Coping Mechanism of Indonesian Teenagers with Online Learning Education Program during the Pandemic Covid-19

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ABSTRACT
Coronavirus or COVID-19 spreads quickly between people, especially in Indonesian country and affects the education system. Pandemic becomes one of the causes psychologic on teenagers who as students. They were bored and stressed, therefore needed a way to cover the students' problems, such as coping mechanisms. The Objectives of this research is described coping mechanisms of the teenagers with online learning programs during the COVID-19 pandemic. This study is quantitative research with a cross-sectional approach. All respondents were 279 of 1-3 years teenagers in senior high school, sampling technique A simple random sampling. The Research instruments a coping mechanism used Modification from Jalowiec Coping Scale and It has been conducted validity and reliability process, r-table 0.361 and = 0.870 sequentially. Data analysis showed that there were two hundred seventeen teenagers in adaptive coping mechanism (77.8%) and sixty-two students in maladaptive coping mechanism (22.2%). The majority of respondents were in adaptive coping mechanisms (77.8%) Further study can explore what kinds of coping mechanisms are used by teenagers.

Keywords: Coping mechanism; Online learning education program; COVID-19; Pandemic; Teenagers

1. INTRODUCTION

Education is one of the areas affected by the COVID-19 pandemic that has hit the whole world, including Indonesia. The temporary closure of educational institutions as an effort to contain the spread of COVID-19 worldwide has affected millions of students, one of them in Indonesia [1]. In mid-March 2020 the Indonesian government issued a regional policy with the implementation of temporary distance learning in all fields of education [2].

With the education policies taken during the Covid-19 pandemic, it was one of the causes of the emergence of various problems experienced by teachers and students and teenagers in general, one of which was psychological problems in the education sector. Many of them complain of being stressed because they feel bored so they become easily moody and angry, according to the results of the study [3] states that when enough stress is felt it will harm everyone psychologically, including teenagers.

The results of research conducted by Livana PH et al, one of the causes of stress during the Covid-19 pandemic, that 57.8% showed students felt bored at home, 55.8% felt stressed due to the online learning process. In the implementation process, online learning poses several problems. Many students complain that online learning makes them less aware of the material presented, and the assignment of more assignments than usual learning.

Government policy stipulates that online learning has an effect on changes in learning methods. Applications that are used in the learning process include WhatsApp groups, Google Classroom, Zoom, and other learning tools. This policy creates psychological problems for all parties. The results of observations by Kompas Research and Development, when the online learning system is continuously established, 28.3% of students experience stress [4]. Reports received by KPAI, 79.9% of students do not enjoy the online method because 76.8% of teachers only distribute assignments and do not interact [5]. Other analysis results found that final semester

school teens experienced higher stress in distance learning during the COVID-19 pandemic, this is in accordance with the explanation from [6] that even semester students are in a state of worry when determining their way of life or status in university, so they have higher stress levels especially with regard to online learning methods.

In connection with changes in the learning methods of school youth that have an impact on the emergence of psychological problems, namely stress, it will have an impact on changes from physical and emotional transformation [7].

Stress can be interpreted because of a discrepancy caused by a condition [8] between the desired situation and the individual's biological, psychological or social system [9]. other than that [10] also defines stress as self-perception of incompetence with surrounding conditions and skills to deal with. The act of dealing with events or conditions that cause discomfort and hinder the ability to respond to them is called a state of stress.

The results of research conducted Wahyuni, explain that the stress response experienced by school adolescents while unable to participate in learning is shown by their behaviour by not doing assignments, providing insulation for themselves, not being able to sleep, always sleeping and not having an appetite, physically showed symptoms such as fast heartbeat, increased blood pressure, fever, cold sweat, migraine, diarrhea, and easily tired. Then in the psychological aspect, namely in the form of disappointment, depression, regret, feeling not right, confused, worried, lack of strength, tense, lack of motivation, and restlessness.

The condition of increasing a person's stress will trigger the need for individual ways to cope with self-skills, community support, wealth, and positive things or often referred to as coping mechanisms.

