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## The Role Of Parents In Disciplining Toilet Training For Children 1-3 Years Old

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### Article Info

### Abstract

**Kata Kunci:**  
Role Of Parents;  
Discipline;  
Toilet Training;

Understanding and supporting the role of parents in toilet training is crucial, not only for the individual development of the child but also for the overall well-being of the family. This article aims to explore the role of parents in disciplining toilet training. This research employs a qualitative approach with a Systematic review method. The study draws from books and research articles that discuss the role of parents in disciplining child toilet training. The data analysis method used is thematic analysis, which involves identifying patterns through data collected by the researchers. Based on the research findings and existing theories, it can be concluded that parents play a significant role in the success of toilet training for children. Parents' roles are substantial in guiding, assisting, training, supervising, accompanying, and evaluating. The implications suggest that parents' roles are expected to discipline and assist in controlling the desire to defecate and urinate, reduce the use of disposable diapers, enhance children's motor skills, and foster independence. Thus, the implementation of toilet training progresses smoothly.

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2. the aim of your research
3. the research design (method, instrument, collecting data, and analysis)
4. The result
5. the implication of your result.

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## 1. INTRODUCTION

Early childhood is in the golden period (Andriyani et al., 2021). During this period, children need stimulation to encourage physical and mental growth and development (Wiyani, 2016). This is because this age is a very decisive age in the formation of a child's personality and character (Harsela & Suryadi, 2021). **Various types of intelligence and skills in children can be stimulated early, one of which is toilet training.**

According to Netto et al., (2020), toilet training can be defined as the skill to start and complete the process of urinating and defecating independently. Furthermore, according to Brazelton et al., (1999) said that toilet training is one of the challenging aspects of child development. It involves a complex interaction of neurological, muscular and behavioral mechanisms (Leung & Robson, 2008). At this stage of child development, this process is considered an important milestone that affects child development and parenting (Vermandel et al., 2020).

Furthermore, according to Casnuri, (2017), toilet training needs to be introduced early to predict urination and defecation reflexes at the right time. Toilet training is done to create good habits in children, including personal hygiene (Bacotti et al., 2023). Learning toilet training is a stage that helps children to be able to urinate and defecate in place (Taubman & Blum, 2008). This is shown by the child's ability to control his/her body and helps him/her become an independent and disciplined person (Jansson et al., 2005).

In Indonesia, the number of young children is estimated at 30% of the 250 million population (Yasin & Aulia, 2019). According to the Household Health Survey (SKRT), 75 million young children have difficulty defecating (bedwetting). In this case, the percentage of boys is higher than girls. 60% for boys and 40% for girls. Furthermore, statistical data shows that in children aged 5 years, 25% of children wet the bed, but this number decreases to 5% at the age of 10 years, and only 2% at the age of 5-10 years (Maidartati & Latif, 2018).

In addition, the *Nakita* tabloid survey in Indonesia showed that ½ million children aged 6 to 16 years still wet the bed (Pusparini & Anifah, 2010). This number includes 17% of 5-year-olds, 14% of 7-year-olds, 9% of 9-year-olds and 1 to 2% of 15-year-olds (Ifalahma & Hikmah, 2019). Furthermore, research conducted by Suprihatin, Astuti, & Kristanti (in Wijayaningsih & Yuwono, 2019), that as many as 27 children aged 2-5 years out of a total of 40 children experienced enuresis (bedwetting) with the time of occurrence at night.

This phenomenon occurs due to many factors, including lower maternal education levels, younger maternal age, lower household income, the presence of new siblings and parents' desire to teach them (Mota & Barros, 2008a). Other factors are also influenced by the method used, type of toilet, parental knowledge, psychological status and sex of the child (Wu, 2013). All of these are (univariate) predictors of a child's age at toilet training (Wijayaningsih & Yuwono, 2019). It is also caused by parents who prefer to use diapers without considering the child's development (Mota & Barros, 2008b).

Diapers are disposable diapers made of plastic and a combination of highly absorbent chemicals to hold urine and feces (Krafchik, 2016). In the past, diapers were only used by the middle class. However, at this time their use is also evenly distributed among young mothers who have children aged 1 to 3 years (Nuhan & Ribek, 2021). Diapers are not only used when traveling far, but now also used in daily activities. This is because the use is very practical and brings a sense of comfort (Mendoza et al., 2019).

