

THE RELATIONSHIP BETWEEN STRESS LEVEL AND COPING MECHANISM AGAINST THE REGULATION DORMITORY QUARANTINE

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ABSTRACT

This research was triggered by violations of several dormitory regulations carried out by the first year students of Health Polytechnic of Indonesian Airforce. The purpose of this study is to determine whether there is a relationship between stress levels and coping mechanisms for the first year nursing students against the regulation of one-year dormitory quarantine. Stress is an unpleasant condition in which humans see the demands in it. Coping mechanism is a method used by individuals to deal with changes faced. This study uses descriptive correlation method with a population of 129 people and the sample obtained is 98 people through Stratified Random Sampling technique and has been tested for validity of the statements concerning stress levels and coping mechanisms with valid values ≥ 0.361 and reliability testing with a reliable value of ≥ 0.6 . The analysis used is Chi Square (X^2) statistical test. The result of the study about the relationship between stress levels and coping mechanisms is in p value = 0.001. In general, it can be concluded that there is a relationship between stress levels and coping mechanisms for the nursing students of Health Polytechnic Indonesian Airforce against the regulation of mandatory one-year dormitory quarantine.

Keywords: *Stress, Coping Mechanism, Correlation*

INTRODUCTION

The World Health Organization (WHO, 2016) estimates that by 2020 anxiety will be the main cause of the inability of individuals around the world, and psychiatric disorders will contribute to about 15% of global morbidity.

According to WHO data (2016), there are about 35 million people affected by depression, 60 million people with bipolar disorder, 21 million people with schizophrenia, and 47.5 million people with dementia. In Indonesia, based on biological, psychological and social factors and the diversity of its population; it is reported that the case number of mental disorders continues to increase and has an impact on increasing the country's burden and decreasing human productivity for the long term.

Stress is a common problem taking place in human

life. Kupriyanov & Zhdanov (2014) state that Stress existing today is a tribute to modern life. This is because stress has become an inevitable part of life. People experience it in school, work, family, or anywhere else. Stress can also befall anyone including children, adolescents, adults, or elderly people. In other words, stress must occur to anyone and anywhere. The problem is if a lot of stress is experienced by someone, then the impact endangers his physical and mental condition. This is confirmed by Lin & Huang (2014) who state that the stress which harm physically and mentally could be experienced by everyone.

A number of researchers have found that students who experience stress will tend to show decreased academic abilities (Kamarudin *et al.*, 2009) deteriorating health (Chambel & Curral, 2005), depression (Jayanthi, Thirunavukarasu & Rajkumar, 2015) and sleep disorders.

Every individual needs a way to deal effectively with stress. A coping strategy is needed. There are many different coping strategies but not all are effective. Effective coping strategies are carried out to obtain a peaceful resolution. In most cases, coping skills used will be seen when the individual gets into trouble. However, because of the increase in the number of our stressors, coping strategies used frequently fail to perform tasks effectively, and as a result, individuals will physically feel tired, paralyzed and emotionally uncontrolled. All of these factors lead to decreased production of work. Many people define effective coping as a mental process to solve a demand by considering it as a challenge to the nature of themselves. In this case, internal and external characteristics are needed to do coping.

The preliminary study was carried out by researchers to strengthen the research background. The preliminary study was conducted by interviewing 10 students from all study programs randomly on February 8, 2018 at the freshmen dormitory. Based on the results of the interview, there were eight students complaining about stress, such as sleep deprivation (insomnia), feeling weak, drowsy and irritable with trivialities and the remaining two felt normal. Furthermore, three of them were able to cope with stress just by refining, while seven others claimed to have escaped from a dormitory, smoked, even drank. In addition to the assignments given from campus, they also have to do dormitory assignments for example picket at the dormitory. Long term dormitory quarantine requires them not to meet with their parents and loved ones so that the stressors are getting more and more. Because of the many stressors obtained, they need a way to overcome these problems, some students say that they can overcome stress simply by spending time with their friends when they leave college, after that they return to the dorm and do what they have to do again as they believe that all things will be resolved if we try to get through it. On the other hand, there are some students who do negative things such as smoking, drinking alcoholic beverages, as what happened some time ago during the new year's celebration in the dormitory, it took place without the permission of the institution and dormitory supervisors. The party contained negative things strictly forbidden by the education like bringing alcoholic beverages into the dorm and drinking alcohol there, there were also female

students staying in male dormitories. The regulation stating the prohibition is listed in the student's pocket book in CHAPTER III on Miscellaneous Provisions, Article 40, paragraph 6 (Poltekes TNIAU, 2017).

