

The Relationship Of Parenting Patterns And Parental Knowledge With Speech Delay In Preschool Age Children At Hermina Padang Hospital 2023

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Abstract: WHO 2021 reports that more than 300 million children under 5 years of age do not fulfill their development potential and most of them are children living on the Asian and African continents. Data from Hermina Hospital, the prevalence of Speech Delay in 2023 is 150 cases. In one day of research, 15 respondents were obtained. The aim of this research was to determine the relationship between parenting patterns and parental knowledge and speech delay in preschool-aged children at Hermina Hospital. Padang. This type of research uses quantitative methods with a cross sectional analytical design. The research was conducted in March – August 2023 at Hermina Padang Hospital. The research population was all mothers who had preschool children aged 3-5 years at Hermina Padang Hospital. The sampling technique was Accidental Sampling. Data collection used primary and secondary data. Univariate analysis used descriptive statistical tests and Bivariate analysis used the chi square test. The results of this research are based on the results of the Chi square test ($\alpha = 0.005$) showing that there is no significant relationship between Parenting Patterns (p -value = 0.188) and there is a significant relationship between Parental Knowledge (p -value 0.032) and Speech Delay. It was concluded that there was still a lack of maternal knowledge about the importance of parenting styles and parental knowledge in children's growth and development. It is hoped that from the results of this research, parents can pay more attention to children's growth and development and that health workers can serve as a reference for improving services in reducing the incidence of speech delays.

Keywords: Parenting Patterns, Parental Knowledge, Speech Delays, Preschool Age Children

INTRODUCTION

Language is a form of rules or symbol system that children use to communicate and adapt to their environment to exchange ideas, thoughts and emotions. Language can be expressed through speech that refers to verbal symbols. Apart from using verbal symbols, language can also be expressed through writing, gestural signs and music. Language can also include aspects of nonverbal communication such as gesticulation, gestures or pantomime. Gesticulation is the expression of hand and arm movements to emphasize the meaning of speech. Pantomime is a way of communication that changes verbal communication with actions that include several estural (movement expressions that use each part of the body) with different meanings (Hasiana 2021).

Language abilities can generally be divided into receptive abilities (hearing and understanding) and expressive abilities (speaking). Speaking ability can be assessed more than other abilities so that discussions about language ability are more often related to speaking ability. Proficiency in language and speaking is influenced by intrinsic factors (from the child) and extrinsic factors (from the environment). Intrinsic factors are congenital conditions from birth including the physiology of the organs involved in language and speaking abilities. Meanwhile, extrinsic factors include stimuli around the child, especially words heard or addressed to the child (Isna Aisyah 2019).

Genetic factors can influence language development. Toddlers who have abnormalities in the head experience problems with speech and language development. These abilities are different compared to normal children, not only that gross motor and fine motor skills also experience problems (Shabariah et al., 2019). The use of mobile media is a factor influencing speech delays and language if toddlers use it every day for 30 minutes. The negative impact of using gadgets will continue to make children dependent and reduce interest in playing activities with peers and children tend to be passive and lazy to talk (van den Heuvel et al., 2019).

Providing early stimulation on speech and language development can be done anywhere, such as reading stories, teaching children to tell stories, teaching children to sing, recognizing letters and numbers, and expressing feelings so that children can carry out developmental tasks well. Parents can spend 20-30 minutes providing stimulation to their children or any free time (Ministry of Health of the Republic of Indonesia, 2019). An important period in a child's development is the toddler years, because during this period basic growth will influence and determine the child's further development. During the toddler years, the development of language skills occurs very quickly and is the basis for further development. So that every abnormality or deviation, even the slightest, if not detected and handled properly, will reduce the quality of human resources in the future.

A child is said to have a speech delay when his speaking ability is far below the average for children his age. When talking about speech delay, you should also mention speech disorders. A distinction must be made between speech delay and speech disorder. Speech disorders include children's speech abilities that do not develop like the development of children's speech abilities in general, whereas with speech delay the child's speech abilities can still develop like children in general, only at a slower time than children in general (Fauzia, Meiliawati, & Ramanda, 2020).

