

Stress Coping Strategies for Parents Who Have Speech Delay Children

Roudotul Janah^{1*}, Septiyani Endang Yunitasari²

¹ Program Pasca Sarjana, Universitas Pancasakti Bekasi 2 Program Pasca Sarjana, Universitas Pancasakti Bekasi.

DOI: <https://doi.org/10.29303/geoscienceed.v5i3.351>

Article Info

Received: 14 July 2024

Revised: 15 August 2024

Accepted: 22 August 2024

Correspondence:

Phone: +6281246435349

Abstract: Parenting stress is a psychological aversive condition and physiological reaction that arises as a result of parental pressure in the parenting pattern of a speech delayed child. Efforts that can be made when experiencing parenting stress include coping strategies. The aim of the research is to find out a description of stress coping strategies for parents who have speech delayed children and a description of the counseling process that should be given to parents who experience stress because they have speech delayed children. Qualitative research method with phenomenological design. The respondents used consisted of three parents who had speech delayed children. Data collection techniques through observation and in-depth interviews. Data analysis by means of data reduction, data presentation and drawing conclusions. The results of this study indicate that the description of stress coping strategies for parents who have speech delayed children is using a combined coping strategy, namely problem focused coping strategies and emotion focused coping strategies and process descriptions. Counseling that should be given to parents who experience stress due to having a speech delayed child using group intervention activities related to coping stress strategies has been proven to be effective in reducing the level of stress experienced.

Keywords: speech delay children, parents, coping strategies, stress

Citation: Janah, R & Yunitasari, E, S. (2024). Stress Coping Strategies for Parents Who Have Speech Delay Children. *Jurnal Pendidikan, Sains, Geologi dan Geofisika (GeoScienceEd Journal)*. 5(3), 378-389. Doi: <https://doi.org/10.29303/geoscienceed.v5i3.351>

Introduction

Parents certainly desire and want their child's growth and development process to proceed normally. However, each child's growth and development experiences a different process and has its own uniqueness. Parents' concerns can also occur when a child is born. (Widyawati et al., 2023)

Children with special needs (ABK) are influencing factors because they are not normal with children their age in their development and growth. (Kartika, et. al., 2023:71-72). Parents who have children with special needs show different reactions when they first find out and accept the condition of their children who were born imperfectly, such as rejecting reality, anger, sadness, disappointment and feeling guilty.

They show this because having a child with special needs certainly has its own challenges, both from oneself as a parent, partner, the child himself, family, school and society. In this way, the challenges faced by parents who have children with special needs give rise to negative emotions and stress (Widyawati et al., 2023)

The stress experienced by parents can have a negative psychological impact on parents who will experience depression. Meanwhile, in children, stress that occurs in parents can cause a decrease in development which can also have an impact on deteriorating the child's character and competence. These difficulties and challenges are also faced by parents of children with special needs for disorders such as speech delay.

Email: Raudho.que@gmail.com

Speech delay is a delay in speaking that occurs during a child's late growth and development period which is below normal for children his age. Speech delay is a common problem affecting 3 to 10 percent of children. Language problems, especially speech delays, are often found. (Taseman et al., 2020). Some of the problems associated with speech delay include poor academic performance, decreased IQ, and psychosocial problems. (Shriberg, et. al., 2019).

Speech delay in children is usually characterized by speech disorders and expressive language disorders (inability to use verbal language) and other effects of speech delay in children include mixed language disorders, phonological disorders, poor vocabulary processing development, limited vocabulary knowledge, grammatical errors, and difficulty in repeating words and long sentences appropriate to the child's age. This disorder causes children to have difficulty communicating (Amaliyah, et. al. 2023: 1665).

Parents who have children with speech delays have an increased risk of stress related to problems the child has in aspects of social behavior, communication problems, emotional indifference, self-destructive behavior, eating problems, and sleep problems. Apart from that, there are challenges from the situation and conditions of the surrounding environment where there is resistance. This causes stress for parents in caring for speech delayed children (Evasari, 2019:18)

Parenting stress is a psychological aversive condition and physiological reaction that arises as a result of parental pressure in the parenting pattern of a speech delayed child. The impact of parental stress reduces the quality of the emotional relationship between children and parents which is less harmonious (Gani, et.al, 2019). Apart from that, there are challenges from the situation and conditions of the surrounding environment where there is resistance. This causes stress for parents in caring for speech delayed children. The phenomenon in the field shows that the most dominant stress occurs in mothers compared to fathers. Because a mother has more parenting time, she tends to experience excessive stress in caring for her child on a daily basis. A mother will be more likely to experience stress because mothers have a tendency to take care of children compared to fathers. (Nurmalia et. al, 2021)

Efforts that can be made when experiencing parenting stress include therapy, counseling and education for parents. For example, reality counseling is considered as one of the appropriate psychological interventions to overcome the subject's current problems (Palmer in Suwoto, 2023). This can be done by reality counseling by increasing the level of awareness and sense of responsibility of group members so that they can be aware of existing negative

behavior and can make meaningful and significant changes. (Putri, 2020). According to Lazarus and Folkman (1984) the stress that occurs is a physiological and psychological effect that is less useful. To overcome the stress experienced, each individual must focus more on solving their life problems. We know a person's way of dealing with problems as coping.

