
Verbal abuse in the family as a social change issue and its implications for early childhood development: A systematic literature reviewBayutama^{1*}, Khaerudin²^{1 2} Institut Agama Islam Pemalang, Pemalang, Indonesia*Corresponding Author: btamaa@gmail.com

Submission: 5 July 2026

Revision: 25 July 2026

Accepted: 1 August 2026

Abstract

Verbal abuse within the family remains a frequently overlooked form of emotional maltreatment despite its significant impact on early childhood development, and it has rarely been examined as a social change issue through a *Systematic Literature Review*. This study aims to analyze verbal abuse within the family as a social change issue and examine its implications for early childhood development. A *Systematic Literature Review* (SLR) was conducted following the PRISMA 2020 guidelines by analyzing 21 eligible articles published between 2020 and 2026, supplemented by one classical study as a comparative reference. The findings indicate that verbal abuse is influenced by changes in parenting practices, socioeconomic pressures, limited parenting literacy, and family relationship dynamics. Its consequences include mental health problems, reduced self-confidence, impaired social-emotional development, neurobiological changes, and an increased risk of psychological disorders in later developmental stages. This study contributes by integrating perspectives on social change, parenting, and child development to provide a conceptual foundation for developing strategies to prevent verbal abuse within families.

Keywords: Verbal abuse; Social change; Family; Early childhood; *Systematic literature review*.**Abstrak**

Kekerasan verbal dalam keluarga masih menjadi bentuk kekerasan emosional yang sering diabaikan, padahal berdampak terhadap perkembangan anak usia dini dan belum banyak dikaji sebagai bagian dari problematika perubahan sosial melalui pendekatan *Systematic Literature Review*. Penelitian ini bertujuan menganalisis kekerasan verbal dalam keluarga sebagai problematika perubahan sosial serta implikasinya terhadap perkembangan anak usia dini. Penelitian ini menggunakan metode *Systematic Literature Review* (SLR) dengan pedoman PRISMA 2020 melalui analisis terhadap 21 artikel ilmiah yang memenuhi kriteria inklusi dan dipublikasikan pada periode 2020–2026, serta satu artikel klasik sebagai referensi pembandingan. Hasil penelitian menunjukkan bahwa kekerasan verbal dipengaruhi oleh perubahan pola pengasuhan, tekanan sosial-ekonomi, rendahnya literasi pengasuhan, serta dinamika hubungan keluarga. Dampaknya meliputi gangguan kesehatan mental, penurunan kepercayaan diri, hambatan perkembangan sosial-emosional, perubahan neurobiologis, hingga meningkatnya risiko gangguan psikologis pada tahap perkembangan berikutnya. Penelitian ini berkontribusi dengan mengintegrasikan perspektif perubahan sosial, pengasuhan, dan perkembangan anak sehingga memberikan dasar konseptual bagi pengembangan strategi pencegahan kekerasan verbal dalam keluarga.

Kata Kunci: Kekerasan verbal; Perubahan sosial; Keluarga; Anak usia dini; *Systematic literature review*.

Introduction

Early childhood is a critical developmental stage, often referred to as the *golden age*, during which children require a safe, supportive, and violence-free family environment (Indrawati, 2020). During this period, communication between parents and children serves not only as a means of conveying messages but also as the foundation for character formation, mental well-being, and children's social-emotional development. However, family communication is not always positive. Verbal abuse, including yelling, insulting, humiliating, threatening, and labeling children with negative expressions, is still frequently perceived as an acceptable disciplinary practice (Dube et al., 2023). In fact, such behaviors constitute a form of emotional abuse that may disrupt children's psychological development and adversely affect the quality of parent-child relationships over the long term.

Verbal abuse against children remains a serious issue that demands attention at both the national and global levels. UNICEF (2024) reported that nearly 400 million children under the age of five worldwide, or approximately six in ten children, are routinely exposed to psychological aggression or physical punishment within their homes. These findings indicate that harsh parenting practices continue to be widespread in family settings. In Indonesia, the 2024 National Survey on Child and Adolescent Life Experiences (*Survei Nasional Pengalaman Hidup Anak dan Remaja [SNPHAR]*) revealed that emotional abuse is the most prevalent form of violence experienced by children aged 13–17 years, including yelling, insults, threats, and other degrading verbal expressions from parents or other individuals in their immediate environment (Linadi & Ayubi, 2026). These findings demonstrate that verbal abuse extends beyond a mere communication problem within the family and has become a broader social issue that threatens children's well-being.

