Stress and Coping Strategies of Madrasah's Teachers on Applying Distance Learning During COVID-19 Pandemic in Indonesia

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Abstract

The COVID-19 pandemic has changed many aspects of life, including face-to-face learning processes in madrasah to distance learning. These changes have caused psychological problems or stress among teachers. The study aims to describe the mental health issue during COVID-19 and how to overcome it. The study applied quantitative and qualitative approaches, with 1,520 teachers, consisting of 615 teachers from Islamic Schools (madrasah) in Bali and 905 in NTT. Findings indicate that the stress level experienced by madrasah teachers in the two provinces was in a low category at a score of 1.54, though both regions were at very different levels in terms of internet affordability, the highest cause of teacher stress was the concern for students' ability to absorb the learning material; and 92.68% of teachers selected problem-focused coping mechanisms, particularly efforts to improve their skills in conducting distance learning. The findings from the study provide important input for teachers's coping strategies for mental health issues of distance learning.

Keywords: coping strategies, COVID-19, distance learning, stress, madrasah teachers

1. Introduction

COVID-19 emerged as a global distress at the end of 2019 (Pramukti et al., 2020; Prakoeswa et al., 2021). Two major theories were proposed to explain the pandemic, first, the virus had a hundred-year cycle as nature's attempt to balance itself and reduce its population burden, and second, it was fabricated, according to different narratives and conspiracy theories (Abaido, 2020; Chen et al., 2020; Lubis, 2019; Raihan, et al., 2021; Sallam et al., 2020; Wahyudi, Gemuh, Akalili, 2020). Despite these theories, the COVID-19 pandemic changed many aspects of life, including the health, economic (Agung, Susilawati, 2021; Febriyanti, 2020; Shiyammurti et al., 2021; Suwoso et al., 2020), social (Maria, Novianti, 2020), education (Aji, 2020; Andini, Safitri, 2022; Habibi et al., 2021; Khasanah et al., 2020; Rajab, 2020; Syah, 2020), and other sectors.

One of the impacts of the pandemic in the education sector is the shift from learning in the school environment to the home, specifically from direct or face-to-face models to indirect, virtual, or online learning. This is known as distance learning or learning from home, which uses various models. For example, learning in China is performed through television broadcasts, while students in Nigeria obtain material from Google Classroom equipped with face-to-face video instructions. In Lebanon, online learning models are used (Nirwansyah, 2020), the same as in Indonesia.

However, this change in the learning model is surrounded by many obstacles and has led to various problems. The biggest obstacles during the COVID-19 pandemic were the internet network, as well as the low knowledge and skills of teachers, students, and parents about learning support

technology, limited ownership of learning devices (such as gadgets and netbooks), and the lack of parental support (Iswanto et al., 2021; Prawanti & Sumarni, 2020; Suprapmanto & Utomo, 2021). Meanwhile, the major problems caused by online learning are psychological disorders.

Numerous pieces of literature highlight the psychological impacts of learning during a pandemic on people directly and indirectly involved with education. For example, Bonaria (2021a) described the psychological disorders experienced by students due to distance learning, namely anxiety, personality disorders, and depression. The research covered students in Indonesia, Morocco, the United States, and China. Similar findings were expressed by Pramukti et al. (2020) that the amount of information about COVID-19 increased the anxiety of students in Indonesia, Taiwan, and Thailand.

Rifa Fauziyah et al. (2021) also estimated the percentage of psychological disorders and compared the level of interference experienced by students in and outside Indonesia. According to the research, the stress levels experienced by students in and outside Indonesia due to distance learning were 55.1% and 66.3%, while the anxiety levels were 40% and 57.2%, respectively.

Meanwhile, teachers were also reported to experience psychological disorders. The research by Naiara Ozamiz-Etxebarria et al. (2021) showed that teachers experience different levels of psychological disorders. The results demonstrated that 17% suffered from anxiety, 19% were depressed, and 30% were stressed, with teachers in Asia having higher anxiety levels than the rest of the world. Furthermore, anxiety was higher among teachers than lecturers, while the findings for stress were the opposite. There was no significant difference between male and female teachers in terms of stress signs. The research concluded that teachers from different levels of education experienced distressing psychological problems.

