

EMPOWERMENT-BASED EDUCATION TO IMPROVE SELF-EFFICACY AND SELF-MANAGEMENT AMONG STROKE PATIENTS IN INDONESIA: A QUASI-EXPERIMENTAL STUDY

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ABSTRAK

Stroke dapat menyebabkan disabilitas jangka panjang yang berdampak pada penurunan efikasi diri dan kemampuan manajemen diri pasien, sehingga memperlambat proses pemulihan serta meningkatkan risiko komplikasi pascastroke. Edukasi konvensional yang selama ini diterapkan dinilai belum sepenuhnya efektif dalam mendorong kemandirian pasien. Penelitian ini bertujuan untuk menganalisis pengaruh pendidikan berbasis pemberdayaan terhadap efikasi diri dan manajemen diri pada pasien stroke. Penelitian ini menggunakan desain kuasi-eksperimen dengan pendekatan pretest–posttest control group yang dilaksanakan pada Mei–Juni 2025 di fasilitas pelayanan kesehatan primer di Madura. Sebanyak 52 pasien stroke dipilih melalui teknik purposive sampling dan dibagi menjadi kelompok intervensi (n=26) dan kelompok kontrol (n=26). Kelompok intervensi memperoleh pendidikan berbasis pemberdayaan selama lima sesi, sedangkan kelompok kontrol menerima edukasi standar menggunakan leaflet. Efikasi diri diukur menggunakan Stroke Self-Efficacy Questionnaire (SSEQ) dan manajemen diri dinilai dengan Southampton Stroke Self-Management Questionnaire (SSSMQ). Analisis data dilakukan menggunakan uji Wilcoxon Signed Rank dan uji Mann–Whitney. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada efikasi diri ($p<0,001$; $r=0,653$) dan manajemen diri ($p=0,047$; $r=0,275$) pada kelompok intervensi dibandingkan kelompok kontrol. Temuan ini menunjukkan bahwa pendidikan berbasis pemberdayaan lebih efektif dibandingkan edukasi konvensional dalam meningkatkan efikasi diri dan manajemen diri pasien stroke. Pendekatan ini berpotensi menjadi strategi intervensi keperawatan komunitas yang berkelanjutan dalam rehabilitasi pascastroke, terutama di wilayah dengan keterbatasan sumber daya.

ABSTRACT

Stroke often leads to long-term disability that negatively affects patients' self-efficacy and self-management abilities, thereby slowing recovery and increasing the risk of post-stroke complications. Conventional educational approaches have shown limited effectiveness in fostering patient independence. This study aimed to evaluate the impact of empowerment-based education on self-efficacy and self-management among stroke patients. A quasi-experimental study with a pretest–posttest control group design was conducted between May and June 2025 in primary healthcare

facilities in Madura, Indonesia. A total of 52 stroke patients were recruited using purposive sampling and equally assigned to an intervention group (n=26) and a control group (n=26). The intervention group received five sessions of empowerment-based education, while the control group was provided standard education using leaflets. Self-efficacy was measured using the Stroke Self-Efficacy Questionnaire (SSEQ), and self-management was assessed with the Southampton Stroke Self-Management Questionnaire (SSSMQ). Data were analyzed using the Wilcoxon Signed Rank Test and the Mann–Whitney U Test. The results demonstrated a significant improvement in self-efficacy ($p < 0.001$; $r = 0.653$) and self-management ($p = 0.047$; $r = 0.275$) in the intervention group compared to the control group. These findings indicate that empowerment-based education is more effective than conventional education in enhancing self-efficacy and self-management among stroke patients. This approach offers practical value for developing sustainable community nursing interventions in post-stroke rehabilitation, particularly in resource-limited settings.

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