



Group Counseling Self-Management Techniques in Reducing Nomophobia Through Self-Control

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Abstract

Information technology is developing rapidly, especially for smartphone users. Smartphones have become a communication and information tool in everyday life. The activity of using smartphones with excessive intensity can cause various impacts on users, such as nomophobia. Someone who is unable to exercise self-control in using a smartphone or has low self-control will be susceptible to addiction. The research aims to determine the effectiveness of group counseling on self-management techniques to reduce nomophobia by increasing self-control. This research uses a pretest and posttest design. The subjects of this research were 10 people. The sampling used was purposive sampling. Data was collected using self-control and nomophobia questionnaires. Data analysis used mediation analysis with a bootstrap bias-corrected method with a confidential interval of 95% assisted by micro-process software (N=5000). The research results show that there is an effect of group counseling on effective self-management techniques in reducing nomophobia by increasing self-control.

INTRODUCTION

As time goes by, information technology is developing rapidly, especially for smartphone users. Smartphones have become a communication and information tool in everyday life (Yildirim, 2014). Smartphones are not only a communication tool, but smartphones can also access the internet, store data, and even send email messages (Cummiskey, 2013). Smartphone users in Indonesia are growing rapidly. According to the Digital Marketing e-marketer survey institute, active smartphone users have reached 100 million users (Rahmayani, 2015) and are ranked 4th in the world after China, India, and the United States as a country whose population uses smartphones (Novalius, 2018; Wahyudi, 2015).

Widyastuti & Muyana (2017) stated that a phenomenon that is often found in everyday life, teenagers often operate smartphones in inappropriate situations, such as in the middle of family events, in serious conversations, while eating, and even when going to the toilet, even if the smartphone is not out of hand. High-intensity smartphone use can affect academic achievement and higher levels of anxiety, which affect psychological and interpersonal behavior as well as social habits in adolescents (Yestapiani, 2023). If this continues continuously, the student's personality will be disturbed and develop in an anti-social direction (Lestari, 2023; Rosidah et al., 2022).

Smartphones in education are used as learning facilities that can access the internet easily from various places, times, and conditions (Cruvinel et al., 2019). Furthermore Um et al. (2019) added that smartphones are also very familiar to students because they can facilitate access to various social networking features (Facebook, WhatsApp, Instagram). Likewise, Kibona & Mgaya (2015) argue that smartphones can also have a negative impact on their users if used excessively, especially children and teenagers. Excessive use of smartphones can be psychologically and academically detrimental to users. Lepp et al. (2014) found that smartphone users with high frequency tend to have lower academic achievement, higher anxiety, and lower satisfaction with life compared to their peers who use smartphones less frequently or use smartphones with less intensity. medium and low frequencies.

The activity of using smartphones with excessive intensity can cause various impacts on users, such as nomophobia. Nomophobia is fear and anxiety that occurs because there is no contact with access to a cell phone (Hanika, 2015; King et al., 2014). Nomophobia, or no mobile phone phobia, is defined as smartphone addiction. An individual's inability to regulate and control themselves in operating a smartphone will give rise to various negative impacts, such as dependence, which makes addicts feel worried, restless, anxious, and stressed if the smartphone is far from reach. According to Hardianti (2019), individuals who experience nomophobia have characteristics including never turning off their smartphone, being obsessed with checking messages and missed calls, carrying their cell phone everywhere, using it at inappropriate times, and missing direct interactions. In some cases, individuals feel physical effects such as panic, shortness of breath, shaking, sweating, increased heart rate, and

pain in the neck and back when the smartphone is turned off or cannot be used. Nomophobia is not only anxiety when away from gadgets, but people are very addicted to their gadgets, which can cause anxiety, worry, fear, and discomfort. People use gadgets for work, socializing, seeking information, education, and entertainment (Umi & Dkk, 2016).

Fear due to nomophobia refers to discomfort, anxiety, nervousness, or sadness caused by not being connected to a cell phone or smartphone (Bragazzi & Puente, 2014; Lestari, 2017; Mudrikah, 2019; Prasetyo, 2017). Based on this, the high level of smartphone use among teenagers also needs to be balanced with self-control. This is following Aprilia (2020), who believes that individuals who are unable to exercise self-control in using smartphones or have low self-control will be vulnerable to addiction. On the other hand, if an individual has good self-control, tends to be able to consider carefully before acting, and can control himself from using a smartphone, he will not experience dependence (Khalid, 2023).

