Stress Management during the Covid 19 Pandemic: Solutions and Settlement Approaches at Madrasah Aliyah Al-Hidayah, Bandung City

Badruddin
UIN Sunan Gunung Djati, Bandung
Email: dr.badrudin@uinsgd.ac.id

Zahira Aini Qolby
UIN Sunan Gunung Djati, Bandung
Email: zahiraaqolby@gmail.com

Abstract: The Covid-19 pandemic has an impact on all aspects of life. One of the sectors affected is education. Educational activities that were initially carried out regularly, due to the Covid-19 pandemic all educational activities were carried out online. This change raises various kinds of stress in the educational institution organization. This study aims to explore stress management at MA Al-Hidayah during the Covid 19 pandemic by reviewing its form, settlement strategy and impact. This study uses a qualitative approach with descriptive methods. Data obtained through interviews, observation, and documentation study. The results showed that there were three forms of stress experienced by school principals, teachers, students and parents of students at MA Al-Hidayah during the Covid 19 pandemic, namely stress in the form of frustration, pressure and change. Strategies taken to deal with stress include a) eliminating stressors or stressors, b) controlling the consequences of stress, c) changing individual perceptions of stressors, d) providing moral and social support. While the impact of stress refers to six aspects including a) psychological aspects, b) health aspects, c) performance aspects, d) cognitive aspects, e) emotional aspects and f) behavioral aspects.

Keywords: Stress Management, Madrasah Aliyah, Covid 19 Pandemic

Abstrak: Pandemi covid-19 berdampak pada seluruh aspek kehidupan. Salah satu sektor yang terdampak adalah pendidikan. Kegiatan pendidikan yang mulanya dilaksanakan secara tetap muka, karena pandemi covid-19 seluruh kegiatan pendidikan dilaksanakan secara online. Perubahan ini memunculkan berbagai macam stress dalam organisasi lembaga pendidikan. Penelitian ini bertujuan untuk mengeksplor manejemen stress di MA Al-Hidayah pada masa pandemi covid 19 dengan meninjau bentuk, strategi penyelesaian, dan dampaknya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data diperoleh
Stress Management during the Covid 19 Pandemic: Solutions and Settlement Approaches at Madrasah Aliyah Al-Hidayah, Bandung City

I. Introduction

The Covid-19 pandemic has infected people of all backgrounds of life around the world, including Indonesia. Almost all world citizens are affected by the Covid-19 pandemic, which impacts every element of life, including health, economics, politics, and education. Because of the increasing number of positive corona cases, the government has had to impose rigorous health protocols and restrictions on social activities in all aspects of life, including schooling. Educational and learning activities are carried out online.

The implementation of education and learning, initially carried out face-to-face, has switched to using an online management system learning platform. Of course, it is not easy for educators and education policymakers to make rapid changes due to the covid-19 pandemic. Educators and education personnel are required to adapt to new habits, side by side with online media, which has been considered something new for some educators because some educators are not accustomed to using online learning media in the world of education. Many educators and students are stressed due to the Covid-19 pandemic's influence and a shift in learning habits from offline to online.

Educators and students in numerous educational institutions have been affected by this stress. Many individuals are stressed, especially during a pandemic like this. Schools and madrasahs are likewise stressed. During the Covid 19 pandemic, instructional efforts employing online media did not always go properly. There were numerous challenges and obstacles in implementing education through online media\(^1\). As a result, it causes tension in the school environment, which school principals, instructors, and students feel. This study aims to explore stress management at MA Al-Hidayah during the Covid-19 pandemic in terms of form, impact, and stress resolution strategies.

Etymologically, stress is taken from English, which means pressure or worry caused by the problems in somebody's life or Indonesian is pressure or fear

---

\(^1\) Riazul, J, Tingkat Stress Mahasiswa Mengikuti Pembelajaran Daring Pada Masa Pandemi Covid-19. *Jurnal Research dan Pengabdian Masyarakat*, Vol. 1. No. 1, 2021, pp. 192-210
caused by problems in life\textsuperscript{2}. In terms of terminology, stress is a depressed mood an individual experience when their desire to be addressed is impeded. This definition is based on robins' perspective, as cited by Robins\textsuperscript{3}.

