

Bridging Gaps: Enhancing Civic Engagement in Citizenship Education for Community Civic which Empowerment Individuals with Disabilities

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Abstract

Discrimination against individuals with disabilities caused by the stigma of ableism needs to be handled transformatively, not only through government policy. Therefore, it is necessary to optimize citizenship education to realize community civics as a means of empowering individuals with disabilities. This article discusses the challenges and obstacles related to efforts to learn and achieve equality for individuals with disabilities through optimizing citizenship education. Even though guarantees of equal rights for individuals with disability have been regulated in legislation, in reality, this legal basis has not been implemented effectively in society. The findings in this research reveal that social attitudes place more emphasis on the perspective that individuals with disabilities are not disabled, but this is not accompanied by integrative actions to empower individuals with disabilities. However, the Indonesian government has ratified a legal basis that is inclusive and accommodating for persons with disabilities. Therefore, it is necessary to optimize citizenship education in realizing a community civic that empowers individuals with disabilities based on service learning and pentahelix collaboration as a confirmation of the integration of disability studies into non-formal or socio-cultural citizenship education, which reflects a productive and equal social environment for individuals with disabilities based on persistent civic virtue and civic engagement. Thus, it can be concluded that optimizing citizenship education as an effort to create a community civic that empowers individuals with disabilities is a new paradigm in empowering individuals with disabilities that is integrative and comprehensive.

Keywords: Citizenship Education, Civic Community, Disabilities, Discrimination, Empowerment.

Introduction

The number of individuals with disabilities in Indonesia has continued to increase over the last decade. This is evident from data from the Ministry of Social Affairs in 2021 which reached a total of 22.97 million individuals, compared to 11.58 million individuals in 2010 (Kementerian Sosial RI, 2021). It is important to cultivate an inclusive character for civic equality for individuals with disabilities, which is synonymous with discrimination due to the stigma of ableism as an affirmation of disabled.

The stigma of ableism is very strong in society, including the medical field which should be more objective and immune to ableism. However, in reality, the medical field only views disability as a condition of disability, burden, disgrace, uselessness, and an obstacle to the family (Charitsis & Lehtiniemi, 2023; Janz, 2019). In line with this view, (Dhanda, 2008) and (Bailey & Mobley, 2019) also emphasize that discrimination is not only caused by the stigma of ableism but also because of gender and racial differences, which causes increasingly massive discrimination against women with disabilities, especially for darker skin tones.

The term ableism emerged as a consequence of the individual or medical model of disability, which is a theory in medical science that states that individuals with disabilities are individuals who are physically imperfect (physically disabilities), hinder their ability to work, are unable to develop, and are unable to live a normal life (Bunbury, 2019; Chatzitheochari & Butler-Rees, 2023). The individual or medical model of disability has been challenged by the social model of disability with an inclusive social perspective toward individuals with disabilities. The social model of disability emphasizes recognition of individuals with disabilities through an inclusive attitude of citizens to achieve equality for individuals with disabilities who also have the same potential and opportunities in life (Gilliard et al., 2005; Joseph, 2007).

Accommodating the fulfillment of the basic

rights of individuals with disabilities through a constitutional basis is a form of guarantee of civic equality and civic empowerment for individuals with disabilities, but it cannot be optimal without inclusive civic engagement. The American Disability Act (ADA), which was passed in 1990, has not been effective and has no impact on disability equality because social and economic activity policies are not inclusive so individuals with disabilities are considered second-class citizens (Trevisan, 2020). In line with this, (Rossetti et al., 2020) and (Rossetti et al., 2020) explained that the passing of the Individuals with Disabilities Education Act (IDEA) was not optimal in protecting educational rights and empowerment for individuals with disabilities, so it was necessary an inclusive character and sustainable civic engagement.

The vision of a community civic that is inclusive and accommodating for individuals with disabilities for civic empowerment can be carried out through civic engagement. Efforts to realize equality for persons with disabilities in Indonesia can be seen in the passing of (Hidayat, 2020; Widjaja et al., 2020) concerning individuals with disabilities as a legal basis that guarantees the rights and equality of individuals with disabilities. It is explained in detail in Article 9 of Law No. 8 of 2016 concerning Persons with Disabilities which emphasizes: 1) equality before the law, 2) legal subjects, 3) inheritance guarantees, 4) control of financial problems, 5) access to banking and non-banking, 6) accessibility of public facilities and quality education services, 7) protection against discrimination, violence, and pressure, 8) appointing civil representatives outside of court, and 9) guarantee of intellectual property rights.

This constitutional basis means that government agencies are required to accommodate a 2% quota for individuals with disabilities to become civil servants, BUMN and BUMD employees, and private agencies are required to accommodate a 1% quota for individuals with disabilities to become employees but this is not optimal and there is no commitment (Hidayat, 2020; Widjaja et al., 2020). In Germany and

France, a legal rule is implemented that persons with disabilities have equal opportunities to work with a percentage of 5% and 6% which is implemented through efforts to improve skills and civic engagement. (Brzykcy & Boehm, 2022; Richard & Hennekam, 2021). The realization of the constitutional mandate can be done through strengthening and increasing civic virtue, civic engagement, and civic campaigns to realize sustainable civic empowerment for individuals with disabilities. Apart from that, Law No. 8 of 2016 concerning Persons with Disabilities also regulates the categorization of disabled individuals in Indonesia, namely as follows:

Table 1: Inclusive Categorization of Disabilities

No	Kind	Information
1	Physical	Impaired motor function, including amputation, paralysis, paraplegia, cerebral palsy (CP), due to stroke, due to leprosy, and small individual.
2	Intellectual property	Impaired thinking function due to intelligence levels below standard, such as slow learning, grahita, and Down syndrome.
3	Mental	Impaired thinking functions, emotions and behaviors, such as psychosocial, i.e., schizophrenia, bipolar, depression, anxiety, and personality disorders, then disability in social interaction, i.e., autistic and hyperactive.
4	Sensory	Disruption of one of the functions of the five senses, such as blind, deaf, and speech
5	Double	Individuals who have two or more types of disabilities

Source: Law No. 8 of 2016 concerning

Persons with Disabilities

Accommodating an inclusive and legal basis for individuals with disabilities will not be optimal without sustainable civic engagement. The inability of the Anti-Discrimination Law in Australia to provide permits and opportunities for persons with disabilities to hold leadership positions in work is caused by social hegemony, so there needs to be participation and trust in the competencies of individual with disabilities (Harpur & Szucs, 2023). Efforts to empower individuals with disabilities through legal regulations are top-down, while social

movements to empower individuals with disabilities are bottom-up. Therefore, in its implementation, an integrative approach is needed. Empowerment of individuals with disabilities in the United States must be accompanied by inclusive policies and social and political legal support to be effective (Dispenza, 2021; Voulgarides, 2021). Optimizing citizenship education is a vital vehicle for realizing a community civic that is inclusive and accommodating to individuals with disabilities, for civic empowerment. Civic equity is very important for individuals with disabilities in the United States which is realized through Civics learning, to shape students' inclusive mindset and character (Bueso, 2022).

Citizenship education plays a role in realizing cross-sector civic engagement to empower individuals with disabilities persistently. Considering that individuals with disabilities grow and develop in society, there is a need for a community civic that is inclusive and accommodating in empowering individuals with disabilities. Community civic is a vehicle for reflecting on life experiences to shape students to think visionarily and be socially sensitive, including empowering individuals with disabilities by involving families and communities (Rimmer & Rowland, 2008). Community civic can be optimized to empower individuals with disabilities because community civic is a vehicle for citizen interaction with their social world.

Community civic reflects the quality of democracy and includes collaborative civic engagement for empowerment and prosperity (Hidayah et al., 2020; Thomas et al., 2021). Community civic is a strategic study of non-formal citizenship education, to ensure that Pancasila-based social justice is aimed at individuals with disabilities. Civic education makes students understand the concepts and principles of democracy, which are in line with civic goals, then citizenship education contains a vision of increasing students' social sensitivity to overcome social problems in society (Bauml et al., 2023; Eidhof & de Ruyter, 2022). Optimizing

citizenship education for community civic that empowers individuals with disabilities includes service learning, pentahelix collaboration, and civic engagement of young citizens for sustainable social justice for individuals with disabilities.

Constitution-Based Accommodation for Individuals with Disabilities Empowerment in Indonesia in the Old Order, New Order, and Reformation and the Role of Citizenship Education Based on Theoretical Review

Indonesia accommodates individuals with disabilities in the constitution, for the first time in the New Order, through (Pemerintah Indonesia, 1997) concerning Disabled Persons, but does not yet holistically include empowerment of individuals with disabilities. Disabled individuals are synonymous with disabled because the Old Order defined a disabled individual as "disabled persons", then the New Order defined a disabled individual as "persons with disabilities", so it was discriminatory (Inayah, 2019; Priya et al., 2021). Labeling the term disabled for individuals who have limitations arises from individual or medical disability as well as the charity model of disability, which does not contain the civic virtue of empowering individuals with disabilities. Individual or medical disability as well as the charity model of disability is an affirmation of physical disabilities in individuals with disabilities who need charity-based compassion (Makris et al., 2021; Sofokleous & Stylianou, 2023). The phrase disability began to be abandoned at the beginning of the 21st century, even the UN through the Convention On The Rights Of Persons With Disabilities in 2006, which was agreed upon in 2007, emphasized the urgency of fulfilling basic rights, equality and social protection, and then opposed the use of the term disability. The term disability is subjective and discriminatory because a social approach limitations can be habituated and rehabilitated through medical, technological, and civic engagement (Maftuhin, 2016; Manitsa & Barlow-Brown, 2024). The Convention On The Rights Of Persons With Disabilities was ratified by Indonesia into (Pemerintah Indonesia, 2011)

concerning Ratification of the Convention On The Rights of Persons With Disabilities.

The concept of empowerment and cross-sector involvement has not been fully reflected in Law No. 19 of 2011 because it still does not contain a gender and disability perspective, so the moral spirit of the law needs to be reflected in policies related to health, education, employment, protection from disasters, as well as development (Harahap & Bustanuddin, 2015; Probosiwi, 2013). Efforts to ensure certainty of social justice, civic empowerment, and respect for individuals with disabilities, an inclusive social world, and cross-sector civic engagement are the basis for Indonesia in ratifying Law No. 8 of 2016 concerning persons with disabilities. The legal basis contains a vision of empowering individuals with disabilities but it still needs to be aligned with the context of resources, namely, facilities and infrastructure, human and financial (Mulyana & Wusqo, 2023).

