

## Group counselling with self-control technique to reduce gadget addiction

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**Abstract:** *This study aims to explore the gadget addiction among MAN 2 Deli Serdang students and the success rate of group counseling with self-control techniques in overcoming the addiction. This study used a quantitative approach with experimental research design and employed data collection tools of interviews, observations, and psychological scales of gadget addiction. A total of 59 students were involved, in which the research sample amounted to 18 people divided into two groups with each consisting of 9 students in the experimental group and control group. The sample selection was done through purposive sampling technique. Analysis of differences in gadget addiction scores before and after counseling sessions was calculated using the Wilcoxon test. The findings showed that the mean score of gadget addiction in MAN 2 Deli Serdang was 68, which placed it in the moderate category. This signifies that gadget addiction in this institution is at moderate level. Group counseling with self-control techniques is proven effective, which is evident from the results of statistical analysis using the Wilcoxon test with a p-value of 0.008. With this p-value lower than 0.05, both in pretest and posttest, it shows that self-control technique has a positive impact in reducing gadget addiction in MAN 2 Deli Serdang.*

**Keywords:** *gadget addiction; group counseling; self-control techniques.*

**Abstrak:** Penelitian ini bertujuan untuk menggali Situasi kecanduan gadget di kalangan siswa MAN 2 Deli Serdang dan Tingkat keberhasilan konseling kelompok dengan teknik *Self Control* dalam mengatasi kecanduan tersebut. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimental serta menggunakan alat pengumpulan data melalui wawancara, observasi dan skala psikologis kecanduan gadget. Sebanyak 59 siswa diikuti sertakan, dimana sampel penelitian berjumlah 18 orang, dibagi menjadi dua kelompok 9 siswa pada kelompok eksperimen dan 9 pada kelompok kontrol. Pemilihan sampel dilakukan melalui teknik purposive sampling. Analisis perbedaan skor kecanduan gadget sebelum dan setelah sesi konseling dihitung menggunakan uji *Wilcoxon*. Temuan penelitian menunjukkan bahwa rata-rata nilai kecanduan gadget di MAN 2 Deli Serdang adalah 68, yang menempatkannya dalam kategori sedang. Ini menandakan bahwa kecanduan gadget di lembaga ini berada pada tingkat sedang. Konseling kelompok dengan teknik *Self Control* menunjukkan efektivitas, yang terbukti dari hasil analisis statistik menggunakan uji *Wilcoxon* yang menunjukkan nilai p-value sebesar 0,008. nilai p-value ini lebih rendah dari 0,05, baik dalam pretest maupun posttest, menunjukkan bahwa teknik *Self Control* memiliki dampak positif dalam mengurangi kecanduan gadget di MAN 2 Deli Serdang.

**Kata kunci:** kecanduan gawai; konseling kelompok; teknik kontrol diri

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## INTRODUCTION

The word "gadget" is closely identical with smartphone due to its practicality in modern era (Laia et al., 2023; Sari et al., 2023; Widya, 2020). According to Alrasheed & Aprianti (2018) addiction refers to unhealthy habits or behaviours which are self-destructive in nature in which individuals find it hard to quit. Excessive use of gadget is likely to disrupt students' sleeping pattern, affecting their concentration level and academic achievement (Pebriana, 2017)

Addiction to electronic gadgets frequently occurs due to insufficient self-control ability. Severe internet addiction is often merely for the sake of satisfaction, making students spend hours on their gadgets (Bintari, 2020; Mumbaasithoh et al., 2021). A study Sinaga et al. (2023) showed that there was a tendency that students violated the use of gadgets in the classroom. This study confirmed that gadgets posed a negative impact. Students prioritized spending and playing on their gadgets rather than be attentive to the ongoing lesson.

Grown-ups usually use their gadgets within 1-2 hours per session and repeat it within a course of one day. Gadget use is categorized medium if a person spends 40-60 minutes for about 2-3 uses per day. Meanwhile, it is considered as ideal when a person spends less than 30 minutes per day with frequency of use not more than twice (Fitriana et al., 2021).

Another relevant study Magistarina (2024) states that self-control is a new response pattern to replace something, for example, diverting attention from something desired, changing emotion, resisting certain urges, and improving performance (Damanik et al., 2019). Researchers Nija & Lianawati (2020) suggest a technique to reduce online game addiction. They implement self-control technique to enable students to control, guide, regulate, direct, and manage themselves to perform better behaviours.

