

Mother Perception of Toilet Training in Toddler

Dian Nur Andriani Eka Setiawati
University of Muhammadiyah Malang
diannurandrianiekasetiawati@gmail.com

Dian Putriana
University of Muhammadiyah Malang
diputna@gmail.com

Abstract. The development of toddler is very important to be noticed by a mother, because when the transition phase occurs the children, learn to regulate and control themselves in doing poop and pee, therefore in this phase toilet training is very important to be implemented. A mother's perception has a very dominant role in children regarding toilet training. The purpose of this research is to find out how far is a mother's perception about the application of toilet training. This research is a qualitative research with a phenomenological research model. Subjects in this study amounted to 2 mothers who had toddler children between the ages of 1-3 years. This research was performed using depth interview, observation and documentation to collect data. Data analysis techniques used are data reduction, data display, conclusion drawing and verification. The results of this study are that, every mother is aware and has understanding of the importance of toilet toddler training to teach children to become independent in various ways like preparing self and tools for toilet training, giving praise and ask the other family members to help, realize that having a lot of knowledge about toilet training will have positive impact and also influence the child's personality.

Keyword: Mother perception, toilet training, toddler

Introduction

Growth and development in childhood are very important to be considered by a mother who must carry out certain practices properly so as not to have an impact on future development of her child. Mother is a model and source of children's learning and obtaining information, therefore maternal perception is important for the growth of children regarding the perspective, mindset and opinions of mothers as dominant parents. Perception is an internal process as a filter that regulates stimuli, such as teaching small things to children is something mothers should know and give during the child's golden age (Santrock, 2012).

Toilet training must be carried out by children with the guidance of a mother to become independent and control themselves in defecating (poop) and urinating (pee) (Hidayat, 2012). Bedwetting habits in children under the age of 2 years are still considered normal, but if bedwetting habits that are not controlled, will continue to be carried into the habit by children at the age of 4-5 years (Prasida & Maftuchah, 2008).

Unable to control pee and poop is known as enuresis (pee) if the child cannot resist urinating, nocturnal enuresis (poop) if the child cannot resist urinating and then wet the bed during the night while sleeping, and the third term is enkopresis or unable to withstand defecation. According to the 2012 National Household Health Survey (SKRT), in Indonesia it is estimated that the number of children who have difficulty to control poop and pee at an early age until pre-schooling reaches 75 million children.

Toilet training will succeed if there is cooperation between mother and child in providing mutual trust, as well as family and environmental functions in shaping the character of independent children (Asti, 2008). Based on the background explanation above and considering the importance of toilet training for child development,

researchers are interested in researching about maternal perception about toddler toilet training.

Literature Review

Toilet training is a way to train children to be able to control urination and defecation (Hidayat, 2012). Toilet training is done as a habit so that you can control urination (pee) and defecate (poop) correctly and regularly. Toilet training includes exercises related to child psychomotor development exercises of the muscles in the area of excretion. Toilet training is good starting with children aged 15 months, but if it is less than 15 months it should not be done because it will have an impact on the experience that is not fun for the child so it may cause a traumatic memory. Toilet training is a moral exercise that is first received by children and is very influential on the subsequent development of children's morality (Putri, 2008).

According to Supartini (2004) there are several principles in terms of toilet training namely, toilet training is an exercise in children that determines collaboration between children and parents, toilet training also sharpens complex skills, the nature of parents which greatly determines the success of toilet training without coercion.

There are several steps for children to be easily taught to practice (Putri, 2008) they consist of (a) discussing toilet training with children shows and emphasizes that in young children wearing diapers and adults wearing underwear or explaining how to defecate right. (b) Demonstrate how to use toilets according to the sex of the child. (c) Select and plan a reward method for children, a form of appreciation or reinforcement that can show there is progress made by the child with the right reward system so child will be more independence and confidence. (d) Make child's schedule to defecate. (e) Train children and introduce children to sit on the potty and know the potty function.

There are several factors that can influence children in toilet training (Putri, 2008), consisting of (a) Interest consists of three types, something that attracts attention, learning with the person they like, and guidance from experienced people. (b) Experience and knowledge (c) Environment that influences the formation and development of behaviors both physical and social-psychological environment. The impact of not doing toilet training on children influencing their personality, which tends to be retentive, stubborn and stingy. But if given with a relaxed rule, the child will have a careless, emotional and arbitrary personality in daily activities (Hidayat, 2012).

