

Coping Stress as a Form of Islamic Education Counseling for Students Who Work During the Covid-19 Pandemic

Abdurrahman^{1*}, Saiful Akhyar Lubis², Sahrul Tanjung³, Siti Hawa Lubis⁴

Abstract

The research aims to investigate the stress symptoms of students studying while working while online learning affected by Covid-19 is ongoing and coping strategies as a form of Islamic education counseling. The research approach uses descriptive qualitative data collection techniques through semi-structured interviews, observations, and documentaries. The results showed that the symptoms of stress experienced were in the form of irregular sleep, blood pressure, stomach acid, irregular eating patterns, feeling depression. The main source of stress is due to tasks that collide between college assignments and work assignments. Less than optimal in doing college assignments due to responsibilities at work. The findings also show that after students received Islamic counseling, participants experienced lower levels of stress than before. Islamic education counseling in the form of services containing spiritual guidance sourced from the Qur'an and Hadith as a form of stress coping strategy (emotional focused), seeks to relieve individual emotions caused by stressors (sources of stress) or regulate emotional responses to stress. Without trying to change a situation that is a direct source of stress. The expected implication is that stress coping strategies through Islamic counseling can relieve stress symptoms in students so that they are expected to be maximal in learning to achieve a better future.

Keywords: *Coping stress, Islamic Counseling, Students, Covid-19*

Introduction

A big phenomenon has occurred in 2020, namely the COVID-19 pandemic. Several countries have taken the decision to carry out large-scale regional restrictions in order to reduce exposure to the covid virus, especially in Indonesia itself and the Indonesian government has made a policy to break the chain of spread of the covid-19 virus where all people follow health protocols such as keeping distance, washing hands, wearing masks, and hand sanitizer (Pradana et al., 2020). Areas with high levels of Covid-19 are ordered to carry out restrictions in their territory, in addition to

¹Lecture of Universitas Islam Negeri Sumatera Utara, Medan Indonesia. abdurrahmanuinsu@gmail.com.

* Corresponding Author

² Lecture of Universitas Islam Negeri Sumatera Utara, Medan Indonesia.

³ Expert Staff Regent of Pemerintah Kabupaten Tapanuli Selatan, Indonesia.

⁴ Lecture of Universitas Medan Area, Medan Indonesia.

offices, factories, schools, colleges, and shopping centers to be temporarily closed (Palindangan, 2020). Due to this virus, people's activities have been disrupted so they have to stay at home to break the chain of spreading the Covid-19 pandemic (Siahaan, 2020).

Initially, the economic world was the most affected by the spread of Covid-19, but now the world of education is also feeling the impact. With this situation, many affected countries have decided to cancel face-to-face learning activities, including in Indonesia, and replace them with distance or online learning (Hasanah et al., 2020; Tarman, 2020). The challenges of learning and implementing online lectures have received many complaints from students ranging from stress, the body becomes sick, and boredom due to the pressure of daily tasks (Jaradat & Ajlouni, 2021; Sobirin, 2020; Subedi & Subedi, 2020). In addition, it is difficult to understand the material delivered by lecturers or during presentations, as well as the number of assignments given, and the cost of quotas for internet which is quite high (Asmuni, 2020). However, what happens the most is when students live in areas that have unstable internet networks or are difficult to access the internet (Muhajir, 2020). These things eventually cause stress among students.

Stress is an individual's adaptive response to a situation which is a stimulus that is received as a challenge or threat to its existence. this condition will make a person experience panic, worry, fatigue, anxiety and even depression, at the same time stress is also a situation where a demand exceeds the individual's capacity to respond and has the potential to have negative physical psychological consequences (Abouammoh et al., 2020). From a previous study, it was formulated that many students experienced moderate stress due to the effects of online lectures (Harahap et al, 2020).

Changes in online lectures that have an impact on psychology have made students not fully able to adapt their learning patterns to the demands of online lectures. The impact obtained is also the effect of the learning outcomes (Fitriasari et al., 2020). The way to reduce or avoid the impact of stress is by coping with stress. In this case, many students ask for counseling services to lecturers of Islamic counseling guidance to help overcome or provide guidance on their emotional development and mental health which is often unstable. Moreover, Islamic counseling is more directed to the context of *Al-Irsyad Al-Nafs* which is defined as psychological guidance, a term that is quite clear in its content and can even be used more widely (Mubarok, 2000). It can be understood that Islamic counseling is a mental-spiritual assistance where it is hoped that through

the strength of faith and devotion to God a person is able to overcome the problems they are facing (Khan, 2021).

