

# Enhancing Preschoolers' Independence through Toilet Training: A Case Study of Two Daycares in Semarang City

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## ABSTRACT

Toilet training is one of the important efforts in improving the independence and personal hygiene of preschool children, especially in the context of *thaharah* values in Islam. This study aims to describe the efforts to improve *thaharah* and independence of preschool children through toilet training in two daycare centers in Semarang City. This research used a qualitative approach with a case study approach model. Data were collected through observation, in-depth interviews with educators, and documentation. The results showed that both daycare centers have integrated the values of *thaharah* in their toilet training programs. The approaches used include habituation, modeling, and the use of language that is suitable for children's understanding. In addition to increasing independence in toilet use, the toilet training program also succeeded in fostering children's awareness of the importance of maintaining personal hygiene in accordance with religious teachings. Challenges faced in implementing toilet training include differences in children's characteristics, lack of parental support, and limited facilities. This study contributes to the development of toilet training programs that are oriented towards religious values. Recommendations include the importance of collaboration between educators, parents, and religious leaders in instilling the values of *thaharah* from an early age. In addition, it is necessary to develop a more comprehensive curriculum that integrates cognitive, affective, and psychomotor aspects in the toilet training process.

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## 1. INTRODUCTION

In early childhood, particularly during the critical developmental phase from 0 to 6 years—often referred to as the "golden age"—children experience rapid physical, cognitive, and emotional growth (Rahayu, Afifah, & Afifah, 2023). This period represents a vital window for fostering skills that will influence their lifelong development. While growth refers to physical changes in size, development encompasses the maturation of mental and emotional capacities (Ndeot, Sum, & Ndinduk, 2022). One key aspect of early childhood development is the cultivation of independence, particularly in areas like personal hygiene. The saying "Cleanliness is part of Faith" underscores the importance of cleanliness in

maintaining health for individuals, families, and communities. In Islam, both physical and spiritual purity are prioritized, with cleanliness being a prerequisite for valid worship (Sarah & Nirmala, 2020). This principle aligns with the practice of toilet training, which not only promotes hygiene but also encourages independence in preschoolers. This study explores the role of toilet training in enhancing independence among preschoolers, focusing on two daycares in Semarang City.

According to William Sears, toilet training is a natural process that requires patience, understanding, and a sense of humor. He emphasizes that children are ready to begin toilet training when they exhibit signs of physical, emotional, and cognitive readiness. Toilet training can be understood both in general and specific terms. Generally, it refers to teaching a child to independently urinate and defecate in the toilet, a process that typically begins between 18 to 24 months, depending on the child's individual readiness in physical, cognitive, and psychological aspects. Specifically, toilet training involves guiding children to control their bodily urges and gradually teaching them hygiene practices (Meilisia, Hasanah, & Amir, 2022). In addition to physical, language, and cognitive development, children also undergo social and emotional growth during this process (Husna, 2019). The emotions they experience can range from pride in their accomplishments to feelings of shame or frustration (Sukatin et al., 2019).

Cleanliness is one of the most important aspects of human life. In Islam, the concept of cleanliness or *thaharah* is very strategic. Islamic teachings emphasize the importance of maintaining personal hygiene as a form of worship and respect for Allah SWT. One of the most basic forms of *thaharah* is maintaining the cleanliness of the limbs, including cleaning oneself after defecating and urinating. The concept of *thaharah* is not only limited to physical cleanliness, but also involves the cleanliness of the heart and soul. Islam teaches that personal hygiene is one of the conditions for the validity of worship. By maintaining cleanliness, a person will feel more comfortable in worship and closer to Allah SWT. Early childhood education has a very important role in shaping the character and personality of children. Early childhood education has a very important role in shaping children's character and personality. Childhood is a golden period in child development, where children are very easy to absorb various information and values. Therefore, early religious education, including education about *thaharah*, is very important to instill in children. One of the efforts to instill the values of *thaharah* in early childhood is through toilet training. Toilet training not only teaches children to control their bowel movements, but also fosters independence and a sense of responsibility. Through toilet training, children learn to maintain personal hygiene, respect time, and follow rules. Independence is one of the important aspects in the development of preschool children. Children who are independent tend to be more confident, brave in making decisions, and able to overcome problems. Toilet training is one way to develop children's independence. By successfully toilet training, children will feel more confident and able to do new things.

