

# The Effectiveness of Group Guidance Services Using Self-Management Techniques to Reduce the Addiction to the Use of Social Media

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## Abstract

The development of social media has positive and negative impacts on society, especially students. One effort to reduce addiction to the use of social media is a group guidance service using self-management techniques. This study aims to examine the effectiveness of group guidance services using self-management techniques to reduce addiction to the use of social media. This study uses a pseudo experimental from the Non-Equivalent Control Group. The population in this study was Bener Meriah High School students with a sample of 18 students. The sampling technique used was purposive sampling. The results showed that the average score of addicted social media users in the experimental group average pre-test score was 216.22 in the next high category, the average post-test score decreased to 191 and in the medium category. In the control group, Before group guidance services were provided, the pre-test score averaged 219.56 in the high category. Furthermore, after being given group guidance services without using self-management techniques, the average post-test score dropped to 199 in the high category. Based on the results of this study, it was concluded that group guidance services using effective self-management techniques to reduce student addiction to the use of social media.

**Keywords:** Group Guidance, Self Management, Addiction to the Use of Social Media

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## Introduction

Almost all modern societies make social media a primary need in everyday human life that cannot be avoided, thus making its users dependent (Dwi & Watie 2011). Social media users on average 60% are under the age of 30 years, mostly from school children, one of the

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things that influence the presence of mobile phones makes it easy for them to access social media, such as e-mail, browsing, chatting, websites, blogs-, etc(Chaplin, 2008).

The development of information technology has positive and negative impacts on changes in the community. One positive impact of the use of social media is that it can make it easier for users to find the information they need, such as about education, employment, finding information about someone, music, films, etc. (Azizan, 2016). The negative impact of social media addiction is that it often breaks communication with family and peers in the real world and is more interested in cyberspace (Nurmandia & Wigati, 2013).

Users of social media sites are currently experiencing rapid progress in all parts of the world, one of which includes Indonesia. Based on data from Indonesian social media users from the results of a survey conducted by the Indonesian Internet Service Providers Association APJII (2018) fattened that social media users every year, in 2014 as many as 88.1 million users with a total of 252.4 million inhabitants, in 2015 there were 110.2 million users, in 2016 reached 132.7 million users, as many as 18.4% users aged 10-24 years, their users are 6.3% students, the most visited social media is Facebook with 71.6 million users or 54% and second place is Instagram with 19.9 million users or 15%. In 2017 the number of social media users reached 143.26 million or equivalent to 54.68% of the total population of Indonesia, the most users in the age range 19-34 years were 49.52% or around 70.94 million users, as large active users are dominated by adolescents with vulnerable ages 14-22 years.

The three classes of social media users viewed by time of use are as follows; (1) heavy users carry out social media usage activities for more than 40 hours in one month, (2) moderate users use social media for 10-40 hours in one month, and (3) light users, media use activities social not more than 10 hours in one month (Dyah 2009). Students who are identified as being addicted to mobile phones are students who are identified as addicted to social media and are likely to be satisfied being able to use a cellphone with an internet connection and will feel uneasy if the handphone is left behind, low bat or not connected to the internet(Putra, Ifdil & Afdal 2019). Teachers and parents should watch out for what students see on social media instead of how long children play social media. Even though the tendency is the opposite (Susena & Lestari 2014).

Group guidance attempts to change attitudes in behavior indirectly, through the delivery of information that emphasizes cognitive processing by group members so that they can apply themselves cognitive processing of information given to group members (Winkel, 2013). Self-management is a technique or tool to achieve the objectives, selection, and use of each technique cannot be separated from the personality of the counselor group leader (Romlah 2001). The implementation of group guidance using self-management techniques is expected that students can exchange ideas, and can reduce the addiction to the use of social media.

## Method

The research method using a quantitative population approach in this study was a student at Bukit 1 High School. The stages of the study began by establishing a sample of research through observation and interviews with the counseling teacher. The research sample consisted of 18 people. non-random sampling technique, namely the purposive sampling method (purposive sampling). Purposive Sampling is done by taking samples not based on strata, random, or region, but based on the existence of certain objectives. Data

were analyzed with statistical data analysis techniques to be used are non-parametric statistics namely Kolmogorov Smirnov 2 Independent Samples, and Wilcoxon Signed Ranks Test Data analysis was assisted using the SPSS 20.0 program.

