

## AN OVERVIEW OF PSYCHOLOGICAL PERCEPTION, PSYCHOLOGICAL DISTRESS, AND COPING STRATEGY OF YPPM AL-MUTTAQIEN TEACHERS IN BALIKPAPAN AGAINST COVID-19 PANDEMIC

Umi Maisyarah

Department of Epiemiology, Biostatistic, and Health Promotion, Faculty of Public Health,  
Universitas Airlangga, Surabaya, Indonesia  
Correspondence Address : Umi Maisyarah  
Email : [umi.maisyarah-2015@fkm.unair.ac.id](mailto:umi.maisyarah-2015@fkm.unair.ac.id)

### ABSTRACT

**Introduction:** The change of education system during COVID-19 pandemic was a big challenge for teachers. These changes can lead to exhaustion for teachers, as happened to some elementary school teachers in Banten. A long period of exhaustion can develop into psychological distress such as anxiety, stress, and depression. This psychological distress can be controlled by implementing appropriate coping strategies for each individual. This study aims to describe the psychological perceptions, psychological distress, and coping strategies of teachers of YPPM Al-Muttaqien Balikpapan city in the midst of COVID-19 pandemic. **Method:** This research used quantitative descriptive method with cross sectional design. The research subjects were 17 respondents who were determined using the total sampling method. The variables of the study included individual characteristics, psychological perceptions, psychological distress, and coping strategies variable. The data analysis technique was performed using univariate analysis. **Result:** showed that there were 15 respondents who felt anxious about the COVID-19 pandemic. From 15 respondents, 3 people experienced moderate anxiety, 1 experienced moderate stress, and 2 experienced mild depression. Of the 2 respondents who admitted that they were not worried about the COVID-19 pandemic, 1 of them experienced mild depression. As many as 58.8% of respondents tended to use the EFC (Emotion Focused Coping) coping strategy and 41.2% used the PFC (Problem Focused Coping) coping strategy. **Conclusion:** The sub-coping most frequently used by respondents is playful problem solving and accepting responsibility.

**Keywords:** Teacher, Psychological Distress, Coping Strategy, COVID-19

### INTRODUCTION

At the end of 2019, a new type of coronavirus was discovered and first identified in Wuhan, China. The first transmission of COVID-19 is presumed to have derived from animal to human that occurred at an illegal wild animal trafficking market in Wuhan. Zhu et al. (2020) of Wuhan Institute for Virology released a journal showing that the new coronavirus genetic structure is 96% identical to the coronavirus found in bats.

According to the WHO (2020), the new type of coronavirus can spread from an infected person's mouth or nose in small liquid particles when they cough, sneeze, speak, or breathe. These particles range from

larger respiratory droplets to smaller aerosols. The transmission can also occur when a person touches the surface of an object that contained COVID-19 then touches the eye, nose, and mouth. The most common symptoms of COVID-19 are fever, cough, sore throat, and difficulty breathing or shortness of breath. Those symptoms are very common in other diseases so it becomes difficult to identify the cases caused by COVID-19. According to the WHO, symptoms tend to appear between five and six days after infection.

Since the beginning of 2020, according to the WHO (2020) timeline, COVID-19 has infected almost all countries in the world. Therefore, the World Health Organization declared that COVID-19 is a

Cite this as: Maisyarah, U. (2023) An Overview Of Psychological Perception, Psychological Distress, And Coping Strategy Of Yppm Al-Muttaqien Teachers In Balikpapan Against Covid-19 Pandemic, 18(1), 130-141. <https://doi.org/10.20473/ijph.v18i1.2023.130-141>

pandemic disease in March 2020. Based on data from COVID-19 Task Force, the confirmed cases of COVID-19 are continuing to increase. Reported from the first case in February until October 2020, the worldwide number of confirmed cases of COVID-19 reached 36,933,166 cases came from 216 countries with 1,068, 995 deaths. In Indonesia, the number of COVID-19 cases reached 328,952 cases with 251,481 cured cases and 11,765 deaths. Therefore, the Indonesian Government has confirmed COVID-19 as a national disaster as stated in Presidential Decree number 12 of the year of 2020, and also released the 91 days COVID-19 disaster emergency status starting from February 29<sup>th</sup> to May 29<sup>th</sup>, 2020.

