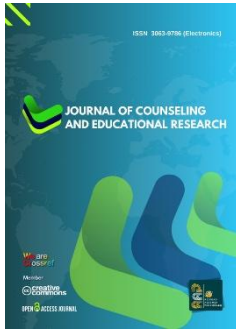




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### Coping Strategies to Improve Students' Emotional Intelligence Through Content Mastery Services

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Original Article

## Coping Strategies to Improve Students' Emotional Intelligence Through Content Mastery Services

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**Abstract.** Increasing emotional dysregulation among adolescents has become a growing concern, particularly due to academic pressure and digital exposure. Emotional intelligence plays a key role in regulating emotions and managing social challenges. This study examines the effectiveness of coping strategies in enhancing students' emotional intelligence through content mastery services. A quasi-experimental design was conducted with 63 students at SMPN 242 Jakarta, divided into experimental and control groups. Data were analyzed using paired sample t-tests. Results showed a significant improvement in emotional intelligence in the experimental group ( $p < 0.001$ ) with a moderate to strong effect size, while the control group showed no significant change ( $p = 0.663$ ). These findings indicate that coping-based interventions effectively support emotional regulation and resilience. This study provides one of the first quasi-experimental evaluations in Indonesian junior high schools and highlights the importance of structured, preventive counseling programs.

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**Keywords:** Coping Strategies; Emotional Intelligence; Content Mastery Services

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### Introduction

Adolescents today face increasingly complex emotional and social challenges as the dynamics of the times evolve. Rising academic pressure, demands for achievement, interpersonal conflicts, and intense exposure to digital media particularly through social media have amplified the emotional burden that students must bear. Findings from a study conducted by [Haritay et al. \(2025\)](#) indicate that 74% of students experience high levels of academic stress. These findings suggest that academic stress among students has become a widespread and alarming phenomenon among adolescents. Unhealthy digital interactions, such as social comparison, cyberbullying, and exposure to negative content, further exacerbate adolescents' psychological well-being. In urban areas, the phenomenon of aggressive student behavior, including physical fights, disciplinary violations, and cyberbullying, indicates difficulties in adaptive emotion regulation ([Sanra et al., 2026](#)). [Sanra et al., 2026](#) indicate that 74% of students experience high levels of academic stress. These findings suggest that academic stress among students has become a widespread and alarming phenomenon among adolescents. Unhealthy digital interactions, such as social comparison, cyberbullying, and exposure to negative content, further exacerbate adolescents' psychological well-being. In urban areas, the phenomenon of aggressive student behavior, including physical fights, disciplinary violations, and cyberbullying, indicates difficulties in adaptive emotion regulation ([Cabrera et al., 2024](#)). Therefore, systematic and structured efforts are needed to help students develop the ability to

regulate emotions effectively, a concept known as emotional intelligence (Agustiningsih & Karimah, 2023).

Emotional intelligence has emerged as a critical factor influencing adolescent development and academic success. Defined as the ability to perceive, understand, and manage emotions effectively, emotional intelligence allows students to navigate social complexities and academic stressors more adaptively (Goleman, 2020). Emotional intelligence encompasses several key components: self-awareness, self-regulation, self-motivation, empathy, and social skills (Antonopoulou, 2024). In an educational context, these abilities serve as a crucial foundation for students in dealing with academic pressure, building healthy interpersonal relationships, and making rational decisions in stressful situations. However, many students struggle to regulate emotions constructively, leading to impulsive behavior, reduced motivation, and poor coping skills. Although the concept of emotional intelligence proposed by Goleman (1995) is widely used in educational contexts, several studies indicate that this approach tends to be conceptual and does not fully provide practical guidance for systematically developing emotional skills in the school environment. Therefore, a more applicable approach is needed that emphasizes not only conceptual understanding but also the training of concrete skills, such as coping strategies.

