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Analysis of Early Childhood Education Teachers' Perceptions of Children with Enuresis and Encopresis

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Abstract

Enuresis and encopresis are elimination disorders that commonly occur in early childhood and may affect children's emotional, social, and learning development in school environments. In the context of early childhood education, teachers play an important role in providing appropriate responses and treatment for children experiencing these conditions. Therefore, teachers' understanding and perceptions are important to examine to create an inclusive and supportive learning environment for children's development. This study aims to analyze Early Childhood Education (PAUD) teachers' perceptions of children experiencing enuresis and encopresis in Banda Aceh City. This research employed a quantitative method with a descriptive-analytical design. Data was collected through questionnaires distributed to 20 PAUD teachers as respondents, using instruments that measured knowledge, attitudes, and responses. The data were analyzed using descriptive statistical techniques, including mean scores and percentages. The results showed that teachers' perceptions were in the high to very high category. The knowledge aspect obtained a mean score of 3.67 (high category), while the attitude and response aspects scored 4.20 and 4.25 respectively (very high category). These findings indicate that teachers have a good level of understanding and demonstrate positive attitudes and actions in handling children with enuresis and encopresis in early childhood education settings.

Keywords: *teacher perception, enuresis, encopresis, early childhod education, young children*

INTRODUCTION

Early childhood development is a critical phase that determines the quality of a child's future physical, cognitive, social, and emotional development. During this stage, one aspect requiring attention is the child's ability to achieve independent bowel and bladder control. However, some young children still experience elimination disorders, such as encopresis—characterized by inappropriate defecation and enuresis, commonly known as bedwetting or involuntary urination. These conditions not only impact on the child's physical health but also affect their psychological well-being, self-esteem, social interactions, and classroom learning performance (Thibodeau et al., 2023). Given that young children spend a significant portion of their time in early childhood education (PAUD) centers, teachers hold a strategic responsibility to provide appropriate support and intervention. Therefore, research focusing on this issue is quite important.

Empirical data indicates that enuresis is a relatively common issue among children. Recent studies suggest that age, gender, familial environment, and mental health issue are prominent factors influencing enuresis (von Gontard & Baeyens, 2024). On the other hand, while encopresis is less prevalent than enuresis, it exerts a profoundly negative impact on a child's well-being, particularly regarding emotional and social dimensions (Yilanli & Gokarakonda, 2023). Children affected by these disorders frequently experience stigma, shame, and low self-worth, which can block their peer socialization and classroom engagement. Furthermore, previous research demonstrates that children with elimination disorders exhibit a higher predisposition to behavioral and psychological difficulties, such as anxiety and attention deficit disorders (Austin et al., 2023).

Early childhood educators face distinct challenges when addressing enuresis and encopresis in the classroom. As early childhood teachers interact with children continuously throughout the instructional process, their perceptions and management of these students are heavily moderated by their understanding of the underlying conditions. Misconceptions among teachers—such as misinterpreting the child's condition as misbehavior or deliberate disruption—can severely damage the child's psychological development. On the contrary, perspectives grounded in robust knowledge can foster a more accommodating and nurturing learning environment. Robbins and Judge (2023) define perception as a cognitive process through which individuals organize and interpret sensory impressions to give meaning to their environment based on their experiences and knowledge, subsequently guiding their attitudes and behavior.

Early childhood educators encounter unique challenges when interacting with children experiencing enuresis and encopresis. Since teachers frequently interact with children during daily learning processes, their viewpoints and subsequent treatment of students are highly dependent on how they perceive their circumstances. Teachers can cause adverse effects on children's psychological development if they view them as naughty or disruptive. On the other hand, perspectives rooted in profound understanding can cultivate a more welcoming and encouraging learning environment. Robbins and Judge (2023) conceptualize perception as a cognitive process enabling individuals to understand and interpret information based on their internal experiences and knowledge, which subsequently controls personal attitudes and actions.

Extant literature on enuresis and encopresis typically concentrates on clinical and psychological interventions for children. Research by Yilanli and Gokarakonda (2023) addresses the medical diagnosis and therapeutic aspects, while Austin et al. (2023) investigates the correlation between pediatric behavioral problems and elimination disorders. However, limited studies have bridged these conditions with educational perspectives, particularly within the Indonesian context. Thus, there remains a paucity of research integrating child health conditions with pedagogical perspectives, which is crucial for understanding how educators perceive and manage children facing enuresis and encopresis.

