

## STORYTELLING TO IMPROVE TOILET TRAINING SUCCESS IN PRESCHOOL CHILDREN

Lilis Maghfuroh

Sekolah Tinggi Ilmu Kesehatan Muhammadiyah Lamongan,  
INDONESIA.

lilisahza99@gmail.com

### ABSTRACT

**Objective:** Toilet training is a task of growth and development of toddler that they become independent. Children who fail in toilet training can experience an expressive and retentive personality. This study aims to determine the effect of storytelling on toilet training success.

**Methods:** This research design was experimental research with one group pretest-posttest design approach. The populations in this study were 43 children. The samples were 21 children obtained through Purposive Sampling technique. The data obtained by closed questionnaire. The tabulation was analyzed using Wilcoxon sign rank test.

**Results:** The results showed that toilet training success prior to storytelling treatment amounted to 61.9%. After storytelling treatment, it was obtained that almost half of the children (38.1%) had excellent toilet training skill. Based on the result of Wilcoxon sign rank test, it was obtained Z value = -3.666 with p value = 0.000 where  $p \leq 0.05$ . So,  $H_0$  was rejected and  $H_1$  was accepted which meant there was an effect of storytelling on toilet training success in preschool children of Bina Putra Preschool, Sumberjo Sarirejo Lamongan.

**Conclusion:** Based on the results, storytelling is effective method to improve children ability in toilet training, so that children can do toilet training properly and correctly.

**Keywords:** storytelling, toilet training, preschool children

### INTRODUCTION

Preschool is a phase of individual development at the age of 3 to 6 years. In this phase, children experience the development of language skills, creativity, social awareness, emotional, and intelligence which proceeds very quickly and becomes the foundation for the next development. This phase starts when children begin to have awareness as a man or woman, and organize themselves in toilet training (Mansur, 2009). At this time the elimination process of children indicates independency (Nursalam, 2007).

Toilet training is a task of growth and development of toddler in order to be independent. Children are trained to be able to undress their clothes and underwear, clean themselves, and water their urine or feces. Such activity is a self-skill which does not happen automatically (Koraag, 2007). Toilet training is a highly required training for children to control urination and defecation. Toilet training can take place in children of 2 years. In the practice of urination and defecation children require preparation physically, psychologically and intellectually. The preparation is expected to be able to control children defecation and urination independently (Hidayat, 2008).

Toilet training requires complex psychophysiological factors for readiness. Children must be able to recognize the urgency to remove and hold the elimination as well as communicate the sensation to the parents and there may be important motivations to satisfy the parents by holding rather than eliminating (Wong, 2008). Defecation practice is usually completed before urination practice because it is more regular and easier to predict. The sensation of defecation is stronger than urination and can attract children's attention. In fact, nighttime exercise cannot be completed until the age of 4 or 5 years while during the day wetting can also occur especially when children's full attention is in playing. So, if they are not reminded, they will be late to go to the bathroom (Wong, 2008).

According to American Psychological Association research, it was reported that from 10 to 20% of 5-year-old children, 5% of 10-year-old children, nearly 2% of 12-14-year-old children, and 1% of 18-year-old children still experienced nocturnal enuresis, and the number of boys was greater according to Child Development Institute Toilet Training (Sulasih A, 2010).

Based on the research conducted by Maghfuroh L, 2018, it was obtained that most of 49 children (55.1%) had sufficient ability in toilet training.

From the preliminary survey conducted by on October 24, 2016 at Bina Putra Preschool, Sumberjo, Sarirejo, Lamongan through observation and interviews, it was obtained that 4 out of 10 children (40%) still wet the bed and 20% of them still used diapers. The data above showed that toilet training was not yet successful.