The relationship between self-control and nomophobia is strengthened by research reviewed by Muna (2014), which shows that there is a significant relationship between self-control and homophobic tendencies. Strengthened by Asih & Fauziah (2017) and (Aldianita & Maryatmi, 2019), self-control is also a factor that can influence low nomophobia. The higher the self-control in teenagers, the less anxious they are away from smartphones. Self-control is the ability to organize, guide, regulate, and direct forms of behavior that can lead to positive consequences (Ghufron et al., 2010). Self-control is a person's ability to control or change their inner responses to avoid unexpected behavior and direct themselves towards something they want to achieve (Endrianto, 2014).

One alternative used to increase self-control regarding smartphone use, which results in the rise of nomophobia, is the self-management technique of group counseling. Group counseling is a dynamic interpersonal process centered on conscious thought and behavior (Apriana Putri, 2023). This process contains therapeutic characteristics such as disclosure of thoughts and feelings, reality orientation, self-disclosure of deep feelings experienced, mutual trust, mutual care, mutual understanding, and mutual support. In group counseling services, students can discuss or reduce a problem they are experiencing through group dynamics (Ulfatari et al., 2022). Self-management is a step in which individuals can manage their behavior. The success of counseling services by implementing self-management techniques is the responsibility of a counselee. A counselor is the originator of ideas, a motivator for clients, and a facilitator who will help clients design programs (Hermawan et al., 2019).

Rationale of Study

The results of previous research prove that group counseling self-management techniques can be used to increase self-control. Sa'diah et al. (2022) stated that group counseling services should be implemented with self-management techniques to increase students' self-control. The research results can conclude that providing group counseling services using self-management techniques can increase students' self-control. Wahyuningsih et al. (2022) show that teenagers' dependence on mobile phones is called no-mobile phone phobia (nomophobia), a modern fear and anxiety resulting from technological developments. One way that can be done to overcome nomophobia is through self-control, so reality group counseling can increase the self-control of nomophobia students. Furthermore, Abdullah (2019) showed that self-management training can reduce online game addiction in individuals. Strengthened by Novitasari (2018) explained that self-management training successfully reduced nomophobia.

Objectives

There is a problem of high nomophobia with low self-control, so self-control is related to nomophobia tendencies. Therefore, this research is hypothesized to determine the impact of self-management technique group counseling in increasing self-control with nomophobic tendencies.

METHODS

Design

Pretest-posttest random control group is a method in which participants are randomly divided into two groups: one receives the intervention, and one does not (control-group). Before the intervention, all participants were measured with a pretest to determine their initial condition. After the intervention, they were measured again with a posttest to see the changes. Researchers can determine whether the intervention is effective by comparing the pretest and post-test results between the two groups. This design helps ensure that differences in outcomes are caused by the intervention, not by other factors.

Participant and Procedure

This research was conducted on 105 female students in class X MA Unwanul Falah NW Paok Lombok who were allowed to fill in the pre-test instrument. From the results of the pre-test assessment, students with high levels of nomophobia and low self-control were taken according to the criteria determined by the researcher using a purposive sampling technique. The selected research subjects were 14 students who were divided into 2 groups. After providing the self-management technique, group counseling intervention was completed, and a post-test assessment was then carried out to see the increase in self-control and nomophobia tendencies that occurred in the participants.

Instruments

The instruments used in this research are the nomophobia and self-control questionnaires, both of which have been tested for validity and reliability. The nomophobia questionnaire, which measures a person's level of anxiety when away from a cell phone, has a reliability of 0.7, while the self-control questionnaire, which measures an individual's ability to control impulses and emotions, has a reliability of 0.73. This reliability value shows that the two instruments are in the high category, which means they consistently measure what they should measure. Thus, the results obtained from these two questionnaires are reliable and provide an accurate picture of the nomophobia and self-control of research participants.

Data Analysis

Meanwhile, the data obtained from the assessment results were analyzed using bootstrapping techniques with resampling samples 5000 times (N=5000) using SPSS software. This bootstrapping technique is used to estimate sample distributions and calculate confidence intervals, which provide a more accurate picture of population parameter estimates. By resampling 5000 times, researchers can reduce potential bias and increase the reliability of analysis results, especially in studies with smaller sample sizes. Using SPSS simplifies the analysis process, allowing researchers to perform complex calculations efficiently.

