

# Enhancing Self Esteem of Orphan Teenagers through Self Discovery Training

Emazati Baroroh<sup>1</sup>, Nindya Juwita Utimadini<sup>2</sup>, Nabila Dafik Alhumairah<sup>1</sup>, Ramadhanti Alifa Fatiah<sup>1</sup>

<sup>1</sup>Islamic Psychology Study Program, IAIN Pontianak, Indonesia

<sup>2</sup>PhD Higher Education Programme Student of the University of Surrey, England, United Kingdom

**Abstract.** This study aims to (1) determine the effect of self-discovery training and (2) provide a description of the changes in self-esteem after the intervention. The procedures were carried out using the quantitative pre-experimental method with a group pretest-posttest design. In this study, the sample population comprised 11 female teenagers aged 14 to 18 years, who were selected as participants using a simple random sampling method. The participants were residents of the Nur Fauzi Orphanage of Pontianak, West Kalimantan, Indonesia. Analysis using the Wilcoxon signed rank test showed that there were differences in self-esteem before and after the intervention. Qualitative assessment revealed that the participants experienced significant improvements. Meanwhile, qualitative assessment showed that the "Self-Discovery" intervention enabled the exploration of self-potential, indicating its effectiveness in enhancing self-esteem.

**Keywords:** Self-esteem; training; youths; orphanage

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\*Corresponding author: Islamic Psychology Study Program, IAIN Pontianak, Benua Melayu Darat, Kec. Pontianak Sel., Kota Pontianak, Kalimantan Barat, Indonesia  
E-mail: [emazati@iainptk.ac.id](mailto:emazati@iainptk.ac.id)

## Introduction

Humans are often born with unique strengths and weaknesses, with the privileges enjoyed being largely dependent on family and economic background. However, the majority of humans are not fortunate to be born into homes with certain privileges (Grant & Pike, 2019). For example, several teenagers are from less-than-ideal family situations, which can lead to lives characterized by neglect. Various factors have been reported to be the major causes of imperfections in family, including low social and economic status. Other factors, such as divorce or the death of one or both parents can leave teenagers orphaned, rendering living conditions precarious without meeting their needs (Ghorpade & Bhore, 2023). In addition, those without a supportive family structure can be at risk of living a reckless life. This is in line with Rohma et al. (2023) that abandoned teenagers are often placed in the vulnerable or special protection categories. Abandonment is typically related to the loss of one or both parents Grant and Pike (2019) as well as neglect of developmental needs (Zeanah & Humphreys, 2018).

According to Indonesian regulation, as outlined in Law of Indonesia Number 4 of 1979 (UU RI, 1979)

Article 2 Paragraph 1 concerning Child Welfare, "children have the right to welfare, care, upbringing, and guidance based on love both in families and in special care to grow and develop properly". This indicates that regardless of family conditions, this demographic still needs proper protection and care in line with the mandate of Law of Indonesia Number 34 of 2014 concerning Child Protection (UU RI, 2014). Therefore, foster teenagers are entitled to guidance, maintenance, care, education, and health. To fulfill the requirements of the mandate of law, the responsibility of care can be transferred to social services known as orphanage foundations.

Orphanage is a social welfare institution that plays a role in caring for teenagers and can be classified into two categories, including government-owned and private-owned. This is consistent with Harahap et al. (2022) that the institution has various tasks, such as providing assistance and overcoming the problems of abandoned teenagers (Indah et al., 2023). Orphanage takes on a substitute role as parents for abandoned teenagers who are entrusted by parents or relatives in the hope of securing a decent life. In 2020, West Kalimantan reported a total of 23 registered orphanages, including the Nur Fauzi Orphanage in

Pontianak City, which has not been added to the social service data because it operates under private ownership (Dinas Sosial, 2023).

The Nur Fauzi Orphanage has taken proactive measures to address the issue of abandoned teenagers in West Kalimantan region. This can be achieved through the provision of care, good education, and decent accommodation. The establishment of the institution represents a form of commitment to improve welfare based on religious principles. In addition, the approach includes both formal education in the premises and supplementary educational activities conducted outside. For instance, the institution actively participates in self-discovery interventions aimed at improving self-esteem of participants. This is consistent with the management's openness to collaboration with external parties interested in making significant contributions.

