




Relationship of Verbal Violent Behavior with Student Learning Achievement

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ABSTRACT: The child is the asset and successor of the ideals of the nation's struggle for the future. Children are entitled to service to develop the ability, and social life, by following per under the culture, and personality of the nation, to become good, and useful citizens. Children are entitled to maintenance and protection, while in the womb or after birth, and children are entitled to protection against the environment that endangers or hinders their growth and development. Child abuse comes in many forms. This study to find out the relationship between verbal violence and student's learning achievement. We used descriptive quantitative correlation, cross-sectional, for instruments we used questionnaires for verbal violence. Data analysed was a bivariate test that used the chi-square test. Technic sampling used stratified random sampling with lottery technique based on student ID number amount 225 people. There is a significant relationship between verbal abuse and student learning achievement.

KEYWORDS: Children, Learning Achievement, Verbal Abuse, Violence Verbal.

INTRODUCTION

The child is the asset and successor of the ideals of the nation's struggle for the future, therefore the child needs attention. Children's rights are inherent in every child and accommodated through legislation (Kementerian Kesehatan Republik Indonesia, 2014). The 1945 Constitution (UUD 45), article 28B paragraph 2 says every child is entitled to survival, body, and development and entitled to protection from violence and discrimination. Indonesian Law No. 4 of 1979 on Child Welfare article 2 paragraphs 1-4 states that children are entitled to welfare, care, and guidance based on compassion both in the family and in special care to grow and develop reasonably. Children are entitled to service to develop the ability, and social life, by following per under the culture, and personality of the nation, to become good, and useful citizens. Children are entitled to maintenance and protection, while in the womb or after birth, and children are entitled to protection against the environment that endangers or hinders their growth and development.

Society is obliged to respect, protect, and fulfil the rights of children, meet the basic needs of children in the form of care, compassion, and foster care. Child abuse comes in many forms. The United Nations Children's Fund (UNICEF, 2020) and the World Health Organization state that child abuse is distinguished into physical, sexual, emotional, neglect, and emotional exploitation (Bangun, 2017). Verbal violence is an act that uses words or language to demean, belittle, slander, and hurt

others (Fitriardi, 2014). Verbal violence usually occurs in the private sphere, so it becomes a crime that is rarely reported or told to the authorities and those closest to them. Usually, people consider verbal violence as a natural thing, so be silent when faced with violence like this (Kirnandita, 2017).

Children are often victims of even perpetrators of violence, usually, violence in children occurs in the family, school, and community environments, recorded 51% of children experience violence in the family, 28.6% of children experience violence in school and 20.4% of children experience violence in the community (Komisi Perlindungan Anak Indonesia, 2017). Global Report (2017) Ending Violence in Childhood states that 73.7% of children aged 1-14 years in Indonesia experience various types of violence at home. The number of complaints of child abuse cases in 2017 amounted to 3,849 cases (Komisi Perlindungan Anak Indonesia, 2017). In 2016, the number of complaints to KPAI amounted to 4,620 cases. The number of violence against children every year reaches 3,700 and there are an average of 15 cases every day (Komisi Perlindungan Anak Indonesia, 2017). According to the Integrated Service Centre for Women and Children Empowerment (P2TP2A) of West Java (West Java), the trend of violent cases in West Java increased from year to year (P2TP2A West Java, 2016). P2TP2A Jabar stated, during the period 2010-2015 has handled 946 cases (Mulyana et al., 2018). In 2017 there were reported 160 cases of child abuse. (Rakyat, 2018).

P2TP2A west Bandung Regency in 2017 stated there were 12 cases of child abuse, and from January to October 2018 there were 12 cases of violence against children. The perpetrators of violence in some cases are minors. If the perpetrator of child abuse, then it takes a long time in dealing with it because it is mandatory to get the right to education, the child has recovered from the trauma, must build the future of the child, the community must accept his presence and all that becomes a challenge (Rakyat, 2018). The impact of violence on children occurs in the long term, including physical and psychological conditions, even many perpetrators of violence are also victims of childhood violence (UNICEF, 2020). Parents often commit verbal violence without realizing using harsh words and even done repeatedly so that it becomes a habit, this negatively affects the growth and development of children (Andriani, 2016). Verbal abuse using painful sentences usually means abusing the child's abilities, considering the child as a source of misfortune, downplaying the meaning of the child, giving negative nicknames to the child, and giving the impression that the child is not expected. The impact of this treatment can affect the child's self-image. Various forms of speech that hurt children will affect, both in the present and future life. Verbal violence against children will cause heartache, making children often think as parents say (Kusuma & Sutapa, 2020).

