

ANTICIPATING VERBAL ABUSE IN YOUNG CHILDREN THROUGH A CULTURE OF POLITE LANGUAGE

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ABSTRACT

Polite language is reflected in the manner of communication through verbal signs or language usage. When communicating, we are subject to cultural norms, not just conveying the ideas we think of. Language usage must be in accordance with the cultural elements that exist in the community where a language is used for communication. The type of research used in this study is qualitative research involving a literature study. The informants in this study were three female teachers and three parents/mothers from Al-Husna Argodadi Early Childhood Education Center in Yogyakarta. In this study, the author used interviews as a data collection instrument, while data analysis was performed using *Nvivo software*. This study aims to determine the politeness of language in combating *verbal abuse* against children. The results of interviews conducted by the researcher with teachers and parents show that polite language is used to combat *verbal abuse* against children by providing an understanding of appropriate language and polite sentences, and introducing children to which languages are acceptable and unacceptable to use, as well as practicing educational and empathetic communication. Parents and teachers play a crucial role in setting an example and providing ongoing guidance so that children can discern and use language appropriately to achieve their intended meaning in a healthy manner.

Keywords: Verbal Abuse, polite language, language education

ABSTRAK

Kesantunan berbahasa tercermin dalam tatacara berkomunikasi lewat tanda verbal atau tatacara berbahasa. Ketika berkomunikasi, kita tunduk pada norma-norma budaya, tidak hanya sekedar menyampaikan ide yang kita pikirkan. Tatacara bahasa harus sesuai dengan unsur-unsur budaya yang ada dalam masyarakat tempat hidup dan dipergunakannya suatu bahasa dalam berkomunikasi. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif yang melibatkan penelitian studi pustaka. Informan dalam penelitian ini tiga guru wanita dan tiga orang tua/ibu dari PAUD Al-Husna Argodadi Yogyakarta. Pada penelitian ini penulis sebagai instrumen pengumpulan data dengan cara wawancara sedangkan teknik analisis data dilakukan dengan bantuan *software Nvivo*. Penelitian yang dilakukan ini bertujuan untuk mengetahui kesantunan berbahasa dalam melawan *verbal abuse* terhadap anak. hasil wawancara yang dilakukan oleh peneliti dengan guru dan orang tua, dalam mengolah bahasa santun untuk melawan *verbal abuse* terhadap anak dengan memberi pengertian bahasa yang tepat dan kalimat yang santun, dan kenalkan pada anak bahasa mana yang boleh dan tidak boleh digunakan serta pembiasaan komunikasi edukatif dan empatik. Orangtua dan guru memiliki peran penting dalam memberikan teladan serta pendampingan berkelanjutan agar anak mampu

memilah dan menggunakan bahasa secara tepat untuk mencapai maksud dari apa yang diungkapkan secara sehat.

Kata kunci: Verbal Abuse, kesantunan berbahasa, pendidikan bahasa

INTRODUCTION

Language plays an important role in human life; humans use language in their daily lives to communicate with one another. When using language, humans need to pay attention to politeness in their words. This is so that the recipient feels respected and can listen comfortably.

Language is a key point that parents must pay attention to when educating their children. However, without realizing it, the use of language in education can contain violence that has a profound impact on children. Parents at home or people around children may unconsciously often commit verbal violence against children. This can cause children to lose their self-esteem and self-confidence.¹

In educating children who do not yet have experience, parents must provide good, friendly, and polite verbal education. This is because the treatment and communication patterns that children receive will have a significant impact on the formation of their character and mentality. Basically, young children learn from what they see and hear.

