ANALYSIS OF COPING STRATEGY TRENDS IN JUNIOR HIGH SCHOOL STUDENTS

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Abstract: The purpose of this study is to describe the description of coping strategy trends in grade VIII students. This study is a quantitative research with a descriptive method. The population in this study is 221 students in grade VIII. The sampling technique in this study uses *simple random sampling*. The results of the study show that in general, the tendency of coping strategies of grade VIII students to have coping strategy skills is in the medium category. Students in the low category amounted to 33 people or equivalent to 15%. Students in the medium category amounted to 160 people or equivalent to 72%. The number of students in the high category is 28 people, or equivalent to 13%. The significance of coping strategy ability in male and female students, showed a Sig result of $0.89 > 0.05$ which means that there was no significant difference between coping strategy ability in male and female students in grade VIII.

Keywords: coping strategies, adolescents, junior high school

INTRODUCTION

Humans are students or students who need education to support their daily lives. The purpose of education, as stated in Article 1 Paragraph 1 of Law No. 20 of 2003 concerning the National Education System, is to produce students who believe in and fear God Almighty, have noble character, are

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knowledgeable, independent, capable, and become democratic citizens who shoulder their own responsibilities. Changing social strata for the better and making it easier in community life is greatly assisted by education (Ulinnuha, 2021). A school is a formal institution where educational goals can be achieved. Schools provide students with the opportunity to carry out learning to manifest themselves and function fully for their needs and the needs of society (Afyah, 2007). Learning is a mutually influencing interaction between teachers and students to achieve cognitive, effective, and psychomotor goals (Aini & Pujiastuti, 2020).

Speaking of learning, students will not be spared from the stress of learning during the process. According to Lazarus and Folkman (1984), stress is defined as a physical and psychological reaction to the needs of life that burden and interfere with the well-being of a person's life. Stress can stem from feelings of dissatisfaction due to the mismatch between expectations and reality that occurs. Additionally, stress can stem from an imbalance between one's demands and abilities. Students who participate in learning at school can learn well if they are free from learning stress (Hardiyanti, 2022). This stress in learning is called academic stress. Academic stress is stress related to the process of carrying out academic activities that occur during education, this is caused by demands that arise during education and can cause emotional tension when a person fails to meet these demands (Agustiningsih, 2019).

In the research Nurulita & Handayani (2022), academic stress is when a student or learner experiences pressure caused by their understanding and judgment of factors related to the world of education. Factors that can occur in learning can cause this academic stress, by Sebastian, 2013 (Fitri et al., 2022) that students experience the fear of failure as a result of difficulties in achieving their academic goals. These feelings can cause them to lose motivation and stop doing academic tasks, especially those that are considered difficult.

Academic stress can trigger pressure that can affect an individual's learning process. The existence of various demands and obstacles in learning and hindering the achievement of expectations if not accompanied by effective coping strategies can cause burnout to students (Hutami et al, 2020). Bouchrika (2020) stated that there are around 500 students in Japan every year who are under the age of 20 commit suicide. Teen suicide rates tend to be three times higher every Sept. 1, or the beginning of the school year. According to other academic stress statistics, 75% of high school seniors and 25% of middle school juniors in America stated they "often or always feel stressed" because of schoolwork. 31% of students in the United States experience major stress due to final exams and midterm exams. 23% of students are stressed due to academics and workload are third. 61% of American teenagers admit to experiencing a lot of pressure to get good grades. In contrast, 29% felt pressured to look attractive, 28% felt the need to adjust, and 21% felt pressured to participate in extracurricular activities.

In addition, the World Health Organization (WHO) reports that 800,000 people commit suicide every year, and most of them are children. The suicide rate in South Korea ranks 10th worldwide. School-age children rank second in suicide cases after adults (CNN Indonesia, 2019). 13,799 people committed suicide in 2019. This is an increase from 13,670 people in 2018. This translates to an average of 37.8 suicide deaths per day in South Korea. Detected students were 5.39 times more likely to have suicidal ideation. This case occurs due to high academic demands and unresolved stress, which can lead to depression and suicide (Febrianti & Husniawati, 2021).

Negative impacts such as distractions and threats during the learning process can arise from the academic stress experienced by students. Students who are distracted or unfocused while studying will have difficulty understanding the material, lose focus, and lose the desire to learn (Syarifah, 2021). Everyone, including students, should deal with their stress in an

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appropriate way to help reduce stress levels that can interfere with their activities. The way individuals deal with their own stress is called coping.