## Results and Discussion

### Results

Scores of each addicted to the use of social media students of the experimental group before and after being given the treatment of group guidance services with self-management techniques and the control group who were given group guidance treatment without using self-management techniques can be seen in table 2.

**Table 2 Comparison of the Addictions to Social Media Use in the Experimental and Control Groups Students**

Code	Addicted to Social Media Use							
	Experiment Group				Control group			
	Pre Test		Post Test		Pre Test		Post Test	
	Value	Category	Value	Category	Value	Category	Value	Category
1	216	High	192	Medium	206	High	197	High
2	200	High	194	Medium	243	Very high	212	High
3	196	High	180	Medium	224	High	209	High
4	227	High	198	High	201	High	161	Medium
5	226	High	189	Medium	230	Height	213	High
6	221	High	192	Medium	222	Height	183	Medium
7	241	Very high	193	Medium	217	High	207	High
8	220	High	192	Medium	218	High	202	High
9	203	High	189	Medium	215	High	207	High
amount	1946		1719		1976		1791	
median	216.22	High	191	Medium	219.56	High	199	High

Table 2 reveals that the addiction to the use of social media in the experimental group has changed or decreased after it has been provided with group guidance services using self-management techniques. However, in the control group provided group guidance services without using self-management techniques, there was no visible change in the category of addiction to the use of social media students who were still in the high category. In the experimental group Before being given group guidance services using self-management techniques, the average pre-test score of 216.22 was in the high category. Furthermore, after being given group guidance services using self-management techniques the average post-test score decreased to 191 and in the medium category. In the control group Before group guidance services were provided, the average pre-test score was 219.56 which was in the high category. Furthermore, after being given group guidance services without using self-management techniques the average post-test score decreased to 199 and is still in the high category.

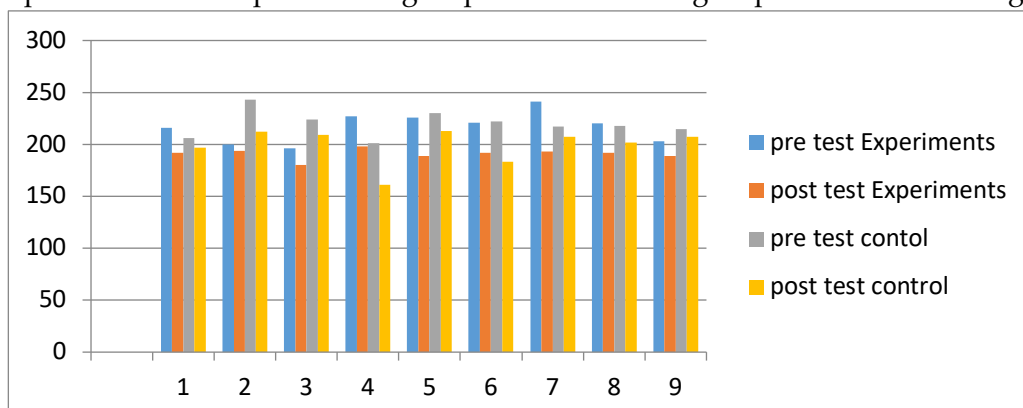
The difference in the frequency of the conditions of the experimental group and the control group from the results of the pre-test and post-test about the addiction to using social media students can be seen in table 3.

**Table 3: Pre-Test and Post-Test Results of Social Media Usage of Students in the Experiment and Control Groups**

Interval	Category	Frequency		Frequency	%
		Experiments	Control		
$\geq 240$	Very High	1	1	2	5.56
195 – 151	Height	9	15	24	66.67
150 – 106	Medium	8	2	10	27.78
105 – 61	Low	0	0	0	0.00
$\leq 60$	Very Low	0	0	0	0
Amount		18	18	36	100

Based on table 3 that has been presented, it can be seen that there are differences in the addiction to the use of social media in the experimental group and control group students before and after getting group guidance services either using self-management techniques or without using self-management techniques. In the experimental group and the addiction control group using social media 2 students were in the very high category with a percentage of 5.56% each group there was one student, and 24 students in the high category with a percentage of 66.67% where 9 students were in the experimental group and 15 people were in the control group, 10 students were in the moderate category with a percentage of 27.76% where 8 students were in the experimental group, 2 students were in the control group.

