

GENDER DIFFERENCES IN STRESS PERCEPTION, STRESS CAUSES, STRESS COPING STRATEGIES AMONG STUDENT PARENTS

**A Case Study of the Indonesian International Islamic
University**

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty
of Education in partial fulfillment of the requirements for the degree of**

Master of Arts (M.A.)



by:

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04212210002

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

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ABSTRACT

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Carrying out many roles and responsibilities that must be completed simultaneously by student parents may cause them to experience stress, which can affect their well-being. The objectives of this study are: (1) To understand how male and female student parents perceive stress, (2) To explore factors that cause stress between male and female student parents, (3) To find out the differences in stress coping strategies used by male and female student parents. This research explores the theoretical framework of stress and coping based on Lazarus and Folkman's Transactional Model of Stress and Coping (1984) to understand the interaction between individuals and their environment in responding to stress. Coping strategies were categorized into problem-focused coping and emotion-focused coping, highlighting the different approaches used by student parents to deal with stress. This research uses a qualitative approach, with semi-structured interviews and observations as data collection methods, to obtain an in-depth picture of the perception of stress, factors that cause stress, and stress coping strategies among male and female student parents at one of the universities in Depok. A purposive sampling technique was used to select participants, where participants had to meet the criteria to achieve the research objectives. 14 participants in total consisting of seven male student parents and seven female student parents were involved in this study. The findings of this research reveal: (1) various perceptions of stress by student parents, namely overthinking, unreadiness, burnout, unstable emotion, confusion, and incapability; (2) factors faced by student parents include family problems, especially those related to children's health, academic pressure, financial problems, and sexual needs; (3) the coping strategies used by student parents show that most participants both male and female student parents used Emotional Focus Coping (EFC) to deal with stress, in which male student parents tend to use avoidance-based EFC, such as engaging in activities such as sports, hobbies and entertainment, while female student parents are more likely to utilize self-reflection and positive reappraisal through writing and prayer. Based on the above findings, this study recommends that the university provide a counseling center (which applies therapeutic methods), peer support groups, and health services to help student parents deal with stress and other well-being difficulties

Keywords: student parents, stress perception, stress causes, stress-coping strategies, gender differences, Universitas Islam International Indonesia

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THE SAMPLE OF OBSERVATION RESULT

ABBREVIATION AND GLOSSARY PAGE

Stress-Coping : An individual's effort to neutralize or reduce stress.

Emotion Focus coping (EFC) : A stress management technique aimed at reducing the impact of stressors on a person's emotions.

Problem Focus Coping (PFC) : Changing or modifying the stressful situation itself by planning or problem solving.

Wasathiyah : An important concept in Islam that encourages Muslims to live a balanced and moderate life, avoiding extremes.

Rahmatan lil 'alamin : Universal mercy, reflects the idea of balance and moderation. It encourages Muslims to avoid extremes, practice justice, and show kindness to everyone, regardless of their faith or background.

CHAPTER I

INTRODUCTION

This chapter examines four crucial components of research: 1) research background; which pertains to the underlying rationale for conducting the research and used to identify the problem, 2) research questions, which provide an overview of the particular inquiries or areas of study; 3) research objectives, which provide explanations of the reason for conducting the research; and 4) the significance of the research, which highlights the overall implications of the research as well as some benefits that can be derived from this research.

1.1. Research Background

The large number of student parents especially at master's and doctoral levels in the academic world has recently highlighted how important it is to understand their challenges and needs. The multiple roles and responsibilities they should carry out simultaneously allow them to experience higher stress levels than those who do not have children (Fitriani et al., 2022). Students with children can experience stress for a variety of reasons, both academic and non-academic matters including family problems, work-life balance, and academic pressure. Those are closely related to the issue of managing time (Mukarromah and Nuqul, 2012).

In addition to being a student, being a parent at the same time can be a source of stress due to the additional workload and duties carried across both roles. Some students may find it difficult to manage time and attention with their families and ultimately choose to stop studying for the sake of family harmony. Multiple role conflict occurs in the form of role conflict based on time, dual role conflict based on pressure, and dual role conflict based on behavior (Fitriyawati, 2020).

The biggest challenges faced by married students are more likely about children and financial problems (Zulfikar and Nurhayati, 2021). Additional costs are needed to meet family needs, such as housing, food, health costs, clothing, and children's education. Sometimes, students who have families face difficulties in meeting college costs and decide to not continue their studies to fulfill their family's needs (Safitri, 2019). Furthermore, married students perform less well academically than single students (Nursaid, 2018).

However, high levels of stress impact various factors, including the immune system, general health, and self-esteem (Fitriani et al., 2022). Regarding health issues, students who have families can also experience health problems for themselves, their partners, or their children. A serious illness or special care needs may prevent students from focusing on their studies, and they may choose not to continue their studies to protect their family's health. Moreover, students' academic performance can be significantly affected by stress. Student parents who have higher levels of stress cause them to have lower academic achievement (Mukarromah and Nuqul, 2012). Students who believe that stress affects their performance typically have lower GPAs as well as higher levels of stress, resilience, and social support. In addition, uncontrolled stress can reduce motivation, hinder academic success, and cause other negative impacts including mental health, anxiety, sleep disorders, social withdrawal, drug addiction, cheating, and depression (Rositoh, 2017).

As a student mom, I have personally experienced this as well. Stress arises from having a lot of duties and tasks to complete at once. In a similar vein, I witnessed other student parents, both male and female, truly finding it difficult to strike a

balance between their families and their academic obligations. A few of them struggle to submit the assignment on time. I frequently witnessed student parents approaching lecturers to request permission to submit the assignments later than expected. They may cite various reasons, such as their child's illness, forgetfulness, overworking, or other unexpected conditions. They typically communicate by email or in person.

Additionally, I saw a male student parent access two laptops at once; one for online coursework and the other for finishing assignments. During breaks, I also saw other student parents interacting with their children by calling, and then carrying on with the reading, tasks, or their part-time online jobs. Due to their hectic schedules, student parents occasionally become ill. This is usually the result of staying up late to finish assignments they have to catch up on, which leaves them exhausted and unable to attend class the following day. I also witnessed at the beginning of the lecture, a Ph.D. student attended class with her child and was not easy because she had to take turns with her partner to look after her child who often cried because he was bored. As a consequence, they miss the material from the lecturer and cannot focus and engage in class.

Some student parents almost did not care about their academic performance. Because to achieve good academic achievement, they likely have to sacrifice their family and work. Some student parents also experience financial constraints, so they also work part-time to meet family needs, and some also have their own businesses. Unfortunately, one of the student moms withdrew. Although the exact reason was not disclosed, it is most likely because of the stressors she was dealing with in her dual roles as a mother and a student. Therefore, I wanted to investigate

how other parents who are also students can survive despite the stress they experience. In addition, I intend to investigate how student parents deal with the stress they experience so they can continue with their studies and other responsibilities in a balanced way.

Student parents whose ages ranged from 27 to 41 years old, which is categorized as early adulthood, is a period from youth to adulthood. The move from reliance to a period of financial autonomy, the flexibility of self-determination, and a more reasonable view of the long run. Early adulthood is between the ages of 18- 40 (Hurlock, 1990; Santrock, 1999; Papalia, 2007). When a person enters early adulthood, he or she experiences changes in his/her life. This age is the most important transition in human life, where teenagers begin to grow and develop into adults. Several developmental tasks for early adulthood such as starting to form a family and starting a new role as a parent, raising children and meeting their needs, learning to manage the household and assuming responsibility, developing their career or continuing their education, fulfilling their responsibilities as a citizen, and find a suitable social group (Papalia, 2007).

Hobfoll's (2004) view stress as a reaction that can become unhealthy when it interferes with daily functioning is particularly relevant to our study of student parents, who must balance academic, parental, and often professional responsibilities. Individuals who experience stress or psychological tension in facing the challenges of daily life need personal abilities and support from the environment to relieve stress. The process of overcoming everything that can cause stress is called coping (Santrock, 2003). The term coping comes from the word cope which linguistically means to manage or overcome.

According to Darmawan and Djaelani (2022), coping is an individual's effort to neutralize or reduce stress. The increasing interest in the mind-body approach to dealing with stress implies that students are increasingly looking for healthy and effective ways to deal with the stress they experience in everyday life. Student parents need to have effective coping strategies to manage their stress.

Taylor (1998) define coping as specific behavioral and psychological efforts to master, tolerate, reduce, or minimize stressful events aligns with our investigation into the diverse ways student parents manage their stress. However, Paulus et al. (2020) assert that coping strategies are personal efforts to face environmental demands that are greater than available resources. To cope with stress, students generally use various coping strategies such as crying, praying, engaging in conversation, watching movies, and listening to music.

Skinner and Wellborn (1997, p. 112) thought that coping is a regulation under stress which means how people control their behavior, thoughts, feelings, and bodies when they are under psychological pressure. People constantly change their thoughts, actions, and emotions to change how they feel about things that stress them. Therefore, coping falls under the broad definition of self-regulation. It is very important to know how to cope with stress effectively so that it has a positive impact on students. According to Lazarus, there are two types of coping strategies: Problem-Focused Coping (PFC) and Emotion-Focused Coping (EFC). EFC seeks to reduce or control emotional reactions to stress, while PFC seeks to change or reduce the source of stress (Lazarus and Folkman, 1984).

Tamres et al. (2002) asserted that men usually use Problem-Focused coping techniques, such as planning, problem-solving, and confronting a problem, then

directing the stressor to fix the problem. In addition, emotionally focused coping techniques are usually adopted by women in solving problems such as self-reflection, positive thinking, and seeking support to control their emotional stress response (Nolen-Hoeksema & Jackson, 2001). In contrast, women usually use emotional coping dimensions and four coping strategies, namely ventilation, self-distraction, instrumental support, and emotional support (Graves et al., 2021).

Furthermore, Graves' (2021) research examines the influence of gender and marital status on stress-coping strategies among university students in Nigeria. This research involved 200 subjects consisting of 100 student parents and 100 students without families. This research uses the Coping Inventory for Stressful Situations scale to measure stress coping strategies. The research results show that there is a significant influence of gender and marital status on stress-coping strategies. Male students usually deal with stress by focusing on the task, while female students usually deal with stress by focusing on emotions. Parents of students tend to use coping strategies that focus on tasks and emotions, while students who do not have families usually focus on avoiding or ignoring problems that can cause stress.

Gender is one of the characteristics that determine the coping techniques a person uses (Eisenbarth, 2019). The way male and female students handle stress is called gender variation in coping strategies. It is undoubtedly difficult and stressful to divide tasks and time between home and academic responsibilities. According to Witkin (2007, as cited in Rositoh, 2017), women experience certain types of stress due to biological variables that are different from those experienced by men. In addition, culture places boundaries between men's and women's roles, causing stress in women that has no impact on men. Differences in social and cultural

expectations regarding gender roles and the expectations placed on men and women can influence how they respond to and cope with stress. As is the case in Indonesia, there is a general opinion that men need to work, while women are identified with household work. Regarding stress coping, it is important to understand gender differences in the context of stress coping because the experience of stress can vary depending on a person's gender identity.

Therefore, it is important to know how to cope with stress effectively so that it has a positive impact on students, there are two types of coping strategies namely Problem-Focused Coping (PFC) and Emotion-Focused Coping (EFC). EFC seeks to reduce or control emotional reactions to stress, while PFC seeks to change or reduce the source of stress (Lazarus and Folkman, 1984). According to Kountul et al. (2019), stress may have negative impacts on students' physical and mental health. Hicks and Heastie (2008) assert that students enrolled at higher levels of education are more vulnerable to the negative impacts of academic stress. Since women exhibit higher levels of stress than men, stress levels and coping strategies are also increasingly influenced by gender differences in childcare responsibilities, household chores, and cultural expectations.

Conducting this research is crucial as many pressure factors confronted by student parents can cause them to be unable to face demanding situations which results in decreased educational performance, academic failure or maybe taking flight from campus or no longer continuing their studies. Student parents have several roles including being a student, being a parent, being an employee, and possibly also being an activist in some organizations or communities. Having a comprehensive understanding of stress coping strategies may be beneficial for

student parents to handle the stress effectively. Moreover, this research can help student parents better manage stress, focus on academic goals, and improve overall well-being. Additionally, carrying out the study on this subject matter can provide contributions to universities in supporting interventions that shape students' needs depending on their various needs.

By examining gender differences in stress perception and coping strategies, this study will contribute to a more nuanced understanding of the challenges faced by student parents. It will explore how gender roles and societal expectations may influence the way male and female student parents experience and manage stress. This approach will provide valuable insights into the unique needs of both male and female student parents, potentially informing more targeted support strategies in higher education institutions.

Furthermore, this research investigates the interplay between academic demands, parental responsibilities, and potential work commitments, offering a holistic view of student parents' stressors. By identifying effective coping strategies employed by both male and female student parents, this study aims to provide practical insights that can be beneficial for other students in similar situations, as well as for educational institutions seeking to support this demographic. In summary, while previous studies have laid important groundwork in understanding various aspects of student parents' experiences, this research seeks to provide a more comprehensive and gender-sensitive analysis of stress perception and coping strategies among student parents. By doing so, it aims to contribute to both theoretical understanding and practical support mechanisms for this unique group of students.

1.2. Research Questions

The study of gender differences in stress-coping strategies among student parents is related to the fields of psychology and gender studies which focus on understanding how male and female student parents perceive and deal with stress.

In this research, I formulate three research questions:

1. How do male and female student parents perceive stress?
2. What factors cause stress between male and female student parents?
3. How do male and female student parents cope with stress?

1.3. Objective of Study

To learn more about how student parents of different genders view and handle stress, this study was conducted. Identifying the different stressors that student parents experience like work-life balance concerns, parenting duties, and academic pressure might be included as a part of the objective of this study. Along with looking at coping strategies used by these people to deal with stress, this study also looks at whether gender plays a role in these strategies. Moreover, this study seeks the following objectives:

1. To understand how male and female student parents perceive stress.
2. To explore factors that cause stress between male and female student parents.
3. To find out the differences in stress coping strategies used by male and female student parents.

1.4. Significance of Study

Research on gender differences in stress-coping strategies among student parents is very important because it can provide theoretical and practical contributions.

1.4.1. Theoretical Contribution:

1. Theoretically, this study enriches the literature on stress and its factors faced by student parents. This study enables us to understand more about the unique challenges faced by student parents.
2. This study explores the differences between male and female student parents in stress coping strategies. This study enriches our understanding of how gender influences how individuals manage and cope with stress. It promotes effective stress-coping strategies used by male and female student parents.
3. This study gives us a better understanding of how coping strategies can help individuals deal with stress. Knowing the stressors and coping strategies for dealing with stress can increase mental health awareness and can help improve the well-being of student parents, especially in terms of academic achievement.

1.4.2. Practical Contributions:

1. Practically, the findings of this study can be used by universities to create more targeted and effective interventions as support systems to meet the different needs of male and female student parents such as counseling services, childcare facilities, peer support groups, and flexible elective courses that meet their varying needs. In this way,

educational institutions are expected to be able to create a more equitable and inclusive learning environment for all students in order to maintain their well-being.

2. This research was conducted as a form of support for parents who wish to continue their studies. In addition, this research was relevant to encourage a balance between a person's role as a student, along his or her role as a parent.
3. The findings of this research can be used as a reference for research that explores the intersection between gender and students who are married in perceiving stress, the causes of stress experienced by students with families, and stress coping strategies for students who are parents.

CHAPTER II

THEORETICAL FOUNDATION

This chapter discusses the literature review and theoretical framework. In this research, I use the transactional theory developed by Richard S. Lazarus and Susan Folkman (1984), which is a conceptual framework used to understand the definition of stress, sources of stress, and how individuals evaluate and handle stress. This theory underscores the importance of individual judgment in dealing with and managing stress. In this theory, individuals are considered subjects or active actors and play a role in determining responses to stressor situations. This theory distinguishes two types of coping, namely Emotion Focus Coping (EFC) and Problem Focus Coping (PFC).

2.1. Literature Review and The Research Gap

A variety of studies that address the pressures faced by student parents are examined in the first portion of this literature review. They have academic obligations to fulfill in addition to taking care of their family, which makes it difficult to manage their time. Financial problems are also a common cause because they need to work to support their families. Those factors can occasionally clash with those student parents. This gap can cause differences in parental stress levels between male and female student parents. Therefore, apart from containing a list of common stressors faced by student parents, this section also presents other research on the coping strategies they usually use to deal with stress.

However, these studies have different focuses and approaches:

1. Fitriani et al. (2022) focused on stress levels of students with children. This study found that students with children tend to experience higher stress

levels compared to students without children. However, this research did not explore gender differences in stress coping strategies.

2. Mukarromah and Nuqul (2012) examined the relationship between stress levels and academic achievement of students with children. They found a negative correlation between stress levels and academic performance. However, this study did not delve deeply into the coping strategies used by these students.
3. Fitriyawati (2020) studied the multiple role conflicts experienced by students who are also parents. This research identified three types of role conflicts: based on time, pressure, and behavior. Nevertheless, this study did not compare experiences between male and female students.
4. Generoso Mazo (2015) explores the stress experienced by students in adjusting to a new living environment, unfamiliar peers, academic pressure, and sexual problems. However, the most significant source of stress for students is academic pressure, which includes writing papers, studying continuously, and preparing for exams. This study only focuses on academic challenges faced by students.
5. Zulfikar and Nurhayati (2021) focused their research on financial challenges faced by married students. They found that financial issues and childcare were the main challenges. However, this study did not explore the coping strategies used to overcome these challenges.
6. Safitri (2019) investigated factors that cause students with families to decide to discontinue their studies. This research found that financial difficulties

often become the main reason. However, this study did not discuss strategies used by students who successfully continued their studies.

7. Nursaid (2018) compared academic achievement between married and unmarried students. The results showed that married students tend to have lower academic achievement. However, this study did not explore the factors causing these differences or the coping strategies used.
8. Rahmah (2023) look at the relationship between family resilience and mental health among student parents in Jabodetabek. This research found that family resilience and mental health have a low correlation value with a negative direction of relationship, so if family resilience increases, the mental health problems of student parents will be lower. This research revealed that some students decided to stop studying, and did not explore how students with families both male and female deal with stress to increase family resilience.
9. Salvation, (2004) asserted that students who believe that stress affects their performance typically have lower GPAs as well as higher levels of stress, resilience, and social support. In addition, uncontrolled stress can reduce motivation, hinder academic success, and cause other negative impacts including mental health, anxiety, sleep disorders, social withdrawal, drug addiction, cheating, and depression. This study shows that stress can impact academic performance. This study did not explore the comparison between single students and married students who have stress and how they cope with stress.

10. Vaux, 1985). Greenberger & and O'Neil (1993) examined different ways of coping strategies between genders that may influence academic performance. The finding asserted that male students tend to use coping strategies that focus more on problems such as planning and active coping, while female students more often use coping strategies that focus on emotions such as venting emotions and seeking emotional support. Their findings also link the relationship between academic performance and stress-coping strategies. Students who focus on problems have higher academic performance than students who deal with stress by focusing on emotions. This study only focused on male and female students coping with stress and did not explore how students with children who have many responsibilities cope with their stress.
11. Heastie (2008) asserted that students enrolled at higher levels of education are more vulnerable to the negative impacts of academic stress. Since women exhibit higher levels of stress than men, stress levels and coping strategies are also increasingly influenced by gender differences in childcare responsibilities, household chores, and cultural expectations. This study did not explore how men and women as students and as parents deal with stress.
12. Another study was done by Hidayati (2021). This study aims to explore the sources of stress among married female students and explore forms of coping strategies for stress as a student and as a wife. This study is a case study and uses a qualitative descriptive method. Research results succinctly show that students experience stress because they take on two roles, leading to positive and negative reactions. During this time, they cope with stress

by seeking advice and support from their partner or family. This study only did not reveal the challenge and the coping used by married male students.

