The Effectiveness of Group Guidance With Role-Playing Techniques to Reduce the Negative Impact of Smartphones

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A B S T R A K

Smartphone merupakan salah satu bentuk perkembangan teknologi yang kini dapat membantu berbagai proses dalam kehidupan manusia seperti berkomunikasi, berbelanja, memperoleh informasi, sampai belajar. Hanya saja siswa yang berlebihan dalam menggunakan smartphone cenderung menunjukkan prilaku negative seperti penurunan fokus serta hasil belajar. Adapun tujuan dari penelitian ini yakni untuk mengetahui Efektivitas Bimbingan Kelompok dengan teknik Role Playing untuk mereduksi dampak negatif smartphone pada siswa kelas IX SMP. Penelitian ini tergolong kedalam jenis penelitian eksperimen, dengan jumlah sampel penelitian yakni 66 orang siswa kelas IX SMP. Penarikan sampel dalam penelitian ini dilakukan menggunakan teknik purposive sampling, sehingga didapatkan jumlah sampel akhir yakni 8 siswa dengan kategori tinggi menjadi sampel penelitian. Teknik pengumpulan data menggunakan angket, yaitu instrumen dampak negatif smartphone. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis menggunakan uji Wilcoxon signed rank test. Hasil penelitian menunjukan adanya penurunan presentase yang semula 77% menjadi 62%. Sehingga berdasarkan hasil tersebut dapat disimpulkan bahwa bimbingan kelompok dengan teknik role playing efektif untuk mereduksi dampak negatif smartphone siswa.

A B S T R A C T

A smartphone is a form of technological development that can now assist various processes in human life, such as communicating, shopping, obtaining information, and learning. Students who use smartphones excessively tend to show negative behavior, such as decreased focus and learning outcomes. This study aims to determine the effectiveness of group counseling with the role-playing technique to reduce the negative impact of smartphones on class IX students of junior high school. This research belongs to the type of experimental research, with a total sample of 66 students of class IX junior high school. Sampling in this study was carried out using a purposive sampling technique so that the final sample was obtained, eight students in the high category as the research sample. The data collection technique uses a questionnaire, an instrument for smartphones' negative impact. The data obtained in the study were then analyzed using analytical techniques using the Wilcoxon signed rank test. The results showed a decrease from 77% to 62%. Based on these results, group guidance with role-playing techniques effectively reduces the negative impact of students' smartphones.

1. INTRODUCTION

Smartphones are one of the results of technological developments that appear at high speed through artificial intelligence, which can function in robotics and automation (Nielsen et al., 2020; Syifa, 2020). Smartphones can be used for online streaming, watching television, social media, electronics, and various kinds of applications in them (Hasanah et al., 2020; Singh & Samah, 2018). Smartphones are adapted faster and more widely than other technologies because they are easy and practical (Chaudhury & Tripathy, 2018; Setiawan et al., 2022). The convenience offered through smartphones can make it easier for humans to carry out the communication process in everyday life (Utami, 2019; Zulkifli et al., 2022). The use of smartphones provides a clear vision and mission for its users, where smartphones can provide various interesting and convenient features such as text media, audio, video, location identification, and

various features needed by users (Aswadi & Lismayanti, 2019; Ula, 2021). It is certainly the main attraction for its users. Along with the times, smartphones experience changes and progress every year, getting more sophisticated with updates to every display feature. Do not forget the advantages that are getting better every year. Smartphones also come with a variety of prices and qualities. The better the features' quality, the higher the price offered. Even more fantastic, as well as simple features, the price will adjust (Gustilawati et al., 2020; Mulyati, 2018).

Currently, Smartphone has become everyone's primary need. It is because, in a day, someone needs this tool to support their activities, and it has also become a part of human life (Haq, 2021; Syaroh, 2019). Adults and teenagers need these tools in daily life to support their activities, such as communication, entertainment, assignments, and shopping. The use of smartphones wisely will be able to help in lightening one's work (Khairunnisa, 2023; Saraswati et al., 2021). For example, individuals can communicate with someone without having to meet. Individuals can use smartphones for work, seek entertainment when tired, such as watching YouTube or other viewing applications, do tasks such as writing in Word using a smartphone, and can help students simplify school work (Andriani et al., 2019; Helni & Hidayat, 2021). Furthermore, using smartphones by students will improve collaborative learning through their connection to the internet (Nova & Marlina, 2023; Pera, 2021; Retalia et al., 2022). When individuals can use it properly, it helps their life.

