

Strengthening Political Education for Women with Disabilities in Semarang City

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Abstract. *This community service activity aims to enhance the political understanding and participation of women with disabilities, particularly those with visual impairments, through inclusive political education using Braille books. The program was initiated in response to the low electoral participation among people with disabilities due to limited access to disability-friendly political information. The implementation methods included developing Braille-based learning media, validating materials with experts, and conducting community-based political education at the Sahabat Mata Community in Semarang City. The results showed an increased awareness among participants of their political rights and greater confidence to engage in social and political activities. The Braille book proved effective in helping participants understand issues related to women, politics, and leadership. Participants responded positively and expressed hope for the program's continuity, with a desire for more diverse learning media. Overall, this activity successfully promoted inclusive political literacy for people with visual disabilities.*

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INTRODUCTION

The 2024 Simultaneous General Election (Pemilu) to elect the President and Vice President, as well as the Legislature for the next five-year term, has concluded (Siboy & Al-Fatih, 2025; Ramadani et al., 2025). The KPU (General Elections Commission), as the organizer, has announced and determined the winners of the contest. However, behind the success of the 2024 simultaneous election, a fairly serious issue emerged that needs to be handled wisely, namely the decline in the Election Participation Index. Based on KPU data calculations, there was a downward trend in voter participation of around 0.19% compared to the 2019 election (Nababan, 2024; Yesidora, 2024). Although small, the KPU as the election organizer needs to evaluate the implementation of the next election period (Yandra et al., 2025; Djidar et al., 2025).

Several causes of the decline in voter participation include distrust of political institutions, a mismatch between candidates and voter preferences, and the existence of community groups with low motivation to vote because they feel political parties do not offer candidates or policies relevant to them (Arini, 2024; Béland, Campbell, & Weaver, 2022; Ledgerwood & Lally, 2024). One community group of concern is people with disabilities. According to a survey by Sasana Inklusi dan Gerakan Advokasi Difabel (SIGAB) Indonesia, Pusat Rehabilitasi YAKKUM (PRYAKKUM), and FORMASI Disabilitas organizations committed to carrying out or supporting initiatives to monitor the fulfillment of the rights of people with disabilities in Indonesia there were 1,101,178 voters, or 0.54% of the total voters in the 2024 Election Permanent Voter List

(DPT). This figure is far lower than the estimated number of voters with disabilities, projected at 37,414,960 based on the 2020 BPS Long Form Census calculation. Furthermore, 44.9% of voters with disabilities were still recorded as regular voters and only 35.70% were registered as voters with disabilities, while the remaining 19.4% did not know their status as voters (Tim, 2024).

The survey results show that the votes of voters with disabilities receive insufficient attention, which could be one of the factors contributing to the overall decline in the election participation index, as occurred in Kulon Progo Regency during the 2024 Pilkada (Regional Head Election) (Sutarmi, 2024). Nevertheless, a decline in disability participation also occurred in several regions, such as Singkawang City and Banyumas Regency. In Semarang City itself, 40.2% of voters with disabilities exercised their voting rights, with 44.98% of them being women with disabilities. One factor supporting the high level of women-with-disabilities voters in Semarang City is the presence of the Sahabat Mata Community. The voter participation rate of people with disabilities in Semarang City remains below the overall voter participation rate of 71.25%. According to a survey conducted by the service team in January 2025, factors such as continued low access to political education, insufficiently widespread outreach on political rights, and limited disability-friendly facilities are the main causes of this condition. In addition, negative stereotypes and stigma from the community further worsen the marginalization of this group in the political sphere (Friedman et al., 2022; Hardyansah et al., 2021; Oskooii, 2016).