Empowering individuals with disabilities requires a transformative approach in the form of real action in society based on civic virtue, ensuring that it does not become a semantic value in the Constitution. Civic virtue is a moral basis for acts of patriotism and democracy that can grow and be habituated through citizenship education (Ben-Porath, 2007; Holden, 1998). Therefore, citizenship education can become a vehicle for implementing the empowerment orientation mandated in Law No. 8 of 2016.

Accommodating the concept of empowering individuals with disabilities in the Indonesian constitution in the Reformation Era emphasizes the paradigm shift from the individual or medical model of disability as well as the charity model of disability to the social model of disability. Civic empowerment of individuals with disabilities needs to be based on the potential for well-being and independence, to overcome discrimination (Dominelli, 1999; Hagner & Marrone, 1995). Citizenship education plays a role in socialization, involvement of the younger generation, and collaboration so that the realization of empowerment for individuals with

disabilities is real and persistent. Anti-ableism needs to become a social movement then citizenship education can strengthen the involvement of the younger generation in overcoming social problems because it includes service learning and pentahelix collaboration (Kaundinya & Schroth, 2022; A Nanggala & Suryadi, 2024). The practice of empowering individuals with disabilities in Law No. 8 of 2016 will be effective by accommodating citizenship education. After the ratification of the ADA and IDEA, individuals with disability in the United States consistently face discrimination, especially in education, so it is necessary to involve every sector (Rivera & Tilcsik, 2023). Citizenship education includes civic action in inclusively empowering individuals with disabilities.

The ratification of a constitution that guarantees equality, fulfillment of basic rights, and empowerment of individuals with disabilities in Indonesia is a formal effort to realize social justice based on Pancasila. Pancasila is the philosophical foundation and legal basis of Indonesia while still involving various sectors to ensure social justice for individuals with disabilities (Daullah et al., 2022; Wulandari et al., 2024). Civic empowerment accommodation for social justice for individuals with disabilities in Indonesia's legal basis is very relevant to citizenship education, so it needs to be optimized to overcome discrimination. Citizenship education must be inclusive to ensure that school budget allocations guarantee the educational rights and empowerment of individuals with disabilities, including involving school residents to strengthen the competencies of individuals with disabilities (Bartlett & Schugurensky, 2023; Agil Nanggala & Suryadi, 2024). Citizenship education contributes to realizing the vision of empowering individuals with disabilities, by the mandate of Law No.8 of 2016, through strengthening and building a community civic that is inclusive, accommodating, and responsive to the needs of individuals with disabilities. Holistic empowerment of individuals with disabilities needs to be accompanied by social acceptance (Mackelprang & Salsgiver, 1996).

Methodology

This research uses a qualitative research design with descriptive methods. Descriptive qualitative research is commonly optimized in educational, technological, social, and learning research because it is practical and in-depth (Nassaji, 2015). The qualitative research design was chosen based on the nature of qualitative research which is elaborative, natural, in-depth, and participatory, making data conclusions focused on comprehensive meaning (Nassaji, 2020; Trimbur, 2017). Data collection techniques were carried out through interviews and observation. This refers to the function of interviews as the core of qualitative research, so it must be balanced with mastery of dominant social theory to obtain higher-quality results (Roulston, 2010).

Primary data collection in this research was collected through interviews with key informants selected and determined by the researcher purposively and snowballing to obtain relevant and expert informants according to the research topic being researched (Fadli, 2021). Therefore, the primary data collected focuses on several criteria, namely disabled individuals, disabled families, communities, general election commission, managers of disabled philanthropic communities, managers of disability service units at universities, citizenship education experts, medical experts, and Pancasila experts. Meanwhile, secondary data was collected from books, journals, theses, official government documents, and media portals. The concept of the electoral system is used as an analytical tool in this research.

The descriptive method in this research includes efforts to examine and describe social phenomena, and potential which include optimizing citizenship education for community civic that empowers individuals with disabilities. Descriptive qualitative is flexible, so it is widely used in social sciences and nursing (Kim et al., 2017; Mwita, 2022). The essence of the philanthropic community in this research is modern philanthropic action that empower

individuals with disabilities based on potential by involving cross-sector, inclusive, and innovative activities, not charity (Goulden et al., 2023; Schuyt, 2010). Research subjects, namely, 1) Disabled individual and disabled families (AG, AR, RC, AZ, and KN), 2) Philanthropic community, Foundation of Cahaya Inclusion Indonesia (KT) and Foundation for Disabled Children (TH), 3) General Election Commission, Chairman of the KPU DKI (WD) and West Java (UW), 4) Manager of the Higher Education Disability Services Unit (NZ and YS), 5) Expert, citizenship education (SN), health (RN), Pancasila (GHW), policy (PB). Motivation for disabled individuals is very important to improve self-skills effectively and persistently (Kausik & Hussain, 2023). The theoretical basis used is the social model of disability, civic empowerment, transformative citizenship, Pancasila citizenship model, citizenship education based on service learning, community civics, and pentahelix collaboration (Banks, 2017; Higgins, 1999; Jerome, 2012; Manik & Samsuri, 2021; Nanggala, 2023; Pickard, 2021).