Numerous studies have demonstrated that verbal abuse has far-reaching consequences for child development. Research by Basu and Banerjee (2020) indicates that children raised in families characterized by negative communication are at greater risk of experiencing mental health problems, low self-esteem, impaired social-emotional development, and increased aggressive behavior later in life. Research by Zhong et al. (2020) further revealed that experiences of childhood emotional abuse are associated with alterations in brain function involved in emotional regulation and stress responses. These findings suggest that the consequences of verbal abuse extend beyond psychological harm and also involve biological changes that may influence children's developmental outcomes over the long term. Therefore, verbal abuse should be understood as a multidimensional issue that requires examination from social, psychological, and developmental perspectives.

Research on verbal abuse within families has generated diverse findings over the years. Research has shown that verbal abuse is associated with increased mental health

problems, lower self-esteem, and impaired social-emotional development among children. Other studies have found that parenting styles, socioeconomic conditions, and the quality of family communication are important factors contributing to the occurrence of verbal abuse. Furthermore, more recent research has begun to associate childhood emotional abuse with neurobiological alterations and *Adverse Childhood Experiences* (ACEs). Nevertheless, most existing studies have examined either the determinants or the consequences of verbal abuse separately. Consequently, limited attention has been given to integrating verbal abuse as a social change issue while simultaneously explaining its implications for early childhood development through a *Systematic Literature Review*.

Based on these considerations, this study aims to analyze verbal abuse within the family as a social change issue and examine its implications for early childhood development through a *Systematic Literature Review*. This study is significant because it provides a comprehensive synthesis of research published between 2020 and 2026 by integrating empirical findings from the perspectives of social change, parenting, developmental psychology, and neuroscience. Beyond enriching the academic discourse on family verbal abuse, the findings are expected to provide a conceptual foundation for parents, educators, child protection practitioners, and policymakers in developing more positive parenting strategies and effective interventions to prevent verbal abuse during early childhood.

Method

This study adopted the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) 2020 guidelines as the framework for identifying, screening, assessing eligibility, and selecting articles included in the *Systematic Literature Review* (Haddaway et al., 2022). The application of the PRISMA guidelines was intended to ensure that the literature search and selection process was conducted systematically, transparently, and in a reproducible manner. Relevant articles were retrieved from several databases, including ScienceDirect, Frontiers, MDPI, PubMed/PMC, Semantic Scholar, DOAJ, and the SINTA Journal Portal. The article selection process based on the PRISMA 2020 framework is presented in Figure 1.

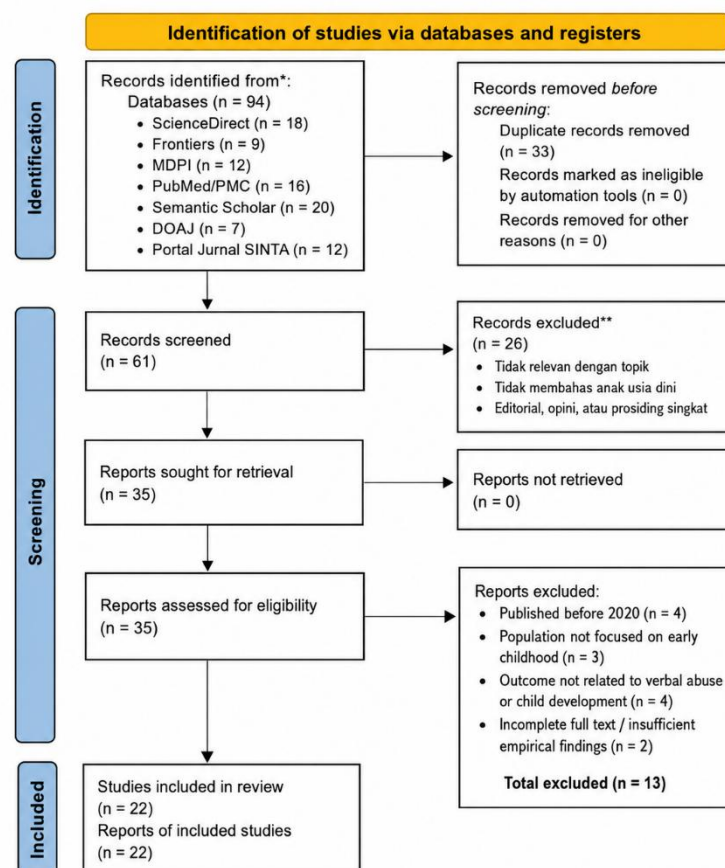


Figure 1. Flow diagram of the article selection process based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines.

Source: Adapted from Page et al. (2021) and prepared by the authors.

As illustrated in Figure 1, the initial search identified 94 articles from the selected databases. After removing 33 duplicate records, 61 articles proceeded to the screening stage based on their titles and abstracts. During this stage, 26 articles were excluded because they were not relevant to the focus of the study, did not address verbal abuse within the family or early childhood, or consisted of non-empirical publications such as editorials and opinion papers. Subsequently, 35 articles underwent a full-text assessment to determine their eligibility according to the predefined inclusion and exclusion criteria.