Stress coping strategies can involve behavioral strategies, as well as psychological strategies for individuals, therefore a good stress coping strategy will have a positive impact on oneself and can minimize stress that occurs (Hanifah et al., 2020). Each student certainly has a strategy in dealing with online lectures, it's just a matter of how to direct and commit to running it so that the goal of minimizing stress will be successful. For students who study while working, a good stress coping strategy is needed, because in addition to the demands of college assignments, there are also responsibilities that are borne in their work. It is stated in a research result that 51.2% of students use stress coping strategies well, which indicates that a good stress coping strategy will direct their abilities and efforts to overcome the problems they face. This shows that it is very important to deal with stress that students must have during online lectures during the pandemic. When viewed from the psychological/ mental aspect, it will cause stress and reduce productivity and discipline. Of course, to reduce stress/mental disorders, students need to be handled through Islamic counseling or spiritual counseling (Lubis, 2011; Jafari, 2016). This is expected to reduce the stress level of students during online lectures during the pandemic.

Based on previous research studies, little research has been found on the impact of coping with stress through the perceptions of students who are studying while working and there are still few research studies on stress coping strategies using qualitative methods. Furthermore, this study will discuss how the perspective of Islamic counseling in an effort to cope with stress for online college students during the pandemic will be discussed.

Research Questions

From the background of the problem that has been put forward by the researcher, the formulation of the research problem is raised by focusing on two themes, namely stress coping and Islamic counseling. The following is the formulation of the research problem:

1. What are the causes of stress symptoms based on the perceptions of students working during the Covid-19 pandemic?
2. How would cope with stress as a form of Islamic education counseling for students working during the Covid-19 pandemic?

Literature Review

Coping Stress

Coping stress is where an individual tries to reduce the existing pressure. This defense concept generates positive emotions in coping (Folkman & Moskowitz, 1984). The purpose of coping with stress is also to minimize pressure and overcome the problems that occur (Maryam, 2017). There are two forms of coping with stress, namely, first, problem focused, which is done by regulating or changing things that cause distress, and secondly, emotion focused, which is done by regulating emotional reactions that arise when problems come (Lyon, 2011). These forms of stress coping can be used by students as a strategy in dealing with or reducing the stress effects of online lectures (Brougham et al., 2009; Fornés-Vives et al., 2016).

The concept of psychosocial stress is reviewed in relation to empirical findings of the effects of various aspects of human life. Therefore, stress coping efforts are needed in stressful situations (Scheier et al., 1986). Cognitive emotions are related to stress (Iswinarti et al., 2020). Unfulfilled expectations and psychological stress increase stress (Folkman & Dickinson, 2010). In his consideration, for all types of stimuli, individual response differences are very important. These elements are involved in individual differences including personal characteristics, vulnerabilities, and important factors as well as the individual's cognitive assessment of the event and efforts to overcome it (Rutter, 1981).

In previous research, there are several stress coping strategies that can be used, namely, there are those that focus on solving problems, including planful problem solving, confrontative and seeking social support for instrumental reason and those that focus on controlling emotional responses, including distance; escape/avoidance. Positive reappraisal, self-control, acceptance of responsibility, and seeking social support for emotional reasons (Jonathan & Herdiana, 2020).

Islamic Counseling for the Education of the Ummah

Islamic counseling is believed to be a mental health service and education for Muslims in carrying out activities in the world (Lubis, 2011). There is no specific definition of the Islamic approach related to the notion of counseling in the Islamic world, it can only be understood that Islamic counseling is an activity of providing guidance, teaching, and guidance to students who can develop the potential of mind, psyche, faith and individual beliefs (Hanin Hamjah & Mat Akhir, 2014). As well as being able to overcome problems in the family, school, and community properly

and correctly independently based on the Al-Quran and Al-Hadith (Firdaus, 2021). In another sense, Islamic counseling is a process of providing assistance to individuals to be aware of their existence as God's creatures who should live in harmony with God's provisions and instructions, so that they can achieve happiness in the world and in the hereafter (Musnamar, 1992).

Islam and counseling are models of practice in Muslim communal life. The principles applied in the practice of Islamic counseling in the education of the people consist of fourteen kinds (Zakaria & Mat Akhir, 2017). The first is the principle of fitrah, namely various innate potential abilities and tendencies as Muslims. Therefore, assistance to clients is aimed at understanding and knowing more deeply about their nature as humans so that they are able to achieve happiness in the world and the hereafter. So that his behavior and actions can be in line with his nature. Second, the principle of '*Lillahi Ta'ala*' which is solely because of Allah SWT. The consequence of this principle is to carry out coaching with full sincerity, without any strings attached while those who receive guidance must sincerely accept the guidance. Third, the principle of lifelong guidance because humans will always encounter various difficulties and problems in their lives. Fourth, the principle of physical-spiritual unity, namely not seeing it as purely biological or spiritual, but as a single entity. Fifth, the principle of spiritual balance as the ability to think, feel and understand the will of lust and reason. Sixth, the principle of individual progress who has the right to personal independence as a consequence of his rights and his spiritual potential fundamental abilities. Seventh, the principle of human association, namely the recognition of individual rights within the limits of their social responsibilities. Eighth, the principle of the human caliphate as a creature of God who must serve Him (Sudan, 2017).