"Kopping" is defined by Lazarus & Folkman (1984) as the action that a person takes to overcome a need that they cannot meet. The purpose of this coping is to overcome, tolerate, and relieve internal and external pressures. According to Cohen and Lazarus (Folkman, 1984), the goal of coping is to reduce potentially harmful things from situations and environmental conditions, adjust to negative events that can occur in the real world, increase the chances of recovery, maintain emotional balance, build satisfying relationships with others, and maintain a positive self-image.

One way to deal with anxiety is to use coping strategies. Septiyani (2016) states that stress coping strategies, also known as stress coping strategies, are a conscious and rational way to deal with and overcome problems or anxieties that arise in a person's life. MacArthur & MacArthur (1999) describe coping strategies as "efforts". These efforts are psychological and behavioral efforts that people make to control, tolerate, or minimize the impact of stressful events. According to Aldwin and Yancura (2004), coping strategies are continuous behavioral and cognitive changes to overcome external or internal pressures that go beyond individual resources.

Lazarus & Folkman (1984) categorized them into two coping strategies; (1) *Problem focused coping*, which is a person's effort to overcome stress by managing and changing problems or environments that cause stress. This coping strategy focuses on situations or problems that cause stress. As part of this approach, one can deal with the stress experienced by the person in question in a constructive way so that the person can overcome the problem. Reducing environmental demands, suppressing or expanding the resources used to overcome them, is the goal of the problem of focus control; (2) *Emotion focused coping*, which is a person's effort to cope with stress by changing their emotional reactions to adjust to pressure. This strategy includes trying to change the

emotions a person is experiencing while dealing with a problem. These emotions come from experiences caused by stressful events (Aldwin & Revenson, 1987). Lazarus & Folkman (1984) distinguish coping sources based on their relationship to individuals and environment. Health and energy, positive beliefs, and problem-solving abilities are resources that come from the individual, Material resources and social support are examples of environmental resources (Azmy et al., 2017).

According to Pareek (Pestonjee, 1992) there are two coping classification models: adaptive *coping* strategies and maladaptive *coping* strategies. A functional coping strategy is a coping strategy carried out by people by taking a proactive approach to problems. While dysfunctional coping strategies are coping strategies used by people by avoiding situations that cause pressure or stress (*reactive strategy*). Pestonjee (1992) also explained the form of coping strategies that are in line with the previous explanation, including *approach* and *avoidance*. An *approach* strategy is a person's active effort to confront a problem and solve it so that the problem no longer presses them. While *the avoidance* strategy is someone to reduce tension by avoiding problems. According to Aldwin & Revenson (1987), this approach strategy is the same as *problem focused coping*, while *the avoidance* strategy is the same as *emotion focused coping*.

Syarkiki & Ariati (2014) said that with the right coping strategies, students can overcome problems in school, especially academic problems. Classical guidance with positive thinking training methods is one effort that can help. Virgonita & Linayaningsih (2017) stated that because the human intellect cannot process too much information, when a person thinks negatively, his brain will only concentrate on negative information or supporting information. Cognitive therapy, a cognitive restructuring approach proposed by Beck, can help change misaligned mindsets. Therefore, based on the above presentation,

this study intends to see an overview of coping strategy trends in grade VIII students of SMPN 1 Sukarame.

METHOD

This research method uses a quantitative approach with a descriptive design with the aim of finding out the overview of coping strategy trends in grade VIII students at SMPN 1 Sukarame. The population in this study is all grade VIII students of SMPN 1 Sukarame which totals 251 people, but because there are 30 people who did not participate in this study, the participating students are 221 people. The sampling technique in this study uses *a random sampling* technique where this technique takes samples from the population randomly regardless of strata or population level. The instrument in this study uses an instrument adapted from the original instrument with English into Indonesian conducted by Siaputra et al (2023) in their research entitled "*Exploring the usefulness of the Brief COPE in clinical and positive psychology: A discriminant content validity study*".*Brief-Coping Orientation to Problems Experienced Inventory* (Brief-COPE), which contains as many as 28 items covering aspects of *problem-focus coping*, *emotion-focus coping*, and *dysfunctional coping*. In this study, the score used is the Likert scale, which was created by Likert in 1932. Each item on the Likert scale has a different level, ranging from very positive to very negative (Muhajirin & Panorama, 2017). Respondents were asked to respond to statement items according to what they felt using a likert scale where 4 (very often), 3 (often), 2 (sometimes), 1 (never). The value *of Cronbach's Alpha* on the Brief-COPE instrument is 0.85 which is in the Very High category. This shows that the Brief-COPE instrument used in this study shows good results, and can show consistent results.

