# Do Professional Teachers Not Experience Stress? How does Islamic Perspective Manage Stress?

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| Article Information | Abstract |
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| **Keywords:**<br>Stress Management, Professional Teacher, Psychological Tension | This article aims to show how to manage stress in forming a professional teacher. The research method used is descriptive qualitative with the type of library research. The data analysis technique used is a content analysis pattern. This study explains that managing stress is to maintaining relations with fellow human beings based on an Islamic perspective. The conclusions are: First, how to manage stress according to the existing situation, namely: Faith in Allah SWT, sincere intention to practice the knowledge possessed by students, Absorbing the meaning of prayer and dhikr that we always pray to Allah SWT, Put your trust in Allah SWT, Accept what is the current situation and conditions, Be patient in dealing with all problems, and Always be grateful for the blessings that Allah SWT has given. Second, because life is a reality that must be experienced, every human being, must experience symptoms of stress in their lives. |
| **Kata kunci:**<br>*Manajemen Stres, Guru Profesional, Ketegangan Psikologis* | **Abstrak**.<br>*Penelitian ini bertujuan untuk menunjukkan cara mengelola stres dalam membentuk guru yang profesional. Metode penelitian yang digunakan dalam penelitian ini yaitu deskriptif kualitatif dengan jenis penelitian studi pustaka (library research). Data dari penelitian ini adalah bagaimana guru yang profesional menyelesaikan masalah stress secara Islami. Tekhnik analisis data yang dipakai adalah menggunakan pola analisis isi (content analysis). Hasil penelitian ini memaparkan bahwa dalam mengelola stres adalah dengan menjaga hubungan baik sesama manusia. Simpulan dari penelitian ini adalah: Pertama, cara me-manaje stress sesuai dengan situasi yang ada yaitu: Beriman kepada Allah SWT, Niat ikhlas untuk mengamalkan ilmu yang dimiliki kepada peserta didik, Meresapi makna doa dan dzikir yang senantiasa kita panjatkan kepada Allah SWT, Bertawakal kepada Allah SWT, Menerima apa adanya situasi dan kondisi yang sedang terjadi, Sabar dalam menghadapi segala permasalahan, dan Selalu bersyukur atas nikmat yang telah Allah SWT berikan. Kedua, karena hidup ini kenyataan yang harus dialami, maka setiap manusia, termasuk guru, pasti mengalami gejala stress dalam kehidupannya.* |

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## INTRODUCTION

Teachers experience many challenges and obstacles in conducting online learning, such as teachers must be able to master various online learning applications, assessments must be carried out online, teachers must spend more time than usual to respond to students in understanding learning materials, spending more on purchases internet quota, plus unstable internet network barriers (Almazova et al., 2020; Ferri et al., 2020). In addition, teachers are also faced with the pressures of everyday household economic life problems which they usually do after teaching activities at school (Lasauskiene & Rauduvaite, 2015; Mullen, 2012).

Likewise with the problems of students at home who do not have the facilities and infrastructure to participate in online learning, the limited knowledge of students in the use of online learning applications, and the limitations of parents of students in guiding learning activities at home (Coman et al., 2020). These many problems, teachers are faced with psychological pressures both from outside and within themselves which make them stressed in carrying out their duties and obligations as professional teachers, who must be able to apply learning in a timely manner (Saleh et al., 2021).

In educational institutions, there are two people who are involved in advancing education, namely the principal and the teacher. The principal functions as a manager, and the teacher as an executor in the field (I. Arifin et al., 2018; Fr et al., 2021). They must have a high commitment to play an active role in advancing their school. However, it is not easy to become a professional teacher. Many things have to be solved (Ma'arif et al., 2022).

Teachers as professional educators are expected to be able to manage their personalities in the face of various conditions and psychological pressures in carrying out their duties, which are contained in the 10 basic professional abilities of teachers (Annisa et al., 2020; Muazza, 2021). The way a person controls his emotional level is called stress management. To manage a person's stress, in this case, educators, there are many choices of solutions to overcome it, such as relaxation and meditation techniques, namely sitting or lying down, loosening clothes, releasing fatigue by resting fully, or by staying in a comfortable place and releasing all the burdens of the mind, all of which lead to distance from the Creator (Badrun et al., 2022; Johnsen et al., 2021). There is an American philosopher who is also a psychiatrist, namely, William honestly said "there is no doubt that as the best therapy for anxiety is faith in God. Faith in God is one of the strengths that must be fulfilled to sustain a person in life."