Lazarus and Folkman (1984) define coping as a cognitive and behavioral change in the management of demands from the internal and external environment that are felt to be detrimental to the individual. Coping includes encouragement, both action and intrapsychic, to manage environmental demands and internal demands and conflicts that exist around them. It is important to choose a coping strategy to implement, in order to minimize parents' stress levels in determining their child's growth and development, therefore each parent uses a different strategy (Husada, et al., 2023)

Coping strategies are cognitive and behavioral efforts to continuously make changes in the management of demands from an individual's internal and external environment which are felt to be detrimental to the individual's abilities (Lazarus and Folkman, 1984). Coping strategies can be divided into two, namely problem focused coping in the form of coping that is more focused on reducing demands in stressful conditions. Meanwhile, emotion focused coping is in the form of coping to regulate emotions in stressful situations that exist in individuals so that they are able to assess positively and regulate emotionally the stressor. (Lazarus and Folkman, 1984).

Based on the results of initial observations through interviews conducted by researchers with parents on February 20 2024, which is similar to what was conveyed by Mrs. EH (29 years) who is also a housewife who has a speech delayed child, Mrs. EH in the interview explained that:

"EH's mother is a 29-year-old housewife. The respondent has a son named MZ who is 5 years old and has experienced symptoms of speech delay since he was 2 years old. looks stressed, feels worried about the child's development. Mrs. EH's way of dealing with stress (coping stress) is by taking her child to a massage therapist so she can talk (Confrontative coping), getting support from people closest to her (Seeking social support), caring for her child happily (Planful problem solving). With gratitude I wake up to pray and pray (self-control). "Taking wisdom from the destiny that God has given for raising children with speech delay (Positive reappraisal)"

Further interviews were also conducted with TH's mother from the next respondent. This also happened to TH's mother, explaining that:

"Mrs TH is a 34-year-old housewife. The respondent has a daughter named SY who is 5.5 years old and experiences speech delay. TH's mother was shocked and felt depressed and stressed because of the words of people who like to compare her child with other normal children. Mrs. TH's way of dealing with stress (coping stress) is by going to the hospital for therapy. (Confrontational coping). I often confide in and discuss problems with my family (Seeking social support), send my children to special schools, (Planful problem solving). I am sincere and patient (Accepting responsibility). "I pray, with full faith and determination" (self-control)

Further interviews were also conducted with TH's mother from the next respondent. This also happened to TH's mother, explaining that:

"An's mother is a 32-year-old housewife. The respondent has a daughter named UM who is 6 years old and has a speech delay. Since he was 3 years old, the respondent's child has not been able to express anything. The informant felt sorry because his child could not speak fluently like other children. Mrs. AN to overcome stress (coping stress) by means of healing and therapies, (Confrontative coping / direct efforts), sharing stories with her teacher (Seeking social support). My child was sent to SLB" (Planful problem solving). I try to be steadfast in facing it, (Accepting responsibility). "I live it with sincerity and sincere love (self-control). "Taking wisdom and patience in parenting" (Positive reappraisal)

Based on the results of interviews conducted by researchers, it can be seen that even though the problems they experienced tended to be the same, the two respondents showed different stress coping strategies. Where respondent one has a child with symptoms of speech delay, the impact of stress felt by respondent one is confusion and worry. In this case, the stress coping strategy used by respondent one is taking the child to a masseuse, telling stories to people closest to me, taking care of my child carefully (problem focused coping) and being grateful and praying confidently and learning lessons (emotion-focused coping). Meanwhile, the second respondent had a child with symptoms of speech delay. The impact of stress felt by the second respondent was that he felt depressed and stressed because of the words of people who liked to compare their children. In this case, the stress coping strategy used by the second respondent was by going to the hospital for therapy, walking around the city with her husband and friends, which included problem focused coping, as well as being grateful and praying confidently and taking lessons (emotion-focused coping). Meanwhile, the third respondent has a child with symptoms of speech delay.

The impact of stress felt by the third respondent is feeling shocked and depressed by this problem. Healing with her husband and friends which is a type of problem focused coping as well as being grateful and praying confidently and taking lessons. (emotion-focused coping).

Previous research supports this by Reshinta, (2019:75) who explains that respondents who have children who are late talking will prefer to carry out problem focused coping so that the child can talk like other children. This research is supported by research by Raissa, (2022:180-181) where single mothers who have ABK (intellectual disabilities) use the coping strategy, namely problem-focused coping, consisting of seeking social support and confronting coping and emotion-focused coping, namely positive reappraisal and self-control.

Some of the explanations from the research above are related to different stress coping strategies for speech delayed children, which is the study that researchers chose to conduct research from the various possibilities that exist. (Kartika, et. al., 2023:78). Where parents with speech delayed children have needs, some of which are psychological, emotional and informational needs, social support is needed in raising children. Choosing a stress coping strategy is important to implement, in order to minimize parents' stress levels in determining their child's growth and development, therefore each parent uses a different strategy.

The novelty in this research lies in the subject and theory used in this research. The theory used in this research is the coping strategy theory by Lazarus & Folkman (1984). Therefore, because of the importance of selecting stress coping strategies in managing stress and optimizing the role of parents in caring for children who have speech delayed children, researchers are interested in conducting research with the title "Stress Coping Strategies for Parents Who Have Speech Delayed Children."

Method

The qualitative research method is a phenomenological approach. The respondents involved in this research were 3 parents who had speech delayed children. This research is located in the district. Cakung, East Jakarta. In-depth interview and observation data collection techniques. Data analysis by means of data reduction, data presentation and drawing conclusions.

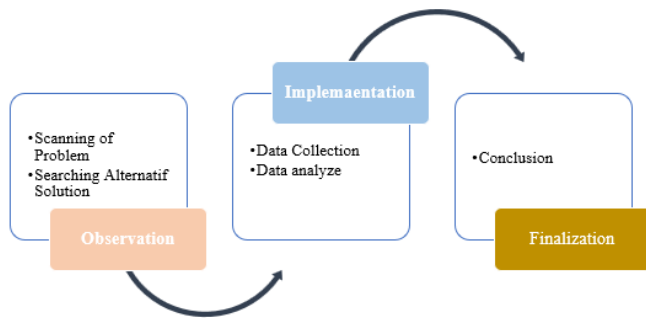


Figure 1. Schem of research.

