

Exploring the Influence of Parental Involvement on Stress Coping Mechanisms among Students in Tamansari, Lelea, Indramayu, Indonesia: A Correlational Analysis

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ABSTRACT

Various challenges experienced by a person in adolescence can make him feel stressed. Therefore, knowing the proper response and how to cope with stress is essential. Parental involvement is crucial in directing children to have good coping. This study aims to determine the relationship between father involvement and active and internal coping stress in students in Indramayu. This research is in the form of a quantitative correlational method by distributing questionnaires in schools located in Tamansari, Lelea, Indramayu, West Java, Indonesia. The variable perception of father involvement is measured by Reported Father Involvement Scale (Finley & Schwartz, 2004) and Coping stress is measured by the Coping Across Situation Questionnaire (Seiffge-Krenke, 1990). The participants in this research were 410 adolescents, ranging from adolescents aged 11-19 years. Using the Spearman correlation test, the data analysis technique using with the SPSS version 22 program. The result showed a positive and significant relationship between father involvement and active coping stress ($r = 0,400$ and $p = 0,000$) and internal coping stress ($r = 0,385$ and $p = 0,000$). These results indicate that the higher the father's involvement, the higher the level of active and internal coping in adolescents in Tamansari, Lelea, Indramayu.

Keywords: Father Involvement, Coping Stress, School Stress

1. INTRODUCTION

Adolescence is one of the developmental periods of a person which is marked by the transition from childhood to adulthood. During this transition period, a person faces various physical changes, cognitive changes, and psychosocial changes (Papalia & Martorell, 2015; Seiffge-Krenke et al., 2001). According to Papalia & Martorell (2015) adolescence occurs in someone aged 11-19. Based on Erik Erikson's theory, adolescence is a time when a person faces the challenge of an identity crisis with immature brain development, so it is not uncommon for adolescents to act – risky actions to overcome the identity crisis they are experiencing such as using illegal drugs or alcohol (Papalia & Martorell, 2015).

The big changes and challenges that teenagers make them vulnerable to stress. Teenagers are often faced with stressful or stressful situations in their daily lives. A state of stress that adolescents face for too long will cause physical and psychological disturbances in the process of development (Insyiranda & Saleh, 2019; LaRue & Herrman, 2008; Santrock, 2018). These disturbances can create obstacles in the learning process and daily life (Insyiranda & Saleh, 2019; LaRue & Herrman, 2008; Seiffge-Krenke et al., 2009).

Adolescents who experience severe stress are also found in adolescents in Tamansari village. According to Suryadi et al., (2022) it was found that around 19% of around 130 adolescents in Tamansari village experienced severe stress with a scale of 10. Then, it was also found that around 63 adolescents stated that they experienced stress on a scale below 10. This shows that not a few adolescents in Tamansari village experience stress in everyday life.

In adolescence, a person is first confronted with various types of sources of stress or stressors and generally, adolescents do not yet have an effective strategy for responding to the stress they face (Seiffge-Krenke et al., 2001; Seiffge-Krenke & Shulman, 1990; Seiffge-Krenke & Weitkamp, 2020). Teenagers need to recognize the right way or strategy to respond to the stress they receive, known as coping. Coping is a way or strategy of managing behavior and thoughts to solve problems in dealing with the source of the problems they face in life. Coping is in the form of one's efforts to deal with the stress one encounters in life (Lazarus & Folkman, 1984; Seiffge-Krenke & Shulman, 1990).

According to Seiffge-Krenke & Shulman (1990) three coping styles are commonly used by adolescents in dealing with stress and developmental challenges, namely active coping, internal coping and withdrawal coping. However, this study will focus on two forms of coping that are functional to see more deeply the relationship with father involvement. Active coping is a form of coping in which efforts to deal with stress are carried out actively. Active coping can be done by seeking help for their problems or emotional assistance from family, friends, relatives or even experts who are suitable for solving the problems they are facing. Internal coping is a form of coping that emphasizes the evaluation of the problems encountered and the search for compromises that are carried out independently. Withdrawal is a form of coping by withdrawing from the problems it faces. Functional coping styles, such as active coping and internal coping, can bring adolescents to better mental health and stress management (Seiffge-Krenke et al., 2001; Seiffge-Krenke & Shulman, 1990).

