

Stressor and Coping with Stress on Bilingual Madrasah Aliyah Teachers in Sidoarjo

Laila Nur Izzati¹, Sofyan Anif², Djalal Fuadi³

^{1,2,3}Universitas Muhammadiyah Surakarta, Indonesia

izzatinur893@gmail.com, sa163@ums.ac.id, df276@ums.ac.id

Abstract

Teachers as figures who interact and deal directly with students are required to have good qualifications and competence. The teacher plays an important role in education in the form of being indispensable in shaping the character of students, being a role model for students, fostering enthusiasm for student learning and also increasing creativity in learning. Jobs as teachers are more prone to experiencing stress at work. This study aims to determine stressors and stress coping on MA Bilingual Sidoarjo teachers. This study used a qualitative descriptive approach using three sources, namely the head of the madrasah, deputy head of curriculum and deputy head of student affairs. The results of this study stated that the stressors experienced by Ma Bilingual Sidoarjo teachers were due to students' bad behavior, differences in character, and workload. 1) When the teacher feels pressured by the student's bad behavior, what the teacher does to minimize the pressure is to approach the student and the student's guardian. 2) When stressors are in the form of differences in character, what is done is a coordination meeting with the leadership so that mutual agreement can reach a consensus. 3) Teacher workload that causes work stress in teachers can be overcome by improving communication, and training according to their field and evaluation meetings. That way, coping stress is applied by the Sidoarjo Bilingual MA teacher using a strategy that focuses on the problem.

Keywords

stressor; stress coping; teacher work stress



I. Introduction

Teachers as figures who interact and deal directly with students are required to have good qualifications and competence. There are four competencies that must be possessed by teachers, including pedagogic competence, personal competence, professional competence and social competence. In line with this, the teacher plays an important role in education, in the form of which it is very necessary in shaping the character of students, being a role model for students, fostering enthusiasm for student learning and also increasing creativity in learning (Hidayati & Suryadi, 2020).

It's just as stated in the research (Widiarto, 2020) whereas Law No. 14 article 35 paragraph 1 which regulates teacher workload includes the main activities of planning, implementing and assessing learning outcomes, guiding and training students, and carrying out additional assignments. Sentences carrying out additional tasks are in fact more

administrative in nature, such as the teacher observing students and developing their learning media. This activity made it difficult for some teachers because in completing the task required high teacher competence.

The teacher's personal problems are also one of the causes of stress at work. Not only that, there are many kinds of causes of low performance from a teacher. According to Yani Syardiansyah (2020) performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. This means that in work contains elements of the standard that achievement must be met, so, for those who reach the standards set means good performance (Wahjudewanti, 2021). Based on a pre-survey conducted by researchers at Madrasah Aliyah Bilingual Sidoarjo, teaching and educational staff felt that the assignments given were too many, such as making learning tools, while the time allotted was very limited. So that this adds to the workload of educators beyond their main duties. The existence of many additional tasks makes educators unenthusiastic and easily bored while at the madrasa. This is a trigger for the emergence of work stress. In various countries, both eastern and western states, even neighboring countries such as Singapore, Malaysia, Japan and China (Fitchett et al., 2018).

Job stress is a condition experienced by a person when he feels an imbalance at work that affects a person's emotions. As has been stated by (Richards, 2012) Job stress is a pressure caused by work that affects one's emotions and physical condition, this pressure comes from the work area where the individual is located. Stress triggers or can be called stressors in various teachers. Not only teachers, any job must have its own consequences that cause stress at work. According to Nagel in (Rahmawati et al., 2021) states that the work of individuals who interact directly with other individuals is more vulnerable to feeling work stress.