Inclusive political outreach is important as an effort to bring about substantive democracy. A collaborative approach between the government and non-governmental organizations (NGOs) is needed to ensure that women with disabilities receive adequate political education (Tita et al., 2024). Although people with disabilities have equal political rights, implementation in the field still faces various challenges, including a lack of effective political education (Qodarsasi, 2021). Recognizing the urgency of this issue, a community service program focused on improving political education for women with disabilities in Semarang City is needed. This program is expected to empower them, raise awareness of political rights, and encourage active participation in the democratic process. In the scientific article format, a literature review as found in a community service report is not permitted; instead, it is presented in the form of a review of prior literature (*state of the art*) to demonstrate the scientific novelty of the article.

Table 1. Partner's Problems

No	Problem	Problem Priority
1.	Low access to inclusive political education	Limited inclusive and accessible political education materials Limited outreach on political rights for people with disabilities
2.	Negative stigma and stereotypes through public education	Minimal political representation of people with disabilities
3.	Limited access to inclusive political information media	Lack of information and outreach about accessibility facilities at polling stations (TPS)

The purpose of this community service activity is to strengthen political education for women with disabilities by involving the disability community in Semarang City, thereby encouraging an increase in the political rights of people with disabilities, especially women, which in turn reduces negative stigma and stereotypes toward people with disabilities, especially women. Intersectionality occurs for women with disabilities in politics (Lestari & Kurniawan, 2025). Prior research also shows that beyond disability-related barriers, women's political participation in Indonesia is further constrained by structural and socio-environmental challenges, as reflected in the campaigns of women candidates at the local level (Lestari et al., 2025). It is also hoped that, through this community service activity, political representation for people with disabilities will emerge.

Based on Table 1 regarding the partner's problems, there are 3 (three) main problems obtained from the survey conducted by the service team. From these problems, the service team will focus on providing solutions to the problem of low access to political education through an inclusive approach. Inclusive education is an innovative and strategic educational approach to expand access to education for all groups. In a broader context, inclusive education can also be interpreted as a form of educational reform that emphasizes anti-discrimination, openness, and mutual respect (Ilahi, 2013). The concept of inclusive education to improve political education for people with disabilities has been applied in several research and community service activities, and has been shown to have a positive impact on people with disabilities, including by Rona, et al. (Rona et al., 2024) and Fariji et al. (Fariji et al., 2024).

Table 2. Solutions to the Partner's Problems and Achievement Indicators

No	Priority Problem	Solution	Target Provided	Achievement Indicator
1.	Developing political education materials in various formats such as Braille and audio.	Developing political education materials in various formats such as Braille, audio, and video.	Political education for people with disabilities through various media (Febriantanto, 2019; Maulana, Amarini, & Kartini, 2020; Rusin, Sudardja, Hidayat, & Maryani, 2020)	Producing 2 (two) political education material products for people with disabilities
2.	Political outreach and education directly through community-based activities	Political outreach and education directly through community-based activities	Political outreach and education directly (Kasmawanto & Nurjannah, 2021; Pratiwi & Bafadhal, 2020)	Attendance of 60% or more of the number of partners invited Semi-structured interviews to measure participant understanding

METHODS

Broadly speaking, this community service activity is based on the stages of community service activity as shown in the flow diagram below. The implementation using the method below was popularized by Rhonda, P. and Pittman, R. H. (eds.) in *An Introduction to Community Development*. New York: Routledge, pp. 58– 74 (Phillips & Pittman, 2015).



Figure 1. Community Service Implementation Approach

This community service initiative focuses on product development and political education, utilizing the ADDIE model for product creation. It involves members of the Sahabat Mata (Friends of the Eyes) Community, an organization for individuals with visual impairments. While 30 individuals meeting the inclusion and exclusion criteria were initially invited, only 20 were able to attend; absences were largely due to prior commitments, such as work. The group included members with total blindness as well as eight individuals with varying degrees of visual

impairment (ranging from 30% to 80% vision loss). The younger members possessed Braille literacy skills, owing to their strong educational backgrounds. The Braille book development process incorporated focus group discussions to identify the specific needs and desired literacy content of women with visual impairments. Findings from these discussions informed the book's content and format. Subsequent stages involved manuscript selection specifically, identifying existing print books for conversion followed by specialized editing of the print text, which required visual adjustments and formatting refinements. The team defined specifications such as book length, structure, language level, Braille standards, accessibility considerations, and production processes. Production was entrusted to a publishing partner, following a validation phase where the draft was reviewed by experts using measurable instruments. A totally blind member who also serves as the Sahabat Mata Community chairperson participated in accessibility and readability testing prior to production; this procedure and any resulting revisions required documentation, as the absence of end-user validation would otherwise need to be acknowledged. Based on the approach above, the implementation of this activity is divided into 3 (three) stages, namely the preliminary stage, the implementation stage, and the evaluation stage.

