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The Effectiveness of Group Guidance Services Using Self Management Techniques to Reduce Smartphone Addiction

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah layanan bimbingan kelompok dengan *Teknik self-management* pada siswa memiliki efektifitas pada siswa dengan tingkat *smartphone addiction* yang tinggi. Penelitian ini menggunakan penelitian tindakan bimbingan konseling atau PTBK dengan model *Pre-Test Post-Test One group design*. Peserta dalam penelitian ini diambil dari siswa kelas VIII MTs Swasta Kesuma LKMD Namorambe dengan populasi 35 siswa, pengambilan sampel menggunakan teknik *Cluster Random Sampling* sebagai pengumpulan datanya, sehingga sampel dalam penelitian ini berjumlah 8 siswa. Hasil dari penelitian ini menunjukkan 47% (hasil siklus II) mengalami penurunan *smartphone addiction* dari yang semula adalah 96% (pra-siklus atau pendahuluan) pada tingkat *smartphone addiction* siswa.

Kata Kunci: Bimbingan Kelompok, *Self-Management*, *Smartphone Addiction*.

Abstract

This study aims to determine whether group counseling services with self-management techniques on students have effectiveness for students with high smartphone addiction levels. This study uses counseling guidance action research or PTBK with the Pre-Test Post-Test One group design model. Participants in this study were taken from class VIII MTs Swasta Kesuma LKMD Namorambe with a population of 35 students, sampling using the Cluster Random Sampling technique as data collection so that the sample in this study amounted to 8 students. The results of this study showed that 47% (the result of cycle II) experienced a decrease in smartphone addiction from the original 96% (pre-cycle or preliminary) at the level of student smartphone addiction.

Keywords: *Group Guidance, Self-Management, Smartphone Addiction.*

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INTRODUCTION

Technological sophistication is growing very rapidly in Indonesia. This is based on the ease of access to information and communication provided by technological tools, such as smartphones. The existence of technology is not just connecting individuals, more than that technology has a big role in the development and development of the Indonesian nation (Imran & Armawan, 2019: 81-85). In this context, the development in question is related to education as an effort to improve the quality (quality) of human resources (Pratiwi, 2020: 109-114).

The presence of technology in the field of education is an integral and inseparable part (Sholihah, *et.al.*, 2018: 160-167). This is also proof of the freedom of science from dichotomy, because the nature of science is integral, interconnected, in other terms called *wahdah al-'Ulum*. One form of technology-based educational innovation is the use of smartphones as learning media in the technology era (Subarkah, 2019), especially during the Covid-19 pandemic.

Smartphones in education are used as learning facilities that can access the internet easily from various places, times, and conditions (Faridah, *et.al.*, 2020: 136-140). Furthermore, Sisbintari & Setiawati (2021: 1562-1575) added, smartphones are also very familiar to students, because they can facilitate access to various social networking features (Facebook, WhatsApp, Instagram, and others). Likewise, Muslimah, *et.al.* (2021: 39-49) argues that smartphones can also have a negative impact on users, if used excessively, especially users among children and adolescents.

According to Gunarsa (1996: 225), self-management techniques become a model that can control behavior, cognitive, and appreciation in the development of adolescent students. Through this technique, a person can control his behavior, from unusual to normal, or mal-adaptive behavior to be adaptive. In this context, Hermawan, *et.al.* (2019: 65-69) suggests that the role of the counselor is needed in motivating, guiding, and facilitating counselees in solving their problems wisely and independently.

Based on a preliminary study at MTs Kesuma LKMD Namorambe in the 2021/2022 academic year, information was obtained that grade VIII students admitted that they did not focus on studying and played games more often. Because, learning is carried out online via smartphones. This was also confirmed by the teachers that learning during the Covid-19 pandemic used smartphone media in the implementation, assignment, and evaluation of student assignments. Ironically, the change back to the offline or face-to-face learning system actually makes students still have a high dependence on smartphones. In fact, student learning activities in madrasahs tend to only open social media application features rather than access learning information on the internet via smartphones.

In connection with the above phenomenon, Puspitasari (2018) explains that the condition of students who are included in the smartphone addiction category is a mental state of students who are not controlled by smartphones and tend to have a negative impact on their daily behavior. In line with this, HS & Hidayat (2021: 65-78) explain that smartphone addiction is a behavior shown by individuals in the form of dependence on smartphone use, making it difficult to stop, let alone stop the habit. This shows that smartphone addiction is a form of psychological disorder and a common problem in educational psychology studies.