13. Graves' (2021) examines the influence of marital status on stress-coping strategies among university students in Nigeria. Parents of students tend to use coping strategies that focus on tasks and emotions, while students who do not have families usually focus on avoiding or ignoring problems that can cause stress. This study seeks coping strategies used by married and unmarried students without comparing how male and female married students deal with stress.

14. Hidayati (2021) explores the sources of stress among married female students and explores forms of coping strategies for stress as a student and as a wife. This study is a case study and uses a qualitative descriptive method. Research results succinctly show that students experience stress because they take on two roles, leading to positive and negative reactions. This study did not compare married male students as well in dealing with stress.

15. Tamres et al. (2002) asserted that men usually use problem-focused coping techniques, such as planning, problem-solving, and confronting a problem, then directing the stressor to fix the problem. In addition, emotionally focused coping techniques are usually adopted by women in solving problems such as self-reflection, positive thinking, and seeking support to control their emotional stress response. This study explored the differences between males and females generally in coping with their stress and did not

compare students who have children both male and female specifically in coping their stress.

In contrast to previous studies, this research aims to fill the gap in the literature by focusing on gender differences in stress perception, stress-causing factors, and stress-coping strategies among students who are also parents. This study not only identifies sources of stress but also explores how male and female students with children cope with this stress. Thus, this research is expected to provide a more comprehensive understanding of the dynamics of stress and coping in student parents, taking into account the gender aspect.

By conducting this research, the researcher can better understand whether there are differences in the way parents of male and female students deal with stress. This can help identify effective coping strategies that can be tailored to the specific needs of male and female student parents, ultimately improving their well-being, academic success, and overall quality of life. This knowledge can also help develop targeted interventions and support systems that address the unique stressors and needs to address each gender group. Additionally, this report can also highlight potential disparities or gaps in the resources and services available to parents.

2.2. Theoretical Framework

The Transactional Model of Stress and Coping, also known as TMSC Theory was employed in this study. Susan Folkman and Richard S. Lazarus first developed it to investigate the fundamental causes of common stress. This study employs the Transactional Model of Stress and Coping (TMSC) Theory, developed by Susan Folkman and Richard S. Lazarus. The TMSC theory provides a comprehensive framework for understanding how individuals perceive and manage stress, which

aligns with the focus of this research on gender differences in stress perceptions, stress causes, and stress-coping among student parents.

Lazarus and Folkman (1984, p11) asserted that stress is a relationship between an individual and their environment that is appraised as taxing or exceeding their resources. This definition supports our investigation into how student parents perceive stress, as it acknowledges the subjective nature of stress and the importance of individual appraisal. The TMSC theory emphasizes two key processes: cognitive appraisal and coping. Cognitive appraisal involves primary and secondary appraisals. Primary appraisal determines whether a situation is perceived as threatening, while secondary appraisal evaluates available coping resources (Lazarus & Folkman, 1984). This concept is particularly relevant to our study, as it may help explain potential gender differences in stress perception among student parents.

Coping, as defined by Lazarus and Folkman (1984, p18), refers to the cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person. This definition supports our investigation into the coping strategies used by student parents. The TMSC theory categorizes coping strategies into two main types: Problem-Focused Coping (PFC) and Emotion-Focused Coping (EFC). PFC aims to alter the stressful situation, while EFC seeks to regulate emotional responses to stress (Lazarus & Folkman, 1984). This categorization provides a useful framework for analyzing potential gender differences in coping strategies among student parents.

According to this theory, people and their surroundings are the main parties involved in transactions involving stress. Theoretically, coping theory describes

how people deal with stressful events by utilizing appraisals to assess risks, obstacles, and dangers (Lazarus & Folkman, 1984). In psychosocial adaptation during stressful situations, coping is viewed as a stabilizing element that can assist people in managing their stress. When students use coping mechanisms appropriately, their stress levels will go down considerably (Yusoff, 2010).

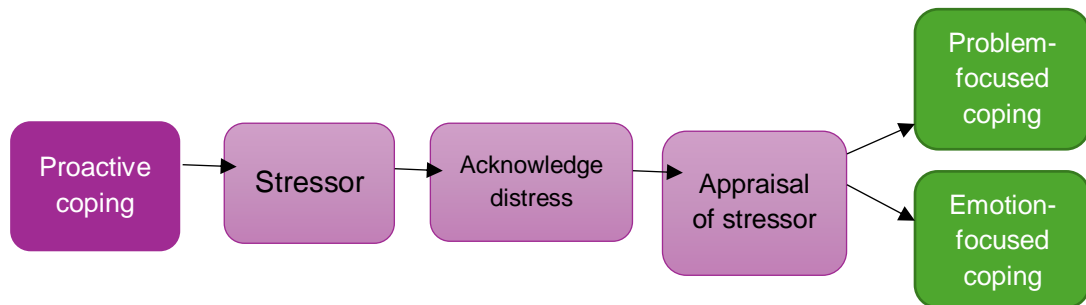


Figure 2.2. Lazarus Model of Stress, Appraisal, and Coping.

Following the appearance of a stressor or other factor that contributes to stress, the person will assess the situation and determine the best course of action for resolving the stress. Emotion-focused coping strategies, which involve addressing and controlling stress-related emotions, and problem-focused coping strategies, which entail making conscious attempts to alter the circumstance or find a solution, are the two basic categories of coping strategies (Lazarus & Folkman, 1984). Individuals frequently select coping strategies based on their preferences, the resources they have access to, the circumstances, and the kind of stress they are under. Stress and anxiety can arise from interactions between humans and their surroundings (Nasir & Mulud, 2020).

For a deeper understanding, I firstly present the definition of stress, sources of stress, symptoms of stress, impact of stress, levels of stress, definition of coping, and types of stress coping.

2.2.1. Definition of Stress

The word stress comes from the Latin word *stringer*, which means tension and pressure. If we look at the literature of the last few decades, society is very interested in stress. In the 20th century, the groundbreaking work of Lazarus and Folkman (1984) set the standard for stress research, including the definition of stress, that is process and transaction-oriented and includes your feelings, thoughts, and the way you deal with things. Lazarus and Folkman (1984, p. 19) described that stress occurs when a person's relationship with his/her environment is considered too difficult for him or her to overcome, as well as unable to handle the pressure of a demand. Until the person makes a conscious choice to deal with the stressor, the stress will increase. Stress occurs when someone feels the demands of an external situation exceed their coping capacity. Currently, the definition that stress is a process of interacting demands for resolution from the environment (known as the transactional model) is widely accepted. Therefore, stress is a relationship between environmental and biological stimulus responses (Lazarus and Folkman, 1984).

Selye (1976) defined stress as a response to pleasant or unpleasant situations. He went on to say that stress is subjective. This depends on the individual's response and interpretation of the stressor. Stress is a person's physical and mental response to a stimulus that disturbs their balance. Many feelings result from this, including worry, fear, anger, anxiety, irritation, sadness, and hopelessness. Apart from mental health, this can also have an impact on a person's physical health. One of the main things that students worry about is reducing this tension. Regular evaluation of students' mental health is considered important because stress may have an impact on their mental health (Beiter, et al, 2015).

Moreover, stress is defined as an unexpected reaction caused by some factors that exceed an individual's optimal limits (Bourne, 2012). According to Beehr (2014), stress can be described as a state of worry or mental tension caused by difficult situations. It is a challenging situation that requires behavioral, cognitive, or physiological adjustments that affect how a person reacts to something. These are called stressors, and the impact of the stressor and a person's response to that stress determines when the stress begins.

Three components indicate someone is experiencing stress: stressor (sources of stress), process (interaction), and stress response (Carroll, 2019). A stressor is a condition or stimulus that interferes with an individual's well-being. The stress response is a reaction that arises, while the stress process (interaction) is an interactive series that starts from the arrival of a stress trigger until the emergence of a stress response (Contrada & Baum, 2010). Therefore, before someone is considered to be experiencing stress, he or she must go through several components, namely: stressor, process (interaction), and stress response.

According to the definition proposed by several authors, I conclude stress is a natural human response that drives us to overcome challenges and threats in our lives. Everyone experiences stress to varying degrees, but how a person responds to stress significantly impacts their overall well-being. Stress is a condition caused by a mismatch between humans and their environment. Stress arises from events that originate from a person's physical, mental, and social origins, a stimulus that arises from worry about someone's inability to face and complete something. When someone faces an event, then they think about it too much, and believe that the

burden of the problem is quite heavy and difficult to overcome, they feel unable to solve the problem, and then stress arises.

2.2.2. Sources of Stress

The source of stress is called a stressor. Stressor is a variable that can be identified as the cause of stress. Stressors can come from inside and outside the body. Stress occurs because the stressor is perceived and interpreted by the individual as a threat, thereby causing stress. According to Carroll (2019), the causes of stress mainly lie in events in a person's life. Certain events are more likely to cause stress. Any event that requires individuals to adapt, thereby bringing about life changes, has the potential to cause stress. Apart from that, if there is internal pressure within a person that exceeds the optimal limit, it can cause stress. Therefore, stress triggers can come from various phenomena originating from within the body or from the external environment.

Brosschot & Smet (1994) stated that the factors that can influence stress can be explained as follows:

- a. Variables in individual conditions: age, life stage, gender, temperament, genetics, intelligence, education level, ethnicity, culture, economic status, and physical condition are important.
- b. Personality traits: introvert-extrovert, generally emotionally stable, type A, restraint, immunity, resilience.
- c. Social cognitive variables: perceived social support, social network, perceived personal control.
- d. Relationship with the social environment: getting social support, and integration into social networks.

- e. Coping strategies: Strategies used to deal with stress.

However, Lazarus and Folkman (1984) categorized stress factors into several groups, physical or biological stressors, psychological stressors, and social stressors (p.12).

- f. Physical or Biological Stressors: Several factors that can cause stress from a physical perspective include incurable diseases, physical defects or dysfunction of body parts, dissatisfaction with appearance (not considered attractive), and imperfect body posture (too thin, overweight, short, or too high). Apart from that, the appearance of acne on the face can also trigger physical stress.
- g. Psychological Stressors: Characterized by negative thinking or pessimism, frustration/disappointment due to failure to achieve desired goals, low self-confidence, feelings of jealousy, hostile attitudes, feelings of envy, personal conflicts, and aspirations beyond capabilities.
- h. Social Stressors: First, in the climate of family life, factors such as disharmonious relationships between family members, divorce, partner infidelity, death of a partner, and low economic status contribute to social stressors. Second, in the workplace, difficulty finding work, unemployment, layoffs, and insufficient income to meet basic needs are social stressors. Third, environmental factors such as high crime rates, expensive utilities, poor housing conditions, lack of clean water, often a topic of discussion between neighbors, and an unstable political and economic environment contribute to social stressors.

Thus, based on the classification of stress sources, it can be understood that there are two sources of stress, namely internal factors and external factors. Internal factors come from within oneself, while external factors come from outside oneself (the environment).

2.2.3. Symptoms of Stress

Goliszek (2005, as cited in Wirahadikusumah, 2020) divides stress symptoms into four categories, namely: physical symptoms, emotional symptoms, cognitive symptoms, and behavioral symptoms:

- a. Physical symptoms: headache, muscle pain, back pain, weakness, indigestion, nausea, stomach ache, loss of appetite or always wanting to eat, heart palpitations, frequent urination, high blood pressure, inability to sleep or excessive sleeping, excessive sweating, and several other symptoms.
- b. Emotional symptoms: irritability, anxiety over small things, mood swings, nightmares, worry, panic, frequent crying, feeling helpless, feeling of loss of control, suicidal thoughts, chaotic thoughts, and so on.
- c. Cognitive symptoms: confusion, negative thinking, difficulty in concentration, memory loss, and poor judgment.
- d. Behavioral symptoms: smoking or using drugs, pacing back and forth, loss of interest in physical appearance, pulling or twirling hair, sudden changes in social behavior, etc.

Furthermore, Hardjana (1994) mentioned the following signs of stress, they are physical, emotional, intelligence, and interpersonal:

- a. Physical: Headaches, restlessness at night, back discomfort, constipation, stiff blood vessels especially in the neck and shoulders, change in appetite, fatigue, and low energy.
- b. Emotional: Restless or restless, depressed, crying quickly, getting angry easily, uncomfortable, irritable, easily attacking people or being unfriendly, and unstable mood.
- c. Intelligence: Difficulty focusing, difficulty making decisions, easy forgetting, confused thinking, excessive daydreaming, lack of humor, increased errors, and decreased productivity at work.
- d. Interpersonal: Losing trust in others, easily blaming others, easily breaking or canceling promises, ignoring others, finding fault or attacking them verbally, and adopting a defensive or overprotective mindset.

It is clear from the previous explanation that stress manifests itself in physical, emotional, intellectual, and interpersonal symptoms.

2.2.4. Impact of Stress

Lazarus and Folkman, 1984 explained that stress has an impact like a coin which has two sides, namely positive (eustress) and negative (distress) (p.208).

- a. Eustress: The positive impact of stress is called eustress. Eustress can make a person motivated, focused, and enthusiastic. Even though it occurs in the short term, eustress can support a person's development. When someone experiences stress, their enthusiasm will increase and when the stress ends, they feel pride and happiness. Examples of eustress are when someone plays an active role in resolving and finding solutions to problems while working or studying, moving to another city or country to pursue a dream, and when

someone makes a mistake, someone will take responsibility and look for a solution.

- b. Distress: The negative impact of stress is called distress. This type of stress is the type of stress that people want to avoid because it has negative impacts, such as doubting themselves and experiencing anxiety disorders. An example of distress is when there is an increase in work workload that exceeds a person's ability limits. A person will feel stressed and work becomes chaotic and neglected, which also has negative physical and psychological effects.

2.2.5. Level of Stress

The theory of Stress as Stimulus, Response, and Transactional (Gaol, 2016) explains that stress can be divided into three levels. First, non-hazardous stress. At this level, a person feels able to overcome stressful situations. Second, threatening stress. At this level, a person finds it difficult to overcome stressful situations. Third is destructive stress. At this level, a person feels unable to cope with stressful situations and experiences damage to physical and mental health.

Moreover, Lazarus and Folkman (1984), divided two main levels of stress, namely acute stress, and chronic stress:

- a. Acute, time-limited stressors, such as skydiving, waiting for surgery, or encountering a rattlesnake;
- b. A sequence of stressors, or a series of events that occur over some time as a result of an initial event such as job loss, divorce, or bereavement;

- c. Chronic intermittent stressors, such as visits from parents-in-law who are full of conflict or sexual difficulties, which can occur once a day, once a week, once; And
- d. Chronic stressors such as permanent disability, parental discord, or chronic job stress, may or may not be triggered by a discrete event and persist continuously for a long time. matter. This is stress that lasts for a long period and repeatedly. Chronic stress occurs when a person continually experiences situations or events that cause stress and cannot be dealt with properly. Chronic stress can have lasting negative impacts on a person's physical and mental health. (Elliott & Eisdorfer, 1982 cited in Lazarus & Folkman, 1984, p.14)

2.2.6. Definition of Coping

Individuals who experience stress or psychological tension in facing the challenges of daily life need personal abilities and support from the environment to relieve stress. The method used by individuals to reduce stress is called coping. The term coping comes from the word cope which linguistically means to manage or overcome. The term for dealing with a problem often involves avoiding, running away, or reducing difficulties from the danger that arises (Synder, 1999). Lazarus and Folkman (1984, p.11) say that coping is when someone consciously tries to deal with internal and/or external demands that are too heavy for them to handle.

The term stress coping refers to a group of techniques that people use to confront or overcome the stress and difficulties they face daily (Carroll, 2019). People use a variety of coping mechanisms to reduce the harmful effects of stress when they are faced with stressors, such as challenging circumstances, emotional demands, or

psychological distress. In general, there are two main categories of coping strategies: emotion-focused coping, which involves responding to and managing stress-related emotions, and problem-focused coping, which involves direct efforts to change a situation or solve a problem (Cassidy, 2022). People often choose coping mechanisms in response to the situation and type of stress they experience, in addition to their preferences and available resources. It is important to know that coping with stress is not only individual but can also be influenced by social, cultural, and environmental factors.

Taylor (1998) states that coping strategies are specific behavioral and psychological efforts that individuals make to minimize, control, or reduce stressful events. Strategies that society uses to overcome or solve problems in its environment is how Hiltner and Menninger (1963) defined this phrase. Emotion-focused techniques are ideas or behaviors that attempt to reduce the emotional impact stress has on a person while maintaining the same level of threat or danger (Monat & Lazarus, 1985). Thus, coping is more focused on what individuals do to overcome pressure that demands or arouses emotions (Aldwin, 2009).

According to Fteiha and Awwad (2020), the term coping refers to the cognitive and behavioral efforts that people make to deal with environmental demands that are difficult or beyond their abilities. In addition, Lazarus and Folkman explain the concept of cognitive assessment, which includes primary and secondary evaluation. The first step in assessing a scenario is to find out whether it poses a risk, threat, or difficult challenge. According to Rana et al. (2019), secondary evaluation is a process in which an individual evaluates the resources they have to face a problem.

Based on the statements above, it can be concluded that coping is a strategy used by individuals to overcome or reduce internal and external pressures that are felt to be burdensome so that the burden does not become more detrimental to themselves or to the environment. Coping can be defined as a persistent effort to change behavior and cognition to manage certain internal or external demands, which are perceived as burdensome or exceed the individual's capacity to handle stress.

2.2.7. Types of Stress Coping Strategies

1. Emotion-Focused Coping (EFC)

Emotion-Focused Coping (EFC) and Problem-Focused Coping (PFC) are two primary coping strategies identified by Lazarus and Folkman (p. 44, 1984) in their influential work on stress and coping. These strategies represent different approaches individuals use to manage stressful situations. Emotion-focused coping (EFC) involves efforts to regulate the emotional consequences of stressful or potentially stressful events. This strategy is often employed when an individual perceives that they cannot change the stressful situation itself. EFC includes a wide range of cognitive and behavioral strategies aimed at reducing or managing the emotional distress associated with the situation. These may include:

- a. Cognitive reappraisal: Changing one's perspective on a stressful situation to view it in a more positive light or related to religiosity.
- b. Distancing: Mentally detaching oneself from the problem to reduce its emotional impact.
- c. Seeking emotional support: Turning to others for comfort, understanding, or reassurance.

- d. Acceptance: Coming to terms with the reality of the situation and learning to live with it.
- e. Self-soothing techniques: Engaging in activities that promote relaxation and emotional well-being, such as meditation or deep breathing exercises.
- f. Emotional expression: Allowing oneself to experience and express emotions related to the stressful situation.

EFC can be particularly useful in situations where the stressor is beyond an individual's control, such as the death of a loved one or a terminal illness diagnosis. However, overreliance on EFC, especially avoidance-based strategies, may sometimes lead to maladaptive outcomes if it prevents individuals from addressing solvable problems.

2. Problem-Focused Coping (PFC)

Problem-Focused Coping (PFC), on the other hand, involves direct efforts to alter or manage the source of stress. This strategy is typically employed when individuals believe that they can change or control the stressful situation. Lazarus and Folkman (1984) asserted that PFC strategies are often action-oriented and may include:

- a. Problem-solving: Systematically analyzing the situation, generating potential solutions, and implementing the most appropriate one.
- b. Information seeking: Gathering relevant information to better understand and address the problem.
- c. Time management: Organizing and prioritizing tasks to reduce stress related to deadlines or overwhelming workloads.

- d. Skill acquisition: Learning new skills or improving existing ones to better handle the stressful situation.
- e. Seeking instrumental support: Asking for practical help or advice from others.
- f. Negotiation: Attempting to work out a compromise or resolution with others involved in the stressful situation.
- g. Direct action: Taking concrete steps to address the problem head-on.

PFC is often considered more adaptive when dealing with controllable stressors, as it directly addresses the source of stress and can lead to long-term resolution of problems. However, it may be less effective or even counterproductive when applied to uncontrollable stressors. It's important to note that EFC and PFC are not mutually exclusive, and individuals often use a combination of both strategies when dealing with stress. The effectiveness of each strategy can vary depending on the nature of the stressor, the individual's personality, available resources, and the specific context of the situation.

