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Proceeding Paper

THE IMPACT OF HEALTH EDUCATION VIDEOS ON TODDLER TOILET TRAINING SKILLS

Andra Saferi Wijaya*, Mercy Nafratilova

Department of Nursing, Poltekkes Kemenkes Bengkulu, Bengkulu, Indonesia

**andrasaferi@poltekkesbengkulu.ac.id*

Abstract

This study aims to determine the impact of animated video screenings on toddler toilet training skills. Conducted at PAUD Aljundi, the research utilized a pre experimental design with a one group pre and post test approach. The population included all toddlers in the PAUD Aljundi within the working area of Puskesmas Lempuing. Thandra sampling technique was accidental sampling, with a sample size of 30 toddlers. Primary data were collected through the intervention of toilet training video screenings provided to PAUD children, with their urination and defecation abilities assessed using a questionnaire answered by parents. The results of the paired sample T-test showed a significant effect, with a Sig (2-tailed) value of 0.000 < α 0.05, indicating a substantial influence of toilet training videos on the toileting skills of toddlers at PAUD Aljundi. Pediatric nurses can fulfill their role as educators and health promoters by providing toilet training using video media. This training should be conducted after ensuring that the child meets readiness criteria, highlighting the need for readiness screening before initiating toilet training in toddlers.

Keywords : Toddler, Toilet, Training, Video, Health Education

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INTRODUCTION

The first five years of a child's life lay the foundation for further development. Experts call it the golden age because it is the most important phase for children's growth and development. Children whose physical and psychological needs are met are predicted to be able to carry out further developmental tasks. Toddler is an effective age to develop the various potentials that children have, including physical development, motor, cognitive, social-emotional development and language development (Wyndaele et al., 2020). Sphincter control is one of the child's developmental duties. Potty training ability refers to a child's capacity to exercise sphincter control (Kaerts et al., 2012).

The two parts of toileting abilities are bladder and bowel control. Toilet training is the process of acquiring toileting abilities (Van Aggelpoel et al., 2018). In essence, toilet training is a normal developmental process for children. The process of toilet training is intricate and impacted by habits, psychology, and anatomical state. But one of the hardest parenting jobs is potty training, which causes worry in both parents and kids. Children gain confidence and independence via toilet training, which is a crucial developmental stage (Little et al., 2023).

Dyspepsia, commonly referred to as urine disorders, is a problem during the toilet training phase (Tran & Sintusek, 2023). These disorders include enuresis, constipation, encopresis, and difficulties using the restroom. Extended toilet training that leaves a young child too immature to regulate their bladder at night might have negative impacts in addition to the ones already listed, such as psychological problems and self-harm (Bacotti et al., 2023). An infant's incapacity to control their bladder at the age of three predisposes them to bladder problems, according to a retrospective study on nocturnal bladder control on children aged 11 to 16 years (Assimamaw et al., 2024). Enuresis is a disorder that is easily recognized as a side effect of acedia or as something that is a little more severe than usual during the potty-training stage (Carvalho et al., 2022). According to research conducted in Kinshasa, Congo, out of 415 children aged 6 to 12 who were randomly selected, about 109 children were found to have nocturnal enuresis (Aloni et al., 2012).

Individuals have different perspectives and strategies around toilet training. Some people hope that their child will soon be able to use the toilet, while others just need to teach toileting skills to children who are already older (Nelli et al., 2019). Research findings indicate that parents who provide toilet training to their children usually do it at the beginning of the child's life, or, alternatively, after the child has been with them for at least 36 months. However, there are also some adults who are eager to provide encouragement so that a child can become toilet trained. In certain cases, this results in failure or difficulties with toilet training (Saral & Ulke-kurkcuoglu, 2020).

The relationship between parents' expectations and their own experiences with toilet training is not strongly related to toddlers' developmental characteristics (de Carvalho Mrad et al., 2021). According to Piaget's theory of cognitive development, toddlers are in the preoperational stage. Children cannot effectively communicate what they feel through their actions in their early years. As a result, individuals become less egocentric and find it harder to follow directions from others, which limits their ability to influence others to their own experiences (Sclar & Mosler, 2022). As a way to support and educate toddlers learning to use the toilet, toilet training must be done at the appropriate time and with appropriate media. Toddlers can comprehend the information and overcome obstacles when it comes to potty training. Based on this data, scientists wish to investigate how self-modeling movies affect kids' toileting abilities (Bastos et al., 2021).

