

The Differences in the Level of Coping Stress Carried Out by Female Teachers at SD Muhammadiyah

Annisa Warastri¹, Tri Winarsih²

annisawarastri@unisayogya.ac.id¹, triwinarsih@unisayogya.ac.id²

^{1,2}Universitas Aisyiyah Yogyakarta, Special Region of Yogyakarta, Central Java, Indonesia

Corresponding Author: Annisa Warastri

Abstract. During the pandemic, according to a survey conducted by Key in 2020, 73% of women endured stress while working in the midst of a pandemic, meanwhile stress in men was 57%. Apart from the double responsibility, another stressor for female workers is the stigma attached to society regarding married female workers who are considered irresponsible to their families. In addition, gender discrimination in the office and type of work is also one of the stressors for female workers. Employees who face physical, psychological, and organizational burnout will experience stress so that they cannot meet their organization's goals. One of the professional profiles affected by the pandemic was teacher. According to, 67% of female teachers experience severe stress. In dealing with this stressor, these teachers deal with it (Coping Stress) in different ways, which is focus on the problem and others are focus on resolving negative emotions within themselves. With the concept of Islam Berkemajuan that must be believed and applied to all member of Muhammadiyah community, it will certainly provide its own benefit in the process of stress management (coping stress). This research is an analytic descriptive study with a cross sectional approach. Research sampling was taken based on purposive sampling method. The research sample object in this study amounted to 100-150 female muhammadiyah elementary school teachers. From the results of the study, it is obtained that there are differences in the level of coping stress carried out by Female Teachers at SD Muhammadiyah, where the number of subjects who use the type of "coping problem focused coping emotional focused" coping is more than subjects who use the type of "coping emotional focused".

Keywords: Coping Stress, Female Teachers, Muhammadiyah.

1. Introduction

The pandemic has made many changes in various sectors of life. If traced back to the emergence of the pandemic caused by SARS-CoV-2 (Corona virus) and its infection called COVID-19 in Indonesia in February 2020, it was recorded that until May 19, 2021 the number of people who had been infected with this virus amounted to 1,753,101 people, with a total number of people who had recovered 1,616,603 people while the remaining 48,669 people were victims of death [1]. This pandemic has an impact on all sectors of human life, not only health but also social and economic life. For example, restrictions on community activities affect business activities which then impact the economy. SMERU Research Institute, an independent institution that conducts research and public studies, underlines at least two implications of the economic crisis

experienced by Indonesia on the labor sector. First, the increase in unemployment, and second, changes in the post-crisis labor market landscape. The SMERU research team mentioned that there are at least four main points that will drive changes in the labor market landscape after the economic crisis and the Covid-19 pandemic. First, the level of labor absorption will not be as large as the number of workers affected by layoffs. The difference in unabsorbed labor will then be classified as the unemployment group. Second, companies will only recruit workers who have high productivity and are able to multitask. Third, businesses that will grow after the Covid-19 pandemic are technology-related businesses. This is proven from the shift in work patterns during the pandemic. Fourth, outsourcing and contract workers will be more attractive to businesses. This is because both provide high flexibility to companies in relation to labor[2].

In addition to the points that already mentioned, the pandemic also has an impact on people's psychological conditions, one of them is stress. The environmental conditions caused by the pandemic are considered a stressor by the community. Fast-paced conditions made a person stressed because they are faced with many types of activities or multitasking [3]. Gama (Chairperson of the Indonesian Clinical Psychologists Association) mentioned that based on the data, the largest recipients number of clinical psychologist services are individuals. As a result, around 67.8 percent of individual service recipients are adults, which is 9428 adults [4]. This stressful condition is in particular experienced by working women, who are referred to as having a double responsibility. The term arises for women who live in an environment that applies traditional gender norms, namely cultural values that construct women as responsible for domestic work, even if they work for a living. During the pandemic, according to a survey conducted by Key in 2020 [26], 73% of women felt stress when working in the midst of a pandemic, while stress in men was 57%. Apart from the double responsibility, another stressor for working women is the stigma attached to society regarding married working women who are considered irresponsible to the family. In addition, gender discrimination in the office and type of work is also one of the stressors for working women [5]. Employees who face physical, psychological, and organizational burnout will experience stress hence unable to meet their organization's expectations. Stress can also cause individuals to be in a state of emotion and in tension so that the individual cannot think properly and effectively, because rational and reasoning abilities do not function properly [6].

