Analysis Of The Concept Of Fulfilling The Political Rights Of Disabled People Reviewed From The Perspective Of Civic Education

Agil Nanggala*, Karim Suryadi
1,2Universitas Pendidikan Indonesia, Bandung, Indonesia
*agilnanggala@upi.edu

ABSTRACT

This research aims to analyze the concept of providing political rights for disabled people from a holistic Civics perspective so that it includes the impression of providing political rights that are limited to channelling political votes in elections, and limited to making disabled people political subjects. This research was carried out based on a qualitative approach, using literature study methods, namely data analysis, reduction, display and verification. The results of the research, namely, the concept of containing political rights in a Civics perspective based on a citizenship education approach and citizenship education containing political education, political empowerment, and political involvement of disabled people, so it becomes a political subject, to increase the capacity of civil competence and political literacy of disabled people. The conclusion is that the analysis of the concept that includes the political rights of disabled people from a Civics perspective, not only aims to realize equality for disabled citizens by holistically overcoming stereotyping but also to increase students’ civic competence, through philanthropic actions based on civic education for disabled people.

Keywords: Ableism, Civic Education, Civic Equality, Disabilities, Political Rights
INTRODUCTION

Fulfilling the political rights of people with disabilities is a real effort to realize civic equality, considering that the existence of people with disabilities is synonymous with discrimination, due to the stereotype of ableism, which views people with disabilities as a burden, a disgrace, useless, a handicap and also an obstacle in the family, so it is subjective. This reality makes the fulfilment of political rights for disabled people limited to ceremonial, then only for political election purposes, so it is not optimal. The stereotype of ableism is difficult to eliminate in the social world, considering that even the world of medicine, which is supposed to be professional, objective and scientific, is not immune to ableism, which emphasizes that people with disabilities are a disgrace, a handicap and also a burden (Janz, 2019).

Fulfilment of the political rights of disabled people needs to be realized in a comprehensive, inclusive and sustainable manner, to guarantee the full fulfillment of political rights for disabled people, equality of citizens, as well as the practice of glorifying disabled people, to overcome the anomalous stereotype of ableism.

The reality of the stereotype of ableism, which consistently exists in society, will certainly hinder efforts to fulfil the political rights of disabled people in a complete, quality and sustainable manner because the stereotype of ableism views people with disabilities as disabled and useless, so it is claimed that they will not have an optimal contribution to political activities and policies. Ableism is anomalous, because it views disabled people as having no advantages or potential at all, giving rise to complex discrimination against disabled people in society (Hayden & Prince, 2023). This substance emphasizes the importance of analyzing the concept of fulfilling the political rights of disabled people from a Civics perspective, as a new paradigm and civic campaign practice that overcomes the existence of stereotypes of ableism in society, while simultaneously fulfilling the political rights of disabled people comprehensively. Anti-ableism is being sought to become a social movement.

In the United States, as capital to realize equality for disabled people, who are seen as a disgrace, useless and a burden, it needs to be initiated through the selection of prospective United States medical students who have the spirit of anti-ableism, and uphold equality with disabled people (Kaundinya & Schroth, 2022).

Fulfilling the political rights of disabled people is not limited to distributing the votes of disabled people in political elections or democratic parties, both at the national and regional levels, but also includes political empowerment, political education and political involvement, for civic equality for disabled people. Considering the existence of disabled people in the context of fulfilling political rights, they are still seen as objects, so they cannot be optimal in developing the potential of disabled people in the political context, including in
fulfilling their political rights. Cases often arise regarding the fulfillment of the political rights of people with disabilities, such as: 1) not being registered on the permanent voter list (DPT), then 2) inadequate facilities, making political elections not yet friendly to people with disabilities, because it is not just a regulatory aspect, but also a realization, creating the KPU, Bawaslu, DKPP, the government in general, and society need to be fully concerned with fulfilling the political rights of disabled people (Ramadhan, 2021). This substance makes it important to analyze the concept of fulfilling the political rights of disabled people from a Civics perspective, because it accommodates the study of civic equality, political education and civic empowerment, for the fulfillment of the political rights of disabled people in a quality, inclusive and persistent manner.

