

RELATIONSHIP BETWEEN PARENTS' EDUCATION LEVEL AND IMPLEMENTATION OF TOILET TRAINING IN CHILDREN AGED 24-48 MONTH

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ABSTRAK : HUBUNGAN TINGKAT PENDIDIKAN ORANGTUA DENGAN PENERAPAN TOILET TRAINING PADA ANAK USIA 24-48 BULAN

Latar belakang: Toilet training merupakan usaha untuk melatih anak agar mampu mengontrol buang air kecil dan buang air besar dikamar mandi. Tingkat pendidikan adalah salah satu faktor yang berpengaruh agar ibu lebih tanggap dalam menerapkan toilet training di dalam keluarga. Tujuan: Penelitian ini dilakukan untuk mengetahui hubungan tingkat pendidikan ibu dengan penerapan toilet training pada anak usia 24-48 bulan. Metode: Jenis penelitian yang di gunakan yaitu menggunakan metode deskriptif korelasi dengan pendekatan cross sectional. Penelitian ini menggunakan total sampling dengan populasi sebanyak 150 ibu yang mempunyai balita usia 24-48 bulan di Desa Nyamplung, Kecamatan Candi, Kabupaten Sidoarjo. Pengumpulan data menggunakan kuesioner dengan hasil uji statistik menggunakan uji Spearman Rho. Hasil: penelitian ini diperoleh nilai p-value sebesar 0,000, di mana $p < \alpha$ (0,05), yang menunjukkan bahwa hubungan yang ada signifikan antara tingkat pendidikan dengan penerapan toilet training. Nilai koefisien korelasi yang diperoleh adalah 0,12 yang menunjukkan bahwa kekuatan hubungan tersebut tergolong lemah. Kesimpulan: penelitian ini bahwa terdapat hubungan yang signifikan antara tingkat pendidikan ibu dengan penerapan toilet training pada anak usia 24-48 bulan. Semakin tinggi tingkat pendidikan ibu maka semakin baik pula pengetahuan dan sikap ibu dalam melakukan toilet training pada anak usia 24-48 bulan. Saran: perlu upaya edukasi terhadap ibu yang memiliki anak usia toddler agar dapat menerapkan bagaimana cara melakukan toilet training dengan baik dan tepat sesuai dengan perkembangan anak.

Kata kunci: Balita Usia 24-48 Bulan, Pendidikan, Toilet Training

ABSTRACT

Background: Toilet training is an effort to train children to control urination and defecation in the bathroom. The level of education is one of the factors that influence mothers to be more responsive in implementing toilet training in the family. Objective: This study was conducted to determine the relationship between the level of education the mothers and the implementation of toilet training in children aged 24-48 months. Method: The type of research used is a descriptive correlation method with a cross-sectional approach. This study used total sampling with a population of 150 mothers who have toddlers aged 24-48 months in Nyamplung Village, Candi District, Sidoarjo Regency. Data collection used a questionnaire with statistical test results using the Spearman Rho test. Results: This study obtained a p-value of 0.000, where $p < \alpha$ (0.05), which indicates that there is a significant relationship between the level of education and the implementation of toilet training. The correlation coefficient value obtained was 0.12, indicating that the strength of the relationship is relatively weak. Conclusion: This study shows a significant relationship between the level of education of mothers and the implementation of toilet training in children aged 24-48 months. The higher the mother's education level, the better the mother's knowledge and attitude toward toilet training in children aged 24-48 months. Suggestion: educational efforts are needed for mothers who have toddler-aged children so that they can apply how to carry out toilet training properly and correctly according to the child's development.

Keywords: Toddlers aged 24-48 months, Education, Toilet *Training*,

INTRODUCTION

Toilet training is duties and responsibility best answer done by parents since early for help child in control urinate and defecate. Toilet training must be taught with the right, so child Can urinate and also big

in place (Hasanah et al. 2020). If matter This Keeps going to continue until age preschool, a child at risk experiences failure in toilet training, which can impact negative development in the future.

According to data from the Indonesian Ministry of Health (2022), there are approximately 17,597,244 children age early, with 57.16% of them aged 1-4 years. The Household Health Survey (SKRT) shows around 75 million toddlers have difficulty controlling defecation and urination before entering. In East Java, only 38.4% of children succeeded do toilet training without help(Dinas 2020).

