

RELATIONSHIP OF MOM'S KNOWLEDGE ABOUT TOILET TRAINING WITH MOM'S BEHAVIOR IN TOILET TRAINING IN TODDLER AGE CHILDREN

Eka Falentina Tarigan¹, Siti Nurmawan Sinaga², Eva Ratna Dewi³
STIKes Mitra Husada Medan

ABSTRACT

The literature report conducted in Singapore in 2000 showed that 15% of children continued to wet the bed after 5 years of age and about 1.3% of boys and 0.3% of girls in Indonesia still had the habit of urinating and defecating indiscriminately. age 7 years, this is due to failure in toilet training. Failure to toilet training can cause a child to experience enuresis or bedwetting. This study aims to determine whether there is a relationship between maternal knowledge about toilet training and mother's behavior in toilet training for toddlers in the Panei Tongah health center, Simalungun district in 2021. This research is a cross sectional analytical survey research. The sample in this study amounted to 33. The sampling technique used in this study used purposive sampling. Of the 33 respondents, mothers with good knowledge about toilet training had good behavior in training toilet training for toddler age children, namely 20 people (60.6 %). And based on the results of the bivariate test, the p value = 0.002 means p value > 0.05 so it can be concluded "There is a relationship between mother's knowledge about toilet training and mother's behavior in training toilet training in toddler age children. It is hoped that PMB leaders as health workers need to further increase mother's knowledge about toilet training, its impact and benefits so that mother's knowledge will increase about toilet training.

Keywords : Mother's Knowledge, Toilet Training, Toddler



Received : Feb 8, 2022

Received in revised form : Feb 28, 2022

Accepted : Mar 18, 2022

INTRODUCTION

Children are the next generation of a nation, thus children with good quality are needed in order to achieve a good future for the nation. Early childhood is an individual figure who is undergoing a development process that is rapidly and fundamentally for the next life. Early childhood is at the age of 0-6 years, children at this age are more sensitive to receive various stimulations and various

educational efforts from their environment. To get a good quality child, it must be ensured that the child's growth and development is also good. Children as part of family members, in their growth and development will not be separated from the environment that cares for and also nurtures them.¹

Childhood growth and development occurs very quickly. This is due to internal stimuli, namely from heredity and temperament as well as external stimuli,

Correspondence : Eva Ratna Sari. STIKes Mitra Husada Medan, Indonesia.
evaratna.dewi87@gmail.com

namely from family, peers, life experiences and elements from the environment that are obtained by children.²

Good growth and development will produce a quality healthy generation in the future. One of the important stimulations during the developmental period is the stimulation of the child's independence in urinating. and defecating in the toilet. Educating children in defecating and defecating will be effective if done early. Good habits in carrying out urination and defecation that are carried out from an early age will be carried into adulthood. One way that parents can do in teaching defecation and defecation to children is through toilet training.³

Toddler age (1-3 years) is usually used as a benchmark by parents to start toilet training because at that age all body functions are mature and stable. Children aged 3 years in general have been able to control the bladder during the day and about 75% of children aged 3.5 years have not wet the bed at night, because control of bedwetting at night is usually achieved at the age of 2.5 - 3.5 years . At the age of 4.5 years, approximately 88% of children have been able to control their bladder adequately and no longer wet the bed at night. Children aged 5 years will

urinate 5-8 times a day and they will refuse to urinate if it is not in place and about 98.5% at this age are able to control their bladder perfectly (Noer, 2006). Hull (2008) stated that about 10% of children aged 5 years still wet the bed and even less than 5% still wet the bed at the age of 10 years. Behrman et al (1999) also stated that the prevalence of children who wet the bed at the age of 5 years was 7% male and 2% female.³

Toilet training is an attempt to train children to be able to control urination and defecation.⁴ This exercise is started for children aged 1-3 years, because at this age the ability of the urethral sphincter to control the urge to urinate begins to develop. This exercise can be done by most children independently at the end of the preschool periode.⁵

Through toilet training, children will learn how to control the urge to defecate which in turn will make them accustomed to using the toilet (reflecting regularity) independently. The close interaction between parents and children in this toilet training will make children feel comfortable, safe and confident. Failures in toilet training include the habit of continuous bedwetting (a child who has a habit of wetting since birth and continues until he becomes an adult) and the habit