Result and Discussion

Demographic Characteristics of Informants

The research informant data is explained below in Table 1.

Table 1. Demographic Characteristics of Informants

Parents' name	Age	Employment	Children with symptoms of speech delay
EH	29-year-old	Housewife	5-year-old boy, 1st child named MZ
TH	34-year-old	Housewife	5.5-year-old female, 2nd child named SY
AN	32-year-old	Housewife	6-year-old female, 1st child named UM

Data analysis

Overview of Stress Coping Strategies for Parents Who Have Speech Delay Children

The stressors felt by parents towards children who experience speech delay are reflected through five themes, including internal stressors, external stressors, cognitive responses, emotional responses and behavioral responses. Each theme will be explained further below.

Theme 1: Internal stressors

Participants in this topic experienced stressors, such as obstacles in the growth and development of speech delayed children. All participants experienced similar stressors related to speech delay disorder, as expressed in the following quotes:

"It's really hard, sis, I can't bear it, it's sad, sis. Having a child like this, yes... there are problems (looking sad and gloomy), my child's development is not fast enough, sis, especially in his speech... slow and unclear, and his walking too..." (EH's mother)

"The problem up to now is, yes... speaking, it's not clear enough, I'm also surprised, his mind hasn't been able to catch up quickly with the lesson..." (Mrs. TH)

"My heart was broken when I found out that my child had a speech delay, that was the problem sis, when he was just over a year old, I was surprised... he couldn't walk yet, and now he's speaking slowly, even though he's already 6 years old." (Mrs. AN)

Hope for the child's future is also a significant stressor factor for participants who care for children with speech delay. Parents feel deep concern regarding their child's future prospects in the future. This is reflected in the expressions of several participants who voiced their anxiety about the future journey of children with speech delay, as follows:

"...I'm worried about him in the future? How will he be when he's older? I'm afraid that his speech development will be lagging behind (eyes look glassy)" (EH's mother)

"...., just now he speaks slowly... what will happen in the future?" (Mrs TH)

"... what I was thinking was, what will happen in the future? What will life be like if I'm gone? (mother cries)." (Mrs. AN).

In this research, it was found that the lack of understanding of the information obtained by participants was also a concern. Two participants stated that they had no knowledge about speech delay, as expressed in the following quote

"... I don't know if there's anything wrong with therapy at the hospital" (Mrs. EH)

"... at first I didn't know anything, all I knew was that there was an abnormality, well... I only found out about it from the doctor when I was doing therapy at that time" (Mrs. TH)

Theme 2: External Stressors

The identified external stressors cover various aspects, including societal stigma which includes degrading treatment, rejection, ridicule and humiliation. This is reflected in the expressions of participants who conveyed their experiences when their children were underestimated by some in society:

"Seeing his condition like this, sometimes makes my heart sad, he is often underestimated by other people, I feel that they treat my child differently (participant shed tears)" (EH's mother)

"...., my child often gets teased by children his age, so my child wants to play with adults more often than children his age (looks sad)." (Mrs TH)

"...., my child likes to get ridiculed like being called slurred, speaking so slowly that he doesn't make it

clear... (Participant shed tears) it really hurts me to hear that" (Mrs. AN)

In addition, when experiencing humiliating treatment, participants felt increasingly burdened by the situation they faced. Highlighting the negative impacts resulting from the degrading treatment they received, two participants voiced their feelings as follows:

"...., my child has received unpleasant treatment (face looks gloomy)" (Mrs. TH)

"...., which makes me even sadder and feel depressed." (EH's mother)

Involvement and support from family members is very important in the care process and building an emotional bond with the child. A concrete example was when a participant explained the reasons behind her husband's refusal to be involved in their child's care.

"...apart from that, my husband refuses to accept the presence of this child. Since before pregnancy, she has indicated her desire not to have children." (Mrs. AN)

Apart from that, another stressor highlighted by several participants was financial constraints which were an additional factor in bearing the burden during the therapy and treatment process. Financial limitations can complicate the situation and add stress to parents trying to provide the best care for their child:

"Yes... the costs for therapy are high... and... I also work as is." (Mrs TH)

"Apart from the expensive therapy costs, we have to wait until there is sustenance before he can undergo therapy again." (EH's mother)

"...I initially paid for therapy myself, but...this also confused me, because his father had retired." (Mrs. AN)

All primary participants experienced a variety of internal and external stressors. The limited knowledge of parents regarding speech delay is caused by a lack of general understanding in society regarding this condition, which is not a common disease.

Theme 3: Cognitive response

This theme arises from the classification of the level of confusion that I feel and the dizziness that haunts my mind with the many questions that arise. Several participants expressed responses to the stressor of confusion with a variety of interesting approaches, as follows:

"In my mind, I actually have confusion that is difficult to explain, sis, what actually happened to my child? I feel confused and sad sis, what should I do with my child?" (Mrs. TH)

"Previously, I didn't know that my child had a speech delay, because at that time the doctor told me that my child would experience a delay in his speaking ability, at that time I still felt confused about the condition my child was experiencing." (Mrs. AN)

One participant stated that when he found out that his child was diagnosed with speech delay, his mind was filled with various questions that made him feel dizzy and confused. This situation created deep confusion and widespread worry in the minds of these participants.