The success of toilet training, as carried out by mothers or caregivers, is influenced by several factors(Mendri and Badi'ah 2020). These include the parent's knowledge about toilet training, the parent's level of education regarding the topic (54%), and the continued high use of diapers, which remains at 78.3%(Andriyani and Sumartini 2020). The study results showed that the percentage of respondents with a negative attitude toward toilet training was higher than those who actively practiced it. This can be attributed to the fact that mothers with a negative attitude toward toilet training may lack motivation to pursue it, believing that using diapers is more effective and convenient, thus avoiding the perceived hassle of toilet training(Hasanah et al. 2020).

Prolonged use of diapers can negatively affect a child's readiness for toilet training. When children become accustomed to wearing diapers, they derive comfort from this habit, which can make it difficult for them to break their dependence on diapers(Inayah et al. 2020).

Parents who get their children accustomed to wearing disposable diapers may hinder the development of the child's independence in controlling urination and defecation(Kemenkes Riau 2019). Toilet training requires the maturation of the muscles involved in these processes, so children must learn to recognize the urge to either release or hold. The success of toilet training also depends on both the child's and the family's readiness. For example, physical readiness is crucial; a child needs to have the strength to sit or stand, which makes the process easier. A comfortable and supportive environment is also necessary to help the child focus and control the urge to urinate or defecate. Additionally, parenting styles play an important role, as they influence how parents communicate, discipline, monitor, and encourage their children throughout the process.

The techniques parents can use in toilet training are divided into two types: oral techniques and modeling techniques. Oral techniques involve giving verbal instructions to the child, while modeling techniques involve the child imitating others(Darwis and Wardanengsih 2020). Both of these techniques

play a crucial role in determining the success of toilet training.

In a study conducted on June 3, 2024, researchers interviewed 10 mothers with children aged 24–36 months at the Dahlia Posyandu. The findings revealed that 6 mothers had completed elementary or junior high school, 3 mothers had completed high school, and 1 mother had a bachelor's degree. Some mothers reported feeling unprepared to start toilet training, while 2 mothers with a junior high school education had already begun the process, although they continued to use diapers at night. Based on these findings, the researchers are interested in further investigating the relationship between the level of maternal education and the implementation of toilet training in children aged 24–48 months in Nyamplung Village, Candi District, Sidoarjo Regency.

RESEARCH METHODS

This research design employs a descriptive correlation method with a cross-sectional approach. The population in this study consists of mothers with children aged 24-48 months in Nyamplung Village, Candi District, Sidoarjo Regency. The sampling technique used is total sampling, with 150 respondents who meet the inclusion and exclusion criteria. The inclusion criteria in this study are mothers who have children aged 24-48 months who are present at the posyandu, and children who are cared for by their mothers. The exclusion criteria are mothers who refuse to participate as respondents. Data collection was conducted in July and August 2024. The independent variable in this study was the mother's level of education, while the dependent variable was the implementation of toilet training. A questionnaire was used as the data collection instrument. Data analysis was performed using the Spearman's Rank Correlation statistical test.

RESEARCH RESULTS

Table 1
Frequency Distribution of Respondent Characteristics

Characteristics	Frequency (people)	Percentage (%)
Mother's Age		
20-28	77	51.3
29-37	56	37.3
38-43	17	11.3
Work		
Work	62	41.3
Doesn't work	88	58.7
Child Age		

24-36 Months	93	62
37-48 Months	57	38
Birth of a Child		
First	96	64
Second	35	23.3
Third	19	12.7
Gender		
Man	65	43.3
Woman	85	56.7

Based on table 1 above shows the characteristics of Respondent Mothers based on the highest age found in mothers aged 20-28 years as many as 77 people (51.3%). Based on work Mother part big No Work as many as 88 people (58.7%). Based on the age of the child part big age child is 24-36 months as many as 93 people (62%). Based on birth child almost half of it birth child is child First as many as 96 people (64%). Based on type sex child part big type sex child is Woman as many as 85 people (56.7%).

Table 2

Distribution Frequency of Mother's Education Level

Education	Frequency	Percentage (%)
SD	9	6
Junior High School	35	23.3
Senior High School	81	54
S1	25	16.7

Based on the table shows that Education is the most namely 81 high school students (54%).

Table 3
Distribution Frequency Implementation of Toilet Training

Implementation	Frequency	Percentage (%)
Not enough	13	8.7
Enough	36	24
Good	101	67.3

Based on table 3 above shows that most of the implementation of toilet training with the category Good has as many as 101 people (67.3%).