Correspondence : Eva Ratna Sari. STIKES Mitra Husada Medan, Indonesia.
evaratna.dewi87@gmail.com

of defecating carelessly. Reports on the results of the literature conducted in Singapore in 2000, namely 15% of children continue to wet the bed after 5 years of age and about 1.3% of boys and 0.3% of girls in Indonesia still have the habit of urinating and defecating indiscriminately at the age of 7 years. , this is due to failure in toilet training.³

The success of toilet training provides several advantages for children, such as being able to control urination and defecation, the beginning of the formation of independence so that children can do their own defecation or defecation and also begin to know some parts of the body and their functions.⁶ Toilet training is also important in the development of a child's personality, because toilet training is the first moral exercise that children receive and is very influential on subsequent moral development.⁷

The toilet training process carried out by parents can fail in children. Toilet training failure may be caused by several factors, both internal and external. Internal factors can be in the form of congenital abnormalities of the urinary tract, urinary tract infections, polyuria or neurogenic bladder while external factors can be in the form of family factors, especially parents.⁵⁻⁷

MATERIAL AND METHOD

This research was a cross-sectional analytic survey research, which is a study to study the dynamics of the correlation between Mother's Knowledge of Toilet Training and Mother's Behavior in Toilet Training at Toddler Age in the Panei Tongah Health Center Work Area, Simalungun Regency in 2021. The population in this study were all mothers. who have toddler age children (1 – 3 years) in the Panei Tongah Health Center Work Area, Simalungun Regency in 2021. The sampling technique used in this study used purposive sampling, which was sampling with certain criteria and goals, namely 33 toddler age children. This research was conducted in the working area of the Panei Tongah Health Center, Simalungun Regency, from May to June 2021. In the questionnaire, mothers' knowledge of toilet training was used. This questionnaire used the Guttman scale.

The instrument for measuring the mother's behavior is a questionnaire using a Likert scale with positive and negative statements in the form of a checklist. Univariate analysis aims to explain or describe the characteristics of each

research variable. Bivariate analysis was carried out on 2 variables to determine the relationship between 2 variables. The analytical technique used is the chi-square test using SPSS. The lack of attention and care of parents so that toilet training is neglected or toilet training training is too early.⁷

Failure of toilet training caused by toilet training that is too early can be at risk of causing urinary tract infections (UTI) In addition, the failure of toilet training can cause children to be less independent, have a selfish attitude, stubborn, miserly, tend to be careless, and arbitrarily in carrying out daily activities. Toilet training failure can also cause children to experience enuresis or bedwetting.⁷

Factors that influence the success of the toilet training program include the motivation of parents and the readiness of children physically, psychologically and intellectually. Parents' own motivation is influenced by intrinsic and extrinsic factors. Intrinsic factors are encouragements that come from within a person in the form of knowledge, attitudes, mental states, and age maturity while extrinsic factors are in the form of facilities, infrastructure, and the environment.⁸

The knowledge of parents, especially mothers, plays a very important role in creating good behavior for their children because parents are a reflection of their children. The results of research conducted by Hidayat (2018) on 58 mothers who have preschool-aged children at Al-Azhar Kindergarten Medan explain that the description of mother's knowledge about toilet training in preschool-aged children is generally good (60.3%). This is known from the child's success in carrying out daytime control, namely being able to maintain and regulate bowel and bladder in the toilet throughout the day, without using diapers or other assistive devices. The results of another study conducted by Nursila (2017) on 40 parents with children aged 3-5 years explained that families with high knowledge had 42.9% of children who still wet the bed and their families.⁹⁻¹⁰

Humans are born into the world helpless. According to John Locke's theory in the 17th century, known as *tabula rasa*, explains that every human being born in the world is like a blank white paper. And the blank paper is filled with experience. The blank paper can be interpreted as the behavior of a child. A child's behavior is influenced by several

Correspondence : Eva Ratna Sari. STIKES Mitra Husada Medan, Indonesia.
evaratna.dewi87@gmail.com

factors. And the most influencing factor is family, especially parenting style. Because a child gains experience and education for the first time in the family sphere. And parents have the greatest control in filling out and writing the white paper. This means that the role of parents is very influential in the formation of a child's behavior.¹¹

Research conducted by Kurniawati et al (2007) on preschool children (4-5 years) at TK Sekar Ratih Krembangan Jaya Selatan, Surabaya stated that 52% of children wet the bed with a frequency of very often, 4% often, 36% rarely and 8% very rarely. This bed-wetting habit, if it lasts long and long, will interfere with the achievement of children's developmental tasks with low knowledge, 66.7% of children still wet the bed so that the study concluded that there was no relationship between parental knowledge and bedwetting habits in preschool-aged children.¹⁰

