



DEVELOPMENT OF A CIVICS LEARNING MODEL BASED ON CIVIC ALTRUISM IN HIGHER EDUCATION TO REALIZE CIVIC EQUALITY FOR DISABILITY

Agil Nanggala^{1*}, Dodoh Siti Saadah², Rizal Fahmi³

^{1,2} Universitas Pendidikan Indonesia, Bandung, Indonesia

³ Universitas Islam Syekh Yusuf, Tangerang, Indonesia

ARTICLE INFO

Article history:

Received March 12, 2026

Revised April 02, 2026

Accepted May 30, 2026

Available online June 30, 2026

Kata Kunci :

Civic Altruism, Civic Equality, Disabilitas, Model, PKn.

Keywords:

Civic Altruism, Civic Equality, Civics Learning, Disability, Model.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2022 by Author. Published by LPPM Universitas Islam Syekh-Yusuf

ABSTRAK

Riset ini berupaya untuk mengembangkan model pembelajaran PKn di perguruan tinggi berbasis civic altruism untuk civic equality disabilitas, mengingat eksistensi disabilitas konsisten memperoleh diskriminasi atau marginalisasi akibat stereotip ableisme, yang memandang disabilitas adalah cacat, aib, beban, dan tidak berguna, sehingga perlu diatasi melalui PKn berbasis civic altruism, karena bersifat holistik dan integratif. Penelitian ini berbasis pendekatan kualitatif, dengan metode grounded theory, yaitu perumusan masalah, analisis teori relevan, pengumpulan data, analisis data, dan penyimpulan. Analisis data meliputi reduksi, display, dan verifikasi. Waktu pelaksanaan riset, yaitu Desember 2023 s.d Februari 2024. Hasil penelitian: 1) Pengembangan model pembelajaran PKn di perguruan tinggi berbasis civic altruism untuk civic equality disabilitas bersifat holistik, inklusif, partisipatif, inovatif, serta humanis, karena memuat karakter altruisme, yang mengutamakan kepentingan umum dan aksi kemanusiaan, termasuk mewujudkan civic equality disabilitas, melalui konsep dan praktik pembelajaran PKn, selaku civic education dan citizenship education, yang demokratis dan persisten menentang stereotip ableisme, termasuk memandatkan mahasiswa dan kaum disabilitas selaku subjek pembelajaran; 2) Model pembelajaran PKn berbasis civic altruism untuk civic equality disabilitas melalui praktik citizenship education memuat service-learning dan kolaborasi pentahelix, selaku civic campaign atau upaya nyata bersifat kolaboratif dalam mewujudkan civic equality dan civic empowerment disabilitas berbasis civic altruism, maka mencerminkan karakter mahasiswa yang sukarela, humanis, dan beradab. Kebaruan riset, yaitu dirampungkannya pengembangan

model pembelajaran PKn pada perguruan tinggi berbasis civic altruism untuk mewujudkan civic equality disabilitas, karena belum pernah diteliti melalui riset mana pun, maka menjadi applied theory baru, termasuk menjadi paradigma baru yang bersifat integratif dan transformatif melalui PKn berbasis civic altruism, untuk mengatasi stereotip ableisme, selaku sumber diskriminasi disabilitas.

ABSTRACT

This research seeks to develop a civics learning model based on civic altruism in higher education to realize civic equality for disability, considering that the existence of disabilities is consistently discriminated against or marginalized due to the stereotype of ableism, which views disability as a disability, disgrace, burden, and useless, so it needs to be overcome through civics learning based on civic altruism, because it is holistic and integrative. This research is based on a qualitative approach, with grounded theory methods, namely problem formulation, relevant theory analysis, data collection, data analysis, and conclusion. Data analysis includes reduction, display, and verification. The time for the research is December 2023 to February 2024. Research results: 1) The development of a civics learning model based on civic altruism in higher education to realize civic equality for disability is holistic, inclusive, participatory, innovative, and humanist, because it contains the character of altruistic, which prioritizes the public interest and humanitarian action, including realizing disability civic equality, through the concept and practice of civics learning in higher education, as civic education and citizenship education, which is democratic and persistent against the stereotype of ableism, including mandating students and people with disabilities as learning subjects; 2) The civics learning model based on civic altruism to realize civic equality for disabilities through the practice of citizenship education contains service-learning and pentahelix collaboration, as a civic campaign or a real collaborative effort in realizing civic equality and civic empowerment of disabilities based on civic altruism, thus reflecting the character of students who are voluntary, humanist, and civilized. The novelty of the research, namely the completion of the development of a civics learning model based on civic altruism in higher education to realize civic equality for disabilities, because it has never been researched through any research, it becomes a new applied theory, including a new paradigm that is integrative and transformative through civics learning based on civic altruism, to overcome the stereotype of ableism, as a source of disability discrimination.

*Corresponding author.

