

(Research Article)

Analysis of the Toilet Training Program for Visually Impaired Students at SKH Negeri 01 Pandegelang

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Abstract: The toilet training program for blind students at the State Special School (SKhN) 01 Pandegelang is an important aspect in the development of basic life skills. Blind students need to be trained systematically and continuously. This study used a qualitative approach. Data collection techniques were carried out through observation, in-depth interviews with teachers, students and parents, and documentation of the learning program implemented at the school. The results of the study indicate that the toilet training program at SKh Negeri 01 Pandegelang has been designed based on the individual needs of students, by implementing routine-based learning strategies, positive reinforcement, and the use of learning media that can be accessed tactilely and auditorily. Obstacles faced in the implementation of the program include limited special educators, lack of supporting facilities. Nevertheless, this program has a positive impact on increasing the independence of blind students in terms of personal hygiene, discipline, and self-confidence. The conclusion of this study shows that the success of the toilet training program is greatly influenced by teacher involvement, collaboration with parents, and adaptation of learning methods that are appropriate to the characteristics and needs of blind students. Researchers recommend strengthening teacher training, providing disability-friendly facilities, and regular program evaluations to improve optimal results.

Keywords: Blind Students; Independence; Life Skills Learning; Special Schools; Toilet Training.

1. Introduction

Education is a fundamental right for all individuals, including Children with Special Needs (CSN) or persons with disabilities who experience physical, intellectual, mental, and/or sensory limitations (Yulianti & Sopandi, 2019; Law No. 8 of 2016). Although many CSN achieve outstanding accomplishments, the limitations they face create various challenges that necessitate systematic management.

One critical and often problematic skill related to self-sufficiency is toilet training—the ability to pass urine and feces in a toilet at socially acceptable times (Klassen, 2006). Difficulties in toilet training are particularly challenging for visually impaired children because the disruption of their vital sense of sight impacts their ability to explore and perform daily activities independently (Irsyad, 2020). Visually impaired children require specialized training programs and concrete guidance as they cannot learn automatically through visual imitation.

A specific issue was identified at SKh Negeri 01 Pandeglang, where fifth-grade visually impaired students still struggle with toilet training, such as self-cleaning after using the toilet and communicating their need to use the toilet (interview, March 2024). This indicates that the existing toilet training program—which heavily relies on verbal instructions and lacks concrete media—is not yet optimal.

Given the importance of this self-sufficiency skill, this study aims to analyze the toilet training learning program for visually impaired students at SKh Negeri 01 Pandeglang. The results of this analysis are expected to provide solutions and theoretical insights to enhance the program's effectiveness. Specifically, the objective of this research is to investigate the

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process of the toilet training skills learning program delivered to fifth-grade visually impaired students at State Special Needs School 01 Pandeglang.

2. Preliminaries or Related Work or Literature Review

2.1. Self Care Ability and Toilet Training

Self-care (Bina Diri) refers to the guidance and training provided to Children with Special Needs (CSN) concerning daily life activities. This program is typically offered across various educational levels in Special Schools (*Sekolah Luar Biasa* or *Sekolah Khusus*, SKh) and inclusive schools. The self-care program aims to enhance an individual's capabilities in daily life, encompassing activities from waking up until going back to sleep. These activities cover essential, routine daily tasks that humans must master, such as self-help, self-maintenance, and self-management. The content of self-care learning is individualized according to the child's specific needs and level of ability.

Self-care is a crucial ability that students with special needs must possess. This ability can be developed through self-care training conducted both by the family and the school. As stated by Astaty (2010: 7), self-care is an effort to build the individual's self-identity, both personally and socially, through education in the family, school, and community, ultimately realizing independence through adequate participation in daily life. Self-care skills are taught to CSN to enable them to perform activities of daily living (ADL) autonomously, thereby minimizing dependence on others' assistance.

