



# KLASICS

Kendari Journal of Maritime and Holistic Nursing

<https://stikesks-kendari.e-journal.id/K>

Volume 04 | Number 01 | December | 2023

E- ISSN : 2774-6577

## A Study on the Implementation of Storytelling Therapy on the Level of Hospitalization Anxiety in Preschool Children in the Emergency Room of Kendari City Regional General Hospital

Hilda Arini Mastri<sup>1</sup>, Risnawati<sup>2</sup>, Siti Umrana<sup>3</sup>

<sup>1,2,3</sup>Nursing Diploma III Program, STIKes Karya Kesehatan, Kendari, Indonesia

Author Correspondence :

Siti Umrana

Nursing Diploma III Program, STIKes Karya Kesehatan, Kendari, Indonesia

Jl.Jendral A.H.Nasution,Anduonohu,Kec.Kambu

Email: sitiumrana82@gmail.com

**Keywords:** *Hospitalization, Storytelling Therapy, Anxiety*

**Abstract:** *Anxiety is a side effect of hospitalization that can appear at the age of children who are exposed to stimuli in the hospital care environment. Hospitalization is the process of receiving treatment and care in hospital until the child's condition improves. Anxiety in children who receive treatment in hospital for treatment can prolong therapy, worsen anxiety, and have a negative impact on the child's health. Caregivers can use storytelling therapy to help improve a child's thinking and shift their view of stress to a less frightening environment. The aim of this study was to see the effect of implementing storytelling therapy on the level of anxiety in early childhood caused by hospitalization. This research approach is the application of a case study using purposive sampling techniques. The design form used is one-group pretest-posttest design. The scale used is SCAS (Spance Children's Anxiety Scale Preschool). Children's inpatient anxiety before and after narrative treatment with flashcards is significantly different and shows a decrease in anxiety levels after giving storytelling therapy to children.*

### Introduction

Hospitalization occurs when a child is brought to the hospital for medical treatment and therapy. It is an emergency scenario for individuals who are unwell and undergoing treatment. This occurs when a child is attempting to adapt to the unfamiliar healthcare environment (hospital). The hospital atmosphere can trigger the emergence of anxiety and concerns in children who are injured due to medical procedures, and it is the most common cause of anxiety in preschool children<sup>6</sup>.

Anxiety is a medical condition characterized by a sense of fear along with somatic signs from an overly active

autonomic nervous system. This anxiety is a reaction to the reasons a child is receiving treatment at the hospital. Anxiety is associated with fear and worry. The short-term consequences of anxiety and nervousness in a child not promptly receiving treatment can lead to the child refusing treatment and medical care, thereby affecting the duration of hospitalization<sup>20</sup>.

Many factors influence the causes of anxiety, including hospital staff (doctors, nurses, and additional healthcare personnel), unfamiliar surroundings, and the responses of family members accompanying the child during treatment. Medical procedures or invasive surgeries can trigger anxiety in

children, such as the administration of intravenous fluids, blood specimen collection, surgeries, treatments, and other nursing interventions, often deemed necessary<sup>11</sup>.

Children aged 3 to 6 years old are highly sensitive to illness due to environmental factors, inadequate cleanliness, insufficient food intake, or the developmental stages of preschool children that require the development of fine and gross motor skills, placing them at risk of injury. Children receiving hospital care often exhibit hostility, negative feelings, and anger, followed by aggression towards family members, interactions with medical staff, and an inability to engage with peers<sup>14</sup>.

Pharmacological and non-pharmacological treatments are employed to address anxiety. Calming medications, both oral and injectable, are commonly used in medication therapy for children. Non-pharmacological therapy is required to address trauma and anxiety resulting from nursing procedures. This includes the presence of parents during invasive care, preparing the child physically and psychologically for treatment procedures, enhancing environmental distraction techniques, relaxation through breathing and gentle touch, as well as fostering a sense of safety and well-being. This also involves safeguarding the child from physical and psychological dangers<sup>3</sup>.

