



## IMPROVING THE QUALITY OF CIVIC EDUCATION LEARNING THROUGH CHARACTER-BASED LEARNING MODELS FOR STUDENTS SPECIAL NEEDS

Nurhana Fatika Sari<sup>1</sup>

<sup>1</sup>Prospective Professional Teachers of the Republic of Indonesia

Email: [nurhanafatikasari6@gmail.com](mailto:nurhanafatikasari6@gmail.com)

### Abstract

Civic Education (PKn) aims to form citizens with good character, with a spirit of nationalism, patriotism, and moral values such as discipline, honesty, and tolerance. This education must be provided to all citizens, including children with special needs (ABK), at all levels of education. This study aims to explore the effectiveness of character-based learning programs for students with special needs through a systematic literature review (SLR) method. his learning has proven effective in internalizing moral values such as tolerance, responsibility, and respect for diversity. The results of the study indicate that the character-based learning model significantly improves students with special needs' understanding of the concept of PKn, their active participation in discussions, and the development of positive attitudes towards national values. In addition, there is an increase in social involvement, cooperation, and appreciation for diversity among students. This character-based learning model is considered effective in supporting the quality of character education for students with special needs in Indonesia.

**Keywords :** Citizenship Education, Character Education, Children with Special Needs, Inclusive Learning

### Introduction

Civic Education aims to build awareness, understanding, and practice of the basic values of the nation and state (Muchtart, 2018). In Indonesia, Civic Education is mandatory for all students without exception, including children with special needs (ABK), because every citizen has the right to receive education that suits their respective potential (Widana, 2022). ABK have special characteristics, both advantages and disadvantages that require a more adaptive learning approach (Supena & Hermanto, 2020). For example, according to Astuti (2021), ABK often experience obstacles in cognitive and social terms, so the learning model used needs to be able to accommodate these limitations. In character education, the development of moral values such as honesty, discipline, responsibility, and respect for diversity is very important. According to Lickona (1991), character education is an effort to help students understand and internalize ethical values that will form good character. This very relevant for ABK who often need help in building independence and better social skills. Students with special needs are students who experience obstacles or retardation in intellectual or intellectual functions, as well as delays in physical functions so that they require special education services in order to develop their abilities optimally (Widana, 2022). Every citizen in Indonesia has the same right to obtain the broadest possible education. The implementation of education in Indonesia varies, for example, students with average abilities are placed in regular schools, and those with below average abilities are placed in special places, namely Special Schools (SLB). Special Schools (SLB) are often looked down upon by some people (Darmawan, 2019). Education is a human right without exception. Every child has the right to receive a decent education, including students with special needs. In Indonesia, students with special needs can attend regular schools in an inclusive school setting which is legally and formally accommodated in Law Article 31 and specifically regulated in the 2009 Minister of National Education

Regulation Number 70. This inclusive education is a progressive step in supporting the progress of education for students with special needs so that their potential can develop properly (Hamidaturrohmah & Mulyani, 2020). Education is a conscious and systematic effort to produce someone into a quality and competitive generation, therefore the government has guaranteed the rights of citizens to receive education, in Law No. 20 of 2003 concerning the National Education System it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state.

Therefore, education in general is very important to be provided to all levels of society as a whole because good education will have implications for the formation of quality and characterful Human Resources (HR) (Bidaya & Dari, 2020). The right to education for children with disabilities or children with disabilities is stipulated in Law No. 20 of 2003 concerning the National Education System, Article 32 states that: "special education (extraordinary education) is education for students who have difficulty in following the learning process due to physical, emotional, mental, and social disabilities". 1 The state also guarantees the rights of children with disabilities to attend regular schools. Article 31 paragraph (1) of the 1945 Constitution states "Every citizen has the right to education" (Mughtar, 2018). According to (Jauhari et al., 2020) the results of his research are that adaptive physical education teachers in implementing learning for children with special needs experience obstacles in implementing adaptive physical education program practices, and inadequate infrastructure. According to (Jannah et al., 2020) the results of the study are that students with special needs in inclusive elementary schools are given the opportunity to understand the lessons, in a virtual classroom provided specifically by the teacher, because some of the materials provided by the teacher have not been modified according to the child's obstacles. According to (Irawan & Febriyanti, 2018) the results of this study show that autistic children who are categorized as moderate and low can follow the learning process in class by joining regular children. The mathematics learning provided also has a simpler level of difficulty or what is commonly referred to as an adaptation curriculum. Several studies provide an overview of the critical thinking framework for educators in order to shape the character of students with special needs, including research conducted by (Amka, 2019) (Islam, 2020) (Hoar et al., 2021) (Nela, 2018) (Trisiana, 2020) (Irvan, 2020) (Hakim, 2020) (Asfiati & Mahdi, 2020) (Zulaikhah et al., 2021) (Ermawati et al., 2020).

