

# Coping Stress Levels of Inclusive PAUD Teachers

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## ABSTRACT

Inclusive preschool education (PAUD) is a preschool education system that provides learning opportunities to children with special needs and regular children in schools. The teaching profession, especially teachers in inclusive PAUD, is vulnerable to stress, which impacts on learning, personal life, and school. This study aims to determine how high the stress coping problem focused coping and emotional focused coping of PAUD teachers in Central Java. This study used descriptive quantitative method involving 30 inclusive PAUD teachers in Central Java. The sampling technique used was saturated sampling. Data collection through questionnaires (google forms) with Likert scale percentage results of coping stress. The results showed problem focused coping obtained a percentage of 57.17% and emotional focused coping 46.17%. This shows that inclusive PAUD teachers in Central Java in solving problems use problem focused coping which is balanced with emotional focused coping. Therefore, problem solving needs to be thought through and then take the right steps so that problems can be faced properly.

**Keywords:** Coping Stress, Preschool Teacher, Inclusive Education, Case Study

## INTRODUCTION

Inclusive education in PAUD is a challenge for educators who provide learning to children, both children with special needs and normal children. Article 31 paragraph 1 of the 1945 Constitution and Law No. 20/2003 on the National Education System article IV section 5 paragraph 1 state that every citizen has the same right to a quality

education. Article 2 of Permendiknas No 70 of 2009 indicates that children with special needs are entitled to the same education as normal children (Shofa, 2018).

Inclusive PAUD is an early childhood education system that aims to provide opportunities for children with special needs to learn and interact with normal children. Teachers face many challenges when implementing inclusive PAUD, including a lack of support, training and cooperation with parents and caregivers (Kebbi, 2018). Educators understanding is not directly proportional to the skills they have in educating children with special needs (Mumpuniarti & Lestari, 2018; Pratiwi). The various demands faced by teachers in inclusive education certainly put their own pressure, even to the point of causing stress when carrying out their responsibilities as teachers. However, there are some people who are able to face and solve problems wisely despite experiencing stress.

Weinberg and Gould (2015) defined stress as "a substantial imbalance between demand (physical and/or psychological) and response capability, under condition where failure to meet that demand has important consequences". Failing to fulfill these needs will have a crucial impact. According to Robins (Nugraheni et al., 2018) Stress is defined as a condition that pressures a person's psychological state in achieving an opportunity when there are limitations or obstacles to achieving the opportunity. Stress is not always bad, but it can also be good. Greenberg (2008) says that there are two types of stress that affect everyone:

eustress stress that is beneficial or constructive, and bad distress stress, which can disrupt or damage life. People who are able to control stress can take the good side, and people who have not been able to control it will experience bad stress, which impacts personal physical and mental health.

### **Definition of Stress Coping**

Lazarus and Folkman (1984) defines stress coping as a change in cognitive and behavioral efforts developed to manage some external or internal pressure, judged to be beyond personal capacity. According to Gustems-Carnicer et al. (2019) Stress coping is the process of managing or controlling or eliminating stress from the source of stress. Coping is an attempt to improve the perception and behavior of individuals can regulate either by reducing, minimizing, controlling or tolerating internal conditions and external demands that exist (Lazarus & Folkman, 1984). Harmsen et al. (2018) mentions stress coping as an effort to reduce feelings of stress faced by a person.

Meanwhile, stress itself is the process by which a person reacts when facing problems and challenges or internal and external pressures (Gulzhaina & Hans, 2018). In this regard Lazarus and Folkman (1987) Stress is defined as an imbalance that occurs when a person feels the demands around the environment are greater than the ability a person has to realize their expectations. Stress and pressure also cause problems in both physical and psychological health (Hinkle, 1974).

### **Stages of Coping Stress**

According to Lazarus and Folkman (1987) to overcome the problems experienced by individuals, there are 2 stages of assessment carried out. This assessment stage is used by individuals to determine which stress coping to use. The two stages of assessment are:

#### **1) Primary appraisal**

In this first stage, initial appraisal occurs when the individual begins to experience an event. It includes the following:

##### **A. Irrelevant**

This situation occurs when an individual is faced with a situation that has no impact on their well-being or health. This means that individuals do not require any effort when addressing problems or events because nothing is removed and accepted in this transaction process. For example, when facing relevant things, they will be attracted and vice versa, when facing irrelevant things, they will immediately look away.