Distraction method in storytelling is one of the alternative anxiety therapy approaches. Distraction techniques, such as employing effective narrative methods to redirect attention, have a direct impact on shifting the focus of the child from the initial discomfort<sup>3</sup>. This storytelling therapy has several advantages, namely being participative, responsive to the child's reality, stimulating the child's imagination, and cost-effective compared to other non-pharmacological methods<sup>1</sup>.

Storytelling is the process by which someone communicates a message, information, or a story, usually through words or writing. The storytelling method can be used with or without props such as photos or dolls<sup>4</sup>. Nurses can use storytelling to transform how children cope from

maladaptive to adaptive, as well as to reduce hospital anxiety by providing programs to help children recover faster. (Vinora, 2018) Behavior becomes receptive. It is important to understand how to choose storytelling themes and fairy tales for children. The nurse's story captivates the hearts of children. Children prefer to listen to engaging stories repeatedly. Stories for children<sup>19</sup>.

According to the World Health Organization (WHO), the incidence of hospitalization among the global child population reached 54% in January 2022. According to the National Health Survey (Susenas), 47.44% of preschool-aged children, ranging from 3 to 6 years old, require hospitalization. In 2022, according to the Central Statistics Agency (BPS), the hospitalization rate for children in Southeast Sulawesi in 2021 was 12.82%. Based on the findings of an initial examination conducted at the Emergency Room of Kendari City Regional General Hospital, the total number of pediatric patients from January to December 2022 was 1046 individuals. Preschool children who are anxious generally exhibit elimination issues, loud protests against being separated from their families, protest behaviors, and are more responsive and apathetic, such as avoiding food when observed in the room.

Based on the various phenomena mentioned above and the urgency of pain management in preschool children, the researcher is interested in conducting a study to understand the influence of applying Storytelling Therapy on the Level of Hospitalization Anxiety in Preschool Children in the Emergency Room of Kendari City Regional General Hospital.

## **Method**

The research design is a descriptive observational study with a case study approach. This study was conducted at Kendari City Regional General Hospital, and the samples for this research are preschool-aged children (3-6 years old) who will be admitted to Kendari City Regional General Hospital in 2023, using purposive sampling technique.

## **Results and Discussion**

The research results indicate that there is a difference in the anxiety levels of children before and after the storytelling method. Although one child still felt worried after receiving storytelling treatment, this may be due to various factors, including healthcare staff (healthcare workers, medical professionals, or other medical personnel), a new environment, or the family around them. Families often worry about their children being treated in the hospital, even though, in fact, it does not directly impact their children. However, children sense changes in behavior from their parents or other family members accompanying them during treatment.

### **1) Research Subject I**

The research results for subject I show positive outcomes, namely a significant decrease in anxiety levels. Before the application of storytelling therapy, the anxiety level for Subject An. K was at a score of 50. After the implementation of storytelling therapy, the anxiety level decreased to a score of 15, indicating the absence of anxiety.

### **2) Research Subject II**

The results obtained for research subject II indicate a moderate level of anxiety with a score of 43. After receiving storytelling therapy, Subject An. S experienced a decrease in anxiety levels, obtaining a score of 11, indicating the absence of anxiety.

### **3) Research Subject III**

Research subject An. S scored 29 with a mild level of anxiety before receiving storytelling therapy. Subsequently, the child underwent storytelling therapy to reduce the anxiety level, and an excellent score of 7 was obtained, indicating the absence of anxiety.

### **4) Research Subject IV**

The research results obtained from subject III before the implementation of storytelling therapy showed a moderate level of anxiety with a score of 47. After the application of storytelling therapy, a post-therapy measurement was conducted to determine the extent of the decrease in

anxiety levels for Subject An. R, and a score of 26 was obtained, indicating a mild level of anxiety.

### **5) Research Subject V**

The results for research subject V, An. M, before receiving storytelling therapy, were 35, indicating a moderate level of anxiety. After receiving storytelling therapy, there was a decrease in the anxiety level with a score of 9, indicating the absence of anxiety.