The reality shows that not all people can take advantage of using smartphones properly. The current phenomenon shows that teenagers prefer to interact via smartphones, make new friends, carry out tasks relying on smartphones, and rarely let the Smartphone out of sight. Smartphones are the first thing owners see in the morning and the last thing they see before bed. A phenomenon that is often seen when observing public places, for example, airports, restaurants, and malls, we will see a significant percentage of people busy with their smartphones and having a little chat with their surroundings (Chaudhury & Tripathy, 2018; Ikbal, 2022). It certainly shows that excessive use of smartphones can also hurt users. Excessive use of smartphones in students can inhibit other cognitive pathways involved in learning, including memory. It aligns with the observations and interviews conducted at SMP Negeri 3 Kragilan, which showed that smartphones negatively affected some students. The phenomenon known through interviews with school counseling teachers states that some students experience negative impacts from smartphones. Some of these students are known to be late for school due to oversleeping caused by playing on smartphones until midnight. Some students do not focus on studying, often procrastinate because they are more interested in smartphones, and students are unable to manage their time. Seeing the negative impact of smartphones explained by the counseling teacher, it is necessary to overcome the problem by reducing the negative impact of smartphones. The negative impact of smartphones experienced by students will be reduced by using group guidance services. Group guidance is a service provided by guidance and counseling teachers carried out in groups to assist students in developing and achieving the expected goals (Sari & Ariani, 2021; Yuliana, 2019). In group guidance services, activities and group dynamics must be realized to discuss various useful things for the development or problem-solving of service participants (Hutajulu et al., 2021; Sartika & Yandri, 2019). Group guidance services can activate group dynamics to discuss various things useful for the personal development of group members (Pohan & Indra, 2020; Ulan et al., 2021). Group guidance is generally carried out to invite students to jointly express opinions about something and talk about important topics, develop values about it, and develop joint steps to deal with problems discussed in groups (Aldina, 2018; Darusman, 2023; Haolah et al., 2020; Simbolon, 2020).

Group guidance will be more effective if role-playing techniques accompany it. Role Playing is a problem-solving learning technique designed to explore human situations and behavior (Adit et al., 2019; Nisa & Muhid, 2022). In the learning process, students who face many situations must take various actions and choices based on existing problems (Ayun & Wibowo, 2020; Valentina & Sujana, 2021). Learners must be helped to be aware of the values that guide their behavior and learn to consider these values and the consequences that may arise for themselves and others (Astuti & Mustakim, 2022; Putri & Hudah, 2019; Wibowo et al., 2019). Through role-playing, students can learn to see other people's perspectives (Adit et al., 2019; Listiawaty et al., 2019). When acting as a person, students will try to live up to the duties and profession of a character while learning to understand the character of the character they are playing (Puspita, 2020; Yemima et al., 2022). Role-playing techniques are generally used to teach values and solve problems encountered in social relations by being given certain roles, carrying out certain roles, and discussing them in class (Artyarini et al., 2018; Dewi et al., 2021). Several studies that have been conducted previously revealed that implementing group guidance with problem-solving techniques significantly increases student self-disclosure (Irawan et al., 2022). Other studies also revealed that cognitive restructuring technique group counseling services can significantly reduce junior high school students' exam anxiety (Ireel et al., 2018). Further research revealed that the role-playing group guidance

technique effectively increased students' career maturity (Haolah et al., 2020). Based on some of the results of these studies, group and role-playing guidance techniques can significantly improve good character in students. In previous studies, no studies specifically discussed the effectiveness of group guidance with role-playing techniques to reduce the negative impact of smartphones. So this research is focused on this study to know the Effectiveness of Group Guidance with the Role Playing technique to reduce the negative impact of smartphones on ninth graders of SMP Negeri 3 Kragilan.

2. METHOD

This research belongs to the type of experimental research, which is carried out to examine the effect of a certain treatment on the symptoms of a certain group compared to other groups that use different treatments. The research design used was a one-group pre-test-posttest pre-experimental design. This design involves a group that is given a pre-test (O) using a smartphone negative impact questionnaire to see the level of negative impact of smartphones, then given treatment (X) through group guidance services using role-playing techniques. After that, they were given a post-test to see whether or not group guidance services were effective with the Role Playing technique to reduce the negative impact of smartphones. Treatment success is determined by comparing the pre-test scores and post-test scores. The following is a one-group pre-test and post-test pre-experimental research design.

