

INTISARI

Penelitian ini berawal dari ketertarikan peneliti terhadap pendidikan anak *Cerebral Palsy* yang berbeda dari pendidikan anak berkebutuhan khusus pada umumnya. Anak *Cerebral Palsy* yang memiliki latar belakang kondisi kelainan kompleks, menimbulkan tantangan tersendiri di dalam penyelenggaraan pendidikan anak *Cerebral Palsy*. Peneliti juga tertarik pada pemikiran Lorella Terzi tentang pendidikan anak *Cerebral Palsy* karena Terzi memiliki pemikiran berupa pendekatan kemampuan yang dapat menjadi suatu tawaran untuk digunakan dalam pendidikan anak *Cerebral Palsy* di Indonesia. Tujuan penelitian ini yaitu mengumpulkan bahan kepustakaan mengenai pemikiran Lorella Terzi tentang pendidikan anak *Cerebral Palsy* kemudian mempelajari karya tokoh Lorella Terzi agar dapat diuraikan pemikiran tokoh Lorella Terzi tentang pendidikan anak *Cerebral Palsy* secara tepat dan jelas; menganalisis secara filosofis dengan menemukan konstruksi pemikiran Lorella Terzi tentang pendidikan anak *Cerebral Palsy* ditinjau dari aliran filsafat pendidikan Rekonstruksionisme; serta mengevaluasi secara kritis terhadap filsafat tersembunyi dalam pendidikan anak *Cerebral Palsy* agar ditemukan kontribusi dari pendidikan anak *Cerebral Palsy* dalam pemikiran Lorella Terzi bagi pengembangan kebijakan pendidikan anak *Cerebral Palsy* di Indonesia.

Penelitian filsafat ini merupakan jenis penelitian pustaka dengan objek formal aliran filsafat pendidikan Rekonstruksionisme dan objek material pendidikan bagi anak berkebutuhan khusus *Cerebral Palsy* dalam pemikiran Lorella Terzi. Bahan penelitian ini meliputi data primer dan data sekunder. Model analisis data dalam penelitian ini merujuk pada buku *Metodologi Penelitian Filsafat* karangan Anton Bakker dan Achmad Charris Zubair dengan metode Hermeneutika menggunakan unsur-unsur metodis yakni komparasi, koherensi intern, kesinambungan historis, heuristika, idealisasi, bahasa analogal, holistika, refleksi, dan deskripsi.

Hasil penelitian ini, pertama, menjelaskan pengertian pendidikan anak berkebutuhan khusus *Cerebral Palsy* dalam pemikiran Lorella Terzi serta menemukan filsafat tersembunyi di dalam pendidikan anak berkebutuhan khusus *Cerebral Palsy* menurut pemikiran Lorella Terzi. Kedua, menguraikan analisis reflektif-filosofis dan memberikan kritik atas pemikiran Lorella Terzi tentang pendidikan anak *Cerebral Palsy*, sehingga terlihat persoalan filosofis pada bidang pendidikan anak berkebutuhan khusus *Cerebral Palsy* serta dapat diketahui kelebihan dan kekurangan dari pemikiran Lorella Terzi tentang pendidikan *Cerebral Palsy*. Ketiga, membuat susunan tujuh aspek kemampuan dasar dalam konsep pendekatan kemampuan Lorella Terzi guna mengembangkan kebijakan pendidikan anak *Cerebral Palsy* di Indonesia.

Kata kunci: Rekonstruksionisme, *Cerebral Palsy*, Pendekatan Kemampuan, 'Reframing' Konsep Pendidikan Inklusif, Kesetaraan Pendidikan.

ABSTRACT

This doctoral thesis originated from the researcher's interest in education for children with Cerebral Palsy which is different from the education of children with special needs in general. Children with Cerebral Palsy who have a background in complex disorders, pose their own challenges in providing Cerebral Palsy education. Researchers are also interested in Lorella Terzi's thoughts about education for children with Cerebral Palsy because Terzi has thoughts in the form of capability approach that could be an offer to be used in the education for children with Cerebral Palsy in Indonesia. The purpose of this dissertation research is to collect literature on Lorella Terzi's thoughts about education for children with Cerebral Palsy and then study the work of Lorella Terzi's character so that Lorella Terzi's thoughts about education for children with Cerebral Palsy could be described accurately and clearly; analyzing philosophically by finding the construction of Lorella Terzi's thoughts about Cerebral Palsy education in terms of the educational philosophy of Reconstructionism; as well as critically evaluating hidden philosophies in education for children with Cerebral Palsy in order to find contributions from education for children with Cerebral Palsy in Lorella Terzi's thoughts for the development of Cerebral Palsy children's education policies in Indonesia.

*This philosophical research is a type of library research with the formal object of the educational philosophy of Reconstructionism and material objects of education for children with special needs Cerebral Palsy in Lorella Terzi's thoughts. This research material includes primary data and secondary data. The data analysis model in this study refers to the book *Philosophy Research Methodology* by Anton Bakker and Achmad Charris Zubair with the Hermeneutic method using methodical elements, namely description, comparison, internal coherence, historical continuity, heuristics, idealization, analogical language, holistic, and reflection.*

The results of this dissertation research, first, explain the meaning of education for children with special needs Cerebral Palsy in Lorella Terzi's thoughts and discover hidden philosophies in education for children with special needs Cerebral Palsy according to Lorella Terzi's thoughts. Second, describes a reflective-philosophical analysis and provides criticism of Lorella Terzi's thoughts about Cerebral Palsy education, so that philosophical problems in education for children with special needs Cerebral Palsy could be seen as well as the advantages and disadvantages of Lorella Terzi's thoughts about Cerebral Palsy education could be found. Third, compile seven aspects of basic capabilities in the concept of Lorella Terzi's capability approach to develop Cerebral Palsy education policies in Indonesia.

Keywords: *Reconstructionism, Cerebral Palsy, Capability Approach, 'Reframing' the Concept of Inclusive Education, Equality in Education*