



TOXIC PARENTING AND ITS IMPACT ON CHILDREN'S LANGUAGE ETHICS

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Abstract

This research investigates the dynamics of parental upbringing and explores various parenting patterns employed by parents to nurture, guide, and direct their children within the familial context. Recently, a concept known as "toxic parenting" has emerged, referring to a parenting model characterized by inappropriate treatment of children. This particular parenting style can significantly impede a child's growth and development, leading to manifestations of depression, stress, anger, and the use of inappropriate language, and even causing potential trauma. The aim of this study is to examine the relationship between parenting styles and the ethical use of language by children. The research employs a descriptive qualitative approach, utilizing data analysis, interviews, and observations. The findings indicate that toxic parenting, as an inappropriate parenting style, has detrimental effects on a child's future growth and development, compromising their language ethics by fostering the use of impolite words within their social environment. Furthermore, this parenting pattern hinders the establishment of strong family bonds. It is essential for parents to provide proper care for their children, as the use of inappropriate language by parents towards their children can have adverse consequences. Children may adopt inappropriate language for their age group, perpetuating it among their peers and other individuals. Consequently, it is crucial to avoid adopting such parenting patterns.

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Introduction

Parenting encompasses a set of attitudes, perceptions, and behaviors exhibited by parents that shape a child's personality (Navarro, 2016). When parents fail to treat their children as unique individuals and fail to recognize their worth, their parenting patterns are referred to as toxic parenting. Unintentionally, parents often engage in emotional abuse, which can disrupt a child's psychological well-being and mental health (Adrianto, 2011). This particular style of parenting is known as toxic parenting (Oktariani, 2021). It is characterized by continuous and harmful parenting practices that can have negative consequences on a child's future. Toxic parenting behaviors lead to a negative self-image in children, such as social withdrawal, low self-confidence, emotional instability, and difficulties in socialization (Saskara, 2020).

According to Dahlan (2022), there are three forms of parenting: democratic (allowing freedom but within parental boundaries), authoritarian (strict and controlled by parents), and permissive (controlled by children). Ulfadilah's research (2021) indicates that any parenting style that excessively emphasizes parental control over a child's actions can have psychological consequences, including traumatizing the child's psyche. This is illustrated by parents who prioritize being respected by their children without seeking to understand them. Berliana's study (2022) also highlights how toxic parenting patterns can

lead to emotional expression through violent acts among adolescents, as a result of the child's mental deterioration and inability to regulate emotions.

In conclusion, there are still many parents who neglect or employ inappropriate parenting styles with their children. For instance, some parents may resort to harsh and arbitrary treatment, both psychologically and verbally, leading to disrupted child development. The impact of such parenting styles can be lasting, as children at a young age tend to imitate and internalize what they observe, carrying these experiences into adulthood. In reality, there are parents who exert excessive control over their children, excessively protect them, or display indifference towards their children's actions. These parenting behaviors can be identified, including excessive protection, control, criticism, opposition to children's desires, demands, and constant imposition on children. Such practices can hinder children's ability to become independent and, in some cases, may even incite rebellion if these patterns persist.

Toxic parenting patterns have negative effects on children, including poor growth and development, negative attitudes, low self-esteem, a tendency to isolate themselves, excessive guilt, and psychological disturbances (Saskara, 2020). These negative impacts can influence an individual's character and personality, leading to the likelihood of becoming toxic themselves in adulthood. If a child is raised by toxic parents without recognizing the toxicity, they may replicate the same behaviors they experienced. Similar to a mirror, children often become similar to their primary caregivers, adopting their attitudes and behaviors. Consequently, if the parenting approach is positive, the child's behavior is likely to be positive, and vice versa (Adriana, 2021). The effects of toxic parenting can have long-term consequences on a child's life, particularly in terms of psychological trauma. In fact, this trauma can be carried into the future when the child establishes their own family (Oktariani, 2021).