Results

1. The reality of Empowering Individuals with Disabilities is Not Integrative and Separate from Citizenship Education

Indonesia is not yet fully inclusive of individuals with disabilities. There is still a subjective view and apathetic attitude towards individuals with disabilities (AG, Interview, June 11, 2024). The character of anti-ableism needs to be reflected in formal and non-formal activities to be inclusive of individuals with disabilities (Lalvani & Bacon, 2019). Building a community civic that empowers individuals with disabilities is a comprehensive solution because it contains an anti-ableism attitude. Formal and non-formal citizenship education does not yet include disability studies (SN, Interview, June 7, 2024). Citizenship education practices that are still outdated are a problem with civics innovation, which is the same as critical pedagogy (Heggart et al., 2018). Individuals with disabilities have the

potential to be empowered if there is motivation, habituation, and community support (RN, Interview, June 14, 2024). The disabled philanthropic community plays an important role in empowering disabled individuals, by implementing citizenship education. KSM community development empowers individuals with disabilities through training in making percik batik (Sari & Megasari, 2021). At the Foundation for Disabled Children, the empowerment of individuals with disabilities is carried out through information technology activities, hydroponics, batik or suminagashi, culinary arts, and photography (TH, Interview, June 26, 2024).

Political activities and education in Indonesia are not yet fully inclusive and accommodating for the empowerment of individuals with disabilities. Election facilities are disabled-friendly and polling station accessibility, empowerment of persons disabilities as election committee members, and election committee services are not yet optimal (KT, Interview, June 26, 2024). Realizing a community civic that includes education and political involvement, as political empowerment for individuals with disabilities, needs to be based on inclusive KPU policies and citizenship education. The West Java KPU is trying to empower individuals with disabilities, through quotas for election participants and organizers, involvement in political education, as well as providing inclusive facilities for individuals with disabilities but cross-sector communication is a serious obstacle (UW, Interview, June 11, 2024). Modern Civics contains a vision of equality for individuals with disabilities as a result of non-inclusive learning making individuals with disabilities socially isolated (Garwood et al., 2021). Cross-sector collaboration for the empowerment of individuals with disabilities is complex, including the need for family openness (YS, Interview, June 20, 2024). Collaborative governance is a holistic and persistent strategy so that the empowerment of individuals with disabilities is collaborative (Anthony et al., 2023).

Empowering individuals with disabilities does

not reflect the vision of community civic which includes civic virtue, civic engagement, and pentahelix collaboration, because it is still top-down. Accommodation of facilities, opportunities, and services for disabled individuals in elections are confirmed in Law No. 8 of 2016 and Law No. 7 of 2017 concerning Elections is an effort to empower individuals with disabilities politically, but it needs to be accompanied by civic engagement (WD, Interview, June 24, 2024). The strategy to overcome the gap in citizen empowerment for minorities is to optimize citizenship education (Addington, 2016). Social justice based on Pancasila guarantees equality and empowerment of individuals with disabilities, which needs to be realized based on law, policy, and inclusive civic action (GHW, Interview, June 22, 2024). Empowerment of individuals with disabilities is not optimal due to marginalization, so formal and informal synergy, including optimization of medical technology, legal advocacy, inclusive education, and community involvement needs to be realized (Harris et al., 2012; Strassfeld et al., 2023). Citizenship education contains a vision of strengthening civic competence in an inclusive manner. There is still a subjective social view because they view us as incompetent and tend to be content (AR, Interview, June 12, 2024).

The inclusive social view is that social capital creates integrative empowerment of individuals with disabilities. Formal institutions, such as the KPU, have awareness of empowering individuals with disabilities, such as political education and home services for elections, but have not fully involved the disabled philanthropic community, and there is minimal outreach (RC, Interview, June 15, 2024). Transformative civic education must include studies of social issues, such as discrimination, democracy, and human rights violations (Hoggan-Kloubert & Mabrey, 2022). Civic engagement empowers individuals with disabilities, and can only be realized through a disability-friendly community civic based on citizenship education. Family members who are not cooperative, ceremonial policies, sectoral egos, and community apathy are factors in the emergence of discrimination against individuals

with disabilities (PB, Interview, June 22, 2024). Community can optimize social policy practices because they contain a vision of equality and independence (Rusmana et al., 2021). The reality of empowering disabled individuals that is not integrative and is not included in citizenship education is a shared social problem. Competency-based empowerment of disabled individuals needs to be supported by formal education, family, technology, society, and inclusive policies (NZ, Interview, June 9, 2024). Citizenship education includes strengthening inclusive civic competence so that individuals are involved in public affairs, social justice, and democracy (Joris et al., 2022).

Building an inclusive community civic makes empowering individuals with disabilities more effective and integrative. Family support and social inclusiveness are important for strengthening the motivation of individuals with disabilities (KN, Interview, June 11, 2024). Empowerment of individuals with disabilities is influenced by psychosocial, self-motivation, family support, economics, and qualified health services (Samuel & Jacob, 2018). Sectoral ego reflects the lack of cross-sectoral communication and collaboration in empowering persons with disabilities and tends to be ceremonial. A vision of inclusive social life needs to involve every sector, based on integrity and morality (YS, Interview, June 20, 2024). A strong community civic becomes social capital to foster tolerance and overcome social problems collectively (Hill, 1919). The realization of citizenship education is direct in society based on civic virtue in overcoming social problems and empowering individuals with disabilities (SN, Interview, June 7, 2024). Citizenship education is a vehicle for democratic learning, then provides space for the younger generation to empower society democratically (Agil Nanggala, 2020).