Considering that Civics is a comprehensive science, which can be interpreted as civic education, as well as citizenship education, it has the potential to make efforts to fulfil political rights more holistic and representative. Bearing in mind that it is not limited to the practice of fulfilling political rights in the form of casting political votes in elections, but also includes political education, political empowerment and political involvement, by making people with disabilities the subject, also involving students, so that it leads to civic equality for people with disabilities. Civic equality needs to be guaranteed in the existence of people with disabilities, and then efforts to realize equality for people with disabilities in the United States are carried out based on Civics in schools, considering that it is a vehicle for providing students with a holistic understanding of the urgency of equality, as well as empowering people with disabilities (Bueso, 2022). This substance makes the meaning of fulfilling the political rights of people with disabilities more holistic, positive and accommodating, to realize civic equality for people with disabilities, so that discrimination against people with disabilities can be overcome sustainably in society.

Efforts to analyze the fulfillment of the political rights of people with disabilities will be dynamic and complex because they are related to the reality of fulfilling the political rights of people with disabilities which is not optimal, seems ceremonial, and is also limited to distributing political votes during elections, thus only making people with disabilities political objects. The life motivation of disabled people is very important to realize political involvement, considering that it is a fighting force, so increasing political participation of disabled people can be realized, if there are opportunities, information and social contexts that encourage political participation of disabled people (Schur, 1998). The reality of Civics being able to be optimized as political education for disabled people in society certainly needs to be a vehicle for joint reflection, especially regarding the extent of Civics' role or involvement in realizing social justice and civic equality for disabled people, as an integral part of Indonesian citizens. The
realization of civics based on citizenship education is a strategic vehicle for overcoming social problems and realizing community empowerment, based on pentahelix collaboration, which reflects social unity and the spirit of philanthropy (Nanggala & Suryadi, 2022).

Moreover, political activities or practices that are based on Pancasila, need to be inclusive, transformative and fair, so they need to accommodate people with disabilities, which is not limited to just casting votes in political elections but also includes the practice of political education, political empowerment and political involvement. The reality of Civics, which can be optimized as political education, means that the existence of Civics learning in higher education, both as civic education and citizenship education, needs to be a strategic vehicle for fulfilling the political rights of disabled people holistically, both in concept and practice. The existence of Civics learning in higher education based on inclusive citizenship is a new paradigm for fulfilling political rights and empowering people with disabilities, which leads to social justice (Nanggala & Suryadi, 2024). The concept of fulfilling the political rights of disabled people from a Civics perspective is not procedural and pragmatic, but substantive and holistic, to realize civic equality.

Previous research in this research, namely, from Voulgarides (2021), regarding "Politics of Empowerment: Disability Rights and the Cycle of American Policy Reform", emphasizes the urgency of equality for disabled people in the social and political system in the United States, because it includes the fulfillment of rights. politics as well as constructive empowerment of persons with disabilities, through policy transformation, to accommodate inclusive, diverse empowerment of persons with disabilities, assistance for the freedom of disabled people. The novelty of this research is the completion of a strategic study on the analysis of the concept of fulfilling the political rights of disabled people from a Civics perspective. The theoretical contribution is completing the applied theory regarding the concept of fulfilling the political rights of disabled people from a Civics perspective. Furthermore, practical contributions, namely, the completion, real action, or practice of fulfilling the political rights of disabled people through Civics learning, for civic equality for disabled people. The existence of Civics needs to be optimized to fulfill the political rights of people with disabilities, substantively and comprehensively, to overcome discrimination against people with disabilities, due to the stereotype of ableism, which leads to civic equality for disabled people, or social justice based on Pancasila values, including developing Civics studies, so that they are more holistic.
METHODS

This research was carried out based on a qualitative approach, using literature study methods, to fully analyze the concept of fulfilling the political rights of disabled people from a Civics perspective, so that fulfilling the political rights of disabled people is no longer merely procedural but also pragmatic. The reality of qualitative research, which is natural, elaborative and in-depth, is certainly relevant, to be optimized by researchers in analyzing the concept of fulfilling the political rights of disabled people from a Civics perspective, so that it is holistic and representative. Research sources are, firstly, primary, namely, journals, because they have high validity, then secondly, secondary, namely, books and documents, so that the practice of literature study is more complex. Data analysis optimizes the technique of Miles, Huberman & Saldana (2014) which emphasizes qualitative data analysis in stages, namely, reduction, display and verification.

