Inclusive Education for Children with Cerebral Palsy: A Comment on Dilemma Incoherence between Policy and Practice

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Abstract—This study aims to explore inclusive education for children with Cerebral Palsy by propose the questions what is the meaning of inclusive education for children with Cerebral Palsy and how is the problem of incoherence between policy and practice in inclusive education for children with Cerebral Palsy. The research objectives in this study are to find philosophical issues in inclusive education for children with Cerebral Palsy and describes the philosophical response towards the problem of incoherence between policy and practice in inclusive education for children with Cerebral Palsy. This study uses qualitative method that bring the philosophical worldviews or sets of beliefs to the qualitative research with some particular analytical philosophy element which is consist of description, interpretation, reflection, and hermeneutics. This study uses Philosophy of Education as a theoretical framework. The result of this study is inclusive education policy for children with Cerebral Palsy find the obstacle in practical range regarding to the dilemma incoherence between policy and practice in inclusive education for children with Cerebral Palsy which caused by the principle of idealism at policy level has not compatible yet with the principle of realism which is become the purpose of inclusive education implementation for children with Cerebral Palsy. Inclusive education for children with Cerebral Palsy need a harmonization between policy and practice based on realism to enclose both physically and psycologically children with Cerebral Palsy through accommodation either in an inclusive school or in other educational institutions.

Index Terms—inclusive education, children with cerebral palsy, policy and practice, philosophy of education, idealism and realism

I. INTRODUCTION

Education are considered to take an important role in advancing and developing human capabilities in life. Humans as *homo educandum* are creatures that can be educated and can educate. Humans during life also always have a tendency to learn to understand various things around him. Therefore, humans through education continue to strive to enrich knowledge and knowledge with the learning process so that they can be more intelligent and obtain a good quality of life for themselves.

Discussing about education, there are various types of education for students such as education held in mainstream schools, inclusive schools, and special schools. This paper discusses education for children with special needs in formal education institutions, namely inclusive education for children with Cerebral Palsy. This paper explores inclusive education for children with Cerebral Palsy and responds to philosophical issues related to the dilemma incoherence between policy and practice in inclusive education for children with Cerebral Palsy.

This paper more specifically highlights the issue of incoherence between policy and practice in inclusive education for children with Cerebral Palsy as a reflection of philosophical issues which are examined through the theoretical framework of educational philosophy. The theory of educational philosophy used to explore the problem of incoherence between the policy and practice of inclusive education for children with Cerebral Palsy is idealism and realism. Two streams in the philosophy of education become analytical tools to uncover the problem in the policy and practice of inclusive education for children with Cerebal Palsy which shows a tendency for discrepancies between policy aspects and practical aspects in the application of inclusive education for children with Cerebral Palsy.

The history of inclusive development in the world was initially initiated and started from Scandinavian countries namely Denmark, Norway and Sweden. President Kennedy in the 1960s in the United States sent Special Education experts to Scandinavia to study mainstreaming and the Least restrictive environment, which turned out to be suitable for application in the United States. Furthermore in England in Ed.Act. 1991 began to introduce the concept of inclusive education with a marked shift in the model of education for children with special needs from segregative to integrative. The demand for inclusive education in the world has become more evident, especially since the holding of the world convention on children's rights in 1989 and the 1991 world conference on education in Bangkok which resulted in the declaration of 'Education for All.' The implications of this statement are binding on all conference members so that all children without children except, including children with special needs, in order to obtain adequate educational services. As a follow-up to the Bangkok declaration, in 1994 an education

convention was held in Salamanca, Spain, which sparked the need for inclusive education, hereinafter known as "the Salamanca statement on inclusive education." In line with the trend of world development demands on inclusive education [1].

