

Fostering Civic Knowledge in Students with Special Needs: Approaches and Strategies for Inclusive Education

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ABSTRACT

While the education system traditionally prioritizes Civic Knowledge for all students, it often overlooks the specific needs of students with special needs. Ensuring that these students acquire adequate Civic Knowledge is crucial for their development as responsible citizens. This qualitative research adopts a case study approach at the Jenangan Ponorogo State Special Needs School. Purposive sampling was used to select the principal and the teacher responsible for Pancasila education as key informants. Data were collected through interviews, observations, and documentation to capture in-depth insights. The study identifies three main approaches to implementing Civic Knowledge for students with special needs: (1) a harmony-based approach, emphasizing mutual respect and collaboration; (2) a discipline-based approach, focusing on structured behavior and consistency; and (3) an Indonesian-based approach, incorporating national values and cultural identity. Additionally, four key strategies were found to be effective: (1) habituation of worship, fostering spiritual growth; (2) cultivation of philanthropic values, encouraging empathy and social responsibility; (3) democratic practice, promoting active participation; and (4) promotion of good citizenship, reinforcing civic duties. The integration of these three approaches and four strategies offers a comprehensive framework to enhance Civic Knowledge among students with special needs. Tailoring Civic Education in this manner not only supports their civic competence but also promotes inclusivity and active citizenship. These findings contribute valuable insights for educators and policymakers aiming to develop effective Civic Knowledge programs for special needs education.

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1. INTRODUCTION

In the contemporary era of globalization, Civic Knowledge plays a pivotal role in shaping the character of students. However, certain issues are not receiving sufficient attention, such as the lack of

mastery of the skills required by teachers to effectively implement Civic Knowledge. Civic Knowledge involves enhancing students' understanding and awareness of their rights and responsibilities as citizens, which is crucial in developing good citizenship. Some indicators of Civic Knowledge include the values of Pancasila, the 1945 Constitution, the Republic of Indonesia, and Unity in Diversity (Nurlitasari et al., 2023).

Civic Knowledge encompasses the essential topics that citizens should be familiar with. It pertains to the abilities and skills that every citizen possesses in terms of Civic Knowledge (Darma, 2023). The primary objective of this study is to explore the disparities in the practice of Civic Education for students with special needs, particularly concerning the values of Pancasila, the 1945 Constitution, the Republic of Indonesia, and *Bhinneka Tunggal Ika*. It is crucial for both the government and educational institutions to create a more adaptive and inclusive curriculum that accommodates the diverse needs of students. This initiative will ensure that every citizen, without exception, has equal opportunities to comprehend and embrace the fundamental values that form the foundation of the Indonesian state.

Furthermore, the widespread lack of understanding regarding the significance of these basic values constitutes a critical challenge in Indonesia. This issue necessitates immediate action, especially through revisions to the Civic Education curriculum to make it more inclusive and tailored to the needs of all segments of society, including those with special needs.

The comprehension and awareness of Civic Knowledge among students with special needs vary significantly based on the type and degree of their disabilities, necessitating a highly personalized and adaptive teaching approach. However, many teachers in special needs schools lack sufficient expertise in Civic Knowledge and the pedagogical strategies required to effectively deliver this content to their students. Consequently, Civic Education is often implemented inadequately, with approaches that fail to address the unique learning needs of these students. Additionally, existing assessment and evaluation frameworks are typically rigid, offering limited flexibility to accommodate the diverse capabilities of students with special needs. This inflexibility results in evaluations that do not accurately capture students' true understanding (Yuwono et al., 2018).

Several key challenges have been identified in the implementation of Civic Knowledge education for special needs students. Firstly, as Bidaya and Dari (2020) highlight, teachers must adapt their teaching methods to effectively convey Pancasila values to students with special needs. This requirement often presents difficulties in designing instructional materials that are both relevant and accessible. Moreover, Hidayat et al. (2020) emphasize that teachers struggle to identify effective teaching methods suited to these students, as traditional approaches are frequently ineffective. Khoiry (2021) further notes that many teachers possess only a rudimentary understanding of Pancasila, resulting in overly theoretical, repetitive instruction that fails to engage students or facilitate the internalization of its values.

Secondly, students with special needs frequently encounter difficulties in grasping the complex concepts embedded in the 1945 Constitution (Sambas, 2023). Teachers are tasked with simplifying these materials without diluting their essential meaning. Yet, as Karwanto (2023) observes, the lack of specialized teaching materials complicates the process, and teachers often find it challenging to relate constitutional principles to students' daily experiences.

