



Enhancing the Success of Toilet Training for Children Aged 2-3 Years at the UIN Mahmud Yunus Batusangkar Laboratory Daycare

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Abstract: *A deep understanding of the concept of successful toilet training requires a creative and interactive approach. One approach to introducing successful toilet training is through engaging and contextually enjoyable activities. The aim of this community service program is to enhance the knowledge and success of toilet training for children aged 2-3 years at the UIN Mahmud Yunus Batusangkar Laboratory Daycare. This community service utilized the PAR (Participatory Action Research) method with stages including planning, action, observation, and reflection. The planning stage involved identifying toilet training issues, discussing with caregivers and parents, and designing interactive toilet training activities. The action stage involved implementing the designed toilet training activities. The observation stage involved monitoring and recording the children's progress during the toilet training process. The reflection stage involved evaluating the results of the toilet training and discussing improvements for the program. The community service program was conducted at the UIN Mahmud Yunus Batusangkar Laboratory Daycare, located in Batusangkar. The results of this community service indicated that the program was effective in improving the success of toilet training among the children. The children showed improvement in their toilet training skills and a better understanding of the importance of toilet training. Additionally, caregivers and parents reported positive changes in the children's behavior related to toilet training. It is hoped that the daycare will adopt these interactive activities as an enjoyable method to introduce and reinforce successful toilet training practices for young children, thus providing them with essential skills from an early age.*

Keywords: Toilet Training, Early Childhood, PAR, Community Service

INTRODUCTION

One of the essential lessons applied in early childhood education at the daycare is toilet training (Costa et al., 2019; Donnelly & Karsten, 2024). Toilet training is an initial process of teaching independence in a child's life. According to Fleischmann (2024), toilet training is an effort made to teach children to control urination and defecation in the proper place. Introducing toilet training at an early age helps develop habits that can

facilitate the toilet training process, making it more successful and smooth (Capstones & Douglass, 2024). This good habit should be instilled early on because children are at the golden age stage, which prepares them for the next stages of development until they reach adulthood.

Teaching children about urination or defecation will be more effective if started early. Good habits in urination and defecation will continue into adulthood (Costa et al., 2019). Poor behavior from parents or teachers in implementing toilet training can have negative impacts, both physically and mentally. Consistent guidance and positive reinforcement can help children develop a sense of independence and responsibility in managing their toileting needs (Nilsson et al., 2022). Moreover, introducing proper hygiene practices during toilet training can prevent potential health issues and instill lifelong cleanliness habits.

Successful toilet training has many positive effects on children. These include the ability to control urination and defecation and the initial formation of independence, allowing children to manage it themselves (Cagliani et al., 2021). Furthermore, children can learn about different body parts and their functions. According to Fauziyyah et al., (2021), toilet training is also essential in a child's personality development as it is the first moral training given to a child, significantly impacting their future moral development. Poor habits from some parents, such as allowing their children to urinate or defecate in inappropriate places, can negatively impact toilet training. Additionally, the habit of using diapers at night can lead to dependence and persistent bedwetting habits (Khairiyah et al., 2024). Children who are not taught toilet training early may become difficult to manage and stubborn.

Implementing toilet training is crucial in shaping a child's character and building mutual trust in the parent-child relationship (Fadylah et al., 2024; Sari et al., 2024). Failure to teach proper toilet training can affect a child's discipline, making them less sensitive to their surroundings and causing them to urinate or defecate in inappropriate places (Wiyani, 2020). Parents' failure to educate their children in toilet training can lead to stubborn and unruly behavior. Without early toilet training, it becomes increasingly difficult for parents to educate their children as they grow older. Toilet training is also part of psychomotor development, as it requires muscle maturation around the waste elimination areas (anus and urinary tract). The ability to control the urethral sphincter muscles and the urge to urinate and defecate begins to develop with age. However, each child has different abilities in performing these exercises.

Some experts believe that children aged 24 months to 3 years are effectively taught toilet training because they have the language skills to understand and communicate (Islamiyah & Anhusadar, 2022). Physical, mental, and intellectual preparation is also necessary for toilet training. This preparation is expected to help children control their urination and defecation. However, the process can sometimes fail due to internal or external factors. Internal factors include congenital abnormalities of the urinary tract, urinary tract infections, polyuria, or neurogenic bladder. External factors may involve a lack of attention and care from parents, leading to neglected toilet training, or starting toilet training too early. Other factors influencing toilet training failure include parental knowledge, readiness of both child and parent, the child's awareness, and the method of defecation.

