

ABSTRAK

Penelitian ini bertujuan untuk memahami pengalaman komunikasi perempuan dalam menghadapi stigma terkait pendidikan pada perempuan yang berdomisili di Desa Madan, Kecamatan Samudera, Kabupaten Aceh Utara. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi. Pemilihan informan dilakukan secara *purposive sampling*, yaitu perempuan yang pernah mengalami stigma terkait pendidikan. Data penelitian diperoleh melalui wawancara mendalam, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa stigma terkait pendidikan masih muncul melalui interaksi dengan keluarga, saudara, teman dan masyarakat sekitar dalam bentuk komentar maupun pandangan yang meragukan pentingnya pendidikan bagi perempuan. Berdasarkan Teori Interaksi Simbolik George Herbert Mead, pengalaman tersebut dipahami melalui konsep *mind*, *self* dan *society*. Stigma yang diterima mendorong munculnya berbagai pemaknaan dan respons, seperti perasaan sedih, kecewa, minder dan kurang percaya diri. Namun demikian, perempuan menunjukkan berbagai cara dalam menghadapi stigma tersebut, seperti mempertahankan keinginan untuk tetap melanjutkan pendidikan, meningkatkan kualitas diri, membangun komunikasi dengan keluarga, membuktikan kemampuan diri melalui tindakan, serta mengabaikan komentar negatif yang diterima. Temuan penelitian menunjukkan bahwa perempuan tidak hanya menjadi penerima stigma, tetapi juga mampu membangun makna, membentuk pandangan terhadap diri sendiri dan menentukan respons berdasarkan pengalaman serta interaksi sosial yang dialaminya.

Kata Kunci: pengalaman komunikasi, stigma pendidikan, perempuan, interaksi simbolik, fenomenologi.

ABSTRACT

This study aims to understand women's communication experiences in dealing with stigma related to education among women residing in Madan Village, Samudera District, North Aceh Regency. This study employed a qualitative approach with a phenomenological method. Informants were selected using purposive sampling, namely women who had experienced stigma related to education. Data were collected through in-depth interviews, observation and documentation. The findings show that educational stigma still emerges through interactions with family members, relatives, friends and the surrounding community in the form of comments and views that question the importance of education for women. Based on George Herbert Mead's Symbolic Interaction Theory, these experiences can be understood through the concepts of mind, self and society. The stigma received generated various interpretations and emotional responses, such as sadness, disappointment, insecurity and low self-confidence. Nevertheless, women demonstrated various ways of coping with such stigma, including continuing their education, building communication with family members, proving their abilities through actions and ignoring negative comments. The findings indicate that women are not merely recipients of stigma, but are also capable of constructing meaning, shaping their self-perceptions and determining their responses based on their experiences and social interactions.

Keywords: *communication experience, educational stigma, women, symbolic interactionism, phenomenology.*