

THE RELATIONSHIP BETWEEN PARENTAL VERBAL VIOLENCE AND EMOTIONAL REGULATION LEVELS IN ADOLESCENTS

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ABSTRACT

Verbal violence that occurs over a prolonged period leads adolescents to have difficulty regulating their emotions. As a result of experiencing repeated verbal violence and having low emotional regulation abilities, adolescents may replicate their experiences, become apathetic or aggressive, and exhibit delinquent behaviors. This study aims to determine the relationship between parental verbal violence and emotional regulation levels in adolescents. This research utilizes a quantitative correlational study with a cross-sectional survey design approach. The sample consisted of 172 respondents, selected through non-probability sampling, specifically purposive sampling. The research instruments were measured using the parental verbal violence questionnaire and the emotional regulation level questionnaire. Bivariate analysis was conducted using Kendall's Tau-b test. The results indicated that verbal violence against adolescents was in the moderate category as many as 107 respondents (62.2%), and emotional regulation levels in adolescents were also in the moderate category as many as 87 respondents (50.6%). The test yielded a p-value of 0.000 and a correlation coefficient of -0.557. These findings demonstrate a significant relationship between parental verbal violence and emotional regulation levels. The strength of the relationship is categorized as strong and negative in direction, meaning that as verbal violence experienced by adolescents increases, their level of emotional regulation decreases. Education regarding the impact of verbal violence needs to be provided to parents and adolescents using interesting media, and involving the role of accompanying teachers as facilitators.

ABSTRAK

Kekerasan verbal yang terjadi dalam jangka waktu lama membuat remaja mengalami kesulitan dalam mengatur emosinya. Akibat mengalami kekerasan verbal yang berulang-ulang dan memiliki kemampuan regulasi emosi yang rendah, remaja dapat mereplikasi pengalamannya, menjadi apatis atau agresif, dan menunjukkan perilaku kenakalan. Penelitian ini bertujuan untuk mengetahui hubungan antara kekerasan verbal orang tua dengan tingkat regulasi emosi pada remaja. Penelitian ini menggunakan studi korelasional kuantitatif dengan pendekatan desain survei cross-sectional. Sampel terdiri dari 172 responden yang dipilih secara non-probability sampling, khususnya purposive sampling. Instrumen penelitian diukur menggunakan kuesioner kekerasan verbal orang tua dan kuesioner tingkat regulasi emosi. Analisis bivariat dilakukan menggunakan uji Kendall's Tau-b. Hasil penelitian menunjukkan bahwa kekerasan verbal pada remaja berada pada kategori sedang sebanyak 107 responden (62,2%), dan tingkat regulasi emosi pada remaja juga berada pada kategori sedang sebanyak 87 responden (50,6%). Hasil uji statistik menunjukkan nilai p-value sebesar 0,000 dan koefisien korelasi sebesar -0,557. Temuan ini menunjukkan adanya hubungan yang signifikan antara kekerasan verbal orang tua dengan tingkat regulasi emosi. Kekuatan hubungan dikategorikan kuat dan memiliki arah negatif, yang berarti semakin tinggi tingkat kekerasan verbal orang tua maka semakin rendah tingkat regulasi emosi. Edukasi terkait dampak kekerasan verbal perlu diberikan kepada orang tua dan remaja dengan menggunakan media yang menarik, serta melibatkan peran guru pendamping sebagai fasilitator.

INTRODUCTION

Physical changes during adolescence can affect the attitudes and behaviors of teenagers, leading them to desire solitude, frequent conflicts with friends, easy frustration, and many doubts (Fhadila,

2018). Early adolescents have a high level of sensitivity to others' judgments, so actions or remarks that seem ordinary to others can cause adolescents to feel offended (Diananda, 2019). The negative emotional responses exhibited by adolescents can lead parents to perceive that their children are becoming difficult to manage, resulting in parents inadvertently shouting or using harsh words (Hasmarlin, 2019). While a raised voice from parents may be seen as a mere reprimand, yelling or harsh words can be classified as verbal abuse (Mihrawaty S. Antu et al., 2021). Long-term verbal abuse can create additional stress for adolescents, compounded by their emotional changes and the low capacity for emotion regulation found in early and middle adolescents, making it difficult for them to understand and manage their emotions (Maharani Swastika & Prastuti, 2021).