Verbal abuse is emotional abuse or continuous emotional mistreatment of children, such as yelling, rejecting children, insulting them, humiliating them, cursing at them, and scaring them with inappropriate words, which causes a continuous negative impact on children's emotional development. This includes using language that implies that children are worthless or unloved, incompetent, and everything that describes parental expectations that are not in line with the child's age and development, to the point of neglecting and abandoning the child's basic needs.²

Violence against children is so prevalent that cases of child abuse continue to increase. Parents view children as their property and believe that children must obey their

¹ Achmad Zuhrudin, "Reformulasi Bahasa Santun Sebagai Upaya Melawan Kekerasan Verbal Terhadap Anak," *Sawwa: Jurnal Studi Gender* 12, no. 2 (September 2017): 265, <https://doi.org/10.21580/sa.v12i2.1706>.

² Iin Armiyanti, Khusnul Aini, and Rista Apriana, "Pengalaman Verbal Abuse Oleh Keluarga Pada Anak Usia Sekolah Di Kota Semarang," *Jurnal Keperawatan Soedirman* 12, no. 1 (November 2017): 12, <https://doi.org/10.20884/1.jks.2017.12.1.714>.

parents. If children are negligent, fussy, disobedient, or defiant, they will be punished, which can take the form of physical or verbal abuse.³

In this context, this study focuses on polite language as part of a strategy to combat *verbal abuse* in early childhood. There are several studies relevant to the focus of this study. *First*, Zahara Farhan discusses "Factors Behind Parents' Verbal Abuse of Children." This study is from the Malang Nursing Science Journal. Based on the results of her research, she explains that there are five factors that cause parents to abuse their children. First, parents' lack of knowledge that verbal abuse is more dangerous than psychological abuse. Second, parents' experiences of the same thing, so they tend to imitate psychological abuse. Third, family support for children with physical disabilities or unwanted children. Fourth, economic factors such as poverty or unemployment. Fifth, the parents' environment causes them to be rigid in educating their children. The parents' character is also one of the causes of verbal abuse towards children.⁴

Second, research conducted by Putri Agus discusses "Parents' Perceptions of Verbal Abuse in Children." This research comes from the Journal of Nursing Studies. Based on the results of her research, she explains that parents have committed verbal abuse against children, such as yelling at children and using children as an outlet for their anger. Parents also said that the impact was not significant, even though it was no less harmful than physical abuse. This can cause children to become fearful and insecure around their friends, which can disrupt their development, leading to a poor self-concept and causing them to imitate their parents' behavior now and in the future when they have families of their own.⁵

Third, research conducted by Iin Khusnul Rista discusses the experience of *verbal abuse* by families on school-age children. This research comes from the Soedirman Nursing Journal. Based on the results of the research, interviews with all school-age children revealed that the perpetrator of *verbal abuse* was the mother. Verbal abuse by mothers with mature emotions can be caused by maladaptive coping mechanisms used

³ Novi Indrayati and Livana PH, "Gambaran Verbal Abuse Orangtua Pada Anak Usia Sekolah," *Jurnal Ilmu Keperawatan Anak* 2, no. 1 (May 2019): 9, <https://doi.org/10.32584/jika.v2i1.220>.

⁴ Zahra Farhan, "Verbal Abuse, Anak, Orang Tua Faktor-Faktor Yang Melatarbelakangi Orang Tua Melakukan Verbal Abuse Pada Anak Usia Sekolah 6-12 Tahun Di Kabupaten Garut," *Jurnal Keperawatan Malang* 3, no. 2 (February 2019): 101-8, <https://doi.org/10.36916/jkm.v3i2.70>.

⁵ Annora Mentari Putri and Agus Santoso, "Persepsi Orang Tua Tentang Kekerasan Verbal Pada Anak," *Jurnal Keperawatan Diponegoro* 1, no. 1 (2012): 22-29.

by mothers in dealing with problems. These coping mechanisms take the form of repression, which is the unconscious suppression of painful or conflicting thoughts and impulses that occurred in the past.⁶

Verbal abuse is a common form of treatment by parents. Mistreatment of children is the result of adults' lack of knowledge about child development, whether physical, psychological, social, or mental. This form of abuse is often ignored and considered normal or even a joke. This type of violence usually includes insults, curses, and ridicule. The impact of this type of violence is that children learn to use harsh words, disrespect others, and can also cause children to become insecure.⁷

