

The Influence of Individual Counseling Techniques with a Humanistic Approach to Increase Confidence in Children with Disabilities

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ARTICLE INFO	ABSTRACT
Keywords: individual counseling, humanistic approach, self-confidence, children with disabilities, physical disabilities	Children with disabilities often experience low self-confidence due to their physical conditions, which impact their ability to socialize and interact with their environment. This study aims to analyze the influence of individual counseling techniques with a humanistic approach on increasing the self-confidence of children with disabilities at SMP Negeri 4 Sangatta Utara. The research method used was pre-experimental with a One Group Pre-Test–Post-Test Design. Data collection techniques utilized questionnaires with a Likert scale distributed to students with disabilities. The data were analyzed using SPSS through classical assumption tests (normality test, multicollinearity, and heteroscedasticity) and hypothesis testing (t-test and multiple linear regression). The results showed that individual counseling with a humanistic approach, which includes empathy, unconditional positive regard, and genuineness, has a significant effect on increasing the self-confidence of children with disabilities (sig. 0.023 < 0.05). The application of the humanistic approach in individual counseling proved effective in helping children with disabilities become more courageous to perform, optimistic, and resilient. This study concludes that individual counseling techniques with a humanistic approach can serve as an appropriate intervention to enhance the self-confidence of children with disabilities.

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INTRODUCTION

Self-confidence is a positive attitude that individuals have towards their own abilities. This confidence is very important in our daily lives. This includes belief in positive judgments about oneself as well as confidence in one's ability to deal with various situations and challenges. When a person has self-confidence, then he feels confident that his abilities have quality and can

benefit himself, others and the environment. But in this case, there are also some children who lack confidence, especially in children with disabilities. Of the many psychological problems experienced by children with disabilities, namely Self-efficacy or low self-confidence, this has an impact on the inhibition of individuals' ability to socialize in society. As Pratiwi's opinion states that physical condition is the main problem, because an unattractive body condition will cause difficulties in adjusting to society.(Lokasari & Rosada, 2024).

Tuna daksa is a condition in which the inability of the limbs. This condition is usually caused by abnormalities or records in the muscle, bone, and joint systems, resulting in impaired communication, adaptation, mobilization and the development of personal integrity. Acceptance of a lack of physical condition and withdrawal from social life is a form of attitude Inferiority, which is caused by a feeling of self-doubt, so that he thinks others are much better than himself. In Adler's opinion, inferiority is more likely to be caused by abnormal physical circumstances or to the wrong parenting style and can also be caused by the individual's unsupportive environmental circumstances.(Maisun et al., 2022).

In Indonesia, the challenges faced by students in building confidence are often influenced by academic pressures, social relationships, and the family environment. This condition requires interventions that are not only technical, but also touch on deep psychological aspects. Therefore, humanistic approaches have a strategic role in helping students recognize their strengths, understand themselves, and improve adaptability in a variety of situations (Benmoussa, Atill, & KORICHE, 2024; Izzati, Suciptaningsih, & Anggraini, 2025; Mielkov, Bakhov, Bilyakovska, Kostenko, & Nych, 2021).

Confidence is something important for every individual to have, with the confidence possessed by each individual will make it easier for individuals to interact socially. Fear, anxiety and lack of self-confidence are the main causes of an individual's lack of self-confidence. As with the conditions experienced by children with disabilities, they often feel Self-efficacy which is low, thus inhibiting their social interaction in the community.(Safitri et al., 2022). One of the efforts that can be made in increasing confidence in children with disabilities is by using individual guidance and counseling techniques with a humanistic approach (Kelchner, Perleoni, & Lambie, 2019; Kulbaş & Özabacı, 2022; Omodan & Mtshatsha, 2022; Thompson, 2015). This individual counseling technique with a humanistic approach is carried out twice, namely before and after to increase his confidence.