E-mail addresses: agilnanggala@upi.edu

1. INTRODUCTION

The reality of disability, which is synonymous with discrimination or marginalization, certainly needs to be a vehicle for collective reflection, because it is a reflection that the value of social justice based on Pancasila has not been able to be realized in a fair, comprehensive, and inclusive manner. Discrimination or marginalization of disabilities arises due to the stereotype of ableism, which views disability as a disability, a family disgrace, an obstacle to life, and useless, making disability socially isolated. The stereotype of ableism is subjective because it views people with disabilities as a disability, disgrace, and a burden on society. This stereotype is deeply rooted in society, even the world of medicine, which should be objective, and not immune to the stereotype of ableism (Janz, 2019). Civics learning must make a real contribution to overcoming discrimination against disabilities, considering that it is a comprehensive discipline of science and learning, because it contains the study of legal equality, human rights, democracy, politics, civic empowerment, civic competence, civic virtue, tolerance that can become academic and social capital to civic equality for disabilities.

Considering that efforts to realize civic equality for people with disabilities in the political, economic, educational, legal, and social fields cannot be top-down, or limited to government policies, nor can they be bottom-up or civic movements, but need to accommodate civics learning so that it is integral or integrative. Moreover, civics learning capable is interpreted as civic education or civics learning which is curricular, formal, and theoretical in the classroom, as well as capable of being interpreted as citizenship education or civics learning which is socio-cultural, non-formal, and practical in society, so it can overcome the stereotype of ableism as a whole. After the passage of the American Disability Act of 1990, it did not have a positive benefit on disability equality in the United States, because it was not reflected in political, legal, and economic activities, which were still hegemony, thus making the disabled a second-class citizen (Trevisan, 2020). Civics learning needs to contain the concept of civic altruism because it reflects civics learning that is integrative in theory and practice, as well as intact in science and learning, to overcome the stereotype of ableism, which contains civic equality of disability.

Civic altruism reflects individuals or communities who are mentally also voluntary, inclusive, persistent, and aware of caring and doing good, without expecting reciprocity, so it is important to strengthen the competence of civic altruism of students and across sectors to realize civic equality for disabilities. Moreover, the study of civic altruism in the discipline of science and civics learning can be categorized as minimal, so this research in addition to striving to realize civic equality for disabilities, and strengthening the quality of student civic competence, also develops the discipline of science and civics learning to include the study of disability and civic altruism, so that it is more complete, to realize a civil society based on the values of Pancasila. Civic altruism supports the upholding of democracy and quality, as well as participatory, civilized, and inclusive social policies. The practice of civic altruism can be through non-governmental organizations and philanthropic communities for humanitarian urgency (Giner & Sarasa, 1996). Mastering the quality of civic altruism across sectors is scientific capital and social capital to realize a civic campaign for civic equality for disability civic equality persistently.

The reality of disability studies that has not been integrated into the discipline of science and civics learning is certainly a common social criticism because it is related to efforts to fulfill the basic rights of disabilities, as an integral part of Indonesian citizens who are not optimal, so it also has an impact on the inhibition of the vision of civic equality for disabilities. The development of a civics learning model based on civic altruism in higher education for civic equality for disability is a scientific effort to make the study of civics learning more substantive, representative, and comprehensive, by containing disability studies, which are not limited to theoretical, but also practical, by involving students, as transformers or initiators by involving cross-sectors in realizing civic equality based on civic altruism. Civics learning in higher education is holistic, innovative, and inclusive, so it can realize a civic campaign for disability equality so that the problem of marginalization in people with disabilities can be overcome transformatively (Nanggala & Suryadi, 2023). The development of the civics learning model based on civic altruism in universities for civic equality for disability makes the reality of disability discrimination due to the stigma of ableism a common problem, so efforts to overcome the problem are carried out collaboratively, integratively, and persistently through civics learning as civic education and citizenship education based on civic altruism.

Previous research on this research was from Bueso (2022) about "Civic Equity For Students With Disabilities", which emphasizes that civic justice is so important to be realized for people with disabilities in the United States who uphold the principles of democracy and human rights, by involving civics learning in schools, to strengthen the inclusive character of students, to respect students with disabilities. The target of the research novelty is the completion of the civics learning model based on civic altruism in higher education for civic equality for disability. The target of theoretical contribution is the completion of

a new applied theory that emphasizes that citizen civic altruism is beneficial for civic equality for disability, and then civics learning is integrative and accommodative in disability studies. The target of practical contribution is the completion of civic action collaboratively by containing service-learning and pentahelix collaboration for civic equality for disability based on civic altruism. The civics learning model based on civic altruism in higher education for civic equality for disability is a new paradigm to overcome disability discrimination and strengthen the quality of student civic competence.

