



## The Effectiveness of Online Group Guidance in Reducing Social Media Addiction of High School Students

Refid Samudra; Muhammad Nur Wangid

Guidance and Counseling Department, Yogyakarta State University, Indonesia

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### **Abstract**

This study aims to determine the effectiveness of online group guidance services in reducing social media dependence of high school students. This research is an experimental research with one group pretest-posttest design. The population in this study were XII grade high school students, with a sample of 15 people taken with purposive random sampling technique. In analyzing the data, researchers used the Wilcoxon Test technique. The results obtained from the Wilcoxon Test Z value of -3.287 with a sig of 0.001 is smaller than sig 0.05 ( $0.001 < 0.05$ ) which means  $H_0$  is rejected and  $H_a$  is accepted, so the pre-test and post-test results are different. The findings in this study are that online group guidance services are effective for reducing social media dependence in XII grade high school students. For further research, it is recommended to conduct follow-up using individual or group counseling.

**Keywords:** *Group Guidance; Social Media; Online Learning*

### **Introduction**

Nowadays, technology and internet are utilized in teaching and learning process, replacing conventional methods with modern ones. The existence of technology and internet has both positive and negative effects on learning. There are many positive effects that can be utilized from the internet. First, the ease of access to information in providing knowledge and improving academic research and learning (Apuke & Iyendo, 2018), second, increasing social connections and facilitating communication, in enriching individual social connections, one of which is the existence of online communities that facilitate mutual communication (Waycott et al., 2019), this allows students to learning together and share ideas with teacher or other students, third, increasing efficiency and productivity, the internet, in addition for being a place to communicate, has also transformed into a place to do business (Chernysh et al., 2020), fourth, it provides convenience in life. Although there are many positive influences on life, it should be noted that the internet also has a negative impact on its users, such as: addiction to the internet which can have a negative impact on students, especially cognitive function, which causes a decrease in academic performance to cause anxiety (Zenebe et al., 2021) then excessive internet use also has an impact on student motivation in learning, as a result students perform academic procrastination (Truzoli et al., 2020), the existence of cyberbullying in cyberspace also has a considerable influence on students' mental health and appetite, causing serious problems such as self-isolation in the community and school environment (Raja Hassan & Rahmatullah, 2022), in addition, privacy security related to personal

information of social media users is questionable because platforms use these data to promote their business to the detriment of social media users (future internet), the spread of hoax news is also one of the main problems for students, many of whom receive this information without being able to prove the truth or not (Vicario et al., 2016).

Online learning is a machine-assisted learning method to catalog the information needed in the learning process sequentially (Hoi et al., 2021). Indonesia implemented online learning activities in early 2020, as a result of Covid-19 which has almost infected all countries in the world. One of the government's steps in reducing the spread of Covid-19 is to issue Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of COVID, through the Ministry of Education and Culture, in the circular letter explained that all educational activities are carried out from home through online / distance learning to provide meaningful learning experiences in order to focus on life skills education, among others regarding the Covid-19 pandemic. As a result, the education sector, such as schools and universities, is closed, this certainly affects the quality of education so that it raises new problems, for teachers, parents, students and society in general (Dost et al., 2022). Problems that arise, such as the disruption of the education process, require the transformation of technology-based learning media (Mansyur, 2020), social isolation leads to frustration and boredom which leads to limitation or reduction of daily activities (Serafini et al., 2020), difficulties in receiving lessons are accompanied by difficulties in understanding the material, network conditions are accompanied by technical problems which result in the emergence of student anxiety and worries (Oktawirawan, 2020), and the number of students who abuse social media to reduce their tensions so that they become dependent on social media.

The above phenomenon appears with the situation of class XI students at Kesatrian 1 Semarang High School, stating that there is a disorder of addiction or social media dependence in class XI students, especially online games, as many as 66% are active users of online games. 41 students are in the high category, 95 students in the medium category and 16 students in the low category (Muhammad Reza & Mulawarman, 2021). In line with the above situation, most of the teenagers of SMAS Plus Al-Falah students, 51.4% experience low levels of social media addiction, while almost half of the teenagers or 48.6% experience high levels of social media addiction (Aprilia et al., 2020). This is also reinforced by a survey conducted by the Indonesian Internet Service Providers Association and Teknopreneur Magazine, the number of Indonesian internet users has reached 143.26 million in 2017, and the ranks of users dominate Facebook, Instagram, and YouTube. And it is possible that in 2023 the number of internet users in Indonesia will experience a significant increase (Marcomm, 2018).

(Young, 2004) stated that there are similarities between drug and alcohol addiction that can be applied to people with internet addiction, addicts routinely have to spend more and higher amounts of time online to achieve satisfaction. While (Goldberg, 1997) in his research suggests that the criteria for someone affected by internet addiction show symptoms such as: (1) Saliency (i.e. activities that are made the center of attention and priority of all), (2) Tolerance (increasing one's resistance to using social media), (3) mood modification (changing problems with other activities with which it can vent psychological pressure or unfulfilled expectations), (4) loss of control (inability to control himself), (5) withdrawal (feeling bad if you don't open social media), (6) denial and concealment (people who are addicted to social media or internet will consider their addictive behavior is not a problem), (7) problems and conflict, (8) relapse (using social media more intensely than before), so that these circumstances often make someone experience a lack of capacity as an individual. The use of the internet has become something important in life, especially in finding information, completing assignments, and can be used to communicate with teachers or lecturers, but excessive internet use turns out to have a negative influence on students' academic activities, so that daily activities are forgotten (Singh & Srivastava, 2021).

