but is also bound by its spirituality. Because of its material dimensions, humans are limited by time and space. Man with his intelligence can know, but he cannot be omniscient. He can have power, but will not be omnipotent. Sidjabat's thought indicates that human existence as intelligent beings who are knowledgeable, who have intellectuals is the free will of God.[12]

Likewise, the nature of humanity of children with special needs, that they are human beings who are also creatures of God equipped with intellectual intelligence, although below average, limited ability, social relations and also his will. Within their limitations as human children, special labor is essentially created with a bit of potential as part of his perfection so that they are no different from other humans around them.[13] Clearly, that the human nature of children with special needs is to become a perfect human being as a creation of God by trying to develop their human potential so that it is valuable to themselves and others.

Getting to Know Children with Special Needs

Supriadi developed his idea of getting to know children with special needs. Children with special needs, (special needs students) are children who experience abnormalities in their bodily organs, both physical and spiritual.[14]

This is in line with the thinking of Bandi Delphie, explaining that children with special needs are children who need special treatment. Another term for an extraordinary child to indicate a special disorder. Children of this type have different characters from one another. Bandi Delphie also stressed the development of education today, children with special needs have a variety of characteristics and characters, and how to handle it also varies.[15] Supriadi also briefly reviewed a number of terms for children with special needs, including: (1) Children with disabilities, (2) Children of Ordinary Areas, (3) Children with disabilities, (4) Children with Tuna (5) Children with Disabilities.[16]

Wall.B.A. defines children with special needs or children also called children with disabilities are children who experience difficulties, slowness, both intellectually, and various disabilities by special senses. Seeing the many terms used sometimes people find it difficult to use which term is more appropriate. But certainly not a matter of terminology, but the important thing is how to address the needs of children - as mentioned.[17] Children like this need special attention to be able to express themselves independently of their reality. Bandhi Delphi explained that children with special needs have different characteristics from one another. In Indonesia, children with special needs who have disabilities and have been provided services include.

- a. Children who experience impairment (Impairment) or also decreased vision, especially blind children (totally blind) can not use their sense of sight to participate in all teaching and learning activities. Generally using tactile or tactile methods.
- b. Children with hearing and speech impairment (hearing impaired), in general they have hearing impairment and difficulty communicating verbally with others
- c. Children with impaired ability to develop (mental retardation). Having learning problems caused by intellectual, mental, emotional, social and physical development obstacles
- d. Children with autistic children (autistic children) This child has a language disability. This is due to the presence of injury in the brain. Autistic children have a strange social life, and look like people who are sick, do not like to get along, want to live alone and are very isolated from the life environment. And there are many more children with abnormalities and problems that have problems that need special treatment.[18]

For Supriadi (1982), the causes of these children should be known, because in their handling the teacher must correctly understand the needs and development of each child with their types and characteristics.[19] Strategic enough thinking from Supriadi that in the case of handling children with special needs or children with disabilities every educational thought specifically teachers should understand the type and development of their students with all their needs.

Liberation Educational Design for Children with Special Needs As a Way of Humanization

Educational design is always related to the model. The model of liberation education is always related to the value of liberation.

To explain the liberation education model, the researcher refers to the model offered by Brand, there are seven models including, Inculcation model, moral reasoning, value analysis, value clarification, consideration, rational building and action learning.[20] This model will give an idea of the value of liberating education for children with special needs. Liberation is the foundation of an ideal truth. This model will be used to clarify the liberation education model for children with special needs as a way of humanization, namely dialogue and communication with love and affection, as well as teaching with the heart.

Dialogue and Communication with Love and compassion

Howard Hendriks in his book *Teaching to Change* (teaching to change lives) offers an educational model and strategy that is philosophically assumed to free individual students from, limitations, fears, helplessness, weaknesses. Educational models and strategies that are able to generate a strong desire to communicate with others in the education process. is:

(1) Educate by building communication.

The word communication comes from the Latin word *Communis* which means common, (same). Before we can communicate we must build commones, commonality. The more similarities, the greater our potential to communicate.[21]

This is assumed as the communication of every person can be poured and delivered his ideas, understand, think so that the individual is not impressed, oppressed, restrained, but made into a free individual, and not afraid of himself. Then how does the teacher understand it? Based on the results of research and interviews with informants, it was found that, every teacher should know, understand, the depth of their student's lives with every reality of life they live.

The teacher should accept each of his students, whatever their circumstances, but sincerely teach, communicate, and share in pure love. Interactive communication is a model that is good enough to restore and free children with special needs from the reality of life they live. The current model of education and teaching that cannot free children specifically for children with special needs must be revitalized properly through education that can free them from their limitations and helplessness. The teacher should be an effective communicator for children.[22]

This is the beginning of communication. For Hendriks, effective communication requires self-awareness based on love and affection, attention and care to experience a growth process for the sake of humanization.[23]

Educating by building communication is part of the true dialogue that gives birth to human liberation as explained by Paulo Freire.[24] For Freire the dialogue must be based on empathy and love, humble, hopeful, trusting, because it allows true communication.[25] Through the dialogue, the world is freed from false realities, untrue realities, inhuman realities, because dialogue is an encounter between human beings who reflect on each other's reality they see, observe, and trying to find solutions for solving the world's problems to turn it into a true world, a world in which humans reflect humanely and act humanely.