Individual Counseling techniques with a humanistic approach are techniques that emphasize more on the potential of individuals to grow, develop and actualize themselves. In this case each individual can have the capacity to understand himself and solve his own problems (Böckler, Herrmann, Trautwein, Holmes, & Singer, 2017; Burge, 2016; Schoenfeld, 2016). Cart R. Rogers as a pioneer in the development of individual

counseling, explained that individual counseling guidance is one way that can be done in overcoming problems experienced by students. According to Dewa Ketut Sukardi, problem solving through individual counseling focuses on counselors rather than counselees, so that in solving problems counselors try to encourage counselees to be able to try to find and find the best solutions in solving problems.(Lot, 2020)

In the research of Karlina Putri Lokasari and Ulfa Danni Rosada, they explained that individual counseling is one of the solutions in solving the lack of self-confidence in children with disabilities, because individual counseling can provide comfortable and safe conditions for counselees in revealing the problems faced without any intervention by any party.(Lokasari & Rosada, 2024). The problem of lack of confidence in disabled students was also found in SMP Negeri 4 Sangatta Utara, based on the observations made by the researcher, the researcher found that there were students with disabilities who had a lack of self-confidence caused by abnormal physical conditions, this situation then had an impact on the social life of individuals who tended to withdraw from their environment.

In an effort to increase student confidence, a humanistic approach in counseling guidance becomes relevant. This approach focuses on understanding individuals holistically, appreciating their potential, and paying attention to the emotional and psychological needs of students.

The humanistic approach in individual counseling is considered appropriate because this approach pays great attention to the human dimension in dealing with the environment in a humane way by focusing on the freedom of individuals to express their opinions and determine their choices, values, personal responsibility, autonomy, goals, and meaning. This means that in the process of its activities, individual counseling services with a humanistic approach are not only oriented towards solving problems faced by beneficiaries, but also facilitating how beneficiaries communicate and interact well with others. This will then be capital for beneficiaries to improve their ability to adjust (Burton, 2020; Fisher et al., 2017; Thulstrup, 2015).

Despite the growing body of literature on counseling interventions for children with disabilities, significant gaps remain in understanding the specific effectiveness of humanistic approaches in the Indonesian educational context. Previous studies have predominantly focused on behavioral and cognitive techniques (Sabarrudin et al., 2022; Fauziyah, 2021), while the application of person-centered, humanistic principles—particularly those emphasizing empathy, unconditional positive regard, and genuineness—remains underexplored in this population. Lokasari and Rosada (2024) investigated individual counseling for improving self-efficacy among students with disabilities, but their study did not specifically examine the mechanisms through which humanistic principles operate, nor did they employ pre-post experimental designs to measure intervention effects quantitatively. Similarly, Safitri et al. (2022) explored modeling techniques for confidence building in

children with disabilities in Ternate City, focusing on observational learning rather than the therapeutic relationship quality central to humanistic counseling.

Furthermore, existing research has primarily been conducted in urban centers such as Jakarta and Surabaya (Sitorus, 2020; Dharmayanti et al., 2023), with limited attention to the unique challenges faced by students with disabilities in remote or developing regions such as East Kalimantan. The cultural, social, and educational contexts of these areas may significantly influence the effectiveness and acceptability of counseling interventions, yet this dimension remains largely unaddressed in the literature. Additionally, most previous studies have employed qualitative or descriptive approaches (Maisun et al., 2022; Trisnawati et al., 2024), while quantitative experimental studies using pre-test and post-test designs with validated instruments are notably scarce.

This study addresses these gaps by examining the specific influence of individual counseling techniques grounded in Carl Rogers' core conditions—empathy, unconditional positive regard, and genuineness—on the self-confidence of children with physical disabilities in SMP Negeri 4 Sangatta Utara, East Kalimantan. Unlike previous research that explored counseling effects broadly, this study isolates and measures the impact of humanistic counseling principles through a pre-experimental design with validated self-confidence instruments. The geographic focus on a school in a remote area adds contextual depth to understanding how humanistic interventions may be adapted and implemented in under-resourced educational settings. Furthermore, this research employs rigorous quantitative analysis, including classical assumption tests and multiple regression, to establish the strength and significance of the relationship between humanistic counseling techniques and self-confidence outcomes.

