

BIBLIOGRAPHY

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Attachment1

Research Permit Letter



Kementerian Kesehatan
Direktorat Jenderal
Sumber Daya Manusia Kesehatan
Politeknik Kesehatan Bengkulu
Jalan Indragiri No.3 Padang Harapan
Bengkulu 38225
(0736) 341212
<https://www.poltekkesbengkulu.ac.id>

10 Juni 2026

Nomor : PP. 01.01/F.XXIII.1/ 5053 /2026
Perihal : Izin Penelitian

Yth,
Ka. Prodi Jurusan Keperawatan Poltekkes Kemenkes Bengkulu
di
Tempat

Sehubungan penyusunan tugas akhir mahasiswa dalam bentuk Skripsi Progam Studi Keperawatan Program Sarjana Terapan Jurusan Keperawatan Politeknik Kesehatan Kemenkes Bengkulu Tahun Akademik 2025/2026 , dengan ini kami mohon Bapak/Ibu dapat memberikan izin pengambilan data untuk penelitian kepada:

Nama : Della Vanessa Agustin
NIM : P01720322010
Tempat Penelitian : Jurusan Keperawatan Politeknik Kesehatan Kementerian Kesehatan Bengkulu
Waktu Penelitian : 1 Minggu
Judul : Pengaruh Journaling Therapy dan Self-Compassion Training terhadap Penurunan Tingkat Stres Akademik Mahasiswa Keperawatan dan Kebidanan Tingkat Akhir di Poltekkes Kemenkes Bengkulu Tahun 2026
No Handphone : 089675938641

Demikianlah, atas perhatian dan kesediaan Bapak/Ibu diucapkan terimakasih.

a.n..Direktur Poltekkes Kemenkes Bengkulu

Wakil Direktur I Bidang Akademik



Septiyanir, S.Kep, Ners, M.Pd



Attachment2

Ethical Clearance



Kementerian Kesehatan
Poltekkes Bengkulu

📍 Jalan Indragiri No. 3 Padang Harapan
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🌐 <https://poltekkesbengkulu.ac.id>

KETERANGAN LAYAK ETIK
DESCRIPTION OF ETHICAL EXEMPTION
"ETHICAL EXEMPTION"

No.KEPK.BKL/623/06/2026

Protokol penelitian versi 1 yang diusulkan oleh :
The research protocol proposed by

Peneliti utama : Della Vanessa Agustin
Principal In Investigator

Nama Institusi : Poltekkes Kemenkes Bengkulu
Name of the Institution

Dengan judul:
Title

"Pengaruh Journaling Therapy Dan Self Compassion Training Terhadap Penurunan Tingkat Stres Akademik Mahasiswa Keperawatan Dan Kebidanan Tingkat Akhir Di Poltekkes Kemenkes Bengkulu Tahun 2026"

"The Effect of Journaling Therapy and Self-Compassion Training on Reducing Academic Stress Levels in Final-Year Nursing and Midwifery Students at the Ministry of Health Polytechnic of Bengkulu in 2026"

Dinyatakan layak etik sesuai 7 (tujuh) Standar WHO 2011, yaitu 1) Nilai Sosial, 2) Nilai Ilmiah, 3) Pemerataan Beban dan Manfaat, 4) Risiko, 5) Bujukan/Eksploitasi, 6) Kerahasiaan dan Privacy, dan 7) Persetujuan Setelah Penjelasan, yang merujuk pada Pedoman CIOMS 2016. Hal ini seperti yang ditunjukkan oleh terpenuhinya indikator setiap standar.

Declared to be ethically appropriate in accordance to 7 (seven) WHO 2011 Standards, 1) Social Values, 2) Scientific Values, 3) Equitable Assessment and Benefits, 4) Risks, 5) Persuasion/Exploitation, 6) Confidentiality and Privacy, and 7) Informed Consent, referring to the 2016 CIOMS Guidelines. This is as indicated by the fulfillment of the indicators of each standard.

