



CORRELATION OF MOTHER'S ROLE WITH THE ABILITY OF TOILET TRAINING IN KINDERGARTEN CHILDREN

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ABSTRACT	Keywords
<p>Children's ability in doing toilet training was influenced by children's physical, psychological and emotional readiness, there had to be a positive role from parents especially mothers in the toilet training process. Problem that often encountered was many mothers who did not teach toilet training and letting children urinating or defecating in not appropriate place. The purpose of this study was to study the correlation of mother's role with the ability of toilet training in children in Miftahul Qulub Gondang Kindergarten. The study design was correlational analytic with cross-sectional approach. The population in this study were all mothers of Miftahul Qulub Gondang Kindergarten as many as 92 respondents. The sample was taken by the total sampling technique as many as 92 respondents. Data were collected using the questionnaire of mother's role and questionnaire of children's toilet training ability which had been tested for validity with 10 respondents, then collected with a statistical distribution (crosstab) presented in table form. The results showed that most mothers were able to do toilet training (82.4%). Mother with positive role could make children doing their toilet training. There was correlation of mother's role with the ability of children's toilet training in Miftahul Qulub Kindergarten, Gondang. If mother's role was positive then children would succeed in conducting toilet training because the mother's role was one of the factors that strongly supported children's ability in toilet training. Besides, mother with good teaching method would make successful toilet training process in children.</p>	<p>Mother's Role, Toilet Training, Pre-school age</p>

INTRODUCTION

The results of research by Mendur a relationship between the role of parents and the ability of toilet training. Where based on chi square test obtained p value = 0.001% which means the value of p is smaller than the value (α) = 0.05. The conclusion of this research is that there is a relationship between the role of parents with the ability of toilet training in pre school children in kindergarten GMIM Sion Sentrum Sendangan Kawangkoan Satu(Mendur, Rottie, & Bataha, 2018). The results of

research by Rahayu Conclusions of this study is the better role of parents, the better the ability of the child. Suggested to parents to understand the learning readiness of children in toilet training so it can maximize child learning and toilet training capabilities (Rahayu & Firdaus, 2015). Family in relation to children is identified as a place or institution of care that can give love. Fulfillment of emotions and love between parents and children will be useful to determine children's behavior later on. One of the family's duties on children's growth

and development is forming independence. The influencing factor is the role of parents. The active role of parents in pre-school children about toilet training is training their children's ability to urinate and defecate into the toilet. Parents must be patient and understand the child's readiness to teach using the toilet. Parents must also have positive support for children so that children succeed in toilet training. For example, children should not always use diapers, but parents should be ready to take children to toilet when they want to defecate and urinate (Soetjningsih, 2014).

Toilet training ability depends on physical, psychological, parental, and mental readiness and other factors such as the role of parents is also very dominant for toilet training abilities in children because children first learn various activities by imitating the behavior of parents, especially mothers as a closest person has to be able to fulfill their basic needs (Djamarah, 2011). The phenomenon that occurs in the community that there are still many children who are difficult to control urination or defecation especially in toddler-age children, children are often defecate and urinate in a proper place. On the other side, parents consider that wetting bed in children because parents there are still many children who have not been trained to do toilet training around their environment. As a result of the concept of toilet training that is not taught correctly can cause children cannot independently control urination or defecation. (Tri Ratnaningsih, Siti Indatul, 2019)

Bedwetting occurrence can be caused by genetic factors that are associated with a history of bedwetting in parents or siblings, psychological social factors that manifest psychological stress in children, bladder capacity that has a small capacity often causes frequent bedwetting frequency and even during the day, prematurity

(neurological development delay), which is a disruption of functional maturation of the central nervous system, this causes primary bedwetting, toilet training education factor which is an attempt to train children to be able to control urination and defecation (Yusuf, 2011). Based on the description above, the researcher was interested in examining further about the Correlation of the Role of Mothers with Toilet Training Ability in Children in Miftahul Qulub kindergarten Gondang. The purpose of this study was to analyze the correlation between the role of mothers with toilet training abilities in children in Miftahul Qulub kindergarten Gondang.

