

Original Research Article**THE RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND PROBLEM-FOCUSED COPING IN GRADE XI VOCATIONAL HIGH SCHOOL STUDENTS****Diah Ayu Nadia Nur Fanita^{1)*}, Tiara Putri Ryandini²⁾**^{1, 2)} Institut Ilmu Kesehatan Nahdlatul Ulama Tuban, Indonesia*Corresponding Author, Email : diahayunadia65@gmail.com**ABSTRACT**

Introduction. Problem-focused coping is a way to overcome problems by finding and solving the root of the problem. Factors that influence problem-focused coping are age, gender, socio-economic status, and level of education. Emotional maturity is one of the appropriate actions is overcoming problem-focused coping in students or teenagers. The aim of this research was to determine the relationship between emotional maturity and problem-focused coping in class XI students at the Taruna Jaya Prawira Vocational School in Tuban. **Methods.** This research uses a correlational analytical method with a cross-sectional approach. The sampling method uses the Probability Sampling technique. The total sample was 153 respondents, and the instruments used were the emotional maturity variable questionnaire sheet and the problem-focused coping questionnaire sheet using Spearman's rho correlation test. **Result&Analysis.** The research obtained results p-value = 0.000 showed that there is a relationship between emotional maturity and problem-focused coping, with a correlation value of 0.552, namely a strong correlation in a positive direction. **Discussion.** Problem-focused coping approach in adolescents has become a major focus for psychologists and educators.

Keywords: Emotional maturity, Problem Focused Coping, Students.**INTRODUCTION**

Adolescence is a stage from early childhood to adulthood. Pre-adolescence is defined as pre-adolescence between 10 and 12 years old, early adolescence between 12 and 15 years old, middle adolescence between 15 and 18 years old, and late adolescence between 18 and 21 years old (Desmita in Septi 2019). Santrock (2003) states that adolescence is a period of identity crisis, where individuals face ambiguous situations, leading to instability, aggressive tendencies, friction between attitudes and behaviors, emotional instability, sensitivity, and hasty actions.

According to Hurlock (1999), adolescence is a transitional period toward adulthood, beginning at age 13 and ending at

age 18. During adolescence, an individual's social awareness increases and social pressures emerge, making adolescents the most vulnerable individuals to problems. These problems arise from adolescents' behavior, which struggles to adapt to the demands of their environment. According to Erik Erikson (Gunarsa, 2004), an individual's entire future depends heavily on resolving crises during adolescence. Furthermore, adolescents respond more to stress based on the immediate situation. Stress is not a new phenomenon in human life. According to Monat and Lazarus (Darmawanti in Rizqa 2021), stress is any event or occurrence in the form of environmental demands (external) or demands from within the individual (internal), whether physiological or psychological, that demands, burdens, or

exceeds the individual's adaptive resource capacity. (Paususeke, et al. in Rizqa 2021) also state that stress is a condition in which the burden a person feels is disproportionate to their ability to cope. These stressful circumstances then encourage individuals to overcome them. This effort is called stress coping, which is an individual's effort to overcome or manage stressful problems. Low problem-focused coping means a person has a poor ability to face and resolve problems: High anxiety, High academic stress, Not involving emotions in facing problems, Inability to change and improve all situations, Inappropriate implementation can actually worsen the situation.

In 2023, according to a survey by the Ministry of Education and Culture (2023), more than 45% of adolescents admitted to feeling anxious about their educational future. Furthermore, a report from the Indonesian Association of Clinical Psychology (2023) showed that cases of anxiety disorders in adolescents increased by 20% compared to 2022, with the biggest triggers being social media pressure and cyberbullying (Ministry of Education and Culture, 2023).

The results of an initial survey conducted by researchers showed that 2.75% of adolescents felt ashamed of their circumstances because they were different from their peers, 1.47% of adolescents were afraid to share their problems, and 2.02% of students were afraid to solve their problems. One factor that can influence Problem-Focused Coping is emotional maturity, which influences coping strategies. Adolescents with a mature emotional level tend to choose strategies that focus on solving problems. In previous years, the rapid development of technology has also increased the complexity of the problems faced by adolescents. Excessive exposure to social media has contributed to the rise in cases of cyberbullying and body shaming. This situation requires a more problem-focused coping approach to help adolescents mitigate the negative impact of these pressures (as cited in Nurhayanti, 2006, and Khairani, 2020).