2. The Reality of an Inclusive Social View and Civic Engagement Based on Citizenship Education for the Empowerment of Individuals with Disabilities

An inclusive view and civic engagement are important to empower individuals with

disabilities based on potential. Inclusive thinking by not interpreting individuals with disabilities as disabled people is better, but there is still a subjective view that individuals with disabilities are difficult to empower (RN, Interview, June 14, 2024). An inclusive view needs to be accompanied by opportunities for individuals with disabilities to be empowered and receive formal education (Oliver & Barnes, 2010). The reality of sectoral egos, ceremonial policies, and community apathy means that civic engagement to empower individuals with disabilities is not optimal. Community civic engagement is important because empowering individuals with disabilities is a complex problem that must be addressed together (WD, Interview, June 24, 2024). Service learning-based civic engagement is important for service learning and empowering students with special needs (Atkins et al., 2022). Disability studies are not yet included in citizenship education, making the empowerment of individuals with disabilities not yet integrative (GHW, Interview, June 22, 2024). Civic education in the non-formal aspect includes philanthropic actions and the value of cooperation in overcoming shared social problems, such as poverty due to the COVID-19 pandemic (Arpanudin et al., 2023).

The subjective idea that individuals with disabilities still exist is helpless, making it difficult for them to have a career in life (AR, Interview, June 11, 2024). Inclusive character is very important to fulfill the right to work for individuals with disabilities (Melugbo et al., 2022). The government provides gadgets to facilitate communication and trains graphic design skills for empowerment but the involvement of the philanthropic community is not yet optimal (AG, Interview, June 11, 2024). Civic virtue is the basis for voluntary civic engagement practices (Pennington et al., 2024). An inclusive view of individuals with disabilities and their holistic empowerment is social capital in realizing civic equality. Marginalization of individuals with disabilities can be overcome through empowerment with a spirit of cooperation (NZ, Interview, June 9, 2024). Pancasila needs to be the basis for realizing cross-

sector collaboration to build appropriate accessibility for individuals with disabilities (Palenewen, 2019).

The practice of civic engagement to empower individuals with disabilities requires the existence of a disabled philanthropic community. Foundation of Cahaya Inclusion empowers individuals with disabilities in the legal, political, economic, and educational aspect by providing cross-sector opportunities to get involved voluntarily (KT, Interview, June 26, 2024). Forms of civic engagement, namely community service, collective action, political involvement, and social change (Adler & Goggin, 2005). The practice of civic engagement to empower disabled individuals by citizens in a way personal is not yet optimal, so civic virtue and volunteerism are needed to realize it (SN, Interview, June 7, 2024). Students who study citizenship education in England have awareness and real action of civic engagement which is more capable of social development (Pontes et al., 2019). Involving citizens to empower individuals with disabilities is more effective through the disabled philanthropy community (TH, Interview, June 26, 2024). Civic education includes formal and non-formal learning about human rights and democracy to form students who are human rights-friendly (Salmon-Letelier & Russell, 2022).

An inclusive view needs to be reflected in civic engagement that empowers individuals with disabilities. Actually, individuals with disabilities are Indonesian citizens, so their basic rights must be fulfilled, which must be accompanied by civic engagement for the political empowerment of disabled individuals (UW, Interview, June 11, 2024). Optimal political participation of individuals with disabilities needs to be accompanied by public commitment so that it is not limited to using political votes, as by the United States political elite in 1984-1986 (Shields et al., 1998). Citizenship education needs to be a vehicle for non-formal, to collaborate with inclusive policies for individuals with disabilities (PB, Interview, June 22, 2024). Social inclusion for individuals with disabilities

needs to be accompanied by education, community and family support, policy accommodation, government, and responsive social communities (Boland & Guerin, 2023). Accommodating disability studies toward citizenship education is transformative because it empowers individuals with disabilities in an integrative manner. Empowerment of individuals with disabilities is more massive through the disabled philanthropy community, so citizens can be involved in the philanthropic community (KN, Interview, 11 June 2024). Assistance for individuals with disabilities is professional, such as DSP training or direct support professionals for optimal service and empowerment (Flatt-Fultz & Phillips, 2012).

Discussions

The substance of non-formal, socio-cultural and practical citizenship education in society is closely related to efforts to strengthen aspects of civic virtue, civic engagement, and civic campaigns that play an important role in efforts to empower individuals with disabilities through optimization of citizenship education that is carried out integratively. Optimization of integrated citizenship education is one of the steps and efforts taken to increase community contribution and involvement through active participation in various activities in the community. This is in line with results of interviews and observations conducted by researchers which show that an inclusive view of disability is not an insurmountable barrier, but there is still a lack of optimal civic engagement based on disability philanthropy communities, especially those that are private. This is also relevant to the vision of social justice contained in citizenship education in fostering and enhancing contributions, especially in young citizens, in seeking and finding solutions to overcome various social problems in society, such as poverty discrimination, and human rights violations (Egan-Simon, 2022).

In line with the explanation above, citizenship education also functions as a vehicle for realizing

community civic as an effort to empower individuals with disabilities sustainably through citizenship education learning using the service learning model and pentahelix collaboration. This is reinforced by the results of interviews and observations that confirm the realization of citizenship education in developed countries, which is directly in the community and accommodates service learning. Thus, it is very relevant to the role of civil society in reflecting a productive, inclusive and modern social environment, which is realized through citizenship education, because it is not limited to policy (Hamilton & Zeldin, 1987). Therefore, optimizing citizenship education as an effort to empower individuals with disabilities can also be done by contributing and participating through various community civic as a friendly social environment for individuals with disabilities. This is based on a community civic that is not limited to inclusive thinking and policies but also focuses on civic engagement. Based on the results of interviews and observations, researchers found that empowering individuals with disabilities can be done optimally and transformatively by involving various sectors to be able to realize social justice for individuals with disabilities. Therefore, optimizing citizenship education also needs to be applied and practiced directly in the community as an effort to increase students' social sensitivity and include cross-sector partnerships so that they can effectively overcome social problems, such as the COVID-19 pandemic (Idrissi et al., 2021; Wang et al., 2022).

