

DIGITAL STORYTELLING AS A MEDIA FOR HEALTH PROMOTION IN SCHOOL CHILDREN

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ABSTRACT

This research aims to determine digital storytelling as a health promotion medium for school children. The research method used in this study was a systematic review taken from Science Direct, Scopus, Proquest, Sage Journal, and Clinical Key search engines, which were filtered in title, abstract, and complete studies. All journal articles, including experimental, mixed methods, randomized controlled trials, and qualitative analyses, are in English. The research results showed that seven articles were included in the review. Research has been conducted in health promotion with different digital storytelling processes. The results of this review show that digital storytelling increases knowledge, perception, motivation, and social support. In conclusion, this systematic review shows that digital storytelling interventions positively influence health promotion, especially at school age.

Keywords: Digital Storytelling, Health Promotion, School Age

INTRODUCTION

School age is a period of developing competence and self-identity. Children will grow and develop physically, emotionally and socially. This period is a transition period from parental and family control and more influence from outside the home such as school, teachers, peers and other groups (Padila et al., 2022). School age children are a generation whose health needs to be looked after, improved and protected. This period is a golden age to be able to instill knowledge about Health so that it can improve Health in the future (Panzilion et al., 2020). Children are the right age to be given education because children can easily learn about health and can share knowledge with their family or other communities (Novitasari et al., 2023; Aminah et al., 2021).

Healthy habits if given at this time will tend to become a lifestyle in children more easily and last longer than in adulthood (Eo & Kim, 2020). Healthy habits in children can be formed through health service efforts at schools, one of which is health education carried out by nurses. Nurses as providers of nursing care in schools, especially in promotive and preventive terms (Mahmud & Mulyono, 2021). Health education for school-age children must use methods that are appropriate to the characteristics of school-age children. School-aged children have different physical, emotional, social and cognitive development characteristics. There are several interventions that can be carried out with school-aged children using interactive techniques with children (Brigden et al., 2019).

Children tend to prefer reading and listening to stories and based on these stories they can understand society and life in general. Storytelling is a method that can be used to communicate or convey information and knowledge in health. Telling stories can change behavior which can improve health. Story Telling or sharing stories can help

children identify with other people or characters in the story, imagine themselves behaving differently so that it will inspire health behavior in themselves (Brooks et al., 2022; Woudstra & Suurmond, 2019).

With the rapid development of digital technology, storytelling is developing in the latest direction with a collaborative approach using technology (O'Byrne et al., 2018). Digital Storytelling is the use of technology in telling stories such as graphics, audio, text, video and animation. Digital storytelling integrates images, music, narration and sound that bring characters, situations, experiences and new insights to life that help children understand the story. By using digital, it is easier for children to understand stories because they can listen to the story and see the visuals (Choo et al., 2020; Padila et al., 2019). Digital Storytelling is a type of critical narrative intervention with an asset-based, narrative, participatory approach to promoting a person's health (Lohr et al., 2022).

RESEARCH METHODS

This research uses a systematic review method. The search for articles used in this research used the PRISMA method to determine digital storytelling interventions in health promotion. Search for information starts from October – December 2022. Search for journals using electronic searches such as Science Direct, Scopus, Proquest, Sage Journal and Clinical Key which are published from 2018 – 2022 with

keywords "Storytelling", "Digital Storytelling", "Digital Storytelling A ND health promotion", "Digital AND storytelling", "Digital Storytelling AND School Age". After getting the results of the data that has been collected. The author reviews journals that comply with the inclusion criteria, namely journal format, journal articles published with the title digital storytelling, article types can be experimental, case study, randomized control. trials and qualitative studies, language used is English.

RESULTS

Table. 1
Literature Review

Author's Name, Article Title, Type of Literature	Year	Aims	Findings
Dike et al., Improving knowledge and perception of HIV/AIDS among English language speaking children in rural areas through educational digital storytelling, Randomized Control Design	2021	The aim of this research is to see the effect of digital storytelling interventions to meet the English language needs of children in rural areas in Nigeria in increasing perceptions and knowledge about HIV/AIDS	Based on the research results, the digital storytelling intervention significantly increased the knowledge and perception of English-speaking children in the intervention regarding HIV/AIDS compared to their peers in the control group (p value < 0.001)
Ofoegbu et al., Impact of an Educational Digital storytelling intervention on HIV risk perception among Nigerian adolescents, Randomized Control Design	2020	To investigate the impact of an educational digital storytelling intervention (EDSI) on human immunodeficiency virus (HIV) risk perception and knowledge among	The EDSI is a useful tool to help adolescents to increase their HIV risk perception and knowledge. Further research and policy changes are needed to support the full implementation of the EDSI in different sectors

		Nigerian adolescents.	of Nigerian society and in other parts of the world.
Ezegbe et al., Rational Emotive Digital Storytelling Therapy for Improving HIV/AIDS Knowledge and Risk Perception Among School children : A Group Randomized Trial	2019	The aim of this research is to see the effectiveness of Digital Storytelling therapy on the knowledge and perception of HIV/AIDS in school children	The results of the research show that there is an increase in knowledge and perception regarding the risk of HIV/AIDS with a p value of 0.000. By receiving digital storytelling, respondents overcome inappropriate beliefs about HIV/AIDS.
Briant et al., The Power of Digital Storytelling as a Culturally Relevant Health Promotion Tool, Qualitative	2016	The aim of this study was to explore whether digital storytelling can be a culturally relevant health promotion tool	The research results found themes that emerged in participant interviews, namely connection and communication, lack of opportunities and barriers to telling stories and the potential to increase awareness of disease prevention and provide disease-related education. Participants felt digital storytelling was very helpful in sharing personal stories about overcoming or managing health problems they experienced
Gubrium et a., Measuring Down: Evaluating Digital Storytelling as Process for Narrative Health Promotion, Mix Method	2016	The aim of this research is to evaluate digital storytelling of health promotion narratives	The results of quantitative research found that there were no significant changes in self-esteem, social support, empowerment and sexual behavior after digital storytelling was carried out. The results of qualitative research can be identified that digital storytelling provides benefits that support health by reflecting the experiences felt by the participants involved. The themes found in this research are the importance of expressing the truth, understanding, social support and feelings Valued

