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The Effectiveness of the "7 Jurus BK Hebat" Intervention in Strengthening School Counselors' Emotion Regulation

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Abstract:
School counselors' emotion regulation is an important professional capacity for managing emotionally demanding interactions and responding to students' psychosocial needs. This study examined changes in school counselors' emotion regulation following the "7 Jurus BK Hebat" intervention, particularly its *Kelola Emosi* component, in Gunungkidul Regency, Indonesia. A quantitative approach with a pre-experimental one-group pretest–posttest design was employed. The participants were 45 school counselors affiliated with the *Musyawarah Guru Bimbingan dan Konseling* (MGBK) at the junior secondary school level. Data were collected using an emotion regulation questionnaire administered before and immediately after the intervention. Descriptive statistics and a paired-samples *t*-test were used to examine pretest–posttest differences, subject to verification of the relevant statistical assumptions. The manuscript's preliminary results indicate an increase in the reported mean score from 63.8 at pretest to 128.0 at posttest. However, the statistical results and score interpretation require verification against the respondent-level data and the instrument's scoring procedure before the magnitude and direction of change can be conclusively reported. Given the absence of a control group and follow-up measurement, the findings should be interpreted as evidence of pretest–posttest change rather than definitive proof of intervention effectiveness or sustained improvement. Further evaluation using controlled designs and follow-up assessments is needed.

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Introduction (مقدمة)

School counseling is an emotionally demanding professional practice that requires counselors to respond to students' academic, social, behavioral, and psychosocial concerns while maintaining constructive interpersonal relationships. In carrying out these responsibilities, school counselors may encounter emotionally challenging situations that require them to recognize, understand, and manage their own emotional responses without compromising the quality of their professional interactions. Emotion regulation is therefore a relevant professional capacity, as it concerns how individuals understand and manage emotional experiences in response to situational demands. Research examining school counselors' daily emotion regulation in relation to job demands and resources highlights the relevance of this capacity within the school counseling profession (Hong & Lee, 2025). Accordingly, strengthening school counselors' emotion regulation warrants attention as part of efforts to support their professional functioning and the quality of counseling services.

Gunungkidul Regency, one of the regencies in the Special Region of Yogyakarta, faces complex social and educational dynamics, particularly in efforts to create a safe and supportive school environment for students. Its geographical characteristics, diverse socioeconomic backgrounds, and limited access to professional mental health services in some areas mean that schools play a strategic role in supporting students' psychosocial well-being. In this context, guidance and counseling (BK) teachers serve as key actors who face a range of challenges, from students' increasing emotional vulnerability (Muthmainah, 2022) and the emergence of problematic behaviors and school violence to extreme cases such as self-harm and suicide (Andari, 2018; Purwaningsih et al., 2022; Risa, 2022). These conditions reflect the multifaceted nature of the challenges faced by guidance and counseling teachers as they simultaneously carry out preventive, responsive, and developmental roles within the school environment..

The role of guidance and counseling teachers in schools across Gunungkidul Regency is not limited to individual counseling services but encompasses preventive, developmental, and psychosocial crisis intervention functions for students. Guidance and counseling teachers are expected to foster students' emotionally and socially healthy character (Suroso & Salehudin, 2021); to conduct early detection of various student issues and behaviors (Sa'adah & Rosidi, 2023); to support the recovery of students experiencing psychological trauma, establish psychologically safe communication, and create a safe and comfortable school environment (Nastiti & Hanif, 2024). Furthermore, school counselors must adopt a collaborative approach involving various stakeholders as part of a response strategy to student issues, highlighting the need for a cross-sectoral approach in addressing complex psychosocial problems in this region (Risa, 2022). In practice, these demands are often out of proportion to the available time, the ratio of guidance counselors to students, and the limited support from the school system (Aprianti et al., 2025), thereby increasing the complexity of the tasks and the professional stress faced by guidance counselors (Ristian et al., 2021).

A number of other issues commonly experienced by teachers—and which underscore the need for emotional regulation training—are related to the dynamics of the teaching profession, which is fraught with emotional demands, the complexity of professional roles, and the intensity of interpersonal interactions within the school environment. In daily practice, teachers serve not only as instructors but also as mentors, mediators, and role models for students in addressing various academic, social, and emotional challenges (Blake, 2020; Maulida et al., 2025a; Mbilinyi, 2024). These conditions place teachers in work situations that require adequate emotional regulation skills to respond to problems adaptively and professionally.