An individual's approach to problem-solving depends on their perspective or assessment of the problem they are experiencing. There are two aspects of coping strategies: problem-focused coping (coping strategies that focus on problems) and emotion-focused coping (coping strategies that focus on emotions) (Stuart and Sundeen, 1991). In 2023, the problem-focused coping approach in adolescents has become a major focus for psychologists and educators. Some of the proposed solutions include: Strengthening Emotional and Social Education Programs in Schools, Family Support, and Increasing Access to Counseling Services.

METHOD AND ANALYSIS

This research is a quantitative study with a correlational analytical design and a cross-sectional approach. The population was 153 eleventh-grade students at Taruna Jaya Prawira Vocational High School, Tuban. The sampling criteria were divided into two categories: inclusion and exclusion. The sampling technique used was probability sampling. The initial data collection process involved obtaining a research permit signed by the Rector of the Nahdlatul Ulama Tuban Health Institute (IIKNU), which was then given to the principal of Taruna Jaya Prawira Vocational High School, Tuban. Next, the researcher prepared supporting materials and concepts by consulting various journal references. The researcher determined the research object by selecting a sample that met the inclusion and exclusion criteria. Then, the researcher collected data through observation, explaining the research intent and objectives to respondents, and administering an emotional maturity questionnaire and a problem-focused coping questionnaire. After completing the implementation phase, the researcher tabulated the data, prepared a research report, and drew conclusions.

RESULT

1) Age

Table 1. Distribution of respondents based on age

No	Age	Frequency	Percentage (%)
1.	16 years	34	22.2
2.	17 years	119	77.8
Jumlah		153	100

From the table above, it can be seen that almost half of the respondents were 17 years old, namely 119 respondents or 77.8%.

2) Gender

Table 2. Distribution of respondents based on gender

No.	Gender	Frequency	Percentage (%)
1	Boy	145	94.8
2	Girl	8	5.2
Jumlah		153	100

From the table above, it can be seen that the majority of respondents were male, namely 145 respondents or 94.8%.

3) School major

Table 3. Distribution of respondents based on school major

No.	School major	Frequency	Percentage (%)
1	TKR	63	41.2
2	TKJ	23	15
3	TPM	45	29.4
4	INST	13	8.5
5	LAS	9	5.9
Jumlah		153	100

From the table above, it can be seen that 63 (41.2%) students are majoring in TKR.

4) Emotional maturity

Table 4. Distribution of respondents based on emotional maturity

No.	Emotional maturity	Frequency	Percentage (%)
1	Sufficient	45	29.4
2	Good	108	70.6
Jumlah		153	100

From the table above, it can be seen that of the 153 (100%) respondents, the majority of respondents had good emotional maturity, namely 108 or 70.6%.

5) Problem-focused coping

From the Table 5, it can be seen that of the 153 (100%) respondents, almost all of them had poor problem-focused coping, namely 153 respondents or 59.5%.

Table 6. Distribution of respondents based on Problem-focused coping

No	Problem focused coping	Frequency	Percentage (%)
1	Good	19	12.4
2	Enough	43	28.1
3	Less	91	59.5
Jumlah		153	100

6) Analysis of emotional maturity and problem-focused coping

Table 6 shows that the majority of respondents had a good emotional maturity, with 108 (70.6%) respondents having less problem-focused coping. Based on the analysis using the Spearman correlation coefficient test, the results obtained were ρ value = 0.000 indicating a value of $\rho < \alpha$ ($0.000 < 0.05$) which means that H1 is accepted, namely there is a relationship between emotional maturity and problem focused coping in 2025 with a correlation value of 0.552, namely a strong correlation with a positive direction.

Table 6. Crosstabulation of emotional maturity and problem-focused coping

Emotional maturity	Problem-focused coping			
	Good	Enough	Less	Total
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
	%	%	%	%
Sufficient	0 0	43 28.1	2 1.3	45 29.4
Good	19 12.4	0 0	89 58.2	108 70.6
Total	19 12.4	43 28.1	91 59.5	153 100

DISCUSSION

Emotional Maturity in Students at Taruna Jaya Prawira Vocational High School, Tuban. Based on the results of a study conducted by researchers on eleventh-grade students at SMK JP Tuban, as shown in Table 5.5, almost half of the 153 (100%) students (108) had good emotional maturity. This study indicates that the majority of the 153 students (100%) had good emotional maturity, with 81 students (68.1%) aged 17 years old. This is demonstrated by the results of the Emotional Maturity questionnaire, which consisted of 19 statements and was completed by eleventh-grade students at SMK TJP Tuban.