Caring for a child in the hospital is a stressful experience. Variables such as unfamiliar environments, separation from family, lack of knowledge, and medical procedures all contribute to inpatient stressors. As a result, children may experience discomfort, anger, fear, anxiety, sadness, and pain. This motivates children to use stress coping mechanisms. If a child is unable to cope with stress, it can lead to a crisis. Children may exhibit responses such as crying, anxiety, more aggressive behavior, frequent questioning, loss of motivation, fear, loss of appetite, or resistance to medical care and invasive procedures performed by nursing staff, all of which can hinder the child's recovery from the provided treatment<sup>17</sup>.

The procedure for implementing storytelling therapy in preschool-aged children involves the use of colorful and engaging picture flashcards to capture the child's interest and divert attention from the ongoing hospitalization. Storytelling therapy is employed during and after the treatment process. Storytelling activities are carried out by showing flashcards to the child, and a story can then be created based on the images on those flashcards. Children can respond to stories using their imagination, allowing for interactive activities to take place in two directions: from the child to the nurse and from the nurse to the child. Storytelling therapy takes place for 3-5 minutes and is used to make the child feel comfortable with the new environment, the nurse, and the hospitalization process. In accordance with the research of Alfiyanti, et al (2007) that children must reach the acceptance phase, which includes showing interest in the surroundings and relating well to nurses and people around them<sup>2</sup>.

Study subjects I, subject II, subject III, subject IV, and subject V before giving storytelling therapy where the degree of anxiety was scored 50, 43, 47, 29, and 35 respectively. with indications of moderate anxiety indicated by subject I, subject II, subject III and subject V, and indications of mild anxiety in subject IV. This happens because the child is hospitalized for the first time so he feels uncomfortable and threatened in a new environment. After giving storytelling therapy for 3-5 minutes, good results were obtained with a decrease in anxiety levels in consecutive scores of 15, 11, 26, 9, and 7. Indications of the results after the application of storytelling therapy are a decrease in the degree of anxiety, namely there is no anxiety shown by subject I, subject II, subject IV and subject V. While for subject III obtained the level of anxiety with a degree of mild anxiety.

The study's findings are consistent with previous research. by Anggraeni and Widiyanti (2019) found that storytelling is considered to reduce anxiety in children at preschool age, stimulate the cerebral cortex, release endorphins, and inspire happiness. in children and reduced anxiety in children in preschool. Stories about fairy tales are stories that have the ability to influence the listener, stimulate the brain as well as damage the environment in the story<sup>3</sup>.

Astuti and Naurotul (2021) also stated that storytelling can be given to preschool-aged children who are in the early stages of development because it can help open their minds and shift the child's perspective from a state of anxiety to a non-threatening one. Storytelling not only activates the child's cognitive aspects but also their emotions, artistic sense, sensitivity, finesse, ability to fantasize, and imagine, thus proving that storytelling therapy is successful in reducing the level of anxiety in children due to hospitalization treatments<sup>4</sup>.

The findings of this study show that there has been a decrease in the degree of anxiety in children who receive treatment in hospital, which is caused by many variables, especially the sex of the child, and anxiety appears more often in girls when compared to boys. These findings are consistent with those

findings. Saribu, Pujiati, and Abdullah (2021) It suggests that hospitalization anxiety is more likely to occur in girls compared to boys. This happens because boys are more energetic and exploratory, while girls are more vulnerable and prioritize their feelings in dealing with problems. In addition, women are more prone to anxiety than boys because the nature of the hormone estrogen in girls is more easily affected by stressful circumstances than the hormone estrogen in boys. This was seen in the anxiety levels of subjects I, III, and IV who experienced anxiety before and after receiving storytelling therapy.