Teacher job stress was first identified in a study by (Smith & Saintfort, 1989) in the 1930's. Then in 1955, Travers and Cooper documented the history of changing educational processes and their impact on teacher stress in 1993. In their daily work, teachers are increasingly confronted with tasks and demands that create work-related stress and reduce productivity. Additionally, a comparative study concluded that, out of 26 jobs, teaching was the second most stressful job after ambulance driving. After it was confirmed that the teacher's job is stressful, much research has focused on identifying these stressors (Gustems-Carnicer et al., 2019).

Madrasah Aliyah Bilingual Sidoarjo is an educational institution equivalent to a high school which is under the auspices of the Al-Amanah modern Islamic boarding school foundation. Students are required to live in a boarding school environment so that students get knowledge 24 hours a day. During this time students can learn all the knowledge that exists in life. Students do not only explore academic knowledge that is only obtained in formal schools. The dense activities carried out by students require formal teachers to follow the rhythm of their activities. When students have activities outside of school hours such as art performance activities held by end-of-year students, it is mandatory for madrasah teachers to take part in these activities even outside school hours.

The research was also conducted by (Khoshakhlagh et al., 2021) on work stress on occupational safety and accidents. Based on a bivariate analysis, the variables of job satisfaction (0.998), problems at work (0.900), depression (-0.836), and physical environment (-0.796) among the dimensions of occupational stress had the highest correlation coefficient with the total safety climate score, respectively. The results of logistic regression analysis with adjustment of safety climate influences showed that the relationship between the dimensions of job satisfaction (Wald 1/4 6.50, OR 1/4 4 4.96, and p-value<0.05) and social support (Wald 1/4 5.88, OR 1/4 3.20, and p-value<0.05) with the occurrence of the accident

was significant. To promote a positive safety climate and reduce the occurrence of accidents, the industry should seek to reduce work stress in the workplace by controlling important factors, such as low job satisfaction and poor social support.

The results of a similar study were also conducted by (Rahmawati et al., 2021) with the title Teacher Work Stress Management. The purpose of this study was to find out the level of stress and the teacher's knowledge of stress and stress management. The result of the study was that a total of 5 teachers experienced mild stress and 4 teachers experienced moderate stress. After health counseling on stress and stress management, the teacher's knowledge increased to good knowledge of 9 teachers. Stress management is carried out so that elementary school teachers can carry out their duties optimally.

According to (Boyd et al., 2009) stress can be overcome in various ways. There is a mechanism to deal with stress, namely coping stress. Stress coping is defined as thinking that guides individual behavior to regulate or manage stressful situations or stressors. Everything related to the emergence of stress is called a stressor (Taylors, 2018) such as an unsupportive work environment, annoying coworkers, to authoritarian leaders. Based on the conditions experienced by Bilingual Madrasah Aliyah teachers in Sidoarjo, researchers wanted to find out the things that trigger work stress (stressors) in teachers. So that researchers can analyze in depth about stressors and stress coping applied by Sidoarjo Bilingual Aliyah Madrasah Aliyah teachers.

II. Research Method

The purpose of this research is to find out what things trigger work stress (stressors) in Bilingual Madrasah Aliyah teachers and how teachers deal with this stress. There are two ways to deal with stress (coping stress) according to (Lazarus & Folkman, 1987) namely by focusing on problems and focusing on emotions. This study used a qualitative research method with a descriptive approach. According to (Sugiyono, 2013) Qualitative research is a research procedure that produces descriptive data in the form of words. The design of this study uses a phenomenological design because it departs from the phenomenological or subjective experience of teachers in Bilingual MA.

The data collection technique used in-depth interviews with three respondents, namely the head of the madrasah, deputy head of curriculum and deputy head of student affairs. Researchers prepared interview guidelines so that interviews were well structured, research was supported by documents and analysis of field observations. The data validity technique uses source triangulation, namely by comparing interview data with observation results and comparing interview results with related documents. Data analysis using the Miles and Huberman method, namely the research data is processed, then presented in the form of a narrative until it gets a conclusion.