Theoretically, this study is underpinned by early childhood development theory, which posits that achieving elimination independence is a vital developmental task; perception theory, which elucidates how individuals interpret external stimuli; and the psychosocial approach, which views enuresis and encopresis as conditions influenced not only by physiological factors but also by emotional and environmental variables. Furthermore, this study aligns with the core tenets of inclusive education, which emphasize that every child possesses unique needs that must be equitably accommodated within educational environments (UNESCO, 2023).

This study investigates the perspectives of early childhood education

teachers regarding children with enuresis and encopresis in Banda Aceh City. By evaluating current classroom phenomena, the limitations of prior research, and the pivotal role of teachers in early child development, this study focuses specifically on assessing teachers' internal perceptions of these conditions, their educational viewpoints, and their actual behavioral responses during instructional processes in PAUD centers.

RESEARCH METHODS

This study aims to identify and evaluate the perceptions of Early Childhood Education (PAUD) teachers toward children experiencing enuresis and encopresis utilizing a quantitative approach with a descriptive-analytical design. The quantitative-descriptive approach is a widely utilized methodology in educational research to establish a factual overview based on empirical data obtained via research instruments such as questionnaires (Jannah & Harun, 2023; Spadafora et al., 2024). Data were collected by administering questionnaires to PAUD teachers in Banda Aceh City to capture information regarding their knowledge, attitudes, and responses to these conditions. This methodology was selected because it provides an objective, systematic, and measurable overview of teachers' perceptions when handling children with enuresis and encopresis within the instructional environment.

Time and Setting

The research was conducted in 2026 across several Early Childhood Education (PAUD) institutions located in Banda Aceh City. The selection of this research location was justified by the fact that early childhood teachers engage in direct, prolonged interactions with young children, making them highly relevant subjects for examining educators' perceptions of children with enuresis and encopresis.

Research Targets

The targets of this study were early childhood education teachers in Banda Aceh City. The research population comprised all PAUD teachers at the selected sites, with a final sample size of 20 PAUD teachers. The sampling process employed a purposive sampling technique, whereby respondents were selected based on pre-established criteria matching the research goals, specifically active teachers with direct experience interacting with early childhood students.

Data Collection and Instrument Development

This study utilized both primary and secondary data. Primary data were gathered directly from respondents via questionnaire distribution, whereas secondary data were compiled from scientific sources including journals, textbooks, and previous research papers concerning teacher perceptions, early childhood education, enuresis, and encopresis (Kim et al., 2024).

Data collection was carried out through a survey questionnaire utilizing a Likert scale to quantitatively evaluate teacher perceptions. The research instrument was constructed based on specific perceptual indicators: teacher knowledge, attitudes, and responses regarding children experiencing enuresis and encopresis. A questionnaire was chosen due to its efficiency in measuring respondents' attitudes, opinions, and experiences in a systematic and objective manner (Garwood et al., 2023). Additionally, documentation techniques were employed as supporting data to obtain profiles of the PAUD institutions and the total number of educators involved.

The gathered data were analyzed using descriptive statistical analysis techniques. The analysis involved data tabulation, percentage calculations, and mean score determinations to establish the level of teacher perception across each research indicator. Descriptive analysis was applied to present the data systematically and clearly, thereby offering an accurate representation matching real-world

field conditions (Darling-Hammond et al., 2023).

The choice of method was also influenced by the defining characteristics of this study, which focuses heavily on how teachers perceive pediatric conditions, given that teacher perception plays a crucial role in shaping their attitudes and classroom management. Educators' attitudes can dictate how they respond to student needs, particularly concerning special needs care and inclusive practices (Yuniarni et al., 2023). Analyzing teacher perspectives is essential for understanding how education can be effectively tailored to support children's needs.

RESULT AND DISCUSSION

This study aimed to determine the perceptions of Early Childhood Education (PAUD) teachers toward children experiencing enuresis and encopresis in Banda Aceh City. The empirical data was gathered by distributing questionnaires to 20 participating PAUD teachers. The results were analyzed using descriptive statistics to evaluate the level of knowledge, attitudes, and responses toward the conditions. The findings are presented in tables displaying the mean values, frequency distributions, and teacher perception categories for each research indicator.

