

# The Impact of Parental Verbal Abuse on Adolescent Decision-Making in North Binjai, Indonesia

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Verbal abuse by parents can significantly affect adolescents' decision-making abilities. This qualitative study investigated the experiences of five adolescents aged 16-20 years in North Binjai, Indonesia who were subjected to verbal violence by their parents. Using Simon's Decision-Making Model, this study explored how cognitive, emotional, and self-confidence factors interact with parenting styles and cultural norms to shape adolescents' decision-making process. In-depth interviews, observations, and additional documentation revealed that verbal abuse, manifested through yelling, harsh language, and belittling, has substantial negative effects on adolescents' cognitive processes, emotional stability, and self-confidence. These factors are essential for effective decision making, particularly in the stages of intelligence, design, choice, and implementation. However, two of the five adolescents exhibited relatively stronger decision-making abilities, suggesting that social support, personal coping strategies, and other protective elements may help alleviate some adverse effects associated with authoritarian parenting and verbal abuse. The study highlighted the importance of evaluating and reconsidering child-rearing methods in the context of adolescent decision-making, especially in cultures where verbal abuse is often considered a "normal" form of discipline. These findings underscore the need for interventions and support systems to help adolescents develop resilience and decision-making skills in the face of verbal abuse.

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## Public Interest Statement

Verbal violence against children's decisions greatly affects their development. Whether they are able to make independent decisions or vice versa, when children want to make their own decisions, their parents immediately intervene that the child's decision is wrong. Parents often assume that the child is under control, so that every decision taken must be with their permission and control. Surely, all parents want the best for their children, but parents should provide opportunities and little space for children to explore themselves in achieving independence of thought and completing tasks in each phase of their development.



## Introduction

Decision making is an important ability that affects many aspects of a person's life. These decisions not only determine how one solves problems but also determine whether one succeeds in life. Atmosudirdjo (1971) defined decision-making as the termination of a problem-solving process in an effort to solve a problem by choosing one final alternative given. Decision-making is considered a benchmark of a person's performance in determining a problem solution ( Wahyuni et al., 2023; Sola, 2019).

Herbert Simon (1987) explains that there are several stages of ability in decision making, namely: 1) Intelligence (information gathering), 2) Design (designing solutions), 3) Choice (choosing the best solution), 4) Implementation (implementing the decision). Decision-making skills are important for everyone to master, including adolescents (Febriansah and Meiliza 2020). Adolescence is a period of extreme change in biological, cognitive, and emotional aspects of humans. Adolescents face many developmental challenges that require critical thinking skills to find solutions (Kasenda et al. 2023). During this phase, adolescents face various choices and problems.

Updegraff and Taylor (2012) reported that adolescents' decision-making will increase in several ways, such as tasks, appearance, finances, friendships, romantic relationships, leisure productivity, and rest hours at night, and that the ability to make a decision is very important for adolescents to master. Adolescents must be able to master self-control to manage and carry out all these developmental tasks. The inability to make decisions in this phase will be a fatal mistake, with various possibilities that will interfere with their daily lives. However, there are still many adolescents who do not fully have this ability because adult individuals excessively regulate and limit the movement of adolescent behavior in exploring themselves (Krisnani & Farakhayah, 2017).

Adolescents' decision-making abilities are influenced by their family environment, especially how their parents educate them. Family, a child's first and primary environment, shapes their character and abilities, including their decision-making abilities. In line with this, Miski and Mawarpury (2017) stated that decision-making is closely related to parenting, considering that the growth and development of children are built on the way parents play a role. Individuals in the adolescent phase often experience conflicts due to differences in perspectives with their parents. Without realizing this, parents hold almost all of the child's control over independent self-exploration. Such parenting is commonly referred to as authoritarian.

Authoritarian parents often use verbal and nonverbal violence. According to a survey conducted by KPAI (2017), approximately 23% of children experienced verbal violence, namely mothers (79.5%), fathers (42%), and brothers/sisters (20.4%). The impact of these actions will make children become insecure, easily feel failure or pessimistic, rash, hesitant to do something, emotionally unstable, and cognitively impaired in terms of self-understanding (H. S. Putri & Sugandi, 2021).

