



The Effectiveness of Group Guidance Services in Minimizing Smartphone Addiction

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Abstrak

Kecanduan *smartphone* menjadi problematika kalangan pelajar di era teknologi. Hal ini semakin tidak “terbendung” sejak pembelajaran daring (*online*) selama masa pandemi Covid-19. Dalam konteks ini, diperlukan bimbingan dari orang dewasa (guru atau orang tua) terhadap anak (pelajar). Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dalam meminimalisir kecanduan *smartphone*. Adapun latar penelitian ini di MTs Nurul Islam Indonesia, khususnya subjek penelitian yakni 30 siswa kelas IX² tahun ajaran 2021/2022 untuk menguji seberapa besar tingkat kecanduan *smartphone* di kalangan siswa, antara sebelum dan sesudah diberikan layanan bimbingan kelompok. Adapun jenis penelitian ini ialah penelitian tindakan bimbingan konseling (PTBK), dilakukan sebanyak 2 siklus. Analisis data dilakukan dengan cara kuantitatif menggunakan angket dan observasi. Hasil penelitian ini menunjukkan bahwa tingkat kecanduan *smartphone* siswa IX² MTs Nurul Islam Indonesia saat diadakan *pre-test* pada 8 siswa (26,7%), 2 siswa dengan kategori tinggi dan 6 siswa dengan kategori sangat tinggi. Selanjutnya, pada siklus I diberikan layanan bimbingan kelompok melalui diskusi kelompok, ceramah, tanya jawab, dan pengisian angket terdapat 2 siswa (6,7%) yang masih kecanduan *smartphone* dengan kategori tinggi dan 4 siswa kategori sedang, 2 siswa kategori rendah. Pada siklus II sebanyak 1 siswa (3,3%) yang masih berkecanduan *smartphone* dengan kategori tinggi, 3 siswa kategori rendah dan 4 siswa dengan kategori sangat rendah. Dengan demikian, disimpulkan bahwa tingkat kecanduan *smartphone* pada siswa menurun sesudah diberikan layanan bimbingan konseling.

Kata Kunci: Kecanduan Smartphone, Bimbingan Kelompok.

Abstract

Smartphone addiction is a problem among students in the technology era. This has become increasingly unstoppable since online learning during the Covid-19 pandemic. In this context, guidance from adults (teachers or parents) is needed for children (students). This study aims to determine the effectiveness of group guidance services in minimizing smartphone addiction. The background of this research is at MTs Nurul Islam Indonesia, specifically the research subjects, namely 30 students of class IX² for the academic year 2021/2022 to test how big the level of smartphone addiction is among students, between before and after being given group guidance services. The type of this research is counseling guidance action research (PTBK), carried out in 2 cycles. Data analysis was carried out quantitatively using questionnaires and observations. The results of this study indicate the level of smartphone addiction of IX² MTs Nurul Islam Indonesia students when a pre-test was held on 8 students (26.7%), 2 students in the high category, and 6 students in the very high category. Furthermore, in the first cycle, group guidance services were provided through group discussions, lectures, questions and answers, and filling out questionnaires. There were 2 students (6.7%) who were still addicted to smartphones in the high category and 4 students in the medium category, 2 students in the low category. In cycle II, 1 student (3.3%) was still addicted to smartphones in the high category, 3 students in the low category, and 4 students in the very low category. Thus, it was concluded that the level of smartphone addiction in students decreased after being given counseling services.

Keywords: Smartphone Addiction, Group Guidance.

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INTRODUCTION

The sophistication of technology is on one hand called a smartphone. Smartphone use has significantly increased in the 21st century, especially among the millennial generation (Yasdomi, 2017). This increase has increased drastically since the Covid-19 pandemic occurred. Students as "mandatory" smartphone users during the Covid-19 pandemic, it is feared that they will not be able to control themselves to manage the time of their use. Because they are accustomed to using smartphones as an alternative to online learning media (Sulaiman, 2020: 94-106). So, it can be interpreted that the demands for the intensity of smartphone use cause students to be "too" close to their daily lives with smartphones.