Table 1.
Descriptive Statistics of Teachers' Perceptions

Variable	N	Min	Max	Mean	Category
Knowledge	20	2.33	4.83	3.67	High
Attitude	20	3.00	5.00	4.20	Very High
Response	20	3.00	5.00	4.25	Very High

Interpretation

As shown in Table 1, the mean score of teachers' perceptions within the knowledge dimension falls into the high category, while both the attitude and response dimensions fall within the very high category. This indicates that teachers possess a solid understanding and exhibit positive attitudes and actions when handling children with enuresis and encopresis in the school environment..

Table 2.
Frequency Distribution of Teachers' Perceptions

a. Knowledge

Category	Interval	Frequency	Percentage
Low	1.00–2.33	2	10%
Medium	2.34–3.66	7	35%
High	3.67–5.00	11	55%
Total		**20**	**100%**

Interpretation

Most teachers fall into the high knowledge category (55%), though a portion remains in the moderate (35%) and low (10%) categories. This indicates that while most teachers understand the concepts of enuresis and encopresis well, some educators still require enhanced comprehension through targeted training or further professional education.

b. Attitude

Category	Interval	Frequency	Percentage
Low	1.00–2.33	0	0%

Medium	2.34–3.66	3	15%
High	3.67–5.00	17	85%
Total		**20**	**100%**

Interpretation

The results demonstrate that most teachers possess high attitude scores (85%) toward children with enuresis and encopresis. No teachers were found within the low category, signifying that educators lean strongly toward positive, empathetic attitudes and accept the children's conditions as part of their natural developmental process.

c. Response

Category	Interval	Frequency	Percentage
Low	1.00–2.33	0	0%
Medium	2.34–3.66	2	10%
High	3.67–5.00	18	90%
Total		**20**	**100%**

Interpretation

Most of the teachers demonstrated a high response capacity (90%) in managing children under these conditions. This shows that teachers do not merely hold constructive internal attitudes, but are also highly capable of translating them into concrete actions, such as assisting the child, communicating effectively with parents, and applying appropriate pedagogical approaches.

Table 3.
Mean Scores per Indicator

Indicator	Mean	Category
Knowledge	3.67	High
Attitude	4.20	Very High
Response	4.25	Very High

Interpretation

Table 3 implies that the response aspect achieved the highest mean value, followed by attitude and knowledge. This indicates that although teachers' theoretical knowledge is categorially high, their implementation via positive attitudes and active responses is even higher. In other words, teachers display highly positive behavioral traits in their actual teaching practices despite room for growth regarding theoretical comprehension.

DISCUSSION

The empirical findings demonstrate that early childhood educators possess high to very high perceptions regarding children experiencing enuresis and encopresis. The calculated mean scores for attitudes and behavioral responses were 4.20 and 4.25, respectively, indicating a very high categorization. Meanwhile, the mean knowledge score stood at 3.67, falling into the high category. These results indicate that early childhood educators in Banda Aceh City generally understand these conditions and exhibit highly positive behaviors and attitudes when managing affected children. Robbins and Judge (2023) define perception as a cognitive process involving individual interpretations of environmental stimuli, which subsequently dictates individual attitudes and behaviors in social and professional contexts. Therefore, maintaining supportive teacher perceptions is crucial for establishing welcoming relationships with young children.

The data further show that while most teachers fall into the high knowledge bracket,

several individuals remain within the moderate and low groups. This reveals that a subset of teachers lacks a thorough understanding of enuresis and encopresis. While enuresis is a condition where a child cannot control urination involuntarily, encopresis is an elimination disorder manifesting as inappropriate defecation, typically associated with complex physiological and psychological factors. If teachers lack awareness of these conditions, they risk misinterpreting student behavior. According to research by Ernawati et al. (2025) and Joinson et al. (2023), childhood elimination disorders are frequently aggravated by emotional stressors such as anxiety and trauma, thereby requiring highly sensitive handling.

Furthermore, the study indicates that most teachers harbor highly positive attitudes toward children with enuresis and encopresis. This demonstrates deep empathy, acceptance, and a collective willingness to provide extra care for these children. This optimistic outlook is critical within the framework of inclusive education, where every child holds an equal right to education. UNESCO (2023) reinforces that inclusive education highlights the vital role played by educators in creating welcoming, encouraging, and stigma-free learning environments. Positive teacher attitudes have been empirically proven to enhance children's emotional well-being and active engagement in educational activities (Florian & Beaton, 2023; Harris et al., 2023).