Thirdly, conveying the value of the Unitary State of the Republic of Indonesia (NKRI) to students with special needs demands a more visual, practical, and student-centred approach. Labibah and Dya (2024) emphasize that fostering a sense of unity requires additional effort, particularly given the varied characteristics of each student. However, teachers frequently overlook these individual differences, opting instead for uniform teaching methods that do not adequately cater to students' diverse needs. Ndaumanu (2020) also points out that the limitations in facilities and mobility further impede efforts to instill NKRI values effectively.

Lastly, teaching the value of diversity to students with special needs requires sensitive, inclusive methods that address their unique social and emotional challenges. Students with special needs often face stigma and discrimination, both within and beyond the school environment (Widhiati, 2022). Such social barriers hinder teachers' efforts to foster the principles of Unity in Diversity. Furthermore, a general lack

of teacher knowledge regarding the specific needs and experiences of these students diminishes the overall effectiveness of diversity education (Shofia Rohmah et al., 2023).

Children with special needs experience various challenges in their learning journeys. These challenges often include restricted access to inclusive education, insufficiently trained educators, and difficulties with both verbal and non-verbal communication. Moreover, they may encounter obstacles related to physical and cognitive limitations, such as motor difficulties or a struggle to understand abstract concepts. Emotional issues, including anxiety and social isolation, can also arise due to diverse learning styles and challenges in socializing with peers.

In light of these challenges, it is imperative to introduce Civic Knowledge at an early stage. This understanding will enable students with special needs to develop the skills and character necessary to actively engage in society (Wahyuni, 2018). The early introduction of civic education provides students with a solid foundation to comprehend their rights and duties as citizens, as well as how to interact and contribute within their communities (Hariyanto, 2021).

Teachers must be prepared to address any issues that may arise during the implementation process. This may involve attending specialized training to develop effective teaching methods for students with special needs, creating customized teaching materials, and importantly, actively involving parents and the community to foster an environment that upholds the values of Pancasila, the 1945 Constitution, NKRI, and Unity in Diversity (Khoirroni et al., 2023).

Having a strong grasp of Civic Knowledge enables students to gain insights into government structures, laws, and essential values such as responsibility, empathy, and tolerance. It also cultivates their ability to comprehend and embrace personal responsibility in various situations, both within the school environment and the community. This knowledge serves to enhance social awareness about citizenship, facilitates a deeper appreciation of diversity, and fosters understanding of different social viewpoints (Belladonna & Anggraena, 2019).

Civic Knowledge education plays a crucial role in helping students with special needs feel more connected to their environment (Hidayah, Dwi Kurniawan, & Nawang Ginusti, 2023). Through this curriculum, students can gain a better understanding of social structures and learn to actively participate in their surroundings, ultimately promoting social integration and reducing feelings of isolation. It is essential to incorporate Civic Knowledge into the educational curriculum for students with special needs, using tailored approaches that cater to their individual abilities and requirements (Hoar et al., 2021).

This research investigates the implementation of Civic Knowledge among students with special needs at Jenangan State Special School. Its objective is to identify effective approaches and strategies for teaching civic concepts, with a particular focus on the values of Pancasila, the 1945 Constitution, NKRI, and Bhineka Tunggal Ika. Furthermore, this study aims to enhance public awareness regarding the experiences of children with special needs. Educators can also use the findings from this research as a valuable resource when they become teachers in special education settings.

2. METHODS

This type of research employs qualitative research with a case study approach. Case study research is a qualitative method that emphasizes uncovering meaning, examining processes, and gaining a more profound and detailed understanding of an individual. This type of research strives to achieve a comprehensive understanding of a phenomenon.

This study employs qualitative research methods with a descriptive approach, providing detailed and clear explanations. The primary objectives of the qualitative research approach are to achieve a deeper understanding, describe concepts, and identify central phenomena. The research was conducted at Jenangan State Special School in Ponorogo Regency. The subjects of this research are the Principal and Pancasila Education teachers of the Extraordinary Junior High School and the Extraordinary Senior High School. At Jenangan State Special School, there are a total of 75 students with various special needs, including those who are hearing impaired, blind, and mentally impaired. In the 2024/2025 academic year,

Jenangan State Special School admitted 4 new students with age qualifications, 1 of whom was under 7 years old, while the other 3 were 7-12 years old. Data collection techniques in this research include observation, interviews, and documentation.

