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Differences In *Coping Stress* Strategies Of Psychology Students From The 2022 Class Of Fipp Unima Who Participated In The Mbkm Internship Based On Gender

Chafa Gloria Lela[1], Meike E. Hartati[2], Veronika J. Kamasi[3]

[123]Psychology, Manado State University

Corresponding Author : chavagloria2@gmail.com

Abstract

In early adulthood, students are faced with various academic and non-academic demands that can trigger stress. In facing these conditions, students certainly have their own ways of responding. Stress coping strategies are an important aspect in helping students manage the pressure they experience so they can continue to function optimally. Stress coping strategies consist of three types: problem-focused coping, emotional-focused coping, and less useful coping, the use of which can be influenced by various factors, one of which is gender. This study aims to determine differences in stress coping strategies in Psychology students class of 2022 based on gender. This study used a quantitative approach with a comparative method. The study sample consisted of 135 students, consisting of 39 male students and 96 female students. The research instrument used a Likert scale. Data analysis was conducted using an independent sample t-test. The results obtained showed a significance value of 0.025 (p <0.05), thus finding significant differences in stress coping strategies based on gender. Female students had a higher average stress coping score (M= 51.37) than male students (M= 49.90). Therefore, it can be concluded that there are significant differences in stress coping strategies based on gender among psychology students from the 2022 intake of FIPP Unima who participated in the MBKM internship, with female students having a higher average score than male students.

Keywords:stress coping strategies, problem-focused coping, emotional-focused coping, less useful coping, students, gender

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INTRODUCTION

College students are in the early adult development stage, characterized by various academic and non-academic demands. During their studies, students are not only required to complete academic assignments but also to adapt to social environments, organizations, and various other responsibilities. These conditions can create psychological pressures that can potentially lead to stress. Stress in students can arise from the burden of assignments, pressure to achieve academic goals, time management, and the demands of preparing for the world of work.

One program that increases student demands is the Independent Learning Campus (MBKM) program, particularly internships. The MBKM internship program provides students with the opportunity to gain hands-on work experience in the professional world. However, students also face various challenges, such as adjusting to the work environment, increasing workloads, managing time between lectures and internships, and the pressure to simultaneously meet academic and professional demands. These conditions can be a source of stress for students if not balanced with good adaptability skills.

When faced with stressful situations, individuals will use stress coping strategies. Stress coping is an individual's effort to manage stress, either through behavioral changes or emotional regulation to adapt to stressful situations. According to Carver, coping strategies consist of problem-focused coping, emotion-focused coping, and less useful coping. Problem-focused coping is oriented towards direct problem solving, emotion-focused coping focuses on managing emotions caused by stress, while less useful coping is a strategy that tends to be less effective because it does not optimally resolve the source of the problem.

Every individual has a different way of dealing with stress. One factor influencing differences in coping strategies is gender. Men generally tend to use problem-focused coping with a more rational and action-oriented approach, while women more often use emotion-focused coping, such as seeking social support and expressing emotions. These differences in psychological characteristics cause men and women to have different coping tendencies when facing academic and social pressures.

The 2022 Psychology Study Program students of the Faculty of Education and Psychology, Manado State University, are currently in a phase of their studies with increasingly complex academic demands, including participating in the MBKM Internship program. In addition to facing academic pressures, psychology students are also required to understand the psychological dynamics of themselves and others, making stress coping skills crucial for

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maintaining their psychological well-being. If students are unable to manage stress effectively, this condition can impact learning concentration, academic motivation, and mental health.

The purpose of this study was to identify and analyze the differences in stress coping strategies among psychology students from the 2022 intake of the Faculty of Psychology, University of Indonesia (FIPP), who participated in the MBKM internship program. Practically, the results of this study provide an understanding of adaptive stress coping strategies, enabling students to manage stress more effectively. They also serve as evaluation materials and a basis for consideration in providing counseling services or self-development programs for students. Theoretically, this study aims to provide broader knowledge and understanding in the field of psychology regarding stress coping. This study is expected to provide an empirical overview of the tendencies of coping strategies used by male and female students in dealing with stress during the MBKM internship program. The results of this study are expected to be used as considerations by study programs and educational institutions in designing counseling services, mentoring, and stress management skills development programs that are appropriate to student needs.