The principle of harmony and justice where Islam requires harmony, harmony, balance, harmony in all dimensions of life. Humans must be fair to personal rights, other people, and the universe. Tenth, the principle of building akhlaqul karimah as a noble character. Islamic counseling helps clients in maintaining and developing good and right human traits. Eleventh, the principle of compassion, where Islamic counseling is required to be based on the values of compassion for fellow human beings so that the counseling carried out can be successful. Twelfth, the principle of mutual respect and respect in accordance with his position as the caliph of Allah. Thirteenth, the principle of deliberation means that between the counselor and the client there is dialogue or good communication, not because of pressure or coercion from others. The last is the principle of

expertise where counselors have professional expertise in their fields both in the methods and techniques used (Othman & Mohamad, 2019).

The technique used is outward and inward which is carried out by a bahli in Islamic counseling guidance or known as Islamic counseling teacher or counselor. As one component of Islamic education in schools, especially in Islamic Madrasahs and Universities, Islamic counseling is intended as an effort to develop the personality and potentials such as individual talents, interests, and abilities (Nasir, 2020; Sumari & Baharudin, 2016). The level of personality and individual abilities is a picture of the quality of the individual. Personality concerns behavioral problems or mental attitudes. Ability includes academic problems and skills. Because of this, it is important to conduct counseling for students as a form of service that not only strives for a healthy mental and happy life, but also towards Sakinah's life. The impact is that the mind feels calm and peaceful because the individual feels close to his Lord.

Method

Research Design

The research used descriptive qualitative. This study focuses on investigating the role of coping with stress as a form of Islamic education counseling for students at universities in Indonesia who work during the Covid-19 pandemic. The emphasis of the theme consists of two kinds, namely: 1) coping with stress; 2) Islamic counseling. A qualitative approach was carried out to collect all the data that had been obtained either through observation, interviews, and documentation. While the analysis focused on what was conveyed by the participants in this study and data from observations and literature studies. The steps of data analysis with a qualitative approach as proposed by Miles, Huberman, & Saldaña (1994) guide this research.

Participants

The participants in this study were 34 people consisting of 30 Islamic College Students, North Sumatra and 4 counselors (Islamic counseling supervisors). Participants were selected using the purposive sampling method, namely selecting objects that meet the criteria and to ensure that the participants really have experiences and views that are in accordance with the research theme. The criteria for students are Muslim students who study while working part-time, have attended Islamic counseling education programs for prospective undergraduates and experience higher stress levels

than students who do not work part-time. While the criteria for counselors are Islamic counseling supervisors who have provided guidance in undergraduate counseling programs for Muslim student clients who work part-time. From these criteria, participants are obtained with details, as shown in Table 1.

Table 1
Participant Description

Variable	Characteristica	Frequency	Percentage (%)
Gender	Male	21	61,76
	Female	13	38,23
Age group	26-35 years old	16	47,05
	36-50 years old	15	44,11
	51 years old & above	3	8,82
Participant	Konselor	4	11,76
	Mahasiswa	30	88,2

Data and Sources of Data

The study used two data sources. The main data was obtained through primary sources using the participant interview method. Secondary data are in the form of documents obtained from journals and scientific books that are relevant to the theme.

Table 2
Types of data based on research themes

Theme	Data Focus	Primary Data	Secondary data
Stress Symptoms	Symptoms and causes of stress	Interview about the symptoms of stress experienced by participants (students) and their causes (counselors)	1. Documents in the form of counselor notes related to the client's symptoms and causes of stress 2. Scientific books and journals
Coping Stress	Problem-focused coping, coping mechanisms, and stress coping strategies	Interview by listening to experience (students) and knowledge of participants (counselors)	1. Documents in the form of counselor notes related to stress coping mechanisms and stress coping strategies 2. Scientific books and journals
Islamic Counseling	The basic concept of Islamic counseling	Interview by listening to the experience of Islamic counseling from participants (students) and knowledge of participants (counselors) on the basic concepts of Islamic counseling	1. Documents in the form of counselor notes related to the basics and principles of Islamic counseling 2. Scientific books and journals

Instruments

The researcher developed his own instrument based on the literature study obtained. The type of instrument used in this research is a written interview guide which contains a list of questions that contain the research theme and the flow of the conversation as a guide for controlling.