The results of this study align with previous research by Afiah et al. (2022) entitled "The Influence of Emotional Maturity and Peer Social Support on Coping in XII-grade Students of SMA Plus YPBH Bogor." They stated that emotional maturity influences coping. This indicates that the higher the emotional maturity, the higher the coping skills of the 12th-grade students at SMA PLUS YPHB Bogor. Conversely, the lower the emotional maturity, the lower the coping skills of the 12th-grade students at SMA PLUS YPHB Bogor.

Based on the research results, age can influence emotional maturity, with the majority (119 students) aged 17 (22.2%). This indicates that middle adolescence is a critical period, indicating developmental deviations and increased lability. Emotional maturity is needed to help adolescents manage and control emotions that can be detrimental to them. This is in line with research by Elida Putri et al. (2023) entitled "The Relationship between Assertive Behavior and Emotional Maturity in 17-Year-Old Adolescents," which states that there is a positive and highly significant relationship between emotional maturity and assertive behavior in adolescents.

This research aligns with Elizabeth B. Hurlock's theory of developmental models, which states that influencing factors consist of two things: 1) Maturity, which is largely a

result of innate nature and also the training and experiences of adolescents. 2) Learning and practice, which refers to the process of learning or practice. This primarily includes the child's own efforts, whether with or without adult assistance.

Based on the research conducted by the researcher, as identified in Table 5.2, based on gender categories (male 102 (70.3%), female 6 (75%), it was found that emotional maturity was good. This is characterized by the ability to control emotions, accept criticism, and adapt, demonstrating emotional maturity, the ability to accept one's own and others' strengths and weaknesses, and the ability to assess and think positively when facing reality. This indicates no significant difference between the emotional maturity of men and women.

This aligns with research conducted by Adellia et al. (2024) entitled "Differences in Emotional Maturity of Male and Female Students in the Guidance and Counseling Study Program." This proves that emotional maturity is unrelated to gender. The results of this study also align with Sadewa (2020)'s article, "Emotional Maturity in Mountain Climbers as Perspective on Gender," which states that there is no difference in emotional maturity based on gender. This means that the emotional maturity of men and women is similar, although influenced by several other factors. Gender only differentiates between men and women but is not related to emotional maturity.

Based on the research results, Table 5.3 shows that the general data on majors can influence emotional maturity, with the majority of students in the XI-TKR major (43 students, 68.3%). This demonstrates the development of personality in students. Each student's emotional maturity varies depending on how they manage and regulate their emotions when interacting and mingling in life. At the high school/vocational school level, the transition from childhood to adulthood, or what can be called the adolescence phase, is a period of significant challenges faced by adolescents, as

this is the time when adjustments, growth, and development occur. Many adolescents experience difficulty controlling themselves, especially with unstable emotions, which can be caused by several factors during this phase of emotional instability.

This aligns with research conducted by Laili et al. (2023) entitled "A Descriptive Study of Emotional Maturity in Grade X DPB Students at SMK Muhammadiyah Gamping in the 2023/2024 Academic Year." Students who are unable to control their emotions, namely those in the adolescent phase, tend to have strong and difficult-to-control emotions, lack logical thinking, are easily offended, and exhibit other negative behaviors. When a student who is unable to control their emotions, If a person cannot control their emotions when facing problems, they will simply hold them in and dwell on them. This can seriously disrupt the learning process. The consequences of not being able to control their emotions include being rude to everyone at school, breaking rules, being frequently late, and so on. This can lead to negative perceptions and even negative nicknames from teachers.

Problem-Focused Coping in Students at Taruna Jaya Prawira Vocational High School, Tuban.

Based on Table 5.6, conducted by researchers using the Problem-Focused Coping questionnaire on 11th-grade students at Taruna Jaya Prawira Vocational High School, Tuban, it is clear that of the 153 respondents, the majority (91 respondents) had insufficient problem-focused coping (59.5%).

The majority of students aged 16 (64.7) had insufficient problem-focused coping. At the age of 16, adolescents often experience significant physical, emotional, and social changes. There are several reasons why problem-focused coping is lacking in 16-year-olds, including: Psychological factors are related to an individual's mental processes, emotions, and behavior. Psychological factors are divided into three categories: emotional changes. Adolescents at age 16 experience rapid and unstable emotional changes, making

it difficult to focus on coping. Identity development: Adolescents at age 16 are searching for their identity and trying to find their place in society, leading to divided attention. Lack of experience: Adolescents at age 16 do not have sufficient experience to face problems and develop problem-focused coping.