Building a community civic that empowers individuals with disabilities, not only includes a social model of disability but also civic empowerment. This is by the results of interviews and observations which confirm that the social model of disability will be optimal if the empowerment of individuals with disabilities is carried out in real terms. The social model of disability must lead to civic empowerment so that it is real and transformative (Higgins, 1999; Pickard, 2021). Citizenship education seeks to create a community civic that empowers individuals with disabilities because it helps form

young citizens who are socially sensitive then involved in empowering individuals with disabilities. Based on the results of interviews and observations, confirm that the vision of realizing a community civic that empowers individuals with disabilities needs to be supported by youth civic engagement. Civic action in the community or outside of school, apart from solving social problems, can also strengthen students' civic competence (LeCompte et al., 2020).

Therefore, based on the above discussion, efforts to empower individuals with disabilities in realizing social justice can be done through optimizing citizenship education and disability studies that integrate vision and practice by realizing a civic community that empowers individuals with disabilities supported by various sectors. Based on the results of interviews and observations, confirm that disability studies have not been integrated into citizenship education, thus hampering the vision of a community civic based on civic virtue and civic engagement that empowers individuals with disabilities. Curriculum renewal is very important to create a complete student learning experience and overcome social problems, then empowering individuals with disabilities includes a vision of welfare and competence, so social participation and inclusive policies are needed (Komara, 2017; Kunnath et al., 2023).

Indeed, community civic that empower disabilities must be built through citizenship education with a focus on service learning and pentahelix collaboration in the community. This is reinforced by the results of interviews and observations which emphasize the social views of the community regarding disability, not disabled, so that it must be appreciated through inclusive civic engagement. (Shumer et al., 2012), also emphasized that efforts to build positive character and youth engagement in Singapore are carried out through citizenship education and character education based on service learning to overcome social and economic challenges in society. Therefore, efforts to strengthen civic engagement for community civic in a

transformative manner can be done through philanthropic communities that empower disabilities as a form of mutual cooperation practices. Based on the results of interviews and observations, it is confirmed that Pancasila is the foundation of mutual cooperation in building a community civic that is inclusive, accommodating and empowers disability as an effort to oppose the charity model of disability which views disability as a weak individual. The existence of disability in Australia in the 20th century was massively analyzed on a medical rather than social basis, causing discrimination, then the fulfillment of human rights and citizenship rights for disabilities must be accompanied by a legal basis and an inclusive community environment (Darcy & Taylor, 2009). Sustainable and quality disability empowerment within the framework of citizenship education includes pentahelix collaboration that reflects the spirit of mutual cooperation. Based on the results of interviews and observations, it is confirmed that cross-sector collaboration in empowering disabilities is considered less than optimal, making the social impression of disabilities as second-class citizens still strong. The vision of fulfilling basic rights and overcoming disability discrimination in Cambodia must include government and non-government collaboration, as a reflection of civic engagement for democratic life (Washington, 2022; Zook, 2010). The practice of pentahelix collaboration in the framework of citizenship education is voluntary and includes civic virtue.

Optimizing citizenship education for a community civic that empowers individuals with disabilities reflects the integration of disability studies into non-formal citizenship education. Based on the results of interviews and observations, it emphasizes the importance of harmonization of the legal basis, policy, and civic engagement for inclusiveness, and empowerment for persons disabilities. The citizenship rights for persons disabilities need to be guaranteed and given space to be empowered so that they reflect transformative citizenship for social justice, human rights, and equality (Banks, 2017; Redworth & Redworth, 1997). Optimizing

citizenship education for community civic that empowers capable individuals with disabilities is carried out through the service learning model and pentahelix collaboration. Based on the results of interviews and observations, it is clear that the empowerment for persons individuals is still limited to the disabled philanthropic community, it has not fully involved cross-sectors, and there is minimal civic engagement of the younger generation. The Pancasila citizenship model contains humanitarian action and the value of cooperation in realizing an inclusive life, then citizenship education based on service learning can increase social sensitivity and student involvement in overcoming social problems (Manik & Samsuri, 2021; Mann et al., 2015). Optimizing citizenship education to empower individuals with disabilities is integrative because it is accompanied by a disability-friendly community civic. Based on the results of interviews and observations, confirm that persistent empowerment of individuals with disabilities requires complete family and community support. The practice of citizenship education can increase students' voluntary attitudes, competence, and social responsibility so that they participate in overcoming social problems (Convery & Kerr, 2007; Spiteri, 2012).

