

Examination of Factors Affecting Children's Success in Potty Training from 1-3 Years of Age

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ABSTRACT

Low toilet training compliance in kids between the ages of one and three. This study looks at the variables that affect how well children between the ages of one and three train themselves to use the toilet. Cross-sectional research is used in this design. Mothers with children between the ages of one and three made up the study's population. A sample size of forty-four respondents was selected using the Cluster Random Sampling technique. Success in potty training is the dependent variable in this study, whereas knowledge, attitudes, and family support are the independent variables. utilizing logistic regression for data analysis. According to the research findings from 44 respondents, the majority experienced successful toilet training as many as 29 (65.9%), favorable attitudes as many as 26 (59.1%), and strong family support as many as 25 (56.8%).

Keywords: attitude, family support, knowledge, toilet training success

BACKGROUND

Experts refer to the first five years of life as the "golden age period," since they are the most important in terms of determining the quality of human resources, with the exception of the first two years, when brain growth reaches 80%. A toddler's future conduct and academic achievement will be significantly impacted if they do not develop appropriately at this time in terms of their emotional, social, mental, intellectual, and moral development (Andri, W., et al. 2014).

A toddler (one to three years old) experiences three stages, which are An infant's capacity to learn how to eat or prepare their own food is strengthened throughout this stage by autonomy and hesitancy, or shyness. Anal phase during a phase.

Teaching a youngster how to use a toilet and distinguish between big and small air filters (BAB and BAK) is known as toilet training. One of the first things done to make sure a child has the independence required to manage big and small air filters (BAB and BAK) is to give them this instruction (Elgawad, 2014). Toilet training is an important part of a toddler's development, and parents need to think about defecation and hygiene (Andriyani, 2016). The number of children under five in Indonesia is 23,729,583, according to data from the Ministry of Health (2018). The National Health Survey (SKRT) estimates how many preschool-aged children are likely to keep an eye on their urination and defecation throughout this time.

Parental education and knowledge of preparedness and techniques are inextricably linked. Kaerts, Varmandel, Van Hal, and Wynpdaele's (2014) research demonstrates that women with less education train their kids far more frequently before they turn 18 months old. Parents may fail to notice when their child starts toilet training as a result of this ignorance (Kaerts, Van Hal, Vermandel, & Wyndaele, 2012).

Research by Parya Permata (2015) in the area Permata Intan Padang showed an increase in maternal knowledge (P value = 0.016), attitudes (p value = 0.016), and actions. An overview of knowledge from research in several areas, including those conducted by Anggraini & Suminar (2018) in Sleman Village, Yogyakarta, showed that mothers had good knowledge about toilet training at 64.9% and positive attitudes at 58.4%.

According to Albarcin and Sahavitt (2017), attitude is a stimulus resulting from a response to a stimulus that will be mirrored in an action, with different people having different attitudes toward the action. According to research done by Mujahidatul & Wisudaningtyas (2014), 81.2% of mothers' attitudes fell into the adequate group, demonstrating how information may affect an individual's attitude and help them act better.

The effectiveness of toilet training has been the subject of numerous studies (Adlina, 2015; Husna, 2015; Nahla, 2015). Research has shown that the effectiveness of toilet training is correlated with a number of variables, including parental conduct, work status, education level, and degree of understanding; however, there aren't many research that look at the relationship between knowledge, attitudes.

METHODS

In this study, cross-sectional research methodology was used. There were forty-four living toddler responders in the survey, ranging in age from one to three. In this study, the sample method used is cluster random sampling. Questionnaires and informed consent served as the research instruments used in this study. Data analysis using logistic regression complied with ethical requirements.

RESULTS

Informant Characteristics

Based on Age

Table 4.1. Frequency distribution of maternal characteristics based on age

No.	Mother's Age	Frequency	%
1	< 20 Years	3	6.8
2	20-35 Years	34	77.3
3	>35 Years	7	15.9
Total		44	100

Based on table 4.1 above, it shows that the majority of respondents were aged between 20-35 years, namely 34 (77.3%) respondents.

Based on Education

Table 4.2. Frequency distribution of maternal characteristics based on education

No.	Last education	Frequency	%
1	Elementary School	14	31.8
2	Middle/High School	24	54.5
3	D2/D3/S1	6	13.6
Total		44	100

Based on table 4.2 above, it shows that the majority have junior/high school education, 24 (54.5%) respondents.

By Job

Table 4.3. Frequency distribution of maternal characteristics

No.	Work	Frequency	%
1	Farmer	12	27.3
2	Housewife	26	59.1
3	Private	6	13.6
Total		44	100

Table 4.3 above shows that the majority do not work (IRT) as many as 26 (59.1%) respondents.

