

# The impact of social stigma and adaptation strategies on adolescents with intellectual disabilities at Kinasih Inclusive Disability House

## Dampak stigma sosial dan strategi adaptasi pada remaja disabilitas intelektual di Rumah Difabel Inklusi Kinasih

Aninda Ma'rufatus Tsaniyah, Ummu' Abidah Dzakiyyah Mutmainnah, Siti Azizah, Zulfa Fahmy, Irma Masfia

Universitas Islam Negeri Walisongo Semarang  
Jalan Prof. Hamka (Kampus III), Ngaliyan, Kota Semarang

### ARTICLE INFO:

Received: 2024-05-24  
Revised: 2024-08-05  
Accepted: 2024-08-06

### Keywords:

Inclusion house, intellectual disability, impact, social stigma, strategy

### Kata Kunci:

Dampak, disabilitas intelektual, rumah inklusi, stigma sosial, strategi

### ABSTRACT

The impact of a significantly low level of intelligence causes a person with an intellectual disability to be socially stigmatized. This social stigma causes the accessibility of people with intellectual disabilities to be limited. This difficulty in accessing various things makes people with disabilities even more helpless. Therefore, our research has an in-depth focus on the social stigma attached to people with intellectual disabilities and the impacts caused as well as strategies to deal with existing social stigma. This research uses a qualitative approach with a case study method. The location of this research is located at Rumah Difabel Inklusi MT Haryono, Semarang. The informants in this study are 2 parents of 3 children with intellectual disabilities and administrators from the Inclusive Disability House. The social stigma obtained by adolescents with intellectual disabilities in the form of labeling, separation, and discrimination that has a negative impact on adolescents with intellectual disabilities. The impact encourages adaptive behavior by using various adaptation strategies. The main is the creation of an inclusive community. Adolescents with intellectual disabilities get social stigma in various forms, social stigma has an impact on the lives of adolescents with intellectual disabilities and their parents who are also affected by existing social stigma. This impact encourages them to carry out adaptation strategies that begin with self-acceptance, education, and forming inclusive communities. These efforts have a positive influence on the development of adolescents with intellectual disabilities.

### ABSTRACT

Dampak dari tingkat intelegensi yang rendah secara signifikan menyebabkan seseorang dengan disabilitas intelektual mendapatkan stigma sosial. Stigma sosial tersebut menyebabkan aksesibilitas penyandang disabilitas intelektual menjadi terbatas. Kesulitan dalam mengakses berbagai hal ini yang menjadikan penyandang disabilitas semakin tidak berdaya. Maka dari itu, penelitian kami memiliki fokus mendalam pada stigma sosial yang melekat pada penyandang disabilitas intelektual dan dampak yang ditimbulkan serta strategi menghadapi stigma sosial yang ada. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Lokasi penelitian ini terletak di Rumah Difabel Inklusi MT Haryono, Semarang. Informan dalam penelitian kali ini adalah 2 orang tua dari 3 anak disabilitas intelektual dan pengurus dari Rumah Difabel Inklusi. Stigma sosial yang didapatkan remaja disabilitas intelektual berupa pelabelan, pemisahan, dan diskriminasi yang memberikan dampak negatif pada remaja disabilitas intelektual. Dampak tersebut mendorong perilaku adaptif dengan menggunakan berbagai strategi adaptasi. Utamanya adalah diciptakannya komunitas inklusi. Remaja penyandang disabilitas intelektual mendapatkan stigma sosial dalam berbagai bentuk, stigma sosial memberi dampak pada kehidupan anak remaja disabilitas intelektual beserta orangtua mereka yang ikut serta terkena dampak stigma sosial yang ada. Dampak tersebut mendorong mereka melakukan strategi adaptasi yang diawali dengan penerimaan diri, edukasi, dan membentuk komunitas inklusi. Upaya-upaya tersebut memberikan pengaruh positif pada perkembangan remaja disabilitas intelektual.

©2024 Jurnal Psikologi Tabularasa

This is an open access article distributed under the CC BY-SA 4.0 license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

**How to cite:** Tsaniyah, A. M., Mutmainnah, U. A. D., Azizah, S., Fahmy, Z. & Masfia, I. (2024). Dampak stigma sosial dan strategi adaptasi pada remaja disabilitas intelektual di Rumah Difabel Inklusi Kinasih. Jurnal Psikologi Tabularasa, 19(2), 138-153. doi: <http://doi.org/10.26905/jpt.v19.i2.13055>

✉ Corresponding Author: Aninda Ma'rufatus Tsaniyah | E-mail: [2207016084@student.walisongo.ac.id](mailto:2207016084@student.walisongo.ac.id)

## **1. INTRODUCTION**

The number of people with disabilities in Indonesia is quite large. According to data uploaded on the official website of KEMENKO PMK, there are as many as 22.97 million people with disabilities in Indonesia, which, when calculated as a percentage, represents about 8.5% of Indonesia's population (Supanji, 2023). Among these, there are teenagers or children with intellectual disabilities, and it is estimated that there are around 233,717 individuals categorized as intellectually disabled in Indonesia (Badan Pusat Statistik, 2022).

