

## The Impact Of Parental Verbal Violence On Children's Self-Confidence Level At Al-Irsyad Kindergarten, Tanak Sebang In Academic Year 2024/2025

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### Abstract

*This research explores the influence of parental verbal abuse on the self-confidence of early childhood students at TK Al Irsyad, located in Dusun Tanak Sebang, Desa Salut. Verbal abuse, such as yelling, harsh criticism, or giving negative labels, is an emotional form of violence that can harm a child's psychological development. A qualitative approach with a case study method was used in this study. Participants included children exposed to verbal mistreatment by parents, and teachers were involved as supporting informants. Data were collected through interviews, observations, and documentation. The findings indicate that children frequently subjected to verbal abuse often show low self-esteem, reluctance to communicate, and reserved behavior. The study highlights the importance of collaboration between parents and educators in fostering healthy, supportive communication to help children grow with confidence.*

**Keywords:** Verbal Abuse, Self-Confidence, Early Childhood, Parental Role

### INTRODUCTION

Self-confidence is a crucial aspect of early childhood development, particularly in fostering social interactions with peers and teachers at school. Children with low self-confidence often hesitate to participate in activities, appearing less active than their more confident peers. This situation raises concerns, especially when children appear withdrawn, have difficulty socializing, and lack interaction with their surroundings.

Self-confidence level is an important thing for early childhood especially in the process of interacting with friends and teachers at school, children lack confidence in carrying out various activities like their other friends, I feel deep anxiety when I see children who are gloomy at school and lack of interaction between friends and teachers, as I observed there are some children who experience a lack of confidence in the environment where the child is active so that children often find it difficult to mix with other friends, in this case the child also feels uncomfortable in an environment that is different from their environment.

Children are a gift from God Almighty who must be protected, cared for, and educated with full responsibility. Each child possesses unique talents and abilities, which will develop as they grow toward maturity and develop more critical thinking. At this stage, children begin to live more independently, so parents should not excessively restrict their activities but rather play

a more active role in guiding and supervising their social interactions. By providing wise advice and guidance, children will more easily understand and recognize the importance of positive values in their lives. (Buulolo, 2023: 9-220).

In everyday life, children will continue to develop self-confidence. However, not all children are able to develop self-confidence easily. Self-confidence is a very valuable phase. During this period, children experience rapid growth and development, both physically, cognitively, linguistically, and socially and emotionally. Physical growth becomes more visible every day, while the ability to think, communicate, and interact with the environment also continues to develop (Nisa, 2014: 85).

Parenting is a method parents use to educate and guide their children. This educational approach significantly influences a child's development, so it should be carried out with care and affection without any element of violence. Every parent naturally wants the best for their child, but sometimes they don't realize the importance of creating a safe and comfortable parenting style. However, the parenting style implemented can have a significant impact on a child's psychological well-being and future social development (Putri, 2012: 22-29).

On the other hand, violence is divided into two types: verbal and physical. Verbal violence occurs when someone uses words that can hurt a child's feelings, such as blaming,

belittling, comparing them to others, rejecting the child's existence, or making threats.

This behavior is often carried out by parents who feel their children have not met their expectations. As a result, they tend to compare their children with peers or other siblings they perceive as superior, which can lower the child's self-confidence (Ernawaty, 2020: 8).

Verbal abuse often occurs in the home, which should be the most comfortable and safe place for children. Unfortunately, in some cases, the home loses its role as a sanctuary. This occurs due to a misconception about children, where they are still seen as objects who must always obey their parents without considering their opinions or feelings. In reality, not all parental decisions are always correct. Many parents have high expectations for their children and often pressure them to meet those expectations. If children do not comply with their parents' wishes, they can be punished as a form of parental dissatisfaction (Cahyo, 2020: 247-255).

Verbal abuse is a form of violence that is difficult to recognize. Many parents unknowingly commit this abuse due to a lack of understanding of its impact. They often assume that harsh words or criticism are effective ways to teach their children to be more disciplined and behave well. This is especially true for parents of adolescents, who often feel they are always right and ignore their children's opinions. As a result, when children make mistakes, parents tend to scold, ridicule, or even use harsh words as a form of punishment, without realizing the negative impact this can have on their children's development (Magfiroh, 202: 187-19).

