**Conference Paper**

# Mediation of Social Skills on The Relationship between Tasawuf Values and Coping Strategy

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**Abstract.**

Coping strategy define as how individuals respond to the problems as well manage the emotion and behavior when face the problems. Based on literature review, coping strategy is affected by religious aspect, which one of that is tasawuf values. There are still less research which showed how tasawuf values (*illahiyyah, insaniyyah, and 'alamiyyah*) contribute to coping strategy. The purpose of this research is to find out mediation effect of social skills on the relationship between tasawuf values and coping strategy. This research use convenience technique sampling which sample has been collected is 148 students who has studied tasawuf course in the university. Data analysis which used in this study is conditional effect analysis with simple mediation model. Results showed that social skills partially mediated the relationship between tasawuf values and coping strategy with *c'1 = 0.3000, p = 0.000.* This findings emphasized the urgency of understanding tasawuf value for students in order to enhance social skills which eventually affect coping strategy.

**Keywords:** Tasawuf Value, Social Skills, Coping Strategy

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## 1. INTRODUCTION

Online learning policies require educators and students to quickly adapt to the learning process which is use digital media and equipment. Research conduted by Affani (2021) obtained results that 77.3% of students experienced moderate academic stress, indicating that students perceived academic demands towards online learning during the covid-19 pandemic.

Research conducted by Kusuma (2020) showed that there were several factors inhibited online learning, including the assignments limited time, unclear task instructions, unavailability internet signals, learning environment which is not conducive that make students difficult to concentrate and causes stress. The stress which feel by the students can affect the student's

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learning outcomes.

Students can reduce the stress by having effective coping strategies (Hanifah, 2020). According to Taylor (2006) coping strategiy is defined as thoughts and behavior used to regulate internal and external demands a stressful situation. Lazarus and Folkman (1984) divide coping strategy into two major groups, namely focused on problems (problem focused coping) and focused on emotions (emotion focused coping). Aspects of problem focused coping are confrontative coping, seeking social support, and planful problem solving. While the aspects of emotion focused coping are self-control, distancing, positive reappraisal, accepting responsibility, and escape/avoidance.

One of factor that affected coping strategy is religion aspects, that is tasawuf values. Based on Achlami (2016) tasawuf values are values which bring humans close to god, make humans have good morality to others (not only to humans but also animals and plans). Baed on taswuf values, the relationship between humans and god is the same as the relationship between one individual to others.

Individuals who have high knowledge on tasawuf values will solve the problems of his life not only rationally or just emotional. They will relate the problems to the meaning of life in a meaningful way spiritual, establish relationship with god. Thus, whenever the individuals facing the problem, they could solve the problems patiently and seek guidance from God. Previous study conducted by Umamit (2016) showed that there were significant relationship between spiritual intelligence with work stress on nurse. The results showed the higher the spiritual intelligence, the more less stress on work.

Zohar and Marshal (2000) said that spiritual intelligence is competences to solve problems with meaningful way. Individu showed thei behavior to solve the problems in meaningful context, that is concidered the morality and humanity. Spiritual intelligence also gives us abilities to conform with the rigid rules with understanding and love path.

Beside spritual intelligence, Salkind (2006) stated that individual needs social skills to face difficult situations. Social skills can facilitate individual to initiate social interaction and posivite relationships with others (Gresham, Elliott, & Kettler, 2010).

Social skills according to Riggio (1989) are individual abilities in interacting with other people by way of delivery, interpretation, and in managing verbal and nonverbal communication in social situations. Research conducted by Ghofiniyah (2017) showed that copinh strategy can be influenced by factors of emotional maturity and social skills. Besides that research conducted by Santoso (2017) showed that there were influence of social skills on coping mechanisms in adolescents.

According to Talib (2010) a person's failure to master skills social can cause him hard to adjust to the surrounding environment. It can cause low self-esteem, do not like to

socialize, ostracized from the association (Gresham, 2016), tend to be alone normative behavior such as antisocial behavior (Del Prette et al., 2012). Social skills will make it easier for individuals to make good adjustments to the environment socially and at home (Bronfrenbrenner & Morris, 2006; Hupp et al., 2009).