According to data from the World Health Organization (WHO) in 2014, the prevalence of emotional abuse is higher (36.1%) compared to physical abuse (22%) or sexual abuse (25%). Research by Hidayati et al. (2021) indicates that in 2019, among adolescents with an average age of 14 years, there were cases of low-level verbal abuse (88.8%) and moderate-level verbal abuse (11.2%). The prevalence of emotion regulation levels among adolescents in the study by Diajeng (2021) showed low emotion regulation (65.7%), moderate (20%), and high (14.3%). Research by Nafisah et al. (2021) showed low emotion regulation in 6.7% of adolescents, moderate emotion regulation in 68.3%, and high emotion regulation in 25%.

Hidayati et al. (2021) explain that adolescent behavior can be influenced by the immediate environment, namely the family. Positive parenting and family experiences play a fundamental role in emotional development during adolescence. Families with authoritarian parenting styles are more likely to use a raised voice and threats to enforce obedience (Hariono, 2022). Parents with a history of verbal abuse may also be prone to exhibiting verbal abuse toward their children (Yustanta, 2022). Poor family roles and unsupportive environments can cause children to struggle with expressing emotional responses (Gromatsky et al., 2018).

Dybah (2021) explains that adolescents who frequently experience verbal abuse from their parents will have poorer emotion regulation abilities, which impacts their self-development. Low levels of emotion regulation in adolescents can lead to negative thinking, indecisiveness, irritability, poor self-concept, difficulty coping with changes during puberty, and behavioral deviations (Fhadila, 2018).

The results of a preliminary study through interviews with 20 adolescents at SMPN 2 Pasirian Lumajang showed that as many as 9 (45%) adolescents had parents who often shouted and were harsh when they made mistakes, and 6 (30%) adolescents had parents who often made insinuations and liked to compare them with others when they were unable to do something. This phenomenon shows that some adolescents experience forms of verbal violence from their parents. Verbal violence experienced by adolescents will affect their ability to regulate emotions and have an impact on adolescent self-development. Based on this explanation, the researchers are interested in conducting research on the relationship between parental verbal violence and the level of emotional regulation in adolescents. Based on the explanation above, the researchers are interested in conducting a study that aims to determine the relationship between parental verbal violence and the level of emotional regulation in adolescents. The results of this study are expected to be used as a source of early detection data for nurses regarding the phenomenon of verbal violence experienced by adolescents along with their emotional regulation abilities. In addition, the results of this study are also expected to serve as a basis for determining policies for schools to provide preventive and promotive efforts to help reduce cases of verbal violence in the school environment.

METHOD

Type of Research

The research design employed in this study is a quantitative correlational study with a cross-sectional survey design approach.

Place and Time of Research

The research was conducted at SMPN 02 Pasirian, Lumajang Regency. The research process began with submitting the research title to the advisor from October 2023 to July 2024.

Population and Sample

The population meeting the inclusion and exclusion criteria consisted of 256 children. Using the Slovin formula, the sample size was calculated to be 156 children, with an additional 10% drop-out rate, resulting in a final sample size of 172 children. The sampling technique used in this study was non-probability sampling, specifically purposive sampling. The inclusion criteria in this study included: adolescents aged 12–13 years, adolescents who had experienced verbal violence by parents, and adolescents who lived with their parents.

Data Collection

The questionnaire used was the verbal violence questionnaire developed by Hariono (2022), which has two response options: "yes" and "no." The verbal abuse questionnaire was validated and found to be reliable, with validity values ranging from 0.365 to 0.743 (r table = 0.349) and a Cronbach's alpha value of 0.738. The emotion regulation questionnaire was used to measure the second variable developed by Shiddiqiyah (2021), employing a Likert scale with four response options: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The emotion regulation questionnaire was also validated and found to be reliable, with validity values greater than 0.25 and a Cronbach's alpha value of 0.761.

The research was conducted for 2 days, starting with an explanation of the intent and purpose of the research to the respondents and signing informed consent represented by the homeroom teacher. Furthermore, the researcher distributed questionnaires and provided assistance in filling them out.

Data Analysis and Processing

The data analysis method began with data processing, including editing, coding, data entry, cleaning, and tabulating. Subsequently, univariate and bivariate data analyses were conducted using SPSS. Univariate analysis described the characteristics of each variable, including gender, age, parents' occupation, and parents' education level. Bivariate analysis in this study utilized the Kendall's Tau-b correlation test, a statistical test used to determine the relationship between two variables with the same subjects on an ordinal scale and cross-tabulation.

RESULT

Table 1.