In general, smartphone addiction often occurs at the age of children and adolescents, this is caused by many factors, ranging from the family environment, school/madrasah environment, and the community environment where students adapt and socialize. Junior high school students (SLTP) and equivalent, are students with a transitional age from children to teenagers. Where, in the development phase, adolescents are still in an unstable condition, looking for identity, and turmoil about the inner attitude/character in their personality. Of course, in such a development, students will be prone to addiction to the use of smartphones that provide various entertainment and spectacles. On this basis, adult guidance is needed (teachers, community, and parents) in directing students to be able to control between their needs and desires.

According to Asif & Rahmadi (2017: 148-157), the guidance that can be given to students as a deterrent (an anticipatory form) of smartphone addiction is to improve the quality and atmosphere of learning that is able to support and foster students' desire to learn to be proactive, cheerful, and conducive. Furthermore, Rini & Sugiharto (2017: 15-20) added that in this context group guidance services are needed so that students can grow dynamically in a conducive learning environment and climate. Thus, a progressive and dynamic interpersonal process between students will be formed during learning (Andriani, 2020).

In connection with the above opinion, Muliarahmat & Prasetiawan (2021) explained that group guidance is an effort to provide service efficiency to students. In practice, the teacher provides guidance to students with material that is discussed dynamically through various problems between individuals in the group, solving group problems, and equalizing perceptions of group members so that they are able to accept each other's differences.

The technique that can be used by teachers (educators) in providing group guidance to students regarding the dangers of smartphone addiction is self-management. Where the teacher describes the role of the smartphone as a learning medium, which must be used effectively to access information about learning, not to access game features or social networks. Furthermore, the teacher also gives understanding to students that technological sophistication must be able to be utilized in such a way, so that it does not even make students negligent and addicted to smartphones.

Indeed, research on group guidance services with self-management techniques has been studied from various perspectives previously. The relevant research in question is from the aspect of efforts to reduce student behavior late for school (Alamri, 2015), increase student learning responsibility (Asmara, 2021; Heriansyah & Kurniawan, 2017), increase student learning motivation (Pranoto, *et.al.*, 2018: 87-112), increasing a sense of self-acceptance (Wijayanti, *et.al.*, 2020; Setiawan, *et.al.*, 2019: 1-10), avoiding academic procrastination (Swara & Yulianti, 2020: 77-85), maturity students' careers (Nurhayati, *et.al.*, 2021: 219-226; Suwanto, 2018: 27-30), and reduce the tendency of nomophobia in students (Permatasari, *et.al.*, 2019).

Observing the literature review above, information is obtained that relevant research on group guidance services with self-management techniques tends to discuss the themes of discipline, learning motivation, student self-confidence, academic procrastination, and student career maturity. However, there is no relevant study that discusses smartphone addiction that afflicts students (especially children and adolescents). On this basis, the researcher took the theme as a research gap analysis with the title, "*Effectiveness of Group Guidance Services Using Self-Management Techniques to Reduce Smartphone Addiction*".

METHOD

The observations made at PTBK this time were orientation and counseling action research carried out according to PTBK procedures, namely leadership action research. The assumptions of Kemmis and McTaggart in Assingkily (2021) regarding the study of classroom behavior, namely the study of learning activities that are deliberately collected in the classroom, include a series of activities in four stages: planning, implementing actions, observing and reflecting.

The subjects of this study were students of Class VIII MTs Kesuma LKMD for the 2021/2022 academic year. The subjects of this study were selected based on the high outcome of smartphone addiction. The first study found, researchers found that there were eight students of MTs Kesuma LKMD Namorambe Class VIII in 2021/2022, with a high level of smartphone addiction and were the subject of research. The data collected by the researcher is the result of observations, interviews, distributing questionnaires, from the beginning before providing group guidance services using self-management techniques to reduce the impact of students' smartphones. In the first observation of class VIII students at MTs Kesuma LKMD Namorambe for the academic year 2021/2022, there were several students with high smartphone addiction levels making it difficult to understand lessons. For example, assignments were not completed because they were focused on

smartphones. Of course, this problem becomes a benchmark by the teacher on how to improve self-control in each student.

The stages or sequence of activities in the first and second cycles can be seen from the figure below:



Figure 1. Research Stages.

