


SELF-CONCEPT OF PARENTS WHO HAVE DEAF CHILDREN IN PROVIDING PARENTING

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Abstract: *A person's self-concept is formed and influenced by perceptions that come from outside, This perception can be psychological, social, or physical which forms the self-concept. Self-concept has a strong influence on behavior, including providing parenting patterns to children, The self-concept of parents who have deaf children varies greatly depending on their perception of this deaf disability. This research aims to determine and understand the social symptoms, behavior, self-concept, and parenting patterns of parents of deaf children at an early age. This research used a qualitative method with a qualitative descriptive approach carried out on 3 parents of early-age deaf children who attended special schools about how to educate, guide, care for, and treat deaf children, Data was analyzed using data display, data reduction, and clarification. The research results show that; The self-concept of parents of deaf children varies greatly depending on how they interpret (perceive) and accept the child's presence and then provide parenting styles with different styles, some are permissive, authoritative and some are democratic. Some deaf parents give freedom and freedom to their children without any restrictions or supervision. Some parents strictly limit their deaf children without giving them freedom and most deaf parents treat their children well, giving them freedom and guidance and supervision. Research finds that parenting patterns for deaf children are influenced by perception and self-concept, The more positive the perception of the child, the better the parenting style. The contribution of this research is to provide knowledge, understanding, and awareness to parents about the importance of parenting patterns in shaping children to become*

good individuals. and have social sensitivity and responsibility through democratic parenting, This research describes the type of parenting style of deaf parents which is influenced by the parents' perception and self-concept, while other influences can be carried out further research related to the influence of parents' education, economics, social status, and others.

Keywords: *Self-Concept, Parenting Style, Deaf Disability, Early Age*

A. INTRODUCTION

The presence of a baby is something that is always looked forward to at a wedding. This is perfection and happiness as well as increasing the strength of the bond in a marriage. Children are the hopes and dreams of a family, therefore healthy, intelligent, and good children are the dream of every family, However, life does not always go according to expectations, this is what is experienced by families who have offspring who experience imperfections or are born with disabilities, giving rise to feelings of disappointment, sadness, shame, confusion, depression, brooding, and various mental conditions (Maidayani, 2020:84). In conditions like these, parents end up closing themselves off and not wanting to tell anyone about their children to prevent their children from being ridiculed or insulted, this becomes a burden both physically and psychologically (Kartikasari, 2017:101).

This attitude has hampered the child's development parents are miniature models and the main reference for children who are useful in personal and social development (Sabi'ati, 2018). In a social phenomenon, having children with disabilities will receive different, unfavorable treatment and be perceived negatively by society, This is what ultimately results in parents of deaf people having a self-concept (bad or negative self-assessment), considering themselves as children with disabilities. have a shameful "disgrace" and close themselves off.

These conditions influence parents to accept their children with disabilities or vice versa to reject them with various thoughts, attitudes, and behaviors. Parents who accept their child with a hearing disability for the reason that they realize that the child is a gift from God who must be accepted and educated well, while those who do not accept the argument feel

embarrassed and disappointed because they will receive bad attitudes and treatment from the environment. Some parents reject their children who have disabilities because they are disappointed, which in the end gives their children a very worrying parenting style (Novianti, Dkk, 2016:150). Based on the results of research conducted by Anggraini (2013), out of 29 parents who had children with disabilities, there were 17 parents (58.62%). they feel embarrassed because their child is born with a disability. then 100 parents (34.48%) felt very disappointed because their child had a disability that did not meet expectations (Kartikasari, 2017:101).

Based on the research results above, it can be explained that 93.10% of parents who have children with special needs tend to reject them, and only the remaining 6.89% accept their children with special needs. Children with special needs can have prenatal, natal, and postnatal consequences based on research results showing that 31% of disabilities are associated with infections during the prenatal and postnatal period, 17% occur at birth, 4% are due to ototoxic drugs, and 8% are due to drug abuse (Siron, 2021). Thus, disability as a condition experienced by children cannot be treated unfairly, its existence must be accepted sincerely.

The attitude of accepting and rejecting children with disabilities is based more on the perception of the environment and the parents' self-concept which is built from that environment. The more positive the self-concept, the more likely they are to accept the child as he is and vice versa with parents who have a negative self-concept, will be more resistant to its existence. "Self-concept is the overall opinion about oneself regarding physical, social, and psychological aspects based on experiences and relationships with other people." (Sobur, 2011: 507).