Definition and Readiness for Toilet Training

According to Hidayat (2005: 20), toilet training in children is an effort to train them to be able to control urination and defecation. Furthermore, this process is expected to lead to the regulation or synchronization of the child's instincts and signals for eliminating waste. The intent is that when the child feels the urge to urinate or defecate, they understand the appropriate action to take.

The required physical and mental readiness before commencing toilet training is generally reached when the child is aged 18 months to 2 years. At this stage, the child should be able to walk, squat, or sit well on a toilet/commode and be capable of flushing or pouring water to rinse away waste. A physically ready child typically no longer wets the bed while sleeping and is able to hold the urge to urinate until reaching the toilet.

The signs that a child is ready for toilet training, according to Ganda et al. (2015), are as follows:

- a. Staying dry for several hours during the day or remaining dry while sleeping.
- b. Showing awareness of their elimination schedule.
- c. Being able to communicate when their pants are wet.
- d. Showing interest in the habit of using the toilet, similar to other household members.
- e. Requesting to be taught how to use the toilet.
- f. Knowing when they are about to have a bowel movement (BM) or urinate (Urine).
- g. Being uncomfortable wearing wet and soiled diapers.
- h. Being able to hold their genitals or requesting to be taken to the toilet for BM and Urine.

The goal of toilet training is to provide children with instruction and experience in controlling their urges to urinate and defecate, as this relates to the child's social development, where they are required to maintain personal hygiene and eliminate waste in the appropriate place (Halida et al., 2016). The objective of toilet training for visually impaired children is the same as for typically developing children: for the child to be able to independently clean themselves after eliminating waste. Visually impaired children who can perform toilet training independently can maintain their own bodily cleanliness autonomously, thereby preventing illness. Consequently, self-care learning through toilet training fosters awareness and good habits in visually impaired children.

Ganda (2015) researched parental instruction of toilet training, outlining several necessary steps: observing the child's habits, gradually transitioning away from diapers, using a potty or commode, maintaining a relaxed and calm demeanor, establishing routine, and providing praise. Toilet training instruction can broadly be divided into three phases: preparation, planning, and implementation. The preparation phase involves parents' and teachers' knowledge of the child's readiness for toilet training activities. The planning phase

focuses on scheduling toilet use for the child. The implementation phase requires patience and motivational support from parents and teachers during the actual training.

According to Hidayat (2016), there are two techniques parents can use to teach toilet training: Verbal Technique and Modeling Technique. Through toilet training, children learn how to control their elimination urges, which subsequently leads to their habitual, independent use of the toilet. Success in toilet training depends not only on the child's physical, psychological, and intellectual abilities but also on the parent's approach to teaching the skill correctly. This ensures the child performs the action properly and correctly, leading to their independence in daily activities (Waruwu, 2021:25).

The most common consequence of toilet training failure is strict treatment and rigid rules imposed by parents, which can disrupt the child's personality or lead to retentive tendencies, causing the child to become more stubborn or even develop an expressive personality (Waruwu, 2021:25).

2.2 Visually Impaired

Visual impairment is defined as a condition characterized by the loss of sight ability in an individual. According to Somantri (2006: 51), this definition is not restricted only to those with total blindness but also encompasses individuals who have limited residual sight that is insufficient for use in daily life, especially for learning purposes. Supporting this view, Malik et al. (2017: 186) further explain that visual impairment describes a condition with significant impact, often resulting in an inability to maintain internal balance and self-regulation. Utomo and Muniroh (2019: 14) define visual impairment as a state of vision loss that exerts both direct and indirect effects on an individual's development.

Somantri (2006: 51-52) asserts that visual impairment can be caused by various factors, including both internal (within the child) and external factors (outside the child). Expanding on this, Utomo and Muniroh (2019: 26-27) categorize the causes of visual impairment into prenatal, natal, and postnatal factors.

A child who experiences visual impairment often faces challenges in moving and interacting with their environment. They have difficulty locating objects or playmates, and they struggle to observe or imitate their parents in performing daily activities. These difficulties raise concerns regarding the potential impact on their development, learning, social skills, and behavior.

