

The Psychological Well-Being of Mothers Raising Deaf-Mute Children: A Qualitative Case Study

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Abstract: This study explores the psychological well-being of a mother raising a deaf and mute child. Using a qualitative single case study with in-depth interviews, findings were analyzed thematically based on Ryff's six dimensions of psychological well-being. Results show that the mother demonstrated self-acceptance through emotional regulation, built positive relationships with family and community, maintained autonomy in parenting decisions, managed her environment by balancing household and caregiving, pursued life goals by focusing on health and her child's future, and experienced personal growth through improved emotional maturity and learning sign language. These findings highlight the importance of family support, community involvement, and self-development in fostering maternal psychological well-being.

1 INTRODUCTION

Globally, more than 1 billion people live with some form of disability, accounting for approximately 15% of the world's population (WBG, 2023). Of this number, 466 million people have hearing impairments, 34 million of whom are children (WHO, 2020). People with disabilities fall into various categories, including physical, intellectual, mental, sensory, and multiple disabilities (BPS, 2020). In the United States, more than 30 million adults, or nearly 15% of the total U.S. population, are deaf (WHO, 2020). This number will increase to 2.5 billion people with various hearing impairments by 2050 if no action is taken to prevent or reduce this condition (WHO, 2020).

In Indonesia alone, there are 22.97 million people with disabilities, or around 8.5% of the total population (BPS, 2020). A total of 0.11% of

congenital deafness cases occur in children aged 24-59 months (Risksedas, 2019). This figure ranks Indonesia fourth among Asian countries with the highest rates of hearing impairment (WHO, 2020). Children with this disability face many significant challenges. Only 64% of these children attend school, and 17% live in greater poverty than children without disabilities (UNICEF, 2023).

Disability is a condition of mental, physical, intellectual, or sensory limitations that affect a person's ability to interact with their environment (Febriyani & Saragi, 2024). Some examples of disabilities are deafness and speech impairment (Darma Setya, 2024). Deafness is a sensory impairment that causes the sufferer to be unable to hear or perceive sound normally (Wahyudi, 2022). This hearing impairment is caused by abnormalities in the functioning of components of the ear and can be classified from mild to severe (Wahyudi, 2022).

People with deafness experience hearing impairments, so most of them also experience speech impairments, known as speech impairment (Darma Setya, 2024).

Based on many cases, children with deafness often lag behind their peers in cognitive and language development during middle childhood to early adolescence (Mariani et al., 2024). This language delay in deaf children correlates with stress in parents. Language delay in deaf children correlates with stress in parents (Kachroo et al., n.d.). The poorer the child's language skills, the higher the stress experienced by parents in caring for their child (Kachroo et al., n.d.). This occurs because it is difficult for parents to adjust their behavior and expectations to the specific communication needs of their child with hearing impairment (Kasin et al., 2020). Parents also often experience feelings of anger and worry about society's acceptance of their child (Gunjawate, 2022).

Stress in parents that is not handled properly can affect their psychological well-being (Kasin et al., 2020). Psychological well-being is defined as a condition in which a person is able to achieve stability in their life despite being influenced by challenging circumstances (Pertwi, 2023). In achieving psychological well-being, a person must be able to have positive relationships with others, be able to control their environment, accept themselves in the present and past, have goals and meaning in their life, have personal development, and the ability to make their own decisions (Ryff, 1989). These aspects are important for parents who have deaf children because they often face more complex emotional, social, and practical challenges. In addition, by having these six aspects, parents can continue to support their children's optimal development (Kachroo et al., n.d.).

Research shows that mothers of deaf and mute children often experience lower levels of psychological well-being compared to parents of children without deafness and muteness. This is largely due to communication challenges and the need to access appropriate education. Research also shows that family and social support play a significant role in improving their psychological well-being. This also helps to overcome feelings of isolation and anxiety that often arise. Parents who are involved in support groups or training programs show higher levels of psychological well-being, demonstrating the importance of support networks.