Preliminary Stage

This stage can also be referred to as the preparation stage, namely a stage carried out to arrange an activity schedule together with the partner, followed by program outreach with the partner. In this stage, further observation is also conducted to determine the appropriate education pattern. Then, this stage also involves preparing the material module, designing the product, and taking inventory of the needs for implementing the community service. The partner for this activity is the Sahabat Mata Community, located in the Mijen area, Semarang City.

Implementation Stage

This stage is the implementation of the solution designed together with the partner to solve the problems faced, based on the priority problems and the solutions offered. In the implementation section, the stages of activity carried out include product development, implementation, and evaluation. Product development, namely a Braille book on Politics, Women, and Leadership, was developed using the *Research and Development* (R&D) method using the ADDIE model (*Analysis, Design, Development, Implementation, Evaluation*) (Kurt, 2019). The ADDIE model was used in product development because it is more practical (Ganesan, 2015; Nadiyah & Faaizah, 2015). For the implementation of the community service activity, the method used was community education through political outreach and education activities to improve the understanding and awareness of people with visual disabilities regarding their political rights, especially women.

Evaluation Stage

Evaluation was carried out at the end of the community service activity to determine participants' understanding of the material presented during the outreach and education activity. The evaluation was conducted using a semi-structured interview technique. The questions used were as follows: (1) What is your view on women's involvement in politics; (2) Have you ever heard the assumption or stigma that women are not suited to enter politics or become leaders; (3) Are you aware that women with disabilities have the same political rights as other citizens; (4) In your opinion, what are the characteristics of a good female leader; (5) What is your opinion of the Braille book you just read; (6) After participating in this activity, do you feel more confident about getting involved in political activities or community organizations; (7) Of all the activities, what left the strongest impression on you; (8) Do you have any suggestions for improving this activity in the future.

RESULTS AND DISCUSSION

Based on the identification of the partner's problems, there are two alternative solutions implemented by the service team together with the partner, namely: (1) developing political

education materials in various accessible formats, including Braille, and (2) conducting political outreach and education directly through community-based activities. The process of developing political education materials was carried out in stages through needs analysis, media design, validation, revision, and production. The activity has currently reached the production stage. Next, the implementation and evaluation stages will be integrated into the implementation of the second solution, namely community-based political outreach and education activities, so that the effectiveness of the developed media can be tested directly while also obtaining feedback from participants. Each stage of media development is further explained as follows. Needs Analysis. In this stage, the service team conducted observations and discussions with the partner regarding the need for political education media. Based on the results of the observations and discussions, it was determined that the most suitable media format to develop was a Braille book. In addition, the main topics to be covered in the book were determined, including material on women and politics, countering stigma and stereotypes, and what inclusive politics looks like. Media Design. This stage focuses on compiling the political education book using simple and inclusive language. Validation. At the validation stage, the material that had been compiled was validated by a subject matter expert. The aim was to determine whether the material was appropriate and on target, so that the goal of producing an inclusive educational book could be achieved. From the results of the validation by the material validator, several suggestions for improvement were found, as follows.