METHOD

This study employed a quantitative approach with a comparative method. The quantitative approach was chosen because it aimed to obtain objective, statistically measurable data regarding differences in stress coping strategies based on gender. The comparative method aimed to determine differences in stress coping strategies based on gender among Psychology students enrolled in the MBKM Internship program at the Faculty of Education and Psychology, Manado State University.

Population and Sample

According to Sugiono (2014), a population is a group of individuals or subjects residing in a specific area at a specific time, possessing specific characteristics relevant to being the object of research. The population in this study was 220 Psychology students from Manado State University, graduating class of 2022.

According to Sugiyono (2013), a sample is a portion of a population that possesses certain characteristics, both in terms of quality and quantity. In the sampling technique, the author used purposive sampling, a technique for determining samples based on certain criteria established by the researcher. The sampling technique used the Isaad and Michael table with a 5% error rate of 220 students, resulting in a sample size of 135 students.

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Data collection technique

The data collection technique used in this study used a questionnaire system, then the data was measured using a Likert scale. According to Sugiyono (2014), a Likert scale is a measurement method used to measure the attitudes, opinions, and perceptions of an individual or group towards a social phenomenon. In the study, the social phenomenon to be studied has been specifically determined by the researcher, then used as a research variable. With a Likert scale, the variables to be measured are broken down into variable indicators. These indicators then become the basis for compiling items in the instrument which can be in the form of statements or questions. Each statement item consists of answer choices: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS).

Validity Test

According to Ridwan (2015), an instrument is said to be valid when it is able to measure what it should measure or what is intended. Validity testing was conducted using the Pearson Product Moment correlation technique with the help of the IBM SPSS Statistics program. Based on the results of the validity test, it showed that out of 30 statement items, 19 items were declared valid and 11 items were invalid at a significance level of 0.05 with (N) 41 respondents, with an rtable value of 0.316 (df = n-2).

Reliability Test

According to Sugiyono (2020), reliability is the extent to which measurement data demonstrates reliability, stability, and consistency. The reliability test in this study used the Cronbach's alpha analysis technique with the assistance of IBM SPSS (Statistical Package for Service Solutions) 26 for Windows. The reliability test using the Cronbach's alpha technique yielded a value of 0.906, indicating that this figure falls within the highly reliable criteria.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.906	19

RESULTS AND DISCUSSION

Normality Test

In this study, researchers used the normality test using the Kolmogorov-Smirnov technique, with the help of the SPSS version 26 for Windows program. The decision-making criteria were based on the significance value, namely if the significance value ≥ 0.5 then the data

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is considered to be normally distributed, if the significance value ≤ 0.05 then the data is considered not normally distributed.

		Kolmogorov-Smirnova			Shapiro-Wilk		
Gender		Statistics	Df	Sig.	Statistics	df	Sig.
SCS	Man	0.107	39	.200*	0.947	39	0.065
	Woman	0.088	96	0.065	0.975	96	0.066
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, a significance value of 0.200 > 0.05 was obtained. Therefore, the tested data is normally distributed.

Homogeneity Test

A homogeneity test was conducted to determine the equality of variances between groups as a prerequisite for using the Independent Sample t-test. The homogeneity test in this study used the Leaven test (Test of Homogeneity of Variances).

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Stress Coping Strategies (SCS)	Based on Mean	0.558	1	133	0.456
	Based on Median	0.561	1	133	0.455
	Based on Median and with adjusted df	0.561	1	129,879	0.455
	Based on trimmed mean	0.612	1	133	0.435

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Based on the table above, the homogeneity test using the Leaven Test obtained a significance value of 0.456, which is greater than 0.05, indicating that the data has homogeneous variance. Thus, the data meets the requirements for an independent sample t-test.

