Effectiveness of Behavioral Counseling Services Self-Management Techniques to Reduce Social Media Addiction in High School Students

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ABSTRAK

Remaja yang mengalami kecanduan media sosial perlu didampingi untuk mengurangi penggunaan media sosial, agar mereka tidak terus-menerus bergantung pada media sosial. Penelitian ini bertujuan untuk menganalisis efektivitas layanan konseling behavior teknik self managament untuk mengurangi kecanduan media sosial pada siswa sekolah menengah atas. Jenis penelitian ini merupakan penelitian eksperimen quasi dengan rancangan nonequivalent pretest-posttest control group design*. Populasi penelitian ini adalah 199 siswa sekolah menengah atas. Pengambilan sampel dilakukan menggunakan teknik purposive sampling. Instrumen pengumpulan data pada penelitian ini adalah kuesioner kecanduan media sosial. Data dianalisis menggunakan analisis statistik parametrik yaitu dengan menggunakan paired sample t-test dan dilanjutkan dengan uji effect size. Hasil penelitian ini menunjukan bahwa, layanan konseling behavior teknik self management efektif untuk mengurangi terhadap kecanduan media sosial pada siswa sekolah menengah atas (t = 27,86 dengan p < 0,05), hasil uji hipotesis skor posttest kelas eksperimen dan kelas kontrol (t = -5,976 dengan p<0,05), hasil uji effect size kelas eksperimen sebesar 10,3, uji effect size kelas kontrol 5,61, dan hasil uji effect size skor posttest kelas eksperimen dan kelas kontrol sebesar -5,45. Dapat disimpulkan bahwa, terdapat efektivitas layanan konseling behavior teknik self-management secara signifikan untuk mengurangi kecanduan media sosial. Kebaruan berupa pemberian treatment kepada siswa dengan teknik self-management dapat berimplikasi pada perubahan paradigma guru BK yang ada di sekolah saat melakukan konseling kecanduan media sosial yang tinggi pada siswa.*

ABSTRACT

Teenagers who are addicted to social media need to be accompanied to reduce their use of social media, so that they do not continue to depend on social media. This research aims to analyze the effectiveness of behavioral counseling services on self-management techniques to reduce social media addiction in high school students. This type of research is a quasi-experimental research with a nonequivalent pretest-posttest control group design. The population of this study was 199 high school students. Sampling was carried out using purposive sampling technique. The data collection instrument in this research was a social media addiction questionnaire. Data were analyzed using parametric statistical analysis, namely by using paired sample t-test and followed by effect size test. The results of this study show that behavioral counseling services, self-management techniques, are effective in reducing social media addiction in high school students (t = 27.86 with p < 0.05), the results of the hypothesis test posttest score for the experimental class and control class (t = -5.976 with p<0.05), the effect size test results for the experimental class were 10.3, the effect size test results for the control class were 5.61, and the effect size test results for the posttest scores for the experimental class and control class were -5.45. It can be concluded that there is significant effectiveness of self-management technique behavioral counseling services in reducing social media addiction. The novelty of providing treatment to students with self-management techniques can have implications for changing the paradigm of guidance and counseling teachers in schools when counseling high levels of social media addiction among students.

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1. INTRODUCTION

In KBBI, addiction comes from the word candu which means being addicted to or infected with something to the point of becoming dependent (Idris et al., 2022; Bafadal, 2021; Nurmala, 2021). Addiction to accessing social media can be categorized as Internet Addiction Disorder (IAD) or internet addiction disorder, which is a syndrome characterized by spending a lot of time using the internet and not being able to control its use when online (Arifin et al., 2021; Anggraeni et al., 2019; Putra & Fitriani, 2019).Social media addiction can lead to psychological problems (Awalia et al., 2022; Pata et al., 2021; Hartinah et al., 2019).Social media addiction is a problematic behavior in the use of social media, resulting in compulsive behavior with aspects such as social consequences, time displacement, and compulsive feelings (Sachiyati et al., 2023; Al-Menayes, 2015). Social media is an online media where users can connect, communicate, participate, develop and build the content of the media they use together (Nainggolan et al., 2018; Hamzah, 2015).Nowadays, social media is very popular among various groups (Nurhasanah et al., 2023; Purbohastuti, 2017).Social media users are mostly found among teenagers. The use of social media along with the development of the era becomes a behavior or a habit of students if done compulsive use or done continuously, and repeatedly.

