

## **Effectiveness of Group Counseling Behavior Self- Management Techniques to Reducing Nomophobia**

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### **Abstract**

*This study aimed to determine the effectiveness of group counseling behavior self-management techniques to reduce nomophobia in MAN 03 Bener Meriah students. This research was a quasi-experimental quantitative study with a non-equivalent control group design. The population in this study were all students of MAN 03 Bener Meriah. The purposive sampling technique was used because the sample should consist of nomophobic students. Based on this technique, 14 students were determined and divided into two groups, seven students as the control group and the other seven as the experimental group. The nomophobia scale was used as the instrument, while the Wilcoxon signed-rank test was used to analyze the data. The findings showed that self-management techniques in group counseling could reduce nomophobia among students of MAN 03 Bener Meriah. This was evident from the analysis results of the Wilcoxon Signed rank test; the Zcount value was -2.375 b and the Asymp.Sig value. (2-tailed) was 0.018 or probability below alpha 0.05 ( $0.018 \leq 0.05$ ), indicating a significant difference between the pretest scores and post-test scores*

**Keywords:** *Group Counseling, Behavioral Approach, Self-Management Techniques, Nomophobia*

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## **INTRODUCTION**

Today, information technology growing rapidly especially in the active use of smartphones. The use of smartphones today has a significant influence on the human life cycle when carrying out daily activities. As technology advances, mobile phones are now referred to more commonly as "smartphones" (Gezgin, DM, & Çakır, 2016).

In addition to providing various functions and facilitating communication, smartphone, if used excessively, actually has a negative impact, such as no mobile phone phobia (nomophobia) (Binachi, A & Philips, 2005). According to Hardianti (2016), in a psychology study, nomophobia is classified as a specific phobia, in this case, a phobia of certain things, for example, smartphones.

At least four aspects affect nomophobia, including the inability to communicate, loss of connection, inability to access information, and the convenience provided by smartphones (Yildirim, 2014). Apart from these aspects, several factors cause individuals to experience nomophobia (anxiety about being away from mobile phones), including genetic factors, social and environmental factors (Nikhita CS, Jadhav PR, 2015), behavioral factors, and cognitive and emotional factors (Nevid, 2015).

Based on the problems above, there should be efforts from the counseling teacher to provide services when students experience nomophobia problems. Based on Permendikbud number 111 of 2014 concerning Guidance and Counseling, it is stated that guidance and counseling services are a systematic, objective, logical, and sustainable effort, as well as programmed, carried out by counseling teachers (Ministry of Education and Culture, 2016).

From a behavioristic point of view, problematic behavior can be interpreted as negative behavior, habits, or inappropriate behavior, which is not in accordance with what is expected. According to Komalasari (2014), problematic behavior in behavior counseling is excessive

behavior and inappropriate behavior deficit. Excessive behavior, such as internet and smartphone use, causes addiction or dependency and gives a bad influence or nomophobia and also addiction to online games. This is in line with research by Lestary, YD, & Winingsih (2020), which gave treatment in the form of group counseling with self-management techniques at the level of online game addiction tendencies. In this study, Lestari and Winingsih recommended counseling engineering behavior group self-management in individuals who are nomophobic or addicted to smartphones.

According to Corey (2011), behavior counseling has several techniques, including systematic desensitization, relaxation, modeling, impulsive therapy, assertive training, aversion therapy, and operant conditioning. Operant conditioning includes several techniques: positive reinforcement, response formation, intermittent reinforcement, deletion, piloting, self-management, and token economy.

The technique used in this study to reduce nomophobia was self-management because this technique aims to train individuals in the skills needed to change their behavior and to apply skills to modify individual behavior itself (Sarafino, 2012). In line with this, Sarafino (2012) states that self-management techniques can be implemented to achieve four goals: be more effective and efficient in everyday life, break unwanted habits, develop desired lifestyle behaviors, and master difficult skills. Nomophobia has infected people around the world, including in Indonesia. It can even be considered as a disease among today's students (Muyana & Widyastuti, 2017). As evidence, the results of a study conducted by Widyastuti and Muyana (2018) on 540 Vocational High School students in Yogyakarta, Indonesia, who were recruited through a simple random sampling technique, showed that 5% of their participants' nomophobia was categorized as very high (%), 31% of them was categorized as high, 35% of them was categorized as medium, 24% of them was categorized as low, and 5% of them was categorized very low. Based on the results of this study, it is necessary to treat adolescents with nomophobia to support their developmental tasks.

Self-management techniques can be applied to group counseling activities because the dynamics make it easier for group members to discuss each other's problems they face. Group dynamics are one factor that supports the success of self-management skills in improving self-management (Swara et al., 2020). In the opinion of Corey (2013), self-management skills can be performed in group settings. During the counseling process, the counseling group learns skills to manage themselves, control themselves, and deal with the problems they are experiencing now and in the future. After that, the counselor gains experience in the group counseling process. As Widyastuti & Muyana (2019) argue, group counseling with selfmanagement techniques is seen as one of the appropriate solutions for dealing with nomophobia among students. Applying group counseling with self-management techniques, students are expected to direct and get rid of their anxiety when they are away from their smartphones, allowing them to be more independent and productive. However, to realize this hope, it turns out that MAN 03 Bener Meriah has a challenge: there are still nomophobic students.

