

THE RELATIONSHIP BETWEEN PARENTING STYLES AND THE RESILIENCE OF PARENTS WITH CHILDREN WHO HAVE SPEECH DELAYS

Wardatul Hayya¹, Suwarjo Suwarjo²

^{1,2}Universitas Negeri Yogyakarta

Corresponding Email: wardatulhayya.2023@student.uny.ac.id

Article Information

Received : November 18, 2025

Revised : November 27, 2025

Accepted : November 29, 2025

Abstract

This study is motivated by the increasing incidence of speech delay in early childhood, which not only affects children's language development but also creates emotional and psychological pressure on parents, making resilience an essential aspect of the caregiving process. This study is significant because parenting patterns are presumed to play a major role in shaping parental resilience when facing developmental challenges in their children. The aim of this research is to analyze the relationship between parenting patterns and the resilience of parents who have children with speech delay. Using a quantitative approach with a correlational design, the study was conducted with 16 parents of children aged 5–6 years at TK Pertiwi 1 Padang, selected through purposive sampling. Data were collected using validated and reliable questionnaires on parenting patterns and parental resilience, and later analyzed through normality tests, linearity tests, Pearson correlation, and simple linear regression. The results indicate that the data were normally distributed and the relationship between variables was linear, with a Pearson correlation coefficient of 0,423 and a significance value of 0,003, indicating a positive, moderate, and significant relationship between parenting patterns and parental resilience. These findings show that warm, responsive, and consistent parenting contributes to parents' ability to manage stress, maintain emotional stability, and adapt while raising children with speech delay. The study's implications highlight the importance of family interventions, parenting training, and social support to strengthen parental resilience. The study concludes that parenting patterns are an important factor to consider in efforts to enhance the psychological resilience of families with children experiencing speech delay.

Keywords: : *parenting style, parental resilience, speech delay, early childhood*

Introduction

The development of language in early childhood constitutes a pivotal aspect of growth and learning, profoundly impacting children's capacity to communicate, interact socially, and establish the foundational elements for future educational pursuits. The role of language in human development is multifaceted. It serves as a conduit for expressing thoughts and ideas, facilitating communication with others, and fostering the development of emotional regulation and self-concept skills. Within the domain of early childhood education, language skills serve as the foundational basis for all subsequent developmental aspects. This is due to the fact that through language, children are able to articulate their needs, address challenges, and proactively engage with their social milieu. A substantial body of research has demonstrated that early language stimulation exerts a significant influence on the development of children's communication skills in the future

(Guntur et al., 2023). This understanding has led to an increased focus on speech delay as a developmental phenomenon, given its impact on various domains, including communication skills, cognitive, emotional, and social development, as well as children's readiness for formal learning processes.

Speech delay is defined as a condition in which a child's development of speech and language skills occurs at a rate that is more gradual than what is typically observed for a given age (Salsabillah, 2024; Raro, 2023). The etiology of this condition is multifactorial, with potential contributors including individual developmental variations, inadequate language stimulation within the family environment, neurological barriers, and hearing impairments. The etiology of speech delay is multifactorial, resulting in a series of obstacles for children in expressing their needs, interacting effectively, and understanding simple instructions. As demonstrated by Lyons & Roulstone (2018) children who experience language impairments are more likely to encounter challenges in their social relationships, academic performance, and emotional well-being. This tendency is particularly pronounced in cases where they do not receive adequate developmental support. In Indonesia, the prevalence of speech delay is increasing, and this phenomenon is associated with a lack of parental literacy regarding language stimulation, increased use of gadgets in early childhood, and limited access to early detection and intervention services. This underscores the pivotal role of the family as the primary milieu influencing language development.

Parental resilience is not a spontaneous phenomenon; rather, it is influenced by a variety of internal and external factors. A variety of internal factors have been identified as contributing to the understanding of children's conditions by parents. These include the parents' emotional regulation skills, optimism, and self-efficacy in carrying out their parenting roles. Concurrently, external factors, such as social support from spouses, families, communities, and children's educational environments, also play a role. Parenting styles represent a significant factor in this regard, as they play a pivotal role in shaping the quality of parental resilience. Parenting styles refer to the manner in which parents interact with their children, provide guidance, regulate behavior, and respond to their children's daily emotional and developmental needs. The consistent implementation of parenting styles has been demonstrated to foster the development of robust emotional connections between parents and children, thereby engendering a sense of security and establishing an environment conducive to the optimal development of children's language and emotional competencies.

