



# The Application of Playing Therapy with Video Media on The Anxiety of Pre-School Age Children Due to Hospitalization in Regional Hospital dr. Soeratno Gemolong

Pita Sulistyaningsih<sup>1\*</sup>, Anjar Nurrohmah<sup>1</sup>, Fitria Purnamawati<sup>2</sup>


1 Faculty of Health Sciences,  
University of 'Aisyiyah  
Surakarta, Indonesia  
2 Regional Hospital of dr.  
Soeratno Gemolong, Sragen

## Article History

Submitted: 11-08-2023

Revised: 28-08-2023

Accepted: 29-08-2023

 [doi.org/10.58545/jkki.v3i2.192](https://doi.org/10.58545/jkki.v3i2.192)

Copyright (c) 2023  
Pita Sulistyaningsih

This is an open-access article  
under the CC-BY-SA License.



## Abstract

**Background:** Hospitalization of preschool children is an emergency process, to be treated in a health facility. One of the impacts arising from hospitalization is in the form of anxiety, anxiety in children should not be underestimated, because it has the potential to hinder the child's health recovery process. It is especially important for managing anxiety in children undergoing hospitalization. Efforts that can be made on children's anxiety due to hospitalization can be overcome by playing therapy. **Objective:** The purpose of this study was the implementation of storytelling play therapy with video media on the level of anxiety due to hospitalization. **Methods :** Using a case study design, subjects to 2 preschool aged children (3-6 years) with inclusion and exclusion criteria, a measuring tool for anxiety using the SCAS anxiety scale (Spence Children's Anxiety Scale) to measure the respondent's anxiety level and the application of storytelling therapy with video media is given for approximately 10 minutes every day for 3 consecutive days. **Results:** Storytelling play therapy with video media in preschool-aged children (3-6 years) can reduce anxiety levels due to hospitalization. **Conclusion:** Storytelling therapy with video media has significant results in reducing anxiety in preschool-aged children who experience hospitalization.

**Keywords:** Anxiety, Preschool, Storytelling therapy, Video media

## Correspondence

Pita Sulistyaningsih,  
Faculty of Health Sciences, University of 'Aisyiyah Surakarta, Indonesia  
Jl. Ki Hajar Dewantara No.10, Jawa, Kec. Jebres, Kota Surakarta, Jawa Tengah 57146  
email: [pitasulistyaningsih0901@gmail.com](mailto:pitasulistyaningsih0901@gmail.com)

## How to cite:

Sulistyaningsih, P., Nurrohmah, A., & Purnamawati, F. (2023). The Application of Playing Therapy with Video Media on The Anxiety of Pre-School Age Children Due to Hospitalization in Regional Hospital dr. Soeratno Gemolong. *Jurnal Kesehatan Komunitas Indonesia*, 3(2), 173–180. <https://doi.org/10.58545/jkki.v3i2.192>

## 1. BACKGROUND

Preschool age children are early childhood which are classified from the ages of 3 to 6 years. As a characteristic of development at this age is the expansion of the child's social environment, this can happen if at the previous age of stage the

child feels enough with his social environment in the family. However, different routines also cause children to experience stress easily, considering that children are still susceptible to disease (Ade Rina Atikah, 2022; Ginting, M, 2018).

Based on data UNICEF, the number of preschool children who experience hospitalization in 3 major countries in the world is reaching 57 million children and 75% or 42,750,000 of them experience anxiety. Meanwhile, Global data for 2020 shows that the prevalence rate of Indonesian children who are hospitalized is increasing every year. In 2018 the prevalence of children being hospitalized was around 3.49%, then it increased in 2019 to 3.84%, and in 2020 the increase in the prevalence of children being hospitalized reached 3.94%. In Central Java Province the prevalence rate of children hospitalized reached 5.39%, in the last one year including preschool age children (Atikah, 2022; BPS, 2020).

A condition that occurs when a child is sick and hospitalized can be interpreted as hospitalization, hospitalization is often the main problem faced by children, Preschoolers who are undergoing hospitalization can experience unpleasant experiences, in the form of very traumatic and stressful experiences, children trying to adapt to a foreign and new environment, namely the hospital environment. The most common response during the preschool child's treatment process is anxiety (Murniati, 2022; Pardede, 2020). Worry form sensation which very no pleasant Which come with flavor Afraid And

ambiguity about What Which will happen (Anggraeni, LD, & Widiyanti, 2019). Forms of manifestation of feelings of preschool-age children who experience hospitalization are usually in the form of difficulty sleeping, often crying, reactions refusing to eat, not wanting to be away from parents, and withdrawing from other people, uncooperative with nurses (Utami, 2018).

