



# JNK

JURNAL NERS DAN KEBIDANAN  
(JOURNAL OF NERS AND MIDWIFERY)

<http://jnk.phb.ac.id/index.php/jnk>



## Communication Using the Storytelling Improves Knowledge in Implementing Health Protocols for Children



Kili Astarani<sup>1</sup>, Srinalesti Mahanani<sup>2</sup>, Maria Anita Yusiana<sup>3</sup>

<sup>1,2,3</sup>Nursing Department, STIKes RS. Baptis Kediri, Indonesia

### Article Information

#### History Article:

Received, 06/04/2023

Accepted, 25/07/2023

Published, 30/08/2023

#### Keywords:

storytelling, health protocol, school-age children

### Abstract

The continuous increase in confirmed cases of COVID-19, especially in children aged 6–18, has prompted the government to provide advice to the public on how to implement health protocols and have clean and healthy living habits, especially in terms of implementing health protocols. One of the approaches that can be taken to provide knowledge to children is by communicating using storytelling. By storytelling or telling stories about implementing health protocols, children can better accept and digest what is given. The purpose of this study was to analyze the effect of communication using the storytelling method on knowledge of implementing school-aged children's health protocols at SD Kalipang 4 Grogol, Kediri district. The design of the study used pre-experiment with one-group pretest-post-test design method. The population of this study was school-age children at SD Kalipang 4 Grogol, Kediri Regency, with a total of 26 students. The independent variable was storytelling on the application of the health protocol, and the dependent variable was knowledge of the implementation of the health protocol. The sampling technique used total sampling. By using a knowledge questionnaire about implementing health protocols. The data analysis used the Wilcoxon statistical test to analyze the effect of communication using the storytelling method on knowledge of implementing health protocols. Communication using the storytelling method affects school-age children's knowledge about implementing health protocols at SD Kalipang 4 Grogol, Kediri, with a significance value of 0.000 ( $p=0.05$ ).

© 2023 Journal of Ners and Midwifery

✉Correspondence Address:

STIKes RS. Baptis Kediri – East Java, Indonesia

Email : [astaranikili79@gmail.com](mailto:astaranikili79@gmail.com)

DOI: <https://doi.org/10.26699/jnk.v10i2.ART.p169-176>

This is an Open Access article under the CC BY-SA license (<http://creativecommons.org/licenses/by-sa/4.0/>)

P-ISSN : 2355-052X

E-ISSN : 2548-3811

## INTRODUCTION

Coronavirus is a virus that has shocked the world community and has had an impact on all aspects, including aspects of health and education. The problem is that this virus has managed to infect thousands of millions of people globally in a very short time (Lai et al., 2020). Even humans who do not show symptoms of being infected with the coronavirus can spread it to other humans (Saputra & Putra, 2020). The continued surge in confirmed cases of COVID-19, especially in children aged 6–18, has prompted the government to provide advice to the public on implementing health protocols and having clean and healthy living habits, especially in terms of washing hands (Anies, 2020). There is still a lack of public awareness about implementing health protocols, especially for children, as can be seen by the fact that children do not wear masks. In situations and conditions like this, the implementation of health protocols for children needs to be improved so that children can avoid various kinds of diseases or viruses, especially the COVID-19 virus, which is currently spreading and suppressing the increasing number of COVID-19 cases in children (Kementrian Kesehatan RI No 32 Tahun, 2017).

According to the coverage of 6.com data as of March 28, 2022, there were an additional 2,798 people who tested positive for COVID 19. The cumulative total so far in Indonesia is 6,001,751 people who have been confirmed positively infected with the coronavirus, which causes COVID-19. Based on the results of pre-research conducted by researchers at SD Kalipang 4 Grogol, Kediri, it was found that 100.5 children did not wear masks at school and did learn at school. Children said that they were not used to using masks and washing their hands.

