



## THE INFLUENCE OF TOILET TRAINING ON THE INDEPENDENCE OF 5-6 YEAR OLD CHILDREN AT ERWITA EDUCARE CENTER

Fatma Gustina<sup>1</sup>, Zainal Abidin<sup>2</sup>, Nurliani<sup>3</sup>, Marzaniatun<sup>4</sup>, Rina Feriana<sup>5</sup>

<sup>1,2,3,4,5</sup>Sekolah Tinggi Ilmu Tarbiyah Ar-Raudhah, Deli Serdang, Indonesia

<sup>1</sup>fatmagustina@stitarraudhah.ac.id <sup>2</sup>zainalabidin@stitarraudhah.ac.id

<sup>3</sup>nurliani@stitarraudhah.ac.id <sup>4</sup>marzaniatun@stitarraudhah.ac.id

<sup>5</sup>rinaferiana@stitarraudhah.ac.id

Corresponding Author: Fatma Gustina

DOI : <http://dx.doi.org/10.30829/tar.v31i1.3389>

### ARTICLE INFO

#### Article History

Received : February 22, 2024

Revised : June 17, 2024

Accepted : June 30, 2024

#### Keywords

*Toilet Treaning,  
Independence,  
Discipline*

#### Kata Kunci

*Toilet Training  
Kemandirian,  
Disiplin*

### ABSTRACT

This research was motivated by the low ability of children to do this *toilet training*. *Toilet training* provide a positive impact on child development. examples of the impact of learning *toilet training* is to foster self-confidence in children, train and increase children's independence and enable children to discipline themselves. The type of research used is quantitative research, with the research design used is Quasi Experimental, namely Pretest-posttest Control Group. Based on the results of research conducted by researchers using normality, homogeneity and hypothesis tests, it can be concluded that  $t_{count} < t_{table}$ , until  $H_a$  is accepted and  $H_0$  is rejected. The percentage in the banana group (experimental class) of the test results was 32.89% for the pre-test and 68.60% for the post-test. Meanwhile, in the mango group (control class) the results of the test were 32.14% pre-test percentage and 63.75% post-test. From these two data results, it can be concluded that toilet training has an effect on the independence of children aged 5-6 years at the Erwita Educare Center.

### ABSTRAK

Penelitian ini di latar belakang oleh rendahnya kemampuan anak dalam melakukan *toilet training*. *Toilet training* memberikan dampak positif bagi perkembangan anak. contoh dampak dari pembelajaran *toilet training* adalah menumbuhkan rasa percaya diri dalam diri anak, melatih dan meningkatkan kemandirian anak serta membuat anak untuk mendisiplinkan diri. Jenis penelitian yang digunakan adalah penelitian kuantitatif, dengan desain penelitian yang digunakan adalah Quasi Experimental yaitu Pretest-posttest Control Group. Berdasarkan hasil penelitian yang dilakukan peneliti menggunakan uji normalitas, homogenitas, dan hipotesis dapat disimpulkan bahwa  $t_{hitung} < t_{tabel}$ , sehingga  $H_a$  diterimadan  $H_0$  ditolak. Persentase pada kelompok pisang (kelas eksperimen) hasil dari uji tersebut nilai persentase pre-test 32,89 % dan post-test 68,60 %. Sedangkan pada kelompok mangga (kelas kontrol) hasil dari uji tersebut nilai persentase pre-test 32,14 % dan post-test 63,75 %. Dari kedua hasil data tersebut dapat disimpulkan

bahwa toilet training berpengaruh terhadap kemandirian anak usia 5-6 tahun di Erwita Educare Center.

## Introduction

Early childhood education includes independence, including toilet training, for example education regarding implementation toilet training (training to urinate properly). Toilet training in children it is an effort to be able to urinate or defecate independently. Toilet training in children, it is also an effort to help children practice how to clean anal and their genitals properly, as well as how to wash their hands and feet cleanly and correctly after throwing away the dirt and so on. Besides that toilet training useful in early sex education in early childhood because when children learn toilet training, Children will learn the functions of their own bodies (Komariah: 2018).