Coping strategies referring to the cognitive and behavioral efforts individuals employ to manage stress play a significant role in supporting emotional development (Lazarus & Folkman, 1984). These include problem-focused coping (e.g., planning and seeking solutions) and emotion-focused coping (e.g., reframing and self-soothing), both of which can help students manage stressors when effectively taught. Integrating these strategies into school counseling frameworks offers a preventive and developmental approach to improving emotional intelligence. Coping strategies are important mechanisms individuals use to respond to stress and challenging situations. Lazarus (1984) differentiates coping into two main categories: problem-focused coping and emotion-focused coping. Problem-focused coping focuses on direct problem-solving, such as finding solutions and planning actions, while emotion-focused coping focuses on managing emotional responses, such as relaxation, cognitive reframing, and acceptance. In an educational context, adaptive coping skills are crucial because students are faced with various demands, both academic and social. Students who have effective coping strategies tend to be better able to manage stress, maintain motivation to learn, and exhibit more adaptive behavior in the face of conflict. Conversely, the use of maladaptive coping, such as avoidance or aggression, can worsen students' emotional and behavioral conditions (Kao, 2024).

One such counseling method is the content mastery service, which engages students in structured learning experiences aimed at developing specific psychological skills, such as emotional regulation. Content mastery services are a type of guidance and counseling service that focuses on providing structured learning experiences to develop specific competencies in students (Hasanah et al., 2024). Unlike remedial or curative counseling services, these services emphasize preventive and developmental aspects through active learning processes. Through targeted interventions, students are guided to identify emotional challenges, explore adaptive responses, and practice real-life applications. When implemented by trained school counselors, such services can result in meaningful improvements in students' emotional awareness and behavioral adjustment (Goleman, 2020).

In the context of developing emotional intelligence, content mastery services have great potential because they enable students not only to cognitively understand emotional concepts but also to practice practical skills through simulations, discussions, role-playing, and reflection. Compared with conventional counseling approaches, which tend to be reactive and focused on resolving existing problems, content mastery services have the advantage of being preventative and reaching all students through a structured learning approach. Furthermore, these services allow for the direct integration of practical skills into the learning process, making them more effective in forming sustainable emotional regulation habits. Therefore, integrating coping strategies into these services can be a systematic approach to developing students' emotional regulation skills.

Although various studies have examined emotional intelligence and coping strategies, most studies are partial and focus on the relationships between variables without leading to the development of applicable interventions in school settings (Augusto-Landa et al., 2024; Fteiha & Awwad, 2020; Seldy & Daud, 2024). Furthermore, research developing interventions to improve students' emotional intelligence generally uses general counseling approaches, such as group counseling and psychoeducation, which are global in nature and not yet structured within a service-learning framework (Ramadhan et al., 2025; Syahrul et al., 2025). Furthermore, there is limited research explicitly integrating coping strategies as a core skill within these interventions, particularly in the form of systematic and planned content mastery services. This integration is crucial to ensuring that students not only understand emotions but also possess concrete skills in managing stress adaptively (MacCann et al., 2011). Therefore, research is needed that empirically tests the effectiveness of coping strategy-based content mastery services in improving students' emotional intelligence, especially at the junior high school level.

This study not only aims to test the effectiveness of the intervention but also to contribute to the development of a more applicable and contextual skills-based guidance and counseling service model. The results are expected to serve as a basis for developing guidance and counseling programs in schools, particularly in improving students' emotional intelligence through a structured and evidence-based approach.

## Method

This study employed a quantitative approach using a quasi-experimental design, specifically the pre-test and post-test control group design. This design was selected to evaluate the effectiveness of coping-based content mastery services in enhancing students' emotional intelligence. Conducted in a natural school setting, the study involved two groups: an experimental group receiving the intervention and a control group that did not. For clarity and reproducibility, the method section is divided into the following subsections: participants, sampling procedure, materials and instruments, procedures, and data analysis.

### Participants

Participants were students from SMPN 242 Jakarta. A total of 63 students participated, comprising 32 in the experimental group and 31 in the control group. All participants were between 13 and 15 years old and included both male and female students from diverse academic and social backgrounds. Selection emphasized students' psychological and behavioral readiness to participate in counseling services, along with parental consent.

### Sampling Procedures

Purposive sampling was used to select participants who met criteria relevant to the study objectives. The primary criteria included: (1) students identified as having moderate to low emotional intelligence based on pre-test results, and (2) willingness to participate throughout the intervention period. Data were collected within the school environment, particularly during counseling sessions. No incentives were offered. Consent forms were distributed to both students and parents to ensure voluntary participation and data confidentiality.