The Health Protocol is an effort to prevent the risk of transmission of COVID-19, with the implementation of the health protocol aimed at ensuring that people can carry out their daily activities safely and not endanger their own health or the health of others (Suryaningsih & Poerwati, 2020). However, in reality, the implementation of health protocols cannot be fully implemented by the community. A simple example is washing hands with soap, which is an important activity in preventing and controlling the transmission of infections, one of which is COVID-19 (Suryaningsih & Poerwati, 2020). COVID-19 can cause symptoms in the form of acute respiratory disorders such as fever, cough, and shortness of breath (WHO, 2020). And in cases with severe symptoms, this disease can cause pneumonia, acute respiratory syndrome, kidney failure, and even death. Symptoms of this disease can appear within 2–14 days after exposure (Moudy & Syakurah, 2020).

Anticipating an increase in the spread and number of infections, people, including children, are urged to follow health protocols during the coronavirus pandemic (Kemendikbud et al., 2020).

One form of the protocol is maintaining cleanliness and not making direct contact with patients positive for the coronavirus, using a face protective mask when traveling or outside the home, maintaining cleanliness by washing hands or using a hand sanitizer, and implementing social distancing by keeping a distance of 1 meter and covering your mouth when coughing or sneezing using the arm (Saputra et al., 2020). Some examples of these health protocols are certainly very necessary for the community to implement during the coronavirus pandemic. Even social distancing protocols such as self-isolation have been announced by the government through circular letter number H.K.02.01/MENKES/202/2020. In addition to avoiding Coronavirus infection, the process of suppressing the spread and infection of the virus can be carried out.

One of the approaches that can be taken to provide knowledge to children is by communicating using storytelling (Haryadi & Ulumuddin, 2018). By storytelling or telling stories about implementing health protocols, children can better accept and digest what is given. According to (Khairoes & Taufina, 2019), the steps for storytelling are: students adjusting their sitting position; students paying attention to the teacher; students being motivated to listen to stories; children being allowed to give story titles; starting storytelling; and, after storytelling is finished, children giving a conclusion of the contents of the story. The teacher completes the conclusion of the story from the students (Dahlan & Umrah, 2013). Based on this, the researcher is interested in researching the Effect of Communication Using the Storytelling Method on Knowledge of the Implementation of School-Age Children's Health Protocols at SD Kalipang 4 Grogol, Kediri.

## METHOD

The design of the study was pre-experiment with one-group pretest-post-test design method. The population in this study was students at SD Kalipang 4 Grogol, Kediri Regency, with a total of 26 students. 26 school-age children which met the inclusion criteria using the total sampling technique. The inclusion criteria in this study were children aged 7–12 years, children who came to school during data collection, and children who were willing to be examined. The method used storytelling about the implementation of the health protocol, in which there are seven ways to implement the protocol. The data collection used a questionnaire to find out students' knowledge before and after being given storytelling about implementing the health protocol. The respondents were asked to fill out a questionnaire sheet that had been provided by the researcher before and after being given stories about implementing the Health Protocol. As for the assessment of positive questions (favorable), if the respondent answered yes, then it was scored 1, and if the answer was no, it was

scored 0. Vice versa, in negative questions (unfavorable), if the respondent answered yes, then it was scored 0, and if the answer was no, it was scored 1. Respondents are said to have good knowledge if they have a knowledge score of 76–100%, sufficient

knowledge if they have a knowledge score of 56–75%, and knowledge is lacking if they have a knowledge score of 56%. The statistical analysis used was Wilcoxon.

## RESULT

**Table 1: Characteristics of respondents at SD Kalipang 4 Grogol, Kediri Regency from March 20, 2022 to April 28, 2022 (n=26)**

