



{ MUDIMA }



Early Detection and Treatment Speech Delay Children of Preschool Age (Multi-Site Study of 3 Preschool Institutions in Malang City)

Ambar Kusuma Astuti¹, Mohammad Efendi², Diniy Hidayatur Rahman³, Ediyanto^{4*}

Universitas Negeri Malang

Corresponding Author: Ediyanto ediyanto.fip@um.ac.id

ARTICLE INFO

Keywords: Speech Delay, Early Detection, Treatment

Received : 2 November

Revised : 20 December

Accepted : 15 January

©2024 Astuti, Efendi, Rahman, Ediyanto: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aims to understand: (1) forms of speech delay (2) internal and external factors that affect speech delay, (3) indicators that affect child development (4) procedures for handling speech delay. In order to be able to reveal the phenomena that occur in the community, researchers used the Multisite Study research design where data collection in this study used descriptive qualitative methods with interview, observation and documentation techniques. The researchers conducted interviews with subject parents/teachers in class. Observations researchers do by observing the subject while in the school environment and also at home. Meanwhile, in order for the findings that the researchers carried out to be declared valid, the validity of the data used (1) observation persistence, (2) triangulation, and (3) reference adequacy. The results of the study show that children who experience speech delay or are late in speaking are more dominant due to wrong parenting and a lack of educational/parenting knowledge for parents starting from pregnancy until the child is born. Excessive giving of gadgets makes children less able to carry out 2-way interactions so that it affects children's language development which causes children's communication and behavior to deviate

INTRODUCTION

Delays in speaking are often for some people a problem that is not too important, but cases of delays in speaking which we often know as speech delays, especially in the current pandemic era, are starting to experience a very sharp increase and often also have comorbidities such as ADHD, autism, etc. Speech delay can be interpreted as a delay in speech development in early childhood.

Some problems with delayed speaking in children have different backgrounds, where there are several factors that also influence them, such as not having a model that can be imitated, the child's lack of motivation to speak, and the child's lack of opportunities. (Istiqlal, 2021). Meanwhile, Sudarwati and Manipuspika in their research (2019), stated that there are factors that hinder children's speaking, such as lack of focus and paying more attention to other things and language differences in the environment where they live. Apart from that, hearing loss, autism, and nerve and brain barriers are also factors that can cause children to experience speech delays.

According to the SISDIKNAS Law article 28 no. 20/2003 paragraph 1 states that the range of education for early childhood is between 0-6 years, whereas in the PAUD Scientific Group study the age range is 0-8 years. The increasing number of children with special needs today requires more attention.

Referring to the information above, the importance of early detection in children can help children achieve growth and development, this is in accordance with the guidelines for implementing stimulation, early detection and early intervention in child growth and development/SDIDTK (2016:01). By knowing the characteristics of each child, you will be able to help stimulate the child's diverse and unique potential. Potential is an ability, strength, ability, or power that has the possibility of being re-manifested into a greater form (Majdi, 2007).

Judging from the delay in speaking, it is divided into two, namely 1) functional speech delay and 2) non-functional speech delay. Most experts are of the opinion that children with speech delay are currently in the functional category, meaning they lack

stimulation and wrong parenting patterns. Meanwhile, non-functional are children who have receptive language disorders, such as autism or Attention Deficit Hyperactivity Disorder (ADHD). Often the problems that occur in children with speech delay are not abnormal. His hearing function is good, there are no oromotor organ abnormalities, there are also no cleft lip problems. This description is in line with the findings that researchers have revealed above.

Nur Endah Agustina Amd. Kep (2021) said that if a child begins to show signs of speech delay, parents can immediately take him to the doctor for further examination. The doctor can consider possible causes of speech delay, ranging from hearing problems to hearing loss. If necessary, a referral will be given to a language pathologist, audiologist, or developmental pediatrician. Apart from that, the doctor will provide a referral so that the child can undergo speech therapy as a way to overcome speech delays. Making a diagnosis in children with speech delay requires a multidisciplinary approach by the relevant doctors. Management of speech delays depends on the cause, and also involves collaboration between the relevant doctors, parents and speech therapists.

Early Detection of Children with Special Needs

The importance of carrying out early detection has been explained in the SDIDTK that, it is necessary to provide a level of service in all areas, where child anthropometric standards are needed to assess or determine nutritional status of children. Classification of nutritional status assessments which is based on anthropometric indices must be in accordance with the nutritional status categories in the WHO child growth standards for children aged 0-5 years and The WHO Reference 2007 for children 5-18 years (SDIDTK: 20).