The results of (Busthomi & A'dlom, 2021) research on Ten Capitals to Become a Professional Teacher explain that the ten capitals to become a professional teacher are: 1) Teacher collective activities that improve teacher competence and/or professionalism, 2) Education and training, 3) apprenticeship, 4) Scientific publication of research results or innovative ideas, 5) Innovative work, 6) Presentation at scientific forums, 7) Publication of textbooks that have passed the assessment by the National Education Standards Agency, 8) Publication of enrichment books and publications of manuals teacher, 9) Publication of field experience in special education, and 10) Award for achievement or dedication as a teacher given by the government/local government.

Novita (Sari, 2017) study on Becoming a Professional Teacher in the Era of Globalization concludes that in the era of globalization, teachers are required to become

professional teachers. A professional teacher is someone who has an adequate teacher education background, has competence and skills in his field and always tries to develop it so that he can be responsible for carrying out his duties properly. Professional teachers must have four competencies, namely pedagogic competence, personality competence, professional competence, and attitude competence.

Abdul (Hobir & Kurniawan, 2019) on Becoming a Professional Teacher in Facing the Dynamics of Global Competition, concludes that imagining an ideal person who has great competence, is sincere in education with a high work ethic, is full of authority, is a role model with all the words that he cultivates and whose behavior is imitated. Of course, our minds are immediately fixed on the figure of a teacher (Rony & Jariyah, 2020). Character education that is always glorified, coupled with a new curriculum that prioritizes attitudes and skills, will certainly be a waste if the teacher who is at the forefront of student behavior has not been able to show adequate and inspiring character, traits, and skills (Adnan, 2022; Wahab et al., 2020).

The results of research by Didith Pramunditya (Ambara, 2010) on the Effect of Teacher Stress Levels on Classroom Management in Senior High Schools conclude that stress levels can be a significant predictor of classroom management. The study of Arni Nur (Rahmawati et al., 2021) regarding Teacher Work Stress Management explained that stress during the Covid-19 pandemic was also experienced by elementary school teachers due to changes in work systems and learning methods. At the research location at SDN 2 Purbadana, Kembaran District, Banyumas, Central Java, it was found that 5 teachers experienced mild stress and 4 teachers experienced moderate stress.

The results of a study by Leti (Sulastri, 2015) on Teacher Stress in the Era of Regional Autonomy concluded that teacher stress is characterized by low job satisfaction, enthusiasm and energy, communication, decision making, creativity and innovation, and unproductive tasks. Teacher stress is caused by many tasks, limited time, lack of work flexibility, role ambiguity, different professional goals with regional autonomy, role conflicts, and unfair career development. Efforts made: motivating teachers, not delaying work, light activities, being yourself, documenting activities, avoiding conflicts, and maintaining health (Austin et al., 2005; Neves de Jesus & Conboy, 2001).

The results of Nasib Tua Lumban (Gaol, 2021) researchon the Factors that Cause Teachers to Experience Stress in Schools stated that there were seven identified sources of teacher stress, namely student bad behavior, inappropriate leadership practices of school principals, lack of support from work mate, too many job demands that are not appropriate, underpaid, unfavorable working conditions, and changing education policies.

The results of Dian and Indra Muhamad (Seno & Dian, 2019)research on the Stress Level of Educators (Teachers) in Facing School Accreditation concluded that Accreditation carried out by a school can make teachers who teach at the institution to experience stress. However, from the results of research on Preparation for Accreditation, the accreditation process is not the only factor that makes educators experience stress. There are other factors that make educators experience stress, namely: the unpreparedness of educators because educators know beforehand that accreditation will be carried out in 2019. Another factor that makes educators experience stress is that most educators are new to accreditation and Nuruzzaaman High School is first time Accredited for the first time.

The results of the research by (Putra et al., 2020) regarding the Relationship between Work Stress, Organizational Culture, Motivation and Organizational Commitment to Teacher Performance, conclude that partially, there is no significant relationship between work stress, organizational culture, organizational commitment, and teacher performance. Furthermore, work stress, organizational culture, motivation, and organizational commitment have a significant relationship together with teacher performance.

**RESEARCH METHODS**

The research method used in this research is descriptive qualitative which is a kind of library research. The data of this study are the fact whether the professional teachers have ever experienced stress or not and how the professional teachers manage and solve the stress Islamic. Most of the data were collected from libraries, both online and offline both printed and soft file books, where sources that were used as reference material for this research are available in large and adequate quantities.