Explanation of picture (1) above, first, the planning stage contains the efforts of researchers in compiling and designing the steps of research activities and actions to be carried out; second, the action stage in the form of efforts by researchers and collaborators to agree to use group guidance services with self-management techniques, each meeting is divided into four sessions, namely introductory, transitional, core, and closing sessions; third, the observation phase contains the researcher's efforts to review the results of the evaluation, then conduct interviews with the head of madrasah and counseling guidance teachers (BK); and fourth, the reflection stage contains the researchers' efforts in reviewing the results of activities from one cycle.

RESULTS AND DISCUSSION

In this study there are two cycles, which are reflected at the end of each cycle. Each cycle has several phases described in the explanation above: planning, action, observation, and reflection phases. The data collection techniques, derived from questionnaires, observation, interviews, and documentation techniques. The success of this survey can be measured by using a smartphone addiction survey to determine the impact of smartphones on students. If 75% of the surveyed subjects detect a change in the impact of smartphones, the survey is considered successful and the cycle is declared successful. In addition, the Miles & Huberman analysis model is used to analyze data through data reduction, data presentation, and inference (Sugiyono, 2010).

As explained in the survey results, this discussion details the results of student research from the questionnaire used, supported by the observations of the researcher and the counseling teacher. Based on the researcher's observations on the implementation of group guidance using self-management techniques for Class VIII MTs Kesuma LKMD Namorambe. From the start, there were eight Class VIII students with high smartphone addiction rates. This can be seen in the learning outcomes of students who have decreased interest in learning. This directly affects an unpleasant situation for him, because the student is ready to react. This can be observed by using the table of preliminary survey results before taking the following actions:

Table 1
Number of smartphone addiction levels in pre-study

No	Name	Total score	Addiction smartphone level
1	Robby Rosehan	96	High
2	Reyza Mamana Sembiring	98	High
3	Sugeng Prayogi	95	High
4	Rahmadani Br Sembiring	97	High
5	Syahril Wahyudi	98	High
6	Anggi Anggeriani Br ketaren	90	High
7	M.Dedi Syahrizal	98	High
8	Dewi Kartika Sari	97	High

Of the 8 students who were observed in the early stages, data was obtained that these students had a high level of smartphone addiction. Because it is still considered high, the researchers carried out the first cycle stage.

Number of levels of smartphone addiction in the first cycle

Table 2
Number of smartphone addiction levels in the first cycle

No	Name	Total score	Addiction smartphone level
1	Robby Rosehan	73	Medium
2	Reyza Mamana Sembiring	77	Medium
3	Sugeng Prayogi	74	Medium
4	Rahmadani Br Sembiring	73	Medium
5	Syahril Wahyudi	73	Medium
6	Anggi Anggeriani Br ketaren	75	Medium
7	M.Dedi Syahrizal	78	Medium
8	Dewi Kartika Sari	75	Medium

In this first cycle, the counselor or researcher conducts group guidance activities to find out whether the researcher is successful in helping students to reduce the level of smartphone addiction using group guidance services. From the results of these responses, there is a level of smartphone addiction in the eight students classified as "moderate". In addition, this research is part of the Classroom Action Research (PTBK) study, so that the implementation of the first cycle will be followed up to further optimize the results of the action.

Number of levels of smartphone addiction in the second cycle

Table 3
Scores for smartphone addiction

No	Name	Total score	Addiction smartphone level
1	Robby Rosehan	43	Low
2	Reyza Mamana Sembiring	50	Low
3	Sugeng Prayogi	40	Low
4	Rahmadani Br Sembiring	52	Low
5	Syahril Wahyudi	45	Low
6	Anggi Anggeriani Br ketaren	45	Low
7	M.Dedi Syahrizal	50	Low
8	Dewi Kartika Sari	52	Low

Table (3) above is the student's acquisition based on the criteria for smartphone addiction level when carrying out group guidance services using the second cycle self-management method. The results of the research show that the level of smartphone addiction has decreased, in this case because their knowledge of self-control in smartphone use is quite good. They understand how to manage the time to use smartphones

without reducing the quality of learning, therefore the group guidance services conducted by researchers from the first cycle to the second cycle are stated to be quite effective in helping students to reduce the level of smartphone addiction. Next, the researcher summarized the students' results obtained by increasing self-control not to use smartphones excessively on the percentage of finding an increase from the first and second cycles of research, the table below shows the students' self-control skills:

The results of the stages of implementing counseling guidance services with self-management techniques

