The Effect of Group Counseling with Behavioral Rehearsal on Rapport with Peers Building in Phubbing Student

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ABSTRACT

Phubbing behaviour in students, characterised by ignoring social interaction and focusing on mobile phones, can reduce their ability to build good relationships with peers. This study aims to examine the effects of group counselling with behavioural training techniques in improving relationship-building skills in students who exhibit phubbing behaviour. This research uses a quantitative approach with a non-equivalent control group quasi-experimental design. The study population consisted of 300 tenth-grade students at SMA Negeri 1 Percut Sei Tuan. Using purposive sampling based on predetermined criteria, 14 students were selected—7 assigned to the experimental group and 7 to the control group. Data collection utilised a relationship-building questionnaire comprising 26 valid items ($r > 0.1966$). The reliability test using Cronbach's Alpha yielded a coefficient of 0.869, indicating high reliability. Data were analysed using the Wilcoxon Signed Ranks Test. The results showed a significant improvement in the experimental group's ability to build relationships ($Z = -2.366$, $p = 0.018 < 0.05$), while the control group did not show significant changes ($Z = -0.352$, $p = 0.725 > 0.05$). These findings suggest that group counselling services using behavioural training techniques are effective in improving relationship-building skills among students engaged in phubbing behaviour.

INTRODUCTION

Education in Indonesia has an important role in shaping the character and social skills of the younger generation. Education is basically an activity carried out by adults to children consciously and responsibly, so that there is interaction between the two to achieve the desired maturity and takes place continuously. Thus, education is a process built by society to bring the next generation towards progress in a way that is by their ability to achieve the highest level of progress (Abdullah, 2007). In this process, education serves to transmit culture, shape personalities that conform to social norms, ensure social integration, and become a source of innovation that drives social progress (Popenoe, 1989). However, with the development of digital technology, new challenges

have emerged in the form of a decline in the quality of social interaction due to behaviours such as phubbing, which is the tendency of individuals to ignore face-to-face communication because they are more focused on their devices. This phenomenon threatens the success of education's social functions as it can hinder the development of empathy, social sensitivity, and the ability to build rapport among peers, particularly among students. Therefore, education today must be directed not only toward cognitive achievement but also toward strengthening social competencies to respond to increasingly complex social changes.

These functions are in line with social education, which has a role in shaping individual character and skills, which are needed to actively participate in society. Education is not only a means of transferring knowledge, but also a means of developing critical attitudes and empathy among individuals. Research conducted by Sodik (2020) shows that social education in schools helps students understand social interactions and build healthy relationships with their surrounding environment. This view is in line with the argument presented by Wardani, E.F.,& Miftakhi, 2021, which emphasises the importance of integrating social education with various disciplines to prepare students to become good citizens and be able to overcome complex social problems. Therefore, social education contributes significantly to the development of individuals who are not only academically intelligent but also have high social awareness.

Social education is important in improving good relationships between students and their peers at school. Through guidance and counselling programs in schools, students learn to understand and appreciate differences and develop effective communication skills. This not only helps them interact but also builds trust and empathy among them. In addition, social education also helps improve social acceptance and interaction among students. Through a comprehensive approach, students learn to support each other and create a positive environment so that rapport with peers can be well established (Kemendikbud, 2023), Good rapport is characterized by harmony that can create a comfortable atmosphere that supports effective communication, compatibility of values and interests that facilitate understanding between each other, compatibility that indicates that individuals complement each other, appreciate differences, and can work well together. And mutual attraction that creates an interest in interacting more deeply (Simarmata et al., 2019)

In the era of globalisation marked by technological advances, although many individuals can easily perform various activities through gadgets, there are still some individuals who do not have the ability to build rapport with others. Due to the demand to adapt quickly in an all-digital environment, they often prefer virtual interaction over in-person interaction. Individuals will tend to feel awkward in social situations and struggle to build a good rapport with other individuals. This results in many of them not knowing the social environment around them and tending to live an individualistic life. Social and community interaction is very important, especially in introducing the social environment to students so that they can understand and recognise their social environment well (Damayanti Shinda et al., 2024).