The population in this study was 66 junior high school students, and the sample was taken using a purposive sampling technique. Purposive sampling is a sampling technique with certain considerations. The purpose of sampling is to obtain a descriptive description of the characteristics listed in the sample, as well as to carry out generalizations and evaluate population criteria. Then the considerations determined were ninth-grade students of SMP Negeri 3 Kragilan, students who had smartphones, students who experienced the negative impact of smartphones in the high category, and students who were willing to participate in group guidance services. So the sample in this study was eight students. Data collection in the study was carried out using the questionnaire method with the research instrument in the form of a smartphone negative impact questionnaire. The instrument is based on Rashid and Kenner's theory, which consists of self-control, decreased concentration, lazy effect, decreased social skills, reduced agility, difficulty making decisions, and decreased self-confidence.

The instruments used in this study were tested first through judgment and instrument trials. After that, test the validity of the instrument. An instrument validity test is carried out to determine whether or not the instrument is valid and appropriate for use. The instrument validity test was carried out in class IX E, SMP Negeri 3 Kragilan, with a total of 30 students, then the validity test was calculated using the Pearson product-moment correlation technique. Further, test the instrument's validity using the Microsoft Excel 2010 application—Pearson product-moment correlation coefficient values by comparing the r table with the r count. The results obtained from N = 30, the r table is 0.361 with a significance of 5%. So if r count > 0.361, the result is valid; if r count < 0.361, it is said to be invalid. The results of the instrument validity test show that there are 31 valid statement items and 12 invalid statement items. In addition to being tested for validity, the developed instrument was also tested for reliability to measure the consistency of the instruments used by quantitative researchers. Reliability in this study uses Cronbach´s Alpha formula.

According to Guilford, this reliability test uses the criteria for interpreting the validity coefficient. These criteria explain that if the reliability coefficient is $0.20 \leq r11 < 0.40$, then the interpretation is low, while if the reliability coefficient is $0.70 \leq r11 < 0.90$, then the interpretation is high. Researchers tested using Microsoft Excel 2010 and obtained a Cronbach alpha score of 0.908, so it can be said to be included in the high interpretation category. So, the smartphone negative impact instrument can be trusted and shows the consistency of the scores on each statement item. Furthermore, the results of filling out the instrument were then analyzed using descriptive statistical analysis in the form of the Wilcoxon signed-rank test.

3. RESULTS AND DISCUSSION

Result

This research began by distributing the pre-test to ninth-grade students; where after the data was collected, the researchers processed the data and performed calculations. Judging from the pre-test results that have been filled out by students in grades IX D and IX D, SMP Negeri 3 Kragilan for the 2022/2023 school year, it shows that the highest negative impact of smartphones is in item statement no 1 of 96.6%, I often open Smartphone without a specific purpose. The lowest impact is found in statement item number 17 of 8.4%. I do not want to help my parents while playing on a smartphone. Based on the

results of the pre-test, when viewed from all aspects of the negative impact of smartphones, it can be sorted that the highest aspect is in the aspect of self-control with a score of 81%, reduced agility, difficulty making decisions and decreased self-confidence with a score of 68%, increasing laziness with a score of 62%, decreased concentration of 51% and decreased social skills with a score of 46%. Further, the analysis results of the percentage of the negative impact of smartphones can be seen in Figure 1.
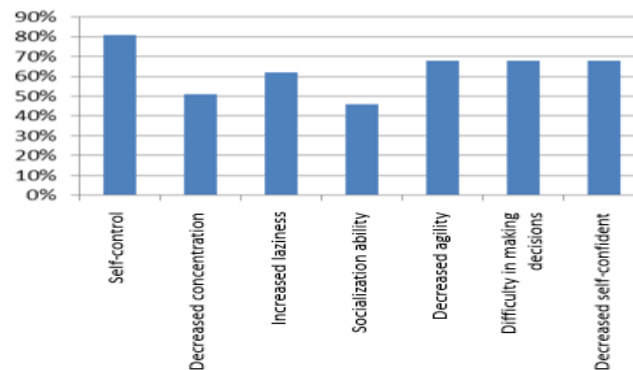

Figure 1. Percentage of Negative Impact Aspects of Smartphones

Further categorization of the negative impact of smartphones on class IX students of SMP Negeri 3 Kragilan can be seen in Table 1.

