The Impact Of Parental Verbal Violence On Children's Learning Interest At Ra Al-Hidayah In The 2024-2025 Academic Year

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Abstract

The purpose of this study is to know and understand how the forms of verbal violence commited by parents against children and the conditions of children's interest in learning at RA Al-hidayah the research method used is a qualitative approach and the type of case study research with the Milles and Hubbermen research model and uses data collection techniques in the from of observation interviews documentation. Based on the results of research and observations carried out at RA Al-hidayah school, it is still found that some parents commit violence against children, one of which is verbal violence as for the forms of verbal violence experienced by children at RA Al-hidayah scool, such as hars words, scolding and giving threats to children the condition of childre's interest in learning at RA Al-hidayah is that is has a positive and negative impact on children, from the total number of 34 students, 8,5% were found to have a negative impact of verbal violence by parents and verbal violence obtained from the school environment, while 15% were found to have a positive and negative impact on childrent.

Kaywods: *Verbal Abuse, Learning Interst*

INTRODUCTION

One of the objectives of early childhood education (PAUD) according to Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that Early Childhood Education is a development effort aimed at children from birth to the age of six years which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. (Salsa, Vyka Purnomo, 2023)

The role of a teacher in providing education and guidance to children can influence their learning potential. According to Law No. 14 of 2005, teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary, and secondary education. Teachers play a crucial role in supporting primary and secondary education because they are responsible for the ongoing development and growth of students' potential, both cognitive and psychomotor. (Ministry of National Education, 2005)

A teacher's role in shaping a child's character and supporting their interest in learning is greatly enhanced by the role of parents. Parents are a child's primary and first educators. Parents play a crucial role in the character-building process. This process involves observing their child's condition and understanding their nature. Parents are then present to fulfill their role as role models for their children at home and, of course, to be good role models for their children (Dariah, 2018).

The duties and roles of parents, the family is the first unit and the first institution in society where the relationships within it are mostly direct relationships, that is where the development of individuals and the formation of the initial stages of development and starting to interact with them, they will acquire knowledge, skills, interests and attitudes in life. In the family, parents play a very important role because in a child's life most of their time is spent in the family environment, therefore parents should be role models or models that are always imitated and emulated by their children. (Asma Nur, 2022)

Verbal violence experienced by children within the family has consequences that exceed those of other forms of violence, such as physical violence. This is because the impact of verbal violence on children is not immediate but rather embedded within the child like a "time bomb" waiting to explode, causing consequences that are far greater than those of previous violence (Wati, 2019). Verbal violence that occurs within the family is caused by several factors, one of which is a lack of parental knowledge about

verbal violence and its effects on children, leading to the perception that verbal violence perpetrated by parents is appropriate and beneficial for the child's education and development. Verbal violence that occurs within the family will have an impact when the child is the victim in a school environment. Verbal violence from the family will cause the child to withdraw from socializing and interacting with his or her peers. In addition, the child will experience obstacles in innovating and developing creative ideas because their self-confidence is so low as a result of verbal violence that occurs within the family environment. (Payer, 2018)

METHOD

The approach used by the researchers in this study was qualitative. This research is called descriptive qualitative research because it describes the results according to what was found in the field. According to Bogdan and Taylor, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Mardawani, 2020).

The type of research used in this study is a case study, where researchers closely investigate a program, event, activity, process, or group of individuals. A case study is a type of research conducted by researchers in-depth on a program, event, process, or activity involving one or more individuals (Ambarwati & Karim, 2022).