2. METHODS

This research was completed based on a qualitative approach, with a grounded theory method, to develop a civics learning model based on civic altruism in higher education for civic equality for disability. Grounded theory seeks to integrate theory or exclude theory in a specific social context, the practice of grounded theory, namely: 1) formulation of specific problems, 2) review of relevant theoretical studies, 3) qualitative data collection, 4) holistic data analysis, 5) expert or expert validations, and 6) conclusion (Adibah, 2018). The research subjects are: 1) GHW (Civics learning expert), 2) AB (inclusive education expert), 3) and RF (service-learning expert), with a focus on the object of research or field observation, namely the reality of disability discrimination and the reality of civics learning based on civic altruism in higher education, then the research time, namely December 2023 to February 2024. Data analysis is based on Miles, Huberman & Saldana (2014), which reveals qualitative data analysis, namely reduction, display, and verification.

3. RESULTS AND DISCUSSION

A. How is the development of the civics learning model in higher education as civic education and citizenship education based on civic altruism to realize civic equality for disabilities?

Substantively, civics learning is a discipline and learning that is holistic, because it is capable of being interpreted as civic education or curricular civics learning and formal, as well as citizenship education or socio-cultural civics learning and is non-formal, so it is capable of overcoming disability discrimination integratively. The results of the analysis obtained from GHW (2024) explained that civics learning is a comprehensive study, containing democracy, human rights, legal equality of citizens, social tolerance, civic participation, civic virtue, inclusive education, and civic responsibility, which are relevant to strengthening civics learning that accommodative on disability studies. Civic engagement of the community is essential to fulfill basic rights and empower people with disabilities, by accommodating technological and medical advances, either formally or in schools and institutions, as well as informally or in the family (Harris et al., 2012). Positive views as well as collaborative civic action for civic equality for people with disabilities will be meaningful and have a real impact if accompanied by civic altruism of citizens inclusively and massively.

The development of a civics learning model based on civic altruism in higher education based on civic altruism to realize civic equality for disabilities, of course, is based on the theory and study of civics learning as civic education and citizenship education, then civic competence, civic virtue, civic equity inclusive citizenship model, service-learning, pentahelix collaboration. The results of the analysis obtained from AB (2024) reveal that civics learning contains the concept of inclusive education, with a focus, such as social tolerance, multiculturalism, pluralism, equality in the eyes of the law, rights and responsibilities of citizens, social inclusivity, and thus respecting the existence of disability. Increasing the capacity of civic virtue of the younger generation is important to realize a quality and civilized democracy, considering that representing intelligent citizens is also good, then improving the quality of civic virtue can be carried out in schools, based on civics learning, with the support of the commitment of teachers, the community and government policies (Ben-Porath, 2007). Studies, concepts, and strategic theories, namely civic education, citizenship education, civic competence, civic equity, service-learning, civic virtue, pentahelix collaboration, and the Pancasila citizenship model, are scientific capital in the completion of civic altruism as the basis in the civics learning model which contains the vision of civic equality for disabilities and strengthening student civic competence.

First, civics learning as civic education or curricular civics learning, formal and theoretical in the classroom, provides a holistic understanding of students, about the importance of fulfilling the basic rights of people with disabilities as an integral part of Indonesian citizens, then provides a scientific study on the importance of mastering civic altruism of citizens for civic equality for disability, because it reflects the character of voluntarism or voluntarism, civic competence, civic virtue, civic engagement, civic philanthropy, and civic responsibility that can realize civic equality for disabilities. The results of the analysis from RF (2024) explained that the involvement of students and cross-sectors is very important to realize equality for people with disabilities and fulfill their basic rights guaranteed by the constitution,

which are based on civic virtue, civic participation, and civic responsibility. Civics learning practices based on the inclusive citizenship model are inclusive and of high quality for the fulfillment of political rights and disability empowerment, collaboratively and persistently (Nanggala & Suryadi, 2024). Civics learning as civic education is a strategic vehicle in emphasizing the relevance of disability studies to the discipline and civics learning, then developing a civics learning model based on civic altruism to realize civic equality of disability curricula or based on academic studies.

Second, civics learning as citizenship education or socio-cultural civics learning, non-formal, and practical in society, is a real action that reflects integrative service-learning and pentahelix based on civic altruism to realize civic equality for disabilities, so the stereotype of discriminatory ableism capable of being overcome on an ongoing basis. The results of the analysis obtained from GHW (2024) explain the practice of civics learning directly in the community, make civics learning more meaningful and then have a real impact on student progress, overcome community social problems, strengthen civic engagement and social sensitivity of students. The tradition of community service in the UK, is directed in the community, to address complex social problems and empower the community, as well as to train students' leadership character (Jerome, 2012). The implementation of civic altruism as citizenship education based on civic altruism is a strategic vehicle to realize civic equality for disabilities, considering that civic altruism represents civic virtue, civic competence, civic engagement, civic responsibility, voluntarism, civic philanthropy, service-learning, and civic campaigns that realize civic equality for disabilities, especially carried out integratively by involving cross-sectors or pentahelix.