The problem of speech delays in children is a serious problem that must be treated immediately because it is one of the most common causes of developmental disorders in

children. Speech delays can be identified from the correct use of words, which is characterized by unclear pronunciation and communication can only use sign language, so that parents and people around them cannot understand the child, even though the child can actually understand what people are talking about. Saputra & Kuntarto (2020).

Language acquisition is the process of language mastery carried out by children naturally when they acquire their first language (their mother tongue) Unsiah & Yuliaty (2018:109-110). There are several theories of language acquisition, namely:

1. Behaviorist theory: language development comes from environmental influences (imitation/modelling/reinforcement by mother/father/etc.).
2. Nativism theory: language is natural because it is present in children from birth.
3. Cognitivism theory: language development is influenced by cognitive (brain) development, information processing and motivation.
4. Interactionism theory: language acquisition is the result of interaction between mental learning abilities (LAD language acquisition device from birth) and the language environment.

According to the World Health Organization (WHO), in 2021 it was reported that more than 300 million children under 5 years of age in the world do not fulfill their development potential and most of them are children who live on the continents of Asia and Africa. Various child development problems such as motor delays, language, behavior, autism and hyperactivity are increasing. The incidence of developmental delays in the United States is around 12-16 percent, Thailand 26 percent, Argentina 22 percent, while in Indonesia it is between 29.9 percent (WHO, 2021).

In Indonesia, it is stated that the prevalence of speech delays in children is between 5-10 percent of school children (Suhadi and Istanti, 2020). In Indonesia itself there are still many children who have language disorders, especially in the aspect of speaking. Akbar Evandio states that around 20% of Indonesian children experience speech delay, which means that there are approximately 1 million out of 5 million children who experience language disorders in the form of speech delay (Evandio, 2022). Speech delay is a symptom where children cannot speak at this age. As it should be, this speech delay can be caused by many factors. The speech delay experienced by children can certainly influence the child's growth and development process and also of course affect the child's interpersonal communication process. Therefore, the aim of this research is to find out how the process of taking action against developmental disorders is. speech delay on children's interpersonal communication.

Nelson (Vinia, 2019) research in the United States reported the number of speech and language delays in children aged 4.5 years between 5-8 percent and delays reported a prevalence of between 2.3-19 percent. Several reports put the incidence of speech and language disorders at around 2.3-24.6 percent. Delays in speech and language development in toddlers in Indonesia are increasing day by day. In Indonesia, it is stated that the prevalence of speech delays in children is between 5-10 percent of children school (Suhadi and Istanti, 2020).

In preschool aged children (4 – 6 years) developmental tasks can be assessed through KPSP (Developmental Pre-Screening Questionnaire). Where the speech development of preschool children aged 4 - 6 years includes being happy to ask about things, answering questions with the correct words, speaking easily to understand, understanding conversations that use 7 or more words and answering questions about what objects are made of and their uses.

Based on a preliminary data survey that the author conducted on March 27 2023 by reading data on patient medical records from January to May 2023, there were 120 cases of Speech Delay children, and as initial data looking at 20 medical records of cases of Speech Delay children, there were 8 cases caused by patterns care and parental knowledge from one of them with a severe Speech Delay. After looking at 10 hospitals in the city of Padang, Hermina Hospital is one of the hospitals that provides a speech therapy program.

Based on the background that the researcher described above, the researcher conducted research on "The Relationship between Parenting Patterns and Parental Knowledge and Speech Delay in Preschool Children at Hermina Hospital in Padang in 2023."

LITERATURE REVIEW

Definition of Parenting Style Parenting pattern (Listiani & Nuryanti, 2021) is an environment and there is a role of parents in it which influences the child's growth and development and to ensure normal child development, in this parenting pattern parents are needed to understand the characteristics and principles of their child's growth and development to support relationship between children and parents.