Table 3. Validation Results of the Braille Book Material

No.	Material	Validation Result
1.	Politics Is Close, Not Distant	Appropriate
2.	Women and Politics: Then and Now	Appropriate
3.	Why Are Young Women's Voices Important?	Appropriate
4.	A Simple Way to Get Started: From the Nearest Environment	Appropriate
5.	Knowing Yourself Before Leading Others	Appropriate
6.	Essential Soft Skills for Aspiring Leaders	Appropriate
7.	Ethics in Politics: You Don't Have to Be Devious!	Appropriate
8.	Social Media as a Political Tool	Appropriate
9.	Understand the Issues Before Taking Action	Appropriate
10.	Building a Community or Movement	Appropriate
11.	Understanding the Political Structure in Indonesia	Appropriate
12.	Challenging Stigma and Stereotypes	There are some non-standard words or typos. The part about "action is the strongest proof" is good, but it would be better to add a concrete example (for example, a woman figure in local/national politics or a disability activist) to make it more relatable.
13.	Sincere and Relevant Campaigning	Appropriate
14.	Facing Criticism and Pressure	Appropriate
15.	Inclusive Politics: Engaging the Marginalized	Appropriate
16.	From Activist to Decision-Maker	Appropriate
17.	Don't Forget to Rest and Be Happy	Appropriate
18.	Your Small Steps Matter	Appropriate
19.	Conclusion and Affirmation	Appropriate

Source: processed data from the community service activity, 2025

Based on the validation results above, not much material needed improvement; there was only 1 (one) material item, namely Countering Stigma and Stereotypes. Revision. Revisions were

made based on the input provided by the material validator. The revisions made were correcting typographical errors and adding examples to the Countering Stigma and Stereotypes material. Production. After the book was revised, it was then sent to a printing house for production of the Braille book. The production of this book was carried out in collaboration with a Braille book printing house located in Klaten Regency, Central Java.

The implementation and evaluation stage of the media that had been created was integrated into the community-based political outreach and education activity. This activity was held on Thursday, August 28, 2025, at the Secretariat of the Sahabat Mata Community, Mijen, Semarang City. The atmosphere of the activity was warm and inclusive. From the morning, participants, most of whom were visually impaired women, arrived accompanied by family members or community volunteers. The service team welcomed them warmly and helped participants take seats arranged in a circle to create an intimate discussion atmosphere.



Figure 2. Implementation of the Community Service Activity (source: community service documentation, 2025)

The event opened with remarks from a representative of the Sahabat Mata Community, who emphasized the importance of accessibility of political information for people with disabilities. Next, the service team introduced the objectives of the activity, namely training participants to use the Braille book containing material on women, politics, and leadership. In addition, attendance was recorded by the service team by calling out the list of participant names prepared by the community organizers. Based on the attendance recap, 20 out of the 30 names on the list provided by the community organizers were present at this activity. In the main session, the facilitator guided participants in reading the Braille book. Several participants appeared enthusiastic as they traced the Braille text with their fingers, occasionally asking about unfamiliar political terms. The discussion was interactive, marked by questions from participants about women's political rights, the role of women in leadership, and their real-life experiences facing stigma in daily life.

The atmosphere of the activity became even livelier when participants were invited to share their experiences of involvement in community organizations and previous election activities. Despite their visual limitations, the participants showed high enthusiasm and confidence in expressing their opinions. The service team also appreciated their courage by giving constructive feedback. The activity ended with a joint reflection, in which participants shared their impressions and messages after trying out the Braille book they had just received. Most stated that the Braille material greatly helped them understand issues of women, politics, and leadership more closely. They hoped that this kind of book could be reproduced and distributed to other visually impaired communities so that more people with disabilities could become politically educated. To determine participants understanding of and impressions of this activity, semi-structured interviews were also conducted. These interviews were conducted with 4 participants who were present and willing to be interviewed. The conclusions of the interview results are as follows.

