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The Social Stereotype of Children With Physical Disability

Aisyah Nur Hafifah^{1}, Galuh Fazry Yanuar², Muhamad Nasrul Ikbali³, Revilia Tri Oktari⁴, Malinda NurFadilah⁵,
Nita Nitiya Intan Tanbrin⁶, Rina Maryanti⁷*

Universitas Pendidikan Indonesia, Indonesia

Correspondence: E-mail: aisyaahafi@upi.edu

ABSTRACT

Children with physical disability often face stereotypes and stigmatization that affect society's perception of their abilities and potential. The aim of this research is to investigate the stereotypes experienced by children with physically handicapped, find out where the source of these stereotypes comes from, how they impact children, and what efforts have been made to reduce these stereotypes. This article uses a literature review method to explore the dimensions of these stereotypes, including their sources, their impact, and efforts to reduce them. The results show that stereotypes stem from assumptions about physical and intellectual disabilities, which are reflected in the media, personal experiences, and a general lack of understanding. These stereotypes can negatively impact children's psychological, emotional, and social well-being, and limit their participation in social activities. Efforts to reduce stereotypes through community education, family support, and inclusive approaches in schools are needed to create a more inclusive and supportive environment for children with motor disabilities. In conclusion, raising public awareness and ensuring the adaptation of individuals with disabilities in social life are key steps to prevent stigmatization.

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1. INTRODUCTION

Children with motor disabilities are often faced with unique challenges in overcoming stereotypes and stigmatization that often arise in society. Such stereotypes can create significant barriers for these children, affecting society's perception of their abilities and potential, and limiting their access to opportunities and resources needed to grow and develop optimally (Babik I, Gardner ES., 2021).

Previous studies have highlighted the various forms of stereotypes attached to children with motor impairments, ranging from the assumption that they are incapable of physical activity to the notion that they lack academic ability. These stereotypes not only affect the perceptions of the public, but can also be reflected in public policies, educational practices, and everyday interactions with these individuals.

However, despite the importance of this issue, a comprehensive understanding of societal stereotypes towards children with motor disabilities is limited. Therefore, this article aims to conduct a systematic review of the existing scientific literature to explore the various dimensions of these stereotypes, including their sources, their impact, and the efforts that have been made to reduce them.

Through this systematic approach, it is hoped that this article can provide deep insight into societal stereotypes of children with motor disabilities, as well as provide a basis for the development of more effective interventions and policies to address this stigmatization and create a more inclusive and supportive environment for all children.

2. METHODS

In this study, the method employed is literature review. Literature review is utilized to investigate and analyze various articles, books, and other sources relevant to the topic of societal stereotypes towards children with motor impairments. This approach enables researchers to develop a comprehensive understanding of these stereotypes based on findings from existing scholarly literature.

There are several basic steps and important choices involved in conducting a literature review, which will be suggested and discussed using four phases: (1) designing the review, (2) conducting the review, (3) analysis, and (4) writing up the review. This process was developed from practical experience and is a synthesis of and influenced by various standards and guidelines suggested for literature reviews (e.g., Liberati et al., 2009; Tranfield et al., 2003; Wong et al., 2013).

Although there are variations in methodologies among different types of literature reviews, they all share eight common steps: (1) defining the research question; (2) creating and confirming the review protocol; (3) conducting literature searches; (4) screening for relevance; (5) evaluating quality; (6) extracting information; (7) analyzing and combining data; and (8) presenting the results **Figure 1.** (Xiao, Y., & Watson, M., 2019).