Perception is an internal process as a filter or method for organizing a stimulus, which allows individuals to face their environment. The perception process through stimulus is selected and grouped in a meaningful, automatic form and works in the same way for individuals so that they typically produce different perceptions. Perception is defined as a process by which individuals organize and interpret impressions to give meaning to the surrounding environment (Prasida & Maftuchah, 2008).

Mothers' perception is the foundation for teaching and directing their children to be good individuals through experiences and knowledge that influence children's growth and development. Teaching toilets training in children becomes one of the most important things in childhood with an age range of 1-3 years, according to Sigmund Freud (Sunaryo, 2004), in the development theory that toddler entering the anal stage is marked by the development of satisfaction (kateksis) and dissatisfaction (antikateksis) around the elimination function.

Hidayat (2008) states that children will start toilet training when the mother teaches that defecating must be in place and will be remembered by the child. The role of a mother is very important in the success of toilet training because the mother has a responsibility in the formation of personality and education in children which shows that the role of mothers can apply toilet training well to children (Buston, 2017).

The age of the child must be in accordance with the provisions that are 1-3 years, if less than that age will cause adverse effects on the child, namely being angry, stressed and will result in a permanent nature for the child due to lack of readiness. Conversely, if the child is taught after that age, the child will tend to be spoiled and difficult to get used to. Another impact is that children will find it difficult to control their pee at night, which is often known as bedwetting (enuresis) which has an impact on personality, interpersonal relationships, social environment and lack of self-control until the child will grow up (Buston, 2017). Maternal perception in toilet training is very important in the child's growth and development for the child's psychological maturity, so as not to occur pathologically later.

Methods

The approach of research is a qualitative approach. Qualitative research method according to Goodwin is a research that has characteristics in the form of narrative analysis of information collected in the data collection process. Qualitative research methods include case studies and also use interviews (Hanurawan, 2016). Through qualitative research one can explore the dimensions of the social world, including daily life activity, the understandings, experiences and imaginations of research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate. Using qualitative methodologies make the researchers get richness, depth, nuance, context, multi-dimensionality and complexity from the result of research (Mason, 2002).

The research model is a phenomenological research model, a phenomenological research model is one that emphasizes on the way humans are subject to interact with symptoms, both to objects and events. Phenomenology as a discipline that interprets a phenomenon for humans individually (Hanurawan, 2016).

Subjects in this study were mothers who had children in toddler age between the ages of 1-3 years. This study also uses triangulation techniques where data is obtained from family members such as fathers and other family members who live with children in same house.

The data collection tool used is by conducting interviews. Interviews are conducted in accordance with the interview guides that have been made, then depth interviews. Interviews are carried out as data and information extraction so that data is rich. In addition to interviews in this study we also carried out observation and documentation as evidence and supporting data for the research.

Data analysis techniques used are phenomenological analysis techniques. Phenomenological analysis techniques are carried out with three steps, namely data reduction, data display and conclusion drawing and verification (Prasida & Maftuchah, 2008).

Three procedures for data analysis in qualitative research are as follows (1) data reduction, in data reduction procedures with the aim of making focus, simplifying, and transforming raw data into more manageable forms. (2) The presentation or data display aims to describe the main ideas in the data presented in an organized manner and a combination of information that is still abstract that allows it to draw conclusions. Data displays can greatly help researchers find and understand the meaningful patterns in the data. (3) Making conclusions and verification is done by drawing conclusions from the patterns that arise during the process of data analysis, these conclusions are a form of propositions about the phenomenon under study.

Conclusions in the form of propositions can be said as preliminary conclusions or conclusions that are temporary. preliminary conclusions or conclusions that

are temporary will be the final conclusion. The next process is to do validation by checking participants or members of the participants to review the conclusions of the initial results of the research which are the results of interpretation of phenomenological experiences (Hanurawan, 2016).

After carrying out three stages of data reduction, data display and data verification, validation was carried out. Validation is done by checking participants or members of the participants to review the conclusions of the initial results of the study which are the results of interpretation of phenomenological experiences (Hanurawan, 2016).

Result

In the first aspect of participants' perception about toilet training, participants thought toilet training was important to make children more independent at an early age and could teach children to control themselves. Seducing, praising, reminding repeatedly is a good thing to do so that children want to do toilet training that will have a good impact for the future.

In accordance with the age of the child including toddler who is entering the anal phase at Freud's development stage, at this stage the child will learn to control the bladder and defecate. At this time the child must be able to control his body's needs and develop controls that cause a sense of achievement and independence (Alwilsol, 2009).

