

## Strategies for Overcoming Emotional Challenges in the Lecture Process: Phenomenological Study of Islamic Studies Education Masters Students for Indonesia Bangkit (BIB) Scholarship Class Palembang

Derri Adi Fernando<sup>1\*</sup>, Kasinyo Harto<sup>2</sup>, Ermis Suryana<sup>3</sup>

UIN Raden Fatah Palembang<sup>\*1, 2, 3</sup>

\*<sup>1</sup>email: [derriadifernando@gmail.com](mailto:derriadifernando@gmail.com)

<sup>2</sup>email: [masyo\\_71@yahoo.com](mailto:masyo_71@yahoo.com)

<sup>3</sup>email: [ermisuryana\\_uin@radenfatah.ac.id](mailto:ermisuryana_uin@radenfatah.ac.id)

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### *Abstract*

In the transition from adolescence to adulthood, there are several life challenges for someone in the development process, especially for students who have multiple roles of responsibility. This study aims to explain what emotional challenges are most commonly experienced in the lecture process and what strategies are used to overcome emotional challenges in the lecture process by students of Islamic Religious Studies Education Masters (PAI) class of Indonesia Bangkit Scholarship (BIB) Palembang. This research method was qualitative, using a phenomenological approach to understand students' experiences and perspectives on the emotional challenges they face and the strategies they use to overcome them. The instruments used for data collection were questionnaires, interviews. The results of the study show that students of Islamic Studies Masters (PAI) class of Indonesia Bangkit Scholarship (BIB) Palembang face several emotional challenges in the lecture process, such as academic stress, insecurity, loneliness or social isolation, and personal challenges. To overcome these challenges, students use a variety of strategies, including managing their time well, developing stress management skills, seeking social support, engaging in relaxation activities such as meditation or yoga, and using campus resources such as counselling or other support services.

**Keywords:** Strategy, Emotional Challenge, Indonesia Bangkit Scholarship

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### *Abstrak*

Pada masa transisi dari remaja menuju dewasa, terdapat

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beberapa tantangan hidup yang dihadapi seseorang dalam proses perkembangannya, terutama bagi mahasiswa yang memiliki peran tanggung jawab ganda. Penelitian ini bertujuan untuk menjelaskan tantangan emosional apa saja yang paling sering dialami dalam proses perkuliahan dan strategi apa saja yang digunakan untuk mengatasi tantangan emosional dalam proses perkuliahan oleh mahasiswa Magister Pendidikan Agama Islam (PAI) kelas Beasiswa Indonesia Bangkit (BIB) Palembang. Metode penelitian ini adalah kualitatif, dengan menggunakan pendekatan fenomenologi untuk memahami pengalaman dan perspektif mahasiswa tentang tantangan emosional yang mereka hadapi dan strategi yang mereka gunakan untuk mengatasinya. Instrumen yang digunakan untuk pengumpulan data adalah kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa mahasiswa Magister Pendidikan Agama Islam (PAI) kelas Beasiswa Indonesia Bangkit (BIB) Palembang menghadapi beberapa tantangan emosional dalam proses perkuliahan, seperti stres akademik, rasa tidak aman, kesepian atau isolasi sosial, dan tantangan pribadi. Untuk mengatasi tantangan ini, mahasiswa menggunakan berbagai strategi, termasuk mengatur waktu dengan baik, mengembangkan keterampilan manajemen stres, mencari dukungan sosial, terlibat dalam kegiatan relaksasi seperti meditasi atau yoga, dan menggunakan sumber daya kampus seperti konseling atau layanan dukungan lainnya.

**Kata Kunci:** Strategi, Tantangan Emosional, Beasiswa Indonesia Bangkit

### A. Introduction

One of the stages of human development is becoming an adult. In the scientific study of psychology, the development of adulthood can be divided into three groups, namely, first, early adulthood, second, middle adulthood, and third, late adulthood. The discussion in this article focuses on the developmental

stages of early adulthood. Becoming an adult is the culmination of the development of a healthy life, physical form and has the potential to be a very positive stage of development compared to adolescence. Early adulthood is a great opportunity to explore oneself, but also to face great challenges (Halfon et al., 2018).

Kirsh argues that early adulthood is referred to as the stage when someone has passed through adolescence and is said to be able to live independently (*Psychology-for-Living.Pdf*, n.d.). People in early adulthood are considered to be able to plan for the future and organise their lives for the future (Herawati & Hidayat, 2020). This is where a person is stressed as they adjust to new roles and responsibilities, such as marriage, new social expectations or work. If someone can't cope with this, then problems arise. Their emotional state is out of control.