Verbal abuse, commonly referred to as emotional child abuse, is verbal or behavioral actions that cause harmful emotional consequences. Verbal abuse occurs when parents tell children to be quiet or not to cry. If the child starts talking, the mother continuously uses verbal abuse such as "you're stupid," "you're noisy," or "you're rude." Children will remember all of this verbal abuse if it occurs over a period of time.⁸

Meanwhile, according to (Soetjiningsih, 2002) in (Erniawati and Fitriani 2020)⁹, the causes of *verbal abuse* by parents stem from two factors, namely internal and external factors. Internal factors include parents' limited knowledge of their children's needs or developmental stages, so that children are required by their parents to do things that are not in line with their developmental stages, which results in the children's inability to do so, triggering the parents to get angry, yell, or even curse at them. In addition, parents' childhood experiences of mistreatment have the potential to create a cycle of similar parenting patterns that increase the risk of *verbal abuse*. Meanwhile, external factors include economics and the environment. Economic pressures that lead to poverty or stress are common causes of domestic violence, resulting in children becoming the target of their parents' emotions. In addition, the social environment and exposure to media such

⁶Armiyanti, Aini, and Apriana, "Pengalaman Verbal Abuse Oleh Keluarga Pada Anak Usia Sekolah Di Kota Semarang."

⁷ Zuhrudin, "Reformulasi Bahasa Santun Sebagai Upaya Melawan Kekerasan Verbal Terhadap Anak."

⁸Yuni Fitriana, Kurniasari Pratiwi, And Andina Vita Sutanto, "Faktor-Faktor Yang Berhubungan Dengan Perilaku Orang Tua Dalam Melakukan Kekerasan Verbal Terhadap Anak Usia Pra-Sekolah," *Jurnal Psikologi Undip* 14, No. 1 (April 2015), <https://doi.org/10.14710/jpu.14.1.81-93>.

⁹ Erniawati Erniawati And Wahidah Fitriani, "Faktor-Faktor Penyebab Orang Tua Melakukan Kekerasan Verbal Pada Anak Usia Dini," *Yaa Bunayya : Jurnal Pendidikan Anak Usia Dini* 4, No. 1 (June 2020): 1-8, <https://doi.org/10.24853/yby.4.1.1-8>.

as television or smartphones contribute to communication patterns that lead to *verbal abuse* of children.

Based on the above description, it can be understood that *verbal abuse* is influenced by internal and external factors of parents that affect children's development, emotions, and communication patterns. Meanwhile, the perspective that places polite language culture as a strategy to anticipate the emergence of *verbal abuse* against early childhood has not yet become the main focus of the research referred to. On that basis, this article focuses on examining polite language culture as an effort to anticipate *verbal abuse* in early childhood.

RESEARCH METHOD

The type of research used in this study is qualitative research involving a literature study. The informants in this study were three female teachers and three parents/mothers from the Al-Husna Argodadi Yogyakarta Early Childhood Education Center. In this study, the author used interviews concerning *verbal abuse* as a data collection instrument. Meanwhile, data analysis in classification, categorization, and theme identification was carried out using NVivo software.

RESEARCH RESULTS AND DISCUSSION

The initial analysis of the interview transcripts was done by visualizing frequently appearing words using *a word cloud* to make it easier to read what was often discussed or appeared in the informants' narratives, according to Allsop, et al. (Rohmadi & Doni Yusuf Bagaskara, 2024).¹⁰ NVivo is one of the features used to display text visually, namely the Word Frequency Query feature, which functions to display the frequency of interesting and informative words.

