



## Research Article

# Analysis of santri students' coping stress abilities on social problems in Islamic boarding schools

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## KEYWORDS

## ABSTRACT

Santri students at Pesantren higher educational institution are different from students who generally study on public campuses. They experience Islamic boarding school life in their daily lives and follow the rules like Santri. They also experienced the dormitory system, a characteristic of Islamic boarding school education. It is not uncommon for students to experience pressure and problems in facing the Islamic boarding school environment. Both discipline and friendship problems. Students' psychological conditions have an impact on their interest in learning. Therefore, this research aims to analyze the stress-coping abilities of Islamic boarding school students regarding social problems. The research is qualitative research with a phenomenological approach. Data was collected through interviews with Islamic boarding school students, observing their behavior and carefully analyzing the forms of stress coping they carried out. The findings in this research produce information about the forms of stress coping used by Islamic boarding school students, including seeking support, planning PS, positive reappraisal, accepting responsibility distancing, and avoidance. It is hoped that this article can help students find good forms of coping with stress and prevent them from experiencing stress. negative impact of stress.

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## 1. INTRODUCTION

Islamic boarding schools are universities that have a unique style by integrating Islamic values in academic and non-academic activities as outlined in the intra, extra, co-curricular, and hidden curriculum, one of the achievements of this education system is to create the student with problem-solving abilities (M. Ali Basyaruddin, M. Arif Khoiruddin, 2020)

The uniqueness of Islamic boarding school students is that they have a learning environment in an Islamic boarding school with the Islamic boarding school system, Islamic boarding school rules, and discipline. In Islamic boarding schools there are various types of students, not all students at Islamic boarding schools have the same background. Each of their backgrounds has different motivations for their university life. For some of those who have experienced life at an Islamic boarding school, life at an Islamic boarding school is something that is already familiar, but for those who have never experienced life at a boarding school, this is a new start

for them, with a system and discipline that is different from the previous one. they have felt before. (Huwaida & Amrullah, 2022)

from various backgrounds require adjustments to existing regulations within the Islamic boarding school environment. Some interpret this adjustment as a pleasant thing, but many also feel that it is a pressure for students. The activities and various organizational and lecture responsibilities they undertake often become a source of stress for these santri students.

This condition occurs among Islamic boarding school students at Darussalam University (UNIDA) Gontor who experience various student activities and assignments, both directly and indirectly. Islamic boarding school students experience various forms of problems. Such as the relationship between students and lecturers being less than harmonious, difficulty doing assignments, and difficulty dividing time with organizational matters are problems that often occur in the world of student affairs. (Utaminingsih et al., 2015)

Although the dormitory system at Islamic boarding schools plays a big role in the formation of problem-solving abilities. To develop the abilities of Islamic boarding school students, Islamic boarding schools educate their students so that they have the life skills needed in social life in society, not only in the scientific field but can also improve personal abilities which include the ability to manage stress. (Damanhuri, 2018)

As we know, students are a group of intellectuals and members of society who have a role as professionals and have a special role in society. (Cahyono, 2019) stated that there are 4 important roles of students as a form of realization of society's hopes for the nation's young generation in realizing the nation's prosperity, agents of change, iron stock, guardians of values, moral strength, and as controllers of social life in society. So students have a big responsibility in building society. (Rahmawati et al., 2023)

Every educational process experienced in the world of lectures, students experience pressure that cannot be avoided and causes stress. Stress is a condition where a person experiences tension when facing a problem and a person cannot find the answer. (Alvionita & Sholihah, 2020)

According to Aldwindan Revenson (1987) five factors influence the choice of action in dealing with problems: personality, individual cognitive assessment, type of situation, experience, and culture. Meanwhile, Rabkin and Struening (1981) said that age and educational characteristics are among the factors that influence individuals in coping with stress. (Utaminingsih et al., 2015)

Coping stress is described as the ability to deal with something difficult effectively. Coping strategies are also defined as how a person reacts or responds to stressors (Achour et al., 2021) The ability to cope with stress is important for Islamic boarding school students to have as an effort to survive, continue their lives, achieve achievements in their education, achieve satisfactory learning outcomes, etc. Therefore, this research aims to find the coping stress of students at social problem in Darussalam Gontor University

## 2. METHOD

The research method used is qualitative research with a phenomenological approach. A method for investigating and understanding the meaning given by people or groups to a social or humanitarian problem is called qualitative research. Emerging issues and methods are part of the research process, and data is usually collected from the participant's environment, analysis of data built inductively from specific to broad themes, and the investigator's assessment of the importance of the information. The final written report is structured in a customizable manner (Sugiyono, 2019).