The ethics of language use refers to the self-identity of speakers and interlocutors in communication. Polite language serves as the means to achieve pleasant and harmonious conversations. Children are expected to show respect towards their parents and elders, using polite speech when expressing themselves, asking questions, sharing opinions, or making suggestions. Parents, on the other hand, should serve as role models in communication, actively listening and responding to their children's expressions (Anggraini, 2019). However, the reality is that many elementary school children still use unethical expressions and harsh words in the school environment. The idea that such behavior is "normal" disregards the importance of language learning and polite communication (Putu, 2016). Few parents realize that children's language development requires continuous guidance and direction. Children tend to imitate their surroundings without filtering the information. Peer interactions significantly influence children's language learning, both directly and indirectly. Therefore, it should not come as a surprise that a child who initially speaks politely may become rude when interacting with others or vice versa (Anggraini, 2019). Such situations often arise due to a lack of proper communication and guidance from parents (Hutabarat, 2022).

In the formation of children's character within the social environment, poor family communication and toxic parental behavior have a significant impact on children's development and mental health. Mental health disorders in children can lead to more serious behavior problems, affecting their emotional balance and social life. Therefore, when communicating with children, parents should consider the child's character to ensure effective communication (Putra, 2017). Negative statements directed at children can result in a lack of confidence, timidity, anger, shyness, jealousy, selfishness, aversion to others' happiness, and a deficiency in language ethics due to being accustomed to receiving negative feedback from parents (Zairiyah, 2022).

Previous studies have explored the concept of toxic parenting, but there is a lack of direct analysis regarding the forms of toxic parenting and their impact on children's language ethics. Studies such as those conducted by Saskara (2020) have examined the role of family communication in coping with toxic parenting, while Dahlan (2022) focused on the characteristics of children raised by toxic parents. However, this study aims to investigate the specific impact of toxic parenting on children's language ethics.

Method

This study adopts a qualitative research approach to comprehensively understand the phenomenon experienced by research subjects, including their behaviors, perceptions, motivations, and actions, within a specific natural context. The research aims to explore the impact of toxic parenting on children's language ethics. The research design utilized is descriptive, allowing the researcher to investigate and describe the phenomenon in detail. The study was conducted over a three-day period in February, specifically in Patumbak Village, Kec. Patumbak 1. The research subjects consisted of parents residing in Patumbak Village, with an average age of 47 years. Data collection involved direct observation and interviews. The analysis of data followed Miles and Huberman's technique, which includes data reduction, data presentation, and drawing conclusions (Huberman, 2014).

The research instruments employed in this study were a smartphone equipped with an audio recorder and an interview notebook. The validity of the data was ensured through the application of credibility, transferability, dependability, and suitability measures, employing the triangulation technique. This technique involved comparing and examining multiple sources, aligning the findings with the collected data and existing theories, and ensuring the scientific accuracy of the data.

Result and Discussion

This section presents the contents of the interviews and a discussion of the thematic analysis carried out on qualitative data that is collected from direct interviews. The researcher has found three different themes and reflected on each theme in the sub-sections below. The excerpts from the interview with parents (DN informants) are as follows:

How is the mother's parenting style in educating children?

"I educate children strictly, provide examples of action and always supervise children if they want to do something. My child must be able to do everything in order to train himself to be a more independent child in the future"

What do you know about parenting? *strict parents* (stiff parents)?

"As far as I know, a rigid parenting pattern is parenting where only the opinions and wishes of the parents must be obeyed because in my opinion, it is the parents who know what is best for their children"

Do mothers apply such parenting patterns to children?

"Yes, because I believe the choice, I gave to my child is the best choice for him"

How do children play in their daily life, do they have certain times?

"When my child plays, usually after taking a bath or after finishing homework. If he wants to play, then I don't even allow it every day, and I also supervise his social interactions from a young age. I get used to it so that they are far from promiscuity in their social environment. I also don't allow playing cell phones too often, especially at night I don't allow it. They have to study first if there is free time then I allow it. Because if children are

accustomed to playing mobile phones, they will get used to it, which will lead to lazy learning from home to school."

