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The Indonesian Journal of Health Promotion and Health Education is a scientific journal that contains original articles and literature review related to the field of Health Promotion and Behavior Science (including organization behavior, health education, health empowerment, health politics, social determinant of health, health communication, social and cultural health. Our vision is 'become an International journal in the field of health promotion and behavioral science in developing countries'. while our missions are:

1. Publish the results of research in the field of health promotion and behavioral science in Developing Countries
2. Publish the results of a systematical review, literature review commentary article in the field of health promotion and behavioral science in Developing Countries
3. Become a referral journal for researchers, lecturers, students and practitioners in the field of health promotion and behavioral science in Developing Countries

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The Indonesian Journal of Health Promotion and Health Education accepts articles from original articles and literature review related to the field of Health Promotion and Behavioral Science, such as:

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- Health Education
- Health Empowerment
- Health Politics
- Social Determinant of Health
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Stress Coping Strategies among Teachers at Madrasah Ibtidaiyah Al-Qomar Nganjuk during the Covid-19 Pandemic

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ABSTRACT

Background: COVID-19 pandemic has become a new source of stress among teachers. Education was originally carried out directly and has now changed to network-based (online), so it is not uncommon for teachers to experience work stress. **Objective:** This study aims to analyze stress coping among teachers at MI Al-Qomar Nganjuk during the COVID-19 pandemic. **Methods:** This study used qualitative research with a case study. There were 9 informants consisting of 1 key informant, 5 main informants, and 3 additional informants. Data collection techniques are in-depth interviews, observation, and documentation. Data analysis used thematic content analysis. The credibility test used triangulation of techniques and sources. **Results:** The results of the study state that the source of stress among teachers who come from stressors is task demands during the pandemic such as teachers being required to create learning innovations, achievement of student learning outcomes that have not been running optimally and increasing task demands. There are two stress coping used by the informants, problem-focused coping and emotional-focused coping. As many as 4 informants mostly use problem-focused coping with aspects of planful-focused coping and seeking social support. In addition, all key informants also use emotional-focused coping, which mostly uses positive reappraisal aspects. **Conclusion:** The informants are positive, as indicated by the condition of the informants after using the two copings, they feel better and have a positive impact on the stress they experience.

Keywords: Covid-19, Coping strategies, Teacher, Work stress.

INTRODUCTION

The COVID-19 pandemic has had an impact on all aspects of people's lives, such as the economic, social and health sectors, including the education sector. Many countries have finally decided to close schools in various regions to minimize the spread of the COVID-19 case. Based on data from UNESCO, 39 countries have implemented school closures with a total number of affected students reaching 421,388,462 children (Rokhani, 2020). The Ministry of Education and Culture of the Republic of Indonesia noted that as many as 534,630 Education Units in Indonesia closed face-to-face teaching and learning activities. It is estimated that there are 68,729,037 students and 4,183,591 teachers who are learning from home as a result of the COVID-19 pandemic (Indasari *et al.*, 2020).

One of the areas that contributed the highest number of COVID-19 cases,

ranking 9th in East Java Province, namely Nganjuk Regency with a total of 10,638 cases as of 8 August 2021. The areas in Nganjuk Regency with high cases of COVID-19 are in Bagor District, namely 739 cases as of August 8, 2021. Along with a very significant increase in the number of COVID-19 cases, the government issued a regulation regarding the Imposition of Restrictions on Community Activities, so that Nganjuk Regency occupies level 3, which means that the learning process is carried out face-to-face and is limited to only 50% of all students.

The COVID-19 pandemic has become a new source of stress for teachers due to changes in the work environment. Based on a survey conducted by the Yale Center for Emotional Intelligence and Collaborative for Social Emotional and Academic Learning, it was found that in the United States, more than 5,000 teachers experienced work stress while carrying

out the learning process and working from home (work from home) during the COVID-19 pandemic (Weken, Mongan and Kekenusa, 2020). This is in line with research conducted by Klapproth *et al.*, (2020), stated that more than 50% of teachers experienced moderate and high stress during the pandemic, and as many as 50% of individuals who work as teachers experienced moderate stress (Oducado, Dewi and Immanuel, 2020).

