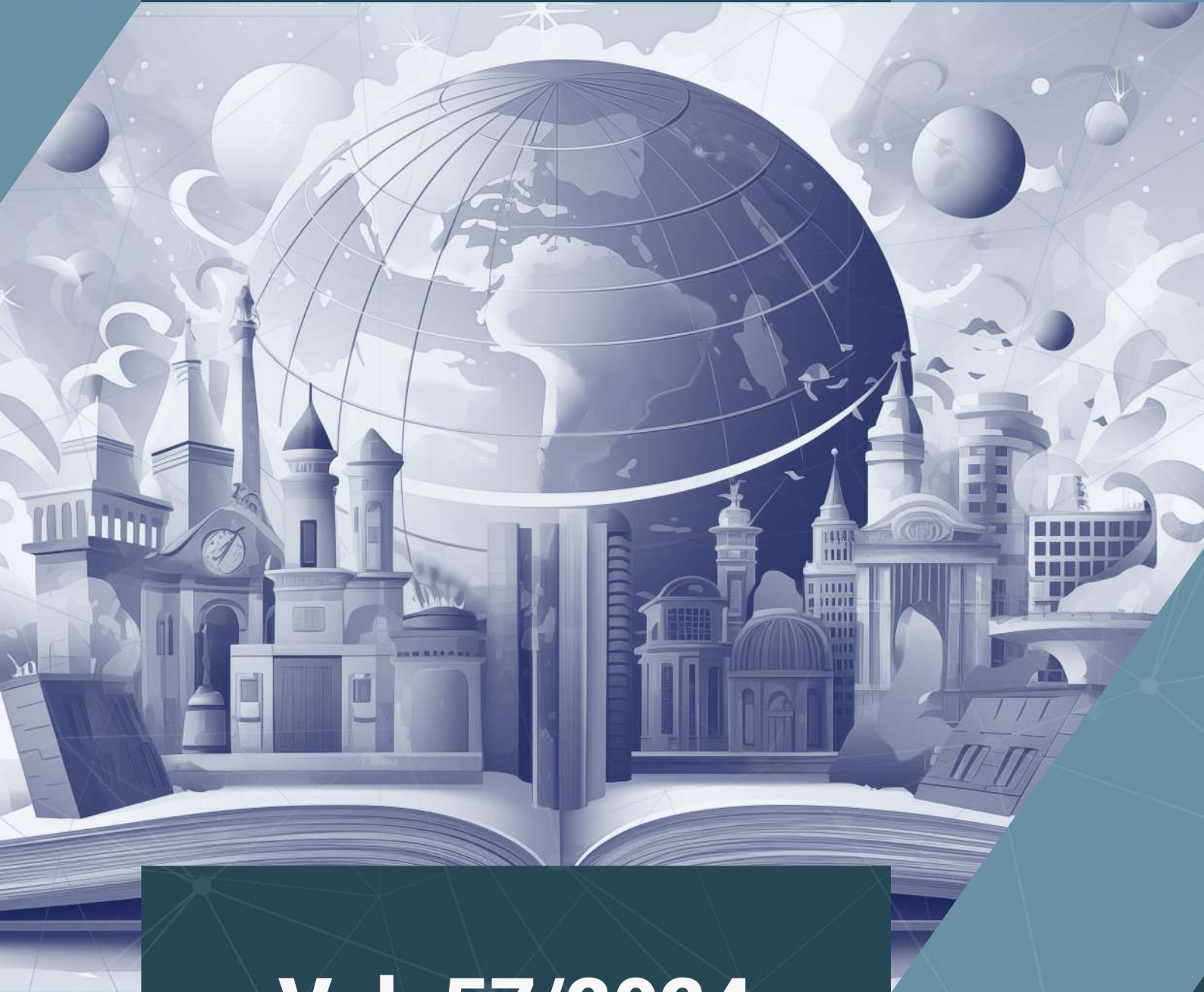




TECHNIUM
SOCIAL SCIENCES JOURNAL



Vol. 57/2024
A New Decade for Social Changes

PLUS
COMMUNICATION P



International
Communication & PR

Phenomenology of Coping Strategies and Stress Among High School Adolescents

Yuni Kurniawaty^{1*}, Veronica Silalahi², Sri Winarni³, Ni Luh Agustini Purnama⁴,
Baswara Yua Kristama⁵

^{1,2,3,4}Catholic College of Health Sciences St. Vincentius a Paulo Surabaya,

⁵Communication Studies, STIKOSA-AWS, Surabaya

kurniawaty6@gmail.com

Abstract. Stress cannot be avoided even by a teenager in high school. Some people use coping strategies to reduce stress. Coping strategies allow for more targeted and effective psychological interventions and will increase a person's ability to manage stress. The aim of this research is to analyze adolescents' coping strategies and stress. This research is a type of qualitative research using phenomenological methods. Research location High school. Determining research topics is inherently a snowball. The informants for this research were high school adolescents, teachers, and parents. The primary data collection technique involves conducting in-depth interviews using multiple informant interview guidelines. The process of data analysis includes: data reduction, data categorization, synthesis and ends with the development of a working hypothesis. Research findings revealed that adolescents are always stressed because stressors are always present in their lives. Internal and external sources of stress in adolescents have been found. Internal drivers of adolescent stress such as temperament, attachment, mastery, and self-determination processes. External factors observed in adolescents are social conditions, parental models and school processes. Several types of adolescent coping strategies have been shown to be adaptive and maladaptive. Adaptive coping strategies include reflection and self-reflection. Maladaptive coping strategies have been found to involve avoiding problems. Socialize to adolescents, parents and schools how to know adolescents better and help them in the developmental phase of searching for their own identity. The help of parents and stakeholders such as the school community is very important in this matter.

Keywords. Coping strategies, stress, adolescents, phenomenology

Introduction

The world facing a pandemic has various impacts on all ages, professions, social statuses and many other things. As entire societies grapple with the same virus, the perception and phenomenological experience of stress and its impact on adolescent and adult behavior are expected to differ (Novak and Honan, 2019; Delvecchio *et al.*, 2022). The phenomenology of stress that occurs in adolescents involves various factors, including the satisfaction of basic psychological needs which is an important predictor of adolescents' psychological adjustment (Baral *et al.*, 2022). These basic psychological needs include autonomy, the desire for personal choice and will, competence, a feeling of self-confidence and effectiveness in carrying out

actions, as well as belonging, a feeling of connection and belonging with close others (Horwitz, Hill and King, 2011). Meeting adolescents' basic needs for competence is highly beneficial for adolescent mental health and how a person overcomes stressors through appropriate coping strategies (Novak and Honan, 2019; Delvecchio *et al.*, 2022). The research results of Singh *et al.*, (2021) report that adolescents experience high levels of stress, especially adolescent girls.

Stress cannot be avoided by anyone, even by a teenager who is in high school (SMA). Some people use coping strategies to reduce the stress they experience. Coping strategies allow for more targeted and effective psychological interventions which, in turn, will increase a person's ability to manage stress (Leszko, Iwański and Jarzębińska, 2020). For example, mindfulness has received much attention as a protective factor against stress because it is associated with task-oriented coping. In contrast, emotion-focused coping is linked to negative affect and poorer adjustment (Bartley and Roesch, 2011). Selecting appropriate coping strategies can increase an individual's resilience, while maladaptive coping can further increase vulnerability and lead to negative mental health consequences (Diehl, Hay and Chui, 2012).

Based on previous research conducted on adolescents of Surabaya Catholic Fraternal High School under the title "The relationship between coping strategies and stress among adolescents of Surabaya High School" with the results that there was a significant relationship between coping strategies and high school stress levels. In adolescents whose relationship strength is low and the direction of the negative relationship is more adaptive than a person's coping strategy, the lower their stress level will be. The current researcher aims to analyze the coping strategies and stress of high school adolescents in Surabaya using a qualitative phenomenological approach.

Method

Research design

This research is a type of qualitative research using phenomenological methods. Phenomenology is defined as a disciplinary research into awareness of a person's first point of view or subjective experience of various types and types of subjects encountered (Moleong, 2021)(Maleong, 2018). Introduction to coping strategies and adolescent stress. In addition to discovering how teachers and parents respond to adolescent strategies and stress. Qualitative research is research that produces descriptive data regarding the spoken and written words and behaviors that can be observed in the people being studied. The report contains observations of various events and interactions that were directly observed by the author from the scene involved and who participated in the observation. The ultimate goal of qualitative writing is to understand what was learned from the perspective of the event itself. This research uses a phenomenological approach to find the meaning of coping strategies and stress among adolescents currently in high school.

