Story Telling Improve Student Knowledge in Course Nursing Phalsafah

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ABSTRACT

Background: Problems that often encountered in the learning process often have an impact on student competence achievement and student achievement. Several methods have been applied such as Small Group Discussion, Discovery Learning and others are quite effective to use in lectures but are less varied. Previous research on Story Telling states that story telling is able to activate not only the intellectual aspect but also the aspect of sensitivity, subtlety, emotion, art, fantasizing power, and children's imagination that not only prioritizes left brain but also right brain. This study aims to identify the influence of Story Telling on the improvement of students' knowledge in following the course of Nursing Philosophy at STIKES RS. Baptis Kediri.

Method: Research design was using One Group Pretest Posttest Design. The study population is all STIKES RS. Baptist Kediri Level I. The sample of this research is 45 respondents with total sampling technique. The independent variable in this research is Story Telling while the dependent variable is Knowledge Level.

Result: The results showed that there was an increase of knowledge before and after giving story telling with value α = 0,020.

Conclusions: Story telling improves the level of student’s knowledge in the course of Philosophy so it can be suggested that the learning story telling method is recommended as one of the learning methods in the class.

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I. BACKGROUND

The success of the learning process often has an impact on student achievement and student achievement. Several methods have been implemented such as Small Group Discussion, Discovery Learning and so on have opened students to be evident enough to improve students' activity during lectures and have been applied but are less varied. One alternative method of learning to be more varied and easy to apply and has been proven to effectively increase knowledge is through Storytelling. Storytelling is one way of using a story as a medium of communication to instill a value, a means of sharing experiences, and the depiction of the knowledge of each individual. (Burns, 2004). Storytelling is an art of storytelling that can be used as a means to instill values in children without the need to patronize the child. Storytelling is also a creative process of children who in its development, always activate not only the intellectual aspect but also aspects of sensitivity, subtlety, emotion, art, fantasizing power, and imagination of children who not only prioritize left brain capability but also right brain. Storytelling is generally applicable to all ages of children under five, primary school age, and even adolescents (Asfandiyyar, 2007).

Basically each student has different characteristics including learning techniques and portion absorption of subject matter as in the concept of multiple intelligence (Stanford, 2003). The results of research conducted by Fika Sitti and Side Sumiarti (2011) show that the big 5 problems faced by the biggest students is the difficulty understanding the material concept of 61.31%. During storytelling activities, the storytelling process becomes very important because from this process the value or message of the story can arrive at the learner. At the time of storytelling process takes place an
absorption of knowledge conveyed by the narrator to the audience. This process is the experience of learners and it becomes the task of the teacher to display a pleasant impression when telling a story. Storytelling with the book's media can be used by the narrator who in this case is a teacher to provide a pleasing experience to the book. Many are unaware that how to teach to children can make an unpleasant impression when they get to know the book. The experience that participants get when they start learning to read, will stick to their memories. Most learners feel compelled when they learn to read. But with a different storytelling experience will be felt by a learner. Through storytelling, a child will learn to read without feeling compelled to do so. (Bunanta, 2009) states there are various storytelling concepts that can be used to invite students to read.

Storytelling is one way of using a story as a medium of communication to instill a value, a means of sharing experiences, and the depiction of the knowledge of each individual. (Burns, 2004). The more the concept of characters that can be carried, storyteller or storyteller can display the story in an interesting and creative so that students do not feel bored. Learning while playing is something that never escape from a learner, this is what should be remembered by the narrator. The phenomenon that exists now, storytelling is a rare thing to do. Its role and function has been replaced by many television shows and playing games on computer or other media delivery. Times are dynamic, though not always cause a harmonious impact. Apart from all that, the story has the power, function and benefits as a medium of communication, as well as methods in building the personality of learners. How to tell a story is an element that makes the story interesting and liked by learners (Fakhrudin, 2009). Based on the description above researchers interested in further research on Application Storytelling In Improving Student Knowledge Semester I at STIKES RS. Baptist Kediri.

II. METHOD

The design of this research is Pre Experimental Designs with one group pretest posttest approach. This research was conducted for 14 stages starting on October 9 sd 19 October 2017. Independent variable in penelitian is Story Telling while the dependent variable is the level of student knowledge in the course of philosophy of nursing. In this study population is all students level 1 STIKES RS. Baptist Kediri counted 45 respondents. The sample was selected using total sampling technique. The data collection instrument uses questionnaires that have been tested for its validity and reliability. The data were collected in 4 stages. Phase I conducted on October 9, 2017 as many as 2 groups. Phase II on October 12, 2017 as many as 2 groups. Phase III on October 16, 2017 as many as 2 groups. Stage IV on October 19 is 2 groups.

Each group is limited to 5-6 people. The time for Story Telling is 10 minutes. At the time of execution Story Telling chairs are arranged in a circle and the narrator tells the topic of discussion in the subject of Philosophy and Nursing Theory. Instrument of data collection used in this research is in the form of questionnaire questionnaire in the form of question of multiple choice model as many as 100 questions and done within 100 minutes. The score obtained is the sum of the number of correct answers divided by the number of questions and multiplied by 100%. The results of the sums obtained Good knowledge level (> 75%), Medium Knowledge (36-74%) and Less Knowledge (<35%).

III. RESULT

Respondents Characteristic

Respondents in this study are first grade students who are students in the first stage of starting education at STIKES RS. Baptis Kediri. Students of level I amounted to 45 people and at the time of the study there was one student was not present all the time of the implementation of Story Telling due to illness so as to remove as respondents research. Total students who follow the implementation of research on Story Telling a number of 44 people.