The process of adaptation to digital technology causes them to experience stress. Teachers are required to always be creative and innovative in providing learning materials online by using several applications such as e-learning, telephone, zoom, or via WhatsApp. After learning the teacher must also carry out an assessment or check the assignments of student work collected and make a report, so that it takes more time to complete the work (Weken, Mongan and Kekenusa, 2020).

In addition, teachers who are married tend to have a dual role, that is, apart from being able to teach at home, teachers must also be able to share their time and energy by doing other household chores. This often makes teachers not focus on work due to interactions between families, so that work does not run optimally (Indasari *et al.*, 2020). The many tasks and responsibilities that must be carried out by the teacher cause the high mental workload and stress experienced (Sari, Akbar and Nafikadini, 2021).

Teachers have great demands in developing and increasing the knowledge of their students, especially MI teachers. Learning at MI tends to use a full day school system, which means that the learning process takes place all day from 06.45 - 14.20 WIB. Apart from teaching, the MI teacher also has a dual role, namely being the homeroom teacher, deputy head, extracurricular teacher, and recitation teacher. This shows that learning in MI tends to be more complex, so it is undeniable that there are more demands on MI teachers. Decree of the Minister of Religion of the Republic of Indonesia No. 890 of 2019 concerning Guidelines for Fulfilling Workload for Madrasah Teachers who are Certified Educators include that in one week the workload for madrasa teachers is a minimum of 24 hours face-to-

face and a maximum of 40 face-to-face hours.

Work stress on teachers will have an impact on reducing teacher productivity or performance in delivering learning material, so that it will trigger disruption of the teaching and learning process. Teachers who experience stress are indicated by symptoms such as anxiety, anxiety, worry, anger, and difficulty sleeping. If this is not addressed immediately, it will have an impact on decreasing concentration in teaching, so that the teacher will lose control over students and cause irritability (Muhbar and Rochmawati, 2019).

In addition, stress on teachers will also have an impact on physical health such as on the cardiovascular system which causes an increase in pulse frequency, causing headaches and digestive system disorders (Pertiwi and Wardani, 2019). Therefore, teachers must have the ability to overcome sources of stress so that they do not affect their work, so that the learning process can run optimally (Muhbar and Rochmawati, 2019). Efforts that can be made by the teacher one of them by coping with stress appropriately and effectively.

Coping is a person's process of dealing with threatening situations (Dewi, 2012). Coping with stress on workers aims to deal with problems that occur and so that workers can survive in their working conditions. Using the right coping strategy will reduce the risk of burnout and fatigue in workers so that workers have the ability to adjust to the demands of the work load (Anggi and Siswati, 2020).

Based on data from BPS East Java (2020), the number of MI teachers in Nganjuk Regency is 1,396 teachers. Bagor District occupies the 6th position after Kertosono District with the highest number of MI teachers, namely 73 teachers. MI Al-Qomar Nganjuk is one of the MIs that has the largest number of teachers and students in Bagor District, with 24 teachers and 400 students. During the pandemic, the learning process at MI Al-Qomar Nganjuk implemented a limited learning system which meant that learning was carried out face-to-face with a maximum of only 50% of students and 50% of other students learning online, so that in one week three days of face-to-face and three days of others are done online. Even though the learning process was carried

out in a limited manner, there were still several obstacles experienced by teachers which caused teachers to experience stress during the pandemic.

Based on a preliminary survey conducted by researchers in December 2020 at MI Al-Qomar Nganjuk by measuring levels of work stress, out of 24 teachers there were 13 (54.1%) teachers who experienced moderate stress and 11 (45.83%) teachers experiencing mild stress. The results of these measurements indicate that most MI teachers experience moderate stress. To deal with stress effectively, teachers must make efforts to deal with stress, one of which is coping with stress. Each teacher certainly has coping stress strategies that differ depending on the source of stress and the impact felt, so this research needs to be conducted to prevent the emergence of work stress on teachers and teachers can use appropriate and effective coping strategies in minimizing work stress in the workplace.

METHODS

This type of research is qualitative research with a case study approach. This research was conducted at MI Al-Qomar Nganjuk regarding stress coping strategies for MI Al-Qomar Nganjuk teachers during the COVID-19 pandemic. This research was conducted from August 2021 to January 2022.