Characteristics of Children with Speech Delay

According to (Saputra & Kuantarto, 2020) explains that if the signs below begin to appear or be seen in children, parents should start to be alert:

- 1) Does not respond to sound
- 2) There is a setback in development
- 3) Has no interest in communicating

- 4) Difficulty in understanding fairies
- 5) Saying words or sentences that are not typical of children in general
- 6) Speaks slower than children his age
- 7) His words were difficult for even his own family to understand
- 8) Difficulty understanding what adults say
- 9) Difficulty in making friends, socializing and participating in games
- 10) Difficulty in learning spelling, language and even mathematics\

Handling Speech Delay in Children

For handling children who have speech delays, there are several intervention procedures that can be followed. After you see signs that your child has a speech delay, the first thing to do is screening with several instruments that are available.

Starting with an otological and audiometric examination of the child. Otological examination can be carried out using BERA or Brainstem Evoked Response Audiometry. Apart from that, the child will also be examined for mental, cognitive, social, emotional development using HOME or Home Observation for Measurement of the Environment (Fauzia et al. al., 2020). One method that can be used to handle children who experience speech delays is milieu teaching.

Inappropriate early treatment of speech delay can risk becoming a permanent disorder which in the process can have an impact on cognitive, emotional, behavioral and social problems in adulthood (Sunderajan & Kanhere, 2019).

Types of Speech Delay

According to (in Hidayat, 2022), the types of speech delays in speaking in preschool children are:

1) Specific Language Impairment

Namely, language disorders are primary disorders caused by developmental disorders themselves, not caused by sensory disorders, neurological disorders and cognitive disorders, such as children's tendency to speak in short and simplified sentences, by eliminating several grammatical features.

2) Speech and Language Expressive Disorder

Namely, the child experiences problems with language expression.

3) Centrum Auditory Processing Disorder

That is, speech disorders are not caused by problems with the hearing organs. His hearing is in good condition, but he has difficulty processing information in the brain.

4) Pure Dysphatic Development

This is a disorder in the development of speech and expressive language which has weaknesses in the phonetic system.

5) Gifted Visual Spatial Learner

Namely the characteristics of this gifted visual spatial learner, both in their growth and development, their personality, and the characteristics of their own giftedness.

6) Disynchronous Developmental

Namely, the development of a Gifted child basically has developmental deviations from the normal pattern. There is a lack of synchronization of internal development and a lack of synchronization of external development.

Preschool Age Children

The preschool period (3-6 years) starts from when children can move while standing until they enter school, characterized by high activity and discoveries. This period is known as the golden age or golden generation because it is a period of rapid growth and development (Anisa, Marlina & Zulminiarti, 2019).

Preschool children are children aged between 3-6 years (Mansur, 2019). At this age children experience slowed physical growth and their psychosocial and cognitive development increases. Children's curiosity and communication skills at this time are also starting to develop. The way children learn and build relationships with other people is through play (Mansur, 2019).

The ages of three to five years are called The Wonder Years, namely the period when a child has a high sense of curiosity about something, very dynamic from joy to whining, from tantrums to hugs. Preschool children are explorers, scientists, artists and researchers. They love to learn and are constantly figuring out how to be friends, how to engage with the world, and how to control their bodies, emotions, and minds. With a little help from you, this period will build a secure and lasting foundation for your son or daughter's entire childhood (Markham, 2019).

In the theory of children's psychosocial development according to Erik Erikson, preschool age is a process in which children develop their ability to solve their own problems according to their knowledge (Nancye, 2021). At this time, if the attitude of the environment around the child likes to prohibit and blame, it can make the child lose initiative and easily experience feelings of guilt (Nancye, 2021).

Every parent dreams of having children who are healthy, intelligent, attractive in appearance and have noble character. The principle of paying attention to seeds, weights,

bebets that has developed in our society since ancient times in choosing a potential life partner, one of which aims to obtain offspring that meet these criteria.

As time goes by, this principle tends to be ignored, even though this principle does not always conflict with the theory of child growth and development. Apart from hereditary factors, there are other factors that influence the quality of a child. The quality of a child can be assessed from the growth and development process. The process of growth and development is the result of the interaction of genetic factors and environmental factors. Hereditary factors are factors related to genes that come from the father and mother, while environmental factors include the biological, physical, psychological and social environment.