Research (Richards, 2012) on teacher stress and strategies for coping, explains that teachers may be at a tipping point—unsure whether their "resources" are the same as those "demands." If teachers experience stress over time and do not see a way out, they are candidates for fatigue. Teachers cannot change schools, poverty, the level of support of the principal, the number of students in the classroom, or the availability of materials. The only strength teachers may have is the determination to improve and practice effective coping strategies that have proven beneficial to teachers who have shared their successful approach. So coping strategies or overcoming stress are highly recommended for teachers to be able to overcome and develop in difficult times. The similarity of this study with Richard's is that they both discuss the stress experienced by teachers.

III. Discussion

In this section, the results of the research will be explained and presented through interviews, observations and documentation analysis related to stress management carried out by the head of the madrasah. This study provides an overview of the causes/stressors and coping stress experienced by bilingual MA teachers.

	No.	Research result
Stressor	1.	Problems that trigger stress on teachers of Bilingual Madrasah Aliyah Sidoarjo. <ul style="list-style-type: none"> • Students are often late to madrasah • Students often leave class during lessons • Students often ignore the teacher when teaching • Additional duties besides teaching • Supervise students within 24 hours • Differences of opinion between colleagues • The madrasa environment is under the auspices of the pesantren
Coping Stress	1.	Efforts made in dealing with stress (stress coping) by teachers of Madrasah Aliyah Bilingual Sidoarjo <ul style="list-style-type: none"> • Learning reflection as an effort to give feedback or assessment from students to teachers • Coordination meeting in dealing with problem students • Reward and punishment by the principal of the madrasa to teachers during meetings • Participate in training as an effort to improve competency • Hold an evaluation meeting outside the madrasah in a cool atmosphere

Teachers or educators are important agents in the success of an institution because the institution can be considered good based on the quality of its teachers. However, the teacher's job is quite vulnerable to experiencing stress at work. Therefore it is necessary to know about what triggers stress (stressor) and how to overcome it (stress coping).

3.1 Causes of Stress on the Teacher / Stressor

Stressors are events or events that trigger stress in individuals at work. According to (Taylors, 2018) stressor is anything that can cause stress, such as an unpleasant environment, noise, disharmonious relationships with work, friends or partners, and tasks and obligations that are too heavy to cause stress. When an individual faces a lot of work, he will feel stressed. In this section the researcher will describe the stressors experienced by Bilingual Madrasah Aliyah teachers in Sidoarjo. As is the case in the table above, there are several things that become stressors for Bilingual MA teachers, including:

a. Student Bad Behavior

The results of previous findings found that teachers felt or experienced stressful conditions caused by students' bad behavior. Student bad behavior is the behavior or actions of students in violating the rules or norms and codes of ethics that apply in madrasahs.

Conditions in the field state that Bilingual MA students often leave class when class time has started. Students leave class during the second break for ishoma, when recess is over students are still hanging around the boarding school area and some even go to their rooms to sleep and don't attend class.

This triggers the emotions of the teacher, especially the Counseling teacher who must be ready to make sure students are in their places according to class hours. The teacher who teaches of course feels the same anger, if the students he teaches do not take part in teaching and learning activities, then it is an obligation for the teacher who is teaching at that hour. The research supports the research (Abdullah & Ismail, 2019) which states that students' bad behavior can stimulate stress on teachers in madrasas. Student indiscipline is also an aspect of bad behavior for students, apart from leaving class during class hours students are also often late to go to school.

Sometimes there are also students who run away from the pesantren due to several reasons. This becomes a burden on the mind of the teacher. Why do students choose not to attend lessons, why do students choose to run away from Islamic boarding schools. This question still often haunts teachers in MA Bilingual. In line with this statement (Liu & Onwuegbuzie, 2012) conveys that teachers can leave school because of students' bad behavior. Study (Harmsen et al., 2018) stated that there was a significant relationship between students' bad behavior and negative emotions, blood pressure and teacher dissatisfaction. This creates pressure on the teacher.

b. Character Differences

The character of each individual is not the same, as well as the way in dealing with or dealing with problems they have their own way. Uniting the opinions of several people with different characters is not an easy thing. So that this triggers feelings of stress in teachers, especially teachers who are entrusted with being the deputy head of the curriculum sector. The Deputy Head of Curriculum is in charge of supervising other teachers in making teaching materials for students. As waka curricula, teachers have the right to remind and reprimand teachers who miss the deadline for making teaching materials.

