

**KONSTRUKSI SOSIAL PEMENUHAN HAK POLITIK DAN
PEMBERDAYAAN DISABILITAS UNTUK *CIVIC EQUALITY* DALAM
PERSPEKTIF PENDIDIKAN KEWARGANEGARAAN**

DISERTASI

Diajukan untuk Memenuhi sebagian Syarat Memperoleh Doktor pada Bidang
Pendidikan Kewarganegaraan



Agil Nanggala
NIM. 2208089

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KONSTRUKSI SOSIAL PEMENUHAN HAK POLITIK DAN PEMBERDAYAAN DISABILITAS UNTUK *CIVIC EQUALITY* DALAM PERSPEKTIF PENDIDIKAN KEWARGANEGARAAN

Oleh
Agil Nanggala

S.Pd. Universitas Pendidikan Indonesia, 2019
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Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor Pendidikan (Dr.) pada Fakultas Pendidikan Ilmu Pengetahuan Sosial

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LEMBAR PENGESAHAN DISERTASI

AGIL NANGGALA

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PEMBERDAYAAN DISABILITAS UNTUK *CIVIC EQUALITY* DALAM
PERSPEKTIF PENDIDIKAN KEWARGANEGARAAN**

Promotor,


Prof. Dr. Karim Suryadi, M.Si.
NIP. 19708141994021001

Co-Promotor,


Prof. Dr. Cecep Darmawan, S.Pd., S.I.P., S.H., S.AP., M.H., M.Si., CPM.
NIP. 196909291994021001

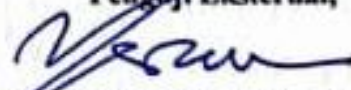
Anggota Promotor,


Dr. Epin Saepudin, M.Pd.
Nopeg. 116110011

Penguji Internal,


Dr. Leni Anggraeni, M.Pd.
NIP. 198402222009122

Penguji Eksternal,


Prof. Dr. Siti Nurbayani K, S.Pd., M.Si.
NIP. 197007111994032002

Mengetahui,

**Ketua Program Studi Pendidikan Kewarganegaraan Terintegrasi, Fakultas
Pendidikan Ilmu Pengetahuan Sosial, Universitas Pendidikan Indonesia,**


Dr. Syaifullah, M.Si.
NIP. 197211121999031001

PERNYATAAN PENELITI

Berbasis pada penegasan ini saya menyatakan bahwa disertasi yang saya susun tentang Konstruksi Sosial Pemenuhan Hak Politik dan Pemberdayaan Disabilitas untuk *Civic Equality* dalam Perspektif PKn beserta seluruh isinya merupakan karya asli saya sendiri. Saya tidak pernah melakukan penjiplakan atau pengutipan melalui cara-cara yang tidak beradab atau tidak selaras dengan etika keilmuan dan etika sosial yang berlaku pada masyarakat akademik. Selanjutnya didasarkan pernyataan ini, tentu saya siap menanggung risiko atau sanksi apabila dikemudian hari ditemukan adanya pelanggaran berbasis etika keilmuan atau eksis klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, 04 Maret 2024
Yang Membuat Pernyataan,

Agil Nanggala
NIM. 2208089

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ABSTRAK

AGIL NANGGALA (2208089). KONSTRUKSI SOSIAL PEMENUHAN HAK POLITIK DAN PEMBERDAYAAN DISABILITAS UNTUK *CIVIC EQUALITY* DALAM PERSPEKTIF PENDIDIKAN KEWARGANEGARAAN