Acceptance of the child's condition and the development of effective coping strategies have been shown to improve parents' psychological well-being. Coping is a form of behavior and thinking (positive and negative) that can reduce the burden on individuals so that it does not cause stress. Research also shows that parents who have an understanding.

2 METHOD

Design

This qualitative study uses a single case study approach, which is a research method that uses a single case study approach to explore a case. This research method is suitable for the purpose of the study, which is to explore and interpret the psychological well-being of mothers with deaf and mute children.

Instrument

The instrument used in this study was a semi-structured interview guide to explore the psychological well-being of a mother with a deaf and

mute child. This interview guide was developed based on deductive reasoning, in which the researcher referred to Ryff's six dimensions of psychological well-being (self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth) as the main framework to construct the questions and guide the interviews.

Participants

This study involved one mother who has a deaf and mute child as the main informant, and one significant other (the child's older sibling) as a supporting informant. Participants were selected using purposive sampling, with the following criteria: (1) the mother is the child's primary caregiver, (2) willing to participate in in-depth interviews, and (3) the significant other is directly involved in family life.

Procedure

Before conducting the interview, the researcher provided an informant consent form as proof of consent to the informant to be interviewed. The interview was conducted in a room with minimal disturbance so that the informant could comfortably recount all of their experiences. The interview lasted approximately two hours. In addition to conducting interviews, the researcher also observed the informants. After all the data was obtained, the researcher created a verbatim transcript and marked important parts of the interview, which was then developed into a complete report.

Technical Analysis

The researcher reflected on important themes that reinforced the informant's experiences. The researcher wrote descriptions, maintained a strong

connection between the topics of discussion, and balanced the writing as a whole. This research was conducted at the Basic Chemistry Laboratory of Sunan Ampel State Islamic University in Surabaya. Some of the equipment used in this research included a UV-Vis spectrophotometer, cuvettes, measuring pipettes, measuring cups, reaction tubes, Erlenmeyer flasks, Falcon tubes, beaker glasses, vortexes, centrifuges, drying ovens, analytical scales, rotary evaporators, as well as *Fourier Transform Infrared* (FTIR) and *High Performance Liquid Chromatography* (HPLC) devices. Meanwhile, the materials used included papaya leaf powder, noni leaves, p.a methanol solution, 70% ethanol, distilled water, hydrochloric acid (HCl), sulfuric acid (H₂SO₄), acetic acid, chloroform (CHCl₃), sodium carbonate (NaCO₃), Folin Ciocalteu reagent, Dragendorff reagent, Liebermann Burchard reagent, magnesium, FeCl₃, Mayer Wagner, NaOH, DPPH (2,2-diphenyl-1-picrylhydrazyl), ABTS (3-ethylbenzothiazoline-6-sulfonic acid), TPTZ (2,4,6-tripyridyl-s-triazine), ferrous sulfate, as well as gallic acid, quercetin, and Trolox standards.

3 RESULT

The interviewees' experiences are presented in six phases: self-acceptance after having a deaf and mute child, building relationships with others in caring for the child, building autonomy, mastering the environment, focusing on life goals, and personal growth. Each phase contains themes that describe the experiences and their meanings.

Theme 1: Blaming Oneself for the Past

When her child was first diagnosed with deaf and mute, the interviewee experienced a phase of denial. She wondered why her child was like this. She blamed herself for what she did during her pregnancy. The interviewee explained that when she was pregnant, her husband didn't want her. He wanted a boy, but the child she conceived was a girl. He never helped care for her or her unborn child, never saw a doctor, or gave her milk or vitamins. Due to her husband's lack of support, the interviewee felt lazy about caring for her pregnancy. She began to eat instant foods, such as noodles, every day, and exposed herself to cigarette smoke.

"My first and second children were girls. When I had an ultrasound on my third child, I found out it was a girl again. Because my husband wanted a boy, he ended up ignoring me. He didn't care whether I ate or not. Besides, my dad was also a smoker. He often smoked in his room. I didn't know the effects would be so severe. At first, I was devastated and blamed myself."