Table 4. Interview Results

No	Question	Respondent 1	Respondent 2	Respondent 3	Respondent 4
1.	What is your view on women's involvement in politics?	"I completely agree that women should get involved in politics. Women are more sensitive to community needs, especially regarding children and family. So women's voices are important to be heard."	"Women must be involved, because if only men speak, many things about women go unrepresented."	"In my opinion it's important, especially for young women. If they learn about politics starting now, they can be better prepared if they want to become leaders later."	"It's very important. I think if women are involved, politics can become more honest and humane."
2.	Have you ever heard the assumption or stigma that women are not suited to enter politics or become leaders?	"Yes, I've heard it very often. They say women are emotional and better suited to staying at home. But in my opinion, that's just an old-fashioned assumption. Nowadays many women can become good leaders."	"Yes, they say women are easily influenced. I don't think that's true. In fact, women can be more assertive when they know what they're fighting for."	"Yes, even from my own family. They say women belong in the kitchen. It made me sad to hear that."	"Often, it still exists in my neighborhood even now. But I disagree. Everyone has abilities, regardless of gender."
3.	Are you aware that women with disabilities have the same political rights as other citizens?	"I didn't know before. I thought it was hard for people with disabilities to take part in elections. But it turns out the rights are the same, it's just that access isn't always easy."	I know the rights are the same, but officers are often unprepared to help. That's what makes many people with disabilities reluctant to come to the polling station."	"I only found out clearly after joining this activity. It turns out we can also have full rights, the same as everyone else."	"I know, but I often don't feel accommodated. For example, there are no Braille ballots at the polling station. So we still need help."
4.	In your opinion, what are the characteristics	"Willing to listen, patient, and honest. If she can stay	"Brave enough to make decisions and	"Able to work together, caring toward others, and not	"Humble, brave, and able to set an example."

	of a good female leader?	close to ordinary people, that's even better."	not easily give up."	showing favoritism."	
5.	What is your opinion of the Braille book you just read?	"This Braille book helps a lot. I can read it myself without needing someone to dictate it to me. So I feel more confident."	"It's very good. I rarely have a Braille book about politics. So this is something new for me."	"The Braille text is clear and easy to read. The material is also easy to understand."	"Very helpful. I feel valued because I can read about politics myself, not just be told about it."
6.	After participating in this activity, do you feel more confident about getting involved in political activities or community organizations?	"Yes, I've become braver about speaking up. If there's an organization activity in the village, I want to take a more active part."	"More confident, because now I understand that my voice matters."	"I now want to join activities at the sub-district level. At the very least, attend resident meetings so I can voice my opinion."	"More confident, I've realized that I too can be involved in community affairs, not just stay at home."
7.	Of all the activities, what left the strongest impression on you?	"During the group discussion, I was happy because I could share my own experience and be listened to."	"When I learned there was a woman with a disability who successfully became an activist. That motivated me."	"Practicing reading Braille together. It felt enjoyable to be able to learn about politics in a disability-friendly way."	"When the facilitator said 'politics is everyone's right.' That was a sentence that strengthened my heart."
8.	Do you have any suggestions for improving this activity in the future?	"If possible, more books, and also make them in audio form, so they can be listened to when my eyes get tired."	"Activities like this shouldn't happen just once. If possible, hold regular meetings so we can keep learning."	"If possible, there should also be specific material on how to become a legislative candidate, so the path is clearer."	"If possible, increase the number of Braille books so they can be taken home, so we can study them again at home."

Based on the interview results, it can be seen that visually impaired participants hold positive views on women's involvement in politics, although they still often hear the stigma that women are not fit to lead. The community service activity, through the use of the Braille book, has been shown to help improve participants' understanding of political rights and strengthen their confidence to get involved in organizations and community activities. In general, participants hope that similar activities will continue to be carried out with the provision of more and sustained learning media so that the benefits become even more widespread.

CONCLUSION

This community service activity successfully improved the political understanding and awareness of visually impaired participants, especially women, through the use of Braille books as an inclusive learning medium. Participants showed high enthusiasm and gave positive responses to the material presented, particularly regarding the role of women in politics and leadership. The interview results show that this activity was able to foster participants' confidence to actively participate in social and political activities in their environment. The Braille book that was developed proved effective as a disability-friendly means of political literacy and expanded access to information for people with visual disabilities. Going forward, participants hope that similar activities can be carried out sustainably, with an increased number of books and a greater variety of learning media so that the benefits become even more widespread and continuous.

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