Coping styles in adolescents are related to several factors such as family factors or family atmosphere and the relationship between parents and children (Insyiranda & Saleh, 2019; Seiffge-Krenke et al., 2009; Seiffge-Krenke & Weitkamp, 2020; Shulman et al., 1987). The role of the family is crucial to guide or direct adolescents to use the right coping style in responding to the stress they face. Parents as family leaders have a more significant role in directing children to respond to the problems and pressures they face during their development. The role of parents can be seen through the involvement of parents in the process of child development (Lestari, 2012; Papalia & Martorell, 2015).

Parental involvement can be explained as the contribution or participation of parents in various aspects of a child's life. Aspects of the life of the child in question are aspects of intellectual, emotional, social, moral, spiritual, physical, and career development. Parental involvement can be seen in how children perceive parental involvement from childhood to adolescence (Finley et al., 2008; Finley & Schwartz, 2004; Schwartz & Finley, 2009).

According to Finley et al., (2008) parental involvement is divided into three dimensions to aspects of child development, namely instrumental involvement, expressive involvement, and mentoring/advising. Expressive engagement involves emotional aspects such as providing emotional support and comfort. Instrumental involvement in the form of involvement in meeting the material needs of the child's present and future. Mentoring involvement is a form of involvement related to teaching children to live their lives. In previous studies, there were differences in the perception of involvement between fathers and mothers. Fathers are perceived as more instrumentally involved, whereas mothers are more involved in expressive involvement and mentoring (Finley et al., 2008; Finley & Schwartz, 2004; Schwartz & Finley, 2009). In this study, researchers will focus on fathers' involvement in adolescents in Tamansari village.

Parental involvement in Indonesia tends to be mostly done by mothers. Father's involvement in child development is still not too much or it can be said that it is still lacking in quantity and quality (Agustina, 2017). This is because there are still many assumptions from society in Indonesia that the task of taking care of children is the responsibility of the mother and father, only as a supporter. Then it was also found that the involvement of parents in cities was higher than that of parents in villages. However, it was still influenced by socioeconomic status and the extent to which parents had studied (Yulianti *et al.*, 2019). Fathers are generally only involved in providing a living and are not sufficiently involved in caring for the home. From the explanation above, it can be concluded that most of the father's involvement in adolescents in Tamansari Village can be said to be low. This can be said to be the village culture and the community's views, which are still traditional so parenting is only focused on the mother.

In previous research, it was explained that there was a relationship related to perceptions of parental involvement in coping with school-related stress in adolescents. There is a relationship between internal and active coping on perceptions of father involvement (Insyiranda & Saleh, 2019). However, this study only examined urban youth or adolescents in Jabodetabek. It is unknown whether the same results will be obtained by adolescents who live in villages with different parenting characteristics from parents in cities. Different cultures are part of the factors related to perceptions of parental involvement and coping styles in adolescents (Finley *et al.*, 2008; Finley & Schwartz, 2004; Gelhaar *et al.*, 2007; Insyiranda & Saleh, 2019; Seiffge-Krenke & Shulman, 1990; Seiffge-Krenke & Weitkamp, 2020). Based on the description of the background of the problem above, this study wanted to find out the relationship between perceptions of parental involvement and three coping stresses (active, internal, and withdrawal) in adolescents who attend school in Tamansari Village, Lelea District, Indramayu, West Java.