According to Hidayat, toilet training is an effort made so that children are trained to be able to urinate and defecate. According to him, this phase occurs when children are 12 months to 2 years old. According to Zulkifli, toilet training is a training or developmental stage for children to habitually control defecation and urination which is achieved through the maturity of organ systems and good learning. involves important elements in the form of muscles, nerves and brain. According to Maidartati, toilet training It is one of the obligations of parents to increase their child's sense of independence. According to him, this phase is the second stage in development for children, where this stage is called the anal phase (satisfaction is located in the anus area). According to Keen, *toilet training* is an effort to guide children so that children can defecate and urinate (Khoiruzzadi :2019).

According to Supartini, *toilet training* is a very important stage in development *toodler* where at that time parents must pay attention to their children regarding defecation and urination. According to Indanah & Azizah, *toilet training* namely the developmental aspect of children aged 1 to 3 years, during which time children have the ability to control and feel the feeling of urination and defecation. According to Izzaty, *toilet training* is an effort made by parents and teachers in educating children so that children are able to clean themselves after the child defecates, so that the child does not need help from other people (Komariah: 2018).

From the explanation above it can be concluded that *toilet training* is an effort made by parents or teachers to teach children so that children are able to clean themselves after defecation and urination. Besides that *toilet training* is also an initial training process in training children's independence and in this training children are required to defecate in its own place and know how to clean its own anus and genitals without the help of other people.

*Toilet training* is a way used by parents and teachers to develop a sense of independence for children. Independence in early childhood itself is one way to maturity that occurs due to the process of human development. According to Martinis Yamin, independence is a form of need in humans that has existed since he was born. According to Bachrudin Muasthafa, independence is the ability to make a choice and receive a response for that choice. According to Maria Montessori, the essence of independence is the ability to carry out something with a purpose for oneself. According to Therington, independence is a form of action whose aim is to have the ability to overcome problems, take the initiative, and the ability to do something on your own. Meanwhile, according to Poerwadarminta, independence is a condition of being able to stand alone without help from other people (Mahyumi Purchase :2015)

From the explanation above, it can be concluded that independence is an attitude that exists in humans to be able to make their own decisions so that they are able to stand alone and do not need help from other people. Apart from that, independence is also an ability and ready attitude in humans not to depend on other people. If a child has a sense of independence, the child will be able to think for themselves, able to carry out their own activities, as well as brave in

making his own decisions according to what he thinks and without the help of others. The key to an attitude of independence is that children can stand alone and children only depend on themselves.

Implementation objectives of toilet training namely so that children can become independent children, so that children are able to do small things on their own, such as children being able to go to the toilet themselves when they feel the need to urinate or defecate, so that children do not defecate carelessly. For this reason, we must foster a sense of responsibility and independence in children which must be trained from childhood, and of course to instill good behavior in children must start from an early age, since the child has not yet entered school (preschool). At this time the role of early childhood education is very necessary. Thus, in early childhood education we must develop independence in children, therefore we need a theoretical and practical basis that can be used as a guide for educators and parents.

*Toilet training* is an effort made to control defecation and urination regularly. According to Hidayat (2020) *toilet training* is a way to train children so that they can urinate and defecate. According to toilet training is an activity in terms of defecation which is carried out through the urinary and defecation system. According to Borboa toilet training is the child's ability to control the need to urinate. According to Suherman toilet training is a manifestation of the moral training that the child first receives, and this training has a great influence on the child's moral development at the next stage.

According to Sigmund Freud *toilet training* is the anal phase, Freud believed that at this stage the main focus is on libido, namely on controlling defecation and urination. Sigmund Freud argued that the psychic life of children aged four or five years is very active, this is marked by a period of sexuality which coincides with a period of intellectual glory. According to him, this can be seen when sexual urges in children, especially in the satisfaction obtained by stimulating their own genitals and children do it because they feel happy because they can be played with and are not lustful (Sigmund Freud: 2016).