During the development stage, teenagers from orphanage typically encounter various challenges in fulfilling developmental tasks. Teenage phase, in particular, demands the fulfillment of multifaceted needs across various aspects. This was consistent with Ajhuri (2019) which identified seven key aspects essential for human development, including physical, emotional, language, social, personality, moral, and religious awareness. Consequently, there is a need for several adjustments, both personally and with the surrounding environment.

According to previous reports, adolescence marks the onset of development and indicates the ongoing evolvement of physical and psychological functions. During the transition from childhood, teenagers often experience puberty, a period characterized by physical, psychological, and sexual development (Zuhri and Haryanti, 2023). The period typically induced anxiety, fear, shame, and confusion due to the lack of adequate understanding and information. This causes significant pressure to reconcile parental guidance with personal assessment and exploration.

In line with these results, the onset of adolescence typically causes the development of various internal and external conflicts, leading to discomfort. The condition is particularly prominent among teenagers living in orphanage, where challenges may be more formidable and more pressing than their peers. Consequently, the condition triggers low self-esteem, discouragement, fears, and anxieties, causing feelings of being worthless. Building on this idea, Hayati and Yusri (2023) revealed that teenagers in orphanage tended to exhibit low self-confidence due to differences in status from peers who generally had intact family. The environment of orphanage can significantly affect self-image because vulnerable teenagers often compare their condition with peers living with parents (Indah et al., 2023). Sethi and Ashar (2016) also revealed that

orphanage teenagers had lower self-esteem compared to the non-orphanage category. The discrepancy indicates the significant influence of caregiving dynamics, revealing the difference between care given by parents and orphanage.

Pre-research interviews with two participants who were residents of the orphanage revealed various additional challenges. These included feeling less valuable, low self-esteem, feeling unlucky, and other personal problems. The results showed the occurrence of comparison with other peers, where Subject A had the complaint of self-betriment. This was primarily due to feelings of being older and slower in comprehension compared to others. Similar results were obtained from Subject B who also suffered from comparison and feeling of being inadequate. The results were consistent with Santri et al. (2023) that individuals with low self-esteem tended to be disappointed with personal limitations. In addition, Febristi (2020) revealed that a total of 52.3% of teenagers in orphanage had low self-esteem.

Kamaruddin et al. (2022) reported that self-esteem comprised individuals' assessment of self-worth, which was expressed through attitudes. In self-esteem, there are two essential components, namely beliefs of personal competence and personal value (Donnellan, et al., 2011; MacDonald & Leary, 2012). Therefore, the factor can be defined as the combination of self-confidence and self-assessment. A previous study also revealed that self-esteem is a form of individuals' assessment. This is in line with Wulansari (2021) that it is a personal assessment or the result of other people's feedback. Self-esteem is not innate but can be learned and formed from childhood and throughout life. During the formation, there are two major influential aspects, namely self-liking and self-competence, and this is consistent with Ghorpade and Bhore (2023). Self-liking denotes appraisal of acceptance or disdain in social contexts, while self-competence comprises positive and negative evaluations of abilities or potential.

Among teenagers, particularly those in orphanage, cultivating a strong sense of self-esteem is essential due to the role in the development of personalities. The results are in line with Febristi (2020) that adolescence is a developmental stage with a significant influence on the formation of character. Orth and Robins (2014) also revealed that self-esteem was of considerable societal significance.

Santri et al. (2023) reported that self-esteem is individuals' assessment formed from personal condition and treatment from others. In addition, it is an essential part of forming self-concept and can have an impact on personality, particularly for teenagers. Low self-esteem among teenagers can lead to negative perceptions and ideas. This negative self-perception

extends to interaction with peers, or friends who have more dominant abilities, leading to various challenges during growth.