Coping is defined as a visible or invisible response that is used to suppress and eliminate psychological crises in a depressed state, this is in accordance with what is conveyed [11],[12]. Other definitions by [13] that the coping mechanism is the process of implementing behaviour towards a very simple and realistic solution, by giving flexibility in problem solving. And interpreted as an effort to control, reduce, and withhold terms and conditions Stress coping is an individual's effort to tolerate, explore, minimize, and reduce the influence of pressure, and can provide behavioural and psychological designs [14].

Coping mechanisms or problem-solving methods are individual actions in carrying out social interactions that intend to resolve cases [15]. In addition, it is also meaningful as problem-controlling behaviour. These behavioural tendencies when solving problems that cause

stress by avoiding, avoiding, and reducing stress and choosing social support [15].

The coping mechanism is called self-deception. Solving problems faced by individuals generally use problem solving that focuses on problems, cognitive, and emotional. Identification of coping through manifestation responses and reviewed by several aspects, namely physiological and psychological, effective coping produces adaptive while ineffective causes maladaptive [16].

Individual coping mechanisms that are carried out in dealing with stress by using problem solving sources from the social, intrapersonal and interpersonal environment. From these sources, individuals can use effective problem-solving strategies, so that adaptive coping mechanisms will be realized.

Adaptive coping mechanism is a problem-solving process that supports the integrity function, the process of growth, learning and the achievement of goals. While the maladaptive coping mechanism is the process of solving problems that hinder the integrity function, solving the growth process, autonomy that tends to decrease and mastery of the environment [17].

Based on research conducted by Azmy, Nurishan, & Yudhi with a total population of 389 students. Results and discussion in research on academic stress management of gifted Teenager's students at SMAN 4 Bandung. As well as the conclusion in this study that most students are quite able to manage academic stress. Meanwhile, based on research conducted by [18] entitled The Impact of Covid-19 on the Implementation of Learning shows that online learning in elementary schools, during the Covid-19 pandemic, the implementation of online learning in elementary schools can be carried out quite well. Based on the phenomenon above, it is interesting to have a broader view of how the coping mechanisms of teenagers in the online learning process during the COVID-19 pandemic are.

This research was conducted on Teenagers at SMA Negeri 1 Kroya, Central Java, Indonesia with the reason that the Covid-19 spread rate was still high in Kroya District and the online learning process was still being implemented during the Covid-19 pandemic. The results of the preliminary study conducted showed that there were problems in the online learning process for teenagers' students of class XII at SMA Negeri 1 Kroya.

The results of this preliminary study were carried out through the interview process and the distribution of the teenagers coping mechanism questionnaire to the 10 teenage students of the school, information obtained from 9 out of 10 people said that online learning was not very effective in its delivery. There are so many obstacles, one of which is the server often crashes during the learning process. Not only that, sometimes the teacher's delivery method is not optimal, making students confused in

receiving it, so students have to look for other references to complete it. The assignments given are also more than the usual learning. Because of that they often feel bored. Dealing with Kendal or the problems their coping mechanisms are experiencing is to study in a place that makes them more comfortable, for example in a park, besides that sometimes they also choose to study together with their friends while still complying with health protocols. Then based on the results of observations using a coping strategy questionnaire, 7 out of 10 teenage students showed a response that they still did not believe the situation that was happening, they had their own way of dealing with it, one of them was by making a resolution plan for the problems they faced, trying to accept the situation, and remain responsible with their respective duties, many of them have more hope that this problem will end soon.

So, it can be concluded that online learning is still not very effective with many obstacles, and students are required to be able to understand all the materials and assignments given. But they have their own coping strategies to deal with this problem, namely making a resolution plan while still accepting the situation and having high hopes that this problem will end quickly. From the description above, it encourages researchers to conduct research with the title "Coping Mechanisms for Indonesian Teenagers in Following the Online Learning Process During Covid-19".

2. METHOD

The research design chosen was a quantitative research design with a cross-sectional approach. All respondents were two hundred seventy-nine (279) of 1-3 years teenagers in senior high school, sampling technique A simple random sampling. Coping mechanism data were collected using a Modification from Jalowiec Coping Scale instrument and It had been conducted validity and reliability process, r-table 0.361 and = 0.870 sequentially.

This study has inclusion and exclusion of respondents, with the inclusion criteria set are Respondents were all young active students at SMA Negeri 1 Kroya who were taken randomly, students who did online learning during the Covid-19 pandemic with a time span of > 3 months, students who could use WhatsApp. The exclusion criteria were adolescents who were sick during the research process and adolescents who were not willing to sign consent as respondents.