Similar results were obtained by Santamaria, where symptoms of stress, anxiety, and depression were experienced by most of teachers. However, the results differed from the research by Naiara Ozamiz-Etxebarria et al. in terms of gender, where female teachers showed more significant symptoms of stress and anxiety than male. This finding was in line with Klapporth et al. (2020), which found that teachers with children experienced more severe depression than those without children. In addition, Santamaria stated that teachers with chronic pathology were more stressed, anxious, and depressed than those without. Teachers with family members suffering from chronic pathology were also more stressed than those without chronically ill relatives.

Consequently, this research described the stress and coping strategies of madrasah teachers of Bali and Nusa Tenggara Timur (NTT), while engaging distance learning during the COVID-19 pandemic. The selection of these teachers was based on the higher number of hours of Islamic Religious Education classes in madrasah compared to schools, at a ratio of 8:3 lessons. Meanwhile, both provinces were selected due to their varying degrees of internet affordability. According to data from the Central Statistics Agency, Bali's internet usage in 2019 reached 54.08% and was ranked 7th in all provinces in Indonesia, while NTT placed 33rd with 26.29%, the second lowest position after Papua which at 21.70% (Badan Pusat Statistik, 2020).

Conceptual Framework

Stress can happern due to physiological and psychological processes. It perceived because of no meaning or satisfactory for all parties. (Evans, 1982; Lazarus, Richard, Folkman, 1984) Regardless, some definitions cited by Barseli et al. (2017) can be used as a reference. They include "Stress is a discrepancy between the desired situation and an individual's biological, psychological, or social system" and "stress is the perception of the gap between environmental demands and an individual's ability to fulfill them" (Barseli, Ifdil, Nikmarijal, 2017). This depicts stress as the pressure experienced by a person due to an imbalance between physical and psychological demands and the ability to fulfill them, or simply, between internal and external conditions.

Stress is broadly divided into two groups, namely eustress and distress. Eustress and distress have positive and negative impact, respectively (Esia-Donkoh et al., 2011). There is another type called neutral stress, which was introduced by Anthonovsky (Candra, Harini, Sumitra, 2017), and has neither a positive nor a negative impact. Distress must be avoided and immediately controlled, neutral

stress is acceptable, while eustress is needed because it can increase morale, performance, and happiness. (Marpaung, 2016; Muslim, 2020)

Stress can also be categorized based on its causes, commonly referred to as stressors, and the characteristics of its symptoms. Zakiyah Darajat, quoted by Muslim (2020), mentioned three stressors, namely frustration, conflict, and anxiety, while Maramis listed frustration, conflict, pressure, and crisis as the causes of stress (Kawuryan & Astuti, 2017; Musradinur, 2016). Meanwhile, the characteristics and symptoms of stress can be seen in three aspects, namely physical, emotional, and behavioral. The symptoms of physical stress are headaches, neck pain, heart palpitations (physical), irritability, anxiety, predisposition to tears (emotional), eating, sleep, and sexual (behavioral) disorders, etc. (Maliki, Luthfi, 2017; Rahmawati, 2016).

Strategies to Cope with Stress

Many experts proposed strategies for dealing with stress, including Lazarus and Folkman, who introduced problem-focused and emotion-focused coping mechanisms (Morales-Rodrigues, 2021; Musradinur, 2016; Sulthoni, Hannin, Imelda, 2021). A problem-focused coping strategy involves efforts to reduce the demands that cause tension, such as by learning a new skill. This strategy is effective when there is confidence in changing the demands of the situation. Conversely, emotion-based coping entails regulating the emotions in managing stressful situations, particularly using a behavioral or cognitive approach. The behavioral approach, which involves consuming alcohol and drugs, seeking peer support, and participating in several activities, such as sports and watching television, can distract an individual from stressful conditions. The cognitive approach refers to redefining stressful conditions by making comparisons with other people who have experienced similar or worse situations but are still fine.

