



The Effectiveness of Toilet Training on Children's Independence Through Demonstration Methods

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ABSTRACT: Toilet training is one way to train children's independence in clean and healthy living behaviour as a provision for children's life skills in entering the next education level. The research problem is that the child's independence has not yet developed, which is marked by the child not yet being independent in defecating and urinating. The research aims to train children's independence in defecation and urination through demonstration methods and find out whether toilet training activities through demonstration methods can affect children's independence. The research subjects were 50 children. A research approach is quantitative with experimental methods. The data collection technique used pre and post-tests for children's independence with the child's toilet training ability as a measuring tool. The results of data collection were processed by statistical testing the Non-Parametric Wilcoxon Signed Ranks Test. The study found a contrast in toilet training ability before and after being treated with a demonstration technique which has a value of 0.05 with a P value <0.005. The research results conclude that the toilet training demonstration method was effective in increasing children's independence in Kindergarten, Donggala Regency, Central Sulawesi.

Keywords: early childhood, toilet training, independence skills

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1 INTRODUCTION

One of the benchmarks for a child's success that is used as the basic capital for his future is independence. This becomes important because independence trains a person to personally deal with the problem, he faces without depending on others. Independence should be taught from an early age this is intended to encourage children so that from an early age child are skilled in managing their personal lives. To develop self-confidence at an early age and help them become more responsible for meeting their needs, independence is crucial in a person's life (Ngatemi et al., 2021). Children that feel independent will be able to adapt to their environment and their own environment, as well as conquer any challenges. As a sort of dependence with a free personality, independence can be understood as self-direction influenced by the environment rather than as a lack of socialization. Early experiences shape a child's development and build the groundwork for their future health.

Cerino's (2021) research recognizes the important but difficult role educators play in helping children develop independence. It proves that teaching children to be independent is a good way to build their confidence. The child can then take full advantage of learning opportunities to allow for full development of the child. Based on the theory expressed by Freud, ideally, a child who is in the Anal phase in his developmental stage should have started practicing toilet training, why this is important because the success of the child in toilet training can indicate the child's independence skills (Hildebrand, 1988) has developed according to the stages of development. Toilet training is an attempt to train children to control defecation and urination. The ability to toilet is influenced by limited knowledge or the role of parents (Meilisa et al., 2022). Rahayu (2022) also stated that toilet training is one of the developmental tasks of children at preschool age, which is an effort to train the ability to control urination and defecation independently in children.

Research on the relationship between parental conditions and the development of toilet training skills in children (Febrianti, 2021), there was a relationship between education, knowledge, and occupation of parents with toilet training skills in children and then there is no relationship between age and toilet ability training for children. Based on the results, training children's independence in toileting requires knowledge from parents and teachers in explaining toilet training steps so that children can practice their daily activities properly and correctly at school and outside school. This is supported by research (Yanti, 2021) which states that toilet training must be taught from an early age and parents have a role in disciplining toilet training in young children because this period is a sensitive period for children, so parents play an important role in children's development.

Based on the results of observations in several kindergartens in Donggala Regency, there are still many children who are not independent in defecating and urinating, such as everything must be helped by the teacher, wearing pants with the help of the teacher, peeing in pants, and defecating and urinating are still assisted by the teacher. The introduction of toilet training activities is an effort to familiarize children with clean and

healthy living behavior by defecating on time, defecating in the right place, cleaning themselves properly, and training children's independence as a provision to enter the next level of education. The research aims to train children's independence in defecation and urination through demonstration methods and find out whether toilet training activities through demonstration methods can affect children's independence.

2 THEORETICAL STUDY

Toilet training (TT) represents a complex process that can be impacted by anatomical, physiological, and behavioural circumstances. It is a significant developmental milestone for children. It frequently poses a significant difficulty for kids, parents, and doctors (Baird et al., 2019; Kiddoo, 2012). When a child is self-aware of his or her need to remove urine or feces and takes the initiative without being reminded or prepped by parents or other caregivers, that child is said to be completely trained (Mota & Barros, 2008). The intense toilet training method entails taking the child to the bathroom on a regular basis, regardless of whether they are ready (Tarhan et al., 2015). Parents should frequently ask their children whether they need to use the restroom or the potty (Klassen et al., 2006). This strategy aims to create acceptable behaviour for toilet training. Dryness is rewarded with attention, toys, or treats as a form of positive reinforcement. Negative reinforcement for accidents can occur, mainly in the form of punishment or a loss of positive attention (Hooman et al., 2013).