In addition to educating by building communication, other strategic thinking from Howard Hendriks in a relationship with the design of liberating education is:

(2). Educate by involving the heart.

For children with special needs, their personal lives are very closely related to their hearts

The heart encompasses the whole human person, both his thoughts, feelings and will. Teaching that gives character growth for people who learn is not from head to head but from heart to heart.[26] Why heart? because the heart is the heart of human life, the center of emotions, and

character. With the heart of the teacher teaching, with the heart also learners learn. With the heart of the teacher he understands, with the heart also students gain understanding. With the heart of the teacher he understands, with the heart also students gain understanding. This means that teaching for children with special needs is not just preparing knowledge, but how teaching is delivered with a sincere and sincere heart, deep feelings, calm mind. Why? based on the results of research and interviews found that, because of the liberation for children with special needs, born from the heart of a teacher in teaching, guiding, serving, caring for their students, without distinction. Heart as an important part of the process of character building, every human being, including children with special needs.

In the flaming heart of love and hate, the heart seems soft and rough, in a beautiful and ugly heart, in the heart is engraved with goodness and badness, in the heart implied concern and sincerity. For Hendriks, teaching must be from heart to heart, because the heart is the heart or spiritual center of man, the center of human feeling to be able to learn and teach.[27] The

heart is a hidden, invisible part, and therefore teaching with the heart must be more concrete through the language of the heart. This statement gives meaning to the heart, humans try to give their hearts to be understood by others. With the heart also man tries to make his heart to be a man of character for himself as well as for others, because the heart that determines, the heart that decides, and the language of the heart that acts, so that a human character is formed, a character capable of freeing humans from the oppressive realities of life for humanization.

II. Methodology

This study is a qualitative research with a descriptive approach. The data collection method was an interview involving 23 informants. Informants are divided into two groups, namely groups of children with special needs, mild mental retardation, and syndromes that can provide as much information as 12 people. There are 11 teacher informants. Informants groups of children with special needs types of mild mental retardation and syndromes selected that these types of young children are approached for data acquisition, even though it is realized that it takes time and patience. The considerations and assumptions of the writer chose the teacher as the informant in answering the research problem because they themselves are experiencing the process of whether or not libewere based and the theoretical design was built. This research takes place in September and October 2019. Data analysis uses descriptive qualitative methods.

III. Result

Liberation Educational Design for Children with Special Needs as a Way of Humanization

Desain	Liberation Education Model for children with special needs	The problems of children with special needs that can be solved with the liberation education model.
Material	Fulfilling the education needs of liberation for children with special needs as a way of humanization	Fulfillment by psychologically fulfilling children's educational needs through dialogue and communication in love and affection.
Social	Mutual respect, care, responsibility, love and affection between teachers and students, as well as students with students.	<ul style="list-style-type: none"> - Relationships, communication and cooperation are limited, both between teachers and teachers and students. - Unjust and humane attitudes and behavior.

Resource	Teachers of the two foundations.	<ul style="list-style-type: none"> - Lack of teacher awareness in carrying out their roles as educators, coaches, mentors for children, especially helpers for children with special needs - Lack of intense dialogue between teachers, and also students to find solutions to solving problems of children with special needs. - Lack of cooperation and commitment to teaching and education which frees children with special needs.
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To overcome the problematics of children with special needs at the Ambon Leleani Foundation and Pelita Kasih, the researchers used a design offered by Brand which was divided into 7 points, as follows:

Desain	model that can be applied	Difficulties in applying the model	Ease of applying the model
Inculcation model	<ul style="list-style-type: none"> - Dialogue and Communication In love and affection. -Teach and educate with heart 	<ul style="list-style-type: none"> - The nature and behavior of communicators (teachers) and communicants (students) in various dialogs. - Intellectual limitations and mental disorders hamper ideal communication. - Intellectual 	<ul style="list-style-type: none"> - Communicators have a sensitivity to the intellectual and mental limitations of children with special needs and the ability to interpret the meaning behind the message received <p>Dialogue and communication can be done with words</p>

