

The Role of Parents and Family the Treatment of Speech Therapy in Chindren with Special Needs Difficulty Speaking (communicating)

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Abstract

Speech-impaired children are children who have impaired speech or language comprehension. Speech therapy is one of the important interventions for children with special needs in speaking. The success of this therapy depends not only on the therapist, but also on the active role of parents and families. The purpose of this study was to determine the role of parents and family in the process of handling children with communication disorders. The research used qualitative methods with data collection techniques through observation, interviews and documentation. The results showed the role of parents and families in dealing with children who experience speech and language delays including: Conduct early detection of speech and language delays in children by contacting doctors and experts, as often as possible invite children to tell stories, give children opportunities to do something independently. Entering children into appropriate schools and develop the potential of children, Being proactive about the treatment given to children. Thus, the role of parents who play an active role in providing stimulation and also assistance from experts in intervening has a significant impact so that the language and speech development of children with speech difficulties develops better.

Keywords: *Child with special need; Communication disorder; Role of parents*

Abstrak

Anak Tuna wicara adalah anak yang mengalami gangguan dalam kemampuan berbicara atau memahami Bahasa. Terapi wicara merupakan salah satu intervensi penting untuk anak berkebutuhan khusus dalam berbicara. Keberhasilan terapi ini tidak hanya bergantung pada terapis, tetapi juga peran aktif orangtua dan keluarga. Penelitian ini bertujuan untuk mengetahui peran orang tua dan keluarga dalam proses penanganan anak dengan gangguan komunikasi. Penelitian menggunakan metode kualitatif dengan teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan peran orang tua dan keluarga dalam menangani anak yang mengalami keterlambatan berbicara dan bahasa diantaranya: melakukan Deteksi dini keterlambatan bicara dan bahasa pada anak dengan menghubungi dokter dan tenaga ahli, sesering mungkin mengajak anak untuk bercerita, memberi kesempatan anak untuk melakukan sesuatu secara mandiri, Memasukkan anak ke sekolah yang sesuai dan kembangkan potensi yang dimiliki anak, Bersikap proaktif atas perlakuan yang diberikan kepada anak. Dengan demikian peran orang tua yang berperan aktif dalam memberikan stimulasi dan juga bantuan dari tenaga ahli dalam melakukan intervensi memberikan dampak yang signifikan sehingga perkembangan bahasa dan bicara anak dengan hambatan kesulitan bicara berkembang semakin baik.

Keywords: *Anak berkebutuhan khusus; Gangguan komunikasi; Peran orang tua*

INTRODUCTION

Language development disorders are the inability or limitations in using linguistic symbols to communicate verbally or delays in the development of speech and language of children according to their age group, gender, customs, and intelligence. The problem of disorders in children's growth and development is increasingly common lately. One of them is like Delays in fine and gross motor development, speech, cognition, personal, ability to perform daily activities, and social.

The growth and development of children in the early years is very important for them to be at their best. That's why parents, teachers, and anyone else who works with young children should pay attention. As children grow, their bodies and brains also grow. For example, as his intelligence improves, his brain and nerves also develop Humans continue to grow from babies in the womb to adults. But not everyone grows at the same pace, some grow quickly while others may be a little slower. Children who have difficulty in growth and development are sometimes called children with special needs. These children may have challenges in their bodies, brains, social skills, or emotions. For example, there are children who are autistic, deaf, blind, or have learning disabilities. These challenges can affect how they grow and learn compared to other children their age. (Sulistyawati A 2012)

In a family the role of parents is very important for a child, this is because with the role possessed by the parents it will be able to influence the child's behavior. When the child wants to behave, the child will adjust his behavior to the behavior of those around him. (Maunah 2016). The role of parents to develop psychomotor, cognitive and affective potential, in addition parents must also take care of the child's physique. Every parent will certainly have a feeling of happiness and pride if they have healthy, intelligent children, like most other children, but what about the feelings of parents who have children with special needs, for parents of children with separate needs, and cannot be generalized to other parents. The existence of parents for children with communication disorders (speech or language) has a meaningful meaning for the process of protection and development. Therefore, knowledge and Increasing the capacity of parents, in dealing with children with communication disorders (speech or language) from an early age will have a significant impact on caring, nurturing, educating, and concocting the talents or potentials of every child with communication disorders (speech or language). Readiness and preparedness of parents who Faced with children with communication disorders (speech or language) is the key to successful treatment, plus support from the community and government in providing a friendly environment and facilities for children with special needs with communication disorders (speech or language). (Djamarah 2018).

If a person cannot communicate with others perfectly then they can be said to have a language disorder or disorder. Language disorders can occur if a person's communication deviates far from the language used by normal children. Clinically a child is called experiencing speech delay if at the age of 2 years can only pronounce less than

50 words and/or there is no sentence consisting of a combination of two words. The prevalence of speech development delay reaches 15% in children aged 2 years. Most parents already complain about speech delays by age 2, but some doctors choose to "wait" based on the fact that Speech development is still very variable by age 2, 50% of children with speech delays will catch up by age 3, and if speech delays are caused only by developmental delays (maturational delay), the prognosis is quite good.

However, it must be remembered that speech delays that were originally thought to be only developmental delays can actually be symptoms of other more serious disorders, such as hearing loss, mental retardation, autism, and others. Speech delays academic ability and cause various psychosocial problems. It can also be a symptom of a specific language proficiency deficit referred to as Specific Language Impairment (SLI). This condition often persists until school age and can lead to lack of academic ability and lead to various psychosocial problems.