How to deliver when angry and reprimand a child?

"At first I gave advice to the child if it happened at the same time I would scold him, sometimes I let go of harsh words because I couldn't control my emotions earlier, so I snapped at the child with the aim of not repeating it again"

What is the reason for parents to be rude to their children when they do something wrong?

"Because my mind is sometimes chaotic and I have problems outside the home to the point that it affects the child, then when the child makes a mistake, I immediately scold, tend to use harsh language, only for the good of the child."

Related to what DN as a parent had said about how the parenting style was applied to their children, the researchers also interviewed the children of DN informants about what their parents were like when they were reprimanding their children if they made a mistake. This was referred to from DN's answer regarding the question of how DN would reprimand his children. The following are the answers from RN and FZ as children:

"When I make a small mistake, my parents immediately scold me by saying harshly which sometimes makes me hurt and my parents often light hand which causes scars and makes me cry and they don't care about it" (RN Subject)

"My parents tend to scold me in a slightly harsh and firm language so that I don't repeat it. Sometimes if their emotions cannot be restrained they always beat me to the point of causing scars on my body so that I feel extraordinary fear" (Subject FZ)

From the contents of the interview, the DN informant also discussed his parenting style, namely that DN thought his choice was the best choice for his children. This statement raises one question from researchers for RN and FZ as children, namely when children have choices regarding their interests and talents, do parents approve of these choices. The following are RN and FZ's answers regarding this question.

"No, because if I say that I have a choice but my parents never pay attention to it because my parents already have a choice for me, they think that their choice is the best for me without listening to my wishes first." (RN Subject)

"My choice is the choice of my parents. So whatever my parents wish, I have to follow because they said it was the best choice for me. But I feel constrained by my parents' choices that must be obeyed. Because I wasn't given the opportunity to make my own choices and I couldn't argue in the slightest." (Subject FZ)

Based on the results of interviews conducted by researchers with informants DN as parents and informants FZ and RN as children, the researchers concluded that the results of the interviews are in the table below, namely:

Table 1.1 The Interview Results

No	Forms of Parenting	Attitudes Raised by Parents (DN Informants)	Impact on Children (Informants FZ and RN)
1.	Authoritarian	DN is a parent who imposes his will excessively without trying to understand the feelings and desires of his child. Aiming for children not to fall into promiscuity.	The impact received by FZ and RN from this parenting style is that they feel pressured by the will of the parents which must be obeyed without listening to the child's heart's desire and the child cannot be free to make his choices.
2.	Rude Ways of Communicating	When giving advice or reprimanding a child, DN tends to use harsh language and words to the child, snapping at the child so that it often makes the child feel scared to the point of crying.	The impact received by the child, namely FZ and RN, is related to the rough way of communicating DN, causing the child to imitate what is conveyed or what he listens to. This has a negative impact on how the child's language is spoken. FZ and RN tend to use harsh words with their peers. In addition, this way of communicating DN creates prejudice against children that their parents do not love and care for them.
3.	Temperamental	Regarding DN's actions when angry, DN always "hands on" children, being able to hurt their children with their verbal violence.	Related to the actions that DN gave to FZ and RN, namely "light hands" or easily injuring and physically hurting children resulted in scars on the child's body, and the child continued to cry in pain. This makes the child traumatized by the pain he receives.
4.	Consider the child as a command	Every word and command of DN as a parent must be carried out by the child without the slightest objection.	The parenting style given has a big impact on fear of FZ and RN for DN as parents. Children are afraid to argue and cannot convey their wishes and create the feeling that FZ and RN as children feel too constrained by their parents and cannot decide things according to their wishes.