Self-assessment by having a child with a disability will make you feel embarrassed, become a topic of discussion for people, be considered ugly, and some consider it a (curse) from God, a view or self-perception that includes physical aspects, social aspects, and also psychological aspects, because interaction with other people is very important (Teti Soge, 2016). Self-concept provides a view of oneself, a self-assessment that comes from others and is known, understood, and desired, both physically, emotionally, and spiritually (Kiling, 2015:116). Self-concept influences a person's

attitudes and behavior, including providing the type of parenting style. Parenting style is a form of attitude and behavior used by parents in educating, caring for, and treating their children so that their personalities are formed well (Fajrur, 2022).

There are various types of parenting styles for parents with disabilities, including: "1) the type of family that accepts the total presence of children and treats children with disabilities equally with other children, 2) introverted (closed) family type. who refuses the presence of their child with a disability, and, 3) The possessive family type is overprotective because they are afraid that their child will be insulted, bullied, and embarrassed by other people" (Dewi in Indriani, 2021:100). Whereas, The parenting style that parents apply to their deaf children is more influenced by their self-concept, insight, and education. Herlina's research results (2013) show that the education of most deaf parents is very low and the parenting style that is often applied is permissive, while the higher education of deaf parents provides a democratic parenting style (Galih in Nurhayati, 2017) .

Baumrind (1997) reveals the impact of parental parenting on children's socio-emotional, namely if the parenting style is authoritarian, the child is bullying, less social, emotional, withdrawn, and negligent in his duties; whereas permissive parenting makes children less able to control themselves, act as they please, aloof, often unfriendly, and democratic parenting makes children active in their environment, assertive, empathetic, sensitive, and able to control themselves, and more confident (Nurhayati, 2017:14).

This type of parenting is very important, especially for deaf children at an early age, to shape them to have good character and personality. To build character in young deaf children, it is necessary to foster the child's psychosocial development. Psychosocial development is the ability (potential) that leads to the uniqueness of the child's character and personality, namely the cognitive dimension, emotional, social, and moral, developing a child's full potential is one of the things that becomes the foundation for children to be confident, able to interact with the environment, able to face many obstacles, and capable. adapt to the environment, therefore we must know and understand psychosocial development (Purna & Kinasih, 2015:18). Social

behavior that develops in early childhood is behavior that is built on the foundations laid during childhood (Khaerunnisa, 2020).

For deaf children, psychosocial development is a big problem because deaf children, since they are deaf, cannot hear anything, which means they cannot understand it. Language and communication with the surrounding environment, so that in their development children are less able to understand and comprehend the environment, Furthermore, children are not yet able to respond to stimuli from the environment, even though psychosocial development is very dependent on stimulation from the surrounding environment. Therefore, To hone the language potential of deaf children, they must better understand the nature of their deafness, deaf children rely more on sight and seeing other people so when interacting with them you must use clear spoken language and signs to foster and develop the language and communication of deaf children by making good use of the various abilities they still have (total communication). Deaf people are children who have mild, moderate, or severe hearing loss, where the child loses their hearing from 41dB-91dB so the child experiences obstacles in communicating language with other people. (Atmaja, 2018:61).

The role of parents is very important in developing language and communication in deaf children, especially in practicing language with the skills of reading other people's lips and sign language so that they can easily understand other people's communication. Parents, especially mothers, have an important role in caring for and educating their children as well as being protectors (Aulia, 2020:44). Parents, especially mothers, have an important role in caring for and educating their children as well as being protectors (Putri, 2020:9). It is because children are in a period of growth and development up to the age of 6 years, at which time children begin to be very sensitive/sensitive in receiving various stimuli. mother and child in growing and building language skills is very important (Fitria, 2016). Urgent (Ariyanti (2016) (Pratama, 2021:47). Thus, establishing a good relationship between mother and child in growing and building language skills is very urgent. Hurlock (2009). Expressing a warm and harmonious closeness between parents and children is very important. Together with parents, children practice their roles as individual and social beings and

learn about the values, norms, and social roles instilled by their parents (Fitria, 2016:100). This is determined by how parents provide parenting patterns to children. Parenting patterns include physical care, emotional care, and social care (Candra, 2017).

