



RELATIONSHIP BETWEEN PARENTAL SUPPORT AND CONFIDENCE IN ADOLESCENT WITH DEFENSE YOUTH

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Abstract

Self-confidence is an important factor for adolescents who are deaf. Self-confidence is a form of feeling confident about the ability that an individual has to be able to achieve life goals. To get confidence, parental support is needed. Parental support causes teenagers to feel comfortable, feel loved and cared for. This study aims to determine the relationship between parental support and self-confidence of adolescents with hearing impairment at SLB-B Pangudi Luhur. The research method is quantitative. Data obtained through questionnaires that have been tested first. The number of samples in this study were 63 subjects, who were Pangudi Luhur SMPLB and SMALB students aged 13-18 years. Based on the results of data analysis, it is known that the correlation coefficient between parental support and self-confidence is 0.609 with a significance level of 0.000. This means that there is a relationship between parental support and the confidence of adolescents with hearing impairment at the SLB-B Pangudi Luhur. This means that the higher parental support, the higher the confidence of adolescents with hearing impairment in the SLB-B Pangudi Luhur.

Keywords: *Parental support, Self confidence, Adolescent, Hearing impairment*

Abstract

Kepercayaan diri merupakan faktor penting bagi remaja penyandang tuna rungu. Kepercayaan diri merupakan suatu bentuk perasaan yakin akan kemampuan yang dimiliki individu untuk dapat mencapai tujuan hidup. Untuk mendapatkan kepercayaan diri diperlukan dukungan orangtua. Dukungan orangtua menyebabkan remaja merasa nyaman, merasa dicintai dan diperhatikan. Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan orangtua dan kepercayaan diri remaja penyandang tuna rungu di SLB-B Pangudi Luhur. Metode penelitian adalah kuantitatif. Data diperoleh melalui kuesioner yang telah di uji coba terlebih dahulu. Jumlah sampel dalam penelitian ini berjumlah 63 subjek, yang merupakan siswa dan siswi SMPLB dan SMALB Pangudi Luhur yang berusia 13-18 tahun. Berdasarkan hasil analisis data, diketahui koefisien korelasi antara dukungan orangtua dan kepercayaan diri sebesar 0,609 dengan taraf signifikansi sebesar 0,000. Hal ini berarti terdapat hubungan antara dukungan orangtua dan kepercayaan diri remaja penyandang tuna rungu di SLB-B Pangudi Luhur. Artinya semakin tinggi dukungan orangtua, maka semakin tinggi pula kepercayaan diri yang dimiliki remaja penyandang tuna rungu di SLB-B Pangudi Luhur.

Kata Kunci: *Dukungan Orangtua, Kepercayaan Diri, Remaja, Tuna Rungu*

Preliminary

Hidayanto, (2013), describes adolescence as a period in which a person searches for identity, a time to show self-existence and to get recognition or to be considered to be in the midst of society. According to Papalia, Olds & Feldman (2013), during adolescence, some normal adolescents experience problems in dealing with various changes that occur simultaneously and need help in overcoming the dangers while undergoing adolescence. For teenagers with special needs, the problems that will be faced are increasingly complex,

especially those related to self-confidence. According to Kusumawardani and Laksmiwati (2018), explaining to some teenagers who have Special needs often experience various problems, especially in terms of communicating with the surrounding environment. Often teenagers with special needs feel inferior and unable to adapt to their environment and sometimes feel ostracized by their peers.

Mangungsong (2014), explains that the limitations of deaf people can often lead to a lack of self-confidence, with these limitations adolescents often feel low self-esteem so that it can cause obstacles in achieving something expected. Deaf people also often raise negative thoughts from society, where deaf people are often considered as someone who is different from individuals in general, where hearing limitations make hearing impaired people have difficulty communicating, causing difficulties in conveying their thoughts and desires to others.

Mangungsong (2014), explaining the deaf is an individual whose hearing is not functioning and thus requires extraordinary educational services. Limitations in terms of hearing are often a separate problem for people who are deaf, some of which can cause deaf people to have difficulty in daily activities. Hearing loss for deaf people can also cause delays in language development, where deaf people need special guidance and education to be able to achieve life like individuals in general.

Efendi (2006), stated that deaf people are considered to have the lightest problems when compared to other disabled people, but not for deaf teenagers. Deaf teenagers are often approached by a sense of anxiety because they are not able to adjust to the environment. This condition makes deaf teenagers have to struggle in going through the development process. With these limitations, deaf teenagers will experience various obstacles in pursuing their development, especially in aspects of language, intelligence and social adjustment.