The data collection was carried out directly through visits to libraries, bookstores, print media, e-libraries, and online sites to find sources of data from scientific books, theses, journals, e-books, and/or e-books, journal. After the data sources have been collected, the researcher reviews the references and writes the data at home or in the library. The reason the researcher uses this method is that during the Covid-19 pandemic it is very difficult to access several research places such as schools, Islamic boarding schools, or other educational institutions due to circumstances that require studying at home. So the researchers chose to collect theories in library books, bookstores, theses, e-books or e-book journals, and online sites to find data sources from scientific books.

Based on this understanding, the researcher can understand that literature qualitative research is research on situations and events that focus on certain aspects to obtain data and facts on actual problems, especially regarding the concept of stress management according to the Islamic view and professional teachers to be studied. The source of data in this study is the subject from which the data can be obtained (Arikunto, 2006). In this case, the data sources that the researcher uses in compiling this thesis are grouped into two, namely primary data sources (principal) and secondary data sources (supporting).

The method of data collection in this study is the method of documentation. Documentation comes from the word document, which means written items (Creswell, 2012). Documentation method means a way of collecting data by recording existing data. This method is easier than other data collection methods. According to (Arikunto, 2006), the documentation method is looking for data on variable things in the form of transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on (Arikunto, 2006).

In this study, The data analysis method that the researcher uses in this research is a qualitative analysis method in accordance with the foundation of qualitative research, which in the end comes to the reduction or focus stage. Meanwhile, the data were analyzed through descriptive and qualitative approaches. Descriptive research aims to describe what is currently happening. In it there is an attempt to describe, record, analyze, and interpret the conditions that currently occur or exist. While qualitative research is more based on phenomenology which prioritizes appreciation.

## RESULTS AND DISCUSSION
## RESULTS
### Teacher's Perception of Learning Implementation

Perceptions of teaching activities carried out by each teacher are seen from a number of aspects including perceptions of the implementation of teaching programs, perceptions of effectiveness and teaching activities as well as perceptions of barriers to teaching activities (Bai et al., 2017; Chen et al., 2020). Based on the observations made by the researchers, during the Covid-19 pandemic, teachers have been carrying out online learning and almost most of them have carried out online learning as long as BDR has been held in a structured, organized, and according to predetermined schedule. Teaching activities have also been carried out in accordance with the Learning Implementation Plan (RPP) that has been made previously (Barton, 2020; Peimani & Kamalipour, 2021). The application platforms that are most widely used by teachers are WhatsApp, zoom meetings, e-learning, classrooms, and other learning applications. Nevertheless, the implementation of online learning is still adjusted to the existing conditions and situations. Even so, some teachers shorten the learning time, while other teachers continue to carry out teaching activities according to the schedule (Azis et al., 2022; Chatterjee & Correia, 2020).

The implementation of online learning allows teachers and students to carry out online learning from their respective homes. Students can access learning materials and send assignments given by the teacher without having to meet face to face. The goal of online learning is to minimize crowds and physical contact in schools. The main references for the implementation of online learning during the Covid-19 pandemic are the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 and the Emergency Curriculum of the Director General of Education at the Ministry of Religion of the Republic of Indonesia as stated in the decision of the Director General of Islamic Education Number 2791 of 2020 concerning Emergency Curriculum Guidelines for Madrasas. This is one of the government's efforts to ensure the right of every child to continue to receive education services during the Covid-19 pandemic.

If referring to the Emergency Curriculum Guide that has been issued, efforts to fulfill the obligation to provide educational services to children during this pandemic have been carried out well by the majority of teachers and education units, although through a number of modifications (Lubis et al., 2022). This is in accordance with the Emergency Curriculum Guide which states that all aspects relating to learning planning, learning activities, and assessment of learning outcomes are adapted to the emergency conditions that exist and are felt by each madrasah education unit. Considering the emergency conditions of each region and different educational units, the implementation of the emergency curriculum for each educational unit can vary according to the conditions and needs of each (A. S. Arifin & Sukati, 2020).