This research was conducted in Patumbak 1 Village. Subjects were obtained through direct interviews with parents who gave inappropriate parenting patterns to their children. Some parents still provide poor forms of parenting to their children, one of which is in Patumbak 1 Village, where parents always restrain children, yell at children using negative sentences, make comparisons, and provide physical violence. A 10-year-old boy in grade 4 elementary school, namely FZ, is one of the children who gets a temperamental parenting pattern that causes a child to be injured both physically and psychologically. Because it causes FZ to be a unique individual *toxic* when he is in his social environment because he records what his parents have given him. There is also a 12-year-old girl who is in grade 6 of elementary school, namely RN who gets an authoritarian parenting style where her parents provide rigid parenting, that is, always following the will of her parents without regard to the wishes of the child. This parenting style can make children feel constrained that all choices are in the hands of parents without being able to express their wishes.

There are forms of inappropriate parenting, one of which is authoritarian parenting. Hurlock in Rabiatul also explains that the authoritarian parenting style means a parenting style that forces children to follow the rules and gives children opportunities to express their opinions. In this authoritarian parenting style, children are often threatened and punished if they do not follow the rules of their parents (Adawiah, 2017). According to

Yatim and Irwanto, the characteristics of authoritarian parenting are as follows: (1) lack of communication (2) very powerful, selfish (3) likes to punish (4) always manages (5) often forces children (Chairunnisa, 2021).

Parents who exhibit toxic behaviors display certain characteristics, such as employing excessive physical punishment as a disciplinary measure, involving their children in their own problems, and causing disappointment in children when they desire something (Baumrind, 1996). The researcher concludes that such parenting patterns exert a significant influence on children's development, particularly in terms of their language ethics. For instance, children may lack politeness when interacting with their peers and others. When a child is exposed to toxic parenting from an early age, their growth and development are hindered, as they inherit toxic behaviors from their parents. This, in turn, manifests in the child's social life and may persist into adulthood, perpetuating toxic behavior patterns.

Parental toxic traits encompass various characteristics, including the excessive use of physical punishment as a disciplinary measure, involving children in parental conflicts, and creating disappointment when children desire something (Baumrind, 1996). The researcher's conclusion emphasizes the substantial impact of such parenting patterns on children's development, particularly in relation to their language ethics. For instance, children may exhibit a lack of politeness in their interactions with peers and other individuals. When exposed to toxic parenting from an early age, a child's overall growth and development are hindered. This occurs because children absorb and emulate the toxic behaviors of their parents. Consequently, these negative patterns persist into the child's social life and have the potential to endure into adulthood, resulting in the perpetuation of toxic behavior.

Furthermore, it has been observed that toxic parents perceive their children as subordinates, considering their own words as unquestionable and absolute. Unfortunately, instances of toxic parenting are prevalent in our surroundings. This is particularly detrimental for young individuals who frequently fall victim to toxic parenting. Regrettably, this negative environment subsequently influences a child's mental well-being, leading to a multitude of issues that contribute to the child becoming toxic towards themselves and others. In reality, the adverse effects of this toxic parenting style outweigh any potential positive outcomes for children. Psychological problems such as depression, stress, lack of self-confidence, insecurity, and withdrawal are commonly experienced by children as a result of toxic parenting. Moreover, children often develop resentment towards their parents and imitate their toxic behaviors as an act of defiance.

The parenting styles advocated by parents may not always be well-received by their children, as improper parenting practices can sometimes be employed. In certain parenting situations, parents tend to exhibit the following behaviors: (1) resorting to physical and verbal violence, leading to physical and psychological disorders as well as trauma in children, (2) using threats and punishments as a means of discipline, and (3) imposing their own perspective as the absolute truth. These examples demonstrate instances of toxic parenting within a family, which have a negative impact on the children involved (Surbakti, 2012). Verbal violence, specifically, can be identified as a destructive behavior in which individuals utilize words to attack or harm others, employing negative sentences to demean and impede a child's development and competency (Abdurrohman, 2021). Such circumstances can create an unsafe environment for children, encompassing emotional abuse, sexual violence, physical violence, or neglect. According to Son (2017), toxic family dynamics have both short-term and long-term psychological effects on children, potentially leading to lasting trauma. Moreover, this trauma can influence the toxic lifestyle patterns that the child may adopt in their future family (Saskara, 2020).