The COVID-19 outbreak has an impact on every aspect of life, including political, economic, social and cultural, national security system, educational system and also has a big impact on public welfare. In the educational system, in order to break the chain of transmission of COVID-19 in school areas, the Minister of Education and Culture of the Republic of Indonesia released two policies through circular letter number 3 of 2020 and circular letter number 4 of 2020. Both policies regulate the new learning system called study at home policy as known as online learning system. The Ministry of Religious Affairs has also released a policy regarding learning and assessment mechanism of Madrasah in the emergency period of COVID-19 by implementing an online learning system.

According to the report of Regional COVID-19 Task Force in East Kalimantan, up to August 5<sup>th</sup> 2020, confirmed cases of COVID-19 in East Kalimantan were 1,665 cases with 1,032 cured cases and 42 deaths. Balikpapan city is the largest contributor to COVID-19 cases in East Kalimantan province, with 613 total cases consisting of 364 cured cases and 28 deaths. Therefore, in March 2020, the Department of Education and Culture of Balikpapan city released a

circular letter number 420/1842/SKT/III/2020 to inform the policy regarding the study at home learning system would be extended to an undetermined period of time.

Due to the tremendous infectious ability of COVID-19, the disease has instilled a considerable degree of fear, worry and concern in society and among certain communities in particular, such as elderly, healthcare providers and people with underlying health conditions. In public mental health terms, the main psychological impact to date is elevated rates of stress or anxiety. Levels of loneliness, depression, harmful alcohol and drug use, and self-harm or suicidal behavior are expected to rise. In this crisis situation of lockdown, health and mental health professionals face a big challenge due to very little information regarding the psychological impact and underlying mental health conditions of the general public (Kazmi et al., 2020). Many countries have declared unprecedented lockdowns and emergency. The schools, colleges, universities, pubs markets, malls, shopping complexes, etc., have been re shut down by the governments. It has created an environment of fear, anxiety and stress among the developed and developing societies (Singh, 2020).

The COVID-19 pandemic is also has a major influence on the implementation of teaching and learning activities. There are two impacts that affect the sustainability of educational activities caused by the COVID-19 pandemic, which are short-term impact and the long-term impact (Aji, 2020). Many citizens and rural people have experienced the short-term impact of COVID-19. In Indonesia, there are still many people who are unfamiliar about online learning systems, so that is a big challenge for all students' parents at home to oversee their children while using this new learning system. Besides, the online learning system is presumed to play a part in triggering psychological problems in all

circles at school, including teachers, students, and parents. That phenomenon happened because of the sudden change of the educational system due to the COVID-19 pandemic. Furthermore, the long-term impact of COVID-19 outbreak lies in the aspect of justice and the increase of educational inequality between community groups and regions in Indonesia.

Online learning during the pandemic had never been experienced in the world of education in Indonesia, as well as Balikpapan city in particular. According to exploratory study research in 2020 conducted on several teachers in Banten, online education still does not have a standard system and clear guidelines, thus causing confusion among teachers (Purwanto et al., 2020). Moreover, all teachers experienced the increased spending of internet access quota, and also teachers started to feel exhausted by working from home over a long period of time. Further, there are some difficulties in online education system during the COVID-19 pandemic which are less effective such as tedious study subjects, inequality of digital technology, and the economic status of the student (Nurkolis and Muhdi, 2020).

The challenges and hardships of online education during the pandemic is considered as a big pressure which can lead to exhaustion (Agustin et al., 2020). A long exhaustion can be a stimulus of psychological distress among teachers, which leads to anxiety disorder, stress, and depression. Anxiety is a common reaction that can happen to anyone, particularly someone who is dealing with big pressures and a stressful situation in life. Common anxiety signs and symptoms include feeling of uneasiness and discomfort where a person feels insecure like a danger is getting in the way. Exaggerated anxiety can cause a person to experience psychosomatic symptoms such as feelings of anxiety, tension, fear, sleeping disorder, intelligence disorders, depressed feelings (moody), somatic or physical symptoms in

muscles, sensory system, cardiovascular, respiratory, digestive, urogenital, autonomy, and behavioral symptoms or attitudes (Lumban Gaol, 2016).