This study utilizes several data collection techniques, including observation, interviews, and documentation, to describe and analyze the implementation of civic knowledge among students with special needs at SLB Jenangan in Ponorogo. Participants in the study included principals and Pancasila education teachers from the SMPLB and SMALB levels, selected through purposive sampling techniques. Principals play a vital role in managing inclusive education policies and programs for students with special needs. They possess a comprehensive understanding of the school's circumstances, available resources, and the challenges associated with implementing an appropriate curriculum. Acting as intermediaries between the school, parents, and other stakeholders, principals can provide valuable insights into the execution of inclusive education, the barriers faced, and the solutions that have been attempted. Thus, their perspectives are crucial for comprehending how education for students with special needs is implemented in practice.

Teachers who work with students with special needs were selected as research subjects due to their unique insights into effective methods for teaching civics tailored to the specific requirements of each student. These educators are instrumental in crafting learning approaches and strategies that enable students to grasp civic values, such as Pancasila, in a way that suits their individual circumstances and abilities. As a result, the perspectives of these teachers are invaluable for understanding the application of civics knowledge within the context of inclusive education.

Data collection was conducted through observation, interviews, and documentation. Prior to implementation, experts reviewed the data collection guidelines to ensure their appropriateness. This research is scheduled to take place over a span of three weeks.

During the first week, the primary focus was on interviewing school principals to gain insights into the policies and execution of inclusive education, as well as the challenges encountered in teaching civics to students with special needs. Following these interviews, field observations will be conducted to gain a firsthand understanding of the conditions and practices within the schools.

In the second week, the research proceeded with interviews of Pancasila education teachers who instruct students with special needs. The objective is to gain a deeper understanding of the instructional approaches and strategies they utilize in teaching civics. Observations will also take place to assess the interactions and teaching methods employed by teachers in the classroom.

The third week was dedicated to analyzing the data gathered from the interviews and observations. This analysis will involve a thorough examination of the data to draw conclusions regarding the implementation of civics education for students with special needs, along with the challenges and possible solutions identified throughout the research. Ultimately, this study aims to provide a clear and comprehensive overview of the practices of inclusive education at SLB Jenangan in Ponorogo.

The data validation process included triangulating data from multiple sources and employing various methods to cross-check data from the same source. The collected data was then analyzed using interactive inductive techniques (Miles & Huberman, 2007). Qualitative data analysis was conducted interactively and continuously until the data reached saturation.

The initial step in data analysis is open coding, which involves the researcher carefully examining the data in order to generate ideas. This process aimed to identify codes relevant to the research questions. The subsequent stage is analysis coding, in which similar codes are linked to draw conclusions from the previously coded data. In the third stage of analysis, the researchers identified three approaches to implementing Civic Knowledge of ethnicity, discipline, and Indonesianness, as well as four strategies for implementing Civic Knowledge of worship habituation, philanthropic culture, democratic practices, and good citizen practices. The findings are then presented and analyzed in two subsections, alongside the results of the theoretical analysis that strengthen the research findings.

3. FINDINGS AND DISCUSSION

Enhancing Civic Education in Indonesia is a vital initiative focused on cultivating good character and civic awareness among all citizens (Rahmatiani, 2020). However, the execution of this education presents challenges, particularly for students with special needs. Although civic education content is fundamentally important, many schools struggle to implement it effectively for these students. This difficulty often arises from teaching methods that do not cater to the diverse needs of learners, coupled with insufficient resources and training for educators to manage this diversity effectively.

Findings from the field suggest that overcoming these challenges necessitates a comprehensive and integrated strategy for citizenship education. Effective approaches identified include the use of concrete, interactive, and experience-based teaching methods, which can be customized to suit the needs and abilities of students with special requirements.

Two key actions are essential to effectively tackle the challenges of implementing citizenship education for students with special needs: developing learning approaches and strategies that cater to the individual needs of students. An inclusive approach, combined with flexible teaching strategies, is critical for achieving successful learning outcomes. This may involve harmony-based learning activities that emphasize social skills, while effective strategies can include the integration of these concepts into daily routines. To enhance the effectiveness of these approaches and strategies, it is crucial for teachers to consistently incorporate evaluation and reflection into their teaching practices. Furthermore, securing support from both the school and parents is essential for fostering a more nurturing learning environment for students with special needs.

