

The Analysis of Verbal Abuse within Socialization Ability of Preschoolers in Playgroup Al Fattah Malang

Prima Dewi Kusumawati^{1*}, Nadya Risky Aini Nasution²

^{1,2} Department of Nursing, Institut Ilmu Kesehatan STRADA Indonesia, Indonesia

*Corresponding author: primadewiku17@gmail.com

ABSTRACT

Background: Preschoolers are children with a phase of developing and learning new things quickly. The development phase begins with interacting with family and socializing with playmates in the social environment. The social environment can affect the development process of pre-school age children, for example the occurrence of verbal abuse in the social environment that has an impact on children's social development.

Purpose: The purpose of this study was to determine the relationship between verbal abuse and the socialization ability of preschool children.

Methods: The research design was cross sectional study and the sampling method was carried out by the total sampling method. The sample in this study was all 50 students of Playgroup Al Fattah Malang. Data analysis used SPSS program with Chi Square test.

Results: It was found that 46% of children received verbal abuse in the low category, 38% in the medium category and 16% received verbal abuse in the high category and 76% of children had good socialization skills and 24% of children had poor socialization skills and through Chi Square test analysis with In the SPSS program, the value of Asymptotic Significance (2-sided) = 0.001 < 0.05, it means that H1 is accepted, or it is clear that there is a relationship between verbal abuse and the socialization skills of preschoolers in Playgroup Al Fattah Malang.

Conclusion: It can be concluded that verbal abuse can result in barriers and disruptions to the socialization development of preschool children. Parents and teachers are expected to provide the right parenting to improve socialization skills in preschool age children.

Keywords: preschoolers, socialization ability, verbal abuse

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BACKGROUND

Verbal harassment or verbal abuse is defined as violence in the form of yelling, refusing children, insulting, humiliating children, cursing and frightening by using inappropriate words. Verbal abuse can occur when children ask for attention, cry and don't want to be silent, children who continue to talk so that parents will verbally abuse their children (Lestari and Titik (2015) in Indrayati (2019). Preschool age children are a period when children are vulnerable to behaving inappropriately). selfish, stubborn, resisting and rebelling from the rules given by parents with the aim of gaining freedom and curiosity, this situation can make parents feel that their children are difficult to manage and consciously or unconsciously abuse their children. There are still many who do not know that children have rights regulated in the Law of the Republic of Indonesia number 35 of 2014 concerning child protection. Law of the Republic of Indonesia number 35 of 2014 article 1 paragraph 15a states that violence is any act against children that results in misery or suffering physically, psychologically, sexually, and/or neglect, including is a threat to commit acts, coercion, or deprivation of liberty against the law. Children have the right to survival, growth and development (Indrayati, 2019).

Data from the Agency for Women's Empowerment, Child Protection and Family Planning shows that the number of women and children who became violent in 2014 was 104 victims; in 2015 it increased to 111 victims. In 2016, there were 27 cases; all of the victims were children. The incidence of violence against children in Indonesia continues to increase, until mid-March 2018, the Ministry of Women's Empowerment and Child Protection (PPPA) has received around 1,900 reports (Saiful Munir, 2018). Data from the National Commission for Child Protection (Komnas PA) shows an increase in violence against children during the COVID-19 period, both verbal and physical. Based on the facts found by Komnas PA, mentioning physical or mental violence is 11%, while verbal violence is 62% (Listyarti, 2020)

The results of a preliminary study in 2022 conducted at TA Al-Fattah in the Sukun Malang area, it was observed that there were some children who rarely played with friends, were shy to greet friends, were more often alone, were less able to collaborate as many as 15 children and from the results of interviews with The teachers who teach at Playgroup Al Fattah say that the child lives in a family environment that takes care of their child of their own free will including the use of harsh words to punish the child, without regard to the impact that will result from the upbringing. Based on the results above, violence against children is very common. Violence against children has not received special attention from the government and the health team because everything parents do to their children is a matter of their own family. New problems will arise when children experience the effects of violence both physically and emotionally. Playground is one of the places to train children's socialization skills after family, because by playing children can interact and learn to work together to establish a relationship so that the child's personality will emerge by itself, and the child's personality is different sometimes children are happy to be friends, cheerful, and friendly and there are also children who are shy, quiet, and careful. Parents should respect their child's personality, the goal is to have a successful interaction and make the interaction as comfortable as possible. The development of habits or culture in our society is actually not appropriate in educating children, namely by often speaking dirty, cursing, and yelling at children with inappropriate and threatening words. This phenomenon often occurs in the family, school and children's playground. This can interfere with and hinder the process of child growth and development, especially on emotional development which affects the child's adjustment, both personally and socially.