Early Detection of Deviations in Child Development

Early detection According to the Indonesian Ministry of Health (2022) in efforts trawling and filtering to find Early deviations from growth and development abnormalities need to be carried out, in

order to identify and understand the risk factors for developing these developmental abnormalities.

Early detection in development includes (Juknis Pos PAUD: 2015):

- a) Social emotional and independence
- b) Language Early detection is carried out to see the obstacles related to language skills which include abilities distinguish between meaningful and meaningless sounds (receptive language), speech (expressive language), communication (pragmatics)
- c) Physical (gross and fine motor skills)
 1. Gross motor skills are intended to identify obstacles related to body movement coordination. And coordinating body parts using large muscles.
 2. Fine motor skills are intended to identify obstacles related to hand and eye coordination
 - a. Cognitive is intended to be able to identify obstacles related to aspects of maturity in the thinking process.
 - b. Early detection on the visual aspect
 - c. Early detection of hearing aspects

Procedure for Handling Speech Delay

Early detection is important so that immediate treatment can be carried out on children who experience speech delays carried out, so that children's development becomes better. According to the guidelines handling cases, a referral is needed to help overcome problems that occur in children's growth and development (2010: 22-23). According to the Decree of the Minister of Health 922 (2008), referrals are a continuation of the rights and responsibilities related to health problems which are carried out reciprocally, vertically and horizontally, which include facility referrals, technology referrals, expert referrals, operational referrals, case referrals, scientific referrals and referrals.

METHODS

Approaches and Types of Research

This research focuses on how to detect and manage speech delay in pre-school age children in the city of Malang. In order to reveal the substance of this phenomenon, more in-depth observations are needed using natural settings. Departing from these

problems, the approach used in this research is a type of qualitative research or often also called a naturalistic approach when in the field of education.

In this research, the type of research used is a case study and field research. The use of field research often does not require in-depth knowledge of the literature used and the expertise of a researcher, this is because in field research it is used to decide in what direction the research will go based on context.

Researcher Presence

The presence of researchers is intended to provide more in-depth knowledge regarding early detection and treatment procedures used in speech delay for pre-school age in Malang city, where can you get it adequate data, the research was carried out for 1 month while in PAUD consisting of 9 PAUD teachers, 9 parents, 9 students

Data Types and Sources

Based on the focus determined by the researcher, the researcher will collect complete and in-depth data so that it can support the achievement of the objectives of this research. according to Lofland and Lofland (1964:47 in Moleong, 2011). The main data sources in qualitative research are words and actions. In connection with the focus of this research, the type of data that will be collected in this research is the words and actions of people who are interviewed or observed as the main (primary) data source.

Data Collection Technique

Data collection used includes: interviews, observation and documentation. The type of observation carried out by researchers is observation participant, namely observations carried out with observers involved directly and actively in the object under study. In observation participants, researchers are involved in the daily activities of people who being observed or used as a source of research data (Sugiyono, 2017: 227).

As for data analysis in this research, Single Site Data Analysis is used, which is the stage for single site data analysis starting with understanding all the collected data that has been obtained from observations, interviews, field notes, and documentation so that it can gain an understanding of the problem being researched.

RESULTS AND DISCUSSION

1. Forms Of Speech Delay

Early detection and treatment of children who experience speech delay at 3 schools, data was obtained on the importance of early detection in

children which will make it easier to provide treatment by knowing the forms of speech delay. Researchers made observations which will be presented in the following table:

Table 1. Forms of Speech Delay

Subjek	Fungsional	Non Fungsional
BY	Lack of stimulus and parenting style on the part	It is not yet known for certain because economic factors are not supportive
MY	Wrong parenting patterns make children unable to be independent and their speech development does not increase	Not known for certain
ZN	Parenting patterns and stimuli that do not support children's development	It is not known for certain because the parents wanted to do an allergy test if it was covered by insurance, but the mother said it was inherited from the mother's genes
AG	Parenting patterns and stimuli that do not support child development	It is suspected that there are descendants from the father's family
AB	Lack of stimulus, knowledge and inappropriate parenting patterns from parents	There is a family member whose child also has ADHD
AM	Lack of stimulus, knowledge and inappropriate parenting patterns from parents	There are no father or mother families who experience retardation/children with special needs

Based on the table above, it can be concluded that the forms of speech delay experienced by each child are not the same, it does not always come from genes, but a lack of stimulus, knowledge and wrong parenting patterns can actually cause children to experience failure in reaching their developmental stage.