Reprimanding other teachers is not an easy matter, because before reprimanding the teacher one must know the situation and condition that the negligent teacher is experiencing. As a wise teacher, you must know the reason in advance why it has passed the agreed time limit. This is done to avoid conflicts between colleagues, when teachers understand each other's conditions, conflicts do not often occur. Conflicts in the world of work occur due to the lack of communication and lack of understanding with one another.

According to Friedman in (Luthans, 2002) if there is a type that is energetic and ambitious then there is a type that is relaxed and more patient in solving problems. Based on these two types, teachers with the patient type and are more relaxed in dealing with problems tend to find it easier to adjust their personalities. In line with opinion (Yusup & Al Faruq, 2021) human behavior and differences in character can stimulate conflict. Conflicts that occur around us can cause stressful conditions, depending on how big the conflict is.

c. Workload

As a teacher who teaches at Madrasas which are under the auspices of the Islamic boarding school foundation, his role is not only to teach according to the subject. As a teacher in a pesantren environment, it is appropriate to participate in activities and adapt to the culture that has been built. When students hold activities outside of school hours, the teacher also participates in enlivening student activities as a form of appreciation. So that students feel valued and are increasingly motivated in making activities in Islamic boarding schools.

In addition to teaching as the main task of a teacher, institutions provide additional assignments as a form of improving the quality of a teacher. This additional task is given to teachers so that teachers have the opportunity to always update their knowledge. So that education does not just stay in place, but is more dynamic and keeps abreast of the times. Teaching students in class must remain a priority, but on the other hand teachers also need to add new insights and learn new things.

Through the tasks given by the teacher leader, they must be able to manage time so that they remain in a stable condition. Stable emotionally, physically and psychologically. In line with research (Abdullah & Ismail, 2019) which explained that a lot of workload would cause stress on the teacher. Her work besides teaching has great potential in stimulating stress conditions in teachers (Lumban Gaol, 2021).

The division of roles and responsibilities for teachers in Bilingual Madrasah Aliyah is good and minimizes role ambiguity. This is evidenced by the pruning of teachers who compete for teaching hours at madrasahs. Pruning teachers here is done so that teachers are more optimal in teaching and the quality of learning increases. When one subject has more than two teachers with three classes, what happens is a struggle for teaching hours and the students being taught are of the same quality. Based on the results of the researchers' observations and document analysis, the bilingual aliyah madrasah head had done his job well. The division of tasks is in accordance with the abilities of the teachers and has exercised control over the teachers.

3.2 Coping with Stress Over the Problems Experienced by Teachers at Madrasah Aliyah Bilingual Sidoarjo

All the problems that have been described previously can be overcome by implementing stress coping strategies. According to (Lazarus & Folkman, 1987) Stress coping is the process of managing or overcoming internal and external stress that is felt as a burden beyond one's ability. According to (Sarros & Densten, 1989) Stress coping can also be defined as a continuous effort to change individual behavior and cognition to control certain internal and external needs which are assessed as burdens or things that exceed the individual's ability to withstand stress. Another meaning was also conveyed by (Foloștină & Tudorache, 2012; Putranto, 2013; Richards, 2012) which can be concluded that stress coping is a process carried out by individuals in suppressing or reducing perceived stress, so as to minimize stress that arises due to stressors.