The researcher interview guide is an online interview consisting of three themes and 9 aspects, arranged as a grid of instruments, following each of the aspects studied: a) the theme of Stress Symptoms with its aspects being the causes and symptoms of stress experienced by students; b) the theme of coping with stress with four aspects, namely physical symptoms, psychological symptoms, problem-focused coping, and emotional-focused coping; and c) the theme of Islamic counseling is emphasized on three aspects, human attitudes as God's creatures, attitudes that are in accordance with religious rules, and efforts that allow them to be used optimally. The instrument grid is used as a guide in making question items based on aspects and problem formulations so that it is possible to obtain the required information. In the instrument for participants, the recording process is carried out using a notebook and recorded online with the help of the Good Meet application. In order to make valid field notes, each question item posed must be understood by the participants. The results of this instrument were used to assess the responses of the participants.

The feasibility of the instrument has gone through an assessment process from experts in the field of Islamic counseling. The researcher distributed instrument validation sheets which were compiled and contained a checklist of conformity with the agreed and disagreed criteria for each indicator and question item from three research themes (stress coping, stress symptoms, and Islamic counseling). In addition, a corrective note column is also provided which aims to provide suggestions and input for the improvement of the developed instrument. Then the validation sheet was given to the experts consisting of 3 counselors to review the suitability of the question items with the research objectives. As for the results of expert reviews, researchers used 8 aspects of the 9 suggested aspects, consisting of; a) aspects for stress symptoms are the causes and symptoms of stress experienced by students; b) aspects for coping with stress, namely physical symptoms, psychological symptoms, and problem-focused coping; and c) aspects for Islamic counseling, namely the attitude of humans as creatures of God, attitudes that are in accordance with religious rules, and efforts that allow them to be used optimally. After going through an expert validation

assessment, the instrument that has been reviewed is then used as an interview guide. The participant interview instrument is as shown in table 3.

Table 3

Instrument Questions

RQ1: What are the causes of stress symptoms based on the perceptions of students who work during the Covid-19 pandemic?	
Stress Symptoms	<ol style="list-style-type: none"> 1. What are the symptoms of stress experienced during the Covid-19 pandemic? 2. What are the causes of stress symptoms experienced?
RQ2: How would cope with stress as a form of Islamic education counseling for students working during the Covid-19 pandemic?	
Coping stress	<ol style="list-style-type: none"> 1. What are the problem-focused coping that you feel? 2. What are the efforts to overcome the source of stress? 3. What are your coping strategies for stress symptoms?
Islamic Counseling	<ol style="list-style-type: none"> 1. Why is Islamic counseling needed? 2. What is your experience with coping with stress as a form of Islamic counseling? 3. How was your experience after attending Islamic counseling?

Data Collection Procedures

Data collection refers to observations, interviews, and documents.

a. Observation

First, data collection was carried out by online observation by observing participants live using the Google meet application. Researchers do not participate in activities carried out by participants, where researchers only place themselves as spectators to make observations so that the accuracy of the data can be guaranteed. The collection of observational data focused on three things, namely: 1) observations related to stress and stress coping strategies used by participants in dealing with college and work stress; 2) Islamic counseling conducted by counselors to their clients (students who work part-time); and 3) actors, namely participants or students who conduct Islamic counseling.

b. Interviews

Second, data collection through interviews. Through the online interview process using the Whatsapp application, the type of interview used is a semi-structured interview. This study uses thematic data analysis techniques. Thematic analysis is defined as a method for identifying, analyzing patterns from various information that has been collected from the results of interviews obtained from participants. The researcher interview guide is an online interview consisting of 8 question items to be able to represent each theme consisting of: 2 question items for the Stress Symptoms theme which emphasizes the causes and symptoms of stress experienced by students; 3 question items for the theme of stress coping emphasized on four aspects, namely physical

symptoms, psychological symptoms, problem-focused coping, and emotional-focused coping; and 3 question items for Islamic counseling emphasized on three aspects, namely a) humans as creatures of God, b) attitudes that encourage the development of a life that runs according to religious rules, c) efforts that allow it to develop and be used optimally. In order to obtain good recordings, online interviews are recorded using an online recording application and ensure that the network is stable at the time of recording. This is done to facilitate researchers in making field notes. The researcher made an agreement with the participants and sent a Google meet link to each participant. Interviews were conducted by each participant by taking 10-15 minutes. Participants described their learning experiences after participating in an Islamic counseling program aimed at undergraduate candidates.

c. Document

Third, researchers collected data through documents collected through counselor notebooks and scientific journals related to the three themes above, namely stress symptoms, stress coping, and Islamic counseling. The overall data that has been collected and also the consistency of the coding is assessed to conclude the coded data and obtain valid results. The researcher also asked for some notes from the participants about their activities during lectures and work as additional data needed by the researcher.