##### **B. Benign-positive**

This situation occurs when the outcome of the battle or situation with the problem has a positive impact by increasing individual well-being. So that the results obtained in the form of spending emotional feelings such as happiness, love, pleasure, and others. Engaging in positive impact energizes individuals to pay attention, persist with tasks to achieve goals. This will give individuals action for how they think, and understand themselves and others, the actions they take, and their feelings and ability to control or regulate themselves (Richardson & Watt, 2018).

#### **2) Secondary appraisal**

At this stage, individuals will determine the type of coping to overcome the stress or problems they face. This is important to evaluate what is possible and can be done in dealing with problems.

##### **A. Stressful**

This event occurs when the individual no longer has the personal ability to cope with the stressor. The consequences experienced include:

##### **a. Harmful**

In this state, a person feels that something dangerous is happening. It is characterized by negative emotions such as fear, anxiety and anger. The most damaging life events are those that cause major and extensive loss of commitment.

##### **b. Threatening**

In this situation, individuals feel that there is a dangerous possibility that will continue in the future. There is a danger that has not yet occurred but needs to be anticipated so that it can minimize something dangerous.

c. Challenging

In this state, individuals engage with the challenges or demands of the problem at hand. Challenges can evoke feelings such as hope, desire and belief. Whereas problems are centered on potential dangers characterized by negative emotions such as fear, anxiety and anger.

### Aspects of Stress Coping

Lazarus and Folkman (1987) mentioned that there are several factors that influence a person's decision to use coping as a way to solve problems or stress. The following are factors that are considered in each type of coping:

#### 1) Problem focused coping

##### A. Planful problem solving

Individuals try to change the situation by making observations and doing things very carefully and gradually. In an effort to solve the problem, individuals make a well-thought-out plan. Furthermore, the plan is implemented very carefully as a decision to overcome the problem (de Almeida Santos & Benevides Soares, 2018). Nezu et al. (2019) states that observations that can be made to overcome problems need to be identified first to achieve individual goals. Then predict the possible consequences of the problem and make decisions from the problems that have been identified.

##### B. Confrontative coping

Individuals tend to try to change the situation by applying pressure or acting aggressively, or taking risks. When facing problems, people tend to act aggressively. This is done to curb situations that individuals find threatening. For example, when individuals experience intimidation from someone, they will take action to protect themselves through positive or negative actions (Brighi et al., 2019).

##### C. Seeking social support

When individuals experience a problem, they will seek external support. This form of effort can be in the form of seeking information, real help, or emotional support. The inability to deal with problems experienced by individuals requires help from other individuals as an effort to solve the problem (Hyseni Duraku & Hoxha, 2018).

#### 2) Emotional focused coping

##### A. Positive appraisal

Individuals react by making positive judgments or thinking. It is not uncommon to draw closer to religious things that are done. Thinking positively serves as a buffer for the impact of stress by individuals (Chen et al., 2018; Suldo et al., 2008).

##### B. Accepting responsibility

Individuals try to make themselves aware of the responsibility they have in a problem. Then, individuals try to be graceful and make it better. Awareness is shown as a means to help individuals develop resilience and self-ability (Schussler et al., 2018).

##### C. Self-control

Individuals attempt to self-regulate or manage their feelings when overcoming problems. When faced with a problem, the individual will feel a feeling as a result of the problem. Self-regulation of negative things can form an anticipation of the lack of energy resources that individuals have (Mitchell et al., 2019). Flexibility in dealing with problems that need to be emphasized for better self-regulation so that the trigger of the problem is controlled (Bakker & de Vries, 2021).

##### D. Distancing

Individuals take distance between themselves and existing problems and create a positive outlook. This effort is made so as not to get into a problem. This form is an attempt to protect themselves from the problems that exist (McMordie, 2021).