Teenagers are very susceptible to the flow of increasingly global media developments. They want to always appear up to date, so they are sometimes unable to distinguish between good and bad things to be used as a reference for behavior. Excessive use of social media makes students indifferent (Biduri et al., 2023; Risnawati et al., 2022). Often students do not care about their responsibilities as students which will indirectly have an impact on decreasing students' learning motivation. This is because teenagers are too busy spending a lot of time using social media. Students who lack positive social relationships tend to prefer to interact through social media continuously. This happens because through social media, individuals can feel a more enjoyable social relationship, which can ultimately cause someone to become addicted to using it.

Based on the results of research conducted by researchers, the average use of social media that is often accessed by students is WhatsApp, Instagram and TikTok. This is followed by the use of social media in the form of online games, YouTube, and Twitter. Social media used by students is usually accessed to watch, play games, search for the latest information, look for product inspiration or things to do, and make videos on TikTok. Researchers also found that the time spent by students when accessing social media is approximately 12 hours a day and this is done continuously or repeatedly using any device. Students also said that when they cannot access social media, they will feel bored, lose motivation to do something, anxious, lonely, and less enthusiastic.

Students are less able to control their behavior in using social media, so that it can interfere with their concentration in learning. In addition, students also cannot interact directly in their social environment because students prefer to interact using the social media they have, so this can result in social media addiction. Seeing the phenomena described, there needs to be a strategy to help students control excessive behavior in using social media, so that addiction to using social media can be reduced efficiently. Teenagers with high social media addiction need to be helped to limit their use of social media, this is important so that students do not continue to depend on social media. Students also need to interact with their social environment and not always focus on the social media they have. High social media addiction needs to be addressed as soon as possible to minimize the negative impacts that can be caused to teenagers (Hasgimianti et al., 2022; Aprilia et al., 2020).To overcome social media addiction, proper treatment is needed. One strategy that can be used to reduce social media addiction is with self-management techniques. The application of self-management techniques used to reduce social media addiction is a form of implementing strategies for individuals to be able to manage their time well. In addition, by teaching students to monitor themselves, providing stimulus control, and providing self-rewards when they can change their behavior for the better (Andiani & Naqiyah, 2019; Swastika, 2016).*Self management*or self-management is a strategy for changing behavior in which the client later directs changes in his own behavior (Putra et al., 2023; Vania et al., 2019).

Self management includes self-monitoring, positive reinforcement, contracts or agreements with oneself, and control over stimuli. Self-management is a technique that can be used by individuals in regulating their behavior and can make themselves into quality and useful human beings in carrying out their life missions, so that they can direct every action to positive things such as being able to control themselves in using a cellphone (Anjani et al., 2020; Umi et al., 2018).When an individual can manage all the elements within himself, it can be said that the individual already has self-management skills (Nurmala, 2021; Ulfa & Suarningsih, 2018).

The urgency of this research is teenagers who are addicted to social media need to be assisted to reduce their use of social media, so that they do not continue to depend on social media.Based on the background and urgency that has been explained, this research aims toanalyzing the effectiveness of behavioral counseling services using self-management techniques to reduce social media addiction in high school students.The research was conducted on class XI MIPA students of SMA Negeri 2 Singaraja. The

novelty of providing treatment to students of SMA Negeri 2 Singaraja with self-management techniques is expected to minimize the use of social media. Thus, students will not continue to depend on social media.

2. METHOD

This research is included in the type of quantitative research with a quasi-experimental method. Meanwhile, the design used in this study is nonequivalent pretest-posttest control group design. The population involved in this study were 199 students of class XI MIPA SMA Negeri 2 Singaraja. The sample in this study was 7 students of class XI.A5 as the experimental class and 5 students of class XI.A2 as the control class. Data collection in this study was carried out using an instrument in the form of a social media addiction questionnaire. The instrument used has been tested for validity using the product moment correlation formula and the reliability of the instrument was tested using the Cronbach's Alpha formula. The grid of the social media addiction questionnaire can be presented in Table 1.