Pernyataan Laik Etik ini berlaku selama kurun waktu tanggal 20 Juni 2026 sampai dengan tanggal 20 Juni 2027.

This declaration of ethics applies during the period June 20, 2026 until June 20, 2027.



June 20, 2026
Chairperson,

apt. Zamharira Muslim, M.Farm

Attachment3

Respondent's Consent Letter

RESPONDENT'S APPLICATION LETTER

Yours faithfully,

I, the undersigned, am a student of the Applied Nursing and Midwifery Undergraduate Study Program at the Bengkulu Ministry of Health Polytechnic:

Name : DELLA VANESSA AGUSTIN

Nim: P01720322010

I will conduct a research entitled "The Effect of Journaling Therapy and Self-Compassion Training on Reducing Academic Stress Levels in Final Year Nursing and Midwifery Students at the Ministry of Health Polytechnic of Bengkulu"

In light of this, I would like to request your participation as respondents in this research. The data obtained from this study will be useful in increasing respondents' knowledge and benefiting the community, healthcare professionals, and educational institutions. The confidentiality of the information obtained will be guaranteed and will be used solely for research purposes. This is my request. Thank you for your attention and participation.

Yours faithfully,

Della Vanessa Agustin

Appendix 4

Informed Consent

INFORMED CONSENT AND EXPLANATION OF RESEARCH

Dear.

Potential Respondents

Yours faithfully,

I, the undersigned below :

Name : Della Vanessa Agustin
Study Program : STr. Nursing and Nursing Profession
Student ID Number : P01720322010
No. MOBILE PHONE : 089675938641

Is a student of the Health Polytechnic of the Ministry of Health of Bengkulu who is currently conducting research with the title The Effect of Journaling Therapy and Self-Compassion Training on Reducing Academic Stress Levels in Final Year Nursing and Midwifery Students at the Ministry of Health Polytechnic of Bengkulu. The purpose of this study is to increase knowledge about how to overcome academic stress by using non-pharmacological therapy in the form of Journaling Therapy and Self-Compassion Training on Reducing Academic Stress Levels in Final Year Nursing and Midwifery Students at the Ministry of Health Polytechnic of Bengkulu.

In this study, respondents will be given a questionnaire to assess their level of academic stress. This study will not cause any harm, danger, or adverse effects to the respondents. If you, as a respondent, experience any adverse events, you are permitted to report this to the researcher or may withdraw from the study by contacting the researcher at the telephone number listed above.

All information provided will be kept confidential and used solely for research purposes. All records and respondent data will be stored at the Bengkulu Ministry of Health Polytechnic of Health. If you agree, I would like to request your willingness to sign the consent form as a research respondent. Thank you for your attention, cooperation, and willingness to participate.

Bengkulu, 2026

Appendix 5

Pass Questionnaire

PASS QUESTIONNAIRE (Perceived Academic Stress Scale)

A. Demographic Data

Name :
Nim :
Class :
Study Program :
Semester :
Age :

B. Perceived Academic Stress Scale (PASS) Instrument

Filling instructions

1. Read the questions carefully and answer according to your choice.
2. This questionnaire is intended for final year students majoring in Nursing and Midwifery at the Ministry of Health Polytechnic of Bengkulu
3. The questionnaire contains 18 statements

Please tick (✓) one of your choices. There are five alternative answers available, namely:

- 1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

No	Statement	Answer Options				
		1	2	3	4	5

1.	I am confident that I will be a successful student.					
2.	I am confident that I will be successful in my future career.					
3.	I can make academic decisions easily					
4.	The time allocated for lectures and academic assignments is sufficient.					
5.	I have enough time to rest after doing my assignments.					
6.	My lecturer gave criticism on my academic performance					
7.	I'm afraid of failing my studies this year.					
8.	I think my worry about exams is a weak character trait.					
9.	The lecturer has unrealistic expectations of me					
10.	Excessive curriculum weight					
11.	I believe that the number of assignments is too much					
12.	I can't catch up if I fall behind in lessons/assignments					
13.	My parents' unrealistic expectations make me stressed.					
14.	The competition with my friends to get grades is quite tight.					
15.	Exam questions are usually difficult					
16.	The exam time is too short to complete the answers					
17.	Exam time is really stressful for me					
18.	Even if I pass the exam, I'm still worried about how to get a job.					