According to Jean Piaget's theory, preschool children are in the preoperative stage. Preoperative thinking dominates during this stage and is based on a self-interested understanding of the world. In the preoperative preconceptual phase of thinking, children remain egocentric and are able to approach problems from only one point of view. Young preschool children understand the concept of counting and begin to engage in fantasy or make-believe play. They believe that the mind is very powerful, the fantasy experienced through magical thinking allows preschool children to create space in the real world.

METHOD

This type of research uses quantitative methods with a cross sectional analytical design. This research was carried out at Hermina Padang Hospital, where the implementation time was from March to August 2023. The population in this study were all mothers who had preschool age children who experienced Speech Delay at Hermina Padang Hospital in the month March to August 2023, totaling 120 people

Types and Methods of Data Collection

Secondary Data

Data collection was carried out by researchers by viewing and collecting data from patient medical records, namely all mothers who had children with speech delays at preschool age at Hermina Hospital in Padang in 2023.

Primer Data

Primary data was obtained from the results of distributing questionnaires and measurements of the Denver Developmental Screening Test (DDST) or known as the Denver Table/Test to respondents. DDST is a child growth and development screening tool.

Data Processing Techniques

Editing , coding, entry, cleaning

Defenisi Operasional

No	Variabel	Devenisi Operasional	Alat Ukur	Cara Ukur	Hasil Ukur	Skala Ukur
1.	(Speech Delay)	Speech and language delays are developmental disorders due to a child's inability to use language which is caused by several inhibiting factors (Muslimat & Hadrawi, 2020).	Lembar ceklis	KPSP Screening (Developmental Pre-Screening Questionnaire)	Speech Delay Late Talk If the child cannot understand the words according to the developmental tasks of his age. Not late If children can understand words according to their age development tasks. (Niasari, 2016)	Ordinal
2.	Parenting Style	Parenting is the way each parent educates, cares for, disciplines and directs children so that the child's growth and development can go well and be able to go through every phase of growth and development from childhood to adulthood. Type of parenting 1. Authoritarian 2. Democratic 3. Permissive	Kuesioner	Questionnaire	Parenting Style Authoritarian Authoritarian parenting is a parenting style that applies whatever child's activities are always restrained by the parents. Democratic is a parenting style that always gives freedom of activity to children who are still under the direction of their parents. Permissive parenting style that gives complete freedom to children and children are allowed to make their own decisions about what steps to take and parents never give directions or explanations to children Scoring assessment: 1. The total score value is divided by the number of questions for each parenting style domain. Robinson et al, 2001	Ordinal
3.	Parental Knowledge	It is the knowledge that parents have about various aspects related to children's health, development and needs.	Kuesioner	Angket	Parental Knowledge Good if you get a score of 76-100% Enough if you get a score of 56-75% Less if you get a score <56%	Ordinal

Analisis Data

Analisis Univariet

Univariate analysis using statistical tests, determines the frequency distribution of the independent variable, namely the Relationship between Parenting Patterns and Parental Knowledge and the dependent variable, namely the incidence of Speech Delay.

Analisis Bivariat

This analysis was carried out to see the relationship between the independent variable and the dependent variable using statistical tests

RESULT AND DISCUSSION

1) Parenting Style

Tabel 1

Frequency Distribution of Parenting Patterns at Hermina Hospital, Padang Year 2023.

No	Parenting Style	<i>F</i>	%
1	Demokratis	32	57,1
2	Otoriter	16	28,6
3	Permisif	8	14,3
Amount		56	100

Based on table 1, it can be seen that as many as (57.1%) parents with democratic parenting patterns, (28.6%) parents with authoritarian parenting patterns and (14.3%) parents with permissive parenting patterns at Hermina Hospital Padang in 2023

2) Parental Knowledge

Tabel 2

Frequency Distribution of Parenting Patterns at Hermina Hospital, Padang Year 2023

No	Knowledge	<i>f</i>	%
1	Good	12	21,4
2	Enough	31	55,4
3	Not enough	13	23,2
Amount		56	100

Based on table 2, it can be seen that as many as (55.4%) parents with sufficient knowledge, (23.2%) parents with less knowledge, and (21.4%) parents with good knowledge at Hermina Padang Hospital in 2023 .