Kusumawardani and Laksmiwati (2018), stated that adolescents who are deaf have low self-confidence. Low self-confidence in deaf adolescents is caused because deaf adolescents feel unsure of their abilities, so that deaf adolescents are unable to do everything to achieve the goals they want.

According to Anthony (2006), self-confidence is an attitude in a person who can accept reality, can develop self-awareness, think positively, have independence and have the ability to have everything he wants.

High self-confidence will make individuals motivated to achieve success, because the higher the confidence a person has in their abilities, the greater the motivation to be able to complete all work. The results of research conducted by Priyanggraeni, Prasetyaningrum and Hakim (2002), show that a person's self-confidence affects his actions in choosing a job, on performance and efforts to achieve goals successfully in various areas of life. Self-confidence will also bring strength in determining steps and is also an important factor in dealing with a problem faced by individuals.

The limitations of deaf people can lead to a lack of self-confidence, with these limitations adolescents often feel inferior so that it can cause obstacles in achieving what is expected (Mangungsong, 2014). Adolescents who have limitations often experience self-confidence, especially in terms of communicating with peers, this is where the most important role for parents is to build the teenager's self-confidence (Evitasari, 2016).

Fazria (2016), explains that deaf adolescents who have high self-confidence are formed by the important role of parents, so parental support is very important in developing self-confidence in children. According to Cohen and Smet (in Harnilawati, 2013), stated that parents are one of the best providers of social support for children so that they can become more confident in carrying out his life. Parental support is needed for a child who is deaf, where the child will feel that he is valued, cared for and given great love from parents which makes the child more confident to live his life.

Zaenuddin (2002), explains that parental support is expressed as the presence of comfort, attention, appreciation or helping people with an attitude of accepting their condition, this support is obtained from families or groups. According to Rodin and Salovey (in Smet, 1994), states that the best social support is the support obtained from the family. Parents as part of the family are individuals who are closest to adolescents and are one of the best sources of social support for adolescents in the family. Parental support is very influential on children's self-confidence, especially for children with special needs, where parents are expected to help develop the self-confidence of children with special needs who often feel insecure about their shortcomings.

A deaf teenager who has high parental support, the higher the level of self-confidence he has. Vice versa, if the lower the level of parental support, the lower the level of self-confidence. In addition, deaf teenagers who have high parental support will have an influence in living their daily lives, deaf teenagers become more confident in dealing with all the problems that occur.

Basically, deaf teenagers are the same as other teenagers in general. Adolescents who are deaf can do all daily activities the same as other teenagers, even with their limitations. Deaf teenagers are also still able to communicate with people around them even with the help of hearing aids, their limitations also often make deaf teenagers lose confidence but with good social support from parents, close friends and the surrounding environment. making deaf teenagers able to rise from adversity and become much more confident in facing all the problems that occur. Based on the description above,

Research methods

The dependent variable in this study is self-confidence, which is a belief that a person has to achieve his life goals, belief in all aspects of his strengths, the ability to face environmental challenges and the ability to achieve a certain goal. The self-confidence scale is based on the aspects of self-confidence proposed by Anthony (2006), which include normal ambition, independence, optimism, security, tolerance and self-belief.

The independent variable in this study is parental support, namely a form of action given by parents to children that refers to comfort, being loved and cared for, respected, or in the form of real assistance that can cause reactions and changes in behavior in the child. The parental support scale is based on the aspects of parental support proposed by Sarafino (2012), which include emotional support, reward support, instrumental support, informational support and social group support.

The population and sample in this study were students of SLB-B Pangudi Luhur aged 13 to 18 years. The sample in this study were students of SMPLB and SMALB Pangudi Luhur, totaling 63 people.

The sampling technique used in this study is purposive sampling, namely the technique of determining the sample with special considerations so that it is worthy of being a sample (Noor, 2011).

Data collection techniques using a questionnaire. The questionnaire used was compiled based on the self-confidence and parental support scale which refers to the Likert scale.

Research Results and Discussion

This study aims to examine the relationship between parental support and self-confidence of deaf adolescents in SLB-B Pangudi Luhur. Analysis results show that the hypothesis is accepted, which means that there is a relationship between parental support and

self-confidence of deaf adolescents at SLB-B Pangudi Luhur. This shows that the greater the parental support obtained, the greater the confidence in adolescents with hearing impairments in SLB-B Pangudi Luhur.