Based on the results of observations conducted by researchers on Thursday, March 13, 2025 at AL Irsyad Kindergarten, Tanak Sebang Hamlet, Salut Village, Kayangan District, North Lombok Regency, it was seen that most of the children came to class ready to learn. They responded well when the teacher gave a greeting and an opening song as a warm-up before starting the lesson. Students were seen actively in activities involving body movements, such as singing, role-playing, and dancing. Some students showed courage in speaking and answering questions. Social interaction between students was seen quite good, marked by the

attitude of sharing learning tools and working together on several group assignments.

However, there are some children who seem unenthusiastic in following the learning process, this is because the child experiences problems that occur at home, such as parents who shout at their children, comparing their children with other children, so that when they are in the school environment to study, the children feel easily embarrassed and lack self-confidence due to parents who often carry out verbal violence, this violence occurs when children fight and beat their peers for the child, this is the cause of verbal violence against him. Here, parental education and response are very influential in stimulating the mental development of children, if a child experiences verbal violence, the child will experience disorders such as lack of self-confidence.

From the interview results Which The researcher conducted a study with the parents of students with Mr. Musliadi on Friday, 15th, 2025 in Tanak Sebang Hamlet that verbal violence occurs when a child makes a mistake where a child fights with his friend, the parents are found to use harsh words to judge the child, apart from that, this verbal violence is carried out as a form of discipline so that the child is more obedient and does not make mistakes.

With the above background, the researcher is interested in conducting research with the title "The Impact of Parental Verbal Violence on Children's Self-Confidence Levels at AL-Irsyad Kindergarten in Salut Village, Tanak Sebang Hamlet, 2024-2025 Academic Year".

## METHOD

Based on the research problem and objectives, this study uses a qualitative approach. This is in accordance with the research objective, namely to examine in detail the social phenomena and symptoms that occur in real and as they are. This study uses a qualitative approach, namely research that attempts to explain and describe information about the impact of violence. Verbal Effect on Children's Self-Confidence Levels at Al-Irsyad Kindergarten, Tanak Sebang Hamlet, Salut Village, 2024-2025 Academic Year.

In this study, the researcher used a case study research type because with this method, the researcher can obtain more data related to the impact of verbal violence on the level of self-confidence of children in the community and school environment, in knowing the impact on children in more detail and more information is obtained, besides that, research using this qualitative method makes it easier for the author to obtain the desired data or information.

This qualitative research is a process of seeking information and understanding and interpreting the behavior of individuals or groups. In this case, the researcher examined incidents that occurred regarding the impact of verbal violence on children's self-confidence at Al-Irsyad Kindergarten, Tanak Sebang Hamlet, Salut Village, in the 2024-2025 academic year.

The research location is at TK AL-Irsyad, Tanak Sebang Hamlet, Salut Village, Kayangan District, North Lombok Regency. Meanwhile, the data collection method is a method that can be used by researchers in collecting data to make their work easier and the results better and more accurate in the sense of being more precise, complete and systematic, so that it is easier for researchers to process (Arikunto, 1998). The data collection techniques used are observation, interviews and documentation.

In this study, the data analysis technique was carried out using a qualitative approach of the case study research type, which aims to understand in depth how the Impact of Verbal Violence on the Level of Self-Confidence of Children at AL-Irsyad Kindergarten, Tanak Sebang Hamlet, Salut Village, 2024-2025 Academic Year.

Data analysis was carried out descriptively-qualitatively, namely:

### 1. Data Condensation

Data condensation, according to Huberman (2014), is a process that includes selecting, focusing, simplifying, abstracting, and transforming data obtained from field notes, interview transcripts, documents, and other empirical materials. The goal is to strengthen the data by making it clearer and more organized. In this context, data collected from the field is summarized by selecting significant data and eliminating

data deemed unimportant. Thus, the data condensation process helps researchers focus analysis on relevant information, thus facilitating accurate conclusions.

### 2. Data Presentation (*Data Display*)

After condensing the data, the next step is to present the data in a more systematic format so that conclusions can be drawn. The data is presented in the form of descriptive narratives, tables, or diagrams that illustrate the results of observations and interviews.

The data presentation aims to show the impact of verbal violence on the level of self-confidence of children at AL-Irsyad Kindergarten, Tanak Sebang Hamlet, Salut Village.

Example of data presentation:

- Summary of interview results with parents and students.
- Photo or video documentation to support analysis.

### 3. Conclusion Drawing (*Conclusion Drawing/Verification*)

The final stage is drawing conclusions from the analyzed data. Conclusions are made based on emerging patterns of findings and the relationships between the data. The conclusions will answer the question "The Impact of Verbal Violence on Children's Self-Confidence Levels at AL-Irsyad Kindergarten, Tanak Sebang Hamlet, Salut Village, 2024-2025 Academic Year."