3. RESULT AND DISCUSSION

From the research that has been done, the results of the characteristics of the respondents and an overview of the coping mechanisms of Indonesian adolescents during online learning are obtained which are described in detail in the table 1 and it can be seen that the largest class of respondents came from class 10 which amounted to 113 respondents (40.5%).

Table 2 shows that the majority of respondents in SMA Negeri 1 Kroya are women as many as 210 people (75.3%). From Table 3, it can be seen that all respondents have a long learning process using online media >3 months as a result of the Covid-19 pandemic as many as 279 people (100.0%). Table 4 shows that most students have Adaptive Coping in undergoing the Online Learning Process at SMA Negeri 1 Kroya as many as 217 people (77.8%).

Table 1 Frequency Distribution of Teenagers Respondents' Characteristics by Class at SMA Negeri 1 Kroya In 2021(N=279)

Respondent Class	Frequency (f)	Percentage (%)
10	113	40.5
11	68	24.4
12	98	35.1
Amount	279	100.0

Table 2 Frequency Distribution of Respondents by Gender Teenagers at SMA Negeri 1 Kroya in 2021(n=279)

Gender	Frequency (f)	Percentage (%)
Man	69	24.7
Woman	210	75.3
Amount	279	100.0

Table 3 Frequency Distribution of Respondents According to the Length of the Learning Process at SMA Negeri 1 Kroya in 2021(n=279)

Process Time Online Learning	Frequency (f)	Percentage (%)
Yes (>3 month)	279	100
No (< 3 months)	0	0
Amount	279	100

Table 4 Overview of Teenagers Respondents' Coping Mechanisms in the Online Learning Process in Kroya 1 Public High School in 2021(n=279)

Respondent Coping	Frequency	Percentage (%)
Adaptive	217	77.8
maladaptive	62	22.2
Amount	279	100.0

Based on the results research that has been done from a total sample of 279 respondents it can be seen that most respondents belong to class 10, namely 113 (40.5%), then class 11 as many as 68 people (24.4%), and class 12 as many as 98 people (35.1%), the majority of the majority are 10, where grade 10 is the first level in high school, Teenager students who still have a lot of time in the learning process, not too many lessons and assignments to complete, and still have the ability to adapt to a change well, On the other hand, for grades 11 and 12, there are still many of them who make this online learning problem a serious matter because they are approaching the national final exam process so that there are not many adaptive coping mechanisms at that level. This is in line with research from [19] that the National Examination is a determination of graduation for students. For grade 12, the majority of them gave the perception that the change in learning methods to being online was something that scared them and did not rule out the possibility that many of them gave a negative response. The higher the level/class, the individual will have his own thoughts and have the right to take any action with his own responsibility. This shows that the older a person is, the more encouragement he or she will be able to control the stressors that come and go. As explained by Fitriasari, Septianingrum, Budury and Khamida that the individual's age is getting enough when dealing with and solving a problem by utilizing the experience and sources of the support system they have so that they can deal with stressors with their skills so as to make the individual able to improve coping in his environment. himself.

So, it was found that a person's class in this study affected the individual's coping mechanisms in the online learning process during the covid-19 pandemic, the higher the class a person eats, the easier it is to face the online learning process during the covid-19 pandemic.

Further research results shows that the number of female Teenager's respondents is more than male at SMA Negeri 1 Kroya, the intensity of women in Indonesia itself is indeed more dominant than men, In the development of an increasingly sophisticated era like today, making women have equal rights with men even in terms of education though [20].

As stated by [21] that high or more dominant coping responses are owned by women. This is because when women have problems, they will find it easier to regulate and control their emotions. This allows women to better adapt to the changes that occur during the COVID-19 pandemic. These results are also in line with research conducted by [20] that the number that dominates more is the female sex. From the research of Vingerhouts and Van Heck that they observed gender differences in education, women had a much larger ratio than men [22]. This research is also in line with research [20] with 249 respondents with the majority of respondents being female as many as 165 (66.3%) respondents, and the number of male respondents being 84 (33.7%). So, it was obtained from his analysis that more women had their own coping strategies in dealing with the online learning process during the covid-19 pandemic. It is proven by when women get into trouble, many of them look for answers on how these problems can be solved. Not only that, women also have a level of tenacity and patience which are the main keys. While many of their men choose not to think too much about the problem at hand. This is also in line with research from [23] that in his research shows that the majority of women have adaptive coping compared to men because of their tenacity in the adaptation process.