From the explanation above it can be concluded that *toilet training* in children is a method that parents or educators can use to train children to be able to control urination or defecation regularly, independently and in the right place. Implementing *toilet training* Children require mature physical, psychological and intellectual readiness. Apart from that, implementation toilet training It also teaches children to be independent so that children can clean up their own feces after defecating and can take off and put their pants back on after defecating.

*Toilet training* is a way for parents and educators to train children so that children can help themselves when defecating. Apart from that, children can also clean themselves from dirt without the help of other people. *Toilet training* It is also the beginning of the process of stages of independence for children, where children will learn to do small things on their own. Besides, it's a habit *toilet training* It can also help children understand the parts of their own body and their functions (Mihta: 2020)

Learning *toilet training* It also exists in Islamic teachings. This learning is known *asthaharah*. *Taharah* originate from Arabic which means to purify. In language *thaharah* means to purify. Meanwhile, according to the term, it means eliminating *hadas* and uncleanness. *Thaharah* (purification) itself is done with the aim of purifying oneself from *hadas* and uncleanness. *Taharah* (cleaning) it also explains about *istinjak* and manners when wanting to defecate (Fauji: 2020). Draft *thaharah* In general, it is introduced to young children by providing concrete examples that maintaining and maintaining personal hygiene is a task for themselves. And one way to protect and maintain oneself is through application *toilet training* .

#### **A. Objective Toilet Training**

The objectives of learning *toilet training* in early childhood is to teach children so that children can control their desires in excreting urine and feces. Because this is also related to children's social development, which requires children to maintain personal hygiene and to urinate or defecate in places (such as the toilet or bathroom). According to Kroger and Sorensen, goal *toilet training* is so that children get used to it and are able to independently acquire correct toileting skills. In this case, according to him, the child must be able to recognize the sensation of urinating and the child must be able to perceive the sensation. Apart from that, children must be able to behave, for example, going to the toilet/bathroom, taking off clothes, take it out of the toilet, wash yourself, put on clothes, then wash your hands.

According to Supartini, goal *toilet training* is to train the ability of children aged 1 to 3 years to control the urge to urinate and the urge to defecate and train children to understand when to urinate based on signals felt by the child. According to Rahadiasih, the goal *toilet training* namely so that children are trained and used to living a disciplined, responsible life, have self-confidence, and so that children can know the names of their body parts and their functions.

Based on the explanation above, it can be concluded that the aim *toilet training* is so that the child is able to hold back his desire to defecate/defecate until he reaches the bathroom (not defecate/defecate carelessly), so that a sense of independence is attached to the child so that the child is able to *toilet training* alone and without help from others.

## B. Things to pay attention to in *Toilet Training*

There are things we need to pay attention to before we teach *toilet training* to the child. Alison Mackonochie argues that to do *toilet training* you need to pay attention to the following things:

- a. Children are physically ready.
- b. Children must be able to control their physical abilities.
- c. There are signs of physical consciousness.
- d. Children have emotional readiness
- e. Children must be able to overcome their fears.
- f. Have the ability to communicate.
- g. Have social readiness.

According to the Imam, to do *toilet training* you need to pay attention to the following things:

- a. Give award on child Which succeed holding back defecation.
- b. It is not permissible to insult a child when the child defecates/defecates in his pants.
- c. Give children an understanding about *toilet training*.
- d. Pay attention to the child's toilet cycle.<sup>20</sup>

Based on the explanation above, it can be concluded that there are things that need to be paid attention to *toilet training*, among others: the child has physical awareness and readiness, the child is emotionally ready, the child is able to communicate well, does not curse the child when the child makes a mistake, is able to know the child's toilet cycle.