Table 1. Categorization of the Negative Impacts of Smartphones

Category	Criteria	Frequency	Percentage
Tinggi	X > 93	8	14%
Sedang	62 < X < 93	45	76%
Rendah	X < 62	6	19%
Jumlah		**59**	**100%**

Based on the data in Table 1, it can be seen that eight students have a high category with a percentage of 14%, 45 students have a moderate category with a percentage of 76%, and six students have a low category with 19%. Of the 66 students who completed the pre-test questionnaire, 59 were students. A total of 8 students who have a high category of negative impact on smartphones will be given treatment. Students who will be given treatment are RNH with a total score of 94, SA with a score of 95, AR with a score of 95, AHH with a score of 93, TN with a score of 95, KF with a score of 94, MR with a score of 106, and AMA with a score of 94. The eight students were sampled in this study and will be given group guidance treatment using role-playing techniques. Treatment was given five times. Then after doing a post-test to determine the effectiveness of group guidance services. Post-test was given to 8 students as a sample. Judging from the post-test, there was a decrease, RNH which was originally a total score of 94 became 86, SA was originally a total score of 95 to 81, AR was originally a total of 95 to 88, AHH was originally a total score of 93 to 60, TN was originally a total score of 95 to 76, KF was originally a total score of 94 to 59, MR was originally a total score of 106 to 77, and AMA was originally a total score of 94 to 85—testing this hypothesis using the SPSS 26 application through the Wilcoxon Signed Ranks Test. The Wilcoxon test is a non-parametric test with the results in Table 2.

Table 2. Wilcoxon Signed Ranks Test Results

		Ranks		
		N	Mean Rank	Sum of Ranks
Post test-Pre test	Negative Ranks	8ᵃ	4.50	36.00
	Positive Ranks	0ᵇ	.00	.00
	Ties	0ᶜ		
	Total	**8**		

The data in Table 2 shows that the negative ranks are 8, with a mean rank or average decrease of 4.50 and a sum rank or number of negative ranks of 36.00, which means there is a decrease from the pre-test to the post-test. While the score of the positive ranks is 0 with a mean rank and a sum rank of 0, which means there is no increase from the pre-test to the post-test. From this explanation, eight samples experienced a decrease in the negative impact of smartphones. Furthermore, the tie score is 0, which means there is no the same score between the pre-test and post-test, as seen in Table 3.

Table 3. Results of the Wilcoxon Signed Rank Test Statistics

Nilai	***Pre-test-post test***
Z	-2.521^b
Asymp. Sig. (2-tailed)	0.012

From the results of Asymp. Sig. (2-tailed) is 0.012, where it refers to the hypothesis decision-making Of the Asymp. Sig. (2-tailed) < 0.05, then the hypothesis is accepted (Ha), and if the Asymp. Sig. (2-tailed) > 0.05, then the hypothesis is rejected (H_0). Symp. Sig. (2-tailed) shows a result of 0.012, so it can be said that the hypothesis is accepted. It shows that group guidance services using role-playing techniques to reduce the negative impact of smartphones for class IX students at SMP Negeri 3 Kragilan for the 2022/2023 academic year are declared effective. The description of the comparative score of the results of the experimental group before and after being given treatment using group guidance services with the role-playing technique can be seen in Table 4 and Figure 2.

Table 4. Comparison of Pre-test and Post-test Scores

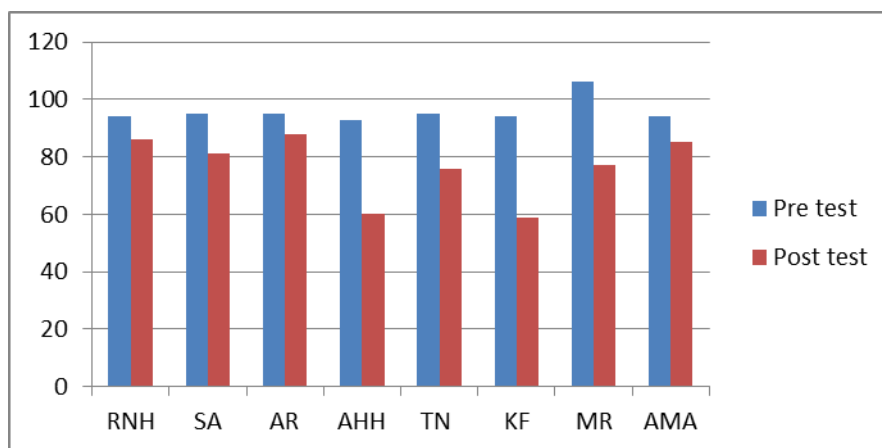| No	Student initials	Result		Gain	Description
		Pre-test	*Post-test*		
1	Rnh	94	86	8	Decrease
2	Sa	95	81	14	Decrease
3	Ar	95	88	7	Decrease
4	Ahh	93	60	33	Decrease
5	Tn	95	76	19	Decrease
6	Kf	94	59	35	Decrease
7	Mr	106	77	29	Decrease
8	Ama	94	85	9	Decrease