"When I realized that my child had a speech delay... I felt like my mind was dizzy, sis, there were lots of questions in my mind at that time, "What will happen to the child, Mrs. EH)

Theme 4: Emotional response

The emotional responses expressed in this theme include various feelings, such as sadness, disappointment, shame, and anger. Several participants expressed their feelings clearly, highlighting the complexity of emotions that emerged in the situation, as follows:

"When I found out about this, I felt resigned and I tried to accept it gracefully." (EH's mother)

"I told my husband, OK... we accepted this child, I definitely feel disappointed, sis... I sometimes even cry, but I still pray for the best for him..." (Mrs. TH)

"... yes, it's really sad... I feel confused about what else to do (eyes look red and teary)" (Mrs. AN)

Theme 5: Behavioral Response

This theme includes sub-themes that highlight the impact of stressors which appear in the form of responses of resignation, shock and crying. Two participants in particular expressed feelings of resignation to the situation they faced, indicating a degree of acceptance and helplessness that might be felt in the face of such challenges:

"Indeed, maybe this is the fate I have to accept, and I have no other choice but to surrender and be sincere..." (Mrs. AN)

"....when I found out, I...could only surrender, sis, surrender...it should be like this, maybe, okay...let's just accept it sincerely, sis." (EH's mother)

"..., when I first found out, I felt like I was shocked, I was confused and I felt like that" (Mrs. TH)

Coping strategies that focus on solving problems, namely by changing or managing the problems faced to overcome stress. The coping patterns used by the seven participants are reflected in the sixth theme, namely confrontative coping which shows a direct approach in dealing with stressful situations.

Theme 6: Confrontational Coping (Problem Focus Coping)

From the research results, it was concluded that parents responded when their children showed signs of impaired growth and development with various direct efforts. These efforts include taking the child to a doctor or therapy at the hospital directly to overcome the problems that occur. Apart from that, some parents also seek help from village shamans or follow other traditional suggestions in an effort to resolve the challenges they face. The following are quotes from participants who chose a medical approach as a direct effort to overcome the problem:

"...I also took him to the hospital to do speech therapy, although slowly, but I was consistent with his therapy, so he could talk." (Mrs. TH)

"At that time, I received advice to undertake various therapies, and I tried to continue following various therapies, including speech therapy and other therapies." (Mrs An)

Several respondents chose to undergo alternative treatment by utilizing the services of a massage therapist, and conveyed their experiences as follows:

"..., because his speech development is relatively slow, sis, I also took him to a masseuse, yes... I want his speaking ability to improve like that." (EH's mother)

Theme 7: Seeking social support (Problem Focus Coping)

Researchers attempt to classify the search for social support as internal, external and spiritual. Some participants sought social support. Parents often feel relieved after sharing the problems they are facing and receiving support from others. As participants sought internal support from family:

"When I look for the closest person for anything related to our child, I feel more at ease and helped, sis, because their role and support really helps me to be able to face every difficult situation." (EH's mother)

"I often confide and discuss problems with my family, including about our children, and they are

always there to support me, my husband and older brother are also always supportive." (Mrs. TH)

One participant highlighted the importance of seeking external support through friends by sharing stories to ease the feelings of worry they felt. These participants expressed how sharing experiences with friends can provide the calm and emotional support needed to deal with anxiety. The following is a quote from the participant:

"..., I often share stories with friends at home, at school I also like to chat with other parents and give each other support for our children to progress, so that our children become more independent and can learn to socialize..." (Mrs. EH)

They revealed that getting advice and support from teachers was also a significant step in facing the challenges they faced. The following are quotes from participants that highlight the teacher's role in seeking information and support:

"..., yes... I like to ask how my child is progressing at school, sometimes I like to think, every child has unique and different developments, the teacher also said that my child like this really needs more personal coaching, okay? ...even though it's like that, I still regularly ask about my child's progress because I care and want to continue to be involved in the educational process." (Mrs. TH)

"..., because his mother didn't want to take him to school or other activities, yes... I became more active in asking how and how my child was developing in class. Basically, anything I need to know, I always communicate directly with the teacher" (Mrs. AN)

Theme 8: Planful problem solving (Problem Focus Coping)

In the problem-solving planning sub-theme that emerged from the interview results, the importance of caring for children with great care was revealed to maintain their health and ensure that children receive a proper education. One aspect emphasized by participants is being careful in caring for children so that they do not easily fall ill. They expressed the importance of careful prevention and treatment efforts to ensure children's well-being. The following are quotes from participants that highlight the importance of caring for children with care:

"My husband didn't interfere, in the end the matter of looking after the children fell into my hands. I take care of my child with as much attention as possible, I always make sure he is always healthy and awake." (Mrs. EH)

In addition to efforts to care for their children with care, participants also take steps to solve problems in stages by ensuring their children receive a proper

education through the process of sending them to school. Following are the statements of all participants:

"I decided to send my child to a special school, because I felt he needed special attention." (Mrs. TH)

"Finally I decided to move my child to SLB (special school) where I am sure he will receive learning that is more suited to his needs and potential." (Mrs. AN)

Attempts to manage stress by regulating their emotional responses to adapt to the challenges faced. They actively seek ways to deal with stressful situations by controlling and adjusting their emotional reactions, demonstrating strong adaptation skills in dealing with a variety of demanding situations. Participants demonstrated their ability to manage emotional responses as a strategy for coping with stress.

Theme 9: Accepting responsibility (Emotional Focus Coping)

This theme includes sub-themes that emphasize the importance of accepting and adapting to existing circumstances. Accepting the situation includes awareness and acceptance that children are an integral part of parents' lives who need care and protection, as well as an attitude of resignation and sincerity in facing their predetermined destiny. Apart from that, try to be patient and entrust everything to Allah as a trust that must be maintained. While adapting to circumstances involves working through situations that arise.