3) Keterlambatan Bicara (Speech Delay)

Tabel 3.

Frequency Distribution of Speech Delay in Children at Hermina Padang Hospital in 2023.

No	<i>Speech Delay</i>	<i>f</i>	%
1	Late	38	67,9
2	Not late	18	32,1
Amount		56	100

Based on table 3, it can be seen that more than half (67.9%) of children with speech delays and less than half (32.1%) of children who do not speak late at Hermina Padang Hospital in 2023

Analisa Bivariat

1) The relationship between parenting styles and speech delays in children (Speech Delay)

Tabel 4.
Frequency Distribution Of Parental Parenting Relationship With Speech Delay
In Children (Speech Delay) At Hermina Padang Hospital In 2023.

Pola Asuh Orang Tua	Speech Delay				Total	
	Late		Not Late			
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
Democratic	23	71,9	9	28,1	32	100
Authoritarian	10	62,5	6	37,5	16	100
Permissive	5	62,5	3	37,5	8	100
Total	38	67,9	18	32,1	56	100

p value = 0,759

Based on table 4, it can be seen that many parents with a democratic parenting style (71.9%) have speech delays and (37.5%) parents with a permissive parenting style have children who do not experience speech delays (Speech Delay). . The results of the Chi-Square Test showed that $p \text{ value} = 0.759 > 0.05$, this means that there is no significant relationship between parenting patterns and speech delays in children at Hermina Padang Hospital.

2) The relationship between parental knowledge and speech delays in children (Speech Delay)

Tabel 5.
Frequency Distribution of the Relationship between Parental Knowledge and Speech Delay
in Children at Hermina Hospital Padang in 2023.

Knowlegde	Speech Delay				Total	
	Late		Not Late			
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
Good	4	33,3	8	66,7	12	100
Enough	23	74,2	8	25,8	31	100
Not enough	11	84,6	2	15,4	13	100
Jumlah	38	67,9	18	32,1	56	100

p value = 0,012

Based on table 5, it can be seen that as many as (74.2%) parents have sufficient knowledge regarding speech delays in children and (15.4%) parents with insufficient knowledge have children who do not experience speech delays. The results of the Chi-Square Test showed that $p \text{ value} = 0.012 < 0.05$, this means that there is a significant

relationship between parental knowledge and speech delay in children at Hermina Padang Hospital.

PEMBAHASAN

Hasil Analisis Univariat

1. Parenting Style

Based on table 1, it can be seen that as many as (57.1%) parents with democratic parenting patterns, (28.6%) parents with authoritarian parenting patterns and (14.3%) parents with permissive parenting patterns at Hermina Hospital Padang. This research is in line with that carried out by (Cahyanti, 2020) in PAUD Samarinda City regarding the Relationship between Parental Knowledge, Parenting Patterns and Nutritional Status with the Language Development of Preschool Age Children, of the 82 respondents, 79 parents applied democratic parenting (96.3%). This research is also in line with that carried out by (Ilmiah et al., 2019) at Mentari Kindergarten, Sambirampak Lor Village, Kota Anyar District, Probolinggo Regency regarding the Relationship between Parental Parenting Patterns and Pre-School Child Development. It is known that almost all of the respondents' parenting patterns were 44 people (88%) apply a democratic parenting style and only a small percentage of respondent parents, namely 6 people (12%) apply a permissive parenting style.

Parenting patterns are patterns of behavior applied to children that are relatively consistent from time to time. This behavior pattern is felt by children, both negatively and positively. The parenting style instilled by each family is different, this depends on the views of each parent (Baumrind, 1967 in Naibaho, 2012). The types are divided into authoritarian, democratic and permissive parenting styles (Silalahi, 2014) in (Ilmiah et al., 2019).

