An analysis on children of prostitute's confidence and efforts to deal with the problem (a case study at *kompleks butung*)

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Abstract: The aim of this research was to investigate: (i) the confidence of children of prostitute (COP) at *Kompleks Butung* such as: prefer being alone, full of doubt, uncompetitive, unsupportive, very sensitive, attention seeker, and afraid of making mistakes. (ii) The causing factors of the COP's lack of confidence at *Kompleks Butung* are; (a) Internal Factors such as self-concept, physical condition, and life experience. (b) External Factors such as education, and environment. (iii) The impacts of confidence problem of the COP on ID and IR; (a) Academic Impact such as low grades, (b) Social Impact such as self-withdraw, (c) Personal Impact such as hatred to parents, anxiety, loneliness, depression, and even intention to commit suicide, and (iv) School counselors have done some efforts to solve the problems through: project work, environment acknowledgment, and classical guideline services.

Keywords: confidence, children of prostitute, psychology

Abstrak: Tujuan penelitian ini untuk mengetahui: (i) Gambar kepercayaan diri anak Pramuria di Kompleks Butung seperti; penyendiri, peragu, lemah dalam persaingan, tidak sportif, sangat sensitif, memancing pujian, dan takut membuat kesalahan. (ii) Faktor-faktor yang menyebabkan tidak percaya diri anak Pramuria anak di Kompleks Butung ialah; (a) Faktor Internal seperti; konsep diri, kondisi fisik, dan pengalaman hidup. (b) Faktor Eksternal seperti; Pendidikan, dan lingkungan. (iii) dampak masalah kepercayaan diri anak Pramuria terhadap ID dan IR yaitu; (a) Dampak Akademik seperti nilai rendah, (b) Dampak Sosial seperti menarik diri, (c) Dampak Pribadi, Membenci orang tua, kecemasan, merasa kesepian, depresi, dan bahkan ingin bunuh diri. (iv) Upaya Penanganan yang dilakukan guru bimbingan dan konseling seperti; hasil karya, pengakuan dari lingkungan, hakikat layanan bimbingan klasikal.

Kata kunci: Kepercayaan Diri, Anak Pramuria, Psikologis

INTRODUCTION

Good education provides examples of passion and encourages children to improve, and be a good example for others (Ayun, 2017; M. S. A. Lubis & Harahap, 2021). Education for children of prostitute (COP) should help them build confidence. It has to start from the environment such as the family, school, and their community. They are in the form of independent learning through confidence and strength so that the COP will be able to meet their needs.

Education is the soul for the society and nation. The advancement or the setback of a nation is measured through its educational institutions (Rukaya, 2018). The COP develop through many processes in all their unique dimensions in education. It also hoped that they can better develop or understand how they should become confident. The education should help them learn how to be confident (Murti & Heryanto, 2021) starting in their environment, family, school, in the middle of their community through independent learning.

Self-confidence is defined as a form of feeling. One with self-confidence will be able to evaluate. It can also be defined as a condition in which a child believes themselves in achieving success to survive life (Fitri et al., 2018; Fransisca et al., 2020; Sulfemi, 2020) The confidence of COP is an essential aspect of life. COP who are not confident will require them to sacrifice themselves, future, and life due to the situation or condition of their families at *Kompleks Butung*.

Children are the next generation for the future of a nation. As known about life cycle, the phase of children is the phase when they experience growth and development which will determine their future (Siti Aliyah Fakjomah & Nurul Fatimah, 2018; Novitasari, 2019). They grow psychologically and physically.

The causing factors of confidence lacking among COP are their peers, and seniors who mock and insult them. The constant insult and bully cause mental disturbance or the decrease of self-pride and confidence (Nirmalasari et al., 2021; Rizqi & Inayati, 2019). As a result, the COP no longer have any confidence. It can have negative impacts on educational field. It inhibits the children in actualizing themselves. Therefore, the goals of education cannot be achieved.