3.1 Civic Knowledge Learning Approach for Students with Special Needs

A learning approach is the method and strategy that educators use to organize learning experiences, aiming to help students achieve their educational goals (Maryati, 2018). It is more than just a teaching method, encompassing the selection and application of various techniques and strategies to effectively meet students' learning needs. The learning approach includes elements such as the delivery of material, the interaction between teachers and students, and the evaluation of learning outcomes (Noorbaiti, Fajriah, & Sukmawati, 2018).

The learning approach encompasses the strategies and techniques employed by educators to deliver learning materials (Kholifah, 2019). A well-executed learning approach not only facilitates comprehension of the material but also bolsters student motivation. By utilizing a diverse range of methods tailored to individual needs, students are more likely to feel actively engaged and inspired to learn (Putri Insani, Nurmawanti, & Hari Witono, 2023).

In the context of special schools, several specific challenges may arise, including: (1) students encountering difficulties in comprehending instructions given by the teacher, (2) students struggling to manage their emotions during the learning process, and (3) students with lower intellectual abilities. Special education is defined as the provision of education for students with disabilities or exceptional intelligence, which can be implemented inclusively within regular schools or through the establishment of special education units at the primary and secondary education levels (Diana Puspitaningrum, 2024).

Civic Knowledge is an essential component of education, aiming to provide students with the necessary knowledge to effectively and responsibly fulfill their societal roles. It encompasses the philosophies, principles, and methods underlying the teaching and learning process. Learning approaches can vary depending on the adopted learning theory, such as the constructivist approach, behaviorist approach, humanist approach, and others (Rahmawati & Dewi, 2020). This learning approach is important because it influences how the material is delivered, how students engage in the learning process, and how learning outcomes are evaluated (Nadya Putri Mtd et al., 2023). Implementing Civic Knowledge can be achieved through several things, such as understanding harmony, politeness, responsibility, and legal obedience for students with special needs.

The integration of Civic Knowledge plays a significant role in shaping students' character. As noted by (Triaswari, Sutrisno, & Asmaroini, 2024), Civic Knowledge is an essential component of school education, aiming to impart fundamental human values, promote peace, and cultivate an understanding of life's values. This implementation is not confined to regular schools but extends to special education institutions, with approaches and strategies tailored to the unique needs and characteristics of the students.

When implementing Civic Knowledge, teachers encounter significant challenges due to specific difficulties related to learning approaches (Oktaviani & Harsiwi, 2024). One of the main challenges is adapting complex and abstract material in a way that can be understood by students with special needs. Civic Knowledge involves understanding how to be a good citizen (Parwati, Saylendra, & Nugraha, 2023). Additionally, assessing student learning outcomes poses a challenge for teachers, requiring adaptive and creative assessments to accommodate various styles and levels of student understanding.

Based on field observations, it is evident that not all special schools are effectively implementing approaches, particularly in teaching Civic Knowledge. Some of the existing problems include teachers who still struggle to comprehend and apply the values of Pancasila, the 1945 Constitution, and Unity in Diversity in their Civic Knowledge instruction (Alanur, 2022). Additionally, teachers find it challenging to connect the articles in the 1945 Constitution with real-life situations that are relevant to students' daily lives.

During an interview with a teacher from a special school, he emphasized:

“The importance of using real-life examples to aid students’ comprehension. He stressed the need for clear explanations, particularly to prevent confusion. Additionally, the teacher highlighted the significance of assessing students’ abilities and simplifying the material to match their skill levels, aligning it with the content in their textbooks.”

(Interview with a teacher from a special school, July 22, 2024)

To enhance the effective implementation of Civic Knowledge for students with special needs in special schools, it is essential to adopt structured and systematic approaches that facilitate clear and purposeful instruction. Such approaches often incorporate key instructional techniques, including explanation, demonstration, and repetition, to reinforce understanding. Specifically, the implementation process can be guided by several pedagogical approaches tailored to the unique needs of these students: the Harmony-based approach, which emphasizes fostering mutual respect and social cohesion; the Discipline-based approach, which focuses on cultivating consistency and structured behavior; and the Indonesian-based approach, which integrates national values and cultural identity to deepen students' civic awareness.

Incorporating a harmony-based approach is crucial when implementing Civic Knowledge, considering the challenges students encounter in learning and social integration (Sutrisno et al., 2021). This approach involves fostering a school environment that embraces student diversity and cultivates a sense of safety and belonging. A positive environment can empower students with special needs to confidently engage in social and academic activities, consequently facilitating the application of Civic Knowledge in their daily lives (Jumriani, 2021).