Table 4
Analysis Relationship between Education Level and Implementation of Toilet Training

Level of education	Toilet Training			Total	p Value	R Value
	Not enough	Enough	Good			
SD	2	7	0	9	0,000	0.12
Junior High School	5	20	10	35		
Senior High School	12	43	26	81		
S1	2	5	18	25		

Based on table 4, obtained p-value of 0.000, where $p < \alpha$ (0.05), which indicates that the existing relationship is significant between Education Level and implementation of toilet training. The coefficient value correlation obtained is 0.12 which shows that the strength connection the classified as weak. Positive relationship direction shows that the higher level of education a mother has, the more and more it is also good to implement toilet training in children.

The results of this research are in line with the findings of Andriyani (2020), which showed a trend that the higher the level of education, the better the proportion of successful implementation of toilet training in toddlers (Andriyani and Sumartini 2020).

The successful implementation of toilet training does not only depend on the child's physical, psychological, and emotional abilities, but also on the

education and attitude of the mother in teaching toilet training correctly and properly (Tyas et al. 2021). This ensures that the child can carry it out effectively until adulthood. Toilet training starts with education, accompanied by the mother's knowledge of the concept of toilet training, how to implement it, and what is needed (Hasanah et al. 2020). Mothers also need to prepare themselves and their toddlers for the toilet training process.

Referring to the theory of Laurance Green (1980), as quoted in Notoatmodjo's book (2018), if a person has a higher level of education, their attitude and behavior tend to be more positive (Notoatmojo 2018). Education is one of the key social factors that influence human behavior. It can be interpreted as the guidance provided to individuals for their further development (Andriyani and Sumartini 2020). The

higher someone's education level, the easier it is for them to accept new information, resulting in an increase in the breadth of their knowledge. On the other hand, a lower level of education can hinder the development of new values and the ability to absorb information, particularly in relation to health (Ifalahma et al. 2019).

According to Iwanda research (2018), education and the mother's knowledge play a significant role in teaching toilet training from an early age in the Jambi (Iwanda Sari et al. n.d.). The level of education has a significant influence on the mother's ability to teach her child to carry out toilet training correctly (Andriani, Setiawati, and Putriana 2019). The learning and information acceptance process related to toilet training implementation can progress more effectively if the mother has a higher level of education (Ifalahma et al. 2019). In general, mothers with higher levels of education tend to have broader knowledge. Therefore, the success of toilet training in children is greatly influenced by the mother's level of education, as well as the knowledge and experience she possesses (Sulistiyawati 2019). Other factors that also influence the process include the child's age, environment, health status, developmental history, and the family's economic status (Mendri and Badi'ah 2020).

The role of the mother is crucial in the success of toilet training because the mother is responsible for shaping the child's personality and education (Yulifah 2019). A positive attitude from the mother shows her readiness to implement toilet training. This readiness must be accompanied by the child's readiness, which is indicated by signs that the child is prepared to learn about using the toilet. However, a low level of maternal education can affect the mother's attitude and knowledge in implementing toilet training appropriately, according to the child's age and abilities (Maryunani 2020). This can lead to anxiety, stress, and frustration if the child is unable to perform toilet training correctly (Inggriani, Rinjani, and Adila 2019). The impact of parents who frequently scold the child for defecating in the wrong place can cause the child to feel depressed and fearful (Nabila 2024). The child's fear of parental anger can also influence their failure to defecate and urinate in the correct place. A mother's education in understanding toilet training is very important because it relates to the knowledge and attitudes she will use to teach her child about health (Syafudin 2019). The mother's attitude will also influence the child's behavior in toilet training, as parents serve as the closest role models, and their behavior is easily imitated by children.

CONCLUSION

From this research, it can be concluded that there is a connection between the mother's level of education and the implementation of toilet training in children aged 24-48 months. The higher the mother's education level, the better the implementation of toilet training. Toilet training starts with education, accompanied by the mother's knowledge of the concept of toilet training, how to implement it, and what is needed. Mothers also need to prepare themselves and their toddlers for toilet training exercises, so that the implementation of toilet training can proceed effectively.

SUGGESTION

The role of midwives is crucial in providing guidance and education on proper toilet training for children and parents. Health workers can offer counseling to mothers or the community about the readiness to teach toilet training and the characteristics of children who are ready to begin toilet training.

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