One of the professional occupation affected by the pandemic is Teachers. Education is one of the sectors that has to undergo many changes with the pandemic. During this pandemic, education has changed to be more dependent on technology. This will certainly increase the responsibility on teachers in teaching because they have to think about the best way to teach in the midst of the Covid-19 Pandemic. The ability of teachers to use technology in teaching such as using social media turns out to be a challenge for teachers since quite a lot of teachers have not been able to utilize social media so that students do not understand the material presented [7]. Based on research conducted [8], as many as 62% of female teachers at SD Muhammadiyah experienced moderate and severe levels of work stress during the pandemic. Generally, this stressor is caused by changes in the way teachers work during the pandemic. In addition, these

teachers are also less able to carry out effective stress coping for themselves so that they are less able to eliminate existing stressors.

Based on preliminary studies through observations and interviews conducted by researchers to several teachers, even after the pandemic subsided, which was marked by regulations stipulating that agencies and schools could already conduct face-to-face meetings or activities, these female teachers still showed symptoms of stress. Among the factors causing this stress is that teachers and students are still adapting to the pattern of changing online learning to offline. Teachers who have been accustomed to completing work at home apparently need time to adjust to working in the office again. Some teachers feel less excited when going to the office, easily tired and irritable. As for some stress coping done by these female teachers, were by doing emotional relaxation such as increasing communication with family, increasing participation in religious activities, discussing with coworkers to solve existing problems. However, these methods are still considered ineffective in eliminating existing stressors. Stress management methods have been discussed from both psychological and religious perspectives, and Islam is no exception. Islam teaches methods of managing stress including prayer, dhikr and the Qur'an [9]. Stress management can help individuals to reduce the negative impact of stress that can affect physical and mental health so that individuals can live their lives optimally and beneficial to the society [10].

As a modern Islamic organization, Muhammadiyah has made great contributions to the society. Muhammadiyah strives to create applicable religious values that can build a major civilization and become a blessing for the universe. Therefore, all destruction on earth must be avoided, and uphold human dignity, including equality between women and men so that in the era of globalization they are able to compete with other nations in the field of scientific and technological development [11]. As an effort to realize this goal, Muhammadiyah carries the concept of *Islam Berkemajuan* [12]. The concept of *Islam Berkemajuan* has characteristics: rationalism, pragmatism and vernacularization as the ethos of Muhammadiyah's Islam in the early phase. Rationalism is characterized by an open, critical and dialectical spirit, so that in accepting religious ideas Muhammadiyah will listen and weigh opinions and use reason and a pure heart. Pragmatic is characterized by the courage to accept goodness from various sources. Then, vernacularization is making traditions useful for life [11]. With the concept of *Islam Berkemajuan* that must be believed and applied to all Muhammadiyah citizens, it will certainly provide its own benefits in the stress management process. This is because in the stress management process there are stages where individuals must think positively and think openly about themselves and the environment, besides that individuals must also live an effective and useful life for life [13]. Where it is in line with the concept of *Islam Berkemajuan*.

So far there have been several studies and literacy in the media that discuss stress coping, including "Analysis of Job Stress Levels and Stress Coping in Medical Record Employees at Rsud K.R.M.T. Wongsonegoro Semarang City" [14], 'Stress Coping Strategies in Overcoming Psychological Problems' [15], "Coping Strategies for Work Stress in Nurses in Hospitals:

Literature Review" [16], "Differences in Job Stress Levels in Review of the Use of Stress Coping Strategies in Sales at Pt. X" [17], 'Sources of Stress and Coping Stress of Workers during the Covid-19 Pandemic' [18] etc. However, from some of these references, no one has discussed the type of coping stress in female teachers in elementary schools.