Usually, excessive use of smartphones among students is not caused by routine learning via virtual (online) with various learning application features, but due to smartphone abuse (Kifti & Hasian, 2021: 762-768). Learning application features that should be the center of attention of students (students), have even been deliberately converted to entertainment applications, such as online games and social media (Facebook, TikTok, snack video, Instagram) which prioritize virtual world interactions and transmission of update trends among the community (As-Tsauri, *et.al.*, 2021: 14-22). Ironically, many shows neglect students, rather than mainstreaming the importance of obtaining scientific guidance at a young age.

Access to education-based information is widely available in smartphone application features via Google. These include Google Scholar, DOAJ, Scimago JR, Tandfonline, Garba, National Library Online, Science Direct, and various other search pages (Meilana & Lestari, 2022: 137-142). In addition, there are also online tutoring tutorials on the Ruangguru, Brainly, SMART Bimbel, Smart Class, and other learning tutorials available on YouTube (Mardianto & Assingkily, 2021). This shows how wide the opportunities for students to access various scientific information on smartphones.

Smartphones as a sophisticated communication tools are in great demand by various groups because they can provide easy access to information for users (Inayati, 2016: 98-107). In addition, the price (cost) of smartphones is also considered affordable among people, so almost every family member in one household has 1 (one) smartphone. Thus, the flow of information exchange is getting faster and providing a wider space for communication access (network) between individuals.

Based on a preliminary study at MTs Nurul Islam Indonesia (NII), researchers obtained preliminary data on 30 students of class IX2 MTs NII, that 8 students experienced smartphone addiction, 6 categories of "moderate" addiction, and 2 students with "high" addiction categories. For this reason, efforts are needed to provide group guidance services as a step to minimize excessive smartphone use among students, especially students of class IX2 MTs NII.

The selection of group guidance services is based on the effectiveness of this type of service for students in a limited number of groups of 5-12 students (Sutirna, 2013). Group guidance services also help students solve personal problems within the scope of the group, so that independence is still obtained by students, with the added value of collectivity or collaborative problem solving (Narti, 2014). The provision of this service is expected to be able to prevent students from depression, mental disorders, and low enthusiasm for learning caused by smartphone addiction (Emelyanova, 2015). Because, if it is not stopped early, it is feared that it will be difficult to separate smartphones from students (Eaton, *et.al*, 2013).

Relevant research on group guidance services has been studied from various aspects by previous researchers. The research in question can be classified on the following themes, the effectiveness of using group guidance services (Putra, *et.al.*, 2013; Aswida & Syukur, 2012), student independence (Elfira, 2013), student communication skills (Erlangga, 2017: 149-156), self-efficacy and self-management in students (Alamri, 2015; Pranoto, 2016: 100-111; Hartinah, 2016), students' social attitudes (Ulandari & Juliawati, 2019: 1-8; Sitompul, 2015), and student discipline (Roshita, 2014).

Observing the literature review above, it is known that relevant research on group guidance services so far has discussed the themes of effectiveness, communication, personality, and social behavior of students. Specifically, this study takes the theme of group guidance services as an effort to minimize smartphone addiction among students. This is part of the gap analysis or distinction of this research, which is summarized in the title, “Effectiveness of Group Guidance Services in Minimizing Smartphone Addiction”.

METHOD

This research uses a guidance and counseling action research method (PTBK) which is designed according to the applicable regulations. Classroom action research is the process of examining a guidance problem in the classroom through providing a service to students in solving a problem by taking various actions that have been arranged and also analyzing every activity carried out by students (Sanjaya, 2017). The subjects of this study were students who were addicted to smartphones in class IX of MTs Nurul Islam Indonesia. The number of class IX students at MTs Nurul Islam Indonesia is 30 people, consisting of 18 female students and 12 male students. This research took place from March 10, 2022, to March 28, 2022.

