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Literature Review: Social Stigma and Perceptions Toward Children with Intellectual Disabilities

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Abstract: Children with intellectual disabilities often experience unfair treatment due to the social stigma imposed on them by society. Society often gives negative labels such as "stupid", "incapable", and "family curse". In this study, we summarize ten national and international journals to see how the stigma is formed, spreads, and affects the lives of children and their families. Through the Systematic Literature Review (SLR) method, it was found that stigma often arises due to a lack of understanding and direct interaction between society and children with special needs. This writing is a form of reflection that every child has the right to a safe growing space, acceptance by their environment, and to be loved. It is hoped that this study can be a small step towards building a better understanding in society, so that children with intellectual disabilities can live without negative labels and stigmas and can develop according to their potential.

Keywords: Intellectual Disabilities, Public Understanding, Social Stigma, Systematic Literature Review.

INTRODUCTION

Social stigma refers to societal perceptions directed toward individuals or groups based on perceived or actual differences. This often occurs when people observe or react to differences such as disability, intellectual impairment, or other conditions deemed atypical. Such phenomena are particularly significant across various social environments, especially in the case of social stigma directed toward children with intellectual disabilities.

Many people believe that children with intellectual disabilities are unable to learn effectively, incapable of living independently, and unworthy of being part of their social environment. As a result, these children are often perceived and treated differently. Such attitudes can have negative impacts on the child's self-confidence, social development, and emotional well-being. Children with intellectual disabilities frequently face discrimination from their surroundings. As evidenced by several studies, these children are often labeled with derogatory terms such as "idiot", avoided by their peers, and neglected by their social environment. This social exclusion hinders the child's ability to develop adequately, both psychologically and socially.

This stigma encompasses negative societal perceptions directed toward both the child and their family. Numerous stigmatizing beliefs emerge within communities, ranging from viewing the child as malnourished, misbehaved, or stupid, to perceiving the child as a family burden, a curse, or the result of parental negligence. These negative societal attitudes do not only affect the child, but also significantly impact their family. Families are often blamed for their child's condition, perceived as incapable of proper parenting, or become subjects of gossip. As a result, children with disabilities frequently become targets of bullying (Probolinggo et al., 2024). The social stigma that occurs is also often linked to religious issues, with the belief that a child's intellectual disability is due to a lack of faith or divine punishment for insufficient religious devotion.

Therefore, the social stigma experienced by children with intellectual disabilities often stems from a lack of understanding and public awareness regarding the condition. Many individuals lack sufficient information or are

unaware of the nature of intellectual disabilities, leading them to commonly believe that these children are unable to contribute meaningfully or participate fully in society. This situation is further exacerbated by limited understanding and the absence of accurate information about disabilities within educational settings and society at large.

These issues are not confined to physical or real-life environments; the media also plays a significant role in shaping social stigma. Media representations often present negative portrayals or stereotypes of children with intellectual disabilities, and the inaccurate or misleading depictions propagated by the media can reinforce prejudiced attitudes and further intensify the discrimination faced by these children. Moreover, the impact of social stigma is not only felt by the children themselves, but also by their parents and families, who often experience feelings of isolation and social pressure due to the stigma attached to their child. Families may feel ashamed or reluctant to bring their child to public places, which ultimately hinders the child's social development. In addition, this stigma can lead to mental health challenges among parents, such as anxiety and depression, resulting from the ongoing social pressure and judgment they face.

It is important to recognize that every child, regardless of the challenges they face, possesses significant potential to learn and further develop their talents. Therefore, society must play an active role in transforming these negative perceptions by increasing awareness, providing accurate understanding, and fostering an inclusive environment that supports the growth and participation of children with intellectual disabilities. In this way, children with intellectual disabilities can have equal opportunities to participate in society and achieve their potential. Some members of society and families have not fully supported children with intellectual research indicates that stigma persists within school environments, influencing the self-perception of students with intellectual disabilities. They feel awkward forming friendships with peers who attend regular schools due to being labeled as "disabled." This stigma leads children to view themselves as different from other children because of their intellectual limitations (Kelen & Pasaribu, 2018). The persistence of social stigma will make it difficult for children to engage in social interactions within their communities and school environments. Negative labeling will continue to marginalize the child, ultimately hindering their overall development.

