

BAB V

PENUTUP

5.1 Kesimpulan

Berdasarkan hasil penelitian dan analisis mengenai hubungan antara *Emotional Clarity* dengan *Toxic Positivity* pada mahasiswa UIN Imam Bonjol Padang, dapat ditarik kesimpulan bahwa:

1. Tingkat *Emotional Clarity* pada mahasiswa UIN Imam Bonjol Padang berada pada kategori tinggi. Dari 345 responden, sebanyak 191 responden dengan persentase 55,4% berada pada kategori tinggi. Artinya, sebagian besar mahasiswa UIN Imam Bonjol Padang memiliki kemampuan yang relatif baik dalam mengenali, memahami, dan membedakan emosi yang sedang dirasakan.
2. Tingkat *Toxic Positivity* pada mahasiswa UIN Imam Bonjol Padang berada pada kategori tinggi. Dari 345 responden, sebanyak 210 responden dengan persentase 60,9% berada pada kategori tinggi. Artinya, sebagian besar mahasiswa UIN Imam Bonjol Padang memiliki kecenderungan untuk mempertahankan sikap positif secara berlebihan serta cenderung mengabaikan atau menekan emosi negatif yang sedang dialami.

3. Terdapat hubungan negatif antara *Emotional Clarity* dengan *Toxic Positivity* pada mahasiswa UIN Imam Bonjol Padang. Hasil analisis menggunakan korelasi *Spearman's Rho* menunjukkan nilai koefisien korelasi sebesar -0,140 dengan nilai signifikansi $p = 0,009 < 0,05$. Hasil tersebut menunjukkan bahwa ketika individu memiliki *Emotional Clarity* yang tinggi, kecenderungan *Toxic Positivity*-nya rendah. Sebaliknya, ketika individu memiliki *Emotional Clarity* yang rendah, kecenderungan *Toxic Positivity*-nya tinggi. Nilai koefisien korelasi sebesar -0,140 menunjukkan bahwa tingkat hubungan antara kedua variabel berada pada kategori lemah. Dengan demikian, hipotesis penelitian yang menyatakan terdapat hubungan antara *Emotional Clarity* dengan *Toxic Positivity* pada mahasiswa UIN Imam Bonjol Padang dapat diterima.

5.2 Saran

Berdasarkan kesimpulan di atas, maka peneliti dapat memberikan saran sebagai berikut:

1. Bagi mahasiswa UIN Imam Bonjol Padang, diharapkan dapat meningkatkan kemampuan *Emotional Clarity* dengan belajar mengenali, memahami, dan menerima berbagai emosi yang sedang dialami. Mahasiswa juga diharapkan tidak memaksakan diri untuk selalu berpikir positif dengan mengabaikan emosi

negatif, sehingga dapat memberikan respons yang lebih sesuai terhadap kondisi emosional yang dialami.

2. Bagi perguruan tinggi, khususnya UIN Imam Bonjol Padang, hasil penelitian ini dapat menjadi bahan pertimbangan dalam merancang kegiatan yang mendukung pengembangan *Emotional Clarity* dan pemahaman mengenai *Toxic Positivity* pada mahasiswa. Upaya tersebut dapat dilakukan melalui layanan konseling, seminar kesehatan mental, pelatihan literasi emosi, serta penyediaan ruang komunikasi yang aman dan tidak menghakimi. Selain itu, perguruan tinggi dapat mendorong dosen, tenaga kependidikan, dan organisasi mahasiswa untuk memberikan respons yang mengakui emosi mahasiswa, sehingga dorongan untuk berpikir positif tetap disertai penerimaan terhadap emosi negatif.
3. Bagi peneliti selanjutnya, diharapkan dapat mengembangkan penelitian ini dengan mengkaji variabel atau faktor lain yang berkaitan dengan *Toxic Positivity*, karena hubungan antara *Emotional Clarity* dengan *Toxic Positivity* dalam penelitian ini tergolong lemah. Penelitian selanjutnya juga dapat mempertimbangkan karakteristik responden yang berbeda serta mengembangkan kajian mengenai *Emotional Clarity* dan *Toxic Positivity* pada konteks yang lebih luas.

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