This study aimed to examine the effectiveness of group counseling with selfmanagement techniques in reduce nomophobia. The importance of this research in counseling is strengthened by the phenomenon of problems that exist in schools and the results of the studies previously described. The researcher wanted to find out and test the effectiveness of group counseling with self-management techniques.

## RESEARCH METHODS

This study This research was conducted at MAN 03 Bener Meriah, located at Simpang Kompi, Lampahan, Bener Meriah. The research was carried out on June 24, 2022, to July 24, 2022. used a quantitative approach on the research, with quasi-experiment and with non-equivalent Control Group Design. This experimental research applied one group pretest-posttest design. The participants were of class X MAN 03 Bener Meriah, who were recruited using simple random sampling. The data were collected using the nomophobia scale and analyzed using Wilcoxon test. The population in this study was 50 students of class X MAN 03 Bener Meriah. The purposive sampling technique was used because the sample mst have certain characteristics. The characteristics are; 1) MAN 03 students, 2) Students with high and very high levels of nomophobia based on the results of measurements using the nomophobia scale, 3) Students who were willing to take part in group counseling with self-management techniques. After employing the technique, 14 students with high nomophobia were selected. They were then put into two groups using random assignment. In this study, descriptive quantitative analysis was useful in presenting an overview of the object under study through research sample data without analyzing and making generally accepted conclusions. Meanwhile, inferential analysis was done by making conclusions that apply to the population.

## RESULT AND DISCUSSION

In this study, researchers gave a nomophobia scale to 50 students in class X MAN 03 Bener Meriah. The nomophobia scale consisted of 20 items. For each answer, the highest score was 4, and the lowest was 1. The minimum score for nomophobia was 30, and the maximum score was 80. The following is a presentation of general profile data categorized into five categories: very low, low, medium, high and very high.

**Table 1. Nomophobia Data on Class X Students of MAN 03 Bener Meriah**

Category	Score range	Frequency	Percentage
<b>Very high</b>	62-80	4	14.0%
<b>High</b>	54-61	10	32.0%
<b>Medium</b>	46-53	13	26.0%
<b>Low</b>	38-45	16	20.0%
<b>Very low</b>	30-37	7	8.0%
<b>Amount</b>		<b>50</b>	<b>100.0%</b>

Based on the table above, the students of class X MAN 03 Bener Meriah had various degrees of nomophobia. Seven students (8.0%) belonged to very low category, 16 students (20.0%) were in low category, 13 students (26.0%) were in medium category, ten students (32.0%) were in high category and seven students (14.0%) belonged to very high category. Based on these data, it can be seen that most students had high and very high nomophobia.

The purposive sampling technique allowed the researchers to select subjects based on certain characteristics or traits. Therefore, the subjects taken were students with high and very high nomophobia. Based on nomophobia data, 14 students were chosen and put into control and experimental groups, with seven students in each group.

The experimental group was the class in which treatment was given. The pretest data resulted from giving the nomophobia scale before giving the treatment. The treatment was given in the form of group behavior counseling with self-management techniques. In contrast,

the post-test data were taken from nomophobia scale after giving the treatment. Scale assessment was done by adding the value of each statement from all scale items.

**Table 2. Descriptive statistics on the experimental group**

Descriptive Statistics					
	N	Means	std. Deviation	Minimum	Maximum
Pretest	7	67.00	9,487	56	80
Posttest	7	39.00	3.109	34	42

Based on the results of the nomophobia data analysis obtained during the pretest, it can be seen that the mean result was 67.00, the minimum value was 56, the maximum value was 80, and the standard deviation was 9.487, with a total sample of seven. Meanwhile, in the post-test, the mean result was 39.00, the minimum value was 34, the maximum value was 42, and the standard deviation was 3.109, with a sample size of seven. These data are presented in the following table.

**Table 3. Pretest and Post-test Nomophobia Experiment Group Results**

No	Counsele e	Pretest	Category	Post-test	Category
1	FM	73	Very high	41	Low
2	AA	71	Very high	40	Low
3	ED	73	Very high	42	Low
4	SA	80	Very high	42	Low
5	DDA	56	Tall	36	Very low
6	RYW	58	Tall	38	Low
7	MG	58	Tall	34	Very low

Based on the table and graph above, it can be seen that FM experienced a change in score from 73 to 41, AA experienced a change in score from 71 to 40, ED experienced a change in score from 73 to 42, SA experienced a change in score from 80 to 42, DDA experienced a change in score from 56 to 36, RYW's score changed from 58 to 38, and MG's score changed from 58 to 34. It can be seen that the results of nomophobia in the experimental group experienced an increase in score after the researchers provided action in the form of group behavior counseling with self-management techniques. Changes that were observed in students were that they could hold back and feel comfortable or fine when they could not communicate via smartphones, lost connectivity, or when they were unable to access information. The study's overall results showed that group behavior counseling with self-management techniques was effective against Nomophobia.

## CONCLUSION

Based on the findings, it can be concluded that group behavior counseling with self-management techniques has proven to be effective in reducing nomophobia in the experimental group. This is supported by the results of the Wilcoxon signed rank test post-test in the experimental group and the control group. The results obtained were Zcount, -2.375c and Asymp.Sig values. (2-tailed) was 0.018 or probability below alpha 0.05 ( $0.018 \leq 0.05$ ), indicating a significant difference between the post-test scores in the control group, in which

exploratory techniques were given and the experimental group, which was treated using group behavior counseling with self-management techniques.

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