Among the various factors influencing self-esteem of teenagers in orphanage, self-development has been reported to be the most influential (Yudiono & Sulisty, 2020). Education is a form of self-development, which comprises providing material outside of study hours that is free from the school curriculum. This is in line with Katkar et al. (2021) that teenagers need in-depth guidance in navigating life processes, particularly from external parties. In this context, an intervention that can be carried out is self-discovery training, which is a short program aimed at self-discovery and optimizing potential. For example, a previous report used the Solution Focused Brief Therapy intervention to enhance self-esteem by finding solutions to problems (Febristi & Suherlin 2021). The need for high self-esteem is further supported by Gati and Levin (2014) which revealed that the current world was becoming more competitive with the diverse number of occupational paths, specializations, training, and job types.

In line with the results, this present study was carried out to provide self-discovery interventions to teenagers in orphanage. The intervention is related to helping teenagers to explore inherent potential, as previously shown by (Citra & Widyarini, 2015). The study had high relevance to the context of orphanage, where increasing self-esteem was an important goal to improve quality of life. Despite the relevance, there were certain drawbacks, such as the possibility of bias in participants' responses to questions regarding the benefits of training, which could affect the validity. Consequently, this present study used more complete intervention stages, known as self-discovery intervention. The intervention did not only focus on material but also directly invited teenagers to appear in art performances and share life experiences. This approach was consistent with social learning theory by Bandura (2023), which emphasized the role of observation and modeling in the learning process. Several studies have shown that personal potential refers to individuals' talents, abilities, and qualities. It also comprises conventional activities, such as reading, writing, and sports as well as a broader spectrum of capabilities. Zuković and Stojadinović (2021) reported understanding potential could influence the formation of self-understanding, which affects self-esteem.

Understanding the potential of teenagers who have self-potential can lead to the prediction of ability to enhance self-esteem. This assertion is based on the fulfillment of high needs, including those related to competence and personal achievement (Zuković & Stojadinović, 2021). Implementing self-discovery intervention can help teenagers develop a more

objective view, which is influenced by potential. High self-esteem tends to foster feelings of happiness, optimism, and the ability to develop interests in the future (Salsabila et al., 2022).

Several studies have shown that there are various opportunities to enhance teenagers' self-esteem, such as facilitating the comprehension of potential and strengths. The result is consistent with Syanti (2019) that self-esteem training comprises a structured approach to addressing individuals' needs. This present study holds several advantages over previous reports, primarily because it offers a systematic and lucid delineation of the intervention procedure. During the intervention process, teenagers were actively engaged, fostering a more participatory learning experience aimed at improving self-confidence.

Based on the results, self-discovery intervention by providing education to teenagers in orphanage is an effort to develop inherent potential. Therefore, this study aims to 1) determine the effect of self-discovery training and 2) provide a description of the changes in self-esteem after the intervention. The hypothesis is that providing self-discovery intervention increases self-esteem of teenagers in orphanage.

## Methods

### Study Design

In this study, data collection was carried out with both qualitative and quantitative methods using worksheets and observation. Worksheets were typically used for collecting data and were distributed at the start of the training session. The materials helped to facilitate the understanding of the participants' qualitative development. Worksheets were previously validated based on the results of the Rosenberg Self-Esteem Scale (RSES) Scale trial, with Cronbach's alpha value of .831. During the trial, the worksheets were used to help participants explore inherent potential based on the material provided and trainer's directions. Qualitative data were also obtained in this study through various observations. According to Kumar (2022), observations were a data collection method, which comprised examination of participants and situations.

Quantitative data was obtained using RSES, which focused on self-acceptance and self-respect based on the report (Wulansari, 2021). This scale was used due to the similarity to this study in terms of variables and subject settings, particularly in measuring self-esteem in institutionalized adolescents. Therefore, as this report took the form of an experiment, the tool was used to measure the level of change after the training was given. Lastly, in exploring individuals' attitudes in reports, specifically in measuring self-esteem of orphanage residents, the level was visible. The scale had a reliability coefficient value of .831 and

consisted of 4 favorable items and 4 unfavorable items. In this context, the favorable items were; 1) I feel that I am a valuable person, at least on the same level as other people, 2) I feel that I am a qualified person, 3) I am able to do things as well as most other people, and 4) Overall, I feel satisfied with myself. Meanwhile, the unfavorable items included 1) Overall, I tend to feel that I am a failure, 2) I feel that I do not have much to be proud of, 3) I sometimes feel useless, and 4) sometimes, I think I am not a good person.