Civic altruism can be interpreted as the principle of prioritizing the public interest over personal interests, then social service, then representing the values and character of volunteerism, civic virtue, civic competence, civic engagement, civic responsibility, and civic philanthropy, so it is strategic to be transformed for students, because it is in line with the values of Pancasila, including being a social capital in realizing civic equality for disabilities. The results of the analysis obtained from AB (2024) explain that efforts to fulfill the basic rights of people with disabilities and overcome disability discrimination need to be accompanied by an inclusive, voluntary attitude, patriotism, and social responsibility, because they are common social problems, and need continuous efforts for the welfare of disabilities. The character of altruism is very important for every citizen because it has an impact on the implementation of citizens' duties full of responsibility, innovation, and integrity, including in political practices (Jankowski, 2002). The understanding of inclusive civic altruism needs to be applied through civics learning as civic education, and realized through civics learning as citizenship education, with a service-learning model that contains pentahelix collaboration, to overcome the stigma of ableism that discriminates against disabilities, due to individual or medical models of disability.

Considering the substance of civic altruism that views the existence of people with disabilities positively, their basic rights must even be protected, and their potential or excellence fostered, to become empowered, independent, skilled, and prosperous citizens, to oppose the individual or medical model of disability, as the source of theory in medical science that gives rise to the stereotype of ableism, because it views disability as physically imperfect. The results of the analysis obtained from RF (2024) explain the importance of continuous coaching and training, to empower people with disabilities based on political will so that people with disabilities are not seen as weak. The individual or medical model of disability is a source of medical theory that gives rise to the stereotype of ableism, because it views disability as imperfect in a physical context, hinders work practice, and does not have the potential to develop oneself (Bunbury, 2019). The mastery of civic altruism of citizens in an inclusive and qualified manner is scientific and social capital to overcome the stereotype of ableism in society, to lead to civic equality of disability based on the values of Pancasila.

The development of the civics learning model in higher education based on civic altruism, not only contains the goal, in the form of the realization of civic equality, but also accommodates the orientation of strengthening students' civic competence, because it is strengthened by their civic insight regarding disability studies, then is directly involved in overcoming the stereotype of ableism in society based on innovation, creativity, critical power, fighting power, responsiveness, communication, collaboration, social responsibility, social sensitivity, voluntarily, the capacity of students' civic competence can be trained and fostered practically, persistently, and comprehensively. The results of the analysis obtained from GHW (2024) reveal that citizenship competencies need to be habituated in students through civic education learning, as a capacity to lead Indonesia in the future. Civic competence, leading to, civic knowledge, civic disposition as well as civic skills, needs to be mastered by every citizen qualifiedly, considering that it is an important indicator of smart and good citizens (Branson, 1998). Moreover, the civic altruism learning model in higher education based on civic altruism to realize civic equality for disabilities, mandate people with disabilities and students as learning subjects, or contain the

principle of student-centered learning, to strengthen the capacity of comprehensive civic competence, is holistic, inclusive, participatory, innovative, and humanist.

The substance of the civics learning model in higher education based on civic altruism to realize civic equality for disabilities needs to be accommodated in the higher education curriculum, especially universities have autonomy in the preparation, development, and completion of their learning curriculum, including civics learning, as compulsory learning for students, so that the model is applied massively by every lecturer and student, and becomes a model for other universities, to become a civic campaign scientifically and socially to civic equality for disabilities. The results of the analysis obtained by RF (2024) explain that formal and non-formal civics learning practices need to be emphasized in the civics learning curriculum, so that they can be evaluated holistically, and can further improve students' civic competence. The characteristics of the civics learning curriculum, which are based on national or formal curriculum policies, and also contain community needs, innovation, and civic issues, including hidden curriculum teachers, are autonomous, to provide a complete empirical experience for students and be able to overcome social problems (Komara, 2017). The civics learning curriculum which contains the civics learning model in universities based on civic altruism for civic equality for disability, is an affirmation of the urgency of a civics learning is holistic, inclusive, and participatory, in addition to overcoming the stereotype of ableism that discriminates against disabilities, also to strengthen students' civic competence.

The development of a civics learning model based on civic altruism in higher education to realize civic equality for people with disabilities, is a new paradigm that is integrative through civics learning based on civic altruism in fulfilling the basic rights of disability, and then overcoming the stereotype of ableism, because it is not limited to government policies or top down, nor is it limited to civic movements or bottom up, so it is comprehensive, representative and innovative. The results of the analysis obtained from AB (2024) reveal that innovation and civic engagement are very important in the implementation of inclusive education because the obstacles and challenges are so complex. The essence of modern civics learning needs to be inclusive of disabilities, especially educational rights, because of the fact that there is a gap in civic achievement between non-disabled students and disabilities, due to learning practices that are not accommodating or uncomfortable for people with disabilities and then emotional disturbances, then the problem of lack of involvement of people with disabilities in the social community, makes civics learning more innovative in empowering people with disabilities (Garwood et al., 2021). The development of a civics learning model based on civic altruism in higher education for civic equality for disability is a civic campaign practice that opposes the stereotype of ableism, through civics learning as civic education or formal, then through civics learning as citizenship education or non-formal, with service-learning also containing pentahelix collaboration.