METHODS

The research method used is a qualitative approach using pupose sampling. The subjects in the study were parents. The main instruments are research, information gathering, observation, interviews and documentation. Interviews are carried out to collect information or data related to research problems through questions and answers to collect data, research, and documentation in the form of guidelines during the research activities that are used. (Sugiyono 2021). The sample used by Parents D of children who have difficulty speaking. The data analysis technique used by the researcher checked the validity of the data using several techniques, namely interviews and documentation. Interviews are conducted as a reference for researchers in obtaining certain data related to research problems in collecting research data. In addition, documentation is in the form of guidelines for several interviews and photos of activities during the research. (Sugiyono 2017).

RESULTS AND DISCUSSION

Based on observations in the field, research determined child D as the subject of research because there is a clear picture D of late language development (Communication), which is accompanied by several sensory motor disorder problems and communication and social skills. The data in this study was obtained from interviews with his mother, where when this child was born Growth Stages and His physical development is normal according to his age stage, but D's parents find delays in language and speech, besides that there are also obstacles in communication, when D wants something he just points or pulls his parents' hand to the place or object in question. In addition, D is also insensitive to pain, does not feel tingling when touched in the neck or the soles of his feet and hands, did not turn their heads when called, like a deaf person. This situation was realized by D's parents since their child was 1 year old. This study is

based on the formulation of the problem, namely Children who have difficulty speaking and how the role of parent D in handling speech therapy in children with special needs. Ways to handle parents who experience child communication disorders There are several ways to handle children with special needs in speech difficulties, including:

1. Perform early detection of biacara and language delays in children and contact a specialist doctor if the child with symptoms: a). At the age of 6 months, the child is unable to turn his eyes and fists to sounds coming from behind or side. b). At 10 months of age, the child does not react to his own calls. c). At 15 months of age, the child Unable to understand and react to the words don't, chest, and so on. d. At the age of 24 months, the child cannot say body parts and has not been able to mediate expressions consisting of 2 words. At the age of 36 months, the child's speech is not understood by people outside his family. Children cannot yet use simple sentences So you can't ask questions with simple kalamt. e. At the age of 3.5 years, the child always fails to say the final word (ca for cat). F. After 4 years, the child is not fluent in speech (stuttering). g). After 7 years, the child still has a speech error.
2. As often as possible invite children to tell stories, communicate two-way parallel talk, multiply exercises using visual media or images
3. Give children the opportunity to do things independently or not immediately helped
4. Entering children into appropriate schools and developing children's potential, for example ABK schools
5. Be proactive (more active) about the treatment given to children Handling speech delays.

Parents who have children with communication disorders (speech or language), will certainly experience emotional distress. The greatest emotional distress is usually experienced by parents when they first learn that their child has been diagnosed with a communication (speech or language) disorder. It is very difficult for them to understand the new situation. There are all sorts of situations when a person listens to unwanted news, such as a shock reaction, not believing that it is happening to himself or his family. At this time the family needs support and input For the initial treatment steps for children with special needs. Children with special needs are children who have differences with children in general. Children with special needs (formerly called extraordinary children) are defined children who need special education and services to develop their human potential perfectly (Kauffman 2006).

(Samuel, Kirk 2009) suggest speech or language disorder is a speech and language disorder, or often also referred to as the inability to code information, can be in the form of receptive language delays, expressive or both. Communication disorders interfere with individuals' ability to send, receive, and process information. Speech delay or language is the most common developmental problem/disorder (5-10% of cases in preschoolers). Language disorders or disorders are one type of abnormality in communication with indications that a person has a disturbance in symbolic processes. Language disorders or disorders are one type of abnormality in communication. with indications that a person

has an internal disorder symbolic process. Language disorders or disorders are one type of abnormality in communication with indications that a person has a disturbance in symbolic processes. This difficulty results in a person being unable to give the symbols or symbols received and vice versa unable to change the concept of understanding into symbols that can be understood by others.

A role is a set of interpersonal behaviors, traits and activities that relate to individuals in a particular unit position. According to grammar, a parent is a father, a biological mother, a person who is considered old, or a person who is respected or respected. (Ritzer 2011) The environment first known to the individual (child) is the parent consisting of father and mother. Then by itself father and mother Greatly determines the growth and development of a child's personality Parents are the first social group in human life, where they learn and express themselves as social beings in relation to their interactions with their groups. Each family member has their own role. A family does not always get children who are born perfectly or in normal conditions, there will be where children are born with conditions experiencing disorders or abnormalities. Thus, the role of parents who play an active role in providing stimulation and also assistance from experts in intervening has a significant impact so that the development of language and speech of children with speech barriers develops better, One important thing that every parent needs to remember is that every child has different needs from other children. (Rini Kumari 2023).

CONCLUSION

Language development disorders are the inability or limitations in using linguistic symbols to communicate verbally or delays in the development of speech and language of children according to their age group, gender, customs, and intelligence. Ways to handle parents who experience communication disorders There are several ways to handle children with special needs in speech difficulties including: 1. Conduct early detection of biacara delays and language in children and contact a doctor, experts. 2. As often as possible invite children to tell stories, communicate two-way parallel talk, multiply exercises using visual media or images. 3. Give the child the opportunity to do something independently or not immediately helped, 4. Entering children into appropriate schools and developing the potential of children, for example ABK schools. 5 Be proactive (more active) about the treatment given to children Handling speech delays. Thus, the role of parents who play an active role in providing stimulation and also assistance from experts in intervening has a significant impact so that the development of language and speech of children with speech barriers develops better, One important thing that every parent needs to remember is that every child has needs that is different from other children.

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