The significance of this research extends beyond theoretical contributions to the counseling literature. By demonstrating the effectiveness of humanistic approaches in building self-confidence among children with disabilities in an Indonesian context, this study provides empirical evidence that can inform school counseling practices, teacher training programs, and educational policies aimed at inclusive education. The findings offer practical guidance for school counselors working with students with disabilities, particularly in regions where access to specialized psychological services is limited. Moreover, by documenting the specific mechanisms through which empathy, acceptance, and genuineness facilitate self-confidence development, this research contributes to the refinement of culturally responsive counseling interventions that honor the dignity and potential of every student, regardless of physical limitations.

Based on the identified gaps and the specific context of SMP Negeri 4 Sangatta Utara, this study aims to: (1) examine the implementation of individual counseling techniques based on humanistic principles (empathy,

unconditional positive regard, and genuineness) for students with disabilities; (2) measure the level of self-confidence among children with disabilities before and after receiving individual counseling with a humanistic approach; and (3) analyze the significance of the influence of individual counseling techniques with a humanistic approach on increasing self-confidence in children with disabilities. It is hypothesized that individual counseling techniques with a humanistic approach will have a statistically significant positive effect on the self-confidence levels of children with disabilities, as evidenced by increased scores on validated self-confidence measures following the intervention.

RESEARCH METHODS

The research applied a quantitative approach using a pre-experimental design that relied on numerical data and statistical analysis. Based on the characteristics of the research problem, it was classified as conclusive research, as it aimed to verify the study's objectives. According to Sugiyono (2020), conclusive research includes descriptive and experimental studies. Experimental research aims to determine the effect of an intervention on a dependent variable under controlled conditions. Among its various types—pre-experiment, true experiment, factorial, and quasi-experiment—this study adopted a pre-experimental design, in which one group was tested before and after receiving treatment. It was not categorized as a true experiment because random sampling and full control over confounding variables were not implemented.

The study used a One Group Pre-Test–Post-Test Design, meaning there was no control group; all participants received the same intervention. The research was conducted on visually impaired students at SMP Negeri 4 Sangatta Utara, who were observed before the intervention, given the treatment, and observed again afterward.

Data were collected through questionnaires distributed directly to the students. The questionnaire served as the main instrument for gathering both descriptive and hypothesis-testing data. All responses were treated confidentially, and each item required participants to select one answer. The instrument used a Likert scale with the following scoring:

1. Strongly agree – 5
2. Agree – 4
3. Neutral – 3
4. Disagree – 2
5. Strongly disagree – 1

Table 1. Research instruments

NO	Variable	Indicator	Instrument
1	Individual Counseling Techniques With Humanistic Thinking	empathy	The counselor understands the student's experience and perspective. Counselors have a sense of empathy for students.
		Unconditional Positive Regard	Counselors Accept students' shortcomings. Counselor The Counselor accepts students as they are without criticism or judgment.
		Genuineness.	Counselor Show sincerity. 2. Authentic during the counseling process. 3. Exploring problems.
2	Confidence	Brave	Students are more courageous to perform.
		Optimistic	Students already have the confidence to perform
		Not easy to give up	Students don't give up easily

The data analysis for this study was conducted using SPSS software, beginning with a series of classic assumption tests to validate the regression model. The normality test, performed with the Kolmogorov-Smirnov test, assessed whether the residuals were normally distributed, with a Symp.Sig value greater than 0.05 indicating normality. Subsequently, the multicollinearity test examined the relationships between independent variables using Tolerance and Variance Inflation Factor (VIF) values, where a VIF below 10 confirmed the absence of multicollinearity. Finally, the heteroscedasticity test used a scatterplot of residuals to detect variance inequality, with the absence of a clear pattern in the data points indicating that heteroscedasticity was not present.