RESULTS AND DISCUSSION

Citizenship Education is a scientific and learning discipline that focuses on forming intelligent and good citizens, so that they can understand and implement their rights and obligations, persistently. This includes fulfilling the political rights of people with disabilities, which is not limited to casting political votes in elections but includes political education, political empowerment and political involvement, considering that Civics is a vehicle for political education in schools and universities because it is holistic. Civics can be interpreted as civic education, that is, formal or curricular civics learning, as well as citizenship education, that is, non-formal or socio-cultural civics learning, for the advancement of national civilization (Nanggala & Suryadi, 2020). This substance emphasizes that the analysis of the concept of fulfilling the political rights of disabled people from a Civics perspective will include a civic education and citizenship education approach, so it will be representative and complete.

First, Civics as civic education is capable of providing a holistic meaning or definition regarding the fulfillment of the political rights of disabled people, which is not limited to channelling political votes in elections, but also leads to political education, political empowerment and political involvement. Civics as civic education can strengthen the political insight or knowledge, political civility and political skills of disabled people. Considering that Civics has a relevant scientific structure because it contains aspects of pedagogy, political science and law, relevant studies such as the rights and responsibilities of citizens, social justice, and citizen empowerment, and relevant learning models, such as citizen projects, and accommodation for people with disabilities, because it is inclusive.
Modern Civics contains social and global issues, the study of democracy and equality, then to overcome ancient Civics practices, it needs to contain modern and transformative learning models, so that it contains critical pedagogy (Heggart, et al. 2018).

Second, Civics as citizenship education, is a strategic vehicle in the practice of political empowerment and political involvement of disabled people, as a subject of learning, because it is directly in society (socio-cultural), so that disabled people are given space to develop citizenship education practices, in line with their preferences. Remembering that Civics as citizenship education, is a vehicle for political education and training for people with disabilities, by involving students, as a philanthropic action, which leads to civic equality or social justice based on Pancasila values. This substance makes Civics a citizenship education, capable of optimizing interests and talents, or the potential of various disabilities, so that it leads to civic empowerment or inclusive empowerment of citizens, especially accommodating the service learning model. The tradition of Civics learning in England, namely, is directed at the community, to realize social empowerment, as well as train the leadership character of the younger generation (Jerome, 2012).

The existence of Civic Education in analyzing the concept of fulfilling the political rights of disabled people, both as civic education and citizenship education, is not limited to channelling political votes in elections but includes political education, political empowerment and inclusive and sustainable political involvement. This substance makes the concept of fulfilling the political rights of disabled people from a Civics perspective to accommodate the aim of strengthening the civic competence of disabled people inclusively and sustainably so that they become intelligent and good citizens, who have adequate political literacy. Civic competence contains civic knowledge, civic skills, as well as civic disposition so that it represents good and smart citizens (Branson, 1999). Analysis of the concept of fulfilling the political rights of people with disabilities from a civic perspective makes efforts to fulfil the political rights of people with disabilities more substantive and complete, because it is not limited to ceremonial, so it leads to gradual and persistent civic equality for people with disabilities.

The realization of fulfilling the political rights of people with disabilities through Civics learning, both as civic education and citizenship education, is a new paradigm in fulfilling the political rights of people with disabilities comprehensively because it is implemented in an integrative manner, that is, theoretically and practically. Civics is inclusive learning, so it needs to be accommodating to students with disabilities, to optimize their potential, including developing learning strategies for disabled people, which are effective, humanistic and transformative (Garwood, et al. 2021). This substance
emphasizes that optimizing Civics as civic education and citizenship education is a holistic strategy in realizing Civics as political education for people with disabilities that is inclusive, humanistic and sustainable. Civics can be interpreted as civic education or curricular learning as well as citizenship education or socio-cultural learning, so its scientific structure is holistic, then in the modernization era, capable Civics is optimized as a socio-technological study (Nanggala, 2021).

Efforts to analyze the concept of fulfilling the political rights of disabled people from a Civics perspective, lead to, first, political education, to increase the insight, literacy and political knowledge of disabled people, because it is realized based on civic education and citizenship education. Citizenship education is a vehicle for political learning and social involvement in society because it is carried out inclusively (Wohnig, 2016). Second, political empowerment, is to empower disabled people based on their potential, interests and talents, either individually or as a community, by involving students, to overcome the stigma of ableism, which views disabled people as not having any advantages, including taking philanthropic action towards disabled people. Orientation Civics includes efforts to empower inclusive citizens, so that they are critical, have independent character, are progressive, can fight, are adaptable and committed, thereby contributing to the public interest (Higgins, 1999).