Mother's knowledge about toilet training at Posyandu Sinar Jaya and Sepayung in Table 4.4
Distribution of knowledge characteristics

No.	Knowledge	Frequency	%
1	Not good	15	34.1
2	Good	29	65.9
Total		44	100

Based on table 4.4 above, it shows that some respondents have poor knowledge, namely 15 (34.1%) respondents, while the majority have good knowledge, namely 29 (65.9%) respondents.

Mothers' attitudes about toilet training at Sinar Jaya and Sepayung posyandu in Table 4.5
Distribution of attitude characteristics

No.	Attitude	Frequency	%
1	Negatif	18	40.9
2	Positif	26	59.1
Total		44	100

Based on table 4.5 above, it shows that some respondents have a negative attitude, namely 18 (40.9%) respondents, while the majority have a positive attitude, namely 26 (59.1%) respondents.

Family support for toilet training

Table 4.6. Distribution of family support characteristics

No.	Family Support	Frequency	%
1	Does not support	19	43.2
2	Support	25	56.8
Total		44	100

Based on table 4.6 above, it shows that some families are not supportive, namely 19 (43.2%) respondents, while the majority are supportive, namely 25 (56.8%) respondents.

The success of toilet training in children aged 1-3 years in Table 4.7. Distribution of characteristics of toilet training success

No.	Success	Frequency	%
1	Not successful	16	36.4
2	Succeed	28	63.6
Total		44	100

Based on table 4.7 above, it shows that the success of toilet training in children aged 1-3 years is that some of them were not successful, namely 16 (36.4%) respondents, while the majority were successful, namely 28 (63.6%) respondents.

Research result

Cross Tabulation of Research Variables

Table 4.8 Cross tabulation of factors that influence the success of Toilet Training for Children Aged 1-3 Years

No.	Success	Knowledge				Amount	
		Not good		Good			
		F	%	f	%	f	%
1.	Not successful	13	29.5	3	6.8	16	36.4
2.	Succeed	2	4.5	26	59.1	28	63.6
Total		15	34.1	29	65.9	44	100

Based on a cross-tabulation of table 4.8 above, it is evident that 3 (6.8%) of the 16 (36.4%) respondents with good knowledge and 13 (29.5%) respondents with poor knowledge who had successfully trained their pets were unable to do so. In contrast, out of 28 (29.5%) respondents, 63.6%) had good knowledge and 26 (59.1%) had poor knowledge.

DISCUSSION

The Plampang Sumbawa Community Health Center, West Nusa Tenggara, working area: parents' awareness of the program's effectiveness in potty training infants aged one to three years.

Table 4.4 presents the research results. Of the 44 samples examined, it indicates that some respondents had inadequate knowledge, namely 15 (34.1%) respondents, while the majority, 29 (65.9%) respondents, had good knowledge.

According to Anastasia Pangestu M.T.'s research from 2021, nearly half (42.9%) of respondents with inadequate knowledge of toilet training had preschoolers who had not successfully completed the process, while nearly all (97%) of respondents with good knowledge of the subject had successfully trained their preschoolers.

Lestari (2015) posits that knowledge is the result of recalling and reacquainting oneself with items that have been appropriately investigated through the five senses in a certain field. Knowledge is one of the drivers for someone to modify conduct or embrace new behavior. One of the things that can motivate someone to change their mindset is knowledge. A perceptive individual will use this information in real-world situations. Children's preparedness and success in toilet training are influenced by their mothers' level of understanding about the process. To improve parents' preparedness and success in toilet training, community health centers and education offices need to provide health education on the subject.

Mothers' expertise of toilet training was assessed using a questionnaire.

The study's findings about mothers' knowledge of potty training lead to the conclusion that, among mothers in Sepayung Dalam and Sinar Jaya Posyandu, 29 (65.9%) have the best level of good knowledge, which is influenced by age, education level, and employment. The mothers in this study ranged in age from 20 to 35 on average, had a junior high or high school education as their highest level of schooling, and were housewives. Mothers are often between the ages of 20 and 35, which suggests that they have reached the early adult stage of life, when they are prepared to have children and have reached a certain level of mental maturity. Given that the mother is the one receiving the information, it may be presumed that she can get knowledge about potty training.

The role of parental attitudes in the Plampang Sumbawa Community Health Center, West Nusa Tenggara, working area when it comes to the success of toilet training children aged 1-3 years.

According to the research findings presented in Table 4.5, out of the 44 samples examined, 18 (40.9%) of the respondents had a negative attitude, while 26 (59.1%) of the respondents had a positive attitude.

This study's findings are consistent with those of Nindya Ilmalia (2018), who showed that moms made up the majority of respondents (58.4%) and had a positive attitude about potty training. The success or failure of potty training is largely determined by the mother's attitude.

