

Coping Stress: How Studets Cope with Academic Stress?

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Abstract: Academic stress is a psychological condition where students feel worried about academic failure. To overcome this, students can develop stress coping, be it problem focused coping or emotional stress coping. This study was conducted to provide an overview of the level of stress coping developed by students as well as the types of stress coping developed. This study is a quantitative descriptive study with a population of Nahdlatul Ulama Sunan Giri University students. The sample used in this research was 300 students. The instrument used in this study is a stress coping scale using the stress coping theory developed by Lazarus. The results show that students have moderate stress coping abilities. The type of stress coping that is most often used by both male and female students in dealing with academic stress is emotional focused coping. The forms of behavior used to overcome academic stress are distancing, confrontative coping, and seeking information support.

Keywords: coping stress, students

INTRODUCTION

Students are individual who are enroled in university where they will receive a bachelor's degree in accordance with the knowledge they studied within a predertermined period of time (Rahmah & Khoirunnisa, 2023; Sugiarti et al., 2024). In the procces of studying to achieve a bachelor's degree, students often get pressure such as a high GPA (Grade Point Average), graduated on time, and a successfull in the right carrer (Dedi et al., 2019; Fradisa et al., 2022; Ladapase & Sona, 2023). This pressure leads to students' concerns about academic failure or we called it academic stress(Yunalia et al., 2021).

Academic stress is actually a common thing that occurs in student who have maladaptive concern about academic demands(Dedi et al., 2019). Academic stress makes students' physical, cognitive, dan emotional decline and causes student to behave negatively(Ramadhan & Oktariani, 2022). Forms of decline in physical, cognitive and emotional conditions can include lack of appetite, weakness, fatigue, digestive disorders, depression, reduced study concentration, decreased understanding of lecture material, and decreased achievement (Helmahani & Biromo, 2023; Musabiq & Karimah, 2018; Ramadhan &

Oktariani, 2022). Unresolved academic stress also influences the emergence of suicidal ideas and behavior in students (Mandias, 2022; Putra & Ariana, 2016).

Factual data reported by Kompas on December 26 2023 stated that there were 10 students in Indonesia who committed suicide due to academic stress. This data is reinforced by research results where 75.6% of students experienced severe academic stress, 16.8% experienced moderate stress, and 7.6% experienced very severe stress. (Mandias, 2022). Academic stress for Sriwijaya University FKIP guidance and counseling students is in the high category 15.71%, the medium category 65.71%, and the low category 18.57% (Oktariani et al., 2021).

To overcome academic stress, students can develop stress management or stress coping skills. High stress coping will increase an individual's ability to recognize stressors and ways to reduce them (Hanifah et al., 2020). Apart from that, students with high stress coping will be able to adapt to the problems they face (Andriyani, 2019). There are two types of stress coping, namely problem focused coping and some that apply emotional focused coping (Lazarus & Folkman, 1984; Pambudi et al., 2022).

Problem focused coping is a coping strategy that focuses on problems and attempts to find solutions to problems (Pambudi et al., 2022; Putri & Yuline, 2021). Problem focused coping is characterized by individuals trying to change conditions that are pressing on them (confrontative coping), analyze information related to the problem (seeking informational support) and design solutions to problems based on the results of the analysis (planful problem solving) (Lazarus & Folkman, 1984). For example, students who consult with their friends about solutions to their problems (Pambudi et al., 2022).

Emotional focused coping is a coping strategy that focuses on emotions or attempts to eliminate emotional reactions that arise due to stressors (Lazarus & Folkman, 1984; Pambudi et al., 2022; Putri & Yuline, 2021). Emotional focused coping is characterized by individual efforts to seek social and emotional support (seeking social emotional), effort to control oneself (self control), stay away from the cause of the problem (distancing), positive reappraisal, acceptig responsibility, and escape (Lazarus & Folkman, 1984). For example, students who when stressed choose to rest, exercise, or listen to music (Pambudi et al., 2022).

Theoretically, it can be said that students use both stress coping methods to overcome their academic stress. However, it is necessary to choose appropriate stress coping so that it does not affect students' academic success (Billa & Savira, 2023). This article focuses on analyzing the level of stress coping that students have and the types of stress coping that students have.

METHOD

This study uses a quantitative descriptive method with the aim of knowing the level of stress coping and types of stress coping developed by students. The population in this research were all students at Nahdlatul Ulama Sunan Giri University with a sample size of 300 students. Meanwhile, the instrument used is a stress coping scale with the stress coping theory developed by Lazarus and Folkman as the basis. This instrument uses 2 types of coping, namely 1) problem focus coping which has 3 aspects, namely seeking information support, confrontative coping, planful problem solving and 2) emotional focus coping which has aspects, namely social emotional seeking, distancing, ascape/avoidance, self control,

accepting responsibility, and positive reappraisal. The validity test of these 58 items is more than > 0.1 , while the reliability test shows a Cronbach Alpha value of 0.9, which means the stress coping scale is valid and reliable. Data analysis used in this research uses descriptive techniques of categorization and percentages with tables adjusted to descriptive.

