

ABSTRACT

INTERIOR DESIGN OF SPECIAL NEEDS SCHOOL FOR ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH LEVELS (TYPE C AND D) IN BANDUNG CITY WITH CHARACTER AND BEHAVIOR APPROACHES FOR STUDENTS WITH INTELLECTUAL DISABILITIES, PHYSICALLY DISABLED WITH CEREBRAL PALSY, AND AUTISM SPECTRUM DISORDERS

Based on data verified by the Ministry of Education, Culture, Research, and Technology (KEMENDIKBUDRISTEK), the total number of students with special needs in Indonesia for the 2024–2025 academic year reached 245,350. This highlights that the fulfillment of basic educational rights for children with special needs (CWSN), especially those with intellectual and physical disabilities, remains suboptimal. Therefore, this design aims to create a learning environment tailored to the characteristics and behaviors of students with intellectual disabilities (Tunagrahita), physical disabilities with Cerebral Palsy (Tunadaksa), and Autism Spectrum Disorder. The goal is to support the development of their physical, cognitive, sensory, and motor abilities. This design was developed using a qualitative method by collecting primary data through observations and interviews at several special schools: SLB Pusppa Suryakanti Bandung, SLB D YPAC Bandung, SLB Az-Zakiyah Bandung, and SLB TPI Medan. Secondary data were also gathered through literature reviews, official regulations, and comparative studies of similar school facilities. The design results show that students with intellectual disabilities, cerebral palsy, and autism spectrum disorder require spatial layouts that are easy to understand, appropriate use of color, proper lighting and ventilation, and safe materials and furniture. The implementation of the Montessori approach was found to be effective in promoting student independence and exploration, aligning with each learner's individual learning rhythm.

Keyword : *Special Schools, Facilities, Intellectual Disability, Physical Disability, Autism Spectrum, Bandung*