In connection with the problem of the relationship between stress levels and coping mechanisms in the face of compulsory dormitory quarantine as mentioned above, the authors are interested in examining "The Relationship between Stress Level and the Coping Mechanism against Dormitory Quarantine".

LITERATURE STUDY

Stress

Stress, according to Queen & Queen (2004) and Brock & Grady (2002), is the body's non-specific response to stressors in the environment. Lyles (2005) concurred and reported stress as the mental and physical wear and tear that an individual experience as we live our lives. In no more than hundredth of a millisecond, the individual prepares themselves for fight or flight. This reaction evokes a series of complex autonomic and endocrine changes that provide much of our ability to survive.

According to Tay & Smith (1990) stress makes us do things at times when we need a push; it gets us out of our chair; it makes us think about things differently; it makes us seek solutions to problems; and it sometimes makes us sensitive to what others may think of us and our actions. In addition to that, many people use stress and distress as though they are interchangeable terms. Perhaps this is because common sense suggests that stress is something bad.

To avoid this dilemma, Hans Selye introduced the term's "distress" and "eustress". According to Selye (1974), distress is damaging or unpleasant stress. Expressed in these terms, stress is much the same as a state of anxiety, fear, worry, or agitation. The core of the psychological experience is negative, painful, something to be avoided. Pleasurable, satisfying experiences come from what Selye (1974) calls eustress. Participating in a wedding ceremony, anticipating competition in a major sport event, and performing in a theatrical producing are examples of eustress. This is positive stress.

Stress refers to any stimulus from the external or internal environment, which exceed the sources of

adaptation of an individual or social group, and to consider the subjectivity of the individual as a determinant of the severity of the stressor (Lazarus & Folkman, 1984). Stress levels according to Potter & Perry (2008) are divided into three, namely, mild stress, moderate stress, and severe stress.

Coping Mechanism

The classification of coping mechanisms consists of adaptive and maladaptive coping mechanisms. The type of coping mechanism consists of coping mechanisms of focus problems, cognitively focused coping mechanisms, eating emotion focus coping. The coping styles consist of positive coping styles and negative coping styles (Rasmun, 2004).

In one early attempt to define coping, Folkman & Lazarus (1980) suggested that coping is all the cognitive and behavioral efforts to master, reduce, or tolerate demands. It makes no difference whether the demands are imposed from the outside (by family, friend, job, school, for example) or from inside (while wrestling with an emotional conflict or setting impossibly high standards, for example). Coping seeks in some way to soften the impact of demands.

RESEARCH METHODOLOGY

The design of this study uses a description of the correlation aiming at determining the relationship between stress levels and coping mechanisms of the first year nursing students of Health Polytecnic of Indonesian Airforce against the existence of mandatory one-year dormitory quarantine. Based on a preliminary study, the population is 129 people. The results of the calculations were 98 people who were sampled in this study. The distribution of samples by class uses the *Stratified Random Sampling* formula in which the sample is limited to include elements from each segment. As each class has an average of 43 students, 33 people from each class are taken as the samples. Data were collected from primary data through direct observation using the questionnaire instrument provided and given to the respondents to be filled.

This research was described as a transversal, analytic and quantitative study. Transversal design allows that phenomena can be assessed while they

occur, during the data collection, in a specific period of time. The analytic investigations are widely applied to verify associations among facts or events under analysis. The quantitative approach is commonly used and intends to ensure the precision of results, to avoid the analysis distortions and interpretations, and to allow a more secure basis for inferences (Hulley *et al.*, 2008).

This study was primarily a quantitative study utilizing descriptive statistics gathered by survey. There are limitations to the use of surveys due to the threat of validity of the instrumentation process. A descriptive design was chosen as a means of conducting this study. A survey was utilized to describe perceptions of members of a target population regarding a particular phenomenon (Fraenkel & Wallen, 2003). Survey instruments have been found to be very effective at describing the characteristics of a population (Fraenkel & Wallen, 2003; Thomas & Brubaker, 2000).

RESULTS

Table 1: Student Stress Level Distribution

No	Student Stress Level	Quantity	Percentage (%)
1.	Mild	14	14%
2.	Moderate	25	26%
3.	Severe	59	60%
	Total	98	100

Based on the above table of 98 respondents regarding stress levels of first-year students of, it was found that the average stress levels of respondents are severe 59 respondents (60%), then moderate 25 respondents (26%) and mild stress 14 respondents (14%).

