

INTISARI

Latar Belakang: Pemeriksaan *MSCT Cardiac* dengan kontras sering dilakukan pada pasien dengan gangguan kardiovaskular. Pemeriksaan ini dapat meningkatkan kecemasan dan denyut jantung yang dapat mengganggu jalannya pemeriksaan. Intervensi diperlukan untuk mengatasi masalah ini, salah satunya melalui video edukasi.

Tujuan: Mengetahui pengaruh video edukasi terhadap kecemasan dan denyut jantung pasien dengan pemeriksaan *MSCT Cardiac* dengan kontras.

Metode: Penelitian *quasi eksperimental* dengan *repeated measures control group design*. Sebanyak 20 responden kelompok intervensi menerima video edukasi, dan 20 responden kelompok kontrol menerima edukasi lisan. Sampel penelitian diambil menggunakan teknik *consecutive sampling*, yang telah memenuhi kriteria inklusi dan eksklusi. Kecemasan diukur dengan *Anxiety Visual Analog Scale*, denyut jantung dengan *Oximetry portable* serta monitor *CT-Scan*. Data diambil dua kali pada hari penjadwalan dan lima kali pada hari pemeriksaan. Data dianalisis dengan Wilcoxon, Mann-Whitney dan Uji General Linear Model.

Hasil: Terdapat penurunan signifikan kecemasan pada kelompok intervensi setelah pemberian video edukasi, yakni 2 poin di hari penjadwalan dan 1 poin di hari pemeriksaan ($p=0,000$). Namun, tidak ditemukan perbedaan signifikan antar kelompok. Penurunan denyut jantung pada kelompok intervensi tidak signifikan. Terdapat perbedaan signifikan antar kelompok pada hari penjadwalan ($p=0,004$; $d'_{\text{cohen}}=0,96$) dan hari pemeriksaan ($p=0,006$), di mana kelompok kontrol mengalami penurunan lebih besar yang dipengaruhi oleh pemberian obat tambahan.

Kesimpulan: Video edukasi menurunkan kecemasan pada kelompok intervensi, dan memiliki pengaruh terhadap denyut jantung di hari penjadwalan.

Kata kunci: *Cardiac*, Denyut Jantung, Kecemasan, *Multislice Computed Tomography*, Video edukasi

ABSTRACT

Background: Contrast-enhanced cardiac MSCT examinations are often performed on patients with cardiovascular disorders. These examinations can increase anxiety and heart rate, which can interfere with the examination process. Interventions are needed to address this issue, one of which is through educational videos.

Objective: To determine the effect of educational videos on anxiety and heart rate in patients undergoing contrast-enhanced MSCT cardiac examinations.

Method: A quasi-experimental study with repeated measures control group design. Twenty participants in the intervention group received educational videos, while 20 participants in the control group received verbal education. The study sample was selected using consecutive sampling, meeting inclusion and exclusion criteria. Anxiety was measured using the Anxiety Visual Analog Scale, heart rate using portable oximetry, and CT-Scan monitoring. Data were collected twice on the scheduling day and five times on the examination day. Data were analysed using Wilcoxon, Mann-Whitney, and General Linear Model tests.

Results: There was a significant decrease in anxiety in the intervention group after the educational video was shown, namely 2 points on the day of scheduling and 1 point on the day of examination ($p=0.000$). However, no significant differences were found between groups. The decrease in heart rate in the intervention group was not significant. There was a significant difference between groups on the scheduling day ($p=0.004$; Cohen's $d=0.96$) and the examination day ($p=0.006$), with the control group experiencing a greater decrease influenced by the administration of additional medication.

Conclusion: The educational video reduced anxiety in the intervention group and had an effect on heart rate on the day of scheduling.

Keywords: Anxiety, Cardiac, Educational videos, Heart Rate, Multislice Computed Tomography