Many teachers choose to agree rather than strongly agree because, during the Covid-19 pandemic, teachers are still afraid to do face-to-face learning, but teachers also want to learn to be carried out as usual, before the Covid-19 pandemic. This online learning has not run effectively (Azizah et al., 2022; Rachmawati et al., 2022). This is influenced by the limitations of infrastructure, and the readiness of parents/guardians in providing assistance to

children when learning from home, and some teachers have not been able to respond and adapt to online learning modes effectively. The teaching constraints experienced by teachers during the Covid-19 pandemic were four indicators, namely communication barriers, learning methods, materials and costs, and the use of technology. Of course, a solution is needed to overcome this problem so that it does not have a systemic impact and so that teachers are better prepared to implement new normal concept-based learning activities (Davis et al., 2022).

Some teachers said that actually online learning does not support the teaching and learning process. The reason is because of the lack of learning facilities and infrastructure, then the lack of teacher ability in the field of science and technology, and the lack of understanding of students in capturing learning material due to the limited delivery media. Therefore, the teacher's perception of learning in the network is less effective but must still be carried out as an effort to educate the lives of the nation's children. In addition, teaching through online media is one of the efforts to form professional teachers.

**Towards a Professional Teacher**

Professional teachers are teachers who are able to manage themselves in carrying out their daily duties. Becoming a professional teacher is a process that moves from ignorance to knowledge, from immaturity to maturity, and from being directed by others to being self-directed. Improving the quality of school-based education in the global era requires teachers who have broad knowledge, maturity, faith, and devotion, and are able to move in order to improve the quality of education in schools by always following the development of science and technology, especially existing information technology. Furthermore, it is stated that the teacher will work professionally if the teacher has the ability (ability) and motivation (motivation) that are inseparable. The point is that a teacher will work professionally if he has high workability and sincerity to do his job as well as possible. On the other hand, a teacher will not work professionally if he only fulfills one of the two requirements above. So, no matter how high a person's ability is, he will not work professionally if he does not have high work motivation.

All activities carried out should be based on expertise in the profession, especially teachers in teaching their students, because if something is done not by the experts or the field it will be destroyed. Therefore, someone who works on an expert or in his field is a professional, such as the professionalism of a teacher in teaching his students to be in his field. Teaching with all its activities is a noble profession. It can even be said that the teacher's job is to continue the task of the Prophet. The glory of this task means nothing if it is not based on sincerity.


**DISCUSSION**

The emergence of stress on teachers is not without reason. The reason is that various demands that demand teachers, from a psychological perspective, such as anxiety about their duties and responsibilities are allegedly the cause of this emergence. Physically, it is also often a trigger for teacher stress, such as excessive fatigue in teaching and completing learning administration. Teachers also sometimes experience social pressure due to low social relations with other parties. On the other hand, finance is the main trigger for the emergence of stress on teachers. This is because being a teacher has a very big responsibility, but it is still not

sufficient in terms of income. There are still many teachers who have to work outside of their teaching duties to meet the increasingly complicated needs of life at this time (https://retizen.republika.co.id/posts/86043/pentingnya-manajemen-stres-bagi-guru).

**Stress Management Strategies**

Stress has actually existed throughout human existence and arises as a result of interacting with one another in a wide variety of situations. The term stress itself comes from the Latin term, namely from the word stringere which means tension and pressure. Stress is an inherent part of life (Hepburn et al., 2021). Anyone and anywhere, in different levels of light weight and in unequal periods of time, has or will experience it. Babies can be exposed to stress, toddlers can be exposed to stress, teenagers can not escape from stress. Adults will experience stress, as well as the elderly group, men and women (Fernández-Batanero et al., 2021).

Stress or pressure is normal for every human being. Talks about stress can not escape from talking about the structure of the human personality. Islam discusses the structure of the human personality with elements that exist in humans (Don et al., 2021). Every problem that comes is a test from Allah SWT to increase one's degree and dignity in the sight of Allah SWT. Everyone will be tested to find the best candidate to fulfill Allah's paradise. As has been stipulated in Islam, for every Muslim that is the greatest reward that is dreamed of. For that, only patience and piety will determine the stage of one's acceptance of the test given by Allah SWT. So from these trials and tribulations arises stress or pressure on humans who are weak in spirit. In the view of Islam, a weak soul due to stress can be healed by Islamic spiritual principles.

One form of strategy that can be done when dealing with various kinds of problems that cause stress is religious coping. Religious coping is a process or mechanism that is carried out by individuals when faced with situations or objects that are threatening or stressful, in which individuals perform coping that is inherently derived from beliefs, practices, experiences, emotions or religious relationships (Husnar et al., 2017).

