



The Influence of Verbal Abuse and Interpersonal Communication by Parents on Children's Self-Confidence

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh verbal abuse dan komunikasi interpersonal orang tua terhadap kepercayaan diri anak usia 4-5 tahun di Kecamatan Legonkulon, Subang. Verbal abuse diidentifikasi sebagai penggunaan kata-kata kasar, menghina, atau merendahkan yang dilakukan oleh orang tua, sementara komunikasi interpersonal yang baik mencakup keterbukaan, empati, dan sikap saling menghargai. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survey dan analisis regresi linear berganda untuk menganalisis data dari 96 anak. Temuan menunjukkan bahwa verbal abuse dan komunikasi interpersonal secara bersamaan mempengaruhi kepercayaan diri anak secara signifikan, dengan verbal abuse yang menjelaskan 77,7% variasi dalam kepercayaan diri anak. Penelitian ini memberikan rekomendasi untuk intervensi yang tepat, seperti pelatihan komunikasi efektif bagi orang tua dan program pendidikan untuk meningkatkan kesadaran tentang pentingnya komunikasi positif. Dengan demikian, penelitian ini berkontribusi pada pemahaman yang lebih baik tentang faktor-faktor yang mempengaruhi kepercayaan diri anak dan mengembangkan strategi intervensi yang lebih efektif. Hasil penelitian menunjukkan bahwa terdapat pengaruh verbal abuse dan komunikasi interpersonal secara bersamaan terhadap kepercayaan diri anak Nilai R sebesar 94% menunjukkan hubungan yang sangat kuat antara kedua variabel independen (verbal abuse dan komunikasi interpersonal) dengan variabel dependen (kepercayaan diri anak). Nilai F sebesar 625,457 dengan signifikansi uji 0,000 menunjukkan bahwa model regresi yang digunakan signifikan dan dapat digunakan untuk memprediksi pengaruh verbal abuse dan komunikasi interpersonal terhadap kepercayaan diri anak.

Abstract

This study aims to determine the effect of verbal abuse and parental interpersonal communication on the self-confidence of children aged 4-5 years in Legonkulon Sub-district, Subang. Verbal abuse is identified as the use of harsh, insulting, or demeaning words by parents, while good interpersonal communication includes openness, empathy, and mutual respect. This study used a quantitative approach with survey method and multiple linear regression analysis to analyze data from 96 children. The

findings showed that verbal abuse and interpersonal communication together significantly affected children's self-confidence, with verbal abuse explaining 77.7% of the variance in children's self-confidence. This study provides recommendations for appropriate interventions, such as effective communication training for parents and educational programs to raise awareness about the importance of positive communication. Thus, this study contributes to a better understanding of the factors that influence children's self-confidence and develops more effective intervention strategies. The results showed that there is an effect of verbal abuse and interpersonal communication simultaneously on children's self-confidence. The R value of 94% indicates a very strong relationship between the two independent variables (verbal abuse and interpersonal communication) with the dependent variable (children's self-confidence). The F value of 625.457 with a test significance of 0.000 indicates that the regression model used is significant and can be used to predict the effect of verbal abuse and interpersonal communication on children's self-confidence.



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INTRODUCTION

Self-confidence is an inner belief in oneself to face various challenges and potentials. In the Indonesian dictionary, self-confidence means a belief in one's abilities, not only in capabilities but also in strengths and self-assessment. Speaking of personality, self-confidence is a very important aspect because, with self-confidence, a person becomes convinced of their abilities and potential (Syam, 2017).

Maslow believes that self-confidence is a fundamental asset that can develop self-actualization. As a person's self-actualization develops, so does their potential. According to the views expressed by experts, self-confidence must be continuously trained and developed to be useful in an individual's life (Nurmaniah, 2018). Self-confidence also allows a person to recognize and understand themselves, face challenges, and take steps to maximize their potential. On the other hand, those who lack self-confidence will be more fearful and hesitant when presenting arguments or ideas, pessimistic when facing challenges, uncertain when making decisions, and tend to compare themselves more with others (Annisa et al., 2020).