This study was carried out using a quantitative pre-experimental method with a one-group pretest-posttest design, which observed changes in subjects before and after treatment (Seniati et al., 2017). Self-discovery intervention was given to one group without a control group. The design selected could be developed further for treatment and training. In this context, it allowed data to be collected before and after the intervention to determine the initial effectiveness of self-discovery intervention.

### Instrument

The participants were selected using the purposive sampling method based on the predetermined criteria. This was consistent with Obilor and Isaac (2023) that purposive sampling was typically dependent on the investigator's discretion to select participants from the population. The sample population comprised teenagers in orphanage who often had low self-esteem. The finding was in line with a previous report by Kholifah et al. (2020), who also obtained similar outcomes.

A total of 11 participants were selected from a population of 23 based on the predetermined criteria. In this study, the inclusion criteria comprised young women aged 14 -19 years, who were residents of the Nur Fauzi Pontianak Orphanage, and willing to participate in the procedures. At last, the 11 selected subjects were the subjects that met the criteria of teen.

### Data Collection

Data collection was carried out using a combination of qualitative and quantitative methods which described complex and diverse problems as well as evaluated interventions. This was in line with Mukumbang (2023) social sciences studies could integrate the two methods. Qualitative data collection was performed using worksheets and qualitative descriptions based on the materials provided and trainer's directions. Worksheets validation was carried out by an expert who was a practitioner in psychology. Meanwhile, quantitative data collection was carried out using the RSES scale with procedures proposed by a previous study (Wulansari, 2021). The scale was used to explore individuals' attitudes, specifically in measuring self-esteem, with a reliability coefficient value of .831. In

this study, the instrument consisted of 4 favorable items and 4 unfavorable items.

### Procedure of Intervention

The intervention was carried out in the form of a self-discovery program, which lasted for 2 days with a total duration of 290 minutes using a new intervention design. The details of activities conducted in the intervention for each day is presented below:

#### Day 1

**Session 1: Introductions and Pretest.** The first meeting lasted for a total of 135 minutes and started with a 15-minute opening session. In this context, the activities on schedule included introductions and pretest distribution. The first meeting primarily focused on explaining the activities to be carried out. The explanation facilitated a deep understanding of the effect of the intervention. Subsequently, a pretest was performed to obtain initial data from the participants.

**Session 2: Developing Personal Potential.** Session 2 focused on the delivery of education regarding the development of personal potential with a duration of 60 minutes. Several studies showed that all individuals had unique potential, either visible or hidden. However, the majority were often unable to identify potential, with some lacking total awareness. This session was important due to its ability to facilitate comprehensive understanding among the participants, leading to better self-esteem. These findings were in line with Zuković and Stojadinović (2021) that educational practices regarding potential were very important for building high self-esteem in teenagers.

**Session 3: Motivational Success Stories.** Session 3 continued with the presentation of motivational success stories about developing potential for 60 minutes. The presentation was anchored by an academician with various experiences in winning competitions and scholarships abroad. The session revealed the academician's struggle to discover potential, starting from a lack of ideals and challenges in life to achieving self-confidence and good self-esteem. Listening to success stories from other individuals often facilitated a practical understanding of the material provided. This approach also made it to imitate the goodness, methods, and processes carried out by the model figure. According to Bandura (2023), during the learning process, individuals often considered the model figure as a guide for successful actions in the future. Experiential learning could be a reinforcement to tell participants the requirements for getting positive results in the future.

**Closing.** The final step was closing the agenda, where participants were required to share their opinions about the valuable experiences gained during the



intervention. Subsequently, the event was closed by announcing the schedule for the next day.

**Day 2**

**Session 1: Opening.** Session 1 on day 2 lasted for 155 minutes, with a total of 6 activities. The first activity was opening, followed by recalling the lessons taught on the first day for 30 minutes. In this context, material review was very important to ensure retention by the participants.

**Session 2: Map the Interests and Talents.** The second session lasted for a total of 45 minutes, where participants were invited to map interests and talents by filling out a worksheet. The mapping process aimed to facilitate comprehension of the potential of the participants, leading to increased self-esteem. This was consistent with [Zuković and Stojadinović \(2021\)](#) that the implementation of positive discipline education greatly contributed to the development of self-esteem in teenagers.