A number of key participants attempted to manage their emotions in the hope of future improvement. They expressed understanding in the awareness category about the importance of accepting that children are an inseparable part of themselves. The following are expressions from participants that emphasize awareness in accepting that children are part of their lives:

"At first, I didn't accept it and felt a little jealous) but maybe... Allah gave me this trust and I have to accept it (mother cried and immediately wiped her tears)..." (EH's mother)

One participant showed a resigned attitude in accepting his child's condition, as expressed in the following participant's statement:

"...At first, I felt sad because of the situation, but... as a religious person, in the end I felt resigned and accepted it sincerely, even though sometimes I still felt sad." (Mrs. TH)

Participants expressed their acceptance and responsibility by adopting strategies to adapt to the existing situation. One participant showed efforts to be patient in managing his emotions, as expressed in the following participant's statement:

"..., being the mother of a child like this makes me continue to be a more patient person (mother cries for a moment to channel her emotions) I feel very fond of him, his affection is different from other feelings of affection, basically he is everything for me (mother cries). I try to be steadfast in facing him, because having him teaches me to always be patient and steadfast." (Ms. AN)

Theme 10: Self Control (Emotional Focus Coping)

From the research results, this theme shows that participants try to adapt to problems by controlling themselves to create a more comfortable situation and adapt well. The strategies used include self-control through an attitude of gratitude and prayer. The following are expressions from two participants showing their efforts in gratitude and prayer as part of their efforts to adapt:

"Yes... now I just feel grateful to have him, because his presence gives me the opportunity to continue to hone my patience. Every night, I wake up to pray and pray specifically for him, the prayers I say are not limited in time, often I wake up in the middle of the night either at 2 or 3 o'clock. Mrs. EH)

"I continue to face Allah SWT in prayer, convinced that this child is a trust that I must accept, be grateful for, and look after with great love." (Mrs. TH)

Apart from praying and giving thanks, participants also showed efforts to manage their emotions with confidence. An approach expressed by one participant is through this belief, showing commitment and willingness to carry out responsibilities as a parent with patience and sincerity. The following are expressions from participants who emphasize the importance of caring for children carefully and sincerely:

"..., this child is part of my destiny that I must live with full sincerity and sincere love and patience, facing the emotional and financial challenges that arise..." (Mrs. AN)

Theme 11: Positive reappraisal (Emotional Focus Coping)

Two participants explored the positive meaning of the situations they experienced, looking for the lesson or wisdom behind each situation. They try to look on the bright side and learn valuable lessons from every experience they face. Several key participants demonstrated their awareness of the importance of drawing lessons from every situation, and here are their words:

"Being a parent of a child like this... gives you a lot of valuable experiences and impressions, because there is hidden wisdom behind all the obstacles," (Mrs. EH)

"The existence of children like this... brings a lot of wisdom, apart from training patience for me and my husband, but also as a lesson for us to take turns in meeting each other's needs." (Mrs. AN).

Counseling Process That Should Be Given to Parents Who Experience Stress Due to Having a Speech Delayed Child

Based on the results of interviews, counseling activities for parents who experience stress due to having speech delayed children are explained in the following presentation. Three informants together carried out group intervention activities with the aim of overcoming the stress problem of having a speech delayed child.

"When I felt high levels of stress, I went to a psychologist to find a solution to my problem. And the doctor recommended me to use methods such as family therapy, meditation, a structured approach, and counseling in the form of group intervention activities." (EH's mother)

"The efforts I make are early intervention, communicating nonverbally, creating consistent routines, using toys and books and consulting with experts (professionals). It really helps in deeper understanding, can design more appropriate interventions, can increase trust and safety." (Mrs TH)

"Efforts are often made to resolve problems with therapy from psychologists with group intervention activities as recommended by doctors as well." (Mrs. AN)

This discussion contains analysis related to the description of stress coping strategies for parents who have speech delayed children and a description of the counseling process that should be given to parents who experience stress due to having speech delayed children as follows:

Overview of Stress Coping Strategies for Parents Who Have Speech Delay Children

How to deal with stress in mothers who have children with speech delay symptoms can be seen from the dominant stress coping aspect. Mothers deal with stress using emotional focused coping by nagging, scolding children, and some even hit them. The

conclusion is that parents who have children with symptoms of speech delay have an important role in raising children. The mother's lack of role in caring for the child can affect the child's development so that it can cause the child to experience symptoms of speech delay and the child's development and growth will experience disturbances compared to normal children of his age. This is in accordance with Howard and Gilham's theory in Nasir & Muhith (2011) explaining that the origins of stress include a person, family, and society and community. The results of the thematic analysis obtained by researchers on this topic are that sources of stress arise in the family, the increase in family personnel with health problems will cause its own stressors for parents. When people see expectations as burdens beyond their capabilities or as demands that need to be met, they experience stress, an unpleasant state. Participants also identified the high cost of therapy as a challenge that must be addressed, in addition to stigma from the outside world and rejection from family members as stressors that would affect child care routines. This is in accordance with Patel's theory in Nasir & Muhith (2011) that stressors can come from various things, from physical, psychological or social conditions to the environment. Then the researcher will discuss the themes identified according to the research objectives.

Research findings show that each participant faces the same problem, which is dealing with an untreatable child condition that can only be controlled through routine therapy to support the child's optimal growth and development, both from the condition and the emergence of other stressors such as financial obligations, public perception of children, and concerns about the child's future.

The informants in this study as a whole included mothers of children who experienced speech delay. Research conducted by Miranda can be the basis (2013) that parents are the individuals who have the greatest responsibility for parenting and handling children who have special needs.