2. Material and Method

This research employed mixed methods comprising quantitative and qualitative approaches simultaneously. The methods were selected based on their tendency to provide comprehensive data and answers for research problems that cannot be completely resolved using only one approach (Hermawan, 2019). The quantitative method was used to obtain numerical data obtained through the distribution of a Google Form link, while the qualitative approach supplied the respondents' answers using short paragraph descriptions.

Population and Sample

The population were all teachers from Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) in Bali and NTT Provinces, Indonesia. The respondents were determined through convenience sampling based on their accessibility to the online survey and willingness to fill out the provided questionnaire. This was congruent with the convenience sampling characteristics of using respondents willing to fill out surveys and are available when needed (Fink, 2009). Although the number of respondents was quite large, the data from the online questionnaire was unable to describe the actual condition of the entire population. This is because convenience sampling is a non-probability sampling technique, thereby leading to the application of descriptive analysis. The research samples comprised 1,520 teachers, consisting of 615 madrasah teachers in Bali and 905 in NTT. The descriptions of respondents based on socio-geographical conditions from 9 – 26 November 2021 are shown in Table 1.

Table 1. Socio-Geographical Description of the Respondents

Aspect	Category	Bali	Percentage	NTT	Percentage
Teacher		615		905	
Gender	Male	231	37.56%	368	40.66%
	Female	384	62.44%	537	59.34%

Education	MI	248	40.32%	312	34.48%
	MTs	166	27.00%	323	35.69%
	MA	201	32.68%	270	29.83%
Status	Civil Servant	164	26.67%	234	25.86%
	Non Civil Servant	451	73.33%	671	74.14%
Certification	Yes	213	34.63%	192	21.22%
	No	402	65.37%	713	78.78%
Age group	Baby Boomers	8	1.30%	6	0.66%
	Gen X	200	32.52%	178	19.67%
	Gen Y	306	49.76%	601	66.41%
	Gen Z	101	16.42%	120	13.26%
Region	City	474	77.07%	388	42.87%
	Village	141	22.93%	517	57.13%
Income	Under 1 million	161	26.18%	505	55.80%
	1 million – 2.9 million	290	47.15%	222	24.53%
	3 million – 5 million	108	17.56%	146	16.13%
	Above 5 million	56	9.11%	32	3.54%

Research's Instrument

The research instrument consisted of two main variables, namely the psychological condition/stress level of madrasah teachers during online learning and the coping strategies used in dealing with the resulting stress. Both variables were measured through an online research instrument, which was compiled based on the theory of stress types and coping strategies on a measurement scale of 1 to 3. The categories of stress experienced by teachers during online learning were classified into three, namely low stress (1.00 – 1.66), medium (1.67 – 2.33), and high (2.34 – 3.00).

The validity and reliability of the instrument were tested using the one-shot method, where the measurement was performed once by comparing the answers on an item with another to examine the correlation (Putri et al., 2021; Riyanto & Hatmawan, 2020). The one-shot trial was conducted by distributing the instrument to 1,520 madrasah teachers. Subsequently, the instrument validity was assessed through the SPSS software with Personnel bivariate correlation analysis by correlating each item's score with the total. The resulting Pearson correlation (r count) was compared with the r table using a significance of 0.05 and N-2 degrees of freedom. The item was declared valid when r count > r table (Hidayat, 2021). Furthermore, the reliability of the instrument was tested to measure its stability and consistency (Yusuf, 2017). This was estimated by calculating the Cronbach Alpha coefficient, where values ≥ 0.6 denoted reliability (Fitria et al., 2021). Using SPSS software, the Cronbach's Alpha coefficient was determined to be 0.743, meaning the instrument is reliable.

Data Analysis

The research data was analyzed using quantitative descriptive and qualitative methods. Quantitative descriptive analysis was performed on numerical data, such as the respondents' descriptions and teachers' stress levels. The stress conditions were divided into three categories, namely high, medium, and low, which were determined by calculating the average score. Meanwhile, qualitative analysis concerned descriptive data, which was obtained through data reduction and interpretation. Data reduction involved sorting out irregular data, coding according to the category, and summarizing the results into a simpler pattern. Data interpretation was further performed to obtain the meaning of the respondents' answers (Daymon, Holloway, 2008).

