

**EKSPLORASI *SUBJECTIVE WELL-BEING*  
MAHASISWA DISABILITAS FISIK**

**SKRIPSI**



**UIN SUNAN AMPEL  
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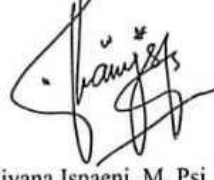
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## INTISARI

Penelitian ini bertujuan untuk memahami, menggali, dan mendeskripsikan *subjective well-being* mahasiswa disabilitas fisik di perguruan tinggi. *Subjective well-being* dipahami sebagai pengalaman subjektif individu yang mencakup evaluasi kognitif terhadap kepuasan hidup serta pengalaman afek positif dan afek negatif dalam kehidupan sehari-hari. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi untuk menggali makna pengalaman hidup mahasiswa disabilitas fisik secara mendalam. Validasi data dilakukan melalui triangulasi sumber dan metode. Subjek penelitian berjumlah tiga mahasiswa disabilitas fisik yang menempuh pendidikan di perguruan tinggi di Surabaya, dengan melibatkan *significant other* sebagai sumber pendukung data.

Hasil penelitian menunjukkan lima temuan utama. Pertama, dinamika *subjective well-being* mahasiswa disabilitas fisik bersifat dinamis dan dipengaruhi oleh pengalaman akademik, sosial, serta proses penerimaan diri. Kedua, aspek kognitif *subjective well-being* ditunjukkan melalui evaluasi kepuasan hidup yang disesuaikan dengan kondisi diri, penerimaan terhadap keterbatasan fisik, serta pemaknaan hidup yang realistis dan personal. Ketiga, aspek afektif ditandai dengan munculnya emosi positif seperti senang, bangga, bersyukur, dan merasa berguna, serta emosi negatif seperti malu, cemas, lelah secara mental, dan burnout yang muncul akibat tuntutan akademik, hambatan aksesibilitas, dan relasi interpersonal. Keempat, faktor-faktor yang memengaruhi *subjective well-being* meliputi faktor internal seperti penerimaan diri, religiusitas, motivasi, dan makna kebermanfaatan diri, serta faktor eksternal seperti dukungan sosial, lingkungan kampus yang inklusif, dan sikap dosen serta teman sebaya. Kelima, mahasiswa disabilitas fisik menggunakan berbagai strategi *coping*, seperti bercerita kepada orang terdekat, melakukan aktivitas yang menyenangkan, afirmasi positif, menarik diri ke ruang aman, hingga mencari bantuan profesional, untuk menjaga dan meningkatkan *subjective well-being* selama menjalani perkuliahan.

**Kata kunci:** Kesejahteraan Subjektif, Disabilitas Fisik, Kepuasan Hidup, Afek, Strategi *Coping*

## ABSTRACT

*This study aims to understand, explore, and describe the subjective well-being of students with physical disabilities in higher education. Subjective well-being is understood as an individual's subjective experience that includes cognitive evaluations of life satisfaction as well as experiences of positive and negative affect in daily life. This study uses a qualitative approach with a phenomenological method to explore the meaning of the life experiences of students with physical disabilities in depth. Data validation was carried out through source triangulation and method. The research subjects were three students with physical disabilities studying at a university in Surabaya, with other important people involved as supporting data sources.*

*The research findings revealed five key findings. First, the subjective well-being of students with physical disabilities is dynamic and influenced by academic and social experiences, as well as self-acceptance. Second, the cognitive aspect of subjective well-being is demonstrated through self-evaluation of life satisfaction, acceptance of physical limitations, and a realistic and personal meaning of life. Third, the affective aspect is characterized by the emergence of positive emotions such as joy, pride, gratitude, and a sense of usefulness, as well as negative emotions such as shame, anxiety, mental exhaustion, and burnout, which arise from academic demands, accessibility barriers, and interpersonal relationships. Fourth, factors influencing subjective well-being include internal factors such as self-acceptance, religiosity, motivation, and the meaning of self-worth, as well as external factors such as social support, an inclusive campus environment, and the attitudes of lecturers and peers. Fifth, students with physical disabilities use various coping strategies, such as confiding in loved ones, engaging in enjoyable activities, using positive affirmations, withdrawing to a safe space, and seeking professional help, to maintain and improve their subjective well-being during their studies.*

**Keywords:** Subjective Well-Being, Physical Disabilities, Life Satisfaction, Affect, Coping Strategies

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