**Session 3: Actualizing Self-Potential.** The third session focused on actualizing self-potential for a total of 60 minutes. Participants were grouped based on their talents and then asked to design performances that suited inherent abilities. Providing opportunities for revealing potential and talents had been reported to be essential for achieving personal growth. The exploration of potential in life often culminated in the manifestation of abilities based on inherent talents. This process was crucial for motivating participants to take an active interest in honing their potential.

Individuals who developed their potential could experience personal growth, leading to the formation of their ideal selves. The development enhanced confidence and self-reliance, leading to more assurance in personal abilities compared to others. [Bhawana et al. \(2023\)](#) emphasized that it was important for teenagers to improve their skills, as this contributed significantly to the sense of self-worth.

**Session 4: Closing and Posttest**

The intervention closed with the distribution and completion of a posttest to determine changes in participants for 10 minutes, followed by a joint prayer and documentation in the form of a group photo for 10 minutes.

**Data Analysis**

Data processing was carried out using the Wilcoxon signed rank test on the self-esteem scale variable for orphanage teenagers before and after self-discovery intervention. The results of the Wilcoxon test produced a hypothesis assessment to determine whether H1 or Ho was accepted [Windi et al., \(2022\)](#). This assessment was used to determine whether there were differences or changes in the pretest and posttest results. Consequently, all respondents could contribute to

evaluating the differences in pretest and posttest results after the intervention

**Results and Discussion**

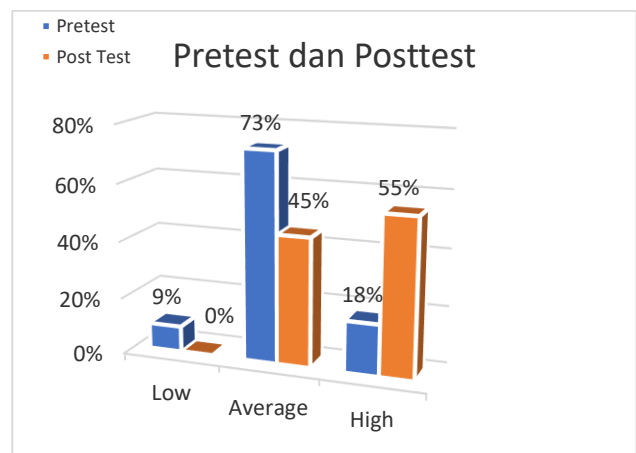
**Quantitative**

A total of 11 female orphanage teenagers participated in this study, and their demographic was presented in [table 1](#). Among the participants, the majority had lived in an orphanage since childhood, while others became residents during early teenage years.

Based on the results described in [table 2](#), changes in self-esteem were prominent among participants assisted by orphanage. A total of 8 participants experienced an increase in self-esteem, while 3 showed decreases. [Table 2](#) showed the differences between pretest and posttest scores, indicating numerical changes in self-esteem levels. Every improvement in the score indicated a meaningful change, but the difference varied among the participants.

[Diagram 1](#) showed the initial conditions (pretest, represented in blue), where 9% were in the low category, 73% in the medium category, and 18% in the high category. After the intervention, comprising motivation, workshops, and art performances, there was a notable increase in self-esteem scores. The posttest scores (represented in orange) showed that the 45%, 55%, and 0% of the participants were in the medium, high, and low category, respectively.

Based on the analysis results in [table 2](#), the negative difference between the pretest and posttest (negative ranks value) showed that there were 2 negative data points, while the positive ranks indicated 8 positive data points. This revealed that 2 participants experienced a decrease in self-esteem, while 8 had an increase after receiving the self-discovery intervention. In addition, the Ties N value was 1, indicating that a participant had the same score on both the pretest and posttest. The total of negative ranks (Negative Sum of Ranks) was 4.00, and the total of positive ranks (Positive Sum of Ranks) was 51.00.