3. Materials and Method

The research method employed in this study is a descriptive method with a qualitative approach. The qualitative approach was utilized because the researcher intends to describe and portray a social phenomenon occurring within the community without aiming to test or compare existing theories. Moleong (2015: 6) states that qualitative research aims to understand phenomena experienced by the research subjects in a holistic manner, using a descriptive approach articulated through words and language, within a specific, natural context, by leveraging various natural methods.

3.1 Data Collection and Analysis Techniques

The data collection techniques used were observation, interviews, and documentation. The data analysis technique followed four stages: data collection, data reduction, data display (presentation), and conclusion drawing or verification.

3.2 Research Location and Time

The data collection for this research was carried out in August and was located at SKh Negeri 01 Pandeglang.

4. Results and Discussion

The analysis data for the toilet training learning program for visually impaired students at SKh Negeri 01 Pandeglang was obtained through observation, interviews, and documentation. Based on the data acquired from the research findings, the researcher will provide a descriptive narrative of the information.

In presenting the research findings, the researcher utilizes several phoneme abbreviations to facilitate the comparison between the descriptive data outlined in the main text and the detailed data provided in the appendices.

Table 2. Phoneme Abbreviations are Used.

No	Abbreviation	Indonesian Description	Keterangan/Kepanjangan
1.	KO	Kode Catatan Observasi	Code for Observation Notes
2.	KWS	Kode Catatan Wawancara	Code for Student Interview Notes
3.	KWOS	Kode Catatan Wawancara Orang Tua Siswa	Code for Parent Interview Notes
4.	KWWK	Kode Catatan Wawancara Wali Kelas	Code for Homeroom Teacher Interview Notes
5.	KCD	Kode Catatan Dokumentasi	Code for Documentation Notes

4.1 Toilet Training Self-Sufficiency Learning Program for 5th Grade Visually Impaired Students at SKh Negeri 01 Pandeglang

Based on the data obtained through interviews, observation, and documentation, the self-sufficiency learning program for toilet training provided to 5th-grade visually impaired students at SKh Negeri 01 Pandeglang indicates that the teacher, parents, and students were able to apply the learning successfully. Data analysis reveals that all three parties did not experience significant obstacles during the toilet training process.

Teachers and parents did not face difficulties in providing initial knowledge and understanding related to toilet training to the students. This indicates alignment between the instructional strategy at school and the guidance provided at home. Although students required assistance initially, they were able to execute toilet training independently as the process progressed. This analysis confirms that the active involvement of parents, who consistently dedicate time to learning with their child, significantly influences the success of the program, thus preventing students from feeling undue difficulty or confusion regarding the material.

Students also demonstrated no difficulty in following the learning material provided by the teacher and parents. The analysis found that the students' enthusiasm during the learning process fostered a conducive and pleasant learning environment. This was evidenced when students were guided to walk around the school environment toward public facilities like the mosque (mushola) and hall; they did not feel afraid or confused when directed to the restroom.

This finding is interesting and requires further analysis compared to previous research. Yutikasari (2016: 3) noted that visually impaired students commonly experience difficulties in daily activities such as elimination, maintaining personal hygiene, and dressing, which is influenced by limitations in orientation, mobility, and habits of dependence. The difference in results can be explained by the analysis that the intensive involvement of teachers and parents at SKh Negeri 01 Pandeglang served as a determining factor that minimized these typical barriers.

Furthermore, the need for specialized services for visually impaired students cannot be ignored. Based on Rudyati's opinion (2002: 148), educational services for blind children must adhere to the principles of activity and concreteness. This analysis reinforces that the toilet training instruction at the school has been structured according to the principles of special education services, utilizing concrete, contextual methods relevant to the students' needs.