2. How is the practice of the civics learning model in higher education as citizenship education based on civic altruism for civic equality for disability, which contains the service-learning model and pentahelix collaboration?

The practice or realization of the civic education model in higher education as citizenship education based on civic altruism for civic equality of disability is a strategic effort or real action in overcoming the stereotype of ableism, fulfilling basic rights and empowering disabilities, which leads to civic equality of disability based on the values of Pancasila and the glorification of disability based on civic altruism, because it is realized voluntarily or voluntarily and reflects civic virtue, civic competence, civic engagement, civic responsibility, civic philanthropy, service-learning and civic campaign. The results of the analysis obtained from RF (2024) explain the implementation of service based capable citizenship education, so that it is integrated, especially precise, namely direct in the community, non-profit, training the skills of students and students, overcoming social problems and empowering the potential of the community or village. The realization of community service-learning can strengthen the character of social sensitivity, innovation, creativity, social responsibility, integrity, critical power, and independence of students, including as a vehicle for student involvement to overcome social problems voluntarily (Mann et al., 2015). The focus of social problems on the civics learning model based on civic altruism in higher education as citizenship education based on civic altruism for civic equality is discrimination or marginalization of disabilities as well as the view of helpless disabilities, which makes people with disabilities become second-class citizens, so civics learning based on civic altruism plays a role in overcoming discrimination and empowering disabilities, voluntarily or voluntarily, quality because they represent civic virtue, civic competence, civic engagement, civic responsibility, civic philanthropy, and persistent because it contains the service-learning and collaboration model of pentahelix, which led to the civic campaign to civic equality for disabilities.

Civic altruism, which is the basis for the practice of civics learning as citizenship education with a service-learning model and containing pentahelix collaboration, certainly further emphasizes that efforts to realize civic equality for disabilities are voluntary, humanist, collaborative, non-profit, inclusive and sustainable, considering the essence of civic altruism emphasizes the urgency of citizens who prioritize the public interest over personal interests, in this context, namely civic equality of disability. Therefore, it is relevant to the substance of citizenship education, service-learning, and the pentahelix collaboration model, as real actions for community empowerment, overcoming social problems, and fostering students and students, so that they are more intelligent, have a positive character, and are skilled or competent. The results of the analysis obtained from GHW (2024) explain the practice of civics learning directly in the community, containing legal, democratic, cultural and political education for the community, including fostering the values of Pancasila students and the community, which contains the vision of civic society. Altruism is important in the social sciences after being triggered by Comte, considering that as an important condition for building a civilized society, altruistic behavior reflects morality, social integration and humanity (Bykov, 2017). The civics learning model in higher education is based on civic altruism for civic equality for disability, striving to build a society as an equal, prosperous, civilized, cooperative and modern social entity, based on Pancasila values.

Moreover, the civics learning model in higher education as citizenship education based on civic altruism to civic equality for disabilities, with the practice of service-learning emphasizing the urgency of cooperation or collaboration across sectors in a pentahelix manner (government, academics, community or community, private and media), because it represents the spirit of social unity, joint action, to overcome the stereotype of ableism effectively, participatory, comprehensive and representative based on civic altruism. The results of the analysis obtained from AB (2024) explain that inclusive education respects and empowers the existence of minorities, especially people with disabilities, so inclusive education can be carried out collaboratively to fulfill the rights of citizens fairly and comprehensively. The pentahelix collaboration reflects the spirit of national unity, because it is carried out across sectors, so it can be optimized to cultivate Pancasila values for the younger generation, effectively, modernly, and transformatively (Nanggala, 2023). In fact, the civics learning model in higher education is based on civic altruism, viewing disability discrimination due to the stereotype of ableism as a common problem, so it needs to be overcome together or pentahelix, as social capital to realize a civic campaign or citizenship campaign that realizes civic equality and the welfare of people with disabilities, so it is integrative.