Age also affects a child's coping in the face of anxiety due to hospitalization. Toddlers are more prone to anxiety than children who are at preschool age, and school-age children are also better prepared than toddlers when receiving hospital care. As a result, older children can cope with anxiety better than younger children. This finding fits the concept that preschool-age children are associated with the need to investigate everything they do not yet understand, so the anxiety grade of preschool-aged children is associated with everything that is foreign to them<sup>10</sup>. This is reinforced by Ningsih et al, (2023) stated that age is closely related to a person's maturity when dealing with problems that may come<sup>18</sup>. In this case, the more experience a person has, the higher or older they are. The older you get, the more mature your level of maturity and strength in behaving and thinking in response to hospitalization. This statement is in accordance with An's conditions. R who is at a younger age, namely preschoolers aged 3 years, has difficulty coping with anxiety due to hospitalization. Subjects M. and An.S, namely subjects II and V, were 6 years old and showed better management so that they were better prepared to handle anxiety due to hospitalization.

The hospitalization of a child is complicated by the emergence of anxiety in the hospital environment. As a result, through interaction, the child's anxiety will be relieved as they have the ability to avoid their anxious feelings. Therefore, storytelling serves as a means of communication between children and adults, such as nurses or medical staff in

the hospital. By studying the vocal expressions of the child during conversations with close relatives and playgroup friends, nurses can learn about the child's ideas and emotions.

## Reference

1. A'diilah, Nidaa', and Irman Somantri, 2016. Efektifitas Terapi Bercerita Terhadap Kecemasan Anak Usia Toddler Dan Prasekolah Saat Tindakan Keperawatan. *Jurnal Keperawatan Padjadjaran*. Vol. 4. No. 3. pp:248–54.
2. Alfiyanti, D., Hartiti, T., & Samiasih, A. 2007. Pengaruh Terapi Bermain Terhadap Tingkat Kecemasan Anak Usia Prasekolah Selama Tindakan Keperawatan di Ruang Lukman Rumah Sakit Roemani Semarang, , *FIKkes Jurnal Keperawatan*. Vol.1. No.1, hh : 35-44
3. Anggraeni L. D. and Widiyanti W. 2019. Distraction Technicques: Telling Stories to Decrease Pain For School Children During Infusion. *Jurnal Keperawatan Indonesia*. Vol. 22. No. 1. hh;23–30.
- A. Pulungan, Zulhaini Sartika, Edi Purnomo, and Arni Purwanti A. 2017. “Hospitalisasi Mempengaruhi Tingkat Kecemasan Anak Toddler. *Jurnal Kesehatan Manarang*, Vol. 3. No. 2. hh: 58.
4. Astuti, Wahyu Tri, and Faiqoh Naurotul. 2021. “Literature Review : Penerapan Terapi Story Telling Terhadap Kecemasan Anak Prasekolah Akibat Hospitalisasi. *Jurnal Keperawatan Karya Bhakti*, Vol. 7. No. 2. hh: 72–84.
5. Anggerainy SW, Wanda D, Nurhaeni N. 2019. Comprehensive Child and Adolescent Nursing Music Therapy and Story Telling: Nursing Interventions to Improve Sleep in Hospitalized Children. *Compr Child Adolesc Nurs*. Vol. 42. No. 1. pp:82–9.
6. Aryani, D., & Zaly, N. W. (2021). Pengaruh Terapi Bermain Mewarnai Gambar terhadap Kecemasan Hospitalisasi pada Anak Prasekolah. *Jurnal Akademika Baiturrahim Jambi*, 10(1), 101. <https://doi.org/10.36565/jab.v10i1.289>
7. Azam, Muhammad Nazif et al. 2020. Kecemasan Pada Anak Prasekolah. *Jurnal VARIDIKA*, Vol. 32. No. 1. hh: 37–44.
8. Dayani, Nor Ella, Lia Yulia Budiarti, and Dhian Ririn Lestari. 2015. Therapi Bermain Clay Terhadap Kecemasan Pada Anak Usia Prasekolah (3-6 Tahun) Yang Menjalani Hospitalisasi Di RSUD BANJARBARU. *Jurnal Keperawatan*, Vol. 3. No. 2. hh: 1–15.
9. Dina Zakiiyatul Fuadah, Diana Rachmania, and Sulis. 2021. Perbedaan Dampak Hospitalisasi Pada Anak Prasekolah Yang Didampingi Orang Tua Dan Selain Orang Tua. *Journal Center of Research Publication in Midwifery and Nursing*. Vol. 4. No. 2. hh: 13–22.
10. Faidah, Noor, and Thersa Marchelina. 2022. Tingkat Kecemasan Anak Usia Prasekolah Yang Dirawat Di Rumah Sakit Mardi Rahayu Kudus. *Keperawatan dan Kesehatan Masyarakat*. Vol. 11. No. 3. hh: 218–28. <http://jurnal.stikescendekiautamakudus.ac.id>.
11. Fatmawati, Lilis, Yuanita Syaiful, and Diyah Ratnawati. 2019. Pengaruh Audiovisual Menonton Film Kartun Terhadap Tingkat Kecemasan Saat Prosedur Injeksi Pada Anak Prasekolah. *Journal of Health Sciences*. Vol. 12. No. 02. hh: 15–29.
12. Fernanda, Reki, Quroti A`yun, and Dwi Eni Purwati. 2019. Perbedaan Tingkat Kecemasan Dan Facal Image Scale (FIS) Pada Anak Yang Akan Menghadapi Tindakan Pencabutan Dan Penumpatan Gigi Di Puskesmas Depok Unit III. *Journal of Oral Health Care*. Vol. 7. No. 2. hh: 55–65. <https://www.ejournal.poltekkesjogja.ac.id/index.php/JGM/article/view/451/300>.
13. Firmansyah, Hamdan et al, 2021. *Keperawatan Kesehatan Anak Berbasis Teori dan Riset*. Bandung: CV. Media Sains Indonesia.
14. Fitra Herayeni, Desi, Immawati, and Sri Nurhayati. 2022. Penerapan Terapi Mewarnai Terhadap Penurunan Kecemasan Pada Anak Prasekolah (3-6 Tahun) yang Mengalami Hospitalisasi Di Rsud Jend. Ahmad Yani Metro. *Jurnal Cendikia Muda*. Vol. 2. No. 1. hh: 59–