##### E. Escape avoidance

Individuals avoid the problem at hand by running away from the problem at hand. This tends to be a pleasant action. This is

intended to remove themselves from the pressure that will be experienced or has been experienced. The avoidance in question is the anticipation of anxiety, social anxiety disorder, panic and phobias, post-traumatic stress disorder or excessive avoidance and depressive disorders that reflect the absence of avoidance and poor escape (Barlow et al., 2016; Uehara et al., 2002). Although escape does not resolve the stressor, it serves to reduce the effects it will have on the individual (Väisänen et al., 2018). It is certainly a healthy way to deal with stress, from mental health disorders (Holahan et al., 2005; Seiffge-Krenke & Klessinger, 2000).

In Indonesia, teachers also experience stress due to, among other things, poor student behavior, inappropriate leadership practices, lack of job support, high job demands, low salaries, poor work situations, daily activities, and changes in education policy (Gaol, 2021; Muhbar & Rochmawati, 2019; Ratna Sari et al., 2022; Wirayuda et al., 2022). In this regard, it has also been reinforced in the previous paragraphs, the stress experienced by teachers is an experience that cannot be forgotten because it is a risk of the profession as an educator (Gaol, 2021). In both Western and Eastern countries, such as America, Japan, Singapore, Europe, China and Spain, teaching is the most stressful occupation (Greenberg, 2008; Harmsen et al., 2018; Hester et al., 2020; Kebbi, 2018; Pogere et al., 2019; Travers, 2017; Yang et al., 2018). This is reinforced by findings from Nitta et al. (2019) which states that teachers in Japan in the last ten years have had around 5,000 teachers per year taking sick leave due to mental health. As such, teachers are prone to burnout, which can lead to reduced teaching quality and student motivation.

Causes of teacher stress include high job demands, poor student behavior, poor working conditions, poor workplace relationships, role conflict, role ambiguity, lack of autonomy, lack of school ethics, competence lack of development opportunities, etc (Pogere et al., 2019). In

addition, broader systemic working conditions such as low salaries, changing academic requirements, and high workloads contribute to teacher stress and dissatisfaction (Herman et al., 2020). Teachers' salaries, which are considered relatively low compared to other professions, make it more stressful and difficult to work with balance and teachers may feel less motivated to work every day knowing that unprofitable salaries barely meet their basic needs (Kebbi, 2018). Teachers often report the work is "very or extremely stressful" (Chris, 2001; Gustems-Carnicer et al., 2019) and teaching is one of the most stressful jobs in the profession (Johnson et al., 2005; Okeke et al., 2021). Therefore, it is necessary to deal with situations that have a lot of pressure for teachers to be able to deal with these conditions.

The research that was conducted Embse et al. (2019) shows that teachers experience high levels of stress and burnout. High teacher stress has an impact on schools, including absenteeism, burnout, and teacher behavior management. Research from Eddy et al. (2019) mentioned that stress and burnout experienced by teachers lead to lower teacher turnover, which is detrimental to the education system and school climate. Teachers who experience excessive stress can produce unfavorable outcomes for themselves and their students, putting the education system at risk (Travers, 2017). In the research Hester et al. (2020) revealed that burnout experienced by a teacher causes stress and leaves his work in education. In the research Cancio et al. (2018) mentioned the level of stress and teacher burnout in special education is higher, due to the heavy burden as a teacher, carrying out multiple roles, pressure for student achievement, student behavior and emotional exhaustion experienced. This research is important to find out how high the types of coping stress of inclusive PAUD teachers in Central Java as a form of overcoming the problems faced.



