

## The Effect of Problem-Focused Coping Training on the Resilience of Early Adolescent Students Across School Engagement

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### Abstract

**Introduction:** Pesantren, referred to as boarding schools, have several potential problems for students (13-17 years), including student psychological problems such as depression, feelings of pressure, and other maladaptive emotional and behavioural problems. This age is seen as a critical age for preventing disorders, seen as vulnerable to a growing range of potential mental problems, maltreatment, and violence. The condition of these problems requires adolescent students to have high resilience

**Objectives :** The study aimed to examine the effect of problem-focused coping on increasing the resilience of early adolescent students across school engagement using quasi-factorial design experiments.

**Methods:** The total number of research subjects was 30, consisting of 20 men and ten women aged 12-15 years with the lowest resilience scores. The results showed that problem-focused coping (PFC) training significantly increased the resilience of early adolescent students, especially in students in the low school engagement group. PFC proved more effective in increasing student resilience than Focus Group Discussion (FGD) in the control group.

**Results:** The difference in school engagement before being treated, both in high and low school engagement, did not significantly affect changes in student resilience after being treated. Moreover, there was no significant interaction between the coping method and the school engagement classification on changes in student resilience. It means that problem-focused coping training can increase the resilience of early adolescent students independently without going through school engagement.

**Conclusions:** PFC training can increase the resilience of early adolescent students, meaning that PFC can be a recommendation for young students who face pressure and difficulties. Therefore, they remain resilient despite facing various impediments. However, school engagement did not significantly affect changes in post-treatment student resilience, and there was also no significant interaction between coping methods and school engagement classification on changes in student resilience.

**Keywords:** resilience, problem-focused coping, school engagement, boarding school students

### 1. Introduction

Pesantren, referred to as boarding schools, have several potential problems, including student problems with obstacles in adjusting to their developmental tasks that involve severe psychological problems such as depression, feelings of pressure, burn out, and other maladaptive emotional and behavioural problems (Nugroho, 2021; Sigurdson, 2013; Solichatun, 2008), including problems originating from the adolescent external environment, such as problems at school, at home, and problems in the social environment. The age of adolescent students 13-

17 years is an age that is prone to mental disorders, including depression, that interfere with adolescent brain function and development (Blom et al., 2016). 6.3% of school teens were suicidal, and 13.8% of adolescents had attempted suicide. This age is seen as a critical age for preventing disorders, seen as vulnerable to a growing range of potential mental problems, maltreatment, and violence (Horwitz et al., 2011; Y. Li et al., 2011; Wanat et al., 2010).

The condition of these problems requires adolescent students to have high resilience. Namely, vulnerable individuals or those exposed to negative impacts can maintain daily self-function and adapt to difficulties (Wosnitza et al., 2018). Increasing the resilience of adolescent students can be answered through research on resilience interventions in educational psychology with the subject of adolescent student communities with parents of migrant workers. The consideration of the selection of subjects and variables of this study follows the peculiarities of resilience research in the fourth wave with a concentration on communities in solid systems, as well as the interaction of socio-cultural groups in the broader environment through intervention and prevention approaches (Reich, 2009; Meichenbaum, 2008; Wright, 2013).

The most popular resilience improvement program is the cognitive behavioural intervention approach (Ma et al., 2020) through the Penn Resilience Program (PRP) (Gillham et al., 2007) PRP programs are seen to reduce individual psychopathological symptoms (Reavley, et al., 2015). However, Cognitive Behavioral Intervention (CBI)-based interventions used in PRP programs are said to be not universally applicable; these programs are only effective in the group of late adolescents who already have abstract thinking skills and less effective for adolescents at a younger age (Reaveley, 2012). PRP programs are only effective post-intervention, and subjects take longer to implement the cognitive skills trained, so it is seen as having a risk of making subjects experience interference again after the intervention (Brunwasser et al., 2009).

To overcome the above gaps, researchers develop intervention programs involving internal variables through problem-focused coping training with external variables through school engagement, which is a novelty of this research. Coping training programs are more straightforward and can be trained for children and adolescents (Gysin-Maillart et al., 2020). In contrast, cognitive-based PRP programs are declared effective only for late adolescence and not practical for early adolescence (Reavley et al., 2015). Based on these considerations, researchers consider that problem-focused coping training is more appropriate to be developed independently without special assistance from experts or behavioural or cognitive psychotherapists because, with appropriate coping skills, individuals can help themselves independently and become more resilient in difficult situations (Lima, 2015). Through increasing the resilience of early adolescent students with problem-focused coping training across school engagement, students are expected to have internal skills to adjust to various pressures, problems, and daily difficulties.