- 65.
15. Hadini, 2018. Perkembangan Sosial Usia Pra-Sekolah dan Usia Sekolah Dasar Serta Implikasinya Dalam Pendidikan.” *Jurnal FITRA*. Vol. 4. No. 1. pp: 12–19.
  16. Ilmiasih, R. 2012. Pengaruh Seragam Perawat : Rompi Bergambar Terhadap Kecemasan Anak Pra Sekolah Akibat Hospitalisasi, *Medical Journal of Indonesia*, Vol. 1. No. 1.
  17. Supartini, P. 2004. Buku Ajar Kosep Dasar Keperawatan Anak. ed. Ester, M.,: EGC: Jakarta.
  18. Ningsih, Sri Wahyu, Ivansri Marsaulina, and P Thomson. 2023. Faktor-Faktor Yang Berhubungan Dengan Tingkat Kecemasan Orang Tua Pada Hospitalisasi Anak Usia Prasekolah Di Ruang Rawat Inap RSUD Kab . Aceh Singkil Tahun 2021 Factors Related to Parents ’ Levels of Anxiety in Childhospitalizationpre School Age in the In.”*Journal of Healthcare Technology and Medicine*. Vol. 9. No. 1. hh: 404–15.
  19. Vinora. E, 2018. Pelaksanaan Program Perilaku Hidup Bersih (PHBS) Pada Anak Di TK Islam Harapan Ibu Lima Kaum. *Journal of Chemical Information and Modeling*. Vol. 1. No. 68.
  20. Sari, Putri Irwanti, Reny Pordaningsih, Erwinsyah Erwinsyah, and Rifki Dwi Prasetya. 2023. Penerapan Terapi Bermain Mewarnai Untuk Menurunkan Tingkat Kecemasan Hospitalisasi Pada Anak Usia 3-6 Tahun: Studi Kasus. *Jurnal Ilmiah Ners Indonesia*. Vol. 4. No. 1. hh: 109–15.