With the rapid advancement of internet technology, the topic of internet addiction will be discussed, especially in the academic field. The relationship between internet addiction, depression and students' academic activities is positively related, which can cause problems with mental health, depression, and academic failure (Haand & Shuwang, 2020), in addition, this finding is supported by other research (Caratiquit & Caratiquit, 2023) who found that social media addiction for students causes academic procrastination, resulting in low academic grades. Therefore, teachers have an important role in helping students in various aspects of their lives, one of which is the existence of a school counselor who acts as an expert in providing rocks through guidance and counseling services such as online group guidance, so that guidance and counseling services during the Covid-19 pandemic, should focus on aiming to reduce student anxiety that can interfere with their daily and academic activities in the hope of resolving student problems (Sari & Herdi, 2021). In online guidance and counseling services, the communication process can be done asynchronously or synchronously (Hastuti & Tyas, 2021). As in online group guidance activities which have a function as the delivery of information and technical guidance with a number of materials packaged in Power Point, Video Scribe and other Videos (Supriyanto et al., 2020). This service can certainly be combined with media or platforms such as WhatsApp, Telegram, Email, Google Classroom, Zoom, and Google Form (Indiani, 2020).

Group guidance according to (Tohirin, 2011) is a service used in helping to overcome a common problem or helping individuals in dealing with problems by placing them in a group atmosphere, while online group guidance is a guidance and counseling service that still applies the rules of group guidance in general, it's just that the media used is virtual media, in the form of group chat or video conference. So in essence, guidance and counseling services are a multireferential science, which means science with references from various other sciences (Erman & Prayitno, 2015), for example, group guidance through the WA Group platform to improve discipline behavior (Maunti, 2021), then research on group guidance with online strategies based on Javanese cultural values conducted by (Pratisna & Mugiarto, 2021), and group guidance services using tiktok media applications in increasing interest in learning (Aldhora & Apriatama, 2021).

## **Method**

The purpose of this study was to determine the effectiveness of online group guidance services in reducing social media dependence in XII grade students of Muhammadiyah 2 Yogyakarta High School. This study uses a quantitative approach with a pre-experimental method with a one group pretest-posttest design, experimental research is a method used to look for the effect of certain interventions on something else under controlled conditions (Sugiyono, 2015). The pretest was conducted by measuring the level of social media dependence questionnaire before being given an online group guidance intervention. The instrument was distributed through Google Form to see social media dependence. The study population was 183 students, with sampling using Purposive Random Sampling according to predetermined criteria in the form of high pretest scores on social media dependence. The results of the distribution of social media dependence questionnaires, namely obtained 14% of students are in the high category, 74% are in the medium category, and 12% are in the low category. Then a sample of 15 students was obtained in accordance with the predetermined categories based on the results of the pretest score.

The instrument used in this study is a non-test instrument in the form of a questionnaire. The type of questionnaire used is a closed questionnaire with a Likert scale model. The Likert scale form used consists of 2 questions, namely: favorable and unfavorable. Alternative answers that can be used are five types, namely: Strongly Agree, Agree, Sometimes, Disagree, Strongly Disagree. The intervention in the implementation of online group guidance is with four meetings using the google meet media platform, the length of intervention time is  $\pm$  45 minutes. The content of the intervention provided consists of several activities, such as: (1) presentation, the researcher presents the subject matter of social media dependence at each meeting, (2) demonstration of power point slides, model images, or videos according to the

material to be discussed, (3) questions and answers and discussion, (4) evaluation.

The approach used in this online group guidance is multitechnical, in the form of providing information, group discussions, problem solving, or home rooms according to the circumstances that occur during the guidance process. The data analysis technique that researchers use in this study is the Wilcoxon test, to determine how much difference there is in social media dependence before and after the intervention in the form of online guidance and counseling.