Following the assumption tests, hypothesis testing was carried out. A simultaneous test, or F-test, was conducted to determine if all independent variables collectively had a significant effect on the dependent variable; a significance value of less than 0.05 would lead to the rejection of the null hypothesis, confirming the model's overall feasibility. This was complemented by a partial significance test, or t-test, which evaluated the individual impact of each independent variable on the dependent variable to ascertain the specific influence of each one.

The analytical process culminated in the application of a multiple linear regression test to measure the strength and direction of the relationships

between the variables. The specific regression equation used was $Y = a + b_1X_1 + e$, where Y represents the dependent variable (confidence), 'a' is a constant, X_1 is the independent variable (counseling guidance), and b_1 is its corresponding regression coefficient. This model quantified the individual influence of the independent variable on the outcome.

RESULTS AND DISCUSSION

Testing Research Instruments

a. Validity Test

Validity shows the extent of the accuracy and accuracy of a measuring instrument in carrying out its measurement as a measuring tool. An instrument is said to have high validity if the instrument is able to provide measurement results that are in accordance with the purpose of the measurement using SPSS, while the validity test can be said to be valid or not by comparing the value with *pearson correlation*. The validity test used in this study is by following the rule of *product moment* (r) at a significant level of 95% (α : 0.05), namely the validity test with this method is an item validity test, the basis of work uses computerization by correlating the score of each indicator with the total test score of part of the validity criteria.

Table 2. Summary of Questionnaire Validity Test Results

Variable	Items	Choral coefficients	r table	Sig.	Information
X1	X1.1	0, 811	0,224	0,000	Valid
	X1.2	0, 820	0,224	0,000	Valid
	X1.3	0, 831	0,224	0,000	Valid
	X1.4	0, 747	0,224	0,000	Valid
	X1.5	0,746	0,231	0,000	Valid
	X1.6				
	X1.7				

Source : Primary Data Processed, 2025.

b. Reliability Test

The reliability of the questionnaire is evidenced by the consistency of the sample in filling out the questionnaire. The reliability test aims to test the consistency of the questionnaire in measuring the same construct or the stability of the questionnaire when used from time to time. Instrument reliability testing can be performed externally or internally. Externally, testing can be done by test-retest (stability), equivalent, and a combination of both. Internal testing is carried out using the Cronbach alpha coefficient, which is the most popular reliability consistency testing technique between items and shows a perfect consistency index. If the Cronbach alpha value is >0.6 , then the variable is said to be reliable. However, if the Cronbach alpha value is <0.6 , it means that the variable is said to be not good or unreliable. The results of the

reliability test are shown in the table. The reliability testing method uses the alpha Cronbach method. The results of the alpha Cronbach coefficient value of each variable are as follows:

Table 3. Value of Variable Reliability Coefficient

Variable	Choral coefficients	Information
Individual Counseling Techniques with a humanistic approach (X1)	.805	Realistic
Self-Doubt	.819	RELIABLE

Source: Primary Data Processed, 2024

From the above data processing, it can be seen that all variables have a reliability coefficient greater than 0.06. So based on the reliability test, the existing instrument is suitable for use.

Description of Research Variables

Descriptive analysis is a statistic that describes data into clearer and understandable information. A description of the variable style of individual counseling techniques with a humanistic approach and confidence variables and presented in the form of frequency distribution of respondents' answers as many as 4 samples obtained from the distribution of questionnaires to students.

a. Counseling guidance variables

The frequency distribution of variable variable counseling guidance is as follows:

Table 4. Description of research variables

Items	Respondent's Answer					Mean
	1	2	3	4	5	
X1.1	0	0	0	10	50	4.06
X1.2	0	1	5	24	30	3.95
X1.3	0	1	1	28	30	4.05
X1.4	0	1	5	24	30	4.05
X1.5	0	1	1	30	28	4.3
X1.6	0	0	0	14	46	4.4
X1.7	0	0	3	10	47	4.1
Total Mean						4.14

Source: data processed, 2025

In the table above explaining the value of each item, the results show that the item has the highest frequency on the item The Counselor understands the experience and perspective of the average student and agrees very much with this item, meaning that the Counselor understands the experience and perspective of the student provides good things for them. In the second item, namely the counselor has a sense of empathy for the student, the best answer is to agree, this result shows that the counselor is indeed true in giving a sense

of empathy to the student and the student really feels good about the empathy given by the supervisor.