The discipline-based approach plays a significant role in the implementation of Civic Knowledge, allowing students to gain a deeper understanding of the core values and principles of citizenship. This approach serves as a foundation to ensure that students not only grasp civic knowledge but also apply it in their daily lives (Arif, 2018). Through the discipline-based approach, students learn how to adhere to relevant rules and develop a sense of responsibility. Various methods can be employed in a discipline based approach, such as holding flag ceremonies every Monday, where students are required to wear complete uniforms and arrive on time (Gustiranda, Syamsuri, & Purnama, 2022).

During an interview with a teacher from a special school, he emphasized:

"In our approach to implementing discipline, we prioritize not just adherence to rules but also the development of character traits such as responsibility and respect for diversity. This implementation of discipline is designed to deepen our understanding of citizenship values, like Pancasila, by showcasing positive social behavior through practical examples." (Interview with teacher from a special school, July 22, 2024)

The Indonesian approach holds significant value as it allows educators to impart comprehensive knowledge about the diverse aspects of Indonesia. This approach provides students with firsthand exposure to the extensive diversity present in Indonesia. Implementing an Indonesian-based approach also serves to inculcate national values and celebrate the richness of cultures, languages, and traditions within Indonesia (Sipuan et al., 2022). The primary goal is to nurture a sense of pride and understanding of the responsibilities of being a respectful citizen, while emphasizing that students with special needs have every right to learn and embrace the cultural wealth of their country, just like their peers.

If these three approaches are implemented effectively, they can foster the development of Civic Knowledge in students with special needs. However, it is important to consider several factors to ensure optimal implementation. This includes the need for teachers to prepare teaching materials meticulously, facilitate interactive communication between teachers and students, and incorporate activities that can enhance student interest and attention during the learning process.

3.2 Civic Knowledge Implementation Strategy for Students with Special Needs

Learning strategies are ways that will be chosen and used by a teacher to deliver learning material which aims to make it easier for students to receive and understand learning material, which in turn can be mastered at the end of learning activities (Seknum, 2019). It is important for a teacher to choose a strategy that suits the learning style and needs of their students. In addition, the learning strategy chosen must be able to build student participation in the learning process. In this way, students not only receive material but can also understand the application of the learning (Puspitasari, 2019).

An effective learning strategy is essential in the learning process. It should be complemented by the use of efficient methods, procedures, and techniques to enhance learning outcomes. This ensures that the learning strategy employed remains relevant and responsive to students' needs and can attain the intended learning goals (Rini et al., 2023). With the right learning strategy, educators can not only deliver course material but also foster a dynamic and interactive learning environment. Such an environment promotes active student participation, fosters critical thinking, and encourages the practical application of knowledge in real-life situations (Maskuroh, 2023).

Teachers face certain difficulties based on field observations. These include confusion about using the right strategies, difficulty using media and models for students with special needs, and challenges in choosing appropriate strategies for teaching Civic Knowledge (Falaq, Hatala, & Tuharea, 2022). These issues are closely linked to students with special needs not fully accepting or understanding the learning they receive.

According to field observations, it is evident that not all special schools are able to develop and implement effective strategies for teaching Civic Knowledge. One of the key issues is the teachers' limited grasp of learning strategies, which stems from inadequate training in effective approaches for teaching Civic Knowledge. This lack of training makes it challenging for teachers to tailor their teaching materials to suit the cognitive abilities of students, particularly those with special needs (Syukri et al., 2023).

The principal of the state special school emphasized:

"The significance of carefully selecting suitable strategies when implementing Civic Knowledge. It was pointed out that the strategies utilized in the classroom directly influence how students perceive and grasp the teacher's instruction. By employing a diverse range of tailored learning strategies, particularly for students with special needs, teachers can effectively equip students with the knowledge

and skills needed to become well-informed and engaged citizens in society.” (Interview with teacher from a special school, July 22, 2024)

To address these issues, several strategies can be employed to maximize the integration of Civic Knowledge in students with special needs. These strategies include 1) Instilling a habit of community involvement, 2) Cultivating a culture of philanthropy, 3) Practicing democracy, 4) Encouraging good citizenship.