This research focuses on exploring the condition of elementary school teachers' stress coping types. This is because, according to Havigusrt [19] elementary school children have 8 developmental tasks including learning physical skills needed in games, developing attitudes towards themselves as developing individuals, making friends with peers, learning to perform social roles as men and women, learning to master the basic skills of reading, writing, and arithmetic, developing concepts needed in children's lives, developing morals, values and conscience and developing attitudes towards groups and social institutions. With so many developmental tasks, elementary school teachers certainly have the possibility to experience work stress. Therefore, this study will discuss the differences in the types of stress coping experienced by female teachers working in Muhammadiyah elementary schools in Yogyakarta City.

2. Literature Review

Stress is a disturbance of the body and mind caused by changes and demands of life, such as objects in the environment or a stimulus that is objectively harmful. Stress can also be defined as pressure, tension, unpleasant disturbances that come from outside a person. Stress can also be interpreted as a person's organic condition when he realizes that his existence or integrity is in danger, and he must increase all energy to protect himself. It is further stated that stress as physiological and psychological reactions that occur if people perceive an imbalance between the level of demands placed on them and their ability to meet those demands. Stress is a disturbance of the body and mind caused by changes and demands of life, such as objects in the environment or a stimulus that is objectively harmful. Stress can also be defined as pressure, tension, unpleasant disturbances that come from outside a person. Stress can also be interpreted as a person's organic condition when he realizes that his existence or integrity is in danger, and he must increase all energy to protect himself. It is further stated that stress as physiological and psychological reactions that occur if people perceive an imbalance between the level of demands placed on them and their ability to meet those demands.

Stress is the body's non-specific response to any load demands on it and can be defined as the inability to cope with threats faced by mental, physical, emotional, and spiritual humans, which at some point can affect the physical state of the human being [20]. According to Lazarus [21] there are two forms of stress, including:

1. *Distres* (stress negatif), which is a disruptive stress. Individuals who are unable to cope with their emotional state will be susceptible to distress. Distress also has the meaning of stress that is destructive and detrimental. The characteristics of individuals who have experienced distress are irritability, irritability, difficulty concentrating, difficulty making decisions, forgetfulness, moodiness, lack of energy and confusion.

2. *Eustres* (stress positif) which is a Good stress or stress that is not disruptive and provides a feeling of excitement. Stress that is beneficial and constructive.

So far, there have been several studies and literacy in the media that discuss stressful conditions experienced during the pandemic, including “Stress management and increased work productivity during work from home during the covid-19 pandemic” [6], “The Effect of Job Stress and Coronavirus Anxiety on Mental Well-Being in the Millennial Generation [22], “The Influence Between Job Insecurity on Employee Stress in Hospitality Tourism Actors Due to the Impact of the Covid-19 Pandemic (Study on Employees of Golden Palace Hotel Lombok)” [23], “Teacher Work Stress During the Covid-19 Pandemic in View of Compensation and Work Environment” [7] and “Understanding Double Responsibility in Working Women” [5], 2020), “Teacher Work Stress During the Covid-19 Pandemic in View of Compensation and Work Environment” [7] and “Understanding the Double Responsibility on Working Women” [5]. However, from some of these references, no one has discussed the stress conditions of female teachers in Muhammadiyah schools and Non Muhammadiyah schools.

Coping Stress

Lazarus & Folkman [19] divide coping strategies into two, which are problem focused coping and emotional focused coping. Problem focused coping is an action that can be directed to solve problems. Individuals tend to use this behavior when they view the problems they are facing as controllable and resolvable. Problem-centered behavior tends to be carried out by individuals when they feel that something constructive can be done to a situation that they believe that their resources can change the situation. Meanwhile, emotional focused coping is making various efforts aimed at modifying emotional functions without making efforts to change the problem directly. Emotion-centered coping behavior tends to be carried out when individuals feel unable to change situations that can suppress and accept this, because their own abilities are unable to overcome the situation of the problem. Factors that influence a person in choosing a coping strategy are age, education, socioeconomic status, social support, gender, personality characteristics, and experience.