Toilet training should be introduced early, as it helps establish good habits and encourages personal hygiene (Gorontalo et al., 2020). In Promoting Independence, Freud suggests that mastering toilet training represents a child's first significant step toward independence. It enables the child to gain control over their bodily functions while learning to follow rules, building confidence and promoting autonomy in other areas of life. The sense of accomplishment that comes from successfully completing toilet training motivates children to pursue independence across various aspects of their development.

For Self-Control, toilet training also serves as a child's first practice in impulse control. The ability to manage the urge to urinate and defecate forms the foundation for self-regulation in other domains, such as managing emotions and behavior. Teaching preschool children the importance of successful toilet training not only cultivates hygiene but also teaches them responsibility for personal cleanliness and physical health (Darwis & Wardaningsih, 2020). At this stage, toilet training is crucial because

children need to regulate bodily functions according to their needs (Mujihadi, 2016). Children are also taught personal hygiene to prevent illness and disease transmission (Suprobo et al., 2022).

Additionally, incorporating religious practices such as encouraging children to pray before and after using the toilet fosters a deeper connection to Allah, making the process more meaningful. In Islam, cleanliness is integral to faith, as the Prophet Muhammad said, "Cleanliness is part of faith." This principle reflects the importance of maintaining personal, environmental, and food hygiene for individual and community health (Sarah & Nirmala, 2020). Islamic teachings emphasize that all acts of worship begin with physical purity, reinforcing the necessity of hygiene. Toilet training further educates children on washing hands, proper defecation, and cleaning vital organs, promoting independence (Guru et al., 2021). The concept of cleanliness is deeply embedded in Islamic practice, as regulated by *Thaharah*, which means purifying oneself with water from impurities.

According to the PAUD PHBS guidelines (PAUD & Tim Yayasan Pembangunan Citra Insan Indonesia, 2020) published by the Directorate of Early Childhood Education, the stages of toilet training involve several key practices. First, children should be reminded to seek assistance from a caregiver when they need to urinate or defecate. They should also be encouraged to take off their own clothes, fostering independence. Next, it is important to teach or model the proper use of the toilet. Additionally, children should be instructed on how to wash their mouth, flush the toilet, and wash their hands after defecating to maintain hygiene and develop healthy habits.

A key factor in successful toilet training is a child's readiness to use the toilet when they need to urinate or defecate. According to Khoiruzzadi and Fajriyah (2019), stressful situations can cause setbacks in this process, as strict rules, pressure, and coercion can make children feel uncomfortable and pessimistic. This can lead to regression in their progress. The implementation of toilet training has both positive and negative impacts on children. When successful, children become independent, gain control over their bodily functions, and understand the use of their vital organs before entering school. However, failure in toilet training often results from caregivers or parents enforcing the process without patience or affection, leading to negative behaviors such as children wetting themselves or relying on diapers (Iwanda Sari, Ekawaty, & Eka Saputra, 2020). This failure can cause children to feel insecure, introverted, and less independent. Teaching toilet training before the child enters school is crucial to avoid potential ridicule from peers if the child is still incontinent or using diapers (Siauta & Embuai, 2020). It is important to introduce toilet training at the right age, as a child's physical and emotional readiness significantly affects their independence. In early childhood, independence is defined as the ability to accomplish tasks without relying on others (Piaud et al., 2020). By the age of three, children are typically able to control their need to urinate and defecate. Between ages four and five, they can feed themselves with utensils and dress without supervision, further demonstrating their growing independence.

According to other studies, the concept of *thaharah* toilet training is that learning toilet training supported by the role of *ustadzah thaharah* has a positive impact on students at RA Perwanida Ketintang Surabaya. Learners experience increased independence in defecating, as well as the ability to recognize and develop clean and healthy living behaviors. *Ustadzah thaharah* plays a role in overseeing the safety of students, providing learning about toilet manners, and practicing personal and environmental hygiene (Maghfiroh, Sidiq, dan Umairi 2024).

A person needs opportunities, support, and encouragement from their family and environment to achieve autonomy over themselves in their independence. The ability to take initiative and overcome problems, be full of perseverance, get satisfaction from their efforts, and want to do things themselves are independent character traits. (Sa'diyah 2017). To help children become independent, not only should you give them the opportunity to do things that are appropriate for their age (making decisions,

completing tasks on their own), but you should also help them if they ask for it. Children sometimes ask for help when really they just want company or attention.