**METHODOLOGY**

This research uses descriptive quantitative. The research subjects were inclusive preschool teachers who had experience in inclusive classrooms. The population in this study were PAUD teachers from 10 inclusive kindergartens in Central Java. The sample of this study amounted to 30 respondents of inclusive PAUD teachers to find out how high stress coping is seen from

problem focused coping and emotional focused coping. The sampling technique in this study used saturated samples. Data collection through questionnaires using google form to measure the achievement of the results of coping stress of inclusive PAUD teachers. Likert scale was used to assess the results. The following is the research procedure and list of school names:

Chart 1. The Research Procedure

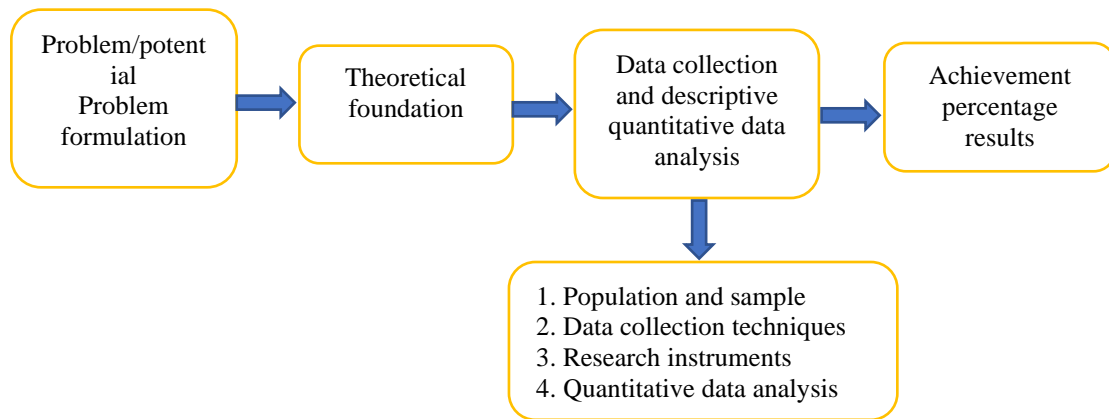


Table 1. List of School

List of Schools	Region
TK TALENTA TK FUN&PLAY PAUD LABSCHOOL UNNES	City of Semarang
BISA INKLUSI SCHOOL	Kendal District
PAUD SEMAI TK MATAHARI	Jepara District
TK UNIVERSAL	Temanggung District
PAUD UNIVERSAL AGAPE KIDS	Wonosobo District
TK HOLISTIK INKLUSI	City of Pekalongan
TK AISYAH BUTANUL ATHFAL 01	Brebes District

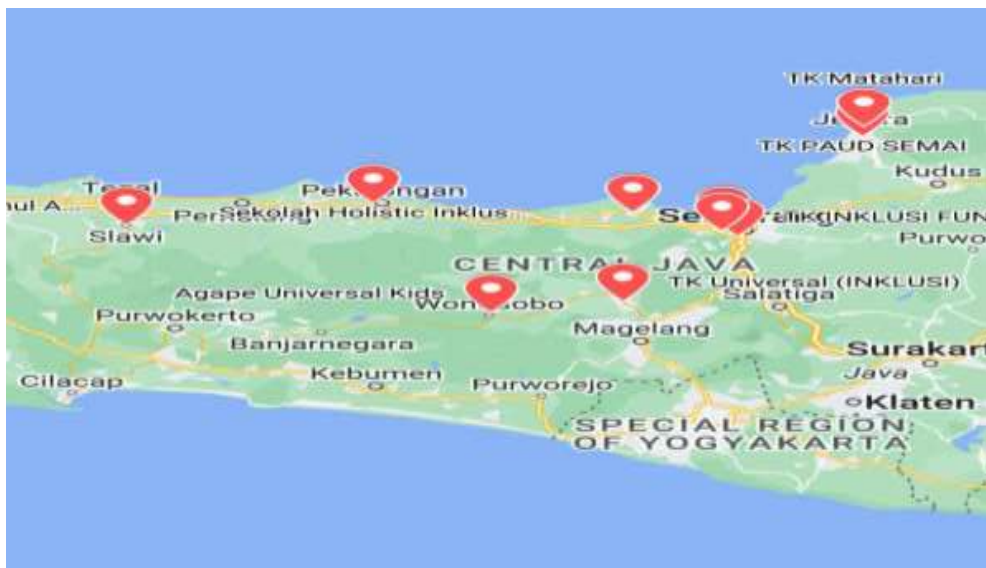


Figure 1. School Locations

[https://www.google.com/maps/d/u/0/edit?mid=1sMJk8z9wwLY4\\_Gimuv7AgA0A7te\\_6As&usp=sharing](https://www.google.com/maps/d/u/0/edit?mid=1sMJk8z9wwLY4_Gimuv7AgA0A7te_6As&usp=sharing)