Another stimulating factor of anxiety during COVID-19 pandemic is a long period of working at home and social distancing, which causes an exhaustion feeling due to the obstruction of society. Social distancing involves staying away from people to avoid the spreading of the virus. It is a new emerging terminology which means to avoid the crowd. This has forced people to work from home and avoid social gatherings and contacting even their near ones. According to a research by Singh (2020), the prevention program of COVID-19 transmission known as social distancing has a negative impact on people's mental health. Eric Kleinberg, a sociologist from the University of New York, stated that humans are facing a new period of social pain, that is the feeling of suffering due to social distancing which requires people to work and isolate themselves at home (Singh, 2020).

Anxiety that occurs over a long period of time can cause stress feeling, which disturbs daily activities. Stress is a disruption of body and mind caused by the sudden changes in the environment and the pressure in life such as losing a job, suffering an illness, divorce, and so on. Another mental disorder often found in society is depression. Depression is a condition of disruption in human function related to feelings and comorbid symptoms, including sleeping and eating disorder, psychomotor agitation, concentration deficit disorder, fatigue, desperate and helplessness feelings (Lumban Gaol, 2016).

Teachers have a massive role in shaping the character of students in schools. Hamallik (2004) states that the teacher's first role is as an educator, who is in charge of providing services for students in order to achieve the goals of the school. The next teacher's role is as a guide; the teacher

provides guidance for students to be able to understand and direct themselves to adjust themselves not only in the school environment, but also in family circles, and in the community.

Based on the importance of the teacher's role in the learning process at school, the teacher must be able to give a good example for the students. Besides, in the COVID-19 pandemic situation, teachers are certainly experiencing a phase full of pressures, where they are obliged to be able to adapt with sudden changes in the learning system due to the outbreak. If teachers fail to adapt, they are possibly experiencing psychological disorders like anxiety, stress, and depression. These psychological disorders can cause reactions or responses both physically and emotionally such as decreased cognitive function, irritability and impatience, anxiety, feeling hopeless, sad, and depressed, unable to feel positive things, and so on.

The psychological impact that occurs in teachers will affect their performance in carrying out their role as educators. Teachers will tend to get angry very easily because of trivial things and take their anger out on students. If this situation continues, it will definitely have another impact on students' mental health. These statements are in line with a study conducted by Yoon (2002) of teachers in America which indicates a significant correlation between teachers who experience stress with a negative relationship between teacher and students. Hence, psychological issues in teachers become an urgent problem that needs to be followed up before it inflicts another problem.

According to the transactional model of stress theory, when a situation provides stressful stimuli, the individual will carry out an appraisal process and then carry out a coping process. Coping is a process when a person tries to adjust the differences between demands and resources which are assessed in a stressful event or situation (Hawari, 2001).

Coping strategies arise when there is physical and emotional tension that causes discomfort, those feelings then motivate the individual to make efforts to reduce the feelings that disturb them. Thus, the psychological distress that occurs among teacher can be controlled if the teacher implements appropriate and effective coping for each individual.

During the COVID-19 outbreak, experts and government focused more on the COVID-19 prevention and control program and also overcoming economic problems. Meanwhile, other impacts caused by the COVID-19 pandemic, such as psychological impacts, especially in the education field, are still slightly neglected. Currently, the literature that has been published mainly discusses about psychological conditions in students, so it is also necessary to conduct research to find out the psychological condition of teachers in the midst of the COVID-19 pandemic.

## METHODS

This research used quantitative research with a descriptive approach. The study population was all teachers at YPPM Al-Muttaqien Balikpapan. The research sample was determined using total sampling method with inclusion criterion of teachers experiencing online learning program in the midst of the COVID-19 outbreak. The total of samples was 17 people consisting of teachers at Roudhatul Athfal (RA) and Madrasah Ibtidaiyyah (MI) YPPM Al-Muttaqien Balikpapan. The variables in this study include respondent characteristics, psychological perceptions, and psychological distress consisting of levels of anxiety, stress, and depression, as well as variables of coping strategies.

Data were obtained from several questionnaires, including questionnaires for respondent characteristics, psychological perceptions questionnaires, Depression, Anxiety, and Stress Scale (DASS)

questionnaires to measure levels of anxiety, stress, and depression as well as to describe the manifestations of psychological distress. In addition, there was also Ways of Coping (WoC) questionnaire to find out the descriptions of the usage of coping and sub-coping strategies that are most often used by respondents in overcoming or controlling psychological distress while teaching in the midst of the COVID-19 pandemic.

