

## ABSTRAK

**Chusnul Arvani.** Stigma Anak Difabel Di SMA Negeri 54 Jakarta. Skripsi: Jurusan Sosiologi, Program Pendidikan Sosiologi, Fakultas Ilmu Sosial, Universitas Negeri Jakarta, 2016.

Penelitian ini bertujuan untuk memaparkan mengenai stigma anak difabel di SMA Negeri 54 Jakarta. Konsep yang peneliti gunakan dalam penelitian ini antara lain, difabel, stigma, frame analysis, dan pendidikan inklusi.

Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan bersifat deskriptif, serta menggunakan metode studi kasus. Teknik pengumpulan data melalui observasi langsung, wawancara mendalam, dan validitas data. Penulis melakukan observasi ke lapangan dan melakukan wawancara guna memperoleh informasi yang bersumber dari informan kunci yang terdiri dari peserta didik non difabel berjumlah 8 orang, guru dan pekerja non pendidik berjumlah masing-masing 3 orang yang merupakan warga SMA Negeri 54 Jakarta dan 3 peserta didik difabel yang bersekolah di SMA Negeri 54 Jakarta.

Hasil penelitian menunjukkan stigma anak difabel di SMA Negeri 54 Jakarta dapat dilihat dalam empat tahapan. Tahap pertama merupakan respon warga sekolah terhadap peserta didik difabel. Respon warga sekolah terdiri dari sikap dengan menaruh rasa empati akan tetapi perilaku warga sekolah cenderung kearah yang negatif. Tahap kedua, adanya kesenjangan antara *virtual social identity* dengan *actual social identity* yang diakibatkan adanya *abominations of the body* atau ketimpangan fisik. Tahap ketiga ialah pemberian stigma peserta didik difabel. Pemberian stigma terbentuk berdasarkan persepsi warga sekolah. Stigma yang terbentuk berdasarkan persepsi warga sekolah yang terjadi dikarenakan keseharian peserta didik difabel yang dilihat oleh warga sekolah yang kemudian di persepsikan dan dikonstruksikan sehingga menjadi pelabelan pada peserta didik difabel yang kemudian digeneralisasikan menjadikan peserta didik difabel mendapatkan stigma. Tahap terakhir ialah stigma *bad difference*. Stigma *bad difference* ini peneliti lihat berdasarkan kategorisasi pandangan warga sekolah yang terdiri dari yaitu *mere difference* dan *bad difference*. Hasil penelitian diketahui bahwa warga SMA Negeri 54 Jakarta cenderung beranggapan *bad difference* terhadap peserta didik difabel. Pandangan *bad difference* ini peneliti simpulkan berdasarkan persepsi, sikap dan perilaku warga sekolah terhadap peserta didik difabel.

**Kata Kunci:** *Stigma, Anak Difabel*

## ABSTRACT

**Chusnul Arvani.** Stigma of Difable Children in SMA Negeri 54 Jakarta. Thesis: Department of Sociology, Sociology of Education Program, Faculty of Social Sciences, State University of Jakarta, 2016.

This study aims to describe the stigma of difable (different able) children in SMA Negeri 54 Jakarta. The concept that researcher used in this study are disable, stigma, frame analysis, and educational inclusion.

This study was conducted by using descriptive qualitative approach, as well as case study method. The technique of collecting data was by using direct observation, interview, and validity of the data. The author did direct observation and interview to gain information sourced from informants who are consisting of non-difable learners in total 8, teachers and non-educator workers in total 3 of each, that are members of SMA Negeri 54 Jakarta and 3 difable students of SMA Negeri 54 Jakarta.

The finding shows that the stigma of difable children in SMA Negeri 54 Jakarta can be viewed in four stages. The first stage is responses from the school members toward the disabled students. The responses of the school members consist of attitude by putting the empathy, however their behaviors tend toward the negative ones. Second stage, there is a gap between the virtual social identity and actual social identity caused by the abominations of the body or physical imbalances. The third stage is the stigma-provision of difable students. The stigma-provision is formed based on the perception of the school members. The stigma that is formed based on the perception of the school members occurs due to disabled students' everyday lives which are seen by the school members, then being perceived and constructed so that it becomes a labeling to the disabled students who later generalized to make the disabled students getting stigma. The last stage is bad difference stigma. This bad difference stigma is viewed by categorical opinions from the school members which consist of mere difference and bad difference. The result reveals that the members of SMA Negeri 54 Jakarta tend to convince the bad difference toward the difable students. The researcher concludes this bad difference based on the perceptions, attitudes and school members behavior toward the difable students.

***Keywords: Stigma, Difable Children***