Preschool children are a phase of individual development that occurs between the ages of two and six. These children begin to realize who they are as male or female, learn to manage urination (toilet training), and learn about things that are considered dangerous (self-harm) (Hasdiana 2018). In the preschool period, children experience a phase between wanting to take initiative and feeling guilty. At this time, the child, with his ability, begins to interact with the surrounding environment, causing curiosity about the things he sees. Children in preschool age spend most of their time playing with their toys. A very appropriate solution for the formation of children's character with the application of toilet training that can train children's habituation to clean their own poop in the concept of *Thaharah*. It is very important to teach children the independence to urinate and defecate on their own.

This study was conducted at two privately owned institutions, Daycare Kasih Ibu and Daycare Pelangi, both established by a husband and wife team. These daycares accept children aged 3 months to 6 years, the majority of whom are Muslim, and integrate Islamic teachings, such as prayers and listening to *Murotal* during nap time. Daycare Kasih Ibu goes beyond basic childcare by incorporating creative learning activities similar to those in early childhood education programs, ensuring children remain engaged and stimulated. At this daycare, strong collaboration between parents and caregivers is evident, particularly in the toilet training process. Caregivers model the steps, such as flushing the toilet and putting on pants, and encourage children to demonstrate these skills to their peers. The purpose of this study is to examine the objectives of toilet training education, to describe the stages of toilet training implemented with preschool-aged children at the two daycares in Semarang City, and to explore the factors that support the success of toilet training in these institutions.

## 2. METHODS

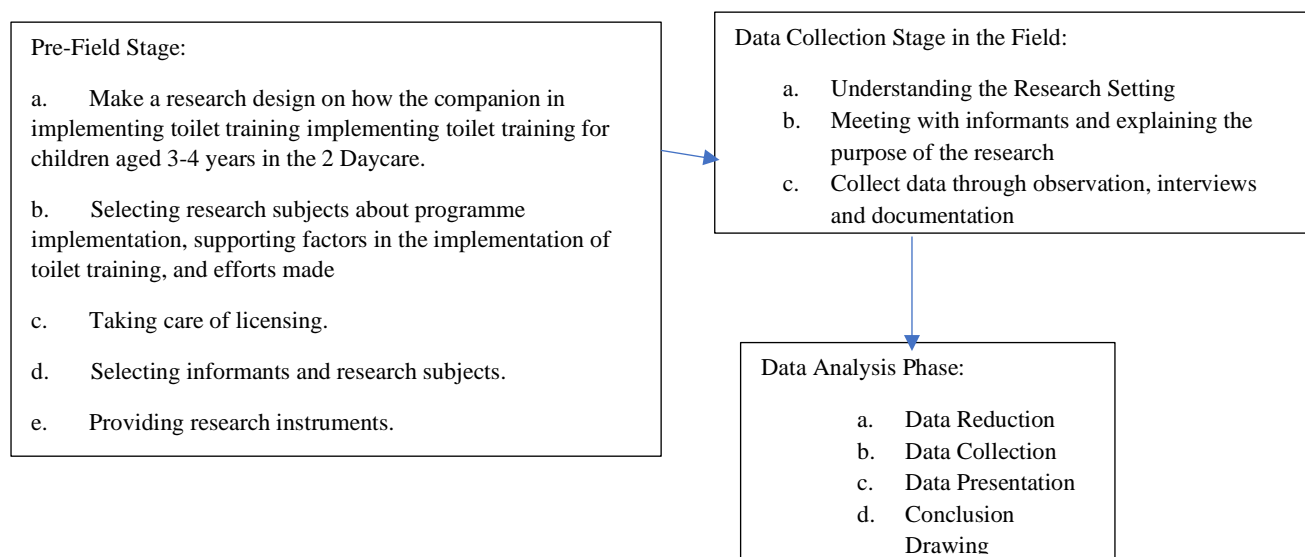
This research uses a qualitative approach with a case study approach model. To collect data, this research used a qualitative approach with a descriptive research type. Qualitative research is a method that focuses on an in-depth understanding of the events that occur. Qualitative research is a type of research that aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., as a whole and explicitly using various natural techniques. (Rusandi dan Muhammad Rusli 2021)). This qualitative research aims to gain an in-depth understanding of the problem at hand, not to describe reality as quantitative research does with its positivism (Fadli 2021). This research was conducted with the aim of analyzing the application of toilet training in preschool children in DayCare aged 3-4 years using qualitative methods because in examining the problems in this study, was carried out through the stage of processing data and analyzing data without numbers and wanted to find out how the application of toilet training was carried out in the Daycare for children aged 3 - 4 years. This qualitative research is very informative and describes an event in the field in a detailed descriptive manner so as to produce a clear result.