Children with intellectual disabilities are those who experience significantly below-average intelligence compared to their peers and are accompanied by an inability to adapt during developmental stages (Ambarwati, 2020). This condition is also experienced by teenagers in the inclusive community at Rumah Inklusi Kinasih. In their daily lives, they are not free from the social stigma imposed by their surroundings. Negative narratives regarding the limitations of teenagers with intellectual disabilities are still often heard. Various adaptive strategies are employed, one of which is spending time with peers who share similar conditions. This strategy is realized by the participation of intellectually disabled teenagers at Rumah Inklusi Kinasih. The interaction between intellectually disabled teenagers, parents, and educators at this inclusive home presents an interesting dynamic to study, with parents and educators working together to facilitate the development of confidence and independence in intellectually disabled teenagers.

Based on interviews conducted by researchers, intellectually disabled teenagers still face various negative stigmas from their environment. Stigma is a form of response given by people that damages the identity of others (Kristiyanti, 2019). The concept of stigma was expressed by Erving Goffman in his book "Stigma: Notes on the Management of Spoiled Identity" in 1986. Goffman (1986) argues that stigma is a set of traits, markers, symbols, emblems, and characteristics that are attached to certain individuals in society with characteristics that are damaging, degrading, marginalizing, discrediting, tarnishing reputations, and move dynamically or consistently, but sometimes appear ambiguous (Nisa, 2018). The social stigma attached to individuals with intellectual disabilities varies, ranging from mockery, denial of opportunities as given to other 'normal' individuals, being perceived as powerless, useless, and burdensome.

According to Zakia (2022), people who are stigmatized experience several impacts from the stigma attached to them by society, such as difficulties in obtaining help or assistance from the surrounding community, loss of self-confidence that ultimately complicates their lives, loss of freedom and opportunity to engage in activities to meet their needs, such as working, receiving harsh and inhumane treatment from the surrounding community, who feel disadvantaged by living among individuals with stigma, and leading to the family of the stigmatized individual becoming a target of violence by the surrounding community.

This aligns with what Munggono (2017) stated in his research that, in social environments, there is social stigma, labels, and negative views attached to individuals with intellectual disabilities, which is detrimental to them. This opinion is further supported by new research by Zahra (2023), which explains that society views individuals with disabilities as unable to adapt to existing social rules and as having abilities below the average person, making it difficult for society to accept the presence of individuals with intellectual disabilities. The impact of this social stigma extends to the accessibility of individuals with intellectual disabilities in various fields, including education, participation in community life, and other areas.

Looking at research conducted by Pradana & Widiyahseno (2022), some people still consider individuals with intellectual disabilities as social and financial burdens on their families and communities, creating stigma that individuals with disabilities are a disgrace in society. Additionally, as Sari et al. (2022) stated, many people with disabilities still face stigma from society, and most of them find it difficult to participate in the community or obtain their rights, such as in employment. If social stigma against teenagers with intellectual disabilities continues without serious and systematic efforts to reduce or eliminate it, the negative consequences will become increasingly apparent and detrimental in various aspects of their lives.

This stigma not only limits their ability to access appropriate education but also hinders their access to needed healthcare services, reduces opportunities for social interaction, and active participation in community life. Inability to access these services will exacerbate the marginalization they already experience, hindering their individual development potential. As a result, teenagers with intellectual disabilities will become increasingly isolated from social life, reducing their self-confidence and increasing the risk of lagging in other important aspects. In the long term, this can lead them to lose opportunities for self-reliance, become more dependent on external support, and ultimately become trapped in a cycle of helplessness that is difficult to break.

This research provides new insights into intellectually disabled teenagers at Rumah Inklusi Kinasih, Semarang, in facing the social stigma attached to them. Instead of merely describing the social stigmas attached to intellectually disabled teenagers, this research also presents adaptive strategies that have received little attention and are applied to face these social stigmas. This research will explore how inclusive home educators and parents develop adaptive strategies for intellectually disabled teenagers in dealing with social stigma. Additionally, this research will specifically describe the culture within Rumah Inklusi Kinasih, Semarang. Although previous research has discussed similar topics, this study offers a different approach through a case study that is expected to provide more in-depth information. Thus, this research contributes to empowering intellectually disabled teenagers.

Therefore, our research focuses deeply on the social stigma attached to individuals with intellectual disabilities and its impact, as well as strategies to face the existing social stigma.