Table 2: Distribution of Coping Mechanisms

No	Coping Mechanism	Quantity	Percentage (%)
1.	Maladaptive	55	56%
2.	Adaptive	43	44%

Based on table 2 it appears that the average respondent has an adaptive coping mechanism amounted to 43 respondents (43.9%) and 55 respondents (56.1%) have maladaptive coping mechanism.

Table 3: Cross Tabulation Coping Mechanism measured from Stress Level

Stress Level* Crosstabulation Coping Mechanism					
		Coping mechanism			Total
		Maladaptive	Adaptive		
Stress Level	Mild stress	Count	2	12	14
		Expected Count	7.9	6.1	14.0
		% within stress level	14%	86%	100%
	Moderate stress	Count	12	13	25
		Expected Count	14.0	11.0	25.0
		% within stress level	48%	52%	100%
	Severe stress	Count	41	18	59
		Expected Count	33.1	25.9	59.0
		% within stress level	70%	30%	100%
Total		Count	55	43	98
		Expected Count	55.0	43.0	98.0
		% within stress level	56%	44%	100%

Based on the table 3, cross tabulation of the distribution of coping mechanisms of the first year nursing students toward the one-year compulsory dormitory quarantine regulation in terms of student stress levels, it appears that at mild stress level, there are 12 respondents (86%) using adaptive coping mechanisms and 2 respondents (14%) using maladaptive coping mechanism. Furthermore, at moderate stress level, there are 13 respondents (52%) using adaptive coping mechanism and 12 respondents (48%) using maladaptive coping mechanism. Whereas at severe stress level, there are 18 respondents (30%) using adaptive coping mechanisms and 41 respondents (70%) using maladaptive coping mechanisms.

Based on the results of the data tabulation above, it can be seen that students with higher stress levels tend to carry out coping mechanisms in the maladaptive category.

Table 4: Chi Square Test Results

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.903 ^a	2	0.001
No. of Valid Cases	98		

Based on table 4, the results of examining the relationship between stress levels and coping mechanisms can be seen from the results of Pearson Chi-Square with a value of p value = 0.001. The test decision

is to accept H_0 if the p value is greater than 0.05 and rejects H_0 if the p value is smaller than 0.05. Because the value of p value is 0.001, smaller than 0.05 ($0.001 < 0.05$), it means that H_0 is rejected and H_a is accepted subscript.

DISCUSSION

The results show that the average stress level of students is severe. This is shown in the description of stress levels, namely 14 respondents (14%) in the light category, 25 respondents (26%) in the moderate category, and 59 respondents (60%) in the severe category. Every person experiences stress which affects physical, psychological, intellectual, social and spiritual. Stress threatens the physiological balance and complaints that are often felt are unable to sleep due to anxiety and this can occur because of student concerns about the symptoms of stress and eventually become suggestions in him (Sherina, 2004).

While in terms of coping mechanisms, the average student uses maladaptive handling mechanisms. This is shown from the description of the level of coping mechanisms, namely the category of adaptive coping mechanisms used by 43 respondents (44%) and maladaptive coping mechanisms adopted by as many as 55 respondents (56%). Generally students know what to do if they experience stress, but most first year students still do a lot of negative things to overcome and deal with stress or problems that exist. Skills in problem solving include the ability to find information, analyze situations, and identify problems. The test results about the relationship between students' stress levels and their coping mechanisms obtained from the results of cross tabulation between the two showed that the heavier stress levels of first year nursing students towards one-year dormant quarantine regulations, they tend to have maladaptive coping mechanisms.

These results are supported by the *Chi Square* test obtained by p value of 0.001. Based on the results of the analysis, it can be concluded that there is a relationship between the stress levels and coping mechanisms among the first year nursing students of Health Polytecnic Indonesian Airforce against the dormitory quarantine regulation.

CONCLUSION

Based on the study results of 98 respondents, it is

found that there is a relationship between stress levels and coping mechanisms among first year nursing students of Health Polytechnic Indonesian Airforce against the dormitory quarantine regulation with p value=0.001 which means less than 0.05. While the results based on variables are as follows:

1. The stress level of the first year nursing students towards the dormitory quarantine regulation is within severe stress category of 60.2%.
2. The coping mechanism taken by the first year nursing students towards the dormitory quarantine rules is the category of maladaptive coping mechanisms at 56.1%.

RECOMMENDATIONS

1. For Health Polytechnic of Indonesian Airforce:

This research expects Director, Vice Director and Lecturers in the campus should pay more attention to stress management especially for nursing students and generally for all freshmen, so that the coping mechanisms are adaptive (positive).

2. For further researchers:

It is expected that the next researchers can make this scientific paper as a reference to continue research on factors which influence the relationship between stress levels and coping mechanisms.

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