3. Results and Discussion
Teacher's Psychological Conditions during Distance Learning
The COVID-19 pandemic-motivated distance learning, which was implemented by teachers in many parts of the world, impacted many aspects of life, including economic, social, and psychological

spheres. The impact of distance learning on teachers' psychology can be detected through changes in physical, emotional, and behavioral traits. Data obtained by distributing questionnaires to 1,520 madrasah teachers showed that the level of stress experienced was at 1.54 or in the "low" category. The psychological conditions of teachers in Bali and NTT can be seen in Figure 1.

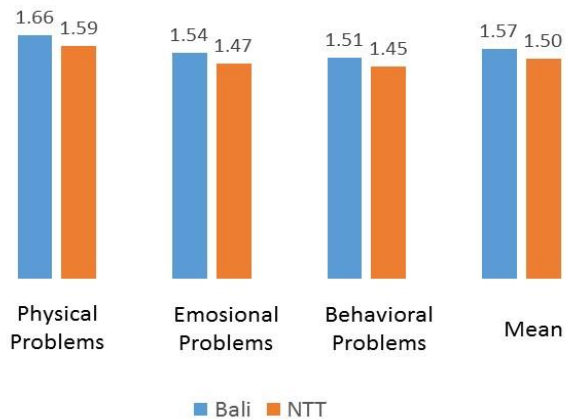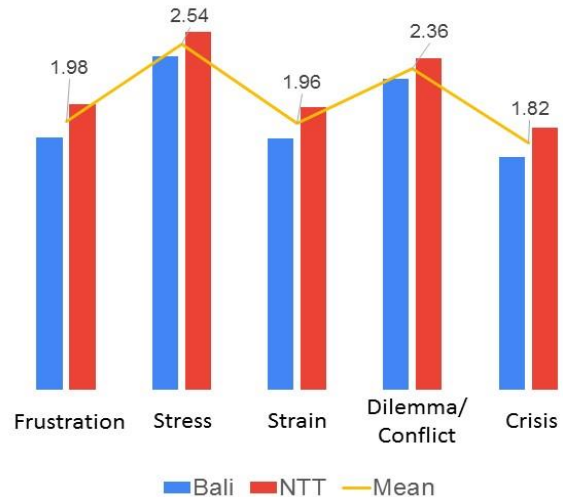

Figure 1.
Overview of Teachers' Stress Levels

Figure 2.
Triggers of Teachers' Stress

Based on Figure 1, it showed that 1,520 teachers from MI, MTs, and MA had low-stress levels during distance learning, comprising physical, emotional, and behavioral disorders. The stress levels of teachers in Bali and NTT were fairly similar, as both were at a "low" level despite being in very different regions. Bali is an area with adequate internet coverage, ranking the 7th region with the highest internet penetration, while NTT ranks the second lowest after Papua. This finding is interesting because the stress levels experienced by madrasah teachers in both provinces were in the "low" category amid demands for internet availability during distance learning. A description of teachers' stress levels is presented in Table 2.

Table 2. Categories of Teachers' Stress Levels during distance learning

Stress level	Bali		NTT		Total	%
	Total	%	Total	%		
Low	393	63.80%	642	70.86%	1.035	68.09%
Moderate	194	31.49%	222	24.50%	416	27.37%
High	28	4.55%	41	4.53%	69	4.54%

Table 2 shows that very few teachers at 4.54% suffered high-stress levels during distance learning, the majority had low levels at 68.09%, and only 27.37% experienced moderate stress. Several stressors were enumerated by Zakiyah Darajat, which were the focus of this research, namely frustration, conflict, and anxiety (Muslim, 2020). Meanwhile, Maramis listed four causes of stress, which are frustration, conflict, pressure, and crisis (Musradinur, 2016; Kawuryan and Astuti, 2017). Following the opinions of Zakiyah Darajat and Maramis, this research examined five triggers, namely frustration, anxiety, depression, conflict (dilemma), and crisis (shock). The levels of stress based on the triggering factors are depicted in Figure 2.