This research will describe the perspectives of those involved at the research site, namely at Rumah Inklusi Kinasih, Semarang, based on their experiences. This research is expected to raise public awareness not to consider intellectually disabled individuals as useless or incapable of functioning as part of society. For these reasons, this research is important to educate and evoke empathy from readers that we are all human beings with the same right to live and the same opportunity to become empowered individuals.

## **2. METHODS**

This research uses a qualitative approach with a case study method. The research location is at Rumah Difabel Inklusi MT Haryono, Semarang. The selection of this location is based on the fact that, although the number of members in this inclusive home is not large, we believe that intellectually disabled individuals are not incapable. The determination of informants in this study uses purposive sampling, considering that the informants are parents with intellectually disabled teenage children and educators of intellectually disabled children. The informants in this study include 2 parents of 3 intellectually disabled children: informant 1, Mrs. N, with a child who has Down syndrome, and informant 2, Mrs. R, with 2 children who have cerebral palsy and undeveloped brains affecting the cognitive abilities of both children. Additionally, we also selected one administrator from Rumah Difabel Inklusi to be an informant in this research.

In this study, we used data collection methods, including observation and semi-structured in-depth interviews. Here is an example of one of the interview questions we asked: "Do you agree with the various negative labels attached to your child? If yes, why? If no, please explain your view on these negative labels," along with several similar questions that allow the informant's answers to meet the information the researchers seek. Furthermore, these observations were conducted to support field findings on the impact of social stigma on intellectually disabled teenagers at Rumah Difabel Inklusi MT Haryono, Semarang. In-depth interviews were conducted with informants who experienced stigma from society, including 2 parents of intellectually disabled children and 1 administrator from Rumah Difabel Inklusi. This research was carried out with the permission of all parties involved, ensuring that the rights and confidentiality of informants' data were protected throughout the research process.

The research procedure includes the pre-research stage to determine the research topic, location, and informants, followed by the research stage involving data collection through observation and interviews, and the final stage of data analysis. In this research, the researchers used an interactive analysis technique, which includes the following data analysis procedures: data collection, data reduction (the process of grouping data according to data needs), data presentation in narrative form, and then drawing conclusions to answer the existing research questions (Pahleviannur et al., 2022).

### 3. RESULTS AND DISCUSSION

#### RESULTS

Table 1. Characteristics of Resource Persons

Name	Status	Gender	Occupation	Teen's Condition	Teen's Gender
Mrs. N	Parent	Female	Self-employed	Down syndrome	Male
Mrs. R.	Parent	Female	Self-employed	a. Cerebral palsy b. Cognitive disabilities caused by underdeveloped brain	a. Male b. Female
RK	Teacher	Male	Mentor specialized in disabled children	-	-

In Table 1, it is shown that the two resource persons selected are parents of intellectually disabled teenagers who play a crucial role in supporting their child's development. Additionally, there is one resource person who is both a teacher at Rumah Difabel Inklusi and a person with disabilities, specifically cerebral palsy and dyslexia, who consistently accompanies intellectually disabled teenagers during their learning process in the inclusive community.

**Table 2** Description of The Results of The Interview

Name	Stigmas received	Impact of stigmas	Coping strategies	Research findings
Mrs. N	Labeling by saying that the child can't do anything and convert with others	Not included in the official data collection of population as a disability teenager in the area of residence	N, as a parent, never thinks negatively about what has been experienced and is always grateful and happy to have the child.	Various forms of stigma are still found, ranging from labeling, segregation, and discrimination, which impact the loss of freedom and opportunities for socializing in the surrounding environment and even result in exclusion from local population registration. Considering the forms and impacts of stigma, strategies have emerged, including self-acceptance, education, and inclusion in an inclusive disability home.

**The impact of social stigma and adaptation strategies on adolescents with intellectual disabilities ...**

*Aninda Ma'rufatus Tsaniyah, Ummu' Abidah Dzakiyyah Mutmainnah, Siti Azizah, Zulfa Fahmy, Irma Masfia*

	The child is often excluded from schoolmates by his own teacher	The child never went outside nor is free from parental observation so that he lacks freedom of exploring the environment	Provide education to the community by tailoring the information to their age group, especially to address and counter any negative stigma directed toward the child.
	Discrimination in education occurs when a child is often ignored by teachers at school.		Put the child into an inclusive community where the child is taught many things to develop themselves and consider the inclusion community to be very beneficial for them
Mrs.R	Labeling the child as having many deficiencies.		Accept what has happened by considering that many people have children with more challenging conditions
	Discrimination in the form of bullying acts to cause difficulties in learning	Insult to the mother by mentioning that having a problematic uterus	Various forms of stigma are still found, including labeling and discrimination, which result in difficulties in choosing appropriate schools and instances of derogatory remarks received by the mother. Considering the forms and impacts of stigma, strategies have emerged, such as self-acceptance and enrolling in an inclusive disability home.
			Put the child into the inclusion community to prove that the child can do a useful thing

