

Protection of Educational Rights for Persons with Disabilities in Indonesia

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Abstract

One way to minimize the demarcation of persons with disabilities is to provide full and equal protection to realize respect, equality, protection, and fulfillment of the human rights and freedoms of persons with disabilities. (Istifarroh & Nugroho, 2019) Until now, the implementation of the fulfillment of disability rights and guarantees for the fulfillment of the rights of persons with disabilities, in access to education there are still many obstacles. In fact, participation in development and access to equitable law are still very rare. The problem faced by people with disabilities at this time is the implementation of Education regulations that guarantee access and accessibility of disabilities in obtaining the right to education in higher education. Rahmad Syafaat Habibi And Kementerian Pendidikan dan Kebudayaan, 'Hak-Hak Penyandang Disabilitas Dalam Bidang Pendidikan Berdasarkan Pasal 9 Undang-Undang Nomor 19 Tahun 2011 Tentang Pengesahan "(Convention On The Rights Of Persons With Disabilities)". The research is a normative legal research using statutory and conceptual approaches. The results show that the protection of the educational rights of persons with disabilities in Indonesia in general has not been enforced because persons with disabilities experience obstacles in terms of the availability of facilities, so that persons with disabilities cannot fully exercise their educational rights as guaranteed by the state. In addition, accessibility for persons with disabilities to higher education information and services is still lacking, especially in various media that are easily accessible such as information that is compatible for persons with disabilities. The regulation on the protection of the right to education of persons with disabilities should be evaluated for its implementation so that it can be more effective in protecting the rights of persons with disabilities. get their educational rights optimally through affirmation in higher education.

Keywords: Protection, Educational Rights, Persons with Disabilities

I. Introduction

Every mortal being needs education because education is veritably important for mortal development. Through education, humans not only admit special chops but also commodity deeper, videlicet the provision of knowledge, consideration and wisdom. So, Education is one of the most important influences in a persons life. Education determines and directs the future and direction of a persons life. In fact even if not everyone thinks so education still remains the greatest need. (Abdullah, 2017)

2018 Education Statistics data released by the Central Statistics Agency states that of the number of people with disabilities in Indonesia, which is around 29 million people, the chance of people with disabilities progressed 5 times and over who are still in academy is only 5.48. People with disabilities who haven't or have noway attended academy at all reach 23.91. Meanwhile, 70.62 of people with disabilities don't continue their education. Meanwhile, only 2.8 of people with disabilities have completed education up to tertiary

position. The lack of access to advanced education means that only around 5 of the 10.8 million people with disabilities of working age have completed advanced education. Data from the Indonesian Blind Association (Pertuni) in 2017 stated that out of an aggregate of eyeless people of productive age, only 400 people had entered advanced education. The number of scholars and learners with internal and psychosocial disabilities is prognosticated to be much lower than the number of other types of disabilities who can pierce education. Meanwhile, a report published by the Ministry of Research, Technology and Higher Education in 2017 stated that of the 4,621 advanced education institutions regulated by the ministry, there were 152 advanced education institutions that had scholars with disabilities. Meanwhile, out of an aggregate of 5.7 million advanced education scholars, only 401 scholars were recorded as having disabilities. Likewise, during the Covid-19 epidemic, nearly all educational institutions including advanced education have shifted learning from face-to-face to online literacy. As a pupil with a disability, conforming to an online or distance literacy system is clearly a challenge in itself. (Afrianty, Thohari, Rahajeng, & Firmanda, 2021)

From the data over, it can be concluded that there are still numerous people with disabilities who don't exercise their right to education and must admit legal protection because over to now they still warrant the capability to exercise their right to education, especially at universities, indeed though Indonesia has regulated it in Law Number 8 of 2016 concerning Persons with Disabilities. Disability and Minister of Education and Culture Regulation Number 48 of 2023 concerning Acceptable Accommodation for scholars with Disabilities in Formal Early Childhood Education Units, Basic Education, Secondary Education and Advanced Education. So, people with disabilities should be suitable to exercise their right to education because after entering education at a university, they can have the occasion to work collectively as per their employment rights as regulated in Law Number 8 of 2016 concerning Persons with Disabilities. (Ramadhan, 2016)