According to Arsih (2010), there is a psychic impact of verbal abuse due to feelings of disappointment. Feelings of disappointment will affect the child's confidence such as shame, quick emotions, grumpy, degrading dignity, and resentment. The positive impact felt by the family, where the child after getting verbal abuse treatment then the child will obey or obey the parents, but it does not last long. The further impact of verbal abuse that parents have on a child is prolonging the violent environment of words. Children who experience verbal abuse tend to be perpetrators of verbal abuse against others. This phenomenon will be an unbroken link until the pattern of behavior is passed down to a culture of violence (Arsih, 2010). The impact of verbal abuse may occur on a child's school performance. Education is a conscious effort in developing human potential by encouraging and facilitating learning activities. Learning is a vital key term in education, so without learning means no education (Syah, 2012). Law (UU) No. 20 of 2003 concerning the National Education System, states that quality human resources impact from education, this means improving the quality of human

resources in a country. Learning achievement is used as a measure of the success of the educational process. The quality of health workers is determined by the quality of health education graduates (Kamarulla, 2005). The education system should be able to give birth to health professionals, who not only have intellectual abilities but also have abilities in emotional, spiritual, and psychomotor (skill). The success of the educational process can be observed based on the high level of student learning achievement (Suwarsito, 2017). Sudijono (2006) states that learning achievement is the achievement of students symbolized by the values of learning outcomes. The achievement reflects the level of success a person achieves in achieving educational goals. Success in achieving high learning achievement is something that learners expect. Learning achievement is influenced by many factors because not all ideals can be realized.

Baharuddin (2008) stated that the factors that affect learning achievement consist of two internal factors, and external factors. Internal factors consist of physiological and psychological factors that include student intelligence, motivation, interests, talents, and attitudes, while external factors consist of the social environment in the form of the social environment of the school, the social environment of the community and, the social environment of the family and the non-social environment. A Survey conducted by a student of private Schools of Health Sciences obtained results there is no relationship between the initial motivation of entering the School of Health Sciences and the learning achievement of nursing students level I. Research conducted by Krisma in 2013, obtained results there is no relationship between natural non-social environmental factors with the effectiveness of learning in the classroom. Research conducted by Pambudi and Wijayanti (2012), obtained the result of a relationship between student self-concept and academic achievement in students. Kusriani, and Prihartanti (2014) state that there is a relationship between psychological conditions, and family support for learning achievement.

The phenomenon found in students is that 8 out of 10 students state that parents often scold even with hurtful words if students do not get good grades or if students refuse to be told in connection with doing campus assignments. The eight students said that if parents finished scolding, the spirit of learning decreased, and did not want to eat. Researchers looked at the phenomenon, so interested in researching with the title of the relationship of violent behavior of parents with student learning achievement. The goal of the study was to identify a link between parental verbal abuse, and student learning achievement. Violence is an act directed at others not only in Physical form but also in verbal form. Violence is usually done by intent to harm, intimidate, and hurt others well directly or indirectly. International psychiatrist Terry E Lawson Verbal abuse is usually in the form of improper communication to the child. In the form of insults, insults, or other words that hurt or harass the child. The way parents blame children is also another form of behaviour. Verbal abuse. Another understanding of verbal abuse is that it occurs when parents or the babysitter, after knowing the child he was caring for, then told children to be quiet or do not cry (Arsih, 2010). Verbal abuse can also be said. As emotional blackmail is a form of direct manipulation or not directly, where the person who commits violence will threaten and punish victims if what is desired is not done (Pambudi et al., 2012). Verbal violence in communication is interpreted as a subtle form of violence. This violence does not have a direct effect, but the impact will make others despair when done repeatedly (Fitriardi Wibowo dan Rd. Bily Parancika Universitas, 2014).