Therefore, it is necessary to integrate disability studies into citizenship education to realize an inclusive community civic that can empower disabilities. This integration is relevant to the findings of researchers in the results of interviews and observations which confirm that citizenship education contains a vision to develop inclusive young citizens who can be optimized through community civics that empower disabilities based on civic engagement. Thus, the essence of citizenship education is closely related to efforts to strengthen student character and morals through service learning as a form of direct learning process in the community based on civic engagement as a form and reflection of the social model of disability (Althof & Berkowitz*, 2006; Bennion, 2006). Researchers' findings in interviews and observations also found that individuals with disabilities are able to be empowered and represent transformative

citizenship. Therefore, it needs to be supported by an inclusive and accommodating community civic based on the social model of disability by focusing on the participation and contribution of the community in participating to realize empowerment and fulfillment of disability rights more effectively (Berghs et al., 2019). This can be done through the practice of service learning-based citizenship education and pentahelix collaboration involving students and cross-sectors, such as government, academics, community, private and media in building a civic community that empowers disabilities. However, efforts to realize justice and fulfillment of disability rights by empowering disabilities through community civic have not run optimally due to the apathy of the community. This challenge is reinforced by researchers' findings from interviews and observations which confirm that community apathy is the main challenge in realizing community civics in empowering disabilities. In line with this, Lin (2015) argues that to strengthen students' civic engagement in society can be done through focusing on citizenship education which must contain: 1) character education, 2) political simulation and 3) service learning. This is in accordance with the researcher's opinion regarding the optimization of citizenship education in the community which is carried out through the development of a citizenship community that is able to empower people with disabilities through pentahelix accommodation and involvement in the community as a form of service learning, as well as efforts to overcome discriminatory and anomalous models of disability in individuals in the medical world and the view that people with disabilities need to be pitied (See Figure 1).

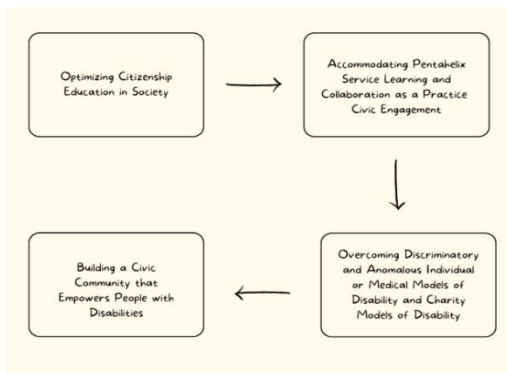


Figure 1 The relevance of citizenship education, community citizenship and disability empowerment

Source: Developed by the research team (2024)

The implementation of integrative citizenship education to realize community civic that empower persons with disabilities is a representation of Pancasila but is still not optimal. This is reinforced by the findings of researchers on the results of interviews and observations which confirm that Pancasila has not been fully realized in the existence of disabilities in realizing the value of social justice in Pancasila-based disabilities in the implementation of inclusive education in Indonesia, while equality and inclusion are the basis for implementing inclusive education for disabilities in Scotland (Riddell, 2009; Yohanes et al., 2022). Disability empowerment through community civic is a manifestation of developing of an inclusive social world based on the potential of individuals with disabilities. The interviews and observations also confirm that the process of empowering persons with disabilities is not sufficiently based on government policies alone, but must be accompanied by civic engagement as a form of implementation of citizenship education. Houten & Bellemakers (2002), also explained that the Dutch Council of the Chronically Ill and Disabled People or CG-Raad for equality and disability welfare must be accompanied by community participation. Thus, the community civic that empowers persons with disabilities must be able to accommodate the disability

philanthropy community as a form of advocacy practice to overcome various social problems that afflict disabilities. The findings further confirm that the disability philanthropy community is given space to advocate for its interests, in accordance with the opinion of Gelfgren et al., (2022) which states that the existence of disability organizations and social media in Sweden is an important aspect as a means of effective advocacy relating to the interests and rights of disabilities. Therefore, efforts to realize a community civic that empowerment persons with disabilities through citizenship education by emphasizing integrative civic action, not sectoral ego.

Optimizing citizenship education for community civic that empowers individuals with disabilities as well as integrating disability studies into citizenship education can be done based on service learning. Based on the results of interviews and observations, confirm that the civic engagement of the younger generation is not yet optimal in empowering individuals with disabilities, even though they have an inclusive view that individuals with disabilities are not disabled. The practice of citizenship education in England is directed in the community with service learning to solve social problems, empower the community, and then train students' civic engagement, social sensitivity, and leadership attitudes (Jerome, 2012; Zahedi et al., 2023). Citizenship education is non-formal, so relevant and optimized for community civic that empower individuals with disabilities because it accommodates civic virtue, civic engagement, and volunteerism. Based on the results of interviews and observations, confirm that policies that are friendly to individuals with disabilities need to be supported by the active role of citizens, especially the philanthropic. A service learning community that can increase the civic engagement of young citizens to overcome social problems including discrimination against individuals with disabilities (Burth, 2016; Woodruff & Sinelnikov, 2015). Citizenship education emphasizes the urgency of empowerment and equality for individuals with disabilities, then service learning becomes a

model of learning to serve voluntarily and effectively in society, thus leading for community civic which empowerment persons with disability. Based on the results of interviews and observations, confirm that the practice of empowering individuals with disabilities needs to be sustainable. Citizenship education based on service learning is capable of forming responsible and innovative student characters, for the progress of society and services for the disabled (Birdwell et al., 2013; Hébert & Hauf, 2015; Smith, 2003).