FINDINGS AND DISCUSSIONS

1. Overview of Coping Strategy Trends in Grade VIII Students of SMPN 1 Sukarame

The results of the data describe the tendency of coping strategies of grade VIII students of SMPN 1 Sukarame in general.

Table 1. Overview of Coping Strategy Tendency in Grade VIII Students of SMPN 1 Sukarame

It	Criterion	Score Range	Category	Frequency	Percentage
1	≤ 41	41 – 59	Low	33	15%
2	$60 \leq x \leq 79$	60 – 79	Keep	160	72%
3	≥ 104	80 – 104	Tall	28	13%
Sum				221	100%

Based on the table above, students in the low category amounted to 33 people or equivalent to 15%, then students in the medium category amounted to 160 people or equivalent to 72%, and students in the high category amounted to 28 people, or equivalent to 13%. Therefore, in general, the coping strategy ability of grade VIII students of SMPN 1 Sukarame is in the medium category.

There are 3 aspects of coping strategies in this study, namely, problem-focused *coping,* emotion-focused coping*, and dysfunctional* coping*.*

Table 2. Overview of Aspects of Coping Strategy Class VIII SMPN 1 Sukarame

Aspects of Coping Strategy	Tall	%	Keep	%	Low	%
Problem-focused coping	43	18%	133	60%	48	22%

Emotion-focused coping	41	19%	148	67%	32	14%
Dysfunctional coping	38	17%	157	71%	26	12%

Based on the table above, an overview based on aspects of coping strategies in students, both *problem-focused coping*, *emotion-focused coping*, and dysfunctional *coping* are in the medium category. Then to find out the comparison of coping strategy conditions in male and female students, a test was carried out using *F-Test Two-Sample For Variances* in *the Excel 2021 application*, assuming that the significance value (Sig.) < 0.05, then there was a difference in the condition of coping strategies between male and female students. On the other hand, if the significance value (Sig.) > 0.05, then there is no difference between the conditions of coping strategies in male and female students.

Table 3. Results of the Test of Differences in Coping Strategies in Grade VIII Students at SMPN 1 Sukarame Based on Gender Differences

Information	Male	Woman
Mean	66,47	70,57
Variance	96,07	107,65
Observations	99	122
Df	98	121
F	0,89	
P(F<=f) one-tail	0,28	
F Critical one-tail	0,73	

2. Overview of Aspects of Coping Strategy in Grade VIII Students of SMPN 1 Sukarame

	Gender	N	M	Sd	Low		Keep		Tall	
					F	%	F	%	F	%
Problem-focused coping	Male	99	16	3	25	25%	49	50%	25	25%
	Woman	122	16	3	22	18%	72	59%	28	23%
Emotion-focused coping	Male	99	23	4	14	14%	63	64%	22	22%
	Woman	122	24	4	13	11%	81	66%	28	23%
Dysfunctional coping	Male	99	28	5	16	16%	71	72%	12	12%
	Woman	122	31	6	21	17%	80	66%	21	17%

Based on the table above, the data shows the grouping of aspects of coping strategies based on gender differences, namely men and women. In the aspect of *problem-focused coping*, there were 99 male students with an average of 16 and a standard deviation of 3. Based on the category of problem-focused coping strategy levels, male students who are in the low category are 25 students or equivalent to 25%, then those in the medium category are 49 students or equivalent to 50%, and those in the high category are 25 students or equivalent to 25%. From the explanation of the data, it can be concluded that the problem-focused coping strategy for male students is generally in the medium category.

For female students, there are 122 people with an average of 16 and a standard deviation of 3. Based on the category of the level of problem-focused coping strategies, 22 female students were in the low category or equivalent to 18%, then female students were in the medium category as many as 72 students or equivalent to 59%, and female students were in the high category as many as 28 students or equivalent to 23%. From the explanation of the data,

it can be concluded that the problem-focused coping strategy for female students is generally in the medium category.

