

The relationship between self-leadership, emotion-focused coping, and performance of female school principals in muhammadiyah schools in Yogyakarta

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Abstract

Currently, there are many changes taking place in the educational world. This changes triggered by the pandemic, which required more learning activities to be conducted online. The challenges faced by schools with these changes are the readiness of human resources (teachers) in digital-based learning, the challenge of strengthening communication networks and partnerships, etc. (Muqorobin, 2023). These challenges require a figure who runs the school, namely The Principal, to be prepared to manage stress and have good self-leadership so that they can continue to produce productive performance. Someone who produces innovative behavior is very important because they will encourage the environment to achieve the targets (Kusumaputri & Gustia, 2022).

In terms of gender, women generally overthink things, which makes them prone to stress (Ika, 2020). Female worker often have a double responsibility (load) in their lives (Warastri, 2022). In addition to the double load, another trigger of stress for female worker is the stigma attached to married female worker in society, who are considered irresponsible towards their families (Natadisastra, 2021). In dealing with stressors, these school principals employ different coping strategies, one of which is to focus on resolving the negative emotions within themselves (Emotions Focused Coping) first.

This study was conducted by taking 58 female Principals at Muhammadiyah schools in Yogyakarta as research subjects. From the measurements, it was found that 67.7% of Principals had a moderate level of self-leadership. Meanwhile, for the Emotion-Focused Coping Strategy variable, the results showed that 71.6% of Principals had a moderate level of Emotion-Focused Coping Strategy. And then, for the work performance, the result showed that 65,1% of Principals had a moderate level of Work Performance.

Keywords: coping strategy; muhammadiyah; self leadership; work performance; women principal

1. Introduction

The background of this research is that there are currently many changes happening in the world of education since the pandemic. Additionally, one of the innovations produced by the Ministry of Education, Culture, Research, and Technology is the Merdeka Belajar Program, which is changing the culture within the world of education. The challenges faced by schools due to these changes include the readiness of human resources, particularly teachers, for digital-based learning and other related issues (Muqorobin, 2023). These challenges require the school principal, who runs the school, to be prepared to manage existing obstacles and possess effective self-leadership skills so that productive performance can still be achieved and does not develop into negative stress (distress) (Warastri & Khoiryasdien, 2018). Self-leadership is the process of influencing oneself through actions that a person is capable of taking to achieve a sense of direction and self-motivation needed to complete a task (Sawitri, 2018).

Gender-wise, women often overthink things, making them prone to stress (Ika, 2020). Working women often carry a double burden in their lives (Warastri, 2022). Besides the double burden, another stress trigger for working women is the societal stigma that married working women are considered irresponsible to their families (Natadisastra, 2021). Humans need to discover a way to manage their stress, which is called coping. Broadly speaking, Lazarus & Folkman (Hardiyanti & Permana, 2019) can divide coping strategies into two: problem-focused coping and emotional-focused coping. Problem-focused coping is an action that can be directed toward solving a problem. Meanwhile, emotion-focused coping involves various efforts aimed at modifying emotional function without directly attempting to change the problem.

In facing stressors, these principals employ coping strategies in different ways. According to the results of a preliminary study conducted by the researcher with several female school principals and teachers, when they experience stress, some of them try to focus on managing the negative emotions that arise from it. There are consequences to the choices they make, such as unfinished work leading to increased stress. Additionally, feelings of guilt and anxiety arise due to unmet job demands, and a sense of helplessness emerges in the face of work demands, etc.

As a modern Islamic organization, Muhammadiyah has given birth to the concept of Progressive Islam. The concept of Progressive Islam has the following characteristics: rationalism, pragmatism, and vernacularization as the ethos of early-phase Muhammadiyah Islam. The concept of Progressive Islam, which all Muhammadiyah members must believe in and apply, will certainly provide benefits in the stress management process. This is because in the stress management process, there is a stage where individuals must think positively and openly about themselves and their environment. In addition, individuals must also live an effective and useful life (Muslim, 2015). This aligns with the concept of Progressive Islam. The problem formulation in this study is to determine the extent to which the conditions of self-leadership, emotion-focused coping, and performance are present in female school principals, especially within the Muhammadiyah business enterprise environment, so that women can develop their potential resources to improve the quality of education in Indonesia, particularly in Muhammadiyah-affiliated schools.