The results of the study based on the length of the online learning process showed that all respondents as many as 279 people (100.0%), had a long learning process using online media for more than 3 months.

The learning process used during the COVID-19 pandemic is the online version of the learning process (on the network) or distance learning [24] stated that all fields of education from elementary schools to universities under the auspices of the Ministry of Education and Culture of the Republic of Indonesia and those under the auspices of the Ministry of Religion of the Republic of Indonesia are all affected by online learning carried out to prevent the spread of COVID-19. And there are only online or distance learning methods that can be used in the learning process from home during a pandemic like this [25].

Based on the analysis of the results of this study, it was found that students were in the online learning process for more than 3 months, the length of the online learning process would certainly have many problems causing students to have good coping skills in dealing with any problems due to online learning during the covid-19 pandemic. Many of the students complained about the obstacles in the online learning process.

The learning process in the network is defined as a learning process using the internet without a face-to-face process between students and teachers. This is done to

minimize the process of spreading the covid-19 virus by emphasizing the learning process carried out using the internet and avoiding direct contact [25]. This is in line with research conducted by [26] about student statements about research on the effect of online learning on interest in learning science. Based on the research that the researcher has done, the strategy in the online learning process is not only about the internet, but also other important points of view, as well as its use regarding community expansion in learning. With this, educators can easily find the flow of the learning process that is suitable for their students [25].

The results of research related to coping mechanisms show that most students at SMA Negeri 1 Kroya in 2021 have Adaptive coping mechanisms, as many as 217 people (77.8%), and only 62 people (22.2%) of respondents who have maladaptive coping. From these results it can be seen that in overcoming all demands in the learning process a teenager must be able to fulfil and complete well and continue to carry out activities while maintaining productivity in himself [27].

Individuals who can easily deal with a problem usually have good coping mechanisms. These results are like those of [28] which explains his research on when an individual has a good coping mechanism, the individual will be able to give a good response to the situation at hand. This is in accordance with the statement that if the respondent considers that the covid-19 pandemic is a health problem that cannot be underestimated, so that each respondent must always update any information regarding the distance learning process during the covid-19 pandemic. This situation is carried out as an effort to prepare and protect themselves. Not only that, conditions like this are also not an obstacle for respondents to continue to carry out activities. These results prove that research respondents have adaptive coping mechanisms during the COVID-19 pandemic in line with what was conveyed by [29] when the individual has positive treatment in an effort to overcome the problem, it means that it can be said that the individual has good/high coping in him. Coping is a form of integrated individual behaviour and thought to minimize pressure on the stressor so that it does not cause stress. Walten and Lloyd state that coping is an action taken to control and minimize stress. Individuals who have adaptive coping mechanisms will not ignore the negative impacts that will affect them. In this case they will give the best decision to determine and overcome the problems they are experiencing. To control all the demands so that their coping is adaptive, the individual usually has a choice of the actions to be taken, both at high and low levels [27].

This result is similar to that presented by [30] explained that every individual has confidence in a problem that occurs during the process of implementing online/distance learning due to the impact of the covid-19 pandemic. The individual will make various efforts to overcome the problems experienced during online learning by way of individuals exchanging opinions and suggestions to fellow individuals who experience similar problems so that they get input from others. In addition, there is an optimistic attitude and behaviour or a strong belief that the individual is able to complete all the tasks on time according to his abilities and skills.

Apart from that, respondents can also handle very well the tasks that are the target of learning competencies in accordance with the set time. Because in this situation, the respondent is well aware of the obligations of a student that must be completed even though the learning process is not carried out as usual or in other cases it is called online/distance learning. So many of the respondents have positive thoughts on themselves to be able to adapt to the shape and way of change in the learning process as a result of the pandemic that occurred [30]. As a result, a good coping mechanism will be formed for each individual and many things that they will be able to accept well in all forms of change during this covid-19 pandemic.