In due time

SMA Ktolik Frateran Surabaya January - March 2023.

Research topics

The determination of research topics is snowball in nature, the researcher determines the key informants so that from these key informants the researcher has an idea to determine the people who can be used as informants based on the topic of research. The informants for this research were high school adolescents, high school teachers, and parents of adolescent children.

Data collection techniques

The data collection technique in this research was carried out in two ways, namely primary data collection. Primary data was obtained through in-depth interviews using multiple informant interview guidelines (Moleong, 2021)(Maleong, 2018). In-depth interviews were conducted with key informants and research subjects. Key informants are people who, because of their broad and in-depth knowledge of their community (or outsiders who have worked with a community for a long time), can provide valuable data. Another very useful technique is collecting life stories (Suyanto *et al.*, 2011; Suyono and Budiman, 2020).

Data analysis techniques

Data analysis according to Patton (1980) in Moleong, (2021) is the process of organizing the sequence of data, organizing it into patterns, categories and basic units of description. It differentiates it from interpretation, namely giving meaningful meaning to the results of the analysis, explaining the description model and looking for relationships between the dimensions of the description. This research uses the constant comparative research method (constant comparative method). According to Glaser & Strauss in Moleong, (2021)(Maleong, 2018), the constant comparative research method (constant comparative method) is a data analysis that constantly compares one piece of data with another piece of data, and then constantly compares one category with another category. In general, the data analysis process includes: data reduction, data categorization, synthesis and ends with the development of a working hypothesis.

Data reduction

Identify the unit (unit). Initially, it was identified that there was a unit, namely the smallest part found in the data, which had meaning when linked to the research object and problem (Moleong, 2021).

Once the units are obtained, the next step is to create the coding. Coding means assigning a code to each “unit” so that the data/units can always be traced back to which source (Maleong, 2018).

Data categorization

Organize the categories. Categorization is an effort to sort each unit into parts with similarities. Each category is given a name called a “label” (Moleong, 2021)

Data synthesis

Synthesizing means looking for connections between a category and other categories. The relationship between one category and another category is given another name or label (Moleong, 2021).

Work hypothesis

In developing a working hypothesis, this is done by formulating a proportional statement. This working hypothesis is already substantive (i.e. a theory that originates from and is still linked to the data) (Moleong, 2021).

Research ethics

There are three ethical requirements aimed at protecting humans as research subjects. According to Glanonn, (2005), the three ethical requirements are:

- 1) Consent Sheet (Informed consent)

The researcher gave a consent form and explained the aims and objectives of the research to the respondent, then asked for consent to become a respondent.

2) Confidentiality

Data from research results will be kept confidential and will only be used for research reporting purposes to related parties.

3) Anonymous

Researchers use codes to replace the respondent's identity in each result that will be reported for research purposes.

Result

Profil of the Informans

In this study, the researcher ensured confidentiality of the informant's identity, so he only explained the informant's background without mentioning the informant's identity. The researchers conducted in-depth interviews with informants including high school students, high school counseling teachers, psychologists, psychiatrists, clinical mental health nurses, mental health nursing educators, and sociologists. There were 11 informants in this study as follows:

Table 1 Description of Research Informants.

No.	Initials	Information
1.	Informan E	Age 17 years old, male gender, student SMA class XI
2.	Informan A	Age 17 years old, female gender, siswi SMA class XII
3.	Informan V	Age 16 years old, female gender, siswi SMA class XI
4.	Informan B	Age 16 years old, male gender, siswa SMA class XI
5.	Informan T	Age 16 years old, male gender, siswa SMA class XI
6.	Informan BY	Age 38 years old, male gender, a sociologist and an educator at a private university
7.	Informan YP	Psychologist and educator at a private university, female gender
8.	Informan HD	Age 70 years old, A psychiatrist at a mental hospital and an educator at a private college, male gender
9.	Informan YW	A Counseling Guidance teacher and Deputy Principal for Student Affairs at a private Upper Middle School, male gender
10.	Informan HB	A clinical mental nurse at a mental hospital and an educator at a private college, male gender
11.	Informan YK	A psychiatric nursing educator and deputy head of academic affairs at a private university, female gender

Table 2 Matrix of Coping Strategies and Adolescent Stress

Moment	Description	Findings
Factors that cause external stress	Parents' expectations	<ul style="list-style-type: none"> • • "Anyway, it was a success." (E, 17 years old) • • "My father was told to choose a psychology major, and my mother was told to study at WM." (A, 17 years old) • • "Papa also said, you just go into medicine, if mom says it's the right school, make a lot of money." (V, 16 years old) • • "You can take the place of mom and dad looking after your little brothers and sisters. The parents' hope is that if they are successful, they can help the family's economy, they can understand their parents. My parents hope that I can choose the best major for me. "You don't have to be an architect, because in the future I won't necessarily be an architect, but I can be placed in another department." (B, 16 years old) • • "I want to be an architect, if I can study abroad." (B, 16 years old) • • "Once, there was a time, for example, if you like majoring in psychology but there's no benefit from it, for example I'm only interested in being a psychologist but don't want to practice, it's no use, so daddy tried to direct me to management, but I didn't keep trying, but I really liked it. But papa is a little afraid because there are many psychologists who are so smart they don't seem to be religious, and the fear is that psychologists won't get money from psychologists because they're just interested but don't want to practice, so for example, if I'm bored or I'm already successful, I'll try to become a psychologist so it's just an alternative to that's all the main work." (T, 16 years old) • • "They handed everything over to me so it was like what I want to be, basically they prepared the money, it's up to you what you want to be?" (T, 16 years old) • • "Mom and dad often don't get along, when mom talks, she likes to blame dad and I'm often compared to dad, you're the same as dad." (E, 17 years old)

School	<ul style="list-style-type: none"> • • “Like at school, I see that there is a lot of material, a lot of material, that's what puts a lot of pressure on them. (HD, 70 years old) • • “If you have an assignment or you have a lot of thoughts in your head that you have to submit tomorrow, then suddenly you think about it, you keep doing it but you feel hot, you sweat, you feel nauseous, you can't so you can't focus on I'm doing it. Besides that, I also had trauma when I was in primary school. Being blamed even if you didn't do anything wrong." (E, 17 years old)) • • “Because of school activities.” Overall, last month, yes. participate in 3 activities. OSIS, choir and international competitions with KSN. This activity has a long-term training. We're always jostling, especially if there are maple trees. So I often miss something. It is therefore difficult to distribute your time, because your activities continue to collide. This is what you want to follow." (B, 16 years old) • • “The way of seeing the changes in adolescents before the pandemic and during Covid, well, these children should update themselves at this age in the social area, during Covid this social space is limited, even if it exists currently several platforms for their social space. But there are no 2 ways. In social sciences. There is no interaction, while in offline classes we will get facial expressions, body gestures and also behaviors. Well, that's why this is also one of the tricks and if the class is offline, we can play games in class as a role, well, for example, these children, can- be that these children have brought problems from home, especially at school, they are late, there is already pressure, not to mention the workload and subjects for the core to be rebuilt, now that will trigger deviant social behaviors, for example being curious or mischievous with classmates or the teacher may also doodle on tables or benches as an outlet for this in introverted children. This is different from children who are outgoing and positive by drawing or scribbling things in a directed manner. Yes, it can go either way, but we don't derive social meaning from reality. Well, it's called social construction. "What is normative is that there are no referees, that is why in online courses there are no referees, while in offline courses there are there are people who are referees, which is the desert." (PAR, 38 years old) • • "I was playing with my friends, suddenly my friend's eyes hurt, he looked like a fool. Then report to the teacher if I hurt him. Even if I didn't I felt like I had hurt him, even though I had, I played with him accidentally. Finally, my parents were called, his parents came, and so did I • scolded by teachers and parents. Then at home mom and dad are arguing about it and I hear them arguing about me. So that got me thinking." (E, 17 years old)
Social circumstances	<ul style="list-style-type: none"> • • "Mom works in a shoe factory in the Margomulyo area, my dad works in Probolinggo and joins me in opening a restaurant in Tongas so I come home to Srabaya every week." (E, 17 years old)