From this research it can be concluded that in caring for and guiding children, parents have their own parenting style. These methods and patterns will not be the same between families. Children's attitudes and behavior when interacting and communicating in parenting are the application of parenting patterns from parents. Parents will provide a sense of care, rules, discipline, rewards and punishments during parenting. Children will see, evaluate and imitate the attitudes, behavior and habits of their parents, consciously or unconsciously, this will become the child's habits.

2) Knowledge

Based on table 2, it can be seen that there are (55.4%) parents with sufficient knowledge, (23.2%) parents with less knowledge, and (21.4%) parents with good knowledge at Hermina Padang Hospital.

This research is the same as that conducted by (Norlita & Rizky, 2022) at the Posyandu in the Working Area of the Sidomulyo Pekanbaru Community Health Center regarding Parents' Knowledge of Speech Delay Developmental Disorders in Children Aged 1-5 Years, showing that the majority of respondents who visited Posyandu Sejahtera Putri Melur had sufficient knowledge. less (score value <56%) regarding speech delay development disorders in children aged 1-5 years as many as 22 respondents (46.8%), then parents who have good knowledge are 12 respondents (25.5%), and parents who have sufficient knowledge as many as 13 respondents (27.7%).

Parents are the first educators in learning during children's development. Knowledge and cognitive are important things in a person's behavioral process. When parental knowledge is good, language development and other developments will be optimal in line with parental knowledge and behavior which is passed on to children (Cahyanti, 2020).

From this research it can be concluded that the importance of parents' knowledge of their children, especially during this developmental period. Parents with good knowledge can understand the good growth and development of children and can prevent undesirable things from happening during the child's growth and development. At this time, getting knowledge is quite easy, we can access it on social media, from health education, from health workers and posyandu cadres, so it is hoped that parents will be better able to follow and monitor their children's growth and development well to get Language development appropriate to the age of toddlers requires a high level of maternal knowledge, where the mother, as the party who generally has more interaction time with the child, needs to have knowledge about growth and development and how to stimulate it. Good maternal knowledge must also be supported by positive parenting patterns so that toddlers' language development can be appropriate to their age.

3) *Speech Delay*

Based on table 3, it can be seen that more than half (67.9%) of children with speech delays and less than half (32.1%) of children who do not speak late at Hermina Padang Hospital.

This research is not in line with that carried out by (Cahyanti, 2020) in PAUD Samarinda City regarding the Relationship between Parental Knowledge, Parenting Patterns and Nutritional Status with the Language Development of Preschool Age Children. Of the

82 respondents, 73 children (89.0%) had normal development. . This research is not in line with that carried out by (Lopiyanah et al., 2022) in the South Pemulutan Regional Early Childhood Education in 2021 regarding the Relationship between Education, Parenting Patterns and Nutritional Status with the Language Development of Preschool Age Children. It can be seen that respondents with child development are in accordance with 52 % more than respondents with inappropriate child development, namely 48%.

Development is an increase in ability in the structure and function of the body that is more complete, has a regular and predictable pattern as a result of the maturation process. In this case, it concerns the process of differentiation of body cells, body tissues, organs and organ systems which develop in such a way that each can fulfill its function (Soetjningsih, 2014). The result of disrupted development in pre-school children is that at a certain age children cannot master the developmental tasks expected by their social group, children cannot carry out certain movements and children will be hampered in accessing external sources as well as emotional and intelligence regulation and disruption of social interactions with other people. (Azizahnur, 2012). Apart from that, due to the parents of toddlers not monitoring the development of their children, parents do not know whether their children's development is normal or not (Ilmiah et al., 2019).

In this study it can be seen that the rate of speech delays in children is still quite high. An important period in a child's development is the toddler years, including the pre-school period. In the first five years a child forms the basics of human personality, sensing abilities, thinking, language skills, speaking, social behavior, gross motor and fine motor development and the quality of development during childhood, especially pre-school children, determines many aspects of life, both namely health aspects, learning achievement aspects, intellectual aspects, productivity aspects in the future.