Distribution of Categorical Data on Adolescent Characteristics (n=172)		
Respondent Characteristics	Frequency (n)	Percentage (%)
Age		
12 Years	40	23.3
13 Years	132	76.7
Gender		
Male	90	52.3
Female	82	47.7
Parents' Occupation		
Civil Servant	33	19.2
Private Employee	71	41.3
Farmer	68	39.5
Parents' Education		
Elementary/Equivalent	51	29.7
Junior High/Equivalent	57	33.1
Senior High/Equivalent	52	30.2
Diploma/Bachelor	12	7.0
Total	172	100

Source: Primary Data (2024)

The research results indicate that the majority of respondents are 13 years old, totaling 132 individuals (76.7%). The data show that the number of male and female respondents is almost equal,

with 90 males (52.3%) and 82 females (47.7%). Based on the results, most of the adolescents' parents are private employees, totaling 71 individuals (41.3%). The table also shows that most respondents' parents have completed junior high school or its equivalent, totaling 57 individuals (33.1%).

Table 2.
Distribution of Parental Verbal Abuse Data (n=172)

	Frequency (n)	Percentage (%)
Parental Verbal Abuse		
Mild	45	26.2
Moderate	107	62.2
Severe	20	11.6
Total	172	100

Source: Primary Data (2024)

Table 2 shows that among early adolescents experiencing verbal abuse, the most common category is moderate verbal abuse, reported by 107 individuals (62.2%). Additionally, 20 respondents (11.6%) experienced severe verbal abuse.

Table 3.
Results of Indicators of Parental Verbal Abuse (n=172)

Indicator	Min-Max	Mean
Criticizing and yelling	0-1	0.62
Cold and indifferent behavior	0-1	0.44
Giving severe punishment with harsh words	0-1	0.13
Threatening	0-1	0.26
Embarrassing and belittling	0-1	0.45

Source: Primary Data (2024)

Table 3 indicates that the highest average score on the parental verbal abuse questionnaire is found in the indicator of criticizing and yelling, with a mean value of 0.62. The lowest average score is observed in the indicator of giving severe punishment with harsh words, with a mean value of 0.13.

Table 4.
Distribution of Emotional Regulation Level Data (n=172)

	Frequency (n)	Percentage (%)
Emotion Regulation		
Low	22	12.8
Medium	87	50.6
High	63	36.6
Total	172	100

Source: Primary Data (2024)

Table 4 shows that the highest level of emotion regulation among early adolescents is in the medium category, totaling 87 individuals (50.6%). The study also indicates that there are adolescents with a low level of emotion regulation, totaling 22 individuals (12.8%).

Table 5.
Results of Emotion Regulation Indicators (n=172)

Indicator	Min-Max	Mean
Ability to change thinking	1-4	2.88
Easily forgets negative emotions	1-4	2.80
Calm	1-4	2.85
Ability to manage emotions	1-4	2.59

Source: Primary Data (2024)

Table 5 indicates that the highest average score on the emotion regulation questionnaire is in the indicator of ability to change thinking, with a mean value of 2.88. The lowest average score is found in the indicator of ability to manage emotions, with a mean value of 2.59.

Table 6.

Cross-tabulation of Parental Verbal Abuse with Emotion Regulation Levels in Adolescents (n=172)

Variable		Emotion Regulation Level						Total	
		Low		Medium		High		f	%
		f	%	f	%	f	%		
Parental Verbal Abuse	Mild	0	0	12	26.7	33	73.3	45	100
	Moderate	8	7.5	69	64.5	30	28.0	107	100
	Severe	14	70.0	6	30.0	0	0	20	100
Total		22	12.8	87	50.6	63	36.6	172	100

Source: Primary Data (2024)

The research results indicate that the cross-tabulation between parental verbal abuse and emotion regulation levels shows that respondents who experienced mild verbal abuse included 12 individuals with medium emotion regulation and 33 individuals with high emotion regulation. Respondents who experienced moderate verbal abuse included 8 individuals with low emotion regulation, 69 individuals with medium regulation, and 30 individuals with high regulation. Respondents who experienced severe verbal abuse included 14 individuals with low emotion regulation and 6 individuals with medium regulation.

Table 7.

Analysis of the Relationship between Parental Verbal Violence and the Level of Emotional Regulation in Adolescents (n=172)

Variabel	Kendall's Tau-b Test	
	r	p-value
Parental Verbal Abuse Emotion Regulation Levels	-0.557	0.000

Source: Primary Data (2024)

Table 7 shows that the Kendall's Tau-b test results reveal a significance value of 0.000, which is less than 0.05, indicating a significant relationship between parental verbal abuse and emotion regulation levels in early adolescents. The correlation coefficient is -0.557, suggesting a strong negative relationship; that is, as the severity of verbal abuse experienced by early adolescents increases, their emotion regulation levels decrease.