Specific data in this research is the level of knowledge of the students before, after the activities of Story Telling and the difference of influence on the level of knowledge before and after
the activities of Story Telling. This particular data is displayed in the frequency distribution table as follows.

<table>
<thead>
<tr>
<th>Level of Knowledge</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>6</td>
<td>13.6%</td>
</tr>
<tr>
<td>Moderate</td>
<td>38</td>
<td>86.4%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on table 1 it can be seen that the knowledge of students in the subject of Nursing Philosophy mostly is quite as much as 38 respondents (86.4%) before the activity of Story Telling.

Based on table 2 above can be seen that the value of $\rho = 0.020$. Based on the level of significance set $\alpha <0.05$ then $H_0$ accepted and $H_1$ rejected, it can be concluded that it was found that the value of $p = 0.008$ which means there is an influence Story Telling Against Knowledge Level.

IV. DISCUSSION

Level of Student Knowledge in the Course of Nursing Philosophy

Based on the result of the research, it is found that student's knowledge mostly is enough and less. Knowledge is the result of know that impacts the thinking after a person doing sensing of an object where this activity involves the human senses namely sight, hearing, smell, taste and touch (Notoadmojo, 2001 and Soekanto, 2003 in Wahit 2007). Knowledge of the majority of students is enough and lack of this is because the new students know about the concept of nursing theory obtained from sight and listen only. Students get the material in the form of lectures so that the ability of the senses to capture knowledge to the extent of seeing and listening. The results of previous studies say that the ability of memory obtained by using two of the five senses is limited. Based on this, researchers admire that the knowledge of students is still in the level of knowing.

Increased knowledge can be due to several factors such as the ability to remember the next good material. Before the introduction of the story telling students have been given material about the concept of nursing before and after that the students re-learn the material that has been obtained for the next student to tell the concept with the technique of Story Telling. Researchers assume that through this activity the students learn and understand again the contents of the nursing theory that has been obtained so that this component ultimately that affect the improvement of good information storage.
The Influence of Story Telling to Increasing the Level of Student Knowledge in the Course of Nursing Philosophy

Based on the research results found that there is influence of Story Telling on Student Knowledge Level STIKES RS. Baptist Kediri. Storytelling is a process of explaining the life picture of an idea, belief, personal experience, and life lesson through stories that can evoke emotions and give insight or awareness of an insight (Serrat, 2008). According to Norbu Chophel (in Burns, 2004), through a story, one can evoke another's emotions (the storyteller). Through stories, storytellers and listeners are able to find happiness and well-being, as well as a means to create and maintain a positive emotional situation. In addition, storytelling is one way to use a story as a medium of communication to instill a value, a means of sharing experiences, and the depiction of the knowledge of each individual. (Burns, 2004). Storytelling is effective for a storyteller to begin communication naturally in analyzing the potential, although it is not an easy thing to direct it, so it can motivate to make changes for others who hear it (Serrat, 2008).

Story telling provides many benefits: mentally and socially. Mental Benefits by storytelling involves the capacity of the student to help students to develop reading, skills and creativity. Stories arouse curiosity and encourage students to ask questions. While social story telling is useful for improving communion, communicating thoughts and feelings, knowing ways of solving everyday problems, about social interaction, teaching children about themselves and about other people. Be positive about people of different races and religions, conveying values (courage, respect, tolerance, teamwork, patience, responsibility, empathy and forgiveness).

The result of this research shows that story telling has an effect on the increase of knowledge. This can be due to the implementation of story telling at the start of the collected learning materials and students understand the whole of the topic studied in depth to be mastered and remembered. The ability to read will increase if the level of understanding is not maximized. A person will tend to read and keep reading to the extent that the level of understanding increases rather than knowing only. Through stroy telling a person is required to have an understanding of the concept correctly and able to retell the captured security. Knowledge increases with knowing from seeing, hearing and doing. But about 80% of knowledge will be stored in the memory of the brain if someone has seen and heard and done. Researchers assume that story telling is a method that combines knowledge-boosting techniques of seeing, listening and doing. Stage of view begins when someone is given a topic that will be discussed through the Story telling attitudes of the concept of knowledge. The hearing stage begins when a person has read the concept and listened to the truth of the concept. While the stage of doing is someone is required to retell what has been seen and heard to the audience. The ability to tell a story of quality if balanced with the ability to read, write and conclude a concept. It is also proven that 100% of respondents enter jejadang high education where researchers assume that the level of education can certainly mempengaruhi knowledge and level of understanding a person.

Researchers also assume that the delivery of concepts through cerirta is more interesting than the delivery of concepts only through lecture methods. Through stories of interest to hear and ask increasingly balanced with high curiosity to make story activities or story telling the better. The better the way to deliver, the language is easy to understand, the use of appropriate illustrations can push the information can be delivered 100%. This is because the use of humor can reduce tension and make feel comfortable and relaxed. Feelings of comfort and relax make one focus in attention.

V. CONCLUSION

Story Telling is one form of activity that can inculcate a good memory through the involvement of many senses therefore can increase understanding of the concept of good. It can be concluded that Story Telling gives a good influence to the level of knowledge of students of first semester STIKES RS. Baptist self
VI. SUGGESTION

Based on the results of this research, Story Telling can be one of the methods in increasing the students' knowledge and can be one of the recommendations in the implementation of special learning paradigm in the students who are required to learn the basic concepts of nursing that many require a high level of understanding.

VII. REFERENCE