In all aspects of parenting, it is hoped that children will grow and develop into good individuals. Parenting is understood as effective, interesting, and suggestive communication based on the subconscious (Na'mah, 2017).

The first and foremost pattern of parenting deaf children is to practice language, instill habits, and provide opportunities for good social interaction. Through habits instilled by parents, it is necessary to develop good parenting patterns to foster, care for, and protect and must be oriented towards the impact of deafness on the personality of deaf children (Hasanah, 2020:68). Then, in providing a democratic parenting style, parents must give children the opportunity to socialize or play outside but must be supervised and guided (Pratama, 2021).

Based on the description above, this research aims to determine the self-concept of deaf parents in providing parenting patterns to their children. The contribution of this research provides an understanding of parents with disabilities in caring for deaf children democratically so that they can develop their potential to the maximum so that their body size becomes better. Independent, and not dependent on others.

B. METHOD

This research uses a qualitative method with a descriptive-analytical approach. This research was carried out at SLB Sunan Prawoto, Sukolilo, Pati with research subjects of parents who had deaf children at an early age as many as 10 people. with a research focus on parenting patterns for deaf children. The data sources in this research are: 1). Primary data, is the main data obtained directly from observations or interviews. The data sources in this research are deaf parents in providing parenting patterns to their deaf children which include: IKN, DWK, BLM, MNT, PDH, RHN, ARY, WBG, BBD, and KKS; 2) Secondary data, namely additional data originating from other sources such as books, journals, documents related to the research carried out. The data collection techniques use: a. Observation, where researchers

observe the activities carried out by children, parenting patterns carried out by parents, and social relationships between children and parents and so on; b. Interview, namely interviewing 10 deaf parents and 2 deaf children who were used as subjects *research*, then explained clearly as research result. The interview aims to reveal the self-concept of deaf parents and parenting patterns including acceptance, parenting patterns, attitudes (behavior), and social interactions. Data analysis was carried out using data reduction, data display, and verification (conclusion) steps (Sugiyono, 2013:338). In data reduction, the author carries out activities of summarizing, selecting, and sorting themes related to parents' self-concept in providing parenting patterns, Meanwhile, data display is done by explaining self-concept and parenting patterns based on the data obtained. Conclusions are made by analyzing the results based on data, but they are still not final, it is still possible to change based on the facts, and clarification must answer the existing problem formulation.

C. RESULTS AND DISCUSSION

Self-concept is an assessment of self that comes from other people related to ourselves (Rayani, 2021) responses obtained from other people or the environment will shape self-worth, "the results of self-assessment are called self-esteem, then if self-esteem is not in line with expectations and self-standards, then a person will feel low self-esteem "(Ghufron & Risnawita, 2011:18). With this self-assessment we will respond to ourselves in three ways, namely self that we are aware of about our potential, status and role, then self in the view of others, namely self how other people evaluate it, and ourselves in hopes and aspirations for the future (Sobur, 2011:509). Low self-esteem or negative self-concept will affect all attitudes and behavior in acting.

Related to low self-esteem, parents who have children with disabilities see themselves, are aware of their status, and their role as parents with disabilities, also understand people's views about themselves, that the environment gives a negative assessment of children with disabilities, and expectations are not achieved and disappointed, this is what makes parents of children with disabilities feel low self-esteem, lack of self-confidence and low self-esteem which leads to a negative self-concept, Furthermore,

the parenting style for their children becomes less open and tends to close themselves off and lacks good social interaction because they feel embarrassed.

Parents with disabilities (deaf) at an early age, the results of observations and interviews with SIT mothers show, being introverted and less socializing with other people “feeling sorry for letting go of him (his deaf child) because if he wanted to play with friends he was bullied, ridiculed and shunned by friends because he could not speak, at the end I forbade gathering with his friends” In addition to this closed attitude, the SIT mother also provides excessive protection., does not give children the freedom to develop, anything is always served and they are not allowed to do it themselves. Deaf children are mild disabilities, so-called because they have normal mental abilities or potential, have normal physique, can do what normal children can do except speak, and look good, and are agile. so it doesn't look different from children in general, only when spoken to and new communication is seen, this condition makes parents not feel too inferior (Novianti, Et, 2016). Having a deaf child shouldn't feel ashamed because they still have hope and independence when given a good chance.