The phenomenon of gadget addiction is often rooted from the lack of supervision from both educators and parents. Verses in Al-Quran, Surah An-Naziat verse 37 to 41, state that they who go over the limit and too much prioritize the worldly life will find hell as their place to stay. Conversely, for those respecting God's majesty and able to control their worldly desire, heaven will be the place for them to stay. These verses clarify that Allah does not give His blessings to

those fulfilling their individual desires with no limit, those who fail to keep themselves disciplined (Olan et al., 2019).

Group counselling is a counselling service for a number of students or counselees by making use of the group dynamics to solve problems (Perdana, 2022; Rahmadesti et al., 2022). This group counselling aims at facilitating counselees to change behaviour, construct thinking, develop problem-solving skills, learn to make meaningful personal decision, and be committed to actualize the decision responsibly with the support of group strength (Aminah et al., 2021).

Self-control ability is individual capacity to regulate their own actions, manage their desires, and avoid impulsive behaviours (Hutasuhut & Yarshal, 2024). Self-control is closely related to individuals' cognitive ability; the better the cognitive state the better the self-control ability (Fitriani, 2023; Rumapea et al., 2023). Self-control technique enables someone to control the way they behave and think by following valid standards (Perang & Gertrudis, 2022).

According to (Safaria, 2004), there are three types of self-control technique which can be applied to reduce gadget addiction:

1. Self record

Students record both positive and negative behaviours to be conscious of how often negative behaviours appear.

2. Self evaluation

Evaluation aims at recognizing and comparing the behaviour for the last five days.

3. Self affirmation

Self affirmation causes students' behaviour to be consistent which leads to self improvement and development of positive behaviour. This can be done by giving praise as a reward.

This study explored the phenomenon of gadget addiction among students of MAN 2 Deli Serdang. This study also introduced group counselling which focused on self-control technique as a new intervention method to deal with gadget addiction. This approach sought to give effective alternatives to handle gadget addiction among students. Other novelty aspects regarding gadget addiction intervention in this study were the use of Wilcoxon test in data analysis and the findings related to the effectiveness of self-control technique in overcoming nomophobia. In addition, this investigation highlighted the significance of self-

control to overcome gadget addiction, which was considered as a significant contribution within the literature regarding gadget addiction. This study is expected to give a more effective and sustainable solution in coping with gadget addiction among students of MAN 2 Deli Serdang.

The observation done in MAN 2 Deli Serdang recorded that the habit of using gadgets excessively had existed among students. It was proven from them using the gadget during learning hours. Furthermore, school counsellors did not properly control the students' gadget use. School counsellors stated that students were allowed to take their gadgets to school for academic reason while in fact, students violated it. Rooted from this phenomenon, the researchers chose the title of "Group Counselling with Self-Control Technique to Reduce Gadget Addiction in MAN 2 Deli Serdang" as the focus of the study.

## METHOD

According to Akbar et al. (2013), this study applied quantitative approach with quasi-experimental design. The population of the study was grade XI IIK students of MAN 2 Deli Serdang with a total of 59 students. 18 students were selected as the sample using purposive sampling by considering certain characteristics regarding gadget addiction. Sample students were divided into two groups with 9 students in the experimental group receiving self-control treatment and the other 9 students in the control group receiving intervention of group counselling without self-control technique.

Data were collected using psychological scale. Psychological scale, according to Anastasi, Anne, and Urbina (n.d), is a measurement consisting of questions or statements designed to evaluate certain psychological characteristics. There were five scales of gadget addiction in this study; strongly agree (SA), agree (A), somewhat disagree (SA), disagree (D), and strongly disagree (SD). The scales were validated by professionals in counselling. The validation was confirmed and ready to use. The language used for each item was adjusted for the sake of respondents' understanding.

Wilcoxon test is one of non-parametric statistical test which is performed when data do not show normal distribution. Test on two paired samples was performed to examine whether the

two came from the same population. Wilcoxon test aimed to determine the meaningfulness of variation between the scores.

## RESULT AND DISCUSSION

Referring to the interview data conducted with the school counsellor on January 25, 2024, a serious gadget addiction was identified in MAN 2 Deli Serdang. The main focus of this study was students of grade XI IIK-1 and 2. Researchers conducted initial observation in the related classes and found out that the students were highly addicted to gadgets. It was proven by students' behaviour; they played with their gadgets during learning hours and did not make much interaction during break.