First, the government actually plays an important role in realizing the vision of civic equality for disabilities, because it has political power, in the form of the authority to complete the legal basis, policies and programs for the equality of citizenship of disabilities in real life in the social and political life of the Indonesian nation, including persuasive communication to invite cross-sectors collaboratively to overcome the stereotype of ableism, which leads to civic equality of disability. Therefore, it needs to be consistent based on civic altruism. The government plays a vital role in realizing human rights, including people with disabilities, considering that it is authorized to complete inclusive and humanist policies, so the government needs to commit to the substance and practice of these inclusive policies (Brennan et al., 2023). *Second*, academics actually play an important role in completing and developing comprehensive, inclusive, and moral scientific studies, which support the fulfillment of the basic rights of people with disabilities, and emphasize the urgency of realizing civic equality, including providing a theoretical basis on the importance of service-learning and pentahelix collaboration, as a civic campaign practice for civic equality for people with disabilities based on civic altruism. The completion of academic scientific works needs to contain a moral spirit that views the existence of people with disabilities, and gives a complete understanding to the public about the basic rights of people with disabilities as an integral part of Indonesian citizens, which need to be implemented, so that they focus on positive symbolic interactions (Putra et al., 2021).

Third, the community or society, in fact, plays a strategic role in realizing civic equality for disabilities, considering that the stereotype of ableism is firmly rooted in society, it is necessary to have the political will to view people with disabilities more positively and objectively, and accept their existence because they have certain potential and advantages, and need to be persistent in fulfilling basic rights and empowering disabilities, based on civic altruism. Anti-ableism needs to be a social and moral movement in the United States, for disability equality, because it is seen as a disgraceful disability, useless, and a burden on family and society, so anti-ableism needs to be contained in inclusive policies and inclusive views of society, especially it needs to be contained in the recruitment of prospective medical students in the United States who have the spirit of anti-ableism, and then consciously engage in empowering people with disabilities (Kaundinya & Schroth, 2022). *Fourth*, the private sector actually plays an important role in realizing disability civic equality, especially through quality, persistent and innovative empowerment, considering that the existence of the private sector is not limited to profit or

business interests, but also needs to contribute positively to overcoming disability discrimination due to the stereotype of ableism based on civic altruism. Private entities or businesses need to play a real role in development policies and efforts, both for human resource capacity, as well as for the construction of facilities or physical, so it is necessary to have strategic cooperation between the government and the private sector for social progress and innovation (Bovaird, 2004).

Fifth, the media, which actually plays a strategic role in overcoming the stereotype of ableism, through a variety of news or socialization of positive information related to the potential and advantages of people with disabilities, also emphasizes the urgency of civic equality and the fulfillment of the basic rights of people with disabilities that have been regulated through the Indonesian constitution based on civic altruism, considering that the media has such a wide reach, to every corner of Indonesia. The existence of people with disabilities is so far behind in the media in the United States and in the UK and is certainly a risky reality, especially since the media is so strategic in giving a positive meaning to disability, as well as providing holistic information about the advantages and potential of people with disabilities, as well as for media optimization, as a new social movement for disability equality (Schulze, 2020). Cross-sectoral involvement pentahelix in the framework of civics learning as citizenship education based on service-learning, makes efforts to realize civic equality for disabilities more effective, comprehensive, participatory, innovative, representative, and transformative, because it discriminates against people with disabilities due to the stereotype of ableism, becomes a common social problem, and becomes a strategic vehicle to strengthen students' civic competence. The implementation of service-learning is capable of strengthening students' civic engagement, and then solving complex social problems for public order and welfare, considering that service-learning is carried out voluntarily and participatory, it can strengthen students' capacity for insight, character and skills (Zahedi et al., 2023).

In fact, the civics learning model based on civic altruism in higher education for civic equality for disability, contains a vision of strengthening the capacity of civic competence of students, because it is directly involved in overcoming the stereotype of ableism, especially in the service-learning model of students becoming actors or learning subjects with people with disabilities, to fulfill basic rights and empowerment of disabilities, then in the realization of pentahelix collaboration of students to become transformers or initiators, so that collaboration or cross-sector cooperation can be realized, they directly train the capacity of civic competence and civic altruism of students. The results of the analysis obtained from GHW (2024) reveal that the improvement of students' civic competence can be through civics learning theoretically and contextually related to various civic issues in the classroom, and then capable of practical, participatory and elaborative in society to contribute to overcoming social problems. Action as well as civic practices in the community or outside of school related to social and democratic problems, can strengthen the quality of students' civic competence holistically, because it emphasizes the urgency of student participation and innovation (LeCompte et al., 2020). The practice of the civics learning model in higher education based on civic altruism to realize civic equality for disabilities, of course contains the concept of university autonomy and the hidden curriculum of civics learning lecturers, but as a national reference, it needs stages that are representative in nature, namely: 1) completion of analysis of social problems related to disability, 2) finalization of holistic problem-solving strategies, 3) validation of lecturers and persuasive communication in universities, 4) exploration of collaboration through pentahelix, 4) real action through civics learning as citizenship education with a service-learning model that accommodates pentahelix collaboration, 5) social impact analysis, 6) monitoring and evaluation, 7) citizen project for reporting citizenship education results, and 8) civic campaign model of civics learning in higher education based on civic altruism to civic equality for disabilities directly and through digital technology or social media.