Levina (2017) stated that someone who has good social skills tend to be more prepared and mature in dealing with all problems in his life, so he will use positive ways to solve the problem. Likewise with students who have good social skills, they tend to have good relationships good with family, friends, and also lecturers (Chan et al., 2000). So this makes it easier students when they have problems, there will be many people who willing to help him (Booth & Ainscow, 2002).

Based on the description above, the researcher is interested in knowing whether there is relationship between tasawuf value and social skills with coping strategies on students.

## 2. Methods

Population in this study were students who have studied tasawuf course and in fourth semester from a university. Sample collected by purposive and convenience sampling, then obtained 105 students who join this study (Cozby & Bates, 2012).

There are three instruments which used in this study with four response categoies, that were 1 = totally disagree, 2 = disagree, 3 = agree, and 4 = totally agree for favorable items. For unfavorable items, the response categories were 4 = totally disagree, 3 = disagree, 2 = agree, and 2 = totally agree.

Coping strategy was measured by scale construced based on Lazarus and Folkman (1984) There were 25 aitems and two types of coping strategy, proble, focused coping and emotional focused coping. Validity test results showed that there were 21 items valid with validity value range betweeen 0.305 – 0.502 and reliability value results cronbach alpha 0.808.

Tasawuf value was measured with scale constructed based on Achlami (2016). There were 24 items with three aspects, ilahiyyah value, insaniyyah value, and alamiyyah value. There were 25 aitems and two types of coping strategy, proble, focused coping and emotional focused coping. Based on validity test, there were 21 items valid with validity value range between 0.340 – 0.663. Reliability test results were cronbach alpha 0.923.

Social skills was measured with scale based on Gresham and Elliott (1991) consisted 44 items from five aspects. The aspects which measured in this study were assertive,

empathy, responsibility, self-control, and cooperation. Validity value were between range 0.304 – 0.629 with cronbach alpha 0.917 and there were 39 items valid or social skills scale. The results of validity and reliability was fit with the criteria of good item (Anastasi & Urbina, 1997).
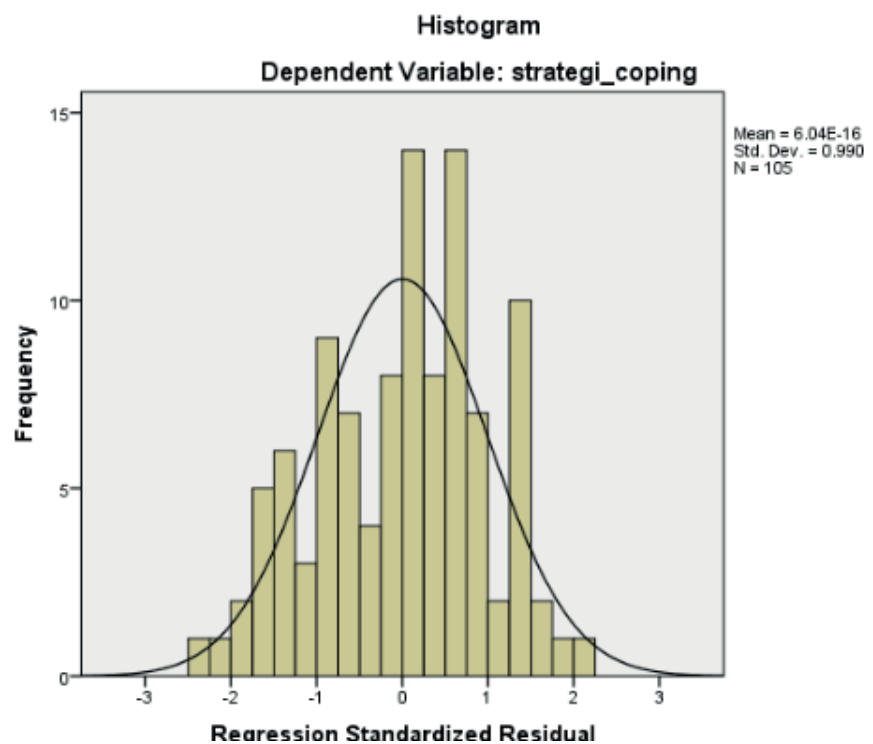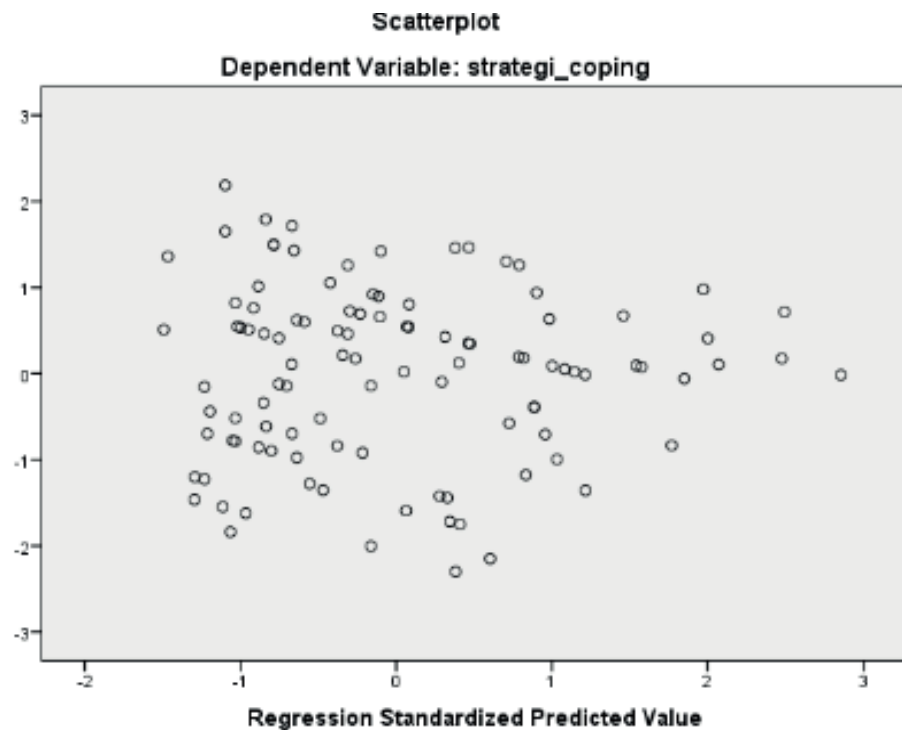
# 3. Results