In principle, in their development, deaf children experience barriers to cognition, which in turn have an impact on social and even morality. This happens because all of it is developed by hearing through stimulation from the environment. People can carry out social interactions when they understand what is conveyed through their minds which includes the desires, knowledge, emotions, and beliefs that are owned by other people (Rusli, 2020:114).

The cognition of deaf children is not as good as normal children due to a lack of development through stimulation from the surrounding environment. Then deaf children also experience communication barriers so that it is difficult to interact with other people, then deaf children are seen as immoral, do not know manners because they do not understand moral concepts, and are unable to understand things that are abstract or related to the concept of relationships.

Various disadvantages of not hearing this, as parents must provide guidance, inculcation, direction, and good communication and social interaction training so that later children can adapt to

society by understanding their communication. Providing first and foremost education for deaf children must start with language and communication, parents must be able to educate and guide their deaf children with easy stimulation so that children can respond. parenting for deaf children becomes a separate problem if parents do not understand the child's language.

Parenting is a method used by parents to educate, train, foster, direct, protect, care for, and instill values in children so that they grow into good human beings, can adapt to the community environment, and become useful people for society (Adriandita, 2018:506). In general, parenting styles are grouped into 3, namely: authoritarian, permissive, and democratic (Adriandita, 2018).

Authoritarian parenting is parenting that does not give children freedom and gives more rules that children must obey by stipulating threats when children do not obey the rules. (Rayani, 2021:44). Permissive parenting style gives children the opportunity to do what they like with sufficient direction and control (Sipayung, 2018:11). While democratic parenting is parenting that prioritizes the needs of children and is rational and gives children the freedom to do something but is guided (Fajar, 2022:56). Self-concept influences behavior in the type of parenting applied by parents and will then affect the child's character. The authoritarian parenting style will form low self-esteem and self-doubt, the permissive parenting style will shape children's character to be selfish and not know the rules, and the democratic parenting style so that children have independent and responsible character.

Early deaf children in terms of speech and communication depend on their level of deafness if the level of deafness is mild they can still speak even though it is not clear and if guided their speech is still well-developed and able to communicate fluently even though it is not very clear. Therefore, parents need to develop language and talk to their children in early development or from an early age will be more successful.

Based on research, self-concept and parenting styles of deaf children who attend SLB Sunan Prawoto which was conducted on 3 parents of deaf children namely AM, SA, and ML are described in tables 1, 2, and 3, in Table 1. AM's self-concept and parenting style are described as follows: 1) results of interviews and observations

that the self-assessment (self-concept) of AM's parents is negative", namely feeling disappointed, not accepting their children, and being introverted as evidenced by never inviting deaf children to come to good events held at school or in the surrounding environment, the results of the interview "by reason of being lazy and shy. ; 2) in providing parenting to their children (AM) are as follows : (1) in educating and guiding, giving more flexibility and freedom, less control with reasons of feeling sorry, such as "always assisted in doing something, for example eating, drinking, bathing, etc. not trained alone, not allowed to freely play with their peers for fear of being ridiculed," (2) in caring for and protecting their children in over protection (excessive) worrying about endangering themselves such as cycling fear of falling if you don't hear the horn,(3) in training children to communicate less effectively and openly through social interaction with the environment, parents seem to differentiate from other siblings, brothers and sisters with the argument that they feel sorry for it, as evidenced when AM snatched their sister's toys and the younger sister cried, the parents told her sister to give in; (4) in directing and fostering children (AM) are always overly protected and their other children feel jealous or disappointed; (5) in instilling responsibility (AM) they are always freed from what should be done such as carrying out self-cleaning, performing worship, reciting the Koran, and so on, they are always treated differently from other children.

Based on the results of interviews and observations with AM's parents, it was found that the self-concept and upbringing of AM's parents were described as follows:

The results of interviews and observations about the self-concept of AM's parents are negative and they do not accept their children (AM) because they are not the same as children in general, "At first I didn't know that after I was a bit older I couldn't speak and I took it to the doctor and I was advised to take it to the doctor. It turned out that my child was deaf at that time. "sock", and contemplate feeling like a failure to have children that my child is declared hearing impaired by 80 dB""After that I was a bit moody and I didn't take my child anywhere for fear of being ridiculed by people and helped to take care of a maid". The parenting style given to their children (AM) is described as follows:

- 1) in educating and guiding parents to overprotect themselves so they don't involve their children AM in all matters related to guiding what children should do for planting so that children get used to doing well such as sweeping, washing the dishes, making the bed in the room and so on "I let this child because he can't speak, he doesn't set him free unlike his other siblings" (ROM, 2022);
- 2) in caring for and protecting (AM) they are more cared for by helpers "I leave it to the helpers to care for and direct children and protect children" (ROM, 2022);
- 3) currently instilling character or personality values (AM) as a result of the interview "I don't have to teach now when I grow up I know myself" so I let the child somewhat (ROM, 2022);
- 4) in providing communication skills because their child has difficulty communicating the only important thing is communication but AM's parents in this case "I can't teach him how to communicate" I am confused" The results of observations of children are closer to helpers and a bit afraid of their parents;
- 5) in fostering affection and warmth with the children as a result of the interview "I am not as close as other children but I treat them differently" (ROM, 2022). Proximity to children in the context of parenting is very important in educating and guiding children to match the expectations of parents.

The results of interviews and observations with SA's parents found that the self-concept and upbringing of SA's parents were explained as follows:

Parents' self-concept (SA) is negative as a result of observations of SA parents being angry when SA is playing and being teased by their friends and pulling their children, the results of the SA parent interview I felt disappointed and did not want their children to be ridiculed and harassed by people (SIT, 2022, the results of interviews with SA's parents that "the parenting style given to children is as follows:

- 1) how are mothers in educating SA? "in educating and guiding me, I prioritize SA so that I differentiate it from my other children"(SIT, 2022). The results of the observation can be seen when the SA makes a mistake, is allowed to do so, and then his older brother or sister makes a mistake.

- 2) The results of the interview in caring for and protecting (SA) said, "I always protect him with anything to the point that riding my bicycle in my village is not allowed because my friends often ridicule me." almost all of the activities that I do will be afraid if something happens, for example, bathing is still being bathed, if I eat I am still being fed, if I play whatever I want, I am always released and allowed to do so.
(SIT, 2022);
- 3) the results of interviews with SIT mothers related to instilling the values of responsibility "I always loosen him up because he can't understand, like not praying Disrespecting parents (polite), refusing to go to school, taking someone's property and so on. All of this was caused by not knowing, so I let it go, I reminded it, but if it wasn't done, I didn't force it" (SIT,2022;
- 4) in terms of coaching and training the results of observations show that parents do not teach and get used to talking using lip reading for social skills, not inviting or involving their children in association or playing with friends afraid of being bullied;
- 5) the results of observations in accompanying children with less affection, closeness, and familiarity.

The results of interviews and observations about the self-concept of ML's parents, it is negative and reject the existence of ML because it does not match what is desired. "I gave birth to normal ML but after ML I got sick at the age of 1.5 years and after that, the child could not speak the results of the examination stated that he was 70 dB deaf. "I was surprised that ML suffered from a disability. Over time, I had to behave because my child became the talk of people when he was playing with friends and was avoided. In the end, I was banned from playing outside with his older brother."(INH, 2022). The parenting style given to their children (ML) is as follows:

- 1) In educating and guiding parents to behave differently, "I consider ML to be different and I treat it differently from the others, Then other things, for example helping parents, teaching older people to get along or speak politely, like what I taught my older sibling, is not because he can't speak."(INH, 2022);
- 2) in caring for and protecting (ML) parents are more "overprotected" because they think it's pity, "I'm very worried

- about where the child will play I always supervise and sometimes I can't because other children tease me" (INH, 2022);
- 3) while instilling more parental values (ML) the results of the interview "he thinks he doesn't have to be taught now when he grows up you know for yourself" so that children are rather allowed to do anything;
 - 4) in training communication skills with other people, less attention is also paid to it, as evidenced by the observation that children are closer to helpers and are somewhat afraid of their parents;
 - 5) in directing and fostering ML, parents do not provide directives that are of a child's nature so that they are not dependent, the results of observations of parents always prohibit children from taking any action because they are worried that they will not be able to so that children are not brave enough to face risks as a result of observations parents always do what children should do, for example, writing, drawing, making something from school.