No	Characteristics	Total	Percentage (%)
<b>A. Child Data</b>			
1	<b>Gender</b>		
	Man	15	57,7
	Woman	11	42,3
	<b>TOTAL</b>	<b>26</b>	<b>100</b>
2	<b>Age</b>		
	7 Years	2	7,7
	8 Years	5	19,2
	9 Years	4	15,4
	10 Years	8	30,8
	11 Years	5	19,2
	12 Years	2	7,7
	<b>TOTAL</b>	<b>26</b>	<b>100</b>
3	<b>Previous Health Protocol Information</b>		
	Already got the information	22	84,6
	No information yet	4	15,4
	<b>TOTAL</b>	<b>26</b>	<b>100</b>
4	<b>Origin of Information on Previous Health Protocols</b>		
	Television	14	53,8
	Handphone	1	3,8
	School	4	15,4
	Health Center and Hospital	3	11,5
	There isn't any	4	15,4
	<b>TOTAL</b>	<b>26</b>	<b>100</b>
<b>B. Parents' Data</b>			
1	<b>Parents' Occupation</b>		
	Labor	14	53,8
	Housewife	11	42,3
	Entrepreneur	1	3,8
	<b>TOTAL</b>	<b>26</b>	<b>100</b>
2	<b>Parents' Educational background</b>		
	No school	7	26,9
	Elementary school	11	42,3
	Junior High School	3	11,5
	Senior High School	5	19,2
	<b>TOTAL</b>	<b>26</b>	<b>100</b>

**Table 2: Knowledge of the Implementation of the Health Protocol for School-Age Children before Communication Using the Storytelling Method at SD Kalipang 4 Grogol, Kediri from March 28, 2022 to April 28, 2022 (n=26).**

No.	Knowledge of the Implementation of Child Health Protocols	Total	Percentage (%)
1.	Good	1	3,8%
2.	Enough	22	84,6%
3.	Not enough	3	11,5%
	<b>Total</b>	<b>26</b>	<b>100.0%</b>

**Table 3: Knowledge of the Implementation of Health Protocols by Children after Communication Using the Storytelling Method at SD Kalipang 4 Grogol, Kediri Regency from March 28, 2022 to April,28 2022 (n=26).**

No.	Knowledge of the Implementation of Child Health Protocols	Total	Percentage (%)
1.	Good	21	80,8%
2.	Enough	5	19,2%
3.	Not enough	0	0%
<b>Total</b>		<b>26</b>	<b>100.0%</b>

**Table 4: The Effect of Storytelling Communication Methods on Knowledge of the Implementation of Health Protocols by Children at SD Kalipang 4 Grogol, Kediri Regency on March 28, 2022 to April 28, 2022 (n=26).**

No	Knowledge of the Implementation of Child Health Protocols	Total		Percentage	
		Before	After	Before	After
1	Good	1	21	3,8%	80,8%
2	Enough	22	5	84,6%	19,2%
3	Not enough	3	0	11,5%	0%
<b>Total</b>		<b>26</b>	<b>26</b>	<b>100%</b>	<b>100%</b>

*Wilcoxon Signed Rank Test*  
p = 0,000  
Z = -4,390

**Table 5: Wilcoxon Statistical Test regarding The Effect of Storytelling Communication Methods on Knowledge of the Implementation of Health Protocols by Children at SD Kalipang 4 Grogol, Kediri Regency on March 28 2022 to April 28 2022 (n=26).**

Knowledge of the Implementation of Child Health Protocols	Ranks	<i>Wilcoxon Signed Rank Test</i>		
		N	Mean Rank	Sum Of Ranks
Knowledge of the implementation Health Protocol by Children before –after	<i>Negative Rank</i>	0	0,00	0,00
	<i>Positive Rank</i>	25	13,00	325,00
	<i>Ties</i>	1		
<b>TOTAL</b>		<b>26</b>		

<b>Test Statistics</b>	
Knowledge of the implementation Health Protocol by Children before – after	Z
	-4,390 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

## DISCUSSION

### Knowledge of The Implementation of Health Protocols by Children

Based on the results of research related to knowledge about implementing school-age children's health protocols before being given communication using the storytelling method, almost all respondents had sufficient knowledge, with a total of 22 respondents (84.6%) and only 1 respondent (3.8%) having sufficient knowledge. good about implementing health protocols. After being given communication using the storytelling method, almost all respondents were in the good category, with a total of 21 respondents (80.8%), 5 respondents (19.2%) having sufficient knowledge, and no one having insufficient knowledge about implementing health protocols.