**Validity test**

According to Sugiyono (2019, p. 168) validity is the level of accuracy between the data that occurs on the object of research and the strength that can be reported by researchers. . The instrument is used to see

the extent to which the instrument made by the researcher can be used to measure what you want to know; validity is carried out. The following is the research instrument lattice:

**Table 2. Research Instrument**

Coping Type	Aspects	Indicators
<i>Probelm focused coping</i>	<i>Planful Problem Solving</i>	Able to think about problem solving and carry out problem solving plans
	<i>Confrontative Coping</i>	Able to take risks when solving problems
	<i>Seeking Social Support</i>	Able to seek information, tangible help and emotional support
<i>Emotional focused coping</i>	<i>Positif Appraisal</i>	Able to react positively to a problem
	<i>Accepting Responsibility</i>	Able to be self-aware regarding the responsibilities they have in a problem
	<i>Self-Control</i>	Able to self-regulate or regulate feelings in dealing with problems
	<i>Distancing</i>	Individuals are able to distance themselves from their surroundings
	<i>Escape Avoidance</i>	Escape from the problem at hand and turn to pleasurable activities

**Reliability test**

A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. Cronbach Alpha statistical test method, if the variable provides a minimum value of 0.6 or > 0.60 then the variable can be said to be reliable and vice versa if the variable

provides a value smaller than 0.6 then the variable can be said to be unreliable.

**RESULTS AND DISCUSSION**

The results of descriptive quantitative research on the analysis of respondent characteristics:

**Table 3. Respondent Characteristics**

RESPONDENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	1	3.3	3.3	3.3
	FEMALE	29	96.7	96.7	100.0
	Total	30	100.0	100.0	

From the table above, the number of respondents in this study was 30 people, both male and female. It is known that there is 1 male respondent with a percentage of

3.3% and 29 female respondents with a percentage of 96.7%. It can be seen that most inclusive PAUD teachers in Central Java are female.

**Table 4. Statistics Problem Focused Coping**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X01	30	1	4	2.23	.898
X02	30	1	4	2.87	.730
X03	30	1	4	3.07	.691
X04	30	1	3	1.53	.571
X05	30	1	3	1.73	.640
TOTAL_X	30	5	15	11.43	2.254
NILAI_MAX_X	30	20	20	20.00	.000
PERSENTASE_X	30	25	75	57.17	11.271
Valid N (listwise)	30				

From the data above, it can be explained that the results of Problem focused coping have 30 “respondents”. Statement X01 gets a minimum value of 1, a maximum value of 4, a mean value of 2.23, and a Std. Deviation 0.898. Statement X02 gets a

minimum value of 1, a maximum value of 4, a mean value of 2.87 and a Std. Deviation 0.730. Statement X03 gets a minimum value of 1, a maximum value of 4, a mean value of 3.07, and a Std. Deviation 0.691. Statement X04 gets a minimum value of 1, a

maximum value of 3, a mean value of 1.53, and a Std. Deviation 0.571. Statement X05 gets a minimum value of 1, a maximum value of 3, a mean value of 1.73, and a Std. Deviation 0.640. The total of the problem focused coping statements obtained a minimum value of 5, a maximum value of 15, a mean value of 11.43, and a Std.

Deviation 2.254. The maximum score of the problem focused coping statement minimum, maximum, mean values are 20 and Std. Deviation 0. The percentage of the problem focused coping statement minimum value is 25%, maximum value is 75%, mean value is 57.17% and Std. Deviation 11.271.