Data Analysis Techniques

The data analysis technique refers to the theory from Miles, Huberman, & Saldaña (1994) consists of three streams of activities that occur simultaneously, namely reducing research data, presenting good data, and drawing conclusions/verification. Miles, Huberman, & Saldaña (1994), which consists of eight three steps of data analysis. The researcher describes this step as follows. First, the preparation stage to reduce data by compiling a research design, selecting research locations used as data sources, taking care of the necessary permits for the smooth running of research activities. Then the researchers conducted exploration and looked at the initial conditions in the field to determine the right participants. Next, prepare the necessary research instruments. Second, the presentation of field data where researchers have to prepare coding according to the themes and aspects that have been determined. In data presentation activities, researchers must understand field conditions and play an active role during data collection, especially during online interviews with participants. The coding is done manually according to the serial number of the participants,

namely Participant 1 (student) = PM1, participant number 2 = PM2, and so on. Meanwhile, participants (counselors) with serial numbers are Participant 1 = PK1, Participant 2 = PK2, and so on. Third, data processing in the form of data analysis that researchers have collected and draw conclusions and verify data. The results of data analysis to answer research questions are carried out by utilizing data sources, methods, observations, and theories arranged in three criteria, namely 1) comparing observation data and interview results that have been collected by researchers; 2) compare what participants say about the research situation with various opinions and views, and 3) comparing the results of interviews with related literature studies. The presentation of the data combines all the information that is arranged and narrated by the descriptive-analytical method. Next is the activity of drawing conclusions and verification which at first were not clear, increasing in more detail after the data presentation was completed.

Findings and Discussion

Causes of Stress Symptoms Based on Perceptions of Students Working During the Covid-19 Pandemic

The results of the first study investigated the causes of stress symptoms based on students' perceptions of working during the Covid-19 pandemic. Of the two aspects of stress symptoms investigated, the findings show that the stress exhibited by participants in this study includes the causes of stress symptoms, sources of stress, and responses to stress. As explained in previous research that each individual's stress symptoms are certainly different depending on personal characteristics, vulnerabilities, and factors that affect individuals such as social environment, work, and family (Rutter, 1981). In this study, the trigger factors that emphasize the causes and symptoms of stress are the demands of work and campus assignments, the resulting stress symptoms are likely to have psychological consequences that have similarities between participants. Recent studies state that stress occurs because of a demand that exceeds the individual's ability to respond and has the potential to cause negative psychological consequences (Abouammoh et al., 2020). If examined more deeply than previous research, it can be understood that the demands of work and campus assignments have caused negative psychological consequences to students which ended in the emergence of stress symptoms.

a. Stress Symptoms

Symptoms of stress experienced by students who study while working, researchers use interview techniques to obtain more in-depth information and are adapted from general categories of stress symptoms according to Robbins & Judge (2003). Based on Table 4, it is known that the participants experience several similarities. Namely, they often delay work and sleep often irregularly. The majority of participants showed symptoms of stress.

Table 4
Symptoms of Student Stress

Indicator	PM1-8	PM9-18	PM19-24	PM25-30
Physical Symptoms	Head often dizzy	stomach acid rises low blood pressure, Growing acne	-	-
Psychological Symptoms	Often procrastinate, pessimistic or resigned	Emotional, and procrastinating work, depressed	depressed	Confusion
Behavioral symptoms	Irregular sleep or staying up late	Irregular sleep and irregular eating	Increased cigarette consumption, late in collecting assignments	Irregular sleep or staying up late

Source: Data processed from interviews with participants, 2020

The condition of stress experienced by students is a worrying condition. The Covid-19 pandemic has changed the structure of people's living conditions, including students. At this time the student's family life is also influential. So far they have received shipments every month, but after the pandemic the shipments were reduced or even non-existent, so returning home became an option. These participants decided not to return to their village and stay in Medan City, because according to them, there were no jobs in the village that could generate money quickly.

At this time, lectures were also conducted online which required a large quota, while there was no reduction in tuition fees either. Adaptation to the COVID-19 pandemic conditions in students who decide to work part-time is one of the sources of stress described in these stressful conditions. It can be understood that the higher the demands of life, the higher the level of stress experienced, as well as this student, changes in the structure of life due to the pandemic, have changed the way of adaptation which takes a while (Cantrell, Meyer, & Mosack, 2017; Murphy et al., 2009).

b. Source of student stress

Sources of stress can generally be divided into three, namely conflict, quarrels, and life changes (Jonathan & Herdiana, 2020). Based on these indicators, the researcher focuses on indicators

regarding life changes. The change in life in question is a student who on the one hand, also has work or other responsibilities besides attending lectures.