The term stress is commonly associated with anything negative. However Amin Haris claims that stress is divided into two types: distress, which is caused by bad things, and eustress, which is caused by pleasant things\textsuperscript{4}. Stress is also defined as a depressed person's psychological condition resulting from a mismatch between their demands and skills, leading to a pressured feeling, then referred to as stress\textsuperscript{5}.

According to Rochani, stress has numerous levels that can be classified based on the intensity of stress, including\textsuperscript{6}:

a. The first level of stress is characterized by an overly excited individual about performing a task, requiring more energy than usual.

b. The second stress level is characterized when an individual feels exhausted due to drained energy due to overwork, as mentioned in the first level.

c. The third level of stress is when an individual is no longer concerned with disturbing things like in the second level. However, at this level, it will cause symptoms such as muscle tension and emotional instability.

d. The fourth level of stress is marked by a lack of excitement and a growing sense of boredom. This is the result of the third level of stress mentioned before.

e. The fifth level of stress is characterized by increased anxiety, several symptoms of illness such as excessive fatigue and disturbed digestion begin to appear.

f. The sixth level of stress, this stress, has the highest characteristic, namely feeling excessive panic and feeling like dying. This last level of stress is the most dangerous because it can encourage someone to misbehave. Judging from the type of stress is divided into four types: 1) Frustration, namely stress due to frustration not being able to achieve goals, 2) Conflict, namely stress that occurs due to conflicts that occur between individuals and other individuals, 3) pressure, namely stress that occurs due to pressure to meet a demand and 4) Change, namely stress to face change and adaptation to new situations\textsuperscript{7}.

\textsuperscript{2} Muslim, M, Manajemen Stress Pada Masa Pandemi Covid 19. \textit{ESENSI: Jurnal Manajemen Bisnis}, Vol. 23. No. 2, 2020, pp. 192-201.

\textsuperscript{3} Ibid., pp. 192-201.

\textsuperscript{4} Amin Haris, Y. J, Mengelola Stress Disekolah. \textit{Tarbawy: Jurnal Pendidikan Islam}, Vol. 4. No. 1, 2017, pp. 159-180.

\textsuperscript{5} Sahoo, S. R, Management of Stress at Work Place. \textit{Global Journal of Management and Business Research: A administration and Management}, Vol. 16. No. 6, 2016.

\textsuperscript{6} Rochani, Pelatihan Manajemen Stres untuk Mereduksi Tingkat Stres. \textit{Jurnal Untirta}, Vol. 1 no. 1, 2020, pp. 11-21.

\textsuperscript{7} Op.cit., pp. 192-201.
Three elements make up stress: stressors or things that trigger stress, stress or people exposed to stress and transactions or reciprocal relationships between the two parties. The impact of stress can attack various aspects, three of which impact physiology, psychology and behaviour. In line with this statement Zulaeni Esita states there are four effects of stress, including:

1. The first effect of stress is on a person's psychological. When a person feels stressed, his psychology will be affected, including feelings of excessive anxiety, excessive panic attacks, and decreased mental health.

2. The health aspect of stress is the second effect of stress. A person's health will be affected if he is under stress. Sleep disturbances, a lack of appetite, and indigestion are some of the side effects.

3. The third effect of stress is on the performance aspect. A person who experiences stress tends to decrease his performance level because he will continue to think about the stress experienced.

4. The last effect of stress is on the aspect of abusive behaviour. Someone who experiences stress can impact the appearance of violent behaviour, whether physical or non-physical attacks mark it.

Bressert’s opinion emphasizes that stress can impact four aspects, namely physical aspects, cognitive aspects, behavioural aspects and emotional aspects.

Providing time to rest, working effectively, getting enough sleep, adjusting the work environment to be conducive, improving skills, avoiding working on holidays, and seeing that work is not everything are all tactics that can be utilized to alleviate stress so that it is not extended.

In addition, Miskanik argues that five strategies can be used to deal with stress in the workplace, including eliminating stressors or causes of stress to arise, keeping individuals away from a stressor, changing individual perceptions of...
stressors, controlling the consequences of stress and provide social support for stressed individuals\textsuperscript{13}.