Cheng et al. (2014) found that individuals who could flexibly switch between different coping strategies showed better psychological adjustment and well-being compared to those who rigidly adhered to a single coping style. In the context of student parents, understanding these coping strategies is crucial. The multiple roles and responsibilities they juggle - as students, parents, and often employees - can create unique stressors that require a diverse range of coping mechanisms. For example, a student parent might use PFC strategies to improve their time management skills or negotiate deadlines with professors, while simultaneously

employing EFC strategies to manage the emotional strain of balancing academic and parental responsibilities.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains detailed discussions regarding research paradigms, research approaches, data collection methods, data analysis methods, research participant selection techniques, time and place selection techniques, researcher position, ethical considerations, and trustworthiness. First, it is important in research to determine a paradigm because a paradigm is the framework for thinking throughout the research process. By understanding the research paradigm, we can then determine the research approach and data collection methods. In the paradigm section, I determine pragmatism as the framework for this research. Then, I used a qualitative case study approach, by conducting interviews and observations as data collection techniques. I analyzed using thematic analysis manually. Then I determined the participants using purposive sampling where I looked for certain criteria to meet the objectives of this research. After that, I stated the place and time, namely one of the leading universities in Depok, which was held on 5th -30th May 2024. I stated my position as an insider because I study in the same place as the participants. Next, ethical considerations are no less important in conducting research, where I focus on the stages of how this research should be carried out. Finally, I close this section with trustworthiness.

3.1. Research Paradigm

The word "paradigm" in research refers to a theoretical framework of ways of knowing to gain knowledge and a guide to determining research methodology. Guba and Lincoln (1994) view a paradigm as a set of fundamental ideas or world views that support inquiry and study. According to Fraser and Robinson (2004), a

paradigm is an idea about the reasons why certain problems arise and solutions that must be found. Denzin and Lincoln (2000) also stated that a paradigm is a construct related to fundamental or main principles that determine the researcher's starting point for interpreting the meaning contained in the data.

According to Kivunja & Kuyini (2017), this paradigm consists of four major parts: ontology, epistemology, methodology, and axiology. The study of ontology focuses on something that exists and is real, and how researchers interpret existence. Then, epistemology studies the nature of science which is commonly known as philosophy, namely about how to obtain knowledge, and what meaning is contained in that knowledge. Next is methodology, namely the method used by researchers to obtain data and analyze it. this includes the procedures and approaches applied during the research process. The last is Axiology. It is the study of ethics and values, and how these principles affect the way that research is conducted. It focuses on how values play a role in research and how the researcher's values affect their understanding and interpretation (Kivunja & Kuyini, 2017).

A pragmatic paradigm is employed in this study. Based on the principle of applying an ideal approach to real-world occurrences, this enables the use of a variety of data and information sources to provide answers to research questions (Morgan, 2014). Within the pragmatist paradigm of choice, researchers create a particular research design to carry out their investigations. As Creswell (2018) states, understanding research design functions as a guiding framework that influences various aspects of research, including reporting, methodology, and interpretation. Nonetheless, in summary, data collection, measurement, and analysis strategies are presented and serve as a blueprint for determining the

methods used during the research. By breaking down different facets of the study topic during the design phase, pragmatism helps us make wise methodological decisions. Furthermore, the sampling technique is guided by pragmatism, which finds information-rich respondents who are most likely to offer helpful practice-based knowledge and makes sure the sampling process uncovers a range of viewpoints.

The application of the pragmatism paradigm in this research is to focus on practical solutions that emphasize real-world relevance. In this case, I want to look contextually at the unique challenges faced by student parents, such as academic pressure, responsibility as parents, and work or financial constraints that cause stress, and identify effective coping strategies, namely how they respond to and manage stress to survive and be able to overcome it. As pragmatism applies contextual understanding, contextual nuances will shape the conclusions of this research. Pragmatism emphasizes beneficial applications. This research aims to provide recommendations to parents, educational institutions, and policymakers based on solid facts.

3.2. Research Approach

The research approach refers to the design of the overall research structure, starting from basic assumptions, and then determining methods for collecting data, analyzing, and interpreting the data (Creswell & Creswell, 2018). This research uses a qualitative approach. Using qualitative methods aims to gain in-depth insight into the life experiences of a person or certain population. (Creswell, 2013). This methodology allows me as a researcher to know someone's experiences, understand someone's point of view, and find out their interpretations in more detail.

Qualitative methods are an appropriate approach for exploring complex phenomena, especially when researchers want to understand a person's experiences, behaviors, and perspectives. In this research, qualitative methods allow me to explore subjective experiences and study in depth the context of stress experienced by students' parents, find out their perceptions about stress, the factors that cause stress, and how they handle it. By conducting interviews and observations, I created related questions and observed and identified student parents' perceptions of stress, causal factors, and coping strategies used by student parents. This method allows me to explore research participants' explanations broadly regarding the experience of stress, things that contribute to causing stress, and the stress coping strategies they usually use. Through interviews and observations, I could identify common themes, patterns, and variations related to stress, stress factors, and stress-coping strategies used by student parents.

3.2.1. Case Study

Qualitative methodology has many designs including narrative, ethnography, grounded theory, phenomenology, and case study (Creswell & Creswell, 2018). In this research, I chose a case study because I was researching at an educational institution, where I interacted directly with student parents, and explored their life experiences in struggling to manage time and deal with stressful conditions to balance their roles and responsibilities so that they could survive their studies. Creswell (2013) states that case studies are applied when a researcher explores real-life cases of a person or group in comprehensive data. According to Yin (2009), case study is related to researching real life, in certain contexts or conditions, especially

when the boundaries between context and phenomenon are not clearly visible. Carrying out a case study aims to generate insight from the exploration of a particular case, so that it can contribute to similar situations or phenomena.

There are several types of case studies including explanatory, descriptive, multiple case studies, intrinsic, instrumental, collective, and exploratory studies (Baxter & Jack, 2015). In this research, I conducted an exploratory case study to explore how student parents understand stress, what causes it, and what their strategies are for dealing with it. In the data collection process, case studies use more than one instrument to obtain more comprehensive information, such as interviews, observations, documentation, archival records, physical artifacts, and audiovisual materials (Stake, 1995; Yin, 2018). Case studies usually analyze the data using thematic analysis by matching patterns and developing case descriptions or narratives (Creswell & Poth, 2018).

3.3. Methods of Data Collection

In this research, I used two methods to collect data, namely semi-structured interviews and observation. During observations, I observed both inside and outside the classroom to gain valuable insight into the stressful experiences experienced by students' parents. Observations can contribute to a deeper understanding of stress dynamics among parents. Creswell (2013) said, factors that influence the selection of research instruments include research objectives, questions, demographics, and practical considerations. The use of interviews and observations can complement each other to obtain rich and in-depth information. In interviews, researchers

interact directly with participants by asking open questions, while in observations researchers directly observe phenomena that occur in the field.

3.3.1. Semi-Structured Interview

Interviews were used as a data collection technique utilizing question and answer to obtain information systematically and in-depth to achieve research objectives. Bogdan and Biklen (1992), advocate interviews as a tool for generating data, stating that to gain insight into how a subject sees a work, descriptive data in the subject's own words is gathered through interviews. Observation is one of the most important and versatile types of research tools. It includes a variety of methods, strategies, and approaches that need to be adapted to the research question and research environment. This is a way of data collection technique by observing an event, a person, or groups, by recording physical characteristics in their natural environment (Ciesielska et al., 2018).

For the interview, I used semi-structured interviews; these techniques are commonly used in various qualitative studies as instruments for adjusting each question based on individual situations (Creswell, 2013). I arranged and managed interview questions and observations effectively by using tables. This facilitated easy access to analysis at all stages of the research process (Cloutier and Ravasi, 2021).

A semi-structured interview is a combination of structured and unstructured interviews (Sarantakos, 2013). The aim is to explore participants' answers by asking several planned questions related to the topic and research objectives using standard methodology, but those that are not planned also

follow the rhythm of the participants' answers. Using this type of interview allow me to collect as much data as possible. In other words, this allows me to explore more deeply the participants' perceptions and find relevant topics. In the semi-structured interview, a researcher is free to ask the candidate any additional pertinent questions in addition to the ones that have been prepared depending on the objective of the study. By using semi-structured interviews, comparing or differentiating candidates becomes easier because the assessment parameters come from answers to the same or similar questions.

In this interview session, I asked student parents some questions to know how they perceive stress, what factors cause them to be stressed, and how they deal with stress. Before conducting the interview, first I contacted the participants via WhatsApp to ask for their permission. After they responded to the interview, I made an appointment and conducted the interview orally to dig deeper into their stress experience. It took approximately 45 minutes for each participant. The oral interview was recorded to maintain the authenticity of the data (Sarantakos, 2013; Alase, 2017).

The development of the interview instrument for the research “Gender Differences in Stress Perception, Stress Causes, and Stress Coping Strategies among Student Parents: A Case Study of the Indonesian International Islamic University” was intricately designed to address the core research questions. Initially, a deep dive into existing scholarly works provided a foundational understanding of gender-specific stress factors. This informed the creation of a diverse of questions that could effectively probe into the stress perceptions, causes, and coping strategies of both male and female student parents.

Expert feedback was then sought to refine these questions, ensuring they were tailored to elicit detailed insights relevant to the research problems. After incorporating the expert suggestions, a pilot test with a select group of student parents helped to further hone the questions for clarity and relevance. The final iteration of the interview instrument emerged as a robust tool, poised to unravel the nuanced dynamics of stress among student parents, differentiated by gender, within the academic and familial spheres.

The interviews in this research aim to collect qualitative data about the unique experiences and challenges faced by each student parents. By talking directly with research subjects, I can explore various aspects that are not always visible in quantitative data. Through interviews, I would like to find out more broadly and in-depth how student parents perceive stress, identify what factors contribute to conditions that make them stressed, and understand what strategies they use to deal with stress so that they can survive and be stable in balancing various roles and responsibilities as a parent, as a student, and also as a worker. The interview method also allows me to gain personal insight into their perceptions and answers.

3.3.2. Observation

Apart from interviews, one of the important methods used to collect data in qualitative research is observation. Observation includes direct, first-hand observations carried out systematically on phenomena, events, or behaviors that occur with research subjects (Creswell & Creswell, 2018). The observation method can provide accurate, in-depth, and holistic data about the research subject, as well as understanding points of view (Assyakurrohim et

al., 2023). In this section, the researcher sees and records the behavior and situation in the research area.

Participants and non-participants are the two categories of observation. When a researcher participates in an activity as a member and can engage directly with the participants is known as participant observation. In contrast, non-participant observation does not entail the researcher connecting with participants directly (Gay et al., 2012). When a researcher uses participant observation, they actively engage with the group they are studying. They become fully involved in the group's activities, socialize with its members, and embrace their lifestyle. By interacting openly with group members, observers integrate into the community they are researching. This is the standard procedure for conducting this kind of ethnographic study. Typically, this kind of ethnographic research involves making this observation that the researcher engages in active participation with the group being studied for a sufficient amount of time to fully comprehend the essence and nuances of the culture of that specific ethnic group. Apart from seeing and listening, researchers frequently pose questions to participants. Meanwhile, non-participant observation refers to observation without direct engagement. The researcher remains separate from the group and does not actively participate in group activities such as observing the classroom to analyze teaching methods or student behavior. Participants only notice and record things that are relevant to their observations (Mcleod, 2024).

During my data collection, I employed non-participant observation because I only observed activities inside and outside the classroom, without actively

participating in long-term study groups, I only watched participant activities, took notes, and documented through pictures and videos.

Developing research observation instruments on gender differences in stress perceptions, causes of stress, and strategies for overcoming stress among student parents at the Indonesian International Islamic University requires a very careful process. Observation points were adjusted to align with the research objectives and questions. In this observation, I focused on seeing how student parents manage their time in balancing their roles and responsibilities, as well as possible stress factors and symptoms experienced by student parents.

From the literature review that I read, I got the picture that the stressors faced by student parents are related to time management, family or childcare problems, college workload, pressure at work, and financial problems. This observation cannot only be done in the classroom. Therefore, I tried to observe their daily lives both inside and outside the classroom. Almost all student parents are actively on campus all day; such as attending lectures, doing college assignments, doing work online, communicating with family who are far away, and dropping off and picking up children at child care. From morning to evening, they usually spend time on campus. In addition to conducting the study on the same campus as the participants, I also lived in the same dorm. This allowed me to make observations both inside and outside of the classroom.

For classroom observations, I want to explore more about the learning experiences of student parents, whether they feel disturbed by the large burden and experience signs of stress. Regarding time management, did they often

arrive late or on time for the class? I also want to see their focus or concentration on the material being taught by the lecturer, because stress can affect a person's ability to concentrate. Next, I want to observe their participation in the classroom, and how active they are in responding to class discussions. Then, I also want to see how they interact with fellow students and lecturers. Lastly, I want to see their academic performance, and whether there is a decline in academic performance.

As for observations outside the classroom to see the factors that cause stress faced by student parents, I want to see their time management in managing and organizing various tasks such as college assignments and work assignments. Then I wanted to see how their relationship is with their family or how they interact with their children. I also wanted to observe how they handled campus workloads, did they submitted assignments on time, or whether they experienced difficulties because of multiple responsibilities. Lastly, I wanted to know whether there were signs of pressure from the jobs they had outside of college. They might do the job part-time or have other job responsibilities. I wanted to know how they dealt with the pressure they faced. Unfortunately, regarding financial problems, even though it is a possible stress factor faced by student parents, I cannot observe the financial problems of student parents because I cannot see directly how student parents manage their finances. I only asked it through an interview.

This instrument aims to gain a deeper understanding that can be used as triangulation and additional information about the dynamics of stress management among student parents. In this case, I observed both inside and

outside the classroom to gain in-depth insight into the stress experienced by students' parents. The observation occurred daily from 9:00 AM to 4:00 PM around campus and dormitory.

3.4. Method of Data Analysis

This research uses thematic analysis to map analytical domains as single or multiple domains (Terry et al., 2017). Thematic Analysis (TA) is a systematic process carried out to develop the information obtained, analyze, and interpret the data into themes (Braun and Clarke, 2021). Braun and Clarke (2021) explain six steps in conducting TA: getting to know the data, generating codes, creating themes, reviewing possible themes, naming themes, and creating a report. Miles et al. (1994) revealed the importance of reducing data to facilitate data analysis and help create a clearer picture. The practice of data reduction is very important, eliminating unnecessary information allows researchers to concentrate on the most important things and understand more deeply the data being studied, which can help make it easier to identify themes. Next, present the data in a way that facilitates understanding and interpretation after the data has been minimized. Flowcharts, concept maps, tables, or other visual representations can be used for this. Researchers can more clearly see patterns and relationships in the data by presenting it like this. Then, analyzing the reduced and provided data requires drawing conclusions and verifying the information. The themes and patterns found help researchers conclude. Finally, verification is carried out to ensure the results are unbiased and supported by existing evidence. Thus, this approach helps produce a more comprehensive and transparent picture of the phenomenon under study.

Researchers may need to revisit data and modify their analysis based on new findings because qualitative analysis is an iterative and cyclical process.

I analyzed research data manually without using any software or application. After conducting interviews with all participants, I listened to the recording again and transcribed it manually while I reviewed their answers. Verbal transcripts of recorded interviews were reviewed periodically. This was done to obtain the necessary data. As Creswell (p. 184, 2009) states, "Information is checked periodically, coded continuously, and organized both chronologically and categorically." After that, I reduced the data that was not needed. Next, I determine the category. Once I found the pattern, I started grouping themes. After formulating and grouping themes, I analyzed and interpreted the data to answer the research questions.

3.5. Research Subject

To choose the participants, I used a purposive sampling technique to select potential participants who met certain criteria for this research. Bernard (2017) emphasized that purposive sampling is a deliberate sampling technique by selecting participants according to the required qualities and objectives (p.148). I strived to ensure that participants could meet the objectives of this research. The selection of participants in this research is based on their status as students and also as parents.

I chose student parents as participants in this research because they often face unique stress and challenges compared to their non-parent peers. In addition to schoolwork, student parents also have to take on many responsibilities, including non-academic things like childcare, and in some cases, they also have to take on jobs. However, the relationship between participants and I am as a friend from the

same faculty (consisting of classmates, friends from the previous year, and friends from the year after).

Participants who participated in this research were male and female student parents of MA batch 2, Ph.D. batch 1 and 2 of the Universities in Depok, both local and international student parents. In this research, fourteen participants were involved which consisted of seven male student parents and seven female student parents. Below is the demography of the participants.

Table 3.1. Demography of the participants

Name	Gender	Age	Degree level	Marital status	Number of Children	Nationality	Domicile	Religion	Work/ Organization/ Community
Anton (M1)	Male	33	MA	Marriage	2	Indonesia	Bekasi	Islam	Entrepreneur
Maher (M2)	Male	35	MA	Marriage	4	Indonesia	Depok	Islam	LPPNTB
Imran (M3)	Male	32	MA	Marriage	1	Indonesia	Depok	Islam	Teacher
Mahdi (M4)	Male	34	Ph.D.	Marriage	1	Afghanistan	Depok	Islam	None
Afif (M5)	Male	35	Ph.D.	Marriage	1	Indonesia	Depok	Islam	Editor
Faqih (M6)	Male	37	Ph.D.	Marriage	1	Indonesia	Depok	Islam	STKIP Sumbawa
Aris (M7)	Male	35	Ph.D.	Marriage	2	Indonesia	Depok	Islam	Teacher, YouTuber
Indah (F8)	Female	32	MA	Marriage	1	Indonesia	Depok	Islam	Literacy Community
Arin (F9)	Female	35	Ph.D.	Marriage	3	Indonesia	Depok	Islam	None
Hana (F10)	Female	28	Ph.D.	Marriage	1	Afghanistan	Depok	Islam	None
Fina (F11)	Female	32	Ph.D.	Marriage	1	Indonesia	Depok	Islam	Lecturer
Naura (F12)	Female	31	Ph.D.	Marriage	1	Indonesia	Depok	Islam	Lecturer
Eki (F13)	Female	34	Ph.D.	Marriage	3	Indonesia	Depok	Islam	Lecturer
Nada (F14)	Female	41	Ph.D.	Marriage	2	Indonesia	Depok	Islam	Lecturer

3.6. Time and Place of the Research

This research was conducted at one of the universities in the Depok, Universitas Islam Internasional Indonesia (UIII). This university started operating

for the MA and Ph.D. levels in September 2021. This university is an international standard and is categorized as a reputable university that adheres to inclusive, and moderate (*wasathiyah*) that can accept all groups and all different backgrounds such as religious, cultural, and racial diversity. UIII has the necessary and usable facilities such as dormitories, sports centers, child care centers, and counseling services to help the students have a comfortable and inclusive learning experience. UIII accepts students with full scholarships from entry to graduation, by providing monthly fees, book fees, and research fees.

I chose this university because it offers MA and PhD programs, making it an excellent location for my studies. Ultimately, this satisfied my desire to do research. I see many student parents at this university and observe their struggle to meet their family's living needs while still trying to achieve their goals in the academic field. Referring to the chronology, I carried out indirect observations and discussions with student parents at the beginning of the semester in mid-2022, but I carried out direct and official observations and interviews for this research in May 2024, and I completed data analysis in June 2024.

3.7. Researcher's Positionality

My position in this research is an insider because I am also a student parent who studies at the same university and the same faculty as the participants. In general, an insider is someone who shares the same identity, culture, values, or interests as the group they are involved with. Bruskin (2019, p.160) asserted that a researcher who comes from the same background and community as the person they are researching is considered as insider. Researchers are called insiders when they are part of the members being researched, and experience things that are likely the

same as the participants (Kanuha, 2000). Because they come from the same environment, it is possible for insiders to share the same identity, language and experiences with research participants (Asselin, 2003). In most cases, insiders in higher education are directly involved and connected to the environment and the people being researched within the shared environment (Smyth & Holian, 2008, p. 34).