According to [31] explained that COVID-19 is a condition that causes psychological stress to occur in individuals. Each individual has internal factors in him that have various forms and ways in managing coping mechanisms in situations such as the COVID-19 pandemic. When an individual considers that the COVID-19 pandemic situation is a challenge that will encourage him to be able to control the situation well, then that individual must have high coping skills. Coping mechanisms in each individual will lead to the extent to which they can overcome the difficulties that occur by continuing to develop with a positive response in order to keep feeling happy.

Coping mechanisms can be called adaptive if the following conditions are met: 1) Can still control emotions 2). Very alert 3). Pay more attention to the questions on the problem 4). There has extensive knowledge 5). And can get the support of others [32]. Adaptive coping mechanisms can result in a better quality of life and the resulting positive actions [33].

Adaptive coping mechanism is a coping function that supports integration, growth process, learning, and realization of target function. Adaptive coping mechanisms are individual efforts to solve a problem caused by stress as well as positive, rational, and constructive pressure [34]. So, it can be concluded that the online learning process requires adaptive coping mechanisms to be able to face and resolve obstacles that occur during the covid-19 pandemic. Discussion

This paper uses SPSS20.0 and Lisrel 8.80 software to construct the SEM structural equation model and analyses the influence of OR and ESE on entrepreneurial intention, based on 302 valid questionnaires. The result shows that OR has a positive influence on entrepreneurial

intention, but not for ESE. In addition, SN has a negative moderating effect on the relationship between OR and EI but not at ESE and EI. On the other hand, PBC did not have a moderating effect on both relationship between OR and ESE to EI. To sum up the result hypotheses, H1 and H3a were statistically proven, whilst H2, H3b, H4a, and H4b was not statistically supported.

This result is in line with previous research by [9], which proved that opportunity recognition is positively correlated with one's entrepreneurial desire and [31], who prove that subjective norms have a negative moderating effect on the relationship between entrepreneurial intentions. This result is different from most research results which state that there is a positive relationship between entrepreneurial self-efficacy and entrepreneurial intentions, as stated and research conducted by [32] wherein this study it was found that subjective norms influenced on between entrepreneurial self-efficacy and entrepreneurial intentions.

This study offers some implication from perspective of theory and practice both. The results of this study support several previous studies, such as [8], which proves how the ability to identify opportunities is an essential factor in one's entrepreneurial intentions. In addition, this study further strengthens research that shows a curvilinear effect for entrepreneurial self-efficacy. In addition, this research can also provide research results related to moderators that can influence the relationship between variables in the context of entrepreneurial desire. Based on this research, it is known that there is a need for government elements to provide appropriate training for former migrant workers, education and training, and appropriate assistance, especially regarding identifying and taking advantage of a business opportunity. Can be more active in starting to become an entrepreneur. In addition, this study also shows the critical influence of other parties for former migrant workers in determining their entrepreneurial intentions where those closest to them such as family, neighbors to those who become role models such as teachers, leaders in the environment can determine the decisions of former migrant workers in choosing to become entrepreneurs.

4. CONCLUSION

Conclusion of this research show that the characteristics in this study showed that the majority of a respondents came from class 10, namely as many as 113 people (40.5%), seen by gender, the results were the majority of women as many as 210 respondents (75.3%), while according to the length of the online learning process the results were >3 months as many as 279 respondents (100.0%) and the Coping Mechanism of students at SMA Negeri 1 Kroya found that most students have Adaptive Coping in undergoing Online Learning, as many as 217 people (77.8%), and only 62 people (22.2%)

of respondents who have Maladaptive Coping in undergoing Online Learning. According to the results of this study, the majority of students have adaptive coping mechanisms with a total of 217 respondents (77.8%).

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ETHICAL CLEARANCE

This research was passed the ethical test by the ethics team of the research and community service institution (LPPM) STIKES Muhammadiyah Gombong as evidenced by issuing a certificate passed the research ethic No. SK 129.6/II.3.AU/F/KEPK/III/2021 dated March 22, 2021.The Anonymity, confidentiality, justice and beneficence applied to this research. The Informend consent was given to the participant before they participated this research. The participants were ensured for their participating in this research, which there was no any harm and consequences regarding the researcher.

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