¹⁰ Rohmadi And Doni Yusuf Bagaskara, "Analisis SWOT Potensi Industri Asuransi Syari'ah Di Indoneasia : Studi Pendekatan Vivo Dan Literatur Review," *Jurnal Manajemen DIVERSIFIKASI* 4, No. 2 (June 2024): 334–45, <https://doi.org/10.24127/Diversifikasi.V4i2.5436>.

as being accused of being arrogant, haughty, indifferent, selfish, uncivilized, or even uncultured.¹¹

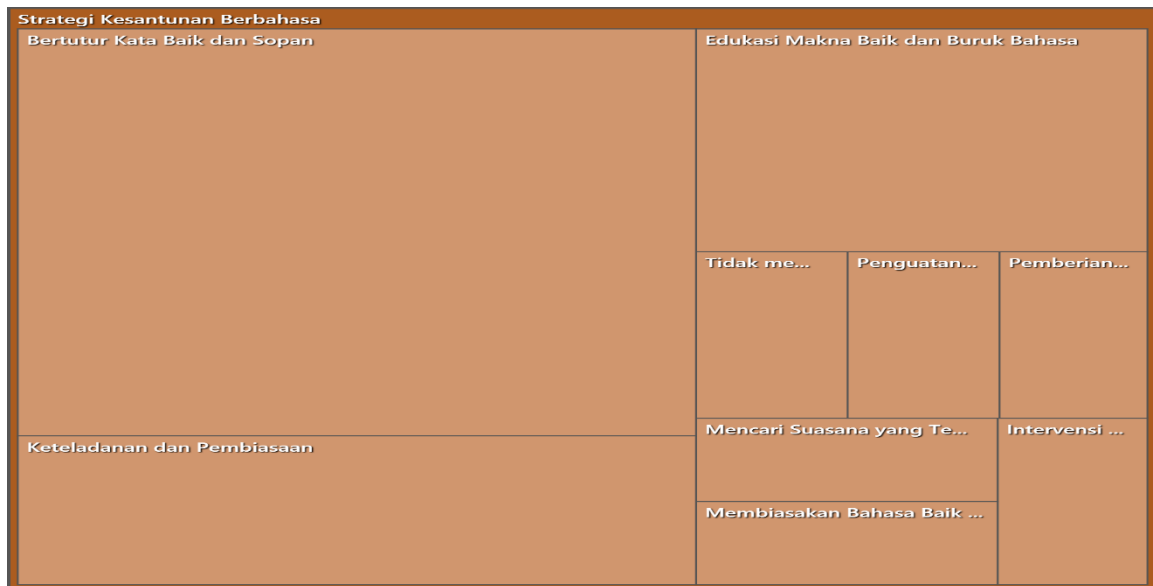


Figure 2. Hierarchical Chart of Polite Language

Analysis of the informant interview transcripts using a *hierarchy chart* shows that linguistic politeness is one of the dominant aspects considered in combating *verbal abuse* in early childhood. Linguistic politeness is defined as a person's ability to choose words¹² such as polite words, appropriate diction, soft intonation, and maintaining communication ethics in daily life.

The formation of linguistic politeness can be cultivated through role modeling or daily habits, which is very much in line with the characteristics of children at the imitation stage¹³, namely by observing, imitating, and paying attention to what they see continuously or repeatedly from the people around them. In addition to role modeling, it is also important for parents and teachers to intervene according to the situation and conditions in order to educate children about the meaning of language so that children are

¹¹St Mislikhah, "Kesantunan Berbahasa," *Ar-Raniry, International Journal of Islamic Studies* 1, no. 2 (December 2014): 285, <https://doi.org/10.20859/jar.v1i2.18>.

¹²Muhammad Farid Zulkarnain, Hilalludin Hilalludin, and Adi Haironi, *Prinsip Kesantunan Berbahasa Dalam Komunikasi Siswa Di Sekolah | Dinamika Pembelajaran: Jurnal Pendidikan Dan Bahasa*, July 9, 2024, <https://journal.lpkd.or.id/index.php/Dilan/article/view/457>.