The source of stress that made it difficult for the four informants to carry out lectures while working was the change in the structure of online lectures, where lecturers gave more independent assignments than lectures directly, then work also demanded to be prepared immediately, this pressure made students one of the main sources of stress. . In addition, the condition of the spread of Covid-19 which is getting higher, so that the government implements a lockdown also makes stress even higher, thinking about the condition of oneself and also the family in the village, whether anyone is affected or not. This can be seen from the results of participant interviews, considering data 1 and data 2.

- (1) *“Often dizzy because the tasks have piled up and added weekly tasks. Likewise, assignments from superiors are also often at the office, as a result, campus assignment deadlines are postponed, forgotten, or even not done.”*
- (2) *“In the morning, I have to clean the mosque at dawn, I have to wake up early, sometimes I get tired, so I'll do my campus work later, it's been left for a long time, it's close to the collection, so sometimes I don't get caught.”*

Based on the results of data analysis, it was found that the source of student stress came from within and from outside. This condition is a normal condition experienced by all people at the beginning of the pandemic. Gunawan et al.'s research show that students are one of the individuals affected by COVID-19, namely stress due to changing learning demands(Asni, Khotimah, & Fajri, 2021; Gunawan & Bintari, 2021). This is because all individuals are still adapting to the situation, plus information about COVID-19 is excessive and the truth is also uncertain(Cuello-Garcia, Perez-Gaxiola, & Amelvoort, 2020; Zhao, Cheng, Yu, & Xu, 2020). But students as of late teens have stress management that can manage it. Moreover, all students have a religious education background, so that daily worship such as praying and reading the Koran that they do can calm the heart and can slowly reduce the stress experienced.

c. Response to stress

Based on the participant's statement, it is known that each participant does not have too diverse responses in dealing with stress. There are several individual responses to stress, namely anxiety, anger and aggression, apathy and depression, and cognitive impairment, but in this study, the researchers only used two indicators, namely anxiety, anger, and aggression(Jonathan & Herdiana, 2020).

Anxiety felt by a small number of participants was only anxious when the task was not optimal and did not match what was given. While the majority of participants feel anxious about bad grades and bad perceptions of lecturers, this causes mental stress, considering data 3.

(3) *"Because I'm in a rush to do it, so sometimes things go wrong. Because they often don't do assignments and often submit assignments late when near the exam schedule. Finally afraid of low grades, maybe even the lecturers think it's not good because they often get together late."*

Furthermore, the response of anger and aggression showed by 7 participants who became psychologically unstable was often being emotional or angry when the obligations between college assignments and responsibilities at work had to be done simultaneously, and sometimes they were brought into the house like beating a sister for no apparent reason. . While there are also participants who do not show an angry or aggressive response, they choose to surrender and live it, considering data 4.

(4) *I choose to surrender to be done slowly while praying for maximum results. Although sometimes he likes to be dizzy and stressed when there are two different jobs, he likes to be angry, not clear, and sometimes he is not pleasant to those closest to him such as brothers and friends I realized it after it happened. However, at certain times, especially in difficult circumstances, they draw closer to God."*

Coping Stress as a Form of Islamic Education Counseling for Students Working During the Covid-19 Pandemic

The second finding examines the problem of coping with stress as a form of Islamic education counseling for students working during the Covid-19 pandemic. Based on the three aspects that have been investigated (psychological symptoms, problem-focused coping, and emotional-focused coping), the findings reveal that participants' behavior is more directed at using one of the strategies proposed by Folkman, namely emotional focused coping to deal with stress because the four informants do not experience stress. severe stress and only relieves the emotions evoked by the stressor (source of stress) or regulates the emotional response to stress. In this case, previous research explains the emotional-focused coping strategy that without trying to change the situation that is a direct source of stress, stress coping is done by identifying the emotional response of individuals experiencing stress symptoms (Wahab, Sujadi, & Setioningsih, 2017). To use this stress coping strategy, it is necessary to involve behavioral strategies and psychological strategies because a good stress coping strategy will have a positive impact on oneself and can minimize the

stress that occurs (Hanifah et al., 2020). Of course, based on the three aspects of Islamic counseling investigated, to reduce stress/mental disorders, students need to be handled through Islamic counseling or spiritual counseling. Research conducted by Lubis (2011) and Jafari (2016) explains that Islamic counseling can reduce student stress levels during online lectures during the pandemic. Participants were seen using emotionally focused coping strategies in dealing with their stress, by doing their hobby of dancing on the TikTok application, traveling around the city, watching Korean dramas. Participants also do their hobbies, namely spending time outside or traveling, telling stories with friends, and making a list of what they want to do so that their time is more organized. Participants also overcome their stress by looking for college assignment materials on the sidelines of busy selling when there are no customers, considering data 5.