The researcher's position is important because it influences the perspective used in research (Merriam, 2002; Holmes, 2020). This allowed me to critically reflect on how this influenced participant selection, how I interacted with participants, and how I analyzed the data. As an insider, it allowed me to experience similar things to the participants, especially those related to academic issues, where I am directly involved in the situation being studied. So that I have a deep understanding of the experiences and challenges faced by student parents who study at the same university.

The advantages of being an insider are that I have more access, and gain trust from the institution and participants, making it easier for me to conduct research within the institution, and participants are willing to become research participants. Additionally, I also have the same understanding of the environmental situation. Understanding the conditions and the characters of the participants makes it easier to take different approaches according to the characters and preferences of the participants. I utilized insights and relationships gained during the research process.

Knowing the researcher's position allows the readers to see how the researcher reflects and interprets his or her point of view on a study. Readers can also see how the researcher's position influences research findings (Dwyer &

Buckle, 2009). By knowing a researcher's reflections from time to time, it can strengthen readers' involvement and trust in the research (Hellowell, 2006). Knowing the researcher's position can also provide an opportunity to discuss potential biases, weaknesses, and strengths that the researcher's position may have (Hellowell, 2006; Berger, 2013).

3.8. Ethical Consideration

In research, ethical considerations refer to the overarching principles that drive the study's design. A researcher must always abide by specific ethical guidelines while collecting data from persons. In the case of human research, the goals are usually to better understand real-world situations, investigate strategies that work, examine behavior, and find new ways to improve the quality of life. To do research, a researcher must consider several crucial ethical considerations. These considerations are crucial because they protect research participants' rights, improve the validity of the findings, and maintain the integrity of scholarly or scientific investigations (APA, 2010, p. 5)

However, I considered five ethics in conducting this research in line with Bryman and Bell (2007). First, participants have to understand what they are agreeing to, including the potential risks and benefits of this research. Before conducting the interview, I clearly explained the objectives of this research. I provided a consent form to each participant before conducting the interview. Second, I ensured that participants voluntarily participated in this research. Participants should not feel pressured to participate in this research and should be able to choose not to participate at any time. During the interview process, I treated participants with respect and politeness. Additionally, I was objective and fair to all

participants; without discriminating in terms of treatment and timing. Third, I guarantee the confidentiality of participants' identities. I guarantee participant confidentiality by using pseudonym. Fourth, I guarantee the information I collected from participants and present accurate reports according to participant data without making things up. Lastly, I considered potential harm an important factor in deciding whether the research I was conducting should be continued or discontinued.

Regarding the appearance of the name of the university in this study, I have first consulted with my supervisor and obtained permission from the dean concerned with the faculty where I conducted the research. With her permission, I did not disguise or change the university's name and place.

3.9. Trustworthiness

In using trustworthiness in this research, I follow several procedures outlined by Creswell (2013), namely:

- a. Prolonged involvement. The participants are people I knew. We actively communicated before developing the research because the participants and I were studying at the same university.
- b. Data triangulation. I will use a variety of data collection methods: observation and interviews.
- c. Member checking. I attempt to confirm my understanding and writing of my report with participants to keep my research on the right track and avoid misunderstandings from participants' answers. I will also confirm these findings with my supervisor to correct any misunderstandings regarding the participants' answers.

Short description. In outlining the findings, I will provide the context and timing of the interview process.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the data obtained from interviews and observations. The data collection took approximately 3 weeks, on 14 participants, namely 7 male student parents and 7 female student parents who consist of MA students in Batch 2, PhD students in Batch 1 and 2, both local and international students. This research was conducted at the Indonesian International Islamic University (UIII), an international standard Islamic university in Indonesia which is a research-based university. This campus accepts both local and international students, which has inclusive principles and is open to all religions, ethnicities, races, and other backgrounds. UIII was founded on three (three) pillars, namely the character of the Indonesian nation, global insight and predictions, and Islamic principles (Kementarian Agama Republik Indonesia, 2022). Therefore, UIII's responsibilities and roles are not only planning educational activities, conducting research, and providing community service, but also supporting Indonesia's efforts to develop Islamic culture within the country and utilizing education to advance world civilization.

UIII has facilities to support its students such as counseling services, and sports centers which can be used by all students, and childcare facilities, especially for student parents. Several student parents have used daycare facilities to leave their children while they study and do their assignments. Daycare opens at 7 o'clock and closes at 5 o'clock. This can help students focus more on carrying out academic tasks. Likewise, sports centers are used by students to relieve stress by holding tournaments or making personal use of the facilities. Regarding counseling services, several students, whether married or single, often take advantage of it by

visiting Dr. Charyna Ayu Ryzkyanti as the head of counseling, however, not all student parents use these facilities, because in interviews conducted, most of them do not share their problems with others to cope with stress.

Apart from providing full study scholarships, book fees and research fees, UIII also supports and facilitates its students to attend conferences both locally and abroad. This is certainly a valuable experience for UIII students. Many students are enthusiastic about producing papers and participating in conferences and this is one of the efforts to develop the study and progress of Indonesian Islamic civilization. Because UIII is a treasure or showcase of Islam in Indonesia, its presence is very important and strategic. International students studying at UIII is required to know and have knowledge about Indonesian Islam, which is a very relevant and urgent matter. It is hoped that UIII can play an important role as an educational institution in conveying Islam, known as *Rahmatan lill 'alamin*, to the world community.

4.1. Findings

There are three main sections in this part. The first is how students' parents view stress based on the context of their lives. The second part discusses the factors that contribute to their stress because of their multiple roles and responsibilities which may cause student parents to experience stress linked to the observation result. The final section discusses the methods used by student parents to deal with stress, in which I will examine the various strategies they used to handle the stress.

4.1.1. Student Parents' Perceptions about Stress

The first research question asked how participants perceived stress according to their understanding and experience. The interviews with male and

female student parents show that there are differences of opinion between them, therefore I mapped the answers into several themes.

4.1.1.1 Participants perceive stress as overthinking

Table 4.1. Participants perceive stress as overthinking

Participants	Transcript	Concept
Anton	Basically, stress is just a burden on the mind, such as fear and overthinking due to the accumulation of work that has not yet been completed. Usually, when work piles up, we are trembling about what to do first.	Overthinking
Imran	Apart from theory, I do not know what stress is, but in my opinion, stress is when you postpone work. Work that should be completed immediately is postponed, which ultimately causes tasks to pile up, which is where overthinking occurs. So, stress is the condition when we feel there is something wrong with ourselves due to several factors that are a burden on the mind. And I think about it all the time.	Overthinking
Faqih	Stress is a little bit of overthinking about what has happened, is happening, and will happen, but I always evaluate and reflect on myself. So far still okay.	Overthinking

From the information above, it can be seen that three male student parents perceive that stress as overthinking, as stated by Anton, Imran, and Faqih. Anton defines stress as a burden on the mind that arises from fear and overthinking due to the accumulation of unfinished work. They also mention that when work piles up, they feel anxious and confused about what to do first. From Anton's statement, it can be explained that overthinking involves excessive thinking about unfinished tasks and anxiety about work priorities. Next, Imran explains that he does not know what stress is in theory, but in his opinion, stress occurs when work is postponed. This delay causes tasks to pile up and leads to overthinking. He describes stress as a condition where something feels wrong within themselves due to several factors

that burden the mind, and they constantly think about this. Imran illustrates the concept of overthinking, where delaying tasks results in ongoing anxiety and mental burden. Faqih defines stress as a bit of overthinking about what has happened (past event), is happening (current event), and will happen (future event). However, he always evaluates or reflects on himself and affirms that he is still in good condition. Although he describes stress as a bit of overthinking, this participant shows that he uses self-reflection as a way to cope with overthinking. Based on this, these three participants demonstrate how they associate stress with overthinking or excessive thinking about their work and responsibilities.

4.1.1.2. Participants perceive stress as unreadiness

Table 4.2. Participants perceive stress as unreadiness

Participants	Transcript	Concept
Maher	In my opinion, stress is mental and spiritual unpreparedness for something that will be faced in the future, and also not believing in God, the owner of the heart.	Unpreparedness

From the answer above, it can be seen that there is one male student parent who believes that stress is unpreparedness, as stated by Maher. Maher defines stress as a lack of mental and spiritual readiness for something that will be faced in the future. This means that for Maher, stress arises when a person feels unprepared or unable to face upcoming challenges or situations. Maher also emphasizes the spiritual aspect in his definition of stress. He states that not believing in God, who is considered the owner of the heart, is also a source of stress. This indicates that Maher associates spiritual calmness and religious belief as important factors in

dealing with stress. The concept identified from Maher's statement is Unreadiness. Maher sees stress as a result of feeling unprepared, both mentally and spiritually, to face future situations. This unreadiness causes anxiety and discomfort identified as stress. Thus, Maher provides a more holistic perspective on stress, which includes mental, spiritual, and religious belief aspects. He links stress with the feeling of unreadiness to face the future and a lack of spiritual conviction, which is different from other participants' views that focus more on mental aspects and workload.

4.1.1.3. Participants perceive stress as burnout

Table 4.3. Participants perceive stress as burnout

Participants	Transcript	Concept
Mahdi	Stress is a burnout situation. I feel it every day as a father and student because of the accumulation of tasks that must be completed at one time.	Burnout

From the statement above, it can be seen that one of the male student parents stated that stress is a condition of burnout, as stated by Mahdi. Mahdi describes stress as a situation of fatigue or burnout. He feels that stress is the accumulation of tasks that need to be completed within a limited time, and this makes him feel exhausted both as a father and as a student. Based on Mahdi's statement, this stress case is identified as burnout. Burnout often occurs when someone feels overwhelmed by the demands or pressures of their work or responsibilities. In Mahdi's case, burnout is caused by the dual burden of being a father who has to fulfill family roles and a student who has to complete academic tasks. Mahdi's statement also reflects his personal experiences in dealing with daily stress. He directly associates stress with the feelings of fatigue or burnout in juggling his dual roles as a father and a student. Thus, Mahdi describes stress as a burnout situation that arises from the accumulation of tasks that need to be completed, with their

personal experience as a father and a student providing a unique perspective on how stress can affect his life.

4.1.1.4. Participants perceive stress as a challenging situation

Table 4.4. Participants perceive stress as a challenging situation

Participants	Transcript	Concept
Afif	In my opinion, stress is a challenging situation. A condition that must be resolved but requires more effort to complete it.	Challenging situation
Aris	I see things as problems and challenges which I need to solve. Sometimes the solutions to those problems are easy to find, while others are very complex and take longer to solve.	Challenging situation
Indah	In my point of view, stress is a natural response to challenging or threatening situations. I am facing many tasks that must be completed within a certain time.	Challenging situation

As seen from the table, three student parents stated that stress is a challenging situation. Two of them are male student parents, namely Afif and Aris, and one is a female student parent, namely Indah. Based on the statements above, they all view stress as a challenging situation with difficulties, problems, or tasks that require effort, problem-solving skills, and effective time management. The three participants categorized stress in a similar way, emphasizing the aspect of challenges inherent in stressful situations. Although there were slight variations in their descriptions, such as emphasis on effort (Afif), complexity (Aris), and time pressure (Indah), the main theme remained centered on the challenges posed by stress in managing tasks and responsibilities. Overall, these three participants agreed that stress arises as a challenging situation that requires effort, problem-solving skills, and effective time management, reflecting their experiences as student parents balancing academic activities with family responsibilities.

4.1.1.5. Participants perceive stress as an unstable emotion

Table 4.5 Participants perceive stress as an unstable emotion

Participant	Transcript	Concept
Arin	In my opinion, I am stressed when I am not in the mood, do not do anything, do not want to do anything, do not want to cook, do not want to read, do not want to do anything. I lost my focus because my emotions were unstable.	Unstable emotion
Hana	I have experienced stress a lot. For example, experiencing physical and mental exhaustion, emotional instability, time constraints, money worries, and so forth. An unpleasant mood or sensation that causes me to feel uneasy, perplexed, and unable to perform tasks effectively.	Unstable emotion
Naura	Stress cannot be avoided. But stress is not something that cannot be controlled because it all comes back to oneself, how we suggest to ourselves to remain happy in all situations.	Unstable emotion

From the table, it can be seen that three female student parents consider stress to be an unstable emotional condition, as stated by Arin, Hana, and Naura. Arin describes feeling stressed when their mood is unstable, resulting in a lack of motivation or interest in daily activities like cooking or reading. She associates her loss of focus with emotional instability. On the other hand, Hana experiences stress due to various factors such as physical and mental fatigue, emotional instability, time constraints, and financial worries. They emphasize that unpleasant feelings or sensations contribute to discomfort and hinder effective task performance. Naura states that stress is unavoidable but manageable. They highlight the importance of self-advice and maintaining happiness in challenging situations.

In terms of stress as emotional instability, participants view stress as closely related to emotional instability, where fluctuations in mood and feelings affect their ability to engage effectively in daily tasks. All three participants emphasize how

emotional instability contributes to their stress experiences. Whether it's a lack of motivation (Arin), unpleasant feelings (Hana), or the need for self-regulation (Naura), they acknowledge the role of emotions in influencing their stress levels. Hana provides a comprehensive view by mentioning multiple causes of stress, such as fatigue, time pressure, and financial issues, illustrating the multifaceted nature of stress. Meanwhile, Naura offers insights into coping mechanisms, suggesting that managing stress involves self-regulation and maintaining a positive mindset. Thus, these participants share the perspectives that stress involves managing emotional responses, highlighting the challenges in maintaining stability amid various stressors. Their statements underscore the importance of emotional regulation and personal resilience in effectively coping with stress.

4.1.1.6. Participants perceive stress as confusion

Table 4.6. Participants perceive stress as confusion

Participant	Transcript	Concept
Fina	Stress is confusion about which priorities should be prioritized. High levels of stress and confusion make a person unable to decide what to do when time is running out. A high level of stress comes when confusion comes.	Confusion
Nada	The situation when I was confused was choosing which one was the priority. There are so many things to do that sometimes make me confused about what I should prioritize first. That condition triggered me to experience stress.	Confusion

From the table above, it can be seen that two female student parents perceive that stress is confusion to decide something most important, as stated by Fina and Nada. In the above results, Fina explains that stress is the confusion about which priority should come first. High levels of stress and confusion make it difficult for a person to decide what to do as time runs out. She associates high levels of stress

with the confusion she experiences. Meanwhile, Nada describes situations where she is confused about what should take priority. There are so many things to do that sometimes it makes her unsure about what should be prioritized first. This condition triggers her stress.

Both Fina and Nada describe stress as the result of confusion in determining priorities. They find it challenging to decide what should be prioritized when faced with many tasks or choices. Both describe personal experiences where confusion leads to stress. This indicates that difficulty in managing priorities can be a significant source of stress for them. These two participants share a similar view on how confusion can cause stress, highlighting the challenges in managing tasks and priorities. Thus, Fina and Nada describe stress as a consequence of confusion in determining priorities, showing that difficulty in managing tasks and choices can be a major trigger of their stress.

4.1.1.7. Participants perceive stress as an incapability

Table 4.7. Participants perceive stress as an incapability

Participant	Transcript	Concept
Eki	Stress is something that is beyond our capabilities. Stress makes us feel like we've had enough and we do not have the energy or effort to do anything more. Yes, stress is the inability to solve problems. The problem is too large. Our capacity is not big enough to deal with this problem.	Incapability

From the table above, it can be seen that one of the female student parents perceives stress as incapability, as stated by Eki. Eki defines stress as a condition that arises when a situation or problem exceeds an individual's capabilities. She describes stress as a feeling of being overwhelmed and lacking the energy or effort to continue. For Eki, stress occurs when one feels incapable of solving a problem

because the problem is too large and beyond her capacity to handle it. This perspective identifies stress with a sense of incapability, where the individual perceives the challenges faced as insurmountable given her available resources and abilities.

4.1.2. The Causes of Stress among Student Parents

In the table below is a description of what causes stress experienced by student parents. The factors that cause stress experienced by student parents are more or less related to family problems, workload or academic matters, work pressure, and financial problems.

4.1.2.1. Family problems as stress causes among student parents

Table 4.8. Family problems as stress causes among student parents

Participant	Transcript	Concept
Anton	What stressed me out the most while being a student parent is when my child is sick. It definitely drains my time and energy because I have to help my wife to take care of my child. My family is the top priority in every situation I find myself in, followed by my career or my studies.	Family problems (child's health)
Maher	When my child was sick, as a father I feel guilty about not being able to help my wife care for my child because I am far from my family. Because I know that taking care of children is not easy, it is very tiring, sometimes I am even more worried that my wife experiencing more stress than me. She has to do a lot alone, there are so many children, she must be tired of taking care of them. That's why whatever my wife asks for, I fulfill it, whatever she asks for, I give it while I can. I feel less responsible towards my family, I also feel guilty because I can't guide my child directly. When I went to school in Australia, I brought my family. This is my first long-distance experience with my family.	Family problems (child's health)

Imran	What stresses me out the most is when my child is sick. My focus was disturbed from doing campus assignments because I had to take my child to the doctor. During the first semester, I rarely went to college because my child at that age was often sick. The progress is not good, and it makes me very stressed.	Family problems (child's health)
Mahdi	Having a sick and fussy child stress me out. Consequently, I struggled to manage my studies. I am dejected and unhappy. Parenting is a greater difficulty in our lives, one that affects mothers and fathers equally, particularly while the mother is nursing her child.	Family problems (child's health)
Afif	I had to be separated from my family, it took 4 months to meet my family. So far it is still manageable, it's just that I regret the time I missed with my children, as soon as I get home, I try to focus on my children.	Family Problems (live separately)
Faqih	This was my first time leaving my family, so the main issue was how much I missed my family. Especially if my child is sick, I think about it all day long.	Family Problems (live separately)
Aris	The beginning was very difficult because I had to live independently without a wife. Previously I was used to being served by my wife. Honestly, as a man, I also have biological needs that must be met. Usually, I will go home to fulfill this. And it was quite expensive because I had to go home by plane. On the one hand, being away from my family makes me focus on studying because my wife helps me take care of the household and children	Family Problems (sexual needs)
Indah	I feel stress when I am under pressure, feel overwhelmed, or have difficulty dealing with a situation. It started with difficulty managing time, then the family protested, and the workload was excessive, but on the one hand, I was happy to do it because it made me improve. I have 5 roles, as a mother, as a wife, as a child, as a community activist, and as a student. I have difficulty managing my time, to balancing all my duties and responsibilities in all roles. Sometimes my husband, children, or mother protest because.	Family Problems (child's health)

Arin	I experienced stress when giving birth to my 3rd child. Indeed, the campus does not force me to do the work, but if I leave it alone it will pile up. I am confused and stressed about prioritizing, even though family is always the main priority. If my child is sick, I am very stressed.	Family Problems (child's health)
Hana	My health problem, is a lack of support, as I mentioned above, I do not have family support. especially when my child is sick, it makes it even more stressful.	Family Problems (child's health)
Fina	When my plan does not work as scheduled. It is about time management, as sometimes there is something that is outside the plan, like the case of an emergency when the child gets sick, the child gets cranky all over the day.	Family Problems (child's health)
Naura	When my child was sick and had difficulty sleeping. Made me late in submitting the assignment, I think that was the hardest thing because at that time it was just me and my child. There was no one to help. We couldn't move elsewhere, so we had to face the situation without any other options. And usually, the child is sick, when his father is out of town on duty. If his father is at home, I can spend more time at the dorm because his father can take care of his child.	Family Problems (child's health)
Eki	I have 2 children, one in elementary school and one in kindergarten. The most worrying condition is when they are sick. Especially when my husband is sick, he can't help me prepare food for the children.	Family Problems (child's health)
Nada	I feel like I have too much work to do and like I do not have enough time to complete it all. My child often disturbs by calling me and they do not want to hang up.	Family Problems (child's disruption)

Based on the table above, it can be observed that most participants (Anton, Maher, Imran, Mahdi, Indah, Hana, Arin, Fina, Naura, and Eki) cited their children's health as a primary factor causing stress. When their children are sick, they feel drained of time and energy, find it difficult to focus on their studies, and experience feelings of sadness, guilt, and unhappiness. This indicates that their children's health significantly impacts their emotional and academic well-being.