Based on table 3, it can be seen that 18 (eighteen) members of the experimental group and the control group experienced a decrease in scores from pre-test and post-test or experienced changes after being given group guidance services using self-management techniques or a control group provided group guidance services without using self-techniques. management. To see the conditions of each addiction to the use of social media students pre-test and post-test of the experimental group and the control group can be seen in diagram 1.



**Diagram 1. Pre-Test and Post-Test Histogram Results in Addiction to the Use of Social Media Students in the Experiment and Control Groups**

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Based on Diagram 1 it can be seen that there are differences in the addiction to the use of social media in the experimental group students before and after the treatment of group counseling services using self-management techniques. However, in the control group students who were given group guidance services without using self-management techniques, there was a decrease but they were still in the same category. Of the 18 students who received treatment, all students experienced a decrease in addition to the use of social media.

## Discussion

The findings in this study are that there are significant differences in addition to the use of social media in the experimental group students and the control group. Furthermore, to better understand conceptually the results of the study, a discussion of the results of the study was conducted.

### Addicted to social media users

The tendency of social media addiction is one of the unhealthy behaviors, which can hurt users, both among children, adolescents, and adults. Social media is a media whose contents are created and distributed through social interaction. Social media is an application that allows users to interact and provide feedback with other users. create, edit and share information in various forms (Selwyn, 2012). The growth of social media over the last few years has brought about changes in the way the internet is used by its users in the world of education. Social media in its social interaction is conditioned as a form of collaboration, friendliness, and creativity of its users.

Halpin & Tuffield (2010) stated the importance to realize that from the outside of a web on the internet is always social. Social media has become a public tool that is used in the daily life of individuals and a new era in the teaching and learning process (Rasmita Kalasi, 2014). Dissemination of information that occurs among millennial adolescents is fairly rapidly due to social media, stated by Grant & meadows (2010) that information in social media develops and spreads widely like a virus in the body. Children in their teens in Indonesia are very quick to adapt to current technological developments. So, it is not surprising if we are in the center of the crowd, we can see millennial adolescents who are currently at least using a digital device to help their activities.

### Differences in the addiction of social media users to students of the experimental group before and after (pre-test and post-test) group guidance services are provided using self-management techniques

The results of the study prove that self-management techniques are more effective in reducing students' social media addiction. It seems that all group members have decreased scores of social media users' addictions from the results of the pretest and posttest of the experimental group. Self-management techniques become one of the effective strategies in counseling services to overcome the addiction to the use of social media experienced by students, so students use social media as needed and can better carry out development tasks.

Based on the results of the study obtained an average score of 216.22 which is in the high category but the average score of the post-test obtained an average value of 191 which is in the medium category. Individuals who tend to addict to social media cannot control themselves to stop playing social media because in social media they have their enjoyment

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which can make teens more famous. Even many teenagers who prefer to be considered as celebrities by friends around them.

Based on the results of the above research, Young (2009) argues that social media players or users will find it hard to stop playing social media, besides that excessive users will make players accustomed to ignoring other things and even their needs, can make it difficult for players to stop playing, and the emergence of anger, loss of mood to do other activities, or a sense of excitement while at a higher stage, causing a person to want to continue to play social media. Cao & Su (2006) suggested that someone addicted to social media is easily influenced by feelings, emotional, unstable, imaginative, deep in thought, independent, experimenting, and prefers their own decisions. Furthermore, Young (1998) suggested that people who are addicted to social media are not able to control, reduce, and even stop the game, this is done to get satisfaction in playing social media.

The use of social media also affects the level of confidence of its users, when social media users are so active in their social media accounts and have many followers, they will be more confident in social relations with their environment, this is due to the development of adolescence which is still included in the transition from childhood to adulthood (Azizan, 2016).

Based on the results of research and theory, it can be seen that someone who is addicted to social media tends to have problems with the real-life, namely, self-confidence, lack of ability to control themselves, low social skills in the real environment, decreased learning achievement, and problems with the family. The mind of someone who is addicted to social media will think more about the development of the game than the development of real life.