### Research Ethics

This research was conducted in accordance with ethical principles in guidance and counseling services as stipulated in Minister of Education and Culture Regulation No. 111 of

2014 concerning Guidance and Counseling and the code of ethics established by the Indonesian Guidance and Counseling Association. Prior to the study, respondents were provided with an explanation of the purpose, procedures, and benefits of the study. Respondents who agreed to participate were asked to sign an informed consent form. The researcher also guaranteed the confidentiality of respondents' identities and data throughout the research process.

### Instrument

The first instrument was the Emotional Intelligence Scale, developed based on Daniel Goleman's five core components: self-awareness, self-regulation, motivation, empathy, and social skills. The scale consisted of 30 items using a Likert-type format ranging from 1 (strongly disagree) to 5 (strongly agree). Sample items included: "I am aware of my emotions when they arise," "I can control my emotions when I am upset," and "I try to understand the feelings of others."

To ensure content validity, the instrument was evaluated by three experts in guidance and counseling and educational psychology. The experts assessed the relevance, clarity, and representativeness of each item. The content validity was calculated using Aiken's V, with all items obtaining coefficients above 0.80, indicating high validity. Reliability testing using Cronbach's Alpha yielded a coefficient above 0.70, indicating good internal consistency.

The second instrument was the Coping Strategies Scale, adapted from the framework of Richard Lazarus and Susan Folkman. The adaptation process involved translation into Indonesian, cultural adjustment to fit the school context, and pilot testing on a sample of students. In the instrument development process, validity plays a fundamental role because it relates to the accuracy and validity of the test in reflecting the variables being studied. The higher the validity, the more accurately the instrument describes the phenomenon being measured (Syahputra et al., 2025).

The scale measured both problem-focused coping and emotion-focused coping strategies. Example items included: "I try to find solutions to the problems I face" and "I try to calm myself when I feel stressed." The adapted instrument was reviewed by experts and demonstrated acceptable reliability ( $\alpha > 0.70$ ).

The third instrument consisted of intervention materials in the form of a structured module for content mastery services based on coping strategies. The module included session plans, student worksheets, reflection sheets, and activity guidelines. Each session was systematically designed with specific objectives, materials, steps of implementation, and evaluation components. The module was validated by counseling experts to ensure its feasibility, relevance, and appropriateness for junior high school students.

### Procedures

Before the intervention, both experimental and control groups completed a pre-test to assess their emotional intelligence levels. The experimental group then received seven structured counseling sessions using the content mastery model, focusing on coping strategies. Each session lasted approximately 60 minutes and was facilitated by the researcher, accompanied by the school's guidance counselor as observer and co-facilitator.

Each session included psychoeducation, emotional self-awareness activities, role-playing, guided reflection, and peer discussions. The control group did not receive any counseling sessions during this period. After the intervention, both groups completed a post-test. The independent variable in this study was the content mastery service using coping strategies, and the dependent variable was students' emotional intelligence. Informed consent was obtained from all participants, and ethical standards were upheld throughout the study.

**Table 1.** Content Mastery Service Intervention Program

No	Topic	Day/Date	Activity Objective	Method/Technique	Activity Description
1	<i>Pretest</i>	Monday, January 5, 2026	Measuring the initial level of students' emotional intelligence (self-awareness, self-regulation, motivation, empathy, social skills)	Scale filling	Students fill out the emotional intelligence scale to obtain initial data and how to use coping strategies.
2	Introduction to Emotional Intelligence and Coping Strategies	Wednesday, January 7, 2026	Students understand the concept of emotional intelligence and its relationship to coping in everyday life.	Material presentation and discussion.	The guidance counselor explains the components of emotional intelligence and the role of coping in managing emotions.
3	Self-Awareness	Wednesday, January 14, 2026	Developing students' self-awareness of the emotions they experience	Discussion and reflection	Siswa mengidentifikasi dan merefleksikan pengalaman emosional yang pernah dialami
4	Problem-Focused Coping (Self-Regulation & Problem Solving)	Wednesday, January 21, 2026	Developing students' self-awareness of the emotions they experience	Discussion and reflection	Students identify and reflect on emotional experiences they have experienced.
5	Emotion-Focused Coping (Self-Regulation)	Wednesday, January 28, 2026	Improving the ability to manage emotions in difficult situations	Slide presentation and discussion	Students learn techniques for managing emotions such as relaxation and diversion.
6	Empathy and Social Emotional Management (Empathy & Social Skills)	Wednesday, February 4, 2026	Developing empathy and the ability to understand other people's emotions.	Simulation and discussion	Students simulate social interactions and understand other people's perspectives.
7	Self-Motivation and Coping Implementation (Motivation)	Wednesday, February 11, 2026	Increasing self-motivation in facing challenges	Discussion assignments	Students design coping strategies to achieve personal goals.
8	<i>Posttest</i>	Friday, February 13, 2026	Measuring changes in students' emotional intelligence after activities	Scale filling	Students fill out the emotional intelligence scale to obtain initial data and how to use coping strategies.