The research method based on post-positivism or interpretive philosophy is used to research the natural conditions of objects, where the researcher is the key instrument, the data collection technique is carried out by triangulation (a combination of observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses (Sugiyono, 2019). The location of this research was carried out at RA Al-Hidayah Rempek, North Lombok Regency. The data collection techniques used are:

a. Observation

Based on its purpose, observation is defined as a data collection technique that relies on direct or indirect sensing of the object being studied. This allows the resulting data to be descriptive, *setting* research, subjects, events and the meanings conveyed by participants. In this study, the researcher used participant observation techniques (*complete **participant**)* where in this study the researcher acts as an observer who is generally known by the research subjects (Sutikno P.H. Sobry, 2020)

b. Interview

An interview is a method used to gather information directly with an informant face-to-face to obtain complete and in-depth data. This means the informant is free to answer questions completely and in-depth, leaving nothing to hide. This method aims to make the interview feel like a conversation (Arsianto, 2011).

c. Documentation

Documentation is a method of collecting data for use in social research methodology in researching historical data, in the form of documentation data in the form of letters, memories and reports as well as diaries.

The data analysis technique used is according to Bogdan in (Sugiyono, 2020) it is said that data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be communicated to others.

Interactive is a model developed by Miles and Huberman (1992) and refined by Miles, Huberman, and Saldana (Miles & Saldana, 2014). Interactive refers to continuously connecting data analysis components until data saturation is reached or no further data is available. Therefore, producing good data requires several stages of analysis. There are three activities in qualitative data analysis, namely the data condensation stage, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

1. Forms of Verbal Violence Perpetrated Against Children

Based on research findings, four main forms of verbal violence experienced by children were identified, both at home and at school. **First**, the use of harsh words and swearing by parents, especially triggered by the loss of stationery which is considered to be materially detrimental. **Second**, the practice of shouting in a high tone and with a sharp stare, often arises from parental disappointment with a child's behavior such as losing money or disobedience. **Third,** Scolding children in front of other people is usually caused by parents' annoyance at their children's habits which are considered wasteful, such as buying snacks too often and sharing them with friends for social or hygiene reasons. **Fourth,** threats from educators (e.g., low grades or expulsion from class) are used to control child behavior perceived as disruptive to learning. This practice is often normalized by the perpetrators as a "natural" consequence of the child's mistakes (Sukma Olii et al., 2023).

The impact of verbal violence is complex and paradoxical on the learning interests and behavior of children at RA Al-Hidayah. On the one hand, significant negative impacts were found (in approximately 8.5% of students), in the form of decreased learning interest, the emergence of aggressive behavior (like fighting, swearing, bothering friends), difficulty regulating emotions, and disobedience towards teachers. This is consistent with findings (Wati, 2019) that exposure to repeated shouting and threats creates a sense of insecurity, reduces self-confidence, and forms negative communication patterns that children imitate. On the other hand, in some children (approximately 15% showing minimal stress), superficially "positive" impacts were observed, such as increased focus while learning, compliance with teacher instructions, and prosocial behavior (like sharing, helping friends). However, this compliance and focus need to be interpreted critically, as they can be manifestations of fear or anxiety responses due to stress, not solely intrinsic motivation or optimally developed positive character (Irnawati et al., 2025).

These findings reveal a cyclical relationship between parenting styles at home, school responses, and children's learning outcomes. First, verbal violence at home (yells, swearing, public tantrums) contributes to the development of problem behaviors at school (aggression, disobedience, and disruption). Second, these problem behaviors then trigger negative responses from educators (threats, yelling), reinforcing the cycle of verbal violence. Third, while some children exhibit compliance or focus as an adaptive response (perhaps due to anxiety), the dominant impact of verbal violence tends to undermine children's natural learning interests, emotional health, and positive character development. Fourth, the normalization of verbal violence by parents and educators, along with the perception that education is solely the responsibility of schools, are crucial factors that perpetuate this cycle. Therefore, children's academic success and character development require a home and school environment free from verbal violence, effective communication, and a shared awareness of the long-term impact of these practices (Sukma Olii et al., 2023). Parent-school collaboration in creating an emotionally safe environment and educating in a way that respects children's dignity is an urgent need.