Based on early observations and interviews with one of *Kompleks Butung* inhabitants, it was revealed that when the children were asked writing their strengths and weaknesses, more than 80% only mentioned their weaknesses. If they are confident, they will be able to write both.

Those COP are from soft prostitution community. Meanwhile, showgirl is a new term on prostitution (M. R. Lubis, 2020). It is because the customers can have enjoyment. Yet, the children become victims of the parent's job.

A prostitute can also be defined as a hooker. Prostitution is a sexual service paid in the form of cash or something. It is a form of social interaction which is sexual and economic (Sofyan, 2019; Yudha et al., 2018). Yet, this discourse does not provide any means to understand such messy, complex reality in which the involved people rely on.

The early observations were on academic, social, and individual aspects. The COP generally have low academic achievement, socially withdraw themselves, and personally hate their parents. Some even almost commit suicide due to their parent's job.

The results of the observation at *Kompleks Butung* showed that the children need attention from the government and community. Many of us are unaware of such environment as this research as a process is limited a.k.a adaptative preference. The reasons why the parent chooses this job is well understood by the children, which is economic factor/needs (Arista, 2017; Murti & Heryanto, 2021). The COP do not have any confidence. The parent's profession in their living environment may hormonally damage their brain balance.

The COP lack of confidence causes them to sacrifice themselves, their future, and their life due to the situation and condition of their families at *Kompleks Butung*. It is due to the fact that the earning is not theirs alone. They have to share the money with all involving parties such as the security guy, brothel-keeper, service, room rent, and so forth. Therefore, it is reasonable to say that those children are the unluckiest one.

Counsellors as a part of educational component have big roles in the process of education (Dunggio, 2020; Utomo, 2021). Their existence is very significant in helping COP in meeting their needs and solving their problems. The efforts done by counsellors create positive impacts on the children's problems. One of them is the children's ability in their ability in controlling themselves and being confident.

Based on the description, the researcher is interested to conduct this research. There has been a few research on COP. Other researches tend to focus on the COP. This research therefore focuses to analyze the confidence of COP and how to handle related problems at *Kompleks Butung*.

METHOD

The researcher can choose to implement qualitative approach before doing the research. Yet, the decision is made based on the problem to investigate.

This research can be categorized as descriptive research. It involves data description, occurring tendency and fact. The aim of such research is systematic, accurate, and factual (Lukas et al., 2020)

The research setting is at a junior high school at *Kompleks Butung Kabupaten Pangkajene* and *Kepulauaan* i.e., *Madrasah Tsanawiyah* at *Kompleks Butung Kabupaten Pangkajene* and *Kepulauaan*. Both were chosen as this research as field research method was implemented at the schools.

The focus of the research is the confidence of COP and how to solve any relevant problems. The other focuses are on the description on the confidence of the children, the causing factor on the lack of confidence, the impacts of confidence lacking, and efforts done by school counselors to handle the problems.

The data were collected through qualitative research i.e., in-depth interview, participant observation, documentation, and the combination of the three i.e., triangulation. The interview was done using interview guideline, and the questions were the open ones. The aim was to obtain description on the confidence of COP and their characteristics to obtain the causing factors of their lack of confidence. The documentations were interaction score or their daily activities at school, and the combination of the three i.e., triangulation.

The source of data in this research was the actions and additional information from many different parties such as the parents, homeroom teacher, school counselors, and classmates. The documentations were in the form of narrative description as a finding to improve

researcher's understanding on the research focus. They were displayed, reduced, edited, and classified. They were then analyzed through data reduction, data display, conclusion drawing, and verification. The procedure was done based on the one proposed by Nasution (2003).

RESULTS AND DISCUSSION

Here is the result obtained from the field regarding the confidence of COP at *Kompleks Butung*. At first, case identification process was done in which two students were chosen as the research subjects i.e., ID and IR. They were identified as unconfident children.