### **Difference between social media user addiction of control group students before and after (pre-test and post-test) group guidance services are provided using self-management techniques**

Based on data analysis it is known that in the control group there are differences in students' learning saturation before being given group guidance services (without using self-management techniques) and after being given group guidance services (without using self-management techniques). Based on the results of the pre-test scores obtained a value of 219.56 is in the high category, after the treatment, there was a decrease in the average score of 191 in the high category and the difference in the mean score of the addiction to the use of social media students before and after the treatment was not so large than the group experiment. Although statistically there are differences and decreases in the score of addiction to social media use of control group students, but in the category of control group students do not experience a decrease, where the category of addiction to the use of social media during the pretest is in the high category but at the time of the posttest the category of addiction to the use of social media students of the group controls are also in the high category.

Efforts are made to overcome addictions to the use of social media control group students is to use group guidance services but without using self-management techniques. After being provided with group guidance services without using self-management techniques there are differences in the use of students' social media addiction, as seen from the pre-test scores after being given group guidance services decreased during the post-test but a greater decrease occurred in the experimental group. This is partly because ordinary group guidance services tend to carry out activities such as discussion in ordinary groups and only provide

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information or knowledge but lack of dynamics, exercises and reciprocal interactions in the treatment process in the control group, so it is less optimal in reducing addictions to social media use experienced by students. So it can be concluded that the addiction to using social media students can be changed with group guidance services without using self-management techniques. However, the change is less effective than group guidance services using self-management techniques. because in ordinary group guidance activities only obtain new information and understanding without training or activities that make group members more independent, active and creative.

### **Differences in the use of social media addiction to the experimental group and the control group**

The purpose of this research is to find out the effectiveness of the implementation of group guidance services using self-management techniques to reduce the addiction to using social media students. The results showed that there were significant differences in the addiction to the use of social media in the experimental group students who were provided with group self-management techniques and the control groups that were provided with group guidance services without using self-management techniques. The decrease in the score of the experimental group students who were addicted to using social media was greater than the students in the control group who were given the treatment of group guidance services without using self-management techniques.

The success of group guidance services using self-management techniques is supported by the results of research conducted by entitled "Group Guidance with Self-Management Techniques to Improve Student Learning Responsibility". The results showed an increase in student learning responsibilities evidenced by students being able to manage their study time by making a well-timed study schedule, doing assignments in earnest given by the lecturer and commitment to respect the rules that they have made themselves.

Mayasari & Istirahayu (2017) With the title "Group Guidance with Self-Management Techniques to Reduce Interpersonal Communication Anxiety in Students' Cognitive Aspects". The results showed group guidance services were considered effective because group guidance group members were trained to improve communication skills. This is supported by Mc Croskey's theory (in Litle John & Foss, 2009) which suggests several ways that can be done to reduce communication anxiety, namely by conducting training for communication skills. In group counseling activities, members discuss ways to increase confidence when communicating interpersonally to increase student knowledge. With the information and training provided, students' interpersonal communication anxiety on cognitive aspects can decrease. Also, with self-management techniques, students can identify problems in cognitive aspects, namely excessive attention to themselves and also to the views or assessments of others so that students can control the expected changes.

### **Conclusion**

Based on the research results obtained, in general, it can be concluded that the group guidance service using effective self-management techniques to reduce the use of social media students than group guidance services without using self-management techniques. Specifically, the research findings are as follows.

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- a. There is a significant difference in the use of social media in the experimental group students before and after participating in group guidance services using self-management techniques.
  - b. There is no significant difference in addiction to the use of social media in control group students before and after attending group guidance services without using self-management techniques.
  - c. There is a significant difference in the use of social media in experimental group students who are given group guidance services using self-management techniques with control group students who are provided with group guidance services without using self-management techniques. Categorization of addiction to the use of social media students in the experimental group was in the high category, while the control group was also in the high category, but on average, a greater increase occurred in the experimental group.

Based on the three hypotheses in this study prove that group guidance services with self-management techniques are very useful in reducing students' social media use. Group counseling services that are active, dynamic, free, open, widespread and involve students with a diversity of intelligence, family background, and economic conditions allow the development of a healthy mental atmosphere with spontaneity, good socialization, feeling happy, relaxed, can increase understanding, self-awareness, optimistic and can commit to increase self-confidence, a sense of worth, and confidence in the capabilities they have. In the end, it is hoped to have self-management and avoid being addicted to the use of social media.

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