

THE EFFECT OF GROUP COUNSELING WITH A *RATIONAL EMOTIVE BEHAVIOR THERAPY* APPROACH IN OVERCOMING SMARTPHONE ADDICTION IN CLASS X STUDENTS OF PUBLIC HIGH SCHOOL 1 SIPIROK

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Abstract: Smartphone addiction is becoming a problem for students in the technological era. The teenagers (students) need guidance from adults (teachers or students) in this case. The purpose of this study is to determine the effect of group counseling with Rational Emotive Behavior in minimizing smartphone addiction. The background of this study specifically is the topic of research at SMA Negeri 1 Sipirok, namely with 35 students in class X TA. 2022/2023, to test how high the level of smartphone dependence in students before, then after using the REB approach. This type of research is Guidance and Counseling Action Research (PTBK) which was carried out in two periods. Data analysis was done quantitatively by observation and questionnaire. According to the findings of this study, the level of smartphone addiction of class X SMA Negeri 1 Sipirok students at the time of the pre-test was 14 students (38.9%), 2 students were in the very high category and 12 students were in the high category. In addition, group counseling was conducted during Cycle I with the REB approach, and during questionnaire filling, 1 student (7.1%) was in the very high category that is still a smart addict, and 8 students were in the very high category in cycle II, there were 4 students (28.6%) in the high class still addicted to smartphones, 2 students in the middle class, 7 students in the low class, and 1 student in the very low class. In this way, it is assumed that the level of

smartphone dependence among class X students of SMA 1 Sipirok decreased after the REBT group approach counseling.

Keywords: Smartphone Addiction; Group Counseling; Rational Emotive Behavior Therapy.

INTRODUCTION

This has greatly affected the lifestyle and socialization of young people today, along with the rapid increase in innovation and information. Smartphones are one such technological advancement. With the rise of smartphone addiction today, the world has become borderless. It has applications for long-distance communication, educational resources, information search, and fun. Due to these technological advancements, smartphone addiction is inevitable in modern culture, especially among young people. Smartphone addiction has become commonplace among teenagers, which changes their daily routines and behavior patterns. They often pay less attention to their real lives and are more involved with their lives in cyberspace, communication is more likely to occur through social media than the intensity of direct or face-to-face communication. *Smartphones* are sophisticated communication tools and have a strong appeal to teenagers. This is based on the ease of use of various *smartphone* application features, connecting individuals to interact socially from a distance, then various latest

information and becoming an alternative learning media (Roberts, et.al., 2014). (2014). This condition is a concern for parents and teachers because the impact of *smartphones* can lead to addiction or known as smartphone *addiction*.

According to Kwon (2013a), *smartphone addiction* is a type of attraction or addiction to cell phones that leads to social problems such as withdrawal and difficulty performing daily activities or as a disorder of self-control. In his research, Yuwanto (2010:17-24) stated that there are four variables: internal factors, external factors, situational elements, and social factors that cause smartphone addiction in adolescents. Adolescents are particularly interested in smartphone addiction as a means of communication and cannulation, claim Roberts et al. (2014). This is based on how easy to use the capabilities of different smartphone apps allow people to communicate socially and remotely, share the latest information, and serve as alternative learning materials. According to Zencirci et al. (2018), the abundance of games, movies, and music on smartphone apps also has a negative impact on adolescents' development and learning activities. Applications are set as a trigger for cell phone or smartphone addiction, according to Saleh s & Negahban (2013).

The positive effects framed from the use of cell phones are information, high creativity where those who often use smartphones more often use applications to make their creativity high, patience, honesty is, one of the characters seen with the cell phone is cheerful where children who often use smartphones are often cheerful because their wishes are fulfilled. While the negative impact of using smartphones if not used properly is selfish where smartphone users do not listen to people who talk to them if they are busy using smartphones, arrogant when using smartphones children more often do not see or pay attention to those around them, unstable where smartphone users often

expose them to social media, pessimistic this is in their lives more often using smartphones than other jobs, and loners where those who often use smartphones more often have their own world and ignore the people around them. (Aswandi and Lismayanti, 2019: 92)