Several participants (Maher, Afif, Aris) experienced stress due to living far away from their families. This separation makes them miss their families and feel pressured because they cannot be with them every day. They also feel worried and guilty for not being able to help their partners in caring for their children while they are away.

Participants (Indah, Fina, Naura, and Nada) expressed stress due to the difficulty of managing multiple roles and responsibilities, such as being a mother, wife, child, lecturer or community activist, and student. The pressure to balance all these roles, coupled with protests from family members and disruptions from children, adds to their stress burden. Hana and Naura mentioned that lack of support from family or partners exacerbates their stress. When their children are sick and there is no one to help, they struggle to face these situations alone.

4.1.2.2. Academic workload as stress causes among student parents

Table 4.9. Academic workload as stress causes among student parents

Participant	Transcript	Concept
Anton	In the past, I struggled to comprehend the context of various education faculty courses, such as statistics, Islamic education, educational psychology, and so on. I was late in submitting assignments, I had also not submitted assignments, even though my final grades were good, but because I did not submit many of my daily assignments, the accumulated score dropped. But I do not think about grades, the important thing is how to complete this study. Currently, what triggers my stress is my unfinished thesis.	Academic workloads
Maher	Regarding assignments, to be honest, I rarely collect them because the points are very few. Plus, the lecturer rarely gives feedback. But I still read it to provide discussion material in class. My busy life contributed to difficulties in academics, especially in my final project.	Academic workloads

Imran	Then my campus assignments are sometimes overloaded, so I do not get enough sleep because I have to look after the children with my wife. Sometimes I submit assignments late, and sometimes I forget to submit assignments.	Academic workloads
Mahdi	We set aside time in our schedules to deal with our kids' issues and work together on college tasks because most of the lecturer give assignment, and we struggle to finish them.	Academic workloads
Indah	I am too busy with my academic world. Meanwhile, campus assignments must also be completed. I had also been late several times in submitting assignments when my child was sick.	Academic workloads
Arin	Sometimes I submit my assignments late, and I ask the lecturer for permission, luckily the good lecturer gives me a grace period of 3 days.	Academic workload
Fina	College assignments are neglected. I've never submitted an assignment late, but I usually submit it as soon as possible, for example, if I am only 70% finished, I submit it as it is. Because lecturers sometimes do not check straight away. When I have time, I withdraw my assignment again and complete it 100%, only after I resubmit it, do I confirm it with the lecturer. And usually, lecturers understand.	Academic workload
Eki	Almost all courses have assignments, every week there are assignments. The most tiring thing is that there are lecture assignments and I have teaching responsibilities. Incidentally, my study assignments have not been approved by the ministry, so I continue to teach and lecture with very busy hours. Maybe Sunday is empty, but I spend it doing assignments. There are so many assignments, so my important target is not to be late. Sometimes I even get stuck. The biggest challenge during UTS and UAS. During UAS I taught from the village, so I couldn't focus.	Academic workload
Nada	Meanwhile, I have a lot of assignments, and I sometimes submit assignments late, and sometimes I do not submit them because I have been late for too long.	Academic workload

From the analysis in the table above, Anton reflects on his academic workload, mentioning struggles with understanding various education faculty courses and submitting assignments late, which affected their grades. Despite focusing more on completing their studies than grades, he is currently stressed about his unfinished thesis. This situation underscores the concept of academic workloads, where the volume and complexity of assignments and thesis work contribute to stress and challenges in managing academic responsibilities effectively. Maher discusses his approach to assignments, noting infrequent submission due to minimal point allocation and limited feedback from lecturers. His busy schedule as a student, worker, head of household, and father makes his academic progress increasingly difficult, especially regarding his final assignments. A large academic workload can cause difficulties in maintaining consistent academic performance and completing assignments on time.

Imran also mentioned difficulties with campus assignments which were too busy, disrupting his sleep, and sometimes resulting in being late in submitting assignments, or even forgetting to do them. His responsibilities at home, such as caring for children, added to his academic challenges, emphasizing the pressure of academic workload on personal time management and overall well-being. Mahdi explained that managing time for family responsibilities in addition to college assignments is important in order to be able to complete the tasks at hand. This situation reflects the concept of academic workload, where managing academic matters and personal responsibilities creates challenges in allocating time and completing assignments.

Indah shared her experience of being busy with academic commitments and sometimes submitting assignments late due to unexpected circumstances such as her child being sick. This situation highlights the impact of academic workload on the flexibility of submission deadlines and the stress associated with managing academic and personal responsibilities simultaneously. Similar to Arin who discussed his delay in submitting his assignment due to his child being sick, and receiving a grace period from an understanding lecturer. This reflects the challenges posed by academic workload, where the pressure to meet deadlines and manage the intensity of assignments impacts students' ability to submit assignments on time.

Fina explains her strategy for submitting assignments to meet deadlines, she submits unfinished work first and then revises it. These adaptive strategies reflect coping mechanisms in response to academic workload, where time management and workload demands are important for academic success. Eki explained the many weekly assignments in various courses as well as her dual roles as a student and lecturer. The added challenge of pending study assignment approval and teaching responsibilities highlights the complexities of academic workloads, where balancing teaching duties and personal study commitments requires meticulous time management and dedication. Nada mentions struggling with numerous assignments, occasionally submitting late due to time constraints.

4.1.2.3. Job pressure as stress causes among student parents

Table 4.10. Job pressure as stress causes among student parents

Participant	Transcript	Concept
Anton	I struggle with time management because I am also a father, a student, and a businessman. I run a business in the education sector, supplying books to schools. Sometimes I encounter problems and experience stress	Job Pressure

	when the books I should have received and distributed to the school arrive late. The school harassed me.	
Maher	Because I have to carry out three roles at once, have to study and work, and my responsibilities as a husband and parent cannot be ignored. I have a lot of work to do, sometimes I open two laptops at once while taking online classes, and also to finish my work.	Job Pressure
Eki	Then there is also the workload of being a lecturer that I have to fill. I have to write articles, I have to supervise students on their thesis, and organize KKN. The burden again when I come home is not only to focus on family, but I am still teaching and doing administration. I hope to get a study assignment letter so that I can be free from teaching duties. From the campus administration, I got permission. but the ministry is still being held back because this campus is not yet accredited. So, because the permit hasn't been issued yet, I have to continue carrying out my study assignments.	Job Pressure

From the analysis in the table above, Anton discusses his challenges with time management, exacerbated by his roles as a father, student, and businessman in the education sector. He mentions stress caused by logistical issues with book deliveries to schools, which impacts his business reputation and personal workload. This reflects the concept of job pressure, where the demands of multiple roles create stress and challenges in managing time effectively.

Maher shares his experience of managing three simultaneous roles: student, worker, and family member. He describes the overwhelming workload that requires them to multitask intensely, often using multiple laptops to handle college assignments and work responsibilities simultaneously. This situation illustrates the concept of job pressure, where the need to fulfill diverse responsibilities concurrently places significant pressure on time management and personal well-being.

Eki elaborates on her workload as a lecturer, involving tasks such as writing articles, supervising thesis students, and organizing community service programs (KKN). She expressed frustration with the administrative burden and the delay in receiving a study assignment letter, which would alleviate her teaching duties. This situation highlights job pressure due to the extensive responsibilities in academia, administrative challenges, and the impact on work-life balance, emphasizing the complexities of managing professional obligations alongside personal and family commitments.

4.1.2.4. Financial problems as stress causes among student parents

Table 4.11. Job pressure as stress causes among student parents

Participant	Transcript	Concept
Anton	My partner and I are of the sandwich generation where we also support our parents and in-laws. Therefore, we work together to meet common needs.	Financial Problems
Maher	It's just that the income here is not that much I think. Fortunately, I already have a business and teach online too. Because a week can be 1,4 million for the needs of my wife and children. Sometimes there are shortages, but when it comes to money, I try not to worry too much as long as my family is healthy because I always believe that Allah will provide a way of sustenance to fulfill everything	Financial Problems
Imran	I also have financial difficulties, because the income here is not that much for those who have a family. Children's needs are quite high. That's why I keep looking for opportunities to have side jobs such as teaching online.	Financial Problems
Mahdi	Then there are the financial issues; the high costs associated with this child's health issues are because my child's insurance is not guaranteed here. Compared to my home country, the expense of healthcare is significantly higher here and occasionally unjustified. I share the same hectic schedule as my spouse.	Financial Problems
Afif	I have to think about other jobs to have income. So, I freelance as an editor, but it's not that heavy.	Financial Problems

Faqih	As the head of the family, I sometimes worry whether I can support my family with a salary of this size because I only get 4 million here. In my opinion, this figure is petite to meet the needs of the family, especially if there are many children. Coincidentally, I only have 1 child, so I can still fulfill my needs. That's why I try to meet my family's living needs. Every day I teach online. My wife is a lecturer too, but we have responsibilities that must be met, so if I say it's not enough, it's not enough.	Financial Problems
Hana	Some factors that usually make me stressed are financial concerns. Here in Indonesia medical treatment is expensive so when my child gets ill, we are running out of money.	Financial Problems
Nada	I have financial problems too. I teach online while I have no class. I cannot go home often, because it costs money to get home, my husband is not a permanent worker, he only handles projects.	Financial Problems

From the analysis in the table above, Anton belongs to the sandwich generation, supporting both his parents and in-laws. This dual responsibility adds a financial burden, making it necessary for him and his partner to collaborate in meeting the family's needs. This highlights the concept of financial problems, where the pressure of providing for multiple generations creates significant economic stress. Maher, despite having multiple income sources, including a business and online teaching, his weekly family expenses often exceed his earnings, leading to occasional financial shortfalls. However, he maintains a positive outlook, trusting in divine providence. This reflects financial problems, showing how balancing expenses and income can be a persistent challenge.

Imran is the sole breadwinner because his wife only focuses on looking after the children and being a housewife, the high costs associated with raising children make her experience financial difficulties. To combat this, he continues to look for

additional income opportunities, such as teaching online. This narrative emphasizes financial problems, where insufficient income drives the need for additional work. Mahdi experienced the same thing, due to the high cost of his child's health which was not covered by insurance. What made him even more frustrated was when he compared more affordable health services in his country. This indicates financial problems associated with high costs of living and inadequate support systems. To meet financial needs, Afif also takes freelance work as an editor, whose workload is manageable. This illustrates financial problems, where finding additional sources of income is necessary to meet family expenses. As the main breadwinner with a mediocre salary, Faqih is worried about the family's sufficiency, especially considering the potential for having more children. Both he and his partner had teaching responsibilities, but their combined income was insufficient. This highlights financial issues, emphasizing the struggle to balance family needs with limited income.

Hana experiences stress due to financial concerns, particularly regarding the high cost of medical treatment in Indonesia. This stress is compounded when her child falls ill, depleting her financial resources. This scenario underscores financial problems, where healthcare expenses significantly impact financial stability. Nada, Financial difficulties arise from the need to teach online for extra income and the high cost of travel, preventing frequent trips home. Her husband's irregular project-based work adds to the financial instability. This reflects financial problems, where inconsistent income sources and high living costs create economic stress.

4.1.2.5. Time management as stress causes among student parents

Table 4.12. Academic workload as stress causes among student parents

Participant	Transcript	Concept
Anton	When working on this thesis, it was a very tight time. It takes a lot of time but I also have a lot of work to do. I sometimes get a little stressed facing situations that are all important. It's about time management.	Time management
Imran	I have difficulty allocating time for all the roles I have to play. As a father, student, and worker, it's not easy. What I have to do is determine priorities, whereas I think everything is important. If I prioritize my coursework, I worry that the others will be neglected, and vice versa. So, I prioritize those that are closer to the deadline first.	Time management
Fina	What confuses me sometimes is the issue of time management. When tasks come together, I'm confused about which one to do first. Usually, I release it first to lift my mood then break it down slowly.	Time management

From the analysis above, Aton, in discussing their thesis work, highlights the challenge of time management due to a busy schedule encompassing both academic commitments and other responsibilities. He expressed the stressful experience of facing many important tasks simultaneously, emphasizing the important role of effective time management in his academic pursuits. Imran discusses the difficulty of balancing various roles as a father, student and worker. He articulates the challenges of prioritizing tasks effectively, noting the tendency to view all responsibilities as equally important. To manage this, he implemented a strategy of prioritizing tasks based on deadlines, which aims to ensure that urgent tasks are completed first without neglecting other important responsibilities. Fina reflected on her occasional confusion regarding time management when tasks piled up. She described a strategy for handling tasks that initially improved her mood, followed by a systematic approach to handling other tasks gradually. This approach helps her

manage her workload effectively by reducing stress and regularly tackling each task over time.

In addition to interviewing parents, I conducted observations inside and outside the classroom. I conducted classroom observations in a quantitative class taught by Dr. Destina, a qualitative class taught by Prof. Emi, and an Islamic Studies class taught by Prof. Abdullah Sahin. I chose these classes because many participants were there. I looked at four things in the classroom. The first was how they managed their time. Whether they were often late or on time, I still paid attention to the presence of the parents. Frequent absences or tardiness among students can cause stress and poor time management. Second is concentration; I observed how well the parents could focus on the material being taught because stress can affect a person's ability to concentrate. Second, I observed how well the parents could focus on the lesson; stress can interfere with a person's ability to concentrate. Next was engagement; I observed how involved the parents were in class discussions. Students who are stressed may be less enthusiastic about participating. Finally, I observed how the parents engaged with their peers and instructors because stress can affect a person's social interaction and communication capacity.

During class observation, I only observed 6 Ph.D. batch 2 students. In the Quantitative class which started at 09.00-11.30, I saw three parents of students arriving on time: one male student, Faqih, and two female students, Fina and Naura, and the rest arrived late, namely Aris, Eki, and Nada. Likewise, the four of them looked focused, but two were not focused because I saw them updating WhatsApp stories during class hours and replying to incoming messages while the lecturer was explaining the material. In the interaction between classmates and the lecturer, four

people interacted well, but some were less enthusiastic in communicating because they did not give their opinions during the lecture. The Qualitative and Islamic Studies classes were held online, and I saw several parents of students attending this class, namely Mahdi, Faqih, Aris, Hana, Fina, and Eki. All parents of students arrived on time. Mahdi, Faqih, Aris, Fina, and Eki actively participated in class discussions. They looked focused during the learning process. I also found two students who were less active in class participation, they looked unenthusiastic. After interviewing the two less enthusiastic participants, the reasons behind their lack of involvement in this learning session were discovered. The first participant felt unsure of his ability to grasp the material taught in front of other participants and was afraid of making mistakes or feeling less able to participate actively. The other participant was experiencing personal or emotional problems such as family problems, friendship problems, or other emotional challenges that affected his focus on learning. Emotional problems arising from these personal problems, such as sadness, disappointment, or anxiety, can interfere with participants' concentration in class. This can make it difficult for them to be actively involved in discussions or other class activities.

In the outside classroom observations, I conducted indirectly or without telling the participants that I was observing them. I observed several things: First, how the student parents managed their time in balancing work, family obligations, and college assignments. The second area I looked at was interactions with children. Whether they are taking their children to class or arranging childcare while they are in college, I witness how parents of students successfully balance their roles as parents and students. After that, I saw how parents of students manage their

workload on campus. whether they complete assignments on time and attend classes responsibly. The latter looks for indications of stress related to their work outside of college.

From Monday to Friday, I see Faqih, routinely going to campus in the morning to attend lectures and continue working on assignments. Meanwhile, Imran, Mahdi, Afif, Indah, and Arin go to campus only to work on assignments because there are no classes and focus on their thesis or assignments. Even though there are no classes on Thursday, Faqih goes to campus to read or complete assignments and also do online teaching. There are even some parents of students who still go to campus on holidays or holidays like Afif and Arin. They usually do not do their assignments in their rooms; they feel that it is not effective to do assignments in their rooms because they are easily sleepy. In order to balance their duties as parents of students, they usually come to class early (if there is one), and they usually call their children during break time. Sometimes some children do not want to end the call because they miss their parents who live far away. Some children often call their parents to come home soon, some also take their children to campus during holidays.

To carry out academic responsibilities, sometimes I find them only leaving campus at night because when they are at home, they have to make sure not to bring their work home and focus on their children and families. Some of them do their assignments in the afternoon. Everyone on campus has a favorite place; some parents of students like to be in the study room, such as Anton, Maher, and Imran. Some are in the doctoral room like Afif and Arin, and some are in the library like Mahdi, Faqih, Indah, and Eki. A small number of them decide to go straight to the dormitory and finish their assignments alone in their respective rooms. To carry out

their work responsibilities, sometimes they have to finish preparing materials to be taught to students after completing their assignments. There are those who just come home from campus or the dormitory at 7 pm or even 9 pm.

4.1.3. Stress-Coping Strategies by Student Parents

In the table below, student parents describe the strategies they use to cope with stress in two styles: Problem Focused Coping (PFC) and Emotion Focused Coping (EFC). According to Lazarus and Folkman, PFC is an action-oriented approach directed at problem-solving. The strategies included in problem-focused coping are: 1). Planned problem-solving involves reacting by making special efforts to change the situation, using an analytical approach to problem-solving. 2). Confrontational coping requires reacting to change the situation, which often involves some risk. 3). Seeking social support involves reacting by seeking support from external sources, including information, tangible help, or emotional support. Meanwhile, EFC is emotion-focused coping involving efforts to change emotional functioning without directly trying to change the stress trigger. Emotion-focused coping behavior is often carried out when individuals feel unable to change a stressful situation and can only accept it because the resources they have are insufficient to overcome the situation. The strategies included in coping that focus on emotions are: 1). Positive reappraisal involves reacting by creating positive meaning with the goal of personal growth, often involving involvement in religious activities. 2). The reaction is to accept by growing awareness of one's role in the problems faced and trying to put everything as it should be. 3). Self-control involves reacting

by regulating feelings and actions. 4). Distancing aims to maintain distance so as not to get into trouble. 5). Escape/avoidance means avoiding the problem at hand.