According to Jere Yates' viewpoint, there are numerous factors to consider when dealing with stress, including—1. Consistently working on one's physical condition to keep it in good shape. 2. Accept all that is going on, whether it is a strength or a weakness. 3. As social creatures, maintaining positive relationships with others. 4. Take positive and constructive actions at all times. 5. Make an effort to stay fresh and innovative. 6. Increase productivity. 7. When attempting to solve a problem, be thorough in analysis\textsuperscript{14}.

Stress management is the process of coping with stress that ranges from minor irritations to significant events. Stress management is an attempt made by an individual's cognitive and psychomotor components to deal with and manage stress to lessen the number of stress individuals is experiencing\textsuperscript{15}. Stress management can be used as a stress anticipator and a method of dealing with it\textsuperscript{16}.

Coping or handling stress is another term for stress management. According to Hakim, stress management is an individual's effort to control and relieve stress. It can also be regarded as shifting stress from one that has a negative impact to one that has a positive impact\textsuperscript{17}.

Stress can strike at any time and any place. Can attack various people, families, communities, and even educational institutions, such as schools and Madrasas. Stress must be well managed in order to avoid undesirable consequences. To cope with, manage, and resolve stress, stress management is required.

The descriptive approach is applied to undertake qualitative research. Observation, interviews, and documentation were used to collect data. Interviews with principals, teachers, and students provided the primary data, while secondary data in the form of documents came from various sources. After that, the data from the research findings were analyzed and described. Data reduction, data display, conclusion, and verification are among the data analysis approaches used in this study.

\textsuperscript{13} Miskanik Miskanik, V. D, Efektivitas Teknik Manajemen Stres dalam Konseling Kelompok Untuk Mencegah Perilaku Prokastinasi Akademik Mahasiswa Tingkat Akhir. \textit{Jurnal SIMPUNI} 2019, pp. 852-858.

\textsuperscript{14} Hadi Pajarianto, A. K, Study from Home in the Middle of the COVID-19 Pandemic: Analysis of Religiosity, Teacher, and Parents Support Against Academic Stress. \textit{Jurnal of Talent Development and Excellence}, Vol. 12 no. 2s, 2020, pp. 1791-1807.

\textsuperscript{15} Lathifah Hanum, D. P. Penerapan Manajemen Stress Berkelompok Dalam Menurunkan Stress Pada Lanjut Usia Bersifat Kronis. \textit{Jurnal Psikologi}, Vol. 43 No. 1, 2016, pp. 42-51.

\textsuperscript{16} Op. cit., pp. 75-79.

\textsuperscript{17} Lukman Hakim, E. S, Manajemen Stress Kerja Pengusaha Untuk Meningkatkan Kinerja Perusahaan di Industri Batik Laweyan Surakarta. \textit{BENEFIT Jurnal Manajemen dan Bisnis}, Vol. 2 No. 1, 2017, pp. 45-61.
II. Madrasah Aliyah Al-Hidayah

Madrasah Aliyah (MA) Al-Hidayah is located in the middle of Pangauban, Cikancung Village, Cikancung District, Bandung Regency. It was established in 2006. KH Supyan (late) was as the founder and the first head of the Madrasah. He established educational Islamic foundations (Madrasah Ibtidaiyah, Madrasah Tsanawiyah and Madrasah Tsanawiyah).

Initially, MA Al-Hidayah only had a few study groups and a few teachers. Today the institution is growing and developing rapidly both in terms of quantity and quality of students. In addition, Madrasah Aliyah has become the Madrasah that the local community and even villages are most interested in. It is due to the fact that the quality of the Madrasah is improving year after year, and access to the madrasah is relatively easy because it is located in the center of a community that can be reached by people from all over the region.

MA Al-Hidayah has an excellent track record, having won numerous academic and non-academic competitions. His human educational resources are sufficient. This Madrasah Aliyah employs experts in their professions, allowing them to build high-quality madrasas, produce outstanding results, and guide students to success. However, behind its success, there are various trials and obstacles. One of the obstacles and trials encountered by MA Al-Hidayah is the stress that occurs in the educational institution. The following describes some of the stress phenomena that occur at MA Al-Hidayah.