Phubbing is one phenomenon that can disrupt this social interaction process. Macquarie Dictionary first coined the term "phubbing", which is a combination of the words 'phone' and "snubbing", meaning an act of indifference or ignoring someone in a social setting that focuses only on the smartphone rather than talking to someone directly (Karadağ et al., 2015).

A recent study in Indonesia shows the prevalence of this behavior: in a 2025 study among Muslim high school students, 71% exhibited moderate phubbing behavior and 15% exhibited high levels, with a significant negative correlation to social interaction (r = –0.583, p < 0.05) (Hidayat et al., 2025), Similarly, among nursing students at UNSOED during the COVID-19 pandemic, 87% exhibited moderate phubbing and 13% exhibited high levels of phubbing, with communication disorders recorded in 91% of cases (Wiguna et al., 2024). Furthermore, research on adolescents in Surabaya and Jakarta revealed that the average daily smartphone usage exceeded five hours—

often starting from elementary school—with phubbing behaviour reducing the quality of face-to-face communication and limiting the effectiveness of interactions (Damayanti,2024).

Factors that lead to phubbing behaviour include a decrease in social interaction among students. Research (Karadağ et al., 2015) shows that phubbing is strongly associated with social media addiction, where individuals prefer to engage in the digital world rather than interact directly with others. Research conducted by Rosdiana (2020) found a significant negative relationship between phubbing behaviour and social interaction, which means that the higher the phubbing behaviour, the lower the level of social interaction that occurs. This situation is further exacerbated by the factors of boredom and social pressure, where individuals feel compelled to use their cell phones when hanging out with friends. As a result, this reduces the quality of communication and the difficulty of building rapport that should be built in face-to-face interactions. In line with the results of research (Winkelmann, 2022), which shows that phubbing can reduce the quality of interaction between individuals, one of the most important things in education. Therefore, it is important to understand how phubbing affects the difficulty in building rapport among students and find effective solutions.

Tickle, Degnen, and Rosenthal (Drolet, A. L., 2000) explain that rapport is a state in which there is mutual interest and positivity that arises through harmony of behavioural expressions in an interaction. According to Willis (2010), rapport is a relationship characterised by harmony, compatibility, and mutual interest. The process of rapport formation begins with agreement, harmony, liking, and similarity between individuals. According to Vallano & Compo (Simarmata & Batubara, 2019), Rapport involves an accord or affinity, in an ecological alignment with another system. It can be concluded that rapport is a condition in which there is a positive relationship and attraction to each other, which is reflected in interactions.

Research conducted by Grahe and Sherman (Pransiska et al., 2022) states that rapport can be measured through two behavioural indicators, namely objective behaviour and subjective behaviour. Objective behaviour refers to actions that can be seen and assessed by others, such as smiling, laughing, shaking your head, or turning your head. Meanwhile, subjective behaviour comes from a more abstract psychological construct, although it can still be understood without needing to appear in the form of specific behaviours. Examples of subjective behaviour include mutual trust, caring for one another, and the ability to understand others.

The ability to build rapport is also influenced by peer factors. As revealed by Mudjiran in (Simarmata et al., 2019), there are several important factors that influence individual social behaviour, including parents, school environment, and peers. According to Andangjati (2021), Rapport means that the higher the social interaction among peers, the higher the student's social acceptance, and vice versa. Rapport between peers will help individuals interact and improve their identity and skills in the environment.

Rapport between peers should also be based on effective communication and mutual respect. However, the reality shows that many students have difficulty in building rapport due to the influence of phubbing. In line with the results of research, Katherine B. Carnelley (2022) states that phubbing can be related to a decrease in communication quality and communication satisfaction. When someone feels neglected, this can trigger negative emotions such as anger and jealousy, which can damage emotional bonds between friends. This reflects the need to address this issue with the right approach.

