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# ***THE DIFFERENCES OF PROBLEM-FOCUSED COPING IN STUDENTS MAJORING IN HUMANITIES AND NON-HUMANITIES MAJORS***

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## ***Abstrack***

*This research aims to: (1) Find out whether there are differences in problem-focused coping in students majoring in humanities and non-humanities. (2) Find out how high problem-focused coping is for students majoring in humanities. (3) Knowing how high problem-focused coping is for students majoring in non-humanities. (4) Knowing which problem-focused coping scale items are identified and which items on the problem-focused coping scale are identified as low. This study is a comparative quantitative study that involves 200 respondents who are active students of the 2020-2022 batch of Sanata Dharma University Yogyakarta. There are two types of questionnaires in collecting the data in this study, there are an open questionnaire to determine the study program and class, and a closed questionnaire with a Likert Scale to calculate the problem-focused coping items of the students between the two sample groups. The questionnaire consists of 33 valid items, categorized into five aspects: self-activity, planning, minimizing competitive activities, self-control, and social support. The questionnaire's Alpha Cronbach reliability index was 0.722. As the assumption results were not met, the researcher used the Mann Whitney non-parametric t-test with the assistance of JASP 0.16.0.0 for Windows. The results of this study are: (1) There is a significant difference in problem-focused coping between students majoring in humanities and students majoring in non-humanities; (2) The level of problem-focused coping of students majoring in humanities tends to be in the high category; (3) The level of problem-focused coping of students majoring in non-humanities tends to be in the high category; (4) There are eight items with the number of item score achievements that are identified as moderate. So, the researchers propose guidance topics with the themes: (1) Deft in overcoming problems; (2) Planned life makes happy; (3) Building healthy relationships (4) Building positive openness.*

**Keywords:** *Humanities Majoring Students, Non-Humanities Majoring Students, Problem-Focused Coping*



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### **INTRODUCTION**

Individuals may experience various problems, which can cause stress and interfere with their daily lives. Therefore, each individual needs to have stress coping. As Andriyani (2019) explains, stress coping is useful to help individuals in the process of recovering from feeling bad about the problems experienced. According to Wahyudhi et al. (2019), Chinaveh found that problem-focused coping can have a positive impact on the psychological adjustment of Iranian students, and can be used as a method to overcome stress.

Individuals whose problem-focused coping is not good or even do not have problem-focused coping will certainly have difficulty in overcoming their problems. According to Sukadiyanto (2010), this difficulty can have a significant impact on various aspects of daily life, including health, work, friendships, and relationships with family or partners.

In their educational process, students are likely to encounter challenges such as coursework and external pressures. Therefore, students need to have good stress coping to overcome these obstacles (Barseli et al., 2017).

According to Lazarus and Folkman (as cited in Maryam, 2017), problem-focused coping is centered around addressing the problem at hand. This approach is suitable when the individual believes that the problem can be resolved. Pitaloka and Mamahit (2021) define problem-focused coping as a constructive approach that focuses on the problem to reduce stress.

Lazarus and Folkman (in Ramdani et al., 2018) define problem-focused coping as a constructive approach to overcoming stress by focusing on solving problems. Zaman and Ali (2019) argue that problem-focused coping is a strategy that focuses on actions that are useful for dealing with and overcoming life problems most effectively. According to Folkman and Moskowitz (as cited in Zaman and Ali, 2019), define problem-focused coping as the thoughts and behaviors used to overcome or manage the causes of negative stress.

Lazarus and Folkman (1984) define problem-focused coping as an effort to overcome stress by organizing and changing the problems faced by the surrounding environment that cause pressure. Thus it can be concluded that problem-focused coping is a coping strategy that focuses on the problems that occur by doing things that are constructive so that the stress or pressure experienced can be reduced.

However, in reality, there are still many individuals who cannot manage stress coping well. According to World Health Statistics (2016), mental health problems such as anxiety, hopelessness, and depression have led to a suicide rate of 3.7 per 100,000 in Indonesia in 2012. Wahyudhi et al. Additionally, Wahyudhi et al. (2019) said that the use of problem-focused coping strategies is underutilized in Indonesia.

The research conducted by Graves et al. (2021) stated that gender differences affect the dimensions and coping strategies of each student. Then by Thahir (2022)



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shows that there are differences in student strategies for overcoming stressors. Mayasari et al. (2021) show that there are differences in stress levels and stress coping in medical and non-medical students.

Lazarus and Folkman (As cited in Maryam, 2017) argue that problem-focused coping strategies are influenced by various factors, including health conditions, personality, self-concept, social support, and economic assets. These factors significantly impact an individual's thinking and socialization with their environment.

Carver et al. (in Andriyani, 2019) identified several key aspects of problem-focused coping, including self-activity, planning, minimizing competitive activities, self-control, and social support. In addition to the aspects that play a role in problem-focused coping, there are also factors that influence a person's problem-focused coping. Lazarus and Folkman (1984) identified problem-focused coping factors, including health and energy, positive beliefs, problem-solving ability, social skills, social support, and material resources.

