

ABSTRAK

EFEKTIVITAS PSIKOEDUKASI BERBASIS KONSEP DIRI TERHADAP PENURUNAN RISIKO PERILAKU *NON-SUICIDAL SELF-INJURY* PADA SISWA KEPERAWATAN DI SMK KESEHATAN BHAKTI INDONESIA MEDIKA

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Perilaku non-suicidal self-injury (NSSI) ialah tindakan melukai diri tanpa berniat untuk bunuh diri yang sering terjadi pada remaja akibat tekanan psikologis. Salah satu faktor munculnya perilaku tersebut adalah konsep diri yang negatif. Psikoedukasi berbasis konsep diri diharapkan dapat meningkatkan penerimaan diri, manajemen emosi, dan koping adaptif sehingga meminimalkan risiko NSSI pada siswa. Penelitian ini bertujuan untuk melihat efektivitas psikoedukasi berbasis konsep diri terhadap penurunan risiko perilaku *non-suicidal self-injury* pada Siswa Keperawatan di SMK Kesehatan Bhakti Indonesia Medika. Penelitian ini menggunakan metode kuantitatif dengan desain *quasi-experimental* menggunakan *non-equivalent control group design*. Jumlah populasi pada penelitian ini yaitu 46 Siswa Keperawatan yang dipilih dengan teknik *total sampling*. Sampel kemudian dibagi menjadi kelompok eksperimen sebanyak 23 responden dan kelompok kontrol sebanyak 23 responden. Pengukuran risiko perilaku NSSI dilakukan sebelum dan sesudah intervensi menggunakan kuesioner *Inventory of Statements About Self-Injury* (ISAS). Hasil penelitian menunjukkan bahwa nilai *pre-test* pada kelompok eksperimen hampir setengah responden berada pada kategori risiko perilaku NSSI sedang (43,5%), sedangkan nilai *post-test* menunjukkan hampir seluruh responden berada pada kategori sangat rendah (73,9%). Data dianalisis menggunakan uji *Wilcoxon Signed Rank Test* pada kelompok eksperimen menunjukkan nilai signifikansi sebesar 0,001 ($p < 0,05$), sehingga dapat disimpulkan bahwa H_0 ditolak yang berarti terdapat perubahan skor sebelum dan sesudah pemberian intervensi. Berdasarkan perhitungan *effect size*, diperoleh nilai r sebesar 0,71 yang termasuk dalam kategori efektivitas tinggi, sehingga disimpulkan bahwa psikoedukasi berbasis konsep diri terbukti efektif dalam menurunkan risiko perilaku non-suicidal self-injury pada siswa.

Kata kunci: *Non-suicidal self-injury*, Psikoedukasi, Konsep Diri, Siswa

ABSTRACT

THE EFFECTIVENESS OF SELF-CONCEPT BASED PSYCHOEDUCATION IN REDUCING THE RISK OF NON-SUICIDAL SELF-INJURY BEHAVIOR AMONG GRADE XI NURSING STUDENTS AT SMK KESEHATAN BHAKTI INDONESIA MEDIKA

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Non-suicidal self-injury (NSSI) is the act of harming oneself without the intent to commit suicide, which often occurs among adolescents as a result of psychological stress. One of the factors contributing to this behavior is a negative self-concept. Self-concept-based psychoeducation is expected to improve self-acceptance, emotion regulation, and adaptive coping, thereby minimizing the risk of NSSI among students. This study aims to examine the effectiveness of self-concept-based psychoeducation in reducing the risk of non-suicidal self-injury among 11th-grade nursing students at SMK Kesehatan Bhakti Indonesia Medika. This study employed a quantitative method with a quasi-experimental design using a non-equivalent control group design. The study population consisted of 46 11th-grade nursing students selected using total sampling. The sample was then divided into an experimental group of 23 respondents and a control group of 23 respondents. Measurements of NSSI risk were conducted before and after the intervention using the Inventory of Statements About Self-Injury (ISAS) questionnaire. The results showed that in the pre-test, nearly half of the respondents in the experimental group fell into the moderate NSSI risk category (43.5%), whereas the post-test results indicated that nearly all respondents fell into the very low risk category (73,9%). The data were analyzed using the Wilcoxon Signed-Rank Test for the experimental group, yielding a significance value of 0.001 ($p < 0.05$), it can be concluded that H_0 is rejected, indicating a change in scores before and after the intervention. Based on the effect size calculation, an r -value of 0.71 was obtained falling into the high effectiveness category leading to the conclusion that self-concept-based psychoeducation is effective in reducing the risk of non-suicidal self-injury among students.

Keywords: Non-suicidal self-injury, Psychoeducation, Self-concept, Student