

## Storytelling Method in Dental Health Education Towards the Students Knowledge Level at Sdn Pakis Viii Surabaya in 2020

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### Abstract

The dental health education approach is the way to communicate with the target when providing information. There are various choices of dental health education methods such as lectures, discussions, interviews, and storytelling. Based on the results of interviews with 10 students at Pakis VIII Surabaya Elementary School, their knowledge of oral health maintenance was included in the very low category, with the number of correct answers <40%. The problem in this study is the low level of knowledge about dental hygiene of students at SDN Pakis VIII Surabaya. The purpose of this study is to determine the effectiveness of the storytelling method towards knowledge level of dental and oral hygiene maintenance of grade 4A students at SDN Pakis VIII Surabaya. This type of research is a Quasi Experiment with one group pretest-posttest design. Respondents in this study were all students of grade 4A at SDN Pakis VIII Surabaya, amounting to 37 students with 15 female students and 22 male students. The data collection method used a questionnaire. Data analysis techniques used the Wilcoxon Signed Rank test. The results of this study are an increase of knowledge in grade 4A students at SDN Pakis VIII Surabaya after being given dental health education using storytelling methods. It can be concluded that storytelling method is effective in increasing the knowledge level about dental and oral hygiene maintenance in grade 4A students of SDN Pakis VIII Surabaya.

**Keywords:** Storytelling; Dental Health Education; Knowledge

### Introduction

The behaviour of maintaining oral health according to Sampakang, *et al.* (2015) can be measured by the habit of brushing teeth at the right time [1]. Brushing teeth is done in maintaining oral health, it needs to be implanted in children from an early age. How to choose a toothbrush, brushing techniques and the right time to brush your teeth need to be taught so that children are familiar with it. Realizing this requires an effort called dental health education. Individual abilities can develop by means of training, group work practices, and independent learning. Training is any attempt to improve people performance on a particular job that is his responsibility. Training provides an opportunity for people to learn special skills, especially in relation to the right way of brushing teeth, because in 21 days after training there will be successive behavioural changes starting from the time of introduction, implementing, and strengthening [2]. The dental health education approach is the way to communicate with the target when giving the counselling. Delivering material and counselling methods must be adjusted to the target. There are various choices of dental health counselling methods such as lectures, discussions, interviews and storytelling [3,4]. Storytelling is a unique way to channel experiences through words. Storytelling is a great way to encourage children to learn things that are new to their world. Storytelling is a way to spread good information. Submitting information by telling stories will usually add stories or events in it to better help children follow the storyline and understand the message contained

in it [5]. Listuayu’s research (2012) in Nurhawati., *et al* (2017) states that children will receive a stimulus and will absorb messages or information through the sense of sight and hearing conveyed through a story [6]. The form of a story that causes the information delivered will make it easier for children to understand, remember, and apply it back to other people or peers. Storytelling or storytelling has a close relationship with the world of children, it cannot even be denied that fairy tales have a special attraction for children. Storytelling is an activity that has constructive potential to support mental development for children, besides that children’s thinking will become better, more critical, and smarter. Children can also understand which things need to be imitated and which should not be imitated [7]. Initial research conducted on December 17, 2019 of 10 elementary students found that students’ knowledge about dental hygiene was in the low category. Answers rated correct < 40% of all questions asked. The student has received dental health counselling from the Puskesmas staff once a year.

**Obejective**

Knowing the effectiveness of the storytelling method towards knowledge level of dental and oral hygiene maintenance of grade 4A students at SDN Pakis VIII Surabaya.

**Methods**

This type of research is a quasi experiment using one group pretest-posttest research design. This research took a place at SDN Pakis VIII Surabaya, located on Jl. Bintang Diponggo no. 375, Pakis, Sawahan District, Surabaya City, East Java. This study was conducted in January - February 2020. Data collection methods in this study used a questionnaire. The research instrument used was a questionnaire sheet. The samples were all students in grade 4A, with the amount of 37 students. Dental health education with storytelling method is carried out in 21 days, in the first 7 days given intensive dental health education with 60 minutes in each meeting, the second 7 days only given motivation, and in the last 7 days given dental health education as much as 2 times then proceed with posttest. Questionnaire sheets were given at the first meeting as a pre-test of knowledge, before doing dental health education using the storytelling method. Andthe other questionnaire sheets were given as a post test on dental health knowledge at the last meeting.