The subjects of the study were deaf students at the senior high school level (SMLB-B), which was carried out in two schools, namely SLB N 6 Jakarta and SLB N 7 Jakarta. Research and development produced E-fotonovela media in the form of a book assisted by android, magnetic material that is suitable for use based on an average expert assessment of 98% with very good criteria. The assessment of the media effectiveness test obtained a percentage of 94% with very good criteria, and based on the effectiveness of learning outcomes, a value of 74.5% was obtained with good criteria, which means that the photonovela media on magnetic material is suitable for use as a learning medium in SMAL-B (deaf). While the characters obtained after using E-photonovela with this android application are shown by the overall average score for the 6 principles of user character at a high level, an average of honesty of 8.189, an average of discipline of 7.834, an average of curiosity of 6.545, an average of creativity of 8.037, an average of cooperation of 8.500 and an average of responsibility of 8.310 (Ermawati et al., 2020). This study aims to determine and then analyze the implementation of inclusive education policies by the Principal (Amka, 2019). The importance of conducting this study is to determine the impact of character-based learning education on students with special needs. Based on the existing research objectives that the Formation of Character in students with special needs Through the Habituation Approach is very effective in strengthening character education in students with special needs in the school environment. With the above studies, the researcher aims to find out what habituation activity programs are most effective in forming students' character.

### Research Methodology

This study uses the Systematic Literature Review (SLR) method. SLR is conducted by identifying and interpreting research results related to character-based learning for students with special needs in the context of Citizenship Education. Data sources are obtained through the Google Scholar database, ProQuest, and relevant national and international journals. The selected articles are publications between 2015 and 2023. The stages of this SLR include planning, implementation, and reporting of results.

## Result & Discussion

The results of the analysis show that the application of character-based learning models has a significant impact on the development of citizenship values for students with special needs. Here are some findings from this study:

1. **Development of Citizenship and Moral Values**  
Character-based education enables students with special needs to understand national values such as patriotism, tolerance, and national awareness. According to Hadi (2020), ABK who follow the character-based learning model show a better understanding of the concept of PKn because this method introduces these values through practical activities that are relevant to everyday life.
2. **Active Participation in the Learning Process**  
The character-based learning approach provides wider opportunities for ABK to actively participate. Research conducted by Ermawati et al. (2020) shows that interactive and adaptive learning models increase the involvement of students with special needs in discussions and group work. This activity is important in Civic Education, because it encourages students to think critically and respect the opinions of others.
3. **Respect for Diversity and Development**  
Empathy Character-based education not only teaches citizenship values, but also forms an attitude of empathy and respect for differences. In the context of inclusive schools, students with special needs learn to accept and respect diversity, which is an important element in building a harmonious society (Muchtar, 2018). Research by Zulaikhah et al. (2021) also supports this finding, where students showed an increase in tolerance and respect for cultural and background differences.
4. **Development of Social Skills and Independence**  
Strengthening character education also contributes to the development of social skills and independence of children with special needs. Astuti (2021) stated that this learning model helps students develop their communication skills, work together, and resolve conflicts constructively. Character-based education encourages students to dare to express their opinions and respect the applicable rules.
5. **Improving Problem Solving and Collaboration Skills**  
Character education trains students to think critically in solving problems. Based on research by Supena & Hermanto (2020), ABK who participate in character-based learning show an increase in problem-solving skills, especially in group work situations. They learn to overcome differences opinions and seek solutions together, which is very important in social interactions.

## Conclusion

Character-based Civic Education provides a significant contribution to the development of social values and skills for students with special needs. This learning has proven effective in internalizing moral values such as tolerance, responsibility, and respect for diversity. In addition to increasing students' understanding of national values, this learning model also provides opportunities for students with special needs to develop life skills. useful in everyday life. In order for the implementation of character-based learning to run better, support is needed from all parties, including educators, parents, and the community. Teachers involved in ABK education are also expected to develop creativity and innovation in the application of character learning, so that the learning process becomes more inclusive and effective.

## References

- Astuti, P. (2021). Inclusive Education and Adaptive Learning Models for Students with Special Needs. *Journal of Special Education*, 10(2), 55-68.
- Character Based Learning for Students with Special Needs <https://journal.ummat.ac/>
- Ermawati, IR, et al. (2020). Development of Physics E-Fotonovela Learning Media Using Character-Based Android for Deaf Students (SLB-B). *JIPFRI*, 4(1), 34– 40.
- Hadi, S. (2020). Strengthening Character Education in Inclusive Schools. *National Education Journal*, 9(3), 98-105.
- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books.
- Muchtar, A. (2018). Character Education in the Context of Indonesian Cultural Diversity. *Journal of Multicultural Education*, 5(1), 42-51.
- Sumiati1 (2023)Improving the Quality of Civic Education Learning through Models

- Supena, A., & Hermanto, H. (2020). Development of Inclusive Learning Models in Citizenship Education. *Indonesian Journal of Inclusive Education*, 6(2), 74-89.
- Widana, IK (2022). Implementation of Citizenship Education for Children with Special Needs. *Journal of Special and Inclusive Education*, 12(1), 23-30.
- Zulaikhah, D., et al. (2021). Analysis of Islamic Religious Education Learning in the 2013 Curriculum for Children with Special Needs. *Tafkir: Interdisciplinary Journal of Islamic Education*, 1(1), 54– 71.