The eligibility assessment resulted in the exclusion of 13 articles because they were published outside the specified publication period, did not focus on early childhood, or did not specifically examine verbal abuse within the family and its implications for child development. Consequently, 21 articles published between 2020 and 2026 met the inclusion criteria and were selected for the systematic synthesis. In addition, one classical study (Solomon & Serres, 1999) was included as a comparative reference to provide historical context and strengthen the interpretation of contemporary findings. Thus, a total of 22 studies were analyzed according to their research characteristics, methodological approaches, and principal findings to address the objective of this

study concerning verbal abuse within the family as a social change issue and its implications for early childhood development.

Results and Discussion

Mapping the literature on verbal abuse within the family

Research on verbal abuse within the family has expanded considerably in recent years, both in terms of methodological approaches and the breadth of issues examined. The synthesized literature indicates that verbal abuse is no longer viewed merely as a form of negative communication within the family but has evolved into a multidisciplinary issue explored from the perspectives of developmental psychology, early childhood education, mental health, and neuroscience. To provide an overview of the characteristics of previous studies, the 22 articles that met the inclusion criteria were mapped according to their authors, research methods, and principal findings, as presented in Table 1.

Table 1. Literature synthesis on verbal abuse within the family

No.	Author(s) (Year)	Method	Main findings
1	Feng et al. (2026)	Cross-sectional ($n = 21,366$)	Low parental verbal responsiveness increases mental health problems among preschool children.
2	Rahman et al. (2023)	Cross-sectional ($n = 185$)	Parental support reduces verbal aggression, whereas physical control increases children's aggressive behavior.
3	Luo et al. (2022)	fMRI ($n = 90$)	Childhood emotional abuse is associated with altered amygdala connectivity that predicts depression and anxiety.
4	Chen et al. (2022)	Cross-sectional ($n = 809$)	Emotional maltreatment increases aggression while reducing resilience and self-esteem.
5	Wulan Sari and Fitria Nazila (2024)	Quantitative	Verbal abuse is associated with lower self-confidence among children aged 4–5 years.
6	Farida et al. (2023)	Correlational	Verbal abuse is associated with lower self-confidence among school-aged children.
7	Zulkarnain (2021)	Correlational	Verbal abuse is associated with emotional and mental disorders in early childhood.
8	Nurmalina (2020)	Literature review	Verbal abuse constitutes a form of emotional abuse in early childhood.
9	Nurhidayatika and Waluyati (2021)	Comparative case study	The impact of verbal abuse is influenced by the family's socioeconomic conditions.
10	Dwiyanti et al. (2025)	Qualitative descriptive	Verbal abuse triggers anxiety, social withdrawal, sleep disturbances, and concentration difficulties in children.

Bayutama and Khaerudin, Verbal abuse in the family

11	Sartika et al. (2024)	Literature review	Contributing factors include social pressure, harsh parenting, and limited parental understanding.
12	Cahyani et al. (2022)	Correlational (SDQ)	Verbal abuse is strongly correlated with poorer children's mental health ($r = 0.713$).
13	Ismawati et al. (2025)	Literature review	Authoritarian and permissive parenting negatively affect children's social-emotional development.
14	Pase et al. (2026)	Qualitative	Parenting practices influence early childhood social-emotional interaction skills.
15	Sari et al. (2020)	Quantitative	Parenting style is associated with early childhood emotional development.
16	Apriyanti and Annetta (2021)	Correlational	Parenting style influences children's social-emotional development.
17	Mayasari et al. (2021)	Cross-sectional ($n = 86$)	Democratic parenting is associated with better social-emotional development ($p = 0.001$).
18	Zahrotunnisa et al. (2025)	Quantitative	Democratic parenting supports children's language and social-emotional development.
19	Song (2023)	Latent class analysis	<i>Adverse Childhood Experiences</i> (ACEs) are associated with psychiatric disorders among adolescents.
20	Schaefer et al. (2022)	Systematic literature review	Sensitive developmental periods increase the risk of disorders resulting from child maltreatment.
21	Zhu et al. (2023)	Neuroimaging	Child maltreatment alters amygdala, hippocampal, and cortical responses to threat.
22	Solomon and Serres (1999)	Quantitative ($n = 144$)	Parental verbal aggression reduces children's self-esteem and academic achievement.

Source: Prepared by the authors based on the findings of the Systematic Literature Review (2020–2026).