Considering various existing studies, this literature review aims to illustrate the social impacts experienced by children with intellectual disabilities. Through the analysis presented, it is hoped that effective strategies can be developed to address social stigma present in both society and educational settings, as well as to enhance public and environmental understanding toward children with intellectual disabilities. Support and concern from society are also needed, so that these children no longer view themselves negatively, enabling them to develop optimally according to their inherent potential.

RESEARCH METHODOLOGY

The article review was conducted using the systematic literature review (SLR) method, which involves collecting data from scientific research findings and comparing them with results from other studies to synthesize a comprehensive and coherent conclusion. Afterward, we compared the initial conclusions with real-world conditions in the field, using descriptive analysis to arrive at the conclusion of our journal review.

Our literature data were obtained from various sources, including Google Scholar, Publish or Perish, Scholarships Articles, Crossref, Semantic Scholar, and other academic databases. The inclusion criteria for articles used in this study were those published within the last five years, specifically from 2020 to 2025. This literature review aims to examine accessible learning for special education students, and the author seeks to understand perspectives from both domestic and international contexts. To achieve this, the author identified and selected relevant article data, resulting in a screening process that yielded ten articles, comprising four international and six national publications.

RESULTS AND DISCUSSION

Results

Stigma toward individuals with intellectual disabilities has widespread implications for their access to education, employment, healthcare, and social life. Numerous studies indicate that this stigma often arises from negative stereotypes, discrimination, and societal misconceptions. However, positive stereotypes were also identified in some of the journals we examined. The consequences include negative labeling, which can lead to discrimination, diminished self-confidence, denial of basic rights, and social isolation. Effective stigma reduction strategies include education, fostering interpersonal contact, social support, and structured training programs. The following are several related studies:

Table 1.1 Data analysis matrix for the articles used in the literature review

| No. | Author Name, Year, and Title | Method | Research Findings |
|-----|--|---------------------|---|
| 1. | Buchori. T & Wulandari. Y. P. (2023). <i>Bullying pada Siswi Disabilitas Intelektual di Sekolah Dasar Surabaya.</i> | Qualitative Method | her classmates respond with negative reactions such as, "What are you saying? It's unclear, what a mess!". When KA receives such treatment, she sometimes becomes angry; however, her anger is further mocked by her peers. As a result, KA tends to remain silent and chooses to play with younger students from lower grades, such as grades 1, 2, and 3. |
| 2. | Scior, K., et al. (2020). <i>Intellectual Disability Stigma and Initiatives Challenge it and Promote Inclusion around the Globe.</i> | Quantitative Method | Stigma toward children with intellectual disabilities varies across countries; for instance, high-income countries tend to use neutral terminology such as "Intellectual Disability", whereas low-income countries often use derogatory terms such as "mental retardation", "retard", "crazy", and "stupid". The results of this study indicate that all children with intellectual disabilities (ID) in Italy can attend inclusive schools, whereas in Canada, only some children with ID are able to attend inclusive schools. Respondents from the Democratic Republic of the Congo, Hong Kong, India, Liberia, Nepal, Nigeria, Sierra Leone, and Uganda reported that in these countries, children with intellectual disabilities (ID) often do not attend school at all. In contrast, in Albania, Bangladesh, Bulgaria, Iran, Kenya, Paraguay, and Russia, it was reported that children with intellectual disabilities attend separate "special" schools, often resulting in no schooling at all. As a consequence of this segregation, children with intellectual disabilities frequently lack access to basic rights and are isolated from their surrounding communities. |
| 3. | Aninda M.T. et al. (2024). <i>The</i> | Qualitative Method | This journal presents research indicating that social stigma toward children with intellectual disabilities still reflects negative |