MATERIALS AND METHODS

In this study, the intervention material used was an educational animated video specifically designed to improve toilet training skills in toddler-aged children. This video was chosen because animated visual media is considered effective in attracting children's attention and conveying information in a way that is easily understood by them. The video content includes a step-by-step guide on the toilet training process, including toilet introduction, toilet use, how to clean up, and the importance of washing hands after finishing. In addition, the videos are also designed to promote independence and a consistent routine in toilet training.

The duration of the video was determined based on consideration of the optimal attention span of toddler-aged children, who generally have a shorter attention span. The video is played in multiple sessions, each with a short but information-dense duration, to ensure that children can absorb the material effectively without getting bored or tired.

The video material is also integrated with animated characters that are relatable to children, so that they can more easily identify and mimic the behaviors shown in the video. The use of bright colors, child-friendly music, and simple but educational narration were all chosen with the aim of maximizing children's understanding and engagement.

The video was screened in the classroom under the supervision of the teacher, who was also involved in re-explaining the material presented in the video to ensure deeper understanding. With this approach, it is expected that children can more easily internalize the basic concepts of toilet training and apply them in their daily lives.

This study used a pre-experimental design with a one-group pretest-posttest design approach to evaluate the effect of animated video playback on toilet training skills in toddler children. This design was chosen because it allows researchers to measure changes that occur before and after the intervention in the same group, so as to identify the direct effect of the intervention provided.

The population in this study were all toddler children enrolled in PAUD in the Lempuing Health Center Working Area. The selection of the toddler age group (24-36 months) was based on the consideration that this age is the most appropriate period for toilet training initiation, because at this age, children have generally reached the stage of motor and cognitive development necessary to master this skill. The sampling technique used was purposive sampling, which is a sampling technique selected based on certain criteria relevant to the research objectives. In this study, 30 samples were selected that met the following inclusion criteria: Toddler age children aged 24-36 months in August 2023, physically and psychologically healthy. Have never participated in toilet

training with the video modeling method, Ready for toilet training initiation, with an assessment of readiness which includes physical, cognitive, and emotional aspects, Children who did not meet these inclusion criteria were not included in the study. Exclusion criteria included: Children with disabilities, Children with bladder dysfunction.

Data collection was conducted using primary data obtained through an intervention in the form of playing educational toilet training videos to children in PAUD. To assess the effectiveness of the intervention, children's ability to urinate and defecate was assessed through a questionnaire completed by the parents. The questionnaire was designed to measure changes in children's toileting ability before and after the video. Data analysis was conducted using the Paired Sample T-Test statistical test to compare the scores of children's toilet training skills before and after the intervention.

The intervention involved playing an animated video specifically designed to help children understand and practice toilet training. Before the intervention, an initial measurement (pre-test) of children's toilet training ability was conducted, which was assessed based on observation and questionnaires filled out by parents. After the intervention was conducted for a certain period, a re-measurement (post-test) was conducted to assess changes in children's toilet training ability.

The data obtained was then analysed using the Paired Sample T-Test statistical test to determine the significance of the difference between the pre-test and post-test results, which will illustrate the effect of video playback intervention on toilet training skills in toddler children.

RESULTS AND DISCUSSION

Results

Overview of Toileting Skills Before Intervention

Table 1: Overview of Toileting Skills Before Intervention

	Frequency	Percent	Valid Percent	Cumulative Percent
Medium Ability	30	100,0	100,0	100,0

Based on table 1, it is known that the ability of toileting skills of toddler-age children at PAUD Aljundi before being given a toilet training video is moderate, namely 30%.

Overview of toileting skills after intervention

Table 2 : Overview of Toillting Skills after Intervention

	Frequency	Percent	Valid Percent	Cumulative Percent
Good Ability	30	100,0	100,0	100,0

Based on table 2 it is known that the ability of toileting skills of toddler-age children at PAUD Aljundi after being given a toilet training video is good, namely 30%.

Normality Test of Data

Before conducting the analysis with the Paired Sample T-Test statistical test, a normality test was conducted to ensure that the data was normally distributed, which is an important requirement for the use of this test. The normality test was conducted using the Shapiro-Wilk test, which is more appropriate for small samples, such as those used in this study. The results of the Shapiro-Wilk test for urination and defecation skills in the study subjects are presented in the following table:

Table 3: Data Normality Test Result

Toileting Skills Score	Statistic	Df	sign
Toileting Skill pretest	0.935	30	0,067
Toileting Skill pretest	0.942	30	0,106

The results of the Shapiro-Wilk test show that the Sig. (p-value) for all variables is greater than α = 0.05, which indicates that the data is normally distributed. Thus, it can be concluded that the data fulfils the assumption of normality, so further analysis using the Paired Sample T-Test can be carried out.