The literature mapping presented in Table 1 demonstrates that research on verbal abuse within the family has developed substantially in terms of both methodological diversity and thematic breadth. Studies published between 2020 and 2026 no longer focus solely on identifying the relationship between verbal abuse and children's psychological disorders but have expanded to examine parenting practices, family socioeconomic conditions, *Adverse Childhood Experiences* (ACEs), and the neurobiological mechanisms underlying the long-term consequences of verbal abuse. This diversity is reflected in the wide range of research designs employed, including quantitative studies, case studies, qualitative research, *Systematic Literature Reviews*, and neuroimaging approaches. Feng et al. (2026) conducted the largest study included in this review, involving 21,366 parent-child dyads, whereas Luo et al. (2022) and Zhu

et al. (2023) strengthened the empirical evidence by demonstrating brain function alterations associated with childhood emotional abuse through neuroimaging techniques.

Based on their primary focus, the synthesized literature can be categorized into three major groups. The first group examines the characteristics, forms, and contributing factors of verbal abuse within the family. This category includes the studies of Nurmalina (2020), Nurhidayatika and Waluyati (2021), and Sartika et al. (2024), which discuss the concept of emotional abuse, various forms of verbal abuse, and the factors contributing to its occurrence. The second group focuses on the consequences of verbal abuse for child development, including mental health problems, self-esteem, social-emotional development, behavioral outcomes, and academic achievement, as reported by Feng et al. (2026), Chen et al. (2022), Wulan Sari and Fitria Nazila (2024), Farida et al. (2023), Zulkarnain (2021), Dwiyantri et al. (2025), Cahyani et al. (2022), and Solomon and Serres (1999). The third group broadens the discussion by incorporating perspectives on parenting styles, *Adverse Childhood Experiences* (ACEs), protective factors, and neurological development. This category is represented by Rahman et al. (2023), Ismawati et al. (2025), Pase et al. (2026), Sari et al. (2020), Apriyanti and Annetta (2021), Mayasari et al. (2021), Zahrotunnisa et al. (2025), Song (2023), Schaefer et al. (2022), and Zhu et al. (2023).

The mapping further indicates that research on verbal abuse within the family has evolved from predominantly descriptive investigations toward more comprehensive and multidisciplinary analyses. Existing studies not only identify the forms and consequences of verbal abuse but also explain its underlying determinants, the mechanisms that intensify its effects, and the conditions that may serve as protective factors for child development. This synthesis demonstrates that verbal abuse cannot be understood in isolation; rather, it should be examined within the broader context of family dynamics, social change, and the overall developmental processes of early childhood.

Verbal abuse as a social change issue within the family

The rapid pace of social change has transformed various aspects of family life, including communication patterns between parents and children. Verbal abuse within the family is no longer driven solely by parents' individual characteristics but is also influenced by changing lifestyles, economic pressures, increasing social demands, and shifts in parenting practices within modern families. Sartika et al. (2024) identified social pressure, harsh parenting practices, limited understanding of positive parenting, and various stressors in everyday life as the dominant factors contributing to verbal abuse against children. These findings are reinforced by Nurhidayatika and Waluyati (2021), who demonstrated that family socioeconomic conditions influence both the forms and intensity of verbal abuse experienced by children. Rahman et al.

(2023) further reported that limited parental support and the dominance of repressive forms of control are associated with increased aggression among children. These findings are consistent with Ogburn's (1922) theory of social change, which argues that social change often occurs more rapidly than the capacity of individuals and social institutions to adapt, a phenomenon known as *cultural lag*. Within the family context, this imbalance is reflected in changing life demands that are not accompanied by corresponding improvements in communication patterns and healthy parenting practices, thereby increasing the likelihood of verbal abuse.

Social change is also reflected in the transformation of parenting practices within families. Ismawati et al. (2025) explained that authoritarian and permissive parenting styles negatively affect early childhood social-emotional development. Similar findings were reported by Sari et al. (2020), Apriyanti and Annetta (2021), Pase et al. (2026), Mayasari et al. (2021), and Zahrotunnisa et al. (2025), all of whom consistently demonstrated that warm, responsive, and democratic parenting promotes children's social, emotional, and communication development. Conversely, parenting styles characterized by excessive control are more likely to foster harsh communication practices, including the use of degrading language, yelling, and threats toward children. These findings are consistent with Baumrind's (1967) parenting style theory, which classifies parenting into authoritarian, permissive, and authoritative styles. Baumrind argued that authoritative parenting establishes a balance between parental control and emotional warmth, whereas authoritarian parenting tends to create rigid communication patterns and increases the likelihood of verbal abuse being used as a disciplinary strategy.