Hasil Analisis Bivariat

1) The relationship between parenting styles and speech delays in children (Speech Delay)

Based on table 4.4, it can be seen that many parents with a democratic parenting style (71.9%) have speech delays and (37.5%) parents with a permissive parenting style have children who do not experience speech delays (Speech Delay). . The results of the Chi-Square Test showed that $p \text{ value} = 0.759 > 0.05$, this means that there is no significant relationship between parenting patterns and speech delays in children at Hermina Padang Hospital.

The results of this research are not in line with those carried out by (Ilmiah et al., 2019) at Mentari Kindergarten, Sambirampak Lor Village, Kota Anyar District, Probolinggo Regency regarding the Relationship between Parental Parenting Patterns and Pre-School Child Development with a $p \text{ value} = 0.04$, thus rejecting H_0 which means that there is a relationship between parenting patterns and the development of pre-school children in Mentari Kindergarten, Sambirampak Lor Village, Kota Anyar District, Probolinggo Regency.

Parental parenting is one of the factors that influences children's language development. Children's attitudes and behavior when interacting and communicating are an application of their parents' parenting patterns. Parents will provide a sense of care, rules, discipline, rewards and punishments when raising children. Children will see, assess and imitate the attitudes, behavior and habits of their parents, consciously or unconsciously, this will become the child's habits. because communication and interaction between children and parents has an important role so that children have language skills that are appropriate to the child's age stage.

According to researchers' assumptions, parenting is a description of parents' attitudes and behavior in socializing and communicating when raising children. Care, rules, order, rewards and punishments as well as responsiveness to the child's wishes are given by parents during parenting activities. Children's habits occur consciously or unconsciously when children see, assess and imitate the attitudes, behavior and habits of their parents. The parenting style instilled by each family is different, this depends on the views of each parent.

2) The relationship between parental knowledge and speech delays in children (Speech Delay)

Based on table 4.5, it can be seen that as many as (74.2%) parents have sufficient knowledge regarding speech delays in children and (15.4%) parents with insufficient knowledge have children who do not experience speech delays. The results of the Chi-

Square Test showed that p value = $0.012 < 0.05$, this means that there is a significant relationship between parental knowledge and speech delay in children at Hermina Padang Hospital.

The results of this research are in line with those carried out by (Safitri, 2017) at the Baserah Health UPTD in 2016 regarding Factors Related to Toddler Language Development, the results of statistical tests show that there is a significant relationship between knowledge and toddler language development with p value = 0.000 or $p < 0.05$.

Soetjningsih (2008), said that with good knowledge, parents can receive all information from outside, especially about how to properly care for children, how to maintain children's health, their education and so on. The better the knowledge, the younger a person will receive information and be more responsive to the problems they face, so they can determine the best alternative for something (Safitri, 2017).

According to researchers' assumptions, parental knowledge greatly influences children's development, with good knowledge, it can change parents' mindset in receiving various information. To obtain language development appropriate to the age of toddlers, a high level of maternal knowledge is required, where the mother, as the party who generally has more interaction time with the child, needs to have knowledge about growth and development and how to stimulate it. Factors that can influence the level of knowledge are sources of information. Information is knowledge obtained from learning, experience or instruction.

CONCLUSION

- a. As many as (57.1%) parents with democratic parenting patterns, (28.6%) parents with authoritarian parenting patterns and (14.3%) parents with permissive parenting patterns at Hermina Padang Hospital.
- b. A total of (55.4%) parents with sufficient knowledge, (23.2%) parents with less knowledge, and (21.4%) parents with good knowledge at Hermina Padang Hospital.
- c. More than half (67.9%) of children with speech delays and less than half (32.1%) of children without speech delays at Hermina Padang Hospital.
- d. The results of the Chi-Square Test showed that p value = $0.759 > 0.05$, this means that there is no significant relationship between parenting patterns and speech delays in children at Hermina Padang Hospital.

- e. The Chi-Square test found p value = $0.012 < 0.05$, this means there is a significant relationship between parental knowledge and speech delay in children at Hermina Padang Hospital.

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