Meanwhile, early childhood self-confidence, according to Lindenfield, particularly for children aged 5-6 years, is marked by the child's ability and willingness to socialize in their environment, their courage to start interacting, their bravery to try new things, and their persistence in not giving up. They are not hesitant to ask about something new and unfamiliar to them (Baer et al., 2018).

The presence of self-confidence is caused by supporting factors such as the community environment and family environment. A good social environment brings a sense of comfort when positive interactions occur, which can lead to an individual's self-confidence (Sari & Karneli, 2021). Similarly, if a family receives social support from family members such as the father, mother, brothers, and sisters, the family environment will also affect self-confidence. The role of parents is very important for children to build self-confidence because parents are the first educators for every child (Aprillia, 2018).

According to data presented by the Indonesian Child Protection Communication (KPAI), cases of verbal abuse against children increased by 62% during the epidemic, and data provided by the Women's Empowerment, Child Protection, Population Control, and Family Planning Service (DP3AP2KB) also mentioned that in 2023, a survey conducted in collaboration with Wahana Visi Indonesia showed that 61.5% of parents had experienced verbal abuse towards their children (Nababan, 2023).

After conducting initial observations, researchers found that many children, especially in the Legonkulon Subdistrict of Subang, showed a lack of self-confidence. The signs include children being afraid to answer teacher's questions, hesitant to participate in class activities, having difficulty interacting with peers, being passive and quiet, and still needing encouragement or assistance in class to complete tasks assigned by the teacher.

In addition to verbal abuse, one of the factors affecting children's self-confidence is parental communication. Oxianus Sabarua & Mornene (2020) argue that, in a family environment, communication must be fostered so that the family environment feels very connected and needed. Essentially, the communication needed within a family, especially between parents and children, provides extraordinary contributions to both parties, as deep communication creates a sense

of closeness and allows parents to understand their child's development. (Oxianus Sabarua & Mornene, 2020).

The relationship and communication provided by parents to their children will determine who they become. Children can absorb what they receive from their parents so that the education provided by their parents can be applied in community life (Austin Ernst Antariksa Tumengkol et al., 2020). Parents who accept their children tend to see them grow, develop, make constructive changes, and learn to solve the problems they face. (Han, 2019). Larocque (Boonk et al., 2018) Parental involvement is important because caregivers invest in their children's education. Dariyo explains that communicative parents can help their children develop and achieve what they desire. (Dariyo, 2017). Poor communication can have a negative impact on children (Dzakirah, 2021).

Interpersonal communication is one of the efforts made by parents and children to avoid the breakdown of the parent-child relationship and to shape the child's moral behavior. However, in general, the intention and goal of parents are to educate their children to achieve better results in the school environment. The openness that is established correctly and well is also applied in the school environment. Because others self-disclose, you are able to learn information about them and develop your interpersonal relationships with them (Bénaboui & Tirolei, 2002). It means that others will reveal themselves in learning information about them and deepen their interpersonal communication with people around them. Sometimes, as parents, they are less involved in direct communication with their children. When children speak at length, parents only respond with one or two words that are instructions or brief answers. Moreover, children are not given the opportunity to express themselves from an early age without being given the chance to provide feedback.

In reality, this does not only occur with children who are separated from their parents but also with parents and children who live in the same household. Lack of communication makes the parent-child relationship less strong psychologically (Indriani, 2018). The same problem also often arises in parental communication, which is the mother's responsibility in nurturing her child, instilling physical and

spiritual relationships with expressive and emotional elements. Meanwhile, the father's role is to be the family leader and generate income for the family (Wijayanti, 2019). If families that are separated have communication barriers due to geographical distance, modern families directly/indirectly bring significant changes in the fields of economy, social, and culture. These matters become quite interesting problems to study, especially verbal abuse and interpersonal communication between parents and the self-confidence of children aged 5-6 years.

Verbal Abuse Against Children

Verbal abuse towards children is often accompanied by physical contact. It is not always recognized that hurtful words fall into the category of verbal abuse, also known as verbal neglect. Verbal abuse itself can cause very harmful effects, especially on a child's emotional balance. According to Fitriana, there are 4 forms of verbal abuse, which include: a) intimidation, b) humiliating the child, c) being uncaring and cold towards the child, and d) blaming the child. (Balei, 2022).