Based on the exposure of the stressors above, teachers can apply stress coping strategies by focusing on problems or Problem Focused Coping. According to (Lazarus & Folkman, 1987) there are two main functions of coping namely, emotion focused coping and problem focused coping. Students' bad behavior can be overcome by approaching students with problems, this approach is taken to explore the background of students doing these actions. So that teachers can find a way out without cornering students who behave badly. The teacher's coping of stress when students do not heed the lesson is to reflect on learning at the end of student learning hours. This is done to be an assessment for teachers from students so that teachers can improve the learning process so that teachers teach even better.

The next problem is the difference in character between one teacher and another. Coping with stress in overcoming this problem is by holding a coordination meeting, in that way the teacher can voice his opinion and can discuss the opinions of other teachers. So that differences of opinion can be discussed together without burdening one party. The difference in the teacher's character was felt by respondents who incidentally were the deputy head of the curriculum whose job was to supervise other teachers in making teaching materials or preparing lesson plans. Therefore, it is necessary to hold a meeting with the madrasah leadership so that the deputy head of the curriculum feels relief in carrying out his duties.

The role of the teacher in madrasah is not only teaching, but there are many other additional tasks. Similar research has also been conducted by (Liu & Onwuegbuzie, 2012) which states that the teacher's job is the easiest to experience work stress. Of course, the workload feels light when the teacher feels comfortable at work and the teacher carries out the workload according to his abilities. Improving the teacher's ability on a regular basis is a strategy for coping with stress, when the teacher feels that he has not mastered his duties, he will take part in training to upgrade his knowledge. Training to improve teacher performance here is mobilized by the head of the madrasah. Initially the head of the madrasa analyzed the needs of teachers and then provided training according to the needs at that time.

IV. Conclusion

Stressor is anything that can cause stress, such as an unpleasant environment, noise, disharmonious relationships with work, friends or partners, and tasks and obligations that are too heavy can cause stress. Everyone has their own stressor, the stressors experienced by the Sidoarjo Bilingual Madrasah Aliyah teachers are in the form of students' bad behavior, differences in character and high workload. When the teacher feels pressured by the student's bad behavior, what the teacher does to minimize the pressure is to approach the student and the student's guardian. When stressors are in the form of differences in character, what is done is a coordination meeting with the leadership so that mutual agreement can reach a consensus. Teacher workload that causes work stress in teachers can be overcome by improving communication, and training according to their field and evaluation meetings. That way, coping stress is applied by the Sidoarjo Bilingual MA teacher using a strategy that focuses on the problem.

References

- Abdullah, A. S., & Ismail, S. N. (2019). A structural equation model describes factors contributing teachers' job stress in primary schools. *International Journal of Instruction*, 12(1), 1251–1262. <https://doi.org/10.29333/iji.2019.12180a>
- Boyd, N. G., Lewin, J. E., & Sager, J. K. (2009). A model of stress and coping and their influence on individual and organizational outcomes. *Journal of Vocational Behavior*, 75(2), 197–211. <https://doi.org/10.1016/j.jvb.2009.03.010>
- Fitchett, P. G., McCarthy, C. J., Lambert, R. G., & Boyle, L. (2018). An examination of US first-year teachers' risk for occupational stress: associations with professional preparation and occupational health. *Teachers and Teaching: Theory and Practice*, 24(2), 99–118. <https://doi.org/10.1080/13540602.2017.1386648>
- Foloștină, R., & Tudorache, L. A. (2012). Stress Management Tools for Preventing Burnout Phenomenon at Teachers from Special Education. *Procedia - Social and Behavioral Sciences*, 69(Icepsy), 933–941. <https://doi.org/10.1016/j.sbspro.2012.12.018>
- Gustems-Carnicer, J., Calderón, C., & Calderón-Garrido, D. (2019). Stress, coping strategies and academic achievement in teacher education students. *European Journal of Teacher Education*, 42(3), 375–390. <https://doi.org/10.1080/02619768.2019.1576629>
- Harmsen, R., Helms-Lorenz, M., Maulana, R., & van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching: Theory and Practice*, 24(6), 626–643. <https://doi.org/10.1080/13540602.2018.1465404>
- Hidayati, S., & Suryadi. (2020). Manajemen Stres Guru (Studi Kasus Guru Sekolah Dasar Di Sumenep Madura). *EDUKA: Jurnal Pendidikan, Hukum, Dan Bisnis*, 5(2), 151–172. <http://openjournal.unpam.ac.id/index.php/Eduka/article/view/8236>