Based on the Figure 2, it showed that the biggest cause of teachers' stress during distance learning was anxiety, at an average of 2.54 (high category), followed by dilemma/conflict, frustration, pressure, and shock, at scores of 2.36 (high), 1.98 (medium), 1.96 (medium), and 1.82 (medium), respectively. The anxiety experienced by teachers was related to their concern about students'

absorption of the learning material. The dilemma and conflict were linked to the desire for face-to-face learning and contradicting regulations of distance learning. The teachers felt disappointed when the learning objectives were not achieved. In this condition, teachers were pressured by the need to meet the learning targets, while most of the teachers feel unprepared.

Forms and Types of Teachers' Stress Due to Distance Learning

The Madrasah teachers experienced three types of stress due to distance learning, with the negative type taking precedence. Generally, teachers felt worried and anxious over the pandemic that struck Indonesia and greatly impacted the world of learning. The most frequently expressed by the respondents were their concerns about students and their fears regarding poor reception of the educational materials as well as failure to achieve the learning objectives. Some statements are presented below:

"Depressed due to worry that the material presented was not heard or understood by students" (R.33)

"Stressed thinking about students who failed to understand the material"

"The impact was negative because of material demands and limited delivery during distance learning. Therefore, teachers felt more pressured" (R.104)

"Worried that children will not absorb learning optimally" (R.106)

"This can cause teachers to be less enthusiastic and stress-teach because some students failed to understand the material through social media and required face-to-face meetings are needed" (R.126).

Teachers were also worried that online learning will negatively impact students' character and personality. Online learning has increased the rate of lying among children and this disgraceful trait seems to have received the "blessing" and "support" from parents. An example was seen while learning *tahfidh* Al-Qur'an, which requires video calls between teachers and students to ensure adequate memorization. During this class, a teacher realized that a student's gaze was not focused on the camera but directed towards a certain point. This was observed because there was an inscription of a Qur'an verse behind the video call, which was read by the child to ensure smooth memorization (Informants 3 and 4).

Subsequently, teachers asked students to close their eyes and recite the verse to prove the suspicion that the child was "lying," which grew because he "made no sound" once his eyes were closed. This means that the child was unable to read the verses they were assigned. Therefore, teachers concluded that the child's gaze did not focus on the camera during the video call and that the verse was not memorized.

Another way to test a teacher's suspicion that a student lied is to repeat the same task but in a different way. This can be done from a distance or directly at the madrasah, and both actions produce different results. The assignments completed at home received much better grades than at madrasas, though the tasks were essentially the same. These tasks were only repeated to convince teachers that the score obtained by students on the home assignment was a true reflection of the mastery of the material provided.

"The children received an average of 8.5 on an online final semester assessment, and some students even obtained a 9.5 and 10, meaning they achieved almost perfect scores, which is a proud moment for a teacher and educator. However, the children were called during one class and the truth was retested with the same question, but through a face-to-face task. Of the 31 children who obtained 60, one got 5.5, another scored 2, and the majority selected their answers randomly, with most of the class getting zero, which is absent from the scale (laughs). Therefore, the situation experienced online was lost learning. I am afraid that the generation will be lost in the future" (Informant 3)

In addition to distress, several madrasah teachers experienced eustress or positive stress. This was the case of teachers who viewed the pandemic positively, thereby spurring the mastery of incorporating technological skills into teaching. These skills include making videos, recordings,

PowerPoint, and organizing Google Meet discussions, which were generally new activities that had not been mastered before the pandemic. Therefore, teachers were forced to learn new skills unaided or with the guidance of others. These were the experiences of informants 5 and 4.

Informant 5 admitted that online learning came as a surprise and was challenging to master. However, the pandemic led to the acquisition of new skills, such as making videos, using YouTube as a learning resource, making PowerPoint, and other media. These skills were self-taught through the internet and assisted by the informant's son, who was coincidentally an IT (Information Technology) studenta, as well as other teachers. For informant 5, this was a positive value obtained from the pandemic.