1.1. Stress

Stress is a disruption to the body and mind caused by life changes and demands, such as objects in the environment or something that is objectively harmful. Stress can also be defined as unpleasant pressure, tension, or disturbance originating from outside a person. Stress can also be defined as a person's organic condition when they realize that their existence or self-integrity is in danger, and they must increase all their energy to protect themselves. It is further stated that stress is a physiological and psychological reaction that occurs when a person perceives an imbalance between the level of demands placed upon them and their ability to meet those demands.

Stress is the body's non-specific response to any demands placed upon it and can be defined as the inability to cope with threats faced by a person's mental, physical, emotional, and spiritual state, which can eventually affect their physical condition (Donsu, 2017). According to Lazarus (Warastri & Khoiryasdien, 2018), there are two forms of stress, including:

- a. Distress (negative stress), which is disruptive stress. Individuals who are unable to manage their emotional state will be easily affected by distress. Distress also has the meaning of destructive and harmful stress. Characteristics of individuals who have experienced distress include irritability, quick temper, difficulty concentrating, difficulty making decisions, forgetfulness, sadness, lack of energy, and confusion.
- b. Eustress (positive stress) is good stress or stress that is not disruptive and provides

So far, there have been several studies and media coverage discussing the stress experienced during the pandemic, including "Stress Management and Increased Work Productivity During Work from Home During the Covid-19 Pandemic" (Ishak & Mangundjaya, 2020), "The Influence of Work Stress and Coronavirus Anxiety on Mental Well-Being in the Millennial Generation" (Maserati, 2021), "The Influence of Job Insecurity on Employee Stress in the Hotel Tourism Sector Due to the Impact of the Covid-19 Pandemic (Study on Golden Palace Hotel Lombok Employees)" (Ibrahim et al., 2020), "Teachers' Work Stress During the Covid-19 Pandemic Viewed from Compensation and Work Environment" (Anita et al., 2021), and "Understanding the Double Burden on Working Women" (Natadisastra, 2021). However, among these references, none have yet addressed the stress conditions of female teachers in Muhammadiyah schools and non-Muhammadiyah schools.

1.2. Emotion FocusedCoping Stress

Broadly speaking, Lazarus & Folkman (Hardiyanti & Permana, 2019) can divide coping strategies into two: problem-focused coping and emotion-focused coping. Problem-focused coping is an action that can be directed toward solving a problem. Individuals tend to use this behavior when they view the problem they are facing as still controllable and solvable. Problem-focused behaviors tend to be undertaken by individuals when they feel that something constructive can be done about a situation and believe that their available resources can change it.

On the other hand, emotional-focused coping involves various efforts aimed at modifying emotional function without directly attempting to change the problem. Emotion-focused coping behavior tends to be employed when individuals feel unable to change and accept stressful situations because their personal capabilities are insufficient to overcome the problem. Factors that influence a person's choice of coping strategy include age, education, socioeconomic status, social support, gender, personality characteristics, and experience.

1.3. Self-Leadership

Self-leadership, according to Manz et al. (2001), as cited in Muckhtar and Lubis (2012), describes the process of influencing oneself through actions that a person is capable of taking to achieve a sense of direction and self-motivation necessary to complete a task. Self-leadership is defined as understanding how to influence oneself, which tends to guide a person toward actions in performing tasks that are naturally motivating. It can also be defined as an effort to direct someone to perform tasks that are undesirable but must be done (Tabak et al., 2011). Self-leadership encompasses specific behaviors and the design of cognitive strategies to influence oneself effectively. This strategy is generally categorized into three main categories: behavior-focused strategies, natural focus strategies, and constructive thought pattern strategies (Manz and Neck, 2004).