2. LITERATURE REVIEW

Teenagers are often faced with many changes - changes in their lives such as physical changes, emotional changes, and psychosocial changes. Teenagers also often do not have an effective way to deal with stress or coping. With so much stress experienced by adolescents during their development, coping with stress has an important role. Coping stress is a person's way of solving the problems he faces to reduce the pressure or stress he feels (King, 2010; Lazarus & Folkman, 1984; Lazarus & Lazarus, 2006; Seiffge-Krenke & Shulman, 1990). According to Seiffge - Krenke (1990) there are 3 forces of coping with stress in adolescents such Active Coping, Internal Coping, and Withdrawal. The coping force used is related to the family such as parental involvement. The perception of the father's involvement can be defined as the child's appreciation of the participation or contribution of the father in the process of child development and activities in the life of children (Finley & Schwartz, 2004; Schwartz & Finley, 2009). Father's participation has an important role in child development such as physical development, emotions, and psychosocial. The lack of the role of parents in children's lives can direct children to low academic achievement and poor mental health (Santrock, 2018).

Finley *et al.* (2008) classify the father's involvement into three dimensions or aspects, namely expressive involvement, instrument, and mentoring. In expressive involvement, parental involvement can be assessed from parenting, free time, friendship, sharing activities with children, emotional development, social development, physical development, and spiritual development. In instrumental involvement, this involvement can be seen from the aspect of parents participating in economic stability or meeting material needs, protection, school or homework, the development of a sense of responsibility, and independence, the application of discipline, the development of ethics/morals and the development of education or career in children. In the involvement of mentoring, involvement can be seen from the participation of parents in intellectual development, competency development, giving guidance, granting advice, and teaching (Finley *et al.*, 2008; Finley & Schwartz, 2004; Schwartz & Finley, 2009).

Father's involvement allows children to get taught on how to solve their problems and effective coping methods. When teens have a high perception of father involvement, teenagers will tend to use functional coping styles such as Active Coping and Internal Coping (Insyiranda & Saleh, 2019). Seiffge-Krenke grouped coping into three coping or coping styles that teenagers usually show in dealing with stress and problems in their development and daily problems. The problems faced by adolescents can come from relationships with family, relationships with friends, self-perceptions, activities in free time, achievements in school, or future plans. Three coping styles used to overcome these problems are active coping, internal coping and withdrawal. Active coping and internal coping are a functional coping forces. Meanwhile, withdrawal is a dysfunctional force (Gelhaar et al., 2007; Seiffge-Krenke et al., 2001, 2009; Seiffge-Krenke & Pakalniskiene, 2011; Seiffge-Krenke & Shulman, 1990; Seiffge-Krenke & Weitkamp, 2020). This research will focus on functional coping force.

Active coping refers to adolescent stress responses or adolescent efforts to deal with problems actively, such as seeking information or support and seeking emotional assistance from parents, friends or professionals to solve the problems they face (Gelhaar et al., 2007; Seiffge-Krenke et al. al., 2001, 2009; Seiffge-Krenke & Shulman, 1990; Seiffge-Krenke & Weitkamp, 2020; Shulman et al., 1987).

Internal coping includes coping actions for adolescents by conducting an assessment or evaluation of the problems they face and seeking compromises on these problems. This coping style focuses on using adolescent cognitive processes to modify stress and plan activities to find solutions to existing problems (Gelhaar et al., 2007; Seiffge-Krenke et al., 2001, 2009; Seiffge-Krenke & Shulman, 1990 ; Seiffge-Krenke & Weitkamp, 2020; Shulman et al., 1987).

Previous studies have shown that when the relationship between fathers and adolescents is not going well, it will be difficult for adolescents to use effective stress coping styles, adolescents will tend to use dysfunctional coping (Seiffge-Krenke et al., 2001; Seiffge-Krenke & Pakalniskiene, 2011).

3. RESEARCH METHODOLOGY

This study involved participants who lived in Tamansari Village and were at the stage of adolescent development. There are no restrictions regarding gender, socioeconomic status, race or ethnicity, or religion. The number of participants in this study was 410 participants, aged 11-19 years.