Then the aspect of *emotion-focused coping* Male students totaled 99 students with an average of 23 and a standard deviation of 4. Based on the level of categorization of coping strategies focusing on emotions, students who are in the low category are 14 students or equivalent to 14%, then students who are in the medium category are 63 students or equivalent to 64%, and students who are in the high category are 28 students or equivalent to 23%. From the explanation of the data, it can be concluded that in general, the emotion-focused coping strategy in male students is in the medium category.

For female students, there are 122 students with an average of 24 and a standard deviation of 4. Based on the level of categorization of emotion-focused coping strategies, there were 13 students in the low category or equivalent to 11%, then students in the medium category as many as 81 students or equivalent to 66%, and students in the high category as many as 28 students or equivalent to 23%. From the explanation of the data, it can be concluded that in general, the emotion-focused coping strategy in female students is in the medium category.

Furthermore, the *dysfunctional coping* aspect of male students totaled 99 people with an average of 28 and a standard deviation of 5. Based on the categorization of the level of dysfunctional coping strategies, there were 16 students in the low category or equivalent to 16%, then students in the medium category as many as 71 students or equivalent to 72%, and students in the high category as many as 12 students or equivalent to 12%. From the explanation of the data, it can be concluded that in general, dysfunctional coping strategies in male students are in the medium category.

For female students, there are 122 students with an average of 31 and a standard deviation of 6. Based on the categorization of the level of dysfunctional coping strategies, students who are in the low category are 21

students or equivalent to 17%, then students who are in the medium category as many as 80 students or equivalent to 66%, and students who are in the high category as many as 21 students or equivalent to 17%. From the explanation of the data, it can be concluded that in general, dysfunctional coping in female students is in the moderate category.

Table 4. Results of the Difference Test
on the Overview of Aspects of the Coping Strategy

Aspects of Coping Strategy	Gender	M	Variance	Observation	Df	F	P (F<=f) one-tail	F Critical one-tail
Problem-focused coping	L	15,63	8,56	99	98	0,92	0,34	0,73
	P	16,41	9,29	122	121			
Emotion-focused coping	L	22,62	13,61	99	98	0,96	0,43	0,73
	P	23,53	14,12	122	121			
Dysfunctional coping	L	28,23	28,85	99	98	0,83	0,18	0,73
	P	30,62	34,58	122	121			

Based on the table above, to find out the comparison of the condition of coping strategies in each aspect of male and female students, a test was carried out using *F-Test Two-Sample For Variances* in *the Excel 2021 application*, assuming that the significance value (Sig.) < 0.05, then there is a difference in the condition of coping strategies between male and female students. On the other hand, if the significance value (Sig.) > 0.05, then there is no difference between the

conditions of coping strategies in male and female students. Based on table 3, it is known that the problem-focused coping strategy aspect shows a Sig result of 0.92 > 0.05, then the emotion-focused coping strategy aspect shows a Sig result of 0.96 > 0.05, and the dysfunctional coping strategy aspect shows a Sig result of 0.83 > 0.05. These results can be concluded that there is no significant difference in the aspect of coping strategies in grade VIII students of SMPN 1 Sukarame.

4. RESEARCH DISCUSSION

The overview of coping strategy trends in grade VIII students at SMPN 1 Sukarame is in the medium category. Students in the moderate category are predominantly outnumbered indicating that when they encounter a problem, they will face it without trying to avoid it. It also shows that students have enough ability to control their feelings as they try to solve their problems.

Based on three aspects of coping strategies, grade VIII students of SMPN 1 Sukarame are generally in the medium category. Based on the aspect of problem-focused coping strategies, students who are in the medium category show that students can face their problems and try to find solutions that can help solve problems even though sometimes there are still difficulties, and students are said to have sufficient solution-focused coping strategy skills. Then based on the aspect of emotional-focused coping strategies, students are also in the medium category. This can be interpreted that students have the ability to focus on enough emotions coping strategies, so that it can indicate that the student is quite capable of managing emotions well, even though they have previously experienced difficulties and have to give distance so that they can think clearly and calm down. Meanwhile, based on the aspect of dysfunctional coping, students are also in the medium category. This means that dysfunctional coping strategies in students cause the student to not have enough ability to manage his

feelings when facing difficult situations or problems, tend to think negatively, and find it difficult to find solutions to the problems he is experiencing, even though he has previously reflected on the situation he is facing.