A gentle attitude towards children by still providing certain boundaries or being firm which does not mean being fierce and always yelling at children when they make mistakes. That way the child will feel protected and appreciated, so that the child will listen to the words of the parents and obey them. As a parent, you should take preventive action before your child makes a mistake, so that parents can minimize verbal abuse of their child. Efforts made by parents to prevent acts of violence against children in the family include solving and discussing any problems that arise in the family, setting a good example for children and being calm in dealing with child delinquency (Syamsu, 2018). With the support of theory, observation and research conducted, the authors are interested in digging deeper into analyzing verbal abuse with socialization skills in preschool children.

OBJECTIVE

The study was to determine the relationship between verbal abuse and the socialization ability of preschool children.

METHODS

The research design used in this study used an analytic cross sectional research design. Cross sectional research design is a research using determination of exposure or cause and result or effect simultaneously on each object of research. The cross-sectional research design is appropriate to use to explain the relationship between phenomena at one point in time (Mubarok, 2021). The design of this study was used to determine the effect of verbal abuse on the socialization ability of preschool-aged children, where the relationship between verbal abuse (independent variable) and the socialization ability of preschool-aged children (dependent variable) was seen and measured once at the same time.

RESULTS

This chapter will describe the results of sampling in August 2022 regarding the Analysis of Verbal Abuse with the Socialization Ability of Preschool Age Children in Playgroup Al Fattah Malang.

1. Frequency distribution of respondents' gender in Playgroup Al Fattah.

Gender	Frequency	Percentage
Male	25	50.0
Female	25	50.0
Total	50	100.0

Source: 2022 frequency data

From the results of Table 1, it is found that the ratio between men and women is equal, namely 25 men (50%) and 25 women(50%).

2. Frequency distribution of respondents' age in Playgroup Al Fattah.

Age	Frequency	Percentage
4 years	5	10.0
5 years	14	28.0
6 years	31	62.0
Total	50	100.0

Source: 2022 frequency data

From the results of Table 2, it is found that most of the respondents in Playgroup Al Fattah are 6 years old (62%).

3. Distribution of respondent characteristics based on verbal abuse in Playgroup Al Fattah.

<i>Verbal Abuse</i>	Frequency	Percentage
Light	23	46.0
Mild	19	38.0
Heavy	8	16.0
Total	50	100.0

Source: 2022 frequency data

From the results of Table 3, it is found that most of the respondents in TA Al Fattah experienced mild verbal abuse as many as 23 respondents (46%).

4. Frequency distribution of respondents based on socialization ability in Playgroup Al Fattah.

Socialization Ability	Frequency	Percentage
Good	38	76.0
Less	12	24.0
Total	50	100.0

Source: 2022 frequency data

From the results of Table 4, it is found that most of the respondents in Playgroup Al Fattah have good socialization skills as many as 38 respondents (76%).

5. Cross table of verbal abuse supervision with socialization ability in Playgroup Al Fattah.

Verbal Abuse	Socialization Ability				Total	
	Less		Good		N	%
	N	%	N	%		
Light	0	0%	23	46%	23	46%
Mild	5	10%	14	28%	19	38%
Heavy	6	12%	2	4%	8	16%
Total	11	22%	39	78%	50	100%

Source: 2022 frequency data

From the results of cross-table 5, it is found that most of the respondents in Playgroup Al Fattah who experienced mild verbal abuse and had good socialization skills were 23 respondents (46%).

6. Analysis of the Relationship of Verbal Abuse with the Socialization Ability of Preschool Age Children in Playgroup Al Fattah.

Chi-Square Test			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.334a	2	.000
Likelihood Ratio	15.983	2	.000
Linear-by-Linear Association	14.995	1	.000
N of Valid Cases	50		

Cells (33.3%) Have Expected Count Less Than 5. The Minimum Expected Count Is 1.92.