Inclusive education for children with Cerebral Palsy in the realm of policy, full of ideas or ideas about the learning process that integrates students with special needs Cerebral Palsy with students in the regular category within an environment or educational area. The existence of goals or ideals for conducting inclusive education for children with Cerebral Palsy is certainly something that is desired by education policy makers who seek to create a harmonious educational atmosphere containing students with diverse conditions in order to carry out the learning process in one integrated place.

Even so, the goals or ideals to provide inclusive education for children with Cerebral Palsy are inseparable from the obstacles and challenges that arise in the practical realm. The implementation of inclusive education for children with Cerebral Palsy can encounter obstacles when the ideas or ideas in the realm of policy, then meet with the practical realm of inclusive education for children with Cerebral Palsy that is not fully in accordance with the ideal estimates in practice or in reality.

Inclusive education believe in respect and equal opportunity for all children which is leads to belief permeates through the entire system, from the management through the teaching and non-teaching staff, parents to the children. However, there were mild protests from a few parents of the peers. They were unhappy and felt that their children's progress may slow down due to the inclusion of children with special needs [2].

This situation is the focus of this paper's discussion which shows the problem of incoherence in inclusive education for children with Cerebral Palsy found at the policy and practice level. This paper at the end will provide an offer in the form of questions which are expected to open up new possibilities for developing inclusive education for progressive children with Cerebral Palsy by integrating or harmonizing the soul and body of children with Cerebral Palsy in order to be able to experience and the environment by involving social interaction with the community.

II. METHOD

The methodology in this research consist of three points which is including research design, procedure, and analytical.

A. Research Design

This qualitative research using Philosophy of Education as theoretical framework. The analysis method in this research refers to qualitative research design from the second edition book *Qualitative and Inquiry Research Design* by John W. Creswell with specific on case study approaches in some particular analytical philosophy element. These element of analytical philosophy consist of description, interpretative, reflection, and hermeneutics.

The research design process in qualitative research begins with philosophical assumptions that the inquirers bring their own worldviews, paradigms, or sets of beliefs to the research project, and these inform the conduct and writing of the qualitative study [3]. The element description analysis is describing something refers to the meaning or the definition. The interpretation aims to break through fundamental issue regarding to philosophy of education. The reflection analyzes the problem philosophically related to human nature according to personal understanding and beliefs. Hermeneutics refers to the meaning about process of analyzing the problems.

B. Procedure

First, this study begins with making a research designs. At this first step, the researcher makes a research design or design that is compiling a research model based on the type of research that will be compiled by adjusting the topics, themes, formal objects, and material objects that become the research plan.

Second, this study continued with finding the book and literature sources which would be used for this literature research. The literature sources including books, journals, research, and articles related to the theme of inclusive education for children with Cerebral Palsy.

Third, this study continues with classifying the literature source. Researchers at the data classification stage of this research group the data that has been collected in accordance with predetermined sources. Researchers conducted data classifications such as quoting and compiling writings in a book which is describe inclusive education for children with Cerebral Palsy.

Fourth, researchers at the data processing stage do the task of research data processing that has been obtained and classified before. The researcher analyzed the research data in the scope of the formulation of the problem that had been compiled in the research proposal, namely while working on processing the data while trying to describe the answers to the questions in the formulation of the problem so that the formulation of the problem can be answered in the series of research analyzes. The data processing stage in this study uses analytical techniques with a number of methodical elements such as description, interpretation, reflection, and hermeneutics.

Fifth, the researcher at the stage of compiling the results of the analysis performs the task of compiling the research in its entirety covering the entire section from the beginning to the end of the study.

C. Analytical

This work is a qualitative study with some analytical element which is including description, interpretation, reflection, and hermeneutics. Description is one of the essential elements to find 'eidos' in a particular phenomenon, especially if viewed from an Existentialist perspective, the description of taking a role in carrying out narrative functions becomes apparent [4]. The purpose of the elemet description analysis is describing something refers to the meaning or the definition of

inclusive education for children with Cerebral Palsy and the problem of incoherence between policy and practice in education for children with Cerebral Palsy, then systematize the data that has been obtained through literature by doing data categorization first. Processing of collected data is still descriptive and not philosophical.