The data analysis technique was computerized by using univariate analysis, also known as objective descriptive analysis which aims to describe the condition of the phenomenon that occurs. Descriptive analysis was selected as a data analysis technique in this study by considering the large population numbers, where the population in this study is relatively small and the whole population is a research sample. so it does not require probability to describe the variables studied. Then all the research data obtained were processed quantitatively to report the results in the form of frequency distribution, proportion (%), narrative, tables, graphs, diagrams, and pictures of each variable of the study.

533/HRECC.FODM/XII.2020

## RESULTS

### **An Overview of Al-Muttaqien Modern Islamic Boarding School Foundation Balikpapan**

Al-Muttaqien Modern Islamic Boarding School Foundation is a boarding school that was established in 1985 and has formal and non-formal education programs under the Ministry of Religious Affairs Republic of Indonesia. Al-Muttaqien Islamic Boarding School Foundation has three levels of education: Roudhatul Athfal (RA) equivalent to kindergarten, Madrasah Ibtida'iyah (MI) equivalent to elementary school, and Madrasah Tsanawiyah (MTs) equivalent to junior high school. MTs students are required to stay in dormitory

during school but allowed to return home in certain conditions, especially during long holidays. Whereas RA and MI education levels are the same as schools in general, there are only a few additional religious subjects so that the duration of study is longer than general school, but it is still adjusted to the class level of the students.

During the COVID-19 pandemic, MTs students continue to carry out face-to-face learning activities in the dormitory or school area while still undergoing COVID-19 prevention health protocol procedures and limiting activities in and out of the cottage area. Meanwhile, since March 2020, the RA and MI levels must carry out online learning activities.

## Characteristics of Respondents

**Table 1.** Characteristics of Respondents

No.	Characteristics of Respondent	Total	%
1.	Male	3	17.6
	Female	14	82.4
		17	100
2.	Young adult	9	52.9
	Middle adult	8	47.1
	Late adult	-	-
		17	100
3.	Single	6	35.3
	Married	11	64.7
	Widow/Widower	-	-
		17	100
4.	Headmaster	2	11.9
	Teachers	13	76.5
	Administrative staff	1	5.8
	Other :	1	5.8
		17	100
5.	<5 years	8	47.1
	5-10 years	4	23.5
	>10 years	5	29.4
		17	100
6.	<2.981.378,72	16	94.1
	>2.981.378,72	1	5.9
		17	100

Based on Table 1, it can be seen that most were female, as many as 14 people (82.4%) and the remaining three were male (17.6%). The age distribution of respondents was dominated by young adults (18-30 years) as many as nine people (52.9%) and the remaining eight people were middle adults (47.1%). The distribution of marital status was 64.7% married and 35.3% single. Respondent occupations consist of two school principals, from RA and MI levels, 13 teachers, one administrative staff, and one other position that had role as administrative staff, also serves as teacher and school operator. The distribution of respondents period of employment showed that eight people (47,1%) worked for <5 years, five people (29.4%) worked for > 10 years and as many as four people (23.5%) worked for 6-10 years. Furthermore, 16 respondents (94.1%) had an income below the minimum wage of Balikpapan city and only one respondent (5.9%) had an income above the minimum wage.

### **Psychological Perceptions, Psychological Distress, and Coping Strategies Overview**

There were 15 out of 17 respondents (88%) admitted to feel anxious about the COVID-19 pandemic, while two other respondents (12%) did not feel anxious. Of the 15 respondents who felt anxious, 60% (9 people) felt anxious because they were worried that they would not be able to guide students properly during online learning activities. The remaining 40% (6 people) said they were afraid of being infected by COVID-19. About 8 out of 17 respondents experienced a cut in wages due to the pandemic, but the other nine people did not experience a decrease in income. Fifteen respondents admitted to feeling bored and exhausted because of the long duration of quarantine and the remaining two people did not feel bored. Based on the results of DASS (Depression Anxiety Stress Scales)

questionnaire, it showed that, 3 out of 17 respondents (17.6%) experienced symptoms of moderate anxiety, one person (5.9%) experienced symptoms of moderate stress, and three people showed signs of mild depression.

