Effect of Self-Efficacy and Sense of Humor toward Coping with Stress on Third-Grade Students of Assalam Islamic Boarding High School in Palembang

Shofiyah[1], Rosdiana[2], Ajeng Ayushi Widiyani[3]

[1, 2, 3]Graduate Program in Psychology Profession, UniversitasPersada Indonesia Y.A.I, Jakarta – Indonesia

Abstract: *This research aims to determine the effect of self-efficacy and sense of humor toward coping with stress. The research samples are 106 third-grade students of Assalam Islamic Boarding High School in Palembang. The measuring instrument for coping with stress used in this research is the results of adaptation and COPE Scale (Coping Orientation for Problem Experiences). Validity analysis was conducted by using a CFA (Confirmatory Factor Analysis) measurement tool with LISERL 8.7 software. The analysis of the research findings was conducted using multiple regression analysis technique with the help of SPSS 16.0. The findings showed that there is a significant effect as well as magnitude, strength, generality, humor production, humor for coping with stress, social use of humor, and attitude toward humor on third-grade students of 14.5% simultaneously. The research findings can be utilized as input, especially for students of AssalamIslamic Boarding High School in Palembang in order to evaluate themselves, develop strategies for coping with stress and improve self-efficacy by participating in various activities, participating in organizations, and participating in school counseling programs.*

Keywords: self-efficacy, sense of humor, coping with stress

1. Introduction

From its first establishment until now, Islamic boarding school has not only functioned as educational institution but also is very important institutions in shaping social, cultural and religious life (Wahjoetomo, 1997). There are two models of the education system in boarding school education; i.e. the modern boarding-school education system and the traditional boarding-school education system. Essentially, this is the result of the expansion of modern education in the Dutch colonialist style at the time, which later some Islamic boarding schools want to maintain their continuity by "refusing and imitating" (Lukens-Bull, 2013).

The model of modern boarding school education system is an institutional system of boarding schools that are managed in a modern manner in terms of administration, teaching system and curriculum. In this modern education system, the aspect of the boarding school progress is not based on the figure of a *kiai* (expert in Islam) and many students, but from the aspect of regular administration (management); for instance, in the data collection of each student's attendance as well as reports on the educational progress of all students.

Assalam Islamic Boarding School is included in the category of Modern Islamic Boarding School, which in addition to teaching religion, it also teaches general science or it has included a curriculum in general subjects. In addition, to study in this boarding school, students are required to live in a dormitory in within the boarding school. In other words, AssalamIslamic Boarding School has completed its facilities to support education with 24-hour disciplinary method or boarding-school life has been controlled by the board of teachers and staff. The education developed at the Assalam Islamic Boarding School is *Kuliyatul Muallimin Muallimat Al-Islamiyah* (KMI) *Tafaqquhfii ad-Din* (understanding the

religion well). Students who take part in AssalamIslamic Boarding School are of course different from the general students who study in ordinary public schools. Ordinary public schools only teach general science and the students do not fully interact socially in school. However, students who attend education in the Assalam Islamic Boarding School do not only study religion but also receive a general curriculum. Since students live in an Islamic boarding school, students' social interactions are entirely within boarding schools between teachers and fellow students. Students who attend education in the Islamic Boarding School of Assalam must be prepared to follow all regulations, teaching patterns, and all activities organized by the boarding school management including the graduation requirements set by the boarding school. In addition to following the government's provisions, the boarding school also has provisions and conditions to declare that a student has graduated in studying in a boarding school.

