

Description of Santriwan and Santriwati Coping Stress in Al-Falah Abu Lam-u Islamic Modern Boarding School Aceh Besar

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Abstract. Coping stress is the human ability in managing their stress. The purpose of this study was to learn the way of santriwan (male student) and santriwati (female student) in Islamic modern boarding school Abu Lam-U Aceh Besar to overcome their daily life pressure. A qualitative method with interview approach and supported tools such as camera, recording device, and agreement letter were used in this study. Six students (three Santriwan and three santriwati) were chosen to participate in this study using Purposive Sampling research technique. The result showed differences in coping stress between the six participants. Three respondents were more focused on problem (Emotion Focused Coping) while the other three respondents were more focused on Problem Focused Coping. Santriwan and santriwati also showed difference result in manage their stress. Two female students were more focused on Emotion Focused Coping while the other one was more focused on Problem Focused Coping, on the other hand two santriwan were more focused on Problem Focused Coping and the other one was more focused on Emotion Focused Coping. The main problems faced by the respondents in coping with their stress were the strict disciplines that applied in the school and the un-readiness of the respondent to cope with the situation. Another problem that affects the ability of the respondents in coping with their stress was the enforcement of the school discipline that sometimes misses lead and more to punishments approaches compare to student self-development approaches.

Keywords: Coping stress, male student, female student, islamic boarding school al-falah

Introduction

Education is a lifetime development activity of all human aspect of personality in accordance to values in the society and culture (Hidayat, 2012). Law on National Education System Number 20 the year 2003 explains that the education system consists of the types, level, and curriculum. Further, the SIKDIKNAS Law from the year 2003 stated that the types of education include the formal, non-formal, and informal education. Based on its levels, the education consists of primary, secondary, and tertiary education. In accordance to the curriculum, the education is divided into public school, vocational school, academic, professional, expertise, religion-based and special education (Amin Haedari, dkk.2004).

Islamic boarding school is a formal education institution established by the society or the government as a reflection of the country's great principle of Islamic root (Mujib, 2006). Through time, the Islamic boarding school has been able to keep and maintain its survival system as well as to apply its multi-aspects model of education. The Islamic boarding school students are preparing themselves to comprehend the religion-science as well as leadership, the skill of self-independence, modesty, persistence, togetherness, equality, and group-ability.

From the historical aspect, during the colonial era, the Islamic boarding school was already consistent and firm to shape a noble people for the future. Nowadays, the modern Islamic boarding school is an integration of National curriculum and religion-based curriculum which is considered to be able to shape the youth for a better future.

A full-day activity and strict regulation in the boarding school makes all students become more discipline and obey the standard rules. Over the time, there are always some students who cannot cope with the situation at school which resulted in their decision to move out from the school although there are plenty of them who remain there. From the psychological point of view, the ability of self-management in dealing with stress is called Coping Stress. The students who continue to study at the boarding school shows the readiness in following and obeying the school regulation and rules. The measurement of the stress condition in psychology is closely related to the coping concept. The coping is a social, personal, and contextual strategy used by an individual to cope with a situation which causes psychological stress or distress (Mohino, Kircher, & Forns, 2004). There are various attempts in coping with stress such as trying not to violate the rule, remaining silent, accepting the punishment, and some people even ignore the situation (Interview result, 2016). Coping is not merely an attempt to find out the action taken during the stress but also more to the implementation of cognitive, social and behavioral skills in solving the unpredictable and stressful situation (Bandura in Mohino, et.al, 2004).

Purpose of the Study (a) To find out the Coping Stress of students (both male and female) at Islamic Modern Boarding School Al-Falah Abu Lam U, in Ingin Jaya sub district of Aceh Besar district, (b) To provide a recommendation for the school in order to improve its education system.

Significance of the Study, this study benefits in term of (a) Theoretical benefit: it is able to provide the current information for psychological science and the researcher

as well as for the school itself on how the coping stress among the students at Islamic Modern Boarding School Al-Falah Abu `Lam U Aceh Besar. (b) Practical benefit: The research is expected to be the base of the school evaluation in developing a good education system to provide a healthy learning environment and situation.

Literature Review

Life in a boarding school that is very different from the child's previous life makes children have to do self-restructuring in order to survive until completing education at the boarding school. (Dyah Aji, 2012). Life that is full of discipline and regularity requires santri and santriwati to be able to make adjustments in themselves so that they can survive in the pesantren system. According to Sarafino (1998) the coping process is not a single event because coping involves transactions with the environment with a continuous environment. If we associate with the life of santri /santriwati, both female students who consciously or unconsciously use stress coping mechanisms, if the coping with stress done by the santri / santriwati is not good, then it will have excessive stress and force them out of the boarding school.