Based on previous research conducted by Firdaus and Kustanti (2019) explains that there is a significant negative relationship between authoritarian parenting and students' career decision-making abilities. Authoritarian parenting contributes 27.4% to the ability to make career decisions, and 52.03% of class XII students have low career decision-making. Fitriani (2019) explained that there is a significant positive correlation between emotional intelligence and high school students' decision-making abilities ( $r = 0.637$ ,  $p > 0.05$ ). Astuti and Rahayuningsih (2022) found that students' career decision-making ability has a significant positive influence on parental social support and self-confidence. The percentage of influence given is  $r = 0.430$  or 43%, which means that the higher the parental social support and student self-confidence, the greater the ability to determine the decision-making of high school students.

Research by Chen (2024) shows that domestic verbal abuse is significantly related to children's moods and negatively affects their development. This effect is influenced by the family environment and the child's personality, which, in turn, can affect the child's ability to make decisions. Another study by Stevanovi and Suknovi (2024) revealed that children who are victims of verbal violence in the family not only face psychosocial impacts such as low self-confidence, fear, sleep disturbances, and psychological withdrawal, but also have the potential to become perpetrators of aggression in the future. Verbal violence is categorized as psychological and emotional violence that can affect children's cognitive and emotional abilities, including decision-making, in the long term. In addition, it is similar to the results found by Fuadah et al. (2023) that almost (69.4%) children experienced severe verbal abuse, and most (63.9%) had poor psychosocial development. The results of the statistical tests using Spearman Rho obtained a p-value of 0.013 ( $p\text{-value} < \alpha$ ), and Hd was accepted with  $R = 0.408$ , which indicates the strength of the relationship between verbal violence committed by parents and their children.

While some previous studies have discussed the relationship between verbal abuse and children's decision making, the contexts and approaches used are also different. While this study makes a novel contribution by looking at the specific experiences of adolescents in Binjai Utara Sub-district who are victims of verbal violence from their parents, it also not only identifies the impact of verbal violence, perpetrated by parents, but also relates to the social environment, principles such as "parents always know best" and how this affects adolescents' ability to make decisions independently. Initial observations showed that the five adolescents who were victims of verbal abuse differed in their ability to make decisions; some had the ability to analyze problems and make decisions, while others faced difficulties in making decisions.

This research makes a novel contribution to understanding how verbal abuse affects adolescents' decision-making abilities and the psychosocial implications that come with it. This impact is influenced by parenting, cultural context, and family interactions, which makes this study relevant and unique for enriching the study of parenting and adolescent decision-making.

## Literature Review

Decision making is an important ability in adolescent developmental tasks (Saputro, 2017). Referring to Cole's (1968) opinion regarding adolescent developmental tasks, namely, emotional maturity; stabilization of heterosexual interests; social maturity; emancipation from family control; cognitive or intellectual maturity; choosing a career; having a philosophy of life, identification, and self-actualization; and using leisure time appropriately.

Poor parenting affects children's decision-making abilities (Astuti and Rahayuningsih 2022). Parents are key to the formation of children's self-abilities (Utami & Santoso Tri Raharjo, 2021). An example of poor parenting is authoritarian parenting. Authoritarian parenting is a parenting pattern in which many uncontested rules exist (Putri et al. 2023). This form of parenting is often associated with violence, as a form of punishment and affirmation.

The violence that occurs is physical and verbal/psychological. Verbal violence perpetrated by parents is a communication pattern that includes insults, intimidation, and diatribe (Ramdani et al., 2021). It has a linear effect on juvenile delinquency (Utami & Santoso Tri Raharjo, 2021), cognitive impairment (Restika et al., 2019), emotional regulation (Hasibuan & Sahputra, 2024), and self-confidence (Ramdani et al., 2021).

In the global context, child verbal abuse is also an international concern. In China, research findings show that 45.79% of students at Dongguan campus experienced or witnessed verbal abuse in the family, with 51.02% perpetrated by fathers and 26.53% by mothers (Chen, 2024). This phenomenon was more serious among female students, who reported a significant impact of up to 89% on academic and work performance. In addition, 12 female students and two college students who were affected reported having suicidal thoughts. In the Philippines, adolescents who experienced physical and verbal abuse from their parents, particularly mothers who often acted as the main perpetrators, tended to rely on grandparents as their main support system (Sabarre et al., 2021). Their friends became a non-family source of support that provided a sense of acceptance and understanding, which helped reduce the trauma, fear, and doubt they experienced. The abusive actions of parents were also a significant factor in their decisions regarding building a family in the future.

