



## The Effect of Social Problem Solving Skills on Coping Strategy and Optimism of High School Students in Bandar Lampung City, Indonesia

Diah Utaminingsih

Department of Guidance and Counseling, University of Lampung, Indonesia.

\*Corresponding email: diahutaminingsih@yahoo.com

Received: 05 March 2019

Accepted: 29 March 2019

Online Published: 05 April 2019

**Abstract:** The effect of social problem solving skills on coping strategy and optimism of high school students in Bandar Lampung City, Indonesia. **Objectives:** This study aims to examine the social effects of problem solving skills on optimism and coping strategies in 120 high school students in Bandar Lampung City. **Methods:** A comparative or ex-post causal study with data collection using conventional survey techniques. The research instrument was adapted from 5-Lickert scale of social problem solving inventory-revised (SPSI-R). The data of this study were analyzed using ANOVA test and multiple linear regression. **Findings:** Multiple linear regression test for social problem solving skills–optimism and social problem solving skills–coping strategy have sig value 0.760 and 0.000, respectively. **Conclusions:** Social problem solving skills did not affect optimism, but directly affected students' coping strategies

**Keywords:** social problem solving skill, optimism, coping strategy, secondary school students

**Abstrak:** Pengaruh keterampilan pemecahan masalah sosial terhadap strategi coping dan optimisme siswa SMA di Kota Bandar Lampung, Indonesia. **Tujuan:** Penelitian ini bertujuan untuk mengkaji pengaruh keterampilan pemecahan masalah sosial terhadap optimisme dan strategi coping pada 120 orang siswa SMA di Kota Bandar Lampung. **Metode:** Penelitian kausal komperatif atau ex-post facto dengan pengumpulan data menggunakan teknik survei konvensional. Instrumen penelitian diadaptasi dari 5-Lickert scale of social problem solving inventory-revised (SPSI-R). Data penelitian ini dianalisis menggunakan uji anova dan regresi linier berganda. **Temuan:** Uji regresi berganda untuk keterampilan pemecahan masalah sosial–optimisme dan keterampilan pemecahan masalah sosial–strategi coping memiliki nilai signifikansi 0,760 dan 0,000. **Kesimpulan:** Keterampilan pemecahan masalah sosial tidak mempengaruhi optimisme, namun berpengaruh langsung terhadap strategi coping siswa.

**Kata kunci:** keterampilan pemecahan masalah sosial, optimisme, strategi coping, siswa SMA

### To cite this article:

Utaminingsih, D. (2019). The Effect of Social Problem Solving Skills on Coping Strategy and Optimism of Secondary School Students in Bandar Lampung, Indonesia. *Jurnal Pendidikan Progresif*, 9(1), 1-5. doi:10.23960/jpp.v9.i1.201901

## ■ INTRODUCTION

Every individual in adolescence will experience various changes, both physically, socially, and mentally. Changes in social status in adolescents will generally cause an increase in demands from the environment which leads to an identity crisis. Furthermore, this identity crisis can lead to a weakening of the self-confidence concerned so as to allow the emergence of stress in a teenager (Elias et al., 2000). If this condition is not immediately addressed, it will cause a loss of enthusiasm for adult.

Stress in adolescents usually arises from various factors. One of them is academic achievement. In general, a teenager who is still in school (students) is depressed when getting low academic performance (Yasin & Dzulkifli, 2011; Sumer et al., 2008), especially if people in the surrounding area have high hopes for him. When the expectation of high academic achievement is not in accordance with the facts obtained will result in stress on the teenager. If it is not controlled, this stress can result in tragic things, such as running away and committing suicide. Some cases have occurred as a result of stress experienced by adolescents.

This case is even more alarming when referring to data compiled by WHO in 2005, which recorded that 50 thousand Indonesians commit suicide every year. Of the many suicides, suicide cases occur most often in the range of adolescents to young adults, namely 15-24 years (Kompasiana, 2011). On the other hand, a person's level of optimism is related to psychological and greater physical adjustment (Hayes & Weathington, 2007; Rasmussen et al., 2006). Therefore, optimism will act as a deterrent against the effects of stress. Students with higher optimism levels are found to have low levels of depression, loneliness and stress (Hayes & Weathington, 2007; Rasmussen et al., 2006). This is very contrary to students who have a

higher pessimistic level who are very vulnerable to depression, loneliness and stress.

Cohen et al (1999) found that someone who is optimistic has more immune cells T lymphocytes than someone who is pessimistic. The ability to respond to a stressful pressure on someone who is optimistic takes less than one week, while the ability to respond to a stressful pressure on someone who is pessimistic requires more than one week. Studies that have been conducted mention high levels of optimism associated with low stress levels (Endrighi et al, 2016; Puig-Perez et al, 2015). In general, stress that attacks adolescents leads to a lot of psychiatric disorders if not resolved immediately. Therefore, a strategy is needed to control and manage stress which known in psychological term as a coping strategy. Coping is the ability to overcome or manage stress. Coping strategies that are suitable for stressful conditions will reduce stress levels faced by adolescents. In the end, this strategy will result in an increase in the level of optimism that the teenager has. Thus, it is generally understood that coping and optimism strategies are two things that are interrelated with each other.