Theme 2: Experiencing Emotional Pressure from a Partner

Upon learning that his child was diagnosed as deaf and mute, the interviewee's husband felt he couldn't accept it. He felt ashamed and thought it would be a huge hassle to have a deaf and mute child. He also demanded an instant cure for his child. He felt pressured by his husband's extraordinary expectations.

"Her dad often complains about it too. Sometimes he says he's embarrassed. He's the type of person who wants to be like that, you know. He knew his child was deaf and mute and demanded an instant cure for M."

Theme 3: Adapting to Neighbors' Judgments

The informant received a lot of negative comments from her social circle. Many neighbors

spoke badly about her child. At first, this was very disturbing. However, over time, she began to get used to it and didn't take the comments too seriously.

"There must be a lot of people in the neighborhood who complain about M, Sis. At first, it bothered me. But as time went on, I got used to it. I didn't have to deal with it."

Theme 4: Accepting Her Child with Gratitude

As time went on, the informant felt she had come to terms with the situation. She no longer felt regret, anger, or depression like before. She felt her child was a gift from God. She loved her child as much as her other three children.

"I've come to terms with it and accepted it. It's like I just have to live with it, Sis. There's no depression, anger, or tantrums. I love M as much as any of my other children."

Theme 5: Frequent Arguments with Husband

The interviewee felt she often had disagreements with her husband regarding childcare. Poor communication, coupled with her husband's temperament, made them prone to arguments.

"For example, talking to my husband about M was difficult, Sis. We often disagreed. He wanted A, I wanted B. So we ended up arguing."

Theme 6: Negative Treatment from Neighbors

Some neighbors sometimes displayed negative behavior toward their children. This ranged from the child's peers frequently calling her "Hey, mute!" to others occasionally pinching her out of anger. The interviewee also mentioned a neighbor who deliberately cheated her when she bought something at their store. The neighbor gave her less change than she was supposed to. She repeatedly told them to be kind to her child.

"Some pinched M and teased her about being mute. There were also vendors who cheated her

when she bought something. I just felt bad. Sometimes I told them."

Theme 7: Family Support in Childcare

The interviewee's family fully supports her child. She often plays with her grandparents on a daily basis and sometimes stays with her grandparents. The interviewee's family also provides encouragement when she feels down. They also encourage her to take good care of her child.

"Yes, the entire family supports M. They encourage her to take good care of her."

Theme 8: Community Involvement in Supporting Children

The interviewee enrolled her child in a special school for the deaf and speech-impaired, often feeling connected to the parents of deaf and mute children. Furthermore, she often had volunteer community visits at her home, who would often invite her child to play and learn. This helped her feel more motivated and able to support each other as parents of deaf and mute children.

"I often had volunteer community visits. They often came over to our house, inviting M to play and learn."

Theme 9: The Mother's Role in Childcare

The interviewee revealed that she played a primary role in caring for and meeting her child's needs throughout the day. She explained that all of her child's activities, from waking up to going back to sleep, were entirely up to her, while other family members played additional support. This reflects the interviewee's high level of responsibility and involvement in her child's daily life.

"As a mother, from the moment M wakes up until she goes to sleep, she relies on me. Her family is mostly just an additional source of support."

Theme 10: Independence in Decision-Making

The informant stated that her child's grandparents support her decisions as a mother. She explained that they tend not to interfere in her child's care unless she directly asks for advice or opinions. This demonstrates the grandparents' trust in her ability to care for and make the best decisions for her child, while also reflecting a respectful relationship within the family.

"M's grandparents are supportive of my choices as her mother. Roughly speaking, they don't interfere, unless I ask their opinion first."

Theme 11: Advice from Professionals

The informant explained that almost all actions taken to support her child's development, including therapy and other interventions, are based on the advice of professionals such as pediatricians and therapists. This indicates that the interviewee relies on expert guidance in making decisions regarding her child's care and upbringing, reflecting a proactive attitude and trust in the professional competence to support her child's special needs.