In addition, administrative demands, performance pressures, and expectations from

parents and educational institutions further increase teachers' psychological burden. When these demands are not balanced by strong emotional regulation skills, teachers are at risk of experiencing emotional exhaustion, a decline in the quality of their relationships with students, and reduced effectiveness in providing educational services and guidance (Estacio, 2019; Lee et al., 2015; Vančová et al., 2026). In the context of schools striving to create a safe and comfortable environment, teachers' ability to manage their own emotions, maintain affective stability, and demonstrate empathetic responses is a key factor in fostering a conducive psychosocial climate.

The success of guidance and counseling services in schools is largely determined by the professional readiness of the guidance and counseling teachers themselves, which encompasses various factors, such as professional competence, emotional stability, and interpersonal skills as essential foundations for effectively fulfilling their roles (Karneli et al., 2024). Guidance and counseling teachers who are able to manage their emotions well tend to be more consistent in their decision-making, more empathetic, and capable of creating a counseling environment conducive to students' psychological recovery. Furthermore, a school counselor's calm, empathetic, and emotionally stable demeanor can provide students with indirect lessons on how to cope with stress and conflict in an adaptive manner. Conversely, school counselors who are unable to manage their emotions risk hindering their ability to perform their professional duties effectively (Jassim, 2023). This can also affect the school's psychosocial climate, which ultimately impacts efforts to create a safe and comfortable school environment. Therefore, it is important for guidance counselors to manage their emotions effectively in order to enhance their professional commitment and the quality of their services (Hong & Lee, 2025).

Previous studies have highlighted the importance of emotional and social-emotional competencies for educators' professional functioning and have recommended strengthening these competencies through targeted interventions (Greenberg et al., 2017). Research has also examined emotion regulation among teachers and its relevance to managing stressful professional situations (Rahmawati & Mustikasari, 2020; Angelina P. P. Dona & Andriani P. Nalle, 2025). However, within the literature cited in this study, less attention appears to have been given to interventions specifically designed to strengthen school counselors' emotion regulation through practical and experiential activities tailored to the emotional demands of counseling practice. This gap is important because school counselors must not only understand emotional regulation conceptually but also apply relevant strategies when responding to challenging interpersonal situations in their professional roles. Accordingly, there is a need to examine intervention approaches that explicitly address this competency in the context of school counseling.

The present study addresses this need by examining changes in school counselors' emotion regulation following an intervention based on the "7 Jurus BK Hebat" framework, with particular emphasis on its *Kelola Emosi* component. Its contribution lies in focusing on emotion regulation as a specific professional capacity within a broader school counseling development framework and in evaluating pretest–posttest differences among school counselors in Gunungkidul Regency, Indonesia. Using a one-group pretest–posttest design, the study provides context-specific empirical evidence regarding changes in participants' emotion regulation scores following the intervention. Rather than assuming that the broader framework necessarily improves all aspects of counseling practice, this study focuses on the measurable change associated with its emotion regulation component. The findings may inform the development and further evaluation of practical professional development programs for school counselors.

Method (منهج)

Research Design

This study employed a quantitative approach using a pre-experimental one-group pretest–posttest design. The design was used to examine changes in school counselors' emotion regulation scores before and after their participation in the "7 Jurus BK Hebat" intervention, with particular emphasis on the *Kelola Emosi* component. In this design, the same participants were assessed at two measurement points: before the intervention (pretest) and immediately after its completion (posttest). Comparing scores across these two time points enabled the researchers to determine whether a statistically significant change occurred following the intervention. Although a one-group pretest–posttest design is useful for examining within-participant changes over time (Dimitrov & Rumrill, 2003), the absence of a control group limits the extent to which observed changes can be attributed exclusively to the intervention.

Participants

The study involved 45 school counselors affiliated with the *Musyawarah Guru Bimbingan dan Konseling* (MGBK) at the junior secondary school level across Gunungkidul Regency, Special Region of Yogyakarta, Indonesia. All participants took part in the "7 Jurus BK Hebat" intervention, with a particular focus on the *Kelola Emosi* component. The participants' emotion regulation scores were measured before and immediately after the intervention to examine changes associated with their participation.