The researchers will delve deeper into the issue of toxic parenting, examining its defining characteristics, the factors contributing to its occurrence, and the impact it has on children's language ethics. The discussion will unfold as follows:

Toxic Parenting and its characteristics

Toxic parenting refers to an unhealthy parenting style wherein parents fail to provide adequate care for their children on a daily basis, leading to a loss of parental nurturing (Putra, 2017). This type of parenting stems from a misinterpretation of love and affection by parents, resulting in physical, mental, and emotional harm experienced by the children (Dunham, 2012). Saskara and Ulio further elucidate that toxic parents exhibit inappropriate treatment of their children and disregard their children's autonomy and needs, thereby engaging in various acts of violence that can significantly impact the psychological and mental well-being of the children (Chairunnisa, 2021).

According to Carelina (2004), parents who exhibit toxic parenting possess certain characteristics, including a lack of concern for their children, frequent comparisons between their children, and the potential to traumatize them. Similarly, Saskara highlights that toxic parenting is characterized by excessive expectations of children's achievements, selfishness, a lack of empathy, a tendency to exert control, a penchant for criticizing children's wrongdoings, constant blame towards children, a failure to appreciate their efforts, and a tendency to focus on their mistakes. Furthermore, Dunham and Dermer identify three types of toxic parents: pageant parents, dismissive parents, and contemptuous parents who engage in insulting behaviors (Pratiwi, 2020). These characteristics collectively define toxic parenting as an unhealthy parental approach that negatively impacts the psychological growth of children (Chairunnisa, 2021).

Occurrence Factor Toxic Parenting

Parents often attribute their toxic parenting style to environmental factors and the parenting patterns they themselves experienced in the past, often unaware that they are passing on these patterns to their own children. Furthermore, an informant, who is a teacher, acknowledges that toxic parenting constitutes an unhealthy parenting pattern that parents impose on their children, resulting in significant impacts on their growth, development, and particularly their language ethics within the school setting. One contributing factor to toxic parenting is the high level of parental selfishness, as parents strive to mold their children according to their own desires without considering the child's individual abilities. Additionally, personal issues faced by parents can also contribute to the toxic treatment of their children.

The behavior of toxic parents can be attributed to the influence they have received from their environment, which shapes their poor parenting styles and behaviors (Rifani, 2018). Moreover, this behavior often occurs as a result of a repeating cycle or chain, where parents who exhibit toxic parenting styles may have themselves been victims of toxic parenting by their own parents (Forward, 2002). Over time, accumulated experiences can alter their way of thinking, causing them to unknowingly perpetuate the same toxic patterns in their own parenting practices (Rifani, 2018).

The presence of toxic parents creates an unsafe environment for children, encompassing emotional abuse, sexual abuse, physical abuse, or neglect. Son (2017) emphasizes that toxic family dynamics have long-term effects on children, particularly psychological trauma. This trauma can also influence the future family dynamics and lifestyle choices of the affected child. Additionally, when considering child factors such as genetics, temperament, and physical health, careful observation becomes necessary. Family factors, including the upbringing and attachment of children to their parents, play a crucial role. Attachment theory, proposed by John Bowlby (1969), highlights the

importance of secure attachment between children and their primary caregivers during childhood. Establishing trust and fostering secure bonds is essential, as they enable children to explore the world with confidence and comfort (Saskara, 2020).

According to research, the language acquisition process in children is significantly influenced by the parenting style employed by their parents. When parents engage in effective communication with their children, it positively impacts the language ethics displayed by children within their social environment. Ethical speech involves using appropriate and respectful language, characterized by kindness, eloquence, and pleasantness. The use of polite language facilitates meaningful and meaningful interactions between communicators and recipients of communication (Cooper, 2005).