¹³Ratri Nuria and Khoirul Anam, "Dampak Gaya Pengasuhan Orang Tua Terhadap Sikap Nomophobia Pada Anak," *Jurnal Ilmu Pendidikan Dan Sains Islam Interdisipliner*, November 10, 2022, 63–69, <https://doi.org/10.59944/jipsi.v1i2.39>.

not only able to imitate what they see but also understand the moral or social reasons for using language in everyday life.

Language skills consist of four aspects, including listening, speaking, reading, and writing. It is imperative for students to master all four aspects in order to be proficient in language. Thus, language skills learning in schools should not only emphasize theory, but students should also be required to be able to use language for its function, namely as a means of communication.¹⁴

According to (Mahmud, 2019)¹⁵ verbal abuse is abuse that is carried out verbally on a continuous basis, causing stunted development in early childhood. Some forms of verbal abuse that often occur in children include threatening, slandering, insulting, exaggerating mistakes made by children, and so on. If children are subjected to verbal abuse continuously, it will hinder their development. Children will feel isolated, feel unwanted, and become insecure. This will certainly affect other aspects of their development.

Factors Causing Verbal Abuse in Children

Every event has a background, or in other words, there are causes and effects. Similarly, *verbal abuse* against young children does not occur suddenly, but is formed from the accumulation of various problems that ultimately result in *verbal abuse* against children.

¹⁴Dani Hermawan, "Kesantunan Berbahasa Pada Anak Usia 11 Tahun (Studi Kasus Terhadap Anak Usia 11 Tahun)," *METAMORFOSIS | Jurnal Bahasa, Sastra Indonesia Dan Pengajarannya* 11, no. 1 (April 2018): 1–9, <https://doi.org/10.55222/metamorfosis.v11i1.23>.

¹⁵Bonita Mahmud, "Kekerasan Verbal pada Anak," *AN-NISA* 12, no. 2 (2019): 689–94, <https://doi.org/10.30863/an.v12i2.667>.

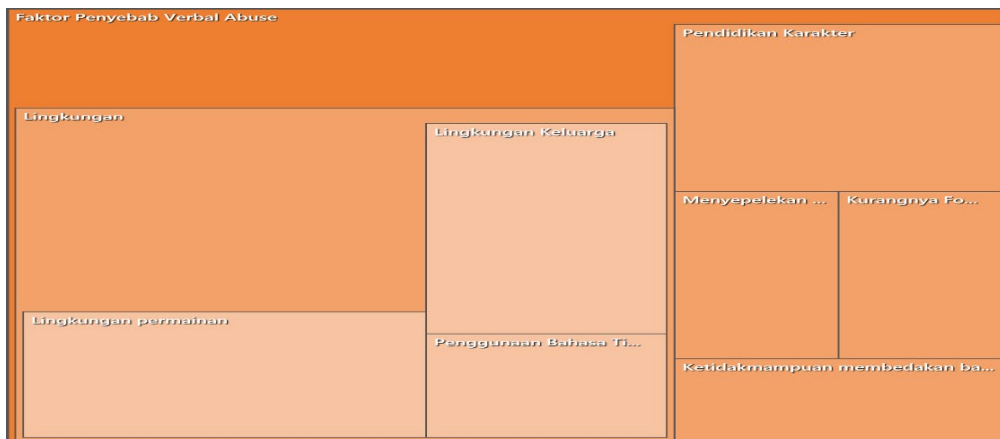


Figure 3. Hierarchical Chart of Factors Causing Verbal Abuse

The image above, which is the result of informant analysis, shows that the factors that influence *verbal abuse* are the environment, which consists of the family environment or the child's play environment, where language use is not yet controlled. This shows that early childhood is greatly influenced by the social ecosystem in which children grow and socialize.