Ways to humiliate a child can include belittling the child's self-esteem, comparing the child to other children through negative comparisons, causing the child to feel inferior and worthless, and evaluating the child with demeaning words. A lack of parental affection can be demonstrated through non-supportive words, a harsh tone of voice, and a lack of physical contact that shows affection, such as giving warm hugs to the child. At the same time, parental indifference to the child can be manifested in forms of rigidity, neglect, harsh words, indifference, or even intentional neglect.

Blaming a child can take the form of words that force the child to believe that the mistakes that happen are the result of their actions. Additionally, words that insult, scold, and provoke emotions, including forms of criticism towards the child like calling them stupid or naughty, are also included.

Interpersonal Communication

Through interpersonal communication, parents and children will build trust and balance each other's behavioral habits. Interpersonal relationships can have a strong impact on individual behavior, especially for children (Adhani et al., 2021).

Interpersonal communication has the potential to influence others because those who participate have a significant impact on the listener (Feinsi, 2018). According to (Ramadhani, 2013), The parent-child relationship will be very important if structured communication conducted by parents can make the child behave positively. Dewantara (Adhani et al., 2021) Stating that poor interpersonal communication between parents and children can lead to alienation.

Interpersonal communication is considered an effective activity for changing the attitudes, beliefs, and behaviors of communicators. Generally, interpersonal communication is communication between two or more communicators. Therefore, it can be said that interpersonal communication is the most effective because it involves repeated verbal and non-verbal communication processes (Indrawan & Aprianti, 2019). If we consider the five aspects of interpersonal communication quality, namely openness, empathy, supportive attitude, positive attitude, and equality, then interpersonal communication can be effective. (DeiVito, 2013)

Interpersonal communication between parents is believed to foster positive behavior in children. Interpersonal communication between parents can be conducted in various forms. (Ramadhani, 2013) such as an environment that emphasizes mutual respect and independence, positive communication patterns, consistent rules and clear boundaries for each rule, activities that support the child's skills, the child's emotional balance can perform actions that emphasize the importance of learning (Kondo et al., 2020).

Child's Self-Confidence

Self-confidence is a child's belief in their ability to overcome life challenges and face people and situations around them. According to (Yuinifia & Wardhani, 2023), There are four types of self-confidence, namely:

- a. Self-concept: the extent to which we see ourselves, draw conclusions about ourselves, and concept ourselves comprehensively.
- b. Self-esteem: how we think positively, feel valuable, and believe that we are capable and able to achieve what we want.
- c. Self-efficacy: our attitude in achieving something and the belief in our ability to overcome problems and achieve good results.

- d. Self-confidence: how we convince ourselves that we have the ability to succeed. Confidence is a combination of self-esteem and self-assurance.

Based on the explanation above, it can be concluded that there are four types of self-confidence, namely self-concept, self-esteem, self-efficacy, and self-confidence. From this, it can also be concluded that self-confidence is an individual's comprehensive evaluation of their abilities and psychology to achieve life goals.

METHODOLOGY

This research uses a quantitative approach with the survey method. Survey research focuses on revealing the relationships between variables, specifically aimed at investigating cause-and-effect relationships within a variable. The survey results with this causal approach will be analyzed using multiple linear regression. This analysis is used to facilitate the influence or causal effect of independent variables on dependent variables. This research is conducted without any specific treatment of the data by the researcher. The aim of this research is to test theories by examining the influence between variables, such as analyzing the influence of verbal abuse and interpersonal communication on the self-confidence of children aged 4-5 years in Legonkulon District, Subang (Suigiyono, 2018).

RESULTS AND DISCUSSION

Normality Test

According to the research Ghozali (2013), The normality test is conducted using the Kolmogorov-Smirnov test for each variable. The research data is said to be normally distributed or meet the normality test if the Asymp.Sig (2-tailed) value of the residual variable is above 5% or 0.05. Conversely, if the Asymp.Sig (2-tailed) value of the variable is below 5% or 0.05, then the data is not normally distributed or does not meet the normality test. The results of the normality test conducted in this study are presented in Table 1.