The extant literature on development has classified parenting styles into several categories, including authoritative, authoritarian, permissive, and uninvolved. Each of these categories is characterized by distinct characteristics in terms of communication, warmth, and control (Widyawati et al., 2023; Handayani, 2021). In the context of parenting children with speech delay, it has been demonstrated that responsive, warm, and adaptive parenting styles play a more significant role than other parenting styles. Children with speech delays require a greater degree of linguistic stimulation, opportunities for interaction, and emotional support in comparison to their typically developing peers. A multitude of studies have demonstrated that responsive parenting, typified by warm attention, the capacity to interpret children's communication signals, and a propensity to engage in reciprocal dialogue, has a favorable impact on children's language abilities (Brantasari, M. 2022). Moreover, responsive parenting has been shown to enhance parents' adaptive capacity by fostering increased confidence in managing parenting challenges and by providing more effective strategies for supporting their children (Damanik et al., 2024; Lenty et al., 2025). Conversely, authoritarian, rigid, or uninvolved parenting styles have been shown to exacerbate parenting stress and hinder the development of resilience (Yumni, 2020; Neff, 2011). This is primarily due to the fact

that these parenting styles make parents feel increasingly pressured and unable to accurately read their children's developmental needs.

In the context of resilience theory, family resilience is conceptualized as a dynamic process shaped by interactions among individual, relational, and social factors. Amelasih (2016) underscores that the development of family resilience is contingent upon the establishment of robust relationships among family members, their openness to communication, and their collective adoption of a positive interpretation of the challenges they confront. In the context of children with speech delays, daily experiences in providing language stimulation, attending therapy, receiving input from teachers or therapists, and managing the child's behavioral dynamics become important arenas for the formation of parental resilience. Parenting patterns that facilitate two-way communication, provide emotional validation, and appreciate the child's efforts have been shown to not only accelerate language development but also strengthen the parent-child emotional bond. This robust relationship functions as an internal resource for parents, enabling them to adapt positively, even in the face of constant pressure.

Despite the extensive research conducted on parenting styles and resilience, studies specifically examining the relationship between the two in the context of speech delay remain scarce. The extant literature has predominantly centered on parenting stress, the efficacy of language interventions, or aspects of child development. Consequently, the role of parenting styles in shaping parents' psychological resilience has received scant attention. A multitude of studies have indicated that the quality of parenting can exert a significant influence on the well-being of families. However, the specific context of children grappling with speech delays has seldom been the primary focal point of these inquiries (Atikasari, 2025; Amelasih, 2016). Furthermore, variations in research outcomes pertaining to parenting strategies employed in the context of children with special needs are frequently influenced by disparities in cultural backgrounds, parenting norms, and access to child development services. In the context of Indonesia, the collectivistic culture and high social pressure on child development contribute to a more complex parenting experience (Hermawati, 2018). Consequently, further research is necessary to elucidate how specific parenting patterns can fortify or diminish the resilience of parents who have children with speech delay.

In light of the identified knowledge gap, the objective of this study is to examine the impact of parenting styles on the resilience of parents who have children with speech delays. The present study is expected to provide a comprehensive picture of the dynamics of parenting and the emotional state of parents in facing the challenges of their children's language development. The primary objective of this study is to examine two variables: parenting patterns as the independent variable (X) and parental resilience as the dependent variable (Y). Theoretically, this study provides novel insights into the relationship between parenting patterns and resilience in the context of families with children with special needs. Consequently, the findings of this study can function as a foundation for counselors, educators, social workers, and health workers in the development of more effective, inclusive, and needs-based family support programs. The article is further structured with a description of the research methods, findings, discussion, and implications for parenting practices and supportive interventions.

Method

This study employs a quantitative approach with a correlational design to describe and test the relationship between parenting patterns and parental resilience in a single measurement period (Sugiyono, 2019). The research was conducted at Pertiwi 1 Padang Kindergarten, an institution that provides education and support to children with diverse needs, including those with speech delays. This setting is particularly pertinent to the

objectives of the present study. The research population encompassed all parents of 5-6-year-old children enrolled at the school, comprising a total of 34 individuals. From this population, 16 parents were selected as samples using purposive sampling. This technique was employed to ascertain that the participants met the inclusion criteria, namely parents who had children with indications or diagnoses of speech delay and who were in the 5–6 age range. Exclusion criteria were implemented to identify cases with other severe developmental disorders that could significantly impact parenting dynamics.