Bivariate Analysis

To test the research hypothesis regarding the effect of toilet training animation videos on toileting skills in toddler-aged children, a bivariate analysis was conducted using the Paired Sample T-Test parametric test. This test was chosen because it aims to compare the average toilet training skills before and after intervention in the same group.

Table 2 shows the results of the Paired Sample T-Test analysis for urination and defecation skills in the research subjects.

Table 4. Paired Sample T-Test Results for Toilet Training Skills

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETES - POSTES	-18,86667	2,41737	,44135	-19,76933	-17,96401	-42,748	29	,000

Table 4 shows that the results of the Paired Sample T-Test test resulted in a value of t = -42.748 (translated to t = 42.748) with a Sig (2-tailed) value of P = 0.000 which is smaller than α = 0.05. These results indicate that the difference between the pre-test and post-test scores is statistically significant, so the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Thus, it can be concluded that there is a significant effect of playing toilet training animation videos on improving toileting skills in toddler-age children at PAUD Aljundi. These results indicate that the use of videos as educational media is effective in helping children master toilet training skills.

Discussion

Toileting Skill Score Before the Toilet Training Video was Given

Prior to receiving an intervention in the form of toilet training videos, all pre-schoolers at PAUD Aljundi (100%) were known to have toileting abilities at a moderate level based on the findings of the pre-test. This average value shows that even while kids already know how to use the restroom, they still lack independence when it comes to basic toileting tasks including using the restroom, zipping pants, grooming themselves, and other associated tasks. Children go through a period of rapid development in their early years that is known as the "golden age." Appropriate stimulation is necessary at this period to facilitate the development of multiple facets of intelligence, including the cognitive and motor skills associated with using the restroom. Pre-school children are at a stage of development referred to as the anal phase, where they begin to develop control over their bodily functions, especially the ability to control urination and defecation.

The findings of other studies, which demonstrate that many preschool-aged children need extra assistance in becoming toilet-independent, are consistent with the results of this study. For instance, a study conducted in 2022, Lestari et al., discovered that children frequently lack practice in these abilities and require assistance from parents and other caregivers in order to become potty independent. Additionally, (Bastos et al., 2021) research highlighted the significance of a consistent and instructive approach to toilet training, which involves using visual aids like films to help kids comprehend and accurately mimic the actions involved in using the restroom. Research has demonstrated that children's comprehension of proper toileting technique can be enhanced by the use of visual media, leading to an increase in their level of independence.

Although some children may have shown signs of readiness for toilet training, the results of this pre-test indicate that many of them still require further guidance and training. Lack of basic toileting knowledge and skills can affect children's independence in performing daily activities and impact their self-confidence. Therefore, educational interventions, such as toilet training videos, are important to provide appropriate and effective stimulus to improve toileting skills in pre-school children.

Toilet Training Videos: Toileting Skill Scores

According to the study's findings, PAUD Aljundi's preschoolers' toileting abilities considerably improved after they watched toilet training films. Following the intervention, every child (100%)

demonstrated increased proficiency in urinating and defecating. This suggests that watching the film six times over the course of two weeks is a useful way to help young children with their potty training.

This improvement is consistent with research conducted by Rahmad et al., (2023), who found that the use of visual media, including videos, can improve children's understanding of the correct toileting steps. They concluded that children who were exposed to visual media tended to master toileting skills faster than those who received only verbal or non-visual instructions.

Another study by Sukmawati & Noviati, (2021) also supports these findings, where the use of video modelling was shown to be effective in accelerating the toilet training process in children. Video modelling gives children a concrete picture of what is expected of them, making it easier for them to imitate and internalize the desired behaviour. Tarbox and his colleagues noted that video training can increase children's independence in toileting because this method provides the right stimulus and attracts children's attention consistently.

The improvement in toileting skill scores observed in this study can also be explained by the social learning theory proposed by Bandura (1977). According to this theory, children learn many new behaviours through observation and imitation of models, especially when the models are presented in an interesting and easy-to-understand way, such as through videos. In this context, toilet training videos serve as effective models, which accelerate the learning and application of new skills in pre-school children.

Overall, the findings of this study suggest that educational interventions through toilet training videos can be a very useful tool in helping young children develop toileting independence. Thus, the use of video media as part of toilet training programs can be recommended as a best practice in early childhood education and development.

The Effect of Toilet Training Videos on Toileting Skills

The results of this study indicate that the use of toilet training videos has a significant effect on improving the ability to urinate and defecate in pre-school children. Statistical tests using Paired Sample T-Test showed a Sig (2-tailed) value of 0.000, which is smaller than $\alpha = 0.05$. This indicates that there is a significant difference between the toileting skill scores before and after the intervention, suggesting that toilet training videos effectively improve children's independence in toileting.