Carlson et al., Facilitated Stories for Change : Digital Storytelling as a Tool for engagement in facilitated discussion for reduction of diabetes related health disparities among rural Latino patients with diabetes, Mix Method	2021	The aim of this research is to see the effectiveness of digital storytelling on the independence of type 2 diabetes mellitus patients in rural areas	Results of quantitative research on changes in motivation and self- confidence in respondents after the intervention (p = 0.001 and p = 0.017) The results of the qualitative research obtained themes based on the narrative theory model which is based on trustworthy character, attachment to culture and social support which will influence behavior, belief and knowledge.
Zarifsaniey et al., Promoting self management behaviors in adolescents with type 1 diabetes, using digital storytelling : a pilot randomized controlled trial	2022	The aim of this research is to see the effectiveness of digital storytelling on self- management behavior in adolescents with type 1 diabetes	The results of the study showed that there was a significant increase in self-management in adolescents with type 1 diabetes

Based on journals obtained from batabased, 1,098 journals were obtained from all databases combined. After removing duplicates, filtering and independently reviewing titles and abstracts that did not meet the inclusion criteria were excluded as many as k

1058 articles. Then 35 potential articles were obtained. After reading the full text 58 articles were excluded and finally only 7 articles met the criteria. Selection details will be shown in the flow diagram (PRISMA) in Figure 1.

DISCUSSION

The aim of this systematic review is to synthesize studies that discuss the impact of Digital Storytelling on health promotion. There were 8 articles that met the criteria and were reviewed. Articles were analyzed using the JBI Critical Appraisal Checklist AND CASP Randomized Controlled Trial Standard Checklist. All articles reviewed have an influence on improving health, both by increasing knowledge, behavior and attitudes and motivation regarding health problems.

The results of the article analysis found that in all articles there were differences in implementing the digital storytelling intervention process. Digital storytelling intervention was carried out on respondents by looking at digital storytelling that had been created by previous researchers which was in accordance with the phenomena taken Dike et al., (2021); Ofoegbu et al., (2020); Ezegebe et al., (2019); Carlson et al., (2021); Zarifsaniey et al., (2022) while in another article the digital storytelling method is carried out through the process of creating digital storytelling carried out by respondents, namely sharing stories, getting feedback from stories, writing scripts, making storyboards, recording sound, making digital videos and sharing digital stories. The two intervention processes used have different respondent participation in the process. The digital storytelling intervention involves looking at the digital storytelling that has been created by the researcher, the respondent's participation in the intervention only focuses on watching and providing a response after finishing watching, whereas in the digital storytelling intervention process the respondent participates by creating his own story based on his

personal experience and assembling it into a story using express the creativity of respondents in the process.

By creating your own digital storytelling, it has a positive personal impact experienced by the story creator. This is supported by Briant et al., (2016) by creating a story. Together with someone who has health problems, it will make someone

think differently about felt emotional experiences. When listening to other people's stories will increase understanding and empathy for other people. This understanding will be the basis for social support among fellow respondents (Gubrium et al., 2016). In addition, by making a voice for school children, it will highlight the joint development of interventions among other children so that they will be more easily accepted (Carlson et al., 2021).

Health education using digital storytelling can increase individual knowledge and perceptions about health problems. Based on research, there was an increase in knowledge and perception in the intervention group that was given digital storytelling intervention compared to the control group. This can be concluded from the three articles that discuss knowledge and perception (Dike et al., 2021; Ofoegbu et al., 2020; Ezegbe et al., 2019). Digital Storytelling can be a medium for sharing stories about someone's experiences which will attract someone emotionally to increase their understanding and awareness of the health behavior that has been told (Cueva et al., 2015).

Digital Storytelling increases connections with other people through stories where they can share ideas for telling stories. Digital Storytelling not only provides knowledge but also provides hope, strength and support (Briant et al., 2016). Digital Storytelling also increases feelings of empathy and attachment because children have similar experiences (Gubrium et al., 2016).

Digital storytelling integrates images, music, narration and sound that bring characters, situations, experiences and new insights to life that help children understand the story. By using digital, it is easier for children to understand stories because they can listen to the story and see the visuals (Choo et al., 2020). Digital Storytelling provides more positive results for children because it provides an interesting and enjoyable experience for children (Zarifsaniey et al., 2022). Digital storytelling media can be used as a means to support education and clinical services and can be a health promotion media that influences changes in health behavior

CONCLUSION

The use of digital storytelling has a positive impact so it can be used as a method in promoting health in children school. Digital storytelling is appropriate with the development and growth of school children which is interesting and fun for children.

SUGGESTION

It is hoped that health promotion using digital storytelling can be implemented as a replacement for existing methods. Future research can compare digital storytelling methods with other methods that are often used.

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