The data collection process involved the administration of a structured questionnaire, which was divided into two sections. The present study's research instrument was developed independently by the researcher (self-developed questionnaire). The initial section of the text encompassed subjects related to parenting styles, incorporating the dimensions of authoritative, authoritarian, and permissive parenting. The second section of the study focused on the assessment of parental resilience, incorporating a range of factors including emotional regulation, optimism, parenting self-efficacy, the availability of social support, and the utilization of problem-solving skills. The questionnaire was designed using a Likert scale, and all items underwent content validation by experts in child education and developmental psychology. Construct validity was evaluated through item-total correlations, while reliability was measured using Cronbach's Alpha, with a threshold of ≥ 0.70 serving as an indicator of adequate internal consistency. Prior to its implementation, the instrument underwent a rigorous testing process involving respondents who were not part of the primary sample. This procedure was implemented with the objective of ensuring the clarity of the instrument's items and the stability of its measurement. The validity test employed Pearson's correlation at a significance level of 0.05 with a table r value of 0.497, indicating that all items in the parenting and parental resilience instruments (12 items each) had a calculated r greater than the table r , thereby affirming their validity. Reliability testing using Cronbach's Alpha yielded a value of 0.936 for the parenting instrument and 0.942 for the parental resilience instrument. These values exceeded the minimum threshold of 0.60, thereby confirming the reliability and suitability of all items on both instruments for use in research.

The research procedure was initiated with the request of authorization from the school administration. Subsequently, parents were informed about the nature of the research. Each participant was provided with an informed consent form that delineated the objectives of the research study, the principles of data confidentiality, and the participant's rights. The researcher distributed the questionnaire and instructed participants to complete it independently. The survey took an estimated 15–20 minutes to complete. Once completed, the researcher collected the questionnaires and checked them for completeness. The entire process was executed within a single measurement.

The data underwent a series of statistical procedures for analysis. The initial stage entailed the implementation of classical assumption tests, encompassing normality and linearity assessments, with the objective of ensuring that the data satisfied the criteria for utilization in parametric analysis (Sugiyono, 2019). Subsequent to the satisfaction of the aforementioned assumptions, a simple linear regression analysis was conducted to ascertain the impact of parenting patterns on parental resilience. Furthermore, correlation coefficients were calculated to ascertain the strength and direction of the relationship between variables. All tests were conducted with a significance level of 0.05 and adhered to standard statistical procedures, thereby obviating the need for advanced methods.

Result and Discussion

This section presents the results of a data analysis derived from questionnaires on parenting patterns and the resilience of parents who have children with speech delay. The

analysis was conducted in accordance with the parametric statistical procedures established in the research method. Prior to conducting a series of hypothesis tests to examine the relationship between variables, a series of assumption tests were conducted to ensure that the data met the requirements for further analysis. These assumption tests included the normality test and the linearity test. The results of these two tests are presented in the following table.

Table 1. Normality Test Results

Variable	N	Mean	Std. Dev	K-S Z	Sig.
Parenting Style	16	51,63	5,608	0,607	0,855
Parental Resilience	16	45,75	6,648	0,892	0,404

The results of the normality test indicate that the Parenting Style variable yielded a significance value of 0.855, while the Parental Resilience variable produced a significance value of 0.404. The statistical analysis indicates that the values for both variables are greater than 0.05, thereby confirming the normality of the data distribution. Assuming the normality assumption is met, both variables satisfy the necessary criteria for analysis using parametric statistical techniques, specifically Pearson's correlation. The normality of the distribution indicates that the distribution of respondents' scores is within a reasonable distribution pattern and does not show any extreme values or irregularities in the distribution of data.

Subsequently, a linearity test was conducted to ascertain whether the relationship between parenting styles and parental resilience followed a straight line (linear), as an essential foundation for employing Pearson's correlation. The outcomes of the linearity assessment are enumerated in Table 2.

Table 2. Linearity Test Results (ANOVA)

Sources of Variation	df	Mean Square	F	Sig.
Linearity	1	118,563	2,559	0,161
Deviation from Linearity	8	33,305	0,719	0,676

The Deviation from Linearity value of 0.676 (> 0.05) indicates that there is no significant deviation from the linear model. This finding suggests that the relationship between the two variables is linear, thereby validating the application of Pearson's correlation analysis technique. Furthermore, the linearity significance value of 0.161 suggests that, despite the absence of a robust relationship, the pattern of the relationship between the two variables persists in a linear trend, necessitating further investigation.