DISCUSSION

1. Age

The respondents in this study are predominantly 13 years old, totaling 132 individuals (76.7%). This is consistent with the research by Listyaningsih et al. (2019), which states that early adolescence occurs between the ages of 10 and 13 years, during which adolescents undergo several physical and psychological changes. Changes during early adolescence can cause conflicts within the individual, requiring adolescents to adapt to these changes (Yunalia & Etika, 2020). Traumatic experiences from close individuals can also hinder the emotional development process and disrupt developmental phases in adolescents (Hariono, 2022). Adolescents often face multiple pressures, such as adapting to changes, increasing school tasks, and the desire to socialize with peers. These pressures may make adolescents more comfortable around peers who share similar burdens. Parental support is crucial for guiding adolescents in developing effective communication skills and solving their problems.

2. Gender

The research results show that the gender distribution of respondents is nearly equal, with 90 males (52.3%) and 82 females (47.7%). This aligns with the research by Hariono (2022), which also shows a nearly equal gender distribution, slightly dominated by males. According to Rusuli (2022), during early adolescence, both physical and psychosocial development in males and females increases rapidly. Along with physical changes, psychosocial changes differ between adolescent males and females. Males often prefer gathering in groups or gangs, while females tend to prefer spending time with close friends (Rusuli, 2022). The balanced frequency of male and female adolescents in this study indicates no gender dominance. In the millennial era, gender equality issues are recognized, where both males and females have equal rights and opportunities. Thus, adolescents of both genders need supportive and conducive environments for their development, including behavior and education.

3. Parents' Occupation

The study shows that the majority of parents are private employees, totaling 71 individuals (41.3%). This finding is consistent with Erniwati (2020), which indicates that most parents work as private employees or farmers (Erniwati & Fitriani, 2020). Parents' occupations are crucial for broader social survival, family welfare, and better income (Agustina, 2022). Work is a necessary obligation for parents to meet daily needs (Ria et al., 2020). In rural areas where the study was conducted, farmland and nearby wood industry factories provide job opportunities, such as private employment in wood factories or farming. Despite their busy work schedules, parents should still allocate time to interact with adolescents at home to ensure they receive attention amid their parents' busyness.

4. Education Level

The study shows that the most common educational level among parents is junior high school or its equivalent, with 57 individuals (33.1%). This indicates that parents' knowledge levels are somewhat limited (Nurwijayanti & Iqomh, 2019). Parents with good knowledge can set a positive example, helping adolescents develop their potential and talents optimally (Maulana, 2023). Parents' knowledge levels can influence their behavior in guiding and nurturing adolescent development. Parents are responsible for providing a solid basic education; those with high knowledge and experience can better understand their children's learning needs, offering appropriate guidance and motivation.

5. Parental Verbal Abuse

The study indicates that most adolescents experience moderate levels of parental verbal abuse, with 107 individuals (62.2%). This is consistent with Setiyani (2023), which also found moderate levels of verbal abuse in children (39.8%). Moderate verbal abuse involves parental statements using more than two indicators of verbal abuse that can hurt a child's feelings (Mihrawaty S. Antu et al., 2021). Parents may perceive harsh words as a disciplinary measure to prevent repeated mistakes (Setiyani, 2023). It is believed that most adolescents perceive the verbal abuse they experience from parents as moderate in intensity. Such verbal abuse can be triggered by adolescents' behaviors that do not meet parental expectations, leading to criticism or yelling as a form of discipline. The analysis of verbal abuse indicators shows that the most common indicator is criticizing and yelling, with a mean value of 0.62. Such behavior may occur at home or in public, and parents may not realize the impact of their words as they still feel affection for their children (Sitinjak et al., 2023). When adolescents make minor mistakes, parents may use hurtful words and bring up past mistakes (Oktania et al., 2022).

The long-term psychological impact of parental verbal abuse can disrupt adolescent development. Adolescents may become aggressive, emotionally disturbed, and engage in verbal abuse toward others as a form of expressing their frustration. Additionally, verbal abuse can lead to difficulties in concentration, increased apathy, fear of expressing opinions, and decreased self-confidence in adolescents.

