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EFFECTIVENESS OF GROUP GUIDANCE SERVICES IN MINIMIZING SMARTPHONE ADDICTION

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Abstract

Smartphone addiction is a problem among students in the technology era. 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 SDN 101910 Sidodadi, specifically the research subjects, namely 30 students of class VI for the academic year 2022/2023 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 VI SDN 101910 Sidodadi 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.

INTRODUCTION

Technological sophistication is in one hand called smartphone. The use of smartphones has significantly increased in the 21st century, especially among the millennial generation (Yasdomi, 2017). This increase has increased dramatically since the Covid-19 pandemic occurred. Students, as “mandatory” smartphone users during the

Covid-19 pandemic, are feared to be unable to control themselves when to use them. This is because they are used to using smartphones as an alternative to online learning media (Sulaiman, 2020: 94-106). So, it can be interpreted that the intensity demands of using smartphones cause students to be "too" close to smartphones in their daily lives.

Typically, excessive use of smartphones among students is not caused by routine learning via virtual (online) with various learning application features, but rather due to misuse of smartphones (Kifti & Hasian, 2021: 762-768). Features of learning applications that should be the center of attention of students (students) are instead deliberately converted into entertainment applications, such as online games and social media (Facebook, TikTok, snack videos, Instagram) which prioritize virtual world interaction and transmission of update trends among the public (As-Tsauri, et.al., 2021: 14-22). Ironically, there are many shows that neglect students, instead of mainstreaming the importance of acquiring scientific guidance at a young age.

Access to education-based information is widely available in smartphone application features through Google. Among them are Google Scholar, DOAJ, Scimago JR, Tandfonline, Garba, National Library of Indonesia Online, Science Direct, and various other search sites (Meilana & Lestari, 2022: 137-142). Apart from that, there are also online tutoring tutorials (bimbel) on the Ruangguru page, Brainly, SMARRT Bimbel, Smart Class, and other learning tutorials available on YouTube (Mardianto & Assingkily, 2021). This shows how broad the opportunity for students to access various scientific information on smartphones.

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

Based on a preliminary study at SDN 101910 Sidodadi, researchers obtained initial data on 30 grade VI students, that there were 8 students who experienced smartphone addiction, 6 were in the "moderate" addiction category, and 2 students were in the "high" addiction category. For this reason, efforts are needed to provide group guidance services as a step to minimize the excessive use of smartphones among students, especially grade VI students.

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 students still gain independence, 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 depressive attitudes, 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).

In fact, relevant research on group counseling services has been examined from various aspects by previous researchers. The research in question can be classified into the following themes, the effectiveness of using group guidance services (Putra, et.al, 2013; Aswida & Gratitude, 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).

Looking at the literature review above, it is known that relevant research on group guidance services has so far 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 the gap analysis or distingi part of this research, which is summarized in the title, "Effectiveness of Group Guidance Services in Minimizing Smartphone Addiction".

RESEARCH METHODS

This study uses a guidance and counseling action research method (PTBK) designed according to applicable regulations. Classroom action research is the process of examining a problem of guidance in the classroom through providing a service to students in solving a problem by carrying out various actions that have been arranged and also analyzing each activity carried out by students (Sanjaya, 2017). The subjects of this study were students who were addicted to smartphones in class VI of SDN 101910 Sidodadi. The number of grade VI students at SDN 101910 Sidodadi is 30 people, consisting of 18 female students and 12 male students. This research took place from 10 March 2022 to 28 March 2022.

The research instrument used to collect guidance and counseling action research data used direct observation, by conducting various interviews with counseling teachers, homeroom teachers and school principals, as well as the results of distributing smartphone addiction questionnaires that were used as a measure of smartphone addiction levels. Assingkily (2021) suggests that this guidance and counseling action research refers to the Kemmis & Taggart model, namely there are two cycles and each cycle goes through 4 (four) stages which can formulate a problem and plan an action, as well as carry out an action, observe, and reflection of observations.

In this study using quantitative descriptive analysis (Azwar, 2009). The following is the formula for measuring the level of smartphone addiction.

Public relations management plays an important role in improving quality, especially the image of educational institutions towards society (Maulana, 2019:147-166). Moreover, this increasingly sophisticated era has made the role of public relations more significant with various flyers or posters that can attract interest and attention to educational institutions (Thaibah, 2019:61-66). Thus, public relations and educational institutions are one unit in creating superior human resources (Sara, 2020).