Knowledge is defined as the result of knowing and occurs after a person senses certain objects, according to Notoadmojo, 2007 (Natsir, 2018). Knowledge is the result of remembering something,

including recalling events that have been experienced either intentionally or unintentionally, and this occurs after people make contact with or experience a certain object (Moudy & Syakurah, 2020). According to Subaris (s the result of knowing and occurs after a person senses certain objects, according to Notoadmojo, 2007 (Natsir, 2018). Knowledge is the result of remembering something, including recalling events that have been experienced either intentionally or unintentionally, and this occurs after people make contact with or experience a certain object (Moudy & Syakurah, 2020). According to (Subaris, 2016), the factors that influence knowledge are education, information/mass media, social, cultural, economic, environment, experience, and age. Education affects the learning process; the higher a person's education, the easier it is for that person to receive information. Information can also be obtained through the media, including various types of mass media that can influence public knowledge such as television, radio, newspapers, magazines, the internet, and others

(Hanafi, Oldhi, Siska Mayang Sari, 2019). Information obtained from both formal and non-formal education can have an immediate and short-term impact, resulting in a change or increase in knowledge. The environment affected the process of entering knowledge into individuals who are in that environment. Both in the physical environment, biology, and society Age affects a person's perception and mindset. As you get older, your comprehension and mindset also develop, so the knowledge you gain gets better (Johan et al., 2018).

Knowledge is the basis for individuals to act. Individual behavior can reflect one's knowledge. One can acquire knowledge by sharing various kinds of scientific or traditional ways, such as culture, experience, norms, etc. The knowledge that is good for individuals, especially in health issues, will have an impact on a person's actions or behavior in maintaining good health for himself and the surrounding environment. Knowledge is defined as human knowledge obtained through the perception of stimuli using the senses. Perception results in the storage of information in the memory system to be processed and given meaning before the information is used (retrieved) when needed. One can gain knowledge by optimizing perceptual abilities and attention and managing the storage of information in an orderly manner (Kusumaningtyas, 2016).

### **The Effect of Storytelling Communication Methods on Knowledge of the Implementation of Health Protocols by Children**

Based on the results of the study, there was a comparison of knowledge about implementing health protocols before and after communication using the storytelling method. 25 respondents had better knowledge than before giving communication using the storytelling method, and 1 respondent remained. The test statistics section shows the results of the Wilcoxon test, with a significance value of 0.000 ( $p < 0.05$ ),

Communication can be defined as the process of sending and receiving messages between two or more people with the aim that the message can be conveyed and understood so that it can change the behavior of the person receiving the message (Trianingsih, 2016). One method of communication that can be used with school-age children is the storytelling method (Oktiawati et al., 2015). The storytelling method, or storytelling technique, is a method that can be used by someone by reading to share stories and experiences and at the same time provide advice to children (Maryunani, 2013). Storytelling can introduce children to moral and social values. According to (A. Susanti & Safitri, 2017), storytelling is considered effective in providing education to children. First, stories are more memorable than advice, so in general, stories are recorded much stronger in a child's memory. Second, through storytelling, children are taught to take lessons or the