Progressive Islam

The concept of *Islam Berkemajuan* promoted by Muhammadiyah is expected to provide benefits to each of its citizens in overcoming the stress they face. The concept of *Islam Berkemajuan* has characteristics: rationalism, pragmatism and vernacularization as the ethos of Muhammadiyah Islam in the early phase. Rationalism is characterized by an open, critical and dialectical spirit, so that in accepting religious ideas Muhammadiyah will listen and weigh opinions and use reason and a pure heart. Pragmatic is characterized by the courage to accept goodness from various sources. Then, vernacularization is making traditions useful for life [11]. With the concept of Islam Berkemajuan that must be believed and applied to all Muhammadiyah citizens, it will certainly provide its own benefits in the stress management process. This is because in the stress management process there are stages where individuals must think

positively and think openly about themselves and the environment, besides that individuals must also live an effective and useful life for life [13]. This is in line with the concept of *Islam Berkemajuan*. Therefore, it is important to know the differences in stress coping conditions experienced by female teachers in Muhammadiyah schools and non-Muhammadiyah schools after the pandemic.

3. Research Method

This study is an analytical descriptive study with a cross-sectional approach, where observation of the independent variable (risk factor) and the dependent variable (effect) is carried out only once at the same time [24]. Research sampling was taken based on purposive sampling method. The sample in this study amounted to 100-150 female muhammadiyah elementary school teachers in Yogyakarta City. The measuring instrument used in this study is the Coping Stress Scale. The data obtained from the study will be tested with the t test. The t test is a statistical technique used to test hypotheses when the population consists of two or more classes, the data is in the form of intervals or ratios and the sample is small. The use of the t test is included in the parametric test so that it adheres to the assumptions of normally distributed data, homogeneous data distribution and samples taken randomly [24]. The stages of the research process will be explained in the flow chart below:

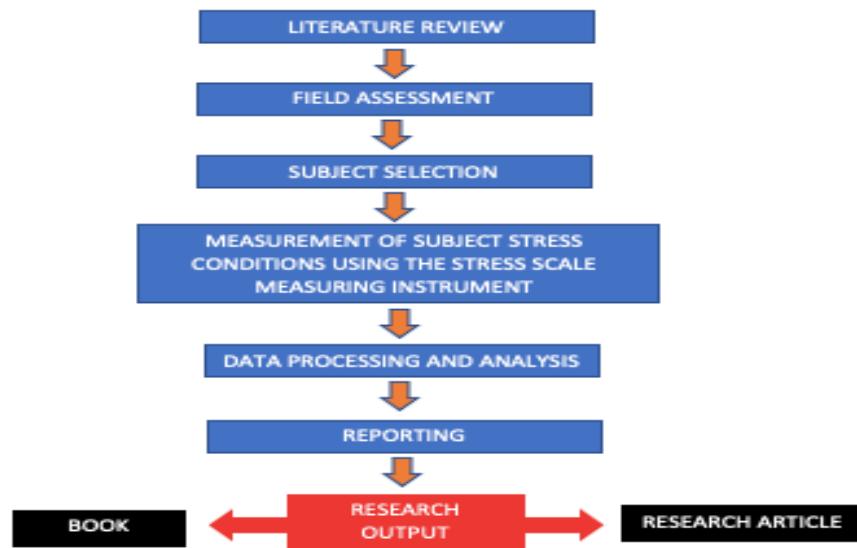


Figure 1. Stages of the research process

4. Result and Discussion

This study is an analytical descriptive study with a cross sectional approach. In cross sectional research a transversal approach is used, where observation of independent variables (risk

factors) and variables is only once at the same time. The sample in this study amounted to 158 people who were female teachers who worked at Muhammadiyah Elementary School. Examination of the condition of coping stress of the teachers carried out the Coping Stress Instrument modified by the researcher based on Lazarus' Stress Theory. The scale instrument was tested and then checked for validity and reliability through SPSS. From the results of the check, it is known that the Coping Stress Scale Instrument has validity and reliability with a score of 0.891. Then, from the results of the research obtained data that there are differences in the level of coping stress of female teachers who work in Muhammadiyah elementary schools in Yogyakarta City. This can be seen through the figure 2.