This research design uses a case study design because it is to obtain an in-depth description and can analyze how the implementation of toilet training in preschool-age children. This case study is a research strategy that focuses on an in-depth understanding of the implementation of toilet training as a whole carried out both individually, groups, and in organizations. Sources of data collected by researchers through interviews are called respondents; respondents are individuals who answer or respond to written or oral questions (Bado 2021). There are 2 types of data, namely: Primary Data, Data collection in research using interviews, observation, and documentation to sources who master the problems in this study. Informants in this study are (2. Institution owner, 2. Institution assistant, 3. Children's parents.) Secondary Data. This study researchers took in 2 institutions, namely Mother's Love Daycare located in Puspa Regency housing, Pedurungan Kidul, and Pelangi Daycare located on

Jl. Pedurungan Lor. The reason researchers chose these 2 institutions is that the owner or head of the daycare is very giving permission and a positive response to the researcher's activities for the application of toilet training, and at the mother's Love Daycare institution is in the process of implementing toilet training for children aged 3-4 years. Data validity test in research is an important concept that needs to be emphasized on validity (validity) over reliability (reliability). This study determined the validity (trustworthiness) of the data using inspection techniques that have a criterion for use, which is trust (Credibility). Which will be applied to the criteria for the degree of trust (credibility) which in essence, is to replace the internal validity plan of non-qualitative.

In the next stage, the information can be checked and then confirmed or verified by triangulation. This aims to guarantee the level of trust or validity and reliability of data by comparing information about the same thing, which has been obtained from various parties, and utilizing information that may not be the same until the point of saturation (redundancy). What is used in this research is triangulation. Triangulation in this research is a triangulation of techniques and sources. Technical triangulation is done by checking data from informants - Daycare owners, parents, and daycare assistants - and source triangulation is done by checking the truth of the data obtained from informants. In this case, the data collected during the observation process was monitored again through interviews and documentation methods.

This research was conducted in three stages, namely



**Chart 1.** Researcher's Research Flow

This study utilized observation and interview guidelines to gather data on children's abilities in toilet training, the factors influencing their progress, the challenges children encounter during the toilet training process, and the strategies teachers employ to address these challenges. The interview guidelines provide a framework for discussions with both parents and institutions, covering key topics such as:

**Table 1.** Researcher's Research Guidelines

No	Indicator	Sub Indicator	Instrument		
			Interview	Observation	Documentation
1	Toilet Training Stages	1. Can communicate with caregivers and parents	√	√	√
		2. Can take off his own clothes	√	√	√
		3. Can squat/sit on the toilet	√	√	√
		4. Can wash with the help of a hose	√	√	√
		5. Can flush after relieving yourself	√	√	√
		6. Can wash hands properly	√	√	√
2	Aspects of independence	1. can do without the help of others	√	√	√
		2. Can control feelings and fight fear	√	√	√
		3. can interact with anyone	√	√	√
3	Supporting factors	1. Can be confident to try pooping in the toilet.	√	√	√
		2. Can provide positive support and encouragement to the child during the toilet training process.	√	√	√
		3. Can ensure that the toilet is not slippery	√	√	√
		4. Can follow simple instructions related to toilet training	√	√	√

The data taken by researchers is in the form of how the application is applied in the 2 Daycare. by means of children being given an example first and then there is 1 child who volunteers to set an example for his friends so that all children can do it with confidence. for data taken through interviews with daycare owners, caregivers, and parents. For observation of children aged 3-4 years. Triangulation in this study is triangulation of techniques and sources. Triangulation of sources. Triangulation is done by checking the truth of the data obtained through interviews with three informants, namely, owners, caregivers, and parents. Three informants, namely, owners, caregivers and parents. While the triangulation technique was carried out by checking the data that had been obtained from informants.