Researchers make it possible to understand the phenomenon of what research subjects experience regarding behavior, perception, motivation, actions and experiences regarding coping with stress to deal with social problems at Darussalam Gontor University.

The location of the research was at Darussalam University (UNIDA) Gontor which is located at Jl. Raya Siman, Hamlet I, Demangan, Siman District, Ponorogo Regency, East Java. UNIDA is one of the universities with an Islamic boarding school system that implements a dormitory system for its students. The communal life that they live, whether in lecture classes, in organizations,

or living in dormitories, makes santri students encounter various problems, including social problems.

The research subjects were Islamic boarding school students selected using purposive sampling based on their background and profile. The profiles of Islamic boarding school students to be researched include; Regular Students are students who take part in lectures and the dormitory system at Islamic Boarding Schools; Student Teachers are students who apart from carrying out their role as Islamic boarding school students at Islamic Boarding Schools, they also have service/teaching responsibilities at the Gontor Middle-Level Islamic Boarding School; Kulliyatul Muallimin Al Islamiyah Gontor (KMI) graduate students; Students who are not graduates of Kulliyatul Muallimin Al Islamiyah Gontor (Non-KMI); Students who have never studied at an Islamic boarding school; Students who join Organizations/Staff at Islamic Boarding Schools and Students who do not join Organizations/Staff at Islamic Boarding Schools. Details of the research subjects are as below.

**Table 1.** Research subject characteristic

Subject	Table Of Characteristic student at Darussalam University	
	<i>The Characteristic</i>	<i>amount</i>
Teacher student	The student who has responsibilities as a teacher	2
Graduate from KMI	The graduate student from KMI (pesantren)	2
Regular student	The student wich has no responsibilities as teacher	2
Non KMI	The student who graduates from public school	2
Organization Active student	The student who has authority in student organizations	2
Passive student	The student who does not have any activities at the student organization	2
Total subject		12

The data collection technique focuses on in-depth interviews to display data about the experiences experienced by the studied subjects regarding how to manage stress (Coping Stress) in dealing with social problems. Another method that is also used is observation which aims to see the life and activities carried out by the subject in relation to interacting with other people which may cause social problems to arise. (Yuliani, 2018)

Data analysis was carried out through five stages, including; 1) Preparation Stage: Organize the data according to the research subject and transcribe the data; 2) Data Reduction: a process of selecting, centralizing and simplifying data to create coding; 3) Data Categorization: grouping data into 'houses' to produce themes or concepts; 4) Connecting data from various sources, methods and types of data so that it is collected into comprehensive data; 5) Data Interpretation and Conclusions: interpreting a collection of research data into complete meanings, concepts and prepositions.

Researchers looked at the validity of the data using two methods, namely triangulation and member checking. Triangulation is the process of strengthening evidence from various subjects, types of data, and data collection methods (for example; collecting data from Islamic boarding school students using interview and observation methods). Then it is strengthened by member checking checking accuracy by interviewing several sources and carried out by more than one interviewer so as to get a perception from an objective point of view. (A. Michael Huberman, 2018)

### 3. RESULTS AND DISCUSSION

Mahasantri comes from two words, namely Maha and Santri. According to Sulhan article, Maha is tall, and Santri is someone who is studying and develop their self at a boarding school system university. (Munawara et al., 2020). Mahasantri are students who live in boarding houses and

in the area around campus. Darussalam University (UNIDA) Gontor requires its santri students to take part in various activities, not only in class but there are several weekly activities such as weekly routine studies guided by postgraduate students, student associations with workshops they hold. Following are several types of UNIDA students based on their background and activities:

#### **Teacher Student**

Teachers Students are students who have 2 core activities at the boarding school, they are students and teachers for KMI boarding school students who are equivalent to middle and high school levels. In the morning they play their role as boarding school teachers and in the afternoon they play their role as students. This causes student teachers to have less time to focus their minds on lecture activities, assignments, and non-academic student activities such as self-development taking part in workshops and other competitions. But they have more teaching experience than non-teaching students. This is an important point for them. They will easily divert problems by keeping themselves busy with teaching activities.

#### **Regular students**

Regular students are those who have a full role as students at Islamic boarding school universities. They live their daily lives busy with lectures and non-academic activities on campus. They tend to have many opportunities to develop themselves and take part in various student activities. Usually, there are also staff from several business units or other parts of campus, such as canteen staff, student council staff, language staff, and many more. They tend to have problems related to friendship, personality, and discipline at Islamic boarding schools.

#### **Graduate from KMI**

Graduates from KMI is a regular students who graduate from the boarding school and continue their education at UNIDA. They tend to have better adaptation abilities than non-alumni because they have experienced Islamic boarding school life before and when they face new life at an Islamic boarding school they are no longer surprised. Because they already know and understand the activities and discipline at the cottage.

#### **Non Graduate from KMI**

Non KMI students a regular Students, who graduate from Alumni boarding schools (not Gontor). Each boarding school has different disciplines and activities from one another, sometimes the rules activities and habits in one Islamic boarding school environment are not necessarily the same as others. So students with these criteria usually have problems adapting to the school environment. Due to carrying out activities and being in a new school environment. Or even have other experiences that can be a provision for facing college life.

#### **Regular Non KMI students**

Students with these criteria are those who have never experienced Islamic boarding school life at all, usually they are graduates of non-Islamic boarding schools, both public and private, they have never experienced and been in a boarding school environment and regulations. Usually they have many things that need to be adjusted to their life rhythm. Such as in terms of lesson material, discipline and several Islamic boarding school activities. But they have experience that Islamic boarding school graduate students do not have. Most of them have more social experience than others. When they enter the world of college, they tend to feel pressure on things they have not encountered in their previous lives.

#### **Active Student Organizations**

These students are those who are active in student organization activities and are also active in self-development activities such as workshops and competitions held on campus. They have a full schedule of activities and tend to have problems dividing their time between activities and academic tasks.

#### **Students are not active in organizations**

These students are students who choose not to take part in many existing student activities, they tend to have relaxed personalities. Student activities at Darussalam Gontor University

(UNIDA) are not only academic activities but several non-academic activities support other academic activities such as taking part in competitions from dema, study programs, faculties, and study centers and all of these have their supporting value in siakad so that every student should take part in this activity to get a score in the form of an Academic Supporting Credit Score (AkPAM). And this includes the dual role of Islamic boarding school students in the world of education. This system was formed to form students who have leadership abilities, problem-solving abilities, and many more as provisions for life in society. It is not uncommon for busy student affairs to cause stress in students.

**SOCIAL PROBLEMS AND COPING STRESS**

This research took 12 research subjects from Islamic boarding school students at UNIDA Gontor. Before discussing coping with stress, we will discuss the forms of stress and sources of stress from research subjects, especially in social problems including problems with peers, upperclassmen, teammates, committee mates, and even lecturers.

Based on the research results, it show that the forms of social problems experienced by Islamic boarding school students at UNIDA Gontor are divided into 2 problems, namely discipline and friendship. The following are various forms of coping with student stress according to the problem.

**DISCIPLINE PROBLEMS**

The definition of discipline is any type of relationship aimed at helping students understand and adapt to the demands of their environment and also on how to resolve demands that may be addressed. (Nok Pasikh 2017) The disciplinary problem that students usually face is when students have difficulty adapting to existing rules. In college life, every individual has a way of coping with their problems. Students' forms of coping with stress regarding discipline problems are summarized in the following table.