There are several factors affecting the success of toilet training; one of which is physical readiness. It is an ability where children are physically strong and capable to sit and stand in purpose to ease the children in defecation and urination. Another factor is psychological readiness. Children need a comfortable atmosphere to control and concentrate the stimulation of defecation and urination. Then, intellectual readiness in children can help the process of defecation as well. It can be perceived when children can understand the meaning of defecation and urination. The readiness will make children always have independence in controlling defecation and urination (Hidayat, 2008).

The order in the family and the distance between children with one another affect the practice of toilet training. If the distance is so close, children will experience sibling rivalry or jealousy and hatred which can be expressed by wetting (Hidayat, 2008).

Environment is a factor which affects the formation and development of individual behavior. Good and healthy environment can provide comfort for toilet training, otherwise children will be lazy if the bathroom is not attractive and comfortable enough for him (Sudrajat, 2008).

The failure of toilet training is also due to the tension of the mother-child relationship in the readiness of the children. The most common matter of toilet training failure can occur because of the strict treatment or rules from parents to their children that disturbing the children's personality. Children tend to be stubborn and even stingy (Hidayat, 2008).

Toilet training failure will have a negative impact to children such as experiencing expressive personality, where children are more cruel, tend to be careless, like to make a fuss, emotional, and arbitrarily in the daily activities. In addition, children can also experience a retentive personality in which children tend to be stubborn and even stingy (Hidayat, 2008).

To overcome bedwetting, toilet training needs to be performed. To control the habits of children in defecation and urination, this process takes time, understanding, and patience. The most important thing to remember is that parents can not expect that their children can directly use the toilet for urination and defecation (Hidayat, 2008). Techniques to be used

according to Nursalam (2007) are oral techniques and modeling techniques. It can also be given through storytelling using story books.

Story book is a very popular reading among children because of the illustration which gains students' interest. However, commonly children aged 3-6 years cannot read by themselves so that the participation of teachers and parents to read the story is highly required. The storytelling should be performed in an interesting and expressive way that children will understand the purpose of the story book. Storytelling method is likely more used because preschool students are usually happy to hear the story from the teacher.

### OBJECTIVES OF THE STUDY

This research is carried out to know the effect of storytelling on toilet training success to children.

### MATERIALS AND METHODS

This research was an experimental research with one group pretest-posttest research approach. This research was carried out by giving pretest before the intervention, after the intervention, to which later posttest performed (final observation).

The population of this study were 43 children. The samples used in this study were those who had not been successful in toilet training, amounted to 22 children yet 1 child dropped out, so the total sample was 21 children.

### RESULTS

**Table 1. Distribution of children and parents in Bina Putra Preschool, Sumberjo, Sarirejo, Lamongan**

Characteristics	F	%
<b>Sex</b>		
Male	8	38.1
Female	13	61.9
<b>Child Order</b>		
1	15	71.4
2	6	28.6
<b>Number of Sibling</b>		
0	11	52.4
>1	10	47.6
<b>Parents Age</b>		
<25	12	57.1
26-35	7	33.3
36-45	2	9.5
<b>Education</b>		
SD	2	9.5
SMP	10	47.6
SMA	9	42.9
<b>Occupation</b>		
Farmer	3	14.3
Entrepreneur	2	9.5
Civil Officer	1	4.8
Unemployed/ Housewife	14	66.7
Merchant	1	4.8

Based on the above table, it is obtained that most the children (61.9%) are female. Most of the children (71.4%) are the first child. Most of the children (52.4%) have no sibling. Most of

the parents (57.1%) are more than 25 years old. Most of the parents' last education (47.6%) is junior high school. Most of the parents (66.7%) are unemployed/housewife.

**Table 2. Frequency Distribution of Toilet Training Data Success before Storytelling to Children of Bina Putra Preschool, Sumberjo, Sarirejo, Lamongan**

No	Kategori	$\Sigma$	%
1	Poor	8	38.1
2	Fair	13	61.9
Total		21	100.0

Based on table 2, it can be explained that most of the children (61.9%) have Fair toilet training skill.