## C. Scale Toilet Training

Table Early Childhood Training Toilet Scale Ability  
(Table 1.1)

Age	Information
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0-6 months	<ol style="list-style-type: none"> <li>1.Children feel restless when defecating.</li> <li>2.Generally at this age children often cry when defecating (children feel uncomfortable when they wear their pantsuse wet after defecating)</li> </ol>
7 months – 1 year	<ol style="list-style-type: none"> <li>1.Childable to feel feel when want to defecate/poop.</li> <li>2.Children don't like wearing pants that are wet and dirty.At this age the child will try to let gohis own pants when wet (child holds his trousers, pulls his trousers up and down).</li> </ol>
1-2 years	<p>Children tell with simple words or movements when they defecate in their diapers/pants. Apart from that, at this age children feel uncomfortable/don't like wearing diapers/pants when they are wet. At this age we can start to apply <i>toilet training</i> to the child, by talking to the child, if he wants to defecate, he must speak and when the child talks/tells, we help the child to go to bathroom.</p>
3 years	<ol style="list-style-type: none"> <li>1.Children can follow simple instructions, at this age children can be taught that when they defecate they must do itin the bathroom/not allowed in public places, and on. At this age, children often tell their parents when they want to defecate.</li> <li>2.The child has started to be able to take off his pants when he feels like defecating and then putting them back on after defecating, although sometimes the pants he wears are inside out.</li> <li>3.The child begins to be able to use the scoop appropriately its function is when defecating/defecating even though it is guided by someone else.</li> </ol>
4-5 Years	<ol style="list-style-type: none"> <li>1.The child is able to open and wear his own pants well.</li> <li>2.Children are starting to be able to go to the bathroom on their own, although sometimes they are accompanied when they want to go to the bathroom.</li> <li>3.Children can hold and use the swing according to its function without the help of other people.</li> <li>4.Children begin to be able to clean themselves and clean the bathroom after defecating, even though they are still being guided.</li> <li>5. At this age children begin to be able to carry out <i>toilet training</i> even though you have to be guided. At this age, we as teachers/parents must be firm with our childrenwhen a child defecates carelessly.</li> </ol>
6 years	<ol style="list-style-type: none"> <li>1.Children are able to clean themselves afterBAB/BAK.</li> <li>2.Children are accustomed to washing their hands and feet after going to the toilet.</li> <li>3.Children are able to flush the toilet properly after finishing using the toilet.</li> <li>4.Children are able to go to the bathroom themselves.</li> <li>5.Children are able to recognize etiquette when entering the bathroom, in the bathroom, and leaving the bathroom.</li> <li>6. At this age the child is already able to perform <i>toilet training</i> regularly independent, child Also able to know adap when doing <i>toilet training</i>.</li> </ol>

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## Method

The type of research used in this research is quantitative research. Quantitative research is research that focuses on testing theories carried out through measuring research variables with numbers and analyzing data using statistical procedures. In this quantitative research, the type of research design used is *As if experimental* with design form *Pretest-prottest Control Group*. The type of design in this research is a type of research in the form of an experiment whose implementation has two groups, namely a control group and an experimental group. This research was carried out at the Erwita Educare Center which is located in Setia Budi, Medan City, North Sumatra Province. This research was conducted from August 15 to November October 2023/2024 academic year. Quantitative research requires a population and a sample. . The population in this study were all children at the Erwita Educare Centertotaling 30 children who were divided into two classes, namely the experimental class (banana group with 15 students) and control class (mango group with 15 students).T The sample in this study was children from the mango group and the banana group in EEC, consisting of 18 boys and 12 girls with a total of 30 children.