The interpretation aims to break through problematic data about the philosophy of education in inclusive education for children with Cerebral Palsy in order to find a hidden philosophy in the dilemma incoherence between policy and practice of inclusive education for children with Cerebral Palsy. Every research in its implementation involves researchers dealing with facts that can be in the form of facts, events, or data. Researchers must try to interpret the meaning, value, meaning of these three facts because philosophers not only understand something from the biological and economic side, but also the aesthetic side, social philosophy, religion, and moral philosophy [4].

The method of reflective analysis in philosophical studies is not limited to anthropological, sociological or historical studies. This reflection method analyzes the problem philosophically, as far as it is directly related to human nature according to personal understanding and beliefs. Researchers can form a personal conception of humans, the world, and God. Thus, a more basic structure and norms are examined compared to those that can be achieved by the methods of science and social sciences [4]. This step aims to evaluate the hidden philosophy that has been found so that it can then be compiled into an overall conception relating to various aspects of life such as humans and the problems of inclusive education for children with Cerebral Palsy.

Hermeneutics contain the meaning about process of analyzing the problems in inclusive education for children with Cerebral Palsy is done by explaining, revealing, and understanding the texts or works about inclusive education for children with Cerebral Palsy.

III. LITERATURE REVIEW

A. The Definition of Inclusive Education

Inclusive education is an education service system that requires children with special needs to study in the nearest schools in the usual classrooms with friends their age [5]. Inclusive education is education whose education system adapts to the special needs of every child in the class, both normal children and children with special needs. Through inclusive education schools must be able to create and build quality education and accommodate all children regardless of the child's limitations in terms of physical, intellectual, social, and other conditions [6].

Inclusive education is the organization of education that unites children with special needs with normal children in general to learn. The word inclusion comes from the English language, inclusion, which is used in describing the integration of children with disabilities into school programs [7]. Inclusive education is generally considered to be a multi-dimensional concept that includes the celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues, as well as of a social model of disability and a socio-political model of education [8].

Inclusive education is intended as an education service system that includes children with special needs to learn together with their peers in the regular school closest to where they live. The spirit of the implementation of inclusive education is to provide opportunities or broadest access to all children to obtain quality education and in accordance with the individual needs of students without discrimination [9].

B. Understanding Cerebral Palsy

Cerebral Palsy is a disorder movement. The term relates to the physical condition of a person who has difficulty either producing movement, preventing movement or controlling movement following injury to the brain before or during birth or in the first five years of life. The physical problems presented by Cerebral Palsy are ofren referred to as motor problems [10]. Cerebral Palsy is different from many disabilities in that in addition to mobility limitations, it also causes pain and fatigue. So even in situations where teachers may feel comfortable accommodating students based on students' visible physical characteristics, they may still struggle with understanding the impact of pain and fatigue on students' school participation and performance. Several studies have been conducted from the perspective of students with Cerebral Palsy in order to better understand the role of pain and fatigue in their lives [11].

Pathologically, Cerebral Palsy means abnormal changes in the organ or motor function as a result of damage or disability caused by injury or disease in the tissue inside the skull cavity. Cerebral Palsy is damage to the central nervous system that occurs during growth, is permanent and non-progressive. Cerebral Palsy is not contagious and is not a hereditary disease. Cerebral Palsy can be prevented by advancing medical science and people with Cerebral Palsy need to be given treatment by an experienced expert [12].

Cerebral Palsy is damage to the central nervous system that occurs during infancy in children with permanent and non-progressive traits. Damage to the central nervous system experienced by children with Cerebral Palsy which is located in the brain, Cerebral Palsy occurs during the growth period means that when the developing nerve is disrupted, the permanent and non-progressive nature of Cerebral Palsy is a permanent and immovable disorder [12].