Subsequent to the fulfillment of both assumptions, a Pearson correlation test was conducted to ascertain the strength and direction of the relationship between Parenting Patterns and Parental Resilience. The results of the analysis are presented in Table 3.

Table 3. Pearson Correlation Test Results

Variable	Parenting Style	Resilience
Parenting Style	1	0,423
Resilience	0,423	1
Sig. (2-tailed)	0,003	0,003

The Pearson correlation results indicate that the correlation coefficient (r) between parenting style and parental resilience is 0.423. This value is indicative of a moderate correlation. The value of 0.003, which is less than 0.05, indicates a statistically significant

relationship. Consequently, it can be concluded that there is a positive and significant relationship between the two variables.

The findings indicate a direct correlation between the Parenting Pattern score and the level of parental resilience, with higher scores indicating more positive and effective parenting patterns. This numerical interpretation reflects the tendency that parents who apply warmer, more responsive, and adaptive parenting have a greater ability to cope with stress, maintain emotional stability, and adapt to the challenges of parenting children with speech delay.

These findings directly support the research hypothesis that there is a significant relationship between parenting style and parental resilience. Furthermore, the analysis results demonstrate a high degree of consistency between the linear trend of the data, the normal distribution, and the direction of the relationship between variables. Consequently, the validity and reliability of the correlational analysis can be substantiated on the basis of the assumption tests that have been met. In sum, the results section furnishes an objective, empirical portrayal of the relationship between the two primary variables of the study, as analyzed through a parametric statistical approach.

The findings of this study suggest a positive, moderate, and significant relationship between parenting styles and the resilience of parents who have children with speech delays. A correlation coefficient of 0.423 with a significance value of 0.003 indicates that an increase in positive parenting style is associated with an increase in resilience. These findings suggest that parenting is not solely associated with the shaping of children's behavior and development; it is also implicated in the manner in which parenting patterns contribute to the psychological resilience of parents in dealing with emotional pressures and the demands of parenting children with communication barriers. In the context of speech delay, parents encounter a range of challenges, including difficulties in comprehending their child's needs, challenges in verbal communication, and concerns regarding long-term developmental outcomes. These conditions engender an environment conducive to parental stress and emotional exhaustion, underscoring the importance of resilience as a pivotal capacity.

A nurturing environment characterized by warmth, responsiveness, and consistency in parenting is conducive to the development of parental resilience. Parents who demonstrate the capacity to respond emotionally to their children tend to exhibit higher levels of competence, calmness, and optimism in their approach to the parenting process. Responsiveness enables parents to acknowledge their children's developmental rhythms, recognize their strengths and weaknesses, and adapt their parenting strategies without succumbing to frustration. A substantial body of research has demonstrated that a warm and empathetic parenting style has the potential to enhance parental self-efficacy, thereby fortifying psychological resilience. As Handayani (2021) asserts, the practice of warm parenting fosters stable emotional interactions, which in turn, has the potential to mitigate psychological distress experienced by parents. This finding aligns with the observations reported by Damanik et al. (2024) and Lenty et al. (2025), which demonstrate that parents of children with communication barriers exhibit enhanced emotional resilience when they implement responsive parenting techniques.

It has been demonstrated in other studies that the quality of interaction between parents and children functions as a significant protective factor. Ramadhani et al. (2025) revealed that a lack of reciprocal communication and responsiveness in parenting can exacerbate speech delays in early childhood. Furthermore, Sari et al. (2025) demonstrated that parenting patterns influence the emotional state of children with speech delays. Specifically, a warm parenting style fosters an environment conducive to language development while enhancing family resilience. Widyawati et al. (2023) discovered that positive parenting patterns are associated with an enhanced quality of life for families

with children who have special needs. The warmth of interactions has been demonstrated to enhance feelings of emotional connection, thereby fortifying parents' capacity to effectively manage stress. Savari et al. (2023) posit that effective communication, social support, and adaptive parenting strategies can significantly reduce parenting stress levels. In the context of children with speech delays, the implementation of responsive parenting techniques has been demonstrated to facilitate the development of language skills in children while concurrently fostering a sense of accomplishment in parents. This, in turn, has been shown to enhance parental resilience.