The manifestation of anxiety included in DASS questionnaire items consists of somatic symptoms and psychological symptoms. Somatic symptoms consist of experiencing dry lips, shortness of breath, feeling unstable, feeling weak like about to faint, over sweating, difficulty swallowing (dysphagia), heart palpitations, and trembling hands. On the other side, psychological symptoms consist of anxious feeling, afraid for no reason, panic attack, and feeling worried about incidents that can cause panic.

Manifestations of stress include cognitive responses, emotional responses, behavioral responses, and affective responses. Cognitive responses include feelings of irritability, feeling exhausted due to anxious feeling, and difficult to calm down after feeling upset. Emotional response is characterized by feeling very irritable and angry because of trivial things. Behavioral response consists of overreacting to a situation, difficult to relax, difficult to rest, feeling restless very easily, could not tolerate everything that interferes with activity. Whereas, affective response included feeling impatient with matters related to delays such as congestion and queues, and impatient in dealing with disturbances.

Manifestations of depression include emotional symptoms, cognitive symptoms, and vegetative symptoms. Emotional symptoms include feeling sad and depressed, could not feel positive, think that life is useless, feeling hopeless and sad, and think that life is meaningless. Cognitive symptoms are characterized by feelings of worthlessness, feeling hopeless, difficult to increase initiative in doing something. Moreover, vegetative symptoms include losing interest in anything, could not feel

pleasure, feeling weak to do an activity, and not being enthusiastic about anything.

**Table 2.** Coping Strategy

Coping Strategy	Total	%
Problem-Focused Coping (PFC)	7	41.2%
Emotion-Focused Coping (EFC)	10	58.8%
Total	17	100%

Based on Table 2, in overcoming the symptoms that arise from psychological distress, respondents tend to use the Emotion-Focused Coping (EFC) strategy, as many as 10 people (58.8%). Otherwise, seven people (41.2 %) tend to use Problem-Focused Coping (PFC) strategy.

**Table 3.** Sub-Coping

Coping	Sub=Coping	%
PFC	Planful Problem Solving	79,90
	Confrontative Coping	54,90
	Seeking Social Support	57,84
EFC	Distancing	72,55
	Self-Control	62,82
	Escape/Avoidance	70,40
	Accepting Responsibilities	79,41
	Positive Reappraisal	55,04

Based on Table 3, scoring was conducted to determine the type of sub-coping most frequently used by respondents. The percentage of each sub-coping is obtained from the total number of respondents in the sub-coping and divided by the maximum score in the sub-coping. Based on the data obtained, the most frequently used sub-copings were Planful Problem Solving from PFC coping strategy and Accepting Responsibility from EFC coping strategy

with almost the same percentage values, 79.90% and 79.41%, respectively. The second rank sub-coping most frequently used by respondents is Distancing (72.55%), then the third rank is Escape/Avoidance sub-coping (70.40%), the fourth and fifth ranks are Self-Control (62.82%) and Seeking Social Support. (57.84%).

## DISCUSSION

### Description of Psychological Perceptions of YPPM Al Muttaqien Teachers

Based on the results of the study, 88% of respondents admitted to feel anxious about the COVID-19 pandemic. As educators, 60% of respondents feel anxious because they are worried about not being able to guide students properly during online learning activities, and the remaining 40% feel anxious because they are afraid of being infected by COVID-19. During the pandemic, the teachers and staff of Al-Muttaqien Modern Islamic Boarding School Foundation carried out all activities from home; so, based on considerations made by foundation officials, some teachers experienced salary cuts or a decrease in income by as many as eight people. The duration of activities at home during the pandemic certainly caused a feeling of boredom and exhaustion for respondents, 15 out of 17 respondents said they felt bored because of the long duration of quarantine.

The results of this study are in line with another research on the symptoms of elementary school teacher exhaustion during the COVID-19 pandemic which was carried out in the West Java region. The results of this study indicate that the symptoms of exhaustion experienced by elementary school teachers during the pandemic are in four aspects: physical exhaustion, intellectual emotionality, and loss of or low motivation. In addition, the study indicates that there is a dynamic of exhaustion in every aspect and it showed the symptoms progressing from low

to higher levels of exhaustion during the COVID-19 pandemic.

