

## PERBEDAAN PENYULUHAN METODE *ROLE PLAYING* DAN METODE *STORYTELLING* TERHADAP PENGETAHUAN, SIKAP DAN STATUS KEBERSIHAN GIGI DAN MULUT PADA MURID SEKOLAH DASAR

Nenny Wuri Pabawati<sup>\*</sup>, Lisdrianto Hanindriyo<sup>\*\*</sup>, Sri Widiati<sup>\*\*</sup>

<sup>\*</sup>Kandidat Master Program Studi S2 Ilmu Kedokteran Gigi, Fakultas Kedokteran Gigi, Universitas Gadjah Mada

<sup>\*\*</sup>Departemen Ilmu Kedokteran Gigi Pencegahan dan Ilmu Kesehatan Gigi Masyarakat, Fakultas Kedokteran Gigi, Universitas Gadjah Mada,

### INTISARI

**Latar belakang** : Kebersihan gigi dan mulut merupakan permasalahan yang sering timbul pada anak-anak. Salah satu faktor penyebabnya adalah perilaku anak. Perilaku mulai terbentuk dari pengetahuan yang kemudian menstimulus perubahan sikap dan tindakan. Perlu metode penyuluhan yang tepat untuk meningkatkan pengetahuan tentang kebersihan gigi dan mulut pada anak-anak. Penelitian ini bertujuan untuk mengetahui perbedaan pengaruh penyuluhan metode *role playing* dan metode *storytelling* terhadap pengetahuan, sikap, dan status kebersihan gigi dan mulut pada murid kelas 5 sekolah dasar.

**Metode penelitian** : Penelitian ini merupakan penelitian *quasi eksperimental* dengan *pre-test* dan *post-test design*. Sampel diambil dengan menggunakan teknik *cluster random sampling* dengan jumlah sampel 112 murid kelas 5, sampel dibagi menjadi 2 kelompok perlakuan berbeda, 56 murid dengan metode *storytelling* dan 56 murid dengan metode *role playing*. Variabel tingkat pengetahuan dan sikap diukur menggunakan kuesioner, status kebersihan gigi dan mulut diukur menggunakan indeks PHP-M. Sebagian besar data tidak terdistribusi dengan normal sehingga dilakukan uji non parametrik.

**Hasil** : Hasil analisis menunjukkan ada peningkatan yang signifikan dari waktu ke waktu pengetahuan dan sikap yang dilakukan dalam 3 kali penilaian dengan metode *role playing* dan *storytelling*. *Mean rank delta* pre test – post test 2 variabel pengetahuan metode *role playing* 51,29 sedangkan metode *storytelling* 61,71 dan sikap metode *role playing* 49,93, sedangkan metode *storytelling* 63,07. Status kebersihan gigi dan mulut peningkatan masing-masing untuk kedua metode tidak berbeda signifikan, namun *mean rank delta* metode *role playing* 62,84, sedangkan metode *storytelling* 50,16. Terdapat perbedaan pengaruh yang signifikan antara kedua metode penyuluhan terhadap peningkatan pengetahuan, sikap, dan status kebersihan gigi dan mulut dengan nilai p signifikan ( $p < 0,05$ ).

**Kesimpulan** : Penyuluhan dengan metode *storytelling* sebagai metode penyuluhan kebersihan gigi dan mulut lebih meningkatkan pengetahuan, sikap dan status kebersihan gigi dan mulut dibandingkan metode *role playing*.

**Kata kunci**: Metode *Role Playing*, Metode *Storytelling*, Penyuluhan, Murid Sekolah Dasar, Pengetahuan, Sikap, Status kebersihan gigi dan mulut.

## THE DIFFERENCES OF COUNSELING WITH ROLE PLAYING AND STORYTELLING METHODS ON KNOWLEDGE, ATTITUDE, AND ORAL HYGIENE STATUS OF ELEMENTARY SCHOOL STUDENTS

Nenny Wuri Pabawati<sup>\*</sup>, Lisdrianto Hanindriyo<sup>\*\*</sup>, Sri Widiati<sup>\*\*</sup>

<sup>\*</sup> Candidate of Master in Dental Science, Faculty of Dentistry, Universitas Gadjah Mada.

<sup>\*\*</sup> Department of Preventive Dentistry and Dental Health Community, Faculty of Dentistry, Universitas Gadjah Mada

### ABSTRACT

**Background** : Oral hygiene is a problem that often arises in children. One contributing factor is the children's behavior. Behavior begins to form from knowledge, then knowledge stimulates changes in attitudes and actions. The knowledge that elementary school students have about oral hygiene is bad and lacks action. An appropriate extension method is needed to increase knowledge of dental and oral hygiene in children. The purpose of this research is to find out the difference of the counseling using role playing and storytelling methods on knowledge, attitudes, and oral hygiene in elementary school students.

**Research method** : This research is a quasi experimental research with pre-test and post-test design. The sample was taken using cluster random sampling technique with a total sample of 112 students in grade 5, the sample was divided into 2 different treatment groups, 56 students using the storytelling method and 56 students using the role playing method. Knowledge and attitude level variables were measured using a questionnaire, and oral hygiene status was measured using the PHP-M index. Most of the data were not normally distributed so non-parametric tests were carried out.

**Result** : The results of the analysis show that there is a significant increase from time to time in knowledge and attitudes carried out in three assessments using the role playing and storytelling methods. Mean rank delta pre test - post test 2 variable knowledge of role playing method 51.29 while storytelling method 61.71 and attitude of role playing method 49.93, while storytelling method 63.07. The improvement of dental and oral hygiene status for both methods was not significantly different, but the mean rank delta of the role playing method was 62.84, while the storytelling method was 50.16. There was a significant difference between the two extension methods on increasing knowledge, attitudes and oral hygiene status with a significant p value ( $p < 0.05$ ).

**Conclusion** : counseling with storytelling as a method of counseling oral hygiene is more effective to increase knowledge of attitudes and status of dental and oral hygiene compared to the role playing method.

**Keywords:** Role Playing Method, Storytelling Method, Counseling, Elementary School Students, Knowledge, Attitude, Oral Hygiene Status.