## Results

### Independence

The word independence comes from the word independent. According to the KBBI, independence means being able to stand alone; don't depend on other people. Meanwhile, independence means being able to stand alone without depending on other people. According to Bachrudin Muasthafa, independence is the ability to make choices and accept the consequences that accompany them. According to Maria Montessori, independence is the ability to do something for oneself. According to Tjandraningtyas, independence is an individual attitude that is acquired cumulatively during development, where individuals continue to learn to behave independently in dealing with various environmental situations. According to Paker, independence is the ability to manage what is one's own, namely managing time, walking and thinking independently.<sup>21</sup>

Based on the explanation above, it can be concluded that independence is an individual's attitude not to depend on other people so that they are able to act and carry out daily activities by themselves. Independence is closely related to discipline. By teaching children discipline means they have trained them to be independent in the future. Teaching discipline to children means training children to grow and have a sense of independence in the future.

### 1. Factor Learning Support Toilet Training in Training Early Childhood Independence

According to Wong supporting factors *toilet training* in training children's independence, including:

- Physical readiness
  - a. Age 18-24 months.
  - b. Able to squat for less than 2 hours.
  - c. Have gross motor skills such as being able to walk and squat.
  - d. Has fine motor skills such as being able to open and put on his own pants.
- Mental readiness
  - a. Has a feeling of wanting to excrete urine and feces.
  - b. Able to communicate when he wants to urinate.
- Psychological readiness
  - a. Able to squat for 5-10 minutes without standing up first.

- b. Have great curiosity about someone's urination activities.
- c. Feeling uncomfortable in wet conditions and having foreign objects in the trousers.
- Parental readiness
  - a. Know and understand the child's level of readiness.
  - b. Not under stress or having certain conflicts.<sup>27</sup>

According to Muhammad Khoiruzzadi et al., supporting factors *toilet training* in training children's independence, including:

- a. Parents and the school work together and make a joint agreement regarding learning toilet training.
- b. The existence of facilities and infrastructure toilet training which is sufficient for children.
- c. Child own age Which KIND so that capable accept learning well.
- d. Teachers have the expertise to teach toilet training on children in accordance with what is set by the school.
- e. There is repetition learning Which done regular continuously.

Based on the explanation above, it can be concluded that the supporting factors *toilet training* in training children's independence, including: children's readiness (physical, mental and psychological), parents' readiness, the existence of facilities that support children in learning *oilet training*, there is a good relationship between teachers and parents in *toilet training* children, children learn bertolilet training continuously and choose teachers who are able to teach children to be able to playoilet training.

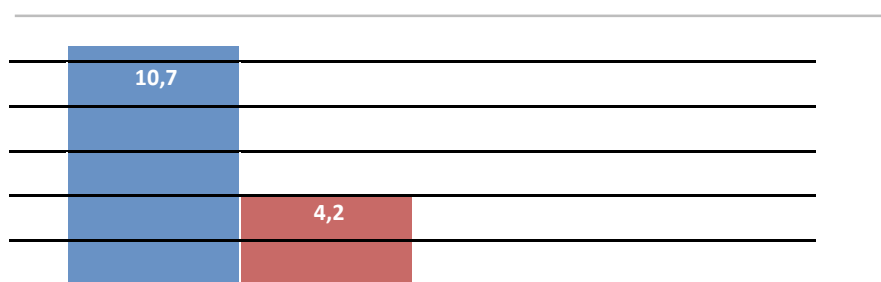
## **2. Factor inhibitor Learning Toilet Training in Training Early Childhood Independence**

According to the Government, the inhibiting factors *toilet training* in training children's independence, including:

- a. Parents give punishment to children who have not yet performed *toilet training*.
- b. *Toilet training* done at too early an age.
- c. Parents make the rules *toilet training* but does not pay attention to child development.
- d. Environment or people old Which too force child in implementing *toilet training*.
- e. There are physical or non-physical disorders in children, for example damage to the digestive system.
- f. Disputes between children and parents.

Based on the explanation above, it can be concluded that the inhibiting factor *toilet training* in training children's independence is too early in teaching children, parents are too ambitious so that children are able to carry out *toilet training*, do not routinely teach children how to do *toilet training*, there is no cooperative relationship between children, parents and teachers in implementing *toilet training*.