## RESULTS AND DISCUSSION (

### 1. Forms of Parental Verbal Violence at AL-Irsyad Kindergarten, Tanak Sebang Hamlet, Salut Village, 2024-2025 Academic Year

Based on research results obtained through interviews and observations, it can be seen that verbal violence is still common among children, both at home and at school. This verbal violence appears in various forms, such as teasing, insults, negative comparisons, and loud speech or shouting. The children who participated in this study admitted to having received hurtful words, such as being called "stupid," "naughty," "naughty," and often compared to other children who are considered better. This

treatment is generally given by parents when children make mistakes or do not meet their expectations. While the intention may be to discipline, the methods used actually hurt the children's feelings and leave a significant emotional impact.

Based on observations at AL-Irsyad Kindergarten, it was found that various forms of verbal abuse perpetrated by parents have a serious impact on children's psychological development. One of the most common forms is the use of harsh words, such as calling a child stupid, naughty, or disobedient. These types of remarks, which are often uttered both at home and in public, can lower a child's self-esteem. Furthermore, negative comparisons between children and their peers, such as saying, "Why aren't you like person A?", create mental stress that gradually erodes a child's self-confidence.

These findings align with previous research, such as that presented by Brummelman et al. (2014), which states that verbal abuse from parents is strongly correlated with a decline in children's self-concept and social skills. Other research also confirms that parental verbal aggression contributes to the emergence of emotional and psychological disorders in children (Porang, 2023). On the other hand, the health website VeryWell Health (Payer, 2018) notes that children who are frequently victims of verbal abuse tend to experience increased stress hormones, emotional disorders, and difficulty in developing a positive self-image. Therefore, it can be concluded that negative communication patterns from parents significantly influence children's psychological development and can hinder the development of their self-confidence.

These findings align with Susanto's (2011) opinion, which states that young children are highly susceptible to negative influences from their social environment, including through verbal abuse. Children at this age are in the process of forming their self-concept, so every treatment, especially verbal abuse, significantly impacts how they perceive themselves. Repeated negative language can shape a negative self-image in

a child's mind. They will begin to believe they are incapable, not good enough, or unworthy of acceptance and love. This is very dangerous because it can hinder a child's development of self-confidence and impact their future social relationships and academic achievement.

Furthermore, demeaning verbal behavior makes children feel insecure in their social environment. Children tend to be afraid of making mistakes, reluctant to try new things, and withdraw from interactions with others. Some children also show signs of stress, such as crying, excessive silence, or even aggressive behavior as a way to vent their emotions.

Given such a significant impact, it's crucial for parents, teachers, and other adults to be more careful with their language when interacting with children. Reprimands or corrections should be delivered constructively, accompanied by empathy and explanation, so children feel valued and are able to learn from their mistakes. A warm, verbally appreciative environment will help children grow into confident, independent individuals who are well-adjusted in social situations (Buulolo 2023).

It can be concluded that demeaning verbal behavior makes children feel afraid, insecure, and discouraged from trying new things. In the long term, this can hinder a child's social and emotional development.

## **2. Student Behavior Towards Children's Self-Confidence Levels at AL-Irsyad Kindergarten, Tanak Sebang Hamlet, 2024/2025 Academic Year.**

Observations at AL-Irsyad Kindergarten indicate that verbal abuse from parents significantly impacts children's self-confidence. This is evident in various behaviors that demonstrate a decline in self-confidence in school activities. One of the most striking indicators is a reluctance to speak in front of the class.

They appear hesitant, nervous, and even resistant when asked to answer questions or convey something in front of

teachers and peers. This condition is not solely due to ignorance, but rather a fear of making mistakes due to verbal pressure they previously received at home. Hurlock (2002) explains that self-confidence grows from positive experiences and encouragement from their environment. When children frequently receive harsh criticism, their courage to appear in public will decrease. Furthermore, it has been found that some children prefer to play alone and appear to distance themselves from the group. This solitary attitude reflects feelings of inferiority and a lack of confidence in their own abilities.

Erikson's theory of psychosocial development states that childhood is a period in which children learn to feel confident through social interactions. However, if children frequently experience demeaning remarks, they will have difficulty building healthy social relationships (Papalia, 2010). Another equally significant impact is the loss of initiative in children to ask questions or express opinions, even if they understand the lesson. The lack of encouragement from a supportive family environment makes children feel that their opinions are unimportant or unvalued.

