

## INTISARI

**Latar Belakang:** Masalah anak dengan disabilitas mengalami kesulitan perawatan diri dalam aspek berpakaian, berdandan, buang air kecil, buang air besar, serta mengalami keterbatasan dalam kemampuan mobilitas seperti duduk di kursi, pergi ke toilet, berjalan ke tempat tidur maupun bangun dari tempat tidur, berjalan di dalam dan diluar rumah, serta naik turun tangga. Anak dengan disabilitas sering mengalami kesulitan dalam belajar mengenai keterampilan *toileting*. Untuk itu, diperlukan perhatian terutama pada anak dengan disabilitas.

**Tujuan Penelitian:** Mengetahui hubungan dukungan keluarga terhadap keterampilan *toileting* anak disabilitas fisik di SLB N 1 Bantul.

**Metode:** Penelitian ini merupakan jenis penelitian retrospektif dengan pendekatan kuantitatif. Penelitian dilakukan di SLB N 1 Bantul. Sampel penelitian adalah 30 anak disabilitas fisik (usia 10-18 tahun) beserta orang tua atau wali yang bersedia menjadi responden penelitian. Instrumen penelitian menggunakan kuesioner dukungan keluarga dan *Nursing Outcome Classification* (NOC) perawatan diri *toileting*. Analisa data menggunakan analisis univariat dan bivariat.

**Hasil:** Sebagian besar orang tua menyatakan sangat setuju terhadap domain dukungan emosional item pernyataan nomer 7 yaitu keluarga memotivasi anak untuk tidak menyerah terhadap keadaan yang anak alami (66,7%). Anak disabilitas sangat terganggu paling banyak pada item indikator keterampilan *toileting* menempatkan diri di kloset. Tidak terdapat hubungan bermakna antara dukungan keluarga terhadap keterampilan *toileting* anak disabilitas fisik.

**Kesimpulan:** Tidak terdapat hubungan bermakna antara dukungan keluarga terhadap keterampilan *toileting* anak disabilitas fisik di SLB N 1 Bantul.

**Kata kunci:**

Keterampilan *toileting*, anak disabilitas, dukungan keluarga

## ABSTRACT

**Background:** Problems children with disabilities have difficulty in self-care in terms of dressing, dressing, urinating, defecating, and experiencing limitations in mobility abilities such as sitting in a chair, going to the toilet, walking to bed or getting out of bed, walking in and outside the house, as well as up and down stairs. Children with disabilities often have difficulty learning toileting skills. For this reason, special attention is needed for children with disabilities.

**Research Objective:** Knowing the relationship of family support to the toileting skills of children with physical disabilities in SLB N 1 Bantul.

**Method:** This research is a retrospective research type with a quantitative approach. The research was conducted at SLB N 1 Bantul. The research sample was 37 children with physical disabilities (aged 10-18 years) along with their parents or guardians who were willing to be research respondents. The research instrument used a family support questionnaire and the Nursing Outcome Classification (NOC) for toileting self-care. Data analysis used univariate and bivariate analysis.

**Result:** Most of the parents stated that they strongly agree with the emotional support domain of statement item number 7, namely the family motivates children not to give up on the circumstances that children experience (66.7%). Children with disabilities are very disturbed the most on the toileting skill indicator item placing themselves in the closet. There is no significant relationship between family support and the toileting skills of children with physical disabilities.

**Conclusion:** There is no significant relationship between family support and toileting skills for children with physical disabilities in SLB N 1 Bantul.

**Keywords:**

Toileting skills, children with disabilities, family support