The impact caused by the child's anxiety during the hospitalization period will affect the healing process. However, anxiety that can be handled properly will make the child feel comfortable and able to cooperate with health workers so that the treatment process will run optimally without any obstacles. However, on the contrary, if the child experiences anxiety and is not resolved, apathy will arise, which will result in a long treatment process, the child refuses to be given action, or can even cause trauma to the child after hospitalization (Ningtyas, 2020).

Anxiety in children who are experiencing hospitalization can be overcome by choosing the right method and creating a comfortable environment. This requires a therapy that does not cause trauma both physically and psychologically to children due to hospitalization procedures, namely atraumatic care or family center care which

can be identified by setting the place and involving parents in hospitalization care. (Agusrahmon, 2019). In addition, interventions that can be used to overcome anxiety in preschool children are play therapy. Playing is an effective way to overcome the impact during the hospitalization process (Pawiliyah, 2019).

Play therapy that can help children express their anxiety is storytelling therapy. Storytelling therapy is the art of storytelling which is done by expressing it through language (Agusrahmon, 2019). Storytelling therapy can reduce children's anxiety while being hospitalized because storytelling is a technique of diverting stress or distraction for children who are experiencing hospitalization. This is in line with the results of the study by Fatmawati et al., (2019) which stated that there was the effect of "The Kancil" storytelling therapy using audio-visual in reducing anxiety levels in preschool-aged children. Storytelling therapy using audio-visual helps distract children's focus by giving a good impression, encouraging interest, increasing better understanding, adding variety, saving time, increasing curiosity, prolonging memory of stories, and providing new experiences.

This is the basis for researchers in implementing play therapy as a goal to find out the results of implementing

storytelling play therapy with video media on anxiety levels due to hospitalization. Where the results of this study are expected to provide an alternative therapy for children who experience anxiety due to hospitalization in preschool children and provide knowledge that storytelling play therapy with video media can be implemented to assist the healing process.

## 2. METHODS

The design of this scientific paper uses a qualitative descriptive approach with a case study research strategy (Case Study). The subjects of this case study were 2 (two) preschool children aged 3-6 years treated in the the Regional General Hospital dr. Soeratno Gemolong with inclusion criteria Preschool children aged 3-6 years, not in critical condition. At least 2-3 days of treatment, the child's parents are willing to be a respondent, the child is experiencing moderate anxiety, the child can be invited to communicate and be cooperative. While the exclusion criteria are children who experience mental disorders, children who experience developmental disorders or abnormalities, children who experience decreased consciousness.

The time used in observing data collection and implementing this research was carried out on 03 - 31 July 2023. The

treatment in this study was the application of storytelling play therapy using the animated video media "Si Kancil) which was given 1 meeting, for 3 consecutive days -with a duration of approximately 10 minutes. To determine the level of anxiety in preschool-aged children in this study using the SCAS (Spance Children's Anxiety Scale) observation sheet instrument, the SCAS consisted of 15 anxiety questions by asking parents to follow the instructions on the instrument sheet. Equipped with 3 (three) levels of anxiety, namely mild, moderate to severe anxiety and the maximum total score on the SCAS anxiety scale is 45.

### 3. RESULTS

The study was conducted on case I on Saturday, July 22, 2023 at 10.00 WIB in the Orchid room at Regional Hospital dr. Soeratno Gemolong, found a patient with the initials An. M, 6 years old, medical diagnosis of Febris with a temperature of 38.0°C, 3rd child of 3 siblings, male sex, during the study, subjective data was obtained, namely the patient's mother said her child had been hospitalized for the second time, mother the patient said the patient always whined when approached by nurses and doctors, the patient was difficult to persuade when an action was taken. Meanwhile, the objective data

obtained were that the patient looked restless, the patient appeared to whine, the patient did not want to be left or was away from his mother, and appeared to show resistance to action.

The study was carried out on case II on Monday, July 24 2023 at 10.00 WIB, in the Orchid room of Regional Hospital dr. Soeratno Gemolong, found a patient with the initials An. R aged 5 years, medical diagnosis of Febris with a temperature of 37.8°C, 2nd child of 2 siblings, male sex, during the study, subjective data was obtained, namely the patient's mother said that since being treated her child often felt confused, had trouble sleeping, and the patient's mother said the patient was anxious and did not want to be left by her parents. While the objective data obtained is that the patient looks scared, the patient seems a lot silent, the patient looks tense.

