

## Family-based intervention program to improve toilet training ability for children with motor disabilities

Nurul Uthami<sup>a</sup>, Sunardi Sunardi<sup>a</sup>, Tjutju Soendari<sup>a</sup>

<sup>a</sup>*Universitas Pendidikan Indonesia, Bandung, Indonesia*

E-mail: [nuruluthami@upi.edu](mailto:nuruluthami@upi.edu)

**Abstract:** Toilet training is an aspect of self-care skills that must be taught for children because it is contained in a special program of self-development and movement development for children with motoric disability. The purpose of this research is to see the changes that occur to participants before and after being given a family-based intervention program regarding toilet training. The participant in this study was a student with motoric disability who attended school in SKh DB and his parents. This research used a qualitative method with a descriptive approach. The results of this research showed that, this intervention program was used by parents to improve toilet training skills for children with motoric disability.

**Keywords:** Intervention, toilet training, children with motoric disability

### INTRODUCTION

Getting a proper education is a right for every child in this world, including for children with special needs. Children with special needs need educational services that are in accordance with their needs and it is a right that they must get. Educational services that can be obtained for children with special needs in academic and non-academic fields. The educational services provided for each child with special needs are certainly different and must be seen from their specificity. One of them is a child with motor impairment or physical disability. According to Bilqis (2014: 2) people with physical disabilities are people with physical disabilities that are seen in deformities of bones, muscles, joints and nerves that prevent them from carrying out various activities and can cause developmental disorders.

As previously explained, children with motoric disabilities not only experience academic obstacles but also experience obstacles in their development. For this reason, a special program was formed for children with motor disabilities, namely Pengembangan Diri dan Pengembangan Gerak (PDPG) or self-development and movement development. According to Ikhwanudin (2017: 71) self-development and movement development are all efforts, assistance in the form of guidance, training, in a planned and programmed manner for students with disabilities, in order to build themselves both as individuals and as social beings, so that the realization of the ability to take care of themselves, self-help, self-care, and adequate mobilization (moving places) in daily life both in the family and in the community. As a result of the limitations of movement carried by children with motor disabilities, it will cause obstacles in self-development or activity daily living (ADL). According to Casmini (2010: 8) general ADL (Activities of Daily Living General Classification) includes aspects of toilet training, one of which is defecation and urination. Toilet training activities are one of the most important things that must be taught to children with motor disabilities because children with motor disabilities must know how to use the toilet. Independence in defecating and urinating is the main goal in teaching toilet training.

In teaching independence to children with special needs, support from various parties is needed. Parents are the main characters who play an important role in teaching independence in this intervention program. This is because parents are the closest and most familiar with the characteristics of children. For this reason, a family-based intervention program was created where the family (in this case the parents)

would teach this program to children. This intervention program is focused on teaching toilet training for children with motor disabilities. So that in this program parents will teach children independence when using the toilet (toilet training).

Referring to the problems above, a program entitled "Family-based Intervention Program to Improve Toilet Training Ability for Children with Motor Disabilities" was made. This program aims to teach cues when a child begins to feel like urinating or defecating so that parents know the signs given by their child if the child starts to look like he wants to urinate or defecate.

## METHOD

This research method is a qualitative method with a descriptive approach model. According to Soedjono (1999:23) descriptive approach model can be interpreted as a problem-solving procedure investigated by describing the state of the research subject / object (a person, institution, community, etc.) at the present time based on the facts that appear or as existence. The participant in this study was a student with motor disabilities in the first grade of elementary school and his parents. He attended one of the special schools located in Tangerang Regency. Methods of data collection is done by interview, observation, and document study.

## RESULT AND DISCUSSION

From the results of the assessment, it was found what the child's needs are, namely the child needs an intervention program based on family resources on the ability of Activity Daily Living (ADL). And more focused on programs that are functional and urgency for him, namely teaching toilet training to children. More specifically, it teaches children how to distinguish between dry diapers and wet diapers. As well as teach signs / instructions to children when the child wants to urinate or defecate. Because the program that will be given is based on family resources, it must also think about the parental aspect. In carrying out this program from the parent's perspective, the interventionist implements a four-time program, namely teaching parents to get used to bringing their children to the toilet in the morning, afternoon, evening, and night. The time to take the child to the toilet has been determined by agreement with the parents. Meanwhile, from the child's perspective, the interventionists teach children how to distinguish a wet textured diaper due to water (peeing), and a heavy & dense textured diaper due to other things (defecation). The Interventionist also teaches the child signs or instructions that he should say when he feels the urge to urinate or defecate when the diaper is still dry.

From the results of the implementation, there have been slight changes in the participants and also the parents of the participants. In terms of parents, they explained that they had carried out a program of bringing their children to the toilet four times a day at predetermined times. Parents have also implemented not to immediately use diapers on their children if they have taken the child to the toilet. However, in this section, parents only apply it at night when the child wants to sleep. As a result, the child is getting used to not using diapers when sleeping and several times the child has not wet the bed anymore when sleeping. And from the child's perspective, he also seemed to understand when the researchers pointed out the difference between dry, wet, wet & solid diapers. The child shows a doubtful expression when holding a wet diaper. The child can also repeat the cues taught by the researcher.

## CONCLUSION

The following is a research conclusion that refers to the development of intervention programs that have been made. If seen, actually this intervention program is deemed appropriate to be given to children and parents even though this program has only been implemented a few times and has not shown significant progress. Because the basis of making this program is the urgent need that is needed by children and is based on the profile of parents, as well as children obtained from the results of the assessment. However, due to the limited time for implementation, caused the implementation of this intervention program have not yet been seen.

## REFERENCES

- Abdurrahman, Soejono. (1999). *Metode Penelitian: Suatu Pemikiran dan Penerapan*. Jakarta: PT.Rineka Cipta.
- Bilqis. (2014). *Lebih Dekat Dengan Anak Tunadaksa: Relasi Inti Media*. Yogyakarta: Diandra Kreatif

- Casmini M. (2010). Handout Bina Diri dan Bina Gerak. Bandung: UPI. Recivied from [http://file.upi.edu/Direktori/FIP/JUR.\\_Pend.\\_Luar\\_Biasa/195403101988032-Mimin\\_Casmini/Hand\\_Out\\_Bina\\_Diri\\_dan\\_Bina\\_Gerak.pdf](http://file.upi.edu/Direktori/FIP/JUR._Pend._Luar_Biasa/195403101988032-Mimin_Casmini/Hand_Out_Bina_Diri_dan_Bina_Gerak.pdf)
- Ikhwanudin, T. (2016). Modul Pengembangan Keprofesian Berkelanjutan Terintegrasi Penguatan Pendidikan Karakter Bidang PLB Tunadaksa Kelompok Kompetensi A. Bandung: PPPPTK dan PLB. Recivied from [https://file-p4tktkplb.kemdikbud.go.id/\\_MODUL/2018/Modul%20Tunadaksa%20PDF/Modul%20Tunadaksa%20A\\_3.pdf](https://file-p4tktkplb.kemdikbud.go.id/_MODUL/2018/Modul%20Tunadaksa%20PDF/Modul%20Tunadaksa%20A_3.pdf)