In the third item, namely the counselor accepts the students' shortcomings, this result shows that the majority of students strongly agree. So it can be concluded that through this counseling guidance, students feel that counseling counselors accept their shortcomings, so that counselors can work smoothly. The fourth item shows that the counselor accepts students as they are without criticism or judgment. Haisl showed that most students chose to answer very agreed. This result means that the counselor does accept students as they are by not criticizing or showing bad judgments for students. So that counseling can run smoothly.

In the fifth item, namely the Counselor shows a sincere attitude, Haisl pointed out that most students answered very much in agreement, this result means that the sincerity of the counselor is very felt by students. The sixth item, which is authentic during the counseling process, shows that the highest score is in the answer is very agreeable, this result shows that the external results given by the counselor have a good impact on students. So this must be maintained by the counselor.

The seventh item, which is exploring the problem, shows that of the 4 students, most of the students who answered strongly agreed. These results show that counselors can directly express the problems faced by students. So we can conclude that the variables of Children with Disabilities must be handled specifically and use individual counseling techniques to increase the confidence of Children with Disabilities.

b. Variable self-confidence

The following are the results of the descriptive analysis of student confidence variables:

Table 5. Descriptive variables of confidence

Items	Respondent's Answer					Mean
	1	2	3	4	5	
Y.1.1	0	0	0	10	50	4.06
Y.1.2	0	1	5	24	30	3.95
Y.1.3	0	1	1	28	30	4.05
Total Mean						4.40

Source: data processed with spss,2025

Based on the results of the research aimed at table 5 above, it can be concluded as follows.

The results aimed at item one, namely students are more courageous to perform, shows that most students choose to strongly agree, this result shows that the existence of counseling guidance makes students more courageous to perform themselves. And the students who are brave to appear confidently.

In the second item, namely students, there is already confidence to appear, showing the results that most students choose to unanimously agree.

These results show that students are very confident to perform without any more fear. So that confidence has a positive impact on them. In the third item, namely that students do not give up easily, it shows that most students agree with each other. These results show that self-confidence is displayed by students who do not give up easily even if they must repeat the mistake.

Based on the descriptive results, it can be concluded that the use of counseling guidance has a positive impact on students such that many students are more confident to appear in public.

Classic assumption test

According to Ghozali (2018), it is necessary to test the hypothesis before conducting a hypothesis test, it is necessary to carry out a classical assumption test first so that the research conducted is not biased and to test the errors of the regression model used in the research. The classical assumption test aims to determine unbiased and efficient, so that this research can be used. Multiple linear regression must be tested to see if there are classical problems in the test. There are several test methods for the classical assumption test, namely data normality, multicollinearity test, and heteroscedasticity test.

a. Normality Test

The normality test in this study was carried out to test whether the regression model of disruptive or residual variables has a normal distribution. To determine whether the residual is normally distributed or not, it is by looking at the Abnormal probability which compares the cumulative system and the normal distribution. The normal distribution will form a straight line and a diagonal distribution, and the plotting, residual data will be compared with the diagonal line. The following are the results of the normality test.