1.4. Progressive Islam

The concept of Progressive Islam advocated by Muhammadiyah is expected to benefit every citizen in coping with the stress they face. The concept of Progressive Islam has the following characteristics: rationalism, pragmatism, and vernacularization as the ethos of early-phase Muhammadiyah Islam. Rationalism is characterized by an open, critical, and dialectical spirit, so in accepting the religious understanding of Muhammadiyah, they will listen to and consider opinions and use reason and a pure heart. Pragmatism is characterized by the courage to accept goodness from various sources. Then, vernacularization is making traditions useful for life (Rafidiyah & Anugrah, 2019).

With the concept of Progressive Islam that must be believed and applied by all Muhammadiyah members, it will certainly provide its own benefits in the process of stress management. This is because in the stress management process, there is a stage where individuals must think positively and openly about themselves and their environment. Additionally, individuals must live an effective and useful life (Muslim, 2015). This aligns with the concept of Progressive Islam.

Therefore, it is considered important to know the differences in stress conditions experienced by female teachers in Muhammadiyah schools and non-Muhammadiyah schools during the pandemic.

2. Method

2.1. Research Type

The type of research to be conducted is descriptive qualitative research, which is a type of research that attempts to explain a phenomenon by describing it. Therefore, this qualitative descriptive research will seek information on the conditions of self-leadership, emotion-focused coping, and the performance of female school principals. Through qualitative research methods, this will lead to the use of the descriptive analytic research method, which attempts to provide a systematic, factual, and accurate description and overview of the facts, characteristics, and relationships between the phenomena being investigated.

2.2. Research Location

The research will be conducted in the Yogyakarta city area, specifically within the scope of Muhammadiyah Amal Usaha (Schools).

2.3. Data Collection Techniques

The data collection techniques used in this study are interviews and observation. The interview that will be conducted in this study is a semi-structured interview, where the implementation is more flexible with the aim of allowing the interview to uncover issues more openly. The interviews were conducted by asking questions to several female school principal sources within the Muhammadiyah environment.

2.4. Data Analysis Techniques

In qualitative research, the data analysis techniques section leads to the use of descriptions for the analysis results. Data analysis, according to Sugiyono (2018:482), is the process of systematically searching and organizing data obtained from interviews, field notes, and documentation by organizing the data into categories, breaking it down into units, synthesizing it, arranging it into patterns, selecting

what is important and what will be studied, and drawing conclusions so that it is easily understood by oneself and others. Qualitative analysis using the model developed by Miles and Huberman (in Hidayat 2019) consists of three main activities: data presentation, data reduction, and drawing conclusions, as illustrated below:

- a. Data presentation is the process of displaying data from field findings so that it can be described and understood. The data in question includes both secondary and primary data.
- b. Data reduction is the process of selecting and focusing on specific data in accordance with the research objectives, including simplifying, abstracting, and transforming raw data found in the field to make it more ready for analysis and presentation.
- c. Conclusions are drawn after the analysis is completed. From this conclusion, it is hoped that recommendations can be developed that can be suggested for future policy-making.

3. Results and Discussion

This research was conducted by selecting 58 female school principals from Muhammadiyah schools in Yogyakarta as research subjects. Self-Leadership and Emotion-Focused Coping Strategy were measured for all research subjects using scale instruments for each variable, which were modified and operationalized from theory. These scale instruments were then tested, and their validity and reliability were checked using SPSS, with reliability values of 0.913 for Self-Leadership and 0.927 for Emotion-Focused Coping. Based on the results of this study, there is a positive relationship between Self Leadership and Emotion Focused Coping Strategy and performance among female school principals at Muhammadiyah schools. This means that Self Leadership and Emotion Focused Coping Strategy together influence the dependent variable, which is Work Performance. Therefore, it can be concluded that the two variables in Self Leadership and Emotion Focused Coping Strategy support each other in creating productive performance in female school principals.

According to these measurements, it was found that 67.7% of school principals have self-leadership at a moderate level. For the Coping Strategy Emotion Focused variable, 71.6% of school principals have Coping Strategy Emotion Focused at a moderate level. Furthermore, 65.1% of school principals have work performance at a moderate level.

4. Conclusion

Self-Leadership and Emotion-Focused coping strategies have a significant relationship with employee work performance.

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