---

RK	-	-	<p>Inclusive disabled houses provide opportunities for children with intellectual disability to maximize their potential. In addition, teachers, staff, and founders provide a lot of social support, including tutoring, self-development, attention, and great encouragement for adolescents with intellectual disabilities.</p>	<p>The presence of inclusive communities has a significant impact on intellectually disabled teenagers, both in educational and social domains. Additionally, it provides opportunities for intellectually disabled teenagers to maximize their potential.</p>
----	---	---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

---

Table 2 shows various forms of stigma experienced by parents of intellectually disabled teenagers, including labeling, segregation, and discrimination. The impacts of these stigmas are diverse, causing discomfort for both the intellectually disabled teenagers and their families. These impacts drive adaptive behavior, utilizing various adaptation strategies such as self-acceptance, providing education, and integrating into inclusive communities. The presence of these inclusive communities plays a significant role in the development of intellectually disabled teenagers, affecting both their educational and social growth.

**Social Stigmas**

Based on the interviews conducted, the findings reveal various forms of social stigma attached to intellectually disabled teenagers, detailed as follows:

**Labeling:** Labeling involves assigning labels to someone based on their differences within society. The labels assigned to the intellectually disabled teenagers in this study include “unable to do anything,” “dependent,” and “stupid.” This was confirmed by statements from the informants during the in-depth interviews:

“When my child is said to be unable to do anything and not able to communicate, I challenge them to approach my child and see if they can, because my child has good instincts.” (Informant 1)

“I acknowledge that my child has limitations, but that doesn’t mean they can’t do anything.” (Informant 2)

These statements confirm that negative labeling is still prevalent for intellectually disabled teenagers.

**Separation:** Separation occurs when individuals or groups who do not experience stigma exclude those who do. In this study, the form of separation experienced by the informants included exclusion from educational and social activities. This was highlighted by the following statements:

“My child, during early childhood education, was ostracized by the teacher and not included when other children were participating in school activities. I was offended because I paid a lot but my child was neglected...” (Informant 1)

The above statement indicates that intellectually disabled teenagers experience separation from others in various aspects of life, including education.

**Discrimination:** Discrimination involves demeaning behavior towards someone who is part of a stigmatized group. The informants reported that their children faced discrimination in educational settings, including limited access to regular education and different treatment from teachers. Statements illustrating this include:

“My child is not given the same attention as other children.” (Informant 1)

“...so I eventually moved my child to a school where I knew the teacher and principal...” (Informant 1)

“Previously, because my child was bullied and had difficulty learning in preschool, I immediately enrolled my child in a special education school to avoid similar incidents.” (Informant 2)

Discrimination is particularly felt by intellectually disabled teenagers in educational settings, as the school environment is more immediate and relevant to them.

### **The Impact of Social Stigma**

Based on the interviews conducted, the findings reveal the impacts of social stigma attached to intellectually disabled teenagers. The negative impacts experienced by these teenagers include not being included in official population registration in Indonesia. This is experienced by the child of Informant 1, whose existence was unknown to the local village head (Lurah) and was not included in the population data by the neighborhood head (Ketua RT).

“When I was processing documents for my child with the Lurah, the Lurah was surprised to learn that there was an intellectually disabled child living in my neighborhood. The Lurah actually thanked me for providing this information.” (Informant 1)

Intellectually disabled children also face obstacles in accessing education, such as difficulties in finding appropriate schools that can accommodate their needs. Additionally, derogatory remarks are directed at the mother of the intellectually disabled child with inhumane statements such as:

“...it's your womb that's problematic because both your children are not normal.” (Informant 2)



In daily activities, intellectually disabled teenagers often lose their freedom and opportunities to socialize with their environment. This occurs due to parental constraints, who are concerned about their child's ability to socialize. This is evidenced by the statements from our informants:

“...my child is never out of my supervision and never goes out freely.” (Informant 1)

The loss of freedom and opportunities for intellectually disabled teenagers to socialize with their surroundings leads to isolation and hinders their social and emotional development.

### **Strategy in Coping with Social Stigma**

To address the stigma faced by intellectually disabled teenagers, specific strategies need to be adopted. Based on the interviews conducted, the findings reveal the following strategies for dealing with social stigma:

**Self-Acceptance:** For parents, self-acceptance is a complex process that can have a significant impact and greatly assist in continuing their lives as parents of intellectually disabled teenagers. Self-acceptance helps parents focus more on their child's development and potential. Here are the statements from the informants regarding their self-acceptance as parents of intellectually disabled children:

“... I accept and I never think otherwise because I am happy and grateful to have my child...” (Informant 1)

“... after I enrolled my youngest child in a special education school, I saw others in worse conditions compared to my child, and I immediately accepted what I had.” (Informant 2)

These statements demonstrate that self-acceptance among parents of intellectually disabled teenagers is a crucial initial step in continuing life with a focus on caring for their child.