Like parents, children will also feel comfortable wearing diapers and do not want to go to the bathroom (Bacotti et al., 2023). Whereas the use of diapers in children has disadvantages, including being able to interfere with the growth and development of children, especially psychological development (Barone et al., 2009). In addition, it will also cause redness and children have difficulty controlling the urge to urinate (Khoo et al., 2018). So this will make children to defecate anywhere and anytime. The use of diapers is influenced by increasingly advanced developments, especially in the field of technology (Khoo et al., 2019). Therefore, the more diapers products appear in advertisements, the easier it will be for parents to get them (Jasson et al., 2000).

So in this case the success in training **toilet training is influenced by** the readiness of parents and children, teaching techniques, stages and the role of parents (Agustiati et al., 2022). This is supported by research (Yanti et al., 2021) which states that toilet training must be taught early. In this case, parents have a role in disciplining toilet training in early childhood, because this period is a sensitive period for children. So that parents play an important role in child development. Furthermore, in the research of Andriyani et al., (2021), that parents have a strategic role in helping children achieve optimal development stages, such as toilet training. Parents' readiness and ability are needed to train toilet training. In this case, both physical readiness, mental readiness, and psychological readiness.

In this context, the role of parents is crucial in disciplining children for toilet training. However, many previous studies tend to limit the understanding of toilet training to only urination and defecation activities. Yet, there are many other activities related to the toilet, such as ablation, bathing, and washing hands/feet. Therefore, this research will delve deeper into the role and stages parents must go through in training toilet training for children. This research is supported by literature that has discussed toilet training in early childhood. This analysis is important considering the convenience provided by the use of diapers or disposable diapers, which can make it difficult for parents to teach children not to wet themselves. Therefore, it is vital to further explore how parents can discipline children aged 1-3 years in toilet training.

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## 2. METHODS

In this article, the researcher employs a qualitative approach with a systematic review method. A systematic review is a methodological term for identifying, evaluating, and synthesizing all research willing to engage in addressing a formulated problem or research area (Calderon & Ruiz, 2015). This research draws from books and research articles discussing the role of parents in disciplining children for toilet training. These sources are then analyzed to create an overview of how toilet training is conducted with children. The search began in September 2023 using key terms such as "parental role," "parenting," "discipline," and "toilet training" to facilitate the search process.

In sourcing the data, the researcher limited the materials to those not older than 10 years and topics relevant to the issue being discussed. After identifying articles that met the criteria, 25 articles were selected and further narrowed down to 10 articles deemed most suitable for the researcher's needs. These selected articles are then presented for analysis and discussion in the article. The data analysis method used in the study is thematic analysis, which involves identifying patterns through the collected data.

## 3. RESULT AND DISCUSSION

After finding many articles, they were reviewed so that the researcher left 25 articles that were considered relevant. Of the 25 articles were re-selected into 10 articles that were most suitable for research. The articles include:

Table 1: Systematic Review Results

| No | Reference                | Summary   |
|----|--------------------------|---|
| 1. | (Yanti et al., 2021)     | <p><b>Objective:</b> To determine the role and success of parents in disciplining toilet training in children.</p> <p><b>Methods:</b> Qualitative approach</p> <p><b>Results:</b> Based on existing research, parents have obstacles such as difficulty getting clean water, the location of the toilet is outside the house. Furthermore, the obstacles faced by children are that they are not accustomed to carrying out defecation and urination on their own but are slowly taught, they will get used to it themselves, children sometimes have difficulty taking off their pants. So the success of parents in disciplining and toilet training early childhood in Bakal Dalam Village, Kec.Talo Kecil Kab. Seluma is the role of parents who participate. The role of parents is one of the factors that can influence the success of toilet training carried out by children, which states that the role of parents consists of fostering, loving and nurturing.</p> |
| 2. | (Aziz et al., 2019)      | <p><b>Objective:</b> This study aimed to assess the knowledge of the parents and their children's practice in toilet training at kindergarten.</p> <p><b>Methods:</b> This was an analytic study with cross-sectional method using primary data obtained through self-filling questionnaires</p> <p><b>Results:</b> Good knowledge of parents help the children practicing toilet training, therefore, education to new parents is necessary</p>  |
| 3. | (Kaçmaz et al., 2024)    | <p><b>Objective:</b> It was aimed to examine the factors affecting the toilet training of children aged 18-36 months and the effect of professional support on training process.</p> <p><b>Methods:</b> Quantitative method was used as the research method in the questionnaire.</p> <p><b>Results:</b> The age of training onset was 25.60 months in the study group and 24.19 months in the control group. The duration of bladder, bowel control and toilet training completion in the study group was spread over time, and it was frequently between 1-30 days in the control group (p=0.001).</p>  |
| 4. | (Andriyani et al., 2021) | <p><b>Objective:</b> This research aims to identify the role of parents in</p>  |

