

VALIDATION OF PARENTAL COMMUNICATION TYPE SCALE FOR ABUSIVE PARENT

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Abstract Effective communication becomes an important part in developing a child's character and to prevent the violence of parents towards children. This research aims to develop a communication instrument of parents towards children. There are two communication aspects, which are the opened communication aspect and the closed communication aspect. There are two stages in developing this instrument: first, an introductory study stage to determine the prototype instrument and the second, expert validation examination stage and field examination. Based on the expert analysis results, the instrument has passed the construct validity and it is declared as fit for use. The results of the field examination show that from 34 items, 24 are declared as valid, with the validity value of ≥ 0.3 and they are reliable as the r value = $0.84 \geq 0.7$. From the expert analysis and the field examination, it is concluded that the instrument is fit for research use.

Keywords Validation, Parental communication type scale, Abusive parent

1. Introduction

The Republic of Indonesia's Ministry of Social Affairs stated that there is a drastically increasing trend of violence towards children during the Covid-19 pandemic. On June 2020, there were 3.555 cases, which increased to 4.928 on July 2020 [1]. These cases include abuse in the realms of education, sexual violence, and children in the face of law. The research of Muarifah & Wati [2] described that the physical and the non-physical violence towards children in Yogyakarta were carried out as a means to discipline the child, to children who are difficult to advise, and to silence a cranky child. A family, or in this case the parents, become the first institution for the child's growth and development. Ideally, a parent should be able to give examples of actions and behaviors. The family is the first social unit where a child learns to be a human being who is able to interact with others [3]. According to Hill [4] a family is a household which has blood or marriage relations or that which provides the establishment of basic instrumental functions of the familial expressive functions for the members who are within a certain network.

In a family, there must be interactions and communication. Communication becomes an important part of a relation. An effective communication will make the message delivered by the communicator be accepted well by the communicant, thus the latter will be able to understand the information delivered.

A wrong model of communication in a family brings a great impact towards one's behaviors. Many families carry out wrong methods of communication in giving information or in delivering something to their children. It is not seldom that the children receive harsh treatments or even violence just because they were wrong in interpreting the message delivered by the parents or other family members. For children, good communication is necessary to become normal human beings. Communication is an interaction between two people which affect each other, thus causing understanding, happiness, influences on behavior, better relations and actions [5].

A two-way communication between parents and children will make the latter feel appreciated and loved. On the contrary, a one-way communication and authoritarian parents will make the children feel unappreciated. This makes the children grow to become unconfident, dependent, and closed people. Such form of communication causes violence towards children. A good parent-children communication correlates with the children's low involvement in delinquent behaviors [6].

The parent-children communication is verbal and non-verbal behavior between family members which affect each other to develop the roles, rules, functions and to maintain the behavioral patterns of the family members [7].

According to Wood [8], a parent-child communication includes opened and closed communications. The former gives flexibility towards the present rules. For example, parents have an opinion on an important thing, but they still appreciate and listen to the children's opinions. With the opened communication, the family may resolve the present conflicts, thus the children will feel comfortable and they are able to show better capabilities at school and in having relations with peers [9].

The opened form of communication allows the children to see problems, resolve or handle them, as there is interaction in a communication, and surely by still paying attention to the norms and without eliminating the existence between parents and children.

A closed communication is where parents limit the space for children to express their opinions. For example, the

children must listen to the parents, without talking back, and they must bow their heads while the parents are talking. There are some similarities between the closed communication with the communication of authoritarian parents: they seldom speak to their children, they carry out harsh actions, and the authority of the parents is highly dominant. This condition makes the children unable to express their opinions, which causes conflicts. It makes the children easily angered, aggressive, insecure, and depressed [10].

There are already rather plentiful studies related to the parents' communication in the family, with teenage or adult subjects. An example is one by Berlianti, et al. [11] on "What is Up with the Parent-Teenager Communication?: Its Influences towards the Teenagers' Aggressivity to Peers". A research on teenagers' communication has also been carried out by Oktavera [12] entitled "The Relations between Perception and Interpersonal Communication of Parents-Teenagers with the Teenagers' Adaptation". The studies on the communication of parents towards children still need to be further developed with more specific respondents, for example parents who are perpetrators of violence towards children, and its instrument of measurement needs to be developed. Because of that, this paper tries to present the development of an instrument on the forms of parent-child communication on parents who carry out violence towards children.

2. Materials and Methods

There are two stages in developing this instrument: first, an introductory study stage as an effort to determine the prototype instrument. This study is in the form of theoretical and empirical analyses to identify the issue and the instrument's necessities. The next step is to make blueprints, the question grid, and question items. The blueprint is formulated based on the communication aspects, which are the opened and the closed communications. The indicators of opened communication are as follows: 1) there is a flexibility towards the applied rules, 2) there is the chance for the children to express their ideas, opinions, suggestions, and to listen to one and another, 3) there are more opportunities for the children to explain the arising problems, 4) there is the opportunity for children to express their existence as part of a direct communication, 5) it gives the children the opportunity to see the problem, 6) it gives the children the opportunity to resolve or to handle the problem. Meanwhile, the indicators of closed communication are as follows: 1) it limits the children's space to talk about or to discuss something, 2) the children cannot express their opinions due to rigid rules, 3) the children only know about what is not allowed, 4) the children do not express the reality nor the things which must be done.

After it is formulated, it is then validated by expert judgement as an effort to carry out a construct validation. The expert judgement are from the experts who understand the attributes which will be measured and those who understand the formulation of instruments [13].