"Almost everything I do for M, like therapy, etc., is based on the advice of professionals, like pediatricians, therapists, and so on."

Theme 12: Facing Difficult Situations Calmly

The interviewee revealed that she faces difficult situations with a calm and accepting attitude. She feels that everything is orchestrated by God, so she doesn't need to overthink things. This attitude reflects her strong religious beliefs and ability to manage her emotions stably, which helps her navigate life with more ease despite facing significant challenges.

"I feel like I'm just dealing with difficult situations, sis. So I just go with it. I don't think too much about it. I feel like everything is

orchestrated by God, so why should I overthink it?"

Theme 13: Balancing Time Between Work and Child

The interviewee explained that despite her busy daily life, she always tries to make time to interact with her child, Michelle. These activities are carried out as a form of caring, such as inviting them to play or simply asking how their day is going. This reflects the interviewee's efforts to build emotional closeness with her child and ensure their relationship remains strong, despite time constraints.

"Now, in between activities, I always try to make time to play with M. Whether it's just asking how her day was."

Theme 14: Managing the Balance Between Children and Personal Matters

The interviewee expressed the importance of taking time for herself (me-time) after completing household chores or when her children have their own activities. This demonstrates the interviewee's awareness of her personal need for rest and stress management. This effort reflects her strategy for maintaining a balance between family responsibilities and her own well-being.

"For example, when all the housework is finished or the children have their own activities, I usually make time for me-time, Sis."

Theme 15: Desire for Health and Longevity

The interviewee expressed her hope for a long life and good health so she could continue to support her daughter into adulthood. This statement demonstrates her strong motivation to fulfill her role as a parent with dedication. It reflects her long-term vision and commitment to her child's well-being,

while also illustrating the importance of family relationships and responsibilities in her life.

"For myself, I want to live a long and healthy life so I can accompany M until she grows up."

Theme 16: Hopes for her child's future

The interviewee expressed her hopes through prayers for the well-being of her daughter. She hoped that M would grow up to be intelligent, adaptable, and beneficial to society. She also hoped that other family members, such as her husband and other children, would love and care for M even more. This desire for a long life so she could continue to support M reflects her commitment to her role as a mother and her strong aspiration to support her child's long-term development and happiness.

"I pray that M will become smarter, sis. I hope she can adapt and be useful to society. I hope her father and older siblings will love her more and take good care of her. I also hope I'll be given a long life to accompany M."

Theme 17: Focus on Increasing Gratitude and Acceptance

The interviewee described her view of her daughter, M, as a "precious child" who must be cared for with love and attention. She linked the situation she faced to reflection on her past, believing that this trial was part of God's plan to teach her something. Nevertheless, she expressed gratitude by comparing M's situation to that of other children in the therapy center who were considered to face greater challenges. This reflects a combination of acceptance, introspection, and deep gratitude for the situation she faced.

"I consider Ma precious child, sis, so I should take care of her. I also feel that perhaps God is giving her this trial for my past mistakes. However, when I look at M's other friends in the therapy center,

I'm still grateful that Misn't as severely affected as the other children."

Theme 18: Positive Changes in Emotional Management

The interviewee revealed that as she ages, she feels more emotionally mature, more patient, and stronger in facing life's challenges. Continuous life experiences shape her ability to better manage her emotions. The child can also learn from this process, where maturity and patience are the result of a long journey filled with reflection and learning. This shows that emotional development is not only influenced by age, but also by experiences encountered throughout life.

"Maybe it's because I'm getting older, so I feel more emotionally mature, more mature, more patient, and stronger in facing trials."

Theme 19: Increasing Maturity with Age

The interviewee stated that she is now more patient, accepting, and sincere in dealing with various situations, especially related to her role as a parent. She feels closer and more focused on her child. While she used to be less patient and easily angered, these attitudes have now begun to diminish. This change reflects positive emotional development, where experience and self-reflection help shape a calmer and more caring parenting style.

"I've become more patient, accepting, and sincere, Sis. I've become closer and more focused on my child. I used to be less patient, so I got angry easily, but now I've become less so."