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|    |                          | <p>implementation toilet training for toddlers.</p> <p><b>Methods:</b> Descriptive Quantitative Approach</p> <p><b>Results:</b> The findings of the study that parents have played a strategic role in helping their children reach an optimal development stage, which is reflected in toilet training implementation. The readiness and ability of parents are necessary to identify signs of toilet training readiness in children, including physical readiness, mental readiness, and psychological readiness. Nurses as health workers are expected to be educators and guides for the parents in implementing toilet training for the children. Consideration of environmental aspects, both physical and psychological, is essential in supporting the success of the toilet training process, which is needed to be taught to parents to achieve optimal toilet training goals.</p> |
| 5. | (Sawitri P et al., 2019) | <p><b>Objective:</b> This research aimed to determine the correlation of mother's role with toilet training ability for children as old as 18 – 36 months at Bareng Village, Bareng Sub District, in Jombang District.</p> <p><b>Methods:</b> The design of research used correlation analytic with cross sectional approach .</p> <p><b>Results:</b> This research concluded that there were the correlation of mother's role with toilet training ability for children as old as 18 – 36 months at Bareng Village, Bareng Sub District, in Jombang District. It is expected that mothers had better practice toilet training to children and avoid using the practical way such as wearing diapers frequently.</p>   |
| 6. | (Van Nunen et al., 2015) | <p><b>Objective:</b> To identify parents' beliefs and attitudes</p> <p><b>Methods:</b> Quantitative</p> <p><b>Results:</b> Too many children are toilet trained after the minimum school age of 30 months. Most parents are not aware of the possible negative consequences this can entail. Mothers with a paid occupation think more often that children should be toilet trained before the age of 30 months, and the higher the mother's educational level, the more likely she will send her child to school toilet trained.</p>  |
| 7. | (Kurniawati, 2018)       | <p><b>Objective:</b> To determine the relationship between the level of knowledge of mothers with toilet training in toddler age children (1-3) years of West Bandung Baru village Adiluwih District Pringsewu Regency in 2015.</p> <p><b>Methods:</b> Research design using Descriptive Analytic Correlation with Cross Sectional approach method.</p> <p><b>Results:</b> Statistical test results obtained p-value &lt; <math>\alpha</math>, it can be concluded that there is a significant relationship between knowledge with the implementation of toilet training.</p>  |
| 8. | (Munawaroh, 2022)        | <p><b>Objective:</b> This study aims to determine how the role of parents in toilet training for children aged (1-3) years in Kelurahan 15 Ulu Palembang.</p> <p><b>Methods:</b> Descriptive with quantitative approach.</p> <p><b>Results:</b> The role of parents in toilet training has been well implemented such as by giving examples and guiding children to be able to defecate and urinate to the toilet.</p>   |
| 9. | (Rachmah et al., 2018)   | <p><b>Objective:</b> This study aims to determine the relationship</p>   |

|     |                       |  |
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|     |                       | <p>between the role of parents and the success of toilet training in children usiatoddler in TPA Kelurahan Guntung Paikat Banjar Baru.</p> <p><b>Methods:</b> Quantitative approach</p> <p><b>Results:</b> The results of the analysis showed a significant value of <math>p = 0.000 &lt; 0.05</math> <math>r = 0.492</math> so that <math>H_0</math> is rejected, meaning that there is a relationship between the role of parents and the success of toilet training in toddler age children. This shows that the more supportive the role of parents, the higher the level of success achieved by children.</p> |
| 10. | (Yasin & Aulia, 2019) | <p><b>Objective:</b> To see how the support of parents about toilet training with the success of toileting in children aged 1-6 years in PAUD hilal sumenep district.</p> <p><b>Methods:</b> Qualitative approach</p> <p><b>Results:</b> The results showed that most respondents provided good support (21 respondents or 70%) and the success of the respondent's child in toileting was mostly (17 respondents or 56.67%).</p>  |