Based on the results of interviews with guidance and counselling teachers in one of the high schools in the city of Medan, it was found that the low ability to build rapport with peers was a problem that attracted enough attention, especially in class X students. This situation is seen in several classes, where some students have difficulty in establishing rapport and mutual trust with their friends. This phenomenon is caused by the tendency of students to focus more on their cellphones than on interacting directly with their friends. This habit causes students to be passive,

socially insensitive, and reluctant to engage in group communication or cooperation. Therefore, this condition hinders the formation of rapport between peers.

According to Budianto (2020), group counselling is a method that provides support to students in groups to optimise the potential of each student. According to Prayitno (Harahap, 2021), group counselling is an activity in groups carried out through dynamic social interactions between group leaders and group members to discuss problems experienced by group members and then find alternative solutions to the problems they experience. (Rahayu, 2020) added that group counselling is a guidance and counselling service that utilises various media and group dynamics to help students achieve their best potential. The purpose of this counselling is to identify and understand the problems faced by group members, so that they can support their personal development in everyday life.

So in this study, the behavioural rehearsal technique was chosen as a counselling technique because it was proven to be effective in improving students' social skills. According to (McGinnis, J. M., & Ginsburg, 2019), this technique gives students the opportunity to practice social situations in a safe environment, so that they can build confidence and hone the communication skills needed to foster good rapport. By applying this technique, it is expected that students can reduce their phubbing behaviour and improve their social interactions. This study will explore the effect of the technique in the context of students experiencing phubbing problems.

This study aims to make a significant contribution to the understanding of the influence of phubbing on students' social relationships. In addition, it is expected that the results of this study can provide recommendations for educators and counsellors in designing effective intervention programs to deal with the problem of phubbing among students. Thus, students are expected to learn to value social interactions more and foster better rapport with their friends.

This research is expected to be the first step in overcoming the problem of phubbing among students. By applying behavioural rehearsal techniques, it is expected that students can improve their social skills and foster better rapport with peers. Thus, it can create a younger generation that is more capable of interacting positively in an increasingly complex and diverse society.

METHODS

Research Design

This research uses a quantitative approach with an experimental research design. The quantitative approach is defined as an approach that collects and analyses numerical data or numbers to answer research questions. The type of experimental research is used to seek the effect of independent variables on dependent variables under controlled conditions (Sugiyono, 2013). The experiment used is a quasi-experiment. The quasi-experimental design used is a non-equivalent control group design, where there are two groups, namely the experimental group that is given treatment (group counseling services with behavioral rehearsal techniques) and a control group that is not given treatment, but does not fully control external variables that affect the implementation of the experiment, This design allows researchers to compare outcomes between the two groups before and after treatment, even though random assignment was not used. Pre- and post-tests were administered to both groups to examine differences in outcomes and determine the effect of the intervention. This design is suitable for educational settings where randomisation is challenging to implement, but comparisons between naturally formed groups can still provide meaningful insights into the effectiveness of the intervention (Sugiyono, 2013).

Participants and Procedure

This study's population was all class X students at SMA Negeri 1 Percut Sei Tuan, totalling 300 students. However, due to limited time and resources, this study used a purposive sampling

technique, sample selection based on specific criteria relevant to the research objectives (Karimuddin Abdullah, 2022). The criteria used were students who showed a low ability to build rapport with peers due to phubbing behaviour, based on the initial assessment results. Based on this technique, 14 students were selected as research subjects, consisting of 7 students assigned to the experimental group and 7 to the control group. The research was conducted at SMA Negeri 1 Percut Sei Tuan, at Jl. Irian Barat Sampali Village No. 37, Medan Estate, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra 20371. The research took place from May to June 2025, covering the stages of preparation, implementation of group counselling services, and data collection and analysis.