Penelitian ini diawali oleh: 1) ableisme yang diskriminatif akibat *individual* atau *medical model of disability* juga *charity model of disability*, 2) realitas pemenuhan hak politik dan pemberdayaan disabilitas yang belum optimal juga menjadikan eksistensinya sebatas objek, lalu 3) substansi dan praktik PKn yang belum memuat kajian disabilitas membuat *civic engagement* belum mengarah pada *community civic* yang ramah disabilitas. Riset ini berbasis *grand theory* tentang konstruksi sosial model Berger & Luckman dan PKn sebagai *civic education* dan *citizenship education*. Riset berbasis pendekatan kualitatif dengan metode fenomenologi, lokasi riset yaitu: DKI Jakarta dan Banten, Jawa Barat juga D.I Yogyakarta, teknik analisis data yaitu: 1) kondensasi, 2) display dan 3) verifikasi. Hasil penelitian yaitu: 1) konstruksi sosial pada makna pemenuhan hak politik dan pemberdayaan disabilitas untuk *civic equality* dalam perspektif PKn, *pertama* pemenuhan hak politik disabilitas tidak sebatas realisasi hak pada pemilu tetapi memuat pelibatan, pemberdayaan serta pendidikan politik disabilitas, *kedua* pemberdayaan disabilitas memuat upaya penguatan kompetensi untuk kesetaraan dan pembuktian sosial bahwa disabilitas bisa berdaya secara transformatif, 2) konstruksi sosial pada makna disabilitas untuk *civic equality* menegaskan disabilitas bukan cacat, bukan aib keluarga, bukan beban sosial, lalu bisa berdaya berbasis *civic competence* terlebih eksisnya disabilitas yang mencerminkan *citizenship transformative* dan *civic empowerment*, sehingga menegaskan ableisme bersifat subjektif dan harus dikritik berbasis PKn, 3) kebijakan pemerintah yang memenuhi hak politik dan memberdayakan disabilitas secara landasan hukum telah representatif, tetapi secara realisasi untuk pemenuhan hak politik belum optimal dan menjadikan disabilitas sebatas objek, lalu untuk pemberdayaan telah berbasis kompetensi dan bersifat demokratis tetapi aspek keberlanjutan belum memadai, lalu *civic engagement* lebih direkomendasikan secara kolektif agar efektif dan kolaboratif juga memuat *civic virtue*, 4) kajian disabilitas bisa terintegrasi pada PKn karena relevan dengan Pancasila, membuat PKn semakin inklusif, dan 5) pengembangan kurikulum PKn yang memenuhi hak politik dan memberdayakan disabilitas berupaya membangun *pattern* agar praktik PKn konsisten membangun *community civic* yang ramah disabilitas. Kesimpulan yaitu optimasi PKn bisa mengatasi diskriminasi sosial kompleks pada disabilitas secara integratif. Implikasi yaitu praktik PKn secara formal dan non formal harus memuat *service learning* dan aksi *pentahelix* dalam memenuhi hak politik dan memberdayakan disabilitas untuk *civic equality* juga memuat penguatan *civic competence* mahasiswa. Rekomendasi riset yaitu KPU, dinas sosial, komunitas filantropi disabilitas, penyandang disabilitas, perguruan tinggi, dosen dan mahasiswa, civitas akademika PKn, swasta dan media, serta peneliti selanjutnya harus mengoptimalkan PKn formal dan non formal dalam memenuhi hak politik dan memberdayakan disabilitas untuk *civic equality* karena integratif dan transformatif

Kata Kunci: *Ableisme, Civic Engagement, Civic Equality, Disabilitas, PKn.*

ABSTRACT

AGIL NANGGALA (2208089). SOCIAL CONSTRUCTION OF FULFILLMENT OF POLITICAL RIGHTS AND EMPOWERMENT OF DISABILITIES FOR CIVIC EQUALITY IN THE PERSPECTIVE OF CIVIC EDUCATION

This research was initiated by 1) discriminatory ableism due to the individual or medical model of disability and charity model of disability and 2) the reality of the fulfillment of political rights and empowerment of disabilities that have not been optimal also makes their existence limited to objects 3) The substance and practice of civic education that do not include disability studies make civic engagement not yet lead to a disability-friendly civic community. This research is based on the grand theory of social construction of the Berger & Luckmann model and formal and non-formal civic education. Research based on a qualitative approach with a phenomenological method. Research locations are DKI Jakarta, West Java, and D.I. Yogyakarta. Data analysis techniques are 1) condensation, 2) display, and 3) verification. The results of the research are 1) social construction of the meaning of fulfilling political rights and empowering disabilities for civic equality in the perspective of civic education: first, the fulfillment of political rights for disabilities is not limited to the realization of rights in elections but includes the involvement, empowerment, and political education of disabilities; second, empowerment of disabilities includes efforts to strengthen competence for equality and social proof that disabilities can be empowered transformatively. 2) social construction of the meaning of disability for civic equality emphasizes that disability is not a disability, not a family disgrace, and not a social burden; then it can be empowered based on competence, especially the existence of disabilities that reflect transformative citizenship and civic empowerment, thus emphasizing that ableism is subjective and must be criticized based on civic education. 3) government policies that fulfill political rights and empower disabilities for legal basis have been representative, but in practice, for the fulfillment of political rights, they have not been optimal and make disabilities merely objects. Then, for empowerment, it has been based on competence and is democratic, but the aspect of sustainability is not adequate. Then, civic engagement is more recommended collectively to be effective and collaborative and also includes civic virtue. 4) disability studies can be integrated into civic education because they are relevant to Pancasila, making civic education more inclusive, and 5) development of civic education curriculum that fulfills political rights and empowers disabilities seeks to build a pattern so that civic education practices consistently build disability-friendly civic communities. The conclusion is that optimizing civic education can overcome complex social discrimination against disabilities in an integrative manner. The implication is that civic education practices must include civic equality projects, service learning, and pentahelix collaboration in fulfilling political rights and empowering disabilities for civic equality as well as strengthening students' civic competence. The research recommendations are that the KPU, social services, philanthropic communities of individual with disabilities, individual with disabilities, universities, lecturers and students, civic education academics, the private sector and the media, as well as further researchers must optimize formal and non-formal civic education in fulfilling political rights and empowering people with disabilities for citizen equality because it is integrative and transformative.

Keywords: Ableism, Civic Engagement, Civic Equality, Disability, Civic Education

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