Children with Cerebral Palsy according to Lorella Terzi is a children who has special needs in terms of physical health and mental health. The condition of children with special needs of Cerebral Palsy who experience physical and mental disorders, both directly and indirectly, influences the fluency in undergoing the learning process such as receiving education taught at school or in the family environment [13].

C. Inclusive Education for Children with Cerebral Palsy

Giving an inclusive education for children with Cerebral Palsy to lead a normal personal and social life

depends up on the severity, nature and location of the impairment, as well as the associated problems the child has. Since many children with Cerebral Palsy are having average or above average intelligence and are able to lead social life, education to them is a necessity. Majority of children with Cerebral Palsy do not experience mental difficulties. The difficulties they experience are mainly in the coordination of muscles and motor functions, not of mental or cognitive functions. Hence, they can be educated [14].

Inclusion in the classroom-and in school in general-is important for every student at every age. Not being included can lead to low self-esteem, lack of confidence, lack of social engagement, and deficits in academic, emotional, and physical developement. Exlusion is most often not intentional, but to be sure that students who are too often left out get all the opportunities of other students, teacher have to be active participators in inclusion [13].

Children with Cerebral Palsy needs effective support and optimal care along with education. They need regular lovable interaction. Optimal care may involve interaction by physical therapist, occupational therapist, speech-language therapist, special education teacher, adaptive sports therapist, nutritionist and other related supporters. The educational institution must be able to provide all or some of these particles of optimal care. Continuous activities to stimulate vision, hearing and speech and supportive learning rooms including developmental screening rooms are also needed. In addition to the regular educational goals and objectives, objectives of education process for students with Cerebral Palsy may include the area of motor control, perception, sensory stimulation, argumentative communication and living and leisure skills [14].

IV. THEORETICAL PERSPECTIVE

A. Philosophy of Education as a Theoretical Framework

Philosophy according to its true meaning is 'love of virtue'. Philosophical understanding which refers to the meaning of love for virtue, comes from the Greek era and consists of two words namely 'philare' which means 'love' and 'sophia' which means 'virtue or wisdom', so that the etymological understanding of the term philosophy means 'love of wisdom' [15].

Education, literally comes from the word students; and in the term is interpreted as "effort". Education according to W.J.S. Poerwadarminta comes from the basic words of students and gives training or teachings. Education as a noun means the process of changing attitudes and behavior of a person or group in an effort to mature humans through teaching and training efforts. The term education is defined differently by education experts, according to their respective *welthanscauung* or woldviews [15].

Education in its history has often been revealed to have originated from the term "pedagogy" or pedagogie, Latin which means education. The word pedagogia or pedagogic refers to the notion of education that comes from Greek. Pedagogia consists of two words namely pedos means child and pedagogos which means "I guide" or "I lead a child", while pedagogos is a servant or youth in Ancient Greek times whose job is to take and pick up children or students to school and pick up students from school [16].

The word pedagogos which originally had a low connotation such as servants or servants, was then used as the name of a noble work, that is pedagogues which meant educators or educators or teachers. Education from this point of view can be interpreted as a person's activities in guiding and leading children towards optimal growth and development in order to stand alone and be responsible [16].

Philosophy of education is a science which is essentially an answer to various questions in the field of education. Philosophical education philosophy by itself, in essence is the application of a philosophical analysis of the field of education [15]. The philosophy of education is to prepare a philosophical concept in accordance with the national view of the nation as a conceptual foundation for the implementation of the education system to be carried out [16].

Philosophy of education is a philosophical rule in the field of education that describes aspects of the implementation of general philosophy and focuses on the implementation of principles and beliefs which are the basis of general philosophy in an effort to solve educational problems in practical terms [17].