In addition to being less active, children also exhibit withdrawn and less expressive behavior. They tend to be quiet, unresponsive when spoken to, and display sad or blank facial expressions. These symptoms indicate that the child is harboring unresolved emotional stress. According to Mulyani (2022), children who experience repeated verbal abuse will experience difficulties expressing their feelings and have difficulty establishing healthy social relationships.

Overall, verbal abuse by parents has a significant impact on the self-confidence of young children. Fear of speaking, withdrawn behavior, inability to express opinions, and suppressed emotional expression are direct consequences of unhealthy communication patterns within the family environment. Therefore, it is crucial for parents to pay attention to how they communicate with their

children. Emotional support and positive language play a crucial role in developing a child's self-confidence, independence, and ability to socialize effectively.

A child's self-confidence in kindergarten is closely related to how the environment supports or hinders it. The findings of this study align with Maslow's Hierarchy of Needs (Lubis, 2023) in the psychosocial development stage of initiative versus guilt. Children who are not given the opportunity to try and are constantly criticized will grow up with a lack of self-confidence. The level of self-confidence of kindergarten-aged children is greatly influenced by the environmental conditions in which they grow and develop, whether at home, school, or other social settings. An environment that provides emotional support, positive encouragement, and appreciation for a child's efforts will help foster strong self-confidence. Conversely, an environment that frequently provides harsh criticism, ridicule, or does not provide opportunities for children to express themselves and try new things will hinder the growth of self-confidence. This aligns with Maslow's Hierarchy of Needs theory (Lubis, 2023) and also aligns with Erik Erikson's psychosocial development stages, particularly the "initiative versus guilt" phase. In this stage, children begin to develop a desire to do things independently. If they are given opportunities, appreciated, and not constantly criticized, their self-confidence will develop. However, if the opposite is true, they will grow up doubting their abilities and being afraid to try.

Conversely, children who receive positive treatment, such as praise, motivation, encouragement, and full support from teachers and parents, tend to exhibit active and confident behavior. They are confident in answering questions, expressing their opinions, and are not afraid of making mistakes. The courage to try, even if not necessarily successful, is an indicator that a child feels emotionally secure and valued. This demonstrates that self-confidence is not solely a result of internal factors but is closely

related to how the environment responds to a child's learning process and interactions (Meidalinda 2024).

Therefore, it is crucial for adults, especially educators and parents, to create an environment that supports children's psychological growth and development. A positive environment not only boosts self-confidence but also shapes children's character, leading them to become independent, courageous individuals with a strong passion for learning from an early age. Behaviors such as passivity, fear of making mistakes, and reluctance to speak up are all consequences of low self-confidence. Conversely, children who receive positive support and a safe environment demonstrate initiative, courage, and positive social interactions.

### **3. Strategies Implemented by Teachers to Develop Children's Self-Confidence at AL-Irsyad Kindergarten in the 2024/2025 Academic Year**

Teachers at AL-Irsyad Kindergarten play a crucial role in rebuilding the self-confidence of children who experience verbal pressure from their families. One way to do this is by offering positive praise whenever a child demonstrates good behavior or accomplishments, no matter how small. This praise is given sincerely and specifically so that the child feels appreciated and motivated to keep trying. This strategy aligns with research showing that appropriate praise can increase a child's motivation and self-confidence. Furthermore, teachers provide opportunities for children to perform in front of their peers, such as singing or sharing their experiences. These activities aim to help children overcome shyness and encourage them to be more confident in communicating. This supports Erikson's developmental theory, which emphasizes the importance of providing space for children to demonstrate their initiative.

Furthermore, teachers also design assignments tailored to the child's abilities. Overly difficult assignments can lower self-confidence, while appropriate assignments provide successful experiences and

strengthen self-confidence. This strategy is closely related to Vygotsky's theory (Adzroil Ula Al Etivali & Alaika M. Bagus Kurnia PS, 2019) on learning support or scaffolding, where teachers act as companions, guiding children until they are able to complete tasks independently. Furthermore, teachers strive to create a safe and enjoyable learning environment. Classrooms are designed to be friendly and caring, so children feel comfortable participating without fear. This conducive environment has been shown to help children express themselves more freely. Equally important, teachers also pay more attention to children who appear insecure. This attention can take the form of greeting them first, engaging in personal conversations, or showing emotional concern. This way, children feel cared for and begin to build self-confidence. All of these strategies implemented by teachers complement each other and have proven effective in rebuilding the self-confidence of children who have previously experienced verbal pressure from their parents.