The research was conducted on 3 groups of selected informants using a purposive technique. Informants are determined based on the conditions that have been considered by researchers. Informants in this study amounted to 9 informants consisting of, the key informant was the principal of MI Al-Qomar Nganjuk as much as 1 person. The main informants were 5 MI teachers who had experienced mild and moderate stress during the pandemic. There were 3 additional informants, namely 1 family from one of the main informants and 2 fellow teachers from one of the main informants.

Data collection techniques using in-depth interviews (in-depth interviews), observation, and documentation. Interviews with key informants covering the policies that existed in MI, and the conditions of teachers and students during the pandemic, the main informants included sources of work stress for teachers during the pandemic and stress

coping strategies for teachers during the pandemic, and for additional informants carried out to clarify the information that has been conveyed by the main informant. Observations made included observing the YouTube channel used by informants as a learning method during the pandemic. Documentation studies include photos of stress coping strategies carried out by informants, photos of online learning training held by madrasas, and photos of media used in learning during the pandemic.

Data analysis was performed using Thematic Content Analysis. The stages of data analysis carried out consisted of understanding the data, compiling the code, and looking for themes. Credibility in this study uses source triangulation by comparing information from key informants, main informants, and additional informants, as well as technical triangulation by conducting observations and documentation studies. This research has gone through an ethical review process at the Health Research Ethics Committee, Faculty of Public Health, University of Jember No.125/KEPK/FKM-UNEJ/XI/2021 on November 8, 2021.

RESULTS AND DISCUSSION

Description of Informant Characteristics

The informants in this study consisted of 5 main informants. Most of the research informants are in the age range (26-35 years) and fall into the early adult age category and most are female. In addition, most of the informants had worked for less than 10 years, and all of the informants were married.

Sources of Stress for MI Al-Qomar Nganjuk Teachers During the COVID-19 Pandemic

The workload for MI Al-Qomar Nganjuk teachers in one week consists of 2.5 hours of rest and 24 to 38 hours of effective work covering the activities of preparing plans, implementing lessons, conducting mentoring, assessing learning outcomes, and carrying out other additional tasks such as extracurricular teaching, and reciting the Koran, as well as duties as the principal and vice principal of the school. However, during the pandemic, sometimes teachers also have additional workloads when they are at home, such as having to make learning

tools/editing learning videos to be delivered during online learning, so this certainly requires quite a lot of time to complete the demands of their assignments. Here are some sources of stress that occur in an organization:

a) Job Demands During the COVID-19 Pandemic

The existence of task demands at work is a natural thing, but if the task is not in accordance with the individual's capacity or ability, it will cause stress to workers (Ekawarman, 2018). Based on the results of in-depth interviews, information was obtained that as many as 4 main informants stated that the workload during the pandemic had increased and 1 main informant stated that the workload carried out during the pandemic had not increased. Following are excerpts from an in-depth interview with one of the main informants regarding the workload during the pandemic:

"... During the pandemic, the workload would definitely increase, because the parents would definitely demand it while we have tried to provide methods but the parents did not apply them. I'm tired of making material like that in the hope that children will be interested. I edited it myself in such a way but it turned out that the children couldn't even see the video. Maybe it's because oh the video, maybe the parents think oh maybe they took this video, because there are also teachers who don't make their own videos, take them from which YouTube channel. So it's like taking it for granted" (IU5, 27 years old)

"...Yes, in my opinion, the hardest thing is when the children have been told but have not been able to accept it. So, that's a teacher's homework, sis. How can the child receive the lesson. Now that is the biggest homework for teachers. So you have to make innovations so that the child can accept it" (IU2, 27 years)

The demands of the task felt by the informants, namely teachers are

required to create learning innovations so that students can be interested and can understand learning well during the pandemic. However, IU2 also felt complaints about having to review material presented during face-to-face learning due to students' lack of understanding during online learning.