**Table 5. Statistics Emotional Focused Coping**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Y06	30	1	3	1.73	.740
Y07	30	1	2	1.40	.498
Y08	30	1	3	1.47	.571
Y09	30	1	3	1.63	.669
Y10	30	1	4	2.27	.583
Y11	30	1	4	1.90	.759
Y12	30	1	4	2.97	.809
Y13	30	1	4	2.57	.935
Y14	30	1	3	1.40	.563
Y15	30	1	3	1.57	.626
Y16	30	1	3	1.70	.651
Y17	30	1	3	1.53	.629
TOTAL_Y	30	15	35	22.13	4.869
NILAI_MAX_Y	30	48	48	48.00	.000
PERSENTASE_Y	30	31	73	46.17	10.134
Valid N (listwise)	30				

From the data above, it can be explained that the results of emotional focused coping have 30 respondents. Statement Y06 gets a minimum value of 1, a maximum value of 3, a mean value of 1.73 and a Std. Deviation 0.740. Statement Y07 gets a "minimum value of 1, maximum value of 2, mean value of 1.40, and Std. Deviation" 0.498. Statement Y08 gets a minimum value of 1, a maximum value of 3, a mean value of 1.47, and a Std. Deviation 0.571. Statement Y09 gets a minimum value of 1, a maximum value of 3, a mean value of 1.63, and a Std. Deviation 0.669. Statement Y10 gets a minimum value of 1, a maximum value of 4, a mean value of 2.27, and a Std. Deviation 0.583. Statement Y11 gets a minimum value of 1, a maximum value of 4, a mean value of 1.90, and a Std. Deviation 0.759. Statement Y12 gets a minimum value of 1, a maximum value of 4, a mean value of 2.97, and a Std. Deviation 0.809. Statement Y13 gets a minimum value of 1, a maximum value of 4, a mean value of 2.57, and a Std.

Deviation 0.935. Statement. Y14 gets a minimum value of 1, a maximum value of 3, a mean value of 1.40, and a Std. Deviation 0.563. Statement Y15 gets a minimum value of 1, a maximum value of 3, a mean value of 1.57, and a Std. Deviation 0.626. Statement Y16 gets a minimum value of 1, a maximum value of 3, a mean value of 1.70, and a Std. Deviation 0.651. Statement Y17 gets a minimum value of 1, a maximum value of 3, a mean value of 1.53, and a Std. Deviation 0.629. The total of the problem focused coping statement has a minimum value of 15, a maximum value of 35, a mean value of 22.13, and a Std. Deviation 4.869. The max score of problem focused coping minimum value, maximum value, mean value is 48 and Std. Deviation 0. The percentage of problem focused coping minimum value is 31%, maximum value is 73%, mean value is 46.17%, and Std. Deviation 10.134.

On the validity test of PAUD teachers' coping stress as follows:

**Table 6. Test validity of Coping Stress of Inclusive PAUD Teachers**

Indicators	No	r <sub>counts</sub>	r <sub>table</sub>	Information
Able to think about problem solving and carry out problem solving plans	1	0,060	0,349	Invalid
	2	-0,005		Invalid
Able to take risks when solving problems	3	0,014		Invalid
	4	0,436		Valid
Able to seek information, tangible help and emotional support	5	0,554		Valid
	6	0,466		Valid
Able to react positively to problems	7	0,097		Invalid
	8	0,262		Invalid
Able to be self-aware regarding the responsibilities they have in a problems	9	-0,021		Invalid
	10	0,126		Invalid
Able to self-regulate or regulate feelings in dealing with problems	11	0,009		Invalid
	12	0,111		Invalid
Individuals are able to distance themselves from their surroundings	13	0,272		Invalid
	14	0,381		Valid
Escape from the problem at hand and turn to pleasurable activities	15	0,305		Invalid
	16	0,462		Valid
Able to think about problem solving and carry out problem solving plans	17	0,538		Valid
	18	0,432		Valid
Able to take risks when solving problems	19	0,547		Valid
	20	0,586		Valid
Able to seek information, tangible help and emotional support	21	0,527		Valid
	22	0,381		Valid
Able to react positively to problems	23	0,484		Valid
	24	0,632		Valid
Able to be self-aware regarding the responsibilities they have in a problem	25	0,491		Valid
	26	0,185		Invalid
Able to self-regulate or regulate feelings in dealing with problems	27	0,544		Valid
	28	0,617		Valid
Individuals are able to distance themselves from their surroundings	29	0,120		Invalid
	30	0,456		Valid