**Figure** 1: Test of Normality.

From the Figure 1 above, it can be stated that the data distribution is normal because the resulting histogram is in the form of a bell shaped curve. Based on the histogram image above, it can be concluded that the histogram graph gives a normal distribution pattern, because the data spreads around the line diagonal and follow the direction of the diagonal line or the histogram graph.

TABLE 1: Results of multicollinearity test.

| Model | Collinearity Statistics | |
| --- | --- | --- |
| | Tolerance | VIF |
| Tasawuf values | 0.812 | 1.232 |
| Social Skills | 0.812 | 1.232 |

Based on the table 1 above, it showed that the the tolerance value of 0.812> 0.10 and VIF of 1.232 <10. It can be concluded that there was no problem of multicollinearity in the independent variables used in this study.



**Figure** 2: Result of heteroscesdasticity test.

From the Figure 2 above, the resulting scatterplot showed that the dots are scattered not forming certain patterns. However the dots spread above and below zero on the Y axis. The picture above showed that there was no the occurrence of heteroscedasticity patterns so that the regression model can be used to predict coping strategies based on tasawuf values and social skills.

Linearity test is used to see the linear relationship between independent variabele and dependent variable. The data can be stated there linear if the value of Sig. Deviation from Linearity > 0.01. Based on the results, the significance value of linearity coping strategy with social skills was 0.428 (p > 0.01). The significance linearity of coping strategies with tasawuf value was 0.115 (p > 0.01). It can be concluded that there were linear relationship between variables tasawuf values and social skills with coping strategies (Gravetter & Wallnau, 2013).

The results of categorization from coping strategy is in table 2 below.

TABLE 2: Categorization of Coping Strategy.

| Categorization | Score range | Frequency | Percent |
| --- | --- | --- | --- |
| High | $X \geq 78$ | 15 | 14.3% |
| Medium | $69 \leq x < 78$ | 68 | 64.8% |
| Low | $X < 69$ | 22 | 21% |
| Total | | 105 | 100% |

Based on the table above, the categorization of variables coping strategies are categorized based on three categories. Students in high category were 14.3% ($N = 15$), medium category 64.8% ($N = 68$), and low category 21% ($N = 22$).