This is because, during online learning, it is the parents of students who deliver assignments or teaching materials and sometimes parents do not have time to accompany their children to study, and not all students have mobile phones. This is in accordance with research conducted by Khotijah *et al.*, (2021) stated that during online learning most students did not understand the material presented by the teacher, so parents and teachers needed to review the material that had been given. This, of course, provides more effort compared to learning before the COVID-19 pandemic. The greater the effort given by teachers to provide subject matter to their students and the amount of time needed to teach lessons to their students, the higher the level of frustration experienced by teachers during learning during a pandemic (Utami, Suarantalla and Hermanto, 2020).

In addition, IU4 also feels complaints about the lack of appreciation from the community for work results. The informant admitted that he had tried as much as possible by taking the time to provide interesting learning methods such as making learning videos which were uploaded via a personal YouTube channel, but the students ignored them and did not apply them at home, so this showed a lack of appreciation. on work results in supporting the learning process during the pandemic.

According to Kristanto deeply Putri, Wahyuni and Lestantyo, (2019) states that giving awards and work appreciation correlates with work stress and can minimize the occurrence of work stress on employees. The results of this study are in line with research

conducted by Indra *et al.*, (2021) stated that there was an increase in the workload experienced by informants during the COVID-19 pandemic which was caused by the online learning system making them feel burdened by making the learning process, making projects and lesson plans, so they had to think extra and give more effort to carry out the demands the task.

The source of stress on teachers during the pandemic was also caused by the process of determining the assessment that had not run optimally. The following is an excerpt from an in-depth interview with one of the informants:

"...If so far what has been felt a bit heavy is that assessment. Yes, a bit too complicated. Before the pandemic, it could be corrected together, then enter the value, right? Because the time is long. But now the time is short, right at the end of the face-to-face time to explain, then sometimes right after the face-to-face meetings, the LKS is collected and the teacher corrects it at home. Now, when it's online, it's for correcting input grades too. So when all the worksheets were collected, they immediately corrected how many pages. Yes, finally the assessment assignments piled up" (IU4, 34 years old)

Based on the excerpt from the interview above, IU stated that, before the pandemic, IU4 could assess student learning outcomes directly through LKS during breaks at the office or correcting assignments together with other students. However, during the IU4 pandemic, it was difficult to assess student learning outcomes. This is because, when face-to-face learning is used to explain lesson materials and practical activities, so that when face-to-face learning informants do not have time to correct student assignments. Finally, the informant could correct students' assignments when they were at home, so that the assessment assignments piled up and they had to correct up to several pages.

The existence of the demands of the task makes the informant have to take quite a lot of time to complete the work. Based on research conducted by Ariesca, Dewi and Setiawan, (2021) stated that grade 1 teachers had difficulty evaluating students, sometimes parents did not accompany their children when studying at home, and parents did not care about doing the lesson assignments given by the teacher to their children. In addition, the collection of assignments was not in accordance with a predetermined schedule, so that this caused the measurement of the results of the evaluation of student abilities to not run optimally.

During the pandemic, 1 key informant (IU4) felt that the workload as a curricula was also increasing. The following are excerpts from in-depth interviews with one informant:

"...During the pandemic yesterday, the schedule often changed. So almost every month, if not every two months, you have to change the schedule, then during the one academic year pandemic, the schedule has changed 5 times. So that's a long schedule. In the past, once a year was enough, now it's up to five times in one new teaching hehe. Then again, the number of classes is also large. So checking between this teacher and this teacher. Tempuknya is difficult then adjust. Then there are more teachers, for example in the morning then in the afternoon they recite the Koran. And when you teach, you can't fill in the MI. So finding the free hours is more difficult" (IU4, 34 years)

The increased workload felt by IU4 was due to the fact that the informant had the task of organizing and making a learning schedule. Before the pandemic, the informants only made a learning schedule once in one academic year, but during this pandemic, the informants made a learning schedule repeatedly and experienced many changes up to five times in one academic year. This schedule change is due to the fact that the distribution of the previous learning schedule was deemed ineffective, so it had to adapt to the current conditions and

situation. In addition, in making the learning schedule, the informant had to adjust it to the schedule of each teacher and the large number of classes in MI.