2. Development Indicators

Indicators of children's development achievements are specific and measurable markers of development that function to monitor/assess children's development at a certain age. In terms of indicators of child development achievements from birth to 6 years of age, these include 1) moral and

religious values, 2) social, emotional and independence, 3) language, 4) cognitive, 5) physical/motor, 6) arts. According to Ifrod Maksum (2018), indicators of children's development achievements function to monitor children's development and are not to be used directly as teaching materials or learning activities. Indicators of children's development achievements are formulated based on basic competencies (KD).

So that every child, especially children with special needs, can develop optimally in reaching their developmental stages, we need to know the steps for preparing PPI. The scheme for preparing PPI can be seen in the chart below:

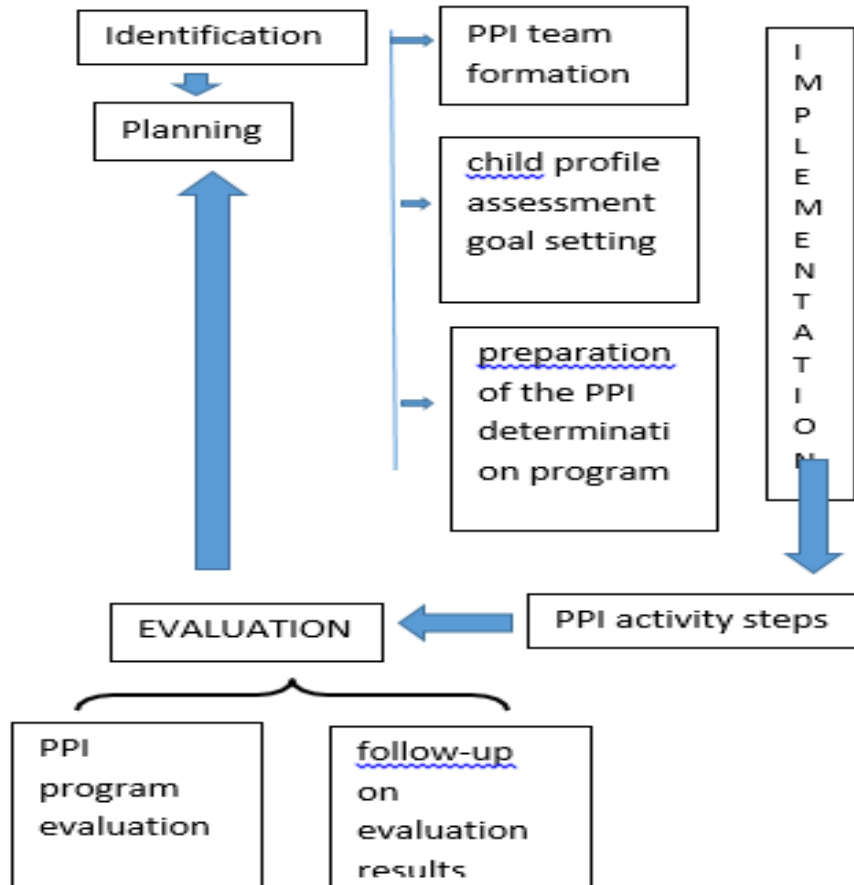


Figure 1. PPI Preparation Schema

Basically, the learning system for children with special needs uses an individual approach, which is why they also need individual programs. The researcher will present an explanation of individual learning programs for children with special needs in the attachment.

3. Handling procedures

Treatment for children with special needs does not only involve therapy, but providing education in both formal and inclusive schools is very necessary. In the current pandemic era, we can easily find special children or what we usually call ABK children (children with special needs) who are in schools, both inclusive and non-inclusive.

Regarding the conditions above, the researcher provides parenting to the school and parents to be able to implement treatment management steps in accordance with Minister of Health Decree 922 of 2008. The researcher tries to provide an overview of PPI (individual learning program) that can be implemented in schools as a further step so that the management of children with special needs can be carried out optimally. The importance of providing

optimal ABK (Children with Special Needs) education services in schools can improve children's abilities according to their characteristics. The importance of PPI (individual learning program) can make a teacher more confident in providing learning. The researcher will provide the individual learning program (PPI) in the attachment

CONCLUSION

Basically, the learning system for children with special needs uses an individual approach, which is why they also need individual programs. The researcher will present an explanation of individual learning programs for children with special needs in the attachment.