Interview findings showed that all participants utilized combined coping techniques, namely coping techniques that concentrate on problems (problem focused coping) and coping techniques that focus on emotions (emotion focused coping). All research informants were mothers with special needs children, which is in accordance with Miranda's (2013) research which found that parents have the main responsibility for raising and providing care for their children. Mothers are in the best position to accept and be emotionally available to care for children with special needs, both practically and emotionally.

a. Problem-focused coping strategies (problem focused coping)

2) Direct effort indicators (confrontational coping)

Direct efforts (confrontational coping) tend to be made by all participants on these indicators. This can be seen from the actions of parents who go directly to the doctor to treat their children through routine therapy activities and alternative medicine or massage therapists in the village. So that confrontative coping (direct efforts) with the child is taken directly to the doctor to obtain medical treatment, supporting examinations and therapy.

This is in accordance with the theory of Lazarus and Folkman (1984) which explains that confrontational coping is an attempt to change a situation that is perceived as aggressively coercive or responsive.

This research is supported by research by Raissa, (2022:180-181) where single mothers who have ABK (intellectual disabilities) use the coping strategy, namely problem-focused coping, consisting of confrontive coping. This is in accordance with research findings by Magnawiyah (2014), which showed that all participants used confrontative coping strategies, where parents would take their children to the doctor for medical treatment according to standard child therapy protocols.

3) Indicators of social support (seeking social support)

This indicator, researchers identified seeking social support, divided into three sub-themes, namely seeking internal family support, spiritual support and external support. Three participants revealed that parents sought social help from teachers, doctors, and close friends when they felt unable to handle their own difficulties due to internal and external tensions. This is in accordance with the theory of Lazarus and Folkman (1984) which explains that seeking social support is an effort to obtain emotional comfort and information support from other people.

The results of research conducted by Hidayah (2017) illustrate that social support provided by parents is by discussing with the community of parents with children with ASD at the Autism Training Center (PLA) in Malang city. This research is supported by research by Raissa, (2022:180-181) where single mothers who have ABK (intellectual disabilities) used the coping strategy, namely problem-focused coping consisting of seeking social support.

4) Indicators of planning problem solving (planful problem solving)

The researcher identified the participants' efforts to overcome the stress that arose in them by planning to solve the problem. One participant explained the use of a type of coping strategy, namely planning to solve the problem (planful problem solving) by caring for the child with great care, and two participants utilized a problem solving strategy by sending the child to an SLB (special school). This is in accordance with the theory of Lazarus and Folkman (1984) which explains that planful problem solving is an effort to change conditions that are considered forcing/suppressive gradually and carefully. However, after they realized and knew that their children had limitations and were afraid that over time their children would feel inferior and inferior because they could not socialize with other normal children of their age, they sent them to special schools for children with special needs.

This research is supported by research by Magnawiyah (2014), namely, the informants used a type of coping strategy, planning problem solving (Planful Problem Solving) by sending their children to SLB (Special Schools). This is supported by research by Reshinta, (2019:75) which explains that respondents who have children who are late in speaking will prefer to carry out problem focused coping so that the child can talk like other children.

Coping strategies that center on emotional focused coping

1) Indicators of acceptance and responsibility (accepting responsibility)

All participants thought towards acceptance and responsibility, and no participant avoided problems. Researchers have identified related to this topic that the efforts made by participants in dealing with stress are by trying to be aware of the conditions that arise in them, surrendering themselves, trying to accept the situation, and realizing that children are part of themselves as a responsibility that must be carried out. This is in accordance with the theory of Lazarus and Folkman (1984) if accepting responsibility is a conscious effort regarding one's own responsibility for the problems experienced and trying to accept it with the aim of improving the situation.

According to Sadock (2017), parental acceptance is a coping response in which a person tries to face reality by surrendering to the pressure of a situation as an effort to deal with this situation. A mother's sense of surrender, being grateful for the blessings of Allah SWT and being calm when dealing with problems that befall

her child. Apart from that, family, husband and friends can support a mother in facing this problem.

Research conducted by Faradina (2016) in her research stated that self-acceptance among parents who have children with special needs go through different stages because their children's conditions are not the same. An attitude of self-acceptance on the part of the research subject by trying to understand the child's condition, even though at first the subject felt shocked and disbelieving.

2) Self-control indicator

Research findings were obtained if participants controlled their emotions and tended to utilize coping strategies in the form of self-control. In this indicator, participants stated that the efforts made by participants were through patience, praying, being grateful and believing that children are a gift that must be grateful for and looked after no matter what the circumstances. The efforts made by participants to organize and control the emotions they feel when dealing with stressors that occur.

Controlling yourself (Self Control) is in the form of spiritual self-control by drawing yourself closer to God, namely, by surrendering everything to God, praying, surrendering, being big-hearted and grateful. This is in line with the theory of Lazarus and Folkman (1984) which describes self-control, namely a form of effort to control and regulate feelings when facing stressful situations, for example, through a spiritual approach.

This research is supported by research by Raissa, (2022:180-181) where single mothers who have ABK (intellectual disabilities) used the coping strategy, namely emotion-focused coping, namely self-controlling.

5) Positive reappraisal indicators

This indicator shows when coping techniques are used by making positive assessments regarding the problems being handled and changing a person's way of thinking to see the wisdom in every problem faced. This is in line with the idea proposed by Lazarus and Folkman (1984) that the use of positive reappraisal is carried out to identify the positive meaning of the existing problem. This research is supported by research by Raissa, (2022:180-181) where single mothers who have ABK (intellectual disabilities) used the coping strategy, namely emotion-focused coping, namely positive reappraisal.