In these conditions, people with disabilities are vulnerable to multiple discriminative conduct, videlicet when a person with a disability is a child, woman or senior. Thus, the life of the group was much more delicate. One way to minimize demarcation against people with disabilities is to give full and equal protection. This is as regulated in Composition 3 letter a of Law No. 8 of 2016, videlicet to realize full and equal respect, creation, protection and fulfillment of mortal rights and introductory freedoms of persons with disabilities. What's meant by equal then's to place people with disabilities on an equal or equal footing with non-disabled people or with the term humanizing people (humanizing people with disabilities). So in the conception of humanizing people with disabilities, Law number 8 of 2016 concerning people with disabilities aims to realize full and equal respect, creation, protection and fulfillment of mortal rights and introductory freedoms of people with disabilities. What's meant by equal then's to place people with disabilities on an equal or equal footing with non-disabled people or in the term humanizing people with disabilities as stated in composition 17 of Law No. 8 of 2016 concerning People with Disabilities. (Nursyamsi, Arifianti, Aziz, Bilqish, & Marutama, 2015)

The state is obliged to admire, admire, fulfill and give protection for every citizen without exception(including people with disabilities. Protection for people with disabilities is defined to describe the legal protection given to people with disabilities in their sweats to meet their requirements from effects that could be mischievous to the people with disabilities themselves. Eventually, this protection can also be interpreted as a recognition that demarcation grounded on disability is a violation of the essential quality and worth of every person. In addition, protection of persons with disabilities can also be interpreted as an trouble to produce an terrain and public installations that are accessible for the sake of equal openings for persons with disabilities to live singly and in society.(Purnomosidi, 2017a)

II. Metod

This exploration is legal exploration with a normative legal exploration type. Concurring to Peter Mahmud Marzuki, regulating lawful investigation may be a prepare of chancing legal rules, lawful standards and lawful teachings to reply the legitimate issues confronted. The legal accoutrements used are primary and secondary legal accoutrements . According to Peter Mahmud Marzuki, primary legal accoutrements are legal accoutrements that are authoritative, which means they've authority.(Marzuki, 2013) In this case, primary legal accoutrements correspond of statutory regulations, sanctioned records, or twinkles in the timber of legislative regulations and judges' opinions. The primary legal accoutrements used are the following the 1945 Constitution of the Republic of Indonesia and Law Number 20 of 2003 concerning the National Education System and Law Number 8 of 2016 concerning Persons with Disabilities.. Secondary legal accoutrements are legal accoutrements that can help dissect and understand primary legal accoutrements . Secondary legal accoutrements can also be interpreted as publications about law that aren't sanctioned documents. The types of secondary legal accoutrements are in the form of handbooks, legal wordbooks, legal journals. These legal accoutrements are also anatomized using normative or conventional analysis ways so that answers to the problem phrasings in this exploration will be set up.

III. Results and Discussion

There are three aspects of protection for people with disabilities, videlicet first, the philosophical aspect. Viewed from a philosophical aspect, protection of persons with disabilities is necessary to fulfill their quality as mortal beings. Persons with disabilities must be treated humanely in agreement with and on an equal footing with normal humans. In agreement with the Pancasila gospel that everyone(including people with disabilities) has equal openings in terms of employment, penetrating public installations, and getting a decent life and living. Alternate, the juridical aspect. Viewed from a juridical aspect, to guarantee special protection of rights and positions, as well as protection from discriminative treatment for persons with disabilities, a legal instrument is demanded that specifically regulates persons with disabilities. Guarantees and protection of equal rights and status as well as guarantees of protection from discriminative treatment for persons with disabilities in all aspects of life. This state ensure and assurance has been expressed in

Composition 28H passage(2) of the 1945 Structure of the Republic of Indonesia which states that "Everybody has the correct to confess uncommon establishments and treatment to gain the same openings and benefits in arrange to realize equivalency and equity." moreover, it's moreover confirmed in Composition 28I section(2) of the 1945 Structure of the Republic of Indonesia that "Every person is free from discriminative treatment on any base and has the correct to confess assurance against comparable discriminative treatment."(Purnomosidi, 2017a) In this case, the state is display among us by directing LawNo. 8 of 2016 concerning People with Inabilities to cover the Correct to Instruction as directed in article 10 for People with Incapacities counting the rights pick up quality instruction in instructive units in all sorts

- a. pathways and situations of education in an inclusive and special manner;
- b. have equal openings to come preceptors or educational staff in educational units in all types, pathways and situations of education;
- c. have Equality of Opportunity as a provider of quality education in educational units in all types, pathways and situations of education And
- d. get Applicable Accommodation as a pupil.