A German study revealed that parental verbal and physical violence against children was associated with increased negative behavior in children, whereas parental warmth reduced anxiety and depression (Beckmann, 2019). Parental warmth can also reduce the impact of verbal abuse on violent behavior, especially in children with low parental warmth. These results highlight the importance of policies supporting verbal and physical violence-free family environments. Furthermore, a study in the UK found that 2,813 ethnically diverse children (aged 10-17 years) experienced nine types of violence, including verbal violence, which were classified into four groups (Sharratt et al., 2023). The four groups included low victimization (59.3%), emotional abuse and neglect (19.0%), domestic verbal abuse (10.5%), and high physical and verbal abuse (11.2%). Participants in the domestic verbal abuse group reported higher levels of anxiety, depression, self-illness, suicidal ideation, and suicide attempts than those in the low victimization group.

On the other hand, verbal abuse in Indonesia is often considered a "normal" form of discipline. However, the long-term effects are the same as in other countries. International studies show that the negative effects of verbal abuse on children are broad and include emotional, cognitive, and social impairments that affect their ability to make decisions. Indonesian children who experience verbal abuse also tend to lack self-confidence and have difficulty in making their own decisions (Ramdani et al., 2021). Decision-making involves logic and judgment, several alternative choices, and the goals to be achieved (Muktamar et al., 2024). According to Simon (1987), there are four stages of rational decision-making: information analysis and problem identification, creating solution options, choosing one final decision, and implementing and evaluating the chosen decision. Simon also stated that the rational decision-making process can only be carried out under ideal conditions to minimize irrationality, which is complex (Kurdi et al., 2023). Decision making must consider the quality of the decision itself (Sodiq and Hidayat, 2022).

## Materials and Methods

This study used a qualitative method to describe the impact of teenagers' verbal violence on their decision-making ability (Hennink et al., 2010). stated that qualitative research uses a natural background by interpreting the phenomena that occur, and involves various existing methods. This study focused on five children in the adolescent phase and five adults in North Binjai District. The five research subjects were selected using a purposive sampling technique with a focus on adolescents who had experienced verbal violence from their parents. The choice of informants was

based on their experiences related to the research subject, which had previously been identified through consultation/counseling with the researcher. The five adolescents were deemed worthy of being interviewed, as they could provide first-hand information on how verbal abuse affected their ability to make decisions. Data collection in this study utilized observations, interviews, and documentation techniques. The interviews were conducted individually so that informants could share their experiences openly and in detail. The interview data were recorded using an audio recorder to ensure that no information was missing. To ensure the reliability of the data, a triangulation process was employed, whereby the results from the interviews, observations, and documentation were compared. This method was employed to validate the data and enhance their credibility.

According to Miles and Huberman (1994), the interactive model of data analysis comprises three components: 1) data reduction, 2) data presentation, and 3) conclusion drawing/verification. To maintain the objective of qualitative data analysis, researchers recorded their personal thoughts in a journal and also recorded interviews with informants to distinguish between personal views and data obtained in the field. In addition, researchers also triangulated by examining data from various sources, such as interviews, observations in the field, and reports from third parties who know the condition of the research subjects, such as the subjects' parents, to ensure that the interpretations matched the facts in the field. This observation was carried out when researchers conducted interviews and observations of five teenagers age range–16-20 years in the North Binjai District. This study was conducted from March 8, 2024, to June 29, 2024.

## Results and Discussion

This study focuses on the decision-making abilities of adolescents who have experienced verbal violence. Before the main research was conducted, pre-research activities, including observations and questions, were conducted to assess the intensity of the verbal violence experienced by the subjects. Subsequent data obtained from this study were analyzed using Simon's (1987) Decision-Making Model theory.

Table 1. Main Themes and Subordinate Themes

No.	Main Theme	Superordinate Theme
1.	Verbal Abuse	Authoritarian Parenting
2.	Decision Making Indicator	Cognitive, Emotional, and Self-Confidence Impairments Ability (intelligence, design, choice, implementation)

As shown in Table 1, the findings consist of two main themes and their corresponding subordinate themes. The main themes represent broad categories used to develop research instruments and guide discussion topics. The subordinate themes, which were derived systematically through the coding of interview and observation data, offered detailed insights and specifications for the analysis.

The first main theme, Verbal Abuse, is supported by the subordinate theme of Authoritarian Parenting, which reflects the parenting style commonly associated with the verbal violence experienced by the subjects. The second main theme, Decision-Making Indicators, includes subordinate themes such as Cognitive, Emotional, and Self-Confidence Impairments as well as abilities related to intelligence, design, choice, and implementation. These findings provided a comprehensive framework for understanding the impact of verbal abuse on adolescents' decision-making abilities.