In addition to environmental factors, there are also factors such as suboptimal character education, a lack of understanding of the impact of language, adults' lack of awareness of *verbal abuse*, and a tendency to downplay inappropriate verbal behavior. This shows that sometimes *verbal abuse* often arises not because of intentional actions but as a product of social habits¹⁶ due to a lack of supervision and concern for maintaining communication ethics in daily life.

In addition, *verbal abuse* in children begins with bad behavior on the part of the child, which causes the parents to resort to *verbal abuse*.¹⁷ However, some parents forget to consider the connection between the behavior that emerges and the child's mental state. Children are only human beings who still need a lot of guidance from their parents or the adults around them. Sometimes when children exhibit certain behaviors, it is based on

¹⁶Bilal Hamamra, Fayez Mahamid, and Dana Bdier, "Verbal Violence and Its Psychological and Social Dimensions in Intimate and Familial Relationships," *Discover Mental Health* 5, no. 1 (August 2025), <https://doi.org/10.1007/s44192-025-00270-x>.

¹⁷"Direktorat Jenderal Kesehatan Lanjutan," accessed January 29, 2026, https://keslan.kemkes.go.id/view_artikel/2029/kekerasan-verbal-pada-anak-di-lingkungan-keluarga.

their high level of curiosity. However, they do not receive a positive response from their surroundings.

Children also sometimes exhibit bad behavior because they want to get attention from their parents or the adults around them. Children behave this way because they never get attention from their parents or their surroundings. In the end, children receive more criticism from their parents, and this is a form of verbal abuse that parents are unaware of.

Verbal abuse can also occur when children show their inability to complete a task that is considered easy. At that moment, children receive hurtful comments related to their inability. Parents should provide positive support when children show their inability by praising them for being willing to try to learn. When children experience verbal abuse in such situations, they will feel like failures and may lose the desire to improve themselves.¹⁸

The Impact of *Verbal Abuse* on Children

Wirawan et al., 2016, argue that emotional abuse in the form of verbal abuse will cause emotional disturbances in children.¹⁹ Children will experience poor self-concept development, problematic social relationships with their environment, and become more aggressive and view adults as their enemies. Children will withdraw from their environment and prefer to be alone. Children may become prone to bedwetting, hyperactivity, sleep difficulties, and even tantrums. Children may also experience learning difficulties, both at home and at school.

¹⁸ Lis Yulianti Syafrida Siregar, "Pendidikan Anak Dalam Islam," *Bunayya : Jurnal Pendidikan Anak* 1, no. 2 (October 2017): 16, <https://doi.org/10.22373/bunayya.v1i2.2033>.

¹⁹ Adi Wirawan et al., "Tumbuh Kembang Anak Hipotiroid Kongenital Yang Diterapi Dini Dengan Levo-Tiroksin Dan Dosis Awal Tinggi," *Sari Pediatri* 15, no. 2 (November 2016): 69, <https://doi.org/10.14238/sp15.2.2013.69-74>.