In the psychological perception questionnaire, respondents hoped that learning activities can be carried out face-to-face and return to normal as before the pandemic. Several other respondents hoped that the students would remain enthusiastic and able to receive lessons well even though the learning process was carried out online. The psychological perception questionnaire also contains questions about respondents' expectations of the COVID-19 pandemic. All respondents hoped that pandemic will end soon and daily activities can be carried out normally again, especially learning activities at school.

### **Description of Psychological Distress of YPPM Al-Muttaqien Teachers**

Based on the results of the study, respondents R3, R5, and R15 experienced moderate levels of anxiety. The three respondents felt symptoms of excessive anxiety and worry, felt scared and easily panicked, dry lips, felt shaky legs, and felt weak as if they were about to faint. Respondents R3 and R15 experienced difficulty in breathing, often gasping, difficult in swallowing, heart palpitations even though they did not do physical activity, and trembling. In addition, only respondent R3 experienced symptoms of excessive sweating. The anxiety manifestations described on the DASS questionnaire were consistent with symptoms of anxiety according to Conley (2006). Somatic symptoms consist of excessive sweating, tension in the skeleton muscles, hyperventilation syndrome, gastrointestinal dysfunction, cardiovascular irritability, genitourinary dysfunction. Psychological symptoms include mood disorders, sleep disorder, fatigue, loss of motivation and interest, very sensitive, restless, unable to concentrate, bothersome fear and doubt.

Respondent R15 showed signs of moderate stress with a score of 19. Signs of stress felt by R15 were irritability due to trivial things, irritability, impatience, difficult in calming down; these symptoms were often felt by respondent R15. In addition, they also felt that they were overreacting to something, excessively anxious, had difficulty resting, and were sometimes easily agitated. The stress manifestation in the DASS questionnaire is in line with the opinion of Videbeck (2008) which states that stress can produce various responses such as cognitive, emotional, behavioral, and affective responses. Cognitive responses include symptoms such as disruption of individual cognitive processes such as chaotic thoughts, unable to concentrate, repeated and unnatural thoughts characterized by anxiety feeling and fear of negative judgments from the environment, fear of being insane, and so on. Emotional responses are characterized by feelings of anger, behavioral responses in the form of feelings of restlessness, nervousness, pacing (unable to relax). Meanwhile, the affective responses are characterized by feelings of impatience and easily frustrated.

R2, R13, and R15 experienced mild depression. The three respondents sometimes felt that nothing could be expected in the future, felt sad and depressed, felt worthless, lost interest or felt unenthusiastic in everything, and difficult to increase initiative in doing things. Respondents R13 and R15 experienced feeling of not being able to think positive, Respondents R2 and R15 sometimes felt no longer strong enough to carry out an activity. In addition, respondents R2 and R13 sometimes felt that life is not useful, feel sad and hopeless, and sometimes feel that life is meaningless. The manifestations of depression on the DASS questionnaire are in line with Kaplan and Sadock (2010) who state that the signs and symptoms of depression disorders are the change in activity levels, cognitive abilities, speech, and vegetative functions such as lethargy and lack

of energy, sleep disorder, loss of desire and appetite, and sexual activity.

There are no studies that discuss about the incidence of anxiety, stress, and depression that are specifically targeted at teachers in the midst of the COVID-19 pandemic. But there is a survey on mental health during the pandemic conducted by the Association of Indonesian Mental Medicine Specialists among respondents aged 14-71 years spread across Java. The survey results showed that as many as 63% of respondents experienced anxiety due to COVID-19 with signs of feeling of worry that something bad will happen, excessive worry, irritability, and difficult in relaxing. The survey results also showed that 80% of respondents had symptoms of psychological post-traumatic stress due to experiencing or witnessing unpleasant events related to COVID-19. Some 46% of respondents experienced severe post-traumatic stress symptoms, 33% of respondents had moderate post-traumatic stress symptoms, 2% of respondents had mild post-traumatic psychological stress symptoms, and the remaining 19% showed no signs of stress. The post-traumatic stress symptoms that stand out are feeling distant and separated from others and feeling constantly alert, careful, and vigilant. In addition, 66% of respondents experienced depression due to COVID-19c. The main symptoms of depression that appeared are sleep disorder, feeling insecure, tiredness, and feeling unenthusiastic or losing interest.