Based on the coherence between theory and findings, it can be analyzed that the primary factor influencing the success of the toilet training self-sufficiency program for 5th-grade visually impaired students at SKh Negeri 01 Pandeglang is the significant role of teachers and parents as the child's immediate support environment. The knowledge, experience, and flexible guidance patterns implemented by parents contributed to the students achieving independence in toilet training. Thus, this study confirms that collaboration between the school and the family is the main key to the success of learning programs for visually impaired students.

4.2 Factors Impeding the Toilet Training Learning Process for 5th Grade Visually Impaired Students at SKh Negeri 01 Pandeglang

According to Handojo (in Khuriyati, 2014: 22), self-care ability (*bina diri*) constitutes the fundamental skill required by every individual to perform private daily activities independently, without the assistance of others. These activities include eating, drinking, dressing, putting on and taking off shoes, maintaining personal hygiene (e.g., brushing teeth), and toileting activities. This analysis demonstrates that self-care ability is a critical foundation for establishing independence, particularly for children with special needs such as the visually impaired.

In line with this, Wantah (2007) states that toilet training is a form of exercise intended for both typically developing children and CSN to ensure they feel comfortable and clean in their own bodies. Based on the analysis, the execution of toilet training demands motor coordination, specifically the coordination of hands, eyes (where applicable), and other body parts. Furthermore, memory ability is required to follow the stages or steps involved in the training. Hence, this activity is not merely a physical habit but also a cognitive skill involving sequence recall.

The analysis of the research findings indicates that toilet training for visually impaired children can be taught effectively through the role of teachers and parents as primary facilitators. However, limitations in parental knowledge often become an obstacle, as the child may receive insufficient consistent practice opportunities both at home and at school. This factor aligns with other research findings that stress the importance of parental competence in supporting the learning of children with special needs.

Interestingly, during the implementation of toilet training at SKh Negeri 01 Pandeglang, interview and observation data show that teachers and parents did not encounter significant issues. Furthermore, the students did not struggle to accept the toilet training material from the teachers or parents. This analysis confirms that the consistency of guidance between the school and home creates a comfortable learning atmosphere, preventing students from feeling afraid or confused while performing toilet training.

Nevertheless, obstacles still arise from external factors, specifically the physical condition of the environment. The significant barrier identified originates from the restroom facilities, such as the absence of handrails and slippery floors. This highlights that even if students possess the basic toilet training skills, an unsupportive environment can introduce additional risks and impediments. This analysis demonstrates that the success of a toilet training program relies not only on the role of teachers, parents, and the child's motivation, but also on the influence of disability-friendly infrastructure and resources.

Based on the congruence between theory and findings, it can be analyzed that the problems in implementing toilet training self-care for visually impaired students at SKh Negeri 01 Pandeglang are primarily caused by external environmental factors rather than internal factors related to the teacher, parents, or students. Interview and observation results affirm that all involved parties are performing optimally, while the main barrier stems from the availability of facilities that are not yet fully adaptive. Therefore, this study illustrates that the success of a toilet training program for visually impaired children demands not only the synergy of teachers and parents but also the necessary infrastructure support tailored to the needs of CSN.

4.3 Solutions to Minimize Obstacles in the Toilet Training Learning Process for Visually Impaired Students at SKh Negeri 01 Pandeglang

According to Warner (in Ifach Ozina, 2010), the stages of toilet training emphasize that selecting the appropriate time to teach a child how to use the toilet is a key factor in achieving success. This analysis suggests that the right timing significantly influences the child's physical and psychological readiness. Warner stressed that the morning, immediately after the child wakes up, is a crucial moment as the child is refreshed and can begin the day with clear purpose and readiness. Additionally, the child's positive response to the toilet training activity is an equally important readiness indicator; when the child feels happy and enthusiastic, the learning process will be more easily accepted and understood.

The determination of the toilet training schedule must also be adjusted to the child's habits. The analysis indicates that the times the child frequently uses the toilet, such as after waking up in the morning or noon, after lunch, and before bedtime, can be used as guidelines

for training the child's regularity and discipline in toileting. This aligns with the principle of habit formation, which emphasizes the importance of time consistency in creating new routines.