4.1.3.1. Participants' coping strategies using Emotional Focus Coping (EFC)

Table 4.13 Participants' coping strategies using Emotional Focus Coping (EFC)

Participants	Transcript	Concept
Anton	I release stress first, after calming down, I try to solve the problem I am facing. I need some time by myself to think. Maybe it lasts no more than a week or two. Sometimes stress has a negative impact on things such as smoking, getting drunk, and having fun. After having fun, if the issue still persists, I usually turn to God for help. If it does not, I resume my regular activities.	EFC (Escape/ avoidance)
Maher	When I feel stressed, I go to do some physical activities like exercise. After release, I do the time management, setting priorities, and creating a schedule can help me reduce feelings of being overwhelmed and hang out with my friends.	EFC (Escape avoidance)
Imran	When I am stressed, I usually play with my son to release the stress.	EFC (Escape/ avoidance)
Mahdi	I usually play soccer, futsal, or other exercise.	EFC (Escape/ avoidance)
Afif	I usually handle my emotions first before I try to solve the problem. I divert it because when I am emotional I can't think clearly. I usually watch movies with friends, if it does not work out I like to just go out aimlessly, ride my motorbike around, and go home if I am tired. Sometimes, I also like to reflect on what happened yesterday.	EFC (Escape/ avoidance)
Faqih	I usually go to exercise outside Depok, meet new people, and chat with new people who do not know each other, because usually when I am stressed, I am too lazy to make conversation with friends or	EFC

	people I know. Then sometimes to relieve stress I also watch dramas and listen to upbeat music, not mellow.	(Escape/avoidance)
Indah	I prefer to calm my emotions first. Trying to recognize my emotions. But getting to this stage also took a lot for me, sis. The important thing is that I reflect on myself. I do self-reflection by writing. Trying to understand my emotions by writing actually had an impact on me. After writing, I felt very relieved.	EFC (Self-reflection)
Arin	When I feel stressed, I usually take ablution, and sholat, I take sujud for a very long time, and admit to the Almighty that I am nothing without Him. Besides, I also do what I love; playing violin, eating, sleeping, and sometimes going to Rumah Yatim (orphanage).	EFC (Positive reappraisal)
Hana	I pondered alone for several hours, whether this complicated situation was because I had sinned a lot, as a rebuke from God, or because I was being tested by God. Spiritually, I will be closer to Allah. I increase my worship and pray more. If it's a family problem I discuss it with my wife. If it's a college or work problem I discuss it with my friends and team. The rest I leave to God.	EFC (Positive reappraisal)
Fina	Take a moment for self-relieved, alone, but sometimes if it is not possible as I only live with my child where my husband is going to have work out of the city, I will just take a deep breath and drink water, saying Istighfar. Alhamdulillah most of the time it works.	EFC (Self-reflection)
Naura	When I am stressed, I won't work on any of my tasks and give myself time to do anything I enjoy. Sometimes I cry first and then pray. I am more accepting of emotions and try to find the lesson from the problem. I try to pray and ask for calm. When a problem is solved, I am someone who seeks solutions through istighfar or finding peace. When stressed, I refrain from working on tasks and give myself time to engage in activities I enjoy. Sometimes I tell my parents, but my husband forbids me because I am afraid of being a burden on my parents.	EFC (Positive reappraisal)
Eki	I will express my emotions first by writing, I tend to accept problems and then try to solve them. If I can't stand it anymore, I will tell people I trust, such as my husband and class members.	EFC

		(Self-reflection)
Nada	I like listening to music that makes me happy first, I also like watching Shopee Live too even without checking out, for diversion, then move on to the problem at hand.	EFC (Escape/avoidance)

From the participants' answers above, almost all participants took an approach to dealing with stress by releasing emotions or EFC. It can be seen that 13 participants carried out EFC as their stress-coping strategies, namely Anton, Maher, Imran, Mahdi, Afif, Faqih, Indah, Arin, Hana, Fina, Naura, Eki, Nada. Participants use various methods to divert their attention from stress or try to avoid it temporarily by engaging in physical activities. Anton, Maher, Imran, Mahdi, and Faqih use the avoidance strategy to cope with stress, such as diverting their attention or temporarily avoiding the problem. Participants use activities such as exercise (Maher and Faqih), family time (Imran), entertainment (Afif, Faqih), and spiritual practices (Anton) to escape or divert from stressful situations temporarily. Some participants (Anton, and Afif) mention managing emotions before attempting to solve problems, suggesting a need to achieve emotional stability before tackling issues. Faqih emphasizes seeking new social interactions to alleviate stress, preferring interactions with unfamiliar people during stressful times. Nada uses music and watching live streaming as a way to initially divert attention from stress before eventually confronting the issues at hand. Activities such as listening to enjoyable music and watching live streaming are used as tools to distract from stress, possibly to soothe emotions or feel better before addressing deeper problems.

4.1.3.2. Participants' coping strategies using Problem Focus Coping (PFC)

Table 4.14. Participants' coping strategies using Problem Focus Coping (PFC)

Participants	Transcript	Concept
Aris	I have to complete the assignment immediately so that it does not become a burden. I am never late in submitting assignments. Because I already have a plan for what assignments I have to do in a day.	PFC (Planning and directly solving the problem)

From the table above, it can be seen that only one male student parent uses planning and directly solving the problem (PFC) in dealing with stress, namely Aris. Aris explains that when he stressed out, he copes by planning and immediately completing his tasks. He emphasizes the importance of finishing tasks quickly to prevent them from becoming burdensome. Aris also states that he never misses deadlines for assignments because he already has a plan in place to complete their daily tasks. Aris uses a planning strategy to deal with stress, maintaining a structured plan to complete his tasks on time.

4.2. Discussion

In this section, I will analyze how the correlation of research with the research question. As in Finding, I will also describe student parents' perceptions of stress, the factors that cause them stress, which will then be linked to the results of observations, and finally describe their strategies in coping with their stress.

4.2.1 Student Parents' Perceptions of Stress

The first research question asked how student parents view stress based on their understanding and experience. The research results show interesting variations in perception:

1. Overthinking:

Anton, Imran, and Faqih's perception of stress as overthinking or excessive thinking aligns with the Cognitive Theory of Stress proposed by Lazarus and Folkman (1984). This theory posits that stress arises from an individual's cognitive appraisal of a situation as threatening or challenging, exceeding their perceived coping resources.

In the context of student parents, overthinking can be categorized as stress because:

- a) It involves repetitive negative thought patterns (rumination) that can exacerbate anxiety and depression (Nolen-Hoeksema, 2000).
- b) It can lead to cognitive distortions, where individuals magnify potential negative outcomes or minimize their ability to cope (Beck, 1976).
- c) Excessive thinking can interfere with problem-solving abilities and decision-making processes, further increasing stress levels (Lyubomirsky et al., 2015).
- d) It can disrupt sleep patterns and concentration, affecting academic performance and parenting responsibilities (Thomsen et al., 2003).

The prominence of cognitive aspects in these students' stress experiences suggests that interventions focusing on cognitive restructuring and mindfulness techniques could be particularly beneficial.

2. Unpreparedness:

Maheer's view of stress as mental and spiritual unpreparedness can be understood through the lens of the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984) and the concept of Spiritual Intelligence (Emmons, 2000).

This perception is categorized as stress because:

- a) It reflects a perceived imbalance between the demands of a situation and one's resources to cope, which is a fundamental aspect of stress (Lazarus & Folkman, 1984).
- b) The inclusion of spiritual unpreparedness suggests a lack of meaning-making or existential coping strategies, which can exacerbate stress (Park, 2010).
- c) Mental unpreparedness can lead to decreased self-efficacy, a key factor in stress resilience (Bandura, 1997).
- d) The holistic nature of this view (mental and spiritual) indicates that stress impacts multiple dimensions of well-being, potentially leading to more severe outcomes (Seaward, 2018).
- e) Spiritual unpreparedness may lead to a crisis of meaning or purpose, which can intensify the experience of stress (Frankl, 1985).

Addressing this form of stress may require interventions that enhance both cognitive preparedness (e.g., study skills, time management) and spiritual well-being (e.g., mindfulness practices, existential counseling).

3. Burnout:

Mahdi's description of stress as a burnout situation aligns with Maslach's Burnout Theory (Maslach & Jackson, 1981) and the Conservation of Resources (COR) Theory (Hobfoll, 1989).

This is categorized as stress because:

- a) Burnout is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, all of which are severe manifestations of chronic stress (Maslach et al., 2001).
- b) The dual demands of being a student and parent can lead to resource depletion, a key factor in burnout according to COR theory (Hobfoll, 2001).
- c) Burnout can result in decreased academic performance, reduced parenting efficacy, and compromised physical and mental health (Schaufeli et al., 2002).
- d) It can create cynicism and negatively impact academic and family issues (Maslach & Leiter, 2016).
- e) When experiencing burnout, the body's system responds that the body has worked too hard, and can disrupt physiological and psychological conditions (McEwen, 1998).

To overcome this type of stress, it can be done by managing boundaries, filling energy sources, and better self-care efforts that are tailored to the unique challenges of student parents.

4. Challenging situation:

The perception of stress as a challenging situation is a condition where someone must make an effort to overcome the problems they face. As explained by Afif, Aris, and Indah, this can be understood through the perspective of the Challenge-Hindrane Stressor Framework (Cavanaugh et al., 2000) and Selye's Eustress concept (Selye, 1974). Challenging situations are categorized as stress because:

- a) There is a sense of pressure and demanding conditions faced by someone (Lazarus & Folkman, 1984).

- b) The need for increased effort can lead to physical and mental fatigue if not balanced with adequate recovery (Meijman & Mulder, 1998).
- c) While viewing stress as a challenge can be adaptive, it may also lead to overextension and neglect of self-care (LePine et al., 2005).
- d) The action-oriented perception may result in problem-focused coping strategies, which, while often effective, can be draining if overused (Carver & Connor-Smith, 2010).
- e) The constant need to exert more effort can lead to a state of chronic stress activation, potentially resulting in allostatic load over time (McEwen & Wingfield, 2003).

Interventions for this form of stress should focus on enhancing problem-solving skills, time management, and maintaining a balance between challenge and recovery.

5. Unstable emotions:

Arin, Hana, and Naura's view of stress as an unstable emotional condition aligns with the Emotional Dysregulation Model of stress (Gratz & Roemer, 2004) and aspects of the Polyvagal Theory (Porges, 2007).

This is categorized as stress because:

- a) Emotional instability is a common manifestation of the body's stress response, reflecting activation of the sympathetic nervous system and the hypothalamic-pituitary-adrenal (HPA) axis (Tsigos & Chrousos, 2002).
- b) Unstable emotions can lead to difficulties in interpersonal relationships, affecting both academic collaborations and parent-child interactions (Kring & Sloan, 2009).

- c) Emotional dysregulation is associated with increased risk for various psychopathologies, including anxiety and depression (Aldao et al., 2010).
- d) The experience of emotional instability can be cognitively taxing, reducing available resources for academic tasks and parenting responsibilities (Gross, 2002).
- e) According to the Polyvagal Theory, prolonged states of emotional instability can lead to a chronic activation of the sympathetic nervous system, potentially compromising health and well-being (Porges, 2007).

Interventions for this form of stress should focus on emotion regulation strategies and mindfulness practices.

6. Confusion:

Fina and Nada perceive stress as confusion in determining priorities reflecting aspects of Attention Control Theory (Eysenck et al., 2007) and the concept of Decision Fatigue (Baumeister, 2003). This is categorized as stress because:

- a) Confusion in determining priorities results in decreased decision-making ability and increased stress levels (Schwartz, 2004).
- b) Confusion in determining priorities in carrying out tasks effectively can result in poor time management, increased stress and decreased academic performance (Macan et al., 1990).
- c) Continuous confusion about priorities can lead to a state of chronic uncertainty and can trigger significant stress (Greco & Roger, 2003).
- d) Confusion in prioritization can lead to a state of decision paralysis, increasing overall stress levels (Schwartz, 2004).

- e) The inability to effectively prioritize tasks can result in poor time management, leading to increased pressure and potentially lower academic performance (Macan et al., 1990).
- f) Constant confusion about priorities can lead to a state of chronic uncertainty, which is a significant stressor in itself (Greco & Roger, 2003).
- g) The mental effort required to continually reassess priorities can deplete cognitive resources, leading to decision fatigue and reduced self-control in other areas (Baumeister et al., 1998).
- h) Confusion about priorities may reflect a broader sense of role conflict between student and parent identities, which is a significant source of stress (Goode, 1960).

Interventions for this form of stress should focus on enhancing decision-making skills, time management techniques, and strategies for balancing multiple roles.

7. Incapability:

Eki's view of stress as something beyond one's capacity aligns with the Self-Efficacy Theory (Bandura, 1977) and aspects of the Learned Helplessness Model (Seligman, 1975).

This is categorized as stress because:

- a) A perceived lack of capability can lead to a sense of helplessness, which is a significant predictor of stress-related psychopathology (Abramson et al., 1978).
- b) Low self-efficacy beliefs can result in avoidance behaviors, potentially leading to academic procrastination and parenting difficulties (Zajacova et al., 2005).

- c) The perception of incapability can activate the body's stress response systems, leading to increased cortisol levels and other physiological stress markers (Dickerson & Kemeny, 2004).
- d) Feeling overwhelmed by demands can lead to a state of cognitive overload, further reducing problem-solving abilities and exacerbating stress (Sweller, 1988).
- e) The mismatch between perceived demands and resources is a fundamental aspect of the stress experience according to the Transactional Model of Stress (Lazarus & Folkman, 1984).

Interventions for this form of stress should be done by building self-efficacy, increasing problem-solving skills, and mapping problems so that they can be controlled and managed better. The varying perceptions of stress among parents of students illustrate the differences in experiences felt and how they view stress. This finding shows that the diverse experiences of stress experienced by student parents are subjective and influenced by various factors, both internal and external. Therefore, a personalized way of dealing with stress is needed in dealing with stress among parents of students.

Furthermore, according to the statements of all male and female student parents, most male student parents perceive stress as a condition of unreadiness, burnout, overthinking, and challenging situations. However, most female student parents perceive stress as emotional instability, incapability, and confusion. All student parents' answers follow Lazarus and Folkman's theory that considers stress as a process and transaction-oriented including feelings, thoughts, and the way people deal with things (Lazarus and Folkman, 1984). They asserted that stress is when a

person's relationship with their environment is considered too difficult to overcome. Stress occurs when a person feels the demands of an external situation exceed their coping capacity. In sum, stress is a relationship between environmental and biological stimulus responses (Lazarus and Folkman, 1984).

4.2.2. Stress Factors Among Student Parents

The second research question sought to identify factors contributing to stress among student parents. The research results revealed several key factors:

1. **Family Issues:** This factor, especially related to children's health, emerged as the main cause of stress for the majority of participants. This indicates that parental responsibilities have a significant impact on students' stress levels. This stress affects their emotional well-being and their ability to focus on studies, emphasizing the importance of family support and effective stress management strategies for student parents.
2. **Academic Workload:** The large number of assignments that student parents have to complete is a significant source of stress for students with children. This situation emphasizes that academic workload is a continuous challenge for student parents. Peer support and better time management strategies are needed to help them balance academic responsibilities and family obligations more effectively.
3. **Work Pressure:** For student parents who are also working, managing work responsibilities alongside studies and family matters adds to their stress levels. In the discussion above, it can be found that high work pressure and the dual demands of being a parent and a student create significant stress among student parents. Better discussion partners and time management are

needed to be able to cope with all the responsibilities and pressures that come with the world of work.

Additional supports are needed to assist them in balancing work and academic responsibilities more effectively.

4. **Financial Problems:** Financial limitations, especially in meeting family needs and health costs, became a significant source of stress because financial problems contribute to a cycle of stress and economic instability, it affects the participants' ability to focus on other important aspects of their lives, such as their studies and family responsibilities. The need for better financial support systems, more stable income opportunities, and affordable essential services to alleviate the financial pressures faced by individuals and families.
5. **Time Management:** Difficulty in allocating time for various roles and responsibilities emerged as a common stress factor. The ability to manage time is very important for everyone, especially for student parents who have multiple roles.

Lianovanda, D. (2022, June 10) explains several benefits when someone is able to manage stress. The first is that it can reduce stress levels, increase productivity and be able to finish on time, so that you can have free time for hobbies or for family. In addition, the ability to manage stress can also build a positive image, which can increase opportunities for career advancement.

The tips given by Lianovanda, D. (2022, June 10) for success in time management include:

- a. Make a to-do list: make a list of tasks that must be completed for daily life. Prioritize work based on urgency, and don't get caught up in work that is not too important.
- b. Set a deadline for each task: so that it can help avoid procrastination and estimate the work will be completed on time.
- c. Take a short break: this is very important to do to avoid burnout in the brain because it can help refresh the mind so that it can increase productivity.
- d. Avoid multitasking: try to focus on one task first because thinking and doing many things at one time can reduce efficiency and quality of work.
- e. Limit distractions: Mobile phones are usually the main distraction. It is necessary to focus and turn off notifications on mobile phones first while working. Things that are not too important or that are considered disturbing should be avoided.
- f. Use time management tools: In this digital era, many applications can help make human work easier. In this case, time management applications or tools to organize schedules, and remind tasks can be used.

These findings affirm the complexity of challenges faced by student parents. These factors are interrelated and can reinforce each other, creating a cycle of stress that is difficult to break. For example, family problems can affect academic performance, which in turn can affect job prospects and financial situations. Observational results also support these findings, showing how student parents struggle to manage their time between academic obligations and family. Behaviors such as working on assignments until late at night on campus or bringing children to campus on holidays reflect their efforts to balance various responsibilities.

Based on the explanation of all the participants above, it can be seen that the most common factor that causes them stress is when their child is sick, followed by academic problems, financial problems, job pressure, and time management. Participants' statements are in line with previous research conducted by Munoz et al. (2022), Evans & Kelly (2004), Wati (2021), Zulfikar & Nurhayati (2021), and Safitri (2019) who state that the challenges faced by married students are related to time management, college and work assignments, childcare, and financial problems. Likewise, according to several authors, stress triggers can come from inside and outside the body. Stress occurs because several authors say a stressor is perceived and interpreted by the individual as a threat, thereby causing stress. Any event that requires an individual to adapt has the potential to cause stress. Apart from that, if there is internal pressure within a person that exceeds the optimal limit, it can cause stress. Therefore, stress triggers can come from various factors inside the body or external or social factors (Carroll, 2019).

During my three-week observation at UIII campus, I gained insight into how student parents use various strategies to manage their time, balance responsibilities, and carry out their duties as workers who also have to take care of their families and fulfill their obligations as students. This in-depth analysis explores various aspects of daily routines, such as the habit of attending classes, doing assignments outside of class hours, student parent interactions with their children, things that I learned from the observation include:

1. Time Management and Attendance:

The observation period revealed different patterns in how student parents go to campus. Faqih showed a strong commitment to his academic activities by

consistently attending campus from Monday to Friday. This regular attendance not only allowed him to participate in scheduled classes but also provided specific time to complete his assignments outside of class hours, as well as do online work that was also done on campus. Faqih's approach suggested a structured routine that prioritized academic responsibilities and potentially set aside weekends for a break from the routine. In contrast, Imran, Mahdi, Afif, Indah, and Arin adopted a more flexible approach to campus attendance. These individuals chose to come to campus primarily when they had specific tasks to complete, such as working on assignments or focusing on their thesis. This strategy demonstrates a more targeted use of campus resources, potentially providing a better balance between academic and family responsibilities. By coming to campus only when necessary, these students were able to maximize time with their families while still fulfilling their academic obligations. Interestingly, some student parents, such as Afif and Arin, demonstrated extraordinary dedication by willingly coming to campus on holidays to complete their assignments. This behavior demonstrates a strong commitment to their academic goals and a willingness to sacrifice personal time to ensure academic success. It also highlights the challenges that student parents face in finding uninterrupted time for their studies, which sometimes requires using holidays or weekends to catch up on work. The diverse attendance patterns observed among student parents reflect the diverse strategies used to balance their dual roles. While some opted for a consistent daily routine, others preferred a more flexible approach, tailoring their campus attendance to their specific needs and circumstances. This diversity in time management strategies

underscores the importance of providing flexible learning options and support systems that can accommodate the unique needs of student parents.

2. Study Location Preferences:

The observation period showed that parents of students at UIII campus have different study location preferences, each choosing an environment that best suits their learning style and needs. This diversity of study location choices highlights the importance of providing a variety of spaces on campus to accommodate different study preferences and learning habits. Anton, Maher, and Imran showed a clear preference for study rooms. This choice may be due to the structured environment that study rooms typically offer, with quiet zones and individual workspaces. Such an environment can be very beneficial for students who need few distractions to concentrate effectively on their coursework. Study rooms can also provide students with a sense of community, as they work with peers who share the same focus on their academic activities. In contrast, Afif and Arin chose the doctoral room to complete their assignments. This choice may indicate their higher academic standing or the nature of their work, which may require a more specialized environment. Doctoral rooms make an ideal choice for students involved in more complex or specialized academic work. Additionally, doctoral rooms may offer a quieter and more secluded environment, which may be particularly appealing to parents of students who want to maximize their productivity during limited study time.

Mahdi, Faqih, Indah, and Eki indicated a preference for the library as their primary study location. Libraries offer a wealth of resources, including books, journals, and digital materials, which are invaluable for academic research and

writing. The choice of library may also reflect students' need for a variety of study environments in one location, as libraries provide a variety of spaces such as quiet reading rooms, group study areas, and computer labs. For student parents, the comprehensive library resources allow them to complete their work more efficiently.