The results of the nursing assessment of the two managed case patients obtained the main diagnosis, namely anxiety related to hospitalization characterized by the child looking anxious, looking tense, scared, and the child was silent a lot and was reluctant to talk. Nursing plans are carried out to overcome anxiety problems related to hospitalization by implementing storytelling play therapy using video media.

An overview of the SCAS scores before and after the action of storytelling play therapy using video media can be seen in table 1. Both cases experienced a decrease in SCAS anxiety scores before and after being given storytelling therapy using

video media. There were differences in the decrease in anxiety levels in the two cases, namely case I decreased in score 13 (mild anxiety) and case II decreased in score 15 (moderate anxiety).

Table 1. The SCAS Anxiety Scores Before and After Play Therapy Actions Using Video Media. (N=43)

Subject	SCAS	
	Before	After
1 <sup>st</sup> Respondent (An. M)	26 (Moderate anxiety)	21 (Moderate anxiety)
	18 (Moderate anxiety)	13 (Mild anxiety)
2 <sup>nd</sup> Respondent (An. R)	29 (Moderate anxiety)	25 (Moderate anxiety)
	21 (Moderate anxiety)	15 (Moderate anxiety)

An overview of the comparison of anxiety levels after being given storytelling therapy using video media can be seen in table 2. From the following table the decrease in the two subjects can be said to

be different. This was influenced by the presence of factors that affected anxiety in each respondent, such as age, gender, experience of being treated in hospital, number of family members.

Table 2. A comparison of anxiety levels after storytelling therapy using video media

Measuring instrument	1 <sup>st</sup> Respondent (An. M)	2 <sup>nd</sup> Respondent (An. R)	Comparison
SCAS	13	15	Mild : Moderate

#### 4. DISCUSSION

Anxiety experienced by children during hospitalization has an impact on the healing process. Procedures during hospitalization in children usually require invasive procedures such as injections or infusions, this is a strong stressor that can make children experience anxiety. These

conditions make children anxious, panic and usually fight back or refuse to take action, resulting in a feeling of trauma in the child (Mulyono et al, 2020). The results of this study are also supported by Padila's theory, Agusrahmon, (2019), which states that the child's response when experiencing anxiety due to

hospitalization will appear restless, lack of coordination and withdraw from interpersonal relationships is a child's psychological response to anxiety.

Based on the assessment of 2 (two) research subjects, the level of anxiety due to hospitalization in the Anggrek room at Regional Hospital dr. Soeratno Gemolong using the SCAS (Spence Children Anxiety Scale) measurement tool, for respondent I (An. M) and respondent II (An. R), the results were obtained where both of them had the same moderate level of anxiety but each of the respondents had different scores, namely respondent I has a score of 26 and respondent II with a score of 29. Based on the questionnaire, the description of children who experience moderate anxiety, namely children with tense facial expressions, children accept their situation by crying, don't want to be away from their parents and show a rejection response. According to the theory of Anggraeni, LD, & Widiyanti, (2019) anxiety is in the form of a very unpleasant sensation that comes in the form of fear, tension,

Based on the results of the study it can be seen that in this study the length of the second day of the respondent's stay was day 2. Theoretically the anxiety of children who are hospitalized will be very visible on the first to second day even to the third day, and usually enters the fourth or fifth day

the anxiety felt by the child will begin to decrease. Thus the researchers argue that anxiety in preschool-age children caused by hospitalization will only occur on the first day to the third day, on the following day it is likely that the level of anxiety will decrease because the child will begin to adapt to the surrounding environment. The above discussion is in accordance with observations during the study, from the two respondents on average the child did not want to be left by his parents,

Based on table 1. The implementation was initially in accordance with the predetermined time, namely 1 meeting in 3 consecutive days with a duration of approximately 10 minutes, but then it was only carried out for 2 days for the two respondents due to the implementation of the 3rd day (three) the two respondents had obtained permission from the doctor to prepare to go home so that the two respondents did not get the application in accordance with the provisions, the respondent was declared cured. However, from the results of the implementation for 2 days it still produced results for the two respondents by showing a decrease in anxiety levels. Respondent I (An. M) after being given therapy showed the results of the anxiety level using the SCAS (Spence Children's Anxiety Scale) measurement, decreased to mild anxiety with a score of 13,

Storytelling therapy using audio-visual helps distract children's focus by giving a good impression, encouraging interest, increasing better understanding, adding variety, saving time, increasing curiosity, prolonging memory of stories, and providing new experiences. Because when they are hospitalized, children will experience various unpleasant feelings such as anxiety, fear, and pain. Based on this, by playing games, children will be able to divert their pain from games and relax through the fun of playing games (Noverita et al., 2018).