The first part will explain the school profile which was the location of this research. The obtained result discusses confidence description and the solution, factors causing confidence lacking, the impacts of confidence lacking, and the efforts in dealing with confidence lacking done by school counselors. The findings were obtained through observations and interviews during this COVID-19 pandemic. The next discussion is on field findings based on the conceptual framework.

Description on Confidence

The first focus of the research is on the description of COP's confidence at *Kompleks Betung*, experienced by ID and IR. Both were equally unconfident verbally and physically. To figure out both kids' confidence, the researcher interviewed both as well as the friends, parents, G&C teacher as additional supporting data. Here is the result of the interview with ID and IR and other information.

a. ID

ID is one of the COP at SMP Negeri 1 Mandalle aged 14 years old. The student was thin and tall. There wasn't anything standing out about the student and the appearance.

The student came from a poor prostitute family. The mother and father have divorced. Now, ID lived with the mother. To have a better life, she worked as a prostitute at *Kompleks Betung*. Meanwhile, nobody knew where the father was. ID was the first of two children. The younger one was 7 years old studying at an elementary school (SD) at *Kompleks Butung*. ID had no friends to share the burdens or grumble when facing problems. This student was quiet and introverted.

The interviews done online and face-to-face at ID's living room by implementing COVID-19 protocol. The interviews worked well as ID was willing to do the interviews. ID honestly described the confidence description of a COP:

"He mocks me when mentioning my name in front of the class. Now he does it on WhatsApp group since there is COVID-19 pandemic now. He mocks me using stickers. Please tell him, it is improper and hurts. I feel embarrassed. He has no feelings just because I live at *Kompleks Butung*." (Wwcr/101120/ID)

COP experience cases related to confidence disturbance since they face them often; done by more than one person in the classroom. The researcher has witnessed similar action through observation on the subject several times even before COVID-19. ID often faced bad treatment such as being mocked, called with a bad name (not the kid's real name) done repeatedly. This result is in line with other researcher's result (Putri et al., 2021;Safika & Trihastuti, 2020) one among many causes that make student unconfident is because they are often mocked. In the next day during break hour, the researcher observed that ID almost fell as one classmate tried to push ID with the shoulder. ID was often harassed, forced to give the belongings by the kid who often bullied ID. Even during COVID-19, ID still got the same harassment like before. ID was alienated in the classroom. Based on those findings, the researcher concluded that ID's was alone, doubtful, weak in competition, afraid of making mistakes, seeking for attention, and had unsupportive behavior which affect the academic achievement. (Saputra & Prasetiawan, 2018) mention that

unconfident children tend to have low academic performance.

b. IR

IR is a student at SMP Negeri 1 Mandalle, aged 14 years old, with normal appearance like the peers. What made IR different was that IR was very quiet and did not hang out with the classmates. The father was an entrepreneur while the mother was a common housewife. IR was the second of three children. IR did not have close relationship with the parents and siblings.

The data show that both COP did not have any confidence. The COP was loner, doubtful, very sensitive, not supportive, weak in competition, seeking attention, and afraid of making mistakes. It is n line with the research of (Yolanda et al., n.d.2020), one of unconfident COP's characteristics is love being alone.

Causing Factors of Confidence Lacking

The factors which cause lacking of confidence are:

a. ID

The interview was done in the living room and it went well. ID openly shared the factor causing confidence lacing. Here is the interview quote:

"Yes. I'm confused. What makes other students enjoy bullying me. I think I never make any mistakes or try to hurt them." (Wwcr/101120/ID)

The causing factors are the inability to avoid feeling unconfident and unsupportive family.

b. IR

The interview with IR was done at the house at *Kompleks Butung*. IR often felt unconfident. Without feeling afraid or hesitant, IR told the factors that made IR unconfident in the classroom. The interview was done well in a relaxed manner.

"Once, the Indonesian teacher HA asked me to read. HA said I had a low voice and nervous, therefore, HA could not hear me well and AA said I was the student who lived at *Kompleks Butung*." (Wwcr/121120/IR).