The instrument in this study was used to collect data on the guidance and counseling action research using direct observation, by conducting various interviews with BK teachers, homeroom teachers, and school principals, as well as the results of distributing smartphone addiction questionnaires which are used as a benchmark for smartphone addiction levels. Assingkiy (2021) suggests that this guidance and counseling action research refers to the Kemmis & Taggart model, namely there are two cycles and each cycle passes as many as 4 (four) stages that can formulate a problem and plan an action, as well as carry out an action, observation, and reflection of observations.

This study uses quantitative descriptive analysis (Azwar, 2009). Here's the formula for measuring the level of smartphone addiction.

Table 1
The Formula for Smartphone Addiction Level Category

Limit (Interval)	Category
$X < (M-1SD)$	Low smartphone addiction
$(M-1SD) \leq X < (M+1SD)$	Medium smartphone addiction
$(M+1SD) \geq X$	High smartphone addiction

Explanation: X = subject score , M = ideal mean, SD = standard deviation

The success of this research can be measured through the results of distributing questionnaires given to students, how far there is a decrease in the level of smartphone addiction in these students and how much influence this research has on students, whether doing this research can invite students to go to better things. If this study finds that 75% of the research sample has decreased smartphone addiction, then this research is said to be successful (Sugiyono, 2009).

RESULTS AND DISCUSSIONS

At this stage, the researcher will describe in greater depth the results of the questionnaire sheets that have been given to previous students, based on several results in conducting group guidance services to minimize smartphone addiction levels in class IX2 students of MTs Nurul Islam Indonesia. In class IX2, there were 2 students in the very high category (6.7%), 6 students in the high category (20%), 11 students in the medium category (36.7%), as many as 9 people in the low category (30%), and as many as 9 students in the low category (30%). 2 very low category (6.7%) This can be seen from the Smartphone Addiction questionnaire that was distributed to the class IX2 students. This can be seen from the table below:

Table 2
Categorization of Pre-Research Smartphone Addiction Scale Scores

Tendency Interval	Score	Category	F	(%)
$M + 1,5SD < X$	≥ 40	Very High	2	6.7
$M + 0,5SD < X \leq M + 1,5SD$	33-40	High	6	20.0
$M - 0,5SD < X \leq M + 0,5SD$	27-32	Medium	11	36.7
$M - 1,5SD < X \leq M - 0,5SD$	20-26	Low	9	30.0
$X \leq M - 1,5SD$	≤ 20	Very Low	2	6.7

From the results of this questionnaire, it can be seen that eight students stated that they tend to be addicted to smartphones. Students who are addicted to smartphones are students who have a score (of 33-50). Two of them are in the high category and six of them are in the very high category. That way the researchers took the eight people to be given group guidance services to minimize the level of smartphone addiction.

In this group guidance service activity, researchers collaborated with BK teachers, homeroom teachers for class IX2 MTs Nurul Islam Indonesia, and school principals. So that in this study the activities during the research were not justified by the researcher alone. After doing the first cycle, students were given back a questionnaire sheet as a benchmark for the success or failure of the research. From the results of the questionnaire that was distributed at the end of the first cycle, it was possible to find out the difference and decrease in the level of smartphone addiction before and after the group guidance service was held. The following is a table after the group guidance service was held in cycle I.

Table 3
Categorization of Smartphone Addiction Scale Scores
Research Subjects in Cycle I

Tendency Interval	Score	Category	F	(%)
$M + 1,5SD < X$	≥ 40	Very High	0	0
$M + 0,5SD < X \leq M + 1,5SD$	33-40	High	2	6.7
$M - 0,5SD < X \leq M + 0,5SD$	27-32	Medium	4	13.3
$M - 1,5SD < X \leq M - 0,5SD$	20-26	Low	2	6.7
$X \leq M - 1,5SD$	≤ 20	Very Low	0	0

From the results of the questionnaire scores above, it can be seen that eight students experienced a decrease in smartphone addiction, including 2 students who were previously in the very high category into the high category, 6 students who were previously in the high category became 4 students in the medium category, and 2 students in the low category in smartphone use. It is evident from the results of monitoring with BK teachers and homeroom teachers, that after group guidance services are carried out with material on the dangers of smartphone addiction, they are more enthusiastic about learning and reducing the use of smartphones during empty class hours. This happens because of their high level of smartphone addiction on them so many of the effects of smartphone addiction were previously not realized by the six students.