essence of the story. Through stories with themes that are very entertaining and interesting according to the needs and abilities of children, we can encourage children to observe, listen, and imagine what they catch without paying attention to things around them. Storytelling is an alternative method for delivering health education to school-age children. Storytelling is also an effective way to develop children's cognitive (knowledge), affective (feeling), social, and conative (understanding) aspects. Storytelling has an energy that can drive motivation and the will to change in a person. Therefore, storytelling is an effective solution for delivering health education to school-age children (Kusumaningtyas, 2016). The benefits of the storytelling method include giving fun, excitement, and enjoyment; developing children's imaginations; providing new experiences and developing children's insights; getting a good understanding of themselves and others around them; providing new experiences, including life problems that exist in the child's environment; and teaching children to speak in a fun style and add to their vocabulary and language, according to Asfandiar in Kusumaningtyas (and at the same time provide advice to children. Storytelling can introduce children to moral and social values. According to (F. Susanti, 2014), storytelling is considered effective in providing education to children. First, stories are more memorable than advice, so in general, stories are recorded much stronger in a child's memory. Second, through storytelling, children are taught to take lessons or the essence of the story. Through stories with themes that are very entertaining and interesting according to the needs and abilities of children, we can encourage children to observe, listen, and imagine what they catch without paying attention to things around them. Storytelling is an alternative method for delivering health education to school-age children. Storytelling is also an effective way to develop children's cognitive (knowledge), affective (feeling), social, and conative (understanding) aspects. Storytelling has an energy that can drive motivation and the will to change in a person. Therefore, storytelling is an effective solution for delivering health education to school-age children (Kusumaningtyas, 2016). The benefits of the storytelling method include giving fun, excitement, and enjoyment; developing children's imaginations; providing new experiences and developing children's insights; getting a good understanding of themselves and others around them; providing new experiences, including life problems that exist in the child's environment; and teaching children to speak in a fun style and add to their vocabulary and language, according to Asfandiar in (Kusumaningtyas, 2016).

The health protocol is an effort to prevent the risk of transmission of COVID-19, with the implementation of the health protocol aimed at school-age children still being able to carry out their daily activities safely and not endangering their health

or the health of others (Suryaningsih & Poerwati, 2020). The implementation of health protocol still cannot be fully implemented by the community, especially for school-age children who are currently applying offline learning (Listina et al., 2020). A simple example is the use of masks that are not applied correctly in their use; children are still not able to practice how to wash their hands properly in preventing and controlling the transmission of infections; and when sick, children still have the habit of gathering and playing with their peers (Suryaningsih & Poerwati, 2020).

The intervention given to respondents, namely communicating using the storytelling method about implementing health protocols for school-age children at SD Kalipang 4 Grogol, Kediri Regency, had an effective influence on this study; it was proven that there was an increase in knowledge before and after being given the intervention. The results of the study found that 25 respondents had better knowledge than before they received communication using the storytelling method. According to the researchers, this is because the storytelling method can extraordinarily affect a person's mind and psychology. Humans have an extraordinary memory, and childhood is the right time to provide health education from an early age, especially in terms of implementing health protocols. Through storytelling with the theme "Implementation of Health Protocols," children are more enthusiastic about paying attention, listening to, and imagining the stories given. This is in line with research (Kusumaningtyas, 2016), which states that there is an influence of the peer education model with the storytelling method on increasing elementary school students' knowledge in choosing snacks, with the result that the p-value difference in knowledge scores between the experimental and control groups is 0.001.

The use of communication with the storytelling method is effective for school children because it is interesting for them to be able to understand the messages conveyed easily, and it can more or less increase children's knowledge about the implementation of health protocols that must continue to be applied and also recall children's memories if they cannot remember what should be done to prevent transmission of COVID-19. After being given the intervention, the knowledge of school-age children at SD Kalipang 4 Grogol, Kediri Regency, in the tofu domain was that 22 children (85%) knew that health protocols were not carried out when they were sick but were an attempt to prevent them from getting sick, so they had to pay attention and do it continuously. 22 children (85%) also knew that using masks was intended so that children would not get infected or transmit disease to other people and the surrounding environment. In the understanding domain, 24 children (92%) understood that the use of masks should not be shared, even if it was with the family.

25 children (96%) understood that when a child feels pain, it is necessary to immediately inform the Parents so that they can receive further treatment. In the application domain, 25 children (96%) can apply masks, starting from the nose and ending below the mouth. 25 children (96%) were able to apply the correct way to dispose of tissues after being used for coughing or sneezing, and as many as 19 children (73%) were able to wash their hands properly according to the steps given. Knowledge of implementing health protocols is an indicator of school-age students' readiness to take part in offline learning, and adjusting government policies in the education sector in response to the COVID-19 case