**Education/Awareness in the Community:** Providing education about the rights and proper treatment of intellectually disabled teenagers can raise awareness and encourage the community to be more supportive. This education can be provided by the government, organizations, as well as by parents and families of intellectually disabled teenagers. Here is an informant's statement about the education provided to the community:

“The education I provide is adjusted accordingly. I will offer religious values when dealing with them as they grow older. For children, I explain things in a child-friendly manner, adapting to their age.” (Informant 1)

According to the statement above, religious values can be used as educational tools to raise community awareness about intellectually disabled teenagers and how to interact with them.

**Inclusive Community:** An inclusive community can assist intellectually disabled teenagers facing educational challenges and those seeking personal development, while also reducing the impact of exclusionary behavior. This is reflected in the statements from our informants:

“... Organizations like this can help intellectually disabled children. At the inclusive disability home, children are taught many things to develop themselves, starting with small daily activities, which is very beneficial for them.” (Informant 1)

“... I enrolled both of my children in this inclusive disability home to prove that they can also accomplish something.” (Informant 2)

“The existence of this inclusive disability home provides intellectually disabled children with opportunities to maximize their existing potential. I also never restrict outsiders, except for people with disabilities, from entering the inclusive disability home to meet the children there.” (Informant 3)

These statements indicate that the presence of an inclusive community offers intellectually disabled teenagers the chance to try new things, develop their interests, and build their self-confidence. Additionally, such communities help foster a more inclusive and welcoming society for everyone.

## **DISCUSSION**

This research focuses on the social stigma attached to intellectually disabled individuals, its impacts, and the strategies for coping with this stigma. The study aims to describe various perspectives from those involved at Roemah Difabel Inklusi Kinasih, Semarang, based on their experiences. The goal is to educate and evoke empathy in readers, highlighting that we are all human beings with equal rights and opportunities to become empowered individuals.

Teenagers at Rumah Inklusi Kinasih with intellectual disabilities face various forms of social stigma affecting both themselves and their families. This stigma manifests as labeling, where intellectually disabled teenagers are described as incapable, overly dependent, and considered unintelligent. This aligns with research by Siregar & Sahrul (2023), which indicates that many people still view intellectually disabled children as incapable, dependent, and unworthy of contributing to society.

Additionally, exclusion or separation behaviors are observed towards intellectually disabled teenagers, particularly in educational settings. It is concerning that this exclusion often comes from their own teachers. When activities involving teachers and students are conducted at school, these teachers may choose not to include intellectually disabled teenagers. This behavior contradicts the principles of special education, where teachers are expected to provide individualized support to ensure success in academic, emotional, and social aspects (Widhiati et al., 2022).

Discrimination is also experienced by intellectually disabled teenagers in their daily lives, especially within the school environment. The reality that they face barriers and limited access to regular education demonstrates that they are discriminated against and treated differently from other students in a negative way. Furthermore, bullying by peers, based on perceived differences, exacerbates this issue.

Discrimination in education undermines the sense of safety and enthusiasm for learning, posing a significant obstacle to achieving educational goals. This is consistent with Diannita et al. (2023), who argue that bullying behavior can hinder the learning process, thereby negatively impacting the educational experience.

The negative impact of social stigma is deeply felt by both parents at Rumah Inklusi Kinasih and the intellectually disabled teenagers themselves. One significant effect of this stigma is the difficulty in accessing support from the surrounding community. For instance, the local government's lack of awareness about residents living with intellectual disabilities highlights this issue. This is particularly concerning as the government is obligated to ensure accessibility rights for disabled individuals, including public facilities and appropriate accommodations. The challenges in fulfilling these accessibility needs are prevalent among many disabled individuals, as noted by Nasir & Jayadi (2021), who report that the uneven realization of empowerment and social assistance for disabled people leads to various social problems.

Another impact is the tendency for low self-esteem among parents of intellectually disabled teenagers. Stigma significantly affects an individual's self-confidence. This is consistent with the findings of Nugraha & Subroto (2023), who argue that stigma, combined with physical and psychological limitations and inadequate support, results in decreased self-confidence. In this case, parents of intellectually disabled teenagers experienced a decline in their self-esteem, internalizing the negative perceptions imposed by others. This diminished their belief in their ability to meet their children's needs and rights as disabled individuals. On the other hand, Mediani et al. (2022) state that when parents offer full support and positive affirmation, children are more likely to develop strong self-confidence.