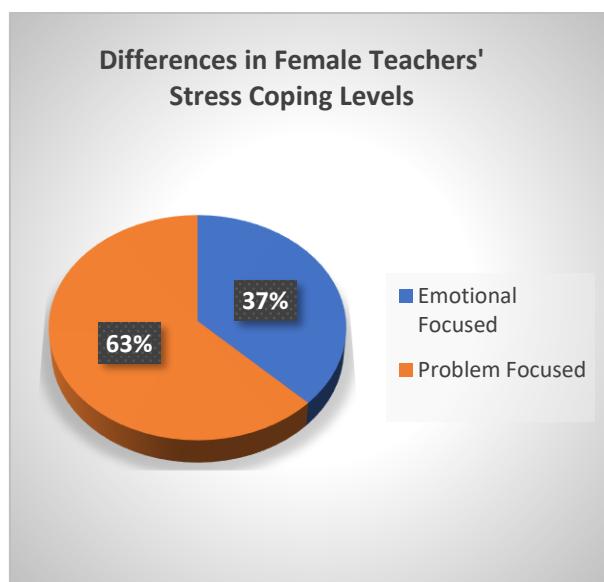


Figure 2. Teacher stress coping chart

From the results of the above research, it is obtained that 63% of female teachers tend to do stress coping in a problem focused manner. While the other 37% tend to do stress coping in an emotionally focused way. According to Lazarus [21] there are two forms of stress, including: **Distress** (negative stress), which is disruptive stress. Individuals who are unable to cope with their emotional state will be susceptible to distress. Distress also has the meaning of destructive and detrimental stress. The characteristics of individuals who have experienced distress are irritability, irritability, difficulty concentrating, difficulty making decisions, forgetfulness, moodiness, lack of energy and confusion. **Eustress** (positive stress) is good stress or stress that does not disturb and gives a feeling of excitement. Stress that is beneficial and constructive. Humans need to do a way of managing their stress called coping.

Lazarus & Folkman [16] can divide coping strategies into two, namely problem focused coping and emotional focused coping. Problem focused coping is an action that can be directed to solve problems. Individuals tend to use this behavior when they view the problems they are facing as

controllable and solvable. Problem-centered behavior tends to be carried out by individuals when they feel that something constructive can be done to a situation that they believe has the resources to change the situation. Meanwhile, emotional focused coping is making various efforts aimed at modifying emotional functions without making efforts to change the problem directly. Emotion-centered coping behavior tends to be carried out when individuals feel unable to change situations that can suppress and accept this, because their own abilities are unable to overcome the situation of the problem. Factors that influence a person in choosing a coping strategy are age, education, socioeconomic status, social support, gender, personality characteristics, and experience.

The researcher's data is reinforced by qualitative data obtained from interviews and observations with several female teachers, and the results obtained that, when they experience stress, they will basically do various ways to solve their problems. For example, if they have office work that must be completed while at home one of the family members is sick, they tend to make arrangements between work at home and their obligations as a wife and mother at home. However, it often occurs that their role at home is 'trumped' by their role at the office. Especially if the teacher is a single parent, then the teacher will spend more time with work than with their family members, this is due to the dependence of income from the teaching profession that they currently have. The teachers are worried that if the work is not completed, they will get a reprimand from the office which will certainly have an impact on their performance. In addition, these female teachers admit that they are not very optimal in taking care of their household needs due to their busy work schedules. In fact, they often have to bring work to do at home, where they should be able to rest and mingle with other family members. As a result, these teachers often feel resigned if they end up not being able to handle family matters. Furthermore, when they experience stress, they prefer to solve their previous emotional problems by doing relaxation activities with their families, religious activities such as attending recitations or doing activities they enjoy with their families. They do this as a form of compensation for their feelings of guilt that they feel that they are unable to handle family affairs.