Before being given communication using the storytelling method, almost all respondents had sufficient knowledge, with a total of 22 respondents (84.6%) and only 1 respondent (3.8%) having good knowledge about implementing health protocols. This is evidenced by the large number of respondents who did not know about implementing health protocols, namely, 20 respondents (77%) who answered that health protocols were only carried out when they were sick, 22 respondents (85%) who did not understand that masks had to be worn when they talked to other people, and 19 respondents (73%) who did not wear them at school or when playing with friends. In the application domain, it was found that 18 respondents (69%) were still doing school activities and playing with friends when they had coughs and colds. Health protocols must still be implemented in a pandemic situation like this because they function to prevent the spread of coronavirus infection to the wider community. Moreover, for school-age children who have not received the COVID-19 vaccine, it is very necessary to take preventive measures by implementing the correct health protocol. With sufficient or not good knowledge possessed by school-age children at SD Kalipang 4 Grogol, Kediri Regency, it is necessary to conduct educational efforts for school-age children regarding the application of health protocols, including the use of appropriate and correct masks, covering their mouths when coughing and sneezing in crowds, especially when they are at school or playing with friends, getting enough rest if the body temperature is 38°C or more, and coughs and colds. One of the preventive ways is to carry out health promotion activities carried out through socialization, education, and the use of various information media to provide understanding regarding the dangers and transmission of COVID-19 (Kemenkes, 2020).

After being given communication using the storytelling method, almost all respondents were in the good category, with a total of 21 respondents (80.8%), 5 respondents (19.2%) having sufficient knowledge, and none having insufficient knowledge about implementing health protocols. Storytelling is a communication method that can be done for children by speaking, telling stories, or giving

explanations verbally. It aims to develop children's cognitive (knowledge), affective (feeling), social, and conative (experience) aspects. Storytelling has an energy that can drive motivation and the will to change in a person. Therefore, storytelling is an effective solution for delivering health education to school-age children (Soemanadi et al., 2015). After health education was carried out using communication using the storytelling method, children could better understand what health protocols were, as evidenced by the fact that some 25 respondents (96%) were able to use masks correctly, namely, from the nose to the bottom of the mouth; 26 respondents (100%) were able to wash their hands properly according to steps from the Ministry of Health; and 22 respondents (85%) chose to stay at home when they were sick. Good knowledge from school-age children at SD Kalipang 4 Grogol, Kediri Regency, after communicating with the storytelling method, will have an impact on children's behavior in maintaining health for both themselves and other people, as well as the surrounding environment. School-age children's knowledge of the implementation of health protocols can be obtained through their perceptions of communication using the storytelling method using their sensory organs. The results of the perceptions that school-age children have in the form of information stored in the memory system are to be processed and given meaning, and then this information is used when needed.

## CONCLUSION

Knowledge of school-age children regarding the implementation of health protocols before being given communication using the storytelling method, almost all respondents knew the sufficient category. Communication using the storytelling method affected the knowledge of school-age children about implementing health protocols at SD Kalipang 4 Grogol, Kediri.

## SUGGESTION

The importance of changing behavior and motivating children to be able to implement health protocols properly and correctly, so that school-age children have safety and comfort when implementing offline learning.

## ACKNOWLEDGEMENT

My gratitude goes to God Almighty for His gift so that the report on research activities is entitled "The Influence of Communication Using the Storytelling Method on Knowledge of the Implementation of School-Age Children's Health Protocols at SD Kalipang 4 Grogol, Kediri ". Can be resolved as well as possible. I hereby express my deepest gratitude to:

1. Chairman of the STIKES RS Baptis Kediri, has given permission, opportunities, and facilities to carry out Tri Darma Higher Education activities.

2. Principal of SD Kalipang 4 Grogol, Kediri Regency as the Principal who has given permission and the opportunity to conduct health research.
3. All teachers and students of SD Kalipang 4 Grogol, Kediri Regency who participated in this activity.
4. The entire research team at STIKES RS. Baptis Kediri who has participated in completing the research report that I cannot mention one by one.
5. God Almighty repays the kindness of all parties who have helped, prayed for, provided input, and encouraged me in completing this journal.