Boyatzis explained that emotional intelligence is a chart that makes someone smart in the use of emotions (Fitriastuti, 2013). Walgito explained aspects of emotional maturity, including being able to accept situations that happen to you and others, not being impulsive, being able to control emotional stress, being able to think objectively and realistically, and having a good sense of responsibility (Guswani & Kawuryan, 2011).

The process of development during the period of early adulthood (or often called early adolescence) is an important stage in a person's life. Where at this time

that lasts between the ages of 20 to 40 years. During this time, each individual experiences changes physically, cognitively, emotionally and socially (Putri, 2018). You can see the developmental process that has taken place during this time; Personal Identity, In early adulthood, individuals begin a more mature search for personal identity. They begin to explore their values, interests and goals in life and integrate past experiences to form a deeper understanding of themselves (Dariyo, 2003).

Increased Independence, Early adulthood is characterised by increasing independence. Individuals begin to take responsibility for their life choices, such as education, career, relationships and finances. They learn to manage time, complete tasks and solve problems without the help of parents or guardians (Erpiana & Fourianalistyawati, 2018).

Education and Career, Many early adults are entering higher education or starting their careers. They are making important decisions about what to study or what to do for a living. This process involves exploring their interests, abilities, values and career goals, and

developing skills relevant to their chosen path (Ramdhani et al., 2019). Emotional intelligence has a huge impact on a person's success and happiness in life (Ahmad et al., 2018).

*Social Relations*, Social relationships are very important in early adulthood. Individuals develop more mature and intimate relationships with peers and romantic partners, and may enter into marriage or long-term relationships. They also construct their social identity through interaction with social groups, including organisations, communities or work groups (Listia, 2015).

Transition towards Financial Independence, Early adulthood is often a time of transition to financial independence. They enter the world of work and learn to manage their own finances, including income, expenditure and planning for the future. This process also involves developing responsible attitudes and habits around money and personal finance (Sari, 2021).

Cognitive Growth, In early adulthood, people experience continuous cognitive development. Abstract reasoning, problem solving and critical

thinking skills grow. They also improve their ability to make complex decisions, assess risk and think independently (Nur et al., 2023). The degree to which developmental tasks are mastered at this stage has a major impact on the individual's success in early adulthood, both in work, career and inner life in terms of family and social recognition, (Nurhazlina Mohd. Ariffin, 2021) as well as having a major impact on the individual's level of satisfaction and happiness during this period (Indati, 2019).

Emotional intelligence is strongly influenced by different environments, is not permanent and can change at any time (Nauli Thaib, 2013).

The BIB Islamic Studies Education Masters students come from a wide variety of backgrounds from different provinces in Indonesia. They come from the provinces of Riau, East Java, Lampung, Bengkulu and Palembang (*SK BIB S2 Dan S3\_UIN Palembang.Pdf*, n.d.). On the other hand, they have different roles and responsibilities as well as different activists, such as those who act as heads of families, housewives, educators and educational staff,

employees, ustadz, YouTubers, musyrif, and participate in different types of organisations, etc.

As a student who is also the head of the family, managing time and activities can be a significant challenge. In this situation, students are often faced with the dual demands of fulfilling their family responsibilities and their academic obligations. It is important to remember that it is not always easy to find a balance between being the head of the family and being a student.

As a housewife, a student may have chosen to focus on parenting, building a bond with her mother (Agusdwitanti & Tambunan, 2015) and carry out household tasks. This decision could have been made to put the welfare and development of their children first. They may choose to postpone their education or choose distance or part-time learning to maintain their role as housewives.

In addition, a student may have a role as a teacher, musyrif or ustadz. In this role, they may already have special interests and expertise in education or religion. They may have had a career as a teacher or mentor before deciding to study at university. In this role they can

be a source of inspiration and mentoring for others in matters of education and religion.

Maintaining a balance between student roles and other responsibilities can be a challenging task. Students with these responsibilities must be able to manage their time wisely and efficiently. They need to set a tight schedule, prioritise and perhaps reduce other activities in order to attend lectures.

In order to be successful in this role, students with these responsibilities may rely on support from family members, friends or existing social networks. They may ask for help with children or household chores so that they have enough time to concentrate on their studies. It is also important for them to take care of their own physical and mental health by making time for rest and self-care.

Despite the different challenges and demands of their roles and responsibilities, students with this role have the opportunity to grow and develop personally and professionally. They can gain valuable skills in time management, leadership and multitasking. They can

also set a good example for family members.

Based on the above, the problem statement of this study is: "What emotional challenges are most commonly experienced in the lecture process and what strategies are used to overcome emotional challenges in the lecture process?".