Instruments

Emotion regulation was measured using a questionnaire developed with reference to the theoretical framework of difficulties in emotion regulation proposed by Gratz and Roemer (2004). The instrument covered six dimensions: lack of emotional clarity (*Clarity*), lack of emotional awareness (*Awareness*), non-acceptance of emotional responses (*Non-Acceptance of Emotional Responses*), difficulties engaging in goal-directed behavior (*Goals*), impulse control difficulties (*Impulse*), and limited access to emotion regulation strategies (*Strategies*).

The questionnaire was administered before and after the intervention. Based on the scoring procedure used in this study, negatively worded items were reverse-scored before the item scores were summed. Higher total scores were interpreted as indicating better emotion regulation, whereas lower total scores indicated poorer emotion regulation. The same scoring procedure was applied to the pretest and posttest responses to ensure consistency in the interpretation of score changes.

Data Collection Procedures

Data were collected at two measurement points. The pretest was administered asynchronously during the first meeting, immediately before participants received the intervention materials and activities. The posttest was administered in person during the third meeting, immediately after participants had completed the intervention, including the learning materials and practical simulations.

The intervention was delivered within the "7 Jurus BK Hebat" framework, with the *Kelola Emosi* component serving as the primary focus of the study. The intervention incorporated practical and experiential learning activities intended to facilitate participants' understanding and application of emotion regulation skills in professional counseling contexts. The pretest and posttest scores were subsequently compared to examine changes in participants' emotion regulation following the intervention.

Data Analysis

Data analysis comprised descriptive and inferential statistical procedures. Descriptive statistics were used to summarize pretest and posttest scores, including the mean, standard

deviation, minimum, and maximum values. The Shapiro–Wilk test was used to assess the normality of the data relevant to the planned comparison.

To examine differences between pretest and posttest scores, a paired-samples *t*-test was used when the assumptions for the test were satisfied. If the relevant assumptions were not met, the Wilcoxon signed-rank test was considered as a non-parametric alternative. Statistical significance was evaluated at a significance level of $\alpha = .05$. In addition to statistical significance, the magnitude of the pretest–posttest difference was examined using Cohen's *d*. The direction of the observed change was interpreted according to the instrument's scoring procedure, whereby higher total scores represented better emotion regulation.

Given the one-group pretest–posttest design, the analyses were intended to identify changes in participants' scores following the intervention rather than to establish that the intervention alone caused those changes.

Result (نتائج)

Descriptive statistical tests were conducted to provide an overview of the research data before hypothesis testing. This analysis aimed to determine the minimum, maximum, mean, and standard deviation of the pretest and posttest scores for the experimental group.

Table 1. Descriptive statistical test results

	Pretest	Posttest
N	45	45
Mean	63.8	128
Median	62	133
Standard Deviation	11.0	12.3
Minimum	50	95
Maximum	87	142

As presented in Table 1, the analysis included 45 participants with pretest and posttest measurements. The reported mean score increased from 63.8 at pretest to 128.0 at posttest. The median also increased, from 62 to 133. The standard deviation was 11.0 at pretest and 12.3 at posttest. The observed scores ranged from 50 to 87 at pretest and from 95 to 142 at posttest.

Assuming that the scoring procedure was applied consistently and that higher total scores indicate better emotion regulation, these descriptive results indicate an increase in the group's emotion regulation scores following the intervention. However, descriptive statistics alone do not establish whether the observed difference is statistically significant or whether the change can be attributed specifically to the intervention.

