

## INTISARI

**Latar Belakang :** Narapidana remaja sering mengalami tekanan psikologis, kehilangan kebebasan, dan stigma sosial yang dapat menurunkan *self esteem*, sehingga video edukasi kesehatan menjadi upaya menarik dan mudah dipahami dalam meningkatkan *self esteem*. Meskipun penelitian mengenai pengaruh intervensi terhadap *self esteem* pada narapidana remaja masih sangat terbatas.

**Tujuan :** Mengetahui pengaruh video edukasi kesehatan terhadap perubahan *self esteem* narapidana remaja di LPKA Yogyakarta.

**Metode :** Penelitian kuantitatif dengan desain *quasy-eksperimen* menggunakan *repeated measures non-equivalent control group design*. Kelompok intervensi (n=17) di LPKA mendapatkan video edukasi dan penugasan diary reflektif, sedangkan kelompok kontrol (n=28) di BPRSR menonton video setelah *post test* kedua. Penelitian dilaksanakan pada Mei–Juni 2025. Pengukuran *self esteem* dilakukan sebelum, sesaat setelah intervensi, dan dua minggu pasca intervensi, menggunakan kuesioner Rosenberg *Self Esteem Scale* (RSES). Analisis data menggunakan *repeated ANOVA*, *independent t-test*, dan regresi linear.

**Hasil :** Hasil analisis rerata dan standar deviasi pada kelompok intervensi *pre test* (27,65±2,26), *post test* 1 (28,82±2,67) dan *post test* 2 (29,88±2,23) dengan *p value* 0,005. Sementara kelompok kontrol *pre test* (26,57±2,39), *post test* 1 (26,36±2,72) dan *post test* 2 (27,39±2,14) dengan *p value* 0,024. Selisih rerata skor *self esteem* antara *post test* 2 dan *pre test* pada kelompok intervensi (2,24±2,02) secara signifikan lebih tinggi dibanding kontrol (0,82±1,61) dengan *p value* <0,05 dan *effect size* 1,78. Analisis multivariat menunjukkan video edukasi berkontribusi terhadap *self esteem* sebesar 30,3% (*p value* 0,002).

**Kesimpulan :** Video edukasi berkontribusi meningkatkan *self esteem* remaja di LPKA dan menjadi strategi pembinaan yang mendukung rehabilitasi secara holistik dan berkelanjutan.

**Kata Kunci :** narapidana remaja, *self esteem*, video edukasi

## ABSTRACT

**Background:** Adolescent inmates often experience psychological pressure, loss of freedom, and social stigma that lower their self-esteem. Health education videos become an engaging and easy-to-understand approach to improve self-esteem. Although educational interventions have been widely implemented, research on the effect of health education videos on the self-esteem of adolescent inmates remains very limited.

**Objective:** This study aims to determine the effect of health education videos on self-esteem changes among adolescent inmates at the Special Child Development Institution (Indonesian: Lembaga Pembinaan Khusus Anak; LPKA) Yogyakarta.

**Method:** This research used a quantitative quasi-experimental method with a repeated measures non-equivalent control group design. The intervention group (17 respondents) at the Special Child Development Institution (LPKA) was provided with an educational video and assigned to complete a reflective diary documenting their daily activities, whereas the control group (28 respondents) the Adolescent Protection and Social Rehabilitation Center (Indonesian: Balai Perlindungan dan Rehabilitasi Sosial Remaja; BPRSR) received the same video after the second post-test during May–June 2025. Self-esteem was measured at three time points: before the intervention, immediately after, and two weeks post-intervention. The instrument used was a self-esteem questionnaire. Data were analyzed using repeated ANOVA, independent t-test, and linear regression test.

**Results:** The analysis showed that the mean and standard deviation in the intervention group were as follows: pretest ( $27,65 \pm 2,26$ ), posttest 1 ( $28,82 \pm 2,67$ ), and posttest 2 ( $29,88 \pm 2,23$ ), with a p-value of 0,005. In the control group, the mean and standard deviation were: pretest ( $26,57 \pm 2,39$ ), posttest 1 ( $26,36 \pm 2,72$ ), and posttest 2 ( $27,39 \pm 2,14$ ), with a p-value of 0,024. The mean difference in self-esteem scores in the intervention group ( $2,24 \pm 2,02$ ) was significantly higher than that in the control group ( $0,82 \pm 1,61$ ), with a p-value  $< 0,05$  and an effect size of 1,78. Multivariate analysis showed that the educational video contributed to self-esteem by 30,3%.

**Conclusion:** This indicates that educational videos contribute to the improvement of self-esteem. This study shows that video-based educational interventions can be used as an alternative strategy for psychosocial development to support a more holistic and sustainable adolescent rehabilitation process.

**Keywords:** adolescent inmates, self esteem, educational video