### **Toilet Training Ability on the Independence of Children Aged 5-6 Years Kindergarten Erwita Educare center (Pre-test Mango Group Control Class)**



**Graph 1**  
**Toilet Training Ability on the Independence of Children Aged 5-6 Years**

From the results *Pre-test* above, it can be seen that there are 10.7% of children who are not yet developing (BB), 4.2% of children who are starting to develop (MB), while 0% are children who are developing according to expectations (BSH) and developing very well (BSB).

**Toilet Training Ability for the Independence of Children Aged 5-6 Years**  
**Erwita Educare Center (Post-test Mango Group (Control Class))**



**Graph 2**  
**Toilet Training Ability on the Independence of Children Aged 5-6 Years**

In the graph above, it is known that the condition of the students in the Mango group after being given treatment experienced a drastic improvement. From the results *post-test* can be seen that the percentage of ability *toilet training* towards the independence of children aged 5-6 years at the Erwita Educare Center as follows:

1. Children who have not yet developed (BB), which was initially 10.7%, has changed to 0%, meaning there are no more children who have not yet developed.
2. Children who are starting to develop (MB) 4.2% has changed to 5%, meaning there is an increase in the number of children who are starting to develop.



3. Children who develop according to expectations (BSH), which was initially 0%, increased drastically to 4.7%, meaning that after children are given treatment, children can develop according to expectations.
4. Children who develop very well (BSH), which was initially 0%, changed to 1.8%, meaning there was a slight increase after the child was given treatment.

**Table 2 Difference in Results *Pre-test* and *Post-test* Mango Group (Control Class) Ability Toilet Training to Increase Children's Independence 5-6**

No	<i>Post-test</i>	<i>Pre-test</i>	
1	2,8	1,2	1,6
2	2,4	1,4	1
3	2	1,5	1,6
4	2,3	1,5	0,5
5	2,3	1,2	1,1
6	2	1,2	0,8
7	2,8	1	1,8
8	2	1,2	0,8
9	2,8	1,4	1,4
10	2,6	1	1,6
11	2,4	1,1	1,3
12	3,1	1,1	2
13	3,1	1	2,1
14	3	1,2	1,8
15	2	1,5	0,5
Total	37,6	18,5	19,9
Mean	2,5	1,2	1,3

From this explanation, it can be seen that when children are given treatment regarding *toilet training* then the child's independence can increase. Apart from that, there are also many differences between children who are given treatment and children who are not given treatment. This difference is clearly visible from the values in the table above. On results *pre-test* the value is 18.5 with an average value of 1.2 while the results *post-test* the score totaled 37.6 with an average score of 2.5. From the results *post-test* and *pre-test* there is a difference in value of 19.9 with an average value of 1.3. So from the explanation above it can be concluded that there is a difference between children who are given treatment and children who are not given treatment. From this explanation it can also be concluded that the influence of toilet training can increase the sense of independence in children aged 5-6 years.

**Table 3 Result F-Test Two-Sample for Variances**

	<i>Pre-test</i>	<i>Post-test</i>
Mean	9	17,85714
Variance	2,153846	10,59341
Observations	14	14
Df	13	13
F	0,20332	
P(F<=f)one-tail	0,003585	

F <sub>Critical</sub> one-tail	0,388059
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From the data above it can be concluded that the samples in the mango group (control class) had homogeneous variance, because  $F_{\text{count}} < F_{\text{table}}$ , for samples have homogeneous variance. It means Both groups of data have similar variations.

## Discussion

### 1. Application toilet training in children aged 5-6 years at the Erwita Educare Center

Application of learning *toilet training* at the Erwita Educare Center it is carried out twice a week. Learning *toilet training* carried out in the morning when the children will start learning. When going to class, the children will line up then the teacher guides the children in turn to go into the toilet to urinate. After urinating the teacher will guide the children to clean their vital organs properly and then the teacher monitors the children in do the seven steps to wash your hands correctly after your child goes to the bathroom. Apart from that, children are also able to get in and out of the bathroom very well.