Piecemeal from that, the State also guarantees that persons with disabilities have the same rights to installations as people in general as regulated in LawNo. 8 of 2016 concerning Persons with Disabilities. Composition 19 regulates the rights to public services for Persons with Disabilities including the rights:

- a. gain acceptable accommodation in public services in an optimal, reasonable, staid manner without demarcation And
- b. backing, restatement, and furnishing fluently accessible installations at public service locales without fresh costs.

The three sociological aspects. From a sociological aspect, protection for people with disabilities is in line with the principles of social justice which are the introductory values of the state in Indonesia. Indeed protection sweats alone aren't sufficient considering that the number of people with disabilities will increase in the future, other installations and sweats are still demanded, especially by furnishing installations to gain equal openings for people with disabilities in all aspects of life and livelihood, especially in carrying education and work in order to realize social weal.Regulations regarding the rights of persons with disabilities have legal consequences for the state and society. Viewed from a societal perspective, society is bound and has an obligation to admire the rights of persons with disabilities.

Meanwhile, the consequence for the state is that there's an obligation for the State to cover(the obligation to protec) and fulfill(the obligation to fulfill) the rights of persons with disabilities. The scores at that point aren't as it were concentrated on sweats to cover against infringement committed by the state, but too against infringement or conduct carried out by substances or other parties(non-state) which is able barge in with the assurance of the rights of persons with inabilities. Included in this is often the security

carried out by the state to assist individuals with incapacities from the inconvenience of disregard, disregard or misuse, etc. Meanwhile, the obligation to fulfill is the state's commitment to require and down to earth way that have to be taken to fulfill the rights of legislative, executive, judicial, people with disabilities ensured by the structure and statutory controls. (Indriyany, 2015) In this case, the state has handed colorful physical and non-physical installations, especially guarantees for endless conservation and weal for people with disabilities from the severe order as stated in Law No. 8 of 2016 concerning Persons with Disabilities, Article 40 which reads:

1. In accordance with their jurisdiction, the federal government and regional governments must plan and/or facilitate education for people with disabilities in all educational pathways, types, and positions.
2. The perpetration and/or through special education and inclusive education, the public school system facilitates education for people with disabilities as stated in paragraph (1).
3. It is required of the federal government and local governments to include children with disabilities in the 12 (twelve) time mandatory education program.
4. Regional governments are obliged to prioritize children with disabilities attending academy in locales near to where they live.
5. The Regional Government facilitates Persons with Disabilities who don't have formal education to gain primary and secondary education warrants through an equivalency program.
6. It is required of the federal government and local governments to give literacy for outstanding scholars with disabilities whose parents can not go to pay for their education.
7. It is required of the federal government and local governments to give educational costs for children with disabilities who can not go their education.

According to Law Number 20 of 2003 concerning the National Education System, in principle it also adheres to the principle of fulfilling children's rights to mandatory education and free introductory education. The scores of central and indigenous governments to fulfill the right to introductory education are as follows:

- a. Commitment to furnishing services and installations and icing quality education for all citizens without demarcation.
- b. For all citizens progressed between 7 and 15 times, it's obligatory to guarantee the vacuity of finances to give education.
- c. It's important to insure that mandatory education at the primary education position is free.
- d. To insure the quality of education, educational units are obliged to give the necessary tutoring staff and educational staff.
- e. Commanded to carry out the orientation and development of educational staff educational units organized by the government and indigenous governments.
- f. Commitment to supporting the leadership and training of preceptors in community-organized formal education units.
- g. The education budget must be handed grounded on Composition 31 Paragraph 4 of the 1945 Constitution of the Republic of Indonesia.

- h. Commitment to establishing public programs and public education norms to guarantee the quality of public education.
- i. Must coordinate the perpetration of education, development of educational labor force, and procurement of quarter/ megacity educational installations for primary and secondary education.
- j. Regency/ megacity governments manage educational units grounded on primary and secondary education, as well as indigenous excellence.