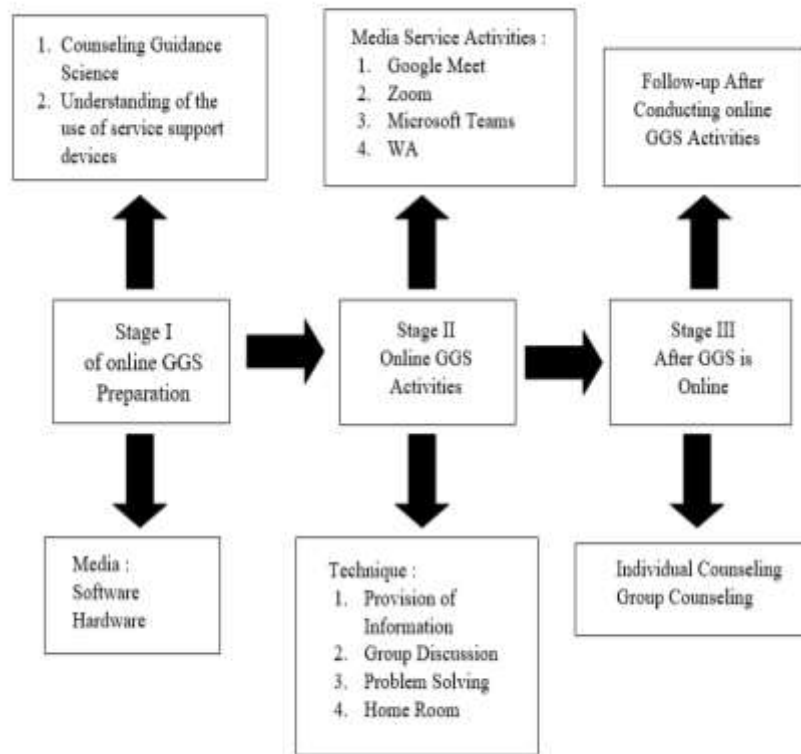


Figure 1. Process Flow of Online Group Guidance Activities

**Results and Discussion**

**A. Results**

Before analyzing data using the Wilcoxon test, data homogeneity testing is carried out as a prerequisite test. The purpose of the homogeneity prerequisite test is to determine whether two or more groups of sample data originating from the population have the same or different variations.

Table 1. Variance Homogeneity Test

<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig</i>
1.831	1	28	0.187

Based on calculations using SPSS, the results of the homogeneity of variances test were obtained at 0.187 with a significance of 0.05 at a p value > 0.05 so that it can be said to have homogeneous variants.

Table 2. Wilcoxon Test Analysis Results

		<i>Pretest-Posttest</i>
<b>Z</b>		-3.297
<b>Asymp. Sig. (2-tailed)</b>		0.001

Testing the results of the calculation of the hypothesis test statistical table analysis for a significant level of 0.05 is  $\alpha = 0.001$ , thus showing Asymp. Sig (2-tailed)  $\alpha = 0.001 < \alpha = 0.05$  with a value of  $Z = -3.297$ . Then the Wilcoxon test p-value is smaller than  $\alpha = 0,05$ . This means that there is a difference in pretest and posttest scores after being given an intervention in the form of online group guidance services to XII grade students of Muhammadiyah 2 Yogyakarta High School.

Table 3. Pre-test Post-test Result Social Media Dependency

Name/Initials	<i>Pre-Test</i>	<i>Post-Test</i>	<i>Difference</i>
	$\Sigma$	$\Sigma$	$\Sigma$
CQV	107	88	19
RKR	98	79	19
MH	88	81	7
ZAS	94	86	8
KJH	99	87	12
ERP	105	74	31
NS	107	87	20
ANA	95	51	44
AH	105	82	23
MFK	92	86	6
CTS	95	85	10
HAT	94	67	27
ND	95	95	0
CS	91	75	16
AAS	102	93	9
<b>Amount</b>	<b>1467</b>	<b>1216</b>	<b>251</b>

Based on the results of hypothesis testing, online group guidance services can be used in supporting students' personal social development and can improve personal quality, especially reducing dependence on social media.

## B. Discussion

The use of group guidance in this study is because it has several advantages in its implementation, namely: (1) efficient in processing time and energy, because it can guide a large number of students, thus fostering a positive attitude towards oneself, (2) the emphasis of group guidance is in group dynamics, because it provides a broad, precise, effective, and objective understanding in helping to solve problems, thus encouraging social attitudes between group members, (3) problem solving in group guidance is actually carried out by group members themselves, thus providing opportunities for group members to provide opinions and responses regarding the issues discussed in the group (Abdurrahman et al., 2021). Besides that, in group guidance, what can be a support in the activity process is that there are group dynamics that can help students interact and exchange opinions, so that in it there is the principle of confidentiality where group members must maintain and keep confidential the information discussed in the group, then the principle of openness which indirectly students are trained to communicate thoughts

and feelings precisely and clearly, and the principle of volunteerism which requires students to solve conflicts and problems constructively (Erlangga, 2017) many use instruments that can be collaborated in the activity process, such as unfinished stories packaged in the form of video pieces, puppets, and inspirational films (Nurihsan, 2017).

## Conclusion

Based on the findings obtained in this study, there are some limitations that need to be reviewed by future researchers, because group guidance besides having advantages in a method there are also disadvantages. First, the different levels of problems faced, each group member certainly has a different level of addiction or dependence on social media, some members may need more help, in reducing social media dependence. Second, the limited time used in group guidance sessions is considered very little to reduce social media dependence. Third, the media used is internet media, so it is feared that the dynamics in group guidance activities have not been fully achieved. Therefore, for future researchers, in understanding or researching social media dependence or other things, they should make individual counseling services or group counseling as a follow-up step in alleviating social media addiction.

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