Counseling teachers can help with one of the initiatives to keep empowering adolescents in the face of increasing smartphone addiction. Counseling teachers are one of the important educational organizers in schools, especially to help students in their social and emotional growth, academic activities, and career planning and development (Daryanto, 2019). One aspect of the BK teacher's duties is 1. Guiding student socialization. 2. The inheritance of customs, beliefs, standards, and information. 3. Can unite organizations or communities, 4. Can activate control and preservation systems (Hidayat, 2019). Counseling teachers can use guidance and counseling services, including group therapy, to address their students' problems. Pauline Harrison (2002:26) defines group counseling as counseling where 4-8 counselors meet with 1-2 counselors. Group discussions on various subjects, such as how to improve interpersonal relationships and communication skills, increase one's self-esteem, and learn problem-solving techniques, can be conducted during the process. "Group counseling" is a group of people participating in preventive and remedial activities related to the group and intended to promote healthy development and growth for people (Juntika Nurihsan, 2006: 15).

The term "group counseling" refers to a type of counseling that is conducted over a period of time and involves collaboration with counselors and counselors in group action analysis intended to facilitate the disclosure of personal information and encourage individuals to discuss a problem collectively (M. Edi Kurnanto, 2013: 9). From the understanding expressed above,

the author can conclude that group counseling takes place in a group setting (involving several people), discusses various issues and problems, and is preventive and curative in nature related to the problems faced by a person and is resolved simultaneously or in groups.

Rational Emotive Behavior Therapy (REBT) counseling technique, which transforms the client's irrational ideas (which affect emotions and behavior) into reasonable beliefs, one of the many strategies that can be used by counselors to be more concentrated in providing group counseling. 4 irrational beliefs and 4 rational beliefs are separated as training or alternatives in REBT theory. Demands are mainly illogical assumptions. There are three types of demands: demands from oneself, others, and life. Demands or requests can lead to other irrational ideas, such as the assumption that you will suffer greatly and that you cannot rationalize your way out of the unreasonable. Whenever people have non-dogmatic desires (as opposed to demands). According to other common sense, among other things, individuals' beliefs have non-dogmatic goals; they want to ensure that they do not suffer excessively, think that they can accept reality, and think that they can understand the sender's mindset.

In group counseling with the REBT method, clients are not treated as individuals but rather as a group of four to eight people who share a common problem and use group dynamics to talk about issues such as anxiety and self-destructive ideas that impact behavior (anxiety opinions). Because they are their own peers and can relate to their concerns, group members will feel more comfortable and able to adjust as a result of this interactive relationship. As a result of this interactivity relationship, group members tend to become free and easy, because the member is the topic that influences the whole group to understand the problems that exist in him/her. This phenomenon can be interpreted as an indication that

increased interaction and dynamics in group supervision should be used to reduce students' fear in facing the problems that exist in themselves because they are often addicted to goods and damage their own mentality. The group counseling process will discuss the problem of anxiety in using *smartphone addiction* which is an (irrational belief) that produces behavior (behavior) such as his addiction to goods that make him no longer like to study at home or at school so that he looks like a person who doesn't know anything but in reality he knows a lot and starts to be uninterested in learning because of things that make him addicted to an item or game so he doesn't focus. So this REBT approach will change irrational beliefs into personal beliefs that affect the behavior of a group of people or alone (Pastiria, 2017: 50).

Observing the description above, it can be understood that *smartphone addiction* among students, including adolescents, of course, researchers need a special study related to *smartphone addiction* and to overcome *smartphone addiction* a rational emotive behavior therapy approach is used in group guidance because in group counseling guidance the *rational emotive behavioral therapy* approach is the right way for students not to directly hit their emotions because in group guidance they understand that it is not only one person who is addicted to this smartphe but many around them. On that basis, researchers tried to explore further the importance of group counseling in overcoming *smartphone addiction* with the title, "The Effect of Group Counseling with a *Rational Emotive Behavior Therapy* Approach in Overcoming *Smartphone Addiction* in Class X Students of SMA Negeri 1 Sipirok".

METHOD

The Guidance and Counseling Action Research (PTBK) methodology made in accordance with applicable laws

and regulations was used in this study. According to Sanjaya (2017), the process of investigating a guidance problem in the classroom by assisting students in solving problems through various planned actions and also reviewing each activity completed by students is known as classroom action research. Class X students of SMA Negeri 1 Sipirok who are smartphone addicts were used as research subjects. There were 35 students in class X of SMA Negeri 1 Sipirok, 22 girls and 13 boys. From January 13, 2023 to February 13, 2023, this research was conducted.