Besides that, storytelling play therapy or story telling also provides benefits for children who have limitations in playing. When telling stories to children, the child's imagination and emotions will be awakened, so that at that time his subconscious mind captures the values given from the story. In this condition it is very effective to insert positive values in children through stories or story telling which are conveyed by involving their imagination and emotions. The storyline will explain that the perception that has been known about hospitalization is not entirely correct. In the process, the nurse seems to advise without the child feeling advised or even scolded. Finally, children feel comfortable seeing and listening and actively taking part in the storyline. Even

more, story telling therapy uses video media as a visual aid so that children are unconsciously interested and immersed in the story line. (Larasaty & Sodikin, 2020).

Through the application that has been carried out, namely fairy tale play therapy with video media as an intervention to reduce anxiety levels in preschool-aged children to reduce children's anxiety. This can be seen in terms of the child's behavior refusing the presence of health workers, the child looks anxious and cries when nursing actions are taken, the child is reluctant to interact with nurses and doctors. This reaction changed to the child no longer resisting the presence of health workers, was cooperative and answered when asked a number of questions, because during storytelling therapy with video media children can be invited to communicate and get to know the environment.

Based on table 2. Comparison of the final results between 2 (two) respondents to assess the level of anxiety using the SCAS (Space Children's Anxiety Scale) measurement tool between An. M : An. R is 13 : 15. The difference in these results is because each child has a different level of perception of anxiety due to hospitalization. This is in line with the theory of Nurlaila, Wuri Utami, (2018), which states that the severity of anxiety

and clinical manifestations of anxiety due to hospitalization in each child's age group is different.

The age of the child greatly determines the level of risk of occurrence and the severity of the anxiety experienced by a child. This application is given to patients of different ages, respondent I is 6 years old while respondent II is 5 years old. This is in line with the opinion expressed by Nurlaila, Wuri Utami, (2018), which states that there is a relationship between age and the level of anxiety of children. According to Endang, (2018), the younger the child, the higher the anxiety due to hospitalization. Infants, toddlers and preschoolers are more likely to experience the stress of hospitalization because, judging from their age, they still have limited cognitive abilities in understanding hospitalization. Preschoolers are not able to accept perceptions about illness, new experiences and foreign environments.

Thus the researchers argue that the older the child, the more experience. Children who experience moderate anxiety based on the length of day hospitalized. However, these anxiety factors can be anticipated by applying a holistic care model, namely that there must be family social support. Support from the family is very much needed, because the family is an important element in care, especially care

for pre-school aged children. The role of the nurse in understanding that the family is a place to live or a permanent constant in the child's life (Lestari, 2020).

A child's life is also determined by the existence of a form of family support, this is in line with research conducted by Lestari, (2020), arguing that it can be seen that if family support is very good, the child's growth and development is relatively stable, but if family support is not good, the child will experience barriers to him that can interfere with the child's psychology. Positive parental support can give children self-confidence. The child will think that, under any circumstances, he will still be loved and cared for. Through this support, the child who is facing and able to go through this action will calm down so that the treatment process at the hospital can be carried out optimally.

## 5. CONCLUSION

Based on the results of the research that has been done, conclusions can be drawn regarding the application of storytelling play therapy with video media to the anxiety level of preschool children during hospitalization at dr. Soeratno Gemolong has answered the researchers' objectives, based on the SCAS (space Children Anxiety Scale) questionnaire that the researchers obtained for the research



subject, namely An. M and An. R there are significant results for reducing anxiety in preschool-aged children who experience hospitalization after storytelling therapy with video media.

#### AUTHOR CONTRIBUTIONS

Substantial contributions to conception, and data analysis: Pita Sulistyaningsih, Anjar Nurrohmah. Supervision: Anjar Nurrohmah and Fitria Purnamawati. Writing and revision of manuscript: Pita Sulistyaningsih

#### ACKNOWLEDGMENT

The authors would like to thank for Faculty of Health, University of 'Aisyiyah Surakarta that have facilitated the authors in this research.