The author realizes that the preparation of this journal still has many shortcomings and weaknesses. Therefore, the author expects corrections in the form of constructive criticism and suggestions. The author hopes that this journal can be useful for readers and nurses.

## FUNDING

On this occasion, the researchers would like to express their gratitude for the financial support that has been given both from each researcher and the STIKES RS Baptis Kediri, so that starting from the beginning of research until the publication of this journal, everything can be completed properly. Hopefully what has been given can benefit many people, especially readers and those in the world of nursing.

## CONFLICT OF INTEREST

In the compilation of research up to journal publication conducted by researchers, there are no "conflicts of interest." Everything went well because there was good cooperation between researchers and support providers, namely the STIKES RS. Baptis Kediri

## AUTHOR CONTRIBUTION

In this research, the first author acts as a correspondent who is responsible for the research process from conception to publication by writing articles that have been adapted to journal guidelines. The second author assisted in the data collection, in this case, literature search and data analysis. The third author also assisted in data collection, the research process, and translation.

## REFERENCE

- Anies. (2020). *COVID 19 : Seluk Beluk Corona Virus Yang Wajib Dibaca*. Arruzz Media.
- Dahlan, A. K., & Umrah. (2013). *Ajaran Ketrampilan Dasar Praktik Kebidanan*. Malang: Inti Media.
- Hanafi, Oldhi, Siska Mayang Sari, A. H. (2019). Faktor – Faktor yang Berhubungan dengan

