

**DUKUNGAN SOSIAL DAN STRATEGI TRIPUSAT PENDIDIKAN
MENGHADAPI STIGMA NEGATIF TERHADAP ANAK
BERKEBUTUHAN KHUSUS
(Studi Kasus Anak Berkebutuhan Khusus di Kecamatan Cianjur)**

TESIS

*diajukan untuk memenuhi syarat memperoleh gelar
Magister Pendidikan (M.Pd) Program Studi Magister Pendidikan Sosiologi*



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2024**

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PERNYATAAN

*Dengan ini saya menyatakan bahwa skripsi dengan judul “**Dukungan Sosial Dan Strategi Tripusat Pendidikan Menghadapi Stigma Negatif terhadap Anak Berkebutuhan Khusus**” ini beserta isinya benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam dunia keilmuan. Atas pernyataan ini, saya bertanggung jawab dan siap mengambil risiko apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.*

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Pembuat Pernyataan

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DUKUNGAN SOSIAL DAN STRATEGI TRIPUSAT PENDIDIKAN MENGHADAPI STIGMA NEGATIF TERHADAP ANAK BERKEBUTUHAN KHUSUS

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ABSTRAK

Setiap orangtua memiliki harapan untuk diberikan keturunan anak-anak yang normal, namun dalam realitanya, terdapat pasangan yang diberikan keturunan yang memiliki kekurangan seperti anak berkebutuhan khusus. Penelitian ini bertujuan untuk mendeskripsikan dukungan sosial dan strategi menghadapi stigma negatif anak berkebutuhan khusus dalam Pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik yang digunakan dalam penentuan subyek penelitian ini dengan *accidental sampling* yakni orang tua, wakil kepala sekolah, komite sekolah dan guru. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Analisis data dalam penelitian ini adalah dengan reduksi data, display data dan penarikan kesimpulan atau verifikasi. Berdasarkan hasil penelitian anak-anak berkebutuhan khusus sangat rentan terhadap: 1) Pelecehan verbal, yang mencakup ancaman, dihakimi, penghinaan, *bullying*, dan bahasa berbahaya lainnya. Kekerasan verbal dan perilaku merendahkan terhadap anak berkebutuhan khusus dapat menimbulkan dampak negatif yang besar terhadap kesejahteraan dan perkembangan mereka. 2) Dukungan sosial dalam menghadapi stigma negatif anak berkebutuhan khusus dapat dilakukan oleh keluarga, teman, sekolah dan masyarakat. Dukungan keluarga dapat dilakukan dengan menciptakan lingkungan yang responsif, menumbuhkan kepercayaan diri serta melatih kemandirian. Teman bermain dapat dilakukan dengan mendorong interaksi, hubungan positif, dan kesejahteraan keseluruhan bagi anak berkebutuhan khusus. Masyarakat dapat melakukan dengan meningkatkan kesadaran, menyediakan sumber daya, dan menumbuhkan budaya penerimaan dan dukungan, masyarakat dapat secara signifikan meningkatkan kualitas hidup dan peluang bagi anak-anak tersebut. Sekolah dapat mengembangkan kompetensi atau keterampilan hidup, serta melatih kemandirian hidup. 3) Strategi pendidikan dalam menghadapi stigma negatif dilakukan dengan tiga cara yaitu pendidikan formal, informal dan nonformal. Secara formal, dilakukan dengan mengembangkan potensi secara optimal melalui proses pendidikan di sekolah, secara informal dilakukan dengan memperkuat keluarga untuk membangun kemandirian, dan penguatan *peer-group* dalam bermain bersama, sedangkan secara nonformal dilakukan dengan mendorong anak-anak untuk mengembangkan hobby melalui olahraga, pelatihan keterampilan dan mengikuti pelajaran keagamaan di luar sekolah.

Kata Kunci: Anak Berkebutuhan Khusus, Dukungan Sosial, Strategi Pendidikan

SOCIAL SUPPORT AND EDUCATION STRATEGIES FOR DEALING WITH NEGATIVE STIGMA CHILDREN WITH SPECIAL NEEDS

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ABSTRACT

Every parent has the hope of being given a normal healthy offspring, but in reality, there are couples who are given offspring who have shortcomings such as children with special needs. This study aims to describe social support and strategies to deal with the negative stigma of children with special needs in education. This study employs a qualitative methodology, incorporating a case study approach. We used accidental sampling to determine the subject of this study, which included parents, vice principals, school committees, and teachers. Data collection techniques include observation, interviews, and documentation. This study conducts data analysis through methods such as data reduction, data display, and conclusion or verification drawing. Based on the results of research, 1) Children with special needs are very vulnerable to verbal abuse, which includes threats, judgment, insults, bullying, and other harmful language. Verbal violence and degrading behavior towards children with special needs can have a major negative impact on their well-being and development. 2) Family, friends, schools, and the community can provide social support in addressing the negative stigma of children with special needs. Creating a responsive environment, fostering confidence, and practicing independence can achieve family support. Children with special needs can find playmates by encouraging interaction, positive relationships, and overall well-being. By raising awareness, providing resources, and fostering a culture of acceptance and support, communities can significantly improve the quality of life and opportunities for these children. 3) Schools can develop competencies or life skills, as well as practice life independence. There are three ways to implement educational strategies for dealing with negative stigma: formal, informal, and non-formal education. Formally, we optimize potential through the educational process at school; informally, we strengthen families to foster independence and encourage peer groups to play together; and informally, we encourage children to develop hobbies through sports, skills training, and attending religious lessons outside of school.

Keywords: Children with Special Needs, Social Support, Educational Strategies

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