Based on the results of the article review, it can be seen that toilet training discipline for children is very important. This is because children are the heirs of their parents' lives. So it requires special attention in order to grow and develop at the right age. The growth and development of a child takes place before birth to adulthood. One of the child's developments that must be implemented early is toilet training. The introduction of toilet training activities is an effort to familiarize children with clean and healthy living behaviors by defecating in place, cleaning themselves properly, and exercising independence. This is a provision for entering the next level of education.

The success of toilet training is due to family support, especially parents. Parents are the main and first educators for their children, because it is from them that children first receive education (Lindsay et al., 2006). Where in this case parents play a role to help optimize child growth and development. So that they can achieve their developmental tasks well (Afni & Jumahir, 2020).

Toilet training is successful when the child feels uncomfortable with water or hard objects in the pants and wants to change them immediately. Therefore, parents must prepare themselves physically, psychologically and intellectually. Through these preparations, children are expected to control their urge to defecate and urinate. Parents can start by teaching their children to practice taking off or putting on pants and squatting. However, this requires a lot of patience from parents.

Being a parent in modern times like now is a challenge for them. With the advancement of technology, parents have made it easier to take care of toddlers. parents who do not teach toilet training by letting children defecate and urinate out of place. This is in line with the large production of diapers or pempers for practical reasons. Diapers have a high absorption capacity to accommodate children's feces. Whereas with parents accustomed children to using diapers, they will have difficulty training and stopping the habit of bedwetting. Teaching toilet training to children requires several stages such as planning, implementation and evaluation.

- In the planning stage, parents project what actions will be implemented. Planning in training toilet training must be fulfilled by parents. Parents start with the intention or desire, knowledge about toilet training, discussing with the child about toilet training, showing how to use the toilet, preparing the most comfortable potty for the child, choosing and determining the method to be used.
- At the implementation stage, parents train toilet training through habituation methods and storytelling methods for children aged 1-3 years routinely. The habituation method is used so that children do not forget quickly and strive to familiarize the lessons in toileting properly and correctly. According to Pavlov, from the habituation carried out by the child, reinforcement is also needed in the form of repetitions of the toilet training (Suekamto & Tinaputra, 1997).
- At the evaluation stage, parents can give tasks to children in the form of direct practice of activities related to toilet training. In training toilet training, children are not only given explanations about good and correct toileting. But they can be given tasks in the form of direct practice. Parents also observe and assess how children wash their hands, relieve themselves, take off and put on pants, sorts, how to correct zippers, flush the correct unclean water, clean the uncleaned parts with water correctly. From giving practical tasks directly, parents will know the child's development in toileting. In addition, the tasks or practices given to children will develop their independence.

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In addition, parents must also have techniques in training toilet training, such as oral techniques (instruction) and modeling (giving examples) (Hidayat & Alimul, 2004). It can be seen as follows:

a. Verbal Techniques

In the toilet training process, verbal techniques involve the use of verbal instructions given by parents to teach, guide, and motivate children in learning how to use the toilet. This method includes various verbal interactions to help children understand the entire toilet training process and the expectations set. In this context, parents explain the steps that need to be taken when a child needs to urinate, defecate, perform ablution, bathe, and other activities related to toilet use. Here are some key aspects of verbal techniques in toilet training:

- 1) Direct Instruction: Parents or caregivers provide step-by-step instructions to the child on how to use the toilet. This may include explaining when to go to the toilet, how to sit on the toilet, how to clean oneself after using the bathroom, and the importance of washing hands afterward.
- 2) Explanation and Reasoning: Providing explanations as to why using the toilet is important, which can help the child understand the reasons behind the need to transition from diapers to the toilet. This helps build their understanding and acceptance of the process.
- 3) Positive Reinforcement and Praise: Using verbal praise and positive words to encourage and motivate the child each time they make progress or successfully use the toilet. This creates a positive association with toilet training and reinforces the desired behavior.
- 4) Dialogue and Feedback: Engaging in dialogue with the child about their experiences with toilet training, listening to their concerns or questions, and providing constructive feedback. This helps tailor the training approach to the specific needs of the child.
- 5) Patience and Consistency: Using verbal techniques consistently and with patience, repeating instructions and praise to ensure the child understands and is comfortable with the process.