Researchers used a sampling technique, namely a non-probability technique with a purposive sampling technique. This research technique was conducted with participants who matched their characteristics and meant that not all populations could be used as research samples.

This study has a non-experimental nature by using quantitative methods. The quantitative method is a research method that focuses on data with numbers and can use statistical methods to process them. This type of research can be said to be correlational research which is part of ex-post facto research, meaning that this research does not manipulate or provide intervention in the variables studied. This study immediately looked for the presence of the relationship and the correlation coefficient or the level of relationship between the two variables studied. In this study, researchers looked for the relationship between perceptions of parental involvement as the first variable and stress coping (active coping, internal coping & withdrawal) as the second variable. This research was conducted in Tamansari village, Lelea district, Indramayu. Researchers distributed questionnaires to schools in Tamansari village, including one SMK, one junior high school, and two elementary schools. The distribution of the questionnaires received permission from the principals and used class hours to avoid distractions that could occur during a recess.

In this study, the perception of father involvement is the first variable. Perceptions of father involvement are defined by Finley et al. (2004) as a child's assessment of the father's active role or father's contribution in the process of development, mentoring, and mentoring of children to fulfill developmental tasks and fulfilling child welfare.

Researchers conduct research by distributing questionnaires or measuring instruments. The measuring tool was developed using a scale of perceptions of father involvement called the Reported Father Involvement Scale (RFIS) compiled by Finley and Schwartz (2004). This measuring tool for perceptions of father involvement was adapted by Mitranti Anindya Ayu in 2014 and has been reused in Affiani's research (2016) and Insyiranda and Saleh's (2018). The researcher has obtained permission from Mitranti Anindya Ayu to use the measuring tool adapted via email.

The measuring instrument scale in RFIS starts from one as the smallest scale to five as the largest scale that the participants can choose. Scale 1 shows no perception of parental involvement with the description "Not Involved", scale 2 for the description "Rarely Involved", scale 3 for the description "Sometimes Involved", scale 4 for the description "Always Involved" and scale 5 for "Always Involved".

Coping Stress in adolescents as the second variable in this study. According to Seiffge-Krenke (1990) Coping is an effort or a way for someone to solve a problem when they get a problem pressure or stress greater than their adaptive response or daily response. There are three coping styles in adolescents from Seiffge-Krenke (1990), namely active coping and internal coping. The measurement used to measure is the Coping Across Situation Questionnaire (CASQ) which consists of 14 items from Seiffge-Krenke and Shulman.

This measuring tool will use a 5 Likert scale to see adolescents' behaviors when dealing with the pressure or stress they experience. Scale one for the statement "Never" and scale 5 for the statement "Always" performs this behavior when faced with stress.

Descriptive and correlation analysis techniques will be applied in this study. The researcher wanted to see what the general characteristics of the participants were, such as age, gender, birth order, number of siblings, parent's marital status, parents' education, and parents' employment status. Researchers will use descriptive analysis techniques to see the general picture. Then, correlation analysis techniques were used with Microsoft Excel and the Statistical Product and Service Solutions (SPSS) program. According to Clark-Carter (2004) in correlation analysis it is necessary to test the assumptions to see whether the resulting data meets the assumption test. When the data results meet the assumption test, the hypothesis is carried out by parametric testing with Pearson's Product Moment. However, when the resulting data do not meet the assumption test, it is necessary to test the hypothesis with non-parametric testing with Spearman. Testing can be done with the SPSS program.

4. ANALYSIS AND RESULTS

Researchers conducted descriptive analysis for each variable and its dimensions. On the engagement score fathers obtained an average score that tends to be high. On total perceptions of father involvement. In each dimension, it was found that the average score on perceived instrumental involvement was highest compared to the dimensions of perceived expressive involvement and mentoring. Data related to the description of perceptions of father involvement are briefly explained in table 1.