A study conducted among residents of Uttar Pradesh state of India revealed that COVID-19 is creating psychological distress among individuals, as there are restrictions due to lockdown and people are forced to stay home. Individuals are going through a crisis situation and feeling lack of control in their lives due to lockdown and restrictions imposed upon them. Young adolescents and adult age group are facing uncertainty with respect to career and professional life, jobs are at stake. Fear of infection is creating a

panic situation among them (Kazmi et al., 2020).

### **Description of Coping and Sub-Coping Strategies of YPPM Al-Muttaqien Balikpapan**

Based on the results of the Ways of Coping questionnaire from this study, it can be seen that, in controlling psychological distress, some of the respondents tended to implement the EFC coping strategy, as many as 10 people (58.8%), and the remaining seven people (47.2%) tried to control psychological distress with PFC coping strategies.

According to Ben-Zur (2017) coping strategies that focus on emotions can be effective in reducing stress. However, it depends on the environmental aspects that cause stress, such as in circumstances that cannot be controlled by the individual. Many other studies have stated that there is no individual tendency to use only one type of coping strategy but use a combination of both.

Furthermore, based on the research results, it can be seen that the most often implemented sub-coping by respondents are the planful problem solving (79.90%) from PFC coping strategy and the accepting responsibility (79.41%) from EFC coping strategy. In Problem-Focused Coping, respondents cope with stress by changing conditions that are considered to be stressful in a careful, gradual, and analytical way. Meanwhile, in Emotion-Focused Coping strategy, respondents cope with stress by trying to be aware of their own responsibility in the problems they face and try to accept the situation.

In controlling psychological distress, by using planful problem solving sub-coping, respondents tried to focus and concentrate on doing tasks. Based on the results, 9 out of 17 respondents always implement it to control stress or feelings of pressure; 8 out of 17

respondents always make problem-solving plans and follow the plans that have been made; 7 out of 17 respondents always make changes to improve things; 10 out of 17 respondents always look at past experiences and take lessons to practice them; 10 out of 17 respondents always go the extra mile to solve ; and 4 out of 17 respondents admitted that they always have various alternative solutions to the problems they are facing.

In accepting sub-coping, 13 out of 17 respondents often recall important things in life. Eight respondents admitted that they often try to change to be a better person; 11 out of 17 respondents said they always pray to God to make things better; and 8 out of 17 respondents always hope for a miracle so that the problem can be resolved.

The second rank of the most often used sub-coping is distancing (72.55%); respondents try to avoid problems as if nothing happened or avoid things that can cause problems, such as admitting mistakes, not being rushed while taking action, being introvert so that others do not know bad things are happening to the respondent, always thinking before speaking and taking action to avoid making the same mistake. In the third to fifth rank, the most frequently used sub-coping are escape/avoidance (70.40%), self-control (62.82%), and seeking social support (57.84%).

From the description above, it can be concluded that the use of coping strategies cannot be separated between Problem-Focused Coping and Emotion-Focused Coping. The respondents often use both coping strategies or several sub-copings at the same time. This depends on experience, culture, and knowledge of the respondent.

## CONCLUSION

The majority of respondents were female (82.4%), the age distribution was dominated by young adults (52.9%), and the marital status of the respondents was mostly

married (64.7%). The distribution of respondent occupations consisted of two school principals, 13 teachers, one administrative staff, and one had a role for three occupations, as a teacher, administrative staff, and school operator. As many as 47.1% of respondents worked as teachers for less than five years, 23.5% of respondents worked for more than 10 years, and 23.5% of respondents worked for 5-10 years. There was only one respondent who has an income above the minimum wage.

From 17 respondents, 15 claimed to feel anxious due to the COVID-19 pandemic. Of the 15 respondents who felt anxious, 60% (9 people) felt anxious because they were worried that they would not be able to guide students properly during online learning in the midst of the COVID-19 outbreak, and the remaining 40% (6 people) felt anxious because they were afraid of being infected by COVID-19.

Based on the results of DASS questionnaire, three respondents showed the symptoms of moderate anxiety, one person showed the symptoms of moderate stress, and three people showed the symptoms of mild depression. Based on the results of descriptive analysis, of the 15 respondents who felt anxious about COVID-19 outbreak, three (20%) of them experienced moderate anxiety, one person (6.67%) experienced moderate stress, and two people (13.33%) had mild depression. Of the two respondents who admitted that they were not anxious about COVID-19, one person (50%) showed the symptoms of mild depression.