Research by Fatimah, Sitti Murdiana, & Andi Nasrawati Hamid (2023). The results are shown in the results of stress experienced by mothers in the use of coping strategies which are generally often used by

working mothers when stress is experienced due to online learning, namely emotion focused coping. This study is different from the findings of Mintari (2018) which showed that 18 people or 75% of the sample used emotionally focused coping when raising children with special needs. This shows how a person uses coping techniques that focus on emotions (emotion focused coping) to prevent themselves from mastering negative emotions and prevent them from acting in solving their problems.

2. Counseling Process That Should Be Given to Parents Who Experience Stress Due to Having a Speech Delayed Child

Efforts that can be made when experiencing parenting stress include therapy, counseling and education for parents. For example, reality counseling is considered as one of the appropriate psychological interventions to overcome the subject's current problems (Palmer in Suwoto, 2023).

Previous research states that reality group counseling has benefits in reducing the level of stress experienced by mothers who have children with special needs. This can be done by reality counseling by increasing the level of awareness and sense of responsibility of group members so that they can be aware of existing negative behavior and can make meaningful and significant changes. (Putri, 2020).

Based on the research results, participants EH, TH, and AN have the same problem context, namely high levels of stress as parents who experience stress due to having a speech delayed child with similar characteristics in harboring or avoiding problems and negative feelings related to the pressure they face. The results showed that participants tended to have less adaptive stress coping strategies and tended to avoid them, resulting in the three participants' problems not being resolved and only tending to be distracted for a moment.

According to Folkman et al. (1986) less adaptive coping strategies are less able to help individuals adapt appropriately in stressful situations. The results of this research are supported by Saptoto (2010) who revealed that individuals need to have adaptive coping skills to be able to control stressful situations. (Susanto, et. al, 2024).

The counseling process carried out by the three informants was to jointly carry out group intervention activities with the aim of overcoming the problem of having a speech delayed child. Group intervention activities were carried out to develop stress coping strategy skills in parents who experienced stress due to having speech delayed children as an effort to reduce

their stress levels. Implementing interventions using a group approach is one method of handling micro areas in the environment, and is considered very effective regarding the curative factors in it (Prawitasari, 2011).

Group counseling often focuses on problem solving which emphasizes interpersonal communication of conscious thoughts, feelings, and behavior within a here and now framework (Corey, 2012). Group counseling also focuses on growth, development, improvement, prevention, self-awareness, and releasing growth inhibitors. In its implementation, group counseling creates a therapeutic process that focuses on recreating, analyzing, discussing and interpreting experiences that occur to oneself (Corey, 2012)

Previous research by Afini & Hanifah (2021) stated that knowledge related to coping strategies can help improve understanding and skills in dealing with the pressures faced (Afini & Hanifah, 2021). Fitriani et al. (2021) also supports this and reveals that by having a coping strategy individuals are able to reduce their stress. In carrying out this research, research participants also gained new skills related to breathing relaxation techniques, positive affirmations both verbally and in writing, and assertive communication in order to manage the pressure they face. This is supported by research conducted by Lubis et al. (2021) which states that journaling activities or simple breathing relaxation can minimize pressure due to stress. According to Zainiyah et al. (2018) this technique is able to reduce stress because it affects the sympathetic and parasympathetic nerves in producing endorphin hormones.

Activities in the group intervention also helped participants to be able to identify and classify the sources of stress for the three participants into two classifications, namely those originating from external and internal factors. External factors include workload as a teacher who handles children with special needs, demands from superiors, additional burden of administrative duties outside of the main task, demands from parents who expect their children to develop quickly, working hours that are often overtime, lack of recreation, demands from family and parents to get married soon, continue their studies, be successful, and have a more mature financial life.

In line with Nur et al. (2023) which states that work demands can cause stress. These results are also supported by previous research which states that teachers' large responsibilities for children with special needs can be a cause of stress itself (Stasio et al., 2014). Meanwhile, internal factors include the expectations that the three participants made of themselves, less effective coping strategies by harboring and avoiding

problems, and less openness to the environment. These results are in line with research by Stasio et al. (2014) that teachers' adaptability in facing difficulties can be one of the internal factors that influence stress.

Based on the discussion above, it can be seen that group interventions related to stress coping strategies have had a positive impact on the participants

Conclusion

Based on the results of the study that has been carried out, it can be concluded that: a description of stress coping strategies for parents who have speech delayed children, namely using a combined coping strategy, namely problem focused coping strategies and emotion centered coping strategies. focused coping); and an overview of the counseling process that should be given to parents who experience stress due to having a speech delayed child using group intervention activities related to coping stress strategies which have been proven to be effective in reducing the level of stress experienced

Acknowledgements

The writing team would like to thank all parties involved in this research so that this research can be completed.

References

- Amaliyah, et. al. (2023). Strategi Penanganan Speech Delay pada Anak: Literatur Review. *Jurnal Ilmiah Universitas Batanghari Jambi Lembaga Penelitian dan Pengabdian kepada Masyarakat Volume 23(2), Juli 2023, 1665-1668 DOI: 10.33087/jiubj.v23i2.3569*
- Corey, G. (2012). Theory and practice of group counseling. In Cengage Learning (8th ed.). <https://doi.org/10.4324/9781315866994-16>
- Darojat, A. R. R. (2022). Strategi coping stres guru dalam mendidik anak kebutuhan khusus di SLB B Yaot Klaten. In Universitas Islam Negeri Raden Mas Said (Issue 8.5.2017). Universitas Islam Negeri Raden Mas Said
- Evasari. (2019). *Stres kerja*. Institut Agama Islam Negeri Tulungagung
- Faradina, Novira. (2016). Penerimaan Diri Pada Orang Tua yang Memiliki Anak Berkebutuhan Khusus. *E-Journal Psikologi*. 4 (vol 4): 386-396.
- Gani, I. A., & Kumalasari, D. (2019). Be mindful, less stress: Studi tentang mindful parenting dan stres pengasuhan pada ibu dari anak usia middle childhood di Jakarta. *Jurnal Psikologi*, 15(2), 98-107. <http://dx.doi.org/10.24014/jp.v14i2.7744>
- Hidayah, Ridhoyanti., Yusuf, AH., & Fitriasari, Rizky. (2017). Studi Fenomenologi: Strategi Koping Orang Tua Dalam Merawat Anak Autism

