

ABSTRAK

Penelitian ini bertujuan untuk mengetahui gambaran strategi *coping* santri akhir dalam menghadapi tuntutan akademik di Dayah Madinatuddiniyah Jabal Nur. Dalam penelitian ini digunakan metode kualitatif dengan pendekatan fenomenologi. Subjek berjumlah sebanyak enam santri akhir terdiri dari tiga laki-laki dan tiga perempuan yang memenuhi kriteria penelitian. Teknik pengumpulan data dilakukan dengan wawancara semi terstruktur dan observasi. Adapun Teknik analisis data dilakukan melalui proses pengkodean, kategorisasi, dan penarikan tema. Seluruh subjek mengalami tekanan akademik yang bersumber dari tuntutan tugas, keterbatasan waktu, serta padatnya aktivitas di dayah. Hasil penelitian ini menunjukkan bahwa seluruh subjek mengalami tekanan akademik yang bersumber dari tuntutan tugas, keterbatasan waktu, serta padatnya aktivitas di dayah. Dalam menghadapi tekanan tersebut, subjek menggunakan dua bentuk strategi *coping*, yaitu *problem-focused coping* dan *emotional-focused coping*. *Problem-focused coping* meliputi *seeking social support*, *planful problem solving*, dan *confrontative coping*, sedangkan *emotional-focused coping* meliputi *distancing*, *escape-avoidance*, *self-control*, *accepting responsibility*, dan *positive reappraisal*. Penelitian ini menyimpulkan bahwa santri akhir menggunakan strategi *coping* yang beragam dalam menghadapi tuntutan akademik, dengan *emotion-focused coping* sebagai strategi yang lebih dominan. Pemilihan strategi *coping* disesuaikan dengan kondisi dan tekanan akademik yang dihadapi, baik melalui pengelolaan respons emosional maupun upaya penyelesaian masalah secara langsung.

Kata kunci: strategi *coping*, santri akhir, tuntutan akademik

ABSTRACT

This study aims to examine the coping strategies of final year students in dealing with academic demands at Dayah Madinatuddiniyah Jabal Nur. A qualitative method with a phenomenological approach was used in this study. The sample consisted of six final year students three males and three females who met the study criteria. Data collection techniques included semi-structured interviews and observation. Data analysis was conducted through a process of coding, categorization, and theme extraction. All participants experienced academic stress stemming from assignment demands, time constraints, and the busy schedule at the dayah. The results of this study indicate that all participants experienced academic stress stemming from assignment demands, time constraints, and the busy schedule at the dayah. In dealing with this stress, the subjects employed two types of coping strategies: problem-focused coping and emotional-focused coping. Problem-focused coping includes seeking social support, planful problem-solving, and confrontative coping, while emotion-focused coping includes distancing, escape-avoidance, self-control, accepting responsibility, and positive reappraisal. This study concludes that final year students employ a variety of coping strategies in dealing with academic demands, with emotional-focused coping being the more dominant strategy. The choice of coping strategy is tailored to the specific academic conditions and pressures faced, whether through the management of emotional responses or direct problem-solving efforts.

Keywords: coping strategies, final-year students, academic demands