

Acceptance and Commitment Therapy (ACT) berbasis web untuk meningkatkan personal growth initiative pada mahasiswa sarjana yang mengalami depresi, kecemasan, dan stres = Web-based Acceptance and Commitment Therapy (ACT) for enhancing personal growth initiative among undergraduate students with depression, anxiety and stress

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Abstrak

Penelitian ini bertujuan untuk melihat efektivitas intervensi Acceptance and Commitment Therapy (ACT) berbasis web dalam meningkatkan personal growth initiative (PGI) pada mahasiswa sarjana yang mengalami depresi, kecemasan, atau stres. Tingkat depresi, kecemasan, dan stres diukur dengan menggunakan Depression Anxiety Stress Scales (DASS-42), sedangkan PGI diukur dengan menggunakan Personal Growth Initiative Scale II (PGIS-II). Desain one-group pretest-posttest dengan tambahan pengukuran follow-up digunakan dalam penelitian ini. Asesmen dilakukan sebelum, sesudah, dan dua minggu setelah intervensi dilaksanakan. Intervensi ACT berbasis web berlangsung selama satu bulan dengan menggunakan sistem Student Centered e-Learning Environment (SCeLE) Universitas Indonesia dan terdiri dari delapan sesi. Pengolahan data menggunakan Friedman Test dan Wilcoxon Signed-Rank Test menunjukkan bahwa PGI meningkat secara signifikan ($p < 0,017$) setelah intervensi ACT berbasis web. Penelitian ini juga menunjukkan bahwa tingkat depresi, kecemasan, dan stres mahasiswa sarjana menurun secara signifikan ($p < 0,017$) setelah intervensi ACT berbasis web. Selain itu ditemukan bahwa terdapat korelasi yang negatif antara perubahan PGI selama intervensi dengan tingkat depresi saat intervensi berakhir ($p < 0,05$).

.....This study aims to examine the effectiveness of web-based Acceptance and Commitment Therapy (ACT) intervention in improving personal growth initiative (PGI) in undergraduate students who experience depression, anxiety, or stress. Levels of depression, anxiety, and stress were measured using the Depression Anxiety Stress Scales (DASS-42), while PGI was measured using the Personal Growth Initiative Scale II (PGIS-II). One-group pretest-posttest design with additional follow-up measurement were used in this study. Assessments were conducted before, after and two weeks after the intervention was implemented. The web-based ACT intervention was carried out for one month using Universitas Indonesia's Student Centered e-Learning Environment (SCeLE) system and consisted of eight sessions. Data processing using Friedman Test and Wilcoxon Signed-Rank Test showed that PGI significantly increased ($p < 0.017$) following the web-based ACT intervention. This study also showed that the level of depression, anxiety, and stress of undergraduate students significantly reduced ($p < 0.017$) following the web-based ACT intervention. In addition, there is a negative correlation between changes in PGI during the intervention and the level of depression at the end of the intervention ($p < >0.05$).