Wijayaningsih (2018) discovered that appropriate parenting styles, particularly those grounded in language and communication stimulation, exert a substantial impact on enhancing the speech capabilities of children grappling with speech delay. This finding is reinforced by Hasibuan (2023), who explains that consistent and adaptive parenting strategies can help parents deal with the challenges of raising children with speech delay. Wulandari et al. (2025) found that democratic parenting, which provides space for children to express themselves, can improve the language development of children with speech delay, while also reducing parenting stress.

Suttora et al. (2021) found that language interventions carried out directly by parents have a significant impact on improving the expressive abilities of late talkers. This enhancement is predominantly influenced by the parents' capacity to offer contingent responses and engage children in dialogic reading. When parents observe substantial progress in their children's development, the experience becomes a model of mastery that fortifies their emotional resilience. A study by Simanjuntak et al. (2024) demonstrated a direct correlation between maternal parenting styles and the risk of speech delay in children. Research has demonstrated a correlation between less stimulating or unresponsive parenting styles and an increased likelihood of speech delay. This underscores the pivotal role parents play in providing language stimulation from an early age.

In addition, research conducted by Hammer et al. (2017) indicated that children who speak at a later age are more likely to experience difficulties in meeting school readiness standards. This condition has the potential to exert significant psychological pressure on parents, who may experience concerns regarding their children's future well-being. A warm and stimulating parenting style has been shown to reduce anxiety in parents by allowing them to view their child's development in a more optimistic manner. As confirmed by Fisher (2017) in a meta-analysis review, the quality of interaction between parents and children is a major predictor of long-term language outcomes. This interaction constitutes a fundamental aspect of responsive parenting, thereby directly impacting the emotional well-being of parents.

Conway et al. (2018) further substantiate these findings by demonstrating that maternal communicative behavior and the quality of mother-child interactions have a substantial impact on the language development of children who exhibit delayed speech. When interactions are positive, parents not only observe their children's progress but also experience emotional satisfaction, which fosters increased resilience. Gaol et al. (2025) reached a consensus in their systematic review that positive parent-child interactions are a primary factor in preventing language and speech delays. These interactions have been shown to have a positive effect on parents' emotional well-being, as they provide them with a sense of direct involvement in their child's development.

However, the relationship between parenting styles and resilience is not entirely independent. Resilience is a multidimensional concept that encompasses both internal and external factors. A multitude of factors, including social support, economic conditions, prior parenting experiences, and spiritual beliefs, have been demonstrated to influence parental resilience. Dewi & Wideasavitri (2019) study revealed that parental resilience is

influenced by their ability to manage emotions during the process of parenting children with developmental disabilities. Kovács et al. (2022) also posited that parental resilience is not only an innate trait, but can also be cultivated through active involvement in parenting, including when confronted with developmental disabilities such as speech delay. According to the findings of Mauna et al. (2020), Khasanah (2018), and Nurhastusi et al. (2021), social support has been identified as a significant factor in the reduction of parenting stress. In a similar vein, Pratiwi (2025) study demonstrated that single mothers with robust emotional support networks can exhibit high levels of resilience, despite facing more challenging circumstances.

With regard to internal factors, the theoretical foundation is provided by the concept of self-compassion, as introduced by Neff (2011). Parents who exhibit self-compassion tend to exhibit increased tolerance for their shortcomings, reduced tendency to blame themselves excessively, and the ability to maintain emotional balance when confronted with parenting challenges. Dwitya & Priyambodo (2020) emphasize that self-compassion plays a role in increasing resilience, so that parents who accept their children's conditions with love tend to be able to apply more adaptive parenting patterns. Self-compassion enables parents to acknowledge that developmental difficulties in their children are inherent to the human experience'. Research by Atikasari (2025) and Yumni (2020) demonstrates a direct correlation between self-compassion and parental resilience, particularly in the context of children with special needs. Consequently, the potential role of factors such as self-compassion in the relationship between parenting and resilience warrants consideration.

Parenting dynamics and resilience are influenced by strong collectivist values. The presence of an extended family has the potential to serve as a source of emotional and practical support. However, it can also exert pressure on family members due to specific social expectations regarding child development (Handayani, 2021). In certain familial contexts, the community's evaluation of a child's speech delay has the potential to influence the emotional well-being of the parents (Brantasari, D. 2020). Warm parenting, characterized by a focus on the needs and development of the child rather than on external demands, has been shown to help parents reduce social pressure.