Third, political involvement, focuses on making disabled people political subjects, not just objects, whose practice of fulfilling their political rights is only in the form of channeling political votes in elections, remembering the concept of political involvement from a Civics perspective, involving disabled people in every political activity, both formally, such as, being on the election committee and being elected as members of the legislature and executive, then non-formal, such as, channeling political aspirations, and developing the disabled community. One in six European citizens is disabled, but the awareness and inclusive character of disabled citizens is not yet sufficient, which has political impacts, namely: 1) discrimination in the form of minimal accessibility of public facilities, 2) political policies that are not yet completely friendly to disabled people, then 3) stereotypes of people with disabilities, because of the minimal spirit of inclusivity, even after the passing of the 2010 Equality Act in the UK, people with disabilities are still not represented politically (Evans & Reher, 2020). Based on the argumentative information above, it is emphasized that the concept of fulfilling the political rights of disabled people from a Civics perspective is inclusive, humanistic and persistent in order to increase the civic competence of disabled people, so that they become superior citizens. Disability is synonymous with discrimination, so efforts to humanize, empower and fulfill the civil rights of disabled people need to be integrative, formally (institutions and schools) and informally (families), by accommodating advocacy, so that the basic rights of disabled people can be fulfilled (Harris, et al. 2012).
Analysis of the concept of fulfilling the political rights of people with disabilities from a Civics perspective gives a new meaning to the fulfillment of the political rights of people with disabilities which is more holistic, positive and inclusive, because it is not limited to distributing political votes in elections, but leads to political education, political empowerment and political involvement of people. disabled people, thus leading to civic equality for disabled people. The substance makes the practice learning Civics in schools and universities, both as civic education and citizenship education, needs to accommodate models of inclusive citizenship, service learning, and citizen projects as philanthropic practices to glorify disabled people. The reality of modernization requires transformative citizens, as a source of change towards goodness or progressivism, with a fighting, critical, inclusive and visionary character (Banks, 2017). The concept of fulfilling the political rights of disabled people from a Civics perspective provides a holistic understanding of the urgency of making disabled people political subjects, so that they can fulfill and develop their political preferences, not just as political objects, which are only for the sake of voting in political elections.

Substantively, academic efforts in the form of analyzing the concept of fulfilling the political rights of disabled people from a Civics perspective focus on the existence of disabled people who are seen as having the potential to develop politically, and have certain advantages, so that they are able to become politically involved. In fact, individual factors and political elites had an impact on the level of political participation of disabled people in the United States in 1984-1986, which was not optimal and tended to fluctuate. Individual factors led to political motives, motivation, capacity and awareness, then political elites tended to carry out campaigns about disabled rights and equality for disabled people, which only uses the voices of disabled people to become a classic political problem (Shiedls, et al. 1998). Substantively, the practice of fulfilling the political rights of disabled people based on Civics learning certainly optimizes students’ interests and talents, as initiators in realizing civic equality for disabled people on an ongoing basis. Civics is inclusive learning, which respects every student, and contains a democratic learning orientation and deliberative education, to strengthen social responsibility, positive student behavior, tolerance and capable skills (Bartlett & Schugurensky, 2023).

Civics learning contains a comprehensive analysis regarding the inclusive fulfillment of the political rights of citizens, including those with disabilities, as an integral part of citizenship, accompanied by citizenship practices through Civics learning, to fulfill the political rights of disabled people. Considering accommodating education, empowerment and political involvement of disabled people in political activities, both formal and non-formal, so that it is not limited to channeling political votes in elections. Political education has an impact on the
level of political participation of disabled people, so the practice of political education for disabled people needs to be inclusive and modern, by optimizing technology and progress based on industrial revolution 4.0 (Syaifurrohman & Nasution, 2021). This substance emphasizes that political education is strategic in improving the dignity and worth of disabled people, which can then be realized through modern Civics learning, by optimizing advances in digital technology.

Moreover, disabled people also have serious problems, namely, minimal mastery of digital literacy, so civic campaign practices to fulfil media-based political rights for disabled people are not optimal. Considering that the existence of the media is very important for reporting or informing various political activities or political policies that are discriminatory against disabled people, including being a strategic vehicle for strengthening the political insight of disabled people. Disabled people have minimal access and are left behind in the control and advancement of media in the UK and in the United States, so it is anomalous considering that the media plays a strategic role in forming positive meaning and reporting the various advantages and empowerment of disabled people (Schulze, 2020). This substance emphasizes that the analysis of the concept of fulfilling the political rights of disabled people from a Civics perspective includes efforts to strengthen digital literacy among disabled people, based on digital citizenship studies, so that disabled people are able to optimize media for political education, political empowerment and political involvement.