Citizenship education includes pentahelix collaboration, namely government, academics, community or society, private sector or business, as well as the media, for a community civic that empowers individuals with disabilities because it is comprehensive and representative. Based on the results of interviews and observations, confirm that cross-sector involvement or collaboration is still lack of in empowering individuals with disabilities. Pentahelix collaboration can be optimized to overcome social problems and cultivate Pancasila in the younger generation (Agil Nanggala, 2023; Rahmi et al., 2022). Pentahelix collaboration reflects the Pancasila citizenship model, so it is important to realize it within the framework of citizenship education for a community civic that empowers individuals with disabilities. Based on the results of interviews and observations, confirm that cross-sector involvement in empowering individuals with disabilities needs to be accompanied by civic virtue so that it is holistic. The government can guarantee the fulfillment of human rights for individuals with disabilities because it has political power, then academics can complete morality-based scientific work that emphasizes the urgency of inclusiveness for individuals with disabilities which includes symbolic interactions, and the disabled philanthropic community or society can empower individuals with disabilities (Brennan et al., 2023; Caughey, 2021; Goodley, 2005; Putra et al., 2021). The community civic orientation that empowers individuals with disabilities reflects the values of cooperation and humanity as the characteristics of Indonesia.

Based on the results of interviews and observations, confirm that the goal of empowering individuals with disabilities is not limited to the aspect of policy but also collaborative and persistent civic engagement. Therefore, the active involvement of the private sector is needed, especially in development actions, both physical and human resource competencies, which are non-profit in nature, so the media becomes a vehicle for campaigning for equality and socializing the advantages of individuals with disabilities (Bovaird, 2004; Schulze, 2020).

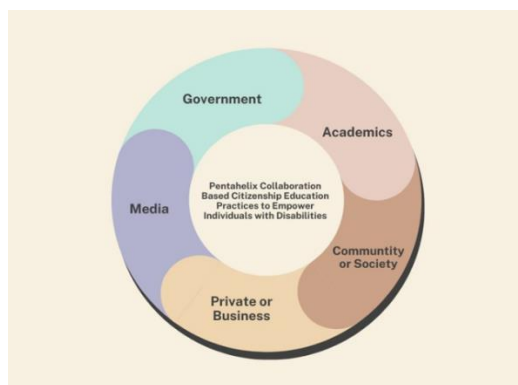


Figure 1: Pentahelix Collaboration Based Citizenship Education Practices to Empowerment Individuals With Disabilities

Source: Developed by the research team (2024)

Conclusions

Disabled existence is synonymous with discrimination or social isolation due to ableism stereotypes, making them second-class citizens. The vision of equality and empowerment of individuals with disabilities has been formally pursued by the Indonesian Government through the ratification of Law No. 4 of 1997 concerning Disabled Persons, then Law No. 19 of 2011 concerning Ratification of the Convention On The Rights of Persons With Disabilities and finally Law No. 8 of 2016 concerning Persons with Disabilities. However, these regulations and legal bases are not optimal because they do not accommodate citizenship education that reflects

the virtues of citizenship and civic engagement for civil society that empowers individuals with disabilities. This is because empowerment of individuals with disabilities can be done through the contribution and participation of individuals with disabilities in civil society, where civil society is a forum for individuals with disabilities because civil society is not limited to inclusive views and government policies but also the real actions of citizens in a voluntary, collaborative, and sustainable manner. Therefore, empowerment of individuals with disabilities through optimization of citizenship education can also be carried out through service learning and pentahelix collaboration which is carried out comprehensively, representatively, and persistently as a form of integrating disability studies into non-formal citizenship education which includes socio-cultural, and practical aspects in society which are realized through contributions and participation in various community civic to realize social justice for individuals with disabilities..

Recommendations

Researchers and other practitioners need to develop formal citizenship education learning models in schools or universities so that citizenship education practices carried out by students include efforts to empower individuals with disabilities, so formal citizenship education materials and curricula in schools and universities include disability studies. Considering that individuals with disabilities are not given enough attention in citizenship education in schools and universities, this is a risky reality because citizenship education is learning that prioritizes equality and empowerment of citizens, but until the 21st century, it has not yet accommodated the study of individuals with disabilities.

The results of this research emphasize that the practice of empowering individuals with disabilities must involve cross-sectors that are collaborative within the framework of citizenship education, so each sector must be open,

communicative, innovative, and willing to accept criticism so that the stereotype of ableism as a source of discrimination against an individual with disabilities can be truly overcome in society. The reality of individuals with disabilities as second-class citizens needs to be a social criticism so that cross-sectors do not prioritize sectoral egos in empowering individuals with disabilities, researchers recommend that cross-sectors, especially governments, embrace and collaborate in the interests of equality and empowerment of individual with disabilities, including cross-sectors needing to use the citizenship paradigm. Education in empowering individuals with disabilities because it is integrative.

Limitations

This research focuses on optimizing citizenship education to create a community civic that empowers individuals with disabilities, by containing the inequality of civic engagement and its inclusive view to empower individuals with disabilities persistently, so it seeks to explore the scientific relevance of citizenship education to overcome complex discrimination against an individual with disabilities because citizenship education is comprehensive, then it can become a new, integrative paradigm in empowering the individual with disabilities, so it is not limited to government policy or top-down but also community social movements or bottom up, including making the Indonesian government not the dominant research subject. The research subjects prioritize disabled individuals, disabled families, disabled philanthropic communities, public policy experts, medical experts, civil society education, and Pancasila, then the government element is the Jakarta and West Java provincial general election commissions, so further research is needed regarding clarification, obstacles, bureaucratic or work mechanisms and the realization of the government's civic virtue which empowers individual with disabilities in an inclusive manner.

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