

ABSTRAK

Jesika Rahma Putri. NIM 2202102021. *Peran Guru dalam Menerapkan Kemandirian Anak Melalui Toilet Training di KB Muara Kasih*. Skripsi. Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun, 2026. Pembimbing: (I) Dr. Fida Chasanatun, M.Pd., (II) Dr. Alisa Alfina, M.Pd.

Kemandirian sejak dini penting dibentuk, salah satunya melalui toilet training. Studi ini mengungkap bahwa kemandirian anak usia 3-4 tahun di KB Muara Kasih belum optimal karena karakteristik anak yang beragam dan pembiasaan sekolah-rumah yang belum selaras. Penelitian kualitatif dengan pendekatan studi kasus ini bertujuan mendeskripsikan peran guru dalam menerapkan kemandirian melalui toilet training. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dianalisis menggunakan model Miles & Huberman, serta diuji keabsahannya melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa guru menjalankan lima peran yang saling bersinergi dalam mendukung kemandirian anak, yaitu sebagai pendidik yang menjelaskan tahapan toilet training secara bertahap; pembimbing yang mendampingi anak secara langsung dengan intensitas yang disesuaikan dengan perkembangan kemandirian anak; fasilitator yang menyediakan sarana pendukung toilet training meskipun pelaksanaannya belum sepenuhnya optimal; motivator yang memberikan pujian dan penguatan positif secara konsisten; serta teladan yang mendemonstrasikan langkah-langkah toilet training secara berulang di hadapan anak. Kelima peran tersebut secara substansi telah sejalan dengan konsep peran guru menurut Djiwandono, prinsip practical life Montessori, dan indikator keberhasilan toilet training menurut Marleni dkk., meskipun ditemukan variasi pelaksanaan antarguru akibat belum adanya SOP tertulis di sekolah. Penelitian ini juga menemukan bahwa pembiasaan pengingatan verbal rutin masih dapat dioptimalkan dan pemantauan kepala sekolah terhadap pelaksanaan toilet training masih bersifat sesekali. Dengan demikian, kelima peran guru tersebut secara bersama-sama berkontribusi dalam membentuk kemandirian anak usia 3-4 tahun melalui toilet training di KB Muara Kasih, dan konsistensi pelaksanaannya akan lebih terjamin apabila didukung oleh panduan tertulis yang baku.

Kata Kunci: peran guru, kemandirian, PAUD *toilet training*

ABSTRACT

Jesika Rahma Putri. NIM 2202102021. *The Role of Teachers in Fostering Children's Independence through Toilet Training at KB Muara Kasih*. Undergraduate Thesis. Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun, 2026. Supervisors: (I) Dr. Fida Chasanatun, M.Pd., (II) Dr. Alisa Alfina, M.Pd.

Fostering independence from an early age is important, and one way to do so is through toilet training. This study reveals that the independence of children aged 3-4 years at KB Muara Kasih has not yet reached an optimal level due to the diverse characteristics of the children and the lack of alignment between habituation practices at school and at home. This qualitative research with a case study approach aims to describe the role of teachers in fostering independence through toilet training. Data were collected through observation, interviews, and documentation, analyzed using the Miles and Huberman model, and validated through source and technique triangulation. The results show that teachers carry out five synergistic roles in supporting children's independence: as educators who explain the stages of toilet training gradually; as guides who directly accompany children, with an intensity adjusted to the development of each child's independence; as facilitators who provide toilet training support facilities, although their implementation is not yet fully optimal; as motivators who consistently give praise and positive reinforcement; and as role models who repeatedly demonstrate the steps of toilet training in front of the children. These five roles are, in substance, consistent with the concept of teacher roles according to Djiwandono, Montessori's practical life principles, and the indicators of toilet training success according to Marleni et al., although variations in implementation among teachers were found due to the absence of a written standard operating procedure (SOP) at the school. This study also found that the habit of routine verbal reminders can still be optimized and that the principal's monitoring of toilet training implementation remains occasional. Thus, these five teacher roles collectively contribute to fostering the independence of children aged 3-4 years through toilet training at KB Muara Kasih, and the consistency of implementation would be better assured if supported by standardized written guidelines.

Keywords: teacher role, independence, early childhood education, toilet training