#### CONFLICT OF INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

#### DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the corresponding author upon reasonable request.

#### REFERENCES

- Ade Rina Atikah, SR (2022). application of fairy tale therapy to preschool children who experience accidents due to hospitalization. 1-8.
- Aditya Gumantan, Imam Mahfud, RY (2020). A Person's Anxiety Level Against the Implementation of the New Normal and Knowledge of the Body's Immunity. *Sport Science & Education Journal*, Vol. 2.
- Al-Ihsan, M, Santi E, SA (2018). Origami Play Therapy for Anxiety in Preschool Children (3-6 Years) Undergoing Hospitalization. *World of Nursing*, 6, 36-70.
- Ameliya Yunita, Murniati, INW (2022). The Effect of Storytelling Therapy on Anxiety Levels in Preschool-aged Children Due to Hospitalization at Hermina Purwokerto Hospital. *National Seminar on Research and Community Service (SNPPKM)*, 79-86.
- Anggraeni, LD, & Widiyanti, W. (2019). Distraction Techniques: Telling Stories To Decrease Pain for Preschool Children During Infusion. *Indonesian Nursing Journal*, 1, 23-30.

- Apriliansa, L. (2018). The Effectiveness of Outdoor Learning in Improving Early Childhood Creativity. Department of Psychology: State University of Malang.
- Ardini, PP, & Lestarinigrum, A. (2018). Definitions of Early Childhood Play, Play & Play. In Adjie Media Nusantara (p. 3).
- Asthiningsih, NWW, & Muflihatin, SK (2018). Early Detection of Toddler Development Using the DDST II Method at Posyandu in the Work Area of the Juanda Samarinda Health Center. *Journal of Endurance*, Vol. 2. <https://doi.org/https://doi.org/10.22216/jen.v3i2.3149>
- Central Bureau of Statistics. (2020). Maternal and Child Health Profile 2020.
- Endang, L. (2018). Factors Associated with Anxiety in Preschool Children Experiencing Hospitalization. *Journal of Early Childhood Education*, Vol. 2, 65–70. [https://doi.org/:](https://doi.org/) <https://doi.org/10.29313/ga.v2i1.3856>
- Ginting, M, B. (2018). Building Early Childhood Knowledge Through Constructive Play Based on Piaget's Theory Perspective. *Thematic Journal*, 02, 190–199.
- Hardjadinata, Y. (2019). My Batita Mandiri. People's Diane.
- Hermiyanty, Bertin, WA, & Dewi, S. (2017). Preschooler Concept. *Journal of Chemical Information and Modeling*, 9, 1–58.
- Irawan, WA, and Zulaikha, F. (2020). The Effect of Storytelling Therapy on Anxiety in Children Due to Hospitalization in the Melati Room of the Abdul Wahab Sjahrine Hospital, Samarinda. *Borneo Student Research*, 1. <https://journals.umkt.ac.id/index.php/bsr/article/download/971/537>
- Irawan, WA, & Zulaikha, F. (2020). The Effect of Storytelling Therapy on Anxiety in Children Due to Hospitalization in the Melati Room at Abdul Wahab Sjahranie Hospital, Samarinda. *Borneo Student Research*, 1(3), 1752–1760. <https://journals.umkt.ac.id/index.php/bsr/article/download/971/537>
- JA Pardede, and MS (2020). Nurse Caring Related to Parental Anxiety of

- Hospitalized Children. *Journal of Professional Nursing Research*, 2, 171–178.
- Jones, M. (2018). The necessity of play for children in health care. *Pediatric Nursing*, Vol. 6, 303–305.
- Larasty, FD, & Sodikin. (2020). The Effect of Storytelling Play Therapy Using Hand Puppet Media on Hospitalization Anxiety in Pre-School Children at RSUD Dr. R. Goeteng Taroenadibrata Purbalingga. *Muhammadiyah Journal of Nursing*, September, 96–102. <http://journal.um-surabaya.ac.id/index.php/JKM>
- Lestari, Y. (2020). Factors Affecting Family Support for Children's Anxiety Levels Due to Hospitalization at Preschool Age at Medan Adventist Hospital in 2019. *Health Dynamics: Journal of Midwifery and Nursing*, 11(1), 372–386. <https://doi.org/10.33859/dksm.v11i1.574>
- Mansur, AR (2019). Growth and Development of Preschool Aged Children. Padang: Andalas University Press.
- Maria, I., & Amalia, ER (2018). development of Social-emotional Aspects and Learning Activities Suitable for Children Aged 4-6 Years.
- Markham. (2019). Learn what your preschooler needs to thrive.
- Mulyati, S., & Kusuma, T. (2018). The Effect of Play Therapy on the Anxiety Level of Preschool-Age Children As a result of Hospitalization at RSUD Dr. Soekardjo City of Tasikmalaya. *Bimtas Journal*, Vol. 2, 20–26.
- Najmarani. (2018). Relationship between family income level, mother's level of knowledge about child development stimulation, and mother's education level with social development of toddlers in madiun city.
- Nishida, Y. (2019). Something old, something new, something borrowed, and something froebel? The development of origami in early childhood education in Japan. *Paedagogica Historica*, Vol. 4, 529–547. <https://doi.org/https://doi.org/10.1080/00309230.2018.1546330>
- Norton Westwood, D. (2018). The Health Care Environment Through The Eyes