Table 1 Data Overview of Perceptions of Father Involvement

Variable	Min.	Max.	Mean Empiric	Std. Deviation	Explanation
Perceptions of Expressive Involvement	1,00	5,00	3,1799	0,82089	High Tendency
Perceptions of Instrumental Involvement	1,00	5,00	3,5930	0,85144	High Tendency
Perceptions of Mentoring Involvement	1,00	5,00	3,3933	0,89161	High Tendency
Total Perceptions of Father Involvement	1,05	4,95	3,3878	0,77800	High Tendency

Descriptive analysis was also carried out on coping stress variables. In this variable, adolescents in Tamansari village tend to use more internal coping stress than active coping stress. The internal coping stress score shows an average score that tends to be high and the active coping stress score shows an average score that tends to be low. Data related to the description of this variable is explained in Table 2.

Table 2 Data Overview of Coping Stress

Variable	Min.	Max.	Mean Empiric	Std. Deviation	Explanation
Active Coping	1,00	5,00	2,6502	0,76176	Lower Tendency
Internal Coping	1,29	5,00	3,2122	0,68982	High Tendency

After the descriptive analysis was carried out, the researcher analyzed to explain the relationship between perceptions of father involvement and coping with stress. Analysis was carried out between variables and each dimension of perceptions of father involvement with active and internal coping stress.

Testing the correlation between perceptions of father involvement and coping with stress was conducted using the Spearman correlation technique. From the calculation results it was found that there was a positive and significant relationship between perceptions of parental involvement with active coping with a value of $r = 0.400$ and $p = 0.000$; $p < 0.01$. The results of this test show that the higher the perception of father involvement, the higher the active coping in adolescents. Vice versa, the lower the perception of parental involvement, the lower the active coping in adolescents.

In the variable perception of father involvement with internal coping stress, it produces $r = 0.385$ and $p = 0.000$ which indicates a positive and significant relationship between the two variables. These data explain that the higher the level of perceived parental involvement, the higher the level of internal coping stress in the participants of this study.

Therefore, this research follows previous research which states that there is a link between father involvement with active coping and internal coping. This study shows that there is no difference between adolescents in rural areas and urban areas regarding the relationship between father involvement and coping with stress.

Table 3 Relationship between Perceived Parental Involvement and Stress Coping

Variable	r	p	Explanation
Perceptions of Father's Involvement with Active Coping	0,400**	0,000	There is a relationship
Perception of Father's Involvement with Internal Coping	0,385**	0,000	There is a relationship

Correlation testing was conducted on each dimension of the perception of father involvement with active and internal coping stress. There are three dimensions of fathers' perceptions of involvement, namely perceptions of expressive involvement, perceptions of instrumental involvement, and perceptions of mentoring involvement.

In the relationship between each dimension of the father's involvement with active coping, related and significant data were found. On the dimensions of perception of father's expressive involvement with active coping, $r = 0.365$ and $p = 0.000$, meaning that the higher the perception of expressive involvement in fathers, the higher active coping in adolescents. On the dimensions of perception of the father's instrumental involvement and active coping, data were generated with a magnitude of $r = 0.352$ and $p = 0.000$. It can be said that the higher the perception of father involvement, the higher the active coping in adolescents. On the dimensions of perceived mentoring involvement with active coping stress, it was found that $r = 0.354$ and $p = 0.000$ so it can be said that the higher the father's perception of mentoring involvement, the higher the active coping stress in adolescents.

Table 4 The correlation of the Dimensions of Father's Involvement with Active Coping Stress

Variable	r	p	Explanation
Perceptions of Father's Expressive Involvement with Active Coping	0,365	0,000	There is a relationship
Perceptions of Father's Instrumental Involvement with Active Coping	0,352	0,000	There is a relationship
Perceptions of Father Mentoring Involvement with Active Coping	0,354	0,000	There is a relationship

In the relationship between each dimension of the father's involvement with internal coping, a positive and significant relationship was found. The test between the dimensions of perception of the father's expressive involvement, perception of the father's instrumental involvement, and perception of mentoring involvement with internal coping resulted in a significant value of $p = 0.000$. The data is briefly described in tables and attachments.