Table 4
Recapitulation of the Results of the Implementation of Counseling Guidance Services with Self-Management Techniques

No	Name	Pre-research	Cycle I	Cycle II
1	TA	96%	73%	43%
2	PAJ	98%	77%	50%
3	PP	95%	74%	40%
4	A S	97%	73%	52%
5	RT	98%	73%	45%
6	CS	90%	75%	45%
7	HG	98%	78%	50%
8	SW	97%	75%	52%
Total		96%	74%	47%

The researcher also graphically describes the increasing impact of student smartphone addiction from the preliminary survey, cycle I, to cycle II, as follows:

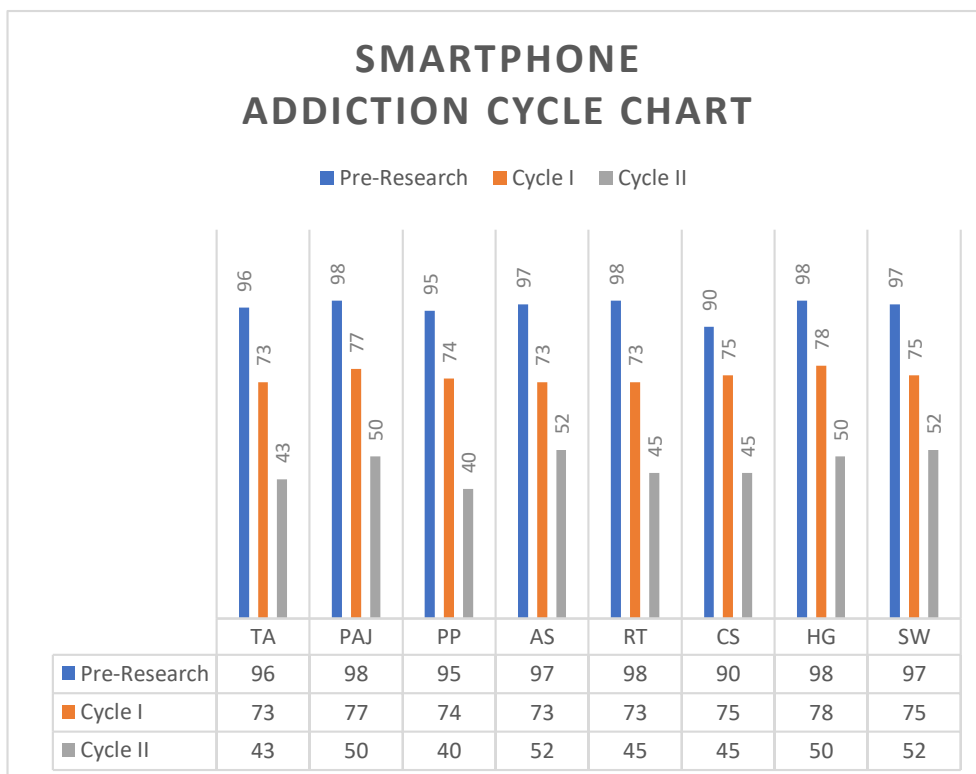


Figure 2. Graph of changes in the results of the influence of smartphone addiction with self-management techniques

Based on table (4) and figure (2) above, it is understood that there is a significant comparison as to the impact of changing smartphone addiction on students through self-management techniques. This can be seen from the high category to the low category, with the initial description of 96% (in the pre-cycle or preliminary

stage), 74% (in the first cycle stage), and to 47% (in the second cycle stage). Thus, group guidance services are effective in reducing smartphone addiction in students through self-management techniques.

CONCLUSION

Based on the results of a survey conducted and calculated, from the implementation of group guidance services with self-management techniques for class VIII students at MTs Kesuma LKMD Namorambe, significant changes were found in class VIII students who initially experienced smartphone addiction. This statement can be seen from the pre-research data obtained 96% results before being given group guidance services, meaning that students have a high level of addiction to smartphones. Then group guidance was carried out in the first cycle to see if there was a change in smartphone addiction in students, the results obtained were 74%, which means that the level of addiction has decreased but is still classified as moderate. Then to optimize the decrease in the percentage of smartphone addiction in students, a second cycle was carried out, in which at this stage the researchers carried out group guidance services using self-management techniques. In the second cycle, the result was 47%, which means that the group guidance service with self-management techniques provided was quite effective in helping students overcome the influence of smartphone addiction.

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