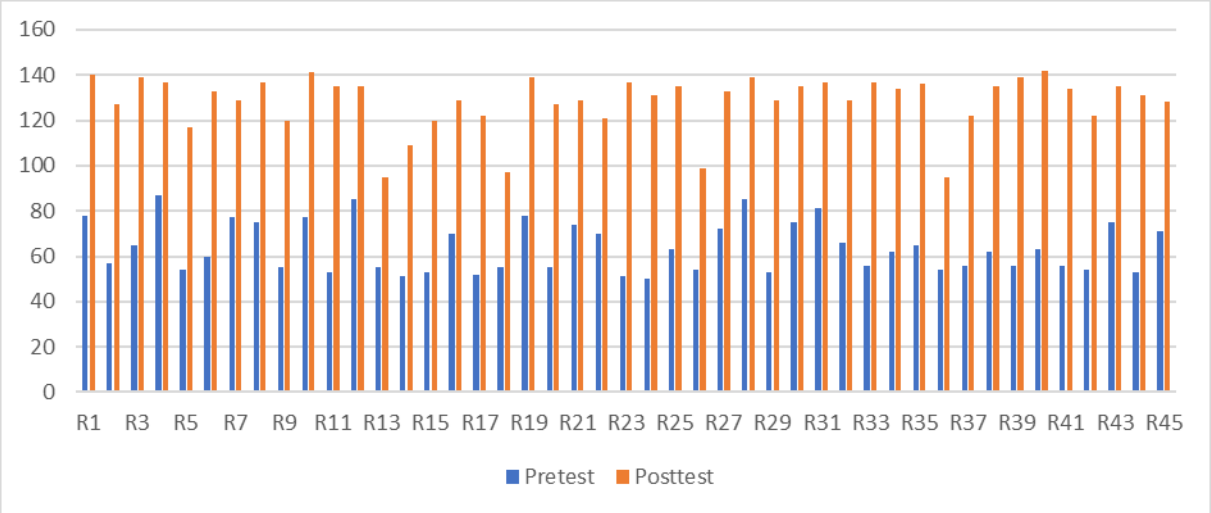

Figure 1. Comparison of Pretest and Posttest

A paired-samples *t*-test was reported to compare participants' emotion regulation scores before and after the intervention. The manuscript reported a statistically significant difference, $t(44) = -36.50$, $p < .001$, with a reported Cohen's d of −5.45. The negative sign of the *t*-statistic is consistent with a difference calculated as pretest minus posttest when posttest scores are higher. The direction and magnitude of the effect size, however, should be confirmed against the actual calculation method and scoring procedure.

Taken together, the reported descriptive and inferential results suggest a substantial pretest–posttest increase in emotion regulation scores among participants. Nevertheless, because the study used a one-group pretest–posttest design without a control group or follow-up measurement, the results should be interpreted as a change observed after participation in the intervention rather than definitive evidence of a causal or sustained intervention effect.

Tabel 2. Results of the T-Test and Effect Size Analysis

			statistic	df	p		Effect Size
Pretest	Posttest	Student's t	-36.5	44.0	<.001	Cohen's d	-5.45

Note. $H_a\ \mu_{Measure\ 1\ -\ Measure\ 2} \neq 0$

Based on Table 2, the results of the paired-samples t-test indicate a significant difference between emotional regulation scores before and after the intervention. A t-value of −36.50 with df = 44 and p < .001 indicates that the difference between the pretest and posttest scores is statistically significant. A Cohen's d value of −5.45 indicates a very large effect size, suggesting that the difference between the two measurements is of very strong magnitude.

Discussion (مناقشة)

The reported increase in school counselors' emotion regulation scores following the "7 Jurus BK Hebat" intervention provides an initial basis for examining the relevance of targeted emotion regulation activities in school counselor professional development. The manuscript reports an increase in the mean score from 63.8 at pretest to 128.0 at posttest. If this difference is confirmed through reanalysis and the scoring procedure is verified, the finding would suggest that participants' measured emotion regulation changed over the course of the intervention.

However, the magnitude of this change should be interpreted in relation to the instrument's scoring direction and the study design. A pretest–posttest difference demonstrates change between two measurement points; it does not, by itself, establish that the intervention was the sole cause of that change. This distinction is particularly important when evaluating professional development programs whose outcomes may also be influenced by participants' prior experiences, expectations, and engagement with the training.

The relevance of emotion regulation to school counseling is grounded in the emotional demands of counselors' everyday work. School counselors are required to respond to students' psychosocial concerns while maintaining professional judgment and constructive interpersonal relationships. Hong and Lee (2025) examined daily emotion regulation among novice school counselors in relation to job demands and resources, positioning emotion regulation within the broader conditions of counselors' professional lives. This perspective suggests that emotion regulation should not be considered solely an individual trait; it is also relevant to how counselors respond to the demands and resources present in their work environments. Accordingly, an intervention targeting this competency may be valuable as one element of professional development. Nevertheless, the present study measured questionnaire scores rather than job engagement, counseling performance, or the quality of counselor–student relationships. It therefore cannot establish whether the observed score change translated into improvements in those professional outcomes.

The theoretical relevance of developing emotion regulation is also supported by research that conceptualizes emotional functioning as a capacity that can be assessed and examined systematically. Greenberg et al. (2017), for example, proposed the concept of *mentalized affectivity* as a model of emotion regulation and developed an associated assessment approach. Their work provides a conceptual basis for examining how individuals understand and regulate emotional experiences, although it does not directly establish the effectiveness of the "7 Jurus BK Hebat" intervention. This distinction matters because a theoretical rationale for strengthening emotion regulation is not equivalent to empirical evidence that a particular training program produces such change. The contribution of the present study should therefore be framed more specifically: it examines pretest–posttest differences in emotion regulation scores among school counselors participating in an intervention that emphasizes the *Kelola Emosi* component.