In principle, Bronfenbrenner's ecological theory offers a comprehensive framework that elucidates the multifaceted roles of various systems, ranging from family and school to society, in the context of parenting. Educational environments, including early childhood education and therapy services, play a pivotal role in shaping parents' perceptions of child development (Yunitasari, 2025). Parents have been shown to develop a greater sense of competence in managing parenting challenges when they are provided with information, support, and strategies from teachers or therapists. In such circumstances, the implementation of positive parenting practices becomes more feasible, and the resilience of the child tends to increase.

Furthermore, it is imperative to acknowledge the reciprocal nature of the association between parenting styles and resilience, which can be conceptualized as a two-way street. Parenting styles have been demonstrated to exert a significant influence on resilience, and it has also been demonstrated that parental resilience can influence the application of parenting styles (Wulandari et al., 2025). Parents who exhibit high levels of resilience tend to demonstrate greater patience, consistency, and responsiveness, particularly in circumstances involving children with communication challenges. Conversely, the enhancement of children's developmental progress through language stimulation has been demonstrated to fortify parental confidence, thereby enhancing the quality of parenting (Ramadhani et al., 2025).

Despite the robust findings of this study, alternative explanations must be considered. One potential explanation for this phenomenon is that social support may act as a

mediating factor between parenting practices and resilience in children (Khasanah, 2018). Parents who possess robust social support systems tend to exhibit greater emotional stability, thereby facilitating the implementation of positive parenting practices (Mauna et al., 2020). Furthermore, personality factors such as optimism or emotional regulation may also influence both variables, so that the relationship found may reflect the influence of these internal factors. Additionally, the dynamics of child development itself can influence parenting practices. It has been demonstrated that children who demonstrate rapid progress in language stimulation have the capacity to enhance parental optimism, thereby fostering greater consistency in the application of responsive parenting practices.

It is imperative to acknowledge the limitations of this study. Firstly, the limited sample size restricts the extent to which the findings can be generalized. The study was conducted in a single early childhood education institution, which limits its ability to reflect the diversity of Indonesian families. The instruments utilized in the form of self-reports are also susceptible to perception bias. Moreover, the correlational design precludes researchers from deriving causal inferences. Consequently, the direction of the relationship between parenting styles and resilience necessitates further investigation.

For future research, it is recommended to involve a larger and more diverse sample. To further elucidate the potential interplay between parenting styles and changes in resilience, longitudinal research is necessary. The present study calls for the incorporation of mediating variables, including self-compassion, parenting efficacy, parenting stress, and social support, into the experimental design. Furthermore, experimental or quasi-experimental research through responsiveness-based parent training intervention programs can provide a more robust understanding of the mechanisms through which parenting influences resilience. The application of observational or in-depth interview methods has the potential to enhance our comprehension of the dynamics inherent in parenting families with children who experience speech delays.

The findings of this study carry significant implications for guidance and counseling practices, particularly in the context of assisting families with children who have speech delays. First, counselors can utilize the findings of this study as a foundation for the development of resilience-based family counseling services. These services can concentrate on enhancing parents' capacity to manage stress, cultivate emotional regulation skills, and fortify social support networks. Counselors can also provide psychoeducation on warm and responsive parenting, as this approach has been shown to contribute to increased psychological resilience in parents. Secondly, counseling services in early childhood education units have the capacity to integrate parent training programs that impart two-way communication strategies, emotional validation, and appropriate stimulation for children with language delays. Thirdly, the results of this study underscore the pivotal role of counselors in orchestrating collaboration between schools, families, and therapy services, thereby ensuring the comprehensive support received by parents. The guidance counseling intervention was meticulously designed to address both the children and their parents, recognizing the parents' role as a significant protective factor in the parenting process of children with speech delays.

Conclusion

The findings of this study suggest that parenting styles have a significant impact on the resilience of parents with children who experience speech delays. Specifically, warm, responsive, and adaptive parenting styles have been shown to enhance parents' capacity to manage stress, maintain emotional stability, and adapt to the multifaceted demands of parenting. These findings substantiate the significance of the research by demonstrating that the quality of parenting exerts a substantial influence on children's language development. Furthermore, the study underscores the protective role that quality

parenting plays in fostering parents' psychological resilience. Consequently, this study serves to augment extant research, which has seldom associated these two variables within the framework of speech delay. Consequently, these findings offer an empirical foundation for the development of interventions, family support programs, and counseling practices that prioritize the cultivation of responsive parenting as a strategy to enhance the overall well-being and emotional resilience of families.