Categorization	Scoring Criteria
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Low	18-41
Currently	42-65
Heavy	66-90

(Source:Stana Nafisah, 2021)



Appendix 6

Journaling Therapy Sop

	STANDARD OPERATING PROCEDURE <i>Journaling Therapy</i>	
	No. Document	Revision No.
	Date of issue	Determined
EVALUATION ITEMS		
Understanding	<i>Journaling Therapy</i> is a non-pharmacological psychological intervention in the form of structured expressive writing activities regarding emotional, cognitive, and academic stressor experiences experienced by individuals, with the aim of helping the process of emotional regulation, cognitive processing, and reducing academic stress levels (Pennebaker, 1997; Smyth et al., 2021; Suryaman et al., 2024)	
Objective	Reducing academic stress levels of final year Nursing and Midwifery students through systematic and reflective written expression of emotions.	
A. Implementation Procedures		
Tools and materials		
1. Journal book or blank sheet of paper 2. Stationery 3. Stopwatch/clock 4. Research questionnaire (PASS)		
B. Orientation Stage (2 minutes)		
1. Researchers explain the goals, benefits, and confidentiality principles of <i>Journaling Therapy</i>. 2. Asking for respondent's informed consent. 3. Prepare a quiet, safe, and distraction-free environment.		
C. Working stage (10 minutes)		

1. Respondents sit in a comfortable position. 2. The researcher gave instructions to the respondents
Day One: Problem Exploration (Catharsis))
Instructions: "Write freely about any problems, difficult experiences, or things that have been making you anxious/stressed lately. Pour out all your emotions without thinking about spelling rules."
Day Two: Specific Stressor Focus (Deep-Dive)
Instructions: "Choose one problem from what you wrote yesterday that is bothering you the most. Write in depth about why it happened and how it impacted your life."
Day three: Change of Point of View (Reframing)
Instructions: "Rewrite yesterday's problem, but from a different perspective (e.g., another person's perspective or look for the hidden wisdom/positive side of the incident)."
Day Four: Solution & Affirmation (Closure)
Instructions: "Write down concrete steps or solutions you can take going forward to address the problem. Close your writing with a motivational sentence or positive affirmation for yourself."
3. Respondents were asked to write the instructions given in a journal or blank paper for 10 minutes. Note: Respondents should continue writing for 10 minutes without stopping. If they run out of words, ask them to repeat the last word or write whatever comes to mind until a new idea emerges. The researcher observes from a comfortable distance without interrupting. 4. After finishing, respondents close the journal without being required to reread it.
D. Termination stage (3 minutes)
1. Researchers monitored compliance with therapy implementation. 2. After 4 meetings in a week, academic stress levels were measured (post-test) using PASS. 3. Maintain the confidentiality of all contents of the respondent's journal.

4. Document :
a. Implementation observation sheet
b. Intervention compliance records
c. PASS pre-test and post-test results

Source:(Nur & Anggraini, 2022)

Appendix 7

Self-Compassion Training SOP

STANDARD OPERATING PROCEDURE SELF COMPASSION TRAINING (SCT)	
No. Document	Revision No.
Date of issue	Determined
EVALUATION ITEMS	
Understanding	Self-Compassion Training is a mindfulness-based psychological intervention that aims to increase self-compassion through the development of self-kindness, common humanity, and mindfulness (Neff, 2003; Neff & Germer, 2019).
Objective	Reducing academic stress levels through increased self-compassion.
A. Implementation Procedures	
Tools and materials	
1. Blank sheet of paper 2. Stationery 3. Stopwatch/clock 4. Research questionnaire (PASS) 5. Quiet and private room	
B. Orientation Stage (2 minutes)	
1. Researchers explain the goals and benefits of Self Compassion Training (SCT) 2. Asking for respondent's informed consent. 3. Prepare a quiet, safe, and distraction-free environment.	
C. Working Stage (10 minutes)	

5. Respondents sit in a comfortable position.
6. The researcher gave instructions to the respondents

Day 1: Understanding Yourself and Your Sources of Stress

Material:

Recognizing the experience of stress and understanding that difficulties are part of human life.

