



ADAPTATION STRESS LEVEL RESPONSE OF NEW STUDENTS IN BOARDING SCHOOLS

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ABSTRACT

Stress is a part of human life. Humans will never escape the experience of feeling tension in their life. Stress arises in line with the events and journeys of life that are passed by individuals and their occurrence cannot be completely avoided. In this study, new students in male and female dormitories must enter a new environment so that separate problems will arise for these individuals due to differences in the physical and social environment. **Objective:** This study aims to describe the response to the level of adaptation stress, identify the level of adaptation stress, and find out the symptoms of adaptation stress in new students in male and female dormitories. **Method:** used in this research is descriptive quantitative. The population in this study were all new students in the male and female dormitories, with a sample of 107 students. The instrument used in this study was a questionnaire with a guttman scale and a structured questionnaire consisting of 15 questions. **Results:** Based on the results of data processing, the level of stress experienced by students based on gender shows that female students are more easily stressed and students aged 15-17 years or equivalent to junior high school education also experience stress easily. **Discussion:** Based on the results of data processing, stress levels are classified into three, namely mild 33.6%, moderate 53.3%, severe 13.1%. The highest adaptation stress level response for new students was in the moderate stress category with symptoms such as dizziness, irritability, anxiety or anxiety, unstable mood, decreased appetite, frequent daydreaming, loss of trust in others.

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INTRODUCTION

Stress is a part of human life. Humans will never escape the experience of feeling tension in their life. Stress arises in line with the events and journeys of life that individuals go through and their occurrence cannot be completely avoided (Sukadiyanto, 2016). New students are members of the initial level students, namely students who are registered at the Islamic boarding school and are just about to start participating in activities that will be held at the Islamic boarding school. Santri who study at Islamic boarding schools basically do not only come from the area where the Islamic boarding school is located, but also come from outside the city and some even come from outside the province. So every student who comes from different areas will automatically occupy a new residence in the Islamic boarding school which will certainly be different from the previous residence and together with other students who have different cultural backgrounds and places of residence (Oki, 2015).

According to the World Health Organization (WHO), the prevalence of stress events is quite high where almost 350 million people in the world experience stress and stress is the 4th ranked disease in the world. The stress prevalence study was conducted by the Health and Safety Executive in the UK involving 487,000 UK residents who were still productive from 2016-2017. According to Basic Health Research data (RISKESDAS, 2013) the prevalence of incidence stress in adolescents increases from year to year. As much as (6.0%) Indonesian people aged more than 15 years experience mental emotional disorders in the form of stress, anxiety and depression.

Santri who live in dormitories must adapt to their new environment, either with their dorm mates, with the surrounding community, or with temperature conditions and other adjustments (Handono, 2016). According to Sears (Maharani & Andayani, 2014), stress occurs in a variety of conditions and places that are new and different from what is usually done, according to Sears (Maharani & Andayani, 2014) environmental conditions always change at any time, therefore individuals are required to be able to foster and adapt to new forms of relationships. In various situations in accordance with the role he played at that time more maturely. Santri are required to be independent, responsible, mature, have good adjustment, excel and be able to complete the tasks assigned properly. But sometimes these demands cannot be carried out properly so that it creates pressure on them, this pressure can cause stress (Andayani, 2017).

Psychological and Physiological reactions from Stress according to (Savitri, I & Effendi, S, 2011) are as follows: Psychological reactions include anger, anxiety, fear, shame, feeling humiliated, depressed or feeling low, feeling guilty, jealous, mood changes, self-esteem decreases, while physiological reactions to stress include dry mouth, sweaty palms, frequent mouth sores, heart beating fast, inability or difficulty breathing, chest pain, feeling of fainting or complete fainting, migraines, unexplained pain, high blood pressure, back pain, digestive pain, diarrhea, stomach pain, constipation, skin allergies, asthma, changes in menstrual patterns, weight changes, urinary tract pain or urine.