METHOD

This study uses a type of correlation analytic study with a cross-sectional approach. The sampling technique uses a total sampling technique. The population in this study were all mothers who had children in Miftahul Qulub Gondang Kindergarten as many as 92 respondents. The research sample was all research populations. Data collection of Mother's Role and Toilet Training Ability by using a questionnaire that has been tested for validity and reliability. Test validity is said to be valid if the value of $r_{count} > r_{table}$, the value of r_{table} is 0.632 because it uses 10 respondents and r_{table} , and the results show validity of 0.665-0975. The reliability test is said to be reliable if the value of Cronbach ' $\alpha > 0.600$. Processing data use editing, coding, scoring and tabulating. Data analysis using frequency distribution and cross-tabulation with the help of SPSS for Windows version 16.0 (Setiawan, A., 2010) (Sugiono, 2016).

RESULTS

Based on the results of research conducted on 92 respondents, the following results were obtained:

Table 1 Frequency Distribution of Respondents Based on the Role of Mothers in Miftahul Qulub Kindergarten Gondang Mojokerto

No.	Mother's Role	F	(%)
1.	Positive	68	73.9
2.	Negative	24	26.1
Total		92	100.0

Source: Primary Data 2019

Based on table 1 the frequency distribution of respondents' toilet training ability shows that most mothers play a positive role in toilet training abilities in children, as many as 68 respondents (73.9%) and have a negative role in toilet training abilities in children, as many as 24 respondents (26.1 %).

Table 2 Toilet Distribution Frequency Based On Ability in Miftahul Qulub Kindergarten Gondang Mojokerto

No.	Ability	F	(%)
1.	Able	67	72.8
2.	Unable	25	27.2
Total		92	100.0

Source: Primary Data, 2019

Based on table 2 frequency distribution shows that most children are able to do toilet training as many as 63 children (72.8%) and children who are unable to do toilet training are 25 children (27.2%).

Table 3 Analysis of the Correlation between the Role of Mothers and Toilet Training Abilities in Miftahul Qulub Kindergarten Gondang Mojokerto

Mother's Role	Toilet training ability				Total	
	Able		Unable		F	%
	F	%	F	%		
Positive	56	82.4	12	17.6	68	73.9
Negative	11	45.8	13	54.2	24	26.1
Total	67	72.8	25	27.2	92	100.0

Source: Primary Data, 2019

Based on table 3, the analysis of the correlation between the role of mother and toilet training ability in children shows that from 92 respondents, it was found that 68 had a positive role in the ability of toilet training as many as 56 respondents (82.4%) children are able to do toilet training and 12 respondents (17.6%) showed unable to do toilet training, 24 respondents have a negative role in toilet training ability as many as 11 respondents (45.8%) children were able to do toilet training and 13 respondents (54.2%) children were unable to do toilet training.

DISCUSSION

The Role of Mothers About Toilet Training in Miftahul Qulub Kindergarten Gondang Mojokerto

Some mothers in Miftahul Qulub Kindergarten Gondang at the time of the study found mothers giving direction, accompanying their children when urinating, a positive role that depicts mothers who recognize their abilities and give children the opportunity not to depend

on others. In the application of the positive role, mothers show affection to children and give freedom to children to do things themselves with supervision. Giving praise and appreciation to children is also done by mothers to increase self-confidence and instill confidence in children that children are able to do themselves well. Supported by table 4.5 shows that most respondents had a positive role in training toilet ability in children as many as 68 respondents (64.1%).