Table 1. Smartphone Addiction Level Category Formula

Interval	Category
$X < (M-1SD)$	Low smartphone addiction
$(M-1SD) \leq X < (M+1SD)$	Moderate smartphone addiction
$(M+1SD) > X$	High smartphone addiction

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

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

DICUSSIONS AND RESULT

At this stage, the researcher will explain in more depth the results of the questionnaire sheets that were given to students previously, based on some of the results in conducting group guidance services to minimize the level of smartphone addiction in class VI students at SDN 101910 Sidodadi. In class VI, there were 2 students in the very high category (6.7%), 6 students in the high category (20%), 11 students in the moderate category (36.7%), 9 students in the low category (30%), and 11 students in the moderate category (30%). 2 people in very low category (6.7%) This can be seen from the Smartphone Addiction questionnaire that was distributed to the class VI students. This can be seen from the table below:

Table 2. Pre-study Smartphone Addiction Scale Score Categorization

Trend Intervals	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 appears that eight students stated that they tend to be addicted to smartphones. Students who are addicted to smartphones are students who have scores (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 in order to minimize the level of smartphone addiction.

In this group guidance service activity, the researcher collaborated with the counseling teacher, homeroom teacher for class VI SDN 101910 Sidodadi, and the school principal. So that in this study the activity during the research was not justified by the researcher alone. After the first cycle, students were given another questionnaire sheet as a measure of the success or failure of the research. From the results of the questionnaire sheets that were distributed at the end of cycle I, it was possible to find out the differences and reductions in the level of smartphone addiction before and after the group guidance service action was held. The following table follows the holding of group guidance services in cycle I.

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

Trend Intervals	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 score above, it can be seen that eight students experienced a decrease in smartphone addiction, of which 2 students who were previously included in the very high category became the high category, 6 students who were previously included in the high category became 4 students in the medium category, and 2 students were in the low category in smartphone use. It is evident from the results of monitoring with the counseling teacher and homeroom teacher, that after carrying out group guidance services with material on the dangers of smartphone addiction they are more enthusiastic about learning and reduce the use of smartphones even more during empty class hours. This happened because of the high level of smartphone addiction among them, so that many of the impacts of smartphone addiction were previously not realized by the six students.

After the implementation of the first cycle, then the researcher will do the second cycle in order 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 services were 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

Trend Intervals	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, they were more open in implementing group guidance services. Cycle II was carried out with the 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, moreover they have entered the final stage of school graduation. Of course smartphone addiction will continuously affect their scores when carrying out graduation exams in the future.

This cycle II was successful, it was clearly proven, they became students who were more punctual at school starting hours, some of them even arrived earlier about half an hour before entering class. But among these eight students there is still one student who is addicted to smartphones.

After the observations were made by the researchers in collaboration with the homeroom teacher, the guidance counselor, and the school principal, the researchers obtained results from group guidance services with some presentation of the material that the researchers had given to students. . Among the eight students who were given group guidance services previously there were two students who were very quiet, but after being given group guidance services several times they were more confident in conveying the thoughts/feelings they were experiencing.

Before the cycle was carried out, it was seen that eight students who were the research subjects had a smartphone addiction level which was included in the very high and high categories. This is in line with the opinion of the counseling teacher who said it was true that among these eight students they were often caught playing cellphones during class hours. after the researcher provided services in cycle I, these eight students slowly began to reduce bad habits at school. As well as experiencing a significant decrease in behavior that is not commendable within them. Furthermore, in order for researchers to get maximum results, the researchers continued cycle II. After doing this cycle II there was also a decrease and it was seen after the group guidance service with some material that had been presented to students. That way students are better able to use their time as well as possible from excessive smartphone use.

So, the application and implementation of group guidance services provided to class VI students at SDN 101910 Sidodadi is able to minimize the level of smartphone addiction at school. It can be seen that they are able to control themselves in using their time as well

as possible to be able to reduce unnecessary excessive use of smartphones, can control behavior in class such as not playing cellphones during class hours, and they become students who are more confident.

CONCLUSION

Based on the findings and discussion above, it can be concluded that the level of smartphone addiction of VI students at SDN 101910 Sidodadi during the 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 cycle I, 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 there were 1 student (3.3%) who were 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 guidance and counseling services.

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