The second stage is to carry out a field examination to obtain the validity and the reliability of the instrument. The examination is carried out towards parents who have children at the age of 2 to 6 years old, who live outside of Yogyakarta, and has carried out violence towards children. After carrying out the analysis, a conclusion may be drawn on whether or not the developed instrument is fit for use.

This stage is in line with the opinion of Azwar [14] on the basic steps of formulating a psychological instrument, which are: 1) identification of the measurement objective, 2) operationalization of concept, 3) scaling and selecting the stimuli format, 4) the writing of items, 5) try out, 6) analysis of items, 7) selection of items, 8) testing the validity and the reliability, and 8) final format.

3. Results and Discussion

This research has produced an instrument which has been validated by four expert judgements, who are Dr. Choiriyah Widyasari, M.Psi, Psikolog (Universitas Muhammadiyah Surakarta), Isnaya Arina Hidayati, M. Si, Dessy Pranungsari, M.Psi, Psikolog (Universitas Ahmad Dahlan), Alfi Purnamasari, M.Psi, Psikolog (Universitas Ahmad Dahlan). The experts carried out the construct validation, by assessing the suitability of the instrument with the theory used. The experts state that the instrument is already according to the theory thus it is fit for use, but with some suggestions for improvements, for example: the font sized must be uniform, the number of items in each aspect must be uniform, and the language usage must be more consistent.

Then, a scale try out is carried out, with 174 respondents. The criteria are parents who have children at the age of 2 to 6 years old, who live outside of Yogyakarta, and has carried out violence towards children. The collected data is measured using SPSS with the Cronbach alpha technique to determine the reliability and Pearson to determine the validity. According to Arikunto (2013), the criterion to determine the instrument's validity is if the $r_{\text{measurement}} > r_{\text{table}}$, thus the item is deemed as valid. If the reliability moves between 0.8-1 thus the reliability is categorized as high. This instrument is deemed as reliable if the r value = 0.865, and the validity value $r \geq 0.3$ (valid) with the significance rate of 5%. From the 34 items, 24 items are valid and 10 are dismissed. Then, the valid and reliable instruments may be used as a research instrument which will be used to parents in the Yogyakarta area. These are the results of the validity and the reliability tests.

Table 1. Results of the Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.865	24

Correlations

		Skor
No1	Pearson Correlation	.502**
	Sig. (2-tailed)	.000
	N	174
No2	Pearson Correlation	.456**
	Sig. (2-tailed)	.000
	N	174
No3	Pearson Correlation	.510**
	Sig. (2-tailed)	.000
	N	174
No4	Pearson Correlation	.179*
	Sig. (2-tailed)	.018
	N	174
No5	Pearson Correlation	.491**
	Sig. (2-tailed)	.000
	N	174
No6	Pearson Correlation	.462**
	Sig. (2-tailed)	.000
	N	174
No7	Pearson Correlation	-.119
	Sig. (2-tailed)	.119
	N	174
No8	Pearson Correlation	.166*
	Sig. (2-tailed)	.029
	N	174
No9	Pearson Correlation	.533**
	Sig. (2-tailed)	.000
	N	174
No10	Pearson Correlation	.420**
	Sig. (2-tailed)	.000
	N	174
No11	Pearson Correlation	.534**
	Sig. (2-tailed)	.000

	N	174
No12	Pearson Correlation	.538**
	Sig. (2-tailed)	.000
	N	174
No13	Pearson Correlation	-.063
	Sig. (2-tailed)	.409
	N	174
No14	Pearson Correlation	.074
	Sig. (2-tailed)	.332
	N	174
No15	Pearson Correlation	.501**
	Sig. (2-tailed)	.000
	N	174
No16	Pearson Correlation	-.009
	Sig. (2-tailed)	.908
	N	174
No17	Pearson Correlation	.425**
	Sig. (2-tailed)	.000
	N	174
No18	Pearson Correlation	-.079
	Sig. (2-tailed)	.302
	N	174
No19	Pearson Correlation	-.023
	Sig. (2-tailed)	.766
	N	174
No20	Pearson Correlation	.388**
	Sig. (2-tailed)	.000
	N	174
No21	Pearson Correlation	.447**
	Sig. (2-tailed)	.000
	N	174
No22	Pearson Correlation	.408**
	Sig. (2-tailed)	.000
	N	174
No23	Pearson Correlation	.430**
	Sig. (2-tailed)	.000
	N	174
No24	Pearson Correlation	.418**
	Sig. (2-tailed)	.000
	N	174
No25	Pearson Correlation	.219**
	Sig. (2-tailed)	.004
	N	174
No26	Pearson Correlation	.530**
	Sig. (2-tailed)	.000
	N	174

No27	Pearson Correlation	.535**
	Sig. (2-tailed)	.000
	N	174
No28	Pearson Correlation	.360**
	Sig. (2-tailed)	.000
	N	174
No29	Pearson Correlation	.417**
	Sig. (2-tailed)	.000
	N	174
No30	Pearson Correlation	.469**
	Sig. (2-tailed)	.000
	N	174
No31	Pearson Correlation	.311**
	Sig. (2-tailed)	.000
	N	174
No32	Pearson Correlation	.411**
	Sig. (2-tailed)	.000
	N	174
No33	Pearson Correlation	.444**
	Sig. (2-tailed)	.000
	N	174
No34	Pearson Correlation	.071
	Sig. (2-tailed)	.351
	N	174
Skor	Pearson Correlation	1
	Sig. (2-tailed)	
	N	174

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

3. Conclusion

Based on the analysis of instrument and the discussion, it may be concluded that this instrument has the reliability value of 0.865, and the validity value of ≥ 0.3 (valid) with the significance rate of 5% thus this instrument is fit for research use, which may be used to know the forms of parent-child communication towards parents who carry out violence towards children.

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