		<p>limitations and mental disorders nearly ideal communication.</p> <ul style="list-style-type: none"> - teaching is not just intellectual knowledge but the hearts and souls of students feel calm, and peace when the teacher teaches. 	<p>through words, expressions, touches of love, approaches, both personally, small groups and small class groups.</p>
Moral reasoning	<ul style="list-style-type: none"> - Reducing solitude, fear of being related, intellectual weakness, behavior and character become good 	<ul style="list-style-type: none"> - Requires patience, loyalty, high perseverance. - takes a long time to reduce Commitment and willingness to sacrifice, time, energy. - Students and teachers quickly feel bored. 	<ul style="list-style-type: none"> - space to reduce the attitudes of children with special needs as a result of dehumanizing themselves more openly and through critical teacher ways.
Values analysis	<ul style="list-style-type: none"> - Integration of liberating attitudes and behaviors for the sake of humanization. - Identification of the problem of education for the release of 	<ul style="list-style-type: none"> - Each teacher and student has a variety of problems, so that also affects the consequences of behavior that appears in the liberation education process. 	<p>The integration of the value of dialogue and communication in intensive love and affection for the fact of dehumanization for children with special needs feels very meaningful to free children to become humane human beings.</p>

	<p>children with special needs</p> <ul style="list-style-type: none"> - predict the consequences 		
Value clarification,	<ul style="list-style-type: none"> - Liberation to choose with careful consideration. - Appreciate choice - Take action 	<ul style="list-style-type: none"> - Determine the truth of a release. - Meaning about liberation education. - Ensure liberation education as a way of humanization. 	<p>Determine the truth of a release.</p> <ul style="list-style-type: none"> - Meaning about liberation education. - Ensure liberation education as a way of humanization
Consideration	<ul style="list-style-type: none"> - Facing one problem. - Problem analysis. - Response to problems based on the ratio. 	<ul style="list-style-type: none"> - Lack of confidence, and dare to face problems. Minimal level of education has an effect on problem analysis 	<ul style="list-style-type: none"> - The problem or problem is clearly considered. - There are values of liberation that shape behavior.
Rational building	<p>Normative rules, such as beliefs, or beliefs. trust in something.</p>	<p>Logical limitations and logical errors -When there is confirmation bias about the problem</p>	<ul style="list-style-type: none"> - Strategies to adjust thinking about problems. - Participate solving problems based on ratio considerations
action learning	<ul style="list-style-type: none"> - Liberation education socialization and action. Dialogues that are 	<p>Dissemination and action The liberation model focuses on special needs children.</p>	<p>The liberation model can be a strength of values that motivates children to develop their potential.</p>

	<p>dialogic and effective in love and affection</p> <ul style="list-style-type: none"> - Consistent instructions. - Forum discussion together at PLB foundation 	<p>The teacher is the main model of liberation for children.</p> <p>Openness for educational innovation.</p>	<p>Being an example is especially important for child liberation</p> <p>Educational innovation occurs through interaction and communication in the spirit of love and affection and a serving heart.</p>
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1. Dialogue and communication in love and affection

Based on the informant's answers, the dialogue and communication model in love and affection can be done as an effort to liberate education for children with special needs as a way of humanization. Possible reasons for developing this model (in response to informants)?

2. Teach with heart

Based on the respondent #39;s answer, the liberation education through teaching by heart can be done as an effort to free students from weakness, helplessness, fear and even rigid social relations.

Facts and reasons that might develop with this model (in response to informants?)

IV. Discussion

Platform for Liberation Education

Getting to know and understand more about liberation education, the important thing that becomes an affirmation is the foundation of the educational process.

In discussions with several informants, an answer was obtained that, teaching children with special needs, is not a matter of knowledge that they need to receive, but liberation for themselves, so that he is aware of himself and understands his true nature, It is very important to understand by an educator, is to know him, build interaction with him, talk with sincere love, and understand what he wants. If this can be done, it will be of great benefit to help them get out of their oppression due to their disability.

The informant also said that the heart is the center of all communication with children with special needs. With the heart of the educator or teacher trying to help them, know and understand their meaning with others, The teacher faithfully and patiently waits for a change in themselves, even though it is not as perfect as expected, because they are limited, both physical and psychological. With these limitations, the heart that must speak is not only resourceful. Because if only because, then children with special needs will not get liberation in themselves. This might be difficult, but if the teacher or educator is able to use his heart in teaching them, then children with special needs will not get liberation within themselves. This might be difficult, but if the teacher or educator is able to use his heart in teaching them.

Paying close attention to the informant's answers, indicates that dialogue with love and affection is balanced by serving with a sincere heart, providing a great opportunity for liberation for children with special needs. Knowledge for them is not the main thing, but giving help is very essential in the effort to free them from their helplessness.

V. Conclusion

Liberation education design for children with special needs as a way of humanization is a model of liberation education, which greatly contributes positively to educational innovation.

The liberation education model is not merely philosophical, which is empty without meaning, but a meaningful practical effort in order to free children with special needs from limitations, weakness, fear, underdevelopment due to disability. The path of liberation which is the power (Power) to free children with special needs from the reality of humanity, is dialogue and communication with love and affection, and teaching with the heart. These two paths serve as a model of liberating education for teachers and other education observers, in order to be able to develop their educational tasks, not only from their ratios but also from love and sincerity.

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