Handling Procedures

Treatment for children with special needs does not only involve therapy, but providing education in both formal and inclusive schools is very necessary. In the current pandemic era, we can easily find special children or what we usually call ABK

children (children with special needs) who are in schools, both inclusive and non-inclusive.

Regarding the conditions above, the researcher provides parenting to the school and parents to be able to implement treatment management steps in accordance with Minister of Health Decree 922 of 2008. The researcher tries to provide an overview of PPI (individual learning program) that can be implemented in schools as a further step so that the management of children with special needs can be carried out optimally. The importance of providing optimal ABK (Children with Special Needs) education services in schools can improve children's abilities according to their characteristics. The importance of PPI (individual learning program) can make a teacher more confident in providing learning. The researcher will provide the individual learning program (PPI) in the attachment

REFERENCES

- Azizah, U. (2017). Keterlambatan Bicara dan Implikasinya dalam Pembelajaran Anak Usia Dini. Hikmah: Jurnal Pendidikan Islam, 282.
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
- Alfin, Jauharoti and Pangastuti, Ratna (2020) Perkembangan bahasa pada anak speechdelay. JECED: Journal of Early Childhood Education and Development, 2 (1). pp. 76-86. ISSN 2715-8446; 2715-8454
- Anggraini, Wenty. 2011 tentang Keterlambatan Bicara (Speech Delay) pada Anak (Studi Kasus Anak Usia 5 Tahun). Skripsi, Jurusan Psikologi Fakultas Ilmu Pendidikan Universitas Negeri Semarang.
- Buchnat, M., & Wojciechowska, A. (2020). Online education of students with mild intellectual disability and autism spectrum disorder during the COVID-19 pandemic. *Interdyscyplinarne Konteksty Pedagogiki Specjalnej*, (29), 149-171.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publication
- Dosen Fakultas psikologi UMM. *Jurnal ilmiah Psikologi Terapan*. Vol.4 No.2 Agustus 2016.
- Dr. Edja Sadjah (2013). *Bina Bicara, Persepsi Bunyi dan Irama*
- Dr Emily, Dr Carlin Conner, and Dr Alysa Hanry (2020). Using read alouds to improve comprehension of children with ASD, ID, and SLI. Family environmental risk factors for developmental speech delay in children in northern china, Shengfu Fan, Yin Zhang, Jiangbo Qin, Xuan Song, Meiyun Wang & Jiangping Ma
- Dr Dante Rigmalia, Lismainar (2019). *Prosedur Layanan Bagi Anak Berkebutuhan Khusus (ABK) Pada sekolah Penyelenggara Pendidikan inklusif*
- Effectiveness Of Reading Aloud Strategies For Developing Reading Habits.
- Eka Nilawati, Dadan Suryana (2012) *||Gangguan Terlambat Bicara (Speech Delay) dan Pengaruhnya Terhadap Social Skill Anak Usia dini.*
- European journal of English Language Teaching
- Eva, N. (2018). Psikologi Anak Berkebutuhan Khusus. Karya Dosen Fakultas Ilmu Psikologi. Frijda, N. H. (2003). 10 Emotions and Hedonic Experience. *Well-being: Foundations of hedonic psychology*, 190
- Evi Selva Nirvana(2018). *||Studi Kasus Pengembangan Program Intervensi Pada Anak Dengan Gangguan Bicara dan Bahasa (Speech Delay).* Article Psychogy
- Erisa Kurniati, dalam jurnal ilmiah (2017). *||Perkembangan bahasa pada anak dalam psikologi serta implikasinya dalam pembelajaran*
- Fan Shengfu, Yin Zhang, Jiangbo, Xuan Song, Meiyun Wang & Jiangping Ma (2021). Family environmental risk factors for developmental speech delay in children in Northern China. Article number: 3924.
- Galih A Veskarisyanti (2008). *12 Terapi Paling Efektif & Hemat untuk Autisme, Hiperaktif dan Retardasi Mental.*