**Table 1. Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		96
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	13.4229134
Most Extreme Differences	Absolute	.238
	Positive	.238
	Negative	.174
Test Statistic		.238
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

From the results of the normality test calculations conducted for the experimental class, an Asymp.Sig value of 0.200 was obtained. Since the Asymp.Sig value is ≥ 0.05 , it can be concluded that the population data is normally distributed.

Multiple Linear Regression Analysis

To understand the simple linear regression effect of reading ability and writing ability on Islamic values, it can be seen in Table 4.2 as follows:

1. The Impact of Verbal Abuse on Children's Self-Confidence:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.884 ^a	.777	.775	3.995

- a. Predictors: (Constant), verbal abuse

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1123.345	1	1403.375	84.456	.000 ^b
Residual	629.758	95	15.961		
Total	1753.103	93			

- a. Dependent Variable: Child's Self-Confidence
- b. Predictors: (Constant), verbal abuse

Based on the model summary table, the R^2 value is 0.777, meaning that the reading ability variable can explain 77.7% of the variation in the verbal abuse variable. The remaining 32.3% is explained by other factors outside the regression. From the above output, an R value of 79.3% is also obtained. It can be concluded that there is a strong relationship between verbal abuse and children's self-confidence. From the Anova table, the F value is 84.456 with a significance test of 0.000. The test was conducted using the significance criteria as follows: If the significance value < 0.05 , H_a is accepted and H_o is rejected. If the significance value > 0.05 , H_a is rejected and H_o is accepted. Based on the SPSS calculation results above, the sig value is less than 0.05, which is 0.000 or $0.000 < 0.05$, so H_o is rejected and H_a is accepted. This means that there is a significant effect of verbal abuse on children's self-confidence.

2. The Influence of Intrapersonal Communication on Children's Self-Confidence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878 ^a	.846	.951	1.379

a. Predictors: (Constant), Writing Ability

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1123.345	1	1463.375	81.413	.000 ^b
Residual	629.758	95	14.961		
Total	1753.103	93			

a. Dependent Variable: Intrapersonal Communication

b. Predictors: (Constant), verbal abuse

Based on the model summary table, the R^2 value is 0.846, meaning that the reading ability variable can increase the Islamic values variable by 84.6%. The remaining 15.4% is influenced by other factors outside the regression. From the output above, an R value of 87.8% is also obtained. It can be concluded that there is a very strong relationship between intrapersonal communication and children's self-confidence.

From the Anova table, the F value is 81.413 with a significance test of 0.000. The test was conducted using the significance criteria as follows: If the research significance value < 0.05 , H_a is accepted and H_o is rejected. If the significance value > 0.05 , H_a is rejected and H_o is accepted. Based on the SPSS calculation results above, the sig value is less than 0.05, which is 0.000 or $0.000 < 0.05$, so H_o is rejected and H_a is accepted. This means that there is a significant effect of intrapersonal communication on children's self-confidence.

3. The Impact of Verbal Abuse and Intrapersonal Communication on Children's Self-Confidence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.940	.952	.959	1.328

a. Predictors: (Constant), intrapersonal communication

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1123.345	2	1072.643	625.457	.000 ^b
Residual	629.758	51	1.726		
Total	1753.103	53			

a. Dependent Variable: Intrapersonal Communication

b. Predictors: (Constant), intrapersonal communication

Based on the model summary table, the R^2 value is 0.952, meaning that the reading ability variable can increase the Islamic values variable by 95.2%. The remaining 4.8% is influenced by other factors outside the regression. From the output above, an R value of 94% is also obtained. It can be concluded that there is a very strong relationship between verbal abuse and intrapersonal communication simultaneously on children's self-confidence. From the Anova table, the F value is 625.457 with a significance test of 0.000. The test was conducted using the significance criteria as follows: If the research significance value < 0.05 , H_a is accepted and H_o is rejected. If the significance value > 0.05 , H_a is rejected and H_o is accepted. Based on the SPSS calculation results above, the sig value is less than

0.05, which is 0.000 or $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. This means that there is a significant simultaneous effect of verbal abuse and intrapersonal communication on children's self-confidence.