The research procedure began with an explanation of the purpose, benefits, and stages of the study to participants. After receiving this explanation, participants who agreed to participate were asked to complete an informed consent form as a sign of their willingness to participate in the study voluntarily. After obtaining informed consent, all participants, both in the

experimental and control groups, were given a pretest using the Emotional Intelligence Scale to determine their initial level of emotional intelligence. Participants also completed the Coping Strategies Scale to identify their coping strategy tendencies. Next, the experimental group received treatment in the form of content mastery services based on coping strategies, implemented in six structured sessions using a module developed by the researchers. Each session was designed to help students understand and apply coping strategies to effectively manage their emotions.

Meanwhile, the control group did not receive content mastery services based on coping strategies but instead received conventional guidance services in accordance with the school program. After all service sessions were completed, both the experimental and control groups were given a posttest using the same Emotional Intelligence Scale to determine changes in students' emotional intelligence levels following the treatment. To clarify the stages of research implementation, the research procedures are presented in Table 1. The details of the content mastery service activities in the experimental group and the control group are presented in the activity table.

### Data Analysis

A quasi-experimental design with pre-test and post-test control groups was employed in this study. Data were analysed using IBM SPSS Statistics version 26 with a significance level set at  $p < 0.05$ . Paired sample t-tests were used to examine differences between pre-test and post-test scores within the experimental and control groups. Furthermore, an independent sample t-test was conducted to compare the post-test scores between the two groups to determine the effectiveness of the coping-based content mastery service.

## Results and Discussions

Data analysis showed a significant improvement in the emotional intelligence of students who received coping-based content mastery services. Paired sample t-tests revealed a significant difference in the experimental group between the pre-test scores ( $M = 102.91$ ) and post-test scores ( $M = 115.03$ ), with a p-value of 0.000 ( $p < 0.05$ ), indicating that the intervention had a statistically significant positive effect. In contrast, the control group, which did not receive the intervention, showed only a minor increase in post-test scores (from  $M = 103.05$  to  $M = 105.50$ ), with a p-value of 0.663 ( $p > 0.05$ ), indicating no statistically significant change.

**Table 2.** Paired Samples Statistics.

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	102.91	34	11.424	1.959
	Post-Test Experiment	115.03	34	8.823	1.513
Pair 2	Pre-Test Control	103.50	34	10.532	1.806
	Post-Test Control	105.50	34	28.247	4.844

These findings indicate that content mastery services focused on coping strategies effectively enhance emotional intelligence among junior high school students. However, beyond statistical improvement, the effectiveness of this intervention can be understood through its alignment with emotional regulation and coping theory. Coping-based interventions provide students with structured opportunities to recognize emotional stimuli, evaluate their responses, and apply adaptive regulation strategies, which are core components of emotional intelligence development.

**Table 3.** Paired Samples Test.

		Paired Samples Test								
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Experiment Pre-Test - Experiment Post-Test	12.118	9.028	1.548	-15.268	-8.968	-7.8	33	.000	
Pair 2	Pre-Test Control - Post-Test Control	-2.000	26.488	4.543	-11.242	7.242	-.4	33	.663	

This supports the view that emotional intelligence is not merely an inherent trait but can be developed through guided experiential learning and cognitive-behavioral processes. This theoretical perspective is further supported by [Ersya & Dwilianto \(2025\)](#) which emphasizes that emotional responses are largely influenced by cognitive appraisal processes. This indicates that interventions focusing on cognitive restructuring and rational evaluation of emotional stimuli, as applied in coping-based strategies, play a crucial role in shaping more adaptive emotional responses among adolescents. This is further supported by the study by [Afriani et al. \(2020\)](#) which demonstrates that structured guidance and counseling services significantly contribute to positive student development outcomes.