A person who has deep faith, his serenity will not be clouded by artificial turbulence which is only temporary. Humans who are truly religious and have strong faith will avoid being anxious, restless, or restless, always maintaining their balance even in the face of calamities and disasters. Peace of mind is very necessary in this life so that we feel free to do what is right and avoid evil, without pressure from others. That is why, we need to understand and live up to the demands of Islam on how to control the stress that may arise in ourselves and others.

Dhikr is breaking away from being negligent and forgetful of Allah. What is meant by neglect is to leave something by the human effort itself, and what is meant by forgetting is to leave something without the effort of the human being (Sucipto, 2020). The person who always keeps his dhikr is the person who maintains his relationship with Allah Ta'ala continuously and permanently. Practicing dhikr is very good, because a Muslim can have constant contact with his Lord at times that have been determined by himself (Sholihah et al., 2021).

**Stress Management in Forming Professional Teachers During the Covid-19 Pandemic**

The implementation of WFH causes most activities to be carried out online, including the teaching and learning process. Such conditions cause boredom and boredom, causing

academic stress. However, the positive side that can be taken is forcing teachers/lecturers and students/students to be IT literate and accustomed to using online media. This condition gives rise to productive creative ideas. The ability to adapt and enjoy the existing conditions will shift stress from distress to eustress (Salamone et al., 2021).

All the obstacles experienced by teachers in carrying out online learning can actually be overcome with solutions made or arranged by the teacher himself if there is a strong desire. Learning carried out online (on a network) requires teachers to be able to master the use of information and communication technology media in learning activities. If it is felt that the teacher is not able to master these applications, the solution is to take a webinar about online learning applications or the teacher can read articles related to online learning (Dias et al., 2021). With it, teachers can learn how to control online learning applications. Another thing that can be done is to divide time as effectively as possible so that no time is wasted, especially if the teacher is a housewife who has to divide her time here and there to take care of her family. Then a teacher must also make an arrangement of learning plans in accordance with what has been determined in their respective educational units so that learning runs properly and is easy to carry out (Bezak et al., 2022).

In stressful conditions due to the demands of the work he does during the current Covid-19 pandemic, a teacher can control his stress in various ways. In this study, the method taken to control stress is the correct way according to the Islamic view. This method is first and foremost, of course, a teacher must still remember his Lord. Believing in Allah is the most important thing to do. Then a teacher must remain patient in dealing with all problems related to online learning, because patiently we will be able to make good decisions.

The next thing is to be sincere in carrying out the profession, especially during this Covid-19 pandemic, which of course has a lot of demands that must be met. No matter how he teaches, he must remain professional, continue to worship as a Muslim, pray and always make remembrance of Allah SWT so that the level of faith can remain stable so that a teacher is not easily exposed to excessive stress (Habibi et al., 2021). All the problems faced should be submitted to the Almighty so as not to become a burden that burdens oneself. Always feel enough for what Allah has given (Qana'ah) including the blessings of work that Allah SWT has set in the midst of the current pandemic. Then a teacher must have a great responsibility to his students, his role as a professional educator should not be separated from responsibility. Thus, a teacher is not easily discouraged and not even easily stressed if he convinces in his own heart that these roles and responsibilities must remain regardless of the current conditions and situations.

Managing and dealing with stress is very important for us to know so that the body can always provide the best response to many situations, both physical and psychological. Excessive stress that is not handled properly can lead to various adverse effects on a person's life, including health.

**CONCLUSIONS**

Based on the results of the research and discussion above, the following conclusions can be drawn:First, how to manage stress according to the existing situation, namely: Faith in Allah, sincere intention to practice the knowledge possessed by students, Absorbing the meaning of prayer and dhikr that we always pray to Allah, Putting our trust in Allah, Accept what is (Qana'ah) the current situation and conditions, be patient in dealing with all problems, and always be grateful for the blessings that Allah has given. Second, because life is a reality that must be experienced, every human being, including teachers, must experience symptoms of stress in their lives. When teachers experience symptoms of stress, before experiencing real stress, it is necessary to carry out stress management so that their physical and psychological conditions remain stable in order to form professional teacher figures. All mental problems such as stress depend on the quality of an individual's relationship with God and fellow human beings. In the view of Islam, stress can only be overcome by improving the relationship with God in addition to maintaining good relations with fellow human beings.

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