Based on the results of the calculation of the reliability and discriminatory power of items on the parental support scale, a correlation coefficient of 0.868 is obtained and has an item discriminatory power that moves between 0.352 to 0.701, which means the scale is reliable. On the self-confidence scale, obtained a coefficient of 0.827 and has a discriminatory power of items that move between 0.331 to 0.586, which means the scale is reliable. While the results of the linearity test on the self-confidence and parental support scale resulted in a significance value of 0.000 ($p < 0.05$), which means that it is linear.

Based on the calculation of the empirical mean of the scale of parental support for deaf adolescents at SLB-B Pangudi Luhur, it is found that parental support is in a high position. This shows that deaf teenagers in SLB-B Pangudi Luhur have received good parental support, thus creating a feeling of security and comfort. In calculating the empirical mean of the self-confidence scale in deaf adolescents at SLB-B Pangudi Luhur, it is found that self-confidence is in a high position. This shows that deaf teenagers in SLB-B Pangudi Luhur have high self-confidence so that they are able to overcome their limitations.

Based on the calculation of the description of the subject according to age, it can be seen that parental support and self-confidence are felt more at the age of 13-16 years. Then for the calculation of the description of the subject according to gender for parental support is felt more in the female gender, while for self-confidence it is more felt in the male gender. Based on the calculation of the description of the subject by class for parental support more are in grade 1 junior high school, while for self-confidence more are in grade 3 junior high school.

Results correlation coefficient based on data analysis, it is known that the correlation coefficient obtained is 0.609 with a significance level of 0.000. These results indicate that the research hypothesis is accepted, meaning that there is a relationship between parental support and self-confidence of deaf adolescents at SLB-B Pangudi Luhur, with a positive direction of relationship. Thus, the higher the parental support provided, the higher the confidence of deaf adolescents in SLB-B Pangudi Luhur, and vice versa.

The family environment, especially parents, has an important and strong influence on children with special needs. The role of parents is needed to be able to overcome the obstacles experienced by children with special needs, the obstacles experienced make it difficult for children with special needs to face problems in the surrounding environment. The success or failure of children with special needs in facing problems in the environment, is very dependent on the guidance and influence of the family, especially parents. Support from parents will change the individual's perception of stressful events and therefore will reduce the potential for stress to the individual concerned

According to research conducted by Adicondro and Purnamasari (2011), which states that people who get high family support, in this case parents, will get a lot of emotional support, appreciation, instrumental and informative from the family. If emotional support is high, the individual will feel highly motivated. If the award for the individual is large, it will increase self-confidence.

Conclusions and suggestions

Based on the results of the research hypotheses proposed in the study This is accepted, where the results of hypothesis testing are obtained with a significance value of 0.000 ($p \leq 0.05$). This means that there is a relationship between parental support and self-confidence in deaf adolescents. The higher the parental support given to deaf adolescents, the higher the level of self-confidence they have, conversely the lower the parental support given to deaf

adolescents, the lower the level of self-confidence. Deaf teenagers who have good parental support will make them feel comfortable, cared for and can be more confident in their daily lives.

The results showed that the empirical mean value of parental support for people with hearing impairment was in the high category, while the results on the empirical mean of self-confidence were also in the high category. This shows that deaf adolescents have high parental support and self-confidence.

For deaf youths, The results of the study indicate that the existence of good parental support will increase self-confidence in adolescents with hearing impairments. Therefore, it is expected that deaf teenagers can be more confident in living their daily lives, can develop themselves in a positive direction by participating in a positive activity according to their interests and abilities, so that deaf teenagers can be more confident in living his life.

For parents with hearing impairments, it is hoped that they can provide more support and attention to adolescents with hearing impairments, parental support is very necessary for adolescents with hearing impairments to increase self-confidence in adolescents with hearing impairments so that deaf adolescents become more cared for and feel able to face the problems that occur in his life.

For schools and teachers, it is hoped that to be able to realize the importance of self-confidence for students who are deaf in order to be able to socialize and communicate well in the surrounding environment. Good self-confidence can create a sense of enthusiasm for students and students in carrying out activities, especially related to communication with new people around, for that it is hoped that all school parties can increase the confidence of students and students with hearing impairments so that they can live life to be even better.

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