Substantively, digital citizenship is a study of Civics science and learning, which seeks to integrate civic values into digital media activities and practices, so that they are positive, productive, democratic and transformative. In the context of analyzing the concept of fulfilling the political rights of disabled people from a Civics perspective, of course it needs to be accompanied by strengthening digital literacy based on digital citizenship, as a real vehicle for education, empowerment and political involvement of disabled people. Digital citizenship includes efforts to integrate positive citizenship values in the digital world or social media, so that it has a positive impact on the modernization of national life and strengthening society’s digital literacy (Armawi & Wahidin, 2020). This substance emphasizes the urgency of fulfilling the political rights of people with disabilities which includes strengthening digital citizenship, based on Civics learning, to realize civic equality for people with disabilities, in a political context.

Considering the analysis of the concept of fulfilling the political rights of disabled people from a Civics perspective, it is not limited to short-term practice, to fulfill the political rights of disabled people, but leads to efforts to build a civic culture that fulfills the political rights of disabled people on a persistent basis. This orientation is rational or objective, because it optimizes the substance of Civics, either as civic education or Civics as formal learning in the classroom, or
citizenship education or Civics as non-formal learning in society, so it is comprehensive to build a culture of citizenship in society, which fulfills political rights. In fact, disabled people in a political context have the motivation and hope to be seen as equal, empowered, independent and able to participate with quality (Putnam, 2005). This substance emphasizes the analysis of the concept of fulfilling the political rights of disabled people from a Civics perspective, seeking to overcome the stereotype of ableism, based on formal and non-formal Civics approaches to create a civic culture that fulfills the political rights of disabled people persistently in society.

Analysis of the concept of fulfilling the political rights of people with disabilities from a Civics perspective also provides constructive social criticism in each sector, so that the practice of fulfilling the political rights of people with disabilities is not limited to ceremonial. Moreover, it is only for the sake of votes in political elections, with a political campaign strategy that is accommodating to disabled people, to attract the attention of disabled people, but is not accompanied by real efforts to fulfill the political rights of disabled people and policies that empower disabled people. The existence of individuals and political elites was significant in the political participation of disabled people in the United States in 1984-1986, because individuals accommodated political motives, capacity and awareness, then political elites tended to campaign about the basic rights of disabled people and equality, to the extent of utilizing disabled voices in politics (Shiedls, et al. 1998). This substance makes efforts to fulfil the political rights of disabled people based on Civics a strategic vehicle to overcome the stereotype of ableism, which views disabled people as disabled, useless and a disgrace, thus leading to civic equality for disabled people, or social justice based on Pancasila values. After the Law on the Individuals with Disabilities Education Act (IDEA) was implemented in the United States it was not optimal, because family support was minimal, so fulfilling the educational rights of disabled people needed to be accompanied by civic engagement from the family and the wider community (Burke, et al 2020).

The research vision is to analyze the concept of fulfilling the political rights of disabled people from a civic perspective, not only to analyze the various obstacles and challenges in efforts to fulfil the political rights of disabled people which are not optimal but also have a ceremonial impression. Considering accommodating aspects of education, empowerment and political involvement of disabled people, in every political activity, both formal and non-formal, it becomes a political subject. Moreover, it accommodates the vision of strengthening students’ civic competence capacity, namely civic knowledge, civic skills, and civic disposition, through real action or civic movement in fulfilling the political rights of people with disabilities, namely, education, empowerment and political involvement based on Civics learning, which involves students on
a basic basis and volunteer for civic equality. Civic competence represents intelligent and good citizens, so civic competence is an important indicator of civic capacity, which proves the quality and civility of citizens (Kuang & Kennedy, 2021).

An inclusive, sustainable and quality citizenship movement in fulfilling the political rights of disabled people based on Civics learning, both as civic education and citizenship education, is the long-term vision of this research, because it reflects the overcoming of discriminatory ableist stereotypes and anomalies for disabled people. The massive anti-ableism and anti-racism movement in society reflects the social direction towards civil society, and becomes a collective action to realize an equal, democratic and prosperous society (Scott & Shogren, 2023). This substance emphasizes that the analysis of the concept of fulfilling the political rights of disabled people from a Civics perspective is academic capital as well as social capital in realizing civic equality for disabled people, because it includes education, empowerment and political involvement of disabled people based on Pancasila values.