*Diagram 1.* Pretest and Posttest Change Diagram

Table 1

Demographic and Frequency Data

No.	Age	Number	Grade
1.	14	3	Junior High
2.	15	3	Senior High
3.	17	2	Senior High
4.	18	2	Finished High School
5.	19	1	Finished High School

Table 2

Results Changes in Subject Scores

Subject	Pretest Score	Posttest Score	Difference in Scores	Changes
S1	27	34	7	Yes
S2	22	34	12	Yes
S3	28	33	5	Yes
S4	29	27	-2	No
S5	25	30	5	Yes
S6	16	26	10	Yes
S7	30	26	-4	No
S8	23	26	3	Yes
S9	24	34	10	Yes
S10	27	27	0	No
S11	27	33	6	Yes

According to table 3, the Asymp. Sig. (2-tailed) value was .016 and less than .05. This showed that  $H_0$  was accepted, indicating a significant difference between the pretest and posttest results. Therefore, it could be concluded that "the implementation of self-discovery had a significant influence on self-esteem."

Qualitative (Observations)

Day 1

In the beginning, participants seemed hesitant to answer questions from the speaker. However, after the material was presented, participants began to feel more confident, raising their hands to ask questions and respond independently. After completing the worksheets, the teenagers identified their potential, which was initially impossible. This change was evident from the speaker's initial question regarding self-awareness.

Following a motivational sharing session featuring success stories, participants became more confident in answering questions without prompting. Answers were provided fluently and the worksheets were completed without confusion. Some participants

Table 3

Hypothesis processing

Research Variable	Descriptive Statistic		Subjects' Change			Sig
	Mean	Z	Upgrade	Down	Content	
Pre	2.00	-2.398	2	8	1	.016
Post	6.38					

Tabel 4

Table Worksheet Result

No	Initials	Day 1		Day 2		Conclusion
		Session 1	Session 2	Session 1	Interest talent	
1	SK	Does not understand self-potential	understand the presentation write down five conclusions	recognize 3 personal potentials, know how to develop these potentia	gained	☆☆☆
2	N.V	Understabd self-potential	Able to represent the material	Wrote two potentials Identify where it came from	gained	☆☆
3	M.A	Understand self potential	Able to represent the material in 5 points	recognize the potential Identify where it came from	gained	☆☆☆
4	MT	Understand self potential	understand the presentation write down five conclusions	recognize the potential Identify how to develop it	gained	☆
5	JS	Understand self potential	understand the presentation write down conclusions	recognize the potential Identify where it came from	gained	☆☆☆
6	L	Understand self potential	understand the presentation write down five conclusions	recognize 3 potential Identify where it came from Identify how to develop it	gained	☆☆☆☆
7	SA	Understand self potential	understand the presentation write down five conclusions	recognize 3 potential Identify how to develop it	gained	☆☆☆☆☆
8	SD	Understand self potential	understand the presentation write down five conclusions	recognize potential Identify where it came from	gained	☆☆☆
9	LY	Understand self potential	understand the presentation write down five conclusions	recognize 3 potential Identify where it came from Identify how to develop it	gained	☆☆☆☆
10	US	Understand self potential	understand the presentation write down five conclusions	recognize 3 potential Identify where it came from	gained	☆☆☆
11	DR	Understand self potential	Able to represent the material	recognize 3 potential Identify where it came from Identify how to develop it	gained	☆☆☆

Stars Identification:

☆ : task is done

☆☆☆ : task is well-done

☆☆☆☆ : task is done optimally

also volunteered to share what the knowledge obtained from the session without being asked.

### Day 2

On the second day, a workshop was held to help teenagers assisted by the orphanage better recognize their inherent potential and showcase talents. During the workshop, participants were encouraged to perform and carry out an introduction to the group. Guidelines that could be used to express potential were also provided. Several participants successfully identified and articulated their abilities in the presence of peers with enthusiasm and confidence. The audience also supported their friends who were presenting.

After the performance, participants formed groups based on interests and talents. The grouping aimed to facilitate a final talent show, or "pensi," where skills could be showcased. During the pensi performance, the participants displayed high levels of enthusiasm and confidence.