According to research conducted by Fa'izah and Cahyanti (2021), the choice of coping strategies can be influenced by individual and environmental factors. Various factors can affect how a person copes. Despite trying to solve or mitigate the same problem, various factors can affect how a person copes. Human interaction with their environment is one of the factors that affect how a person copes.

According to Oktarisa & Yusra (2017), students who use *problem-focused coping* strategies to deal with problems tend to be able to cope with academic stress and can withstand academic pressure. This strategy increases the likelihood of students completing learning tasks, which has an impact on their learning achievement. Hakim and Rahmawati (2015) have a different opinion in their research, where their opinion is that the ability to focus on coping emotions can help avoid problems and avoid overthinking problems. In this case, they can regulate their emotions, accept the fate given by God Almighty, gain moral support, sympathy, or understand their social environment. This suggests that using a different coping strategy for each person can have a positive impact on the individual.

The ability of coping strategies is generally reviewed from the perspective of gender, there is no significant difference in coping strategy ability between male students and female students. This can mean that both male and female students have sufficient coping strategy skills, students do not avoid problems and try to solve them, and students have sufficient emotional management skills. Based on the aspect of coping strategies, the ability of problem-focused coping strategies between male and female students did not have significant differences. This can mean that both male and female students when facing

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problems try to find solutions and support both socially and emotionally, in order to find the right solution to solve the problem.

Based on the aspect of emotional-focused coping strategies between male and female students, there were no significant differences. This can mean that both male and female students have sufficient emotional management skills, even though previously students had difficulties and had to distance themselves so that they could think clearly and calm down. Then based on the aspect of dysfunctional coping strategies between male and female students, there was also no significant difference. In this case, it can mean that male and female students do not have enough ability to manage their feelings when facing difficult situations or problems, tend to think negatively, and find it difficult to find solutions to the problems they experience, even though they have previously reflected on the situation they are facing.

Hashemi et al. (2015) stated that coping strategies are a way for a person to control, tolerate, and minimize or reduce the negative effects of stressful events. A person's ability to solve problems is also influenced by cultural background, experience in dealing with problems, personality, self-concept, social factors, and other factors. In addition, coping strategies are used to overcome situations and demands that are considered to be pressing, challenging, burdening, or exceeding resources (Maryam, 2017).

Guidance and counseling organized in schools are an important component of the educational process to achieve academic goals. The world of education needs guidance and counseling to be able to adjust to these goals. Service adjustments should be able to be made in an unusual way (Isti'adah et al., 2021). Guidance and counseling, which are complex services, can be one way to help people who are experiencing problems, especially for students studying in school. As professionals, counselors provide guidance and counseling that aids in individual development (Sugara, 2018). Counseling helps students overcome their problems (Nurfadhilla, 2020). Coping training

can be an alternative method to improve personal health and resilience by teaching students positive coping techniques. Four coping techniques are different: coping with stress, changing circumstances, changing body reactions, and changing perspective (Straathof, 2021).

One of the efforts that can be given as help is classical guidance with positive thinking training techniques. Virgonita & Linayaningsih (2017) stated Stallard's (2005) statement in their research, that negative thoughts that often appear can also cause stress, anxiety, and obsessive depression. management with a cognitive restructuring approach called cognitive therapy proposed by Beck can help change maladaptive mindsets. Macleod & Moore (2000) stated about cognitive therapy, which is about thinking realistically which is then called positive thinking or it can be said that positive thinking is realistic thinking where realistic thinking is a form of cognitive therapy. Sinclair (Lestari 1998) states that people who have positive thoughts tend to see positive things better. By using positive thoughts, there will be confidence that every problem will have a solution, this can lead to adaptive behavior as the *output* produced.

CONCLUSION AND RECOMMENDATION

Based on all the exposure of the results of the research conducted, in general, it can be concluded that the general overview of the coping strategy tendency of grade VIII students at SMPN 1 Sukarame has sufficient coping strategy ability, which if based on the categorization of the level of coping strategies, grade VIII students of SMPN 1 Sukarame are in the medium category. The majority of students in this category have the ability to still face the problems they experience, but the students do not try to avoid problems. Students also have sufficient ability to manage their feelings as an effort to deal with the problems they experience. This study produces the implications of guidance and counseling services as an effort to provide alternatives in guidance and counseling services by providing training on the ability to choose positive

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coping strategies that can be an alternative way to manage personal health and increase resilience in dealing with situations in daily life.

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