This finding is further reinforced by [Allivia et al. \(2025\)](#) which emphasizes that content mastery services not only enhance students' cognitive and emotional competencies but also significantly improve their interpersonal relationships. This suggests that structured and well-designed guidance services play a multidimensional role in student development, particularly in fostering emotional intelligence through both intrapersonal understanding and social interaction skills. This perspective is further reinforced by [Rosada et al. \(2025\)](#) which highlights that students' level of self-confidence is closely associated with their social behavior patterns, including tendencies toward hedonistic lifestyles and peer influence. This suggests that emotional intelligence development must also address social dynamics and value formation, as students with higher emotional awareness and self-regulation are more likely to engage in adaptive social behaviors and make constructive decisions in their peer environments. This perspective is further supported by [Zulfa et al. \(2025\)](#), which highlights that emotional development in adolescents is strongly influenced by the quality of close interpersonal relationships, particularly within the family context. This finding implies that emotional intelligence is shaped not only through structured school-based interventions but also through relational experiences, thereby reinforcing the importance of integrating interpersonal and emotional learning within guidance and counseling services. This argument is further supported by [Wahyudi et al. \(2025\)](#) which emphasizes that preventive counseling services play a crucial role in minimizing the emergence of maladaptive behaviors among students, including bullying and social aggression. This finding highlights that guidance and counseling interventions should not only be reactive but also proactive, equipping students with emotional regulation skills, empathy, and adaptive coping strategies before problems escalate.

In the context of Indonesian junior high school students, the effectiveness of coping strategies is particularly relevant due to developmental and socio-cultural factors. Adolescents at this stage are in a transitional phase marked by emotional instability and identity exploration. This is in line with the study by [Yuhendra & Fitriani \(2025\)](#), which highlights that adolescents frequently encounter difficulties in fulfilling developmental tasks, particularly in managing emotions, establishing identity, and building social relationships. These developmental challenges further justify the need for structured guidance interventions that facilitate emotional regulation and adaptive coping mechanisms during this critical period. This developmental phase is closely associated with challenges in self-regulation and meaning-making processes,

as highlighted in [Khoirunnisa et al. \(2025\)](#) which indicates that adolescents often struggle to regulate their emotions and construct a stable sense of identity. These challenges further underline the importance of structured interventions that support emotional awareness and adaptive coping strategies during this critical stage of development. In many Indonesian school settings, especially in urban environments, students often face academic pressure, social comparison, and limited emotional expression due to cultural norms that tend to discourage open discussion of personal feelings.

In addition, contemporary adolescent behavior is also influenced by digital interaction patterns, as discussed by [Afdal et al. \(2019\)](#) which indicates that reduced face-to-face interaction may hinder emotional awareness and regulation. In line with this, the study by [Pratiwi et al. \(2025\)](#) further explains that maladaptive digital engagement, such as excessive gaming and online interaction, can intensify phubbing behavior and reduce the quality of direct social interaction. This is further strengthened by [Ahiruddin et al. \(2025\)](#), which demonstrates that low levels of self-control significantly contribute to the emergence of phubbing behavior among adolescents. This suggests that the inability to regulate impulses in digital contexts not only disrupts social interaction but also reflects broader difficulties in emotional regulation, which are central to the development of emotional intelligence. This finding is further supported by [Dwi & Nurhayat \(2025\)](#) which demonstrates that self-control plays a significant role in predicting maladaptive digital behaviors among students. This suggests that the ability to regulate impulses is a fundamental component of emotional intelligence, particularly in navigating the challenges posed by digital environments. This is also supported by [Ramadhani et al. \(2025\)](#) which demonstrates that excessive smartphone use can negatively affect students' learning motivation and overall academic engagement. This finding suggests that maladaptive digital behavior not only disrupts cognitive and academic functioning but also reflects broader difficulties in self-regulation and emotional control. Therefore, coping-based content mastery services play a strategic role in helping students develop awareness of their digital habits, regulate their impulses, and maintain a balance between academic responsibilities and digital engagement.