This study involved five primary informants, who were identified by their initials: GK, NES, NS, SAN, and HH. These individuals were selected because they represent adolescents who have experienced verbal violence. As presented in Table 2, the primary informants were adolescents aged 16–19 years. GK, an 18-year-old university student, and NES, a 19-year-old labor worker, provided insights from different life stages beyond high school. Meanwhile, NS, SAN, and HH, aged 16–17 years, are high school students, representing adolescents who are still in an educational setting. These diverse backgrounds help capture a broader spectrum of experiences related to verbal violence.

Table 2. Data of Primary Informants

No.	Initials	Age	Status
1.	GK	18 Years Old	University Student
2.	NES	19 Years Old	Labor Worker
3.	NS	17 Years Old	High School Student
4.	SAN	17 Years Old	High School Student

5.	HH	16 Years Old	High School Student
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In addition to the primary informants, this study included three supporting informants to provide additional perspectives and enrich the results. The supporting informants, detailed in Table 3, include RAY, a 20-year-old university student and cousin of GK; MBT, a 17-year-old high school student and close friend of SAN; and NE, a 22-year-old university student and sibling of NES. The supporting informants offered complementary information regarding the subjects' experiences, which helped contextualize and validate the findings from the primary informants.

The inclusion of both primary and supporting informants allowed for a more nuanced understanding of the participants' experiences and perspectives, especially regarding the impact of verbal violence and its association with decision-making abilities. This approach ensured that the collected data were comprehensive and provided additional depth for analysis.

Table 3. Data of Supporting Informants

No.	Initials	Age	Status
1.	RAY	20 Years Old	University Student
2.	MBT	17 Years Old	High School Student
3.	NE	22 Years Old	University Student

### ***Verbal Violence and Parenting Styles: A Key Factor***

Based on the results of the interviews that have been conducted, the verbal violence experienced by the subject was due to parents with authoritarian parenting characteristics. The informant explained that verbal violence is often received because parents do not like to be argued with or criticized, do not follow the wishes of the parents, or have parental expectations. Subject GK has parents who always make decisions for their children without discussing with them at all. GK's cousin, RAY, also said that GK once had a fight with her mother because GK tried to explain her feelings about her parents' actions, "...because I asked why they made decisions about me, but I was not told first. Instead, I became angry. Every time I complained, my parents did not accept it." I was listened to..."

The same thing was expressed by the subject with the initials NES "...if you defend yourself, you will be said to be fighting, just answering". Authoritarian parenting also easily provoked anger if something was not in accordance with their wishes. This was clarified by NS's explanation "he gets angry easily, especially if I am late.". Not only because they do not like to be argued with, parents with authoritarian parenting tend to use harsh language and tone when speaking angry. This is similar to the explanation of the subject with the initials SAN, "...my mother always yells at me when she tells me to...she often abuses me too, tells me I'm stupid, an animal, a dog, a lot..." along with the subject with the initials HH who received verbal violence from his mother, "...mom often, dad rarely... mom when she's angry sometimes says devil, sometimes stupid..."

Based on the results of the interviews that have been conducted, it certainly shows that these adolescents live in families characterized by authoritarian parenting. The verbal violence received is predominantly the same, but with delivery under different conditions. GK and NES with parents who do not like to be argued with or criticized, SAN and HH with parents who speak using harsh language and tone, and NS with parents who must obey the rules and will of their parents.

### ***The Cognitive and Emotional Toll of Verbal Abuse on Adolescents***

Broadly speaking, the impact felt by the five subjects was the same but with different symptoms. The subject with an initial GK experienced cognitive process disorders in the form of a lack of self-understanding, including his limits and potential. GK is also emotionally unstable and prone to feeling excessive anxiety and panic, especially when arguing with his parents, "...tremors until his hands get wet. GK also has a low level of self-confidence; he always feels hesitant and afraid of being wrong when arguing, and ends up arguing with his parents.

The same impact is also felt by the subject with the initial NES, who experiences cognitive impairment in analyzing his own abilities. In addition, participants with NES had poor emotional control. NE, as NES's older brother, made it clear that NES is very easy to be a bad mood, temperamental, and panic easily. NES's self-confidence is not so bad, although she still feels insecure in some conditions as she expressed "...insecure, afraid of being wrong and then being laughed at..."

Furthermore, subjects with NS and HH experienced the same cognitive and self-confidence disorders. However, NS has better emotional control, "...bad mood if it is upset but not to the point of exploding emotions. Meanwhile, HH has a better self-understanding than NS "...pretty much understand where my interests and wants are..."