-
- Family economy
- • “Mom doesn't work, dad works as a tax advisor. The family's financial situation is good - and it's pretty good even if only dad works
 - • Daily pocket money Rp. 50,000 for snacks and 10,000 to pay for the bus when you get home. " (At 17 years old)
 - • "Because mom and dad, maybe a little rude, are divorced and always arguing, they are adults, they should be able to manage their own economy. But since they both can't control themselves, it has an impact like this. The peak of difficulty is this year. Until I stepped in to pay for the lessons myself. Previously, mom could pay for everything, brand name products, this and that. I don't know if It's money, not cold. Turns out it was borrowed money. Now it's a mess. Yes, it's a waste. The mother was treated. Treatment costs millions. It's like the latest cell phone, you have to buy it." (V, 16 years old)
 - • “My little brother was behind in speed and had no responsibilities even though he was in 6th grade, but he always felt like a little kid. It's like I missed it. “Sometimes it's stressful, he (my little brother) doesn't have a sense of responsibility so it's us who bother him, he doesn't understand anything.” (T, 16 years old)
 - • “Stress can be caused by frustration because teenagers' expectations do not match their parents' wishes, conflicts usually arise between parents and teenagers/generation gap, pressure (teenagers are sued by their parents), the crisis (adolescents search for their identity).” (YP)
- Stigma
- • “So here we come back to mental health issues, the stigma is still very high, so the children themselves also feel embarrassed, ma'am, if it turns out that my mental health is not doing well, that's which tends to happen to students. so it's difficult to help them, and it takes an extraordinary approach, and I don't want to talk to many people but to one person, by chance not me but the person responsible for the curriculum, I know this because I am a sharing place with the manager, so trust is really necessary to manage or lead "The next problem that arises is for teenagers, because their parents don't want to talk about it anymore, because their parents are broken, their mother is not in Indonesia working as a migrant worker abroad, and finally this child lives with his family who is moving." (YK)
 - • “Indeed, this is our challenge, even though the Mental Health Act is already in force, we can see that the Mental Health Act was created in 2014, the improvements before it was made in the 60s were forgotten and ignored, only to be ignored in 2014 the new Mental Health Act was created and although it is not perfect the law is usually revised again within 5-10 years more Later we will see again whether it can be used correctly or not. , it seems that we can now control our society to consult or ask questions frequently, etc. There is already a growing trend in terms of consultations by radio, by telephone, in hospitals. There started to be a lot more than before, it's very, very far away, yes, people are very stigmatized when people come to Menur, it has really increased, especially with BPJS, people are forced if they have mental disorders they have to go, otherwise there is no cure and there is no substitute, mental doctors started entering private hospitals, psychologists are already available in community health centers, at least there is a better approach, because mental cases are not only among adolescents but from early childhood to the elderly, we continue to struggle in Indonesia, there are still very few of 1,500 psychiatrists and not all of them are elderly. Even though our population is 225 million, the comparison is very far, we cannot catch up, like in America the population is 500 million psychiatrists.
 - 500,000 is a lot and even then it's still not enough overall. Our struggle is therefore still long.” (HD, 70 years old)
-

-
- Factors that cause internal self stress** The child's ideal self
- "My dream is to become an IT person so that my mother and father will always support me." (E, 17 years old)
 - "I want to be an architect, if I can study abroad." (B, 16 years old)
 - "A teenager is in the period of searching for self-identity, so there are many problems in the lives of these teenagers and it all depends on their initial personality, right from childhood, starting from themselves, physically, whether there are physical abnormalities, physical disabilities, then we Also looking at them as holistic human beings, what do these teenagers need? They need to be invited to discuss it, maybe they can't specifically do it yet." (HD, 70 years old)
 - "In adolescence, there is a lot of self-identity process going on, so teenagers cannot find a self-identity process which gives rise to a feeling of distrust in what they are doing, lack of self-confidence, gap generation = I want to be like this but my parents don't want me to, pattern parenting that is too authoritarian can cause stress in teenagers." (YP)
-
- "If I draw the red line, it is because the student is less capable of accepting himself." (YW)



Identify stress

Signs and symptoms of stress

- “Several students have experienced problems in their education, some even had early symptoms of difficulty sleeping, not interacting with friends, being lazy to attend classes, not completing homework, in the past there were even those who attempted suicide at Stikes This also happened, just like There are currently students who have suicidal thoughts. Looking at the results of the study, the problem starts with family problems. (YK)
- “But my body feels hot, I'm sweating, I'm nauseous so I can't concentrate.” (E, 17 years old)
- "Often. Her mood changes easily. Especially when you're about to get your period. You can get it every day, it's different." (V, 16 years old)
- "In principle, as a psychiatrist, we only see how the adolescent experiences functional disorders, he is lazy to go to school, his academic performance began to decline, he does not go to school, etc., well, functionally it's starting to get disrupted, so that's what needs to be remedied, don't wait for it to drag on, maybe the guidance and counseling teacher can still do it, it doesn't matter, we will work together, maybe parents still reject psychiatrists who will then give them drugs, drugs are intended to reduce dependence, etc. The stigma of society is still so even though the progress of pharmacological technology has been very advanced, even though it is not yet in line with what we want, so there are still In addition, we are looking for existing drugs that do not interfere and do not do not cause unwanted side effects. There are now many, in fact, the goal is to improve the stabilization of hormones neurotransmitters in our brain, usually when people are stressed, what neurotransmitters are disrupted in our brain? Serotonin, acetylcholine, these two drugs are the ones whose capture point is to enhance or control so that there is stability, we still need it, we need acetylcholine, dopamine, of serotonin, yes, there are a lot of neurotransmitters in the brain, while we can only repair a few neurotransmitters, we can't do them all. from there, sometimes it works well, but sometimes it doesn't, but it's not enough with pharmacological therapy alone, of course if this child has started to be well controlled, of course psychotherapy, maybe that the role of the psychologist is also very useful psychologically, it actually enhances it even more to strengthen its coping mechanisms so that adolescents can use positive coping mechanisms like what they are, so that, that we Like it or not, stress will continue to appear, so in this life it is impossible to get rid of stress, it is not possible and it is not allowed, we actually want to feel some stress which has a positive nature that makes us motivated, for example, if we study, there are never exams, so we are lazy to study. Why am I studying without exams, right? There is no encouragement or stress to encourage learning to be more active with exams, someone is even more enthusiastic, you know, I studied and the results are good if not studying and not getting a diploma means there are some things to correct, stress is really necessary in daily life throughout our life, this is what we have to instill so that teenagers do not have fear stress, because often when they are under stress, they are afraid, I don't want to be stressed. Plus, we can't have to go through that stress again for the immune system to improve. " (HD, 70 years old)
- "Indeed, the difficulty we have in dealing with mental cases is the stigma, therefore we don't get bored of conveying it everywhere to provide education, especially to teachers because teachers find it easier to reach their students, that's what's important and we also have to convey what a person's condition is like when they say whether they are healthy or mentally ill so that they really understand, because mental illness is a problem because the term is mentally ill and is not fatal, so a person doesn't need to go to the emergency room quickly, even though we saw earlier that their function is getting worse day by day, or not, is someone's function decreasing or not? according to their competence, not according to their age, etc. We have to be alert and we have to immediately find a way out, maybe it's the parents, maybe the person concerned themselves because they already understand, you can come for counseling yourself, but if

you don't, someone else will invite you because someone else will. "See, I got a lot of referrals from the BP teacher, I was told by the BP teacher to consult, then we will find out what the problem is and we will look for the best solution so that he is not expelled from school." (HD, 70 years old)