Exercise:

Participants are asked to write:

1. The current situation is causing academic stress
2. Feelings that arise due to the situation
3. The impact felt on oneself

The researcher then explained that experiencing difficulties is part of human life.

Day 2: Self-Kindness Training

Material

Learn to talk to yourself with kindness.

Exercise

- Participants wrote:

1. Criticism that is often given to oneself.
2. Turn criticism into more supportive sentences.

Example:

"I failed because I was stupid"

changed into:

"I haven't succeeded yet, but I can still learn and improve myself."

- Participants then say the positive sentences they have written down slowly.

Day 3: Common Humanity Training

Material

Participants understand that difficulties, failures, and stress are experiences that other people also experience.

Exercise

- Participants wrote:

1. Difficult experiences or failures that have been experienced
2. What can be learned from this experience.

Researchers invite participants to understand that they are not alone in facing problems.

Day 4: Mindfulness Self-Compassion**Material:**

Integrating mindfulness, self-kindness, and common humanity in dealing with academic stress.

Breathing and Mindfulness Exercise (5 minutes)

- Sit comfortably.
- Inhale slowly through your nose and exhale through your mouth.
- Focus on the breath, thoughts, and emotions that arise without judgment.

Reflective Writing Exercise (5 minutes)

Participants wrote:

- The thoughts that most often arise these days are related to academic stress.
- The feeling that is felt at this moment.
- The form of support or kindness you want to give to yourself.

Self-Compassion Exercise (3 minutes)

Participants read their writing again, then say slowly:

"I accept the feelings I'm experiencing right now."

"I treat myself with kindness and understanding."

"I am not alone in facing this difficulty."

"I am able to face academic challenges more calmly."

Closing (2 minutes)

- A brief reflection on the experience of taking part in the exercise.
- Motivation to apply self-compassion in everyday life.

D. Termination stage (5 minutes)

7. Researchers monitored compliance with therapy implementation.

8. After 4 meetings in a week, academic stress levels were measured (post-test) using PASS.
9. Maintain the confidentiality of all contents of the respondent's journal.
10. Document :
 - a. Implementation observation sheet
 - b. Intervention compliance records
 - c. PASS pre-test and post-test results

Source: (Hidayati et al., 2024).

Appendix 8

Benson Therapy Soup

STANDARD OPERATING PROCEDURE BENSON THERAPY	
No. Document	Revision No.
Date of issue	Determined
EVALUATION ITEMS	
Understanding	Meditation and relaxation techniques involving mental repetition (mantras/sounds), diaphragmatic breathing, and passive posture to achieve a relaxed state.
Objective	Induces Relaxation Response to counter Stress Response, lowers cortisol (stress hormone), reduces blood pressure and heart rate, improves sleep quality and mental focus.
A. Implementation Procedures	
Tools and materials: 1. Stationery 2. Quiet room 3. Seat/chair cushion	
B. Orientation Stage (5 minutes)	

1. Greeting and addressing respondents
2. Explain the purpose of the action
3. Explaining the basic concept of TBenson therapy
4. Make a time contract
5. Asking for respondent's consent

C. Working Stage (20 minutes)

Step 1: Position the Client

1. Have the client sit or lie in a completely comfortable position. Legs slightly apart, hands in the lap or at their sides.
2. Make sure the environment is quiet and has minimal distractions.