Acknowledgments

The authors would like to express their sincere gratitude to the parents and teachers of TK Pertiwi 1 Padang for their cooperation and participation in this study, as well as to the school administrators for granting research permission and to the experts in child development and psychology who assisted in validating the research instruments. Special thanks are also extended to the academic supervisor, the second author, for providing guidance and scholarly direction throughout the preparation of this article, and to the Faculty of Psychology at Universitas Negeri Yogyakarta for the academic support and facilities provided.

Author Contributions Statement

WH developed and wrote the manuscript, organized the data, and prepared the full content of the article. S provided supervision, guidance, and academic direction throughout the manuscript preparation process. Both authors reviewed and approved the final version of the manuscript.

References

- Amelasasih, P. (2016). Resiliensi orang tua yang mempunyai anak berkebutuhan khusus. *Psikosains*, 11(2), 72–81.
- Atikasari, L. (2025). *Hubungan self-compassion dan resiliensi pada orang tua yang memiliki anak berkebutuhan khusus*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Brantasari, D. (2020). Dampak psikologis pada orang tua yang memiliki anak keterlambatan bicara. *Jurnal Psikologi*, 12(1), 45–57.
- Brantasari, M. (2022). Pola asuh orang tua terhadap perkembangan bahasa anak usia dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 3(2), 42–51.
- Conway, L. J., Levickis, P. A., Smith, J., Mensah, F., Wake, M., & Reilly, S. (2018). Maternal communicative behaviours and interaction quality as predictors of language development. *International Journal of Language & Communication Disorders*, 53(2), 339–354.
- Damanik, M. H., Aini, A., Ananda, N. A., Siregar, M., Hasni, U., & Amanda, R. S. (2024). Analisis gaya pengasuhan orang tua terhadap keterlambatan berbicara anak usia empat tahun. *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 7(1), 174–183.
- Dewi, S. R., & Wideasavitri, R. I. (2019). Resiliensi orang tua dalam mengasuh anak autisme. *Jurnal Psikologi*, 16(2), 121–130.
- Dwitya, K. N., & Priyambodo, A. B. (2020). Hubungan self-compassion dan resiliensi pada ibu dengan anak autisme BT - Prosiding Seminar Nasional dan Call Paper: Psikologi Positif Menuju Mental Wellness. *Prosiding Seminar Nasional Dan Call Paper: Psikologi Positif Menuju Mental Wellness*, 221–229.
- Fisher, E. L. (2017). A systematic review and meta-analysis of predictors of expressive-language outcomes among late talkers. *Journal of Speech, Language, and Hearing Research*, 60(10), 2935–2948.