Impact Toxic Parenting On Children's Language Ethics

Currently, the language development of children is considered a primary concern that requires careful attention from parents, particularly in terms of language learning, which is closely intertwined with parental guidance. Darwis Hude emphasizes that parents will become unofficial agents of change for their children in the future (Sholichah, 2021). Jamila highlights that the early childhood development is significantly influenced by the surrounding environment, particularly the educational and family environment, resulting in diverse parenting styles adopted by parents (Anhusadar, 2021). Within the family, the role of parents and siblings holds great influence in shaping a child's personality. Effective parenting styles lead to positive behavior and attitudes in children (Machmud, 2021). Undoubtedly, the role of parents is crucial, as the family serves as the primary source of education for children. Therefore, it is natural for parents to provide their children with quality education (Apriyanti, 2019).

The application of polite language plays a crucial role in children's linguistic development and interpersonal relationships. From an early age, it is essential to instill the practice of using polite language in children, as it enables them to build a strong vocabulary and effectively communicate with various individuals, including parents, peers, and individuals younger than them. The primary objective of employing polite language is to foster harmonious interactions. By speaking politely, children can effectively gather information, pose questions, express their opinions, and engage in other forms of communication. Despite the significance of this practice, it remains evident that a considerable number of elementary school children and educators still employ unethical expressions and resort to harsh words within the school environment. The prevalent use of terms such as "me" and "you," accompanied by imperative intonation, as well as expressions conveying condescension and threats towards opponents, has become a prominent feature of children's conversations today. Therefore, it is imperative for parents to enforce the use of polite language within the family, school, and community settings (Anggraini, 2019).

Chear and Leoni Agustina (1995) posit that the process of language acquisition in children is closely linked to the family environment, which serves as the primary context for linguistic development. Their theory highlights disparities in language usage between children from lower and middle-class backgrounds. Middle-class children exhibit a broader range of language variety within their homes, while lower-class children typically have limited exposure to diverse linguistic forms in their immediate surroundings. While this phenomenon pertains specifically to school-aged children's language development, it serves as a foundational premise for the author to explore various underlying factors that influence children's language skills. It is important to note that the initial stages of language learning in children predominantly stem from their closest familial environment (Anggraini, 2019).

According to Dulay (1982), children begin their language learning journey within the family setting, where they learn to recognize and apply the language codes they

encounter on a daily basis. As noted by Chaer (2010), the quality of the environment in which children interact has a significant impact on their language proficiency. The family serves as the primary domain where children acquire vocabulary, emphasizing the critical role of appropriate parenting styles in ensuring successful language development in children (Anggraini, 2019). Establishing effective communication and fostering openness among family members can also cultivate trust and comfort within the family, thereby mitigating potential inequalities that may arise. Furthermore, it is essential for family members to adhere to communication ethics, such as utilizing gentle and suitable language when conveying their intended meanings to one another (Hutabarat, 2022).

The cultivation of polite behavior, aligned with familial norms, involves parents introducing proper speech patterns to children from an early age. This sentiment is echoed by Kamil (2015), who emphasizes the pivotal role of the family in shaping children's foundational character and moral values for their future educational endeavors. It is the responsibility of parents to assume a strategic role in guiding and directing their children, facilitating the development of societal values. By providing external stimuli, parents can optimize children's linguistic growth, encompassing aspects such as the acquisition of high-quality vocabulary, linguistic reasoning abilities, proficiency in engaging in discussions, and the development of argumentative skills, among others (Anggraini, 2019).

The prevailing societal reality reveals the unfortunate presence of inappropriate language among the younger generation and children. The linguistic impropriety displayed by children is profoundly influenced by factors such as their educational background, socioeconomic status, social environment, and family dynamics. However, among the numerous factors contributing to a child's language politeness, the family plays a significant role. Yahya (2011) emphasizes the vital role of the family in education, as it is the primary context in which a child grows and develops, and where they first encounter influential experiences during their crucial formative period.