Based on the results of interviews, observation, and documentation at SKh Negeri 01 Pandeglang, the analysis of the toilet training learning program shows that teachers and parents did not encounter significant difficulties in teaching students to perform toilet training independently. However, if students face challenges outside the context of the toilet training lesson, both the teacher and parents strive to find solutions by consulting with colleagues and seeking information from books or the internet. This analysis indicates that the proactive attitude of the teacher and parents in seeking alternative solutions plays a vital role in maintaining the continued success of the program.

The success of toilet training, based on this research analysis, depends on the synergy between the students, parents, and teachers. Toilet training is proven to be a significant initial step in fostering the child's sense of independence. The benefits gained by students after successfully completing toilet training are not limited to the ability to take off and put on their pants but also include the ability to differentiate between clean and dirty conditions. Before acquiring this skill, children often felt uncomfortable due to wetting themselves. However, after toilet training, they can cleanse themselves (cebok) and flush the toilet independently, thereby establishing personal comfort and self-sufficiency.

Beyond practical benefits, the analysis also shows that toilet training contributes to the child's cognitive, fine motor, and gross motor development. Cognitive skills develop through the ability to recall the sequence of activity steps, fine motor skills are trained when the child opens and closes clothing, while gross motor skills are trained through activities such as walking, squatting, or standing when using the toilet. Thus, toilet training not only builds independence in the aspect of self-hygiene but also strengthens the child's development holistically.

5. Conclusion

Based on the analysis and discussion of the toilet training learning program for visually impaired students at SKh Negeri 01 Pandeglang, the following are the main points derived as conclusions:

5.1 Implementation of the Self-Sufficiency Toilet Training Program

The Self-Sufficiency Toilet Training Learning Program for 5th Grade Visually Impaired Students at SKh Negeri 01 Pandeglang has been **implemented**, although its execution has not been fully optimal due to several identified constraints.

- a. The implementation process did not adhere strictly to the formal instructional plan/curriculum.
- b. The material delivered by the teacher focused more on assigning daily toilet training activities to be performed at home, with scheduled learning routines conducted weekly.
- c. There was a limitation of specialized media used by the teacher as supplementary tools during the direct toilet training process. Consequently, the average student response still indicated some difficulty in fully implementing the learning program.
- d. The teacher's assessment process placed greater emphasis on the student's performance demonstration (unjuk kerja), and the final toilet training examination was conducted in the form of assignments.

5.2 Inhibiting Factors Affecting Toilet Training Learning

The factors impeding the toilet training learning process for 5th Grade Visually Impaired Students at SKh Negeri 01 Pandeglang include:

- a. Both the teacher and students were constrained by incomplete facilities, such as the lack of handrails in the restrooms, which prevented the teacher from effectively demonstrating the learning material.
- b. Students initially experienced difficulty in receiving and comprehending the toilet training material delivered.
- c. The parents of the students only provided guidance and assistance for toilet training during their leisure time and did not schedule or allocate specific time slots for the toilet training program.

5.3 Solutions to Minimize Obstacles

The solutions that can minimize obstacles in the toilet training learning process for visually impaired students at SKh Negeri 01 Pandegelang are:

- a. The teacher delivered the toilet training program effectively and according to a scheduled routine.
- b. The teacher requested parents to demonstrate the material currently being learned. Students themselves optimized the use of mobile phones and the internet for learning and requested explanations or clarification repeatedly from the teacher.
- c. The parents guided their children in learning toilet training through the internet or by consulting with other parents for shared experiences.
- d. Parents provided simple rewards to students as a form of learning motivation and made an effort to allocate or adjust time to assist and guide the students in toilet training.
- e. The teacher also dedicated time for coordinating with the students' parents, maintaining flexibility and not being strictly bound by the established learning schedule.

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