Theme 20: Self-Improvement through Experience

The speaker revealed that she learned a lot from the specialist doctor and therapist who treats her child. Through their guidance, she was introduced to various skills, including sign language. This learning

process not only helped improve communication with her child but also deepened her understanding and patience in supporting her development. This demonstrates how professional support can help parents adapt and grow alongside their children through the challenges they face.

"I learned a lot from M's specialist doctor and therapist, Sis. They taught me little by little things like sign language."

Table 1. *Summary of Results*

	Aspect	Theme	Subtheme
1.	Self-acceptance after having a deaf and mute child	Blaming oneself for the past	Regretting consuming unhealthy foods, regretting allowing exposure to cigarette smoke.
		Accepting emotional pressure from partner	Her husband complaining and feeling ashamed, demanding the child's recovery
		Adapting to neighbors' judgments	Ignoring neighbors' derisive comments
		Accepting the child sincerely	Accepting the child as he or she is, loving the child wholeheartedly
2.	Building relationships with others in caring for the child	Frequent arguments with the husband	Differences of opinion in childcare, lack of assertive communication
		Negative treatment from neighbors	Insulting the child with the term "mute child", tricking the child into buying snacks, pinching the child while playing
		Family support in childcare	Grandmothers help care for the child, the family helps provide encouragement
		Community involvement in supporting the child	Collaborating with volunteer communities, empowering children through learning activities

3.	Building autonomy	The mother's role in childcare	Determining all the child's needs
		Independence in decision-making	The family supports whatever the mother decides, does not interfere
		Advice from professionals	Following professional advice in parenting
4.	Environmental mastery	Facing difficult situations calmly	Feeling that everything is God's plan, and life is just a matter of living it
		Distributing time between work and children	Always making time to chat with the child, building emotional connections with children
		Managing balance between children and personal matters	Me-time in the midst of busy schedules
5.	Focused on life goals	Hope for health and longevity	Focus more on personal health, be able to accompany children into adulthood, and watch them grow.
		Hope for children's future	Educate them to grow intelligently, adapt well, and become useful individuals
		Focus on increasing gratitude and acceptance	Be grateful that children are growing well, viewing it as a life lesson
6.	Personal growth	Positive changes in managing emotions	More emotional maturity, more patience, less anger.
		Increased maturity with age	Becoming more patient, more focused on children's needs
		Self-improvement through experience	Learning sign language skills

The researchers also conducted interviews with a significant other, namely the mother's first child. The interviews were also based on Ryff's six aspects of psychological well-being: self-acceptance,

building relationships with others, building autonomy, mastering the environment, focusing on life goals, and personal growth.

Theme 1: Mother's acceptance of her condition

According to the older sibling, the mother seems much more patient than she was in the early days after the younger sibling was diagnosed. Whereas before she was easily provoked, now she seems calmer in dealing with everyday situations. The older sibling interprets this as a sign that the mother has come to terms with the younger sibling's condition and her own role as a mother.

“In the past, mom would get angry very easily, but now she is calmer. I think she has been able to accept M’s condition.”

Theme 2: The sister's empathy towards the mother

However, the older sibling often sees the mother crying quietly. For the older sibling, these moments show that the mother still carries a heavy emotional burden, even though she tries not to show it directly in front of the children. This makes the older sibling understand even more how difficult it is for the mother to accept her family's situation.

“I often see mom crying alone in her room. So I know that it's still difficult for her, but she tries to stay strong for us.”

Theme 3: Mother-child relationship

The older sibling observes that despite facing many challenges, the mother continues to show the same affection to the younger sibling. She does not treat the children differently. For the older sibling, the mother's full attention to the younger sibling reflects sincerity and warmth in the mother-child relationship.

“Mom still loves the younger sibling very much, no different from the rest of us. In fact, she pays

more attention because of the younger sibling's condition.”