The researchers interviewed the students of grade XI IIK-1 dan XI IIK-2 regarding the impact of excessive use of gadget at school. The interview proved that students did not complete their school work, were less focused when studying, and experienced a significant decrease in their academic achievement. Students spent time on their gadget every day for 3 up to 10 hours until the battery was run out just to check TikTok, Instagram, etc.

Findings from this investigation go along with a study by Sembiring and Sembiring & Harahap (2021) which further confirms that students prefer utilizing their phones for entertainment purpose to utilizing the gadgets for learning. Moreover, other studies Lubis & Ritonga (2023); Rahmania et al. (2023); Ritonga et al. (2022) showed that students did not have the interest to learn. Students did not have the willingness to learn in the classroom, which was one of the impacts of continuous gadget use.

The observation result in this study agrees with a study by Kwon et al., (2013) who mentioned some aspects of gadget addiction as the following:

1. Interference in daily routine  
It refers to the failure of completing scheduled assignments and the onset of severe headache and blurred vision.
2. Emotion distraction  
Smartphone is used as a distraction from stress and a feeling of disconnection without it.
3. Self withdrawl  
It refers to the feelings of uneasy, impatient, and angry when someone is interfered while operating smartphone.
4. Social withdrawl  
This situation occurs when individuals develop more intimacy with their virtual friends on social

media than with their real-life friends.

#### 5. Excessive use

Gadget addiction and extreme unlimited smartphone use appear when individuals get addicted to the gadget.

It was found out that students of MAN 2 Deli Serdang who were extremely dependant on electronic gadgets found it hard to control their own behaviour. Their concentration was disturbed, and they had health issues especially related to eyes and certain body parts due to unwise gadget use.

Through a thorough inpection in all classrooms in MAN 2 Deli Serdang, it was revealed that students in grade XI IIK-1 and XI IIK-2 fell into the category of excessive use of gadgets. The pretest conducted on January 27, 2024 through the distribution of psychological evaluation questionnaire to students showed that 18 students fell into the most severe category of addiction. Those students were then divided into two groups; 9 students from XI IIK-1 as the experimental group and other 9 from XI IIK-2 as the control group.

Table 1. Experiment Group

| No | Name | Pretest | Posttest |
|----|------|---------|----------|
| 1. | ASHB | 76      | 60       |
| 2. | BA   | 78      | 63       |
| 3. | CL   | 77      | 58       |
| 4. | DVL  | 76      | 60       |
| 5. | LPB  | 79      | 61       |
| 6. | MNA  | 86      | 64       |
| 7. | NAR  | 76      | 63       |
| 8. | RS   | 77      | 63       |
| 9. | RHAH | 76      | 58       |

Table 2. Control Group

| No | Name | Pretest | Posttest |
|----|------|---------|----------|
| 1. | ADAP | 83      | 74       |
| 2. | ASZ  | 74      | 72       |
| 3. | HAS  | 79      | 68       |
| 4. | KU   | 77      | 66       |
| 5. | MDAP | 75      | 63       |
| 6. | PKB  | 74      | 65       |
| 7. | SF   | 74      | 62       |
| 8. | SA   | 74      | 61       |
| 9. | TMA  | 75      | 69       |

Students from Class XI IIK-2 received conventional counselling while students from Class XI IIK-1 got group counselling with self-control technique. The two types of group counselling were completed in four meeting sessions.

Pretest and posttest were carried out by the researchers regarding the implementation of self-control technique. The findings indicated a significant decrease of gadget addiction level. Through self-control technique, individuals were taught to make new actions through reward for positive actions.

Based on the findings, we can conclude that before the intervention, the experiment group in MAN 2 Deli Serdang showed high

gadget addiction level. After the implementation of self-control technique, their addiction level decreased to low category. On the other hand, the control group which initially showed severe addiction also fell into medium level after the same period without receiving a specific intervention.

There were some stages in group counselling with self-control technique in MAN 2 Deli Serdang namely:

1. Formation stage. This referred to an initial step in which a team was designed and the members built team dynamics to reach the collective goal.
2. Transition stage. This was a process in directing group activities to a more structured

phase. At this stage, information on the next steps was given.