B. Idealism in Philosophy of Education

Idealism has the conviction that reality consists of or is composed of substance as an idea or idea or spirit. Physical nature depends on the Universal soul or God which also means that nature is an expression of that soul [15]. Idealism as a philosophy of life begins its review of the individual person by emphasizing me. According to idealism, if a person learns at the beginning is understanding his own self, continuing to move out to understand the objective world, from microcosm to macrocosm. Some idealists see that the curriculum should be rooted in a strong idiotic and organizational foundation. Based on this view, educational activities are carried out [15].

Herman Harrel Horne wrote in his book titled This New Education, said that the curriculum should be based on a single fundamental namely the ideal human nature and the characteristics of an ideal society. Activities in education need to be adjusted and addressed to a single, well-rounded fundament. Everything that is good, ideal, and which contains manifestations of both intellect, emotions, and will, needs to be a source of curriculum [15].

The curriculum should be based on a single fundamental, namely the ideal human nature and the characteristics of an ideal society. Activities in education need to be adjusted and addressed to the all-round good. On the basis of this provision means that the activities or activities of students are not restricted, as long as it is in line with the fundament. All ideals, which contain manifestations and intellect, emotions and will, need to

be a source of curriculum. Therefore, the curriculum should contain science, art and everything that can move the human will [15].

C. Realism in Philosophy of Education

Realism is a different flow from idealism, because realism is present as a reaction to idealism which tends to be abstract and metaphysical. The main instrument of realism is the senses and apart from the assumptions of knowledge constructed by reason, in contrast to idealism which actually holds more on mental conditions such as reason and mind [16].

Realism holds that reality is the other side of idealism. If the idealism ontology always refers to the principle that what exists is an ideal or something that exists and can be thought of, on the contrary realism actually believes that what exists is something that can be observed by the senses. Realism makes the senses or observations as instruments or epistemology in gaining knowledge and truth [16].

Education according to realism is closely related to John Locke's view "*tabula rasa"* that the human mind is nothing but an empty space is like a white paper which then receives an impression from the environment. Therefore, education is seen as needed because to shape each individual so that they become in accordance with what is considered good. Realism in education has a projection when humans will be formed to live in values that have become common sense, so students are able to adapt to the environment [16].

V. DISCUSSION

A. Inclusive Education for Children with Cerebral Palsy on Policy Level and Practical Level

The definition of inclusive education for children with Cerebral Palsy can be understood through two directions at the policy level and at the practice level. Definition of inclusive education which is included for children with special needs Cerebral Palsy type. The idea of inclusive education for children with Cerebral Palsy at the policy level was also first introduced by UNESCO which is voiced education for all children in both the regular and special needs categories which included children with Cerebral Palsy.

Some characteristic of inclusive education that covering a philosophy of acceptance and belonging within a community; a philosophy of student, family, educator, and community collaboration; celebration of the diversity and value of all learners; valuing educating learners in high-quality schools; valuing educating learners alongside their age peers; valuing educating learners in mainstream classrooms; and valuing educating learners in schools in their local community. Salend distils from the literature on inclusive education four key principles through which the philosophy of inclusion is put into practice. These are, firstly, providing all learners with challenging, engaging and flexible general education curricula; secondly, embracing diversity and responsiveness to individual strengths and challenges; thirdly, using reflective practice and

differentiated instruction; and fourthly, establishing a community based on collaboration among students, teacher families, other professionals and community agencies [18].

The term inclusive education or inclusive education is a word or term echoed by UNESCO derived from the word Education for All which means education that is friendly for all, with an educational approach that seeks to reach everyone without exception. They all have the same rights and opportunities to obtain the maximum benefits from education. These rights and opportunities are not distinguished by the diversity of physical, mental, social, emotional, and even socioeconomic characteristics of individuals. Inclusive education is not only for students with disabilities or extraordinary students but also applies to all children. The ideas or ideas of inclusive education also continue in inclusive school programs developed by following world trends, using the concept of inclusive education [9].