RESULT AND DISCUSSION

Stress is an event that is commonly experienced by students, students who experience high levels of stress make students adopt unhealthy coping such as consuming alcohol or illegal drugs.(Böke et al., 2019). Therefore, efforts are needed to prevent stress in students, including by encouraging students to change their lifestyle and increasing their ability to cope with stress (López et al., 2023). Table 1 shows that Nahdlatul Ulama Sunan Giri University students have the highest level of stress coping in the medium category, namely 64.3% and 35.7% in the high category.

Tabel 1. Coping Stress Level

Category	Boys		Girls		Total	
	Quantity	Percentage	Quantity	Percentage	Quantity	Percentage
High	27	35,5 %	80	35,7 %	107	35,7 %
Medorate	49	64,5 %	144	64,3 %	193	64,3 %
Low	0	0 %	0	0 %	0	0 %
Total	76	100%	224	100%	300	100%

Coping with stress consists of two types of coping, namely problem focused coping which focuses on solving problems and emotional focused coping which focuses on reducing the emotional effects caused by problems.(Lazarus & Folkman, 1984). The choice of use of stress coping is different for each person and is influenced by several things such as the cause of stress, type of work, individual reaction to stressors, time to resolve problems and the environment(Billa & Savira, 2023; Dewi & Wicaksono, 2023). However, gender is not a determining factor in choosing the use of stress coping that students will use (Husodo et al., 2021). This is proven by table 2 where both men and women tend to use emotional focused coping rather than problem focused coping.

Tabel 2. Jenis Coping Stress Mahasiswa berdasarkan Jenis Kelamin

Category	Percentage	Gender	Percentage
Problem Focus Coping	38,7 %	Laki-Laki	38,8%
		Perempuan	38,6%
Emotional Focus Coping	61,3 %	Laki-Laki	61,2%
		Perempuan	61,4%

Berdasarkan Tabel 2 diketahui bahwa mahasiswa Universitas Nahdlatul Ulama Sunan Giri baik perempuan maupun laki-laki lebih memilih menggunakan emotional coping stress (61,3%) daripada problem focused coping (38,7%). Pada tabel Kecenderungan mahasiswa dalam menggunakan emotional focused coping ini diperkuat hasil penelitian lain dimana 61,9% mahasiswa melakukan strategi emotional focused coping dan sebanyak 35,7% menggunakan strategi problem focused coping (Hanifah et al., 2020).

Problem focused coping is a coping strategy that focuses on problems and attempts to find solutions to problems(Pambudi et al., 2022; Putri & Yuline, 2021). Problem focused coping is

characterized by individuals trying to change conditions that are pressing on them (confrontative coping), analyze information related to the problem (seeking informational support) and design solutions to problems based on the results of the analysis (planful problem solving)(Lazarus & Folkman, 1984).

Emotional focused coping is a coping strategy that focuses on emotions or attempts to eliminate emotional reactions that arise due to stressors (Lazarus & Folkman, 1984; Pambudi et al., 2022; Putri & Yuline, 2021). Emotional focused coping is characterized by individual efforts to seek social and emotional support (seeking social emotional), effort to control oneself (self control), stay away from the cause of the problem (distancing), positive reappraisal, accepting responsibility, and escape(Lazarus & Folkman, 1984).

Tabel 3. Jenis Coping Stress Mahasiswa

Category	Indicator	Percentage
Problem Focus Coping	Seeking Information Support	13,2 %
	Confrontative Coping	13,4 %
	Planful Problem Solving	12,1 %
Emotional Focus Coping	Seeking Social Emotional	6,9 %
	Distancing	14,5 %
	Ascape/ Avoidance	4,7 %
	Self Control	10,3 %
	Accepting Responsibility	12,6 %
	Positive Reappraisal	12,4 %
Total		100 %

Table 3 shows that the behavior often carried out by students when experiencing problems is distancing at 14.5%. Distancing is a form of emotional focused coping where individuals try to stay away from problems such as assuming they don't have problems, thinking positively about problems, or treating problems as a joke.(Lazarus & Folkman, 1984). This is generally done in the form of treating the problem as a trial or not considering the problem that occurs seriously. Next is confrontative where the individual tries to change a situation that is considered uncomfortable(Lazarus & Folkman, 1984). Generally, students do this by conveying their frustration or anger to other people. And the next most common is seeking information support where individuals search for and analyze information related to problems(Lazarus & Folkman, 1984). Efforts to find this information are carried out in various ways, such as from social media and asking friends who have experienced this problem.

Low stress coping will result in students engaging in negative behavior such as drinking alcohol or consuming illegal drugs (Böke et al., 2019). Low stress coping also results in students engaging in academic procrastination and decreasing student optimism (Asmid & Karneli, 2022; Erteka, 2018). The lower stress coping also causes students to lack of appetite, weakness, fatigue, digestive disorders, depression, reduced study concentration, decreased understanding of lecture material, and decreased achievement(Helmahani & Biromo, 2023; Musabiq & Karimah, 2018; Ramadhan & Oktariani, 2022).

CONCLUSION

Based on the discussion above, it can be concluded that students have moderate stress coping abilities. The type of stress coping that is most often used by both male and female

students in dealing with academic stress is emotional focused coping. The forms of behavior used to overcome academic stress are distancing, confrontative coping, and seeking information support.

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