Direct observation, interviews with counseling teachers, homeroom teachers, and school principals as well as through the results of smartphone addiction

questionnaires that have been distributed which are used to measure the level of smartphone addiction, are all used as research instruments for data collection. (<https://docs.google.com/forms/d/1G9tS5OFZyCHs4rSncUZNTJTOvjWsx29MUq2owGBL5xk/edit>) PTBK depends on the Kemmis and Taggart model which has two cycles with each cycle going through four (4) stages to formulate problems, plan actions, implement, observe the results of actions, and reflect on observations as stated by Assingky (2021).

Using clear quantitative descriptive analysis in this study (Azwar, 2009). The formula for determining the level of smartphone addiction is as follows:

Table 1. Category Formula for Smartphone Addiction Level

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

Description:

X = subject score,

M = ideal average,

SD = standard deviation

The results of the student response survey can be used to measure the success or failure of this research, as well as the extent to which the students' smartphone addiction has decreased. It can also be determined whether conducting this study will inspire students to pursue much better endeavors. Conducting this examination can encourage students to pursue much better endeavors.

RESULTS

To reduce the number of smartphone addiction among class X students of SMA Negeri 1 Sipirok, the research will be more detailed about the findings of the questionnaire sheet previously distributed to students based on several results. In class X there were 2 students (5.6%) in the very high category, 12 (33.3%) in the high category, 13 (36.1%) in the medium category, 8 (22.2%) in the low category, and only 1 (2.8%) in the very low category. Which is evident from the Smartphone Addiction survey given to class X students. The table below illustrates this:

Table 2. Pre-Cycle Smartphone Addiction Scale Score Categorization

Tendency Interval	Score	Category	F	(%)
$M + 1.5SD < X$	≥ 61	Very High	2	5.6
$M + 0.5SD < X \leq M + 1.5SD$	50-61	High	12	33.3
$M - 0.5SD < X \leq M + 0.5SD$	40-50	Medium	13	36.1
$M - 1.5SD < X \leq M - 0.5SD$	30-40	Low	8	22.2
$X \leq M - 1.5SD$	≤ 30	Very Low	1	2.8

It appears from the questionnaire results that 14 students are addicted to smartphones. The students who scored well were those who were addicted to smartphones (50-65). There are 2 in the very high category and 12 in the high category. To reduce the level of smartphone addiction, the researcher used 14 participants to get group counseling services using *Rational Emotive Behavior* techniques.

The counseling teacher, homeroom teacher, and school administrator all collaborated with the researcher during this group counseling activity.

Thus, direct activities of the researcher were conducted during this investigation. Students received new questionnaire sheets after the initial cycle to assess the success or failure of the research. The difference and decrease in the level of smartphone addiction before and after the action of group counseling services with the *Rational Emotive Behavior* approach can be seen from the findings of the questionnaire sheet given at the end of the first cycle. Group counseling sessions in cycle I are shown in the following table.

Table 3. Smartphone Addiction Scale Categorization Cycle I

Tendency Interval	Score	Category	F	(%)
$M + 1.5SD < X$	≥ 61	Very High	1	7.2
$M + 0.5SD < X \leq M + 1.5SD$	50-61	High	8	57.1
$M - 0.5SD < X \leq M + 0.5SD$	40-50	Medium	3	21.4
$M - 1.5SD < X \leq M - 0.5SD$	30-40	Low	2	14.3
$X \leq M - 1.5SD$	≤ 30	Very Low	0	0

It can be seen from the results of the questionnaire scores that smartphone addiction among students decreased, with 2 students who were in the very high classification moving to the high classification, 12 students who were in the high classification moving to the medium classification, and 2 students moving back to the low classification. During group guidance that utilizes Rational Emotive Behavior techniques, it is seen from the results of monitoring with the mentor and homeroom teacher that they are more eager to learn and use smartphones less during class hours.

This is because everyone has a smartphone, meaning that there are many impacts of smartphone addiction that the fourteen students do not understand.