Considering efforts to strengthen students' civic competence through action or real efforts to fulfill the political rights of disabled people based on Civics learning, directly and indirectly, the ability to shape the values and leadership character of students as young citizens. Moreover, the implementation of Civics learning in the community to fulfill the political rights of people with disabilities, leads to political education, political empowerment and political involvement, so that students need to have critical power, collaboration skills, communication, as well as creativity and innovation, in overcoming various obstacles and challenges in fulfilling the political rights of people. disabled voluntarily and persistently. The implementation of Civics learning in the modernization era needs to be direct in society based on a service learning model, as a strategic vehicle for habituation of students' leadership character, and to contribute to overcoming complex social problems (Mann, et al. 2015). This substance emphasizes that the leadership character of capable students is formed through real action to fulfill the political rights of disabled people based on Civics learning, but this needs to be accompanied by commitment, consistency, fighting power, volunteerism and innovation.

Based on the comprehensive analysis above, it can be emphasized that the novelty in this research, namely, the analysis of the concept of fulfilling the political rights of disabled people in a Civics perspective seeks to fulfill the political rights of disabled people in a comprehensive and representative manner, because it includes political education, political empowerment, and political involvement, so that not limited to distributing political votes in elections, which is ceremonial. The next theoretical contribution is to complete applied theory, in the form of developing and updating the research of
Voulgarides (2021) and Bueso (2022), so that it leads to the study of Civics as civic education and citizenship education, which is inclusive and accommodating to people with disabilities, to increase insight or knowledge. politics, political civility, and political skills of disabled people, individually and in communities. Practical contribution, namely, optimizing Civics learning practices in schools and at universities based on service learning, as a real effort to fulfil the political rights of disabled people. Civics contains a vision of learning that develops interests and talents, or the potential of citizens in an inclusive manner, so that they are competent, so the Civics curriculum is consistent in adapting to modernization to strengthen citizens' competence (Nanggala, 2021).

Bearing in mind that fulfilling the political rights of people with disabilities will not be optimal, without being based on political will, voluntarism, and cross-sector involvement in a collaborative or pentahelix manner, considering that it is a complex problem, which cannot be overcome only through government policy alone, but needs to be integrative. Substantially analyzing the concept of fulfilling the political rights of people with disabilities from a Civics perspective, of course it will accommodate conscious and voluntary citizenship practices in fulfilling the political rights of people with disabilities, which is not limited to distributing political votes in elections, because it is comprehensive, by including political education and political involvement. and political empowerment. Apart from needing to have motivation to fulfill their political rights, disabled people also need to be accompanied by government legal guarantees, as a formal basis for fulfilling the political rights of disabled people (Hurst, 1998).

CONCLUSION

Analysis of the concept of fulfilling the political rights of disabled people in a Civic Education perspective based on a civic education approach is capable of providing a holistic meaning or definition regarding the fulfillment of the political rights of disabled people, which is not limited to just channeling political votes in elections, but includes political education, political empowerment, as well as political involvement. Furthermore, Civics as citizenship education, is capable of strengthening political insight or knowledge, political civility, and political skills of disabled people, because it is a strategic vehicle for political empowerment and political involvement of disabled people, as a subject of learning, because it is directly in society (socio-cultural), including being a vehicle for education and political training for disabled people, so that it leads to civic equality. Analysis of the concept of fulfilling the political rights of people with disabilities from a Civics perspective includes the aim of strengthening the civic competence of people with disabilities in an inclusive manner, as a representation of being intelligent and good citizens, including having adequate political
literacy. The concept of fulfilling the political rights of disabled people is not only able to fulfill the political rights of disabled people substantively and holistically, but is also able to strengthen knowledge and civics learning, which is more holistic and capable of realizing social justice, including for disabled people. The existence of disabled people in politics consistently results in discrimination, due to the hegemony of non-disabled people, so this social reality needs to be a motivation for disabled people to realize advocacy, campaigns and participation, for the benefit of political rights and equality for disabled people. This substance emphasizes the vision of fulfilling the political rights of disabled people, it will not has never been realized, without the existence of education, especially Civics learning, which coherently contains studies of civic equality, participation and democracy.

REFERENCES


Behavioral Disorders Intervention in School and Clinic, 56(4), 250-254. https://doi.org/10.1177/1053451220944143