Numerous studies further indicate that verbal abuse cannot be separated from the broader social environment surrounding the family. Economic hardship, occupational demands, residential conditions, and the quality of social relationships all influence the ways in which parents interact with their children. Nurhidayatika and Waluyati (2021) demonstrated that socioeconomic background contributes to variations in the impact of verbal abuse, whereas Dwiyantri et al. (2025) found that children raised in families characterized by poor verbal communication are more likely to experience anxiety, social withdrawal, sleep disturbances, and difficulties concentrating. These findings are consistent with Bronfenbrenner's (1979) ecological systems theory, which explains that child development is shaped by interactions across multiple environmental systems, ranging from the family (*microsystem*) to schools, communities, and the broader social context. Accordingly, verbal abuse should not be understood solely as an individual parental behavior but rather as the outcome of interactions between family characteristics and the social pressures present in the surrounding environment.

Unhealthy family communication, limited emotional support, and dysfunctional family relationships also contribute to the increased use of verbal abuse in parent-child interactions. Rahman et al. (2023) found that parental support reduces the occurrence of verbal aggression, whereas excessive parental control increases aggressive behavior among children. Pase et al. (2026) further reported that the quality of parenting influences children's social-emotional interaction skills, while Ismawati et al. (2025) emphasized the importance of adaptive parenting in fostering optimal child development. These findings are consistent with Bowen's (1966) *Family Systems Theory*, which conceptualizes the family as an interdependent system in which changes in one family member inevitably affect the functioning of the entire family. From this perspective, verbal abuse should not be viewed merely as an individual parental action but rather as a reflection of imbalances within family relationships.

Several studies also emphasize that verbal abuse constitutes a form of emotional abuse with long-term consequences for child development. Nurmalina (2020) argued that the use of degrading, threatening, or humiliating language toward children should be classified as emotional abuse. Chen et al. (2022) found that experiences of emotional maltreatment are associated with increased aggression and decreased resilience and self-esteem. Likewise, Luo et al. (2022) and Zhu et al. (2023) demonstrated that childhood emotional abuse is associated with alterations in the amygdala, hippocampus, and cortical regions involved in emotional regulation. These findings support Gershoff's (2002) argument that various forms of abusive parenting, including verbal abuse, produce not only immediate psychological consequences but also long-term effects on behavioral development, emotional regulation, and children's social relationships throughout subsequent developmental stages.

Overall, the literature demonstrates that verbal abuse within the family represents one manifestation of social change that undermines the family's function as the primary environment for children's growth and development. Changes in communication patterns, shifts in parenting practices, socioeconomic pressures, and evolving family dynamics interact to increase the likelihood of verbal abuse. Therefore, this phenomenon should not be viewed merely as an individual problem but rather as a broader social issue requiring a multidisciplinary response through strengthening family resilience, improving parenting literacy, and creating social environments that support positive parenting practices. This understanding provides the foundation for explaining how verbal abuse influences multiple dimensions of early childhood development.

Implications of verbal abuse for early childhood development

Early childhood represents the most critical stage of human development and is simultaneously the period during which children are most vulnerable to the influence of their family environment. During this stage, parent-child interactions through

everyday communication provide the foundation for children's psychological, social, emotional, and cognitive development. Numerous studies have demonstrated that verbal abuse not only inflicts immediate emotional harm but also produces lasting consequences across multiple domains of child development. Feng et al. (2026) found that low parental verbal responsiveness is associated with increased mental health problems among preschool children. These findings are supported by Zulkarnain (2021), who reported a significant relationship between parental verbal abuse and emotional and mental disorders in early childhood, as well as Cahyani et al. (2022), who identified a strong correlation between verbal abuse and poorer children's mental health ($r = 0.713$). These findings indicate that the quality of family communication is a crucial determinant of a healthy developmental environment for children. This perspective is consistent with Erikson's (1963) psychosocial development theory, which emphasizes that early interpersonal experiences play a fundamental role in shaping self-confidence, emotional security, and children's capacity to establish healthy social relationships in later developmental stages.

The implications of verbal abuse are also evident in children's social and emotional development. Wulan Sari and Fitria Nazila (2024) found that parental verbal abuse is associated with lower self-confidence among children aged 4–5 years, whereas Farida et al. (2023) demonstrated that these adverse effects persist into the school-age period. Meanwhile, Ismawati et al. (2025), Sari et al. (2020), Apriyanti and Annetta (2021), Mayasari et al. (2021), Pase et al. (2026), and Zahrotunnisa et al. (2025) consistently reported that democratic and communicative parenting practices promote children's social-emotional development, interpersonal interaction skills, and language development. In contrast, communication dominated by yelling, insults, and threats tends to hinder children's ability to regulate emotions and establish positive social relationships. These findings are consistent with Vygotsky's (1978) sociocultural theory, which views social interaction as the primary medium through which children's cognitive and social development occurs. When family interactions are dominated by verbal abuse, the internalization of values, the formation of self-concept, and the development of children's social competencies are likely to be disrupted.

