

Urgency of Civic Education in the Formation of Civic Competence of Students with Visual Impairment in SLB Fajar Harapan

Nurul Huda and Endang Danial

Universitas Pendidikan Indonesia

Bandung, Indonesia

nurulhuda93@student.upi.edu

Abstract—In the life of the nation and the state, much needed civic competence that must be owned by all citizens, not least also for those who have physical and intellectual limitations. Civic Education is a pedagogical effort to establish to be good citizen. In pedagogical efforts, civic education has the primary goal of developing three civic competences: civic knowledge, civic disposition and civic skills. Civic education not only taught to regular students, but also to students with special needs such as students with visual impairment. This study aims to determine how the urgency of civic education in forming civic competence in students with visual impairment. The method used is descriptive analysis with qualitative approach. Data collection was done by observation, interview, literature study and documentation study. The results showed that civic education has an important role in forming the civic competence of students with special needs, especially students with visual impairment. So that they become citizens who are ready to follow the flow of life of nation and state in Indonesia

Keywords—civic education; civic competence; students with visual impairment

I. INTRODUCTION

Citizenship education is a pedagogical effort include the Setup process of the young generation to take on roles and responsibilities as citizens and in particular the role of education including schooling, teaching and learning in the process of preparation of a citizen to be a good citizen, that citizen who knows his rights and obligations. In the life of nation and State, citizenship education is required to develop the competencies of citizenship or civic competence, where civic competence is ability that should be owned by citizens who include knowledge citizenship (civic knowledge), the skills of citizenship (civic skills), and the character or character of citizenship (civic disposition) that is multidimensional [1].

Civic education is familiarization and empowering learners in shaping the character and life of citizens of potential, and the nation's dignity and civilized basis of the noble values of Pancasila, the views of civic education to children with special needs (especially the Blind) is reflected in the motto of this nation that is Unity in Diversity [2]. It can be concluded civic education as well need to be taught to children with special needs (especially the Blind), because through Citizenship

Education will establish a child with special needs or disabilities (particularly the Blind) into an intelligent and good citizen.

SLB A Fajar Harapan South Kalimantan Province as an educational institution Blind entrusted to organize Civic Education in improving civic competence. Teachers as one part of the educational institutions is certainly demanded an active role in implementing the learning process effective and efficient for students with impairment. vision in addition to the stock of knowledge about civic education, teachers must also be equipped with skills in dealing with students with visual impairment. Thus, it is very interesting and unique to be investigated, because of how the Urgency of Civic Education in the Formation of Civic Competence of students with visual impairment to be studied in depth.

II. THEORETICAL

A. Basic Concepts of Civic Education

Civics is a form of discipline; the civic education is an education program that its subject matter is political democracy aimed at learners or concerned citizens. Civic education is expressed as an attempt to apply Civics (civics) in the educational process [3].

According to Cogan (in Winataputra and Budimansyah) that "Civic Education, the fundamental course work in school designed to prepare young citizens for an active role in their adult lives "or a basic school subjects designed to prepare young citizens in order later as adults can play an active role in society [4].

Citizenship Education in Indonesia is defined as a political education that focuses the material is the role of citizens in civic life, all of which were processed in order to foster that role in accordance with the provisions of Pancasila and the 1945 Constitution in order to become citizens who can be relied upon by the nation and the state [3]. Furthermore, Numan Somantri defines Citizenship Education which would be suitable with Indonesia is a core educational program of political democracy expanded with other sources of knowledge; the positive influence of education, society and parents that all of it is processed in order to train students to

think critically, analytically, behave and act democratically in the preparation of democratic life based on Pancasila and the 1945 Constitution [3].

B. Formation of Civic Competences

Civic Competence covering knowledge, values and attitudes, and skills that are very useful and beneficial to life. In its application, the purpose of education is citizenship participation qualified and responsible citizens in the political life and society, both at local and national levels, then such participation requires the mastery of a number of civic competences. From a number of the necessary competence, the most important are: (1) the mastery of specific knowledge and understanding; (2) development of intellectual abilities and participatory; (3) the development of character and a certain mental attitude; and (4) a true commitment to the values and basic principles of constitutional democracy. Based on the competencies that need to be developed, there are three major components that need to be learned in civics that civic knowledge, civic skills, and civic dispositions [5].

C. Visual Impairment

Who are blind are those who have a combination of sharpness of vision almost less than 0.3 (60/200) or those who have a level of vision function abnormalities higher, i.e. they are not possible or difficulty significantly to read my writings or illustrations Beware though using the magnifying glass tool. Furthermore, the unity of Indonesia who are blind (2004) defines that Marietta is those who "have no vision at all (total blind), and also those that still have the rest of the vision but are not capable of using vision to read the writings of regular sized 12 point in normal light circumstances even though it's been helped by glasses (less beware/less see) [6].