The substance emphasizes the development of a civic altruism learning model in higher education based on civic equality for disability, not only theoretical, but also practical, by focusing on civics learning as citizenship education with a service-learning model containing pentahelix collaboration, as a real collaborative effort to fulfill the basic rights of people with disabilities and overcome discriminatory stereotypes of ableism, so as to lead to civic equality for disability. and strengthening the quality of civic competence of students based on civic altruism. The results of the analysis obtained from RF (2024) reveal that the practice of civics learning directly in the community with a service-learning model, needs to realistically solve social problems and realize community independence. Service-learning practices that are able to increase student civic engagement need to contain commitment, consistency, and clear and quality programs, because they are strategic vehicles for social empowerment and improving student experience (Burth, 2016). The pentahelix collaboration on the civics learning model in higher education based on civic altruism for civic equality for disability, makes the practice of citizenship education with a service-learning model, more effective, participatory, comprehensive, innovative and representative,

making civics learning capable of becoming a new paradigm in efforts to realize civic equality for disabilities, because it is integrative.

4. CONCLUSION

Civics learning capable is interpreted as civic education, or curricular civics learning and formal as well as citizenship education, or socio-cultural civics learning and non-formal, then capable of overcoming disability discrimination integratively, based on civic altruism, which is capable of being interpreted as a principle that prioritizes the public interest over personal interests, then social service, thus reflecting voluntary character, civic virtue, civic competence, civic engagement, civic responsibility, and civic philanthropy, are important to be habituated in students, because they are in line with the values of Pancasila, including being social capital for civic equality for people with disabilities. The development of a civics learning model based on civic altruism in higher education to realize civic equality for people with disabilities is capable of becoming a new paradigm that is integrative through civics learning based on civic altruism in fulfilling the basic rights of disability, and then overcoming the stereotype of ableism, because it is not limited to government policies or top down, nor is it limited to civic movements or bottom up, so it is comprehensive, representative and innovative. The practice of civics learning as a citizenship education model that is a service-learning model and accommodates pentahelix collaboration, is certainly a real effort to realize the vision of civic equality for disabilities, voluntarily, humanist, collaborative, non-profit, inclusive and persistent, considering the essence of civic altruism is relevant to citizenship education, service-learning, and pentahelix collaboration models, as real actions of community empowerment, overcoming social problems, and fostering student civic competence. Moreover, the civics learning model based on civic altruism in higher education to realize civic equality for disabilities, with service-learning practices emphasizing the urgency of collaboration across sectors in a pentahelix manner (government, academia, community or community, private and media), because it represents the spirit of social unity, to overcome the stereotype of ableism, effectively, participatory, comprehensive and representative, based on civic altruism.

5. REFERENCES

- Adibah, I. Z. (2018). Metodologi grounded theory. *Jurnal Inspirasi*, 2(2), 147–166. <https://doi.org/https://doi.org/10.61689/inspirasi.v2i1.50>
- Ben-Porath, S. (2007). Civic virtue out of necessity: patriotism and democratic education. *Theory and Research in Education*, 5(1), 41–59. <https://doi.org/10.1177/1477878507073608>
- Bovaird, T. (2004). Public-private partnerships: from contested concepts to prevalent practice. *International Review of Administrative Sciences*, 70(2), 199–215. <https://doi.org/10.1177/0020852304044250>
- Branson, M. S. (1998). *The role of civic education*. CCE.
- Brennan, D., D'eath, M., Dunne, N., O'Donovan, M. A., McCallion, P., & McCarron, M. (2023). Irish social policy to family carers of adults with an intellectual disability: a critical analysis. *Journal of Intellectual Disabilities*, 27(4), 1013–1031. <https://doi.org/10.1177/17446295221115296>
- Bueso, L. (2022). Civic equity for students with disabilities. *Teachers College Record*, 124(1), 62–86. <https://doi.org/10.1177/01614681221086092>
- Bunbury, S. (2019). Unconscious bias and the medical model: how the social model may hold the key to transformative thinking about disability discrimination. *International Journal of Discrimination and the Law*, 19(1), 26–47. <https://doi.org/10.1177/1358229118820742>
- Burth, H.-P. (2016). The contribution of service-learning programs to the promotion of civic engagement and political participation: a critical evaluation. *Citizenship, Social and Economics Education*, 15(1), 58–66. <https://doi.org/10.1177/2047173416658504>
- Bykov, A. (2017). Altruism: new perspectives of research on a classical theme in sociology of morality. *Current Sociology*, 65(6), 797–813. <https://doi.org/10.1177/0011392116657861>
- Garwood, J. D., Ciullo, S., Wissinger, D. R., & McKenna, J. W. (2021). Civics education for students with learning disabilities and emotional and behavioral disorders. *Intervention in School and Clinic*, 56(4), 250–254. <https://doi.org/10.1177/1053451220944143>
- Giner, S., & Sarasa, S. (1996). Civic altruism and social policy. *International Sociology*, 11(2), 139–159.