**Table 3. Frequency Distribution of Toilet Training Data Success after Storytelling to Children of Bina Putra Preschool, Sumberjo, Sarirejo, Lamongan**

No	Category	$\Sigma$	%
1	Poor	3	14.3
2	Fair	4	19.0
3	Good	6	28.6
4	Excellent	8	38.1
Total		21	100.0

Based on table 3, it can be explained that almost half of the children (38.1%) have excellent toilet training skill and the rests (14.3%) have poor toilet training skill.

## DISCUSSION

### Toilet Training Success prior to Storytelling Treatment on Preschool Children

Based on table 2, it is obtained that most of the children (61.9%) have fair toilet training skill. In accordance with the data, it indicates that parents role in educating their children about toilet training has not been maximized.

The first factor influencing toilet training success is sex. Table 1 shows that most of the children (61.9%) are female. Females experience more bedwetting compared with males because they have shorter ureters that they can not hold urine longer and within shorter periods of time. Males tend to master toilet training longer compared to females. This is because the figure who teaches them is a woman or mother so they do not see the example of fellow men. However, not all results are in accordance with the theory expressed. This is proved by respondent no 1 and 2, in which they are males and have poor toilet training skill.

This is supported by Wong (2008) who stated that female's urethra is about 3 to 5 cm long, straight, and shorter than the male's, directly from the bladder out of the body. The urethra extends only through the neck of the bladder, the internal and external sphincters, and the urogenital diaphragm. Difficulty in holding urine in females is due to short distance between urinary vesica and urethra. Dhaniati (2008) expressed that the tardiness of toilet training in males rather than females is because males' nervous system develops longer than females. In addition, woman tends to be the primary caregivers, so males do not pay attention to their fellow man. A child role model is a woman then females are also less sensitive to their wet skin taste.

The second factor affecting toilet training success is the order of the family. Based on Table 1, it is found that most of the children are (71.4%) the first child. Therefore, parents have no experience in training their children, especially about toilet training. Parents seem to face

difficulty in providing education about toilet training. This can affect the children in toilet training practice.

The opinion is in accordance with Maghfuroh L, 2014 who mentioned that the experience of parents will affect how to educate their children.

The third factor affecting toilet training success is education. Based on table 1, it can be explained that most of the parents's last education (47.6%) is junior high school. Low education affect the low insight and knowledge of the mother so does the toilet training knowledge that also affect the motivation as well as implementation of toilet training properly. Low insight is likely because the mother does not understand that children aged 3-6 years should be able to do toilet training independently and correctly and parents are not concerned with the development of children. In accordance with the opinion of Maghfuroh L, 2015 that higher level of education results higher level of knowledge and experience.

### **Toilet Training Success after Storytelling Treatment on Preschool Children**

Based on table 3, it is obtained that almost half of the children (38.1%) have excellent toilet training skill. In accordance with the data, it indicates that parents have succeeded in providing education about toilet training. This is likely influenced by the number of siblings, the age of the parents as well as their occupations.

One factor affecting toilet training success is parents' age as described in table 1. It can be explained that most of the parents (57.1%) are more than 25 years old. The fact indicates that 25 years old is the age of early adulthood and productive period that the organ function has not degenerated. The information is received more easily that they can apply toilet training properly. This is in accordance with the theory of Mubarok et al (2007) who stated that the increase of age may affect the change in physical and psychological aspects. On the psychological or mental aspect, someone will be more mature.

In addition, toilet training is also influenced by parents' occupation. Based on table 1, it is explained that most of the parents (66.7%) are unemployed/housewife. It may affect the time intensity with children because parents have free time used to support and train children in toilet training. Children will get used to do toilet training properly and correctly. Other factors is the number of siblings. According to Table 1, it is explained that most of the children (52.4%) have no relatives (0) or as the only child in the family. Therefore, parents will give children full of attention.

According to Maghfuroh L, and atiu Impartina 2014, the more time a mother has to meet his or her child, the more stimulus the mother gives to her child.