According to data on graduation percentage from year to year obtained from Assalam Islamic Boarding School, every year 100% of final-year students are declared to have passed the national examination but only 70 to 80% are declared to pass the religious examination. The results of the interview with the headmaster of the boarding school found that some of the students of the Islamic boarding school in the last days were too focused on their national exams and experienced a decrease in the focus of learning during the religion exam. Therefore, some students do not pass the religion exam. It was also found that 50% of the final-year students of Islamic boarding schools experienced pressure demands that were beyond their ability. Therefore, not a few who experience symptoms of stress because some students, who usually perform well on boarding-school exam in the previous semester, experienced a decline in grades and even did not pass the boarding-school exam in the final semester. This experience of stress is not only experienced by the

final-year students but every student who will enter the stage of the final-year students also begins to feel anxiety and stress symptoms (Abel, 2002; Sherer et al, 1982).

To prepare themselves for national exams and final examinations, various syndromes in facing examinations are increasingly apparent in the daily lives of students. Based on the results of interview that the researchers conducted on 10 students at Assalam Islamic Boarding School, it was found that the symptoms of the syndrome included the appearance of pimples, digestive problems, insomnia, fatigue, headaches, bowel problems, and eating and snacks more than usual. Not many behave out of habit and not a few who behave otherwise. Indifference, stress, tension, anxiety, panic, worry, and fear of facing exams are psychological symptoms that often dominate the days and thoughts of students (DeDeyn, 2008). . Under certain conditions, the test syndrome often interferes with health. Some become susceptible to disease, look lethargic and have difficulty to concentrate while studying (Zulkarnain & Novliadi, 2009). "Fear of not passing the exam" is probably the most encouraging thing for students, so handling exam syndromes that are symptomatic requires preparation and support.

2. Research Method

Population and Samples
The research population and sample were all third-grade male and female students of senior high school who were also final-year students at the Assalam Islamic Boarding School in Palembang. The research population was the third-grade students of the senior high school in Assalam Islamic Boarding School in Palembang which will take the final school examination. Moreover, the number of third-grade students in Assalam Islamic Boarding High School includes as many as 27 male and 79 female students. Thus, the total population is 106 people. The researchers' reason to take the samples at the Assalam Islamic Boarding School was because it matched the characteristics of the sample and the population that the researchers wanted, i.e. the final-year students who were also third graders of the senior high school who would take a long final examination.

The sampling process in this researchapplied a non-probability sampling technique in which not all population units have the opportunity to become research samples (Sugiyono, 2010). Through purposive sampling method, samples were chosen based on characteristics that have been determined and are known first based on the characteristics and nature of the population (Etikan et al, 2016).

Research Variables
This research variable consists of independent and dependent variables. The independent variables of this research are self-efficacy and sense of humor and the dependent variable of this research is coping with stress in facing the final exam.

Data Collection Instrument
In this research, the data collection technique applies scale as a data collection instrument. Scale is a number of written statements to obtain answers from respondents. In this case, this research utilizes a Likert scale; i.e. the statement of opinion presented to the respondent to give an indication of agrees or disagree statements.

Validity Test Technique of the Research Instruments
Validity is the ability of an instrument to measure what it wants to measure. A valid instrument must be an instrument made to measure what we want to measure. After obtaining the required data, the researchers then tested the construct validity and reliability of each measuring instrument.

Validity testing utilized CFA (Confirmatory Factor Analysis), in which, through this method, we can find out whether or not all items have measured what, is to be measured and whether or not each item is significant in measuring it. The logic is to compare the correlation matrix from the estimation results using theory with the correlation matrix obtained from the data. In this case, what is meant by theory is the concept that all items measure one thing in common (unidimensional), i.e. the construct to be measured.

If there is a significant difference between theory and data, it means that all items measure the same thing (unidimensional). Furthermore, using the same software, we can test whether each item is significant in measuring what it wants to measure. After the validity is measured, then the reliability is tested from items owned by the researchers. Reliability is how large the proportion of variance of the total score is the variance of the true score. Reliability values will be obtained at the same time when conducting the validity test using LISREL 8.7.

Construct Validity Test
To test the construct validity of each item, the study conducted a validity test using CFA (Confirmatory Factor Analysis) with LISERL 8.7 software.