Interestingly, a small number of students chose to return directly to the dormitory and complete assignments in their rooms. The preference for studying in their residence may be driven by a variety of factors. Some students may be introverts, finding comfort and familiarity in their personal environment, leading to increased focus and productivity. Others may choose this option to better manage their time, and allow for a more flexible study schedule. For student parents, studying in a dorm room can also provide an opportunity to multitask, allowing them to be present with their children while still making progress on their academic work. The diversity of study location preferences observed among student parents on the UIII campus underscores the importance of providing a variety of learning environments to meet different learning styles and needs. By offering a variety of options, from structured study spaces to resource-rich libraries and comfortable dorm spaces, campuses can support the academic success of student parents while recognizing their unique challenges and preferences.

3. Communication Patterns with Family:

Furthermore, this observation period revealed how student parents interact with their family members, especially with their children as their responsibilities as parents. While pursuing their academic goals, they must also

be able to manage their time to maintain good communication with their families. This communication pattern highlights the emotional challenges faced by student parents and the strategies they implement to foster good relationships with their families despite the distance that separates them. During break time, many student parents were seen calling their children. This behavior underlines the strong emotional bond between student parents and their children, as well as the parents' commitment to maintaining regular contact despite their very busy academic and work schedules.

These brief moments of connection likely serve many purposes: There is an unbreakable emotional bond and connection between parents and children, parents check on their children's well-being, to continue paying attention to their children as a form of emotional support and moral responsibility as parents. This can maintain a close relationship between children and parents. Then, I found cases of children who were reluctant to end phone calls because they did not want to be far from their parents. This reveals the emotional impact that distance can have on parents and children in pursuit of higher education. This reluctance highlights the challenges of separation and the importance of these communication moments for both parents and children. It also suggests that student parents may experience feelings of guilt or anxiety about being away from their children, potentially impacting their academic focus and overall well-being. To address the challenges of physical separation, some students took the initiative to bring their children to campus on their days off.

This practice demonstrates a proactive approach to balancing academic and family responsibilities. By integrating their children into their academic

environment, even if only occasionally, these student parents are able to share an important part of their lives with their families. This approach can help children better understand their parents' absence and potentially reduce feelings of separation anxiety. In addition, these campus visits can inspire children academically, introducing them to the higher education environment at an early age, thus instilling in them the desire to follow in their parents' footsteps in pursuing higher education.

The observed communication patterns and strategies for maintaining family relationships highlight the complex emotional landscape experienced by student parents. While pursuing their academic goals, these individuals must also manage the emotional needs of their children and their own feelings of separation. Frequent phone calls and campus visits demonstrate the creative ways that student parents bridge the gap between their academic and family lives. This observation underscores the importance of institutional support for student parents.

Furthermore, these communication patterns suggest the need for emotional support services tailored to the unique challenges that student parents face. Counseling services that address separation, guilt, and stress management can be invaluable in helping students navigate the emotional complexities of their dual roles. By recognizing and supporting the communication needs of student parents, universities can contribute to the well-being of students and their families, potentially improving academic outcomes and overall satisfaction with the higher education experience.

4. Task Completion Strategies:

Then, the observation period revealed various strategies for completing assignments used by student parents on the UIII campus, reflecting their efforts in balancing academic responsibilities. These strategies demonstrate the ingenuity and determination of student parents in maximizing productivity and managing their time effectively. One important strategy observed was the tendency of some students to stay on campus until late at night to complete their assignments. This approach allows them to create a clear separation between academic and family responsibilities, ensuring that they can fully focus on their studies while on campus and dedicate their time at home entirely to their families. By extending their working hours on campus, these students aim to minimize academic distractions at home and perhaps reduce feelings of guilt for neglecting family time to study. However, this late-night study strategy on campus certainly has its own challenges. It can lead to potential burnout if not managed carefully. In addition, it can put a strain on family relationships if being on campus for a long time causes a significant reduction in time at home. The effectiveness of this approach likely depends on factors such as the support system at home, the age of the child, and the overall family dynamics. In contrast, other students were observed working on assignments in the evenings after class.

This strategy suggests an attempt to maintain a more traditional workday schedule, potentially allowing for evenings at home with family. By working on assignments immediately after class, these students were able to capitalize on the momentum of the academic day and the availability of campus resources.

This approach can lead to a more balanced daily routine, although it may require good time management skills to ensure all assignments are completed within the limited time available. The diversity in assignment completion strategies highlights the individual nature of balancing academic and family responsibilities. What works for one parent may not work for another, depending on their course load, family situation, and personal preferences.

This diversity of approaches underscores the need for flexibility in academic policies and support services to accommodate the varying needs of parent students. Furthermore, observing these diverse assignment completion strategies suggests the potential benefits of peer support groups or mentoring programs for parent students. Sharing strategies and experiences can help students refine their approaches to balancing their responsibilities and potentially discover new, effective methods for managing their dual roles. The task-solving strategies observed among parents of students at UIII campus demonstrate their commitment to academic success and their creativity in facing the challenges of higher education while raising a family.

Universities can support these diverse strategies by ensuring access to campus facilities and resources during long work hours, providing quiet study spaces that are available late into the evening, and offering childcare services tailored to different study schedules. Additionally, academic advisors can work with parents to develop personalized time management strategies that align with their unique circumstances and preferences.

6. Role Balance:

The observation period provided insight into how parents of students on the UIII campus navigate the complex task of balancing multiple roles, particularly those with additional professional responsibilities outside of academic and parenting duties. This juggling act highlights the remarkable resilience and time management skills of these individuals, as well as the potential stress and challenges they face in fulfilling their multiple obligations. Several students were seen engaging in professional work, such as online teaching, alongside their academic pursuits. These individuals demonstrated impressive multitasking abilities, often completing the preparation of teaching materials after completing their coursework. This practice demonstrates the immense pressure that parents of students experience to maximize every available moment in their daily lives. By combining professional responsibilities with academic work, they effectively extend their productive hours and potentially reduce the time available for rest and family interaction.

The observation that some students only returned from campus around 7 or 9 p.m. further underscores the long days that these students must endure in their efforts to fulfill their dual roles. These late returns suggest that parents of students are pushing themselves to the limit, perhaps sacrificing personal time and family interaction to meet the demands of their multiple responsibilities. This intense balancing act raises important questions about the sustainability of these practices and their potential impact on the well-being of student parents. While their dedication and work ethic are commendable, there is a risk of burnout, stress-related health issues, and strain on family relationships if this stressful lifestyle is

maintained over time. The role balance challenges observed among student parents highlight the need for comprehensive support systems within the university environment.

Additionally, academic advisors and faculty members can be trained to recognize the signs of stress and overwork in student parents, allowing them to provide timely support or intervention when needed. This may include adjusting academic expectations or deadlines when necessary, without compromising the integrity of the educational experience. The insights gained from these observations can contribute to the development of more inclusive and supportive educational models that recognize and accommodate the complexities of student parent lives. By acknowledging and addressing the role balance challenges faced by student parents, universities can not only support the success of these individuals but also enrich the academic community with the diverse perspectives and experiences they bring.

7. Class Participation:

In addition to the out-of-classroom observations, I attempted to conduct in-class observations to see how they were participating in class. The observation period on the UIII campus revealed an interesting pattern in class participation among parents, with two students being less active in class discussions and activities. This reduced engagement provided valuable insight into the challenges parents face in fully participating in their academic experience and highlighted areas where additional support might be beneficial. Upon further investigation through interviews, it was discovered that the reasons for reduced class participation varied for each of the students observed. One student expressed feelings of insecurity in his abilities and

a fear of making mistakes. This lack of confidence could be due to a variety of factors, including the challenges of returning to academics after a period of absence, feeling out of place among younger or non-parent students, or the difficulty of balancing academic demands with parental responsibilities. The fear of making mistakes in front of peers can be particularly acute for student parents, who may feel additional pressure to succeed given the sacrifices they and their families have made for their education. Other students' reduced participation was due to personal or emotional issues that were affecting their focus on learning.

This situation highlights the complex interplay between personal life, emotional well-being and academic performance. For student parents, the stressors of balancing family life, perhaps including relationship problems, financial pressures or concerns about their child's well-being, can have a significant impact on their ability to fully engage in their studies. These observations highlight some important considerations for supporting student parents on their academic journey. These observations highlight several important considerations for supporting student parents in their academic journeys which are:

- a. Peer Support Groups: Being in a peer group for student parents can provide a platform for sharing experiences, challenges, and strategies for success. This can help combat feelings of isolation and provide a safe space to practice academic engagement. Discussing experiences and challenges can help students find solutions from their peers.
- b. Mental Health Support: Easily accessible mental health services are essential for student parents given the complex personal and emotional challenges that can affect student parents. These services should be tailored

to address the unique stressors faced by individuals balancing academic and family responsibilities.

- c. Academic Coaching: Providing face-to-face academic coaching can help student parents develop strategies for effective class participation, time management, and more effectively balancing academic and personal responsibilities.
- d. Flexible Learning Options: Offering a mix of face-to-face and online participation options can accommodate the varying needs and comfort levels of student parents, allowing them to engage in a way that best suits their circumstances.
- e. Creating an Inclusive Classroom Culture: Cultivating an inclusive classroom environment that values diverse life experiences can help student parents feel more comfortable sharing perspectives and participating in discussions.

Observing the behavioral patterns and habits of parents of students on the UIII campus provides a holistic picture of the complex lives that these individuals lead. From time management and study location preferences to communication patterns with family and strategies for completing assignments, student parents demonstrate remarkable resilience and adaptability in achieving their academic goals while maintaining family responsibilities. The challenges observed, particularly in areas such as role balance and class participation, highlight the need for targeted support systems and flexible policies in higher education institutions. By recognizing and addressing the unique needs of student parents, universities can not only support

the success of these individuals but also create a more inclusive and diverse academic community.

4.2.3. Stress Coping Strategies by Student Parents

The third research question explored the strategies used by student parents to cope with stress. The research results show two main approaches:

1. Emotional Focused Coping (EFC): The majority of participants (13 out of 14) used EFC strategies. This includes:
 - a. Escape/avoidance: Such as exercising, watching movies, or listening to music.
 - b. Self-reflection: Through writing or personal moments.
 - c. Positive reappraisal: Through spiritual practices and seeking wisdom from problems.

Their statements reflect a common strategy in EFC by avoidance, where individuals avoid or try not to directly handle the source of stress immediately, instead diverting their attention first before dealing with the problem. Overall, these participants demonstrate diverse approaches to managing stress through avoidance or distraction techniques, highlighting the importance of finding personal coping mechanisms to navigate stressful situations effectively.

In addition to Emotional Focus Coping (EFC), participants employ several strategies to deal with stress such as self-reflection and positive reappraisal. Indah and Fina use self-reflection as a way to cope with stress. Indah engages in self-reflection through writing, while Fina uses personal moments, prayer, and recitation of Istighfar to alleviate stress. Participants like Arin, Hana, and Naura employ positive reappraisal strategies to manage stress. Arin connects with spirituality

through worship and enjoyable activities. Hana seeks wisdom from issues by getting closer to Allah and communicating with loved ones. Naura accepts emotions, seeks lessons from problems, and prays for peace. Arin and Hana use spiritual activities such as prayer, Istighfar, and spiritual reflection to cope with their stress.

Based on these approaches, these participants demonstrate various ways to manage stress through self-reflection, positive reappraisal, and spiritual activities, highlighting the importance of personal strategies in managing emotional and mental challenges.

2. Problem-Focused Coping (PFC): Only one participant (Aris) explicitly used PFC strategies, focusing on planning and direct problem-solving. This participant emphasizes the importance of addressing issues directly by promptly completing his tasks to avoid greater stress. Aris demonstrates a high level of discipline in managing his academic tasks, and consistently meeting assignment deadlines. Based on the explanation above, Aris exhibits a structured and organized approach to coping with stress through planning and timely task completion, highlighting the importance of discipline and planning in managing academic pressures.

These findings indicate a strong preference for EFC strategies among student parents. This may reflect the need to manage emotional responses to stress before being able to effectively address problems. However, the dominance of EFC strategies also raises questions about the long-term effectiveness of this approach in addressing underlying sources of stress. Interestingly, although previous literature often indicates gender differences in

coping strategies, these findings show that both male and female students tend to use EFC. The difference lies in the type of EFC used: males are more likely to use avoidance, while females are more likely to use self-reflection and positive reappraisal. Observational results also support these findings, showing how students use their time on campus not only for study but also as a form of 'escape' from household responsibilities. The choice of different study locations and the habit of staying on campus until late at night may also reflect their coping strategies.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is presented to conclude the entire research. It highlights the different stress experiences of male and female student parents and shows how they perceive and deal with stress. Furthermore, recommendations are given to student parents, other researchers, and the university.

5.1. Conclusion

This research explores the stress experienced by student parents and focuses on the Transactional Model of Stress and Coping by Lazarus and Folkman (1984) as a conceptual framework for understanding stress, its causes, and the coping mechanisms used by student parents. The pragmatism paradigm is applied in this research to prioritize real-world and practical solutions. The pragmatism paradigm seeks to context-based studies that look for practical ways to help student parents manage their stress to offer recommendations that can be put into practice.

This study employs a qualitative approach. There were seven male and seven female student parents among the total of fourteen participants involved in this research. Semi-structured interviews and observations are used in this research to gain a better understanding of how student parents perceive stress, what causes it, and how they deal with stress. It is hoped that the results of this research will provide a series of recommendations for specific interventions that can be implemented to help students' academic performance and overall well-being.

Research findings show that:

1. Due to gender-specific duties and experiences, student parents of males and females have different perceptions of stress. The study results indicate that

male student parents significantly view stress as a condition of unpreparedness, overthinking, and challenging situations. On the other hand, female student parents tend to view stress as emotional instability, confusion, and inability. Biological factors, cultural roles, and the difficulty of juggling home and school obligations might contribute to this variation in stress perception. The perception of stress between male and female student parents shows different patterns in dealing with academic pressures. Most of them experience significant pressure in managing academic tasks and parental responsibilities. However, the way they view and respond to stress is different. This may be due to differences in the workload they have to complete because some of them are teaching or working part-time, some are not, some have few children, some have many, some have to travel long distances to reach campus and workplaces and some are close, and some have financial problems, while some do not.

2. The main stress factor identified was family problems, especially when the child was sick, but also included general family responsibilities and the stress of balancing the roles of parent and partner. In addition, there is academic pressure, where student parents feel burdened by the many campus assignments because some of them also have work responsibilities due to financial difficulties. These problems affect both male and female students, regardless of their level of study, nationality, or life situation. They often find it difficult to concentrate on lessons due to emotional problems arising from personal problems, which can lead to inactive class participation and late submission of assignments.

Student parents try to manage their responsibilities by spending long hours on campus, sometimes even working late into the night. They utilize various campus facilities such as study rooms, doctoral rooms and libraries to complete their assignments. These stress factors are not gender specific and affect parents of both male and female student parents, regardless of their level of study, nationality, or life situation. The intensity of stress can vary between individuals, where those who have work and financial constraints tend to experience stress more often. Although there are common stress triggers, the intensity of stress can vary between individuals, with those who have work and financial constraints tend to experience stress more often.

3. In dealing with stress, both male and female student parents mostly used Emotion-Focused Coping (EFC). Although they both use EFC, the types of EFC that are utilized differ. Male student parents tend to utilize avoidance-based EFC strategies, such as engaging in activities such as sports, hobbies, and entertainment. Whereas female student parents tend to use self-reflection and positive reappraisal by writing and praying. Only one male participant (Aris) used the Problem-Focused Coping (PFC) technique by planning and directly completing tasks. These differences in stress coping mechanisms could be impacted by gender differences in stress perception as well as particular difficulties of student parents, such as time management, child care, health, and financial issues.

5.2. Limitation

Several limitations apply to this research, including the research sample being limited to students with families studying at the International Islamic University Indonesia. This limitation results in a small number of research participants and may make the findings appear overly superficial. In addition, MA Batch 2 and PhD Batch 1 no longer have classes in the even semester where this research was conducted. Therefore, only PhD students in Batch 2 can be observed in class. After that, I could not monitor their nightly activities because I was afraid it would disturb their comfort, so I could only observe them outside their dormitory or within campus until the afternoon. Lastly, the analysis and results may also be influenced by researcher interpretation bias. To mitigate potential bias in interpretation and analysis, I engage in regular self-reflection to recognize how my personal experiences might influence my perspective on research findings.

Additionally, I deliberately select a diverse sample of participants in terms of socio-demographics to reflect the variety in their experiences as student parents. The research methods employed—semi-structured interviews and observations—are designed to provide a holistic view of how student parents perceive and manage their stress. I also actively discuss findings with fellow researchers and mentors to receive critical feedback on my analysis and interpretation. These steps, coupled with transparency in reporting research outcomes, aim to ensure that conclusions drawn are based on robust data and are not unduly influenced by unconscious personal biases.

5.3. Implication and Recommendation

The study of gender differences in stress perception, stress causes, and stress coping strategies among student parents implies some implications both theoretically and practically. Through this study, I have recommendations for three sectors; first is for student parents, second is for the institutions, and the last is for further research.

1. Student parents: this study can enrich the currently available literature on stress and the variables faced by student parents. By exploring the unique challenges student parents face, this research provides a deeper understanding of the unique demands and coping strategies of this group. This provides insight into the views and approaches to stress management held by male and female student parents. It is important for student parents to understand that they are not the only ones struggling to strike a balance between parental and academic obligations and that getting help can have a major impact on their well-being and academic performance.
2. Institutions: the findings of this research can be used to develop programs and support systems that are specifically tailored to the needs of student parents, both male and female including:
 - a. Flexible Policies: Universities can adopt more flexible policies for student parents, such as: Accommodative leave policies for family needs.
 - b. Family-Friendly Facilities: Universities can provide or improve family-friendly facilities, including playgrounds for children on campus, libraries with dedicated areas for parents and children.

- c. **Special Financial Aid:** Given the greater needs of students with families compared to single students, universities can provide additional incentives for students to families, especially related to family health insurance.
 - d. **Communities and Networks:** Facilitate the formation of communities and networks for student parents to support each other and share experiences.
 - e. **Specialized Family Counseling Services:** Provide specialized counseling services focusing on issues faced by student parents, including stress management, work-life balance, parenting, and counseling which apply therapeutic methods.
 - f. **Non-Discrimination Policies:** Ensure that all university policies and practices do not discriminate against student parents, both in academic and extracurricular opportunities.
 - g. **Training and Mentoring Programs:** Provide training to academic and administrative staff about the unique challenges faced by student parents, enabling them to offer better support, and develop specific mentoring programs for student parents, where they can be guided by alumni or staff who have experienced similar situations.
3. **Ongoing Research:** Universities can encourage and fund ongoing research on the needs and challenges of student parents, investigating the long-term impact of support program interventions on student academic performance and well-being will provide valuable insights for the development of more effective support systems in educational institutions. In addition, to produce more accurate results, further research can be conducted using mixed methods.

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APPENDICES

INFORMED CONSENT

(Letter of Approval to become a Respondent)

The undersigned below:

Name :

Age :

Address :

After receiving sufficient explanation, and knowing the benefits of the research entitled “Gender Differences in Stress Perception, Stress Factors, and Stress Coping Strategies Among Student Parents: A Case Study of the Indonesian International Islamic University” hereby declare that I am willing/unwilling *) to be involved as a research subject, that if at any time I feel disadvantaged in any form I have the right to cancel this consent.

I consciously give consent to participate in this research without coercion from any party and the information obtained can be ethically used for this research purposes.

Depok,..... 2024

(.....)