Based on the [table 4](#), the participants showed an ability to articulate inherent potential. In this context, the worksheets served as effective tools for collecting data and facilitating training. A series of questions was provided on each worksheet for participants to answer, such as understanding potential. Participant AS provided an answer, defining potential as a skill inherent to individuals, derived from within oneself. This indicated AS's comprehension of potential, a concept previously challenging to define. Understanding self-potential was fundamental knowledge that all participants acquired before delving deeper into their individual potential.

Participants adeptly completed tasks outlined in the worksheets, demonstrating a clear understanding of instructions. On the first day, the teenager defined and elucidated the meaning of potential based on provided materials, as well as identified their potential. Subsequently, during session 2 of the first day, participants reflected on what had been gained from the motivation session, effectively articulating insights. This trend continued on subsequent days, with optimal results being achieved through adherence to instructions.

Overall, the results from the worksheets indicated that the participants successfully engaged with and fulfilled assignments in worksheets format across both days. The ability to execute tasks as instructed was evident, with the majority performing optimally. Despite minor setbacks with 2 participants, the overall performance indicated a commendable proficiency in worksheet-based tasks.

Qualitatively, there was a noticeable enhancement in participants' self-esteem. Initially, participants appeared hesitant to express personal opinions, often speaking softly during pre-activity sessions. However, following the training, there was an increase in

confidence, with teenagers readily volunteering to answers and actively engaging in discussions without prompting. The improvement in assertiveness reflected the training's efficacy in increasing self-esteem and fostering courage.

The qualitative data revealed positive shifts in behaviors and attitudes after the self-discovery training. From initially displaying reluctance and reserved expressions, participants transition to demonstrating boldness in expressing personal views and actively participating in discussions. The transformation, from timid voices to confident articulation, indicated an enhancement in communication skills. In addition, the training aided the recognition of inherent potential, fostering an understanding that the abilities were not extraordinary but inherent in everyone. Consequently, all participants had the perception of being valued individuals, leading to increased self-esteem. The qualitative data showed the training's efficacy in enhancing self-esteem, evident in their newfound courage and self-awareness.

### Discussion

This study aimed to determine whether the treatment had the potential to increase self-esteem among residents assisted by the Nur Fauzi orphanage. The results showed that there was an increase in self-esteem scores before and after treatment in line with the proposed hypothesis. Based on the results obtained, the proposed hypothesis was accepted, indicating that there were differences before and after treatment, as shown in [table 2](#). Therefore, self-discovery intervention was able to increase self-esteem in orphanage teenagers.

The qualitative data supported the assertion that the training effectively increased participants' self-esteem by fostering a conducive environment for expressing opinions confidently and articulately. This finding was consistent with [Haryanti and Setyandari \(2020\)](#) and [Magnusson and Stattin \(2018\)](#), who reported the transformative impact of well-designed activities on self-esteem. By engaging in a structured series of activities, participants were empowered to explore their potential and develop inherent abilities. Consequently, confidence to communicate effectively in public settings and articulate personal viewpoints increased. The activities carried out served as a medium to gain insights into inherent potential and develop strategies for its development.

Engaging in diverse and stimulating activities could effectively increase interest levels, thereby fostering enthusiasm. Increased enthusiasm, in turn, could significantly impact positive mindset cultivation. Maintaining a positive outlook correlated with increased self-esteem, manifesting in attributes, such as resilience, assertiveness, and a sense of self-worth. This phenomenon became evident through observable

behaviors, such as a participant initially hesitating to respond during the initial stages of a presentation but subsequently demonstrating proactive engagement by voluntarily participating in discussions without prompting. Moreover, the transformative effects of the workshop were discernible as participants, emboldened by their evolving self-assurance, confidently initiated introductions on the second day, articulating their personal passions and talents compared to the first day.

According to [Ayu and Muhid \(2022\)](#), all humans, specifically teenagers, could develop personal positivism toward realizing inherent potential. In this context, there was a need for effective encouragement from other parties in developing and achieving personal identification. Therefore, to increase self-esteem, a form of intervention that invited residents in orphanage to explore and know each other had proven effective ([Mas'udi & Aisyah, 2021](#)).