Specifically regarding the scores of the state/ government in fulfilling the educational rights of persons with disabilities, it has been determined in Composition 40 of Lawno. 8 of 2016. The scores of the state/ government are as follows:

- a. Organize and/or promote the education of people with disabilities according to each stream, type and position of education applied in the public education system through inclusive education and special education.
- b. include children with disabilities in the 12(twelve) time mandatory education program
- c. prioritize children with disabilities attending seminaries in locales near to where they live
- d. d.grease Persons with Disabilities who don't have formal education to gain primary and secondary education warrants through equivalency programs
- e. provides literacy for outstanding scholars with disabilities whose parents can not go to pay for their education
- f. give educational costs for children with disabilities who can not go their education grease Persons with Disabilities to learn the introductory chops demanded for independence and full participation in education and social development
- g. obliged to grease the creation of a Disability Services Unit to assist in implementing inclusive education in elementary and high schools
- h. situations easing the establishment of Disability Services Units in advanced education grease education
- i. outfitting educate in outfitting appropriate settlement. Each individual is born free with the same and rise to mortal quality and is favored with reason and heart so that they can live in society. moreover, each individual has the correct to acknowledgment, ensures, security and reasonable lawful treatment and legitimate certainty and rise to treatment before the law and has the correct to security of mortal rights and introductory mortal flexibilities, without outline. The conception of mortal rights is also participated by people with disabilities.

The below scores mean that the state is responsible for icing that academy- age children continue with mandatory education and free primary education. This is also in agreement with Articles 13 and 14(ICESCR) *International Covenant on economic, social and cultural rights*. piecemeal from that, this commitment demands that the central and indigenous governments be responsible for their sweats to shape the life of the country. This is in

agreement with the Preamble to the Constitution of the Republic of Indonesia which takes into account Law Number 20 concerning the National Education System of 2003.

Education in Indonesia recognizes non-formal education or what's frequently called home training, homeschooling has officially come legal non-formal education in agreement with the National Education System Law No. 20 of 2003. In Indonesia, homeschooling has come given since 2005. Although Not numerous people use it, but some people consider home training to be the right choice for children's education. Home training is a literacy exertion at home, although There are also three types of homeschooling. similar as the following.

- a. Single domestic preparing Single domestic preparing is domestic lessoning that as it were includes one family. This implies that the being education show or institute conditioning are implemented alone, not combined with other families. The advantage of homeschooling is that the firmness of proficiency can be acclimated to the child's prerequisites. In expansion, guardians can more cover their children's education handle through online and offline learning conditioning.
- b. composite home training emulsion home training could be a sort of domestic preparing that includes two or assist families. The families involved generally have children with practically equivalent to interface. The most conditioning can be acclimated by each parent. The advantage of homeschooling is that children can be more spurred to fight, which within the conclusion will deliver a energy for accomplishment. Much appreciated to the reality of communication between children or other researchers, children's social instinctual come more invigorated.
- c. Homeschooling Community A homeschooling community could be a sort of domestic preparing that combines a few composite domestic theological schools to encourage create a syllabus , learning perpetration plan for tutoring accoutrements , main conditioning, and so on contemporaneously or at the same time.

In hone, there are preferences and drawbacks in homeschooling. Without a doubt in spite of the fact that homeschooling could be a great framework to apply, as guardians of course we got to know what the preferences and impediments are for thought. The taking after are the points of interest and drawbacks of homeschooling Points of interest of Homeschooling Adaptable proficiency time Creating children's bents Adequate rest time for children Children's social relations are simple to cover openings to ponder exterior the domestic Instruction costs can be acclimated . In home training, the required education costs can be acclimated to the parents' capacities Disadvantages of Home training Limited compass for children. Deficient literacy installations. redundant trouble is needed 1. It is important for parents to be present while their children are engaging in the literacy development journey.. Homeschooling Method Like formal academy, homeschooling is a way of literacy that also has its own system or approach. Some of the being styles are as below:

- a. institute at Domestic may be a domestic preparing framework that's carried out at domestic with an instruction framework that's precisely the same as formal institute.

- b. United Studies is a theme- grounded home training system. This means that scholars don't study a subject or subjects as a whole, but rather from certain themes in terms of the subject.
- c. The homeschooling system known as Charlotte Mason or the Living Book Approach emphasizes the importance of real-life experiences. In this approach, children are encouraged to actively participate and observe firsthand what they are learning. For example, they may learn mathematics by engaging in culinary activities.
- d. Classical education is a homeschooling method that incorporates three distinct phases of child growth.
- e. Waldorf is an educational approach that aims to create a learning environment similar to the one found in a home setting.
- f. Montessori is an educational approach based on the principle of allowing children to engage directly with their environment.
- g. miscellaneous is a homeschooling system that combines several specific literacy styles to suit being requirements. Parents have the freedom to select multiple styles and even merge them into a single approach.
- h. For several factors, there are several groups who need. Homeschooling provides an alternative approach to receiving an education.