This condition may limit adolescents' opportunities to develop emotional awareness and empathy, which are essential components of emotional intelligence. Moreover, the study by [Fatmawati & Justitia \(2025\)](#) indicates that low self-esteem is often associated with higher levels of relational aggression among adolescents. This suggests that difficulties in emotional regulation and self-perception not only affect internal psychological states but also manifest in negative social behaviors, further underscoring the importance of strengthening emotional intelligence through structured coping interventions. This finding is further strengthened by [Faisyah et al. \(2025\)](#) which reveals that negative social experiences such as body shaming significantly undermine students' self-esteem and psychological well-being. This indicates that disturbances in self-perception are closely linked to emotional vulnerability and maladaptive behavioral responses. In this context, strengthening emotional intelligence through coping-based interventions becomes increasingly crucial, as it enables students to develop healthier self-perceptions, regulate emotional reactions to social pressures, and build resilience against negative interpersonal experiences.

Similarly, the study by [Syahputra et al. \(2022\)](#) suggests that excessive social media engagement can negatively affect adolescents' emotional and social functioning. This is further supported by the study [Pangestuti et al. \(2025\)](#) which reveals that excessive engagement with social media not only affects behavioral patterns but also contributes to distorted self-perception and emotional vulnerability among adolescents. In addition, the study by [Sandjaja & Aliffia \(2025\)](#), reveals that inadequate emotional maturity is closely associated with maladaptive coping responses, including self-harm tendencies. This finding further emphasizes that deficits in emotional regulation can lead to more severe psychological consequences, thereby highlighting the urgency of early intervention through coping-based content mastery services in school settings. In addition, the study by [Leonida et al. \(2025\)](#) indicates that external stressors

can significantly exacerbate psychological distress, particularly when individuals lack adequate coping mechanisms. This finding reinforces the importance of equipping students with effective coping strategies to prevent the escalation of emotional difficulties into more severe mental health problems.

This indicates that digital-related psychological risks are closely intertwined with emotional regulation difficulties, thereby reinforcing the need for coping-based interventions within school counseling programs. This condition is closely related to the emergence of psychological distress among students, including stress, anxiety, and depression, as identified in the Indonesian validation study of the DASS-21 by Syahputra et al. (2024), which highlights the prevalence of emotional difficulties in educational contexts. Therefore, structured content mastery services provide a safe and guided space for students to express emotions, reflect on experiences, and practice adaptive coping mechanisms that are otherwise not explicitly taught in daily learning environments.

This is also consistent with findings by Hendarsyah et al. (2025) which demonstrates that counseling interventions incorporating self-control techniques are effective in modifying maladaptive behaviors and improving students' psychological functioning. This further supports the argument that structured counseling approaches, including coping-based strategies, are essential in addressing both emotional and behavioral challenges among adolescents. This is further supported by Fitriasih & Miskanik (2025), which demonstrates that cognitive restructuring techniques within group guidance settings are effective in improving students' psychological functioning. This suggests that integrating cognitive-based techniques into content mastery services can enhance students' ability to reinterpret emotional experiences and develop more adaptive coping responses. This is also aligned with the findings of the study by Sari et al. (2025) which demonstrates that adolescents with higher self-efficacy tend to exhibit more adaptive behavioral patterns and better decision-making skills. This suggests that strengthening internal psychological resources, such as self-efficacy and coping abilities, plays a crucial role in promoting positive developmental outcomes and reducing maladaptive behaviors.

However, this study extends prior findings by emphasizing the role of culturally relevant school-based interventions. Unlike previous studies conducted in different socio-cultural contexts, this research highlights how coping strategies must be contextualized within students' daily experiences, peer interactions, and school culture to be effective. In addition, this perspective is aligned with the study by Hadi & Rahmat (2025) which emphasizes that meaningful learning occurs through active experience and reflective processes. This implies that counseling interventions, including coping-based content mastery services, should be designed as experiential learning activities that actively engage students in understanding and managing their emotions. Such an approach strengthens the effectiveness of interventions by integrating cognitive, emotional, and behavioral dimensions within the learning process.