Inclusive education at the practice level refers to several aspects of application. First, regular schools provide class conditions that are warm, friendly, accept diversity and respect diversity. Second, regular schools must be prepared to manage heterogeneous classes by applying curriculum and individual learning. Third, teachers in regular classes must implement interactive learning. Fourth, teachers in inclusive education provider schools are demanded to involve parents significantly in the education process [9].

Inclusive education for children with Cerebral Palsy can be applied by create more inclusive learning experiences which is including get to know the needs of every student, assign seating, call on student randomly, use personal responses devices, expose student to diversity, vary teaching strategies, make classrooms physically accessible, provide inclusive playgrounds, be proactive-and active-about bullying, combat discriminatory language immediately, provide choice in sports and recreation, communicate with parents, and practice collaborative teaching [19].

B. The Problem of Incoherence Between Policy and Practice in Inclusive Education for Children with Cerebral Palsy in the Perspectives of Idealism and Realism in Educational Philosophy

The physical realm of idealism depends on the soul and matter or physical expression of ideas. The flow of realism in the philosophy of education has the view that the object or the outside world is real in itself and reality is not entirely dependent on ideas, because reality is the result of a meeting between the subject and the object [15].

The issue of incoherence between policy and practice in inclusive education for children with Cerebral Palsy in the perspective of idealism and realism in Philosophy of Education shows that at the policy level and practice level it still has not gone hand in hand and is not yet fully harmonious. Education for children with Cerebral Palsy in view of the ideals of educational philosophy shows that at the policy level it has not yet touched the realm of the application of inclusive education, because the main

focus is still on the unity of ideas or ideas in the form of policy. In fact, the continuity of inclusive education for children with Cerebral Palsy is inseparable from the two important roles of the aspects of policy and practice both of which are important in developing and promoting inclusive education for children with Cerebral Palsy so that Cerebral Palsy students get an increase both in terms of learning and in terms of relationships with friends in school.

Inclusive education for children with Cerebral Palsy at the policy level when viewed through the perspective of the idealism of Philosophy of Education, it can be understood that the whole principle of ideality in the form of an idea or an idea about inclusive education, is still at the level of the concept of education which in the realm of practice requires a review so that the situation and conditions in the field of inclusive education for children with Cerebral Palsy can be better understood clearly and fundamentally, especially with regard to the complex constraints experienced by Cerebral Palsy students during the inclusive education process.

Children with mild Cerebral Palsy tend to capable in doing learning process in normal school education and curriculum, even adaptive physical education programme. Mainstreaming the child, while it is a decision up to the parent, is not to be a decision that is open to every children with Cerebral Palsy. A child who has age appropriate cognitive and communicative abilities, or the abilities at least up to near to normal child and who will not need special medical or parental care can be included in regular school system [20].

Inclusion may fail to others who need special care and regular medical attention. Not every child will benefit from inclusion in a regular curriculum, and if the parents feel that this is the case with their child, they can choose him or her to a special education school. In short the best choice of schooling for children with Cerebral Palsy depends on the presence and degree of mental impairment and physical impairment, as well as the facilities available in the area for schooling [21].

The explanation according to Schleickorn is an example of a complex obstacle at the level of practice of inclusive education for children with Cerebral Palsy which generally occur in Cerebral Palsy students with degrees of mental and physical damage that tend to be severe or severe. In addition, complex constraints can also be experienced by Cerebral Palsy students when they are not mentally prepared to undertake the learning process in an inclusive education environment such as not being ready to follow an inclusive education curriculum that is considered too heavy for Cerebral Palsy students to accept or have shame in hanging out with friends in such a diverse inclusive school. Significant complex constraints can also be experienced by educators or teachers in inclusive schools who are not necessarily able to handle Cerebral Palsy students in the classes they support.