Inappropriate parenting practices can have a detrimental impact on the formation of a child's personality (Aminuddin, 2020). As explained earlier, one clear example of the negative consequences of toxic parenting on a child's language ethics is evident in the communication dynamics between parents and children. When children are exposed to rough or disrespectful communication, they are likely to imitate and incorporate such behavior into their social interactions. The family environment significantly shapes children's polite language usage, as it serves as the primary model from which children learn their linguistic patterns. Additionally, the quality of the overall environment also affects children's speech. Parents act as reflections that children observe and imitate. When children are not adequately nurtured, conflicts and issues may arise between them and their parents, within the child themselves, or within their external environment. Therefore, Lestari (2012) asserts that the most influential figures in a child's life are their parents, as well as educators such as teachers and peers of the same age (Saskara, 2020).

The language development of children is significantly influenced by the quality and role of the family. A family that exhibits good speech patterns will naturally foster children who use proper language, whereas a family with poor speech habits will lead children to imitate inappropriate language usage. Children constantly mimic what they hear and observe, underscoring the importance of parents being mindful of their words and actions in front of their children, while also providing education on the use of appropriate language. Language learning is an ongoing process that continues into adulthood, necessitating increased parental supervision (Anggraini, 2019).

The use of good language also prevents misunderstandings between children and their parents or the wider community. Therefore, parents play a crucial role in educating their children regarding language usage. Parental education encompasses not only speech

but also the cultivation of positive body language. Consequently, paying attention to children is an essential form of communication that parents must cultivate and practice.

The family serves as the primary pillar in shaping children's positive attributes, including their personality, attitudes, and morals. The family acts as a role model in character formation, ensuring the development of virtuous traits in children. The parenting style employed significantly impacts the child's well-being. Genuine care, love, and attention, as well as nurturing their lives, health, and upbringing, constitute a positive parenting model that has a beneficial impact on a child's life (Latifah, 2020). The family's role in raising children is of utmost importance, as children require attention and affection from their parents. Education for children encompasses not only the formal schooling system but also various other aspects that serve as sources of education. Therefore, parents play a critical role in shaping their child's personality, character, education, and overall development (Dahlan, 2022).

Positive parent-child relationships have a significant impact on children, whereas poor relationships have adverse effects on their behavior and overall development (Saputra, 2021). It is the responsibility of parents in a family to fulfill all the needs of their children, including their basic needs. These basic needs encompass physical and biomedical responsibilities, such as providing nourishment, fostering emotional well-being, and offering stimulation that supports children's learning and development (Nurlaila, 2017). The family serves as the primary environment for children and plays a crucial role in their upbringing. A healthy and nurturing family environment cultivates children with mature minds, positive attitudes, and holistic personality development.

Conclusion

Based on the analysis conducted by the researcher, it can be inferred that there is a significant presence of toxic parenting behaviors among many parents while raising their young children. These behaviors include authoritarian parenting, parenting styles, temperamental factors, and more. Such toxic parenting styles often lead children to feel restricted, insecure, anxious, and emotionally closed off. Moreover, the quality and commitment of the family also have an impact on a child's language growth and development. The behavior and parenting style exhibited by parents profoundly influence their children's personality, learning abilities, and language skills.

Throughout the research process, the researcher encountered certain limitations. The information obtained was not always satisfactory, necessitating in-depth observation to gather detailed data. Additionally, time management proved challenging due to the busy schedules of the informants. Future researchers are advised to conduct more accurate data collection and provide practical solutions to address the issues at hand. Furthermore, exploring alternative methods and approaches to generate new references is highly recommended.

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Author Contributions Statement

RKH played a pivotal role in the research process by conducting field observations, conducting in-depth interviews, and writing the scientific article to fulfill the graduation requirements. They were responsible for carrying out the research and collecting the primary data for the study. AAD made significant contributions by providing guidance and supervision to the main author throughout the entire research endeavor. Their expertise and direction were instrumental in ensuring the successful completion of the scientific writing project.

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