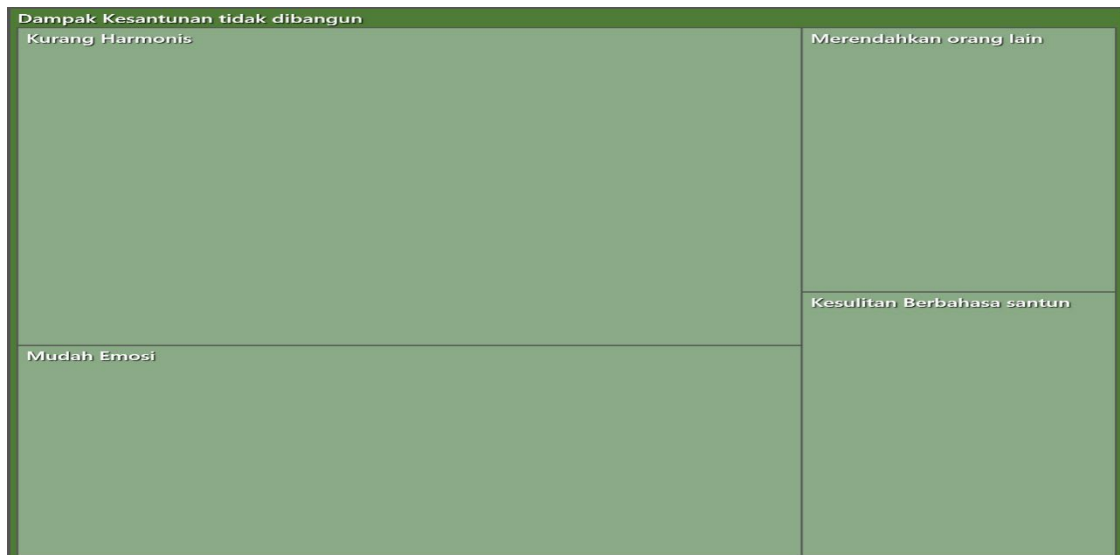


Figure 4. Hierarchical Chart of the Implications of Not Building Politeness

The image above shows the results of an analysis indicating that when parents do not consistently teach their children to use polite language, it will have various impacts, such as a lack of harmony between children and their parents or between children and their friends, so that every interaction is likely to be filled with conflict. Additionally, emotionally, if children are not accustomed to polite language, they will have weak emotional regulation. If this is left unchecked, the child's ability to manage emotions will be hindered, resulting in a lack of self-control.

Imam Gazali said that when children grow up hearing abusive language, they will become abusers themselves.²⁰ Children imitate what they hear and see. If parents are accustomed to using derogatory language, children are likely to behave badly because they follow their parents' habits. Therefore, both parents must behave well and set an example for their children by reprimanding them in a kind and gentle manner, not with words that hurt them.

Another impact of impolite habits is the development of a child's attitude of looking down on others. This is caused by the child's habit of hearing and imitating the habits of their environment, which do not show respect for the person they are talking to. Another thing that affects children is difficulty in using polite language to carry out

²⁰ Denny Erica, "Peran Orang Tua Terhadap Pendidikan Anak Usia Dini Dalam Pandangan Islam," *Perspektif Pendidikan Dan Keguruan* 12, no. 2 (April 2022): 137-46, [https://doi.org/10.25299/perspektif.2021.vol12\(2\).3780](https://doi.org/10.25299/perspektif.2021.vol12(2).3780).

healthy communication. If this is left unchecked, children will experience communication as a tool for dialogue becoming communication as a tool for venting emotions.

Implications of Polite Language

If polite language is instilled in children from an early age, it will certainly be very beneficial in developing individuals with healthy communication skills. With these skills, children are expected to be able to build harmonious relationships where they are able to maintain differences and reduce conflicts caused by communication patterns. In addition, children are expected to be able to resolve conflicts without violence through their communication skills.



Figure 5. Hierarchical Chart Diagram of the Implications of Polite Language

The *Hierarchical Chart* shows the implications of practicing polite language with children. The size of the boxes in *the Hierarchical Chart* indicates how dominant the contribution to children is. The figure above shows that consistent practice in using appropriate language contributes to children's self-confidence, mental health, self-esteem, and ability to select and use language appropriately, express emotions, convey opinions, and exercise caution when interacting with others. We can conclude that polite language not only has implications for the communication skills of young children, but also for the stability of their social relationships, personality, self-esteem, and mental health.

CONCLUSION

It can be concluded that polite language is part of efforts to anticipate *verbal abuse* against young children by providing them with an understanding of appropriate language and polite sentences, as well as introducing them to which languages are acceptable and unacceptable to use. In addition, role models and exposure play an important role in shaping the communication patterns of young children, who have the ability to imitate what they see. If polite language is practiced, it will have an impact on children's self-confidence and mental health, whereas if it is not practiced, children risk having weak emotional control and easily imitating behavior that criticizes others. Therefore, proper practice and intervention can help children not only imitate but also understand.

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