

Self-Confidence in Deaf Teenagers at ABC Melati Aisyiyah SLB'S

Anna Wati Dewi Purba¹, Arief Nugraha²

^{1,2} Faculty of Psychology, Universitas Medan Area

Article Info

Article history:

Accepted: 04 March 2025

Publish: 01 April 2025

Keywords:

Self-Confidence,
Deaf Adolescents,
Parental Support,
Social Interaction,
Coping Strategies.

Abstract

Self-confidence is an essential psychological aspect that affects the development of deaf teenagers. Communication barriers often lead to social challenges, impacting their self-esteem. This study aims to explore the factors influencing self-confidence in deaf adolescents at ABC Melati Aisyiyah Special School (SLB). Using a qualitative phenomenological approach, data were collected through in-depth interviews and observations. The findings indicate that parental support, personal achievements, social interactions, and coping strategies significantly contribute to self-confidence. A positive environment and strong family support play a crucial role in fostering confidence in deaf teenagers.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](#)



Corresponding Author:

Anna Wati Dewi Purba

Universitas Medan Area

Email: annawati@staff.uma.ac.id

1. INTRODUCTION

Everyone longs for a perfect birth, without deficiencies or disabilities. Children with special needs are children who are significantly different in several important dimensions of their human function. Those who are physically, psychologically, cognitively, or socially hindered in achieving their goals or needs and potential to the fullest include those who are deaf, blind, have speech disorders, physical disabilities, mental retardation, and emotional disturbances (Kresna & Rahmasari, 2020).

However, when a family member is born with a different physical condition, such as being deaf, family life can change. Parents often feel worried if their child does not meet their expectations. Deaf individuals are often considered an underprivileged group in society and frequently receive negative perceptions, which can make them feel inferior, insecure, and useless (Putri et al., 2022). The main problem faced by the hearing impaired is communication, which often leads to loneliness due to difficulties in interacting with others.

Social interaction for the hearing impaired is also a challenge, as they are often not accepted by their surroundings. Some families feel ashamed of having a deaf child and even hide the child from society. The response of parents to a deaf child greatly influences the development of the child's self-concept (AMBARWATI et al., 2024). Parents who accept and support their hearing-impaired children can help them build a positive self-concept (Siti Zahara & Masitah, 2023). However, hearing-impaired individuals can still harness their minds and set goals they want to achieve by having self-confidence to see their potential and not focusing on the consequences of their physical limitations.

Deaf teenagers often face many adjustment problems, such as being less creative, impulsive, and lacking empathy (de Quevedo & Andretta, 2020). Self-confidence is an important aspect in the formation of a person's character, and it is greatly influenced by an individual's interaction with the

environment and societal acceptance (Adigun, 2020). Support from parents is very important in boosting the self-confidence of hearing-impaired children, which in turn can help them overcome various challenges in life.

Self-confidence is the key to realizing one's potential. Confident people tend to have realistic expectations and are able to accept failure with a positive attitude. Social support from family, especially parents, is very important to strengthen the self-confidence of hearing-impaired teenagers and help them lead a better life (Radovanović et al., 2020). Based on the background description, the researcher is interested in conducting this study.

2. MATERIALS AND METHODS

The research used is of the qualitative research type. The type of research used in this study is phenomenology. Phenomenology as a study to describe the general meaning of a number of individuals regarding their shared life experiences related to the phenomenon (Creswell & Creswell, 2022). Phenomenologists focus on describing what is the same or common among participants when they experience a phenomenon.

Qualitative research is known for two main data collection instruments, namely interviews and observations, while there are still several other data collection instruments that are also frequently used, such as focus groups, documentation studies, diaries, and so on. The interactive model data analysis technique consists of four stages that must be carried out. The first stage is the data collection stage, the second stage is the data reduction stage, the third stage is the data display stage, the fourth stage is the conclusion drawing stage, and/or the verification stage (Lestari et al., 2024).

3. RESULTS

a. Daily and Social Activities of the Respondent:

Respondents I and II have daily activities that reflect their personalities. "Respondent I", with activities such as helping parents at home and practicing dance at school, demonstrates responsibility and a love for the arts. These activities also show that "Respondent I" is an active individual involved in various aspects of daily life, both at home and at school. His involvement in social activities with friends also demonstrates good socialization skills and the importance of social relationships in building self-confidence.

Meanwhile, "Respondent II" is more focused on personal activities such as playing on their phone at home, but still socializes with their friends at school. This activity shows that although Respondent II spends more time on themselves, they still have the ability to build good social relationships with their surroundings.

b. Approach to Problems and Parental Support:

Both respondents showed different ways of dealing with problems. "Respondent I" tends to think positively and strives to solve the problems they face, demonstrating high maturity and self-confidence. Full support from parents plays a significant role in shaping Respondent I's self-confidence, who always feels supported in every step they take. This shows the importance of family support in developing a person's self-confidence.