This low self-esteem among parents also affects their efforts to engage in activities that meet their needs, such as learning and social interaction. Parents may restrict their children's social opportunities to protect them from negative treatment by others. However, this decision limits the children's opportunities to learn social skills and connect with their environment, potentially hindering their ability to integrate and develop socially.

### **Coping with Social Stigma**

Despite facing social stigma and its accompanying impacts, the parents at Rumah Difabel Inklusi who were informants in the study demonstrate resilience and strive to develop adaptive strategies to cope with the existing social stigma and build a more meaningful life.

This impacts the children, encouraging them to collectively strive to rise and develop. Similar observations are made by Idhartono & Hidayati (2024), who note that when parents have good and increasing resilience, it can influence and improve their parenting patterns with their children.

The strategies for dealing with children with intellectual disabilities include three aspects. The first is self-acceptance. Self-acceptance is not an easy process; rather, it is a complex journey that can be emotionally draining. This occurs because parents who have not yet accepted the reality of having a child with intellectual disabilities tend to experience continuous stress in parenting (Ramadhani & Rahmandani, 2019). Self-acceptance involves the recognition by parents of the reality that they have a child with different needs and abilities compared to other children. Parents with good self-acceptance will experience tranquility and will not be trapped in a cycle of guilt, rejection, denial, or anger regarding the condition they are facing.

Furthermore, with self-acceptance, parents who previously focused on their sorrow will move towards positive actions to help their child grow and develop well. This is supported by research conducted by Cahyani (2015), which states that parents will have the ability to continue their lives and resolve their issues when they have a positive self-acceptance. Additionally, research by Handayani & Pratami (2020) indicates that mothers with good self-acceptance start to feel confident and comfortable with their fate and tend to take responsibility for any issues with their child, gradually reducing their negative feelings.

Next is education/community awareness. The key to increasing community awareness and creating a supportive environment for children with intellectual disabilities and their families is through education about the rights of children with intellectual disabilities and the appropriate ways to treat them. Moreover, education is provided to reduce or even change negative views of society towards children with intellectual disabilities. This aligns with the statement by Resnawaty et al. (2019) that providing education about the rights of children with special needs will enhance awareness and encourage the community to be more caring and supportive, allowing individuals facing stigma to live more comfortably and achieve better social development.

Based on the informants' statements, religious values such as the concept of justice can be used as educational material to raise community awareness. By understanding these religious values, society can learn to respect and treat individuals with intellectual disabilities well, regardless of their background.

Lastly, the presence of inclusion communities provides opportunities for individuals with intellectual disabilities to try new things and develop their interests. Munauwarah et al. (2021) state in their research that inclusive education can meet the needs of children with disabilities based on their needs level, from permanent, temporary, to cultural needs. Being in a supportive environment helps these adolescents feel valued and accepted. At Rumah Difabel Inklusi, educators introduce adolescents with intellectual disabilities to the broader

aspects of life by ‘opening up,’ which eventually fosters their self-confidence, courage, and independence to explore their surroundings.

This is also supported by Kristiyanti (2019), who indicates that inclusive education models can enhance the potential of children with disabilities and prevent social exclusion. Educators, staff, founders, and parents at Rumah Difabel Inklusi provide social support in the form of learning guidance, self-development, attention, and strong encouragement for adolescents with intellectual disabilities. Educators consistently offer positive affirmation and never restrict the adolescents’ activities unless they involve actions that violate norms. This interactive teaching approach has a beneficial impact, aligning with Jauhari’s (2017) assertion that interactive teaching methods are needed in inclusive schools to foster good communication between teachers and students, thus creating closeness between them.

Educators at Rumah Difabel Inklusi also believe that while teaching and guiding adolescents with intellectual disabilities is challenging, they trust that these adolescents can improve over time. The presence of Rumah Difabel Inklusi holds great hope that these adolescents can live ‘free’ from social stigma, developing and coexisting with their limitations. Furthermore, there is hope that Rumah Difabel Inklusi can contribute positively to adolescents with intellectual disabilities.

The research has several strengths, including the integration of two important discussions: social stigma and adaptive strategies. The study not only focuses on identifying the stigma attached to adolescents with intellectual disabilities but also provides information on strategies for adaptive behavior in various situations and conditions. Additionally, the practical contributions outlined in the research implications are a strength of this study. However, there are limitations as well; the research only includes information from informants at Rumah Inklusi Kinasih, which limits the findings to one location.