Stress management patterns

Internal

- • "Yes, look for a solution, like when I have an art assignment, I'm told to play music but I haven't practiced blas, I have lessons, I'm also taking care of my ID card, finally I have a solution, I give you my opinion, I play tambourine, other children play guitar. So I give a solution, for example, if I can't." (T, 16 years old)
- • "The student feels he can control this by increasing his activities at home so he doesn't feel like he wants to be consulted because he feels embarrassed." (YK)
- • "Still, I end up making friends but I'm picky and can't get close to my friends because I'm traumatized. I looked for information on the internet, one way to overcome it is meditation, but I have tried meditation to overcome it, but yes, I still feel it. "I was once invited by my mother to a spiritual activity and there was meditation, but during the meditation I felt like my mind was still wandering and I couldn't control my thoughts, so it was the same." (E, 17 years old)
- • "Maybe because in the past, when I was 14, 15 years old, I was still shaken up. Often cries. Not anymore. I feel like this is their business, I'm more concerned about my future. I just sometimes feel like other people are supported by their parents, but why not." (V, 16 years old)
- • "Just shut up. Keep quiet. Maybe you usually laugh with friends, but just keep quiet for now, until the problem is resolved. If the problem is something out of your control that isn't too extreme, like your cell phone is lost, your little brother is sick, or your parents are sick, maybe you'll tell me. Just keep quiet until it passes and then look for a solution. It's impossible to spend time secretly looking for a solution on your own. For me, I was a child who tried to find the initiative first. For example, I jitin papa. If you've been massaged, you usually get angry quickly. Do what you like. For example, doing school assignments, such as music. Listen to music, watch movies, play at friends' houses." (B, 16 years old)
- • "That's right, they try to divert their stress with TikTok videos and snacks. So social media is a platform for them to channel their self-actualization. Well, they try to divert stress from the ceiling through this platform, but from the social media provider there is no socialization or education about the benefits of social media so it is widely used in the wrong domain. Well, this is what is called no social responsibility, if in class there is a stage for responsibility, for example in Gojloki, there must be someone who controls it so that it doesn't lead to bullying. It's a normative thing, if you're in class, for example if it's too noisy, someone will remind you. Mural scribbles are one example, but they can be in the form of drawings." (BY, 38 years old)
- • "I'm like my father. If I can't stand it, it's always physical, meaning when I talk a little physically, if I'm coco I try to keep quiet, my father is now starting to be patient, he used to get angry, but my mother experiences the most, so she often gets angry , my mother doesn't want to teach me physical things, but if I can't stand it, I can't take it physically with my little brother. Even though my little brother missed it, because he watched YouTube, he learned to defend himself like an ordinary person. When the family saw the situation of their younger siblings at home, at school there were a lot of assignments at school, lots of sudden assignments, suddenly there was a problem with my group friends not coming in, if that's the case, I'm studying like papa, don't panic, try to think of another solution, first if you listen Yes, it's stressful, but it's been a while since I thought about the solution. The most stressful time was when I was in grade 9, the first time I went on Zoom, I was crying all the time, I was on Zoom for the first time, I was a child who didn't understand Zoom, so I was stressed, I had a lot of assignments, even though I had a lot of assignments, then in grade 10 I made my conclusion by thinking that when I finish a task, I don't finish it to the best of my ability, so I have my own motto "I don't finish it, I don't finish it", you can't force it, that's my ability, so when I'm stressed, I follow the motto, so if I'm stressed, there's a lot of work, just do what I have to do. In the past, the teacher

was angry, even though I'm a high school student, I have a lot of work, but they say that humans have limits, so if you want to do it, that's fine, ma'am, but I won't do it, I have limits. "At that time there were 5 assignments, I did 3 assignments. At that time there was tutoring, so I could do it, but I was stressed, so I did what I could, Ma'am." "(T, 16 years old)

- "Yes, that's because I often cry, suddenly my brain feels like it's going to come out on its own, oh you don't have to cry, you're human, it's not finished, the important thing is that you've worked, it's like you're pushing yourself, your grades don't determine whether you pass, it determines whether you want to work or not? I try now to talk less, not like I used to often grumble, grumble when I have one
- task. "(T, 16 years old)

Eksternal

- "That's why when we have teenage children we have to be able to carry out respirocation socialization, meaning there is reciprocal socialization between parents and children, so you

-
- What do you want, with a push and pull system, but teenagers also have to be able to obey their parents, me
 - The feeling is that if there is a reciprocal relationship or conversation that can provide mutual input to teenagers and teenagers can also express their wishes, teenagers will rarely become problematic. "Usually, a generation or self-identity gap often arises." (YP)
 - • "In fact, the source of the stress is from the parents, so we have to approach the parents, like the children I work with (psychologist) while the children are not allowed to communicate with their parents. "Later, when it's ready, parents will be notified. The point is parents have to know too, but it needs a process." (YP)
 - • "I also received consultation on the impact of locking myself up. There are those who hurt themselves, there are also cases where before the teenager was in the 6th grade of elementary school before his teens (early teens), if he made a mistake with his father, he was beaten by his father and even thrown outside and that was a trauma in itself, to the point where he wanted to hurt himself, which was the most extreme way. "If you see a pregnant woman wanting to be hurt, it feels satisfying." (YP)
 - • "Well, this is homework for us kids nowadays, we have to say hello first. This is what we need to pay attention to: at school we can use class actions, while at home we can use household actions. The parents' experience is that at home it is what shapes the child, the child now needs more attention. If the family environment is good then this child will be well formed, because the behavior is formed from childhood and the habitus is because this child gets a good transfer of knowledge from the family environment. Well, now we have to say hello first, so the teacher's behavior at school must be caring. I know that teachers are not paid to care, but how to make the classroom conditions comfortable so that they can make up for 3 years of limited social space so that they can recover and be whole. Well, I missed playing at school for 3 years. Then how will it influence digital behavior so that it becomes good? "The influence of digital social is huge for children, now they see content on social media, immediately imitate it and apply it to themselves directly." (BY, 38 years old)
 - • "Those who are able to face all of this are of course given education, stress management to deal with stress, because as humans we cannot be separated from stress itself, in fact the presence of stress triggers us to move forward, that is what we must instill in teenagers, because understanding teenagers This is always the case when there is stress, they just give up, the escape is that many of us face suicide attempts by injuring themselves, teenagers often think that this has never happened. There are also schools that issue a regulation that if a student attempts suicide they will be expelled from the school, now this is very worrying for all of us, instead of helping to find a good solution it actually puts even more pressure, if the teenager leaves school he wants to go to school. what else, well, we need to talk about this, there has to be another way because basically a teenager definitely doesn't want to have problems, psychological obstacles, suicide, he definitely doesn't want to." (HD, 70 years old)

- "These high school students who are seen are not their parents but public figures, idol figure influencers, then their closest friends and closest circle, the environment at school and their parents must work together to build it. These children must build a good social construction from when they were teenagers. , this is what has to be built so that they don't build their thoughts in one piece, for example just looking at it and then actualizing it, they should look at it, think about it and then weigh it, combining positive values and actualization. Well, we draw them from the family environment, yes they can afford it or they have enough, there is a pattern that they remain safe in their comfort zone, so in their minds I'm like this, ae wes, it's good and they don't lack anything, this is what kills their creativity and they don't need to adapt to the new environment. It's different for those in middle class families or those in low income families, so their struggles are different. The family is the oldest institution in the world that forms individuals to have an impact on the environment and society. Children can be asked to be good, but don't ask them to follow our expectations as parents. We can see that family sociology examines the sociological reality of interactions, patterns, forms and changes in the family. The influence of changes or shifts in society on the family and the influence of the family system on society in general. Also an explanation of the reality of social interactions, patterns, forms of socialization, and various social changes that occur within the family institution. Family sociology is defined as a form of study of relationships in society that can have consequences

-
- family integration or the opposite, namely, family integration. Family in sociology
 - has a very important role, because with a good family, individuals will be able to avoid various activities that will damage the stability of relationships in society," (BY, 38 years old)
 - "When we were in the dormitory, we were continuously accompanied and made aware by the nuns that ending one's life is not the only way out, so currently conditions are fine, but for some of the students who decided to leave, they haven't heard much of the story." (YK)
 - "Parental support is very important in how to direct these teenagers to adopt coping mechanisms and often parents' demands become a trigger that makes it more difficult for children not to want to tell their parents. If going into nursing or physiotherapy is not what the student wants, this triggers them usually continuing to not want to tell their parents so that if they overcome The problem is quite difficult, maybe his emotions are with us, he wants to talk, but with his parents there is no way out, that is experience, most of those who have arrived at Stikvinc have not succeeded, but my friend managed to graduate even though he tried to commit suicide and managed to build a household and have "The child, at that time, was treated by a psychiatrist and continued to be accompanied by his parents." (YK)
 - "So with holistic therapy, from a physical perspective, for example, teenagers participate in activities that can improve their physical condition, for example sports, psychologically, like going out with

friends to go anywhere, their personality is usually helped by their parents as much as possible, and the most important thing is spiritual. There is research that states that 50% of people are sick because they are spiritual. Only 25% are psychological, the most prominent being spiritual. That's why teenagers must be helped spiritually, for example you must have prayer hours or be active in religious activities, their closeness to God must be motivated and increased, this can be very helpful from other sides such as spiritual, social. We first calm the teenagers' emotions, then when they are calm we can encourage them to think. Because emotions are related to feelings and the heart, only when the heart is calm can the emotions be calm and then you can think." (YP)