Unlike the subject with the initial SAN, he received a heavier impact among all informants. SAN does not understand herself because her whole self follows her mother's wishes. Low emotional control makes SAN experience instability in managing it, often feeling excessive anxiety, easily feeling angry and sad without cause, and also a very low level of self-confidence. "...afraid of being laughed at if I'm wrong...my mother also often gets angry if what I make is bad, the end is compared..."

Cognitive impairment in self-understanding, impaired emotional control, and poor self-confidence are factors that inhibit children's decision-making ability. These three sets of impairments are associated with failure in decision-making. Referring to Simon's (1987) Decision-Making Model theory, children's ability and independence were assessed in four stages:

1. **Intelligence:** At this stage, cognitive understanding is required to recognize one's limitations and potential to interpret information relevant to the problem at hand. As explained by GK, the informants were unable to make their own decisions because the choice was entirely determined by their mothers. To avoid negative judgment from their parents and out of fear of making a mistake, the informant chose to follow their parents' decision: I am afraid of being wrong. I get panicked and overthink... my mom decided everything, I couldn't argue... if I did, I'd get scolded and then ignored again..." Similarly, the subject with the initials SAN also reported that all decisions were made by their mother: "...everything is decided by my mom..."
2. **Design:** At this stage, individuals generate several alternatives to choose and implement. The creation of alternatives requires cognitive and emotional stability to produce suitable options. The subject with the initial NES admitted to making their own decisions but did not consider alternative options: I just make one decision, that's it..." Meanwhile, two informants with initials NS and HH approached the decision-making process with the help of friends and parents: I think it through myself first, and then consult my parents. Sometimes, I ask friends, but I usually go to my parents more often."
3. **Choice:** This stage involved filtering and selecting the final decision to be implemented. Determining the best course of action requires courage and confidence. The subject with the initial NES stated that they still hesitated to make decisions: I choose, but I am hesitant and afraid of being wrong." On the other hand, HH and NS explained that they still relied on guidance from others for reassurance. I still follow my mother's directions."
4. **Implementation:** This stage involves realizing the final decision and evaluating its outcomes. It is crucial to develop confidence in identifying potential opportunities. The informants tried to implement their decisions as best as they could; however, three of them did not re-evaluate their choices and tended to resign themselves to the outcome. As expressed by GK: "...if the decision comes from them, I just go along with it; what else can I do?". When they felt that the decision failed, the informants reported it to their mothers, as stated by the subject with the initials HH: I'd just tell my mom that's all.

According to Erniwati and Fitriani (2020), verbal violence includes intimidation (yelling, shouting, and threatening), criticizing and humiliating children, and neglect. As a result of the research, the five informants received intimidating behavior in the form of yelling, insults, and reproaches. Verbal abuse is included in harsh parenting with many undeniable rules. Harsh parenting is said to be authoritarian parenting, characterized by not accepting arguments, having to comply with rules or expectations, and dominance over the flow of control in the family. This is similar to the results of this study, which found these characteristics in the informants' parents, namely, not accepting arguments that interfere with their dominance in the family.

Verbal abuse is also considered psychological abuse that has adverse effects on many aspects, such as trauma. This trauma causes children to feel inferior, depressed, and emotionally regulated. As a result of the interviews that described the emotional condition of the informants, there were three informants with poor emotional regulation and two other informants with regulation that was better than the previous informants. Poor emotional regulation results in low self-esteem, excessive anxiety, and depression. This is in line with research conducted by Downey and Crummy (2022), which suggests that early onset of trauma may result in low self-esteem, and depression and anxiety can surface due to feelings of inadequacy". In addition, the research by Shdaifat et al. (2020) is as follows:

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*“In this study, anxiety was more likely to be reported by interns who had been exposed to condescending and blocking and diverting forms of VA than their counterparts who had never been abused.”*

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Parents with strict authoritarian parenting are certain to have poor emotional regulation, so they easily commit psychological violence in the form of verbal or even physical violence. Judging from the results of the interviews conducted, the dominant informants had parents who easily thrown sentences with bad words accompanied by high tones. Poor emotion regulation has an impact on children as a unidirectional mirror. In line with research conducted in China by Wang et al. (2018),

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*“Paternal psychological aggression and corporal punishment were found to have negative effects on child emotion regulation, whereas maternal corporal punishment but not psychological aggression was found to have negative effects on child.”*

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This is also in line with research conducted by Hasibuan and Sahputra (2024), who found that the level of emotional disturbance in adolescents who experienced verbal violence was high, and dominant among them experienced emotional instability, such as being easily sad without cause, mood swinging, and temperament.