### B. Research Methodology

The research paradigm used in this study is the constructivist paradigm. Observation and objectivity are at the centre of this paradigm. As well as viewing social science as the systematic analysis of socially meaningful action through the application of direct and detailed observation of the social actors involved (Hidayat, 2003).

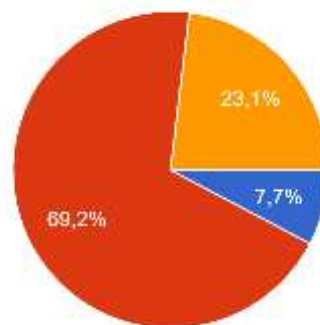
Weber showed that society is an entity made up of people engaged in meaningful social interactions (Mulyana, 2001). Therefore, social action is carried out by examining the subjective meaning that individuals give to action responses (Sunarto, 2000).

To explore the phenomenon in this study using qualitative research methods with a phenomenological approach. The

instrument used to collect the data is a questionnaire, in-depth interviews are unstructured data. Meanwhile, to check the validity of the data, the researcher used the triangulation technique. Triangulation is a technique for checking the validity of data by using something other than the data obtained.

### C. Results and Discussion

Emotional challenges in the lecture process can vary considerably depending on individual factors such as personality, background, environment and available support. The following data can be observed on how often students experience emotional challenges;



**Figure C.1. Data on how often students experience emotional challenges**

#### **Very rare (7.7%):**

These data show that a small proportion of students experience emotional challenges in the lecture process only very infrequently. This

could mean that they are emotionally challenged only in certain situations or at certain times during the course.

***Sometimes (69.2%):***

These data show that most students experience emotional challenges in the lecture process with varying frequency. This reflects that emotional challenges occur in different situations or at different times during their studies.

***Often (23.1%):***

These data show that a small number of students experience emotional challenges on a regular or fairly frequent basis during the course. This could indicate that they face emotional challenges in different aspects of the course, such as assignments, tests, academic pressure or social situations.

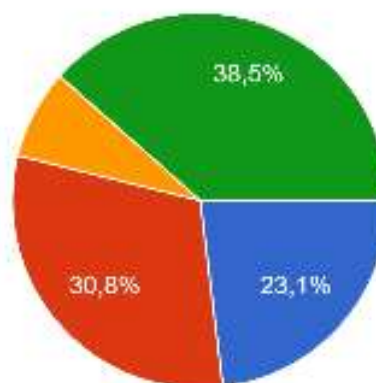
***Never (0%):***

According to the data provided, no one experienced emotional challenges during the lecture process. However, it is important to remember that emotional challenges can be different for each individual and some people may deal with them to a lesser extent or in different ways.

Goleman explained that the characteristics of emotional intelligence

include the ability to personally motivate oneself, the ability to survive and find a way out when faced with a frustrating problem, and the ability to control impulses (Setyaningrum et al., n.d., p. 213)

The following data are grouped according to the emotional challenges experienced by students;



**Figure C.2. Data about the emotional challenges experienced by students.**

***Academic stress (23.1%):***

These data show that some students experience academic stress during the lecture process. Heavy workloads, tight deadlines and pressure to perform can lead to high levels of stress. This stress can affect emotional wellbeing and academic performance.

***Lack of confidence (30.8%):***

These data show that a number of students experience a lack of confidence

during the lecture process. They may doubt their own abilities, compare themselves with their classmates, or feel inadequate for assignments or tests. This self-doubt can affect motivation and academic performance. Robinson introduced the term 'quarter-life crisis' as a sign of early adulthood (Robinson et al., 2013, p. 147).

***Feelings of loneliness or social isolation (7.7%):***

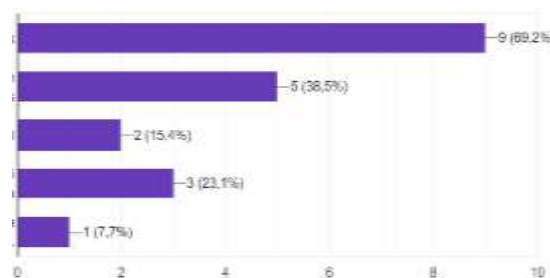
These data show that a small proportion of students experience feelings of loneliness or social isolation during the lecture process. College is often a new, different environment and some students may find it difficult to develop strong social relationships. This sense of loneliness or social isolation can affect emotional wellbeing.

***Personal challenges (38.5%):***

These data show that most students face personal emotional challenges during the lecture process. These challenges can vary from individual to individual and include aspects such as family pressures, financial issues, mental health or personal changes that may occur during study. These personal

challenges can affect emotional wellbeing and academic concentration.