The teacher strategies found in this study were highly effective in building children's self-confidence. Praise, opportunities to perform, and a personal approach are strategies consistent with Bandura's (1986) theory of social learning. Children learn from direct experience and environmental encouragement. Verbal praise helps children feel valued and confident in their abilities. Role-playing and storytelling activities provide enjoyable outlets for children to practice speaking skills. With the right strategies, children who were initially shy and passive can develop into more confident and active learners in the classroom.

In this study, the strategies implemented by teachers proved highly effective in building children's self-confidence in a kindergarten environment. One of the main approaches used was giving verbal praise, giving children opportunities to perform in front of the class, and using a personalized approach that takes into account the needs and characteristics of each child.

This strategy aligns with the social learning theory proposed by Bandura (1986), which emphasizes the importance of learning through observation, direct experience, and social interaction. Children will more easily develop self-confidence if they receive positive responses from their surroundings, including from teachers and peers. Verbal praise such as "That's great," "You're great," or "Thank you for trying" can have a significant impact on a child's psychological development. This praise makes children feel valued and recognized for their efforts, thus increasing their confidence in their own abilities. Furthermore, when children are given opportunities to perform, such as telling a story in front of the class, showing their work, or leading a prayer, they will feel more confident and have a role in the group. This process helps children develop a positive self-identity and reduces fear and awkwardness in interactions.

A personal approach is also key to a teacher's strategy. Teachers who recognize each child's individual emotional needs tend to be more successful in fostering their enthusiasm for learning and building their self-confidence. For example, a shy child can be gently guided to perform, and a child who is often hesitant can be consistently given positive affirmations. With a warm and empathetic approach, children feel safe and more ready to try new things without fear of criticism (Febriani 2024).

Overall, teachers' strategies for building children's self-confidence extend beyond providing instruction and instruction, but also include creating a supportive, responsive, and respectful atmosphere. This environment provides a crucial foundation for children's self-confidence development from an early age, which will continue to impact their social and academic lives in the future.

## CONCLUSION

Based on the results of research and discussion regarding the forms of verbal violence, in AL-IRSYAD Kindergarten, Tanak Sebang Hamlet, 2024-2025 Academic Year,

students' behavior towards the level of self-confidence, as well as teachers' strategies in developing children's self-confidence in kindergarten, 2024-2025 Academic Year, can be described as follows:

1. Forms of verbal violence that occur in the kindergarten environment consist of, Parents often scold children with harsh words such as, stupid or naughty. Some parents compare their children with other children negatively, such as look at A, he is smart, why can't you, Giving bad labels such as lazy, naughty, and, there are children who are shouted at when they don't obey, even in front of their friends, some parents tend not to listen to their children's opinions and immediately judge.
2. The behavior of students who experience verbal abuse shows low self-confidence, such as not daring to ask questions, being reluctant to appear in front of the class, being afraid of making mistakes, and tending to withdraw from social interactions. Children who are often scolded or shouted at tend to be more withdrawn and lack confidence when interacting with teachers and peers. Some children do not dare to express their opinions or answer teacher questions even though they know the answer. Children prefer to be alone and avoid group games. In contrast, students who receive positive treatment show courage, initiative, and active involvement in learning activities.
3. Strategies implemented by teachers to foster children's self-confidence include giving positive praise, using constructive language, implementing storytelling and role-playing activities, and an individual approach to children who need more attention. These strategies have been proven to help increase children's self-confidence gradually. Giving praise when children succeed in doing something, no matter how small, giving children the opportunity to perform or tell stories in front of their friends, giving simple tasks that are tailored to the child's

abilities so they feel successful, creating a fun, pressure-free, and warm learning environment, Giving special attention to children who appear less confident, such as greeting them first or asking how they feel.

### SUGGESTION

Based on the results of the research that has been conducted, the author provides several suggestions as follows:

1. For teachers: It is recommended to better understand the importance of positive verbal communication in interactions with children. Teachers should avoid derogatory language and use more praise and motivation in the learning process.
2. For parents: It is hoped that they can establish good communication with their children and teachers to jointly create an environment that supports the development of children's self-confidence, both at home and at school.
3. For schools: It is necessary to hold training or workshops for teachers regarding positive communication approaches and techniques for strengthening the self-confidence of early childhood.
4. For further researchers: It is hoped that they can expand the research objects, for example by involving more than one kindergarten or using a quantitative approach to strengthen the findings.

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