- of a Child—Does It Soothe or Provoke Anxiety. *International Journal of Nursing Practice*.
- Nurlaila, Wuri Utami, TCW (2018). *Textbook of Pediatric Nursing*. LeutikaPrio.
- Nursalam. (2018). *Nursing Management*. Salem Medika.
- Padila, Agusrahmon, Y. (2019). story telling therapy and watching animated cartoons against anxiety. *Journal of Telenursing (JOTING)*, Vol 1, 51–66.
- Padila, P., Yanti, L., Pratiwi, BA, Angraini, W., & Admaja, RD (2020). Touch, Talk and Skill Play on Reducing Anxiety in Pre-School Children. *Asclepius Public Health Journal*, 2(2), 64–72. <https://doi.org/10.31539/jka.v2i2.1418>
- Pawiliyah, LM (2019). the effect of Storytelling Therapy on reducing anxiety levels in preschool-aged children due to hospitalization. *Silampari Journal of Nursing*, Vol. 19, 271–280.
- Pena, Ana Lucia Norena., & Juan, LC (2018). The Experience Of Hospitalized Children Regarding Their Interactions With Nursing Professionals. *Enfermagem Original Article*, Vol. 6.
- Price, D. L & Gwin, JF (2018). *Pediatric Nursing: An Introductory Text* (Elsevier (ed.)).
- Purnama, BA, Indriyani, P., & Ningtyas, R. (2020). the effect of storytelling therapy on anxiety levels in preschool children with hospitalization. *Journal of Nursing and Health*, Vol. 5, 40–51.
- Ria, F. (2019). Clay Playing Therapy Against Anxiety Levels in Preschool Children (3-6 years). *Journal of Health*, Vol.1, 1–13.
- Safari, G., & Azhar, H. (2019). The Effect of Cartoon Film Distraction Techniques on the Anxiety Level of Children Aged 4-6 Years Pre Circumcision in Clinics. *Healthy Journal*, Vol. 2, 29–37.
- Safira, N. (2019). CLASSIFICATION OF NURSING ASSESSMENT. <https://doi.org/10.31219/osf.io/93qjx>
- Shafiee, MS, Gharibvand, SS Hemmatipour, A. (2018). The Effectiveness of Storytelling on Separation Anxiety in Hospitalized Children With Chronic Diseases.

- Journal of Research in Medical and Dental Science, Vol. 5.
- Soetjningsih. (2019). Child Development (EGC (ed.)).
- Soetjningsih and Christian Hari. (2018). Series of Developmental Psychology Child Development: From Construction To End Of Childhood. Prenadamedia.
- Soheila Karbandi, Atefeh Soltanifar, Maryam Salari, SM, & Asgharinekah, EI (2020). Effect of music therapy and distraction cards on anxiety among hospitalized children with chronic diseases. Journal of Evidence-Based Care, Vol. 4, 15–22. <https://doi.org/https://doi.org/10.22038/ebcj.2020.41409.2094>
- SDKI DPP PPNI Working Group Team. (2017). Indonesian Nursing Diagnosis Standards Definition and Diagnostic Indicators. PPNI board of directors.
- SIKI DPP PPNI Working Group Team. (2018). Indonesian Nursing Intervention Standards (SIKI), Edition 1. Indonesian Nurses Association.
- PPNI DPP DPP SLKI Working Group Team. (2018). Indonesian Nursing Outcome Standards (SLKI), Edition 1. Indonesian Nurses Association.
- Wong. (2019). Textbook of Pediatric Nursing. EGC.