It is important to note that effective strategies for coping with emotional challenges may vary from person to person. Students need to find and adapt strategies that suit their own needs. A table of different strategies used by students to cope with the lecture process can be presented;



**Figure C.3. Strategies used by students to overcome emotional challenges in the lecture process.**

***Time management skills (69.2%):***

These data show that most students use good time management strategies to cope with emotional challenges. These include effective planning, prioritising and setting an appropriate schedule for academic and other activities. By managing time well, students can reduce stress, increase productivity and achieve a balance between academic and non-academic activities.



***Stress management skills development (38.5%):***

These data show that a number of students use strategies to develop stress management skills. By mastering these skills, students can manage stress more effectively and maintain their emotional well-being. It is known that in early adulthood, a person fulfils his or her role in individual development and is able to know what is right and wrong and to avoid inappropriate behaviours that can make him or her unhappy (Putra et al., 2016, p. 101).

***Seeking social support (15.4%):***

These data suggest that a number of students seek social support to help them cope with emotional challenges. Social support can come from friends, family or the academic community. Students may share experiences, ask for advice or seek emotional support from those closest to them. Social support can help reduce loneliness, provide new perspectives and improve mental wellbeing.

Lopez found that someone with high emotional intelligence is able to establish good relationships with those around them, (Julika & Setiyawati, 2019, p. 55) and can build social attitudes and

improve well-being 91.24% (Kinasih et al., 2013, p. 82)

***Doing relaxation activities such as meditation or yoga (23.1%):***

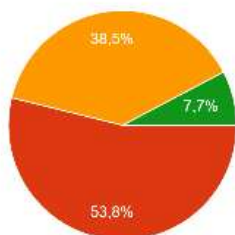
This data suggests that some students use relaxation activities such as meditation or yoga as a strategy to cope with emotional challenges. These activities help to reduce stress, improve concentration and promote mental balance. By engaging in relaxation activities, students can create spaces to rejuvenate their minds and bodies.

***Utilising the facilities on campus, such as counselling or other support services (7.7%):***

This data indicates that some students use campus resources such as counselling or other support services. This includes seeking help from a counsellor, psychologist or other support staff on campus. Through these resources, students may receive counselling, emotional support, or more focused stress management strategies.

Information on the extent to which students use certain strategies to cope with emotional challenges in the lecture process. It is important to note that individuals may have different

preferences and styles for coping with emotional challenges. Effective strategies may also be different for each person. Here's a table of how often the strategy is used;



**Figure C.4. How often to use strategies to overcome emotional challenges in the lecture process.**

***Very rare (0%):***

These data show that no one uses these strategies to deal with emotional challenges in the lecture process.

***Sometimes (53.8%):***

These data show that the majority of students use these strategies with varying frequency to cope with emotional challenges in the lecture process. They may use these strategies in specific situations or at specific times when they face emotional challenges.

***Often (38.5%):***

These data show that a number of people use these strategies regularly or with high frequency to cope with emotional challenges in the lecture

process. They may use these strategies consistently to maintain their emotional well-being and to cope with stress or adversity as it arises.

***Always (7.7%):***

These data show that a small number of people used these strategies all the time when dealing with emotional challenges in the lecture process. This suggests that they found these strategies highly effective in helping them to manage their emotions and maintain their mental wellbeing.

#### **D. Conclusion**

Students with multiple responsibilities face emotional challenges in the lecture process. However, with the right strategies, they can manage these challenges and find a balance between personal, academic and other responsibilities.

The following are the main points that can be concluded:

1. Students who have a role of responsibility as head of the family, housewife, teacher, musyrif, ustadz, etc., face challenges in allocating time and managing lecture activities. They have to cope with the dual

demands of family responsibilities and academic requirements.

2. Emotional challenges often experienced in the lecture process include academic stress, self-doubt, feelings of loneliness or social isolation, and personal challenges. These challenges can affect a student's emotional wellbeing, motivation and academic performance.
3. Students use a variety of strategies to cope with the emotional challenges of studying, including time management, developing stress management skills, seeking social support, engaging in relaxation activities such as meditation or yoga, and using campus resources such as counselling or other support services.
4. The frequency with which these strategies are used varies. Some students may use these strategies sometimes, often, or even always, while others may use them rarely.

It is important for each individual to explore and find the most effective strategies for coping with emotional challenges in the lecture process. Good time management, developing stress

management skills, seeking social support, engaging in relaxation activities, and using campus resources can help students improve their mental and academic well-being.

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