Theme 4: Mother-family relationship

In addition, the mother often communicates with the older sibling, especially when she feels tired or overwhelmed. The older sibling has been asked several times to look after the younger sibling while the mother rests. According to the older sibling, this shows that the mother is not closed off, but rather tries to build cooperation with family members.

"Sometimes when mom is tired, she likes to ask me to look after my younger sibling for a while. So we communicate quite often about that."

Theme 5: Mother's independence in parenting

The older sibling believes that the main decisions regarding the younger sibling remain in the mother's hands. Although there is a lot of advice from family and outside parties, it is the mother who ultimately decides what steps to take.

"When it comes to my younger sibling, my mother plays the most important role. Important decisions are usually made by mom herself."

Theme 6: Mother's attitude towards advice

Even so, the mother is not closed to input. She is willing to listen to advice from family or professionals, but still makes her own choices based on her own considerations. According to the older sibling, this attitude shows both independence and openness.

"Mom listens to advice, whether it's from family or doctors. But in the end, it's Mom who decides, based on what she feels is right."

Theme 7: Mother's ability to manage daily life

The older sibling sees that the mother is able to divide her time between housework and caring for the younger sibling. Although she is often tired, the

mother still tries to ensure that all the family's needs are met.

"Mom is good at managing her time. The house is still taken care of, and my sibling is also cared for."

Theme 8: Mother's resilience

Furthermore, the older sibling assesses that the mother now appears stronger and more resilient in living her life. Even though she often faces external pressures, the mother does not give up easily.

"I think mom is stronger now. Even though it's hard, she continues to do everything patiently."

Theme 9: Mother's hopes for her children's future

The older sibling often hears their mother express her hope that their younger sibling will be independent in the future. For the older sibling, these prayers and hopes are a sign that their mother has a clear vision for her children.

"Mom often says she wants my younger sibling to be independent and able to take care of themselves later on."

Theme 10: Mother's focus on her own health

In addition to her children, the mother has also started to pay attention to her own health. The older sibling has noticed that the mother pays more attention to her diet and tries to stay healthy so that she can be there for her children longer.

"Now mom takes better care of her health, she says so she can be there for my younger sibling until they grow up."

Theme 11: Advice from professionals

The older sibling also mentions that the mother often follows the advice of doctors or therapists in caring for the younger sibling. This shows that the mother is future-oriented, relying on professional knowledge as a guide.

“Almost all the steps Mom takes for the younger sibling are usually the result of advice from doctors or therapists.”

Theme 12: Positive changes in the mother

According to the older sibling, the mother has developed into a more emotionally mature person. Whereas she used to be easily angered or emotionally triggered, she now appears more patient and calm.

“Mom used to get angry easily, but now she is more mature and patient.” (Older sibling)

Theme 13: Mother's efforts to develop herself

The older sibling also sees that the mother is actively learning new things, such as sign language, in order to communicate better with the younger sibling. For the older sibling, this effort shows the mother's desire to continue to develop despite facing challenges.

Table 2 Summary Results of Significant Other

	Aspect	Theme	Subtheme
1	Self-Acceptance	Mother's acceptance of her condition	The older sibling sees her mother as more patient and better able to manage her emotions than before
		Child's empathy for her mother	The older sibling often sees her mother crying silently, understanding the emotional burden she feels
2	Building relationships with others	Mother-child relationship	The older sibling observes that mother continues to love and care for the younger sibling with great attention
		Mother's relationship with family	Mother frequently communicates with the older sibling, asking for help caring for the younger sibling when she's tired
3	Autonomy	Mother's independence in caregiving	The older sibling assesses that mother still makes the primary decisions regarding

		Mother's attitude toward advice	the younger sibling's needs Mother listens to advice from family/professionals, but still chooses according to her beliefs
4	Environmental mastery aspect	Environmental mastery aspect	Mother is able to divide her time between household chores and caring for the younger sibling
		Mother's resilience	According to the older sibling, mother appears stronger and more resilient in dealing with family circumstances
5	Life goals	Mother's hopes for the future	The older sibling hears that mother often hopes that the younger sibling will be independent someday
		Mother's orientation toward personal health	The older sibling states that mother pays more attention to her health so she can accompany her child longer
		Professional advice	Following professional advice in caregiving
6	Personal growth	Positive changes in mother	The older sibling assesses that mother is more emotionally mature, not as easily angered as before
		Mother's efforts to develop herself	Mother is learning sign language to communicate with her child