Based on research conducted by Jalil (2020) states that the increased workload that must be carried out by teachers is due to the demands of tasks that exceed individual capacities. Most of the teachers at MAN 2 Palu City have a dual role, namely as teaching staff, homeroom teacher and extracurricular coach. In addition, there are teachers who have additional positions such as the head of the madrasa, deputy head of the madrasa. This certainly gets additional tasks outside of the main duties and functions, namely teaching, so that this makes the teacher feel less efficient and effective at work.

In contrast to IU3, who felt that the workload they had to endure during the pandemic had not increased. The following is an excerpt of an in-depth interview with IU3:

"...In my own opinion, the more you enjoy it, the better it is. Not too stressful. Because it doesn't go in either" (IU3, 48 years old)

During the pandemic, IU3 felt that the workload had not increased. This was because the informant felt that the task that had to be borne during the pandemic was lighter because there was no need to come to school to teach students. In addition, he provides subject matter and student assignments only through the WhatsApp group, so that the workload becomes lighter.

This is supported by research conducted by Elisa Kupers, Jolien M. Mouw, (2022) states that a teacher who experiences stress with a mild level of stress can be caused by low job demands and adequate resources in the work environment. During the pandemic, social activities tended to be limited and teachers worked relatively few teaching hours compared to the regular work schedule, so this made teachers work more relaxed.

b) Role in School

An organization certainly has role demands that must be carried out by workers. Inappropriate role demands can cause work stress such as role conflict and not being involved in decision making, and there are pressures from within the organization that are not in accordance

with the abilities of workers (Nur, Hidayati and Maria, 2016). Role conflict arises when the responsibilities given are not clearly defined and the employee's lack of involvement in decision making, thus causing job dissatisfaction (Ekawarman, 2018). Based on the results of in-depth interviews, information was obtained that all key informants stated that they were always involved in decision making. The following is an excerpt from an in-depth interview with one of the informants:

"... At the beginning of every month there is a meeting, sis. If you make a decision, so be it, together. All teachers have" (IU.1, 32 years old)

Based on the interview excerpts above, it shows that the involvement of informants is indicated by providing opinions and suggestions when conducting joint deliberations to reach agreement in decision making. Full involvement and participation in work will improve employee performance and participate actively in completing their duties. Vice versa, if workers are less involved in decision making, it will create a tendency which is characterized by decreased motivation to work and try to avoid work (Panjaitan, 2018).

Based on previous research conducted by Ansori and Martiana, (2017) states that the work role is a condition of work that can cause work stress in dental nurses. Dental nurses experience stress due to a lack of understanding of the tasks and responsibilities that have been assigned both when they work individually and when collaborating with other colleagues and the existence of an unpleasant role at work.

c) Relations within the School

Building good relationships between colleagues and organizational leaders aims to create comfort at work (Ekawarman, 2018). Based on the results of in-depth interviews, information was obtained that all informants continued to maintain good relations with superiors and co-workers. The following is an excerpt of an in-depth interview with one of the main informants:

"...Alhamdulillah it's good, there is a family here. Helping each other" (IU5, 27 years old)

Based on the interview excerpts above, it shows that all informants maintain good relationships with colleagues and superiors as shown by a sense of kinship and helping each other when experiencing difficulties. The informant also admitted that he often exchanged stories/sharing related to work problems with other fellow teachers, so that this made teachers become familiar with each other and prevented the emergence of work stress in the work environment.

Although sometimes there are still some misunderstandings regarding job descriptions, this triggers debate among others. However, this can be resolved properly, so it doesn't make the problem drag on. The better the quality of working relationships with superiors and fellow workers, the less stress workers will experience in the work environment (Amalia, Wahyuni and Ekawati, 2017). Communication within an organization has an important role to link interactions between individuals. Communication aims to convey ideas and expectations of everyone so as to prevent misunderstandings and conflicts between employees (Mallapiang *et al.*, 2017).