The validity of the Coping Stress Analysis instrument for Inclusive PAUD Teachers in Central Java shows that of the 30 statement items, there are r<sub>counts</sub> more than r<sub>table</sub> as many as 17 valid statements and r<sub>counts</sub> less than r<sub>table</sub> as many as 13 other statements are invalid. Valid questionnaire statements number 4 (0.436), number 5 (0.554), number 6 (0.466), number 14 (0.381), number 16 (0.462), number 17 (0.538), number 18 (0.432), number 19 (0, 597), number 20 (0.586), number 21 (0.527), number 22 (0.381), number 23 (0.484), and number 24 (0.632), number 25 (0.491), number 27 (0.544), number 28 (0.617), number 30 (0.456). While invalid statements are number 1, 2, 3, 7, 8, 9, 10, 11, 12, 13, 15, 26, and 29. Thus, valid items in the validity of Coping stress Analysis of Inclusive PAUD Teachers in Central Java will be used in data analysis.

In the reliability test results get results:

**Table 7. Cronbach's Alpha Reliability Statistics**

Cronbach's Alpha	N of Items
.861	17

From the results of the above calculations, the results of the reliability test after the question can be seen, Analysis of Coping stress of Inclusive PAUD Teachers in Central Java obtained a Cronbach's Alpha value of 0.861 > 0.60. This shows that the instrument for Coping Stress Analysis of Inclusive PAUD Teachers in Central Java can be said to be reliable.

**DISCUSSION**

Based on the results of the final descriptive data analysis, the respondents in this study were teachers who had experience in inclusive classrooms as many as 30 respondents consisting of 1 male and 29 female. The results of descriptive statistical calculations on stress coping data consisting of problem focused coping and emotional focused coping show that problem focused coping data is greater or dominant by obtaining 57.17% compared to emotional focused coping by obtaining 46.17%. In the results of the validity test of coping stress of inclusive PAUD teachers in Central Java, 17 valid statements were obtained with rcount more than rtable. Valid questionnaire



statement number 4 (0.436), number 5 (0.554), number 6 (0.466), number 14 (0.381), number 16 (0.462), number 17 (0.538), number 18 (0.432), number 19 (0.597), number 20 (0.586), number 21 (0.527), number 22 (0.381), number 23 (0.484), and number 24 (0.632), number 25 (0.491), number 27 (0.544), number 28 (0.617), number 30 (0.456). Based on the significance table in the study, researchers used  $t$ -table 0.05 with a significance level of 0.349. The results of the reliability test in this study using Cronbach's Alpha by obtaining a value of 0.861 is greater than the minimum value of 0.60. This shows that the Coping stress analysis instrument for Inclusive PAUD Teachers in Central Java can be said to be reliable.

The results of the final data collection aimed to strengthen the quantitative findings, which showed that the highest type of stress coping in inclusive PAUD teachers in Central Java was problem focused coping with 57.17%, compared to emotional focused coping with 46.17%. Lazarus and Folkman (1987) divided stress coping into two, namely problem focused coping and emotional focused coping. Problem focus coping is stress management that focuses on the problem to be faced directly. Thus, this effort is directed at defining the problem, finding alternative solutions, weighing the causes and consequences for action. Related problems faced need to be directed so that they can be managed and find a problem solver (Maulidya, 2018). Meanwhile, emotional focused coping is stress management that focuses on relieving individual emotions that arise due to stressors or other problems, without making direct changes to the situation.

## CONCLUSION

Based on the results of the above research, it can be concluded that the total percentage of problem focused coping (57.17%) and emotional focused coping (46.17%). This indicates that the highest or dominant type of stress coping in inclusive PAUD teachers in Central Java is problem focused coping.

Through problem focused coping inclusive PAUD teachers to solve the problems they face.

## Declaration by Authors

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