Based on the output table above, the asymptotic value is known. Sig. on the chi square test is $0.000 < 0.05$, then based on the basis of the decision above, it can be concluded that H1 is accepted and H0 is rejected. Thus it can be interpreted that there is a relationship between Verbal Abuse and the Socialization Ability of preschoolers in Playgroup Al Fattah Malang.

DISCUSSION

Identification of verbal abuse in preschool children in Playgroup Al Fattah

From the results of the identification of verbal abuse in preschool children, it was found that most children in Playgroup Al Fattah experienced verbal abuse in the mild category with a total of 23 children (46%),.

While 16% of children in TA Al Fattah experienced verbal abuse in the severe category with a total of 8 children, and children more often received verbal abuse from their parents by being scolded for no reason by their parents. In this study, Figure 4.4 shows that the verbal abuse that is often received and heard by children is scolding for no reason, namely as many as 34 children. Nurfina's opinion (2019) is in line with the results of this study, she revealed that the first emotional response that parents often do to their children is scolding their children, this is done because parents do not know compromise in their communication and are only one-way and parents do not need feedback. return from the child to understand about the child.

According to Indrayati (2019), verbal abuse by parents against their children is caused by several things, for example, parents have minimal knowledge about Verbal Abuse, because so far parents yell at their children, saying stupid children are considered normal and natural. Parents think that the impact of Verbal Abuse is not too heavy when compared to physical violence. This is also in accordance with what was stated by Kemenpppa (2018), violence against children in Indonesia has become entrenched so that cases of violence against children continue to increase. Parents have the view that children belong to their parents or the view that children must obey their parents so that they become a means of justification for acts of violence against children.

Children who are negligent, fussy, disobedient, and against the will of their parents will receive sanctions or punishment, which then they can become violent.

Children, who often receive verbal violence from their parents such as being insulted, ignored, scolded, called with bad calls, are often scared, threatened and yelled at. The child will grow up with fear, so that when in the community and school the child tends to be less active, looks quiet, does not dare to ask questions, does not dare to come forward in class, children cry easily, are not independent, do not answer when asked and do not dare to be with others.

Identification of socialization skills in children in Playgroup Al Fattah

Based on the results of data processing in Figure 4.4, it can be concluded that 76% of children in Playgroup Al Fattah Malang have good socialization skills, while 24% of children have poor socialization skills. This happens because children who enter preschool age (4-6 years) have good socialization skills. Preschoolers begin to try to get to know other people without shyness and doubt, so preschoolers are easier to establish a relationship with others. As shown in Figure 4.2, all children in TA Al-Fattah Malang are 4-6 years old or entering preschool age. According to Erikson (2000) (in Emiliza, 2019) preschoolers enter a phase of

initiative versus guilt development, where children begin to explore unfamiliar territory and learn to get to know new people. With a child's high curiosity, the child can get the initiative for an action taken to establish interaction with other parties. However, a small proportion of preschoolers have not yet reached that phase and tend to be in the phase of independence versus shyness and doubt that usually occurs at toddler age (1-3 years). This happens because of a developmental disorder that causes children not to develop according to their age. Children who are often criticized and scolded will tend to have low self-esteem (inferior). Low self-esteem is a big barrier to socializing, because children lose self-confidence. In fact, self-confidence is the main capital so that children can be successful in life.

Preschool children in their socialization skills are easier to get along with and make friends with peers because of the child's desire to interact and establish a relationship with other people. In accordance with Figure 4.5 which shows that the highest socialization ability behavior or often done by preschoolers is number 5, which is easy to get along with / make friends with a number of 39 children who do it. This is in line with the opinion of Sahri (2010) (in Muhajarah, 2018) that in the development of socialization in preschool children, children will hang out more often and make friends to establish a relationship with peers. Through these interpersonal relationships, children will learn to value themselves and assess their position in the group. Hurlock (2017) supports this and argues that preschoolers will learn to make social relationships and get along with people outside the home, especially with their peers. Associating with peers will be done by children every time they try to establish relationships with other parties so that the more often children do this, the ability to get along with peers will be better.