Based on research conducted by Amalia, Wahyuni and Ekawati, (2017) states that poor communication between members of the organization can trigger stress in the work environment. If an organization does not establish good relations and communication between fellow members and superiors, it will cause delays in the development of attitudes, self-abilities and thoughts between one worker and another, so that the fulfillment of needs in an organization is hampered.

d) School Relations with Outsiders

Good communication within an organization does not only apply to superiors and fellow members of the organization, but also must establish good communication with outsiders of the organization. The parties outside the organization referred to in this study are the teacher's relationship with the guardians or parents of students. Based on the results of in-depth interviews, it was found that as many as 4 main informants stated that during the pandemic the informant's communication with parents of students was going well. The following is

an excerpt of an in-depth interview with one of the main informants:

"...Communication with the parents of the students, thank God, is smooth, Ms. But yes, getting to know children's character during this pandemic is still lacking" (IU4, 34 years)

The teacher's communication relationship with the student's guardian continues to run well, even though they are not too familiar with the character of each student. Good relationships between schools, teachers, children, parents and the community can make the learning process run well. Parents have a role as teacher partners in supporting the learning process and as a means of consultation between teachers and other parents of students to strive for the best for their children. Parental participation in the learning process is very necessary in order to facilitate access to communication related to children's daily life and child development at home, so that the treatment given by teachers and parents is aligned. (Dermawan, 2016).

The main informant maintained a good relationship with the student's guardian as shown by the parents always communicating about the conditions and constraints of the child while studying at home to the teacher and the participation of the student's guardian in providing evaluation materials related to the learning process during the pandemic. The evaluation given is in the form of input and suggestions to strive for the best for the child.

Strategies for Coping Stress in MI Al-Qomar Nganjuk Teachers During the COVID-19 Pandemic

Every human being certainly needs the ability to deal with appropriate stress, both with mild stress levels to severe stress levels (Zahro and Megatsari, 2021). A person's ability to deal with stress is called coping stress. According to Lazarus and Folkman (dalam Maryam, 2017) coping strategy is an action or individual behavior to deal with demands that pressure, burden and exceed the resources they have. Each individual has different coping strategies for stress according to the type of problem they face and the coping resources they have (Nugroho and Khasan, 2016).

According to Lazarus and Folkman (dalam Maryam, 2017) suggests that there are two types of coping strategies used to deal with stress, namely problem-focused coping and emotion-focused coping. Based on the results of in-depth interviews conducted by researchers, it was found that the 4 main informants carried out stress coping strategies with these two methods.

1) Stress Coping Strategies that Focus on Problems (problem focused coping)

Coping strategies that focus on problems (problem focused coping) is an action in dealing with problems by solving problems directly and learning about new skills (Maryam, 2017). Based on the results of in-depth interviews, it was found that the 4 main informants carried out coping strategies by finding solutions to solve the problems they were experiencing. The following is an excerpt from an in-depth interview with one of the informants:

"... Yes, usually looking for a solution like this, for example, what's the name? I also have a YouTube channel so usually when I send it to WA, parents are burdened because there are a lot of entries. So the memory is full like that, so I uploaded it to my YouTube channel so that I can remember it later" (IU5, 27 years old)

The coping strategy carried out by the informant was by using a planful problem solving aspect such as trying to do good planning by finding solutions to solve problems during the pandemic caused by multiple roles and the delivery of subject matter that was not optimal.

Coping strategies carried out by 4 informants include making plans to overcome problems in assessing student learning outcomes, namely by giving assignments through worksheets and google forms and then the informants will provide several evaluations related to the assignments that have been given to support the results of learning assessments, find solutions by creating learning innovations such as by creating new methods and making

teaching aids to attract students' attention when learning online, making plans such as writing down activity plans on small notes (sticky notes) containing activities and assignments, and seeking information related to learning methods via the internet. In addition, the informant also uploaded learning videos via YouTube, so as not to burden the student's parents if the cellphone memory is full.

This is in line with research conducted by Nugroho and Khasan, (2016) menyatakan bahwa sebanyak dua The main informant carried out a coping strategy with a planful problem solving aspect, namely by planning in dealing with a problem such as seeking information from the internet media. Based on research conducted by Pertiwi and Wardani, (2019) states that the problem-oriented coping strategy (problem focused coping) most often used by teachers is planfull problem solving (52.3%). This strategy is used by individuals in solving problems by using an analytical approach in order to change the current situation.