*) : cross the unnecessary ones

MIND MAP OF INTERVIEW QUESTIONS

Topic	Objective	Questions	Adapted From	Total
Perspective on stress (Carroll, 2019)	Exploring how male and female student parents perceive stress (RQ1)	<p>Perception</p> <ol style="list-style-type: none"> 1. What do you know about stress? 2. How do you recognize that you are under stress? What are the signs? 3. In what ways do you think your experience of stress differs from that of your partner or other student parents? 	<ol style="list-style-type: none"> 1. Adapted from Jones (2017) – “Identifying Stress Triggers in Working Parents” 2. Adapted from Lee (2019) – “The Physical and Emotional Signals of Stress” 3. Adapted from Green (2020) – “Gender Differences in Stress Experience 	3
Factors Causing Stress (Lazarus &	Exploring what factors cause stress	<p>Stressors</p> <ol style="list-style-type: none"> 1. What specific events or situations trigger 	<ol style="list-style-type: none"> 1. Adapted from Jones (2017) – “Identifying Stress Triggers 	9

Folkman, 1984)	between male and female student parents (RQ2)	your feeling of stress?	in Working Parents”
		2. Can you describe how you interact with these stressors daily?	2. Adapted from Smith (2018) – “Daily Interactions with Stress in Parenting”
		Physical or Biological Stressors	3. Adapted from “Body Image and Chronic Illness as Stress Factors” - Journal of Behavioral Medicine
		Psychological Stressors	4. Adopted from Zulfikar, H., & Nurhayati, S. R. (2021) “Coping strategies for married students”
		4. How do financial issues contribute to your stress levels?	
		5. Can you describe a time when	5. Adapted from “The Role of

		<p>negative thinking or personal conflicts significantly increased your stress?</p> <p>6. How do feelings of low self-esteem or unmet aspirations influence your experience of stress?</p>	<p>Mindset in Parental Stress”- Journal of Cognitive Therapy</p> <p>6. Adapted from “Self-Esteem and Aspirations in Stress Perception”- Psychological Science Quarterly</p>	
		<p>Social Stressors</p> <p>7. In what ways have family dynamics or economic challenges affected your stress as a student parent?</p> <p>8. How do the interaction with your children and</p>	<p>7. Adapted from “Family and Economic Stressors in Academic Parents” - Sociology of Education Review</p> <p>8. Adapted from Patel (2021) –</p>	

		<p>academic responsibilities contribute to your stress?</p> <p>9. How do workplace issues or environmental concerns like housing and political stability play into your stress?</p>	<p>“Balancing Academia and Parenting: A Stress Perspective”</p> <p>9. Adapted from “Work and Environment as Stress Agents”- Journal of Environmental Psychology</p>	
<p>How to Cope with Stress (Lazarus & Folkman, 1984)</p>	<p>Exploring how male and female student parents cope with stress (RQ3)</p>	<p>Coping Strategies- Problem Focused Coping (PFC)</p> <p>1. What coping mechanisms do you employ when you realize you are stressed?</p> <p>2. What actions do you take to manage stress when you</p>	<p>1. Adapted from “Coping Strategies for Stressed Parents in Academia” Kim (2022)</p> <p>2. Adapted from “A Qualitative Study Exploring Parents’ Experiences” (Bull et al., 2023)</p>	9

		<p>believe you can change the situation?</p> <p>3. Can you give an example of a problem-solving strategy you've used to cope with stress?</p> <p>4. How do you determine which resources to use when faced with a stressful event?</p> <p>5. What do you find most effective in dealing with stressors that you feel are within your control?</p>	<p>3. Adapted from "Family stress during the COVID-19 pandemic" (Mathur et al., 2023)</p> <p>4. Adapted from "A Qualitative Study Exploring Parents' Experiences" (Bull et al., 2023)</p> <p>5. Adapted from "Family stress during the COVID-19 pandemic" (Mathur et al., 2023)</p>	
		<p>Emotion Focused Coping (EFC)</p>		

		6. How do you handle your emotions when you cannot change the stressful situation?	6. Adapted from “Experience of stress in parents of children with ADHD” (Theodoratou & Argyrides, 2024)	
		7. What methods of acceptance do you use when faced with an unchangeable stressor?	7. Adapted from “Experience of stress in parents of children with ADHD” (Theodoratou & Argyrides, 2024)	
		8. Could you share how self-control plays a role in your coping with stress?	8. Adapted from “Family stress during the COVID-19 pandemic” (Mathur et al., 2023)	
		9. What strategies do you employ to distance yourself emotionally from stress?	9. Adapted from “Experience of stress in parents	

			of children with ADHD” (Theodoratou & Argyrides, 2024)	
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INTERVIEW GUIDE

Participant's Data

Name :	Numb of Children :
Age :	Nationality :
Gender:	Domicile :
Degree Level :	Religion :
Marital Status :	Work/ Organization :

Interview Questions

1. As a student parent, have you ever felt stressed? If so, how do you perceive stress?
2. How do you recognize that you are under stress?
3. What are the signs/symptoms that you are under stress?
4. In what ways do you think your experience of stress differs from that of your partner or other student parents?
5. What specific events or situations trigger your feeling of stress?
6. In what ways have family dynamics affected your stress as a student parent?
How do you interact with your children in your busy life?
7. Do you have any difficulties carrying out academic responsibilities such as having classes, assignments, papers, exams, etc.?
8. How do financial challenges contribute to your stress?
9. How do workplace issues or environmental concerns like housing and political stability play into your stress?

10. Have you experienced stress related to physical attributes or conditions, such as body weight or chronic illnesses?
11. As a student and as a parent, how do you manage your time so you can perform many roles at the same time?
12. What action do you employ when you realize you are stressed? Are you directly taking action to solve the problem or do you need to release your emotion?
13. Can you give an example of a problem-solving strategy you've used to cope with stress?
14. How do you handle your emotions when you cannot change the stressful situation?
15. What methods of acceptance do you use when you are faced with a stressor?
(meditation/prayer)
16. When you are stressed, do you feel it is important to meet someone to share your problems with?
17. Could you share how self-control plays a role in your coping with stress?
18. What strategies do you implement to distance yourself emotionally from stress?
(exercising, listening to music, praying, watching)
19. How do you determine which resources to use when faced with a stressful event?
20. What do you find most effective in dealing with your stress?

OBSERVATIONS FORM

DATA COLLECTION AND ORGANIZATION

Date :
Time : 9.00 a.m- 4.00 p.m
Place of Observation : UIII campus/ Dormitory
Duration :
Observer : Ghufronakallah
Objective : To find out additional data related to stress experienced by student parents

FIELD NOTES OBSERVATIONS FORM

Inside Classroom observation

Indicator	Aspects Observed	Activities	Reflective Notes
Stressors	1. Time management: pay attention to student parents' attendance, whether they often arrive late or on time. Students who are often late or absent can experience stress and have difficulty managing their time.		
	2. Concentration: observe how well the student		

<p>parents can focus on the material being taught because stress can affect a person's ability to concentrate.</p>		
<p>3. Participation: observe how active the student parents are in class discussions. Students who experience stress may be less enthusiastic about participating.</p>		
<p>4. Interaction: see how student parents interact with classmates and lecturers because stress can affect a person's ability to communicate and interact with other people.</p>		

Outside Classroom Observation

Indicator	Aspects Observed	Activities	Reflective Notes
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Stressors	<p>1. Management time: observe how student parents managed their time between college assignments, work, and family responsibilities.</p>		
	<p>2. Interaction with Children: observe how student parents balance their role as students and as parents, see how they interact with their children, and whether they're bringing children to class or arranging caregiving during college hours.</p>		
	<p>3. Campus Responsibilities: observe how student parents handle campus workloads. Whether they submit assignments on time and attend lectures</p>		

<p>in a disciplined manner or any difficulties experienced.</p>		
<p>4. Job Pressure: observe whether there were signs of pressure from the jobs they have outside of college. See how they deal with the pressure they face.</p>		

THE SAMPLE OF PARTICIPANTS' ANSWER OF INTERVIEW

Name: Aris	Numb of Children: 2
Gender: Male	Nationality: Indonesia
Age: 32	Domicile: Depok
Degree Level: Ph.D.	Religion: Islam
Marital Status: Marriage	Work/ Organization/ Community: Teacher and Youtuber

1. As a student parent, have you ever felt stressed? If so, how do you perceive stress?

The hardest thing is that I no longer have the support of my wife. I am a typical person whose wife prepares everything for food and other things. The next challenge is children, I cannot help my wife in educating the children. I had to leave my course in Madura, which students are handling. Stress is when I see things as problems and challenges that I must solve. Sometimes the solutions to those problems are easy to find, while others are very complex and take longer to solve.

2. How do you recognize that you are under stress?

The beginning was very difficult because I had to live independently without a wife, previously I was used to being served by my wife. Honestly, as a man, I also have biological needs that must be met. Usually, I will go home to fulfill this. And it was quite expensive because I had to go home by plane. But on the one hand, being away from my family makes me focus on studying because my wife helps me take care of the household and children. After completing my assignment creating content and teaching online.

3. What are the signs/symptoms that you are under stress?

I've been sick twice when I didn't get enough rest. The trigger, apart from stress, is staying up late.

4. In what ways do you think your experience of stress differs from that of your partner or other student parents?

Obviously, I see my single friends they only fulfill their needs. So they can buy what they want. But it also helped me financially because I still received a salary from the campus because I had study assignments.

5. What specific events or situations trigger your feeling of stress?

I tend to get sick when I start to get stressed. And my wife usually accompanies me and tend to be spoiled, therefore I have to be alone here. Especially the trigger for men is biological needs that have not been channeled. So that was the biggest trigger, so the solution was for me to go home to my wife.

6. In what ways have family dynamics affected your stress as a student parent? How do you interact with your children in your busy life?

However, family is definitely number one, I get stressed when my child is sick. My mind was disturbed by not being able to accompany my child. I tend to be active and have lots of activities, so I will call my child at night. Because in the morning the child is usually still sleeping.

7. Do you have any difficulties carrying out academic responsibilities such as having classes, assignments, papers, exams, etc.?

I took 5 courses, and it turned out I was a bit overwhelmed, because almost all of them had assignments, to complete one assignment it took me 2 days. But after a while, I got used to it. So far, I have never submitted an assignment late.

8. How do financial challenges contribute to your stress?

So far I have no financial problems. because I also have courses at home, my wife also teaches, so there are no financial problems.

9. How do workplace issues or environmental concerns like housing and political stability play into your stress?

I do not think too much about politics, so far the environment here is comfortable, undisturbed. The campus is comfortable, the dormitories are also comfortable.

10. Have you experienced stress related to physical attributes or conditions, such as body weight or chronic illnesses?

So far no, my body is still ideal. I also do not have a history of serious illness.

11. As a student and as a parent, how do you manage your time so you can perform many roles at the same time?

I cook every day, then every week I shop. Every morning I take a shower first so I can be enthusiastic about doing other things. Then I go to college, and I tend to go straight home so I can do my work with focus. In the afternoon I create content for my YouTube. I want to keep earning and being productive, I have a target to create YouTube every day.

12. What action do you employ when you realize you are stressed? Are you directly taking action to solve the problem or do you need to release your emotion?

I have to complete the task immediately so that it does not become a burden. I am never late in submitting assignments. Because I already have a plan for what tasks to do in a day.

13. Can you give an example of a problem-solving strategy you've used to cope with stress?

For my course, my wife and students helped me a lot. I only handle heavier learning. For a YouTube account, I already have a template so it's not difficult, I have 1 to 2 hours to manage YouTube. Because I am happy, I do not feel it's a burden.

14. How do you handle your emotions when you cannot change the stressful situation?

I usually take action straight away, if I am tired I take a break.

15. What methods of acceptance do you use when you faced with stressor?
(meditation/prayer)

I pray as usual

16. When you are stressed, do you feel it is important to meet someone to share your problems with?

No, I just told other people for chatting purposes. But do not share because of stress. I chose to divert stress by watching. I also can't tell stories to the opposite sex because my wife is the jealous type.

17. Could you share how self-control plays a role in your coping with stress?

Yes, we really have to think first before acting, if we face an undesirable situation we reflect for a moment, think about how we can solve the problem we are facing.

18. What strategies do you implement to distance yourself emotionally from stress?
(exercising, listening to music, praying, watching)

Because I am a YouTuber, I usually create content. I have content that discusses English. it also helps me to make money from YouTube.

19. How do you determine which resources to use when faced with a stressful event?

By solving the problems one by one so that we are free from the burden of our thoughts.

20. What do you find most effective in dealing with your stress?

Back home to see family.

Name: Eki	Numb of Children: 2
Gender: Female	Nationality: Indonesia
Age: 34	Domicile: Depok
Degree Level: MA	Religion: Islam
Marital Status: Marriage	Work/ Organization/ Community Status: Student, Lecturer

1. As a student parent, have you ever felt stressed? If so, how do you perceive stress?

Stress is something that is beyond our capabilities. Stress points make us feel like we've had enough and we do not have the energy or effort to do anything more. Yes, stress is the inability to solve problems. The problem capacity is too large. Our capacity is not big enough to deal with this problem.

2. How do you recognize that you are under stress?

Almost all courses have assignments, every week there are assignments. The most tiring thing is that there are lecture assignments and I have teaching responsibilities. Incidentally, my study assignments were not yet at the ministry's ACC, so I continued teaching and lecturing with very busy hours. Sunday may be empty, but I spend it doing assignments. Because I have a lot of work to do, my important target is not to be late. Sometimes I even get stuck. The biggest challenge during UTS and UAS. During UAS I taught from the village, so I couldn't focus. Then there is also the workload of lecturers that I have to fill. I have to write to create articles, I have to guide thesis students, organize KKN. The burden again when I come home

is not only to focus on my family, but I am still teaching and doing administration. I hope to get a study assignment letter so that I can be free from teaching duties. From the campus administration, I got permission. However, the ministry is still holding back because this campus is not yet accredited. So, because the permit hasn't been issued yet, I have to continue carrying out my study assignments.

3. What are the signs/symptoms that you are under stress?

If I have a severe headache and shoulders. If it's like that, I have to take a break and look for someone to share with. Because if we let it get stuck, sometimes people can provide solutions, even though they are simple. Explain your thoughts and obstacles.

4. In what ways do you think your experience of stress differs from that of your partner or other student parents?

Double responsibility, definitely different. Like I have the responsibility to hear my child recite the Koran after sunset. In this case, I collaborate with my husband, because the children are in different phases of studying the Qur'an. And at dawn, I help my husband remember daily activities such as bathing, brushing teeth, etc.

5. What specific events or situations trigger your feeling of stress?

So there is BKD, lecturer workload that I have to fill. I have to write to make articles, I have to supervise undergraduate students, organize KKN. The burden again when I come home is not only to focus on family, but I am still teaching and doing administration. I hope to get a study assignment letter so that I can be free from teaching duties. From the campus

administration, I got permission. but the ministry is still being held back because this campus is not yet accredited. So because the permit hasn't been issued yet, I have to continue carrying out my study assignments.

6. In what ways have family dynamics affected your stress as a student parent?

How do you interact with your children in your busy life?

I have 2 children, one in elementary school and one in kindergarten. The condition that is most indicated is when they are sick. Especially when my husband is sick, he can't help me prepare food for the children. I call my child every night.

7. Do you have any difficulties carrying out academic responsibilities such as having classes, assignments, papers, exams, etc.?

Almost all courses have assignments, every week there are assignments. The most tiring thing is that there are lecture assignments and I have teaching responsibilities. Incidentally, my study assignments have not been approved by the ministry, so I continue to teach and lecture with very busy hours. Maybe Sunday is empty, but I spend it doing assignments. There are so many assignments, so my important target is not to be late. Sometimes I even get stuck. The biggest challenge during UTS and UAS. During UAS I taught from the village, so I couldn't focus.

8. How do financial challenges contribute to your stress?

I do not have many financial problems, I try to save money on food and then I try to go back to Padang every 3 months. Everything can be covered by scholarships. The biggest costs are the Depok-Padang fares

9. How do workplace issues or environmental concerns like housing and political stability play into your stress?

I am in a supportive environment in class, so I can tell stories and listen to input from my friends

10. Have you experienced stress related to physical attributes or conditions, such as body weight or chronic illnesses?

No, thank God I haven't been sick to the point of having a fever for the past 9 months, just a headache and I need to rest. I use Sundays to food prep for the week ahead, because I really care about food ingredients. I looked after food, went to the Cisalak market, and went to the market for the next 2 weeks. Food helps me manage my eating and finances. Cooking is also an outlet for my stress. From 7- 12 P.M. (Dzuhur) I use the time to prepare time for food prep. After Isha I try to rest, do not stay up late, and wake up before dawn.

11. As a student and as a parent, how do you manage your time so you can perform many roles at the same time?

In the morning I get ready for the campus, in the afternoon I rest, in the afternoon I do my assignments, in the evening I call my friends, I continue to do my assignments, and when I am sleepy I go to sleep.

12. What action do you employ when you realize you are stressed? Are you directly taking action to solve the problem or do you need to release your emotion?

I usually write first to express my feelings. I evaluate myself for what has passed. After that I looked again at plans and goals that were not achieved, and what needed to be changed and resolved.

13. Can you give an example of a problem-solving strategy you've used to cope with stress?

Usually, I make notes of schedules, plans, and dreams. Starting from daily, weekly, monthly to yearly. What do I have to finish today, so I make a plan first.

14. How do you handle your emotions when you cannot change the stressful situation?

So far, even though I am dizzy, I am still trying to carry on. If there's nothing we can do to change a complicated situation, then we'll just move on, forget it, try another things.

15. What methods of acceptance do you use when you faced with a stressor?
(meditation/prayer)

Yes, I usually reflect and recite the Koran to calm myself down.

16. When you are stressed, do you feel it is important to meet someone to share your problems with?

I need it, but I do not know who to tell, whether other people can be trusted or not, so I prefer to write.

17. Could you share how self-control plays a role in your coping with stress?

I tried to understand my distraction was because of social media, scrolling Instagram. My time is up here, I regret it, but I still do it. Sometimes I think I want to get away from my cellphone, but I still can't. I still enjoy watching

Shopee Live, for my children's needs. Sometimes I spend several hours to make sure the item is indeed good. I try to fulfill my needs through online shopping, I think about meeting their needs. However, afterwards I still regretted it when I went too far for hours. For one product I have many choices in the basket. I compared the price and postage.

18. What strategies do you implement to distance yourself emotionally from stress? (exercising, listening to music, praying, watching)

Scrolling social media.

19. How do you determine which resources to use when faced with a stressful event?

Stabilize feelings first, then move on to solving solutions.

20. What do you find most effective in dealing with your stress?

Recite the holy Qur'an.

**THE SAMPLE OF OBSERVATION RESULT
DATA COLLECTION AND ORGANIZATION**

Date : 13 May, 2024

Time : 9.00 a.m. - 11.30 a.m.

Place of Observation : UIII campus

Duration : 2,5 hours

Observer : Ghufronakallah

Objective : To find out additional data related to stress experienced by student parents and the factor causing them stress.

Classroom observation (was conducted in quantitative class)

Indicator	Aspects Observed	Activities	Reflective Notes
Stressors	1. Time management: pay attention to student parents' attendance, whether they often arrive late or on time. Students who are often late or absent can experience stress and have difficulty managing their time.	Attending the class	I saw three student parents arrive on time: one male student (P6) and 2 female students (P11 and P12), and the rest came late (P7, P13, P14).
	2. Concentration: observe how well the	Lectures	Likewise, four of them looked

<p>student parents can focus on the material being taught because stress can affect a person's ability to concentrate.</p>		<p>focused, but 2 were not focused because I saw them updating their WhatsApp story during class time and replying to incoming messages while the lecturer was explaining the material.</p>
<p>3. Participation: observe how active the student parents are in class discussions. Students who experience stress may be less enthusiastic about participating.</p>	<p>Classroom discussion</p>	<p>In class, I saw that three student parents (P6, P11, and P12) were actively involved and always participated, she and he asked some questions and explained the topic given by the lectures. In comparison, some</p>

		<p>participated passively if the lecturer didn't mention his or her name.</p>
	<p>4. Interaction: see how student parents interact with classmates and lecturers because stress can affect a person's ability to communicate and interact with other people.</p>	<p>In interactions between classmates and lecturers, 4 participants interacted well, but some did not communicate enthusiastically for not giving an opinion during class.</p>