Verbal techniques are effective in toilet training because they help the child develop a verbal understanding of the tasks they are learning, while continuous and positive communication supports the child's emotional and psychological development during this crucial phase.

b. Modeling Technique

In the context of toilet training, the modeling technique is a method where children learn to use the toilet by observing and mimicking the behavior of parents, older siblings, or other children who are proficient in using the toilet. This technique is based on the principle that children often learn through observation and imitation of the behaviors they see every day. Here are some important aspects of the modeling technique in toilet training:

- 1) Demonstration: Parents or older caregivers show the child how to correctly use the toilet, including how to sit on the toilet, how to clean themselves after using the toilet, and how to wash hands.
- 2) Child Engagement: Children are invited to observe and then encouraged to try doing what they have seen. This process may require several observation sessions before the child feels comfortable trying on their own.
- 3) Positive Reinforcement: Any successful effort or progress made by the child in using the toilet should be positively reinforced, whether through verbal praise, applause, or other forms of recognition that motivate the child to continue trying and learning.
- 4) Consistency: For effectiveness, the modeling technique must be performed consistently. Children need to see the same behaviors repeated so that they can internalize the steps and routines involved.
- 5) Behavior Adaptation: In some cases, parents may need to adapt their techniques to ensure the child can follow and understand. For example, using simple language, reducing complex steps, or visualizing the process can help the child understand more easily.

The modeling technique is highly effective in toilet training because it not only teaches the necessary skills but also helps children develop confidence and independence in managing their personal needs.

Cognitively, children aged 1-3 years are in the preoperational stage (Berk, 2012).

One characteristic of children in this age group is being perceptually bound, meaning they assess things based on what they see or hear. Additionally, they exhibit centration, where they focus their attention on the most attractive features according to them (Ibda, 2015). Therefore, parents need to motivate their children to remain enthusiastic about following toilet training. An effective method is by telling stories about toilet training because children aged 1-3 years are more captivated by engaging stories accompanied by pictures (Silranti & Yaswinda, 2019). That children will be much more enthusiastic in participating in toilet training. This approach can make children much more enthusiastic about participating in toilet training.

From the research results and theories found, it can be concluded that parents have an important role in disciplining toilet training. This is because parents are the first and most important educators for them. In this role,

parents can train, guide, help and supervise and evaluate children in toilet training. Toilet training discipline is very important to be applied from an early age because at an early age it is a sensitive period for children.

This study has a weakness in the form of limited primary data. Therefore, research using the systematic review method depends on data that has already been published. If there is not much or in-depth primary research available, the results of the review can be limited by the quality and scope of existing studies.

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#### 4. Conclusion

Parental involvement plays a crucial role in the toilet training process for children. This process is not only about teaching children how to use the toilet but also about forming long-term habits and independence. This research has several implications, as follows:

- a. **Implications for Education:** The results of this study emphasize the need for educational programs that support parents in understanding the best methods for toilet training. This education could include workshops, seminars, or educational materials that provide information and effective strategies for parents.
- b. **Implications for Teachers:** Teachers, especially those involved in early childhood education, can use the results of this research to better understand their role in supporting toilet training. Teachers can collaborate with parents to ensure that the methods taught at school are consistent with those applied at home.
- c. **Implications for Policy Makers:** This research can serve as a basis for formulating policies that support parents and educators in the toilet training process. Such policies could include providing resources and support to families, as well as integrating toilet training activities into the curriculum for early childhood education.
- d. **Implications for Further Research:** The results of this study open opportunities for further research on the factors that affect the effectiveness of various toilet training methods and their impact on child development. Future research could explore differences in approaches across cultures or different socio-economic conditions.

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