In reality, when carrying out distance learning or better known as long-distance learning, the world of education does not always smoothly run as it is. Many obstacles were encountered. One of them is the stress phenomena that occur in the school environment. The stress phenomena that occur in the educational setting is one of them. Based on interviews with the principal of MA Al-Hidayah, three types of stress were discovered.

First, when confronted with the Covid 19 pandemic, the principal was stressed. Initially, all educational activities were face-to-face. Later, all educational activities were online. Learning was done remotely through online media. For the principal, it is a cause of stress. When considering stress elements, the COVID-19 pandemic is a stressor or trigger, and the stressed refers to the principal dealing with a stressful issue.

When studied from its form, the stress experienced by the principal above is the type of change stress. It emerges as a result of a shift in educational patterns. The stress caused by these changes triggers the stress to adapt to new things immediately. The stress is required to be able to adjust to the new conditions that are being experienced. What triggers principal’s feeling of stress because he has to think hard about how to carry out learning during a pandemic, how to achieve learning objectives even with online media, how to carry out educational evaluations, how to control teacher performance during a pandemic and a series of other questions that often get on the head of the school’s mind and ultimately make it stressful. Second, the stress experienced by the teacher. In addition to school principals, teachers also experienced stress during the Covid 19 pandemic.
Teachers as educators, facilitators who lead their students to the gates of success, have an important role in the learning process. Its existence can hardly be replaced. The presence of the teacher in a learning process is essential. However, during the COVID-19 pandemic, all educational activities had to be shifted to distance learning using online media and this made the teacher stressed.

Of course, this is a new concept for some people, but for others, it may be natural and expected throughout the internet media. Some teachers of the school, MA Al-Hidayah, on the other hand, are unfamiliar with online media-based learning. As a result, the current developments cause teachers to be stressed when implementing online learning. Teachers’ stress about online learning arises from various factors, including teacher inexperience with online learning media, a lack of teacher knowledge and skills about online learning, a lack of teacher readiness in preparing for online learning, insufficient signals to conduct online learning and teacher difficulties. In conveying material through online media, teachers have difficulties in controlling and evaluating student learning outcomes.

Many application programs have evolved with the times and technology to make it easier for students to complete assignments. On the one hand, it makes it easier for students to complete assignments, but on the other hand, it makes them lazy and prevents them from thinking critically. An application that assists students in taking notes or summarizing is one example. Students merely need to scan content, and this program will instantly generate a summary of the subject in the form of a written form similar to that used in notebooks. The essence of learning lost since the application, not the pupils, is learned. The teacher's stress is one of the many types of cheating attempted by students when completing this task. In analyzing and controlling the results of student learning performance, the teacher becomes frustrated.

Besides that, what becomes stressful for teachers is also the response of students to online learning, many students give negative responses to online learning. Some of the students who responded negatively to online learning were by not participating in online learning and not carrying out the assignments given by the teacher. The stress experienced by the teacher above, if we analyze the form and type, then the stress is included in the stress of frustration and pressure. It means that the form of stress experienced by the teacher is in the form of frustration, namely frustration in facing online learning and frustration in dealing with various kinds of student behavior in online learning.

*The second*, the source of stress for teachers is pressure, pressure to carry out online learning and reach learning goals as intended, although it is done online. The stressor, in this case, is the teacher’s unpreparedness for online learning and diverse student behavior in online learning, as shown from the elements.

*Third*, the presence of the Covid 19 epidemic caused tension among pupils. Students who formerly learned in class with their teachers and other classmates must now adapt to online learning, in which they learn from the comfort of their own homes utilizing internet media. Stress associated with online learning is one of the most common sources of anxiety among students. Many students criticize online learning because they believe it is less productive and enjoyable. How could
it be otherwise? Students who meet and engage with professors and other friends on a daily basis must adapt totally to the online activities. Many students complain about being bored with online learning, not only because they cannot meet new people but also because they believe they do not fully comprehend and grasp the material presented in online learning. Besides that, the stress experienced by students is when the teacher gives too many and piling up tasks or learning loads. Some of them even said that they were fed up with the assignments given by the teacher. The reason for this is that the tasks assigned by the teacher are often more than those assigned in face-to-face learning. Even if it is not like that, kids still require a portion of their time for other activities. It is unnecessary due to the Covid 19 epidemic; all student time must be spent learning, and there should be a balance between studying and other activities must be managed.