When argumentative and persuasive ways are not effective enough to change behavior and way of looking at a person, decisive action through words or rebuke is often Chosen, this can be a

shock therapy for the recipient, but when done to mentally drop others, this action no longer has an impact Positive for both. Verbal abuse part of psychic violence (Kirnandita, 2017). Verbal violence has an impact on fear in the victim, the victim. verbal abuse becomes excessively vigilant and has trust issues with others, including loved ones, have difficulty in making decisions, feeling something is wrong in him, constantly remembering and analysing his experience of receiving violence, doubting his ability to communicate, and loss of enthusiasm and spontaneity in his daily life (Kirnandita, 2017). According to Huberty (2012) asserts that verbal violence has a great influence on children, especially their psychological development. Negative communication affects the child's brain development, due to the child always in a state of danger it is difficult to think long, cannot solve the problem it faces, it is related to a part of the brain called the cortex, the centre of logic, so it can only be run if the child's emotions are in a state of calm. When the child is depressed because he is constantly trapped in a situation that chaos, persecution, and neglect, then the input only gets to the brain stem, so that Attitudes that arise only based on instinct without being considered more in the past, as a result, the child behaved aggressively.

Slameto (2010) states that learning is an effort made by a person to acquire a change in behavior as a result of an experience in its interaction with the environment. Sutrisno (2007) states that A person is said to learn if in him there is a process of activities that result in changes in behaviour. Winkel (2004: 38) Learning achievement is the learning outcome achieved in every activity learn. The learning process experienced by students results in changes in knowledge, skills, values, and attitudes. The Ministry of Education (2008) states that Learning is the mastery of knowledge or skills developed through subjects, usually indicated by test scores or grades given by the teacher. Students' learning achievement is heavily influenced by a variety of factors, both coming from within. He is (internal) and from outside himself (external). Learning achievements achieved by students It is the result of interaction between these various factors. Therefore, Introduction of teachers to factors that can affect important student learning achievement once means to help students achieve optimal learning achievements.

According to Setiawati (2018), learning is a process of intentional behavior, causing changes, caused by others and is the result of a person's experience in interacting with the environment. Learning is a mental or psychological activity that occurs in a positive interaction with knowledge, understanding, skills, and attitudes and values (Setiawati, 2018). Susanto (2015) states that learning outcomes are used as a person's degree of success in studying, expressed by the scores obtained during the exam. Learning outcomes are abilities obtained after carrying out learning activities (Susanto, 2015), to get learning achievements. Learning achievement is the result of someone participating in teaching and learning activities that have been carried out over a certain period. Learning achievements can be in the form of awards both in the form of material, as well as praise (Susanto, 2015). Learning achievement is the result of learning activities or the results of one's efforts, exercises and experiences, and these achievements will not be separated from the influence of external factors of students (Maesaroh, 2013). Assuming that learning achievement can be used as an impetus for students in improving science and technology, as well as playing a role as feedback in improving the quality of education. As an internal and external indicator of an educational institution. Internal indicators in the sense that learning achievement can be used as the level of productivity of an institution's education. External indicators in the sense that high levels of learning achievement can be used as an indicator of the level of success of students in the community as an indicator of the

absorption (intelligence) of students. Researchers are making a conclusion that correlates with violence verbal with learning achievement. The working hypothesis of this study is that there is a relationship between verbal violence and student learning achievement.

METHOD

This research uses quantitative methods. Quantitative methods are used to examine a particular population or sample. Data collection is done using research instruments and analysed using statistics with the aim of testing hypotheses. The research design was used in the form of descriptive correlational with cross-sectional approach, to find out the relationship of verbal violence with student learning achievement. The sampling technique used is stratified random sampling, with a total of 255 students of Bandung Private School of Health Sciences. Researchers determined the students who were respondents by way of the lottery technique (shuffling) based on student ID numbers. The instrument used is a questionnaire. The questionnaire contains questions about the demographic data of fathers, mothers, and students, the forms of verbal violent behaviour that parents due to children, the times parents verbally abuse children and the reasons parents have when verbally abusing them. The validity and reliability test of the questionnaire was carried out to 30 students. The validity test value is 0.374. Reliability test using Cronbach alpha. instrument reliability value of 0.899. Analysis of data using the chi-square test with a p-value of ≤ 0.05 showed that there was a relationship between verbal violence, and learning achievement and p-value > 0.005 showed no association between verbal violence and learning achievement. This research was conducted at the Private Health Sciences College in West Bandung Regency. The validity test was conducted on 30 students with a score of 0.374, the reliability test using Cronbach Alpha, and obtained the result of 0.899.