### ***Problem-focused coping***

*Coping strategies* help individuals respond to problems more appropriately and increase resilience (N. Li et al., 2022; McEwen et al., 2015; Villasana et al., 2016). Coping strategies and resilience support the ability of individuals in North Korea living with cancer and individuals who use appropriate coping strategies to protect themselves from anxiety disorders during the pandemic.

Macarthur (1999) mentions coping strategies into two, namely active coping strategies and avoidant coping strategies. Active coping strategies are efforts made by individuals to change the way they think about stress. Avoidant coping strategies are efforts individuals make to avoid stress and approach bad things such as alcohol, drugs, and others similar (Macarthur, 1999 in Andriani, 2018). Lazarus and Folkman (1984) divided strategy copying into problem-focused copying (PFC) and emotion-focused copying (EFC). Problem-focused coping, also known as positive coping, refers to solving problems directly under stressful conditions and individuals choosing not to stay away from or avoid the problem (Tao et al., 2000; Tobin et al., 1989). *Positive coping* is a strategy carried out by individuals by focusing on problems to make positive adjustments to existing problems. In contrast, negative coping is a strategy carried out by individuals to solve problems by avoiding problems due to higher dysfunctional conditions.

### ***School Engagement***

School engagement is a form of student commitment behaviorally, emotionally, and cognitively related to student activities at school. Behavioural engagement is related to students' ability to follow the rules, emotional involvement is related to students' interest and liking for school, and cognitive engagement is related to students' strategies in trying to understand and has a high motivation to learn at school (Fredricks et al., 2004, 2016). School engagement in adolescents is a globally central issue in psychology, education, health, leadership, and management (Wang & Holcombe, 2010), related to the topic of motivation and resilience and is an important topic for adolescents in a period of very dynamic change, includes students' perceptions, behaviours, and self-identification related to school experiences (Awang-Hashim et al., 2015; Finn & Voelkl, 1993), being a protective factor in avoiding academic failure, low in achievement, mental health problems, and the risk of behavioural problems such as juvenile delinquency, drug use, and sexual promiscuity (Cage et al., 2019; Jones & Lafreniere, 2014; Kasehagen et al., 2018), predicting positive and negative conditions of adolescents, promoting behavioural and mental health (Y. Li, 2011), increasing resilience and copying of adolescents (Awang-Hashim et al., 2015; Bethell et al., 2014; Jones & Lafreniere, 2014; Ungar & Liebenberg, 2013; Zeng et al., 2016).

Individuals with high school engagement show higher resilience and can complete homework better (Kasehagen et al., 2018). School engagement serves as a protective factor for adolescents from various developmental risks, stimulating adolescents to engage in activities inside school or activities outside school. Students who take an active role in school activities and have experience with more diverse school activities have higher resilience scores (Jones & Lafreniere, 2014) and improve the ability to deal with pressure and difficulties, as well as assisting students in achieving success and achievement (Santos et al., 2023).

### **Previous studies**

Through coping skills and high levels of resilience, students can avoid the risk of cognitive and emotional vulnerability that occurs daily (Kitano & Lewis, 2015). Resilience and coping are assets that individuals have as self-strength to persist with a stable mental state and self-success in facing difficulties in traumatic situations (Scales et al., 2016). Individuals with higher stress due to low coping ability have lower resilience (Wilks & Croom, 2008), while high resilience ability can help individuals deal with pressure. The strength of resilience in sustaining individuals facing difficulties is supported by the individual's ability to use appropriate coping when dealing with problems, and high resilience supports the development of students' positive coping abilities. Positive coping is a suitable strategy to assist individuals in managing daily pressure and stress to minimize stress's damaging impact (Ye et al., 2020).

High resilience can prevent individuals from the adverse effects of psychological conditions such as pressure (adversity) and other stressful conditions. Santri, who have good coping and resilience, can manage themselves and avoid psychological barriers such as anxiety and increased social functioning (Sharifi, 2013). In another explanation, it is stated that problem-focused coping can prevent psychopathology through the ability of individuals to carry out the process of problem-solving, information-seeking, and problem-focused support, and this can affect a person's engagement with the surrounding environment and make individuals mentally healthier, better self-adjustment and higher resilience (Compas, 2006; Lin et al., 2020; Ma et al., 2020).