Being included-in the classroom, in the family, in recreation, in social events-is important for anyone, but for children, it plays a big role in healthy emotional, physical, and social developement. For children living with disability, like Cerebral Palsy, being included is more difficult than it is for other children. children with Cerebral Palsy not only has every right to inclusion in school as other children, he or she actively needs and craves that inclusion. While is is great for other children to actively include those who seem different, the responsibility really comes down to the adults, particulary the teachers. Teachers need to make sure all children get a full educational experience and have every opportunity to participate, learn, and grow. Although teachers understand this responsibility, the don't always have the knowledge or experience working with particular disabilities like Cerebral Palsy [19].

Mainstreaming of child with Cerebral Palsy has certain disadvantages. Lack of appropriately specialised or trained faculty is the most profound disadvantage of mainstreaming. It is least possible the availability of instructors with specialised training in all regular schools. If the child sending to a regular school has any major communicative, cognitive or motor limitations, there is a chance that the teacher of the regular stream would not fully know how to handle the child or situation. They may have no prior experience in the instruction to disabled children. Another problem with inclusion of child with special needs like Cerebral Palsy is the possible lack of specialised equipment that the child may very well profit from. One more problem with inclusion is that there may not avail the 'free appropriate education' and 'least restrictive environment' in a regular school, which are suggested by experts for children with Cerebral Palsy [14].

The various disadvantages and complex obstacles at the level of inclusive education practice for children with Cerebral Palsy show that the ideal idea of inclusive education for children with Cerebral Palsy are still at the level of the concept, not yet fully in harmony with the real situations and conditions in the field of inclusive education for children with Cerebral Palsy. This conditions gives an understanding that making an ideal educational concept as written in the policy, indeed becomes an ideal to be achieved to build an education that is considered fair for all students with a variety of learning needs of each. However, when the ideas or ideas then meet with real conditions at the level of practice, real conditions or situations in the field of education allows to experience incompatibility with the concepts that have been made. That then the concept of inclusive education that has been agreed to be implemented, can meet with complex obstacles as explained in the previous example. Therefore, carrying out inclusive education for children with Cerebral Palsy requires a review of the practical domain in order to understand the real situation in the application of inclusive education for children with Cerebral Palsy.

Inclusive education for children with Cerebral Palsy when viewed through the perspective of realism in Philosophy of Education, shows important factors from the environment that influence ideas. Inclusive education for children with Cerebral Palsy in the perspective of

realism in Educational Philosophy directs the concept of inclusive education firstly colored by knowledge of the real conditions or real situations that occur in the educational field of children with Cerebral Palsy, so that later it can be known and formed the concept of inclusive education based on the environment. Inclusive education for children with Cerebral Palsy at this level also refers to the practice label which is more real involving the role of a number of parties in carrying out inclusive education for children with Cerebral Palsy such as parents, teachers, therapists, nurses, assistants, and families of Cerebral Palsy students who are do the learning process in inclusive schools.

At the level of inclusive education practice for children with Cerebral Palsy, the role of a number of parties such as teachers, parents, nurses, assistants, or families of Cerebral Palsy students can be involved in determining good choices for the learning process of Cerebral Palsy students, for example namely by paying attention to the learning process and social participation of Cerebral Palsy students in inclusive schools. If Cerebral Palsy students in the process of learning in inclusive schools look difficult or experience obstacles in certain cases, then both parents and teachers can ask to be given space or special classes for students in inclusive schools. Special classes can be given for Cerebral Palsy students who have severe special needs, thus requiring a focus on learning in the classroom with a small number of students.

The exception for certain Cerebral Palsy students in inclusive schools is as adjusted to the concept of integrated education that is in line with the concept of inclusive education, namely by implementing the division of the learning process of children with Cerebral Palsy using a daily learning schedule. The division of the learning process for children with Cerebral Palsy can be divided into several categories such as the category of children with Cerebral Palsy who carry out the learning process in special classes at each school jawadal, the category of children with Cerebral Palsy who on some class schedules do the learning process in special classes and in some classes follow the process of learning in regular classrooms, and the category of children with Cerebral Palsy who are able to follow the process of learning in regular classes at every beginning of the lesson in inclusive schools.