Beyond its psychosocial consequences, verbal abuse also has biological implications related to brain development. Chen et al. (2022) reported that experiences of emotional maltreatment increase aggressive behavior while simultaneously reducing resilience and self-esteem. Likewise, Luo et al. (2022) demonstrated that childhood emotional abuse is associated with altered amygdala connectivity, which predicts a greater risk of depression and anxiety in adulthood. These findings are reinforced by Zhu et al. (2023), who found that experiences of *maltreatment* during sensitive developmental periods affect the responses of the amygdala, hippocampus, and cortex to threatening stimuli. These results further support the work of Teicher and Samson (2016), who argued that childhood abuse produces persistent neurobiological alterations that

increase individuals' vulnerability to psychological disorders later in life. Therefore, the consequences of verbal abuse extend beyond observable behavioral changes and involve biological alterations that influence children's long-term developmental trajectories.

The consequences of verbal abuse may also evolve into broader behavioral and social adjustment problems during later stages of development. Dwiyanti et al. (2025) found that children exposed to verbal abuse commonly experience anxiety, social withdrawal, sleep disturbances, loss of interest in play, and difficulty concentrating. Song (2023) demonstrated that negative childhood experiences, particularly *Adverse Childhood Experiences* (ACEs), are associated with an increased risk of psychiatric disorders during adolescence. Similarly, Solomon and Serres (1999) found that parental verbal aggression negatively affects children's self-esteem and academic achievement. Collectively, these findings indicate that the consequences of verbal abuse do not end in early childhood but may persist into adolescence and adulthood if appropriate interventions are not provided. Accordingly, verbal abuse should be understood as a developmental risk factor with consequences that extend across multiple stages of the life course.

Overall, the evidence demonstrates that verbal abuse within the family has far-reaching implications for early childhood development, including mental health problems, diminished self-confidence, impaired social-emotional development, neurobiological alterations, and an increased risk of psychological disorders in later developmental stages. These findings indicate that negative family communication should not be regarded merely as an ineffective disciplinary practice but rather as a form of emotional abuse that can hinder children's developmental milestones. Therefore, preventing verbal abuse requires strengthening parental caregiving capacities, improving literacy regarding positive family communication, and enhancing support from the broader social environment and educational institutions to ensure that children grow and develop in safe, supportive, and nurturing environments.

Conclusion

This review demonstrates that verbal abuse within the family is a form of emotional abuse that should not be viewed merely as an issue of interpersonal communication but rather as a social change issue that influences parenting quality and early childhood development. Based on the analysis of 22 scientific articles, this study identified three major findings. First, verbal abuse is influenced by multiple factors, including changes in parenting practices, socioeconomic pressures, limited parenting literacy, and family relationship dynamics. Second, verbal abuse has wide-ranging implications for child development, including mental health problems, reduced self-confidence, impaired social-emotional development, neurobiological alterations, and

an increased risk of psychological disorders in later developmental stages. Third, the interrelationship between social change, parenting practices, and child development suggests that preventing verbal abuse requires more than individual-level interventions; it also demands stronger family systems, improved parent-child communication, and supportive social environments.

This study contributes theoretically by integrating perspectives on social change and child development to explain verbal abuse as a multidimensional phenomenon, while also offering practical contributions as a foundation for developing positive parenting education programs for families, educators, and policymakers. Nevertheless, this study has several limitations. It includes only articles published between 2020 and 2026, supplemented by a single classical reference for comparison, and therefore does not capture the broader development of the literature over a longer period. Furthermore, the review is limited to studies that met the predefined inclusion criteria of the *Systematic Literature Review* and does not incorporate empirical field data or a wider range of *grey literature*. Future research is therefore encouraged to broaden the scope of the literature, conduct cross-national or cross-cultural comparisons, and combine *Systematic Literature Review* with empirical research to develop a more comprehensive understanding of the determinants, mechanisms, and prevention strategies of verbal abuse within the family.

References

- Apriyanti, S., & Annetta, F. (2021). Pengaruh pola asuh orang tua terhadap sosial emosional anak usia dini. *Jurnal Pendidikan Tambusai*, 5(3), 6495–6501. <https://doi.org/10.31004/jptam.v5i3.1971>
- Basu, S., & Banerjee, B. (2020). Impact of environmental factors on mental health of children and adolescents: A systematic review. *Children and Youth Services Review*, 119, Article 105515. <https://doi.org/10.1016/j.childyouth.2020.105515>
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43–88.
- Bowen, M. (1966). The use of family theory in clinical practice. *Comprehensive Psychiatry*, 7(5), 345–374. [https://doi.org/10.1016/S0010-440X\(66\)80065-2](https://doi.org/10.1016/S0010-440X(66)80065-2)
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Cahyani, F. D., Sumarsih, T., & Asti, A. D. (2022). Parents' verbal violence impact on children's mental health. In *Proceedings of the 16th University Research Colloquium (URECOL): Seri MIPA dan Kesehatan* (pp. 604–612). <https://www.repository.urecol.org/index.php/proceeding/article/download/2481/2441/4877>