When training children to use the toilet, the correct method is needed for easy understanding, and patience and gradual training are necessary for successful toilet training. Environmental factors, parenting styles, and education should be considered during toilet training. At home and school, collaboration between parents and teachers is essential for the child's toilet training skills. Consistent teaching by parents and teachers can yield positive results. Additionally, teaching toilet training based on Islamic principles is more efficient, as it aligns with Islamic etiquette and teaches cleanliness and hygiene, essential for religious practices.

A proper understanding of toilet training also impacts personal hygiene. Cleaning oneself after urination or defecation should be thorough to prevent various diseases, such as skin or genital infections caused by remaining bacteria. Education is a crucial effort in helping to implement toilet training for children. Teachers act as guides and role models for young children. Learning to use the toilet cannot be done until the child is able and willing, but teachers must stimulate the child to recognize the need for urination and defecation until they can do it independently.

Initial observations at the UIN Mahmud Yunus Batusangkar Laboratory Daycare showed a unique daily practice of toilet training, unlike other kindergartens. This activity positively impacted the children's independence and confidence, evident in their habit of asking permission to use the bathroom and doing so independently. Toilet training at the daycare is conducted for 2 hours once a day, with children lining up neatly in front of the bathroom, taking turns under teacher supervision. The etiquette of entering, using, and leaving the bathroom is well-followed with teacher guidance. Children clean themselves

after using the bathroom and wash their hands before opening their lunch during break time. Based on this background, the researcher was motivated to conduct a study on enhancing the success of toilet training for children aged 2-3 years at the UIN Mahmud Yunus Batusangkar Laboratory Daycare.

METHODS

This community service utilized the PAR (Participatory Action Research) method, which involves four key stages: planning, action, observation, and reflection. This community service was conducted by three students from the Early Childhood Islamic Education Study Program at UIN Mahmud Yunus Batusangkar. It was part of an integrated field practice combining the Field Practice Program and Community Service Program (KKN) specifically held at the school.

In the planning stage, we identified the problem and understood the context of toilet training for children aged 2-3 years at the UIN Mahmud Yunus Batusangkar Laboratory Daycare. We set specific goals, developed a comprehensive curriculum, created educational materials, and prepared necessary resources for the implementation of the program.

During the action stage, the program was implemented. Staff were trained to deliver the sessions effectively. The educational sessions were conducted with the children, focusing on various aspects of toilet training to ensure thorough understanding and practical application. In the observation stage, we closely monitored the progress of the children throughout the program. Data was collected consistently to assess their skills and improvements. This involved direct observation, recording responses, and noting any challenges faced during the sessions.

The final stage involved analyzing the collected data to evaluate the effectiveness of the program. Reflection sessions were held with the staff to review the outcomes and discuss the overall impact. Based on these reflections, modifications and improvements were planned for future iterations of the program. Here's a clearer version of the flowchart representing the PAR (Participatory Action Research) method:

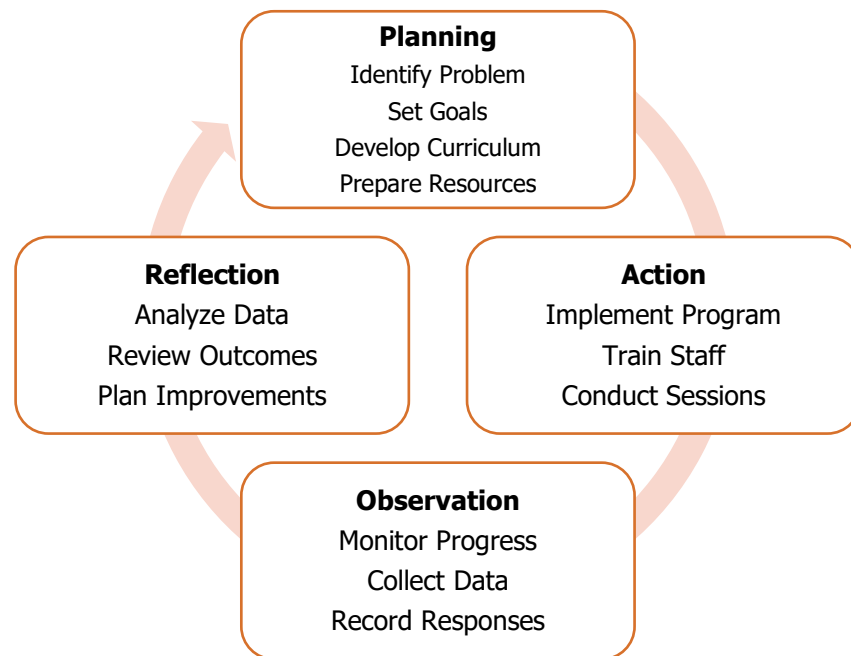


Diagram 1. Stages of PAR Method

RESULTS AND DISCUSSION

The implementation of toilet training by teachers at the UIN Mahmud Yunus Batusangkar Laboratory Daycare focuses on aspects such as an adequate school environment, children's readiness, parental motivation, and teaching materials related to toilet training that will be provided by the teachers to the children. In this stage, teachers provide material about toilet training. This material is initially given by the teachers when the children enter the school at the beginning of the new academic year. The material provided by the teachers includes introducing the toilet area and its functions, manners when entering and exiting the toilet, the procedures of toilet training, and the benefits of correctly performing toilet training.

Toilet training lessons for the children are conducted in the morning when they arrive at school. The children are accustomed to urinate first, then before starting to learn, before eating, and before napping in the afternoon. With this routine applied several times, the children become accustomed to performing toilet training in their daily lives. This is evidenced by the researcher's observations that nearly all the children can go to the bathroom and urinate independently.

Although the children can perform toilet training independently, the teachers still monitor them when they ask for permission to go to the bathroom.

Implementing toilet training at school requires the assistance and support of the parents, considering the significant role parents play at home. Parents are the primary shapers of their child's personality, so they must always teach and convey good habits to their children as an investment for their future. In practice at the UIN Mahmud Yunus Batusangkar Laboratory Daycare, teachers discuss with parents to support and help implement toilet training when the children are at home.

Table 1. Observed Readiness in Toilet Training

Readiness Aspect	Before Intervention (%)	After Intervention (%)
Physical Readiness	40%	85%
Psychological Readiness	35%	80%
Intellectual Readiness	30%	75%

The table outlines the observed readiness aspects in toilet training for children before and after the intervention at the UIN Mahmud Yunus Batusangkar Laboratory Daycare.

Physical Readiness:

Before the intervention, 40% of the children exhibited physical readiness for toilet training. This readiness was demonstrated by their ability to perform tasks such as sitting, standing, and removing their pants independently. However, after the intervention, there was a notable improvement, with 85% of the children showing significant physical readiness for toilet training. This improvement highlights the effectiveness of the program in enhancing the children's physical capabilities needed for toilet training.

Psychological Readiness:

In terms of psychological readiness, only 35% of the children showed readiness before the intervention. This readiness was characterized by behaviors such as not being fussy or crying when needing to use the toilet and displaying a

happy expression. After the intervention, 80% of the children demonstrated psychological readiness. They became more calm and comfortable during the toilet training process, indicating that the program effectively addressed their psychological needs and made them more at ease with toilet training.

Intellectual Readiness:

Before the intervention, 30% of the children showed intellectual readiness for toilet training. This included understanding the difference between urinating and defecating and recognizing the urge to use the toilet. After the intervention, 75% of the children exhibited improved intellectual readiness. They better understood and followed the toilet training instructions, showcasing the program's success in enhancing their cognitive understanding of the toilet training process.

Overall, the intervention significantly improved the children's physical, psychological, and intellectual readiness for toilet training, demonstrating the program's comprehensive effectiveness in preparing the children for independent toileting.

Based on discussions with parents, they showed enthusiasm in responding to this matter. The enthusiastic attitude shown by the parents marks the beginning of stimulating the children at home, both orally and in practice. The responses from the parents indicate that they must be responsive to their child's needs, one of which is learning toilet training. Parents also implement toilet training education at home to provide children with a foundation for adulthood. Moreover, parents understand the importance of teaching toilet training at home so that the lessons learned at school are reinforced at home, creating a synchronization between home and school activities.

Parents play an active role in motivating their children at home. With proper motivation to stimulate toilet training, success in toilet training can be achieved. Children will start practicing toilet training at home, supported by continued practice at school. Therefore, the hopes of teachers and parents for successful toilet training will be easily realized.