TABLE 3: Categorization of Tasawuf Values.

| Categorization | Score range | Frequency | Percent |
| --- | --- | --- | --- |
| High | $X \geq 70$ | 15 | 14.3% |
| Medium | $55 \leq x < 70$ | 85 | 81.0% |
| Low | $X < 55$ | 5 | 4.7% |
| Total | | 105 | 100% |

Based on the table above, Students in high category of tasawuf values knowledge were 14.3% ($N = 15$). Students in medium category were 81.0% ($N = 85$), and low category 4.7% ($N = 5$).

TABLE 4: Social Skills.

| Categorizaton | Score range | Frequency | Percent |
| --- | --- | --- | --- |
| High | $X \geq 137$ | 20 | 19% |
| Medium | $110 \leq x < 137$ | 85 | 81% |
| Low | $X < 110$ | 0 | 0% |
| Total | | 105 | 100% |

Based on the table above, the categorization of social skills are categorized based on three categories. Students in high category were 19% ($N = 20$) and medium category 81% ($N = 85$).

TABLE 5: Results of Regression Analysis.

| Model | R |
| --- | --- |
| H | 0.439 |

Based on the results of regression analysis, the results obtained were R = 0.439 and F = 12.182 and a significant value of 0.000 p <0.01. This results confirmed that hypothesis of this study is accepted. Then it can be interpreted that tasawuf values and social skills affected student's coping strategy. Furthermore, based on R-Square value 0.193 can be concluded that tasawuf values and social skills influence coping strategies 19.3%.

TABLE 6: Regression Equation Analysis.

| Model | Unstandardized Coefficients | Standard Error | Standardized Coefficients |
|---|---|---|---|
| H1 (Constant) | 51.005 | 4.756 | |
| Tasawuf Values | 0.150 | 0.038 | 0.390 |
| Social Skills | 0.061 | 0.63 | 0.95 |

This research testing first hypothesis using multiple regression analysis two predictors. It can be explained on the regression line equation of the three variables $Y = 51.005 + 0.061 X_1 + 0.150 X_2$. It can be concluded that if other variables have constant values then Y will change accordingly itself with a constant value of 51.005. If other variables have constant values, Y will change as much 0.061 per one $X_1$ unit. If other variables have constant values, Y will change as much 0.150 per one variable unit $X_2$.

TABLE 7: Simple Regression Test.

| Variable | R | Sig | Description |
|---|---|---|---|
| X1-Y | 0.264 | 0.007 | Positive-Significance |
| X2-Y | 0.431 | 0.000 | Positive-Significance |

The second hypothesis in this study is "there is a positive significant relationship between tasawuf values and coping strategies on students". Based on the results obtained correlation coefficient (rx1y) = 0.624 and a significant value 0.007 (p < 0.01). This can be interpreted that the higher the knowledge of tasawuf values then the higher coping strategy. The lower student's knowledge of tasawuf values then the lower coping strategy.

The third hypothesis test in this study is "there is positive significant relationship between social skills on students". The coefficient correlation results (rx2y) = 0.431 with a significant value of 0.000 (p <0.01). It can be interpreted that the higher student's social skills, the higher the coping strategy then the lower the social skills, the more it will be low on coping strategies.

TABLE 8: Efective Contribution Test.

| Variable | Regression Coefficient (Beta) | Regression Correlation | Effective Contribution |
|---|---|---|---|
| Tasawuf Values | 0.095 | 0.264 | 2.5% |
| Social Skills | 0.390 | 0.431 | 16.8% |

The table above stated that each independent variable give effective contribution to coping strategies. On the tasawuf values variable the effective contribution is 2.5% then the effective contribution of social skills is 16.8%.

In this study social skills have more influence on coping strategies compared to tasawuf values. This is in line with the research that conducted by Levina (2017).

## 4. Conclusions

This study confirmed that knowledge of tasawuf values and social skills influence student's coping strategy. However, social skills more influence coping strategy than tasawuf values. It can be scientific base for institution to increase student's social skills.

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