

## THE RELATIONSHIP BETWEEN RELIGIOUS COPING TO STRESS RELATED GROWTH (SRG) OF DHUAFAs STUDENTS IN THE ISLAMIC BOARDING SCHOOL DEPOK, WEST JAVA

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### ABSTRACT

Stress is something that often occurs in human life today. Stress is often considered something that should be avoided, but stressful conditions can become an individual's personal growth, this is what is called stress related growth (SRG). This research aims to look at the relationship between religious coping and stress related growth (SRG) in needy students at the Islamic Boarding School, Depok. Dhuafa in the Indonesian dictionary are people who are economically weak and so on. Meanwhile, a santri is someone who studies at an Islamic boarding school. So that poor students are students who are less prosperous economically. The data used in this research is primary data collected from questionnaires given to poor students, a total of 64 students who were selected purposively. Data processing was carried out quantitatively using JASP. The measuring instruments used in this research were the Stress-Related Growth Scale and the Religious-Islamic Coping Scale. Apart from that, interviews were also conducted to explore aspects of these two variables. The data analysis used is the Product Moment correlation technique from Pearson. From this analysis, this research shows that there is a significant positive relationship between religious-Islamic coping and SRG, with  $r = 0.568$  at a significance level of  $p < 0.05$ . The results of this study show that religious coping has a significant relationship to stress related growth of students.

**Keywords:** Stress Related Growth, Religious Coping, Dhuafa, Islamic Boarding School.

### INTRODUCTION

In today's dynamic and complex era, individuals are often faced with various challenges and pressures in living their daily lives. One group that can face quite high levels of stress are poor students, especially those who live in Islamic boarding schools who are less financially prosperous. Islamic boarding schools have a unique environment, where students not only face academic and religious demands, but also interact with their peers and experience significant changes in their social environment by living far from their families.

Stress Related Growth (SRG) also known as stress-related growth (Kesimci et al, 2015), is an interesting concept in psychology, referring to positive development that arises as a result of facing life's challenges and crises. SRG describes how individuals can grow and develop personally after experiencing significant stressors, such as loss, trauma, or environmental change. Several previous studies have explored the relationship between several variables that influence stress-related growth, including research conducted by Carver (1998). Carver stated that internal factors that can influence self-growth are self-belief (self-efficacy). Thombre et al. (2010) conducted research on religious coping which resulted in research that there was a relationship between religious coping and stress related growth. Meanwhile, Prati &

Pietrantonio (2009) in their research stated that social support can influence SRG by influencing a person's coping behavior and helping a person successfully adapt to life crises.

This research aims to determine the relationship between religious coping and Stress Related Growth in Dhuafa students at the Islamic Boarding School, Depok. Through a deeper understanding of the relationship between these variables, it is hoped that this research can provide new insight into how the psychological factors of religious coping relate to an individual's ability to grow and develop through stressful experiences they have experienced. By understanding the factors that influence stress-related growth in dhuafa santri, this research has the potential to make an important contribution to the development of better intervention approaches in Islamic boarding school environments, which can support the positive development and psychological well-being of santri.

## LITERATURE REVIEW

### Dhuafa Students

According to Rasyid (2020) santri are a group of pious people who study the Islamic religion and have good character and obey religious rules and live or live in an Islamic boarding school environment. Meanwhile, according to Alfarisi (2021), the word dhuafa, the meaning of dhu'afa in the vocabulary of the Al-Qur'an is the plural form of the word "dha'if". This word comes from the root "dha'afa or dha'ufayadh'afu-dhu'fan or dha'fan" which generally contains two meanings, namely weak and double. So the meaning of the word dhuafa is people who are weak both physically and materially, such as orphans, the elderly, the disabled, disaster victims, people with certain diseases, poor widows, oppressed small people, etc. So the definition of dhuafa students is a group of pious people who study the Islamic religion with good character and obey religious rules and live in an Islamic boarding school environment who come from weak family backgrounds.

### Stress Related Growth (SRG)

Stress can be defined as a stimulus, response, or interaction between an individual and a situation that is considered to exceed his or her resources (Lazarus & Folkman, 1984). Another theory states that stress is a collection of cognitive, emotional, physiological and behavioral reactions from individuals when faced with experiences that are seen as threatening or challenging (Harrington, 2012). Stress is like two sides of a coin, it has good and bad sides. Stress which has a positive impact is called eustress and which has a negative impact is called distress (Harrington, 2012). When a person experiences eustress, there is an increase in performance and health. On the other hand, when experiencing distress it can cause a decline in performance, health and social relationships (Lumban Gaol, 2016).