Normal P-P Plot of Regression Standardized Residual

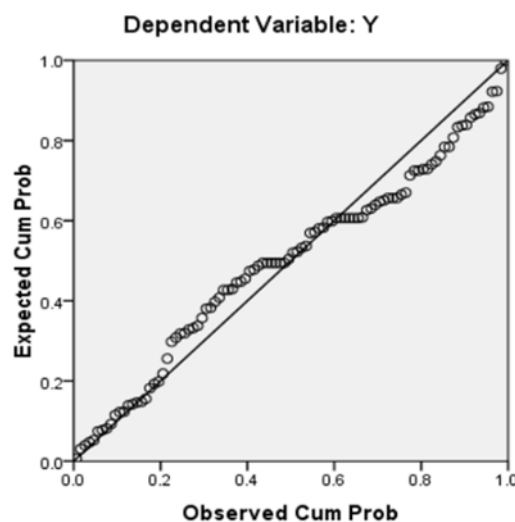


Figure 1. P-P Normality Test Plot
Data source : processed SPSS output, 2025

Based on Figure 1 above, on the graph of the normal probability plot, the dots are spread around the diagonal line, and the deviation follows the direction of the diagonal line giving a normal distribution pattern. Therefore, it can be concluded that the regression model meets the regression assumption of normality.

b. Multicollinearity Test

The multicollinearity test aims to test whether in a regression model there is a correlation between independent variables. A good regression model should have no correlation between independent variables. To detect the presence or absence of multicollinearity in the regression model, we looked at the value of tolerance and variance inflation factor (Ghazali, 2011). How to test the presence or absence of symptoms of multicollinearity by looking at the tolerance value.

Table 6. Multicollinearity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	1.960	.964			
	x1	.200	.087	.214	.361	2.773
	x2	.469	.123	.462	.212	4.711

a. Dependent Variable: Y

Data source: processed SPSS output 2025.

Based on Table 6, it can be seen that the calculation of the tolerance value also shows that there are no independent variables that have a tolerance value of less than 0.10, which means that there is no correlation between independent variables whose value is more than 95%. The results of the calculation of the VIF value show the same thing, there is no independent variable that has more than 10 VIT (Ghozali, 2011). If it can be concluded that there is no multicollinearity between the free variables in the two regression equation models.

c. Heteroscedasticity Test

The Heteroscedasticity test to test whether in the regression model there is a variance difference from the residual of one observation to another fixed, then it is called Homoskedasticity, and if it is different, it is called Heteroscedasticity. A good regression equation model is that heteroscedasticity does not occur in this study looking at scatterplots graphs. If the statistical equation finds a significant relationship, then it is biased to conclude that there is heteroscedasticity in the error variant and vice versa. According to Ghazali (2018:138), the Heteroscedasticity test aims to test whether in the regression model there is variance disparity from the residual of one observation to another. To see whether there is heteroscedasticity in the regression model using a scatterplot graph between SRESID and ZPRED where the Y axis is the

predicted Y and the X axis is residual ($Y_{\text{pred}} - Y_{\text{actually}}$) that has been studentized. The following criteria are used in detecting heteroscedasticity:

- 1) If there is a certain pattern, such as the dots that exist forming a regular pattern, then it can be indicated that heteroskedasticity has occurred.
- 2) If there is a certain pattern, such as the dots that exist forming a regular pattern, then it can be indicated that heteroskedasticity has occurred.

If there is no clear pattern and the dots are not spread above and below the numbers on the Y axis, then it can be concluded that there is no heteroscedasticity.

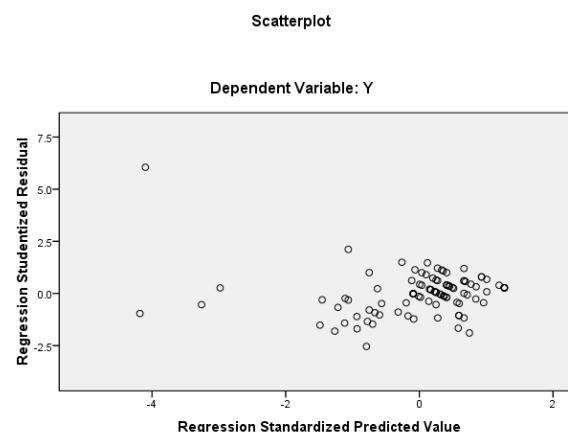


Figure 2. Scatterplot Heteroscedasticity Test
Data source: processed output, 2024