| No. | Author Name, Year, and Title | Method | Research Findings |
|-----|---|--------------------------------|---|
| | <p>impact of social stigma and adaptation strategies on adolescents with intellectual disabilities at Kinasih Inclusive Disability House.</p> | | <p>perspectives. Children with intellectual disabilities are often described as "unable to do anything," "dependent," and "stupid." These views were directly confirmed by several parents of children with intellectual disabilities during interviews conducted in the study. Such statements confirm that negative perceptions and labeling continue to affect children with intellectual impairments. The study also uncovered cases of exclusion from educational and social activities, where teachers separated children with intellectual disabilities from their non-disabled peers, yet did not actively include them in the learning process. This strongly indicates that discrimination persists, manifested in the devaluation of children belonging to this stigmatized group. Children with intellectual disabilities are often neglected and treated as invisible, facing significant barriers in accessing education. For example, it is difficult for them to find schools capable of and willing to accept students with special needs and accommodate their individual requirements.</p> |
| 4. | <p>Simone Zorzi & Gunars Strods. (2020). Overcoming Social Inclusion Barriers For People With Intellectual Disability.</p> | Qualitative Method | <p>In this study, children with intellectual disabilities are portrayed as pitiful, frightening, comical, aggressive, burdens, or outcasts. They are still perceived as inherently incapable of managing their daily lives. This perception fosters the belief that people with disabilities are "incompetent and dependent", lacking the intellectual resources and learning potential necessary to meet the social demands typically faced by members of society. Children with intellectual disabilities are regarded as "little children" despite being older in age, because they are assumed to be incompetent in living independently. Even today, expectations appear to be heavily influenced by persistent social stigma and stereotypes about disability. These stereotypes negatively affect policies, service planning, and interventions for persons with disabilities.</p> |
| 5. | <p>Imelda Seprina Harnin, Damri. (2022). Kepedulian Sosial Masyarakat Terhadap Anak Berkebutuhan Khusus Kategori</p> | Qualitative Descriptive Method | <p>The research indicates that the community in Nagari III Koto Aur Malintang, IV Koto Aur Malintang District, still possesses a level of awareness and concern toward children with intellectual disabilities. A significant majority of the community has already accepted and understood children with special needs, particularly those with intellectual disabilities. Community members often assist these children by providing money and physical support when they encounter difficulties. However, despite this positive attitude, social stigma persists in the form of negative perceptions</p> |

| No. | Author Name, Year, and Title | Method | Research Findings |
|-----|---|--------------------------------|--|
| | C (Tunagrahita). | | toward children with intellectual disabilities. Approximately 20% of the community has not fully accepted them and continues to practice social exclusion of children with special needs. This has led to social impacts on both the children and their families. One example is parents who choose not to allow their child with an intellectual disability to participate in community activities due to fear of judgment or discrimination. |
| 6. | Feaster, D., & Franzen, A. (2021). From stigma to acceptance: Intellectual and developmental disabilities in Central China. | Qualitative Method | The research findings show that a lack of public understanding about children with intellectual disabilities leads to the existence of social stigma in China. Society views children with intellectual disabilities as a source of shame, often perceiving their condition as a form of karma or moral failing of the parents, who are blamed for giving birth to what they label as a "disabled" child. In addition, people around them frequently make negative comments, urging parents to rehabilitate their child or even hide the child from public view. This behavior stems from strong social pressure and cultural stigma rooted in traditional beliefs associated with Confucianism, Buddhism, and Taoism, which sometimes lead families to conceal the existence of their child with an intellectual disability (ID). As a result of this social stigma, many parents of children with ID experience feelings of shame and embarrassment. They also report feeling isolated due to insufficient social support and the strong rejection they face from their communities. |
| 7. | Alya Hana Zaskia, Citra Ashri Maulidina, Velika Azalia, Anisa Fadilah, Tazkia Maulida Harum (2024) Pengaruh Stigma Sosial Terhadap Anak dengan Hambatan Intelektual | Literature Review Method | This study shows that social stigma has a profoundly negative impact, particularly on children with intellectual disabilities. It contributes to these children developing low self-esteem, feeling incapable of accomplishing tasks, becoming socially isolated, and facing barriers in accessing education. These children are frequently exposed to negative stereotypes and discrimination within their families, communities, and in all environments where they live and interact. Such experiences further worsen their situation, both within society and in educational settings. |
| 8. | Eka Mayang Sari,, Opi Andriani. (2024). | Qualitative Descriptive Method | The research findings indicate that community attitudes toward children with special needs (ABK) in mainstream schools are positive, unlike in other environments where negative perceptions |