**Table 2.** Forms of Coping with Student Stress Discipline Problem

The Students Characteristic	Form of coping
Teacher student	Communication with parents/friends/lecturers Addressing the level of urgency of the problem
Graduate from KMI	Communication with parents/friends/lecturers Self-development
Regular student	Communication with parents/friends/lecturers Addressing the level of urgency of the problem
Non KMI	Taqarrub Ila Allah, Take wisdom, Accept and try to understand the problem
Organization Active student	Communication with parents/friends/lecturers
Passive student	Communication with parents/friends/lecturers

**FRIENDSHIP PROBLEMS**

According to Utomo's research, the role of friends is very important in character formation. Such as providing support, teaching various social skills, and as a socialization agent for other friends, reminding them of goodness, as a model for behavior (Utomo & Pahlevi, n.d.). Friendship problem is the problem when student has difficulty in adapting with other student in class, or any other activities. So a student with good friendships can have a healthy college life too. The problems that usually occur in dormitory life are 2, firstly self-adaptation, secondly, environmental adaptation to social activities in the dormitory (Huwaida & Amrullah, 2022). If problems occur in friendships at Islamic boarding schools which have a dormitory system that requires them to live their dormitory life 24 hours together will disrupt the smooth running of their college life. The following are forms of coping styles used by Islamic boarding school students when dealing with friendship problems, summarized in the following table.

**Table 3.** Forms of Coping with Student Stress Friendship Problem

The Students Characteristic	Form of coping
Teacher student	Communication with parents/friends/lecturers Addressing the level of urgency of the problem Get closer to Allah
Graduate from KMI Regular student	Communication with parents/friends/lecturers Self-development Self-development
Non KMI	Accept the problem and don't show emotion Addressing the level of urgency of the problem Taqarrub Ila Allah, Take wisdom, Self-development
Non Active Organization student	Communication with parents/friends/lecturers Accept the problem and don't show emotion
Organization Active student	Addressing the level of urgency of the problem Get closer to Allah Accept the problem and don't show emotion

### Communicate problems to parents, friends and lecturers.

Of the 12 informants, there were 4 informants who chose to solve their problems by communicating their problems to their parents, friends and lecturers. They are students with RS, TS, SNAO, SAO backgrounds and a total of 4 people who chose this stress coping style. According to Thoits, by getting social support, a person will become better at solving problems. Because there is sympathy, care and understanding between people who are considered comfortable around them (Thoits, 1995).

Through the statements of students who experience disciplinary problems, they feel pressure from both dormitory regulations, dema, and also the parenting rules that govern students' daily lives. When they feel this pressure, they usually choose to communicate their problems to the people closest to them. "By contacting people parents by asking for advice and direction from parents" apart from parents, they also ask for advice from peers in an effort to solve the problems they face "solve them by continuing to follow existing disciplinary rules even if a little annoyed and also communicating with friends and parents" type This coping is in accordance with the stress coping style which refers to seeking social support which is characterized by the act of seeking emotional support from outside themselves. (Jayati, 2021)

### See the level of urgency of the problem

When experiencing a problem, humans usually review the cause or source of the problem they are facing. When faced with a disciplinary problem, some students choose to review the cause of the discipline before taking action and choosing an alternative solution. Of the 12 informants, 2 people chose to review the source of the problem. This coping style is in accordance with plan-full problem solving which is usually characterized by the act of reviewing problems that occur to think about alternative solutions that can be implemented. (Jayati, 2021) in interviews several students stated that they chose the action to be taken in dealing with the problem after conducting a review. review the causes and consequences of the problems that are occurring as well as possible alternative solutions that they will take. The following is the informant's statement "identifying the most urgent level without abandoning other obligations" from 12 informants, 2 people from MG and MR who chose a coping style with planful problem solving.