Verbal abuse in children is also referred to as child abuse or psychological abuse. Verbal abuse also has an indirect effect on children’s self-esteem and self-confidence. As the results of observations aligned with interviews with informants, it was explained that informants were not sure when they had to argue, take part in competitions, and look. The informant explained that humiliation and bad judgment made him unsure of himself. This is in line with research conducted by Antu et al. (2023) that violence has a negative impact on self-confidence, such as easily feeling a failure, not daring to express opinions, and choosing silence for fear of answering the wrong question.

This is also in line with research conducted by Collins et al. (2023), which states that psychological violence in children is related to fear of self, and psychological abuse is the strongest predictor of distress. This type of abuse also predicted poorer perceived quality of life. Fear of self-moderated the relationship between abuse and quality of life, and self-compassion diluted the effect of fear of self?. Juniawati and Zaly (2021) also reported that most adolescents experienced low self-confidence (53%) after receiving verbal violence from their parents. This is in line with the research of Vega et al. (2019), which states that verbal violence has a direct negative effect on self-confidence, meaning that verbal violence can reduce self-confidence in children.

Based on the results of the interviews, another impact felt was cognitive impairment regarding self-understanding/concept. Self-concept is a cognitive component of the individual self that refers to the whole that they have. Children who experience verbal violence experience cognitive impairment in the form of inability to read self-concepts such as potential and self-limitation. In line with the research conducted by Mamesah et al. (2018), there was a significant relationship between verbal violence and cognitive development in children. Decision-making involves considering several pieces of information and conclusions for the maximum final results. The initial criterion for decision-making is to know and understand yourself to know your will, limits, and future potential. In line with Prayitno (2005), decision making is related to self-esteem and self-confidence.

On the other hand, Kasenda (2023) states that decision making is also determined by emotions because stable emotions lead to stable choices and vice versa. Emotional intelligence has a positive relationship with decision-making and emotions strongly influence cognitive processes. This will lead to good self-confidence and create a good decision-making ability (Harahap et al., 2022). This is in line with Purworahayu and Rusmawati (2018), who stated that self-confidence provides an effective contribution of 38.7% to high school students’ career maturity. Career maturity of high school students is a great example of decision-making in adolescence.

Based on the decision-making theory used in this study, the four aspects are closely related to the cognitive, emotional, and self-confidence sequences to build the abilities that should be. In the intelligence aspect, good emotional regulation is needed to create a stable atmosphere in cognition, so as to be able to analyze information and identify problems. At this stage, good self-understanding is required to determine the problem point. Based on the results of

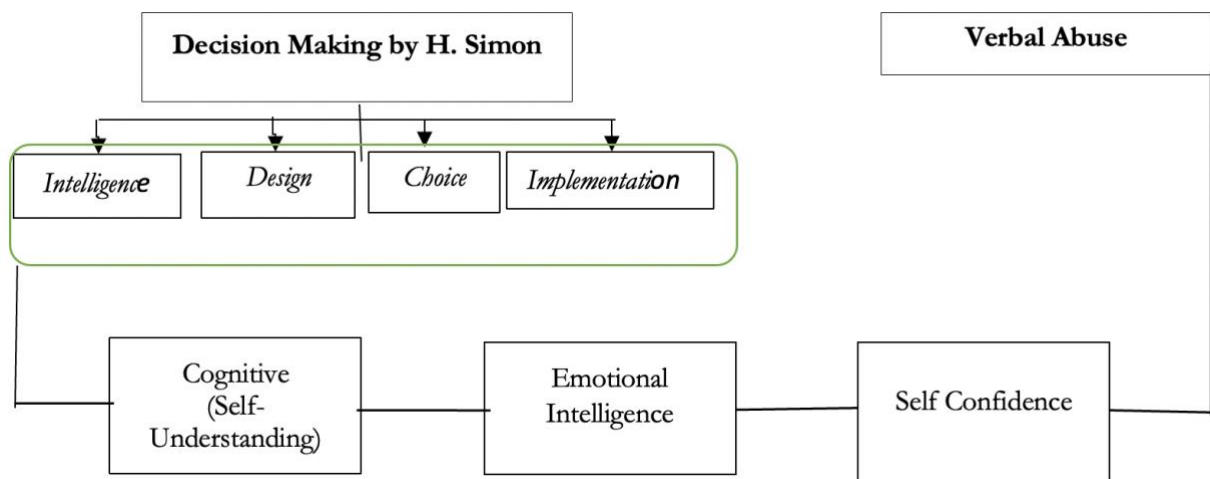
the study, two informants had intelligence abilities, one informant had less mature analysis skills, and two more informants were unable to determine the problem. This shows that verbal abuse causes most children to lack intelligence in their lives.