Step 2: Closing Your Eyes and Preparing for Relaxation

1. Ask the client to close their eyes slowly.
2. Encourage the client to focus on the condition of the body and breath.

Step 3: Breathing exercises

1. Ask the client to take a slow, deep breath through the nose for 4 seconds.
2. Hold your breath for 2-3 seconds
3. Exhale slowly through your mouth for 6 seconds.
4. Repeat the breathing cycle 4 times

Step 4: Repetition of spiritual words

1. Once the client feels more relaxed, ask the client to continue breathing regularly.
2. When exhaling, the client says silently or slowly: "Astaghfirullahal'adzim"
3. Pronunciation is done every time you exhale
4. The cycle is repeated
5. For clients of other religions, the word spiritual can be adapted to each individual's beliefs, such as:
"Oh God", "Om Shanti", "Ave Maria", or other spiritual words according to the client's beliefs

Step 6: Maintaining Focus and Relaxation

1. During therapy, observe the client's comfort
2. If the client loses focus, ask the client:

- Take 3 deep breaths
- Refocusing attention on the breath
- Continuing the repetition of spiritual words

3. Maintain a relaxed state until the session is over.

D. Termination Stage (5 minutes)

1. Ask the patient to take 2–3 deep breaths.
2. Open your eyes slowly.
3. Evaluate the patient's feelings.
4. Document therapy results
5. Intervention implementation notes

Source:(Azra & Kumar, 2021).

Appendix 9

Research Completion Letter



SURAT KETERANGAN

NOMOR PP.06.02/F.XXIII.1/232/2026

Yang bertandatangan dibawah ini

nama : Septiyanti, S.Kep, Ners, M.Pd
NIP : 197409161997032001
jabatan : Wakil Direktur I

dengan ini menerangkan bahwa

nama : Della Vanessa Agustin
NIM : P01720322010
jurusan : Keperawatan
prodi : STr Keperawatan

Telah selesai melaksanakan penelitian di Poltekkes Kemenkes Bengkulu dengan judul
"Pengaruh *Journaling Therapy* dan *Self Compassion Training* terhadap Penurunan Tingkat
Stres Akademik Mahasiswa Keperawatan dan Kebidanan Tingkat Akhir Di Poltekkes Kemenkes
Bengkulu Tahun 2026."

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bengkulu, 1 Juli 2026

Wadir I Poltekkes Kemenkes Bengkulu,



SEPTIYANTI, S.Kep, Ners, M.Pd





Appendix 11

Thesis guidance sheet

NO	HARI / TANGGAL	TOPIK	SARAN	PARAF PEMBIMBING
1.	31 Juli 2025	Konsul Judul Penelitian	• Cari masalah terkait penelitian yang diminati • Alasan mengenai pengambilan judul	h
2.	1 Agustus 2025	Konsul Judul Penelitian	• Perbanyak referensi terkait judul yang diminati • Lakukan survey lapangan	h
3.	14 Agustus 2025	Konsul Judul Penelitian	• ACC Judul Skripsi • Lanjutkan ke BAB I, cari sumber yang relevan dari buku dan jurnal.	h
4.	4 September 2025	Konsul BAB I	• Tambahkan Data • Perbaiki penulisan • Perbaiki Rumusan Masalah dan tujuan Penelitian • Perbanyak Sumber Matero • Tambahkan EBN terkait • Perhatikan data target	h
5.	20 September 2025	Konsul Perbaikan BAB I, dan dilanjutkan BAB II dan BAB III	• Perbaiki sistematika penulisan BAB II • Memperbaiki latar belakang • Menambahkan materi alat ukur dalam BAB II • Perbaikan definisi Operasional	h
6.	14 November 2025	Konsul Perbaikan BAB I, BAB II, dan BAB III, dilanjutkan BAB	• Perbaikan Penulisan • Perbaikan kerangka Konsep, Definisi Operasional, dan hipotesis • Perbaikan kelompok kontrol	h