Children, especially those with specific ailments, may benefit from homeschooling for various reasons. One such reason is when a child has a medical condition that could have serious consequences if they were to attend a traditional school setting.

- a. Disabilities Children with disabilities, especially physical bones , will find it veritably delicate to share in the tutoring and literacy process in formal seminaries, especially as time and supervision are limited. Homeschooling can be the right choice to enjoy continuing to admit education without any obstacles.
- b. ADHD(*Attention deficiency Hyperactivity Disorder*) A condition where Children struggle with focus and behave impulsively and hyperactively.
- c. OCD(*Obsessive Compulsive Disorder*) is a condition where children have fears, anxieties, studies and passions that are delicate to control, which can disrupt their attention and literacy terrain.
- d. Dyslexia A complaint in children that causes children to have difficulty writing, reading and spelling.(salsabila nanda, n.d.)

In LawNo. 20 of 2003 concerning the National Education System, equality education is anon-formal education program that provides general education fellow to SD/ MI, SMP/ MTs, and SMA/ Mama which includes package A, package B, and package C programs. may be evaluated in an initial manner based on the results of formal education programs after undergoing a peer review process by government or indigenou authority-designated organizations based on standards public education. Every pupil who passes the package A, package B, and package C equality tests has the same and original eligibility rights as SD/ MI, SMP/ MTs, and SMA/ Mama parchment holders to be suitable to register at a advanced education unit. Package C scale status has the same rights as formal education

graduates in entering the world of work. Equivalency education can also be interpreted as a type of non-formal education that's structured and tiered, provides minimal capabilities in the academic field, and has life chops capabilities.

- a. Equality Education Approach
 - Inductive Building knowledge through empirical events or marvels with an emphasis on existential literacy, videlicet learning by passing it yourself.
 - Formative Feting that everyone can make their own view of the world, through individual experience to face or break problems in uncertain situations.
 - Organizing gests , encouraging literacy outside the classroom, cranking literacy gests , fostering collaboration between scholars.
 - Environment Based To increase applicability and utility for scholars according to original implicit and needs.
- b. Equal Education Targets Equal education programs have their own oneness when compared to formal education, piecemeal from being flexible in time and place, equivalency education programs have different targets from formal education. In general, the targets of non-formal education programs are as follows
 - age population who are members of e-learning communities, home seminaries, indispensable seminaries, special implicit communities similar as music, athletes, and others.
 - School age population who are hampered by entering formal education, due to profitable problems, limited time, terrain and people with disabilities(ethnical nonages, insulated lines), beliefs(similar as Islamic boarding seminaries), problems(social, legal), people aged 15- 44 times who those who haven't completed mandatory public education, residers of SMA/ Mama age who are interested in taking part in the package C program, and residers over the age of 18 who are interested in taking part in the package C program for colorful reasons.
 - adding scholars' capability to manage being coffers in their terrain to ameliorate their standard of living.
 - furnishing academic equality where the equality parchment can be used to continue studying or apply for jobs.
- c. Equality Education Learning Approach, pursue the package enforcing a literacy approach in the following way:
 - Learn on your own by exercising experience from the work you have done to gain knowledge and chops.
 - collective literacy between scholars who formerly know certain effects and scholars who do not know it yet.
 - Study together with a instructor to gain knowledge and chops.
 - Courses in knowledge and chops areas under the guidance of literacy coffers.
 - internship involves literacy, working in the field of knowledge and chops for someone who's formerly complete in their chops.(Indonesia, 2003)

Individuals with disabilities possess the same status, rights, and qualifications as those without disabilities. People with disabilities are entitled to special treatment as citizens of

Indonesia. This is meant to protect them from being vulnerable to flamboyant acts of demarcation and, in particular, to colorful violations of their mortal rights. In order to maximize respect, creation, protection, and fulfillment of universal mortal rights, this special treatment is considered as problematic. (Purnomosidi, 2017b)

"The debate about the justiciability of ESC rights has come an issue since the development of mortal rights."

Social life in Indonesia is still strange with disabilities, and the view towards people with disabilities is that it isn't normal humans who should have the same rights, but people with disabilities consider people with disabilities who only depend on other people and can not do everything themselves. Individuals with disabilities are entitled to receive high-quality education in educational settings across all curriculum types, inclusive and special education pathways. Equal opportunities exist for people with disabilities to work as preceptors or instructional staff in educational units across all educational types, pathways, and contexts. with disabilities have the right to admit applicable accommodation as scholars. This confirms the principle that every existent has the same right to gain freedom in lifelong education without any obstacles or demarcation. (Courtis, 2009)

Nonage groups far and wide are veritably close to discriminative treatment. discriminative conduct whether in words or deeds. One part of the living nonage groups are people with disabilities. The word "person with" The Big Indonesian Dictionary (KBBI) states is defined as a person who has(suffers) commodity the Indonesian word "disability" is derived from the English loanword "disability," which itself means disability.