In addition to using problem focused coping with the planfull problemsolving aspect, the results of this study also found that the 4 main informants also used problem focused coping with the aspect of seeking social support, namely efforts made to solve problems by seeking social support from both co-workers and from the closest family. like husband. Informants seek support from people closest to them by exchanging stories or sharing related problems and asking for advice to obtain information and solutions in solving the problems they face. The following is an excerpt from an in-depth interview with one of the main informants;

"...A lot of. My husband, O Allah, support me. I wish hehehe. Yes, I try to stay harmonious with my husband. If it's with other people, thank God it's still fine. My husband also sometimes doesn't invite me to do activities like that. So that's proof that my husband is very supportive. In a complicated house

my husband is like making snacks. Thank God, my husband is also very patient and my loyal listener” (IU1, 32 years old)

Farista (2018) states that an effective stress management strategy for women is to get social support from both the support of their immediate family and fellow co-workers. The results of this study are also in accordance with research conducted by Sumarni, Ismail and Damayanti, (2019) which states that in problem focused coping individuals tend to use seeking social support in solving problems, namely by seeking social support by telling the problem and asking for advice or opinions to solve the problem.

According to Weken, Mongan and Kekenusa, (2020) Social support is a variable that is significantly correlated with work stress. The higher the social support received, the lower the risk that someone will experience work stress, and vice versa, the lower the social support received, the higher the risk that someone will experience work stress.

Social support has a very important role for a teacher. With the support of family, co-workers, and superiors, it will result in a comfortable work atmosphere and feel more valued, so as to minimize work stress experienced by teachers. Teachers who get good social support tend to be more optimistic in dealing with current and future problems, improve interpersonal skills and make it easier for teachers to adapt to the problems they face (Akbar and Tahoma, 2018).

In this study, the form of support provided by husbands and fellow teachers to the main informants was in the form of attention and affection, such as inviting them to eat together/culinary and taking walks around the house to calm their minds, willingness to help when experiencing difficulties when dealing with students and determining methods. effective learning, willingness to be a listener to the problems they are facing, and then help find solutions together, and provide advice for even better things.

2) Emotionally focused coping strategies (emotion focused coping)

Coping strategies that focus on emotions (emotion focused coping) are individual efforts to solve problems by

responding emotionally and tend to suppress efforts made to reduce negative emotions towards a problem (Zahro and Megatsari, 2021). This strategy is carried out when the individual is unable to change a stressful situation and can only accept the situation, due to a lack of resources owned by the individual (Maryam, 2017).

Based on the results of in-depth interviews, it was found that all the main informants carried out coping strategies religiously to a problem that occurred during this pandemic. The following is an excerpt of an in-depth interview with one of the main informants:

“... Yes, I am closer to Allah, sis. closer to the heart becomes calmer, more sincere. As long as the problem can still be solved, don't be too confused. When there is this, the solution is this and that” (IU3, 48 years)

Based on the interview excerpts above, it shows that all the main informants carried out emotional focused coping strategies with positive reappraisal aspects, namely coping stress which is done by giving a positive assessment of a problem that causes work stress by getting closer to Allah SWT, such as praying to be given ease in solving the problems he faced, given health and always grateful for what he had obtained, and by reciting the Koran and praying made the informant feel calmer. Informants also interpret positively about a problem by taking lessons from every problem that is happening. Problems that are happening have wisdom to be able to practice patience, sharpen maturity, and improve self-ability or teacher performance.

According to Lazarus and Folkman quoted in Baqutayan (dalam Pertiwi and Wardani, 2019) someone who uses coping strategies with positive reappraisal aspects tends to try to reassess situations that are considered to be stressful and find positive meaning/take lessons from a problem they face.

This research is also in line with research conducted by Farista (2018) which states that one of the effective methods of reducing stress is to be positive about a problem, so you don't exaggerate too much about the problem that is happening.

In this study, information was also obtained that the 4 main informants carried out stress coping strategies by controlling themselves/controlling emotions towards a problem. The following is an excerpt from an in-depth interview with one of the informants:

"...Definitely trying to control emotions. Yes, calm down first, chat or tell stories, share then calm your mind first, like that" (IU1, 32 years old)

Based on the interview excerpts above, it shows that the efforts to control oneself were carried out by the 4 main informants, namely by winning thoughts such as me time in a comfortable and cool place, as well as lots of green plants which make the mind fresher, and do not bring problems regarding work to others. in family. This effort was used by informants not to rush into making decisions, so that problems can be solved with careful planning and by entertaining themselves can find ideas to overcome a problem. This is a coping strategy with self-controlling aspects, namely informants will think before doing something and avoid doing things in a hurry (Maryam, 2017).