The third category, neutral stress, generally has no positive or negative effect. Teachers who experienced this type of stress felt lighter because it had no impact. The pandemic, which required online learning had no physical, psychological, or behavioral effect on the respondents in this category. This neutral condition was experienced by several respondents, as indicated below:

"Distance learning does not affect the psychological state of teachers because they should be ready for any learning conditions" (R-115)

"There is no significant effect on teacher psychology" (R-83)

"No effect" (R-78)

"Mediocre" (R-1)

The results of the types of stress experienced by teachers are summarized in Table 3.

Table 3 Teachers' Types of Stress due to Distance learning

Stress Category	Descriptions and examples of cases experienced by teachers
Eustress (positive)	• "Provides learning experience and motivation" (R-49) • "Offers new experiences during learning" (R-71) • "Distance learning allows the discovery of more creative teaching methods that can attract students to study from home" (R-121) • "Using electronic media to learn has more challenging effects" (R-122) • "Requires teachers to continue innovating in the learning process" (R-140) • "It is challenging to educators who are at the forefront of the success and progress of a nation because it entails inherent pressure and also requires the formulation of learning models/methods and consideration of students' characters" (R-157) • "Motivates the mastery of technology, particularly those related to learning" (R-171)
Distress (negative)	• The most common fear of teachers is poor absorption of the material presented and the failure to achieve the learning targets. Therefore, there are concerns that "lost learning" will occur and lead to a "lost generation." This is supported by the decreased interaction with students and the reduced respect for teachers. Some madrasas of which the education patterns are based on boarding school arrangements also surmised that students lost their sense of "*tawadhu*" towards teachers because they believed gaining knowledge without their help was possible (Informants 3 and 4, interview, 9 November 2021) • Teachers experienced twice as much burnout because online learning generates more, requiring them to make more effort. Moreover, madrasah applied rotational learning, which demands teachers to deliver the same material several times to different students. Teachers were expected to be available 24 hours a day to grade students' work. In addition, teachers attended to serve complaints from students and guardians (Informant 4) • "Boredom and fatigue because teachers are required to be in front of the laptop" (R-17) • "Depressed because they worried the material presented was not heard or

	understood by students" (R-33)
	• "Stressed while thinking about students failed to understand the material" (R-35)
Neutral	• "Normal" (R-1)
	• "Not too influential" (R-44)
	• "No effect" (R-78)
	• "There is no significant effect on teacher psychology" (R-84)
	• "Distance Learning does not affect the psychological condition of teachers because they should be ready for any learning conditions" (R-115)
	• "No effect" (R-124)
	• "Ordinary" (R-155)
	• "It is normal, it just needs adaptation to the teaching schedule" (R-188)

Dimensions of Teacher Stress Due to Distance Learning

Based on symptoms, at least three types of stress were experienced by madrasah teachers in Bali and NTT at different levels. Physically, online learning methods were more taxing and exhausting for teachers than face-to-face schools. The reasons include the demand to stare at a screen for longer, more workload, and the unclear division of office hours due to the work-from-home policy. This was manifested in several physical symptoms, such as headaches, eye strain, neck pain, etc. Emotionally, online schools also caused psychological stress with symptoms of frustration, depression, and anxiety, mainly due to doubt about students' optimal assimilation of the lessons. Behaviorally, the symptoms were manifested through sleep disturbances, eating disorders, decreased motivation, and decreased concentrationc. Teachers' stress dimensions during online learning practices can be seen in Table 4.