- Keterampilan. *Jurnal Ners Indonesia*, 9(2), hal 171-173.
- Haryadi, T., & Ulumuddin, D. I. I. (2018). Penanaman Nilai dan Moral pada Anak Sekolah Dasar dengan Pendekatan Storytelling Melalui Media Komunikasi Visual. *ANDHARUPA: Jurnal Desain Komunikasi Visual & Multimedia*, 2(01), 56–72. <https://doi.org/10.33633/andharupa.v2i01.1018>
- Johan, H., Reni, D. P., Noorbaya, S., Kebidanan, A., & Mahakam, M. (2018). *Pengaruh Penyuluhan Media Audio Visual Video Terhadap Perilaku Cuci Tangan Pakai Sabun Pada Siswa Kelas III Di SDN 027 Samarinda*. IV(6), 352–360.
- Kemendikbud, Agama, K., Kesehatan, K., & Negeri, K. dalam. (2020). *PANDUAN PENYELENGGARAAN PEMBELAJARAN PADA TAHUN AJARAN DAN TAHUN AKADEMIK BARU DI MASA PANDEMI CORONA VIRUS DISEASE (COVID-19)*. <https://doi.org/10.31227/osf.io/xj8ev>
- Kemendes. (2020). Pedoman kesiapan menghadapi COVID-19. *Pedoman Kesiapan Menghadapi COVID-19*, 0–115.
- Kementerian Kesehatan RI No 32 Tahun. (2017). *Standart Baku Mutu Kesehatan Lingkungan dan Persyaratan Kesehatan Air untuk Keperluan Sanitasi, Kolam Renang, Solus Per Aqua dan Pemandian Umum*, p.21. <https://doi.org/10.1117/12.5281193>
- Khairoes, D., & Taufina, T. (2019). Penerapan Storytelling Untuk Meningkatkan Keterampilan Berbicara Di Sekolah Dasar. *Jurnal Basicedu*, 3(4), 1038–1046. <https://doi.org/10.31004/basicedu.v3i4.220>
- Kusumaningtyas, E. (2016). PENGARUH MODEL PEER EDUCATION DENGAN METODE STORYTELLING TERHADAP PENINGKATAN PENGETAHUAN PEMILIHAN MAKANAN JAJANAN Info Artikel. *JHE Journal of Health Education*, 1(1), 14–20. <http://journal.unnes.ac.id/sju/index.php/jhealthedu/>
- Lai, C. C., Shih, T. P., Ko, W. C., Tang, H. J., & Hsueh, P. R. (2020). Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) and coronavirus disease-2019 (COVID-19): The epidemic and the challenges. In *International Journal of Antimicrobial Agents* (Vol. 55, Issue 3, p. 105924). Elsevier B.V. <https://doi.org/10.1016/j.ijantimicag.2020.105924>
- Listina, O., Solikhati, D. I. K., & Fatmah, I. S. (2020). Edukasi Corona Virus Desease 19 (Covid-19) Melalui Penyebaran Poster Kepada Masyarakat Kecamatan Slawi Kabupaten Tegal. *JABI: Jurnal Abdimas Bhakti Indonesia*, 1(2), 10–10. <http://ojs.stikesbhamadaslawi.ac.id/index.php/JABI/article/view/210>
- Maryunani, A. (2013). *Perilaku Hidup Bersih dan Sehat (PHBS)* (T. Ismail (ed.)). Jakarta; TIM.
- Moudy, J., & Syakurah, R. A. (2020). Pengetahuan terkait usaha pencegahan Coronavirus Disease (COVID-19) di Indonesia. *Higeia Journal of Public Health Research and Development*, 4(3), 333–346.
- Natsir, M. F. (2018). PENGARUH PENYULUHAN CTPS TERHADAP PENINGKATAN PENGETAHUAN SISWA SDN 169 BONTO PARANG KABUPATEN JENEPONTO. *Jurnal Nasional Ilmu Kesehatan (JNIK)*, 1, 1–9.
- Oktiawati, A., Dewi, R. C., & Saputri, L. D. (2015). *Teori & Konsep Tumbuh Kembang Bayi, Toodler, Anak, dan usia Remaja* (Cetakan I). Yogyakarta; Nuha Medika.
- Saputra, C., & Putra, I. D. (2020). Pemberdayaan Penanggulangan Covid-19 Bagi Petugas Kesehatan. *JCES (Journal of Character Education Society)*, 3(2), 311–319.
- Saputro, A. A., Saputra, Y. D., & Prasetyo, G. B. (2020). *ANALISIS DAMPAK COVID-19 TERHADAP KESADARAN MASYARAKAT DALAM PENERAPAN PROTOKOL KESEHATAN*. 3(2), 81–92.
- Soemanadi, M., Og, S., Arumdati, S., Rad, S., Soeratman, E., Sp, P., Jack, Z., Pd, S., Og, S., Dwipoyono, B., Gynecologist, S. O. G., Rad, S., Radiology, D., Sp, B., Surgery, K. B. D. D., Tehuteru, E. S., Sp, A., Oncologist, M. H. A. P., Soeratman, E., ... Biomed, M. (2015). *Penerapan Storytelling sebagai Intervensi untuk Menurunkan Derajat Stres pada Anak Leukemia*. 9(4).
- Subaris, H. (2016). *Promosi Kesehatan, Pemberdayaan Masyarakat, dan Modal Sosial* (J. Budi (ed.)). Yogyakarta; Nuha Medika.
- Suryaningsih, N. M. A., & Poerwati, C. E. (2020). *Pengenalan Protokol Kesehatan Pada Anak Usia Melalui Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw*. November, 329–336.
- Susanti, A., & Safitri, H. (2017). Pengaruh Story Telling Terhadap Tingkat Kecemasan Anak Prasekolah Yang Menjalani Hospitalisasi Di Rsup Dr.M.Djamil Padang Tahun 2017. *Jik-Jurnal Ilmu Kesehatan*, 1(1), 44–50. <https://doi.org/10.33757/jik.v1i1.26>
- Susanti, F. (2014). *Pengaruh Pendidikan Kesehatan Menggunakan Storytelling dan Permainan Ular Tangga terhadap Tingkat Pengetahuan mencuci Tangan Pakai Sabun di TK Al Hidayah Ajung Kabupaten Jember*. 2014.
- Trianingsih, R. (2016). *Pengantar Praktik Mendidik Anak Usia Sekolah Dasar*. 3(2), 197–211.
- WHO. (2020). *Clinical Management of Covid-19*.