Based on a preliminary study conducted by researchers in the Panei Tongah Health Center Working Area to 10 mothers who had toddler-aged children (1-3 years) at random, it was found that 6 people (60%) mothers did not teach their children to go to the toilet and let their children go to the toilet. their children wet

the bed, 3 (30%) mothers told their children to go to the toilet but their children still wet the bed, and only 1 person (10%) mothers ordered and invited their children to go to the toilet and it was found that their children rarely wet the bed. Based on the above phenomenon, it can be seen that there is still a lack of attention from parents, especially mothers, to the toilet training process so that there are still many children who have the habit of wetting in the area.

Lack of maternal attention shows the behavior of mothers who are less concerned about the toilet training process. This behavior may be due to the mother's low level of knowledge about toilet training. This is in accordance with Bloom's theory described by Notoatmodjo (1997 in Sunaryo, 2004) that behavior has 3 domains, namely cognitive, affective and psychomotor, where the cognitive domain is measured from knowledge.¹²

Based on the above and also seeing the magnitude of the impact caused by toilet training failure and not many studies related to toilet training and bed-wetting habits, the researchers were interested in researching "The Relationship of Mother's Knowledge About Toilet Training with Mother's Behavior in Training Toilet Training in

Correspondence : Eva Ratna Sari. STIKES Mitra Husada Medan, Indonesia.
evaratna.dewi87@gmail.com

Toddler Age Children. in the Working Area of the Panei Tengah Health Center, Simalu Regency the year 2021"

RESULT

Table 4.1 Frequency Distribution of Respondents' Knowledge

Knowledge	Frequency	Percent (%)
Good	22	66,7
Not good	11	33,3
Total	33	100

Based on table 4.1, it can be seen about the frequency distribution of

respondents' knowledge, the majority of respondents with good knowledge are 22 respondents (66.7%).

Table 4.2 Frequency Distribution of Respondents' Behavior

Behavior	Frequency	Percent (%)
Good	24	72.7
Not Good	9	27.3
Total	33	100

Based on table 4.2, it can be seen about the frequency distribution of respondents' knowledge, the majority of respondents with good behavior are as many as 24 people (72.7).

Table 4.3 Cross-test between mother's knowledge about toilet training and mother's behavior in toilet training for toddlers in the Panei Tengah Health Center, Simalungun Regency in 2021.

No	Knowledge	Behaviour						Sig.p
		Good		Not Good		Frequency		
		f	%	f	%	f	%	
1.	Good	20	60,6	2	6,1	22	66,7	0,002
2.	Not Good	4	12,1	7	21,2	11	33,3	
	Total	24	72,7	9	27,3	33	100	

Based on the table above, it can be explained that from 33 respondents, mothers with good knowledge about toilet training have good behavior in training toilet training for toddler age children, namely 20 people (60.6%). And based on the results of the bivariate test with Chi-Square, p value = 0.002 means p value > 0.05 so it can be concluded that "There is

a relationship between mother's knowledge about toilet training and mother's behavior in training toilet training for toddler age children in the work area of the Puskesmas Panei Tengah Simalungun Regency in 2021"

Correspondence : Eva Ratna Sari. STIKES Mitra Husada Medan, Indonesia. evaratna.dewi87@gmail.com

DISCUSSION

The results of the study, from 33 respondents, mothers with good knowledge about toilet training had good behavior also in training toilet training for toddler age children, namely 20 people (60.6%). And based on the results of the bivariate test with Chi-Square, p value = 0.002 means p value > 0.05 so it can be concluded that "There is a relationship between mother's knowledge about toilet training and mother's behavior in training toilet training for toddler age children in the work area of the Puskesmas Panei Tongah, Simalungun Regency in 2021".