**Results**

Table 1 Pre test and Post test Comparative Test Results about Knowledge of Dental and Oral Hygiene Before and After being given dental health education with the Storytelling Method.

	N	Mean (Minimum - Maximum)	Sig
Pre test	37	38 (25 - 75)	0,000
Post test	37	93 (62,5 - 100)	

**Table 1**

Table 1 shows that there is significant differences between the pre test and post test results of respondents knowledge, this can be seen from the value of sig <  $\alpha$  ( $\alpha = 0.005$ ). The effectiveness of the storytelling method in increasing the knowledge of respondents is shown by the increase in score from pre test to post test. Difference in the average score of the post test – pre test by 55 indicates that there is an increase of 144.7%.

**Discussion**

Knowledge of respondents about maintaining dental and oral hygiene was initially low. This can be caused by their lack of information about dental and oral health. According to Arikhman., *et al* (2018) the majority of Indonesian people consider that dental and oral hygiene

is not very important [8]. Dental health education is given with the aim of changing their behaviour in maintaining oral health. This can be seen from the respondent answers that reflect their daily habits such as, brushing teeth only when taking shower in the morning and in the afternoon, brushing the front teeth with right and left movements, brushing the right and left side of teeth which is facing the cheeks used back and forth movements, inner teeth facing the tongue and palate is rarely brushed, and check the teeth only when there is a problem with the tooth. According to Notoatmodjo (2014) knowledge can be obtained naturally in a planned manner through the educational process [9]. Own knowledge can be obtained from the experience of both personal experience and the experience of others. Dental health counselling provided by health workers is held once a year. Counselling is given using the lecture method. The lecture method is most often used because it is easy in its implementation, but according to Ardila., *et al* (2013) the weakness of the lecture method in delivering counselling is that students tend to be passive and are only required to listen well to the information conveyed [10]. In addition, not all targets have the same comprehension, which often leads to misunderstanding because the target misinterprets the description [11]. According to Nurfalah., *et al* (2014) school-age children tend to feel bored when given information that is not interesting so that the information can not be absorbed properly [12].

Table 1 also shows an increase results of the pre test and post test of 37 students in grade 4A at SDN Pakis VIII Surabaya, which means counseling with storytelling methods on knowledge of dental and oral hygiene maintenance is effective. According to the theory of S-O-R or Stimulus-Organism-Response, the individual learning process consists of stimulus or stimulation in this research in the form of counseling with the storytelling method, organisms namely students in grade 4A of SDN Pakis VIII Surabaya, and the response in the form of knowledge of dental and oral hygiene maintenance. According to Purnama., *et al* (2019) giving stimulus is adjusted to aspects of child development and appropriate methods are needed so that it can attract the attention of children so that information can be received well [13]. The stimulus is in the form of counselling using the storytelling method. Students receive stimulus and absorb messages through the sense of sight and hearing conveyed through a story. The form of a story that flows will make it easier for children to understand, remember, and apply it to other people or peers according to Listuayu (2012) in Nurhawati., *et al* (2017) [6]. This method according to Burns in Ayuni., *et al* (2013) will fill the child's memory and events in the story will enrich the experience of children so that it can be used as reference material for solving problems or changing behaviour, memory as a place to store information and play a role in making decisions about behavioural responses [14]. It should be taken and learning with this method is expected to internalize good character in students. Student responses can be seen from the results of the questionnaire assessment in which the results of the post test were higher than the pre test, so that counselling with the storytelling method is effective in increasing knowledge of students about maintaining oral and dental hygiene in grade 4A students at SDN Pakis VIII Surabaya.

### Conclusion

Knowledge about dental and oral hygiene maintenance before counselling with storytelling methods is included in the very low category. The knowledge after counselling with storytelling is included in the high category. The storytelling method in dental health education is effective in increasing the knowledge about dental and oral hygiene maintenance in grade 4A students of SDN Pakis VIII Surabaya.

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