RESULTS AND DISCUSSION

Result

Researchers who act as counselors carry out the intervention process for subjects selected as experimental and control groups. Pretest given at the beginning of the intervention to find nomophobia through self-control before administering the intervention. After that, a posttest is given to find out the level of nomophobia through self-control. MA student Unwanul Falah NW Paok Lombok. Comparison pretest and posttest between groups are presented in Table 1.

Table 1. Questionnaire Results *Pre-Test* and *Post-Test*

Self-Control		Nomophobia	
<i>Pre-test</i>	<i>Post-test</i>	<i>Pre-test</i>	<i>Post-test</i>
25	55	70	55
25	55	75	55
28	50	75	54
28	50	76	53
30	50	77	55
25	55	75	50
25	55	72	55
35	41	75	60
35	41	79	60
36	41	79	65

By using the categorization results, the experimental group on the data self-control variable *pre-test* was known to be classified as moderate, the data *post-test* was classified in the high category, and the variable *nomophobia* data *pre-test* was known to be relatively high, and data *post-test* belongs to the medium category. In this research, data was obtained through questionnaire results. Nomophobia and self-control are then analyzed using statistical formulas *bootstrapping* (N=5000) with the help of SPSS version 21. Before testing the hypothesis, the first thing to do is carry out a normality test using the *Kolgomor Smyrnov*. For more clarity, the results of the normality test, *pret-test* and *post-test* will be presented in Table 2.

Table 2. Normality Test Table

One-Sample Kolmogorov-Smirnov Test		
	Nomophobia	Self-Control
Asymp. Sig. (2-tailed)	.180 ^c	.097 ^c
a. Test distribution is Normal.		

Based on the results of the normality test, it can be seen from the variables *nomophobia* there is a value of 0.180 and a self-control variable with a value of 0.97 until the data obtained in the test *Kolmogorov Smirnov* normally distributed because the p-value is > 0.05. After carrying out the normality test, the next step is to carry out a hypothesis test *bootstrapping* by using software *micro process spss 21* (n=5000), which are visualized in Figure 2 and presented in Table 3.

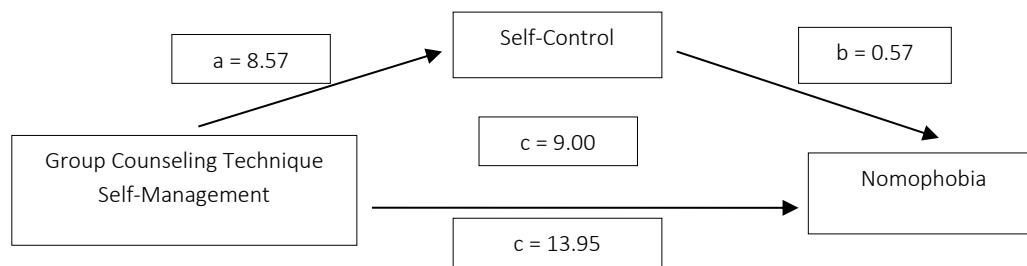


Figure 1. Bootstrapping Data Analysis

Table 3. Bootstrapping using Micro Process Software (N=5000)

Aspect	Effect	P	Confidence Interval (95%)	
			Lower Limit	Upper Limit
GGTSM – KD (a)	8.57	< 0.05	12.38	4.75
SC – N (b)	0.57	< 0.05	0.31	0.84
GGTSM – N (c')	13.95	< 0.05	11.15	16.75
Total Effect (c)	9.00	< 0.05	6.31	11.68
Mediation Effects	4.95	< 0.05	8.67	2.19

The results of the bootstrapping analysis show the magnitude of the effect value provided by group counseling on self-management techniques *nomophobia* through self-control. The value in path a is the effect of group counseling on self-management techniques on self-control of 8.57 and is significant at the $p < 0.05$ level. Path b is the effect of self-control on *nomophobia* of 0.57 and is significant at the $p < 0.05$ level. Path c' is the influence of group counseling on self-management techniques *nomophobia* or a direct effect of 13.95 and significant at the $p < 0.05$ level. Path c is the total effect or group counseling of self-management techniques on *nomophobia* through self-control of 9.00 and significant at the $p < 0.05$ level. Furthermore, the mediation or indirect effect is 4.95, significant at the $p < 0.05$ level. The magnitude of the results shows that group counseling self-management techniques effectively increase and reduce self-control *nomophobia*.

