

INTISARI

Latar Belakang: *Speech delay* merupakan kondisi keterlambatan bicara anak yang dapat mengganggu keterampilan sosialnya. Prevalensi *speech delay* usia prasekolah di Indonesia mencapai 2,3–24%. Stimulasi berperan penting dalam mendukung perkembangan keterampilan sosial anak. Penelitian di Indonesia menunjukkan stimulasi kurang diberikan pada anak normal, tetapi pada anak *speech delay* masih minim data.

Tujuan Penelitian: Penelitian dilakukan untuk mengetahui hubungan stimulasi perkembangan dengan keterampilan sosial pada anak *speech delay* usia prasekolah.

Metode: Penelitian kuantitatif korelasional *cross-sectional* pada 72 pasien *speech delay* usia prasekolah. Stimulasi perkembangan diukur dengan kuesioner pemberian stimulasi perkembangan, dan keterampilan sosial diukur dengan *Preschool and Kindergarten Behavior Social* (PKBS). Penelitian dilakukan pada bulan Februari 2026. Analisis univariat dengan nilai median (min-max) dan frekuensi (%) dan bivariat dengan *Mann Whitney*.

Hasil: Dari total 72 responden, 36 (50%) anak berada pada kelompok stimulasi baik. Median kelompok stimulasi baik adalah 110 (82-120), sedangkan pada kelompok stimulasi buruk median sebesar 102 (61-122). Hasil uji *Mann-Whitney* menunjukkan nilai *p-value* 0,023 yang berarti terdapat hubungan yang bermakna antara kedua kelompok.

Kesimpulan: Stimulasi perkembangan berhubungan dengan keterampilan sosial anak *speech delay* usia prasekolah, di mana anak dengan stimulasi perkembangan baik cenderung memiliki skor keterampilan sosial yang lebih tinggi.

Kata Kunci: prasekolah, *speech delay*, stimulasi perkembangan, keterampilan sosial

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ABSTRACT

Background: Speech delay is a condition where a child's speech development lags behind peers and may affect social skills. Its prevalence among preschool children in Indonesia ranges from 2.3%-24%. Stimulation plays an important role in supporting social development, but it is often inadequate, and data on children with speech delay remain limited.

Objective: This study was conducted to determine the relationship between developmental stimulation and social skills in preschool-aged with speech delay.

Methods: A cross-sectional correlational study involved 72 preschool children with speech delay. Developmental stimulation was measured using a stimulation questionnaire, and social skills using the Preschool and Kindergarten Behavior Scale (PKBS). The study was conducted in February 2026. Univariate analysis used median (min-max) and frequency (%), while bivariate analysis used the Mann-Whitney U test.

Results: Of the total 72 respondents, 36 (50%) children were in the good stimulation group. The median for the good stimulation group was 110 (82-120), while the median for the poor stimulation group was 102 (61-122). The results of the Mann-Whitney test showed a p-value of 0.023, indicating a significant association between the two groups.

Conclusion: Developmental stimulation is associated with social skills in preschool children with speech delay, where better stimulation is linked to higher social skills scores.

Keywords: preschool, speech delay, developmental stimulation, social skills.

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