Concerning the stress experiencing by students are stress, frustration and pressure. This case is relatively the same as what the teachers experienced. The frustration in this term is the stress experienced by students. Students feel frustrated with the reality of online learning, frustrated with the assignments given by the teacher. In terms of stress above, stress experienced by the students means pressure caused by the piling up tasks given by the teacher. Meanwhile, if we look at the stress-forming elements, the stressor or cause of stress is the students' unpreparedness in facing online learning and student anxiety in facing the teacher's excessive workload.

Fourth, parental stress is the fourth factor to consider. As stakeholders in the educational system, parents of pupils are also impacted by Covid 19, with the policy of learning at home via internet media causing stress. Parents' roles in the educational process become more complicated and complex. They must prepare to support the online learning process and assist pupils in their learning during the distance learning period. Of course, many parents of students are stressed as a result of this. The stress felt by these students' parents is caused by the challenge of accompanying the learning process and the stress felt by their children, who subsequently release their frustration and displeasure on their parents as a result of this online learning. In this phenomenon, parents feel increasingly stressed by the conditions they are experiencing at this time. The tension described above is a type of frustration stress. They frustrated in accompanying the child’s learning process and frustrated in responding to children's complaints.

The stressor in the case above is the unpreparedness of parents in accompanying the online learning process and parents' anxiety in dealing with children's responses related to online learning.

III. The Impact of Stress

During the Covid 19 pandemic, MA Al-Hidayah experienced a variety of stresses. Principals, educators, students, and parents are all affected by this stress. Principals, instructors, students, and parents of students all feel stress in different ways, some of which include irritation, pressure, and change. The stress they have been through had an impact on several aspects, including 1. Psychological aspects.
The psychological impact of stress is the first effect. When a person is stressed, his psychology is affected as well, leading to symptoms such as excessive anxiety, panic attacks, and poor mental health. Some pupils even expressed a desire to end their lives as a result of the stress they experienced. Of course, this cannot be considered trivial, even though the words expressed by students can be just jokes but can become actions when the stress that is being experienced is not appropriately managed. If stress is not adequately controlled, it can lead to significant psychological illnesses and even death. As a result, controlling and managing stress is critical for stress management.

The second impact of stress is on health. Stress can negatively affect one's health, including sleep problems, a loss of appetite, and indigestion. Stressed people are less likely to have a healthy appetite, leading to a lack of nutrition and energy in the body and a poor condition. Numerous incidents of people being ill and even being admitted to hospitals due to a lack of nourishment and nutrition. Furthermore, stress affects sleep patterns. Students and teachers who are stressed tend to think more about the duties or demands they face, which causes sleep problems because most of them would rather stay up late finishing duties and demands than concern with their body health. This must be taken into account because the individual's health is still the most major determinant. Stress management is required in order to manage and handle the stress that has been encountered effectively. So that people do not have a variety of health problems.

Stress has an impact on one's ability to perform. People who are stressed have a lower level of performance because they always think about the stress they are experiencing. Teachers' declining performance reflects this, since they are pressured if they are required to keep up with online learning. Furthermore, stress from dealing with student behaviour and responses to online learning causes teachers' performance to decrease. Some students work hard to complete online learning and return instructor assignments, while others struggle. Even during tests, some students are absent. The challenge of teaching content components of attitudes and skills through online learning raises teachers' stress levels. The distribution of cognitive material is the most important aspect of online learning. As a result of their stress, parents' performance deteriorated. Some parents are anxious about leaving their children to study on their own, fearing that They won't be able to be part of online learning and that their children’s grades may suffer as a result. Because they are always thought of and burdened by the stress experience, some parents can help their children learn based on their abilities. Some people are unable to do so. Parental tension is caused by the fact that some parents cannot accompany their children to their online classes. After all, they are busy with their jobs, and some parents are unable or unwilling to educate their children.

Stress has a fourth influence on cognitive abilities which is characterized by the emergence of confusion, frequent forgetfulness, excessive worry, and a panic-like feeling due to stress. A person's cognitive will be affected when he feels stress, but that individual will reduce stress if the stress is managed and handled
Stress Management during the Covid 19 Pandemic: Solutions and Settlement Approaches at Madrasah Aliyah Al-Hidayah, Bandung City

correctly. Many students, teachers and parents experience the same thing, namely feeling confused, often forgetting, experiencing excessive anxiety and feeling panic.