6. Emotion Regulation Levels

The study shows that emotion regulation levels in adolescents are predominantly in the medium category, with 87 individuals (50.6%). Medium emotion regulation involves the ability to manage emotions, including changing thinking patterns and maintaining emotional control (Kahar et al., 2022).

Effective emotion regulation is essential for individuals to take appropriate actions and express emotions to achieve emotional balance (Kristikanti et al., 2023). The results show that adolescents have a good but not yet optimal ability to manage their emotions. Good emotion regulation helps adolescents control themselves and avoid negative behaviors when facing problems or pressures.

The analysis of emotion regulation indicators reveals that the highest mean score is for the ability to change thinking patterns, with a mean value of 2.88. This ability helps adolescents reduce negative emotions by altering their perspective on problems (Mutawaffifa, 2024). Adolescents can shift their view to see problems as having positive outcomes in the future (Kahar et al., 2022).

Good emotion regulation in adolescents is often supported by strong social support from close individuals and their environment, allowing them to learn to manage negative emotions and express themselves without fear of judgment. Developing emotion regulation skills early on helps adolescents make informed decisions and handle problems effectively without being influenced by negative emotions.

7. Relationship between Parental Verbal Abuse and Emotion Regulation Levels in Early Adolescents

The study shows a significant relationship between parental verbal abuse and emotion regulation levels in adolescents. This is evident from the significance value of 0.000 and a correlation coefficient of -0.557. The significance value is less than 0.05, indicating that the alternative hypothesis (H_a) is accepted, thus confirming a significant relationship between parental verbal abuse and emotion regulation levels in adolescents.

Adolescents who frequently experience verbal abuse at home may perceive their home as an unsafe place and feel internal pressure, which can lead to either becoming withdrawn or aggressive (Dybah, 2021). As close individuals, parents play a crucial role in adolescent character formation (Kholifah & Astutik, 2023). Adolescents experiencing frequent verbal abuse may fear and worry about being scolded or yelled at by parents. Verbal abuse can affect adolescents' emotional stability (Aulia et al., 2022).

Adolescents may struggle to identify their emotions and understand how to address problems (Nurhasanah et al., 2023). Limited emotion regulation skills can lead to decreased self-confidence and acceptance of negative parental remarks as truth, resulting in a belief in their lack of ability (Amalia et al., 2021). Good emotion regulation helps adolescents control themselves and resist negative emotions when facing challenges (Kristikanti et al., 2023).

The cross-tabulation shows that respondents experiencing mild verbal abuse included 12 individuals with medium emotion regulation and 33 with high regulation. Respondents with moderate verbal abuse included 8 with low, 69 with medium, and 30 with high regulation. Respondents with severe verbal abuse included 14 with low and 6 with medium emotion regulation. The results of the study showed that the relationship between the two variables had a negative direction, meaning that the more severe the verbal violence experienced by adolescents, the lower the level of emotional regulation in adolescents.

Dybah (2021) research explains that adolescents who often experience verbal violence from their parents will have poor emotional regulation skills and this impacts adolescent self-development. Low levels of emotional regulation in adolescents can cause negative thoughts, feelings of doubt, being easily embarrassed, poor self-concept, less ability to deal with changes during puberty, and behavioral deviations (Fhadila, 2018). The worst impact is that adolescents who experience repeated verbal violence and have poor emotional processing skills may imitate the experiences they have undergone, feel insecure, become more apathetic, show symptoms of depression, and even hurt themselves (Dybah, 2021).

Parental verbal abuse experienced by adolescents is influenced by factors such as parenting patterns, parents' knowledge level, and the environment. Adolescents who experience verbal abuse may develop trauma, impacting their ability to regulate emotions (Juniawaty, 2021). Adolescents with moderate verbal abuse may exhibit medium emotion regulation, expressing emotions but still facing stress, decision-making difficulties, and self-doubt.

CONCLUSION AND SUGGESTION

Based on the results of the research in this thesis concerning the relationship between parental verbal abuse and emotion regulation levels in early adolescents, the analysis using the Kendall's Tau-b test revealed a p-value of 0.000 ($p < 0.05$), indicating a significant relationship between parental verbal abuse and emotion regulation levels. The correlation coefficient of -0.557 signifies a strong negative relationship, meaning that as the severity of verbal abuse experienced increases, the level of emotion regulation in early adolescents decreases.

It is recommended that schools pay closer attention to adolescents' emotion management by providing education or counseling in collaboration with guidance teachers. This will equip adolescents with the knowledge needed to develop their emotion regulation skills, enabling them to express their emotions appropriately.

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