3. Action stage. In this stage, the team started to handle each member's personal problems, especially those related to gadget addiction. Group members discussed and found solutions for each individual problem.
4. Final stage. It was when the group evaluated what had been achieved during the counselling process.

While conducting group counselling, there are some principles to apply namely principle of confidentiality, action, openness, recency, normativeness, and expertise. In group counselling, every member actively participates in expressing their opinions.

There were a number of topics discussed during the group counselling session with self-control technique which covered smart use of handphones for students, self-control through self-record, self-control through self evaluation involving introspection and assessment towards their gadget use behaviour, and self-control through self affirmation. With this discussion, students not only got practical strategies to reduce gadget addiction but also to learn how to implement the techniques in daily life. This may serve as a basis for a more effective counselling program development to cope with gadget addiction problem at school. Thus, this study not only provides a better understanding of gadget addiction among students but also provides a basis for a more effective intervention in handling this problem in a wider educational context.

Below was the process of group counselling implementation with self-control technique.

#### 1. Stage 1

Self-record session took place on February 5, 2024 in the school counselling room at 09.00 WIB. In this initial session, 9 students were selected to participate in the treatment group. Those 9 students were ASHB, BA, CL, DVL, LPB, MNA, NAR, RS, and RHAH. Each student was instructed to record their positive and negative actions on a worksheet prepared by the researchers.

#### 2. Stage 2

Self evaluation session was conducted on Monday, February 12, 2024 in the school counselling room at 10.00 WIB. In this session, students were invited to introspect and assess their actions based on the record they previously documented.

#### 3. Stage 3

This stage is called self affirmation. It aimed at educating students to appreciate themselves. Self affirmation was designed to improve the students' confidence and encourage them to have a positive mindset about themselves.

On February 21, 2024, researchers interviewed the counselling teacher. It was mentioned that there was a decrease in gadget use in the experiment group. It was proven from the students' activities during learning hours and break time. During the lesson session, students did not sneak out to use gadget and they did more interaction with their peers in the class during break. The counselling teacher stated that students' change of behaviour could be seen after the group counselling implementation. The counselling teacher had never conducted a group counselling before as an attempt to reduce students' gadget addiction.

The previously proposed hypothesis states that the implementation of self-control technique plays a role in diminishing gadget addiction among students of MAN 2 Deli Serdang. To verify the hypothesis, Wilcoxon test was carried out. If the value of significance (sig) is higher than 0.05, null hypothesis (H<sub>0</sub>) is accepted. However, if the value of sig is lower, H<sub>0</sub> is rejected. This analysis process was run in SPSS software for Windows version 23. The Wilcoxon test after the treatment displayed the p-value of 0.008, lower than 0.05. It is concluded that the results of pretest and posttest are different indicating that self-control technique poses a positive impact to reduce gadget addiction among students of MAN 2 Deli Serdang.

The quality of learning process is expected to improve as gadget addiction drops. Students who are more focused during the learning session exhibit consistent improvement in academic achievement. Progress on mental and physical health is also expected, concerning that excessive gadget use can cause health issues such as visual impairment and headache, thus, decreased gadget use will improve mental and physical state. Besides, social skill will likely get better as students make more direct interaction with their peers. Students can implement self-control technique in various aspects of their life, helping them to manage time and behave better. It is also crucial to monitor and assess the continuity of the effect of this intervention through regular counselling program and routine evaluation to ensure that positive changes

sustain. Eventually, the success of intervention in MAN 2 Deli Serdang could serve as a model for fellow schools which share similar problem. Hence, counselling program with self-control technique can be implemented in a wider context to deal with gadget addiction among students.

## CONCLUSION AND SUGGESTION

Based on the previously elaborated findings and discussion, the conclusion is that group counselling with self-control technique is affective to reduce gadget addiction among students of MAN 2 Deli Serdang. This means that students with higher self-control have lower gadget addiction level and vice versa. Researchers hope that every school in Indonesia has sensitivity to gadget addiction level. Gadget addiction can disrupt students' concentration leading to worse academic achievement and pose negative effect on students' health due to disturbed sleeping pattern and vision impairment. Group counselling with self-control technique can be implemented by school counsellors to reduce gadget addiction among their students. In the long term, decreased gadget addiction is expected to improve the quality of teaching and learning process, restore mental and physical health, develop social skills, increase self-control, and maintain the continuity of intervention through regular counselling program and routine evaluation.

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