RESULT AND DISCUSSION

In the findings, it can be seen the distribution of respondents who experienced verbal abuse which can be seen in table 1. Meanwhile, the respondents for learning achievement can be seen in table 2. Table 2 shows most respondents have very satisfactory academic achievement. Table 3 shows that children who experience almost no verbal abuse get learning achievement with Pujian, while children who do not experience verbal abuse are a small percentage of learning achievements with Pujian. Verbal abuse is a form of violence such as words or speech that causes a bad impression and can be mentally detrimental to children. Verbal violence in the family is often carried out by parents who vent emotions due to the child's behaviour that is not by following per under the expectations of the parents. Parents generally consider it reasonable to scold children harshly with the aim that children are more obedient to parents. The results of the data analysis in the study showed that there is a relationship between verbal violence, and learning achievement. This means that verbal abuse committed by the family will affect the child's learning achievement.

The negative language used by parents is unwittingly a form of verbal abuse committed on children. Negative language and treatment in children greatly affect the formation of character, and mental health of children (Zuhrudin, 2017). This is because the child will remember all verbal violence if the incident occurs repeatedly so that in the end the child will feel unable, and unable to create a

Table 1. Distribution of Frequency of respondents who experienced verbal abuse

	Frequency	%
Experiencing verbal abuse	39	17,33
Not Experiencing verbal abuse	186	82,67
Total	225	100

Table 2. Distribution of Frequency of respondents learning achievement

	Frequency	%
Praise	45	20
Very Satisfy	180	80
Total	225	

Table 3. Analyse Bivariate

Category	Predicate Learning Achievement				P-value
	Praise		Very Satisfy		
	Frequency	%	Frequency	%	
Experiencing verbal abuse	1	0,44	38	16,89	0,002
Not Experiencing verbal abuse	44	19,56	142	63,11	
Total	45	20	180	80	

desire to develop (Siregar, 2017). Negative communication affects a child's brain development. Children who are always in a state of danger are difficult to think long, unable to solve the problems they face. This condition is related to a part of the brain called the cortex, the centre of logic, so it can only be run if the child's emotions are in a calm state (Mulyana et al., 2018). Verbal violence committed by parents based on the results of previous research shows that there is a meaningful relationship between verbal violence of parents, and adolescent self-esteem (Mutila, 2017). Self-esteem problems in adolescents tend to occur because in this time the teenager undergoes changes many decisions must be made regarding themselves. If adolescent self-esteem is low, it will affect aspects of the self-such as the disorder of feelings about yourself, feelings about life, and relationships with others.

The data from the study also showed that respondents who experienced verbal abuse had more learning achievement at the predicate very satisfactorily. The results of other studies related to verbal violence found that verbal violence of parents has a positive relationship with juvenile delinquency (Zamrodah, 2016). This meaning that verbal violence of parents tends to hurt the child. Researchers say that the results of the study were in line with the results of studies in children of different age groups. The results showed a significant association between parental verbal abuse, and the cognitive development of school-age children (Agustin, 2016). External factors that influence students' success in learning are the family, school, and community environment (Slameto, 2010). One of the external factors that can inhibit student learning achievement is the parent or family factor. Parents become one of the factors that contribute to the achievement of children's learning achievement. Verbal abuse of children is classed as emotional abuse. This emotional abuse is characterized by words that demean the child. When the child repeatedly gets words that degrade him then it will make the child unable to potentially optimally.

CONCLUSIONS

Verbal abuse committed by parents can affect a child's learning achievement. For this reason, parents, and society, in general, are important to use words that build, and support children to

continue to grow, and develop, so that children experience healthy emotional development so that they eventually achieve optimal academic potential. The study's limitations are that it does not use standard questionnaires. Questionnaires used based on literature reviews owned by the author. Future studies should discuss the factors that impact verbal abuse.

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