It was explained previously that stress not only has negative impacts, but also has the potential for positive results. This is in line with positive psychology studies regarding new terminology that has emerged with the term stress-related growth (SRG). Kesimci et al, (2005) stated that stress-related growth (SRG) is a positive change that follows experiences during stressful life events. Park et al, (1996) said that stress-related growth is a situation where a person can experience positive changes in their struggle to face stressful life events or circumstances. Based on the statement above, it can be concluded that stress-related growth is a positive change experienced by individuals as they struggle to deal with stressful life events or experiences. Stress-related growth has four aspects, namely positive changes in personal resources, positive changes in personal relationships, positive changes in coping skills and positive changes in life philosophy.

## Religious Coping

A person who has faith in God, when faced with a pressing situation (stressor), that individual will involve God and other religious elements in overcoming the problem (back to religion). This means that coping (problem solving) is carried out using a divine approach, this is called religious coping. According to Pargament (1997) religious coping is a personal experience. Coping is almost always measured through individual self-reports. These self-reports can be biased (although some of these researchers have tried to control for potential bias). According to Wong-McDonald and Gorsuch (2004), religious coping is a way for individuals to use their beliefs to manage stress and problems in life. Meanwhile, according to another opinion, religious coping is an effort to understand and overcome the sources of stress in life by implementing various methods to strengthen the individual's relationship with God (Anggraini, 2014).

This is one strategy to minimize or overcome stress that arises due to stressful situations or circumstances through worship, drawing closer to God and other religious methods. The measurements in this research are based on the five basic functions of religion, which include aspects of religious coping, namely, positive religious coping and negative religious coping which were later designated as religious coping methods (Pargament, 2005), methods:

1. Meaning, as a search for the meaning of an event.
2. Control, as a search for power and control of an event.
3. Comfort, as a search for comfort and closeness to God.
4. Intimacy, that is, as a search for intimacy with other people and closeness to God.
5. Life transformation, as a search for achieving life transformation.

## Research Methodology

This research was conducted at the Islamic Boarding School in Depok City, West Java. This research was conducted in July 2023 and was used to collect primary and secondary data and then carry out data processing. Primary data was obtained from questionnaires distributed to respondents, namely dhuafa students who were in the tahfiz class, while secondary data was obtained from related institutions, books, journals and other related articles. The total sample in this study was 64 respondents who were selected purposively.

## Framework of Thinking

The conceptual thinking framework includes a framework of thinking that provides inspiration for thinking obtained from studying concepts and theories as well as the results of empirical research.

Based on the framework above, the following hypothesis is formulated: H<sub>0</sub>: There is no relationship between Religious Coping and Stress Related Growth in poor students at the Islamic Boarding School H<sub>1</sub>: Religious coping has a significant relationship to Stress Related Growth in poor students at the Islamic Boarding School.

## Results and Discussion

Data Analysis Using JASP Evaluation of the Measurement Model (Outer Model) The religious coping variable has five indicators, namely meaning, control, comfort, intimacy and life transformation. Meanwhile, the stress related growth variable has four indicators, namely Positive changes in personal resources, Positive changes in personal relationships, Positive changes in life philosophy and Positive changes in coping skills. After carrying out validity and reliability tests on each indicator of each variable, there was one indicator that had a significance value of less than 0.5 so it had to be removed from the model.

This indicator is the meaning of the religious coping variable. Testing of the hypothesis shows that religious coping has a significant relationship with stress related growth in students at the Islamic Boarding School. The higher the religious coping carried out by the students at the Islamic Boarding School, the stress relief growth of the students will also be directly proportional.

## CONCLUSION

The results of this research show that the religious coping variable has a significant relationship with the stress related growth variable in the students of the Islamic Boarding School. Therefore, Islamic boarding school management must really pay attention to the religious education factor of the students so that when the students have problems, they can overcome the problem from a religious perspective. Islamic boarding school management must also focus on social support, because this variable also has a significant influence on the growth of students. Social support must be provided by all parties, including providing strong education about caring for each other for students.

## Suggestion

Future research can use a larger sample size and also a longer period of time at the research object, namely the Islamic Boarding School, so that the results of this research can better describe the relationship between religious coping and stress related growth in students at the Islamic Boarding School. In further research, it is also recommended to use various other variables which are thought to have a relationship with stress related growth.

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