Stress has a fifth effect on emotional aspects. A stressed person is more likely to have unstable emotions, be more sensitive than usual, be frustrated, and feel powerless. As a consequence of stress, many students, teachers, and parents of students suffer this. Last but not least, stress has an impact on individual behaviour. Someone stressed they would change their behaviour, such as being drowsy, preferring to be alone and avoiding crowds or social activities. Those who suffer the symptoms mentioned earlier are under stress; they tend to be lazier in doing everything, feel like being alone and stay away from socializing with many people. In order to avoid this, stress management is required so that the stress that is being experienced can be effectively controlled and handled so that it does not negatively affect behavioural aspects.

In dealing with the various kinds of stress that occurred at MA Al-Hidayah during the Covid 19 pandemic, there are some stress resolution strategies used by principals, teachers, students and parents, including.

First, the principal's resolution strategies for dealing with the stress changes he is experiencing are as follows: 1. Take a quiet break to clear his mind because rest will refresh his thoughts. 2. Improving the perspectives and capabilities of educators and education professionals so that they can compete and meet future problems. 3. Carefully reading the possibilities can lead to the school moving in a more advanced manner. 4. Developing new methodologies, media, and evaluation techniques for online learning. 5. Holding discussions with educators and education professionals to address issues that arise in education, particularly in schools. Stress experienced by school principals and instructors and students and parents can be handled and overcome using these strategies, allowing educational activities to operate smoothly. The principal’s stress management plan is to use techniques a) to relieve stressors or stress triggers by relaxing and resting to clear the mind because rest will refresh the mind. Furthermore, the second method termed strategy b) managing stress's consequences, is defined by strategies two through five.

Second, the instructors’ resolution solutions for dealing with the stress and frustration they face are as follows: 1. Take a quiet break to clear your mind, because relaxation will refresh your thoughts. 2. Engaging in a stress-relieving hobby that you enjoy. 3. Plan ahead of time when integrating online learning. 4. Investigate more online learning resources. 5. Approach students to see if they would want to collaborate on accomplishing the learning objectives. Teachers’ stress can be managed and handled appropriately with these strategies, allowing educational activities to resume as planned.

The teacher’s stress-reduction method is to: a) relieve stressors or stress triggers by relaxing and resting to cleanse the mind because relaxation will make the mind feel fresh again; and b) engage in hobbies that they enjoy to minimize the tension they are experiencing. The second strategy is to control the stress's consequences, denoted by strategies three through five.
Ketiga, Students solve their stress and pressure, includes 1. It is resting relaxed to clear their mind because the rest will make their mind fresh. 2. Doing a hobby that they enjoy because will reduce the stress. 3. Trying to adapt to new online learning habits. 4. Managing time as best as possible. 5. Not doing and not taking their online learning classes.

Students' stress can be managed and appropriately handled using some of the tactics listed above, allowing educational activities to resume as planned. Students employ strategies a) to relieve stresses or stress triggers by relaxing and resting to cleanse the mind because relaxation can help the mind feel refreshed again. Furthermore, doing hobbies that someone enjoys will reduce the stress he or she is experiencing. The second strategy is strategy b) controlling the consequences of stress marked by strategies number three and number four. Furthermore, the last strategy is c) the strategy to keep away from stressors. The strategy of students not doing and not attending online learning classes is, of course, indicative of this. However, this third strategy is a strategy carried out by students with the highest stress levels and finally decide not to do assignments and reduce online learning as a firm rejection to deal with the stress.

Fourth, parents employ the following resolution strategies to deal with various sorts of stress and frustration faced by their children:

1. Take a relaxing break to feel fresh again.
2. Approaching children in order to provide understanding related to online learning
3. Manage time properly so that there is no accumulation of tasks between accompanying children’s learning and the task as a housewife or as a worker.
4. Communicating with the school in order to reduce the workload assigned to students.
5. Upgrading knowledge to be able to balance student learning with online media.

The stress that parents of students suffer can be managed and handled effectively using some of the strategies listed above, allowing educational activities to run effectively.