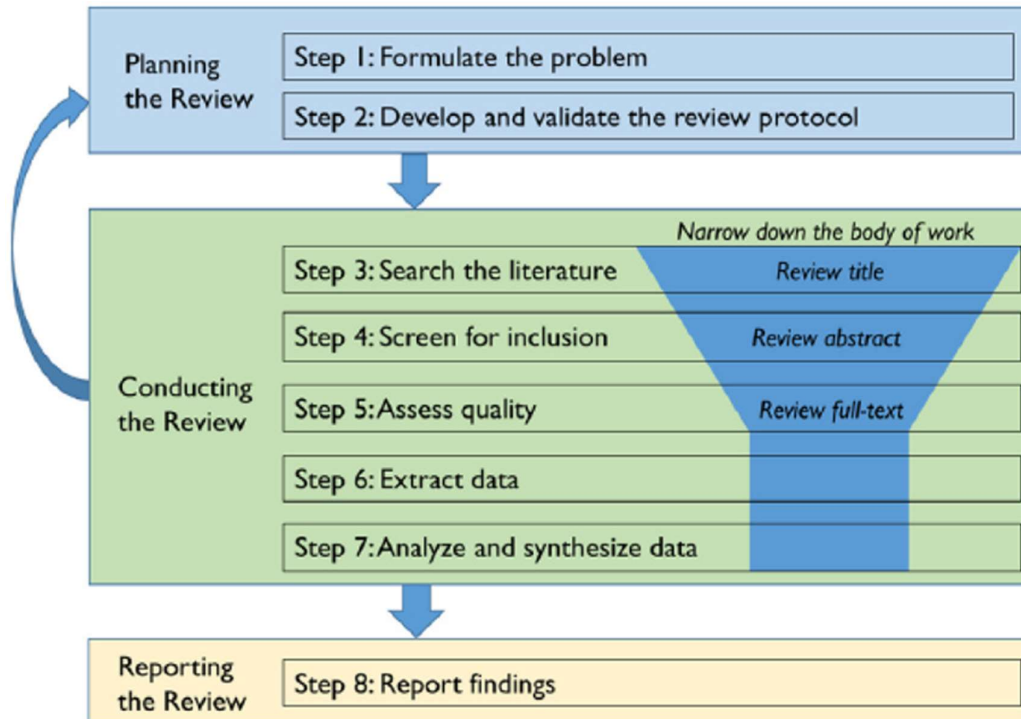


Figure 1. Process of systematic literature review.

3. RESULTS AND DISCUSSION

3.1. Motor Barriers

Motor impairments refer to physical conditions that hinder an individual's ability to perform movements or motor activities smoothly and efficiently. This may include impaired coordination of movement, muscle weakness, or joint stiffness that can limit an individual's mobility and motor function. According to (Kail, 2016), motor impairments often affect various aspects of a child's daily life, including participation in physical activities, social interaction, and academic achievement. Although the symptoms and severity of motor impairments can vary significantly from individual to individual, a deep understanding of these conditions is important for providing appropriate support and creating an inclusive environment for affected children.

3.2. Evolving Stereotypes

Stereotypes are generalizations or assumptions that members of society tend to maintain and exchange in relation to certain groups. In the context of children with motor disabilities, stereotypes can include a range of assumptions regarding their abilities, limitations, and physical or cognitive characteristics. According to research by (Jones and Fekete, 2019), common types of stereotypes against children with motor disabilities include the assumption that they are less physically capable, less intellectually intelligent, or unable to participate in social activities like other children.

The source of these stereotypes can come from a variety of factors, including mass media that often portrays children with motor impairments in a limiting context, personal experiences that may create prejudices or negative assumptions, and a general lack of accurate information and in-depth understanding of motor impairments in society.

It was observed that people with disabilities experience social inequality and exclusion, they are exposed to serious discrimination, and they face negative attitudes by individuals around them about their appearance, also that families of people with disabilities are exposed to stigmatization by the social environment, they show non-participation behavior in the social environment, they are exposed to prejudice, they face decreased social support due to stigmatization and that people with disabilities cannot fulfil their educational requirements. In another study, positive attitudes towards individuals with disabilities were found to be statistically significant and age group, school type, education, and care status for individuals with disabilities were found to be factors influencing attitudes.