Hypothesis Testing

The hypothesis test in this study used the Independent Sample t-test technique to determine the difference in stress coping strategy scores between the two groups studied. Before conducting the hypothesis test, a homogeneity test was first conducted using the Leaven Test. The Leaven test results obtained a significant value of 0.456, which is greater than 0.05, so it can be concluded that the variances of the two groups are homogeneous. Thus, the analysis of the average difference is based on the assumption of equal variances assumed.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	Lower	Upper
SCS	Equal variances assumed	0.558	0.456	-2,267	133	0.025	-1,832	0.808	-3,430	-0.233
	Equal variances not assumed			-2.118	61,579	0.038	-1,832	0.865	-3,560	-0.103

Based on the results of the independent sample t-test, a significant value (i.e., 2-tailed) of 0.025 was obtained. Because the significant value is smaller than 0.05 (0.025 < 0.05), Ho is rejected and Ha is accepted. Thus, it can be concluded that there is a significant difference in stress coping strategies between male and female students. The results of the analysis also show that the average (mean) value of female students is 51.73, higher than that of male students at 49.90. This indicates that female students use higher stress coping strategies than male students.

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DISCUSSION

This study aims to determine the differences in stress coping strategies of psychology students from the 2022 intake of FIPP Unima who participated in the MBKM internship program, based on gender. This study involved 135 psychology students from the 2022 intake of FIPP Unima. Based on descriptive analysis, it was found that respondents in this study were predominantly female students (71.1%), while male students numbered 28.9%.

The prerequisite tests conducted in this study included a classical assumption test with a normality test using the Kolmogorov-Smirnov technique. The results of the normality test yielded a significance value of 0.200 > 0.05, indicating that the research data were normally distributed.

The next prerequisite test conducted by the author was the homogeneity test. The results of the homogeneity test using the Leaven Test obtained a significant value of 0.456, which is greater than 0.05, so it can be concluded that the variances of the two groups are homogeneous. Thus, the analysis of the average difference is based on the assumption of equal variances assumed.

After the data met the prerequisite test, a hypothesis test was conducted using a sample t-test to determine whether there were differences in stress coping strategies based on gender. The results of the hypothesis test using a sample t-test obtained a significant value (sig. 2-tailed) of 0.025. Because the significant value is smaller than 0.05 (0.025 < 0.05), H0 is rejected and Ha is accepted. Thus, it can be concluded that there are significant differences in stress coping strategies between male and female students. The results of the analysis also showed that the average (mean) value of female students was 51.73, higher than that of male students at 49.90. This indicates that female students use higher stress coping strategies than male students.

The results of this study are consistent with previous research showing that women more frequently use emotion-based coping strategies, while men more frequently use problem-oriented strategies. Research by Rahmawati Lubis and Shanty Komalasari on stress management among interns also showed that students use a variety of coping strategies to manage the pressures of their studies and internships. Furthermore, studies with students in organizations indicate that academic pressure and additional responsibilities can influence the use of coping strategies.

This study shows that stress management skills are crucial for students, especially those participating in the MBKM internship program. Co-op strategies can help students manage stress more effectively, thus maintaining mental health and enabling them to perform optimally in their studies and internships. Therefore, universities should pay more attention to student

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mental well-being through counseling services, stress management training, and the development of needs-based coping strategies. The results of this study confirm differences in stress coping strategies based on gender among Psychology students from the 2022 intake of the Faculty of Social and Political Sciences (FIPP) at UNIMA who participated in the MBKM internship. Female students tended to have higher stress coping strategies than male students.

CONCLUSION

Based on the research results obtained, it shows that there are significant differences in stress coping strategies between male and female students based on the results of the Independent samples t-test with a value of t = -2.267 and Sig. (2-tailed) = 0.025 ($p < 0.05$). Female students have a higher average score (M = 51.73) than male students (M = 49.90). This shows that female students tend to use higher stress coping strategies than male students.

The results of this study support the stress coping theory, which states that individual characteristics, including gender, can influence the coping strategies used in stressful situations. The stress coping strategies in this study have three main dimensions: problem-focused coping, emotion-focused coping, and less useful coping. Problem-focused coping aims to directly resolve the problem. Emotion-focused coping focuses on addressing emotions related to stress. Meanwhile, less useful coping tends to be less effective because it does not optimally address the root cause of the problem and, if used excessively, can worsen stress conditions. The results of the study indicate that students used various coping strategies during the MBKM internship. Therefore, students are expected to be able to use adaptive coping strategies, such as problem-focused coping and emotion-focused coping in a balanced manner, and reduce the use of less useful coping to manage stress more effectively.

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