Of the three research subjects conducted, it was found that parents with hearing impairment at an early age had a negative self-concept, on average, they are not able to accept their children naturally, are introverted, think less of their children who are deaf, and the three parents of the research subjects did not give direction to the children to be independent and responsible. The type of parenting style that is applied to children with hearing impairment at an early age is a permissive type where in the parenting style parents always give freedom to do anything to children with hearing impairment without control so that when it is not by the parents it is allowed, this is done by parents because so that children do not feel constrained by parental rules so that children will grow up well, can coexist with society later (Adriandita, 2018:509).

Self-concept is a self-assessment that is formed from the outside and self-experience. Self-concept influences a person's attitude and behavior, Negative self-concept will affect the attitude of not accepting the presence of children, not providing guidance, or parenting in a closed and permissive way. in practice, parents always encourage and let their children do whatever they want without being controlled even when they do bad things.

Parenting style will affect the character and personality of the child. the importance of parenting for early childhood especially for deaf children will be even more important, in providing parenting, you should prioritize reward and protection better known as positive parenting, this will give the child more calm and comfort, In fact, in parenting, parents must provide more care, education (instill values) with love, attention, understanding, and create a place (play or a conducive environment) so that children grow and develop optimally (Wiranata, 2020:83).

The character (personality) of children is built from heredity and environment. The genetics inherited from parents and the environment, first and foremost, is the dominant parent and family While parents have a type of parenting in educating, guiding, caring for, protecting, and instilling life values (Ayun, 2017:102).

Apart from being influenced by self-concept, parenting patterns are also influenced by the level of education, the lower the education, the more overprotective parenting styles are given or giving freedom according to the child's will. All of this hurts children (Nurhayati, 2017).

Parents must provide proper parenting according to their duties because this greatly affects the child's future life. then the child becomes good according to parents' expectations or not depending on how the parenting style is given (Helmawati, 2014 dalam Imroatun, Et.al, 2019:62).

Deaf children have good potential and can be developed, they have normal abilities and normal bodies, these two entities are very supportive if they are developed, they can potentially be independent like normal children, work, have a family, and raise their children like people in general.

Parents need to understand that a deaf child has a disability that is classified as mild, said so because from a physical point of view, it is no different from normal children, In terms of intellectual abilities, they have normal abilities, only the problem is in language and speech, and even then, they can still be assisted with speech and sign language, when communicating so potentially live normally. therefore it is necessary to develop its potential to the maximum so that it becomes an independent adult human being.

Parents must have great concern for their children who are deaf with a good upbringing, treat children democratically, and equate deaf children with other (normal) children so that their personalities will develop well, they will act and behave naturally, not low themselves, have good self-confidence, and enthusiasm for life because adequate support and affection from family or social support is very important in increasing its potential as much as possible.

Based on the research results above, researchers can draw common threads about the importance of parents' self-concept and parenting in deaf children with the development and independence of deaf children, the more positive self-concept parents will accept children and provide parenting in educating and guiding their deaf children well so that they will develop into independent and responsible individuals. Deafness is a condition of disability that can still be developed to be independent and adapt to the environment.

D. CONCLUSION

Based on the description above, it can be concluded that Self-concept is a self-assessment that is built by perceptions from outside the self, with having a deaf child someone will judge themselves differently due to different societal perceptions.

A person's self-concept will influence all attitudes and behavior in his life including how to provide treatment, parenting, guidance, affection, and so on to children. The self-concept of parents who have deaf children at an early age varies some are positive and some are negative, This is influenced by the perception and understanding of deaf children, The more positive the perception and understanding of deaf disabilities, the more positive the parent's self-concept will be and conversely, the more negative the perception and the lower the understanding, the more negative the parent's self-concept towards the deaf;

Parents' self-concept influences parenting patterns for their deaf children, A positive parent's self-concept will tend to provide a democratic style of parenting, while a negative parent's self-concept will provide a permissive or authoritative style of parenting to their child;

The research results show that most deaf parents have a democratic parenting style and a positive self-concept. However, there are still parents who have a negative self-concept and an authoritative or permissive parenting style,

The self-concept and parenting patterns of deaf parents vary greatly and are influenced by many things with research limitations. It is recommended for future researchers to uncover other aspects that influence self-concept and parenting patterns from other factors such as education, religion, and socio-economics;

Based on the results of this research, it is hoped that deaf parents will provide a democratic parenting style for their deaf children so that the child develops all his abilities, personality, and life. Maximally without any differences, different treatment will give rise to low self-esteem, inferiority, and not developing well.

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