(5) *“Refreshing for a while by taking a walk or looking for entertainment so that you don't get bored and reduce stress a little. Sometimes it's done when you're bored with campus activities and work. To anticipate being able to do college assignments at work, it is time to take breaks and finish them at home.”*

Participants also used escape/avoidance coping strategies. Escape avoidance is avoiding the problems faced even involving yourself in negative things (Maryam, 2017). This was done by participants in reducing their stress by increasing cigarette consumption. The positive thing to do is to read books and perform sunnah prayers. The interesting thing, in this case, is that there are several positive and negative actions taken by students.

To support the success of Islamic education activities, knowledge of counseling guidance is needed by the teaching staff who are given the responsibility. The main factor influencing the implementation of Islamic counseling programs is communication. The communication process sometimes does not run smoothly for students, both from outside and from within (Abdurrahman, 2020). The obstacles encountered are the weakness of individual reasoning abilities, negative will and feelings (emotions of the soul), an unsupportive social environment, and inadequate infrastructure (Lubis, 2011). This obstacle can suppress the learning ability and mental health of students (Sumari & Baharudin, 2016).

One of the positive student stress coping actions is to do sunnah prayers, remembrance, and *istighfar* as a form of Islamic counseling services carried out by counseling lecturers for students. This is an effort to reduce stress by remembering God's, which is done to strengthen spirituality in religion as His creatures. Remembering and carrying out God's commands both obligatory and

Sunnah things, will make you calmer and relieved as stated above. Participants agreed to state, considering data 6.

(6) After receiving Islamic counseling, we feel the symptoms of stress are reduced. Our quality of life is getting better because we feel much healthier and pay attention to cleanliness in our worship. In the past, we felt pressured when we faced a lot of college assignments and workloads. The previous condition was sometimes dizzy and pessimistic. However, doing worship and receiving guidance from Islamic counseling supervisors such as having to do Sunnah prayers, dhikr, and istighfar, and think and behave positively, helps us remain optimistic and calm in the face of these various pressures. This motivates us to complete the task to the best of our ability."

Based on the participants' statements, it seems that Islamic counseling has a good influence on the quality of life (QOL) and mentality of students. The literature study states that international Muslim students have a higher level of spirituality/religiosity than domestic Muslim students. For international students, religious coping was positively associated with QOL and less stress. Meanwhile, negative religion is associated with high QOL and stress levels. This is also related to the ethnicity of the participants (Gardner, Krägeloh, & Henning, 2014).

Islamic counseling services provided by lecturers of Islamic counseling guidance to students through explanations about the wisdom of prayer and prayer psychotherapists. Prayer psychotherapy gives some advice to sad, anxious, and afraid people or experiencing mental disorders through the prayer method. Prayer can give birth to humility and express desire and submission to Allah SWT. Participant (counselor) explains, considering data 7.

(7) "Stress coping strategy based on Islamic values is prayer has seven healing principles as contained in the sign of the names of the surahs in the Qur'an as As-Syifa '. First, the principle of repentance is an effort to stop and replace negative behavior according to syara' and urf. Syara' and 'urf is knowledge of the values and norms agreed upon by certain communities in the form of certain activities. Second, the principle of gentleness and subtlety of mind which is the basis of ethics to carry out the healing process. Third, the principle of self-awareness, namely the process of introspecting behavior physically and mentally which is categorized as dzalim behavior to be replaced with fair behavior. The trick is to use self-competence more proportionally by the Shari'ah. Fourth, the principle of honey to cure the characteristics that exist in honey bees to be used as an important lesson as a basis for human behavior. Fifth, spiritual recreation (al-isyara ') through the experience of communicating transcendently with God's creation which has legal provisions. Sixth, the causal diagnostic principle that the healing process is an effort to eliminate various diseases, both physical and spiritual. Seventh, the principle of tawakal, namely healing as a process of undergoing the immaterial law of causality created by God."

From this explanation, it is explained that the content presented contains the wisdom of prayer as a form of coping with stress in dealing with various problems in everyday life, including in dealing with the learning process while working during the Covid 19 pandemic era. Participants (counselors) explained more deeply that the students were told argumentation on how prayer can control emotions, for people who pray Allah is guaranteed to get peace and Allah guarantees prayer can be reassuring, considering data 8.