Relationship of Verbal Abuse with Socialization Ability of Preschool Age Children in Playgroup Al Fattah Malang

From the results of the Chi Square test, and the results of the analysis of the relationship between verbal abuse and the socialization ability of preschoolers in TA Al-Fattah Malang, it states that the H1 hypothesis is accepted and it can be said that there is a relationship between verbal abuse and the socialization ability of preschoolers in Playgroup Al Fattah, Poor. This study can draw a conclusion that the lower the exposure to verbal abuse by parents to preschool children, the better the child's socialization skills, this statement is supported by research conducted by Miftakhul Fitroh (2014) with the title the relationship between parental stimulation and children's socialization and independence skills. The preschool at Playgroup Al Fattah said that the better the stimulus from parents, the better the child's ability to socialize. A good stimulus in the family environment, especially parents in the form of warmth and affection, will have a positive effect on the social development of children both in the family and in the community.

Verbal abuse will interfere with the development of the socialization skills of preschoolers because it will inhibit curiosity to establish relationships with other parties. From the results of this study, it was found that 46% of children exposed to verbal abuse were in the low category (23 children), and of the 23 children, all children had good socialization skills. For respondents who were exposed to moderate verbal abuse as many as 19 children (38%) of the total respondents. Among them, 6 children (12%) have the lack ability of socialization and

14 children (28%) have good socialization skills. Meanwhile, there were 8 children exposed to severe verbal abuse from the total respondents. Among them, 6 children (12%) had poor socialization skills and 2 children (4%) had good socialization skills. This is in accordance with the opinion of Santoso (2018) that the impact of verbal abuse can interfere with the health and well-being of children, which causes trauma to children. So that verbal abuse can affect the social life of children. Children will be more quiet, withdrawn, and afraid of other people. This opinion is also supported by Surya (2019), namely verbal abuse can be fatal to children, which can lead to traumatic experiences because the words are always remembered by children. So that verbal abuse can change the feelings, way of thinking, reactions and behavior of children. Children become more sensitive and always feel suspicious.

According to Anapratwi (2018) about the impact of verbal abuse also has an impact on a child's personality, the child will become paranoid, low self-esteem, passive and have excessive anxiety. The environment has a lot of impact on children's development, including who the child hangs out with, and the influence of close people. The relationship between parents and children through good quality interactions must also be supported by good quality with the closest people in the family environment. This is effective in supporting children's development because children also learn through social relationships with other people. Researchers agree that parents who verbally abuse their children by scolding, yelling, punishing, and comparing children with their friends will cause anxiety in children which results in children's apathy towards their environment; children are not sensitive to stimuli so that the process of capturing information as material Children's learning both from the family environment and the school environment is disrupted. The researcher argues that children who have good socialization and independence skills have the ability to adjust to their social environment well, are more independent, do not always depend on their parents and children will also be easily accepted by members of their social groups, can control themselves, have good relationship with friends and cooperative with others. Preschool-aged children who get verbal abuse will experience problems in their social development, the lighter verbal abuse they experience, the better their social skills, and vice versa.

CONCLUSIONS

Based on the results of the research that has been done, the following conclusions can be drawn:

1. The results of the identification of verbal abuse showed that 8 children or 16% of all preschool children in Playgroup Al Fattah Malang were exposed to severe verbal abuse. This happens because of the wrong parenting style in educating children. If the parenting style supports and is in line with the child's development, then violence against children can be avoided.
2. The results showed that the socialization skills of preschoolers in Playgroup Al Fattah Malang almost all had good socialization skills. This is because the child receives social development support from his parents such as providing parenting in accordance with the child's development, namely verbal abuse.

3. The results of the study stated that there was a relationship between verbal abuse and the socialization ability of preschool children in Playgroup Al Fattah Malang.

Suggestions for parents and the community about verbal abuse are that people are expected to know the impact of verbal abuse on children's socialization skills and can change parenting patterns to avoid the impact that will occur if they still apply the wrong parenting pattern.

Especially parents who meet their children more often, parents must be able to be good examples and figures for their children to emulate.

For schools as research sites and other schools, it is hoped that they can determine policies in an effort to prevent and overcome the occurrence of verbal abuse in Playgroup Al Fattah and other kindergartens in the Sukun area, Malang by holding counseling and parenting classes for parents about the impact of verbal abuse on children's socialization skills. The school must have early detection of verbal abuse as a preventive measure.

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