- Gaol, R. E. G. L., Fajar, N. A., & Rahmiwati, A. (2025). Parent-Child Interactions in Preventing Childhood Language and Speech Delays: A Systematic Review. *Jurnal Promosi Kesehatan Indonesia*, 20(3), 185–191.
- Guntur, M., Ilise, R. N., Setyawati, N. S., Santi, N., Sangia, R. A., Isroani, F., & Fono, Y. M. (2023). *Pengembangan bahasa pada anak usia dini*. Selat Media.
- Hammer, C. S., Morgan, P., Farkas, G., Hillemeier, M., Bitetti, D., & Maczuga, S. (2017). Late talkers: A population-based study of risk factors and school readiness consequences. *Journal of Speech, Language, and Hearing Research*, 60(3), 607–626.
- Handayani, R. (2021). Karakteristik Pola-Pola Pengasuhan Anak Usia Dini dalam Keluarga. *KIDDO: JURNAL PENDIDIKAN ISLAM ANAK USIA DINI*, 2(2), 159–168.
- Hasibuan, R. (2023). *Strategi Pola Pengasuhan Anak Speech Delay*. Zifatama Jawara.
- Hermawati, N. (2018). Resiliensi orang tua Sunda yang memiliki anak berkebutuhan khusus. *Jurnal Psikologi Islam Dan Budaya*, 1(1), 67–74.
- Khasanah, N. (2018). Peran dukungan sosial terhadap resiliensi pada orang tua dengan anak berkebutuhan khusus. *Forum Ilmiah*, 15(2), 260–266.
- Kovács, K. E., Dan, B., Hrabéczy, A., Bacskai, K., & Pusztai, G. (2022). Is resilience a trait or a result of parental involvement? *Education Sciences*, 12(6), 372.
- Lenty, M., Kusvitasari, H., Hestiyana, N., & Salmarini, D. D. (2025). Hubungan pola asuh orang tua dengan keterlambatan bicara pada anak usia 3–5 tahun di Biro Jasa Psikologi Creative Center. *Jurnal Penelitian Ilmiah Multidisipliner*, 1(4), 832–841.
- Lyons, R., & Roulstone, S. (2018). Well-being and resilience in children with speech and language disorders. *Journal of Speech, Language, and Hearing Research*, 61(2), 324–344.
- Mauna, G., Gazadinda, R., & Rahma, N. (2020). Hubungan persepsi dukungan sosial dan resiliensi orang tua anak berkebutuhan khusus. *Jurnal Penelitian Dan Pengukuran Psikologi*, 9(2), 102–110.
- Neff, K. D. (2011). *Self-compassion: The proven power of being kind to yourself*. William Morrow.
- Nurhastusi, D., Zulmiyetri, Budi, S., & Utami, I. S. (2021). Ketahanan mental keluarga anak berkebutuhan khusus dalam menghadapi new normal. *Jurnal Buah Hati*, 8(2), 20–32.
- Pratiwi, L. (2025). Dinamika resiliensi pada wanita single-parent dengan anak speech delay. *Journal of Indonesian Psychological Science (JIPS)*, 3(2), 426–441. <https://doi.org/10.18860/psi.v3i2.22757>
- Ramadhani, A., Maryono, M., & Rosyadi, A. F. (2025). Analisis Pola Asuh Orang Tua dalam Keterlambatan Berbicara (Speech Delay) pada Anak Usia 3 Tahun. *JECIE (Journal of Early Childhood and Inclusive Education)*, 8(2), 330–341.
- Raro, M. K. D. (2023). Faktor yang mempengaruhi kejadian speech delay pada anak. *Health Sciences Journal*, 7(2), 147–156.
- Salsabillah, N. (2024). *Penerimaan orang tua terhadap anak berkebutuhan khusus dan dampaknya terhadap ketahanan psikologis*. Pustaka Pelangi.
- Sari, D. U., Zahroh, C., Faizah, I., & Hidayah, N. (2025). Parenting Approaches and Emotional-Mental in Children with Speech Delay. *Jurnal Ilmiah STIKES Yarsi Mataram*, 15(2), 173–181.
- Savari, K., Naseri, M., & Savari, Y. (2023). Evaluating the role of perceived stress, social support, and resilience in predicting the quality of life among the parents of disabled children. *International Journal of Disability, Development and Education*, 70(5), 644–658.

- Simanjuntak, T. M., Suryawan, A., & Setiawati, Y. (2024). Relationship Between Maternal Parenting Style and Speech Delay in Children Aged 2–5 Years in Surabaya. *International Journal of Research Publications (IJRP.ORG)*, 152(1), 11.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Suttora, C., Zuccarini, M., Aceti, A., Corvaglia, L., Guarini, A., & Sansavini, A. (2021). The effects of a parent-implemented language intervention on late-talkers' expressive skills. *Frontiers in Psychology*, 12, 723366.
- Widyawati, Y., Scholte, R. H. J., Kleemans, T., & Otten, R. (2023). Parental resilience and quality of life in children with developmental disabilities in Indonesia: The role of protective factors. *Journal of Developmental and Physical Disabilities*, 35(5), 743–758.
- Wijayaningsih, L. (2018). Peran pola asuh orang tua dalam meningkatkan kemampuan bicara anak speech delay. *Satya Widya*, 34(2), 151–159.
- Wulandari, D. A., Noviekayati, I. G. A. A., & Rina, A. P. (2025). Peran pola asuh demokratis dan stimulasi sosial orang tua pada anak dengan speech delay. *SUKMA: Jurnal Penelitian Psikologi*, 6(1), 65–74.
- Yumni, H. (2020). *Peran self-compassion dalam meningkatkan kualitas hidup orang tua dengan anak berkebutuhan khusus*. Prenada Media.
- Yunitasari, D. (2025). Pola asuh orang tua pada anak speech delay di TK Islam Budi Mulya. *Banun: Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 56–62.

Copyright Holder

© Hayya, W., Suwarjo, S

First Publication Right

COUNSENEsia: Indonesia Journal of Guidance and Counseling

This Article is Licensed Under