- "From psychiatry, we actually have to always look at it holistically, from the adolescent's problems, we think the problem originates from themselves or their environment, the environment comes from their parents, friends, family, we have to look for that as a whole first before we follow up with medication. However, if we see that this teenager has done something that is not good, usually often, such as attempting suicide, cutting and so on, we really have to give therapy, don't let it go, like it or not, we will give him antidepressant medication at the right dose. small so that our approach is also more comfortable, indeed we always approach teenagers as stated by B Yophita earlier so that the teenagers believe that we will help and assist them, as Pak Yudi said, it is true that in general these teenagers are in disharmonious family conditions. , broken home, therefore we have to educate the public that in a marriage, it is for the future of the children, not just themselves, that the same ends with divorce, looking for a new one on their own, but what happens to the children left behind, this is what often happens, Therefore, in the Catholic religion it is strictly forbidden to divorce even though in fact there are people who are secretly living outside the church and so on, it turns out they are already living with someone new and so on, so that their children are just left behind, this is an impact that is difficult to treat if this happens because the child is a teenager. This is looking for a figure, a father figure or a mother figure, now finding a new figure is not easy, well this must continue to be educated, we educate, we do cognitive psychotherapy, until the child is willing to accept, indeed in conditions like this the term must be able to living independently, mastering your life, well, this stress management is managed by yourself with help, of course. " (HD, 70 years old)
- "There are still schools that handle psychiatric cases quickly and quickly expel them regardless of the mental problem, well this is a shame, yes, instead of getting a solution, it actually adds stress for the students even though they still have potential and can still be improved, etc. Maybe the lessons are not really bad, as stated B Yus said there were students who were able to graduate, but there were also those who dropped out, I handled the FK students and I was almost finished but I was determined that it would be better if I just left, Dok, I couldn't afford it anymore Thinking you can't afford it anymore because of the burden, the environment, etc., this is the real cash we come to

parents can't, for various reasons, end up actually leaving even though it's already the 8th semester, it's a shame, even though they can still be helped if their family helps support them, that's the kind of thing that we really regret, when this student ends up with no positive solution, that's the only one Yes, let's talk about it, we reconcile it, we talk about it together, whether it's teachers, family, parents, doctors and psychologists, we talk about it together, so that this child is not embarrassed or afraid, the goal is one so that he can finish his education better, and there are many examples. which is successful because it is handled by psychologists and psychiatrists, the results are quite good, I often get cases like going to medical school, the medical specialty that used to be in high school had problems until we changed schools, we are more open to finding out why it is uncomfortable at that school, if at all. "It's not convenient to find another school that can accept and be comfortable, because school age must be able to reach the end of education." (HD, 70 years old)

- "So far we have thought that it is only accompaniment, so accompanying children and not being able to go too deep." (YW)

- "If I listen to psychologists and psychiatrists, it is not much different from nursing, I agree with B Yophita, her emotions must be treated first, why is it that if her emotions have been handled then we can go into everything, if this teenager feels safe and comfortable, stressors it doesn't come from us but from outside of course mostly from the family, so we control the emotions first, emotionally calm down then we can enter, if this teenager feels safe and comfortable, of course this child will tell us more stories, so from that story we will be able to assess what the mindset is like, why the mindset because one of the strengths of the ego depends on the mindset apart from genetics, maturity and personality traits. The mindset will come out if we have conditioned him to be safe and comfortable with us, meaning that once we hold him, we want to take him wherever we can easily take him, well the point is there. Second, if we already have a mindset, of course it will be easier, next is the aspect of faith, Ajman's children now have difficulty because of the lack of control from their parents, where their parents only provide financial sufficiency, even though when they are teenagers, children looking for self-identity need a more advanced approach. financially, faith is very important, now many parents send their children to boarding schools/Islamic boarding schools, whether by sending them to boarding schools or whatever it depends on their child's wishes, if it's like this, it's not just the child that we therapy and approach but the family is also approached. and therapy. Next, as parents or educators, we have to analyze or there are several stages of stress and dealing with stress. The first is to look for the source of stress, whether the stressor is caused by the outside world or from within the teenager himself. For example, a child sets a target that is too high and not appropriate so that the child becomes stressed. If you already know that it will be easier. Apart from that, if you have doubts, you cannot determine whether the stressor is external or internal, so you have to do a deeper analysis. If it is like this, of course you can usually go to a psychologist or psychiatrist to be more focused, later when we have everything, of course we can teach troubled teenagers how to determine good coping." (HB)

- "Regarding the case expressed by B Yustina, it is difficult if the person doesn't want to. RSJ Menur is a public service, even now it has 6 floors, it was started by Dr. Hendro, the service will be general even though the service is mental, if the problem is that there may be fear from these students with the stigma that

exists now, we now have a psychology service in Pojok Confused and the one who will receive the call will be a clinical psychologist at RSJ Menur. If a psychologist has approached you, you may want to provide therapy and medication.

"It is necessary to carry out interviews with students and parents, or regular psychological examinations can be programmed to determine students' mental conditions." (HB)

Coping strategies

Adaptive

- "After telling a friend, I feel more relieved, more relaxed. But if I remember again, I'm sad again, I cry again." (V, 16 years old)
- "But when it comes to grades, I still get support from friends, try to find the root of the problem. Imagine while crying. The next day it was made easier, a way was given. Just crying. That's a relief." (V, 16 years old)
- "Most of the time I cry in my own room when there's no one there, when I tell them about the problem when they come home"

"Also, it's late at night so I rarely have time to talk and my cece is indifferent." (E, 17 years old)

- "Because when teenagers feel safe, self-confidence arises, so coping mechanisms arise." (YP)

- "Usually he eats more and more." (B, 16 years old)

- "During the pandemic, I kept all my pain in class 9, until now I have kept it to myself. Actually, I wanted to try telling a story, but I remember someone said, if you are happy, I will be happy. Ok, you are indeed stressed, you are sacrificing your positivity to other people. For example, if my friend has an assignment to help me, OK, I'll help him, he's happy, I'm happy too. My family is religious so there are lots of words of wisdom. I got that motto from there too. I'm a little lost in having a religious family, I feel like questions are always answered religiously. But sometimes luckily there is always something new to experience, for example, the motto is that if you can't do it, you've been forced to." (T, 16 years old)

- "I think so, B Yuni, because many of these coping strategies are actually formed, in my opinion, when children grow up from childhood, in elementary school, their role is the teacher, how can the teacher provide good guidance or direction when the children experience stressors because at school The basis that children believe is their teacher, once they enter middle school and high school, it seems that they are held by their peers or peer group, so what is very important here is to direct coping strategies. What we need to study is their childhood, what it was like when they were in elementary school, "What is the environment like in junior high school so that when we are students, we can better direct students to choose adaptive and constructive coping strategies that are oriented towards future tasks that will bring success in the future." (YK)

- "What can you do, with parental support, social support with people around them, usually teenagers who have good socialization can be saved more." (YP)

- "Yes, that's right, because they try to adapt by struggling. For example, if they don't study and get the best grades, they won't get the desired goal, their social status will increase and their social class will increase. But they try to manage their stress in trying to raise their social status in order to get this positive recognition. Children who are considered struggle are middle class children because they learn to think multitasking to achieve their goal of becoming individuals who receive environmental recognition, whether in the campus environment, religious environment and family environment. This is what is called Achieved status, so a type of social status obtained thanks to hard work and individual effort to achieve what he really wants." (BY, 38 years old)

- "Yes, of course someone has to be successful, we have to look again to find children who are successful in their parents' bad conditions and become successful children, usually internally these people are able to control their stress and make their stress mechanisms as good as possible. maybe even though my parents are like that, I shouldn't be like that, it means that I have the intention and desire to be better than my parents. These are some of the things we use as role models/examples. That it turns out that they may or may not always be the ones with problems, it's bound to be a problem forever, so that's why we use examples to encourage teenagers to think again that there must be a solution. to control it and to achieve its goals." (HD, 70 years old)

- Maladaptive
- • "Well, while those who can't vent their stressors will hurt themselves, well I'm not talking about them going to use drugs because children of this age give drugs because for children this age it's still too expensive. They are starting to have a commotion within themselves." (BY, 38 years old)
 - • "Definitely dizzy, tired, but not to the point of crying...hehehhee." (B, 16 years old)
 - • "For me, I face it but avoid it first. It's impossible to fight straight away, right? If people are on the battlefield, they should also scout first. Not directly attacked. Avoid it first, don't let your emotions rise. It's going to get messy." (B, 16 years old)
 - • "Sometimes it gets buried. If it's too late, come back again. Cry. 3, 4 days is possible _____ cry. If there's any more, bury it again, evaporate _____ again." (V, 16 years old)
-

The adaptation matrix table was created during the process of analyzing data from informants through in-depth interviews. This table simplifies the data analysis process at the data categorization stage. When categorizing data, several data are found that have similarities to several data from informants. The categories of data found in this research are 1) Factors that cause internal and external stress, 2) Identification of stress, 3) Patterns of managing stress internally and externally, 4) Adaptive and maladaptive coping strategies.