### **Research Implications**

This research makes a significant contribution to enhancing public understanding of the social stigma attached to adolescents with intellectual disabilities and the development of effective interventions to provide full support for these adolescents to become empowered. The findings from this study are valuable for raising awareness about the comprehensive fulfilment of the needs of adolescents with intellectual disabilities, leading to the creation of a fully supportive inclusive environment. Additionally, the study highlights the importance of family support in helping adolescents with intellectual disabilities adapt to their surroundings. Understanding the crucial role of family support can increase awareness and motivation among readers, particularly families of other individuals with intellectual disabilities, to provide similar comprehensive support to those with disabilities elsewhere.

The findings also pave the way for future research on interventions that can be implemented to reduce the impact of social stigma attached to individuals with intellectual disabilities. Furthermore, this study opens the door to examining policies that can be applied

to mitigate stigma and support adaptive strategies. Thus, the contributions of this research are beneficial both theoretically and practically.

#### **4. CONCLUSION**

Adolescents with intellectual disabilities face social stigma in various forms, including labeling, separation, and discrimination from their surrounding environment. In fact, social stigma impacts not only the lives of these adolescents but also their parents, who are also affected by the stigma. This impact drives them to adopt adaptive strategies, beginning with self-acceptance, education, and the formation of inclusive communities. These efforts positively influence the development of adolescents with intellectual disabilities. Therefore, this research contributes to understanding, raising awareness, and providing interventions to address the social stigma associated with adolescents with intellectual disabilities. Further research with different methods is needed to validate these findings and open up new perspectives and better understanding.

---

#### **BIBLIOGRAPHY**

- Ambarwati, D. (2020). *Strategi Pembelajaran Bahasa Arab Bagi Anak Berkebutuhan Khusus (Disabilitas Intelektual) Di Kelas Iii Sd Qaryah Thayyibah Purwokerto Skripsi.*
- Badan Pusat Statistik. (2022). *Jumlah Penduduk Berumur 5 Tahun ke Atas menurut Kelompok Umur, Daerah Perkotaan/Perdesaan, Jenis Kelamin, dan Tingkat Kesulitan Berpikir/Belajar, INDONESIA, 2022.*
- Cahyani, R. A. (2015). *Penerimaan Diri Ibu Dengan Anak Berkebutuhan Khusus Di Mojokerto.*
- Diannita, A., Salsabela, F., Wijati, L., Margaretha, A., & Putri, S. (2023). Pengaruh Bullying terhadap Pelajar pada Tingkat Sekolah Menengah Pertama. *Journal of Education Research, 4*(1). <https://doi.org/10.37985/jer.v4i1.117>
- Dinas Kesehatan Daerah Istimewa Yogyakarta. (2019). *Yuk Mengenal Penyandang Disabilitas Lebih Dekat (bagian 1).*
- Handayani, P., & Pratami, E. V. (2020). Gambaran Proses Penerimaan Diri Ibu Dengan Anak Down Syndrome. *Jurnal Perkotaan, 12*(1), 67-85.
- Idhartono, A. R., & Hidayati, N. (2024). Dinamika Subjective Well-Being dan Resiliensi Orang Tua Anak Berkebutuhan Khusus di Sekolah Inklusi. *Didaktika: Jurnal Kependidikan, 13*(1). <https://jurnaldidaktika.org>
- Jauhari, A. (2017). PENDIDIKAN INKLUSI SEBAGAI ALTERNATIF SOLUSI MENGATASI PERMASALAHAN SOSIAL ANAK PENYANDANG DISABILITAS. *Jurnal IJTIMAIYA, 1*(1), 23-39.
- Katuruni, I. R., Praptiwi, R. N., Untari, S. I., Rahmi, I., & Ariyanti, T. D. (2022). Entrepreneurial assistance for down syndrome children and caregivers in the DSI community. *Community Empowerment, 7*(12), 2168-2174. <https://doi.org/10.31603/ce.8138>