Children's readiness consists of physical, psychological, and intellectual readiness. Physical readiness in children can be observed through their ability to sit or stand. Motor skills, such as removing their pants when performing toilet training, must always be monitored by teachers. This is because the ability to urinate or defecate smoothly or not can be seen from physical readiness, ensuring that when children feel the urge to go to the bathroom, they can do it independently. Additionally, the regularity of urination patterns must be observed. Teachers obtain this information through communication with parents about the child's urination patterns. Besides physical readiness, children's psychological readiness must be considered by teachers. Observations during the research indicated several common psychological behaviors in children, such as not crying or being fussy during urination and showing happy expressions, indicating they can perform it independently.

In addition to physical and psychological readiness, teachers also pay attention to children's intellectual readiness. Observations revealed that assessing intellectual readiness for toilet training involves children's ability to differentiate between urination and defecation, recognize the sensation of needing to urinate or defecate, and imitate proper behavior such as urinating and defecating in appropriate places and observing proper toilet etiquette. Facilities are the most crucial factor needed in implementing toilet training, such as toilets. Infrastructure, like bathroom tools (bathtubs, water dippers, clean water, running water taps, and hand towels), supports the success of toilet training implementation. Teachers must ensure that the bathroom environment is clean to make children feel safe and comfortable when taking their afternoon nap.

During the implementation of toilet training, children exhibited various behaviors observed by the teachers, including:

Recognizing the urge to urinate or defecate: Signs shown by children feeling the urge to urinate or defecate include holding or squeezing their stomachs, walking faster to the toilet, and displaying facial expressions different from usual. This indicates that children are sensitive to the stimuli given by their bodies and respond appropriately.

Habit of asking for permission to go to the toilet: Along with implementing toilet training lessons at school, teachers also educate children on the manners required when needing to urinate during class hours. Teachers inform children to ask for permission before going to the toilet. This practice ensures that teachers know the child's whereabouts and continue to monitor them, reducing any anxiety when classmates or parents inquire about the child's location.

Independently performing toilet training: As toilet training education is applied both at school and at home, children become capable of urinating independently without assistance. This occurs because children know what to do and what not to do. However, teachers and parents must continue to monitor the child's activities during toilet training to ensure proper execution.

Understanding Islamic toilet etiquette: Toilet training education at the UIN Mahmud Yunus Batusangkar Laboratory Daycare is based on Islamic teachings. Before being allowed to go to the toilet, children are encouraged to recite a prayer for protection. Teachers also remind children not to bring food or talk inside the toilet. After leaving the toilet, children are encouraged to recite a prayer in front of the teacher. This practice helps children understand that everything, including toilet manners, is guided by Islam.

Proper understanding of toilet training significantly impacts personal hygiene. Thorough cleaning during urination or defecation is essential to prevent various diseases, such as skin irritation or genital infections caused by residual waste. Education is crucial in helping implement toilet training for children. Teachers act as guides and role models for early childhood. Toilet training cannot be effective until the child is ready and willing, but teachers must also stimulate children to recognize their need to urinate or defecate and successfully perform these actions independently. Consistent positive reinforcement from teachers is key to successful toilet training.

Initial observations by researchers at the UIN Mahmud Yunus Batusangkar Laboratory Daycare revealed unique practices compared to other kindergartens,

specifically daily toilet training activities. These activities positively impact children's independence and self-confidence. Observations showed that nearly all children can ask for permission and go to the bathroom independently. Toilet training lessons are conducted for two hours each day, with children queuing orderly outside the bathroom. Children enter the toilet alternately under teacher supervision, practicing the manners of entering, exiting, and washing hands before meals. Based on these observations, the researchers were motivated to conduct a study on enhancing the success of toilet training for children aged 2-3 years at the UIN Mahmud Yunus Batusangkar Laboratory Daycare.



Figure 1. Photos of Children Engaged in Toilet Training Activities

CONCLUSION

The toilet training program at the UIN Mahmud Yunus Batusangkar Laboratory Daycare successfully enhanced the children's readiness for toilet training. The program effectively improved the physical, psychological, and intellectual readiness of the children. Notable improvements were observed in the children's ability to recognize the urge to use the toilet, request permission, and perform toilet training independently. Additionally, the children gained an understanding of the etiquettes of using the toilet according to Islamic principles. The active involvement of parents and a supportive environment were essential factors in the program's success..

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