The obtained regression equation is as follows:

:

$$Y = a + b_1x_1 + b_2x_2$$

$$Y = 80.196 + 1.029 + 0.239$$

From the equation, it can be concluded that for each addition of 1 unit of the dependent variable of children's self-confidence, the value of the independent variable of children's self-confidence will increase by 1.029, and verbal abuse and intrapersonal communication will increase by 0.239.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	80.196	11.834		6.032	.000
Verbal Abuse	1.029	.749	.895	0.730	.000
Komunikasi Intrapersonal	.239	.663	.108	2.656	.009

a. Dependent Variable: Child's Self-Confidence

The results and discussion of this research are divided into three main sections based on the formulated problem, namely the influence of parental verbal abuse and interpersonal communication on the self-confidence of children aged 4-5 years in Legonkulon District, Subang. This discussion is supported by relevant theories in the fields of child psychology, family psychology, and interpersonal communication.

The first part of the discussion covers the influence of verbal abuse on children's self-confidence. Verbal abuse is a form of negative communication that involves harsh language, scolding, or threatening children. Relevant theories, such as Bandura's social learning theory, explain that children learn through observation and interaction with their social environment, including their parents. If children

frequently become targets of verbal abuse from their parents, they tend to develop a poor self-image and low self-confidence.

The research results indicate that there is a significant influence of verbal abuse on children's self-confidence, with an R^2 value of 0.777, which means that verbal abuse can explain 77.7% of the variation in children's self-confidence. The F value is 84.456 with a significance test of 0.000, indicating that the regression model used is significant and can be used to predict the influence of verbal abuse on children's self-confidence.

The second part of the discussion focuses on the influence of parental intrapersonal communication on children's self-confidence. Positive intrapersonal communication, characterized by respectful dialogue, effective listening, and healthy emotional expression, is crucial for the balanced personality development of a child. Theories such as interpersonal communication theory and social construction theory state that communicative interactions between parents and children shape the child's social reality and influence how they perceive themselves.

This research found that good intrapersonal communication between parents and children has a significant impact on children's self-confidence, with an R^2 value of 0.952, indicating that intrapersonal communication can explain 95.2% of the variation in children's self-confidence. The F value of 625.457 with a significance test of 0.000 indicates that the regression model used is significant and can be used to predict the impact of intrapersonal communication on children's self-confidence.

The results and discussion of the third research question indicate that there is a significant simultaneous effect between verbal abuse and interpersonal communication on the self-confidence of children aged 4-5 years in Legonkulon District, Subang. From the data analysis conducted, an R^2 value of 0.952 was obtained, which indicates that 95.2% of the variation in children's self-confidence can be explained by verbal abuse and interpersonal communication, while the remaining 4.8% is explained by other factors not included in this study.

The R value of 94% indicates a very strong relationship between the two independent variables (verbal abuse and interpersonal communication) and the

dependent variable (children's self-confidence). The F value of 625.457 with a significance test of 0.000 indicates that the regression model used is significant and can be used to predict the impact of verbal abuse and interpersonal communication on children's self-confidence

In conclusion, this research indicates that verbal abuse and parental interpersonal communication play an important role in shaping a child's self-confidence. Therefore, it is crucial for parents and educators to understand the consequences of the forms of communication they use and strive to create a communicative environment that is conducive to the balanced development of a child's self-confidence.

SUMMARY

The research found that verbal abuse significantly affects children's self-confidence. The results showed that the R^2 value was 0.777, meaning that verbal abuse can explain 77.7% of the variation in children's self-confidence. The F value was 84.456 with a significance level of 0.000, indicating that the regression model used is significant and can be used to predict the influence of verbal abuse on children's self-confidence.

The study also found that intrapersonal communication has a significant effect on children's self-confidence, with an R^2 value of 0.952, indicating that intrapersonal communication can explain 95.2% of the variation in children's self-confidence. The F value was 625.457 with a significance level of 0.000, indicating that the regression model used is significant and can be used to predict the influence of intrapersonal communication on children's self-confidence.

There is a combined effect of verbal abuse and intrapersonal communication on children's self-confidence. The R value of 94% indicates a very strong relationship between the two independent variables (verbal abuse and intrapersonal communication) and the dependent variable (children's self-confidence). The F value was 625.457 with a significance level of 0.000, indicating that the regression model used is significant and can be used to predict the influence of verbal abuse and intrapersonal communication on children's self-confidence.

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