4 DISCUSSION

Based on in-depth interviews with primary sources and significant others, this study found that all dimensions of psychological well-being according to Ryff (1989) appeared in the experiences of mothers who had children with deaf and mute conditions. In the dimension of self-acceptance, the informants showed a transition process from guilt and rejection to sincere acceptance, which was marked by the

ability to make peace with the past and love their children unconditionally. This was also validated by significant others who saw positive changes in the form of increased patience and emotional management in mothers. These findings are in line with the results of research by Kasin et al. (2020), which confirms that the psychological well-being of parents of deaf children is greatly influenced by their ability to adapt emotionally in accepting their child's condition.

The dimension of positive relationships with others is seen in family support, community involvement, and the mother's continued love for her child despite facing social stigma; the significant other's perspective also emphasizes the warm relationship between mother and child as well as mother and family. This is consistent with the findings of Marie et al. (2023), which show that social support, both formal and informal, is an important factor in reducing parenting stress while improving psychological well-being in mothers with children with special needs.

In terms of autonomy, mothers remain the primary decision-makers regarding parenting, although they are open to professional input, in line with the significant other's assessment that mothers are independent but remain selective in accepting advice. Kasin et al. (2020) also noted that although parents receive a lot of guidance from professionals, the final decision is still determined by the parents, so their autonomy in parenting is one of the key aspects of psychological well-being.

The dimension of environmental mastery is reflected in the mother's ability to manage daily life, divide her time between domestic and parenting roles, and her resilience in facing difficult situations; this is

reinforced by significant others who assess mothers as being stronger and more resilient than before. Marie et al. (2023) found that environmental mastery, especially in terms of managing routines and seeking social support, is an important strategy that helps parents reduce psychological pressure in caring for children with hearing impairments.

In the dimension of life purpose, the informants emphasized long-term orientation in the form of hopes for their children to be independent, the desire to be healthy so they can accompany their children, and an increased sense of gratitude. This observation is in line with the opinions of significant others who often hear mothers express these hopes explicitly. These results are similar to the findings of Kasin et al. (2020), who found that orientation toward the child's future is a source of meaning in life and a source of psychological well-being for parents.

Finally, the dimension of personal growth emerged through the mother's experience of becoming more patient, emotionally mature, and actively developing herself by learning sign language. The significant other's perspective further reinforces this finding by describing a noticeable change in the mother, who is now calmer and more open to learning. This is supported by Marie et al. (2023), who reported that parental involvement in learning new skills, including alternative communication, is closely related to increased self-efficacy and long-term psychological well-being.

Thus, the results of this study support Ryff's framework that psychological well-being is not merely a static condition, but rather the result of an adaptive developmental process influenced by life experiences, social relationships, and self-reflection.

5 CONCLUSIONS

This mother demonstrates adaptive psychological well-being in her daily life. She accepts her child's condition with sincerity (Self-Acceptance), maintains supportive relationships with family and community (Positive Relations), makes independent decisions while considering professional advice (Autonomy), manages household and caregiving challenges effectively (Environmental Mastery), sets long-term goals for her child's independence and her own health (Purpose in Life), and continues to grow by developing patience and learning sign language (Personal Growth). These dimensions help her face challenges and strengthen her role as a mother.

6 SUGGESTIONS

Future researchers can explore factors that influence mothers' psychological well-being, such as social support, coping strategies, and the role of the environment. Ryff's (1989) theory of psychological well-being can be further developed by integrating local cultural perspectives that influence how mothers accept and adapt to their children's conditions. In addition, further research with more diverse participants will enrich our understanding of the variations in mothers' experiences in the context of raising children with disabilities.

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