Interviews with civics teachers revealed:

“This religious activity aims to incorporate spiritual values into the realm of civic education. Through communal practices such as the Dhuha and Dhuhur prayers, students not only learn about the nature of worship but also about the vital principles of discipline and community cohesion”

In the increasingly intricate field of education, there is a fundamental need to integrate spiritual values into the learning process. One such approach is the worship-based learning strategy, as outlined by (Nabila, Shofa, Sari, & Devi, 2023). This strategy not only prioritizes the learning experience but also enriches the significance of worship in daily life. Worship-based learning strategies focus on integrating religious teachings into the learning process (Fita Mustafida, 2020). For instance, the Special School in Ponorogo introduces students to *dhuha* and *dhuhur* prayers in the congregation to familiarize them with positive religious practices. Through this practice, students not only learn about worship but also about the importance of togetherness and discipline.

Creating a culture of philanthropy among students with special needs necessitates an inclusive approach tailored to their unique requirements. Philanthropic culture entails an environment where everyone contributes to social action in support of a shared mission (Agustari, & Toni Kurniawan, 2022). This approach, specifically designed for students with special needs, involves adjusting the curriculum and philanthropic activities to align with each student's abilities. For instance, students with special needs can actively engage in donation activities during natural disasters. Through this approach, students not only learn about philanthropy but also cultivate self-confidence and empathy while making meaningful contributions to the community (Sari & Haris, 2023).

Educators in Pancasila and citizenship education have observed that:

“Democratic practices in citizenship education are designed to address the needs of students with special needs. These practices are implemented through activities such as class discussions and class leader elections, allowing students to engage in collaborative decision-making. Students are provided with opportunities to express their opinions.”

Practising democracy with students with special needs is an inclusive and adaptive strategy. This strategy begins with introducing the basic concepts of democracy through materials tailored to their capacity (Sa, 2021). For example, a simulation of a class leader election where students with special needs can learn how to vote, understand the role of voters, and follow the voting process (Lundberg, 2024) can be implemented. Additionally, this strategy focuses on helping students with special needs understand the rights and obligations of voters, especially for students who already have KTP-El (Fletcher, 2018). By implementing this democratic practice strategy, students can experience meaningful participation in the democratic process and understand the importance of their role and voice in society (Gracella, Wijaya, & Prabawati, 2024).

The concept of Good Citizen Practice serves as an initial strategy for instilling good citizenship practices in students with special needs (Bidaya & Dari, 2020). However, its execution should be customized to accommodate the abilities and capacities of individual students, while promoting the development of positive behaviors that underpin the comprehension and application of social values (Du & Dong, 2024). This strategic approach aims to foster social awareness and responsibility, with the

ultimate objective of shaping positive student character and facilitating seamless integration within the community (Winata & Hasanah, 2021).

To maximize the effectiveness of the four strategies, teachers must adjust their teaching methods according to the needs and abilities of students with special needs. Additionally, teachers need to ensure that the materials and strategies used are effective and easy to understand. It is also important for teachers to create a comfortable learning environment and atmosphere for their students.

4. CONCLUSION

This study concludes that the effective implementation of Civic Knowledge for students with special needs in Special Schools requires the application of three key approaches: the harmony-based approach, the discipline-based approach, and the Indonesian-based approach. These approaches are instrumental in fostering the development of nationalist and religious character among students. Additionally, habituation is identified as a foundational strategy, supporting the consistent reinforcement of civic values. Active participation in activities organized by the Ministry of Education and Culture and other official bodies further enhances students' civic engagement. The research also highlights four primary strategies employed by special schools to strengthen Civic Knowledge: promoting civic engagement habits, cultivating philanthropic values, encouraging democratic practices, and fostering good citizenship behaviors. These strategies collectively enable students with special needs to internalize and apply civic principles in their daily lives.

Nevertheless, the scope of this research is limited to the exploration of Civic Knowledge, without addressing the broader dimensions of citizenship, particularly civic skills and civic dispositions. Future research should expand on these areas to provide a more comprehensive framework for character education among students with special needs. A deeper investigation into civic skills and dispositions will facilitate the optimal development of citizenship values, ensuring inclusivity and the promotion of human rights for all members of society, regardless of their abilities.

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Conflicts of Interest : This research is free from conflicts of interest, thanks to a collaborative effort involving the government, schools, and parents. The adoption of flexible policies, adjustments to the curriculum, and robust support from all stakeholders ensure that civic education for students with special needs is implemented in an inclusive and effective manner.

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