### Closer to God

According to Jayati, the religious aspect is an option in dealing with problems. According to Jayati, trusting or surrendering is a way to make it easier for people who experience problems by being resigned and optimistic in facing problems, for example, if they experience problems according to the rules, for example being late in entering the dormitory, with individual trust, it is easier to accept the reason for the punishment. what he got. (Evans et al., 2018; Good &

Willoughby, 2014) tawakal is also included in religious coping which is characterized by the act of getting closer to the creator. In research it is said that religious coping is characterized by how individuals use religion as a form of handling problems. (Ano & Vasconcelles, 2005) there are 5 people who use religion as stress coping SAO, RS, NK

### **Self development**

In friendship matters, developing oneself also includes the methods used to deal with problems. According to one regular student, "one way is to join an organization" by taking part in organizational activities in the form of competitions and committees will divert from problems. Regular Islamic boarding school students have more time to develop themselves through workshops and student competitions, access to which is easier than student teachers who still have to teach in the morning and are busy with other boarding school assignments. So this form of coping is the most appropriate way to distract oneself from problems because it has a positive impact on the individual. According to Siti Maryam, this can also be called sublimation, namely expressing or channeling feelings of talent or ability positively. (Maryam, 2017)

### **Identify the urgency of the problem**

Before deciding on the action to be taken, identifying the problem first is a wise action in dealing with friendship problems. Of the 12 santri students, 4 people chose this method of solving problems. This is in accordance with the coping theory of planfull problem solving, this method is a person's effort which aims to change existing conditions or existing problems followed by an analytical approach in solving problems, for example someone who does planfull problem solving will identify the problem first, such as understanding the characteristics of the friend they are facing. and understand the cause of the problem first before deciding what action to take. The following is the statement "identify the problem first, because there are some problems that can be solved by just leaving it alone" here someone tries to analyze the problem and understand the friend's character so that they can adapt and treat friends appropriately so that they can minimize misunderstandings between them.

### **Accept the problem and don't show emotion**

Some of them also choose to hold back their emotions to maintain good relations with their friends even though they still feel pressure and discomfort from a problem, but they hide their emotions by being nice in front of their friends to maintain comfort between them. "more likely not to express the problems they are facing and will keep what they are experiencing to themselves." Of the 12 people's behavior of harboring problems, 4 people chose to silence existing problems. They tend not to solve existing problems, some of them even silence their friends to wait for the friend's awareness to realize their actions. "solving it by quieting the problematic friend until he apologizes" can be called self-control which is characterized by not showing your emotions.

### **Surrender to Allah.**

Some of them also complained about everything to Allah by praying and praying more. From interviews with students, many of them found peace of mind after praying " just praying usually makes you calm and can think more clearly." They chose a religious approach to clear their minds. Of the 12 students, 3 people chose this way of coping with problems.

#### 4. CONCLUSION

Students at Islamic boarding schools have many roles in their daily lives. The role as teacher, as person in charge of the boarding school, in charge of guidance to students, as a student, as part of student organization membership and so on, it is not uncommon for them to experience problems in the various roles they carry out, such as adapting to the campus environment, adapting to campus regulations/discipline, time allocation, even friendship problems.

As explained above, they have many responsibilities and from there there is pressure that they feel. It cannot be denied that the dormitory system on campus requires them to deal with the source of this problem every day. If the problem is about discipline then this cannot be avoided, because discipline and rules will be embedded in everyday life, if the problem comes from friendship there will be obstacles in their daily activities. If it happens with the same dorm then they will feel uncomfortable being there in the dormitory area, and if the problem occurs in a student organization then they will feel uncomfortable carrying out activities there.

So, from various backgrounds, students will have their problems and therefore there will be different ways of solving the problems. From the research results, it can be seen that the forms of stress coping used by santri students in dealing with social problems in college life are also varied. In dealing with discipline and friendship problems, the coping styles that are often used are: communicating their problems to those closest to them such as parents, friends and even lecturers, identifying the urgency of the problem, drawing closer to Allah, taking lessons from existing problems, developing oneself, accepting and trying to understand the impact of what happened also hides emotions.

This research is specifically aimed at students who are in Islamic boarding schools in a boarding school environment so that they have a positive coping style that does not endanger themselves and avoid the effects of stress itself. Future researchers should use more respondents to find out the data holistically so that it can be useful.

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