Discussion

Factors that cause internal and external stress in teenagers

Adolescence is a period of searching for identity. Apart from physical changes, there are emotional changes that occur in adolescents. This change is a source of stress for teenagers. The stress experienced by teenagers has several causal factors, one of which is internal to the teenager. These stressors include concerns about body image, social identity, sexuality and conformity, peer networks, and independence, issues that are often considered central to their development (Ilen *et al.*, 2022). This research found data that the source of stress occurs from the adolescent's self, namely the adolescent's ideal self. The results of in-depth interviews with informants, both teenagers, as well as psychologists, psychiatrists, high school guidance counselors, mental clinical nurses and mental nursing educators, found the following findings:

"If I draw the red line, it is that the student is less able to accept himself." (YW)

"A teenager is in a period of searching for self-identity, so there are many problems in the lives of these teenagers and it all depends on their initial personality, right from childhood, starting from themselves, physically, are there physical abnormalities, physical disabilities, then we look at "Also, as holistic human beings, what do these teenagers need? They need to be invited to discuss it, maybe they can't specifically do it yet." (HD, 70 years old)

"In adolescence, there is a lot of self-identity process going on, so teenagers can't find a self-identity process which gives rise to a feeling of disbelief in what they are doing, a lack of self-confidence, gap generation, I want it to be like this but my parents don't want it, the parenting style is being too authoritarian can cause stress in teenagers." (YP)"

Adolescent internal factors are ones that are closely related to basic adaptive and maladaptive strategy processes that function to detect and deal with threats and dangers, such as processes of temperament, attachment, mastery, and self-determination. Coping influences everyday resilience and marks potential sites of development (Ilen *et al.*, 2022). Considering the importance of the relationship between internal adolescent factors, it is necessary to pay attention to how to foster the mental development of adolescents from an early age.

There are factors from outside the teenager's self that also contribute to the child's process of making it a stressor in his life. Comprehensive stressful social conditions, such as poverty, oppression, discrimination, harsh families and upbringings, abuse, and neglect, pose serious risks to the development of healthy coping (Ilen *et al.*, 2022). Parenting patterns can damage the development of healthy coping in adolescents: through errors of omission such as not creating an adaptive interpersonal coping system in which the adolescent's coping can develop and through errors such as handling their child in times of stress in ways that are actively unproductive or harmful (Ilen *et al.*, 2022) as stated by one of the informants in this research. The increase in the number of broken families, the increase in divorce rates has led to an increase in the number of children, teenagers and the younger generation who experience

traumatic experiences (Enache *et al.*, 2021). Psychologically, teenagers have an assessment of the way their parents deal with their marriage.

"In general, these teenagers are in disharmonious family conditions, broken homes, therefore we have to educate the public that in a marriage, it is for the future of the children, not just themselves, that the same ends with divorce, looking for someone new on their own. but what happens to the children who are abandoned, this is what often happens, that's why the Catholic religion strictly forbids divorce even though in fact some of them are secretly living outside the church and so on, it turns out they are already living with someone new and so on, so the child is just left like that, this is The impact is indeed difficult to treat if this is the case because these teenagers are looking for a figure, a figure of their father or mother, so finding a new figure is not easy, so this must continue to be educated, we educate, we do cognitive psychotherapy, until The child is willing to accept, indeed in this condition the term means he must be able to live independently and control his life, so the stress management is managed by himself with help of course." (HD, 70 years old)

"I also received consultation on the impact of confining myself. There are those who hurt themselves, there are also cases where before the teenager was in the 6th grade of elementary school before his teens (early teens), if he made a mistake with his father, he was beaten by his father and even thrown outside and that was a trauma in itself, to the point where he wanted to hurt himself, which was the most extreme way. "If you see a pregnant woman wanting to be hurt, it feels satisfying." (YP)

"Parental support is very important in how to direct these teenagers to adopt coping mechanisms and often parents' demands are the trigger for children not wanting to tell their parents. If entering a major in education is not what the student wants, this triggers them usually continuing to not want to talk to their parents so that if they overcome the problem "It's a bit difficult, maybe with us he wants to talk about his emotions, but with his parents there's no way out." (YK)

"Because mom and dad, perhaps a bit impolite, are divorced and always fighting, they are adults, they should be able to manage their own economy. But because the two of them can't control themselves, it has an impact like this. The peak of difficulty is this year. Until I stepped in to pay for the lessons myself. Previously, mom could pay for everything, branded goods, this and that. I don't know if it's money, not cold. Turns out it was borrowed money. Now it's a mess. Yes, it's wasteful. The mother has been treated. One treatment costs millions. It's like the latest cellphone, you have to buy it." (V, 16 years old)

"My little brother had a speed delay, and didn't have any responsibilities even though he was in grade 6 but he always felt like a little kid. It's like I missed it. "Sometimes it's stressful, he (my little brother) doesn't have a sense of responsibility so we're the ones who bother him, he doesn't understand anything." (T, 16 years old)

Homework and extracurricular activities with teachers other than class, as well as individual study are statistically significant and strongly correlated with the level of psychological damage. Positive coping styles, attachment to teachers, attachment to colleagues, attachment to classes and activities, homework load, extra activity load are predictors for mental health (Chraif and Anitei, 2012).

"Like at school I saw quite a lot of material, a lot of materials, this is what makes them have a lot of pressure. (HD, 70 years old)

"If you have an assignment or you have a lot on your mind, you have to submit your assignment tomorrow, then suddenly you think about it, you keep doing it but you feel hot,

sweaty, nauseous, so you can't concentrate on doing it. Apart from that, I also had trauma when I was in elementary school. Being blamed even though you didn't do anything wrong." (E, 17 years old)

"Because of school activities. Overall, last month, yes. take part in 3 activities. OSIS, choir, and international competitions with KSN. This activity has long-term training. Always bumping into each other, especially if there are maples. So I often keep missing out. So it is difficult to divide his time, because his activities continue to collide. Which is what you want to follow." (B, 16 years old)

"The way to see the changes in teenagers before the pandemic and during Covid, well, these children should actualize themselves at this age in the social realm, during Covid this social space is limited, even though currently there are several platforms for their social space. But there are no 2 ways. In social science. Communication can be two-way but we don't get social meaning from the real thing. Well, this is what is called social construction. "The normative thing is that there are no referees, that's why in online classes there are no referees, whereas in offline classes there are people who are referees, which is the desert." (BY, 38 years old)

"I was playing with my friends, suddenly my friend's eyes hurt, he looked like he was being stupid. Then report to the teacher if I hurt him. Even though I don't feel like I hurt him, even if I did, I played with him accidentally. Finally my parents were called, my parents came, I was also scolded by the teacher and my parents. Then at home mom and dad fight about it and I hear them arguing about me. So that made me think." (E, 17 years old)

Identify stress

Mental health that is disturbed due to stressors in adolescents will cause physical disorders. Therefore, they feel stomach ache, vomiting and dizziness, high pulse, increasingly they feel headache, high pulse, sensation of suffocation (Chraif and Anitei, 2012).