### **The Effect of Storytelling on Toilet Training Success to Preschool Children**

Based on the results of analysis with Wilcoxon sign rank test using SPSS PC for Window version 16.0 on the effect of storytelling on toilet training success to preschool children in Bina Putra Preschool, Sumberjo, Sarirejo, Lamongan, it is obtained Z value = -3.666 with significant  $p = 0.000$  where  $p \leq 0.005$  then  $H_1$  is accepted. It means there is an effect of storytelling on toilet training success to preschool children Bina Putra Preschool, Sumberjo, Sarirejo, Lamongan. This indicates that there is a change in the success of toilet training in preschool children.

While the confidence interval test or the level of confidence resulted 95% confidence level which means that this study has a tolerance of 0.05. In this level of confidence test, it is obtained 0.000 which means that this research has a high level of confidence and no error in the research process.

The increased ability of children is influenced by the ability of children to understand the contents of the story given, the child's memory of the story content in imitating the behavior of the story, children ability and confidence in doing toilet training. Listening to stories over and over can improve children's memory on how to do toilet training well. Children' memory may come from direct experience, verbal persuasion, and physiological state. Intellectual readiness is also influential factor in receiving the material provided by parents or teacher. In this case what the mother did is to tell the children about how to do the toilet training properly. Storytelling can support children's ability to do toilet training by imitating the behavior in the content of the story book.

Bull et al. (2008) reveals that in children the growing memory is a declarative memory (long-term memory) and visual techniques are the best stimuli for declarative memory formers in preschool children. In remembering a thing, preschool children tend to remember things visually. Declarative memory in children consists of episodic memory which remembers the personal experience and semantic memory which stores information in the form of visual memory so that picture story books become the best method of providing visual stimuli for the preschool children's declarative memories to remember things they learn.

## CONCLUSION

There is an effect of storytelling on toilet training success to preschool children in Bina Putra Preschool, Sumberjo, Sarirejo, Lamongan.

## REFERENCES

- [1] Bull, R. (2008). Short term memory, working memory, and executive functioning in preschoolers: Longitudinal predictors of Mathematical achievement at age 7 years. *Development Neuropsychology*, 33(3), 205-228
- [2] Dhaniati, D. (2008). *Language development method*. Jakarta: Universitas Terbuka.
- [3] Hidayat, H. (2008). *Introduction to nursing science*. Jakarta: Salemba Medika.
- [4] Maghfuroh, L. (2014). Relationship parenting foster parents with incidence sibling rivalry in toddlers in the village Jotosanur district Tikung district Lamongan. *Surya*, 1(XVII), 113-120.
- [5] Maghfuroh, L. (2015). Parent role relationship with the selection of educational game tool at preschool age children are made by the handicrafts of the sub-district Ngimbang regency of Lamongan. *Surya*, 7(01), 76-82.
- [6] Maghfuroh, L. (2018). Implementation of visual auditory methods in increasing successful toilet training in preschoolers. *Medical Technology and Public Health Journal*, 1(2).
- [7] Maghfuroh, L., & AtiulImpartina, A. (2014). Role of parental stimulation on language development in toddler children. *Surya*, 4 (XX), 58-64.
- [8] Nursalam. (2007). *Care of baby and child nursing*. Jakarta: Salemba Medika.
- [9] Raharjo, B. (2015). *Seabrek creative game hands-father mother*. Yogyakarta: DIVA Press.
- [10] Sudrajat, A. (2008). *Development of cognitive*. Retrieved from [ordpress.com/20008/01/31/perkembangankognitif](http://ordpress.com/20008/01/31/perkembangankognitif).
- [11] Sulasih, A. (2010). Relationship between toilet motivation stimulation training in preschoolers. *Skripsi*.
- [12] Wong, L. D. (2008). *Wear pediatric nursing lesson book 2 volume 2*. Jakarta: EGC.