The existence of specifications in the classroom classification for children with Cerebral Palsy in inclusive schools shows the realization of the realism of Educational Philosophy which involves the real situation of the environment in agreeing on the concept of inclusive education. Therefore, the concept actually comes after conditions outside the mental or human ideas are in accordance with the real conditions experienced by students. In other words, the concept of inclusive education is adjusted to the conditions that exist in the educational environment such as the situation and conditions experienced by Cerebral Palsy students in inclusive schools.

Educational realism is of the opinion that the quality of values cannot be determined conceptually beforehand, but it depends on what and how the circumstances are internalized by a particular subject and subsequently will also depend on the attitude of the subject. Educational realism intends to explain that values are inherent on the basis of existing compositions, such as the combination of colors that will give a good impression if the placement and function are adjusted to the nature of the existing components [15].

VI. CONCLUSION

The conclusion of this paper is to make a coherence between the policy and practice in education for children with Cerebral Palsy that can be achieved, namely by conducting a review of the situation and conditions in the environment to create a concept of inclusive education. Review of the situation and environmental conditions in this case is reviewing the real condition of children with Cerebral Palsy related to the learning needs model which is considered appropriate to be given in inclusive schools. That way, the agreed inclusive education policy can work in harmony and is appropriate to be applied in the learning process for children with Cerebral Palsy in the practical domain of inclusive schools.

Idealism and realism in the Philosophy of Education also views the issue of incoherence between the policy and practice of inclusive education for children with Cerebral Palsy, due to differences in emphasis which are the principles of idealism and realism. The main emphasis of idealism on mental aspects, is still abstract and is at the level of concepts that originate from human ideas without involving environmental review. Realism then complements the mental aspects of humans in making ideas in the form of concepts of inclusive education for children with Cerebral Palsy at the policy level, so that it is reviewed first by involving real situations and conditions that occur in the environment such as highlighting children with Cerebral Palsy, then determine the types of learning needs Cerebral Palsy students in inclusive schools.

Inclusive education for children with Cerebral Palsy at the policy level can also be adjusted to the conditions in the environment so that later it becomes the basis in the preparation of inclusive education curriculum. Forms of efforts that can be made to adapt policy to the situation and conditions in the environment are to compile inclusive education policy that are relevant and good to be given to children with Cerebral Palsy in inclusive schools by giving primary attention to each of the special needs and learning needs of Cerebral Palsy students. Inclusive education for children with Cerebral Palsy on a practical level can be in line with policy that are arranged in detail both in the form of concepts and educational programs to be provided by teachers in inclusive schools for Cerebral Palsy students.

The effort to align between policy and practice in education for children with Cerebral Palsy in an inclusive school should focus on the abilities that the individual Cerebral Palsy has for the learning process performed by Cerebral palsy students in an inclusive school, so that the inclusive education can lead to activities that are capable or practiced by the pupils of Cerebral Palsy. Aligning the

policy and practice in inclusive education for the child of Cerebral Palsy should be sought by reducing the risk of barriers or learning constraints experienced by Cerebral Palsy students in an inclusive school with the attention of Cerebral Palsy abnormalities. Thus, the process of inclusive education for children with Cerebral Palsy can be relevant with basic learning needs for Cerebral Palsy pupils at mild, moderate, and severe levels. With regard to philosophical views, inclusive education for children with Cerebral Palsy should be interpreted philosophically by providing an inclusive education for children with Cerebral Palsy not only in an inclusive schools, but also in other educational institutions.

CONFLICT OF INTEREST

We wish to confirm that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

AUTHOR CONTRIBUTIONS

F.R. proposed the idea and analyzed the whole data. S.M. wrote the part of Philosophy of Education. S.D.M. contributed in interpreting the result of data analysis to the paper. All authors had approved the final version.

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