Several other studies say that school engagement can increase student resilience. School engagement can increase individual involvement in school activities. Individuals involved in school will have good self-esteem, influencing student resilience so that students do not give up easily when faced with problems (Abubakar & Dimitrova, 2016; Zeng et al., 2016). This finding is similar to Co's (2023) view, which states that coping, resilience, and engagement reinforce each other. Resilience, coping, and school engagement reinforce each other.

### **Problem of study**

In general, student problems in boarding schools are grouped into two categories: problems with clinical and developmental categories and problems with education and parenting. Clinical and developmental category problems are found with the potential for violence committed by people from within the pesantren environment (Fahmi & Widyastuti, 2018) to be carried out blatantly and interfere with the daily functioning of adolescents

(Chang et al., 2016; Smith, 2006), has a risk of deviant behaviour such as sexual harassment which is now increasingly open and also carried out by unscrupulous dormitory leaders (Bahramnejad et al., 2020; Ramadhan et al., 2019), linking severe psychological problems such as depression, feelings of distress and other maladaptive emotional and behavioural problems (Nugroho, 2021; Sigurdson, 2013). Problems in education and parenting interfere with students' learning function, such as homesickness (children miss family and parents at home) that inhibits learning potential (Dundee & Fisher, 1986). The condition of these problems requires adolescent students to have high resilience. Namely, vulnerable individuals or those exposed to negative impacts can maintain daily self-function and adapt to difficulties (Wosnitza et al., 2018).

### **Significance of the study**

This research produced important findings for Islamic boarding schools and student education. Students with low resilience scores can be helped through problem-focused coping training, which has proven to increase student resilience. Through problem-focused coping training, students have the knowledge and skills to optimize cognitive and behavioural functions in responding to various pressures, difficulties, and other problems found in boarding schools. After attending problem-focused coping training, students have the skills to analyze problems found in the daily environment and use appropriate thinking strategies to deal with problems. Coping techniques can be done by students independently. They can be done anywhere and anytime, so the findings in this study are expected to have implications for new methods that Islamic boarding school managers can use to help students become resilient. This research also provides new awareness that school engagement can increase student resilience in boarding schools, although the increase is insignificant. It is because, in addition to school factors and academic activities, students also have a dormitory environment with very diverse activities that are actively followed by students every day.

### **2. Objectives**

The purpose of this study is to examine the effect of problem-focused coping on increasing the resilience of early adolescent students, test the difference between problem-focused coping and focus group discussion in increasing the resilience of early adolescent students, test the effect of problem-focused coping on increasing the resilience of early adolescent students across school engagement, and test the interaction between problem-focused coping and school engagement of students in increasing the resilience of early adolescent students.

### **3. Methods**

The research design uses quasi-experiments through factorial design to study two or more independent variables influencing the dependent variable (Creswell, 2012). The characteristics of the adolescent population are actively registered as students at Muallimin Islamic Boarding School and Muallimat NW East Lombok, grade VII-IX junior high school adolescents with parents of migrant workers or problematic families, adolescents aged 13 years to 15 years, adolescents who have low resilience scores. Based on the calculation of categorization distribution to 312 research subjects, it was found that 40 students had low diligence scores. Furthermore, 30 research subjects were determined, prioritizing the subject with the lowest resilience score as the research subject. Before being distributed into a control group and an experimental group, researchers also grouped 30 subjects into two categories of high and low school engagement, both male and female subjects, so that the total subjects were randomly distributed using an odd and even approach into two groups were 30 people, consisting of 20 men and ten women.

### **Tools**

The data collection tool uses the CYRM-R Resilience Scale developed by Ungar (2012). This scale has been developed in Indonesia and can be used for adolescent subjects in Indonesia and has an alpha coefficient of 0.902 which means it has high reliability (Bauraologo, 2019). Coping is measured by the Scale Coping Style Questionnaire (SCSQ) developed in China, consisting of 20 items with a 5-point rating scale, ranging from 1 (not used) to 5 (frequently used). School engagement is measured by the school engagement scale (SES) developed by Lam (2014) using three dimensions of school engagement from Fredricks (2004). User readability tests were conducted with 20 students with the same criteria as the research subjects—next, using expert panellists' tests with

Aiken's V results of 0.78 for coping and 0.8 for SE. The confirmatory factor analysis results found a loading factor item score above 0.40 for the resilience, coping, and SE scales and classified it as fit. Moreover, Cronbach's Alpha for each instrument is good, which is 0.83 for resilience, 0.68 for PFC, and 0.88 for SE.