Family support is very important because families can provide physical and mental encouragement. The family has several supporting functions, namely informational support, the family as a provider of information such as giving advice, information that can be used such as advice, suggestions, and recommendations. Family appreciation support acts as a feedback giver, guidance and the ability to solve problems and facilitate the identity of family members such as providing support, appreciation, attention, and support [25]. However, they were still able to complete their work well, because after they felt 'recovered' from the burden they experienced, they tried to complete their tasks. These teachers continue to perform their professional functions as teachers well.

5. Conclusion

From the results of the study, it is obtained that there are differences in the level of stress coping in female teachers working in Muhammadiyah elementary schools, where the number of teachers who do the type of coping stress problem focused is more than female teachers who do the type of coping stress emotional focused.

References

- [1] Satgas Covid-19, "Data Sebaran Situasi Covid di Indonesia," *covid19.go.id*, 2021. [Online]. Available: <https://covid19.go.id/>
- [2] J. G. Rizal, "Pandemi Covid-19, Apa Saja Dampak pada Sektor Ketenagakerjaan Indonesia?," *Kompas.com*, 2020. [Online]. Available: <https://www.kompas.com/>
- [3] S. D. Yuwono, "Profil kondisi stres di masa pandemi Covid-19 sebagai dasar intervensi dalam praktek mikrokonseling," *Ristekdik: Jurnal Bimbingan dan Konseling*, 2020.
- [4] E. Pranita, "6 Masalah Psikologis yang Paling Banyak Muncul Akibat Pandemi Covid-19," *Kompas.com*, Oct. 21, 2020. [Online]. Available: <https://www.kompas.com/sains/read/2020/10/21/080500923/6-masalah-psikologis-yang-paling-banyak-muncul-akibat-pandemi-covid-19?page=all>
- [5] F. R. A. Z. Natadisastra, "Memahami Beban Ganda dan Stres pada Perempuan Bekerja," *Yayasanpulih.org*, 2021. [Online]. Available: <https://yayasanpulih.org/2021/03/memahami-beban-ganda-dan-stres-pada-perempuan-bekerja/>
- [6] M. Ishak and W. L. Mangundjaya, "Pengelolaan stres dan peningkatan produktivitas kerja selama work from home pada masa pandemi Covid-19," *Jurnal Psikologi Udayana*, 2020.
- [7] T. Anita, S. Tjitrosumarto, and J. S. Setyohadi, "Stres kerja guru saat pandemi Covid-19 ditinjau dari kompensasi dan lingkungan kerja," *Research and Development Journal of Education*, vol. 7, no. 1, 2021, doi: 10.30998/rdje.v7i1.8629.
- [8] A. Warastri, "Perbedaan derajat stres guru wanita sekolah Muhammadiyah dan non Muhammadiyah di Yogyakarta," *Guidena*, vol. 12, no. 1, 2022. [Online]. Available: <https://ojs.fkip.ummetro.ac.id/index.php/bk/article/view/4675>
- [9] M. Hasanah, "Stres dan solusinya dalam perspektif psikologi dan Islam," *Jurnal Ummul Qura*, 2019.
- [10] Andromeda, "Stress management training: Strategi pengelolaan stres pengasuhan untuk orang tua yang memiliki anak difabel," *Intuisi: Jurnal Psikologi Ilmiah*, vol. 3, pp. 277–283, 2018.