The findings of this study provide several important theoretical and practical implications. From a theoretical perspective, this study reinforces the conceptual framework that emotional intelligence is a dynamic construct that can be developed through structured cognitive-behavioral and experiential learning approaches. By integrating coping strategies into content mastery services, this study extends existing emotional regulation theories by demonstrating how school-based interventions can operationalize abstract psychological constructs into practical guidance activities. Furthermore, these findings contribute to the growing body of literature emphasizing the interconnection between cognitive appraisal, self-regulation, and emotional development, particularly within adolescent populations in culturally specific contexts.

From a practical perspective, this study highlights the critical role of school counselors in designing and implementing structured, preventive, and developmentally appropriate interventions. Coping-based content mastery services can serve as an effective and scalable model for guidance and counseling programs, particularly in addressing emotional and

behavioral challenges exacerbated by digital exposure and social pressures. Schools are encouraged to integrate such interventions into regular counseling curricula, not only as remedial efforts but also as preventive strategies to enhance students' emotional resilience, self-awareness, and interpersonal competence. In addition, collaboration between counselors, teachers, and parents is essential to create a supportive ecosystem that reinforces emotional learning across different contexts of students' lives.

Despite these promising findings, several limitations should be acknowledged. First, the use of a quasi-experimental design without random assignment limits the internal validity of the study and restricts the ability to draw strong causal inferences. Future studies employing randomized controlled trials are needed to provide more robust evidence regarding the effectiveness of coping-based interventions. Second, the relatively short duration of the intervention may not fully capture the sustainability of changes in emotional intelligence over time. Emotional development is a gradual process; therefore, longitudinal studies are necessary to examine whether the observed improvements persist in the long term. Third, this study was conducted within a specific school context, which may not fully represent the diversity of Indonesian educational settings, including rural, socioeconomically disadvantaged, or culturally distinct populations. As such, the generalizability of the findings remains limited. In addition, the reliance on self-report measures may introduce response bias, particularly in assessing emotional constructs, as students may respond in socially desirable ways. Future research should consider incorporating multi-method approaches, such as behavioral observations, teacher reports, or physiological measures, to obtain a more comprehensive understanding of students' emotional development. Lastly, this study primarily focuses on individual-level interventions and does not extensively explore broader systemic factors, such as school climate, family dynamics, or cultural norms, which may also influence emotional intelligence. Future studies are encouraged to adopt a more ecological approach to better capture the complexity of adolescent emotional development.

In conclusion, this study demonstrates that coping-based content mastery services are effective not only in producing statistically significant improvements but also in providing meaningful theoretical and contextual contributions to the field of guidance and counseling. The integration of coping strategies into structured school-based interventions offers a comprehensive approach to fostering emotional intelligence, particularly among adolescents navigating complex developmental, social, and digital challenges. These findings underscore the importance of positioning emotional intelligence development as a central component of educational practice, rather than a supplementary aspect of student support. By equipping students with adaptive coping skills, emotional awareness, and self-regulation strategies, schools can play a pivotal role in promoting not only academic success but also long-term psychological well-being. Moving forward, future research should explore the implementation of culturally responsive and technology-integrated intervention models, as well as examine their long-term effectiveness across diverse educational contexts. Such efforts are essential to ensure that guidance and counseling services remain relevant, impactful, and responsive to the evolving needs of students in contemporary society.

## Conclusions

This study demonstrates that coping-based content mastery services are effective in improving emotional intelligence among junior high school students. Beyond statistical outcomes, this effectiveness can be explained by the role of coping strategies in helping adolescents cognitively reappraise emotional experiences, regulate responses, and adapt to social and academic challenges. This indicates that the intervention supports not only skill acquisition but also the internalization of emotional regulation processes during a critical developmental stage. In the context of Indonesian junior high school students, particularly in

urban settings, this effectiveness is closely linked to socio-cultural conditions such as academic pressure, social comparison, and limited emotional expression. These factors make structured counseling interventions essential as a supportive space for developing emotional awareness and adaptive coping strategies. However, this study is limited by the use of a quasi-experimental design, a relatively short intervention duration, and a specific school context, which may affect the generalizability of the findings. Overall, coping-based content mastery services provide a contextually relevant and theoretically grounded approach to enhancing students' emotional intelligence, highlighting the importance of integrating structured emotional learning into school counseling programs.

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