In this case, the data obtained from the observation process is then monitored again through interviews and documentation techniques.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Stages of Toilet Training in Pre-school Children's Independence

The results of an interview with Mrs. DW as the owner of Daycare related to the application of toilet training that the daycare she has is the beginning of 2024 has just done the stage of implementing toilet training, previously the children who are entrusted still use pampres, for the learning or teaching stage of toilet training in this Daycare the companion gives an example and then the companion offers the child who wants to give an example to friends how to flush the dirt, how to wear his pants. So in this Mother's Love Daycare, the companion only gives examples briefly, and then the children practice themselves, but also under the supervision of the companion. According to the observations of researchers, this mother's Love Daycare has been good at doing Toilet Training Implementation, children can become independent and by communicating it by coding. This was also conveyed by Mrs. SR's companion at Kasih Ibu Daycare, there are still children aged 3-4 years whose speech is not so clear, the child communicates by coding "Unda,,, Piss" by pointing towards his genitals. For children who are still afraid of this mother's love, daycare provides a potty chair and tools to practice sitting when relieving themselves properly and independently.

As for the results of the interview at Pelagi Daycare with Mrs. RY as the owner of Pelangi Daycare, "There is one child here, aged 3-4 years, he cannot wash his own pants, wear his own underwear because parents always serve his daily life, it seems that his parents have not instilled or taught their children" and when the child is given an example, he always says "I'm afraid it won't be clean, how will it itch" said the child. If there are children who always ask for the companion's attention like this, it will definitely make other children feel jealous, but in Daycare Pelangi other children are able to be independent, there are also those who communicate with "Miss,,, I went to the toilet first, miss, just see if I can" said the companion Mrs. M. According to the observations of researchers, Daycare Pelangi has been good at implementing Toilet Training, some children can become independent and by communicating it by coding or permission to go to the toilet. For the training method here, the assistant gives examples of how to sit / squat on the toilet, and how to practice toileting even though the children are not as capable as they can but their efforts and independence still need to be appreciated because this can train children's self-confidence.

Based on the results of research that has been conducted by researchers, so the conclusion of the stages of implementing toilet training on the independence of preschool children requires any readiness, if children and parents are not ready to instill independence, children are also always dependent on anyone. Of course, it can also make children less confident. Therefore, teach children independence from an early age, even though as parents do not have the heart but this is also for the sake of children if they later enter school. According to (Anon n.d.), training toilet training also provides habituation to children by letting the child sit in the toilet for approximately 10 minutes without being held after waking up and also after eating. At the following hours the child becomes accustomed or habituated to the schedule. To become independent person, children also need to get the opportunity to practice in order to make good habits, the earlier independence is instilled, it is hoped that other values will be more easily mastered because they have been instilled, said (Nawangasasi dan Kurniawati 2022). *Thaharah* in the context of toilet training, refers to the concept of self-cleaning that is carried out independently and based on Islamic teachings. In the application of toilet training, *thaharah* can be interpreted as an exercise given to early childhood to make them able to urinate and defecate

independently. This is important because toilet training not only trains the formation of children's habits, but also trains children's independence so that they can do it independently as adults.

Teaching *thaharah* in toilet training involves specific strategies and techniques used by caregivers and parents to accustom the child to self-cleaning. This requires patience and caution as toilet training teaching is very sensitive and relates to the child's independence. In some studies, *thaharah* in toilet training is also seen as an important part of early education for child development. This study shows that effective toilet training strategies involve the active role of caregivers and parents in providing real and contextualized examples and exercises to children.

### **3.2 Factors that support the implementation of toilet training**

Based on the research data related to supporting factors from Daycare Kasih Ibu and Daycare Pelangi, it can be caused by effective collaboration between daycare owners, daycare assistants and children's parents. This collaboration is well established and can support the sustainability of the application of toilet training to children aged 3-4 years who are soon entering the school stage. The readiness of a mature child is very influential for the success of toilet training, especially the child's physical whether the child is physically strong to maintain his balance said Mrs. DW, the owner of Kasih Ibu Daycare. Also, good facilities and infrastructure such as the cleanliness of tools such as showers and other toilets that accommodate them and toilet training teaching methods also affect the success of children.