Table 4 Respondents' answers according to stress dimensions

Dimension	Respondents' answer
Physical	"Restless because the teaching material was formulated online. **Eye strain** due to excessive use of the laptop and phone" (R-119)
	"Tired" (R-154)
	"Worry that the targets be achieved, **often headache** and stress" (R-167)
Emotional	"Increased sensitivity and irritability" (R-120)
	"Worry concerning students' understanding of the lessons" (R-141)
	"Depression" (R-145)
	"Teacher became grumpy and nervous because of the pressure to adapt to the technology" (R-146)
	"Stress and depression due to thoughts of teaching media and methods" (R-147)
	"Worry that the targets will not be achieved, **often headache** and stress" (R-167)
	"Increased sensitivity as a result of poor adjustment to the new normal of the pandemic" (R-174)
Behaviors	"Reduced enthusiasm due to decreased student activity during remote learning. Teachers became unbothered about the intellectual progress of the student and acted without concern" (R-116)
	"Slight decrease in the motivation to teach optimally" (R-161)
	"Reduced enthusiasm towards the teaching process" (R-139)

These findings support research on the psychological impact of the pandemic in the education sector, as students and teachers experienced difficulties while participating in online lessons. This finding is congruent with the research by Bonaria (2021), which reported that the psychological impacts of distance learning were manifested in several physical, emotional, and behavioral disorders. The outcomes were also similar to the investigation conducted by Syaputri et al. (2020), which stated that most teachers experienced uncertainty, anxiety, depression, poor time management, demotivation, and some physical pains, such as headaches, neck pain, and eye fatigue. Although the major shift caused stress on teachers, the levels were still considered low, signifying that the symptoms were trivial and did not interfere with their daily activities.

Coping Strategies

There are two methods of stress management, namely problem-focused and emotion-focused coping mechanisms. In the first strategy, the pressure point is the belief that the stressful situation will be resolved or eliminated by acquiring new skills. Conversely, the second strategy involves regulating the emotions of stress sufferers by reducing their focus on the pressure they feel and forgetting the physical and psychological crush being experienced. The second approach involves consuming certain drugs or participating in social activities that can relieve tension.

Meanwhile, madrasah teachers who participated in this research were more likely to select the former strategy over the latter, as shown in Table 5. The table shows that 90.26% of the respondents employed problem-focused coping strategies more often than emotion-focused coping mechanisms by developing new skills to manage their stress. Data also shows that 84.67% of the teachers often sought new knowledge to cope with the pressure, which is understandable because indirect or virtual learning is a new practice in the Indonesian education system. Therefore, they need skills to enable the organization of remote learning activities for teachers and students.

Table 5 Teachers' Coping Strategies during distance learning

Coping Strategies	Bali			NTT			Bali and NTT		
	Often	Seldom	Never	Often	Seldom	Never	Often	Seldom	Never
Problem-focused coping strategy	92.68%	5.85%	1.46%	88.62%	9.72%	1.66%	90.26%	8.16%	1.58%
Emotion-focused coping strategy	83.41%	16.10%	0.49%	84.20%	15.36%	0.44%	83.88%	15.66%	0.46%

The new skills that were most often learned by madrasah teachers were presentation and delivery techniques, the creation of PowerPoints and video material, and the use of Zoom meetings and Google Meet. Teachers also studied the Ministry of Religion's distance learning platform known as E-learning, in which the use has been hampered by inadequate servers and an unsupported internet network. However, the mastery of new skills can enable the use of different and creative teaching methods that can buttress distance learning as an innovative learning approach. This is consistent with the assertion by Suprapmanto and Utomo that one of the distance learning solutions is innovation. By learning innovation, boredom can be eliminated as one of the barriers to distance learning (Suprapmanto & Utomo, 2021).

Consequently, madrasah organized two categories of training activities to enable the acquisition of these new skills, namely utilizing internal Human Resources (HR) and involving external parties. The first method was implemented by the Tawakkal Supreme Court of Denpasar City. Each madrasah will provide a teacher who can record devices and laptop screens for learning using a bandicam. Furthermore, the person is asked to train other teachers on these skills. According to one of the MA Tawakkal teachers, the skill of recording screens using a bandicam is in great demand because it is considered easier and more valuable than seeking tutorial videos on YouTube or other learning platforms. The added value is a sense of comfort between students, comparable to an interaction between teachers and students. In the video recording with the bandicam, teachers' presence is felt during the lesson unlike a random video obtained from the internet, where the actor is a strange person.