Discussion

The level of self-control in students with a tendency towards bullying behavior is mostly in the medium category in the aspects of behavioral control and cognitive control. Behavioral control prepares a response that can directly influence or change an unsatisfactory condition. Efforts to control behavior are divided into two parts, namely regulating implementation (regulated administration) and efforts to change stimuli (stimulus modifiability). This is in accordance with research conducted by Hanika (2015), which shows that individual dependence on smartphones is due to the convenience provided by smartphones in every movement of human life to facilitate all human activities, starting from communicating, searching for information, selling, buying goods online, to the need to actualize oneself. Strengthened by Kalaskar (2015) shows that almost 80% of subjects agree that their days start with social networking sites, such as when they wake up in the morning to see chats from their friends last night or just say good morning to family and friends. 80% of subjects spend more than six hours per day looking at mobile screens for their connectivity.

Gandawijawa & Edwin (2017) said that using social media is related to self-control because it is the human capacity to shape behavior to suit the surrounding environment. Novitasari (2018) said that individuals with good self-management tend to have good self-control, especially when using smartphones. Augusta (2016) said that controlling the tendency to use smartphones is very important for every individual, where self-control plays a very important role in taking steps or actions that can have a positive influence.

Cognitive control is a person's effort to create unwanted information by interpreting, assessing, or connecting a situation into a cognitive framework as a psychological adaptation or also reducing various types of stress. Someone who has low self-control and is unable to regulate their behavior will not be able to adapt well to adolescents and will experience stress and depression (Nugraha & Rositawati, 2018). Perang & Gertrudis (2022) said that the higher an individual's self-control, the lower the level of anxiety away from smartphones (*nomophobia*) experienced. On the other hand, individuals with low self-control experience higher levels of anxiety away from smartphones (*nomophobia*). It can be concluded that self-control greatly influences the *nomophobia* experienced by individuals, therefore, self-control contributes to the use of smartphones. This is confirmed by several studies on the relationship between self-control and *nomophobic* tendencies, stating a strong and negative relationship between self-control and *nomophobic* tendencies. The meaning of the negative relationship in this research is that the lower self-control, the higher the tendency to *nomophobia* and vice versa (Aprilia, 2020; Noorisa & Hariyono, 2022; Perang & Gertrudis, 2022; Permatasari, 2020; Sapulete & Ambarwati, 2021).

The research results showed that before the group counseling intervention was given, self-management techniques in increasing self-control and reducing *nomophobia* were in the moderate category. After providing the group counseling

intervention on self-management techniques, there was an increase in the high category. So, it can be concluded that providing group counseling with self-management techniques effectively increases self-control and reduces nomophobia. In line with Putri (2023) & Putri (2019), good self-management skills and high self-control can be among the factors that make someone able to control themselves when using a smartphone.

Sodik (2017) states that self-management is a process where clients can change their behavior to change their bad habits. According to Feist & Feist (2008), individuals must have social control and self-control. Regulating nomophobia behavior must be based on self-control and social control, which work together to form new behavior to prevent students from experiencing nomophobia because if left alone, it will have a bad impact on students, especially in several areas such as personal, social, learning, and career.

Implications

Group counseling self-management techniques can be used to increase self-control and reduce nomophobia. Rini & Setiawati (2017), in their research, revealed that the application of self-management strategy group counseling services was effective in increasing students' self-control. Strengthened by Sartika et al. (2022) expressed efforts to reduce nomophobia through group counseling with a rational emotive behavior therapy (REBT) approach, a self-management technique. The research results show that group counseling self-management techniques effectively reduce nomophobia.

Conclusion

The research results show that self-control is in the medium category, and most nomophobia tendencies are in the high category in behavioral control and cognitive control. Based on data analysis, the results showed that providing group counseling on self-management techniques was effective in increasing self-control and reducing nomophobia before and after being given treatment. This shows that providing group counseling on self-management techniques is one way that can be done to reduce nomophobia by increasing the level of self-control. These findings can be used as an alternative intervention strategy by school counselors to help overcome counselees' problems.

CONCLUSION

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AUTHOR CONTRIBUTION STATEMENT

All authors agree to the final version of this article.

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