### **Aims of the program**

Coping strategy training is intended to train students' coping skills in problem management using problem-focused coping strategies with six techniques supported by various approaches through cognitive and behavioural functions.

### **Program content**

The problem-focused coping training program consists of 12 material sessions as follows: 1) opening session, 2) brainstorming and assessment session, 3) adversity session, 4) adolescent stress session, 5) coping session, 6) problem-focused coping session, 7) six problem-focused coping technique session, 8) planning and assignment session, 9) relaxation session, 10) task evaluation session, 11) reflection session, and 12) concluding session.

### **Techniques**

The problem-focused coping training program uses several technical approaches broken down into several activities. Techniques include lectures, discussions, assignments, self-reflection, simulations, outdoors, mentoring, relaxation, and games.

### **Sessions**

Session one: Opening Objective: Participants have the readiness to participate in activities physically and mentally, participants know each other, and participants commit to complete the activity completion

Method and activity: lectures, learning contracts

Duration: 30 minutes

Session two: Brainstorming and assessment

Objective: Build closeness between trainers and participants, trainers understand the individual profile of each participant, and participants are better prepared to take part in training

Method and activity: lectures and games, music audio

Duration: 60 minutes

Session three: Adversity

Objective: Participants understand adversity, participants can identify adversity that belongs, and participants can predict the positive and negative impacts of adversity owned, both in thought, feeling, and action. Method and activity: lectures, discussions, assignments, self-reflection, game

Duration; 90 minutes

Session four: Adolescent stress

Objective: Participants understand the meaning of stress for adolescents, participants understand the types and functions of stress, participants understand the dynamics of psychological stress and its effects on daily life

Method and activity: lectures, discussions, assignments, self-reflection, games Duration: 90 minutes

Session five: coping

Objective: Participants understand the concept of coping in dealing with stress and adversity, understand some coping strategies in general, participants understand the dynamics of coping on self-resilience

Method and activity: lecture, discussion, assignment, self-reflection, game

Duration: 120 minutes

Session six: Problem-focused coping

Objective: Participants understand types of coping strategies, participants understand coping strategies, emotion-based and problem-based coping strategies; participants understand the psychological dynamics of individuals with problem-focused coping; participants can identify possible daily strategies in problem-based coping

Method and activity: lecture, discussion, tasks, self-reflection, *game*

Duration: 120 minutes

Session seven: Six techniques for problem-focused coping

Objective: Participants have a positive interpretation of problems and can understand and apply six techniques of problem-focused coping, namely planning, suppression of competing activities, restraint coping, social support for instrumental reasons, social support for emotional reasons

Method and activity: lecture, discussion, simulation, self-reflection, game

Duration: 120 minutes

Session eight: Planning and assignment session

Objective: Participants understand the tasks given, participants have the commitment and can complete the tasks given, participants understand the importance of completing tasks and their relationship with their condition in the future

Method and activity: outdoor, discussion & mentoring sessions, assignments, self-reflection

Duration: 120 minutes

Session nine: Relaxation session

Objective: Participants have self-readiness to take part in relaxation sessions, participants understand the importance of relaxation to stabilize themselves in conditions of adversity and stress, participants can practice relaxation in the face of adversity and daily stress, participants can interpret relaxation activities carried out

Method and activity: lectures, discussions, relaxation practices, and self-reflection

Duration: 120 minutes

Session ten: Task evaluation

Objective: Participants can practice all material in everyday life, participants can evaluate themselves and other participants in implementing all material in daily life

Method and activity: Discussion and self-reflection

Duration: 90 minutes

Session Eleven: Reflection

Objective: Participants reflect on all the material that has been obtained and how to implement it in everyday life

Method and activity: discussion, self-reflection orally and in writing

Duration: 30 minutes

Session Twelve: Closing

Objective: Participants can conclude the benefits of training activities; participants commit to practising the knowledge, skills, and attitudes that have been learned in everyday life

Method and activity: Reflection and further assignment

Duration: 30 minutes

### Program evaluation

Before using the training module, researchers conducted a feasibility test through expert judgment conducted by four experts consisting of psychological scientists, psychology practitioners, psychologist professionals, and also elements of psychology academics who understand the concepts and variables in this module. In addition to conducting expert tests, researchers also conducted the Aikens V Test and the reliability of the problem-focused coping module through the Cronbach Alpha Test. The result of Aikens V is 0.847, which indicates the validity of the module is in the high category and can be used. Likewise, reliability results through Cronbach Alpha worth 0.934 are high.