- Chen, C., Jiang, J., Ji, S., & Hai, Y. (2022). Resilience and self-esteem mediated associations between childhood emotional maltreatment and aggression in Chinese college students. *Behavioral Sciences*, 12(10), Article 383. <https://doi.org/10.3390/bs12100383>
- Dube, S. R., Li, E. T., Fiorini, G., Lin, C., Singh, N., Khamisa, K., McGowan, J., & Fonagy, P. (2023). Childhood verbal abuse as a child maltreatment subtype: A systematic review of the current evidence. *Child Abuse & Neglect*, 144, Article 106394. <https://doi.org/10.1016/j.chiabu.2023.106394>
- Dwiyanti, U., Sukrin, S., & Kusumawati, Y. (2025). Pengaruh kekerasan verbal dalam keluarga terhadap kesehatan mental anak usia dini di Desa Soki. *Jurnal Pendidikan IPS*, 15(4). <https://doi.org/10.37630/jpi.v15i4.3305>
- Farida, D., Jayadi, A., & Cahyanto, H. N. (2023). Relationship between verbal abuse and self-confidence on child aged school at Pabean Sedati Sidoarjo. *Nurse and Holistic Care*, 3(1), 47–52. <https://doi.org/10.33086/nhc.v3i1.4282>
- Feng, F., Sun, H., & Wang, Y. (2026). Association of parental verbal responsivity with reduced mental health problems in preschool-aged children: A cross-sectional study of 21,366 dyads in western China. *Frontiers in Psychology*, 17, Article 1688294. <https://doi.org/10.3389/fpsyg.2026.1688294>
- Gershoff, E. T. (2002). Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin*, 128(4), 539–579. <https://doi.org/10.1037/0033-2909.128.4.539>
- Haddaway, N. R., Page, M. J., Pritchard, C. C., & McGuinness, L. A. (2022). PRISMA2020: An R package and Shiny app for producing PRISMA 2020-compliant flow diagrams, with interactivity for optimised digital transparency and Open Synthesis. *Campbell Systematic Reviews*, 18(2). <https://doi.org/10.1002/cl2.1230>
- Herzog, J. I., & Schmahl, C. (2018). Adverse childhood experiences and the consequences on neurobiological, psychosocial, and somatic conditions across the lifespan. *Frontiers in Psychiatry*, 9, Article 420. <https://doi.org/10.3389/fpsyg.2018.00420>
- Indrawati, N. P. V. (2020). Analysis of early childhood needs for protection from the environment. In *Proceedings of the 6th International Conference on Education and Technology (ICET 2020)*. <https://doi.org/10.2991/assehr.k.201204.051>
- Ismawati, D., Puspita, Y., & Raharjo, S. (2025). Dampak pola asuh orang tua terhadap perkembangan sosial-emosional anak usia dini. *Edusiana: Jurnal Ilmu Pendidikan*, 2(1), 49–61. <https://doi.org/10.70437/edusiana.v2i1.459>

- Linadi, K. E., & Ayubi, D. (2026). Risk and protective factors for child sexual abuse in Indonesia: Cross-sectional findings from the 2024 National Survey on Child and Adolescent Life Experiences (SNPHAR 2024). *Journal of Preventive Medicine and Public Health*, 59(3), 278–288. <https://doi.org/10.3961/jpmph.25.777>
- Luo, L., Yang, T., & Xiao, X. (2022). Altered centromedial amygdala functional connectivity in adults is associated with childhood emotional abuse and predicts levels of depression and anxiety. *Journal of Affective Disorders*, 303, 148–154. <https://doi.org/10.1016/j.jad.2022.02.023>
- Mayasari, A. T., Wasirah, S., Ati, P. D., Malinda, H., Khotipah, S., & Soresmi. (2021). Hubungan pola asuh orang tua dengan perkembangan sosial emosional pada anak prasekolah. *Journal of Current Health Sciences*, 1(2), 63–68. <https://doi.org/10.47679/jchs.202110>
- Navarro, R., Larrañaga, E., Yubero, S., & Villora, B. (2024). Preschool aggression and victimization: A short-term longitudinal analysis of the immediate social environment. *Psychology Research and Behavior Management*, 17, 827–851. <https://doi.org/10.2147/PRBM.S453572>
- Nurhidayatika, N., & Waluyati, I. (2021). Dampak kekerasan verbal dalam ruang lingkup sosial studi kasus: Keluarga petani dan pegawai negeri sipil. *Edu Sociata: Jurnal Pendidikan Sosiologi*, 4(2), 55–64. <https://doi.org/10.33627/es.v4i2.661>
- Nurmalina, N. (2020). Penganiayaan emosional anak usia dini melalui bahasa negatif dalam kekerasan verbal. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1616–1624. <https://doi.org/10.31004/obsesi.v5i2.909>
- Ogburn, W. F. (1922). *Social change with respect to culture and original nature*. B. W. Huebsch.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, Article n71. <https://doi.org/10.1136/bmj.n71>
- Pase, V. A., Dhiu, K. D., Juita, A. K., & Maku, K. R. M. (2026). Peran pola asuh orang tua dalam pembentukan kemampuan interaksi sosial emosional anak usia dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 7(1), 1226–1234. <https://doi.org/10.37985/murhum.v7i1.2090>
- Rahman, F., Maqbool, S., Ali, A., Mahmud, T., Azhar, H., & Farid, A. (2023). Parenting practices and aggression in childhood behaviour disorders. *Pakistan Armed Forces Medical Journal*, 73(1), 205–209. <https://doi.org/10.51253/pafmj.v73i1.6920>