METHOD

This research method is descriptive quantitative. The population in this study were all new students in the male and female dormitories, with a sample of 107 students. The instrument used in this study was a questionnaire with a Guttman scale and a structured questionnaire consisting of 15 questions.

RESULTS

a. Characteristics of Respondents

Table 1 Characteristics of Respondents Based on Age, Gender and Education in boys and girls hostel

No Age Total Percentage (%)

1. 11-14 Years 75 70.1

2. 15-17 Years 32 29.9

Total 107 100.0

No Gender Total Percentage (%)

1. Male 62 57.9

2. Female 45 42.1

TOTAL 107 100 %

No Education Total Percentage (%)

1. SMP 75 70.1

2. SMA 32 29.9

TOTAL 107 100 %

Data Source: Primary

Based on table 1, it was found that the majority of respondents aged 11-14 years with a percentage of 70.1% were 75 respondents and aged 15-17 years with a percentage of 29.0% were 32 respondents. Meanwhile, for gender data, it was found that more than half of the respondents were male with a percentage of 57.9%, 62 respondents and 45 respondents were female with a percentage of 42.1%. Meanwhile, at the level of education, most of the respondents had junior high school education with a percentage of 70.1%, 75 respondents and 32 respondents had high school education with a percentage of 29.9%.

b. Stress Level

Table 2 Characteristics of Respondents Based on the Adaptation Stress of Boys' Dormitories and daughter

Adaptation stress Total Percentage (%)

1. Weight 14 13.1

2. Moderate 57 53.3

3. Light 36 33.6

Total 107 100.%

Data Source: Primary

Based on table 2, it was found that more than half of the respondents experienced moderate adaptation stress with a percentage of 53.3% with a total of 57 respondents. Furthermore, respondents who experienced mild stress amounted to 36 respondents with a percentage of 33.6%. Meanwhile, the level of adaptation stress which was classified as severe was only experienced by 14 respondents with a percentage of 13.1%.

c. Stress Symptoms

Table 3 K Characteristics of Stress Symptoms Experienced by Santri.



No Symptoms Total Percentage (%)

1. Headache 100 93.5

2. Mood is unstable

98 91.6

3. Hard to concentrate 98 91.6 4. Easily forgets 98 91.6 5. Easily angry 96 89.7 6. Anxious 93 86.9

7. Loss

trust to

other people

71 66.4

8. Can't sleep 69 64.5

9. Decreased appetite

64 59.8

10. Hard to adapt 61 57 11. Often daydreams 58 54.2 12. Often complains 30 28 13. Easily tired 24 22.4

14. Easy to blame others

22 21.2

15. Easy to cry 13 12.1 Source; Primary data

Based on Table 3, the most common symptom of stress experienced by students is headache, which was answered by 100 students with a percentage of 93.5%. Furthermore, 98 students answered the same three symptoms, namely unstable mood, difficulty concentrating, and easy to forget with a percentage of 91.6%. Symptoms of irritability were also experienced by 96 students with a percentage of 89.7%. Not far from that the students also experienced symptoms of anxiety with a percentage of 86.9% by 93 students. Meanwhile, 71 students experienced a loss of trust in other people with a percentage of 66.4%.

These symptoms are symptoms that dominate the level of stress experienced by students in male and female dormitories. However, there are several other symptoms indicating stress levels in students such as not being able to sleep 64.5%, decreased appetite 59.8%, difficulty adapting 57%, often daydreaming 54.2%, often complaining 28%, getting tired easily 22.4%, easily blaming others 21.2% , and easily cry 12.1%.

DISCUSSION

The results of the study showed that 15-17 year olds experienced stress with a percentage of 29.9%. Adolescents who are most vulnerable to stress are middle adolescents with an age range of 15-18 years (El Aziz, 2017). At that age, adolescents experience puberty which is easily influenced by their emotions, so they are very easy to experience stress.

A high level of education tends to cause changes in thinking patterns and outlook on life. A person with a high level of education will experience a change in mindset from traditional to a more advanced one so that they do not only look at problems from one side but from various points of view (Vierdelina N, 2008). This is in accordance with the results of this study that the level of junior high school education greatly influences stress. According to researchers, junior high school education levels are more dominant in experiencing stress because they are still unstable and are still searching for identity.