The findings also reveal that teachers show excellent capabilities in actively responding to and assisting children with enuresis and encopresis. Most educators demonstrated appropriate behaviors, such as assisting children discreetly without inducing shame, employing compassionate communication, and coordinating directly with parents. This proves that teachers do not merely possess excellent dispositional traits but can effectively execute them within actual classroom environments. According to the Theory of Planned Behavior, individual behavior is governed by behavioral intentions, which are shaped by personal attitudes, subjective norms, and perceived behavioral control (Ajzen, 2020; Liao et al., 2024). Optimistic educators are far more likely to remain helpful and flexible when addressing children's unique needs under these circumstances.

Intriguingly, the study reveals that the mean response score surpassed the baseline knowledge score. This indicates that teachers can execute appropriate actions during teaching practices even if they lack extensive theoretical training. This phenomenon can be explained by the practical, hands-on teaching experience educators accumulate over time. This field experience is shaped as a form of pedagogical intuition that guides teachers through diverse classroom challenges. Research by Darling-Hammond et al. (2023) indicates that classroom teaching experience heavily influences an educator's capacity to resolve complex, spontaneous classroom situations, including managing children with special developmental needs.

Moreover, enuresis and encopresis exert widespread ramifications on child development, particularly within psychosocial domains. Children afflicted with these disorders are highly prone to experiencing shame, diminished self-esteem, and peer socialization barriers. According to a study by Thibodeau et al. (2023), children with enuresis show a significantly higher probability of developing severe emotional and social issues compared to their unaffected peers. Consequently, it is paramount for school environments, specifically teachers, to assist children in navigating these difficulties. Positive, reassuring teachers can help vulnerable children feel secure and emotionally protected.

Prior studies have similarly underscored that teacher perceptions and attitudes are critical to classroom interactions and student learning outcomes. Teachers who view children with special needs in a positive light are considerably more adept at utilizing adaptive and inclusive instructional approaches (Yuniarni et al., 2023).

Furthermore, empathetic teaching attitudes result in children feeling more secure and comfortable learning within PAUD centers. The outcomes of this study reinforce the critical importance of enhancing teachers' capacities to comprehensively understand individual student conditions.

In summary, these findings indicate that early childhood teachers already view children with enuresis and encopresis through a favorable lens, particularly regarding their attitudes and interactive responses. Nonetheless, efforts must be made to elevate and standardize teachers' theoretical knowledge. This study differentiates itself from prior literature, which has traditionally focused on the purely medical or psychological facets of the child. Instead, this research demonstrates that pedagogical perspectives—specifically how teachers perceive classroom situations in early childhood settings—are a vital element in understanding and managing these childhood conditions holistically.

CONCLUSION

Based on the results and analysis, it can be concluded that early childhood education (PAUD) teachers in Banda Aceh City generally maintain high to very high perceptions toward children experiencing enuresis and encopresis. This indicates that teachers possess a highly satisfactory baseline understanding of these conditions, though a minor segment of educators still exhibits deficiencies in theoretical awareness. Most teachers display remarkably positive internal attitudes, characterized by strong acceptance, empathy, and recognition of the importance of providing specialized attention to children facing these disorders. Furthermore, teachers execute highly constructive behavioral responses when interacting with affected children, such as assisting them discreetly to prevent embarrassment, maintaining a gentle demeanor, and actively collaborating with parents.

The findings of this study demonstrate that, despite uneven theoretical knowledge among educators, the actual attitudes and practical responses displayed by teachers mirror supportive, inclusive educational practices. This highlights that active teaching experience and direct daily interaction with students significantly shape how teachers manage diverse childhood conditions in the classroom. Consequently, cultivating positive teacher perceptions is an essential prerequisite for establishing a safe, comfortable learning environment that supports healthy child development, particularly for students experiencing enuresis and encopresis.

Nevertheless, systematic measures remain necessary to augment teachers' institutional capacities, particularly regarding theoretical knowledge of child health and developmental disorders. This can be achieved through professional development initiatives, targeted workshops, and the provision of accessible, scientifically accurate educational resources. Equipped with superior theoretical knowledge, teachers are expected to not only react and care for children intuitively but also possess a robust, evidence-based foundation to manage these conditions with greater professional and holistic competence. Ultimately, this study asserts that teachers must accurately comprehend and respond to pediatric conditions to ensure early childhood education remains truly inclusive and high-quality.

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