- Sari, I. W., & Nazila, F. (2024). Hubungan antara kekerasan verbal orang tua dan kepercayaan diri anak-anak usia 4–5 tahun pada jenjang kanak-kanak. *Abnauna: Jurnal Ilmu Pendidikan Anak*, 3(2), 137–149. <https://jurnal.iaibafa.ac.id/index.php/Abnauna/article/view/2808>
- Sari, P. P., Sumardi, S., & Mulyadi, S. (2020). Pola asuh orang tua terhadap perkembangan emosional anak usia dini. *Jurnal Pendidikan Anak Usia Dini AGAPEDIA*, 4(1), 157–170. <https://doi.org/10.17509/jpa.v4i1.27206>
- Sartika, D., Dhieni, N., & Yetti, E. (2024). Kekerasan verbal orang tua pada anak usia dini. *Jurnal Pelita PAUD*, 9(1), 96–104. <https://doi.org/10.33222/pelitapaud.v9i1.3897>
- Schaefer, J. D., Cheng, T. W., & Dunn, E. C. (2022). Sensitive periods in development and risk for psychiatric disorders and related endpoints: A systematic review of child maltreatment findings. *The Lancet Psychiatry*, 9(12), 978–991. [https://doi.org/10.1016/S2215-0366\(22\)00073-6](https://doi.org/10.1016/S2215-0366(22)00073-6)
- Solomon, C. R., & Serres, F. (1999). Effects of parental verbal aggression on children's self-esteem and school marks. *Child Abuse & Neglect*, 23(4), 339–351. [https://doi.org/10.1016/S0145-2134\(99\)00006-X](https://doi.org/10.1016/S0145-2134(99)00006-X)
- Song, J. (2023). Patterns of adverse childhood experiences and psychiatric disorders among adolescents with ADHD: A latent class analysis. *Child Psychiatry & Human Development*. Advance online publication. <https://doi.org/10.1007/s10578-023-01543-4>
- UNICEF. (2024). *The state of the world's children 2024: The future of childhood in a changing world* (Statistical Compendium). ERIC. <https://research.ebsco.com/linkprocessor/plink?id=806b427f-fde8-3642-a93d-b1913c4820aa>
- Wahyuni, H., Riyanto, Y., & Atmadja, I. K. (2019). The impacts of verbal violence by family members on children's social emotional aspects. In *Proceedings of the 3rd International Conference on Education Innovation (ICEI 2019)*. <https://doi.org/10.2991/icei-19.2019.49>
- Zahrotunnisa, A., Khotimah, N., Hasibuan, R., Kristanto, A., & Adhe, K. R. (2025). Pengaruh pola asuh demokratis terhadap perkembangan bahasa dan sosial emosional anak. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 6(2), 1–12.
- Zhong, X., Ming, Q., Dong, D., Sun, X., Cheng, C., Xiong, G., Li, C., Zhang, X., & Yao, S. (2020). Childhood maltreatment experience influences neural response to psychosocial stress in adults: An fMRI study. *Frontiers in Psychology*, 10, Article 2961. <https://doi.org/10.3389/fpsyg.2019.02961>

- Zhu, J., Anderson, C. M., Ohashi, K., Khan, A., & Teicher, M. H. (2023). Potential sensitive period effects of maltreatment on amygdala, hippocampal and cortical response to threat. *Molecular Psychiatry*, 28, 5128–5139. <https://doi.org/10.1038/s41380-023-02150-w>
- Zulkarnain, M. (2021). *Hubungan antara perilaku kekerasan verbal orang tua dengan perilaku mental emosional pada anak usia dini di Kota Bima (NTB)* [Skripsi, Universitas Gadjah Mada]. UGM Repository. <https://etd.repository.ugm.ac.id/penelitian/detail/195800>