"Some students experienced problems in their education, some even had initial symptoms of difficulty sleeping, not being able to interact with their friends, being lazy about attending lectures, not completing their assignments, in the past there were even those who tried to commit suicide at Stikes. This also happens, the same goes for students Currently, someone is having ideas about committing suicide. If we look at the results of the study, the problem starts with family problems. (YK)

"But it feels like my body is hot, I'm sweating, I'm nauseous so I can't concentrate." (E, 17 years old)

"Often. His mood changes easily. Especially when you're about to menstruate. You can get it every day, it feels different." (V, 16 years old)

"I also received consultation on the impact of confining myself. There are those who hurt themselves, there are also cases where before the teenager was in the 6th grade of elementary school before his teens (early teens), if he made a mistake with his father, he was beaten by his father and even thrown outside and that was a trauma in itself, to the point where he wanted to hurt himself, which was the most extreme way. "If you see a pregnant woman wanting to be hurt, it feels satisfying." (YP)

Humans will not escape stress because in life stress will help a person become tougher, stronger and more able to survive challenges, threats and difficulties in the future (Ilen *et al.*, 2022).

"Those who are able to face all of this are of course given education, stress management to deal with stress, because as humans we cannot be separated from stress itself, in fact the presence of stress triggers us to move forward, that is what we must instill in teenagers." (HD, 70 years old)

Internal and External Stress Management Patterns,

Cognitive and behavioral efforts to master, tolerate, or reduce external and internal demands and conflicts between them (Ilen *et al.*, 2022), which utilize personal and social resources to solve stressful problems or manage the individual's negative emotional reactions to them. These efforts produce coping outcomes, which by providing feedback on stressful events and the individual's reappraisal process, can stop or prolong stressful transactions (Ilen *et al.*, 2022). Some teens find ways to deal with the stress, while others repeatedly fail to do so. The inability to effectively cope with life stressors can lead to depression, maladaptive behavior (Ilen *et al.*, 2022), anxiety, post-traumatic stress disorder, and suicidal behavior including attempts and ideation. Stress management in adolescents is carried out independently. Teenagers try to overcome their problems in several ways. How stress is handled influences daily resilience and marks potential sites of development (Ilen *et al.*, 2022). Teenagers have strategies for dealing with stress, one of which is not talking about it with other people, doing free time activities and going out with friends are the best ways to reduce stressful situations and mental health problems (Chok, Suris and Barrense-Dias, 2023). In general, the level of life skills of adolescents is considered average, which indicates that they have a tendency to experience setbacks depending on the severity of the situation or may experience further progress when they feel they have enough resources to respond to life changes or difficulties (Vergara and Tajonera, 2023). As was done by the teenagers in this study, they did it in various ways, such as crying in the room, staying silent in the room, thinking and looking for solutions, being selective in choosing friends.

"Yes, looking for a solution, like when I have an art assignment, I'm told to play music but I haven't practiced blas, I have lessons, I'm also taking care of my ID card, finally I have a solution, I give you my opinion, I play the tambourine, other children play the guitar. So I give a solution, for example, if I can't." (T, 16 years old)

"The student feels he can control this by increasing his activities at home so he doesn't feel like he wants to be consulted because he feels embarrassed." (YK)

"Still, I end up making friends but I'm picky and can't get close to my friends because I'm traumatized. I looked for information on the internet, one way to overcome it is meditation, but I have tried meditation to overcome it, but yes, I still feel it. "I was once invited by my mother to a spiritual activity and there was meditation, but during the meditation I felt like my mind was still wandering and I couldn't control my thoughts, so it was the same." (E, 17 years old)

How to deal with stress can also be done through support from outside the teenager because in some situations, teenagers are no longer able to handle stress. Since seeking social support is the most commonly used coping strategy, leveraging one's family for social support may prove beneficial (Rodríguez-Naranjo and Caño, 2016). Parental support is one of the support systems that teenagers need, but often parents choose not to talk to their children because they are afraid of hurting them and prefer to get comfort in their religion by going to church and support from priests, parents prefer to provide material support such as money to their children. and hope that the child's behavior will change (Mathibela and Skhosana, 2021).

Social support can also be obtained from someone who is an expert in this matter, namely a psychologist. The results of an interview with one of the psychologist informants showed that stress management which is very relevant to teenagers today is a spiritual approach which will ultimately help teenagers to find more adaptive coping strategies to deal with stress.

"So with holistic therapy, from a physical perspective, for example, teenagers participate in activities that can improve their physical condition, for example sports, psychologically, like going out with friends to go anywhere, their personality is usually helped by their parents as much as possible, and the most important thing is spiritual. There is research that states that 50% of people are sick because they are spiritual. Only 25% are psychological, the most prominent being spiritual. That's why teenagers must be helped spiritually, for example you must have prayer hours or be active in religious activities, their closeness to God must be motivated and increased, this can be very helpful from other sides such as spiritual, social. We first calm the teenagers' emotions, then when they are calm we can encourage them to think. Because emotions are related to feelings and the heart, only when the heart is calm can the emotions be calm and then you can think." (YP)

Adaptive and Maladaptive Coping Strategies.

Adaptive and maladaptive coping are part of a person's process of dealing with stress in their life. In this research, it was found that there were adaptive coping strategies involving reflection and self-reflection. A person's process of managing stress complements a person's coping strategies such as reflection, one of which is with various existing support systems such as self-efficacy, pessimism, and social support, and resilience (Ilen *et al.*, 2022). As reflected by the reflections of teenagers in this research, boys are more capable of self-reflection when they face challenges and threats in their lives, while girls are more prone to taking action in response to challenges and threats in life (Rodríguez-Naranjo and Caño, 2016). In accordance with the findings in this research, teenage boys, in their reflection on facing stressors both at school and at home, actually found a motto in their lives and changed themselves to become stronger in facing stress. In accordance with the research results of Leung and Mu, (2020) that healthy spirituality can be found in the young generation who are optimistic, self-confident, optimistic and constructive, and proven to have a better quality of life in the form of mental, physical and psychological health. Apart from internal factors, external factors such as parents, the educational environment also greatly influences teenagers' coping strategy abilities. Integrated intervention strategies that encourage socio-emotional learning, and underscore the importance of a safe and supportive educational environment for adolescents (Kalogeratos *et al.*, 2024) are important for educational environments providing interventions in schools to support adolescents in having adaptive coping strategies in dealing with stress.

"Yes, that's because I often cry, suddenly the brain feels like it's going to come out on its own, oh no need to cry, you're human, it's not finished, the important thing is that you've worked, it's like you're pushing yourself, grades don't determine whether you pass, it's what determines whether you want to work. or not. I'm trying to talk less now, not like I used to often grumble when I have assignments." (T, 16 years old)

The coping system and various individual and interpersonal subsystems that support and influence it show developmental patterns related to age and experience (Ilen *et al.*, 2022), meaning that adolescents with their various developmental tasks have their own patterns in dealing with stress. According to Rodríguez-Naranjo and Caño, (2016), when researchers examined age differences in cognitive beliefs theoretically linked to anxiety symptoms, such

beliefs were only found among adolescents (ages 12-17) and not among children (ages 7–11), consistent with developmental research that reveals age-level changes in the ability to consider inner thoughts and beliefs during early adolescence and greater use of cognitive coping responses in adolescents compared with children (Rodríguez-Naranjo and Caño, 2016; Ilen *et al.*, 2022). Adolescents in this age range have a tendency to experience mental health disorders with various developmental tasks. Adolescents need support from all parties such as family and the educational environment (Kalogeratos *et al.*, 2024) to support adolescents in facing their life situations.

"Well, while those who can't vent their stressors will hurt themselves, well I'm not talking about them using drugs because children of this age give drugs because for children this age it's still too expensive. They are starting to have a commotion within themselves." (BY, 38 years old)

"Definitely dizzy, tired, but not to the point of crying...hehehhee." (B, 16 years old)

"For me, face it but avoid it first. It's impossible to fight straight away, right? If people are on the battlefield, they should also scout first. Not directly attacked. Avoid it first, don't let your emotions rise. It's going to get messy." (B, 16 years old)

"Sometimes it gets hidden. If it's too late, come back again. Cry. 3, 4 days I can cry. If there's any more, bury it again, evaporate again." (V, 16 years old)

Avoidance coping strategies were found in this study which were demonstrated by several informants in this study. Avoidance coping strategies are maladaptive coping strategies where this type of coping strategy is often used by adolescents who are pessimistic about their depression (Pinder *et al.*, 2024). The use of avoidance coping strategies in adolescents can lead to more mental disorders and emotional expression problems (Ahmed *et al.*, 2022). As is the data obtained from this research. Teenagers who often turn to online environments to deal with stress give more negative responses which actually trigger stress and mental health (Duvenage *et al.*, 2020). In this research, it was found that teenagers tend to use social media to divert their stress.