<https://doi.org/10.1177/026858096011002001>

- Harris, S. P., Owen, R., & De Ruiter, C. (2012). Civic engagement and people with disabilities: the role of advocacy and technology. *Journal of Community Engagement and Scholarship*, 5(1), 70–83. <https://doi.org/10.54656/awpe1856>
- Jankowski, R. (2002). Buying a lottery ticket to help the poor: altruism, civic duty, and self-interest in the decision to vote. *Rationality and Society*, 14(1), 55–77. <https://doi.org/10.1177/1043463102014001003>
- Janz, H. L. (2019). Ableism: the undiagnosed malady afflicting medicine. *CMAJ: Canadian Medical Association Journal*, 191(17), E478–E479. <https://doi.org/10.1503/cmaj.180903>
- Jerome, L. (2012). Service learning and active citizenship education in England. *Education, Citizenship and Social Justice*, 7(1), 59–70. <https://doi.org/10.1177/1746197911432594>
- Kaundinya, T., & Schroth, S. (2022). Dismantle ableism, accept disability: making the case for anti-ableism in medical education. *Journal of Medical Education and Curricular Development*, 9. <https://doi.org/10.1177/23821205221076660>
- Komara, E. (2017). Curriculum and civic education teaching in Indonesia. *EDUCARE: International Journal for Educational Studies*, 10(1), 23–32. www.mindamas-journals.com/index.php/educare
- LeCompte, K., Blevins, B., & Riggers-Piehl, T. (2020). Developing civic competence through action civics: a longitudinal look at the data. *Journal of Social Studies Research*, 44(1), 127–137. <https://doi.org/10.1016/j.jssr.2019.03.002>
- Mann, J. A., Dymond, S. K., Bonati, M. L., & Neeper, L. S. (2015). Restrictive citizenship: civic-oriented service-learning opportunities for all students. *Journal of Experiential Education*, 38(1), 56–72. <https://doi.org/10.1177/1053825913514731>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis a methods sourcebook* (Edition 3). SAGE Publications.
- Nanggala, A. (2023). Model kebudayaan pancasila berbasis kolaborasi pentahelix untuk membangun generasi muda Indonesia yang pancasilais. *Pancasila: Jurnal Keindonesiaan*, 3(2), 160–178. <https://doi.org/10.52738/pjk.v3i2.166>
- Nanggala, A., & Suryadi, K. (2023). Konstruksi civic campaign untuk kesetaraan difabel berbasis pembelajaran pendidikan kewarganegaraan di perguruan tinggi. *Jurnal Paris Langkis*, 4(1), 67–77. <https://doi.org/10.37304/paris.v4i1.12579>
- Nanggala, A., & Suryadi, K. (2024). Konstruksi pembelajaran pendidikan kewarganegaraan di perguruan tinggi berbasis inclusive citizenship untuk memenuhi hak politik dan memberdayakan difabel. *didaktika: jurnal kependidikan*, 13(1), 745–754. <https://doi.org/10.58230/27454312.402>
- Putra, R. S., Marpaung, Y. N. M., Pradhana, Y., & Rimbananto, M. R. (2021). Pesan kesetaraan penyandang disabilitas melalui interaksi simbolik media sosial. *Interaksi: Jurnal Ilmu Komunikasi*, 10(1), 1–11. <https://doi.org/10.14710/interaksi.10.1.1-11>
- Schulze, L. (2020). Book review: disability rights advocacy online: voice, empowerment and global connectivity. *New Media & Society*, 22(7), 1327–1328. <https://doi.org/10.1177/1461444820931022>
- Trevisan, F. (2020). “Do you want to be a well-informed citizen, or do you want to be sane?” social media, disability, mental health, and political marginality. *Social Media and Society*, 6(1), 1–11. <https://doi.org/10.1177/2056305120913909>
- Zahedi, S., Jaffer, R., Bryant, C. L., & Bada, K. (2023). Service-learning effects on student civic engagement and community - a case study from India. *Education, Citizenship and Social Justice*, 18(1), 3–21. <https://doi.org/10.1177/17461979211041334>

Artikel pelita for	
18s	1s
11s	6s
Agil Khotegalla, Iman Suryadi. "Analysis Of The Concept Of Fulfilling The Political Rights Of Disabled People Reviewed From The Perspective Of Civil Education". <i>Jurnal Pendidikan Pelita (Pamusa) dan Pengembangan</i>, 2024	
Submitted to Universitas Pendidikan Indonesia	5s
Submitted to Universitas Negeri Jakarta	1s
ejournal.uns.ac.id	<1s
ejournal.unelab.ac.id	<1s
ejournal.uns.ac.id	<1s
Submitted to Universitas Negeri Padang	<1s
ejournal.uns.ac.id	<1s
ejournal.uns.ac.id	<1s