Family Assistance in the Effectiveness of Potty Training for Children in the Plampang Sumbawa Community Health Center's Working Area, West Nusa Tenggara, Ages 1-3
The research findings presented in Table 4.6 indicate that, out of the 44 samples examined, 19 families (43.2%) do not support it, but the majority of the families 25 families are favorable (56.8%).

This study agrees with Zakiyah's (2019) research, which found that 70% of respondents indicated favorable family support. Family support has an impact on a child's potty training because the family is a child's primary learning environment because a human child initially receives their education there.

Family support can help increase the success of a child's toilet training. If a child implements toilet training well and successfully, the child will also receive benefits from toilet training, for example being able to take off his pants and putting on his own pants, being able to differentiate between dirty and clean because the child previously wet the bed which made him uncomfortable with the taste and smell, being able to maintain cleanliness. because you can clean and flush the toilet independently, you can differentiate places/rooms because each place has a different type and function, and so on. This also strengthens cognitive development, fine motor skills and gross motor skills.

In her research, Nabela Alvina (2018) found that a number of elements, including parental awareness, parental support, the occupation of the mother, the quality of the mother's attention, the surroundings, and the availability of amenities like restrooms and soap, among others, all had an impact on the success of toilet training. This study employs a cross-sectional design and a descriptive methodology. The entire population—that is, all 30 families and children registered at Al Hilal PAUD in Sumenep Regency between the ages of one and six—was used in this study. Primary data used in this study were gathered from respondents' questionnaire responses. The purpose of this study at Al Hilal PAUD, Sumenep Regency, is to ascertain family support for toilet training and its impact on the success of toileting in children aged one to six years.

When it comes time for your child to start potty training, pay attention.

Furthermore consistent with the research of Erwin Kurniasih, the study design is descriptive. 42 families with kids from Dharma Wanita Kindergarten, Ngawi, make up the population. 42 responders' samples were used in total, using a sampling approach. way of gathering data

through surveys. Data analysis utilized Mean T. The findings indicated that 34 families (76.2%) had positive support when it came to toilet training their children, while 8 families (23.8%) had negative support. The majority of families provide their children with positive support when it comes to potty training, according to the research findings. This has to do with how much the family knows about potty training.

A look at the variables that affect the effectiveness of potty training for kids between the ages of one and three in the Plampang Sumbawa Community Health Center's working area in West Nusa Tenggara.

Table 4.11: Factors Affecting Toilet Training in Children Between the Ages of One and Three Years in the Plampang Sumbawa Health Center's Working Area, West Nusa Tenggara, 2022 (Spearman p value $0.000 < 0.01$, rejecting H_0).

In the Plampang Sumbawa Community Health Center working area, West Nusa Tenggara in 2022, factors influencing toilet training in children aged 1-3 years have a very strong correlation, or vice versa. The level of the relationship includes a very strong correlation and the direction of the relationship is positive (Correlation Coefficient +0.854).

This study is consistent with other studies.

The child's level of physical, intellectual, emotional, and motivational readiness all affect how well potty training goes. The kid and family must be prepared for the toilet training process to be successful. This includes the child being physically ready, meaning they should be able to perform tasks with strength and capability (Megaswara, 2015). Being able to sit or stand is a sign of psychological readiness in a youngster. A child's ability to control and focus on stimulating urination and defecation is a sign of psychological readiness, whereas intellectual readiness is demonstrated by the child's understanding of the concepts of urination and defecation, which allows him to know when it's time to urinate and when to defecate, as well as his independence in controlling these processes (Ariani, 2012). The research strategy of this study is cross-sectional, according to findings from a study by Atiya Nahla (2015) titled Factors that influence toilet training in kindergarten children aged 4-5 years in the metropolitan region of Sleman Regency. Children from the Sleman district's urban region, ages four to five, served as the research subjects. The Kindergarten students in the Condong Catur sub-district, Depok, Sleman, an urban region in the Sleman Regency, were the subjects of a purposive sample technique. A questionnaire presented to the mother of the subject was used to collect data. 56 participants completed the questionnaire in its entirety. A univariate and multivariate analysis was performed to identify the variables that affect the effectiveness of potty training.

Analysis with a single variable. The mother's conduct when it comes to potty training is thought to be the most significant influencing factor. If prior research indicates that the mother's proficiency in toilet training was the behavior that most influenced the application of toilet training in this study, then this contradicts the findings of this study.

CONCLUSION

Factors impacting toilet training in children aged 1-3 years in the West Nusa Tenggara operating region of Plampang Sumbawa Community Health Center have a favorable link. This indicates a substantial association, or vice versa, between the variables influencing toilet training in children between the ages of 1-3 years. It is imperative to conduct research on additional factors that may impact toilet training through time-lapse observations and repeatable research designs, particularly for factors influencing toilet training in children between the ages of 1-3 years. These studies can serve as references and generate ideas for future research on the subject of toilet training.

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