| No. | Author Name, Year, and Title | Method | Research Findings |
|-----|---|--|--|
| | Stigma Masyarakat Terhadap Anak Berkebutuhan Khusus Di Sekolah Umum | | often prevail. The community demonstrates a sufficient understanding of the characteristics of ABK in terms of learning and social interaction. As a result, the learning process for ABK is similar to that of regular students. Teachers develop lesson plans (RPP) and employ various strategies and teaching media. However, the instruction is adaptive, tailored to meet the individual needs and learning styles of each child. This approach allows students with special needs to learn at a pace suitable to their abilities, providing significant benefits to their educational development. |
| 9. | Kurnia Utami Nursholichah, Amilia Febrian Mufarrohah, Bono Setyo (2024) Stigma Masyarakat Terhadap Anak Penyandang Disabilitas | Qualitative Method | This study explores community perceptions toward children with disabilities, particularly in the Bengkulu Province region. Through in-depth interviews with parents, community leaders, and educators, it was found that stigma manifests in various forms: from negative labeling ("stupid child", "family curse") to discriminatory practices, such as exclusion from play areas and rejection in mainstream schools. The researchers also revealed that the root of this stigma lies in the community's lack of understanding about intellectual disabilities and how to interact with children who have them. Furthermore, the absence of public education and limited advocacy from relevant institutions exacerbate the situation. |
| 10. | Melda Rumia Rosmery Simorangkir, Edison Siregar, Risma Uly Manalu, Medyawati Pane, Hendro Prasetyono (2023) Peran Orangtua Anak Berkebutuhan Khusus Menghadapi Stigma Sosial. | Community Service Method (Pengabdian Kepada Masyarakat /PKM) | This study focuses on direct intervention for parents of children with special needs (including children with intellectual disabilities), aiming to equip them with the skills and knowledge to confront social stigma. The training covers basic understanding of disabilities, effective communication strategies, and building parental confidence in advocating for their children's rights. The results show that after the training, parents became more confident and capable of voicing their children's needs, both in school and social environments. They also became better prepared to explain their child's condition to others, gradually contributing to a reduction in surrounding stigma. |

Discussion

After reviewing the ten journals mentioned above, several differing perspectives on the topic were identified. However, these journals are ultimately interconnected and remain relevant to the intended topic, namely "Stigma or Social Perceptions Toward Children with Intellectual Disabilities". In general, social stigma has negative impacts

on various aspects of life, affecting both families and children with intellectual disabilities themselves. However, despite the prevalence of negative stigma toward children with intellectual disabilities, we found the existence of positive stigma and positive perceptions toward children with intellectual disabilities.

Journals 1, 2, 3, 4, 6, and 9 highlight that social stigma arises from negative stereotypes or labeling directed at children with intellectual disabilities, such as “mental retardation”, “unclear”, “dependent”, “stupid”, “family curse”, and similar terms, particularly in low-income countries such as the Democratic Republic of the Congo, Uganda, and India. These labels reinforce the social distance between children with intellectual disabilities and the general public. Several of these journals reveal that labeling of children with intellectual disabilities occurs within academic and community settings, where perceptions remain negative, further worsening public attitudes as reflected in journals 1, 2, and 3. This reduces children's opportunities to engage in social and educational activities, leading to discrimination against children with intellectual disabilities. This point is emphasized in journals 3, 5, and 7, which highlight the occurrence of such discrimination. Children with intellectual disabilities are often subjected to exclusion, neglected, and even treated as if they do not exist. As a result, children become isolated from their social environment and tend to withdraw from surrounding communities due to being looked down upon and facing difficulties in accessing education.

Journals 5, 8, and 10 highlight the existence of positive stigma regarding children with intellectual disabilities within communities and schools in Indonesia. In Nagari III Koto Aur Malintang, community members frequently assist children with intellectual disabilities by providing financial support and physical assistance when the children face difficulties. Other forms of positive stigma discussed include educational practices in which teachers implement learning methods tailored to the individual needs and learning styles of the children. Additionally, there is an increase in parental confidence, enabling them to advocate for their children's needs and clearly explain their child's condition to the surrounding community.

Journals 1, 2, and 3 focus on education for children with intellectual disabilities. Journal 1 emphasizes the impact of negative labeling in school settings, which disrupts the child's educational focus. Journal 2 discusses the educational placement of children with intellectual disabilities across various countries, noting that while some countries have inclusive education systems, others place these children in special schools. The journal also reports that in countries such as the Democratic Republic of the Congo, Hong Kong, India, Liberia, Nepal, Nigeria, Sierra Leone, and Uganda, children with intellectual disabilities often do not attend school at all. Whereas in Albania, Bangladesh, Bulgaria, Iran, Kenya, Paraguay, and Russia, children with intellectual disabilities are reported to attend separate "special" schools, often resulting in little or no schooling at all. Journal 3 discusses how teachers do not actively involve children with intellectual disabilities in the learning process, thereby limiting their access to education.