The design aspect still involves good cognitive and emotional regulation for creating options or alternative decisions. In this study, two informants were able to make decision options even with the help and advice of friends and parents. There was also one informant who skipped this aspect, and there were two more informants without any options because control was fully taken by parents. In this study, informants explained that there were doubts about choosing options. Doubts arose regarding the suitability of the options with their abilities. The research results from this aspect explain that verbal violence is one of the aspects of adolescents who cannot carry out the next stages properly because they have not mastered their self-concept and emotional regulation.

Furthermore, the choice aspect is the process of filtering and selecting the final decision to be made. Determining the final decision can be done by oneself or with the help and advice of others, without coercion. In this study, two informants who could not make the final decision according to their abilities were obtained. This is due to an argument that occurred after the informant expressed his argument to his parents, so that the informant could no longer argue with the parents' decision. On the other hand, there were two informants who made decisions with the help of friends or parents and another informant with a hasty and hesitant final decision. Based on the research results, this aspect proves that verbal violence that causes arguments is one of the triggers for the loss of children's courage and independence in determining something in accordance with their potential and limits.

The last aspect is implementation, which involves realizing the final decision and conducting an evaluation. This stage requires self-confidence to ensure the success of the positive opportunities. The importance of self-confidence at this stage is to allow individuals to effectively make their final decisions. Based on the results, the informants were still attempting to implement their final decisions. However, three informants did not evaluate their final decisions, citing resignation as their reason. This behavior can be linked to pessimistic attitudes and a sense of failure. These findings highlight that adolescents who have experienced verbal violence often lack confidence in their decisions, leading to a reluctance to evaluate outcomes. The relationship between the decision-making stages and verbal abuse is presented in Figure 1.

Figure 1. Overview of Decision-Making Aspects



Based on the results of the study, it was found that children who experienced verbal abuse tended to have poor decision-making skills. This poor decision-making ability was observed based on the stages that should be passed. The lack of understanding of boundaries and potential triggers difficulties for informants in analyzing information and identifying problems experienced. Poor ability is also due to fear of parents, which makes children not independent and confident. Frequent high-pitched yelling and bad mouthing make children feel anxious if their decisions are not in accordance with their parents' wishes. Thus, children lose independence to avoid bad judgment and arguments with parents.

Verbal abuse is one of the main factors that affect children's decision-making ability. Verbal abuse has a wide-ranging negative impact on children's decision-making skills, especially on the skills they will need in the future. The three sets will continue to be interrelated with decision making. Cognitive learning always requires emotional stability to clear

the mind and facilitates the intelligence, design, and choice stages. The unity of the series to become a whole in venturing into the final stage, namely, implementation.

However, it is interesting to highlight that, in this study, two of the five research subjects showed better decision-making, even though they experienced verbal violence from their parents. This ability suggests the presence of self-protection factors or coping mechanisms that may have helped the participants deal with verbal abuse. These factors may include support from other family members, educational experiences, or social environment. In this study, these subjects had the ability to utilize negative experiences as a motivation to develop better, even though the context was not ideal.

As the interview results show, NS stated, “Yes, sometimes I think to myself and then ask my family, and then that person gives me advice.” This suggests that despite experiencing verbal abuse, NS felt able to seek support from their family as part of the decision-making process. When asked about her courage in realizing her decisions, NS also added, “I just do what I can, if I’m wrong, I tell my parents.” HH also showed a similar approach, “You choose the decision that you can, but still according to your mother’s direction.” When asked further about his courage, HH explained, “I do it, if I fail, I tell my mom.”

Protective factors, such as social support from family, friends, and teachers, are important elements in increasing children’s resilience to the impact of verbal abuse. Social support provides children with a sense of security and confidence (Sestiani & Muhid, 2022), which can overcome the emotional distress caused by verbal abuse. As the data in the field showed, despite facing verbal abuse, NS felt supported by her family to deal with the existing problems. HH also stated the same thing, “For this, I ask my mother or dad for advice and ask my friends too, but more often my parents. That’s why I follow my parents’ advice.” Both informants indicated that support from their parents still provided important emotional protection for them, even though they experienced verbal violence from their parents. In addition, GK pointed out that social support influences how she handles problems. GK stated “I just ask my friends for advice, But I still follow my mother’s words.” GK also added, “Usually I tell my friend first, then I go to my mother, but I first ask my friend how good it is to talk to my mother. So that she doesn’t bother me too much.” This shows that, although GK sought support from her friends, she still chose her parents as the main source for solving problems.