(8) *“Prayer services as a form of remembrance (to remember Allah) include remembrance of bil qalbi, remembrance of bil orali and remembrance of bil zawarih. It is hoped that students who perform prayers automatically in their deepest hearts have a belief that Allah is the only place to complain and ask, and only because of Him everything happens. In addition, through remembrance bil orali, a Muslim will be maintained verbally or his words to always say good things or avoid despicable statements. Furthermore, in the form of remembrance of bil zawarih that remembering Allah SWT is not only done in the form of dwelling the name of Allah in the heart and guarding speech against things that are not good, but remembrance or remembrance of Allah must also be carried out in the form of daily actions or behavior. day.”*

Thus, the motivation to carry out worship as given in Islamic counseling guidance aims to reassure the heart. Students are expected to be able to control the stress symptoms they experience and implement stress coping strategies that provide positive values for their lives, especially students who are also working. Recent literature reveals that positive religious values can overcome mental health in times of Covid 19 (Thomas & Barbato, 2020; Jeevanba, 2021). Such a statement as the previous literature explains that as for other things that individuals do in relation to Islamic counseling services, namely *Tawba* (repentance) and *istighfar* (begging for forgiveness) as a form of self-purification (*tazkiyah an nafs*) which is able to nourish the individual's mentality (Uyun et al., 2019).

The findings have revealed in depth the stress symptoms of students working during the Covid 19 pandemic. In addition, the stress coping style through Islamic education counseling conducted by the supervisor (counselor) was able to have a good impact and motivate students to behave positively and reduce stress levels. what they experienced. The goal is for students to complete their assignments as well as possible. The literature states that coping styles and social support are able to moderate the relationship between stress and individual distress (Nelson et al., 2001; Labrague et al., 2018; Ye et al., 2020). Student health and academic achievement are linked to these two factors (McCarthy et al., 2018; Gustems-Carnicer et al., 2019). Although it is undeniable,

that the impact will be different for each student, there are also possible negative impacts. It depends on how students are able to implement the results of the guidance properly and correctly. Dharamsi & Maynard (2011) state that Islamic counseling as a form of ummah education is not an approach but a paradigm that develops based on spiritual teachings based on the provisions in the Qur'an and Hadith. Previous research has shown that more successful college students tend to be healthier with less stress, more social support, and more positive and less negative coping styles (Nelson et al., 2001). Based on the previous study, this finding shows a novelty in which the stress symptoms of students working during the Covid-19 pandemic can be reduced after receiving Islamic counseling guidance. However, with a record of their behavior should be monitored and given continuous guidance. This study offers the possibility of academic success and a better quality of life for students who experience symptoms of stress due to the pressure of work and academic tasks during the Covid-19 pandemic by using Islamic counseling methods.

Conclusion and Implications

In summary, this research answers two research questions on the causes of stress symptoms based on students' perceptions of working during the Covid-19 pandemic and coping with stress in dealing with stress as a form of Islamic education counseling for students working during the Covid-19 pandemic. The first finding shows the dynamics of student life who are forced to study while working because the structure of life has changed due to the Covid-19 pandemic. This condition caused high stress for students at the beginning of the pandemic. It can be seen that their stress has led to psychosomatic with a duration of 1-3 months. The second finding shows that they slowly realize that the quality and quantity of their worship routines, such as the Koran, obligatory and sunnah prayers, and remembrance, become one of the stress coping strategies to deal with this situation. This explains that religion and God are the real power bases that affect human life. So the researchers concluded that Spiritual-Coping Stress is a suitable strategy and was successfully implemented by students affected by Covid-19 with the demands of studying while working.

This study has weaknesses due to the limitations of the researcher. The participants used were only conducted on a limited number of Islamic college students, North Sumatera. So the results obtained may make a difference if it is carried out at different types of educational institutions or organizations. In this case, the researcher suggests for further research to expand the research area related to coping with stress so that it can compare the results of previous studies. In addition, the

development of themes also needs to be done to find out other factors that can affect the stress symptoms of students affected by Covid 19.

Pedagogical Implication

Symptoms of student stress at work increased during the Covid-19 pandemic due to the large number of college assignments and work pressure. Coping stress as a form of Islamic education counseling for students working during the Covid-19 pandemic empirically reduces the symptoms of stress. As a component of Islamic education, especially for Islamic Universities, Islamic counseling is intended to develop personality and potentials such as individual talents, interests, and abilities. To support the success of Islamic education activities, knowledge of counseling guidance is needed for students. Islamic counseling practice can be given maximally through the communication process. Things that need to be minimized are the weak reasoning abilities of students, the negative will and feelings (emotions of the soul) of students, and the influence of the unsupportive work environment. The role of universities in improving the ability of counselors or supervisors is expected to overcome these obstacles to be able to minimize the pressure on the learning abilities and mental health of students.

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