The results of the study show that women who experience moderate stress have a percentage of 62.2%, while men who experience moderate stress only 46.8%. According to researchers, women often think about something excessively so that they become more vulnerable to stress. Gender has an effect on stress levels, namely higher stress levels are often found in women (Mijoc P, 2009). This is in accordance with the results of this study that women tend to have higher levels of stress than men.

According to Sarafino (in Smet, 2009) stress is a condition caused by transactions between individuals and the environment that creates a perception of the distance between demands originating from situations and biological, psychological, and social system resources from a person.

Stress is a part of human life. Humans will never escape the experience of feeling tension in their life. Stress arises in line with the events and journeys of life that individuals go through and their occurrence cannot be completely avoided (Sukadiyanto, 2016). New students are members of the initial level students, namely students who are registered at the Islamic boarding school and are just about to start participating in activities that will be held at the Islamic boarding school. Santri who study at Islamic boarding schools basically do not only come from the area where the Islamic boarding school is located, but also come from outside the city and some even come from outside the province. So every student who comes from different areas will automatically occupy a new residence in the Islamic boarding school which will certainly be different from the previous residence and together with other students who have different cultural backgrounds and places of residence (Oki, 2015).

Stress is an internal state that can be caused by physical demands from the body (disease conditions, exercise,) or by environmental and social conditions that are considered potential, harmful, uncontrollable or exceeding the individual's ability to cope. (Nasution, 2017). Someone who has been in an environment for a long time will be accustomed to the norms, rules, and habits that exist in his environment. Through interaction that has been going on for a long time and is quite intense, it will make it easier for someone to adjust to the environment. When a person has to enter a new environment, problems will arise for the individual because of differences in the physical and social environment. Every individual who is faced with a new environment will make efforts to adapt.

According to Priyoto (2014) stress is divided into three levels, namely mild, moderate and severe stress. In this study, respondents who experienced moderate stress with a percentage of 53.3% felt symptoms such as frequent dizziness, irritability, anxiety or anxiety, unstable mood, decreased appetite, frequent daydreaming, loss of trust in others. Furthermore, for respondents who experienced mild stress with a percentage of 33.6%, they complained, were tired, cried easily, easily blamed others. Meanwhile, respondents who experienced severe stress with a percentage of 13.1% experienced symptoms such as headaches, difficulty concentrating, unstable mood, anxiety, irritability, sleeplessness, decreased appetite, frequent daydreaming, loss of trust in others, experiencing fatigue, mood swings, difficulty concentrating, forgetfulness. According to the researcher, the respondent in this case must use an adaptive coping mechanism so that the stress experienced does not get worse.

Santri who live in dormitories must adapt to their new environment, either with their dorm mates, with the surrounding community, or with temperature conditions and other adjustments (Handono, 2016). According to Sears (Maharani & Andayani, 2014), stress occurs in a variety of conditions and places that are new and different from what is usually done, according to Sears (Maharani & Andayani, 2014) environmental conditions always change at any time, therefore individuals are required to be able to foster and adapt to new forms of relationships. in various situations in accordance with the role he played at that time more maturely. Santri are required to be independent, responsible, mature, have good adjustment, excel and be able to complete the tasks assigned properly. But sometimes these demands cannot be carried out properly so that it creates pressure on them, this pressure can cause stress (Andayani, 2017).

The knot

Some conclusions that can be drawn from this research include; The level of stress experienced by students based on gender shows that female students are more easily stressed and students aged 15-17 years or equivalent to junior high school education also experience stress easily. Some students experience stress with several levels of mild stress with a percentage of 33.6%, while with a percentage of 53.3% and respondents who experience severe stress with a percentage of 13.1%. Students in male and female dormitories experience moderate stress with symptoms such as dizziness, irritability, anxiety or anxiety, unstable mood, decreased appetite, frequent daydreaming, loss of trust in others.

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