Data Collection Procedure
Broadly speaking, this research was conducted in four stages:
1) The first stage, this research began by formulating the problem to be studied. The researcher then determined the variables to be studied and conducts literature studies to obtain the theoretical foundation that is in accordance with the research variables.
2) The second stage, the researchers determined the research subject and prepared the data collection instrument by determining and compiling the measuring instrument or research instrument to be used. In this case, the instrument was divided into 4 parts which include: the subject's personal data, the coping with stress scale, the self-efficacy scale and the sense of humor scale.
3) The third stage is the implementation stage. The researchers carried out research data collection by visiting the school which was the subject of the research.

From the data that has been collected, the researchers then scored the results of the respondents' answers. The results of the respondents' answers are then processed through validity and reliability tests. The results of the data were then processed by using statistics of Multiple Regression Analysis to determine the magnitude and direction of the relationship between X_1 (self-efficacy) variable with X_2 (sense of humor) and Y (coping with stress) variable. Multi

regression analysis is a method for assessing the consequences and magnitude of the results of more than one independent variable on one dependent variable, using the principles of correlation and regression. The research analysis utilizes SPSS Version 16.0.

Data Analysis Technique
To answer the research question, multiple regression analysis techniques are used. This multiple regression analysis technique is used to determine the accuracy of predictions and is shown to determine the effect of the independent variable (IV), i.e. self-efficacy and sense of humor toward coping with stress as the dependent variable (DV). Multiple regression is a statistical method used to form a bound relationship model (Y response) with more than one dependent variable (independent; predictor; X).
The research regression line equation is as follows:
$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \ldots \ldots \ldots \ldots b_7X_7 + e$$
Description:
Y= dependent variable (DV); in this case coping with stress
a = intercept (constant)
b = standardized regression coefficient for each X
X_1 = Magnitude
X_2 = Strength
X_3 = Generality
X_4 = Humor production
X_5 = Humor for coping with stress
X_6 = Attitude toward humor
X_7 = Humorous people
e= residual

To assess whether or not the regression model is the most suitable model (has the smallest error), it requires some testing and analysis as follows:
1) R^2 (multiple regression coefficient)
2) F-test
3) t-test

3. Test Results of Research Hypothesis

Regression Analysis of Research Variables
The researchers looked at the magnitude of R square to find out how much the percentage (%) of dependent variance variables can be explained by independent variables. Furthermore, the R square can be seen in table 1 below.

Table 1: Summary of Regression Analysis Model

Model	R	R Square	Adjusted R Square	Standard Error
1	.381	.145	.084	8.63376

a. Predictor: (constant), attitude toward humor, magnitude, humor for coping with stress, generality, strength, humor production, social use of humor

From table 1, we can see that the R Square is 0.145 or 14.5%. It means that variance proportions from coping with stress explained by all independent variables, i.e. self-efficacy (magnitude, strength, generality) and sense of humor (humor production, humor for coping with stress, social use of humor, attitude toward humor) is 14.5%, while the remaining 85.5% is influenced by other variables outside of this study.

Next, the researchers analyzed the effect of all independent variables toward coping with stress.

Table 2: ANOVA of the Overall Effect of IV on DV

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1237.960	7	176.851	2.373	.028^g
	Residual	7305.090	98	74.542		
	Total	8543.050	105			

The F test results can be seen in table 2. If you see the sixth column from the left it is known that the significance value is 0.028 (p <0.05), then the null hypothesis which states that there are significant effects from all independent variables on coping with stress is rejected. It means there is a significant effect of self-efficacy, magnitude, generality and sense of humor (humor production, humor for coping with stress, social use of humor, attitude toward humor) on coping with stress.