Almost all of the journals indicate that the social stigma experienced by children with intellectual disabilities significantly affects both the children with disabilities and their families, who often feel socially isolated. This represents a structural issue that requires a holistic approach to address. Efforts to reduce stigma must involve public education, policy changes, and increased awareness regarding the rights of children with disabilities (UNESCO, 2017). This stigma may manifest in the form of prejudice, discrimination, or negative stereotypes, which restrict their access to education, healthcare, and other social rights. Research indicates that individuals in society who have limited understanding of disability are more likely to treat children with disabilities unequally, negatively affecting their psychological and social development.

Social stigma is a form of social reaction that occurs within a community toward an individual, resulting in the individual being excluded, marginalized, or rejected from acceptance in the social environment (Widyastutik, 2021). Meanwhile, children with special needs (ABK) according to (Mardiansah et al., 2024), are children who, in their growth and development process, exhibit significant impairments or differences in physical, mental, intellectual,

social, or emotional functioning compared to their peers of the same age, thus requiring special educational services. A child with intellectual disabilities is characterized by a condition of mental retardation, commonly also known as intellectual disability or mental retardation. Children with intellectual disabilities have an Intelligence Quotient (IQ) below the average level of their peers, which impairs their cognitive and intellectual functioning, leading to various developmental challenges that emerge during their growth and development (Ardana Arya Dino et al., 2023). The social stigma experienced by children with intellectual disabilities takes various forms, ranging from discrimination and negative stereotypes to insufficient support from society and even their own families. This can significantly affect their emotional well-being, mental health, social development, and overall quality of life. Based on the analysis of the ten journals reviewed, it was found that social stigma toward children with intellectual disabilities leads to negative labeling and discriminatory practices. However, not all members of society hold negative attitudes; some demonstrate positive stigma, showing acceptance and supportive responses toward the differences presented by children with intellectual disabilities.

Labeling refers to the act of assigning a tag or nickname to an individual who exhibits certain behavioral characteristics that differ from others. This labeling leads to the formation of generalized perceptions and the justification of the assigned label, which in turn alters the individual's self-perception, often resulting in a negative self-image (Lestari & Huda, 2021). The labeling observed in the research findings of journals on stigma or societal perceptions toward children with intellectual disabilities involves derogatory terms with negative connotations, such as "stupid" and "family curse".

This labeling further reinforces societal stigma toward children with special needs, where children with such conditions are often treated based solely on the labels attached to them. As a result, they face unfair treatment, social exclusion, and even avoidance across various social environments, including in schools. The impact of labeling is not only felt by the child, but also extends to their family, as parents often experience feelings of shame or social exclusion due to having a child perceived as different. In the educational setting, negative labeling can lead to unequal treatment of children, such as being excluded from classroom activities or perceived as a disturbance. As a result, the child's opportunities for development become limited, and discrimination against them continues to persist.

Discrimination against children with special needs is a form of social injustice that frequently occurs in various community settings. Children with special needs, who experience physical, intellectual, or emotional impairments, often face unfair treatment in educational, social, and familial environments. Discrimination takes various forms, including social exclusion, negative stereotyping, and unequal access to educational services. The inability of society to understand and accept diversity is one of the main factors contributing to the emergence of discrimination. The initial cause or trigger of discriminatory actions is often the labeling imposed on children with special needs. This is further explained by Howard Becker's Labeling Theory, which states that children with special needs are frequently assigned negative labels such as "troubled child", "incapable", or "backward". These labels lead to them being devalued and subjected to discriminatory treatment. These negative labels not only influence how society treats children with special needs but also affect how the children perceive themselves. This can potentially lead to feelings of low self-esteem, stress, and social isolation.

Positive stigma toward children with special needs refers to societal attitudes that demonstrate respect, support, and recognition of these children's abilities and existence. Unlike negative stigma, which often leads to discrimination, positive stigma emphasizes inclusive and understanding attitudes, acknowledging that children with special needs possess unique potentials worthy of appreciation. With such stigma, these children gain better opportunities in education and social services, which support their overall development.

One theory that explains this phenomenon is the "Labeling Theory" proposed by Howard Becker in his book *Outsiders* (1963). Becker argues that stigma does not inherently reside in the individual but is formed through the

social process of labeling. If society assigns positive and supportive labels, then perceptions of children with special needs can transform into a positive stigma that empowers them. Thus, the way society labels these children significantly influences how they are perceived and treated.

