

LAMPIRAN

Lampiran 1

JBI CRITICAL APPRAISAL CHECKLIST FOR QUALITATIVE RESEARCH

Reviewer _____ Date _____

Author _____ Year _____ Record Number _____

	Yes	No	Unclear	Not applicable
1. Is there congruity between the stated philosophical perspective and the research methodology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there congruity between the research methodology and the research question or objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there congruity between the research methodology and the methods used to collect data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there congruity between the research methodology and the representation and analysis of data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there congruity between the research methodology and the interpretation of results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there a statement locating the researcher culturally or theoretically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the influence of the researcher on the research, and vice-versa, addressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are participants, and their voices, adequately represented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the research ethical according to current criteria or, for recent studies, and is there evidence of ethical approval by an appropriate body?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Do the conclusions drawn in the research report
flow from the analysis, or interpretation, of the
data?

Overall appraisal: Include Exclude Seek further info

Comments (Including reason for exclusion)

JBI CRITICAL APPRAISAL CHECKLIST FOR QUASI EXPERIMENTAL STUDIES

Reviewer _____ Date _____

Author _____ Year _____ Record Number _____

	Yes	No	Unclear	Not applicable
1. Is it clear in the study what is the 'cause' and what is the 'effect' (i.e. there is no confusion about which variable comes first)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Were the participants included in any comparisons similar?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Were the participants included in any comparisons receiving similar treatment/care, other than the exposure or intervention of interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Was there a control group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Were there multiple measurements of the outcome both pre and post the intervention/exposure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Was follow up complete and if not, were differences between groups in terms of their follow up adequately described and analyzed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Were the outcomes of participants included in any comparisons measured in the same way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Were outcomes measured in a reliable way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Was appropriate statistical analysis used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall appraisal: Include Exclude Seek further info

Comments (Including reason for exclusion)

JBI CRITICAL APPRAISAL CHECKLIST FOR RANDOMIZED CONTROLLED TRIALS

Reviewer _____ Date _____

Author _____ Year _____ Record Number _____

	Ye s	No	Unclear	NA
1. Was true randomization used for assignment of participants to treatment groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Was allocation to treatment groups concealed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Were treatment groups similar at the baseline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Were participants blind to treatment assignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Were those delivering treatment blind to treatment assignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Were outcomes assessors blind to treatment assignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Were treatment groups treated identically other than the intervention of interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Was follow up complete and if not, were differences between groups in terms of their follow up adequately described and analyzed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Were participants analyzed in the groups to which they were randomized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Were outcomes measured in the same way for treatment groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Were outcomes measured in a reliable way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Was appropriate statistical analysis used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Was the trial design appropriate, and any deviations from the standard RCT design (individual randomization, parallel groups) accounted for in the conduct and analysis of the trial?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall appraisal: Include Exclude Seek further info

Comments (Including reason for exclusion)

JBI CRITICAL APPRAISAL CHECKLIST FOR COHORT STUDIES

Reviewer.....Date

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Author.....Year.....Record Number

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	Yes	No	Unclear	Not applicable
1. Were the two groups similar and recruited from the same population?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Were the exposures measured similarly to assign people to both exposed and unexposed groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Was the exposure measured in a valid and reliable way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Were confounding factors identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Were strategies to deal with confounding factors stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Were the groups/participants free of the outcome at the start of the study (or at the moment of exposure)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Were the outcomes measured in a valid and reliable way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Was the follow up time reported and sufficient to be long enough for outcomes to occur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Was follow up complete, and if not, were the reasons to loss to follow up described and explored?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Were strategies to address incomplete follow up utilized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Was appropriate statistical analysis used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall appraisal: Include Exclude Seek further info

Comments (Including reason for exclusion)