The intervention's placement within the broader "7 Jurus BK Hebat" framework is an important feature of the study. Rather than examining emotion regulation in isolation from professional development, the study considers it within an approach intended to support school counseling practice. Heled and Shaked (2022) examined reflection-based professional development in relation to school counselors' professional identity, underscoring the relevance of professional learning processes to counselors' development. However, reflective professional development and the present emotion regulation intervention are not interchangeable approaches; the former provides a related professional development perspective rather than a direct test of the latter. Similarly, Mulawarman et al. (2026) examined mindset transformation in school counseling services following a "7 Jurus BK Hebat" training program using a mixed-methods approach. That study offers a closely related context for understanding the broader training framework. Nevertheless, the outcomes examined in the two studies must be distinguished: changes in professional mindset or service orientation do not necessarily demonstrate changes in emotion regulation. The present study's more specific contribution is its focus on emotion regulation scores before and after participation in the intervention.

This distinction also clarifies the study's contribution to the literature. The existing manuscript identifies a need for practical, experience-oriented approaches that address counselors' internal capacities rather than focusing exclusively on technical counseling skills or general knowledge. The current findings may contribute preliminary evidence relevant to this

need, provided that the score interpretation and statistical analyses are verified. However, the study does not isolate the *Kelola Emosi* component experimentally from the other elements of the "7 Jurus BK Hebat" framework. Consequently, it is not possible to determine whether the observed change was associated specifically with that component, with other intervention activities, or with the overall training experience. Future research could address this question by documenting intervention activities in greater detail and examining the relationship between specific training elements and changes in emotion regulation.

Several methodological considerations further qualify the interpretation of the results. First, the one-group pretest–posttest design lacks a control or comparison group. Without such a group, alternative explanations—including familiarity with the questionnaire, participants' expectations, or other experiences occurring during the study period—cannot be ruled out. Second, the posttest was administered immediately after the intervention. The results therefore provide no evidence about whether any observed change persisted beyond the training period or was reflected in counselors' subsequent professional practice. Third, the sample consisted of 45 school counselors affiliated with the MGBK at the junior secondary school level in one regency. The findings should not automatically be generalized to school counselors working in other educational levels or regions. Finally, if the questionnaire was the sole outcome measure, the study provides no independent behavioral evidence that participants applied emotion regulation strategies differently in real counseling situations.

These limitations suggest several priorities for subsequent research. Studies employing a comparison group would help distinguish intervention-associated changes from changes that might occur without the program. Follow-up assessments would establish whether changes are maintained over time. In addition, transparent reporting of the questionnaire's scoring key, validity evidence, reliability, and effect-size calculation is essential for evaluating the credibility and practical meaning of the results. Future evaluations could also combine self-report measures with indicators of emotion regulation in professional practice. Such evidence would help clarify whether changes in measured emotion regulation correspond to meaningful changes in counselors' responses to emotionally demanding situations.

In conclusion, this study examines a relevant but specific outcome of school counselor professional development: changes in emotion regulation scores following participation in the "7 Jurus BK Hebat" intervention. Its contribution lies in focusing on the *Kelola Emosi* component and examining pretest–posttest differences in a local school counseling context. The findings may provide a basis for further evaluation, but claims about intervention effectiveness should remain proportionate to the verified statistical results and the limitations of the one-group design. Controlled studies with follow-up measurement are needed to establish the robustness, durability, and practical implications of the observed changes.

Conclusion (خاتمة)

This study found an increase in school counselors' mean emotion regulation scores following their participation in the "7 Jurus BK Hebat" intervention, from 63.8 at pretest to 128.0 at posttest. These findings suggest a positive change in participants' measured emotion regulation, highlighting the potential relevance of practical professional development that addresses counselors' emotional competencies. However, because the study employed a one-group pretest–posttest design without a comparison group or follow-up assessment, the observed change cannot be attributed solely to the intervention, and its persistence remains unknown. Future research should use controlled designs, include follow-up assessments, and examine changes in professional practice to provide stronger evidence of the intervention's contribution to school counselors' emotion regulation.

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