There are three types of strategies in problem-focused coping. Lazarus and Folkman (1984) identified these strategies as planful problem-solving, conformative coping, and seeking social support.

This study examines students majoring in humanities and non-humanities. Humanities students study the science of humans from various aspects (culture, language, etc) to communicate and establish relationships between people. Non-humanities students study exact sciences and logic.

According to the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education regarding higher education, it is stated that students are students at the higher education level. Higher education can consist of Colleges, Academies, and Universities. So administratively, a person who is enrolled

Students aged 18 to 25 are categorized as being in the developmental stage of early to late adolescence. At this stage, the developmental task for students is to stabilize their establishment in life (Yusuf, 2016).

Students in the age range of 18-25 years are in the developmental phase of late adolescence to early adulthood. According to Gunarsa and Gunarsa (1991), the characteristics of advanced adolescent development as acceptance of their physical condition, emotional state, ability to socialize, identification with role models, self-awareness and acceptance of their abilities, strengthening self-control based on scales and norms, and abandoning childish reactions and coping mechanisms.

The tasks of adolescent development according to Danim (in Hulukati and Djibran, 2018) are as follows:

- (1) Establishing mature relationships with peers.
- (2) Achieving social roles as a man or woman.
- (3) Accepting physical condition and utilizing it effectively.
- (4) Achieving independence emotionally.
- (5) Achieving independence financially.
- (6) Choosing and preparing for the future.
- (7) Preparing for married life.



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- (8) Developing conceptual skills.
- (9) Having an attitude of social responsibility.
- (10) Acquire a set of ethical value systems as guidelines for behavior.

## METHODOLOGY

This research uses a type of comparative quantitative research. The subjects of this research were students majoring in humanities (Guidance and Counselling program) and students majoring in non-humanities (Informatics program). This research was conducted within the framework of Sanata Dharma University Yogyakarta from September to October 2023 online using Google Forms. The sampling technique used was purposive sampling and 200 respondents were obtained. Problem-focused Coping uses the Problem-focused Coping scale with 33 valid statement items. The data collection technique is a survey and the data collection instrument uses a questionnaire while the data measurement instrument uses a Likert scale.

## RESULT AND DISCUSSION

The validity test was conducted and obtained 33 items as valid items. The reliability test results are at 0.722 which occupies a high reliability category based on Guildford criteria. Based on the table below, it can be concluded that the significance of data for Guidance and Counselling respondents is abnormally distributed ( $\rho = 0.006$ ), while Informatics respondents are normally distributed ( $\rho = 0.288$ ). This is the results of the normality test using Shapiro-Wilk:

Table 1 The Result of The Normality Test  
**Test of Normality (Shapiro-Wilk)**

		W	p
AMOUNT	Guidance and Counseling	0.962	0.006
	Informatics	0.984	0.288

*Note.* Significant results suggest a deviation from normality.

The data obtained is not normally distributed. In this section, researchers will conduct a homogeneity test to determine if the data is homogeneous or heterogeneous. Homogeneity is determined by the significance value of  $\rho > 0.05$ . If the significance value of  $\rho < 0.05$ , the data distribution is not homogeneous. If the significance value of  $\rho < 0.05$ , the data distribution is not homogeneous. The following are the results of the homogeneity test:

Table 2 The Result of Levene's Homogeneity Test

<b>Test of Equality of Variances (Levene's)</b>			
	F	df	p
AMOUNT	0.510	1	0.476

The table shows that the two sample groups are similar, as the significance value of  $\rho$  is greater than 0.05 ( $\rho = 0.476$ ). Therefore, based on this conclusion, the data collected by researchers is not normally distributed and homogeneous. As a result, the Mann Whitney test will be used to identify differences between the two sample groups, given that the collected data is not normally distributed and homogeneous. The Mann Whitney test is a non-parametric analysis test. This means



that the number of samples does not have to be the same.

Table 3 The Result of the Whitney Test

**Independent Samples T-Test**

	<b>W</b>	<b>df</b>	<b>p</b>
AMOUNT	6347.500		< .001

Note. Mann-Whitney U test.

Table 4 The Mean Result of Problem-Focused Coping between Student Groups

**Group Descriptives**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE</b>
Guidance	100	99.500	10.836	1.084
Counseling	100	94.910	10.991	1.099
Informatics	100	94.910	10.991	1.099

The Mann Whitney test results indicate a significance value of  $p$  of 0.001, which is less than 0.05. According to the Mann Whitney decision-making requirements, if  $p < 0.05$ , the hypothesis is accepted, while if  $p > 0.05$ , the hypothesis is rejected. However, the data processed in this study shows that students majoring in humanities have a higher level of problem-focused coping than those majoring in non-humanities. Therefore, the hypothesis that there is a difference in problem-focused coping between students majoring in humanities (Guidance and Counselling study program) and students majoring in non-humanities (Informatics study program) with problem-focused coping of students majoring in humanities being lower than that of students majoring in non-humanities is not accepted.

