

**PENGARUH MEDIA PEMBELAJARAN SELF-IMPROVEMENT BOOK
BERBASIS EMOTION FOCUSED THERAPY (EFT) DENGAN
STRATEGI COPING TERHADAP REGULASI EMOSI DAN
KETAHANAN MENTAL SISWA SEKOLAH DASAR**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan regulasi emosi dan ketahanan mental siswa sekolah dasar dalam menghadapi berbagai permasalahan akademik maupun sosial. Tindakan nyata untuk mendukung anak didik dalam mengasah potensi dimaksud ditempuh via penggunaan media ajar guna mengintegrasikan pendekatan *Emotion Focused Therapy* (EFT) dengan Strategi *Coping*. Penyelidikan ini diarahkan guna memetakan efektivitas media ajar *Self-Improvement Book* berlandaskan *Emotion Focused Therapy* (EFT) dengan Strategi *Coping* terhadap regulasi emosi dan ketahanan mental siswa sekolah dasar. Pendekatan eksperimen diaplikasikan dalam riset ini dengan mengacu pola *posttest-only control group design*. Penentuan sampel riset ini mencakup klasifikasi dua unit, berupa kelompok eksperimen dan kelompok kontrol. Data dikumpulkan memakai alat ukur berupa angket pengelolaan emosi sekaligus ketahanan mental. Analisis data dilakukan diaplikasikan melalui rumusan statistik deskriptif serta uji MANOVA. Hasil penelitian memperlihatkan hasil berupa kontribusi nyata atas penggunaan media pembelajaran *Self-Improvement Book* berbasis *Emotion Focused Therapy* (EFT) dengan Strategi *Coping* terhadap regulasi emosi dan ketahanan mental siswa (Sig. < 0,05). Dengan demikian, media pembelajaran *Self-Improvement Book* berbasis *Emotion Focused Therapy* (EFT) dengan Strategi *Coping* layak dipertimbangkan sebagai instrumen pembelajaran pengganti dalam melejitkan keterampilan regulasi emosi dan ketahanan mental siswa sekolah dasar.

Kata kunci: *Self-Improvement Book*, *Emotion Focused Therapy* (EFT), Strategi *Coping*, regulasi emosi, ketahanan mental.

**THE EFFECT OF SELF-IMPROVEMENT BOOK LEARNING MEDIA
BASED ON EMOTION-FOCUSED THERAPY (EFT) WITH COPING
STRATEGIES ON EMOTIONAL REGULATION AND MENTAL
RESILIENCE OF ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

This research is motivated by the importance of emotional regulation and mental resilience in elementary school students in facing various academic and social problems. Concrete actions to support students in honing this potential are taken through the use of teaching media to integrate the Emotion Focused Therapy (EFT) approach with Coping Strategies . This research is directed at mapping the effectiveness of the Self-Improvement Book teaching media based on Emotion Focused Therapy (EFT) with Coping Strategies on emotional regulation and mental resilience in elementary school students. An experimental approach was applied in this research by referring to the posttest-only control group design pattern . The determination of this research sample includes a classification of two units, namely the experimental group and the control group. Data were collected using measuring instruments in the form of an emotional management questionnaire and mental resilience. Data analysis was carried out using descriptive statistical formulas and MANOVA tests. The results of the study show results in the form of a real contribution from the use of Self-Improvement Book learning media based on Emotion Focused Therapy (EFT) with Coping Strategies on emotional regulation and mental resilience in students (Sig. <0.05). Thus, the Self-Improvement Book learning media based on Emotion Focused Therapy (EFT) with Coping Strategies is worthy of consideration as a substitute learning instrument in boosting the emotional regulation skills and mental resilience of elementary school students.

Keyword: *self-improvement book, Emotion-Focused Therapy (EFT), coping strategies, emotion regulation, mental resilience.*