After the implementation of the first cycle, the researcher will then carry out the second cycle to get maximum results. The results of this questionnaire can see the difference and decrease in the level of smartphone addiction before the study and after the group guidance service was held in cycle II. Below is a table of student acquisition after the implementation of cycle II.

Table 4
Categorization of Smartphone Addiction Scale Scores
Research Subjects in Cycle II

Tendency Interval	Score	Category	F	(%)
$M + 1,5SD < X$	≥ 40	Very High	0	0
$M + 0,5SD < X \leq M + 1,5SD$	33-40	High	1	3.3

$M - 0,5SD < X \leq M + 0,5SD$	27-32	Medium	0	0
$M - 1,5SD < X \leq M - 0,5SD$	20-26	Low	3	10.0
$X \leq M - 1,5SD$	≤ 20	Very Low	4	13.3

From the description above, it can be said that cycle II went well as long as they were given group guidance services they were more enthusiastic than cycle I, and they were more open in carrying out group guidance services, Cycle II was carried out with material The Importance of Time Discipline With this material the researcher hopes that eight students who are given group guidance services to be able to use their time well without wasting a lot of time just holding a smartphone, especially since they have entered the final stages of school graduation. Surely addiction to smartphones will continuously affect their scores when carrying out the graduation exam later.

Cycle II was successful, it was proven, that they became students who were more punctual during school hours, some of them even arrived early about half an hour before class. However, among these eight students, there is still one student who is addicted to smartphones.

After the observations were made by researchers who collaborated with homeroom teachers, BK teachers, and school principals, the researchers got the results from group guidance services with several presentations of material that had been given by researchers to students, it seemed that students were very enthusiastic, interested, and happy in participating in several group guidance activities. Among the eight students who were previously given group guidance services, two students were very quiet, but after several times they were given group guidance services they were more confident in conveying the thoughts/feelings they were experiencing.

Before the cycle, it was seen that eight students who were the research subjects had smartphone addiction levels which were included in the very high category and the high category. This is in line with the opinion of the BK teacher who said it was true that among these eight students, they were often caught playing on cellphones during class hours. After the researcher provided services in cycle I, these eight students slowly began to reduce bad habits at school and experienced a significant decrease in the behavior that is not commendable themselves. Furthermore, to get maximum results, the researchers continued in cycle II. After the second cycle, there was also a decrease and it was seen after the group guidance service with some of the material that had been presented to students. That way students are better able to use the best possible time from excessive smartphone use.

So, the implementation and implementation of group guidance services provided to class IX2 students of MTs Nurul Islam Indonesia can minimize the level of smartphone addiction in schools. It can be seen that they can control themselves in the best possible use of time to be able to reduce excessive use of smartphones that have no importance, can control behavior in the classroom such as not playing cellphones during class hours, and they become more confident students.

CONCLUSION

Based on the description above, it can be concluded that the smartphone addiction level of IX2 MTs Nurul Islam Indonesia students when a pre-test was held on 8 students (26.7%), 2 students in the high category, and 6 students in the very high category. Furthermore, in the first cycle, group guidance services were provided through group discussions, lectures, questions and answers, and filling out questionnaires. There were 2 students (6.7%) who were still addicted to smartphones in the high category and 4 students in the medium category, 2 students in the low category. In cycle II, 1 student (3.3%) was still addicted to smartphones in the high category, 3 students in the low category, and 4 students in the very low category. Thus, it was concluded that the level of smartphone addiction in students decreased after being given counseling services.

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