Instruments

The data collection technique used in this study was a questionnaire on relationship-building skills. Before being used in the field, the instrument was tested for validity and reliability. The validity test showed that each statement item in the questionnaire was valid. Additionally, the reliability test using Cronbach's Alpha yielded a coefficient of 0.869, indicating that the instrument falls into the reliable category and can be consistently used to measure students' ability to build relationships with peers.

Data Collection and Analysis

Following the collection of the required data, data analysis was conducted using non-parametric statistical techniques to interpret the research results. The Wilcoxon Signed Ranks test in SPSS version 29 was used to determine differences in students' abilities to build good relationships in the experimental group before and after receiving group counseling with behavioral training techniques, as well as in the control group that did not receive intervention. This analysis aims to evaluate the effectiveness of the intervention in improving positive relationships among students, particularly those affected by phubbing behavior. in the experimental group before and after being provided with services and the control group that is not provided with services.

RESULT AND DISCUSSION

Result

This research was conducted in June at SMA Negeri 1 Percut Sei Tuan. Researchers gave pretest and post-test questionnaires on the ability to build rapport with peers to phubbing students from class X, where the samples taken were 14 (fourteen) students, 7 (seven) experimental group students and 7 (seven) control group students. The results of the study can reveal the condition of the ability to build rapport with phubbing students in the experimental group before and after being given group counselling services with behavioural rehearsal techniques, as well as the condition of the ability to build rapport with peers on phubbing students in the control group who were not given services. The results of the pretest and post-test of the ability to foster rapport with peers on phubbing students in the experimental group and control group are shown in the table below:

Table 1. Result of Questionnaire Build Rapport (Pre-Test)

Control group				Experimental Group			
Interval	Frequency (F)	Category	Percentage(%)	Interval	Frequency (F)	Category	Percentage(%)
96-130	0	High	0	96-130	0	High	0
61-95	0	Medium	0	61-95	0	Medium	0
26-60	7	Low	100	26-60	7	Low	100
Total	7		100		7		100

Based on the data analysis presented in Table 1 above, the pre-test results given to 7 (seven) experimental group students and 7 (seven) control group students are in the low category in building rapport with peers. In the control group, the number of students who fall into the low category in fostering rapport with peers is 7 (seven), with a percentage of 100%. The same thing also happened in the experimental group, where 7 (seven) students were in the low category in building rapport with peers, with a percentage of 100%. These results indicate that before the service was provided, the ability to build rapport of students in both groups was still low overall.

After the pre-test results were obtained, group counselling services with behavioural rehearsal techniques were conducted in 6 (six) meetings in the experimental group. The experimenter carried out this service as a group leader. After 6 (six) meetings were completed, the researchers gave a post-test to the experimental and control groups to determine the effect of group counselling services with behavioural rehearsal when given to the experimental group. They did not provide services to the control group. Then the post-test data is obtained in the table below:

Table 2. Result of Questionnaire Build Rapport (Post-Test)

Kelompok Control				Kelompok Eksperiment			
Interval	Frequency (F)	Category	Percentage (%)	Interval	Fruquency (F)	Category	Percentage (%)
96-130	0	High	0	96-130	7	High	100
61-95	0	Medium	0	61-95	0	Medium	0
26-60	7	Low	100	26-60	0	Low	0
Total	7		100		7		100

Based on the results of the data analysis presented in Table 2 above, there are significant differences bet posttest results of the experimental group, 7 (seven) students were found with the condition that the ability to foster rapport was in the high category, with a percentage of 100%. This can be interpreted as meaning that the control group, which was not given the service, did not experience changes. In contrast, after being given group counselling services with behavioural rehearsal techniques, the experimental group experienced significant changes. The Wilcoxon Signed Ranks Test was conducted to test group counselling services with behavioural rehearsal techniques. The results of the Wilcoxon Signed Ranks Test are seen in the table below:

	Post-Eksperiment-Test Eksperiment	Test Pre-	Post-Test control- Pre-Test control
Z	-2. 371[b]		-. 351[c]
Asymp. Sig. (2-tailed)	.018		.725