- [11] D. Rafidiyah and F. T. Anugrah, "Implementasi nilai-nilai Islam berkemajuan melalui kegiatan kemahasiswaan Perguruan Tinggi Muhammadiyah," *The 10th University Research Colloquium 2019*, STIKES Muhammadiyah Gombong, 2019.
- [12] Z. Qodir, "Islam berkemajuan dan strategi dakwah pencerahan umat," *Jurnal Sosiologi Reflektif*, vol. 13, no. 12, 2019, doi: 10.14421/jsr.v13i12.1630.
- [13] M. Muslim, *Manajemen Stres: Upaya Mengubah Kecemasan Menjadi Sukses*. Jakarta: Esensi, 2015.
- [14] R. Aza, I. Wahyuni, and Ekawati, "Analisis tingkat stres kerja serta coping stres pada pegawai rekam medis di RSUD K.R.M.T. Wongsonegoro Kota Semarang," *Jurnal Kesehatan Masyarakat*, vol. 5, no. 5, pp. 327–335, 2017.
- [15] J. Andriyani, "Strategi coping stres dalam mengatasi problema psikologis," *Jurnal At-Taujih*, vol. 2, no. 2, pp. 37–55, 2019.
- [16] R. Hardiyanti and I. Permana, "Strategi coping terhadap stres kerja pada perawat di rumah sakit: Literatur review," *Jurnal Keperawatan Muhammadiyah*, 2019. [Online]. Available: <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2599>
- [17] W. F. Bahari, "Perbedaan tingkat stres kerja ditinjau dari penggunaan strategi coping stress pada sales di PT. X," *Character: Jurnal Penelitian Psikologi*, vol. 6, no. 3, 2019.
- [18] S. A. N. Buwana, F. Suhariadi, and L. R. Sugiarti, "Sumber stres dan coping stress pekerja dalam masa pandemi Covid-19," *Jurnal Psikologi: Jurnal Fakultas Psikologi Universitas Yudharta Pasuruan*, vol. 9, no. 1, pp. 12–26, 2022.
- [19] F. Khaulani, Neviyarni, and I. Murni, "Fase dan tugas perkembangan anak sekolah dasar," *Jurnal Ilmiah Pendidikan Dasar*, vol. 7, no. 1, 2020.
- [20] Donsu, *Psikologi Keperawatan: Aspek-Aspek Psikologi, Konsep Dasar Psikologi, Teori Perilaku Manusia*. Yogyakarta: Pustaka Baru, 2017.
- [21] A. Warastri and A. D. Khoiryasdien, "Efektivitas terapi yoga ketawa terhadap tingkat distres pada mahasiswa tahun pertama di Kota Yogyakarta," *Insight: Jurnal Pemikiran dan Penelitian Psikologi*, vol. 14, no. 2, 2018, doi: 10.32528/ins.v14i2.1407.
- [22] G. G. Maserati, "Pengaruh stres kerja dan coronavirus anxiety terhadap mental well-being pada generasi milenial," *Buletin Riset Psikologi dan Kesehatan Mental*, vol. 1, pp. 183–195, 2021.
- [23] I. D. K. Ibrahim, R. B. F. I. Sidharta, and M. N. Rodhi, "Hubungan antara job insecurity terhadap stres karyawan pelaku pariwisata perhotelan akibat dampak pandemi Covid-19 (studi pada karyawan Golden Palace Hotel Lombok)," *Jurnal Manajemen dan Keuangan*, vol. 9, no. 2, 2020, doi: 10.33059/jmk.v9i2.2627.

- [24] R. Y. Setiyani, “Perbedaan tingkat kecemasan pada mahasiswa baru di Fakultas Ilmu Kesehatan dan non Fakultas Ilmu Kesehatan Universitas ‘Aisyiyah Yogyakarta,” *Jurnal Psikologi Integratif*, vol. 6, no. 1, 2018, doi: 10.14421/jpsi.v6i1.1469.
- [25] U. Suryani, “Hubungan dukungan keluarga terhadap tingkat stres pada ibu yang memiliki anak retardasi mental,” *Jurnal Keperawatan Jiwa*, 2022. [Online]. Available: <https://jurnal.unimus.ac.id/index.php/JKJ/article/view/10756/pdf>
- [26] Key Yamada, Y., Ćepulić, D.-B., Coll-Martín, T., Debove, S., Gautreau, G., Han, H., Rasmussen, J., Tran, T. P., & Junker, N. M. (2020). *COVIDiSTRESS global survey dataset on psychological and behavioural consequences of the COVID-19 outbreak*. *Scientific Data*, 7(1), 106.
<https://doi.org/10.1038/s41597-020-00784-9>