"Respondent II", on the other hand, tends to face problems calmly and prefers to remain silent or leave when feeling uncomfortable. Although their approaches differ, parental support remains an important factor in developing Respondent II's self-confidence. The closeness with parents, especially the mother, provides a sense of security and strong moral support.

c. Achievements and Skills:

Respondent I is very skilled in dancing and has received awards for their abilities. This victory brings him great happiness and satisfaction, demonstrating that achievements in a field of interest can boost self-confidence. Besides dancing, "Respondent I" also shows creativity in making bags from used fabric, adding a positive aspect to their self-image. "Respondent II" also has a special

skill, namely in pantomime. This skill makes him feel confident in his potential and determined to further develop himself. Winning the pantomime competition brought him great happiness and boosted his confidence.

d. Responsibility and Optimism:

Respondent I demonstrates a high level of responsibility in completing school assignments and believes that education is the path to becoming smart. He not only works hard at school but also has an optimistic attitude towards his future, believing that his hard work will pay off. Although “Respondent II” is less responsible in academic matters, he remains disciplined with time and shows dedication to his pantomime skills. Confidence in his pantomime skills and parental support are sources of optimism for his future.

e. Self-Control and Self-Confidence:

Both respondents demonstrated good self-control. “Respondent I” always faces bad situations calmly and is willing to forgive if necessary, while “Respondent II” also faces difficult situations with calmness and does not easily give up when facing failure. This shows that both respondents have strong self-control, which is an important characteristic of confidence.

In the end, both “Respondent I” and “Respondent II” showed that their self-confidence is greatly influenced by parental support, achievements in their areas of interest, and the ability to face life's challenges with a positive attitude. A positive environment and family support play an important role in shaping and strengthening their self-confidence.

4. CONCLUSION

- a. Both respondents have achievements in non-academic fields. H once won 3rd place in a dance competition in 2019. MA once won a championship second place in 2019.
- b. The findings indicate that Respondent I exhibits various characteristics of high self-confidence. He is very responsible, optimistic, and has confidence in his potential. Parental support is an important factor in building his self-confidence. “Respondent I” always works hard to achieve their dreams and does not easily give up when facing failure. The respondent also has good self-control and a positive attitude towards their future. In addition, “Respondent I” also possesses additional skills such as making bags from used fabric, which further boosts their self-confidence.
- c. “Respondent II” also shows signs of self-confidence, albeit in a different way from “Respondent I”. He has a habit of playing with his friends and playing games as part of his daily routine. “Respondent II” demonstrates good social skills and approaches problems with a relaxed and happy attitude. He receives strong support from his parents, especially his mother, who is the main factor in building his self-confidence. “Respondent II” also has a positive environment that supports them in various ways. Although he is less responsible in some academic aspects. He still shows discipline in terms of time and is never late to school. “Respondent II” also maintains a good appearance, which helps boost his confidence.
- d. Overall, both respondents indicated that their self-confidence is influenced by parental support, personal achievements, and the ability to manage themselves and a positive environment. Although they have different approaches in demonstrating self-confidence. Both managed to maintain a positive and optimistic attitude in achieving their goals.

5. BIBLIOGRAPHY

- Adigun, O. T. (2020). Self-esteem, self-efficacy, self-concept and intimate image diffusion among deaf adolescents: A structural equation model analysis. *Heliyon*, 6(8), e04742. <https://doi.org/10.1016/j.heliyon.2020.e04742>
- AMBARWATI, S., USBAH, A. M., LESTARI, S. R. I. A. Y. U., MASFIA, I., & FAHMY, Z. (2024). POLA ASUH ORANG TUA TERHADAP KEPERCAYAAN DIRI REMAJA PENYANDANG TUNAWICARA DI KECAMATAN WARUNGPRING KABUPATEN PEMALANG.

- PAEDAGOGY: Jurnal Ilmu Pendidikan Dan Psikologi*, 4(2 SE-), 155–161.
<https://doi.org/10.51878/paedagogy.v4i2.2874>
- Creswell, J. W., & Creswell, J. D. (2022). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc.
- de Quevedo, R. F., & Andretta, I. (2020). Deaf Children and Adolescents: Social Skills Discriminant Profile. *Psicologia: Teoria e Pesquisa*, 36, 1–9. <https://doi.org/10.1590/0102.3772e36311>
- Kresna, K. A. Y., & Rahmasari, I. (2020). Kepercayaan Diri Ditinjau Dari Dukungan Sosial Pada Siswa Tunarungu. *Profesi (Profesional Islam): Media Publikasi Penelitian*, 18(1), 1–7.
<https://doi.org/10.26576/profesi.v18i1.31>
- Lestari, N., Aprisa, M. T., & Dewi, D. E. C. (2024). Eksplorasi Strategi Pengumpulan Data Dalam Penelitian Kualitatif Dan Kuantitatif; Studi Perbandingan Metode Tesis Di Kalangan Akademisi. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 4(3 SE-), 380–388. <https://doi.org/10.54437/irsyaduna.v4i3.1848>
- Putri, Hasneli, & Masnida Khairat. (2022). Gambaran Efikasi Diri pada Remaja Tunarungu Berprestasi. *Bandung Conference Series: Psychology Science*, 2(3), 838–845. <https://doi.org/10.29313/bcsps.v2i3.4884>
- Radovanović, V., Šestić, M. R., Kovačević, J., & Dimoski, S. (2020). Factors Related to Personal Resiliency in Deaf and Hard-of-Hearing Adolescents. *The Journal of Deaf Studies and Deaf Education*, 25(4), 430–437.
<https://doi.org/10.1093/deafed/ena012>
- Siti Zahara, & Masitah, W. (2023). Pengaruh Pola Asuh Orang Tua Terhadap Kepercayaan Diri Anak Usia Dini. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 7(01 SE-Articles), 64–81.
<https://doi.org/10.31849/paud-lectura.v7i01.13556>