Lampiran 2

KEASLIAN PENELITIAN

No	Judul Karya Ilmiah dan Penulis	Variabel	Jenis Penelitian	Hasil
1.	The Effect Of Android Audio Visual Health Education On Anxiety Pre Spinal Anesthesia Patients in PKU Muhammadiyah Bantul Hospital	Variabel bebas : Android Audio Visual Health Education Variabel terikat : Anxiety	Quasy Experimental Study	Hasil uji Mann Whitney nilai p-value 0,000 maka nilai p-value <0,05. Ada pengaruh pendidikan kesehatan audio visual android terhadap kecemasan pasien pre operasi spinal anestesi di RSU PKU Muhammadiyah Bantul
2.	Can nurse-led preoperative education reduce anxiety and postoperative complications of patients undergoing cardiac surgery?	Variabel bebas : Preoperative Education Variabel terikat : Anxiety, Post operative complications	RCT	Preoperative education delivered by nurses reduced anxiety and postoperative complications of patients undergoing cardiac surgery, but it was not effective in reducing readmissions or length of stay
3.	PENGARUH PENDIDIKAN KESEHATAN TERHADAP TINGKAT KECEMASAN PADA PASIEN PRE OPERASI MAYOR	Variabel bebas : Pendidikan Kesehatan Variabel terikat : Kecemasan	Quasy Eksperimental Study	Hasil penelitian didapatkan nilai $p=0,001$ dengan kemaknaan $p < \alpha (0,05)$ nilai $p 0,001 < 0,05$ sehingga ada pengaruh pendidikan kesehatan terhadap tingkat kecemasan pada pasien pre operasi mayor Di Rumah Sakit Nene Mallomo Kabupaten Sidenreng Rappang. Penelitian dapat digunakan sebagai masukan bagi institusi kesehatan dan dapat menjadi penanganan yang terus dikembangkan dalam menurunkan tingkat kecemasan pasien pre operasi mayor.
4.	Preoperative education reduces preoperative anxiety in cancer patients undergoing surgery: Usefulness of the self-reported Beck anxiety inventory	Variabel bebas : Preoperative Education Variabel terikat : Anxiety	Cohort Study	The hemodynamic values were lower in the group that received preoperative education, in comparison with the group that did not receive preoperative education. Educating the patients about the procedure resulted in a reduction in the levels of anxiety from mild to minimum, whereas there was no change in the group that did not receive the preoperative education. This latter group kept the same level of anxiety up to the end of pre-anesthetic consultation.
5.	HEALTH EDUCATION ON THE LEVEL OF PREOPERATIVE ANXIETY IN PATIENTS WITH BREAST CANCER	Variabel bebas : Health Education Variabel terikat : Anxiety	Quasy Eksperimental Study	Hasil penelitian analisis univariat didapatkan bahwa pasien preoperasi kanker payudara di RSUD Pringsewu sebelum diberikan pendidikan kesehatan sebagian besar

				mengalami cemas sedang (59,4%), dan sesudah diberikan pendidikan kesehatan paling banyak mengalami cemas ringan (40,6%), sedangkan analisa bivariat didapatkan ada pengaruh signifikan pendidikan kesehatan terhadap kecemasan pasien preoperasi kanker payudara dengan p value $0,001 < \alpha (0,05)$. Disarankan agar perawat memberikan pendidikan kesehatan pada pasien-pasien yang akan menjalani pembedahan untuk mengurangi kecemasan.
6.	Tapping your way to success: using Emotional Freedom Techniques (EFT) to reduce anxiety and improve communication skills in social work students	Variabel bebas : EFT Variabel terikat : Anxiety, improve communication skills	Qualitative	This mixed-methods pilot study measured participants' (n = 45) subjective distress and anxiety before and after using EFT. Subjective distress/anxiety was invoked through a 15-min assignment lecture. Twelve of the 45 students also participated in one-one interviews to elaborate on their experiences of EFT. Quantitative findings indicated participants reported significantly less subjective distress and anxiety after using EFT. Qualitative findings indicated three themes whereby participants found EFT calming, relaxing and helpful; considered the transferability of EFT in other settings; and proposed some of the mechanisms of EFT's action.
7.	Emotional Freedom Technique (EFT) Menurunkan Kecemasan Ibu Yang Memiliki Bayi Berat Lahir Rendah (BBLR)	Variabel bebas : EFT Variabel terikat : Kecemasan	Quasy Eksperimental Study	Uji statistik yang digunakan adalah uji wilcoxon. Hasil uji statistik di dapatkan p value 0,000 artinya ada pengaruh EFT terhadap tingkat kecemasan pada ibu yang memiliki BBLR
8.	The effect of emotional freedom technique on stress and anxiety in nursing students: a pilot stud	Variabel bebas : EFT Variabel terikat : Stress, Anxiety	Qualitative	Overall, findings suggested that EFT can be an effective tool for stress management and anxiety relief in nursing students.
9.	Effectiveness of Music Therapy and Emotional Freedom Technique on Test Anxiety in Turkish Nursing Students: A Randomised Controlled Trial	Variabel bebas : Music Therapy, EFT Variabel terikat : Anxiety	RCT	According to the results of the study, both music therapy and EFT led to a decrease in the nursing students' average scores before the OSCE, as measured by the Situational Anxiety Scale.
10.	Emotional Freedom Techniques for Reducing Anxiety and Cortisol Level in Pregnant Adolescent Primiparous	Variabel bebas : EFT	Qualitative	Result with paired t-test, TMAS1,2,3, each stage got significant difference, pre and post blood cortisol level p = 0.0001. Linear regression

Variabel terikat :
Anxiety, Cortisol
Level

analysis on TMAS $p = 0.001$
and $R^2 = 0.57$, whereas blood
cortisol level $p = 0.004$ and $R^2 =$
 0.43 . This analysis proved EFT
contributed significantly 57%
to lower anxiety levels and 43%
to lower blood cortisol level,
indirectly affected the readiness
to face childbirth process

Lampiran 3

LEMBAR BIMBINGAN SKRIPSI

Nama Mahasiswa : Kartika Novia Setya Ningrum

NIM : P17211173023

Nama Pembimbing I :

Dr. Susi Milwati, S.Kp., M.Pd.



