

Pengaruh Intervensi Expressive Writing terhadap Stres Akademik dan Mindfulness pada Siswa Kelas 12 SMA = The effect of Expressive Writing Intervention to Academic Stress and Mindfulness in Grade 12th High School Student

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Abstrak

Siswa yang berada di tingkat akhir sebuah jenjang, seperti siswa kelas 12 SMA, memiliki kecenderungan stres akademik yang tinggi. Hal ini disebabkan karena siswa di tingkat akhir menerima frekuensi ujian lebih tinggi dan mencemaskan masa depan yang jauh lebih dekat, sehingga permasalahan stres akademik menjadi permasalahan penelitian. Di samping permasalahan tersebut, peneliti menemukan manfaat mindfulness untuk para siswa, seperti membantu meningkatkan resiliensi dan membantu regulasi emosi, sehingga peneliti juga ingin mencari tahu cara untuk membantu para siswa memiliki kondisi mindfulness. Expressive writing adalah cara untuk menurunkan stres akademik dan berpeluang menciptakan kondisi mindfulness. Penelitian ini bertujuan untuk melihat pengaruh expressive writing terhadap stres akademik dan mindfulness pada siswa kelas 12 SMA. Penelitian ini merupakan penelitian kuantitatif dengan tipe pre-experimental design berjenis one-group pre-test post-test design serta dilaksanakan secara luring. Pengambilan data penelitian menggunakan kuesioner dari alat ukur Educational Stress Scale for Adolescents (ESSA) dan Five Facet Mindfulness Questionnaire (FFMQ). Total partisipan adalah 27 siswa kelas 12 SMA yang berumur 17 dan 18 tahun ($M = 17.22$). Hasil penelitian menunjukkan terdapat pengaruh expressive writing terhadap penurunan stres akademik ($t(26) = 7.26, p < 0.05$) dan tidak berpengaruh pada kenaikan mindfulness.

.....Students who are in the final year of a level, such as 12th grade high school students, have a tendency to be high academic stress. This is because students in their final year receive higher frequency of exams and worried about a much closer future, so the academic stress is the research problem. In addition to these research problem, researcher found the benefit mindfulness for students, such as helping increase resilience, helping emotion regulation, so researcher want to looking for the way for helping student have a state of mindfulness. Expressive writing is a way to reduce academic stress and have the opportunity to create a state of mindfulness. This study aimed to look at the effect of expressive writing on academic stress and mindfulness in grade 12th high school students. This research is a quantitative research with a type of pre-experimental design type one-group pre-test post-test design and carried out offline. Research data collection using questionnaires from Educational Stress Scale for Adolescents (ESSA) and Five Facet Mindfulness Questionnaire (FFMQ) measuring instruments. The total participants were 27 grade 12th high school students aged 17 and 18 years ($M = 17.22$). The results showed that there was an effect of expressive writing on reducing academic stress ($t(26) = 7.26, p < 0.05$) and no effect on increasing mindfulness.