According to one of positive roles that has been done by mothers is by doing oral technique, it is an effort to train children by giving instructions to children with words before and after urinating and defecating. This method is sometimes a normal thing done by the mother, but this oral technique has considerable value, with this oral technique, psychological preparation in children is able to properly carry out urination or defecation (Rachmah, 2018) (Yusuf, 2011). The lack of readiness of the mother also plays an important role in toilet training (Aswar, 2012), starting from training children not to wet their beds during the day or night, not defecating in their pants. This certainly requires the patience of the mother in training toilet training. The results of this study indicate that the role of mothers is very important in shaping personality in children. To shape a child's personality must begin early. Mothers whose negative roles are caused by business factors so they cannot often be with their children to train toilet training (Uyun, Arifah, Kp, Ke, & Dian Nur, 2016).

Toilet Training Ability in Miftahul Qulub Kindergarten Gondang Mojokerto

Many children were able to do toilet training in Miftahul Qulub Kindergarten Gondang when the study found that children were able to communicate special needs that had been taught by mothers if they wanted to urinate or defecate, children were able to

show their desire to urinate and urinate largely and immediately to the bathroom and on physical abilities, children can already take off and wear their own pants without the help of mothers and children able to squat/sit and on cognitive abilities. Supported by table 4.6 shows that most children are able to do toilet training as many as 67 children (72.8%).

The success of toilet training can be measured through two factors, namely internal and external factors that include psychological abilities, physical abilities and cognitive abilities in conducting toilet training. The success of children is able to do toilet training and development tasks (starting to learn to control urination and defecation in toddlers aged children need full support from the mother. The first factor that affects the ability of toilet training is the age of the child. If the child is able to recognize the desire for urinating and defecating, in this case, the child's physical ability to control anal and urethral will be achieved in children at 18-24 months. At that age, the child understands better in physical preparation, psychologically and intellectually, through the preparation taught by the mother, the child is expected to be able to control urinating and defecating. Whereas in children aged 24-36 months children will experience language development both verbally and non-verbally that have been able to communicate the need for elimination, besides that motoric development of children at this age also shows more mature development so that they can support the improvement of toilet training capabilities (Tri Ratnaningsih, Siti Indatul, 2019).

There are several tricks in toilet training, namely: ensuring emotional and psychological physical readiness at the age of 2-3 years, starting to introduce and familiarize the child pee and defecate in the potty or potty chair, observe the cycle

schedule of pee and defecate, make sure also the caregiver able to consistently conduct training, increase creativity to invite children to do toilet training, give praise if the child is able to pee or defecate properly (Paryanti, 2013).

Correlation between The Role of Mothers and Toilet Training Abilities in Miftahul Qulub Kindergarten Gondang Mojokerto

Positive direction tendencies, where mothers who have good knowledge tend to be able to afford children in toilet training, and vice versa mothers who have less knowledge of their children fail in toilet training abilities. Supported by table 4.7 the results of cross-tabulation are known that the majority of mother respondents have a positive role that is 68 respondents where 56 respondents (82.4%) whose children were able to do toilet training, and 12 respondents (17.6%) whose children were unable to do toilet training.

Based on the results of Devi Muji Rahayu's 2013 research on the correlation of the role of parents with toilet training abilities in toddlers in Kindergarten Sidoarjo 2013 shows the better role of parents, the better child's ability to do toilet training. According to mothers have an important role in children's toilet training abilities. One of the tasks of toddler age is toilet training, complex psychological factors are needed for children's readiness, and the mother's role is very important to identify signs of children's readiness in toilet training. The positive role of the mother but the child is not able to do toilet training depends on the child himself. Children's readiness includes physically and biologically ready. Although the child has been taught continuously by the mother but if the child's physical and psychological is not ready, it is difficult for the child to learn quickly about toilet training because each child is different in

physical and psychological readiness (Aswar, 2012).

CONCLUSIONS

Based on the results of the study showed that there was a correlation between the role of the mother and the ability of toilet training in children in Miftahul Qulub Kindergarten gondang. The mother's role is positive so the child will succeed in toilet training because the mother's role is one of the factors that strongly supports the toilet training ability in children, besides the mother feels if child is supervised by good teaching method, the child will succeed in toilet training.

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