

ABSTRAK

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PENGARUH TERAPI EXPRESSIVE WRITING TERHADAP TINGKAT STRES
PADA MAHASISWA TINGKAT AKHIR SARJANA TERAPAN
KEPERAWATAN POLTEKKES KEMENKES SURABAYA

xv + 58 Halaman + 8 Tabel + 20 Lampiran

Pendahuluan: Mahasiswa tingkat akhir rentan mengalami stres akademik akibat tuntutan penyusunan tugas akhir. Data awal menunjukkan 54% mahasiswa mengalami stres sedang dan 46% mengalami stres berat. *Expressive writing* merupakan metode yang dapat membantu mengurangi tekanan psikologis dengan mengekspresikan emosi secara tertulis.

Metode: Desain penelitian menggunakan *pra-eksperimen one group pre-test post-test*, dengan jumlah sampel sebanyak 109 mahasiswa tingkat akhir yang dipilih secara *purposive sampling*. Variabel independen yang digunakan adalah *expressive writing*, sedangkan variabel dependen yang digunakan adalah tingkat stres. Data dikumpulkan menggunakan kuisinoer *SLSI (Student-Life Stress Inventory)* untuk mengukur tingkat stres. Intervensi dilakukan dalam empat sesi selama dua minggu.

Hasil: Hasil penelitian menunjukkan bahwa sebelum diberi terapi *Expressive writing*, sebagian besar mahasiswa tingkat akhir mengalami stres sedang hingga berat. Setelah empat sesi terapi, tingkat stres mereka menurun ke tingkat stres yang lebih rendah. Uji *Wilcoxon* menunjukkan perbedaan yang signifikan antara skor sebelum dan sesudah intervensi ($p = 0,000$; $p < 0,05$), sehingga dapat disimpulkan bahwa *Expressive writing* efektif menurunkan tingkat stres mahasiswa tingkat akhir Sarjana Terapan Keperawatan Poltekkes Kemenkes Surabaya.

Diskusi: *Expressive writing* efektif menurunkan stres akademik melalui proses eksternalisasi emosi dan perbaikan regulasi psikologis, sehingga dapat menjadi strategi koping mandiri bagi mahasiswa tingkat akhir dalam menghadapi tekanan akademik.

Kata Kunci: *Expressive writing*, Stres, Mahasiswa Tingkat Akhir

ABSTRACT

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THE EFFECT OF EXPRESSIVE WRITING THERAPY ON STRESS LEVELS IN FINAL-LEVEL APPLIED BACHELOR OF NURSING STUDENTS AT THE POLTEKKES KEMENKES SURABAYA

xv + 58 Pages + 8 Tables + 20 Appendices

Introduction: Final year students are vulnerable to academic stress due to the demands of preparing final projects. Preliminary data shows that 54% of college students experience moderate stress and 46% experience severe stress. Expressive writing is a method that can help reduce psychological distress by expressing emotions in writing.

Methods: The research design used a pre-experiment one group pre-test post-test, with a sample of 109 final year students selected by purposive sampling. The independent variable used is Expressive writing, while the dependent variable used is stress level. Data was collected using an SLSI (Student-Life Stress Inventory) questionnaire to measure stress levels. The intervention was carried out in four sessions over two weeks.

Results: The results showed that before receiving Expressive Writing therapy, most final-year students experienced moderate to severe stress. After four therapy sessions, their stress levels decreased to a lower level. The Wilcoxon test showed a significant difference between pre- and post-intervention scores ($p = 0.000$; $p < 0.05$), thus concluding that Expressive Writing is effective in reducing the stress levels of final-year Bachelor of Applied Nursing students at the Poltekkes Kemenkes Surabaya.

Discussion: Expressive writing is effective in reducing academic stress through the process of externalizing emotions and improving psychological regulation, so that it can be an independent coping strategy for final year students in dealing with academic pressure.

Keywords: Expressive writing, Stress, Final Years