Learning *toilet training* What is done during break time is that the children form a neat line, then the children take turns going into the bathroom to urinate and clean their own vital organs after they have finished urinating. After that, the children line up again to the hand washing station to wash their hands before the children open their food supplies. At that time children did it themselves without the help of their teachers. At that time the teacher only monitored the children and taught the children if the children made mistakes.

### 2. Influence *toilet training* towards independence in children aged 5-6 years at the Erwita Educare Center

Even in the school there is learning *toilet training* and have applied the learning at school, but there are still many children at the school who have not been able to apply the learning *toilet training* in their daily lives so that there are still children who are not yet independent. For example, there are still children who cannot clean themselves after defecating, there are still children who cannot open and wear their trousers properly. Even though it's learning *toilet training* has been taught in school and with the implementation of learning *toilet training* The school and the teachers' council at the school hope that the children will be able to understand and apply the learning *toilet training* in their daily lives so that children will become more independent individuals in the future.

Based on the results of observations I made, one of the influences is the lack of children's sense of independence in the context of implementing learning *toilet training* This is due to the limited number of learning *day toilet training* the. In my opinion, learning *toilet training* If done every day, children will be independent. From the results of observations *pre-test* and *post-test* in implementation *toilet training* which affects children's independence which is carried out routinely every day, there are differences between the observation results *pre-test* and *post-test*. And from these results It is clear that the child has changed for the better. Like a child is able to carry out *toilet training*, children become independent individuals.

### 3. Supporting factors that can influence the success of implementation *toilet training* in children aged 5-6 years at the Erwita Educare Center

Supporting factors that can influence the success of implementation *toilet training* for children aged 5-6 years at EEC, among others, are as follows:

- a. Increase the number of days in learning *toilet training* (learning *toilet training* must be done regularly so that children are able to do it well).

- b. There must be a cooperative relationship between children, teachers and parents in implementing learning *toilet training*.
- c. The existence of media and facilities for implementation *toilet training*.
- d. Teachers give rewards to children who successfully apply *toilet training*. These rewards are in the form of praise, or class star awards, and so on.
- e. Teachers must be experts in teaching application *toilet training*.

#### 4. Inhibiting factors that can influence the success of implementation *toilet training* in children aged 5-6 years at the Erwita Educare Center

Inhibiting factors that can influence the success of implementation *toilet training* for children in EEC, among others, as follows:

- a. Minimal time to apply learning *toilet training* at school.
- b. There are parents who are unable to collaborate in implementing learning *toilet training*.
- c. There is a fear of failure again among students in implementing learning *toilet training*.
- d. For children the shy one frequent difficult communicate so that the application of learning *toilet training* tend to be distracted.

#### Conclusion

Based on the results of the research I conducted, it can be concluded that there is an influence *toilet training* towards the independence of children aged 5-6 years at the Erwita Educare Center using Sigmund Freud's theory. This statement is proven by the results of research based on tests that have been carried out at the EEC. In the results of this study, it was found that there were differences between children who did not receive treatment (*pre-test*) with children who receive treatment (*post-test*) both in the control class and in the experimental class, which was proven through tests of normality, homogeneity, hypothesis and from the results of these tests it was known that  $t_{count} < t_{table}$ , until  $H_a$  accepted and  $H_0$  rejected.

In the banana group (experimental class) the results of the test were percentage values *pre-test* 32,89 % and *post-test* 68.60 %. Meanwhile, in the manga group (control class) the results of the test were percentage values *pre-test* 32,14 % and *post-test* 63.75 %. From these two data results it can be concluded that *toilet training* very influential on the sense of independence of children aged 5-6 years at the Erwita Educare Center.

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