The data analysis revealed that

humanities and non-humanities students can be categorized as follows:

Table 5 The Categorization of Problem-Focused Coping by Humanities Students Study Programme

<b>Range Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
107 < X	22	22%	Very High
91 < X ≤ 107	64	64%	High
74 < X ≤ 91	12	12%	Medium
58 < X ≤ 74	2	2%	Low
X ≤ 58	0	0	Very Low

problem-focused coping strategies of



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Amount 100 100%

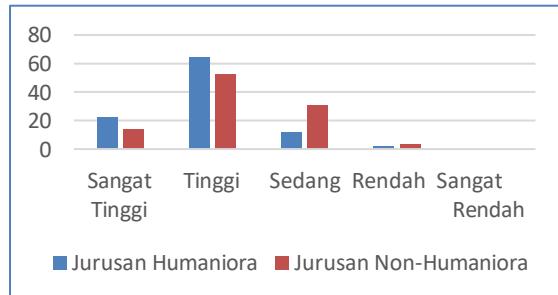
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Table 6 The Categorisation of Problem- Focused Coping by Non-Humanities Students Study Programme

<b>Range Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
107 < X	14	14%	Very High
91 < X ≤ 107	52	52%	High
74 < X ≤ 91	31	31%	Medium
58 < X ≤ 74	3	3%	Low
X ≤ 58	0	0	Very Low
Amount	100	100%	



Figure 1 Graph of *problem-focused coping*



Based on the table and graph above, it can be seen that:

- (1) There are 22 (22%) students majoring in the humanities and 14 (14%) students majoring in the non-humanities exhibit a very high level of problem-focused coping.
- (2) There are 64 (64%) students majoring in the humanities and 52 (52%) students majoring in the non-humanities exhibit a high level of problem-focused coping.
- (3) There are 12 (12%) students majoring in the humanities and 31 (31%) students majoring in the non-humanities exhibit a moderate level of problem-focused coping.
- (4) There are two (2%) students majoring in the humanities and three (14%) students majoring in the non-humanities have low levels of problem-focused coping.
- (5) None of the students in either group have very low levels of problem-focused coping.

Based on the test results that have been carried out by the researcher with Mann Whitney testing, it shows a significance value of  $\rho = 0.001$ , which means  $\rho < 0.05$ . However, the data that has been processed shows that the level of problem-focused coping of students majoring in humanities is

higher than that of students majoring in non-humanities, so in this study the hypothesis stating that there are differences in problem-focused coping in students majoring in humanities (Guidance and Counselling study program) with students majoring in non-humanities (Informatics study program) with problem-focused coping of students majoring in humanities lower than that of students majoring in non-humanities is not accepted. Both sample groups have an average level of ability to choose at a high level. Humanities students have a mean  $\bar{x} = 99.500$  and non-humanities students have a mean  $\bar{x} = 94.910$ . The rest were at a low level in second place and a very low level in third place.

It can be seen from the research results that both sample groups have a high level of problem-focused coping. However, there are differences in problem-focused coping between the two groups. Students majoring in humanities have a higher level of problem-focused coping than those majoring in non-humanities.

The high level of problem-focused coping in humanities students can be influenced by the knowledge gained during the lecture period. Humanities students learn about communication. By having good communication skills, individuals can develop their problem-solving skills. Good problem-solving skills because adolescents can develop their problem-focused coping Suparmi and Ngahu (in Larashati and Rustika, 2017).

## CONCLUSION

In this study, the Mann Whitney test used gave a value of  $\rho = 0.001$ . However,



when viewed from the results obtained, it can be concluded that the hypothesis stating that there is a difference in the level of problem-focused coping in humanities students (Guidance and Counselling study program) and non-humanities students (Informatics study program) with problem-focused coping of humanities students (Guidance and Counselling study program) lower than non-humanities students (Informatics study program) is not accepted, because humanities students have a mean  $\bar{x}$  = 99.500 and non-humanities students have a mean  $\bar{x}$  = 94.910.

Based on the data that has been attached, the average  $\bar{x}$  problem-focused coping of students majoring in humanities is 99.500. When viewed in more detail, students who are in the very high category are 22 (22%), high 64 (64%), medium 12 (12%), low 2 (2%), and no students are in the very low category. Furthermore, the average  $\bar{x}$  problem-focused coping of students majoring in non-humanities is 94.910. When viewed in more detail, students who are in the very high category are 14 (14%), high 52 (52%), medium 31 (31%), low 3 (3%), and no students are in the very low category. After completing this research, researchers can offer several suggestions to related parties to support future improvements. Here are some of these parties:

**(1). For students majoring in the humanities and non-humanities**

Based on the results of the research that has been conducted, it can be seen that the average problem-focused coping of students majoring in humanities and students majoring in

non-humanities is in the high category. This is a good thing because students have reached a high level of problem-focused coping. The researcher suggests that students maintain the problem-focused coping skills that they already have and develop themselves into better people.

**(2). For other researchers**

For other future researchers conducting the same study, it is recommended to thoroughly research and prepare all matters related to the field of study.

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