Regarding the regression coefficient for each independent variable, if the t-value of >1.96 then the regression coefficient is significant, which means that the IV has a significant effect on coping with stress. It can also be seen whether from seven V (minor) has a positive or negative effect and is significant for DV. The presentation is shown in table 2, Based on the regression coefficients in the table, the following regression equation can be stated:

Coping with stress = 51.125 - .251 magnitude + .125 strength + .140 generality + .047 humor production - .158 humor for coping + .122 social use of humor - .074 attitude toward humor.

Table 2: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.125	12.705		4.024	.000
	Magnitude	-.215	.114	-.118	-1.896	.061
	Strength	.125	.092	.139	1.368	.175
	Generality	.140	.090	.155	1.556	.123
	Humor production	.047	.117	.049	.402	.689
	Humor for coping	-.158	.097	-.158	-1.620	.108
	Social use of humor	.112	.125	.113	.900	.370
	Attitude toward humor	-.074	.093	-.082	-.797	.427

a. Dependent Variable: coping with stress

Based on table 2, to see whether or not the regression coefficient produced is significant, we can see the sig. value in the right column (sixth column from the left), if p < 0.05, then the regression coefficient has a significant effect on coping with stress and vice versa. Based on the data above, it was concluded that there was no significant model.
It means that 7 minor hypotheses are not significant. Explanation of the regression coefficient values obtained from each independent variable are as follows:
1) Self-efficacy - magnitude variable obtains a regression coefficient of -0.251 with a significance value of 0.061 (p

> 0.05) which means that the magnitude variable does not have significant effect toward coping with stress.

2) Self-efficacy - strength variable obtains a regression coefficient of 0.125 with a significance value of 0.175 (p > 0.05) which means that the strength variable does not have significant effect toward coping with stress.

3) Self-efficacy - generality variable obtains a regression coefficient of 0.140 with a significance value of 0.123 (p > 0.05) which means that the generality variable does not have significant effect toward coping with stress.

4) Sense of humor – humor production variable obtains a regression coefficient of 0.047 with a significance value of 0.689 (p > 0.05) which means that the humor production variable does not have significant effect toward coping with stress.

5) Sense of humor – humor for coping with stress variable obtains a regression coefficient of -0.158 with a significance value of 0.108 (p > 0.05) which means that the humor for coping with stress variable does not have significant effect toward coping with stress.

6) Sense of humor – social use of humor variable obtains a regression coefficient of 0.112 with a significance value of 0.370 (p> 0.05) which means that the social use of humor variable does not have significant effect toward coping with stress.

7) Sense of humor – attitude toward humor variable obtains a regression coefficient of -0.074 with a significance value of 0.427 (p> 0.05) which means that the attitude toward humor variable does not have significant effect toward coping with stress.

Testing the Proportions of the Variances of Each Independent Variable

Next, the researchers want to know how the addition of the proportion of variance from each independent variable toward coping with stress. In table 3, the first column is independent variables which are analyzed one by one, the second column is the addition of variance of dependent variables from each independent variable analyzed one by one, the third column is the pure value of variance of dependent variables from each independent variable entered one by one, the fourth column is the F-calculate value for the independent variable. Furthermore, column DF is a free degree for independent variables consisting of a numerator or denominator, F-table column is a column regarding the value of F with a predetermined DF. The value in this column will be compared with the F-calculate value column. If the F-calculate value is greater than the F-table, then the next column, i.e. the significance column, will be written significantly and vice versa. The proportion of variance in coping with stress can be seen in table 3 below.

Table 3: Proportions of the Variances of Each Independent Variable on Variable Dependent

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.247[a]	.061	.052	8.78254	.061	6.757	1	104	.011
2	.275[b]	.076	.058	8.75462	.015	1.640	1	103	.203
3	.310[c]	.096	.070	8.70049	.020	2.309	1	102	.132
4	.327[d]	.107	.072	8.69110	.011	1.221	1	101	.272
5	.366[e]	.134	.091	8.60094	.027	3.129	1	100	.080
6	.373[f]	.139	.087	8.61784	.005	.608	1	99	.437
7	.381[g]	.145	.084	8.63376	.006	.635	1	98	.427

Based on the above table 3, the researchers present the following information:

1) Magnitude variable contributes 6.1% in the variance of coping with stress. The contribution is statistically significant with F = 0.011 and df = 1.104.