From the results of interviews with 2 daycare owners Mrs. DW as the owner of Daycare Kasih Ibu and Mrs. RY as the owner of Daycare Pelangi, communicating anything or any activity is very important because in this daycare, daycare assistants also consider children who are entrusted as their own biological children. Like one another providing input, and honest delivery of what happens in daycare is also one of the keys to parents' trust in their daycare. Based on the data from the results of research related to supporting factors can be derived from the effective collaboration of 2 Daycare is 2-way communication between the owner and daycare assistants and parents so as not to make misunderstandings between each other, as well as the physical readiness of children who can maintain balance or are not afraid to do anything. Factors that influence this success are very influential for children, because children also need strong motivation and support, especially support from people around and closest to them because it makes children feel confident about doing it. (Rahayu et al. 2023) If the child has succeeded in giving a little reward by giving a sign that you are great at doing it without the help of others, of course this little thing makes the child feel happy and appreciated for every activity he does, and teaches how to communicate to defecate to avoid unwanted things such as directly defecating in any place or wetting the bed. From both Daycare's positive value because parents also support what is taught in daycare and parents are ready to work together.

### **3.3 The Role of Thaharah in Toilet Training: Cultural and Religious Implications**

*Thaharah* in Islam has a very deep meaning, beyond just physical cleanliness. The concept involves purity, both physically and mentally, which is a valid requirement for performing acts of worship. When integrated into toilet training, *Thaharah* not only teaches children about physical hygiene, but also instills moral and spiritual values from an early age. For the spiritual foundation of toilet training, and connection with worship, *Thaharah* is the main requirement for performing prayers. By teaching *Thaharah* from an early age, children will be familiar with the concept of cleanliness which is directly related to worship, thus fostering a sense of piety. and for Moral Values: *Thaharah* teaches moral values such as purity, cleanliness, and orderliness. This will shape children's character to be more disciplined and responsible.

*Thaharah*-based toilet training strengthens children's cultural identity as Muslims. Children will feel proud of their religion and motivated to practice the teachings of Islam. In social settings, children will find it easier to interact with peers and adults because they have good habits in maintaining personal hygiene. *Thaharah*-based toilet training is not only about teaching children to maintain personal hygiene, but also an effort to instill religious and moral values from an early age. With the right approach, toilet training can be a means to shape a young generation with noble morals and a strong cultural identity.

### Discussion

This discussion will analyze the data obtained from the research on efforts to improve *thaharah* and independence of preschool-age children through toilet training in two daycare centers in Semarang City. The analysis will focus on the efforts made, the challenges faced, and the results obtained. The two daycare centers that were the object of the study have implemented toilet training consistently. Children are invited to go to the toilet regularly, either after playing, before eating, or before going to bed. This habituation aims to form the habit of defecating at the right time and the right place. The daycare environment is designed to be as attractive as possible so that children feel comfortable using the toilet. The toilet is equipped with child-size equipment, such as a low toilet seat and a sink that is easy to reach. The walls of the toilets are also decorated with interesting pictures to attract children's attention. The mentors use simple language that is easy for children to understand when explaining the importance of maintaining cleanliness and how to use the toilet. They also use age-appropriate terms, such as "pee" and "poop". Every time children successfully use the toilet, they are given praise and small gifts. This aims to motivate the children to keep trying and improve their independence.

Before Entering the Restroom, Recite a prayer: Before entering the restroom, it is recommended to recite a prayer:

*"Bismillahirrahmanirrahim. Allahumma inni a'udzubika minal khubutsi wal khabaits."* (In the name of Allah, the Most Compassionate, the Most Merciful. O Allah, I seek refuge with You from the male and female devils).

Islamic stages of cleansing with the left hand: Using the left hand to clean oneself after relieving oneself. And Using enough water: Make sure to clean yourself with enough water until you are completely clean.

After Coming Out of the Toilet

Reciting prayers: After finishing, reciting prayers is recommended:

*"Ghufranak."* (I ask for Your forgiveness.)

Handwashing: Wash your hands thoroughly with soap.

Every child possesses unique characteristics that influence the speed at which they learn toilet training. Some children adapt quickly to the routine, while others require more time to become comfortable. These differences stem from variations in temperament, developmental pace, and individual readiness. Children who struggle with the process may need additional patience, time, and support from caregivers to make progress at their own pace.