Between 2 and 3 weeks of age, on average between 4 and 6 months, is when assisted newborn toilet training begins (Devries & DeVries, 1977). Parents must be taught how to spot and comprehend their child's elimination cues (Smeets et al., 1985). In this method, when the baby appears to be about to urinate or evacuate, he is put in a specific posture (in the caregiver's arms to allow for easy expulsion) and the parents create a noise to help him associate the act of eliminating with the sound. The baby is typically rewarded with food or affection when he urinates or evacuates with sounds (Choby & George, 2005; Sun & Rugolotto, 2004).

Comparisons between research are challenging due to the multiplicity of definitions, and there is no comprehensive definition of the term "toilet trained." Additionally, common TT meanings like "success" and "failure." For a child to be deemed "toilet trained," there is no set amount of time that they must remain dry or specific steps they must do on their own to complete the toileting process. Conclusions are challenging because of definitional variations in the appropriate age for TT beginning. For instance, when parents put a potty in the bathroom, does training begin, or when the child sits on it for the first time? How many times must a youngster use the potty before it is deemed that they have begun actively training? (Vermandel et al., 2008).

The sequential development of toilet training skills was investigated by a longitudinal weekly survey of toileting behavior. The ability to comprehend language connected to toilets is the earliest toileting skill. Late toilet training skills appear to be more sophisticated abilities, such as "uses a standard toilet," but early toilet training skills are

more self-help skills, such as "flushes toilet by himself" (Schum et al., 2002) The most crucial indicators of readiness were chosen by pediatricians in a questionnaire that looked at the advice offered by pediatricians to parents of a first child in Nebraska and included awareness of dirty or wet pants, interest in toilet training, language, and motor abilities. The survey's usefulness is constrained by an extremely low response rate (Polaha et al., 2002).

3 METHOD

This study uses a quasi-experimental one-group pretest-posttest design (Campbell & Stanley, 2015). The research was conducted for two consecutive weeks at Wani Aisyiyah Kindergarten and Pembina Kindergarten, Labuan District, Donggala Regency, Central Sulawesi. Sampling was taken from 2 out of 7 schools from the study population with the assumption that two schools used the national curriculum with the same accreditation qualifications. Research is a quantitative approach, which consists of two research variables, toilet training through the demonstration method as the X variable (free) and child independence as the Y variable (bound).

The experimental research method is a method used to find the effect of certain treatments on children, by giving treatment to children at Aisyiyah Wani 1 Kindergarten and Labuan Kindergarten, Donggala Regency using the toilet training demonstration method. The subjects in this study were three years old children at Wani Aisyiyah Kindergarten and Kindergarten Pembina Labuan, Donggala Regency, totaling 50 (fifty) children. The characteristics children studied were generally children who were not yet independent because they did not understand the steps in using the toilet, so they could not use the toilet properly. Pre-test data was carried out using a child toilet training ability questionnaire. The questionnaire used there are 15 questions from each variable. To make the assessment criteria the researcher uses a Likert scale in the form of a checklist. After the pre-test was carried out, they were given treatment using the toilet training demonstration method which was demonstrated directly by the teacher. After that, it was demonstrated directly by the children one by one according to the example of the steps demonstrated by the teacher. After being given the treatment, the next stage is the post-test which is carried out by measuring the child's toilet training ability again.

4 RESULT AND DISCUSSION

4.1 *Result*

The research was conducted in several locations in Early Childhood Education (PAUD) in the city of Palu. Location selection is based on the availability of research subjects who meet the research subjects in this study. This is table 1 of the research results before and after treatment.

Table 1. Research Results Before Treatment

No	Aspects of Children's Independence	Result			
		Before		After	
		F	(%)	F	(%)

1	Children can tell the teacher if they want to defecate/urinate	20	40%	38	76%
2	Children can open their pants when they want to defecate/urinate	18	36%	47	94%
3	Children can store pants in the space provided	10	20%	35	70%
4	Children recognize the tools in the toilet	35	70%	40	80%
5	Children can open the toilet door	15	30%	45	90%
6	Children can read prayers to enter the toilet	10	20%	22	44%
7	Child can enter toilet with left foot	10	20%	40	80%
8	Children can squat well in defecate / urinate	15	30%	40	80%
9	Children can wipe with their left hand correctly	40	80%	48	96%
10	Child washes hands with soap after washing	38	76%	47	94%
11	Child washes both feet properly	12	24%	37	74%
12	The child can exit the toilet with the right foot and can read the prayer to leave the toilet	11	22%	30	60%
13	Children can wear pants after defecate/urinate	14	28%	39	78%
14	Children can close the toilet door	16	32%	28	56%
Total %			37%		76%

Based on Table 1, the result before treatment shows that of the fifty children who were the subject of research on children's independence in toilet training before being given the demonstration method, there were 37% of children already understood using toilet training. Then there were 63% of children were not independent and did not understand how to use toilet training. After being given treatment, of the fifty children who were the subject of research on children's independence in toilet training after being given the demonstration method, there were 76% of children understood and were independent in using toilet training. Then there are 24% of children who are not independent and do not understand how to use toilet training.