This finding is in line with previous studies showing the effectiveness of video modelling in improving urination and defecation skills in children. For example, research conducted by Rahmad et

al., (2023) found that video modelling can improve toileting skills in young children by providing clear and easy-to-follow guidance. They noted that children who watched the modelling videos showed significant improvements in toileting independence compared to a control group who did not receive a similar intervention.

In the current study, the steps for sequential urination and defecation, which are included in the urination and defecation skills, were taught, while previous studies have suggested that the video model method is appropriate for teaching sequential urination and defecation skills consisting of independence in walking to the toilet, undressing, sitting on the toilet, urinating in the toilet, cleaning the private parts, putting clothes back on, and flushing the toilet (Sawitri P et al., 2019).

The highest increase in the average score of urination and defecation skills based on each aspect was seen in the defecation aspect. This increase was influenced by the physiological stage of the respondents based on their age, which is 5-6 years old. In this phase, the development of bowel control maturity is better than bladder control. This is in accordance with previous research which explains that the maturity of a child's bowel control will occur earlier than the maturity of urination control (University of Alberta Evidence-based Practice Centre, 2006).

In addition, research by Nelista et al., (2021) supports these findings by showing that video-based interventions not only improve toileting skills but also help reduce children's anxiety related to the process. Video modelling provides concrete visual examples that help children understand what is expected of them, reduce confusion, and increase confidence in performing toileting activities.

The improvement observed in this study is likely due to the similarity of the items taught through the videos to the behaviours expected of children in daily life. The toilet training videos used in this study were specifically designed to mimic real situations, allowing children to practice relevant skills in a way that approximates real-world conditions. This finding is reinforced by research results from (Rahmad, Julhana, & Nurhaeni, 2023), who found that when video modelling materials included items that were highly relevant and specific to the skill being taught, children were more likely to show improvement in that skill.

The video model was able to improve all aspects of urination and defecation skills, but the increase in the mean score on the skill aspect of recognizing vocabulary and signs of urination and defecation experienced the lowest increase when compared to other skill aspects. In child development, recognizing vocabulary and conveying the desire to urinate and defecate are language skills, which is a communication system using certain symbols to convey and receive messages. This aspect had the lowest improvement because the best way to teach language skills is to teach them directly to the

child by hearing and seeing the conversation, as well as being directly involved (Wyndaele et al., 2020).

Videos help children to transfer information to the real world (Brame, 2016). Video is visual information that is generally more acceptable because most of the human cortex is specific for processing visual informatio (Drysdale et al., 2015). This explanation is the reason why children are more receptive to audio-visual information compared to instructions that are only delivered verbally, so that toilet training with video models makes children more able to achieve urination and defecation skills. This is consistent with research on learning involving 158 toddlers aged 18 and 24 months. The study explained that children learned and were able to imitate the steps of playing rattles after being given information through videos and picture books (Brito et al., 2012).

Imitation learning is a process that starts the moment a child is born. According to a research Lestari et al., (2022), a baby picks up imitation skills from his mother, who is the person closest to him. A baby will mimic a mother who demonstrates how to open her lips and teach her words; this suggests that the baby imitates the mother's actions, albeit at a greater intensity when it comes to opening its mouth (Little et al., 2023). Research demonstrating that a 24-month-old infant could successfully replicate and re-model the behaviour shown in a film after receiving it served as confirmation for the study (Anggraeni, 2022).

Therefore, this study offers more proof that toilet training movies can be a very useful tool for enhancing young children's independence when using the restroom. This highlights how crucial it is to choose comprehensive and pertinent video content in order to have the best potty training outcomes.

CONCLUSION

The study's findings show that using videos as a training tool for potty training children at Aljundi Early Childhood Education in Bengkulu City significantly improves their ability to urinate and defecate. The children had a moderate degree of toileting skill before to the intervention, meaning that many of them still needed help and direction to complete toileting tasks on their own.

Their ability to use the restroom, however, dramatically improved after receiving an intervention consisting of six consecutive plays of toilet training movies over a two-week period. Based on statistical test findings, it may be concluded that this video intervention improves children's independence in using the restroom.

Consequently, there is compelling evidence from this study to support the use of potty-training movies as a strategy for early childhood health education. To aid children in more efficiently

developing these fundamental abilities, it is strongly advised that the use of videos as a teaching tool for potty training be expanded, particularly in early childhood education settings.

Declaration of Interest Statement

There are no conflicts of interest pertaining to this work, according to the authors. This investigation was carried out independently, free from any personal or financial ties that might be seen to have an impact on the findings or interpretations of the research. The writers don't own any financial stakes in the research or have any connections to any groups that might be thought to have an impact on its findings.

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