- Spectrum Disorder (ASD). E-Journal.umm.ac.id. 2. (Vol. 8): 165-174.
- Husada, et. al. (2023). Koping Stres Orang Tua Yang Memiliki Anak Berkebutuhan Khusus Di Slb Abc Kota Tasikmalaya. *Jurnal Keperawatan Galuh*, Vol.5 No.1 (2023)
- Kartika, et. al., (2023). *Asuhan Keperawatan Anak Berkebutuhan Khusus*. IKAPI:Yayasan Kita Menulis
- Lazarus, R.S & Folkman, S. 1984. Stress appraisal and coping. New York : Springer Publishing Company.Inc.
- Maknawiyah, MS. (2014). Strategi Koping Orang Tua Pada Anak Yang Menderita Sindrom Down Di Sekolah Luar Biasa Negeri 1 Jakarta Lebak Bulus Jakarta.Skripsi tidak diterbitkan. Jakarta: Fakultas Kedokteran dan Ilmu Kesehatan-Universitas Islam Negeri (UIN) Syarif Hidayatullah.
- Mauna, et. al. (2020). Hubungan persepsi dukungan sosial dan resiliensi orang tua anak berkebutuhan khusus. 9, 102-110
- Mintari, T. P. (2018). Gambaran Strategi Koping pada Orang Tua yang Memiliki Anak Berkebutuhan Khusus (ABK) di Cahaya Nurani Jember. 20.
- Nasir, Abdul dan Muhith, Abdul. 2011. Dasar – Dasar Keperawatan Jiwa. Jakarta: Salemba Medika
- Nur, M., Seri, N., & Surya, H. (2023). Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Coping Stress Guru PAUD di Sekolah Reguler yang Menangani Peserta Didik Berkebutuhan Khusus. 7(6), 6730-6740. <https://doi.org/10.31004/obsesi.v7i6.5466>
- Nurmalia, P. H., Putri, A. M., Artini, I., & Pramesti, W. (2021). Hubungan karakteristik orang tua dengan stres pengasuhan orang tua yang memiliki anak retardasi mental di SLB SeBandar Lampung tahun 2019-2020. *Psikologi Konseling*, 18(1), 934-951. <https://doi.org/10.24114/konseling.v18i1.27836>
- Prawitasari, J. E. (2011). Psikologi klinis: Pengantar terapan mikro dan makro. Erlangga. <http://johana.staff.ugm.ac.id/wp-content/uploads/Psiklinis-dari-Terapan-Mikro-ke-makro1.pdf>
- Putri, A. A. H. (2020). Konseling kelompok Realitas untuk menurunkan stres pada ibu dengan anak berkebutuhan khusus. *Procedia: Studi Kasus Dan Intervensi Psikologi*, 7(1), 25-36. <https://doi.org/10.22219/procedia.v7i1.12978>
- Raissa P dkk. (2022). Studi Kasus: Coping Stress Orang Tua Tunggal Dalam Mengasuh Anak Retardasi Mental. *Jurnal Education and development*, 10(2), 180-181)
- Reshinta. (2019). Coping Stress Pada Orang Tua Yang Memiliki Anak Keterlambatan Bicara. Undergraduate thesis, Universitas Islam Sultan Agcung
- Saptoto, R. (2010). Hubungan Kecerdasan Emosi dengan Kemampuan Coping Adaptif. Juni, 37(2010), 13-22.
- Shriberg, L. D., Strand, E. A., Jakielski, K. J., & Mabile, H. L. (2019). Estimates of the Prevalence of Speech and Motor Speech Persons with Complex Neurodevelopmental Disorders. *Clinical Linguistic & Phonetics*, 33(8), 707-736. doi: <https://doi.org/10.1080/02699206.2019.1595732>
- Stasio, S. De, Fiorilli, C., Benevene, P., Uusitalo-malmivaara, L., & Chiacchio, C. Di. (2014). Longitudinal prediction of 1st and 2nd grade English oral reading fluency in ELL. *Journal of Adolescence*, 74(4), 274-283. <https://doi.org/10.1002/pits>
- Susanto, et. al. 2024. Group Counseling About Coping Stress Strategy in Special Needs Teachers. *Psikostudia Jurnal Psikologi* Volume 13 No. 1 | Maret 2024: 50-56 DOI: <http://dx.doi.org/10.30872/psikostudia.v13i1> p-ISSN: 2302-2582 e-ISSN: 2657-0963
- Suwoto, Annisafitri Nurarini . (2023). Menurunkan stres pengasuhan pada ibu dengan anak berkebutuhan khusus. *PROCEDIA : Studi Kasus dan Intervensi Psikologi 2023*, Vol 11(2)
- Taseman. (2020), Strategi Penanganan Gangguan (Speech Delay) Terhadap Interaksi Sosial Anak Usia Dini. *Journal of Early Childhood Education and Development*.13-26.
- Widyawati, Y., Otten, R., Kleemans, T., & Scholte, R. H. J. (2020). Parental Resilience and the Quality of Life of Children with Developmental Disabilities in Indonesia. *International Journal of Disability, Development, and Education*, 00(00), 1-17. <https://doi.org/10.1080/1034912X.2020.1834078>