"Presently, learning videos are created using a bandicam. I feel that this method is more effective because my child hears the teacher's voice while studying rather than an unfamiliar voice obtained from a video on YouTube. Learning videos from such strange persons may prevent comprehension due to psychological factors" (Informant 1).

The second way to acquire new skills is by involving other parties, such as officials from the Ministry of Religion at the district/city, provincial, and central levels, as well as the Religious Education and Training Center. The involvement of the Education and Training Center can be based on the initiative of madrasah or an invite from the center to teachers (Informant 1).

The second strategy for dealing with stress is emotion-focused coping, which entails managing stress by controlling one's emotions behaviorally and cognitively. This can be done by sharing stories and burdens. Based on the data of this research, 82.04% of the madrasah teachers used this method, which helps in gaining insight and reducing stress and provides encouragement and support.

In madrasas, teachers' room is often the location for receiving this support. Various learning problems are discussed during the evaluation at the end of each semester and some teachers tell stories and share their problems and solutions. Most of the stress faced during the pandemic was related to the level of students' activity in online learning, and the most favored solution was to invite the child's parents/guardians to the madrasa and inform them of the situation.

> "There is an evaluation forum at the end of every semester as well as some occasional incidental meetings. The room is also a place to vent because teachers visit madrasah even when online and communicate with one other about their problems. One of the solutions to complaints from teachers is to call the parents of the students with problems" (Informant 1)

Support can also be obtained from the family, particularly the spouse, children, or parents, through the division of tasks or mutual understanding among family members, as attested by informants 6 and 7. Informant 7 asked for understanding and support from her children and husband due to work demands, while informant 6 sought understanding as well as transferred several tasks to her partner.

> "My children often complain, 'Ummi, why are you still using your cellphone? You have come home from work, but the cellphone continues.' My husband also complained about the same issue. Therefore, I explained to the family that the current condition is different from before. The effect of distance learning on domestic life is bound to occur but can be minimized by providing understanding. The solution also includes taking the children to school, paying attention, and helping with their assignments" (Informant 7).

> "My routine consists of numerous preparations, preventing me from assisting with homework, which I used to do 95% of the time. For example, my activities included going home, cleaning up, and taking my child to learn the Qur'an. However, the latter has become my husband's job since online learning began, hence, I do not complain when I have a class. Since last night, I have been planning to create a PowerPoint, which my husband understands. Therefore, the effect is there, and the home is busier" (informant 6).

The differences in the coping strategies used by teachers are a result of the varying stress levels and comfort with the available techniques. Teachers continue to seek the best coping strategies for themselves and their students. According to the research by Obeng et al. (2022) and Zyna Bartkowiak (2022), teachers experience stress and anxiety due to worries about the safety of their students against the dangers of COVID-19, thereby promoting children to engage in healthy practices. However, this research showed that the stress levels of teachers are concerning for their health as well as for the continuity of education.

The COVID-19 pandemic and the accompanying stress among teachers and students also have the potential to cause trauma. Therefore, the establishment of a harmonious relationship between students and teachers is necessary to ensure the academic process operates optimally. It is expected that sharp setbacks to the ongoing academic process amid COVID-19 will be eliminated (Mahmud, 2022).

4. Conclusion

The stress levels of madrasah teachers in Bali and NTT during applying the distance learning period due to the COVID-19 pandemic were in the low category at 1.54. Teachers from both regions considered differently due to internet availability as an important factor of distance learning. The main cause of teachers' stresses during distance learning were the concern about students' ability to absorb the learning material adequately, which achieved a score of 2.5, followed by the dilemmatic conflict

between the need for direct learning implementation and government regulations that still require distance learning. Both factors attained a score of 2.36 and were included in the high category.

The second important finding of this research was the type of coping strategy selected by the madrasah teachers to reduce their stress. Approximately, it was 92.68% of teachers selected problem-focused coping mechanisms, particularly efforts to improve their skills in conducting distance learning. These skills can either be self-taught or acquired with the help of others.

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