From the image presented here, the scattered dots are scattered and do not form a certain pattern, this result shows that there are no symptoms of heteroscedasticity, meaning that the perception of the respondents in this study can be measured

Hypothesis Testing

In this study, only one variable m_x and one variable Y were tested to see the put of variable X , namely individual counseling techniques with a humanistic approach. The t-test is used to partially test a hypothesis to show the influence of each independent variable on the dependent variable. The t-test is a test of the regression coefficient of each independent variable against the bound variable to determine the magnitude of the influence of the bound variable on the bound variable alone on the bound variable. With the following provisions based on significance values.

The partial test results can be presented in the following table:

Table 7. T test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.960	.964		2.032	.045
x1	.200	.087	.214	2.308	.023

a. Dependent Variable: Y

Based on the data in the table above, it is known that: The variable counseling guidance has a significant value of 0.23, which means that the significance value is less than 0.05 ($0.23 < 0.05$). Counselling guidance has a significant impact on the self-confidence of children with disabilities. Counselling guidance has a bearing on the self-confidence of blind children is acceptable, and H_0 is rejected.

Multiple linear regression test

Table 8. Multiple linear regression test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.960	.964		2.032	.045
x1	.200	.087	.214	2.308	.023
x2	.469	.123	.462	3.826	.000

a. Dependent Variable: Y

Source: data processed, 2025

Based on table 8, the following equation is obtained:

$$Y = 1.960 + 0.200x_1 + 0.469x_2$$

From the results of the equation, the following conclusions were obtained:

The confidence level increased by 0.200 units for each additional one unit of X_1 (individual counseling). If the individual counseling technique increases by 1 unit, then the confidence level increases by 0.200 units assuming that the other variables are considered constant.

Discussion of Research Results

The influence of individual counseling techniques through a humanistic approach has a positive impact on students. The supervisor gives a positive feeling to the students. From the results of the item that shows that the Influence of individual counseling techniques provides good benefits, it is aimed at the item, namely the Counselor understands the student's experience and perspective shows that it has a high mean value, meaning that the student feels that the counselor understands the bitter experience experienced by the student. Once the Counselor item understands the student's experience and perspective, it is followed by an item that reads, the counselor accepts the student's shortcomings, and the fourth item the Counselor accepts the student as it is, without criticism or judgment. These results suggest that the counselor accepts the students' shortcomings, and the counselor does not provide

criticism or assessment of students with disabilities to provide comfort for students during the individual counseling process with a humanistic approach. The item with the lowest score is the item The Counselor has a sense of empathy for the student with the highest answers. This means that of the many items given to students, the second item has the lowest score, but it does not mean that the counselor item has a sense of empathy for students has the highest answers, which has the highest negative impact on students. These results show that students feel that there is great empathy from the supervisor, but the value is smaller than other items.

The effect of counseling guidance on the self-confidence of children with disabilities. Based on the results of the study, it is shown that consular guidance has a positive impact on increasing the confidence of children with disabilities. Counseling guidance is very good for children with disabilities, so that children with disabilities are more self-reliant.

CONCLUSION

This study demonstrated that individual counseling techniques grounded in a humanistic approach significantly improved the self-confidence of children with physical disabilities, as evidenced by a statistically significant t-test result (sig. 0.023 < 0.05). The counseling process, emphasizing empathy, unconditional positive regard, and genuineness, effectively fostered courage, optimism, and perseverance among participants. These results highlight the value of a supportive therapeutic environment in helping children overcome social and emotional barriers linked to disability. For future research, a more rigorous quasi-experimental design with a control group is recommended to better isolate the intervention's effects. Longitudinal and qualitative studies should also be conducted to evaluate the long-term impact and provide deeper insights into the lived experiences and mechanisms underlying these positive changes.

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