Various ways can be done to improve coping and optimism in someone, one of which is to equip individuals with skills that are useful in solving social problems or social problem solving skills (Ko et al., 2005; Alexopoulos et al., 2003; Baker, 2003; D'zurilla & Nezu, 1990). D'zurilla & Nezu (1990) found a social model-problem solving skill consists of 3 basic concepts (problem solving, problem, solution). This model is able to improve students' ability to solve problems in daily life, form self-optimism and increase student confidence. These things will in turn improve the ability to manage stress in students through coping strategies. This study aims to explore the influence of social problem solving skills on coping and optimism of high

school students in Indonesia, especially for adolescents in Bandar Lampung City.

#### ■ METHOD

This study is a conventional survey research that can be used to obtain objective descriptions of the state of the population. The survey instrument used in this study was adapted from social problem solving inventory-revised (SPSI-R) and based on the theoretical concepts of D'Zurilla and Nezu (1999). This scale consists of 57 items which are divided into 5 factors and grouped into 2 dimensions, namely constructive Social problem solving, consisting of 2 factors, namely positive problem orientation and rational problem solving; and Social dysfunctional problem solving, which consists of 3 factors, namely negative problem orientation, impulsivity / carelessness and avoidance. Subjects are said to have good social problem solving skills if they get high scores on social dimensions of constructive problem solving, whereas subjects are said to have poor social problem solving skills if they get high scores on the social dimension of dysfunctional problem solving.

The subjects of this study were high school students of class XI, who spread to science and social studies with ages ranging from 15-17 years old, unmarried, still attending school in the Bandar Lampung city area, and living together with parents (father and mother). The data obtained were analyzed using dummy regression techniques, and variance analysis (ANOVA). The results of the analysis will be used to interpret how the influence of social problem solving skills is directly on the coping and optimism of students.

#### ■ RESULTS AND DISCUSSION

The results of this study consisted of three parts, namely a description of the average score of each variable, variance analysis (ANOVA) and multiple linear regression. In table 1 it can be observed that the average social problem solving skills, optimism, and coping strategies of high school students in Bandar Lampung are 213.56, 137.17, and 115.21 respectively. Compared with the average value, the highest and lowest scores for social problem solving skills are 277 and 166. These results indicate that on average students still have low social problem solving skills. This has an impact on the students' low optimism for success in solving problems that are being faced. This fact causes that there is no influence of social problem solving skills on self optimism in solving the problems faces.

From social problem solving skill data, optimism, and coping strategies, the Kolmogorov-Smirnov test was conducted to determine the normality of the research data which is useful for determining the hypothesis testing technique to be used. From the results of the Kolmogorov-Smirnov test, the value of sig > 0.05 showed that it can be concluded that social score data on solving skills, optimism, and coping strategies were normally distributed.

The next analysis is the variance test (anova) with the F test to prove whether there are simultaneous effects of all social problem solving skills variables together on the variables of optimism and coping. The calculated F value obtained is 14.937 with sig > 0.05 which indicates that there is no simultaneous effect of social problem solving skills on optimism and coping

**Table 1.** Description of research data

Variabel	N	Mean	Deviation standard	Maximum	Minimum
Social problem solving skill	120	213.56	21.09	277	166
Optimism	120	137.17	11.80	177	103
Coping strategy	120	115.21	11.40	148	66

strategies. This result is not in accordance with the research hypothesis that is possible because of the filling in questionnaires that are 'less serious' by students so that the results of the student questionnaire can be biased. This was actually anticipated at the time of the research. At the beginning of filling out the questionnaire by students it was instructed to fill out the questionnaire in full according to what was felt and experienced so far. It has also been informed that the results of this questionnaire will not affect the value of any subject in school. To find out in more detail the influence of social problem solving skills on optimism and coping strategies, a partial test was performed with multiple linear regression as observed in Table 2.

**Table 2.** Multiple linear regression test

<b>Factor</b>	<b>Standardized Coefficients (Beta)</b>	<b>Sig</b>
Constant	-	0.000
Optimism	-0.027	0.760
Coping	0.461	0.000

Based on the data in Table 2, the results of multiple linear correlation tests concluded that (1) there was no effect of social problem solving skills on student optimism. This is because the results of data analysis show a sig value of 0.760. This value is more than 0.05; (2) there is the influence of social problem solving skills on student coping strategies. This is because the results of data analysis show a sig value of 0.00. This value is less than 0.05. By paying attention to the standardized coefficients (Beta), coping strategies become the most dominant variable that is influenced by social variables problem solving skills. Other variables, namely optimism are variables that are not influenced by social variables problem solving student skills.