According Khairunnisa (dalam Ermayulis, Masril and Hardi, 2019) argues that self-control is an individual's ability to control himself so that it is better and more directed. Self-control can be done by calming the mind such as doing breathing techniques (relaxation). The use of this breathing technique will send messages to the brain, thereby making thoughts and feelings calmer and more relaxed (Rahmansari, 2020).

In addition, as many as 3 main informants stated that when there

was a problem the informant tried to keep his distance so he didn't think too much about the problem he was experiencing. The following is an excerpt of an in-depth interview with one of the main informants:

"... When I'm stressed, I usually like to drink coffee with friends, hang out or hang out hehee. You're still young nowadays like that hehehe. So when I go to work, I'm fresh again" (IU5, 27 years old)

Based on the interview excerpts above, it shows that, as many as 3 main informants tried to keep their distance from the problems they were facing by taking walks, eating together/culinary and gathering at cafes with friends. The informant admits that he prefers to gather at cafes with his husband/friends when there are problems because being able to socialize with other people, exchange ideas in new places takes positive energy from the natural surroundings and can breathe fresh air which makes the mind and heart calmer.

The results of this study are in accordance with research conducted by Nugroho and Khasan, (2016) states that efforts are being made to deal with stress on teachers by trying to ignore existing problems. the way to ignore it is through *srawung* (gathering) activities/hanging out with other people/teachers and joking around. This is a coping strategy with the aspect of distancing, namely the informant will try to keep his distance so he doesn't think too much about the problems he is facing (Maryam, 2017). The use of this strategy made the informants feel that their workload was reduced and made their minds clearer in solving problems.

Stress Management Strategy for MI Al-Qomar Nganjuk Teachers Conducted by Schools

Strategies for dealing with work stress for MI Al-Qomar Nganjuk teachers carried out by the school are providing online learning training, and providing study tours. The following is an excerpt from an interview with one of the

informants which shows that the school held online learning training during the pandemic:

"Yesterday, but right at the start of the pandemic. Then after going online there were trainings like zooming then making powerpoint video models like that, then there was e-learning training" (IU4, 34 years old)

Based on the interview excerpts above, it shows that stress management is carried out by the school by holding online learning training such as zoom training, e-learning training, and making learning videos. The aim of the training is to improve the skills and abilities possessed by teachers and to be able to adapt learning during the pandemic. Procurement of training in the work environment can minimize the stress experienced by teachers, because with job training teachers gain new insights and skills to be able to improve their performance. Research conducted by Hoesny and Darmayanti, (2021) states that in improving the competence possessed by teachers, it is necessary to improve their skills in mastering technology.

In addition, stress management is carried out by the school, namely by holding a study tour program. The following is an excerpt from an interview with one of the informants:

"For recreation, it's usually held once a year, right because there is this pandemic so there has been no recreation for a long time. But God willing, there will be another recreation at the end of the year" (IU5, 27 years old)

Study tour activities aim to provide refreshments to teachers and students after carrying out school exams, so that this activity is quite effective in reducing teacher workload which triggers work stress. Research conducted by Alfian *et al.*, (2020) shows that one of the stress management programs carried out by schools is the joint recreation program which is carried out once a year. Through this program, all levels of teaching staff feel supported for performance while working.

CONCLUSION

Based on the results of the study, it can be concluded that the source of stress for MI teachers comes from the demands of their assignments during the pandemic. During the pandemic, MI teachers used both types of stress coping strategies during the pandemic, namely problem focused coping and emotional focused coping. The most widely used problem focused coping strategies by informants are aspects of planful focused coping and seeking social support. In addition, the most widely used emotional focused coping strategy is the positive reappraisal aspect. It is hoped that related agencies can work together with local health cross-sectors to provide counseling services and improve the psychological health of teachers.

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