6.	18 Desember 2025	Konsul BAB I-IV	• ACC Proposal Penelitian • ACC Ujian Sempro	
7.	Kamis, 18 Juni 2026	BAB V, VI, VII	• Perbaiki tabel hasil di BAB V. • Perbaiki master tabel.	
8.	Jumat, 19 Juni 2026	BAB V, VI, VII	• Tambahkan paragraf pendapat peneliti di BAB VI.	
9.	Senin, 22 Juni 2026	BAB V, VI, VII	• Tambahkan pembahasan menurut jurnal lain yang sejalan dengan penelitian.	
10.	Selasa, 23 Juni 2026	BAB V, VI, VII	• Kesimpulan masukan sesuai tujuan. • Cari jurnal yang memperkuat lama penelitian.	
11.	Rabu, 24 Juni 2026	BAB V, VI, VII	• Perbaiki penjelasan di bagian paragraf BAB VI dan tambahkan paragraf.	
12	Rabu, 24 Juni 2026	BAB I - VII	• ACC Skripsi	

NO	HARI / TANGGAL	TOPIK	SARAN	PARAF PEMBIMBING
1.	31 Juli 2025	Konsul Judul Penelitian	• Cari masalah terkait penelitian yang diminati • Alasan mengenai pengambilan judul	
2	1 Agustus 2025	Konsul Judul Penelitian	• Perbanyak referensi terkait judul yang diminati • Lakukan survey lapangan	
3.	14 Agustus 2025	Konsul Judul Penelitian	• ACC Judul Skripsi • Lanjutkan ke BAB I, cari sumber yang relevan dari buku dan jurnal.	
4.	20 November 2025	Konsul BAB I, BAB II, BAB III	• Perhatikan Penulisan • Perbaiki Latar Belakang BAB I • Perbaiki Materi BAB II • Tambahkan Sumber dan data • Tambahkan EBN terkait • Penambahan materi dan tindakan pada kelompok kontrol • Perbaiki SOP	
5.	11 Desember 2025	Konsul BAB I, BAB II, BAB III, BAB IV, Serta Lampiran	• Perbaiki Penulisan • Perbaiki pada materi Kelompok Kontrol • Tambahkan penanganan Farmakologi dan Non-Farmakologi	

		IV dan lampiran .	• Perbaikan Tabel dan bagan • Perbaikan SOP	
7.	20 November 2025	Konsul Perbaikan BAB I, BAB II, dan BAB III, BAB IV dan lampiran .	• Perbaikan Penulisan & Penggunaan Mendeley • Perbaikan Kelompok kontrol • Perbaiki analisis bivariat • Perbaikan SOP	h
8.	17 Desember 2025	Konsul BAB I-IV	• Perbaikan Kelompok kontrol	h
9.	18 Desember 2025	Konsul BAB I-IV	• ACC Proposal • ACC Ujian Sempro	h
10.	Senin/ 22 Juni 2026	Konsultasi Revisi BAB V, VI, VII	• Perbaiki analisa jalannya penelitian pada BAB V. • Perbaiki tabel karakteristik dan persentase hasilnya.	h
11.	Selasa/ 23 Juni 2026	Konsultasi Revisi BAB V, VI, VII	• Perbaiki penjelasan di bawah tabel analisa di BAB V • Konsultasi Revisi BAB V, VI, VII Tambahkan penjelasan patofisiologi hingga terjadinya perubahan nyeri di BAB VI.	h
12.	Rabu / 24 Juni 2026	Konsultasi Revisi BAB V, VI, VII	• Perbaiki kesimpulan. • Masukkan semua dokumentasi terapi.	h
13.	Kamisa/ 25 Juni 2026	Konsultasi Revisi BAB V, VI, VII	• Lengkapi lampiran. • Sumber semuanya diperbaiki harus sesuai Mendeley. • kemudian cek kembali skripsi. • Lengkapi buku bimbingan.	h
14.	Jum'at / 26 Juni 2026	Konsultasi Revisi BAB I - VII	• ACC Skripsi	h