- Khoshakhlagh, A. H., Yazdanirad, S., Hatamnejad, Y., Khatooni, E., Kabir, S., & Tajpoor, A. (2021). The relations of job stress dimensions to safety climate and accidents occurrence among the workers. *Heliyon*, 7(9), e08082. <https://doi.org/10.1016/j.heliyon.2021.e08082>
- Lazarus, R. S., & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality*, 1(3), 141–169. <https://doi.org/10.1002/per.2410010304>
- Liu, S., & Onwuegbuzie, A. J. (2012). Chinese teachers' work stress and their turnover intention. *International Journal of Educational Research*, 53, 160–170. <https://doi.org/10.1016/j.ijer.2012.03.006>
- Lumban Gaol, N. T. (2021). Faktor-Faktor Penyebab Guru Mengalami Stres di Sekolah. *Educational Guidance and Counseling Development Journal*, 4(1), 17–28.
- Luthans, F. (2002). Organizational Behavior. In *Hospital Administration* (12th ed.). McGraw-Hill International. https://doi.org/10.5005/jp/books/10358_23
- Putranto, C. (2013). Faktor - Faktor Yang Mempengaruhi Stres Kerja: Studi Indigenus Pada Guru Bersuku Jawa. *Journal of Sosial and Industrial Psychology*, 2(2), 12–17.
- Rahmawati, A. N., Putri, N. R. I. A. T., & Sumarni, T. (2021). Manajemen Stres Kerja guru. *Jurnal Pengabdian Kepada Masyarakat: Kesehatan (JPKMK)*, 1(2), 1–9.
- Richards, J. (2012). Teacher Stress and Coping Strategies: A National Snapshot. *Educational Forum*, 76(3), 299–316. <https://doi.org/10.1080/00131725.2012.682837>
- Sarros, J. C., & Densten, I. L. (1989). Undergraduate student stress and coping strategies. *Higher Education Research & Development*, 8(1), 47–57. <https://doi.org/10.1080/0729436890080105>
- Smith, M. J., & Sainfort, P. C. (1989). A balance theory of job design for stress reduction. *International Journal of Industrial Ergonomics*, 4(1), 67–79. [https://doi.org/10.1016/0169-8141\(89\)90051-6](https://doi.org/10.1016/0169-8141(89)90051-6)
- Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.
- Syardiansah, et al. (2020). The Effect of Job Satisfaction and Organizational Culture on Employee Performance of the Royal Hotel in East Aceh District. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 849-857.
- Taylor, S. E. (2018). Health Psychology. In *The Palgrave Handbook of the Psychology of Sexuality and Gender*. McGraw-Hill Education. https://doi.org/10.1007/978-1-137-34589-9_18
- Wahjudewanti, A.S., Tjakraatmaja, J.H., and Anggoro, Y. (2021). Knowledge Management Strategies to Improve Learning and Growth in Creative Industries: A Framework Model. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 4 (2): 1903-1915*.
- Widiarto, A. (2020). Analisis Kebijakan Pengelolaan Guru di Indonesia. *Aspirasi: Jurnal Masalah-Masalah Sosial*, 11(1), 89–103. <https://doi.org/10.46807/aspirasi.v11i1.1525>
- Yusup, M., & Al Faruq, M. S. S. (2021). *Manajemen Konflik dan Stress (Orientasi dalam Organisasi)* (Zulqarnain (ed.); Pertama). WADE Group.