Table 3. Wilcoxon Signed Ranks Test Results

Based on the data analysis in Table 3, the Wilcoxon Signed Ranks Test results show a value of Z = -2.371 with Asymp. Sig. (2-tailed) = 0.018, which means less than alpha 0.05 (p < 0.05) in the experimental group, meaning there is a significant difference between the pre-test and post-test. This shows that group counselling services with behavioural rehearsal techniques effectively improve the ability to build rapport in students who experience phubbing. On the other hand, the control group obtained a value of Z = -0.351 with Asymp. Sig. (2-tailed) = 0.725, greater than (p> 0.05), indicates no significant difference between the pre-test and post-test in the control group that was not given the service.

Discussion

Based on the pre-test results, it is known that all students in the control group and experimental group are in the low category in building rapport with peers. This shows that before being given the service, both students in the control and experimental groups had difficulty establishing positive social relationships (rapport) with peers influenced by phubbing behaviour. This condition shows weak social interaction due to the tendency of students to focus more on using cellphones rather than interacting directly. This finding aligns with research (Yue et al., 2024), which shows that phubbing contributes to decreased quality of peer relationships and increased frustration of psychological needs. In addition, research (Barbed-Castrejón et al., 2024) has shown that phubbing has a negative relationship with emotional well-being and self-esteem and is positively related to problematic internet use. This is also supported by research (Rosdiana & Hastutiningtyas, 2020), which reveals that students with high levels of phubbing tend to have poor social interactions.

Based on the post-test results, there was a clear difference between the experimental and control groups regarding rapport-building skills. All students in the experimental group experienced an increase and entered the high category in building rapport with their peers. In contrast, the control group struggled to build rapport with their peers. The condition of students in the experimental group after being given group counselling services using behavioural rehearsal techniques showed a positive increase in social interaction. Students became more confident, open, and able to establish harmonious social relationships with their peers without being distracted by their cell phones. This is in line with research (Simarmata et al., 2019), which emphasises that the ability to build good rapport with peers is closely related to the quality of social interaction, where students are more open, confident, and able to establish good relationships (rapport). This is also supported by research (Risal, 2021), which states that good relationships (rapport) with peers are significant for students' social development, as they can increase self-confidence, interaction skills, and the quality of social relationships. Furthermore, research (Nurul, 2021) also explains that building rapport with peers can have a positive impact, enabling students to provide motivation, spark enthusiasm for learning, and assist in developing students' social skills.

Based on the results of data analysis using the Wilcoxon Signed Ranks Test, it was found that group counselling services using behavioural rehearsal techniques effectively improved students' ability to build rapport. This improvement occurred because behavioural rehearsal techniques provided direct social practice through role-playing, feedback, and positive reinforcement, which helped build self-confidence and good social interaction skills. This aligns with research (Saman & Bakhtiar, 2020) showing that behavioural rehearsal can significantly improve students' social skills. This is also supported by research (Putri & Siregar, 2024) demonstrating that group counselling effectively reduces phubbing behaviour among students, indicating that a behavioural approach in counselling can foster positive attitude changes in social interactions. Furthermore, research (Damayanti Shinda et al., 2024) also shows that group counselling can significantly reduce phubbing behaviour through active discussion processes that encourage students to be more open and reflective.

CONCLUSION

Based on the results of research conducted at SMA Negeri 1 Percut Sei Tuan, it can be concluded that the initial condition of students in the control group and experimental group showed that all students were in the low category in terms of building rapport with peers. After the group counselling service using behavioural rehearsal techniques was implemented, there was a significant change in the experimental group, with their condition improving to the high category in building rapport with peers. In contrast, the control group showed no change and remained in the low category in building rapport with peers. Based on the results of data analysis using the Wilcoxon Signed Ranks Test, it was found that group counselling services using behavioural rehearsal techniques effectively improved students' ability to build rapport.

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