The above statements helped conclude that unconfident COP was due to: physical deficiency and lack of money; their inability to defend themselves, no one to share and discuss their problems, quietness, introverted, and feeling unworthy.

It is in line with the research of (Dianto, 2019; Warjono et al., 2020) which also found unconfident individuals who tend to be quiet, introverted, and powerless.

Impacts of Confidences

The third focus of the research is where are unconfident the COP.

a. ID

The researcher obtained information since the beginning regarding the impacts of confidence problem at *Kompleks Butung* as stated by ID:

"I'm not eager to participate in school activities even during this COVID-19 learning." (Wwcr/101120/ID)

The impacts of confidence problem of COP at *Kompleks Butung* were that they had no confidence, had excessive fear, reluctant in doing activities at school, afraid of joining their friends, had difficulty in socializing, had psychological disturbances such as feeling weak, tired, and lonely as no one accepted ID. It is relevant to the opinion of (Harahap & Saputri, 2019) in which unconfident children will find it difficult to adapt or hang out with their peers.

b. IR

ID's case is similar to IR's. It is based on the impacts of COP confidence problem. "Yes. I'm like a stranger in my classroom, online learning group. Alone. No friends. No one is willing to be my friends." (Wwcr/221120/IR).

The impacts of confidence problems among COP at *Kompleks Butung* were such as the ones experienced by IR i.e., difficulty in hanging out with others, rejected by class learning group, feeling worthless as the friends stay away from IR, and low confidence.

Efforts to Solve Confidence Lacking

Teachers as the main component at school have the roles to help the confidence problem of COP. They can apply certain approach through guidance and counseling process, as school counselor stated:

"Any students disobeying any rules will be invited to Guidance and Counseling room, as well as the unconfident students. We invite both. Yet, there is pandemic now. So, we privately chat them or visit them at home. We always make sure to implement COVID-19 protocol. We talk to both to find out the cause of the lack of confidence." (Wwcr/201220/HT)

Next, it is said that: "We invite the parents to have a meeting to discuss the problems faced by the children at *Kompleks Butung* and school. We also visit them at home as permitted by the student to help understand the situation and see the condition at home. At home, the parents are generally more open rather than when we ask them to meet us at school. They usually tend to be doubtful and hesitate to talk about their child's condition." (Wwcr/201120/HT)

The efforts done by school counselors only focused on the problematic student. Therefore, there isn't any effort to help solve the problems of COP. Most only apologize to the COP and advise the problematic ones.

The main obstacle is the confidence of the COP and the main impact is the disturbance of the problematic ones.

Here are the possible solutions that school counselors can do both to the unconfident children and the problematic ones:

1. Preventive: help prevent confidence problems among COP.
2. Curative: school counselors understand the problems.
3. Preservative: solve the confidence problem: develop COP's confidence, try to make it better.
4. Referral: discuss the confidence problem of the children with the parents or other teachers.

School counselors need to understand the problematic children and the unconfident ones.

CONCLUSION AND SUGGESTION

Here is the research analysis done to two children:

1. The confidence of both research subjects is similar. ID and IR are loner, doubter, weak in competition (not competitive), afraid of making mistakes, highly sensitive, not supportive, and seeking attention.
2. The factors affecting confidence are (a) internal factors: self-concept, physical condition and life experience. (b) external factors: education and environment.
3. The impacts of confidence on both children are: (a) Academic Impact: low score, (b) Social Impact: self-withdraw, (c) Personal Impact: hate the parents, anxiety, loneliness, depression, and even intention to commits suicide.

This research show that school counselors only focus on the problematic students. The children of prostitute do not get sufficient assistance. Therefore, the efforts done by school counselors are ineffective. They need to consider implementing other approaches or techniques as stated by Corey (1995). It is assumed that this can help: i.e., assertive training basic in which everyone has the right to express their feeling, opinion, and attitude to others. Further, they have to respect and value the rights of others.

Based on the conclusion of the research, it is suggested that in the future school counselors can implement better treatments proposed by this research which are considered effective in improving students' confidence.

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