It's veritably delicate to be impaired in a society that adheres to the testament of "normalism", the idea of zealots of normalcy, where all being public installations are specifically designed for normal people without any installations for the impaired. As part of society, In general, those with disabilities are entitled to the same rights. The rights to life, health, education, and employment are among them. Other rights include the right to a ménage, political rights, and the right to development.

The thing of Indonesia's public development is to produce a peaceful, popular, just, competitive, advanced, and prosperous Indonesian society within the boundaries of the Unitary State of the Republic of Indonesia, bolstered by the nation's healthy, self-sufficient, devoted, devout, noble character, love for the land, awareness of the law and terrain, mastery of wisdom and technology, and high and disciplined work heritage. Achieving these development pretensions requires the support of the entire community and government. Every member of society has the same rights and scores to share in development.

Piecemeal from Indonesia's public development, making the nation's life intelligent is part of one of the pretensions of the Republic of Indonesia which must be maintained at all times, This is in accordance with the Republic of Indonesia's 1945 Constitution Preamble (UUD 1945). Talking about intelligence is nearly related to education, because education is

one of the mortal rights of every Indonesian citizen. The right to gain education is specifically commanded in Composition The Republic of Indonesia's 1945 Constitution, paragraph 28C(1), declares that:

"Everyone has the right to develop themselves through fulfilling their introductory requirements, has the right to admit education and benefit from wisdom and technology, trades and culture, in order to ameliorate the quality of life and for the weal of humanity." Strengthened everyone has the right to develop and gain benefits from wisdom and technology, trades and culture in agreement with mortal quality for the weal of his person, nation and humanity," reads Composition 13 of Law Number 39 of 1999 concerning Human Rights.

Piecemeal from the mortal rights of Indonesian citizens, fulfilling educational rights is also an obligation for the government. The fulfillment of education can not be undervalued, because education is a introductory thing in moment's society. literal data, since World War II which tore mortal civilization piecemeal, the main docket that fills the runners of our history is the issue of mortal rights. This docket came decreasingly stronger after the end of the cold war. mortal rights, including the right to education, are the responsibility of the current government, especially after reform.

Persons with disabilities are human beings who have human rights like people in general but they have differences in both physical and mental conditions, where these differences are not an obstacle to discriminatory treatment. This equality is part of the principle of human rights, in addition to the principle of human rights that states justice. Persons with disabilities have the right to education which has been regulated in various norms, and has even been realized by Higher Education, but unfortunately the implementation of the rules protecting the right to education for persons with disabilities has not been carried out fully for the best interests of disabilities, so there needs to be assistance in implementing the rules for fulfilling the right to education for persons with disabilities in the world of education at all levels including Higher Education. In addition, there needs to be affirmative action given considering that persons with disabilities are groups that need to be strengthened to fulfill their rights more quickly, both in the form of fulfillment of facilities, information media, learning systems and other forms.

IV. Conclusion

Persons with disabilities have the same position, rights and values as people in general. As part of Indonesian citizens, persons with disabilities are entitled to special treatment, which is intended to protect them from vulnerability to various acts of discrimination, especially protection from various human rights violations. This special treatment is seen as an effort to maximize the respect, creation, protection, and fulfillment of universal human rights. States are obliged to admire, respect and fulfill. For persons with disabilities, protection for persons with disabilities is interpreted to describe the protection of the right to education given to persons with disabilities who experience difficulties in meeting their needs from impacts that can be detrimental to persons with disabilities themselves. In the end.

The protection of persons with disabilities in the field of education is a recognition that discrimination must be eliminated and given special treatment or affirmation so that the right to education of persons with disabilities can be fulfilled. In addition, it is the commitment of the state, especially the government and universities to implement Law No. 20 of 2003 concerning the National Education System and in Law 8 of 2016 on Persons with Disabilities in the spirit of upholding human rights. Implementation of the fulfillment of the right to education of persons with disabilities, especially in universities. The implementation of the fulfillment of the educational rights of persons with disabilities, especially in higher education, requires monitoring so that the implementation is progressive in accordance with the needs and rights.

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