Educators look at the definition of the visually impaired through educational approach and States that a person is said to be experiencing blindness functionally in the main channels used in the study was sensing or hearing, or of the other senses in addition to the sight, and can only use a little residual vision to gain additional information from the environment. Therefore, they use the media as braille reading and need the exercise orientation and mobility. In the meantime, someone said the law vision when his eyesight is still possible for that individual to enable the sense of vision in performing daily activities. The main channels used in the study was the vision of using the tools. Type face used vary greatly depending on the rest of the vision and the tools used [7].

III. METHOD

The approach in this research was the qualitative approach, with a descriptive research analytical method that describe critical and analytical data and information obtained from the subject as well as providing interpretations or interpretations of all information obtained in field, which can be in the form of documents, records, and information given by informant research, and also the gestures that give the meaning against the problems of research [8].

This research was conducted in SLB A Fajar Harapan South Kalimantan province which located on Jl. Jend. A. Yani

No. 08 KM. 37 Sungai Paring Martapura Subdistrict Banjar district. Informants in this study is the Civics teachers, the headmaster of SLB Fajar Harapan, as well as expert opinion Visual Impairment. The data collection techniques in this study, observation, followed by interviews and a literature study and documentation. In addition, this study also triangulates to cross-check in order to obtain valid data.

IV. RESULT AND DISCUSSION

The results of research on the title Urgency of Civic Education in the Formation of Civic Competence of Students with Visual Impairment in SLB Fajar Harapan. The results showed that the subjects Civics try to steer students to become Indonesian citizens of a democratic and accountable, as well as citizens of the world who love peace. Additionally, citizenship education in SLB A Fajar Harapan is also expected to train the attitudes, values, morals, and skills of students based on citizenship competencies are described as follows:

TABLE I. CITIZENSHIP COMPETENCIES

The Lever of Education	Achievement
SD-LB Grades 1-6	<ol style="list-style-type: none"> 1. Receive Diversity and the Indonesian character marked by accepting the differences of race, ethnicity and religion 2. Grateful for favors of Almighty God for the gift of all the limitations 3. Mutual greet peers 4. Yours and obey teachers and staff at SLB A Dawn of Hope 5. Being an honest person is part of student with visual impairment life motto
SMP-LB Grade 7-9	<ol style="list-style-type: none"> 1. Respect between believers 2. Willing to work together despite differences in religion, tribe, and the way in resolving the problem 3. Understand will Bhineka Tunggal Ika 4. Begin to understand the Organization and its functions 5. Students are able to sign the present achievements of the school as well as nationwide.
SMA-LB Grade 10-12	<ol style="list-style-type: none"> 1. Students begin critical to ambient conditions 2. Assess the religious significance of religion, ethnicity and class inlife a simple 3. Analyze the problems and provide the right solution to the problem

Based on the outcomes authors encounter when making observations and interviews, unconsciously civic competence has been accomplished based on level of education of students, but there are things that are still not optimal due to the limitations they have. Students can receive the difference; scolds' students greet each other with respect and respect for fellow peers or by teachers and older people even among religions is a picture of civic citizenship disposition or character. In addition, students are able to carve achievement, students are able to analyze the simple to the problems and provide the right solution to the problem is the result of civic knowledge and civic skills.

Although it has its limitations, students SLB A Fajar Harapan never despair. Be optimistic and forward is their determination to achieve a decent education, so that with the education they are able to "see" and sensitive to life and the environment around them. Expert experts interviewed blindness author mentions that an education for a disability, particularly those with limited vision should make and provide decent facilities that with their limitations, they were able to "see" about the world around them. Not blinded those who have the determination to "see and optimistic" on the insights and skills they want to achieve and control.

Determination "see" they instill in their lives, supported by civics teacher who is an "agent of Civic Competence". From the teacher, motivation-motivation given so students continue to maintain his determination to be a "see" all the points of view of the heart. The implementation of civic education in the SLB A Fajar Harapan not only cognitive-intellectual aspect-oriented, but also friendly and affective aspect led to the development of intelligence, morals and personality of students as a whole according to the purpose national education goals and the core of Civic Competence in Indonesia. Thus, citizenship education is a subject that is urgent in achieving the competencies of citizenship. Because getting education to become citizens who have the competence of any nationality is

a right for those in need of special good that has limited intellectually or physically (disability).

V. CONCLUSION

This paper concludes some of the following. First, the paradigm of civic education goal is civic knowledge, civic skills, and civic disposition. Second, civic competence is a translation of educational competencies developed in the curricula. Third, establish civic competence in students with visual impairment through Civic Education takes time as the process is not a moment, but the matter and facilities / infrastructure, as well as other matters that support for the implementation process and target.

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