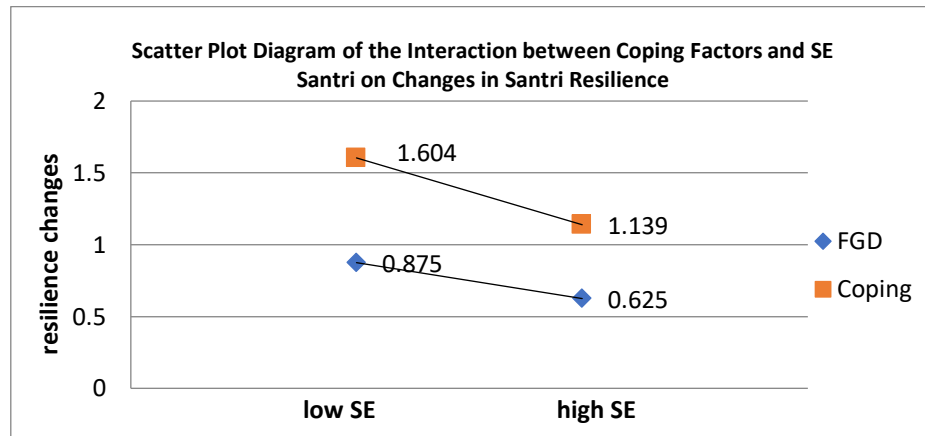
### 4. Results

The hypothesis of the Main Influence and Interaction Influence between Problem Focused Coping (PFC) and School Engagement (SE) is presented in Table 1 below.

**Table 1. Calculation of Simple Influences, Main Influences and Interactions of Coping Method and Early SE Categories on Changes in Santri Resilience**

Mean of resilience				
Treatment Group	SE		Mean	Deviation
	Low	High		
Control group (FGD)	0.875	0.625	<b>0.750</b>	0.250
Eksperimen group (PFC)	1.604	1.139	<b>1.372</b>	0.465
<b>Mean</b>	<b>1.240</b>	<b>0.882</b>	<b>1.061</b>	<b>0.358</b>
<b>Deviation</b>	0.729	0.514	<b>0.622</b>	
Influence on low SE = 0.729				
Influence on high SE = 0.514				
SE influence for experiment group = 0.465				
SE influence for control group = 0.250				

main influence	= 0.622
interaction influence	= 0.358
Coping and SE interaction influence	= 0.108



**Figure 1. Scatter Plot Diagram of the Interaction between Coping Factors and SE Santri on Changes in Santri Resilience**

The most significant score on the simple effect of coping methods for the low school engagement group was 0.729, meaning that problem-focused coping training was more significant than FGD in students with low school engagement compared to those with high school engagement. The calculation of the effect of interaction between the coping method and the initial school engagement of students obtained a score value of 0.203. This figure is the smallest compared to the primary and straightforward influences. To ensure significance, the researcher used a factorial Analysis of Variance (ANOVA) which can be seen in Table 2 below.

**Table 2. Factorial Analysis Variance (ANOVA)**

SK	JK	db	KT	F score	P	Information
Coping	2.832	1	2.832	6.138	0.020	significant
SE	0.938	1	0.938	2.032	0.166	insignificant
Interaction	0.085	1	0.085	0.184	0.671	insignificant
Galat	11.996	26	0.461			
Total	15.417	29				

Based on the results of the factorial ANOVA above, the significance value for the influence of the coping method factor is 0.020 or less than the fundamental level of 0.05. It means that the coping method factor significantly affects changes in student resilience. It means that problem-focused coping training has a more significant effect than FGD in increasing resilience. In addition, the significance value for the influence of school engagement factors was 0.166 or greater than the absolute level of 0.05. It means that differences in the classification of school engagement students before treatment (at high SE or low SE) do not significantly affect changes in student resilience after treatment. The significance value for the interaction effect between coping methods and school engagement is 0.671 or greater than the fundamental level of 0.05. It means there is no significant interaction between problem-focused coping and the classification of school engagement students on changes in resilience.