Table 5 Correlation of Father's Involvement Dimensions with Internal Coping Stress

Variable	r	p	Explanation
Perception of Father's Expressive Involvement with Internal Coping	0,352	0,000	There is a relationship
Perceptions of Father's Instrumental Involvement with Internal Coping	0,367	0,000	There is a relationship
Perception of Father's Mentoring Involvement with Internal Coping	0,297	0,000	There is a relationship

This study aims to determine whether there is a relationship between father involvement perceptions and adolescents' coping with stress in Tamansari Village, Lelea District, Indramayu. After testing and analyzing the data it was found that there was a positive relationship between perceptions of father involvement with active coping and internal coping. These results suggest that the higher the perception of father involvement, the higher the active and internal coping behavior in adolescents and vice versa.

5. DISCUSSIONS, LIMITATIONS AND FUTURE DIRECTION

Based on the results that have been analyzed, it shows that there is a positive relationship between perceptions of father involvement with active coping and internal coping. The results of this study support research from Insyiranda & Saleh (2019) which states that there is a relationship between perceptions of father involvement with active coping and internal coping in adolescents in Jabodetabek. These results indicate that there is no difference between rural adolescents and Jabodetabek adolescents in research related to the relationship between perceptions of parental involvement with active coping and internal coping. These results can explain that stress-related coping is related to family factors such as father's involvement in providing support both emotionally, materially and other aspects. This relationship is understood from research results which show that a positive family climate will direct children to use adaptive coping such as active coping and internal coping (Holmbeck et al., 1995; Seiffge-Krenke & Pakalniskiene, 2011). A good family climate certainly cannot be separated from the role of parents who are involved in child development. From these results it can be concluded that the higher the perception of parental involvement, the higher the level of active coping and internal coping in adolescents.

There are limitations in this study, including the limited research literature discussing parental involvement and coping with stress in adolescents in the village, resulting in limited explanations related to theories and results of previous studies. Limitations are also found in the reliability value which is not too high or only around 0.6 for internal coping. This could be due to the uneven distribution of trials conducted on adolescents in the village.

This research is expected to be helpful for psychology, especially developmental, clinical, family, educational, and school psychology. This research can expand the theoretical study on perceptions of parental involvement with stress coping in adolescents with limited literature. This needs to be done because developmental psychology is the basis for determining psychological interventions that can be given and can also see problems that need to be addressed.

Future research is expected to be able to examine not only one village on the island of Java but villages outside the island of Java. This is due to the differences in characteristics in each village and archipelago in Indonesia. Besides that, it can also determine the influence or role of the perception variable of parental involvement in coping with stress in adolescents.

Based on the research results, several practical suggestions were produced for adolescents and fathers. Suggest fathers be more involved in expressive involvement or sharing time with children. Fathers do not focus only on meeting the material needs of their children, so they forget to provide for their children's emotional needs. Fathers can create time with their children when driving with them, taking the time to ask about the things their children like and their friendship life. Fathers can also make schedules to go or do activities with their children. When fathers can improve this activity well, children will be able to perceive the father's involvement higher. In adolescents, it is also recommended to use functional stress coping such as active and internal coping. Things that can be done start with opening up and looking for trusted storytelling places around him. Teenagers can participate in positive activities that can support them in coping with

functional stress such as sports, religious or worship activities that emphasize positive thinking, or extracurricular activities that channel positive hobbies in adolescents.

It is hoped that fathers can be involved appropriately with the child's development process to direct the child to use active and internal coping in dealing with stress. Parents are expected to be able to educate themselves and develop themselves so that they can listen to children's problems appropriately without judging children so their children can trust both parents in telling their problems and not diverting problems to things that are not desirable.

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