To achieve the best findings, researchers will implement the second cycle after the first cycle is completed. The difference in the level of smartphone addiction before the study and after group counseling in cycle II can be seen in the results of this questionnaire. The table of student gains after the implementation of cycle II can be seen as follows.

Table 4. Smartphone Addiction Scale Categorization Cycle II

Tendency Interval	Score	Category	F	(%)
$M + 1.5SD < X$	≥ 61	Very High	0	0
$M + 0.5SD < X \leq M + 1.5SD$	50-61	High	4	28.6
$M - 0.5SD < X \leq M + 0.5SD$	40-50	Medium	2	14.3
$M - 1.5SD < X \leq M - 0.5SD$	30-40	Low	7	50.0
$X \leq M - 1.5SD$	≤ 30	Very Low	1	7.1

Based on the summary above, cycle II went smoothly as they received group guidance using the *Rational Emotive Behavior* method. Since they have entered the high school stage, the 14 students who received group guidance were encouraged to use their time wisely instead of spending a lot of time just holding a smartphone. Of course, when they find out later, they will continue to experience smartphone addiction.

Cycle II was declared successful with clear evidence that students were on time to start school, some even coming half an hour earlier to class. However, four of the fourteen students continued to experience smartphone addiction.

DISCUSSION

Researchers obtained the results of group counseling services using *Rational Emotive Behavior* strategies that researchers have taught to students after conducting observations in partnership with homeroom teachers, counseling teachers, and school administration. 3 out of 14 students who previously received this group counseling service were quite silent, but after attending several sessions, they were more comfortable to share their ideas and feelings.

It was found before the cycle that fourteen study participants had smartphone addiction levels entered for very high and high grades. This was in accordance with the assessment made by the counseling teacher that it was true that some of the fourteen students were caught using cell phones during class hours. Following the researcher's services in cycle I, these fourteen children gradually began to reduce their negative school behaviors. Also, they saw a sharp decrease in their inappropriate behaviors. In addition, cycle II was maintained for the researcher to get the best possible data. After doing cycle II, it also reduced further and was seen after they did group

counseling with the REB approach that has been done. So, students can make better use of their time without overusing cell phones.

Therefore, the participation of grade X students of SMA Negeri 1 Sipirok in group therapy and its implementation will help reduce smartphone addiction at school. It is evident that they are able to manage their time effectively to reduce unnecessary smartphone use, manage their classroom behavior by refraining from using their phones while in class, and develop into more confident students.

This research is also in line with previous research that has been conducted proving the importance of group counseling services with the REBT approach to Smartphone Addiction, namely by Munajat, Djannah, Ridjal (2020) that decreasing through group counseling services rational motive behavior therapy addiction to playing online games. Based on the findings, students who received group counseling services with the *Rational Emotive Behavior Therapy* approach before the intervention were nine students who fell into the high category, which was 90%, while students who received the intervention after being given fell into the medium category, with a frequency of 7 students down by 70%. Likewise, research by P.Santoso (2021) that after being given group counseling services with a REBT approach, the prevalence of adolescent game addiction decreased. This can be seen from the level of dependence on online-based games, especially at moderate and quite high levels. Meanwhile, the level of addiction to teenage online games decreased to very low after receiving REBT-based group counseling services. And research from N.Hidayah (2019) Counseling services with a *REBT* approach are effective in reducing online gaming habits because they provide support for meetings that use

group dynamics to help individuals understand themselves better, live with others, and deal with problems experienced. This is evident from his research, it can be seen that there is a 37% decrease in student dependence on online-based games after conducting group counseling with a *rational emotive behavior therapy* approach.

CONCLUSIONS

The results of this study were able to prove that through the approach of counseling guidance techniques it was found that the role of group counseling through the *Rational Emotive Behavior Therapy* approach was proven to be able to reduce *smartphone* addiction in students. Suggestions that can be given in this study, it is hoped that school counselors will gain more knowledge and experience in dealing with student problems. In particular, overcoming *smartphone* addiction which is currently faced by many teenagers, especially students, for further research is expected to be expanded and not limited to school children but other communities such as parents, educators, etc. and also expected to use more sources to obtain more accurate results. In addition, this study can be elaborated in detail using other techniques in REBT theory involving various client demographics.

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