2. The Condition of Children's Interest in Learning at RA Al-Hidayah Rempek

Based on research findings at RA Al-Hidayah, children's learning interests exhibit a polarizing impact closely related to exposure to verbal violence. First, it was identified that 8.5% of students experienced significant negative impacts on their learning interests, character, and socio-emotional development. These impacts are manifested through:

(a) Aggressive behavior (hitting, grabbing toys, swearing) as a response to social

conflict, according to Kohlberg's (1981) theory of moral development which highlights the normalization of aggression in children with low morality.

(b) Emotional instability, such as hysterical outbursts, use of harsh language, and inability to manage frustration.

(c) Decreased focus on learning, characterized by a tendency to disturb friends, chat or play during learning, and an inability to answer the teacher's questions.

(d) Disorders in social interaction, including withdrawal from peers, extreme dependence on parents in the classroom, and refusal to participate in group activities.

(e) A fearful attitude that hinders academic participation (for example, refusing to lead prayers or sing), which according to (Ginanjar, Eggi G. Bambang Darmawan., 2019) is a long-term psychological implication of violence.

Second, superficially "positive" impacts were also found in 15% of students, including increased learning focus, instructional compliance, and prosocial behavior (sharing and helping friends). However, these characteristics require critical examination: such compliance and focus could potentially be anxiety responses or defense mechanisms due to environmental pressures, rather than indicators of intrinsic learning interest or authentic positive character development (Irnawati et al., 2025).

Third, the impact on teachers is manifested in:

(a) Difficulty in class management due to disruptive student behavior triggered by trauma from verbal violence,

(b) Failure to deliver material effectively due to minimal student attention during learning, and

(c) Inability to meet academic targets (such as literacy skills) due to impaired learning interest and student absenteeism. This condition is exacerbated by parental expectations that are not aligned with the reality of child development, creating a

dissonance between curriculum demands and student psychological readiness (Abidin, 2022).

Holistically, these findings confirm that children's learning interests cannot be separated from the relational contexts at home and school. An environment rife with verbal violence not only erodes natural learning motivation but also creates a negative cycle: problematic child behavior at school → negative teacher disciplinary responses → decreased academic achievement → escalation of violence at home. Therefore, restoring learning interests requires systemic interventions that build emotionally safe environments, non-violent communication, and parent-school synergy based on an understanding of child development.

Parental Analysis of Verbal Violence

Based on multidimensional analysis, six crucial factors were identified that underlie the normalization of verbal violence by parents at RA Al-Hidayah. First**,** educational factors50% of parents have only a high school education, resulting in limited understanding of child development psychology and positive parenting techniques. This results in verbal abuse being considered "normal" discipline, as one parent acknowledged: *"I think that's the usual way of educating"*.

This pattern is reinforced by an intergenerational cycle in which experiences of childhood violence are reproduced (Aini & Wulan, 2023).Second**,** economic pressure creates vulnerability through two mechanisms: (a) the departure of parents to migrate (such as in Makil's case) which results in incomplete care and the transfer of responsibility to substitute caregivers, and (b) financial stress which triggers emotional outbursts in children (Gaol, 2016).Third, parents' traumatic childhood experiences serves as a blueprint for parenting, where violence is internalized as an effective "firm" method, perpetuating an intergenerational cycle of aggression.

Environmental factors and personal character forming the next complex dimension. Fourth, disruption of family structure (divorce, foster care by grandparents/adoptive parents), as experienced by Rizki and Aisa, creates emotional instability and a lack of affective

attachment. This condition triggers maladaptive behavior in children as a form of compensation for the absence of a primary caregiver (Sukma Olii et al., 2023). Fifth, parents' tough character Intrinsic factors—beyond educational or economic influences—are significant determinants, as seen in Nindy's parents' authoritarian parenting style. This characteristic manifests itself in aggressive communication perceived as "assertiveness," yet it has the potential to produce children with problematic behavior (Porang, 2023).Sixth, cultural factors and social reinforces the normalization of violence through: (a) cultural legitimization of harsh discipline, (b) exposure to media that destigmatizes verbal aggression, and (c) densely populated residential environments that expose children to harsh vocabulary from an early age, as seen in Dejan's linguistic development which was contaminated by his environment.