In line with [Putri and Rusli \(2022\)](#), teenagers could achieve personal acceptance and have a positive view. This was closely related to increasing self-esteem, which facilitated a comprehensive understanding of self-worth. Analogously, just as one cannot transfer funds to another account without having a balance, individuals must first be acquainted with their inner workings before delving into understanding others.

The key strength of this study lied in its ability to help participants discover potential. In addition, the design incorporated several engaging activities, including education, workshops, and sharing sessions. This study also used an applicable method that was not monotonous because it engaged all participants. The use of active methods or student learning was expected to increase the achievement of good results. Effective training comprised effective delivery of material and engagement of participants. This finding was in line with [Aminatun et al. \(2022\)](#) that learning could become easier when appropriate methods were used, including interactive and engagement approaches.

Experimental studies typically necessitated a meticulously structured and detailed design, facilitating seamless implementation in the field and enhancing participants' comprehension of the entire activities sequence. [Baroroh et al. \(2023\)](#) reported that intervention design was a crucial facet of experimental studies, emphasizing the pivotal role of design in experimental training.

The present study incorporated several activities aimed at stimulating participants to actively showcase their inherent potential in the presence of peers. Participants were encouraged to creatively perform an introduction, stating their talents and preferences. In addition, there was a need to present talents before the group, fostering opportunities for self-expression and increasing self-esteem. The abundance of these stimuli

indirectly correlated with heightened confidence in public settings. The findings were consistent with [Yulianti and Sulistyawati \(2021\)](#) regarding the therapeutic effects of public speaking in enhancing self-assurance and confidence.

The training regimen was replete with interactive activities aimed at fostering enthusiasm and facilitating persuasive communication among participants. [Hitjahubessy \(2019\)](#) reported that interpersonal interaction fostered effective communication, leading to enhanced confidence and self-esteem. Consequently, the amplified self-assurance and self-esteem served as potent motivators to pursue future goals.

The training extended beyond mere participants engagement, incorporating sessions aimed at nurturing self-awareness and potential recognition. This facet was particularly pertinent for orphanage residents, as emphasized by [Gultom and Oktaviani \(2022\)](#), who revealed that irrespective of life circumstances, individuals must cultivate self-esteem to foster self-respect and resilience. By recognizing and harnessing potential, orphanage teenagers could overcome adversity and achieve a better quality of life.

Based on observation, one of the major factors contributing to the success of this study was the inclusion of motivational sessions featuring a success story shared by a resource person. The narrative recounted the lecturer's journey of triumph, including perseverance and determination following the early loss of mother, culminating in the attainment of a full scholarship from the Indonesian Education Endowment Fund (LPDP) for studies abroad. This motivational narrative exerted a profound impact on increasing the self-esteem of orphanage teenagers, as evidenced by qualitative descriptive data revealing increased participation and engagement during training sessions. This finding was consistent with [Fauzan and Yulianti \(2022\)](#), that motivation played an essential role in energizing teenagers, thereby influencing their mental well-being and self-esteem.

Building upon previous studies, [Arroisi and Badi' \(2022\)](#) revealed the interplay between psychological well-being and faith. The study suggested that individuals fortified by faith experienced increased psychological resilience, thereby fostering and maintaining high self-esteem. The infusion of faith into the psyche of individuals imbued a sense of vitality and purpose, underscoring the profound impact of spiritual beliefs on well-being.

Recognizing the intrinsic value of self-esteem facilitated the acknowledgment and cultivation of potential. According to [Imelda and Harahap \(2023\)](#), all individuals possessed untapped reservoirs of potential, which, when nurtured through continuous learning and development, could serve as conduits for personal growth and benefit to others. However, it was



important to acknowledge the limitations of this study. The procedures were confined to specific regional circumstances, and the scope did not include a broader exploration of additional contributing factors. Therefore, future studies must aim to broaden the scope, considering various contextual factors and perspectives, to enrich understanding of self-esteem dynamics and potential avenues for intervention and theory development.

## Conclusion

In conclusion, the results showed that self-discovery treatment effectively increased self-esteem, aligning with the study objectives. Significant differences were found before and after self-discovery intervention, as evidenced by data obtained through self-esteem scale and qualitative observations. The hypothesis (H1) was accepted, indicating a significant increase in the level of self-esteem after treatment.

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