The results of research conducted by Hidayat (2018) on 58 mothers who have preschool-aged children at Al-Azhar Kindergarten Medan explain that the description of mother's knowledge about toilet training in preschool-aged children is generally good (60.3%). This is known from the child's success in carrying out daytime control, namely being able to maintain and regulate bowel and bladder in the toilet throughout the day, without using diapers or other assistive devices. The results of another study conducted by Nursila (2017) on 40 parents with children aged 3-5 years explained that

families with high knowledge had 42.9% of children who still wet the bed and their families.¹⁰

Research conducted by Kurniawati *et al* (2007) on preschool children (4-5 years) at TK Sekar Ratih Krembangan Jaya Selatan, Surabaya stated that 52% of children wet the bed with a frequency of very often, 4% often, 36% rarely and 8% very rarely. This bed-wetting habit, if it lasts long and long, will interfere with the achievement of children's developmental tasks (Hidayat, 2018) with low knowledge, 66.7% of children still wet the bed so that the study concluded that there was no relationship between parental knowledge and bedwetting habits in preschool-aged children.¹⁰

The knowledge of parents, especially mothers, plays a very important role in creating good behavior for their children because parents are a reflection of their children. Humans are born into the world helpless. According to John Locke's theory in the 17th century, known as *tabula rasa*, explains that every human being born in the world is like a blank white paper. And the blank paper is filled with experience. The blank paper can be interpreted as the behavior of a child. A

child's behavior is influenced by several factors. And the most influencing factor is family, especially parenting style. Because a child gains experience and education for the first time in the family sphere. And parents have the greatest control in filling out and writing the white paper. This means that the role of parents is very influential in the formation of a child's behavior.¹¹

CONCLUSION

The majority of respondents with good behavior were 24 people (72.7). Of the 33 respondents, mothers with good knowledge about toilet training had good behavior in training toilet training for toddler age children, namely 20 people (60.6 %). And based on the results of the bivariate test with Chi-Square, p value = 0.002 means p value > 0.05 so it can be concluded that "There is a relationship between mother's knowledge about toilet training and mother's behavior in training toilet training for toddler age children in the work area of the Puskesmas Panei Tengah Simalungun Regency in 2021".

The results of this study can add insight and knowledge of the author about knowledge about toilet training will be

related to the behavior of mothers in training toilet training. Midwives as health workers need to increase mothers' knowledge about toilet training, its impact and benefits so that mothers' knowledge about toilet training will increase.

ACKNOWLEDGMENT

-

REFERENCES

1. Soetjiningsih, Ranuh G. (2016). *Tumbuh Kembang Anak*. Jakarta : EGC
2. Potter, P.A & Perry, A.G. (2015). *Buku Ajar Fundamental Keperawatan : Konsep, Proses, dan Praktik*, edisi 4, volume 1. Alih Bahasa: Yasmin Asih, dkk. Jakarta: EGC
3. Hendrawati. Amira I.D, Senjaya S. (2020) *Hubungan Tingkat Pengetahuan Ibu Dengan Sikap Penerapan Toilet Training Pada Anak Usia Toddler (1-3 tahun) di Desa PadaMukti Wilayah Kerja Puskesmas Gadong Kecamatan Pasirwangi Kabupaten Garut*
4. Hidayat, I.H. (2010). "Gambaran Pengetahuan Ibu tentang Toilet Training pada Anak Usia Prasekolah/TK di TK Al-Azhar Medan tahun 2010." Skripsi S1 Fakultas Kedokteran Universitas Sumatera Utara Medan
5. Muscari, M.E. (2015). *Panduan belajar : keperawatan pediatrik*, ed.3. Jakarta: EGC.
6. Warga, W. *Toilet Training*. Student of Journalism Universitas Gunadarma, 2007. Accessed on

- tanggal 17 November 2011 from <http://wartawarga.gunadarma.ac.id/2009/12/toilet-training-pada-anak>
7. Aziz, R.U. (2016). Jangan Biarkan Anak Kita Tumbuh dengan Kebiasaan Buruk, cet.1. Solo: Tiga Serangkai
 8. Subagyo, Sulasih, A dan Widajati, S. H (2010). Hubungan antara Motivasi Stimulasi toilet training oleh Ibu dengan Keberhasilan toilet training pada anak prasekolah tahun 2018. Jurnal Penelitian Kesehatan Suara Forikes Vol.I No.2 April
 9. Suherman. (2016). Buku Saku Perkembangan anak. Jakarta: EGC
 10. Hidayat, A.A.A. (2018). Pengantar Ilmu Keperawatan Anak, cetakan ketiga. Jakarta: Salemba Medika.
 11. Fida, M. (2012). Pola Pertumbuhan dan Perkembangan. Pengantar Ilmu Kesehatan Anak. Yogyakarta : DMedika
 12. Sunaryo. (2014). Psikologi untuk keperawatan. Jakarta: EGC