2) Strength variable contributes 1.5% in the variance of coping with stress. The contribution is not statistically significant with F = 0.203 and df = 1.103.

3) Generality variable contributes 2.0% in the variance of coping with stress. The contribution is not statistically significant with F = 0.132 and df = 1.102.

4) Humor production variable contributes 1.1% in the variance of coping with stress. The contribution was not statistically significant with F = 0.272 and df = 1.101.

5) Humor for coping with stress variable contributes 2.7% in the variance of coping with stress. The contribution is statistically significant with F = 0.080 and df = 1.100.

6) Social use of humor variable contributes 0.5% in the variance of coping with stress. The contribution is not statistically significant with F = 0.437 and df = 1.99.

7) Attitude toward humor variable contributes 0.6% in the variance of coping with stress. The contribution is not statistically significant with F = 0.427 and df = 1.98.

4. Conclusion

In this research, the researcher concluded that the major hypothesis which states that there is an effect of self-efficacy and sense of humor on coping with stress on final-year and third-grade students in the Assalam Islamic Boarding High School in Palembang is accepted. This is also illustrated based on the variances of dependent variable which is explained by all independent variables including self-efficacy (magnitude, strength, generality) and sense of humor (humor production, humor for coping with stress, social use of humor, attitude toward humor) of 14.5% simultaneously and the remaining 85.5% is affected by other variables.

Based on the test results of the effect of each variable self-efficacy (strength, generality) and sense of humor (humor production, social use of humor), it shows that there is no significant effect on coping with stress. Meanwhile, the variables of self-efficacy (magnitude) and sense of humor (humor for coping with stress, attitude toward humor) have an effect but is not significant.

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Author Profile

Shofiyah Malik, Student of Graduate Program in Adult Clinical Psychology at University of Persada Indonesia YAI.
Work Experience
1. Internship at the Cancer Clinic of EDWAR Technology Alam Sutra (2014-2015)
2. Psychological Tester at Biro PPM Management (2015)
3. HRD Staff at Regional General Hospital of Sungai Lilin Palembang (2016-2017)
4. Secretary Director at Regional General Hospital of Sungai Lilin Palembang (2016-2017
5. Consulting Staff for Selection of New Students at Assalam Islamic Boarding School Sungai Lilin Palembang (2017)

Rosdiana
Student of Graduate Program in Adult Clinical Psychology at University of Persada Indonesia YAI
Work Experience
1. Psychological Tester at CPNS Sekayu (2010)
2. Assistant Lecturer in Psychology Code of Ethics Course at STIPSI Abdi Nusa Palembang (2011- 2013
3. Lecturer Assistant in Experimental Psychology Course at STIPSI Abdi Nusa Palembang (2011 - 2013)
4. Assistant Lecturer in Gender Psychology Course at STIPSI Abdi Nusa Palembang (2012 - 2013)
5. Head of Medical Services at UPT Health Clinic Sriwijaya of University Indralaya (2004-2018)
6. Student Consultant at Kino Private Course Palembang (2019)

Ajeng Ayushi Widiyani
Student of Graduate Program in Adult Clinical Psychology at University of Persada Indonesia YAI
Work Experience
1. Recruitment Staff at PT Securitas Indonesia in 2016-2017
2. Recruitment Staff at PT DHL Supply Chain Indonesia in 2015
3. Psychological Tester at Biro Laksmi (Humanity Future Success Consultation Institute) in 2014 - 2017
4. Assistant Lecturer in Abnormal Psychology Course at Jakarta State University, Department of Psychology in 2014
5. Lecturer Assistant in Psychology Counseling Family Course at Jakarta State University, Department of Psychology in 2015.