Table 2. Normality Test

Tests of Normality			
Kolmogorov-Smirnov ^a			
	Statistic	Df	Sig.
Y1	.204	50	.000
Y2	.166	50	.001

The results of the normality test of the pre-test and post-test data, it was found that the significance value of the pre-test (Y1) was 0.000 meaning this number was below the P value > 0.05 , as well as the significance value of the post-test (Y2) was 0.001 meaning the numbers This is below the P value > 0.005 . So, it can be concluded that both the results of the pre-test and post-test are not normally distributed.

Table 4. Descriptive Statistics Test Results

		Ranks		
		N	Mean Rank	Sum of Ranks
Y2 - Y1	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	49 ^b	25.00	1225.00
	Ties	1 ^c		
	Total	50		

a. $Y2 < Y1$

b. $Y2 > Y1$

c. $Y2 = Y1$

Negative Ranks or the difference (negative) between the results of the child's independence for the pre-test (Y1) and Post-test (Y2) is 0, both in the value of N, Mean rank, and Sum Rank. These 0 values indicate no decrease (reduction) from the Pre-Test value to the Post Test value. As for the Positive Ranks or the difference (positive) between the child's independence for the pre-test and post-test. There are 49 data / positive (N) which means that the 49 children experienced increased independence in defecation and urination from the Pre-Test and Post-Test scores. The mean rank or average increase is 25.00, while the number of positive ranks or Sum of Ranks is 1225.00

Table 5. Non-Parametric Test Results

Test Statistics	
	Y2 - Y1
Z	-6.133 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the output of the "Statistics Test", it is known that Asymp.Sig. (2-tailed) is worth 0.000. Because the value of 0.000 is smaller than <0.05 , it can be concluded that "The hypothesis is accepted". This means that there is a difference between the independence of children to defecate and urinate for the Pretest and Posttest, so it can be concluded that "there is a difference in the independence of children to defecate and urinate before and after being given toilet training using the demonstration method".

4.2 Discussion

Basically, children's independence can be trained as early as possible. This is intended so that children can carry out daily activities without expecting help from others. Based on the results of research that has been carried out on the ability of children's independence in toilet training, it was found that there was a significant difference before and after toilet training for children. Thus, a major issue for teachers in the first years of formal education is to strike a balance between age-appropriate and play-based pedagogies and more modern academic requirements while still achieving conventional developmental learning goals, such as encouraging children's independence (DeLuca et al., 2020)

In addition, the benefits of children's independence in carrying out toilet training activities according to Kiddoo, (2012) are children learn to set their own boundaries in all things, especially in this study of toilet training and can train children to become autonomous individuals or not dependent on others. This is also in accordance with the opinion Khoiruzzadi dan Fajriyah (2019))\ who states that toilet training is one way that teachers can do in developing children's independence.

Toilet training using the demonstration method in this study shows that the selection of the demonstration method is seen as one of the effective methods in increasing children's

independence. This is in accordance with the opinion of Kiftiyah et al., (2018) which states that there is an effect of the toilet training demonstration method on increasing toilet training learning for children aged three years so the demonstration method is a good method applied to toilet training learning. The demonstration method is one of the effective methods. Research that has been done also shows the effectiveness of the demonstration method in increasing children's independence. The demonstration method is a method that can foster student learning activities, by conducting a demonstration method the teacher will see firsthand how children practice their toilet training skills and when an error occurs, the teacher will immediately correct the mistakes made by the child. Thus, toilet training using demonstration methods is very effective in developing children's independence. With independence, children can develop their ability to try new things and children have the skills needed in the future.

5 CONCLUSION

Based on the results of the research that has been done, it can be concluded that there is an effect on children's independence before and after being given toilet training using the demonstration method. This can be seen from the results of the Asymp. Sig Statistical Test. (2-tailed) is worth 0.000. Because the value of 0.000 is smaller than <0.05 , it can be concluded that "The hypothesis is accepted". This means that there was a difference between the independence of children to defecate and urinate for pre and post-test. The demonstration method is one of the effective methods to train toilet training skills in children because children can see firsthand the contents of the lesson, imitating the examples of actions demonstrated by the teacher. With the demonstration method, children learn in real situations.

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