## 5. Discussion

The results of practical problem-focused coping training in increasing student resilience seem inseparable from the characteristics and culture of the student community in the Lombok area. Through the cultural identity of religiosity of students who are still obedient and obedient to Mr Guru's advice, students can persist in learning and increase their motivation to achieve achievements (Fitriani, 2016). In addition, as an island with a majority Muslim population known as the symbol of the Island of 1000 mosques (Abdillah, 2018), the people of Lombok use religious symbols or rely on God in the problem-solving process as a coping strategy to remain resilient in facing difficulties (Fullana et al., 2020; Hamdi, 2022; A. Li et al., 2021; Telle, 2009). The same thing was also explained by Sharwadamana (2019) that the resilience of the Lombok community could not be separated from the influence of the ability to cope after the Lombok disaster in 2008-2019. Lombok people have resilience because they have good coping skills through local wisdom as a guide to facing daily difficulties (Hiwasaki et al., 2014; Kurnio et al., 2021).

The findings of this study prove that problem-focused coping has a function to increase the resilience of adolescent students. Problem-focused coping can also prevent psychological problems such as depression and other psychological barriers (Horwitz et al., 2011). Through more positive coping, students can have more adaptive thinking skills in improving self-competence to solve problems. Santri can better plan to deal with various pressures and difficulties and manage problems proportionally through cognitive assessments and actions appropriate to daily problem-solving needs. The results of this study align with Lin's (2021) findings that individuals who can do better planning in the face of problems can increase resilience. An individual's level of psychological resilience can strengthen and optimize positive coping functions in the face of daily stresses and difficulties.

Coping, resilience, and engagement are a unity of elements that are interrelated with each other. Each element influences the other in forming an individual's capacity to adapt to life changes, referred to as coping ability. Students coping skills are consistent with elements of engagement and resilience, and each element supports and strengthens the other (Co et al., 2023). Co also explained that high engagement and resilience increase individual capacity to carry out coping strategies to deal with problems and daily stressful conditions. Through high engagement and resilience, individuals have high coping skills. However, based on the results of this study, it was found that differences in school engagement before treatment (high school engagement or low school engagement) did not significantly affect changes in student resilience after being treated. It means that students' high and low school engagement before being treated does not significantly increase student resilience after being treated. The results of this study also showed that changes in resilience in students who had low school engagement looked better than in students who had high school engagement, although the changes were not significant.

Likewise, in this study, it was found that there was no significant interaction between coping methods and school engagement classification on changes in student resilience. It means that the difference in the effect of problem-focused coping on increasing student resilience does not depend on the category or classification of student school engagement before treatment. The findings regarding the influence of school engagement and the interaction of coping and school engagement variables in this study differ from Co's (2023) opinion, which states that coping, engagement, and resilience are a unity of interrelated elements.

This opinion needs to be fully proven in this study because school engagement does not significantly affect the resilience of early adolescent students, and problem-focused coping does not interact significantly with school engagement in increasing resilience. In addition, the results of this study are also different from the findings of Kasehagen (2017), Jones (2012), Theron (2022), and Romano (2021), which state that school engagement can increase student resilience. This achievement does not occur in boarding school settings. It can happen because the risk factor and protection factor of student resilience growth come from activities at school and student activities in the dormitory environment, and peers and dormitory coaches are also influential. It was revealed by the research subjects that *"the pressure found by students does not only come from learning activities at school but also activities in dormitories to the difficult conditions of parents and families at home."*

PFC training can increase the resilience of early adolescent students, meaning that PFC can be a recommendation for young students who face pressure and difficulties. Therefore, they remain resilient despite facing various

impediments. However, school engagement did not significantly affect changes in post-treatment student resilience, and there was also no significant interaction between coping methods and school engagement classification on changes in student resilience. Future researchers are advised to broaden the scope of research subjects with more heterogeneous subject categories, both in terms of school origin and differences in family background, as well as geographical differences, and continue to test school engagement programs to increase the resilience of early adolescent students in a robust experimental program.

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