

ABSTRAK

Mahasiswa penyandang disabilitas seringkali menjadi kelompok yang termarginalkan (terpinggirkan) dalam lingkungan perguruan tinggi, hal ini dikarenakan stigma atau pelabelan negatif yang melekat pada diri mereka yang menimbulkan penilaian negatif dalam lingkungan. Adapun ini menjadi kesulitan tersendiri terutama bagi mahasiswa disabilitas di Universitas Trunodjoyo Madura untuk melakukan penyesuaian diri melalui identifikasi dengan kelompok sebaya di lingkungan kampus, terlebih ditengah kesenjangan yang terjadi antara regulasi pendidikan inklusif dan realitas di lapangan yang masih ditandai oleh adanya stigma, diskriminasi serta keterbatasan akomodasi bagi penyandang disabilitas.

Penelitian ini bertujuan menganalisis proses Identifikasi diri mahasiswa disabilitas di Universitas Trunodjoyo Madura, metode yang digunakan adalah metode kualitatif dengan pendekatan studi kasus dimana data dikumpulkan melalui observasi non-partisipatif, wawancara semi-terstruktur dan dokumentasi. Analisis dilakukan melalui metode Miles dan Huberman dengan mereduksi, menyajikan dan melakukan penarikan kesimpulan dari data yang diperoleh yang dibedah menggunakan kerangka teori Interaksionisme Simbolik George Herbert Mead konsep *Mind, Self and Society*.

Hasil penelitian menunjukkan bahwa identifikasi diri mahasiswa disabilitas merupakan proses sosial dinamis yang dipengaruhi oleh interpretasi mereka terhadap interaksi dalam lingkungan kampus. Adapun mahasiswa disabilitas seringkali mengalami diskriminasi baik secara fisik maupun verbal sehingga memunculkan identitas diri yang negatif terhadap mereka yang membuat mahasiswa disabilitas *insecure* dan lebih menutup diri. Disisi lain mahasiswa yang mendapat penerimaan sosial yang baik cenderung lebih percaya diri dan dapat menyesuaikan diri teman sebaya mereka melalui adopsi tren, gaya berbusana, komunikasi serta kebiasaan. Proses identifikasi diri sendiri bersifat timbal balik dimana memerlukan sinergi antara penerimaan sosial lingkungan kampus dan ketersediaan akomodasi yang layak secara struktural.

Kata Kunci: Identifikasi Diri, Mahasiswa Disabilitas, Interaksionisme Simbolik, Pendidikan Inklusif, Stigma Sosial.

ABSTRACT

Students with disabilities are often a marginalized group in higher education settings; this is due to the stigma or negatif labels attached to them, which lead to negatif perceptions within that environment. This poses a particular challenge, especially for students with disabilities at Trunodjoyo University, Madura, in terms of adapting to campus life by identifying with their peers, particularly given the gap between inclusive education regulations and the reality on the ground, which is still characterised by stigma, discrimination and limited accessibility for people with disabilities.

his study aims to analyse the process of self-identification among students with disabilities at Trunodjoyo University, Madura. The method used is a qualitative approach employing a case study methodology, in which data were collected through non-participatory observation, semi-structured interviews and documentation. The analysis was carried out using the Miles and Huberman method, involving the reduction, presentation and drawing of conclusions from the data obtained, which was examined using George Herbert Mead's Symbolic Interactionism theoretical framework and his concepts of 'Mind, Self and Society'.

The research findings indicate that the self-identification of students with disabilities is a dynamic social process influenced by their interpretation of interactions within the campus environment. Students with disabilities often experience both physical and verbal discrimination, which leads to the development of a negative self-identity, causing them to feel insecure and become more withdrawn. On the other hand, students who receive a positive level of social acceptance tend to be more self-confident and are able to fit in with their peers by adopting trends, fashion styles, communication styles and habits. The process of self-identification is reciprocal in nature, requiring synergy between social acceptance within the campus environment and the availability of structurally appropriate accommodation.

Keywords: *Self-Identification, Students with Disabilities, Symbolic Interactionism, Inclusive Education, Social Stigma.*