3.3. The Impact of Stereotypes on Children with Motor Barriers

Societal stereotypes of children with motor disabilities not only affect external perceptions of them, but also have a significant impact on their psychological, emotional, and social well-being. Psychologically, these children may experience feelings of low self-esteem, anxiety, or depression as a result of the negative perceptions given by such stereotypes. In addition, emotional impacts such as frustration, loneliness, or loss of self-esteem may also result from experiences of discrimination or unfair treatment caused by such stereotypes.

The impact of stereotypes can also permeate the social development of children with motor disabilities, affecting their interactions with their surroundings and limiting opportunities to engage in social activities. They may have difficulty forming friendships, feel alienated, or experience rejection from peers due to the negative perceptions given by the stereotype.

3.4. Efforts to Reduce Stereotypes and Stigmatization

To overcome stereotypes and stigmatization of children with motor disabilities, efforts have been made through education and public awareness programs. Through public campaigns, seminars and outreach activities, communities can be provided with accurate information and a deep understanding of motor barriers, as well as the opportunity to understand the perspectives and experiences of children who are directly affected. This can help change the attitudes and behaviors of society, creating a more inclusive and supportive environment for children with motor barriers.

In addition, the role of family, school and society is also very important in reducing stereotypes. Families can play a crucial role in shaping children's perceptions of themselves and the world around them. By providing positive support, acceptance and encouragement, families can help children overcome stereotypes they may face, as well as build a strong sense of self-worth and self-confidence.

Schools also have a significant role in creating an inclusive environment and reducing stigmatization. Through an inclusive education approach that emphasizes diversity, schools can help change students' perceptions and attitudes towards children with motor disabilities. In addition, through training for teachers and school staff on the needs of children with motor disabilities, schools can create a supportive learning environment for all students.

At the community level, collaboration between various stakeholders, including governments, NGOs, and community organizations, can help develop programs and initiatives aimed at reducing stereotypes and stigmatization of children with motor disabilities. Through synergistic cooperation, these efforts can create sustainable changes in society's perceptions and attitudes towards children with motor disabilities and promote inclusion and equity for all individuals.

3.5. Discussion

In the context of societal stereotypes towards children with motor disabilities, the results of the systematic review suggest that reducing stereotypes and stigmatization is an important step towards a more inclusive and supportive society. Public education and awareness programs can play a central role in shaping society's perceptions and attitudes towards children with motor disabilities. A better understanding of these conditions, through proper education, can replace stereotypes with accurate knowledge.

The role of family, school and community is significant in shaping the identity and social integration of children with motor disabilities. Support and acceptance from their immediate environment can help these children overcome the psychological and emotional impact of stereotypes, while building strong social skills. Educational inclusion, training for teachers, and supportive learning environments in schools also contribute greatly to reducing stigmatization and creating inclusive learning environments.

However, despite positive efforts, this study also highlights that stereotyping and stigmatization of children with motor disabilities remains a relevant and complex issue. Increased cooperation between families, schools, government, and community organizations is needed to create deeper changes in societal attitudes and norms towards children with motor disabilities.

4. CONCLUSION

Using literature study methods, this research shows that children with motor impairments and other individuals with disabilities often experience inequality, social exclusion, and stigmatization. They are often targets of negative attitudes, discrimination, and lack of social support, which negatively affect their psychological, emotional, and social well-being. Lack of participation in social activities and difficulty in meeting their educational needs are also serious challenges.

This research emphasizes the importance of ensuring the adaptation of individuals with disabilities in social life, by adjusting appropriate to their needs and differences, thereby helping to minimize their disadvantages, and enabling wider participation in social life. Steps to prevent stigmatization and improve these conditions include raising public awareness through parental and community education, as well as detecting existing problems and planning concrete steps to find solutions.

By ensuring an inclusive and supportive environment for individuals with disabilities, through both educational and social efforts, we can help reduce the stereotypes and stigma they face and provide more fair and equal opportunities in society. These steps are not only important for the well-being of individuals with disabilities, but also for creating a more inclusive society that promotes social justice for all.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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