Holistically, these factors interact in self-perpetuating cycle of violence. The lack of parenting literacy (educational factor), exacerbated by economic burdens, activates parents' traumatic memories (experience factor) to adopt violence as a pragmatic "solution." This pattern is then reinforced by rigid personal characteristics and supported by ambiguous socio-cultural norms. The implication is the creation of an environment where verbal violence is not considered a deviation, but rather...cultural script Inherited. Breaking this cycle requires evidence-based interventions: (1) child development-based parenting education for low-educated parents, (2) psychosocial support for economically vulnerable families, and (3) deconstruction of cultural norms through positive communication campaigns involving community leaders, while also building early detection systems at the community level.

CONCLUSION.

Based on research conducted by researchers at RA Al-Hidayah, which discussed parental verbal abuse against children's learning interests, the following conclusions were reached:

1. **Forms of verbal violence that children experience from parents and teachers at school**
   Verbal violence is violence that has a very large negative impact, especially when children experience verbal violence from people closest to them, one of which is parents, because verbal violence not only damages the character and mentality of the child but also affects the academic achievement of the child. One of them is at RA Al-Hidayah school, where several parents are still found to be committing verbal violence and physical violence against children, violence that is often carried out is verbal violence such as harsh words, shouting, anger and threats, where the negative impact of violence that children experience has an impact on the character of the child, the child's social emotional, and of course affects the child's interest in learning. Verbal violence experienced by children is not only obtained from parents but also from peers and from the teacher themselves. Children who experience verbal violence become aggressive, like to fight, disturb friends and do not focus during the learning process.

2. **Condition of Children's Interest in Learning at RA Al-Hidayah**
   Children's learning interest at school can be said to be lacking because children often do not pay attention and listen to teachers when delivering material or activities to be carried out. Children are more focused on other things such as distracting friends while studying, engrossed in their own games so that when asked questions, students cannot answer. There are two impacts of the low level of learning interest in children, namely:
   a) The positive impact on children is that children behave well, like to help, and like to share with friends.
   b) The negative impacts on children are that children become fearful, their social life becomes disturbed, children become aggressive, their emotions are uncontrolled and they also like to disturb

their friends and cannot focus when studying.

3. **Parental Analysis of Verbal Violence**

Based on a multidimensional analysis, the normalization of verbal violence by parents at RA Al-Hidayah is a complex phenomenon rooted in the interaction of six crucial factors. Education is the primary factor, where limited understanding due to secondary education background (50% of respondents) causes verbal violence to be considered "normal" discipline. This pattern is significantly reinforced by an intergenerational cycle that reproduces past experiences of parental violence as well as economic pressures that trigger vulnerability through the physical absence of parents (migration) and financial stress as a trigger for emotional outbursts. Furthermore, parents' traumatic childhood experiences serve as...*blue print who* internalize violence as a "firm" method, perpetuating the cycle of intergenerational aggression.

1. Environmental and personal factors contribute to this normalization, including disruption of family structures (divorce, substitute care) that causes emotional instability in children and the intrinsic harsh character of parents that manifests aggressive communication. All of these factors interact with each other and are reinforced by socio-cultural factors, such as the cultural legitimacy of harsh discipline, media exposure that destigmatizes verbal aggression, and dense residential environments that expose children to harsh vocabulary. Holistically, the lack of parenting literacy exacerbated by economic pressures activates parents' traumatic memories, making verbal violence a pragmatic "solution" that is then reinforced by ambiguous personal character and cultural norms, thus forming *cultural script* Inherited violence. Breaking this cycle requires integrated interventions that include child development-based parenting education, psychosocial support for economically vulnerable families, and the deconstruction of cultural norms through positive communication campaigns and community-based early detection systems.

SUGGESTION

Verbal and physical violence perpetrated by parents or bystanders is a serious problem that can have long-term negative impacts, especially on child development. Therefore, efforts to prevent and address violence must be comprehensive and involve various parties.

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