Parents’ stress-reduction strategies include a) removing stresses or stresses by relaxing and resting to relieve anxiety, as relaxation will make the mind feel fresh again. b) controlling the consequences of stress which indicated by strategies no three, four and five. c) strategies to change children’s perceptions of stressors and d) provide moral support to children so that they do not experience continuous stress so that parents will not feel sustainable stress.

IV. Closing

Stress is a psychological condition in which a person feels depressed due to internal and external pressures and a mismatch between demands and abilities. Educational and learning activities are employing internet media, such as those at Madrasah Aliyah Al-Hidayah, cause stress. Four groups are affected by stress in
Stress Management during the Covid 19 Pandemic: Solutions and Settlement Approaches at Madrasah Aliyah Al-Hidayah, Bandung City

various forms, namely the principal, teachers, students, and students. Generally, the form of stress experienced is stress in the form of frustration, pressure, and change. The strategies used to deal with stress include: a) eliminating stressors, b) controlling the consequences of stress, c) changing individual perceptions of stress and d) providing moral and social support to individuals experiencing stress. While several aspects, including; a) the cause of stress’s impact on psychological aspects, b) the impact on health aspects, c) the impact on performance aspects, d) the impact on cognitive aspects, e) the impact on emotional aspects, and f) the influence on behavioural aspects, are all important to be solved.

Bibliography

Ambara, D. P, Pengaruh Tingkat Stres Guru Terhadap Manajemen Kelas Di Sekolah Menengah Atas. Jurnal IKA, Vol. 8 No. 2, 2010.
Amin Haris, Y. J, Mengelola Stress Disekolah. TARBAWY: Jurnal Pendidikan Islam, Vol. 4 No. 1, 2017
Gamma Rahmita Ureka Hakim, F. F, Efektifitas Pelatihan Manajemen Stres Pada Mahasiswa. Jurnal Sains Psikologi, Vol. 6 No. 2, 2017.
Hadi Pajarianto, A. K, Study from Home in the Middle of the COVID-19 Pandemic: Analysis of Religiosity, Teacher, and Parents Support Against Academic Stress. Jurnal of Talent Development and Excellence, Vol. 12 no. 2s, 2020.
Lathifah Hanum, D. P, Penerapan Manajemen Stress Berkelompok Dalam Menurunkan Stress Pada Lanjut Usia Bersifat Kronis. Jurnal Psikologi, Vol. 43 No. 1, 2016.
Lukman Hakim, E. S, Manajemen Stress Kerja Pengusahaan Untuk Meningkatkan Kinerja Perusahaan di Industri Batik Laweyan Surakarta. BENEFIT Jurnal Manajemen dan Bisnis, 2017.
Miskanik Miskanik, V. D, Efektivitas Teknik Manajemen Stres Dalam Konseling Kelompok Untuk Mencegah Perilaku Prokastinasi Akademik Mahasiswa Tingkat Akhir. Jurnal SIMPUNI, 2019.
Muslim, M, Manajemen Stress Pada Masa Pandemi Covid 19. ESSENSI: Jurnal Manajemen Bisnis, Vol. 23. No. 2, 2020.
Riazul, J, Tingkat Stress Mahasiswa Mengikuti Pembelajaran Daring Pada Masa Pandemi Covid-19. Jurnal Pengabdian Masyarakat, Vol. 1. No. 1, 2021.
Rochani, Pelatihan Manajemen Stres Untuk Mereduksi Tingkat Stres. Jurnal Untirta, Vol. 1 no. 1, 2020.
Sahoo, S. R, Management of Stress at Work Place. Global Journal of Management and Business Research: A administration and Management. Vol. 16. No. 6, 2016.
Sugiarti A Musabiq, I. K, Gambaran Stress dan Dampaknya Pada Mahasiswa. Jurnal Mercubuan Yogya, Vol. 20. No. 2, 2018.
Wahyu Rochdiah Murdhiono, C. W, Manajemen Stres Sebagai Upaya Mengelola Stres. Seminar Nasional UNRIYO, 2019.
Zulaeni Esita, R, Stres dan Manajemen Stres Guru Taman Kanak-Kanak di Kota Kendari. Jurnal RAP (Riset Aktual Psikologi), 2018.