"That's right, they try to divert their stress with TikTok videos and snacks. So social media is a platform for them to channel their self-actualization. Well, they try to divert stress from the ceiling through this platform, but from the social media provider there is no socialization or education about the benefits of social media so it is widely used in the wrong domain. Well, this is what is called no social responsibility, if in class there is a stage for responsibility, for example in Gojloki, there must be someone who controls it so that it doesn't lead to bullying. It's a normative thing, if you're in class, for example if it's too noisy, someone will remind you. Mural scribbles are one example, but they can be in the form of drawings." (BY, 38 years old)

Conclusion

Teenagers always experience stress because stressors are always present in their lives. Sources of stress in adolescents are internal and external. Internal factors of adolescent stress such as processes of temperament, attachment, mastery, and self-determination are things that are closely related to basic adaptive and maladaptive strategy processes that function to detect and deal with threats and danger. External factors found in adolescents are social conditions and parenting patterns. Several types of adolescent coping strategies were found to be adaptive and maladaptive. Adaptive coping strategies include reflection and self-reflection. Maladaptive coping strategies were found to be problem avoidance.

Limitations of the Study

Research informants are still limited to one area and there are limited time for research.

Practical Application

To socialize to teenagers, parents and schools how to get to know teenagers better and help them in the developmental stage of finding their own identity. Assistance from parents and related parties such as the school environment is very important in this matter.

Directions for Future Research

Future research can examine other factors related to coping strategies and stress in adolescents and use a prospective cohort research design to find out more about coping strategies and stress in adolescents.

References

- [1] Ahmed, G.K. *et al.* (2022) 'Relation between internet gaming addiction and comorbid psychiatric disorders and emotion avoidance among adolescents: A cross-sectional study', *Psychiatry Research*, 312, p. 114584. Available at: <https://doi.org/10.1016/j.psychres.2022.114584>.
- [2] Baral, K. *et al.* (2022) 'Linkages between stress and stress coping strategies among Nepalese during COVID-19 lockdown: A nationwide cross-sectional study', *Dialogues in Health*, 1(September 2021), p. 100023. Available at: <https://doi.org/10.1016/j.dialog.2022.100023>.
- [3] Bartley, C.E. and Roesch, S.C. (2011) 'Coping with daily stress: The role of conscientiousness', *Personality and Individual Differences*, 50(1), pp. 79–83. Available at: <https://doi.org/10.1016/j.paid.2010.08.027>.
- [4] Chok, L., Suris, J.-C. and Barrense-Dias, A. (2023) 'Adolescents' mental health, coping strategies, social support and interventions: a qualitative study in Switzerland', *Qualitative Research Journal*, 23(4), pp. 445–453. Available at: <https://doi.org/https://doi.org/10.1108/QRJ-10-2022-0135>.
- [5] Chraif, M. and Anitei, M. (2012) 'Overload Learning, Attachment and Coping Styles Predictors of Mental and Physical Health of Teenage High School Students in Romania', *Procedia - Social and Behavioral Sciences*, 69(Iceepsy), pp. 1842–1846. Available at: <https://doi.org/10.1016/j.sbspro.2012.12.135>.
- [6] Delvecchio, E. *et al.* (2022) 'COVID-19: Psychological symptoms and coping strategies in preschoolers, schoolchildren, and adolescents', *Journal of Applied Developmental Psychology*, 79(January). Available at: <https://doi.org/10.1016/j.appdev.2022.101390>.
- [7] Diehl, M., Hay, E.L. and Chui, H. (2012) 'Risk and Resilience Factors in Daily Life', 32(1), pp. 1–18. Available at: <https://doi.org/10.1891/0198-8794.32.251.Personal>.
- [8] Duvenage, M. *et al.* (2020) 'Technology can sting when reality bites: Adolescents' frequent online coping is ineffective with momentary stress', *Computers in Human Behavior*, 102(August 2019), pp. 248–259. Available at: <https://doi.org/10.1016/j.chb.2019.08.024>.
- [9] Enache, R.G. *et al.* (2021) 'Effects of post-traumatic stress syndrome in institutionalized adolescents in Romania', *Technium Social Sciences Journal*, 15, pp. 233–259. Available at:

- <https://techniumscience.com/index.php/socialsciences/article/view/332/124>.
- [10] Glanonn, W. (2005) *Fundamental of philosophy: Biomedical ethics*. USA: Oxford University Press.
- [11] Horwitz, A.G., Hill, R.M. and King, C.A. (2011) ‘Specific coping behaviors in relation to adolescent depression and suicidal ideation’, *Journal of Adolescence*, 34(5), pp. 1077–1085. Available at: <https://doi.org/10.1016/j.adolescence.2010.10.004>.
- [12] Ilen, L. *et al.* (2022) ‘Exploring associations between diurnal cortisol, stress, coping and psychopathology in adolescents and young adults with 22q11.2 deletion syndrome’, *Comprehensive Psychoneuroendocrinology*, 9. Available at: <https://doi.org/10.1016/j.cpnc.2021.100103>.
- [13] Kalogeratos, G. *et al.* (2024) ‘PTSD in Children and Adolescents in the Educational Context. A Conceptual Approach’, *Technium Social Sciences Journal*, 55, pp. 226–247. Available at: <https://techniumscience.com/index.php/socialsciences/article/view/10668/4172>.
- [14] Leszko, M., Iwański, R. and Jarzębińska, A. (2020) ‘The Relationship Between Personality Traits and Coping Styles Among First-Time and Recurrent Prisoners in Poland’, *Frontiers in Psychology*, 10(January), pp. 1–8. Available at: <https://doi.org/10.3389/fpsyg.2019.02969>.
- [15] Leung, C.H. and Mu, Y. (2020) ‘Spiritual and mental health of teenagers in Hong Kong and in mainland China under the impact of COVID-19’, *Asian Education and Development Studies*, 11(2), pp. 340–355. Available at: <https://doi.org/0.1108/AEDS-04-2021-0076>.
- [16] Maleong, L.J. (2018) *Metodologi Penelitian Kualitatif (Edisi Revi)*. Revisi. Bandung: PT. Remaja Rosdakarya.
- [17] Mathibela, F. and Skhosana, R.M. (2021) ‘I just knew that something was not right! Coping strategies of parents living with adolescents misusing substances’, *Journal of Substance Abuse Treatment*, 120(October 2020), p. 108178. Available at: <https://doi.org/10.1016/j.jsat.2020.108178>.
- [18] Moleong, L.J. (2021) *Metodologi penelitian kualitatif*. Cetakan 40. Bandung: Remaja Rosdakarya.
- [19] Novak, I. and Honan, I. (2019) ‘Effectiveness of paediatric occupational therapy for children with disabilities: A systematic review’, *Australian Occupational Therapy Journal*, 66(3), pp. 258–273. Available at: <https://doi.org/10.1111/1440-1630.12573>.
- [20] Pinder, J.B. *et al.* (2024) ‘Beliefs about depression relate to active and avoidant coping in high-symptom adolescents’, *Journal of Affective Disorders*, 346, pp. 299–302. Available at: <https://doi.org/10.1016/j.jad.2023.11.026>.
- [21] Rodríguez-Naranjo, C. and Caño, A. (2016) ‘Daily stress and coping styles in adolescent hopelessness depression: Moderating effects of gender’, *Personality and Individual Differences*, 97, pp. 109–114. Available at: <https://doi.org/10.1016/j.paid.2016.03.027>.
- [22] Singh, S. *et al.* (2021) ‘Stress, internet use, substance use and coping among adolescents, young-adults and middle-age adults amid the “new normal” pandemic era’, *Clinical Epidemiology and Global Health*, 12(September), p. 100885. Available at: <https://doi.org/10.1016/j.cegh.2021.100885>.
- [23] Suyanto, B. *et al.* (2011) *Metode Penelitian Sosial: Berbagai Alternatif Pendekatan*. Revisi. Jakarta: Kencana.

- [24] Suyono and Budiman (2020) *Kesehatan Lingkungan sebagai Lingkup Ilmu Kesehatan Masyarakat*. Bandung: PT Refika Aditama.
- [25] Vergara, T.M.D. and Tajonera, C.F.J.P. (2023) 'Life Skills of Adolescents in a Catholic University in Central Philippines', *Technium Social Sciences Journal*, 44, pp. 788–803. Available at:
<https://techniumscience.com/index.php/socialsciences/article/view/9069>.