The results of this study align with previous research by Maida et al. (2023) entitled "The Relationship between Emotional Intelligence and Problem-Focused Coping in Student Organizations at Paramidana University." They stated that individuals will be better able to find solutions to their problems with good emotional control. This is done by using problem-focused coping strategies, which are efforts used to manage stress in someone facing problems and trying to resolve them. This research aligns with Davidoff's theory, which states that each age can influence thinking and adaptation, differing from the behavior of those above and below. Therefore, it is certain that each individual's problem-solving style will differ at each age level. Adults tend to engage in problem-focused coping, while children more often engage in emotion-focused coping.

Based on the findings in Table 5, 86 (59.3%) of the male gender categories demonstrated a lack of problem-focused coping. This is indicated by adolescents' inability to resolve problems that trigger stress. Stress in adolescents is a condition that can disrupt their well-being and development.

This aligns with research by Ni Luh Agustini et al. (2024) entitled "The Influence of Coping Mechanisms on Stress in Adolescents," which states that males face greater external demands related to male involvement and responsibilities within the family, which can be a stressor for adolescent boys. This can cause psychological stress for adolescent boys, as they feel compelled to meet the high expectations of their environment. Furthermore, patriarchal culture can limit the freedom and opportunities for adolescent boys to explore their interests and talents, which

may not align with their gender. Other research also indicates differences in stress levels between boys and girls, with boys showing higher levels of stress than girls.

Based on the research conducted by researchers, as identified in Table 5, based on the category of Major XI-TKR, 38 (60.3%) found a lack of problem-focused coping, indicated by students' lack of ability to manage their emotions. Vocational high school students may not yet have strong emotional management skills, making it more difficult for them to focus on problem-solving.

This aligns with research conducted by Erni Karyati (2024) entitled "Analysis of the Role of Emotional Intelligence in Resolving Interpersonal Conflict in the Workplace," which states that the ability to recognize and understand one's own emotions is crucial in identifying sources of conflict and appropriate emotional responses. Resilience is an individual's ability to adapt and survive in the face of adversity. Anxiety, trauma, or stress experienced. Good emotional regulation is necessary to maintain resilience because it allows one to manage and express their emotions appropriately. The ability to understand and regulate one's own emotions forms the foundation for empathy and understanding the emotions of others, which in turn helps individuals communicate and interact effectively in diverse settings.

Relationship between emotional maturity and problem-focused coping among students at Taruna Jaya Prawira Vocational High School, Tuban.

Based on Table 5.8, the cross-sectional relationship between emotional maturity and problem-focused coping among 11th-grade

students at Taruna Jaya Prawira Vocational High School, Tuban, can be seen. Of the 153 (100%) students with good emotional maturity, 108 (70.6%) had almost all poor problem-focused coping, and 91 (59.5%) had poor problem-focused coping.

Based on the results of testing conducted on 11th-grade students at Taruna Jaya Prawira Vocational High School, Tuban, using the Spearman test, The results of the statistical test indicate a relationship between emotional maturity and problem-focused coping in eleventh-grade students at Tarun Jaya Prawira Vocational High School, Tuban. This is evidenced by the results of the Chi-square test with a significance level of $\alpha = 0.05$, indicating a $p = 0.025$, where the p value $< \alpha$ ($0.025 < 0.05$), indicating that the two variables have a significant and unidirectional relationship. Therefore, H_1 is accepted, meaning there is a relationship between emotional maturity and problem-focused coping in eleventh-grade students at Tarun Jaya Prawira Vocational High School, Tuban. Based on research conducted by researchers from Khairani (2020), which states that there is a balance in utilizing emotions, both negative and positive emotions because both are necessary. One will not disappear or dominate the other, but instead, they complement and complement each other. Adolescents who are unable to control their emotions because emotions have taken over, this results in them experiencing difficulties in solving the problems they face. On the other hand, teenagers who can control their emotions can solve their problems appropriately and reasonably so that they can achieve optimal personality development.

have poor problem-focused. There is a relationship between emotional maturity and problem-focused coping among eleventh-grade students at Taruna Jaya Prawira Vocational High School, Tuban.

CONCLUSION

Almost all eleventh-grade students at Taruna Jaya Prawira Vocational High School, Tuban, have good emotional maturity. Most eleventh-grade students at Taruna Jaya Prawira Vocational High School, Tuban,

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