In the second aspect, what efforts were made in achieving success in the toilet training of the two participants, they stated that there was no specific schedule made for the child and they only followed the willingness of the child. The use of tools, namely pip training is also one of the efforts made so that children want to do poop and pee on the toilet because it creates a sense of security and comfort in children. In addition, the help of family members makes it easier for participants and children so that the toilet training conducted goes well even though until now only 50% of the perceived success.

According to Freud the success at this stage depends on the way in which the role of parents approaches toilet training as a form of concern and develops a sense of the child that the child is being noticed by both his parents and his family environment (Alwilsol, 2009). In the third aspect of the obstacles faced by participants in inviting children to do toilet training. Participants said that it was still difficult to teach their children to no longer defecate in pampers and wanted to teach their children not to use pampers anymore. Sometimes participants are upset because their children do not want to follow the participant's instructions, so participants will only wait until the child wants to go to the toilet by himself, or by seducing and giving praise to the child without punishing the child.

The role of parents giving awards when children want to do toilet training is the most important part in toilet training. Rewards are given in the form of positive reinforcement, in the form of praise so that the child feels

that what the child is doing is right and will continue to bring up the behavior or encourage children to continue to make positive results and encourage children to be more productive. Freud said that positive experiences during the anal stage become the basis of someone for the future to be more competent, productive and creative individuals (Buston, 2017).

According to Freud by giving a positive response to the child, by not giving punishment will avoid the emergence of negative experiences in children that can affect their adult years. Freud explained that too much toilet training for children will make the child's personality disciplined but rigid and obsessive, while in parents who are not too concerned about toilet training in children will make children become wasteful and messy personalities (Alwilsol, 2009). Freud's developmental stages in each phase that is well experienced will produce a good personality in the future.

Discussion

Participants consisted of 2 people who were mothers with initials AS (23 years) and DS (26 years) who were each married and had 2 children. AS and DS live in the M city with their husbands and sister-in-laws. AS and DS have a second child, both female and 2 years old. Interviews and observations were conducted on Monday 11 December 2017 at the participants house. There are 3 aspects that were explored in this study, namely aspects of participant's perception about toilet training, perception about what efforts were made and also perception about the obstacles faced.

In terms of ways to make the child adapt, participants admitted that their children had been used to pampers since they were born. Participants wanted to teach their children to go to the toilet and control poop and pee and say if they want to go to toilet and invite them to the toilet, for now the participants children have the awareness to go to the toilet if defecating but still need supervision, and proper urination it is still difficult to teach. Participants have taught their children from the age of 1.5 years, and want to no longer get their children to use pampers at the age of 2 years. According to participants it is very important to teach toilet training to children from an early age. Participants feel the positive impact of the toilet training provided is that the child will immediately call to be delivered to the toilet if they felt uncomfortable and the need to defecate.

"If my daughter wants to poop, I try to persuade her to go to the toilet, so before she poops or pees, she will say that she wants to go to toilet and then I will take her to the toilet. When she was 1/5 years old she could poop in toilet by herself. But she still pees in the pampers. I feel the positive impact and I am happy because my daughter can be independent, so that she can control her pee or poop until she is in the toilet."

Participants will seduce and invite the child to the toilet, and also prepare the child with use "pip training" so that the child feels comfortable and safe. Participant

doesn't make a specify schedule for the child to do toilet training. Participants said that the family also helped teaching toilet training to children, and success for children is still 50%.

"We have pee training, and we put in toilet closet, so my daughter feels comfortable. We don't have schedule for our child to pee or poop, she just conforms and we dont push her to do it."

Participants mentioned the perceived obstacles in teaching their children, like it is still difficult to teach urination in the toilet. There is a communication obstacle because the children of the participant have not become too fluent in speaking. Participants said that they did not always give praise, and lured the children to go to the toilet. Participants also never gave punishments if the child did not want to follow the instructions given.

"We do not give her gifts, we just give her compliments like, good, smart, beautiful and soon that makes her happy. I don't want to give her punishment, I am afraid that she might cry and be angry, so I just let be when she don't want to do."

Conclusion

Based on the results of the analysis of the existing research, the two participants can be said to be mothers who are aware, understand and also know what toilet training is and the importance of toilet training for toddlers and also have future goals so that their children no longer depend on pampers and are more independent using toilet.

Participant awareness and knowledge can be seen from how participants prepare equipment that makes it easy for children to learn toilet training, give praise to children, and utilize family roles. Participants also know the impact if the child is given a punishment when doing toilet training which is avoided by the participants so that the participant's child remains comfortable in doing toilet training. Participants and family members realize that toilet training is very influential on the independence of the child and also the personality of the child in the future.

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