The manifestations of anxiety that were felt by respondents included somatic symptoms and psychological symptoms. The manifestations of stress consist of cognitive, emotional, behavioral, and affective responses, while the manifestations of depression consist of emotional, cognitive, and vegetative symptoms.

The majority of respondents tended to use the Emotion-Focused Coping strategy

(58.8%), as many as 10 people, and the remaining seven people (41.2%) used the Problem-Focused Coping strategy to control stress during the COVID-19 pandemic. The most frequently used sub-coping was playful problem solving and accepting responsibility with almost the same percentages, namely 79.90% and 79.41%, respectively.

This research is only limited to the description of distribution of each variable, so a deeper study is needed regarding the factors that influence the incidence of anxiety, stress, and depression in teachers who are carrying out online learning amid the COVID-19 pandemic and the factors that influence respondents in choosing coping strategies, such as educational, cultural, social factors, and the level of religiosity, by considering that the research targets have a religion-based background. In addition, data collection in this study was carried out online, so there is a possibility that the respondents answered the questionnaire incorrectly.

## REFERENCES

- Agustin, M., Puspita, R. D., & Setyadi, R. (2020). *Gejala Kejenuhan Guru Sekolah Dasar Saat Pandemi COVID 19*. 3. <https://doi.org/10.31949/jee.v3i2.2412>
- Aji, R. H. S. (2020). *Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran*. 7, 395–402. <https://doi.org/10.15408/sjsbs.v7i5.15314>
- Ben-Zur, H. (2017). Emotion-Focused Coping. In V. Zeigler-Hill & T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences* (pp. 1–4). Springer International Publishing. [https://doi.org/10.1007/978-3-319-28099-8\\_512-1](https://doi.org/10.1007/978-3-319-28099-8_512-1)
- Conley, T. (2006). *Breaking free from the anxiety trap*. Conley Publishing. <http://www.wshg.org.uk>
- Hamallik, O. (2004). *Psikologi Belajar dan Mengajar* (1st ed.). Sinar Baru Algensindo.
- Hawari, D. (2001). *Manajemen Stres, Cemas, dan Depresi* (1st ed.). Balai Penerbit FKUI.
- Kaplan, H. I., & Sadock, B. J. (2010). *Retardasi Mental dalam Sinopsis Psikiatri*. Binarupa Aksara.
- Kazmi, S. S. H., Hasan, K., Talib, S., & Saxena, S. (2020). COVID-19 and Lockdown: A Study on the Impact on Mental Health. *SSRN Electronic Journal*, April. <https://doi.org/10.2139/ssrn.3577515>
- Lumban Gaol, N. T. (2016). Teori Stres: Stimulus, Respons, dan Transaksional. *Buletin Psikologi*, 24(1), 1. <https://doi.org/10.22146/bpsi.11224>
- Nurkolis, & Muhdi. (2020). Keefektivan Kebijakan E-Learning berbasis Sosial Media pada PAUD di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 212. <https://doi.org/10.31004/obsesi.v5i1.535>
- Purwanto, A., Pramono, R., Asbari, M., Santoso, P. B., Wijayanti, L. M., Hyun, C. C., & Putri, R. S. (2020). *Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar*. 2, 98–112. <http://journal.unas.ac.id/oikonamia/article/view/748/620>
- Singh, J. (2020). COVID - 19 's Impact on the Society. *Electronic Research Journal of Social Sciences and Humanities*, 2(I), 0–5.
- WHO. (2020a). *Archived: WHO Timeline - COVID-19*.
- WHO. (2020b). *Coronavirus disease (COVID-19): How is it transmitted?*
- Yoon, J. S. (2002). *Teacher Characteristics as Predictors of Teacher-Student Relationships: Stress, Negative Affect, and Self-Efficacy*. 30(5). <https://doi.org/10.2224/sbp.2002.30.5.485>

Zhu, N., Zhang, D., Wang, W., Li, X., Yang, B., Song, J., Zhao, X., Huang, B., Shi, W., & Lu, R. (2020). A Novel Coronavirus from Patients with Pneumonia in China, 2019. *New England Journal of Medicine*. <https://doi.org/10.1056/NEJMoa2001017>