A common challenge in toilet training is the lack of alignment between daycare practices and parental behavior at home. Some parents continue to use diapers at home, which undermines the toilet training efforts made in daycare settings. This inconsistency can confuse children, making it difficult for them to develop regular habits. Schum et al. (2002) found that children with actively involved

parents tend to succeed in toilet training more quickly and with fewer setbacks. This underscores the importance of collaboration between parents and caregivers to establish consistent routines and expectations across both home and daycare environments.

In some cases, daycare centers face challenges such as limited facilities, including a shortage of toilets or inadequate cleanliness, which can hinder the success of toilet training programs. When proper facilities are unavailable, children may experience delays in learning and become less motivated to use the toilet. Clean and accessible facilities are essential for encouraging children to develop positive hygiene habits and feel comfortable using the toilet independently.

This research highlights the importance of contextualized learning, emphasizing that children learn most effectively when their experiences are connected to real-life situations. When children see the relevance between what they learn at daycare and their everyday lives, they are more motivated to engage with the training process. Hands-on experiences, such as practicing toileting routines in familiar environments, allow children to develop a deeper understanding and greater autonomy.

Contextualized learning also encourages children to think critically about the information they receive and apply it in different situations. By providing opportunities for exploration, children can discover solutions independently, fostering both independence and problem-solving skills. As Brooker and Woodhead (2013) suggest, meaningful and relevant learning experiences are essential to promoting independence in early childhood, helping children grow into confident individuals who are prepared to face future challenges.

Parental involvement plays a crucial role in the success of toilet training. According to Schum et al. (2000), children learn through imitation, meaning that parents who model positive behaviors related to toilet use significantly influence their child's progress. Offering consistent emotional support—such as praise, hugs, and encouragement—helps children build confidence in trying new things, including using the toilet.

Establishing a regular routine is equally important. Taking children to the toilet at predictable times helps them understand when and how to relieve themselves. Parents who are knowledgeable about child development can provide appropriate guidance throughout the toilet training process, and consulting with health professionals or child development experts can be helpful if challenges arise.

Parental support is a critical factor in the success of toilet training, though the degree of involvement can vary based on parents' stress levels, parenting styles, and understanding of child development. High levels of stress or inconsistent parenting can interfere with the process, making it more difficult for children to succeed. In contrast, parents who are engaged, consistent, and well-informed tend to see better outcomes. Building strong partnerships between parents and caregivers is essential for ensuring consistent routines and supporting children's transition toward independence.

In conclusion, the success of toilet training relies on the combined efforts of parents, caregivers, and educational environments. Providing supportive, consistent, and relevant learning experiences, while fostering collaboration between home and daycare settings, is key to promoting independence and laying the foundation for lifelong hygiene habits.

#### 4. CONCLUSION

This research, conducted at Daycare Kasih Ibu and Daycare Pelangi, provides valuable insights into the stages of toilet training and the development of children's independence, as well as the factors that support successful implementation. The study found that both daycares excelled in delivering toilet training through appropriate materials, effective teaching methods, and collaborative efforts between parents and caregivers. Cooperation between daycare staff and parents was a key factor in ensuring the success of the training, as their input and feedback significantly contributed to positive

outcomes. The findings highlight that the effectiveness of toilet training relies on continuous improvement and collaboration among caregivers, educators, and parents to address emerging challenges. Successful toilet training not only enhances children's independence but also fosters their self-confidence and sense of accomplishment, as they learn to manage their basic needs. Additionally, it promotes the development of fine motor skills (e.g., handling clothing) and cognitive skills (e.g., recognizing the need to use the toilet), which further supports autonomy in daily activities.

However, the study has limitations, including a narrow focus on two daycare centers, which may limit the generalizability of the findings to other contexts. Future research could explore toilet training practices across a broader range of institutions to identify best practices that can be applied universally. It is also recommended that future studies examine the long-term impact of toilet training on children's independence and the role of different parenting styles in the process. Furthermore, research could focus on developing strategies to support families facing challenges, ensuring consistent routines between home and daycare environments, and exploring the impact of cultural or socioeconomic factors on toilet training practices. These insights will help refine approaches and promote more effective toilet training programs across diverse settings.

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