Multiple linear correlation test was conducted to prove the hypothesis related to the partial influence of social problem solving skills

on optimism and student coping strategies. Table 2 shows that there is no influence of social problem solving skills on optimism possessed by students. This result is not in accordance with the research hypothesis. Social problem solving skills must be able to increase one's optimism. A solid social problem solving skill in students will give their own confidence in their ability to solve problems. This belief will have an impact on a high sense of optimism in a person to succeed in solving the problem at hand. Directly, social problem solving skills in a person will be directly proportional to one's optimism in solving problems. That is, the higher the social problem solving of one's skills, the higher the optimism of a person. Conversely, the lower the social problem solving someone's skills, the lower the person's optimism.

Furthermore, table 2 also shows that social problem solving skills influence student coping strategies. The results of this study are in accordance with the research hypothesis. Social problem solving skills possessed by someone certainly have a significant impact on the strategies owned by someone to solve the problem at hand. Social problem solving skill by someone becomes one of the important factors to be able to determine coping strategies so that someone can successfully solve the problem at hand. As low as any social problem solving skills possessed by someone certainly have an impact on the ownership of coping strategies by someone in solving problems.

Although the results of the study showed that students tended to have low social problem solving skills scores, this had an impact on the coping strategies possessed by students. Having social problem solving skills at any level will certainly contribute to coping strategies by students when facing problems. Thus the results of the study indicate that social problem solving skills possessed by students influence the coping

strategies undertaken by students in solving problems.

## ■ CONCLUSION

This study found that social problem solving skills have not significant effect on optimism and coping strategies of secondary students simultaneously. On the contrary, as the result of partial test analysis, social problem solving skills affect coping strategies but do not affect the optimism of high school students. Based on the information presented in this study, it is recommended for teachers to provide students with learning experiences that train social problem solving skills.

## ■ REFERENCES

- Alexopoulos, G. S., Raue, P., & Areán, P. (2003). Problem-solving therapy versus supportive therapy in geriatric major depression with executive dysfunction. *The American journal of geriatric psychiatry*, 11(1), 46-52.
- Baker, S. R. (2003). A prospective longitudinal investigation of social problem-solving appraisals on adjustment to university, stress, health, and academic motivation and performance. *Personality and Individual Differences*, 35(3), 569-591.
- Cohen, F., Kearney, K. A., Zegans, L. S., Kemeny, M. E., Neuhaus, J. M., & Stites, D. P. (1999). Differential immune system changes with acute and persistent stress for optimists vs pessimists. *Brain, Behavior, and Immunity*, 13(2), 155-174.
- Elias, M. J., Tobias, S. E., & Friedlander, B. S. (2000). *Raising Emotionally Intelligent Teenagers: Parenting with Love, Laughter, and Limits*. Harmony books, Random House, Inc., 1540 Broadway, New York, NY 10036.
- Endrighi, R., Steptoe, A., & Hamer, M. (2016). The effect of experimentally induced sedentariness on mood and psychobiological responses to mental stress. *The British Journal of Psychiatry*, 208(3), 245-251.
- Hayes, C. T., & Weathington, B. L. (2007). Optimism, stress, life satisfaction, and job burnout in restaurant managers. *The Journal of Psychology*, 141(6), 565-579.
- Ko, C. M., Malcarne, V. L., Varni, J. W., Roesch, S. C., Banthia, R., Greenbergs, H. L., & Sadler, G. R. (2005). Problem-solving and distress in prostate cancer patients and their spousal caregivers. *Supportive Care in Cancer*, 13(6), 367-374.
- Kompasiana. (2011). Kasus bunuh diri kembali marak di Jakarta. Retrieved from <http://sosbud.kompasiana.com/2011/09/29/kasus-bunuh-diri-kembali-marak-di-jakarta>, 20 Mei 2018.
- Puig-Perez, S., Villada, C., Pulopulos, M. M., Almela, M., Hidalgo, V., & Salvador, A. (2015). Optimism and pessimism are related to different components of the stress response in healthy older people. *International Journal of Psychophysiology*, 98(2), 213-221.
- Rasmussen, H. N., Wrosch, C., Scheier, M. F., & Carver, C. S. (2006). Self regulation processes and health: the importance of optimism and goal adjustment. *Journal of personality*, 74(6), 1721-1748.
- Sümer, S., Poyrazli, S., & Grahame, K. (2008). Predictors of depression and anxiety among international students. *Journal of Counseling & Development*, 86(4), 429-437.
- Yasin, M. A. S. M., & Dzulkifli, M. A. (2011). Differences in depression, anxiety and stress between low-and high-achieving students. *Journal of Sustainability Science and Management*, 6(1), 169-178.