- Gusti Sastra (2021) Model Terapi Wicara Bagi Penderita Gangguan Berbahasa. Hanurawan, F. (2017). The Role of Psychology in Special Needs Education.
- Guzzeti, B. J. (2002). Literacy in America: An encyclopedia of history, theory, and practice. California: ABC-CLIO.
- Hasyim, Adelina. 2016. —Metode penelitian dan pengembangan di sekolah. In , Cetakan pertama, tahun 2016. Yogyakarta: Media Akademi.
- Istiqlal, A. N. (2021). Gangguan Keterlambatan Berbicara (Speech Delay) Pada Anak Usia 6 Tahun. *PRESCHOOL*, 209-210.
- Jauharoti Alfin, Ratna Pangastuti dalam jurnal JECED (2020) — perkembangan bahasa pada anak speech delay. *Journal of ICSAR*, 1(2), 2548-8600.
- Kuschner, E. S., Bennetto, L., & Yost, K. (2007). Patterns of nonverbal cognitive functioning in young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37(5), 795-807
- Laura M. Justice, Jessica Logan, and Joan N. Kaderavek (2017). "Longitudinal Impacts of Print-Focused Read-Alouds for Children With Language Impairment". *American Journal of Speech-Language Pathology*. 1–14. American Speech-Language-Hearing Association
- Leung A, Kao CP. (1999). Evaluation and management of the child with speech delay. *Am Fam Physician*. 35.
- Manipuspika Y. S, Sudarwati E. (2019). Phonological Development of Children With Speech Delay. *RETORIKA: Jurnal Ilmu Bahasa*, 17-20.
- Mazefsky, C. A. (2015). Emotion regulation and emotional distress in autism spectrum disorder: Foundations and considerations for future research
- Mohammad Efendi (2013). Problematika Bicara dan Komunikasi anak berkebutuhan khusus, Speech therapy. Prodi Pendidikan Luar Biasa Fakultas Ilmu Pendidikan Universitas Negeri Malang
- Moleong, L. J. (2014). Metodologi Penelitian Kuantitatif. PT Remaja Rosdakarya, Bandung
- Moustakas, C. (1994). Transcendental phenomenology: Conceptual framework. *Phenomenological research methods*, 25-42.
- Muhammad Khalid Mehmood Sajid, Hafizoah Kassim, Ghasan Adnan Hasan, (2019).
- Papalia, dkk. 2004. Human Development. New York: McGraw-Hill Companies, Inc.
- Rury Soeriawinata (2018) Verbal Behaviour & Applied Behaviour Analysis
- Sabrina Tan, Irawan Mangunatmadja, Tjhin Wiguna (2019). Risk factors for delayed speech in children aged 1-2 years. *Article Paediatrica Indonesiana*. Vol.59, No.2
- Santrock, John W (2002) —Life Span Development. Jakarta : erlangga
- Scovel, Thomas. 2009. Psycholinguistics. Oxford University Press: New York.
- Slavich, G. M. (2022). Social Safety Theory: Understanding Social Stress, Disease Risk, Resilience, and Behavior During the COVID-19 Pandemic and Beyond. *Current Opinion in Psychology*, 101299.
- Smith, J. A., Flowers, P., & Larkin, M. (2021). Interpretative phenomenological analysis: Theory, method and research
- Sugiyono, Prof. Dr. 2015. —Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D). In . Bandung: ALFABETA.
- Suzanne M. Adlo (2020). Promoting Reading Achievement in Children With Developmental Language Disorders: What Can We Learn From Research on Specific Language Impairment and Dyslexia. *Journal of Speech, Language, and Hearing Research*. Vol. 63•3277– 3292. The Author This work is licensed under a Creative Commons Attribution 4.0 International License

- Tan S., Mangunatmadja I., Wiguna T. (2019). Risk factors for delayed speech in children aged 1-2 years. *Paediatr Indones*, 56.
- Wiyani. 2014. *Buku Ajar Penanganan Anak Usia Dini Berkebutuhan Khusus*. Penerbit Ar-Russ Media. Yogyakarta
- Zainul Anwar, S.Psi., M.Psi., Psikolog, Tri Muji Ingarianti, S.Psi., M.Psi., Psikolog, Dra. Cahyaning Suryaningrum, M.Si, Psikolog (2016). *Modul Deteksi Dini Anak Berkebutuhan Khusus Pada Pendidikan Anak Usia Dini*. Pasca Sarjana Psikologi UMM.