- Kristiyanti, E. (2019). Penyelenggaraan Pendidikan Inklusif bagi Penyandang Disabilitas Intelektual: Studi Kasus di DKI Jakarta. *Indonesian Journal of Religion and Society*, 01(01), 66–79. [www.journal.lasigo.org/index.php/IJRS](http://www.journal.lasigo.org/index.php/IJRS)
- Kurniawati, D. K. (2022). Perjuangan Perempuan Kepala Keluarga dalam Menghadapi Stigma Sosial: Studi Kasus Perempuan Penjual Ikan Bakar. *Jurnal Wanita Dan Keluarga*, 3(2), 77–89. <https://doi.org/10.22146/jwk.5811>
- Mediani, H. S., Hendrawati, S., & Fatimah, S. (2022). Kualitas Hidup Anak dengan Retardasi Mental. *Jurnal Pendidikan Anak Usia Dini*, 6(4), 2626–2641. <https://doi.org/10.31004/obsesi.v6i4.2286>
- Munauwarah, R., Zahra, A., Supandi, M., Restiany, R. A., & Afrizal, D. (2021). Pendidikan Inklusi Solusi Utama Untuk Anak Penyandang Disabilitas. *YASIN/ : Jurnal Pendidikan Dan Sosial Budaya*, 1(1), 121–133. <https://ejournal.yasin-alsys.org/index.php/yasin>
- Munggono. (2017). Eksistensi Disabilitas Intelektual dalam Produktivitas Ekonomi Kampung Tunagrahita (Studi Kasus Pada Kampung Tunagrahita Di Dusun Tanggungrejo, Desa Karangpatihan, Kecamatan Balong, Kabupaten Ponorogo, Jawa Timur). *JIKE*, 1(1), 37–49.
- Nasir, S. A., & Jayadi, A. (2021). *Penerapan Hak Aksesibilitas bagi Penyandang Disabilitas Perspektif Hukum Positif dan Hukum Islam di Kota Makassar*.
- Nisa, U. (2018). *Stigma Disabilitas Dalam Perspektif Orang Tua Anak Difabel Di Yogyakarta*. <https://doi.org/10.14421/ijds.080106>
- Nugraha, D. A., & Subroto, M. (2023). Pemenuhan Hak bagi Narapidana Kelompok Rentan Khusus Disabilitas. *Jurnal Intelektualita: Keislaman, Sosial, Dan Sains*, 12(02), 103–105.
- Pahleviannur, M. R., Saputra, D. N., Sinthania, D., Bano, V. O., Susanto, E. E., Amruddin, Lisyia, M., Grave, A. De, Mardiano, D., Hafrida, L., Mahardhani, A. J., Alam, M. D. S., & Ahyar, D. B. (2022). *Metodologi Penelitian Kualitatif* (F. Sukmawati, Ed.; 1st ed.).
- Pradana, I., & Widiyahseno, B. (2022). Potret Masyarakat Miskin Penyandang Disabilitas Di Ponorogo: Penyebab Dan Solusi Kebijakan Pemerintah. *Jurnal Ilmu Pemerintahan Suara Khatulistiwa (JIPSK)*, 7(01), 72–82.
- Rakhmania, A. (2019). *ORANGTUA ANAK TUNAGRAHITA DALAM MEMAKNAI STIGMA MASYARAKAT KEPADA ANAK (Studi Mengenai Pemaknaan Orangtua Anak Tunagrahita Dalam Memaknai Stigma Masyarakat yang Diberikan Pada Anak)*.
- Ramadhani, A. F., & Rahmandani, A. (2019). Pengalaman Pengasuhan Single Mother Yang Memiliki Anak Disabilitas Intelektual (Studi Interpretative Phenomenological Analysis). *Jurnal Empati*, 8(1), 151–160.
- Resnawaty, R., Darwis, R. S., & Riana, A. W. (2019). Pengetahuan Dan Kesadaran Masyarakat Mengenai Pemenuhan Hak Anak Dengan Disabilitas Di Kabupaten Bandung Barat. *Share: Social Work Jurnal*, 9(1), 66–74. <https://doi.org/10.24198/share.v9i1.20213>
- Sari, N. N., Abida, F. N., Azizah, N., & Ananda, K. S. (2022). Eksklusi sosial penyandang

**The impact of social stigma and adaptation strategies on adolescents with intellectual disabilities ...**

*Aninda Ma'rufatus Tsaniyah, Ummu' Abidah Dzakiyyah Mutmainnah, Siti Azizah, Zulfa Fahmy, Irma Masfia*

disabilitas terhadap mata pencaharian di Kecamatan Wlingi (studi kasus pada penyandang disabilitas di Kecamatan Wlingi). *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial (JIHI3S)*, 2(10), 972-982.

<https://doi.org/10.17977/um063v2i102022p972-982>

Siregar, P. C. A. Z., & Sahrul, M. (2023). *Upaya Psbg Belaian Kasih Dalam Menumbuhkan Kemandirian Anak Disabilitas Intelektual Melalui Pelatihan Activity Daily Living (ADL)*.

Supanji, T. H. (2023). *Pemerintah Penuhi Hak Penyandang Disabilitas di Indonesia*. KEMENKO PMK. <https://www.kemenkopmk.go.id/pemerintah-penuhi-hak-penyandang-disabilitas-di-indonesia#:~:text=Saat%20ini%2C%20jumlah%20penyandang%20disabilitas,disabilitas%20terbanyak%20pada%20usia%20lanjut>

Widhiati, R. S. A., Malihah, E., & Sardin, S. (2022). Dukungan Sosial dan Strategi Menghadapi Stigma Negatif Anak Berkebutuhan Khusus Dalam Pendidikan. *Jurnal Paedagogy*, 9(4), 846. <https://doi.org/10.33394/jp.v9i4.5612>

---