The next theory is the Intergroup Contact Theory proposed by Gordon W. Allport, as explained in his book *The Nature of Prejudice* (1954). Allport argued that positive interaction between different groups can reduce prejudice and negative stereotypes, while fostering more favorable attitudes. In the context of children with special needs, if they engage in regular and positive interactions with the broader community, understanding and appreciation toward them are likely to increase, thereby fostering positive stigma. This theory highlights that meaningful social contact is essential for cultivating inclusive attitudes.

Therefore, the persistence of existing stigma necessitates greater support from various parties, ranging from families to the surrounding community. The resulting impacts, such as negative labeling and stereotypes, stem from a lack of understanding regarding children with intellectual disabilities. These issues need to be minimized through the creation of a supportive environment capable of eliminating the prevailing negative stigmas. Efforts to establish such a supportive environment can be carried out by providing comprehensive understanding to all stakeholders, particularly among community members who still hold negative views toward these children. This educational outreach should emphasize that children with intellectual disabilities are children like any others, entitled to the same rights to education, healthcare, and social protection. Through such efforts, societal perceptions can be improved, fostering an environment of mutual respect and recognition, where children with intellectual disabilities are valued and regarded equally to their peers.

Providing educational understanding about children with intellectual disabilities is essential, as it cannot be denied that many of their rights remain unfulfilled, particularly in the areas of education and social protection. Especially in education, it is evident that in several countries, access to schooling is still not guaranteed for these children. They should rightfully have access to specialized educational services that can support the development of their potential. Without government policies and community support to increase awareness regarding children with intellectual disabilities, these children will continue to be perceived as unimportant or insignificant. Even the special services already provided for children with intellectual disabilities continue to provoke stigma from the surrounding community, and in some cases, lead to bullying by peers or within their school environment.

Hence, it is essential to involve all stakeholders in eliminating existing stigma through effective strategies. Public education in schools and communities should raise awareness about the rights and potential of children with intellectual disabilities, incorporating direct interaction with the children themselves and their families to help shift long-standing negative societal perceptions. A supportive environment can encourage equal access to inclusive education for these children. Schools need to provide specialized training for managing inclusive classrooms, enabling teachers to apply adaptive teaching approaches and create safe, welcoming learning environments. Meanwhile, parents should be included in regular discussions within inclusive communities to minimize the psychological and emotional impacts they may experience. Training for students should also be implemented, focusing on diversity and empathy, to foster healthy and positive interactions with peers who have intellectual disabilities. Therefore, government policy support is crucial in promoting social inclusion and reinforcing all these efforts. Consequently, collaboration among communities, families, schools, and the government is essential to eliminate existing stigma and ensure that children with intellectual disabilities can develop their potential to the fullest.

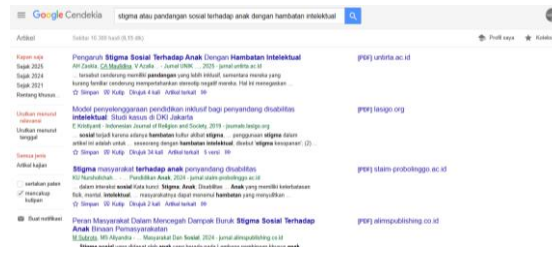


Figure 1.1 Search results from Google Scholar on social stigma toward children with intellectual disabilities reveal differences in societal perceptions and attitudes across various cultural, educational, and socioeconomic contexts.

CONCLUSION

Social stigma toward children with intellectual disabilities is a serious issue that persists in various settings, including both general society and educational environments. Based on the analysis of ten national and international journals, this stigma manifests in various forms, such as negative labeling, discrimination, social exclusion, and the assumption that children with intellectual disabilities are unable to participate in learning, live independently, or contribute meaningfully to society. The impact is not only felt by children with intellectual disabilities, but also by their families, who often experience isolation, feelings of shame, and social pressure. Limited public understanding and the presence of negative labeling further reinforce this stigma, thereby hindering the child's social, emotional, and educational development.

However, not all societal responses toward children with intellectual disabilities are negative. Several journals highlight the existence of positive stigma, such as community support in certain areas, teachers implementing adaptive teaching approaches in mainstream schools, and parents actively advocating for their children's rights through effective training programs. Efforts to reduce stigma can be achieved through public education, increased positive direct interaction between children with intellectual disabilities and the broader community, and policy support that promotes social inclusion. By creating an inclusive environment that is informed and understanding of disability, children with intellectual disabilities are afforded significantly greater opportunities to develop optimally according to their potential.

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