Figure 2. Graph of Pre-Test and Post-Test Comparison

Discussion

Based on the results of the data analysis that has been carried out, several main findings were obtained in this study, including the results of the first analysis related to the negative impact profile of smartphones for ninth-grade students at SMP Negeri 3 Kragilan. The results of the data analysis showed that of the 66 students who filled out the pre-test, only 59 respondents got the results of 8 students in the high category, 45 students in the medium category, and six students in the low category. From all aspects of the negative impact of smartphones, the highest results were in the aspect of self-control by 81%, followed by aspects of reduced agility, difficulty making decisions, and decreased self-confidence by 68%,

then giving a lazy effect of 62%, decreased concentration by 51% and reduced social skills by 46%. The pre-test results stated that smartphones' negative impact on class IX students of SMP Negeri 3 Kragilan were in the high, medium, and low categories. These results then show that in addition to providing convenience to communication and learning, smartphones can also negatively influence if used excessively (Chaudhury & Tripathy, 2018; Ikbal, 2022). Students addicted to smartphones tend to prefer to be alone by playing with smartphones rather than socializing with their friends. Furthermore, excessive use of smartphones can also affect the learning process and focus on children's learning because children will tend to be more interested in smartphones than learning (Andriani et al., 2019; Helni & Hidayat, 2021; Khairunnisa, 2023; Saraswati et al., 2021).

The second finding relates to the effect of implementing group guidance with role-playing techniques to reduce the negative impact of smartphones on ninth-grade students at SMP Negeri 3 Kragilan. The results of the analysis show that based on the results of the pre-test and post-test of the research sample, there is a decrease in the level of smartphone addiction. It shows that group guidance services can be used to reduce the negative impact of smartphones on students. Group guidance services allow counselors to assist students in developing and achieving the expected goals (Hutajulu et al., 2021; Pohan & Indra, 2020; Sartika & Yandri, 2019; Ulan et al., 2021). In carrying out group guidance activities, group dynamics must be realized to discuss various things that are useful for the development or problem-solving of individuals who are service participants (Sari & Ariani, 2021; Sartika & Yandri, 2019; Yuliana, 2019). Group guidance services can activate group dynamics to discuss various things useful for the personal development of group members (Pohan & Indra, 2020; Simbolon, 2020). Apart from being carried out through group guidance, the process of reducing the negative impact of smartphones is also carried out through role-playing guidance techniques, which provide opportunities for students to interpret the behavior displayed (Adit et al., 2019; Nisa & Muhid, 2022). This guidance technique is carried out by directing students to show the same behavior in a social context so that students are aware of the values that guide their behavior and learn to consider the values and consequences that may arise for themselves and others (Astuti & Mustakim, 2022; Putri & Hudah, 2019; Wibowo et al., 2019). Through role-playing, students can learn to see other people's perspectives (Adit et al., 2019; Puspita, 2020; Yemima et al., 2022). The results obtained in this study are in line with the results of previous research, which also revealed that the implementation of group guidance with problem-solving techniques significantly affected students' self-disclosure (Irawan et al., 2022). Other studies also revealed that group counseling services using cognitive restructuring techniques can significantly reduce junior high school students' exam anxiety (Ireel et al., 2018). Further research revealed that the role-playing technique of group guidance effectively increased students' career maturity (Haolah et al., 2020). Based on some of the results of these studies, group guidance and role-playing guidance techniques can significantly improve good character in students.

4. CONCLUSION

Based on the data analysis and discussion results, group guidance services using role-playing techniques effectively reduce the negative impact of Smartphones, as evidenced by the decreased pre-test and post-test results.

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