Atkinson (1999: 245) argues if stress coping efforts do not provide good results, then feelings of anxiety will increase and individuals will experience difficulties in their business and are less able to find other solutions. In stressful situations, individuals tend to repeat behavioral patterns that have been used in the past. From the above definition we can draw a conclusion that stress coping conducted by santri and santriwati is very different from students in general, due to tightly disciplined environmental conditions, the pesantren's order that has been arranged in such a way which requires them to have stronger coping stress than other general students.

According to Lazarut and Folkman, coping strategies are both cognitive and behavioral efforts to overcome, mitigate, and tolerate internal and external demands caused by individuals with events that are considered to cause stress. (Said, 2015). Lazarut and Folkman divide stress coping into 1) Problem Focused Coping efforts of individuals coping with stress by focusing on the problems at hand, 2) Emotional Focused Coping individual efforts to do coping by focusing on emotions (Handono & Bashori, 2013; Said, 2015)

Method

In this study the authors use case studies with the aim of expressing or answering questions like, why coping with stress can occur and how it can happen to students at Al-Falah Abu Lam-U Modern Islamic Boarding School, Ingin Jaya District, Aceh Besar District, Aceh Province. Miler & Huberman (1992) stated that three stages was done in analyzing qualitative research data, namely (1) data reduction (data reduction); (2) data exposure (data display); and (3) conclusion drawing and conclusion (conclusion drawing leverifying).

Result and discussion

From the results of three female students, two of them were emotionally focused stress emotion or Emotional Focused Coping, namely (B) and (AU). While students who have stress coping strategies that focuses on the problem or known as Problem Focused Coping is (M), where (M) has a positive perspective on the problems they face and always tries to avoid problems and accept every penalty to avoid new problems from their environment.

The coping stress management from the male students is different among the three of them. Two of the students had positive reaction namely Problem Focused Coping. They often use an aspect in the Problem Focused-Coping namely Distancing (D). Distancing occurs when the individual avoids a new issue. For an example when someone gets a punishment, he/she willingly takes it to avoid another issue that might come along. Another aspect of Problem-Focused Coping is the Positive Reappraisal (PR), an aspect that lets any individual to see any situation from a positive point of view. The male students who used Problem-Focused Coping were MD and A. One male student chose a different coping stress management which focused more to an aspect of the Emotional-Focused Coping namely Acceptance (AC). The individual who uses this aspect tends to deliberately accept any condition he/she is in. For example, when a person is getting a misfortune, he/she will make no effort to change it. Another aspect is Avoidance (A) where the individual tries to deny what he/she experience. For example, when an individual is getting a punishment, he/she will not accept it despite the fact of being guilty. This person will, in fact, even try to forget the issue. In this study, the male student who used the Emotional-focused Coping is R.

Based on the research result, the main cause of students' stress is them being not ready for the new environment and the lack of adaptation skill to the school's discipline. According to Lazarus & Folkman (Folkman, 1984 : 337) Coping is any individual's attempt to make cognitive and behavior change. The attempt is to manage the individual external and internal issues which distract the person or is beyond the individual's resources capacity. Another source of stress is the physical punishment and other types of punishment which give less positive effect both from the school and the students' council management. This punishment is given to avoid new emerging issues among them.

Conclusion

Based on the study at modern Islamic Boarding School Al-Falah Abu Lam U Aceh Besar, we can draw a conclusion that among the six subjects, there are three of them namely (M), (MD), and (A) are the ones who implement the coping stress by using Problem Focused Coping which focuses on the current issue the person is dealing with instead of the emotional issue. The remaining three other subjects, namely (R), (B), and

(AU) used the coping stress management called Emotional Focused Coping which is a coping with stress strategy focused on the emotional side during the process of dealing with the stress.

Based on the gender group, the subjects are divided into three male and three female students which shows a significant difference in coping with stress. The researcher found that there were two female students who applied the Emotional Focused Coping and only one female student who applied the Problem Focused Coping. There is one who is different from the male students' result, which shows that there were two male students who applied the Problem Focused Coping and only one male student who chose the Emotional Focused Coping in dealing with the stress. The main issue of these subject was the strict regulations that prevails at school which also is closely related to them being unprepared for this situation. Other supporting issue is the enforcement of discipline which still lacks objectivity. Therefore, the punishment is not focusing on the potential development of the students.

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