In addition to social support, family- or community-based interventions can be an effective solution for improving children’s decision-making skills. Programs, such as positive parenting training, can help parents understand the impact of verbal abuse. One such training program is mindful parenting, where parents are asked to demonstrate their attitude, speech, and behavior, as well as their appearance, as parents who prioritize awareness and mindfulness in parenting their children (Rahma & Ruby, 2024).

The behaviors of yelling, berating, and demeaning children have a significant negative impact on children’s cognitive development. Other impacts were also felt on the children’s self-confidence and emotional levels. Each subject was aware of the impact that they felt in the outline. In this study, it can be seen that the five subjects had different abilities, three subjects had very poor abilities, and two subjects had quite good abilities compared to the other subjects.

### ***Cultural Norms and Their Role in Verbal Abuse***

The concept of verbal violence is inseparable from Indonesian culture. In some cases, high-pitched communication patterns and harsh comments are often considered ‘normal’ or even a legitimate form of discipline in certain cultures. Most societies still educate their children about physical and verbal violence (Geor, 2012). This “normalized” culture makes it difficult for children to develop independence and build self-confidence. Therefore, researchers see that a change in the parenting paradigm in Indonesia is important for building a more emotionally healthy family environment. The results of interviews with several research informants showed how verbal violence is considered a form of discipline for children. As stated by NS, “...especially when I am late washing dishes and cooking rice, but it hurts my heart if I am yelled at in a high tone, even though I can speak softly.” Similarly, GK stated, “I was yelled at by him once because I asked him why he made important decisions for me, but he did not tell me first. He got angry and said I was still a child, so I didn’t need to know.” When verbal abuse is considered “normal” in parenting, children become more passive and refrain from speaking up or challenging parenting patterns that are considered unhealthy.

A culture that prioritizes respect for parents often influences children’s decision-making. As stated by SAN SAN, “Everything that decides is the mother, which school to go to, which campus, and what major she also wants so that the ukt is not big times she said. I can’t argue, she said ‘the blessing of parents is the blessing of Allah, if parents don’t allow it, it will be difficult.’” This shows how parents take over decision-making over their children, preventing them from refusing or expressing their opinions despite the fact that the decision will impact their future.

Indonesia's culture of high respect for parents often places children in a more passive position in family dynamics as parents tend to dominate the decision-making process (Zakira et al., 2024). This can lead to children having difficulty speaking or resisting unhealthy parenting. In contrast, verbal abuse may be reduced in contemporary cultures, as children have more space to speak up and out. This comparison shows the importance of balancing traditional values with modern childcare methods (Beckmann, 2019).

Creating these skills can begin with a supportive family. The verbal harmony created by parents gives children more confidence and influences their emotional control. Giving children space for self-exploration creates independence and self-understanding. Positive appreciation and affirmation from parents to create courage and confidence in children as well as emotional balance.

## Conclusion

The results highlighted that verbal violence, manifested through yelling, harsh language, and belittling, exerts a substantial negative influence on adolescents' cognitive processes, emotional stability, and self-confidence, all of which are essential for effective decision-making. Nevertheless, two of the five adolescents exhibited relatively stronger decision-making abilities, suggesting that factors such as social support, personal coping strategies, and other protective elements may help alleviate some of the adverse effects associated with authoritarian parenting and verbal abuse.

This study employed a qualitative approach using Simon's Decision-Making Model to investigate how cognitive, emotional, and self-confidence factors interact with parenting styles and cultural norms to shape adolescents' decisions. Through in-depth interviews, observations, and additional documentation, the research provided detailed insights into the stages of intelligence, design, choice, and implementation, areas that might remain hidden in quantitative studies. Hence, the chosen theoretical framework and methodological design shed light on the impact of verbal violence on adolescents' decision-making capabilities.

Although the findings offer valuable perspectives on how verbal abuse influences adolescent development, the research is context-bound, concentrating on families with authoritarian traits in specific cultural environments. This may limit the applicability of these results to diverse populations or different familial structures. Nonetheless, by illuminating the intricate interactions between verbal abuse, cognitive-emotional development, and parenting practices, this study underscores the importance of evaluating and reconsidering child-rearing methods in any investigation of adolescent decision-making.

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