NO	TANGGAL	REKOMENDASI PEMBIMBING	TANDA TANGAN PEMBIMBING
1.	27/09/2020	Konsultasi Judul	
2.	29/09/2020	Konsultasi Judul	
3.	03/10/2020	Konsultasi Judul	
4.	08/10/2020	Konsultasi Judul	
5.	16/10/2020	Konsultasi Judul	
6.	20/10/2020	Konsultasi Judul & Penetapan penggunaan metode penelitian	
7.	21/10/2020	Konsultasi Judul & Penetapan penggunaan metode penelitian	
8.	22/10/2020	ACC Judul & Bimbingan BAB 1	

9.	12/11/2020	Pengumpulan BAB 1	
10.	16/11/2020	Revisi BAB 1	
11.	25/11/2020	Bimbingan BAB 2	
12.	24/12/2020	Pengumpulan BAB 2 & Bimbingan BAB 3	
13.	28/12/2020	Pengumpulan BAB 3	
14.	03/01/2021	Presentasi BAB 1, 2, 3	
15.	08/01/2021	Pengumpulan PROPOSAL	
16.	13/01/2021	Seminar Proposal	
17.	26/02/2021	ACC Proposal	
18.	15/04/2021	Bimbingan penulisan BAB 4	

19.	26/04/2021	Pengumpulan BAB 4, dan konsultasi mengenai mendeley	
20.	01/05/2021	Bimbingan BAB 4, melanjutkan BAB 5	
21.	20/05/2021	Revisi BAB 4 dan 5	
22.	21/05/2021	Penambahan interpretasi pada tabel di sub bab hasil	
23.	26/05/2021	Bimbingan BAB 4 dan 5	
24.	27/05/2021	Pengumpulan revisi BAB 4 dan 5	
25.	29/05/2021	Bimbingan abstrak	
26.	03/06/2021	ACC Seminar Hasil	
27.	14/07/2021	ACC SKRIPSI	



LEMBAR BIMBINGAN SKRIPSI

Nama Mahasiswa : Kartika Novia Setya Ningrum

NIM : P17211173023

Nama Pembimbing II :

Fitriana Kurniasari Solikhah, S.Kep., Ns., M.Kep

NO	TANGGAL	REKOMENDASI PEMBIMBING	TANDA TANGAN PEMBIMBING
1.	29/09/2020	Konsultasi judul	
2.	03/10/2020	Konsultasi judul	
3.	13/10/2020	Konsultasi judul & membuat keaslian penelitian	
4.	14/10/2020	Konsultasi judul	
5.	27/10/2020	Konsultasi judul & penetapan penggunaan metode penelitian	
6.	05/11/2020	Konsultasi judul & membuat keaslian penelitian	
7.	06/10/2020	ACC Judul	
8.	07/10/2020	Bimbingan BAB 1	

9.	12/11/2020	Pengumpulan BAB 1	
10.	21/11/2020	Revisi BAB 1 & bimbingan BAB 2 dan 3	
11.	26/11/2020	Pengumpulan BAB 2 & 3	
12.	04/01/2020	Revisi BAB 2 & 3	
13.	06/12/2020	Pengumpulan BAB 1, 2, 3	
14.	08/01/2021	Revisi BAB 1, 2, 3	
15.	09/01/2021	ACC maju seminar proposal	
16.	13/01/2021	Seminar proposal	
17.	26/02/2021	ACC proposal	
18.	10/04/2021	Penulisan sub BAB 4 dan 5	

19.	26/04/2021	Pengumpulan BAB 4 dan konsultasi mengenai mendeley	
20.	/04/2021	Bimbingan BAB 4 dan 5	
21.	30/04/2021	Revisi BAB 4 dan 5	
22.	21/05/2021	Pengumpulan BAB 1 – 5	
23.	24/05/2021	ACC maju seminar hasil	
24.	14/07/2021	ACC SKRIPSI	

Lampiran 4

Daftar Riwayat Hidup (*Curriculum Vitae*)



A. PERSONAL DATA

- | | |
|-------------------------|---|
| 1. Nama Lengkap | : Kartika Novia Setya Ningrum |
| 2. Tempat Tanggal Lahir | : Pasuruan, 12 April 1999 |
| 3. Jenis Kelamin | : Perempuan |
| 4. Agama | : Islam |
| 5. Alamat | : Jl Kyai Sepuh 03 Rt 02 Rw 01 Kelurahan Gading Rejo, Kecamatan Gading Rejo, Kota Pasuruan, Jawa Timur, 67134 |
| 6. Status | : Belum Menikah |
| 7. Telepon | : 082247755147 |
| 8. Alamat e-mail | : krtknovia@gmail.com |

B. RIWAYAT PENDIDIKAN

- | | |
|--------------------|---|
| 2017 – 2021 | Politeknik Kesehatan Kemenkes Malang
Jurusan Keperawatan Program Studi Sarjana Terapan Keperawatan Malang |
| 2014 – 2017 | MAN Kota Pasuruan
Jurusan Ilmu Pengetahuan Alam |
| 2011 – 2014 | SMPN 10 Kota Pasuruan |
| 2005 – 2011 | SDN Kebonsari Kota Pasuruan |

C. PENGALAMAN KEGIATAN

- | | |
|-------------|--|
| 2019 | Pelatihan Manajemen Bencana Palang Merah Indonesia Kota Malang |
|-------------|--|