Table 1. The Social Media Addiction Questionnaire Grid

Indicator	Favorable (+)	Unfavorable (-)	Amount
a. Reduce social activities	1. 2, 4, 5	3	5
b. Prioritize online interactions	8	6, 7, 9, 10	5
c. Postpone work	11, 15, 17	12, 13, 14, 16, 18	8
d. Excessive use of social media	20, 22, 2, 25, 26	19, 21, 23	8
e. Inability to control	27, 29	28, 30	4
Total	**15**	**15**	**30**

The results of the validity test calculation show that 30 statement items are valid. This is evidenced by the rhit value moving from 0.319 to 0.682 greater than rtab N40 = 0.312 significant level of 5%. The results of the reliability test obtained were 0.735> 0.60, so it can be concluded that the data is reliable. Data analysis in this study was carried out in two stages, namely: analysis prerequisite test and hypothesis test. Before the hypothesis test was carried out, the analysis prerequisite test was carried out first including: 1) normality test 2) homogeneity test. The normality test is used to measure the data obtained is normally distributed or not, analysis is used with the Kolmogorov-Smirnov test. The criteria used are, Ho is rejected if sig <0.05. Meanwhile, the homogeneity test of variance is carried out with the F_{test}. This test is carried out to find the level of homogeneity of the control class and the experimental class. The test criteria are Ho is rejected if $F_{count} \geq F_{table}$ (0.05), conversely Ho is accepted if $F_{count} < F_{table}$ (0.05). Contains how the data is collected, data sources and data analysis methods.

3. RESULTS AND DISCUSSION

Result

Based on the calculation results, it is known that the average value of the N-gain score of the experimental class is -119.2% with a minimum value of -150 and a maximum of -85. While the average value of the N-gain score of the control class is -79.4% with a minimum value of -118 and a maximum of -51. The results of the calculation indicate that there is a decrease in social media addiction in class XI MIPA students of SMA Negeri 2 Singaraja after being given behavioral counseling service treatment using self-management techniques. The results of the N-gain scores of the experimental class and control class can be presented in Table 2.

Table 2. N-Gain Score Results of Experimental Class and Control Class

	Experimental Class		Control Class
No	N-gain Score (%)	No	N-gain Score (%)
1	-87	1	-73
2	-126	2	-118
3	-85	3	-79
4	-150	4	-76
5	-127	5	-51
6	-120		
7	-140		
Average	**-119.2**	**Average**	**-79.4**
Minimum	**-150**	**Minimum**	**-118**
Maximum	**-85**	**Maximum**	**-51**

Before conducting the hypothesis test, a prerequisite analysis test was first conducted to determine the feasibility of the data being analyzed. The prerequisite tests conducted included normality

and homogeneity tests. The normality test of data distribution was conducted using the Kolmogorov-Smirnov test with the help of the SPSS 25.0 for Windows program. Based on the calculation results, a significance value of > 0.05 was obtained. If the significance value is > 0.05, then the data is normally distributed. The results of the normality test can be presented in Table 3.

Table 3. Normality Test Results

Class	Kolmogorov-Smirnov			Shapiro Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pretest Control	0.283	5	0.200	0.937	5	0.647
Posttest Control	0.237	5	0.200	0.961	5	0.814
Experiment Pretest	0.230	7	0.200	0.892	7	0.286
Posttest Experiment	0.226	7	0.200	0.893	7	0.292

Homogeneity testing was conducted using the F test with the help of SPPS for Windows ver 25.0. The results of the analysis obtained a significance value of 0.333 > 0.05, thus the data can be categorized as homogeneous. The results of the homogeneity test can be presented in Table 4.

Table 4. Homogeneity Test Results

	Parameters	Levene Statistics	df1	df2	Sig.
Results	Based on Mean	1.034	1	10	0.333
	Based on Median	0.484	1	10	0.503
	Based on Median and with adjusted df	0.484	1	8.532	0.505
	Based on trimmed mean	1.063	1	10	0.327

The results of the hypothesis test calculation using the t-test paired sample test formula, it is known that the experimental class t = 27.86, the experimental class significance is 0.000 <0.05 (p <a), while the control class t = 12.77, the control class significance is 0.000 <0.05 (p <a). The results of the effect size test using the Brunning formula obtained the t_{count} effect size of the experimental class of 10.3, while the t_{count} effect size of the control class was 5.61, when compared with the table of interpretation criteria for the effect size, a strong interpretation was obtained. While the results of the effect size test posttest score of the experimental and control classes = -5.45 so that a decrease in the social media addiction score can be seen after the provision of behavioral counseling service treatment with self-management techniques.

Discussion

The results of the study showed that, on average, the use of social media that is often accessed by students is WhatsApp, Instagram and TikTok. Then followed by the use of social media in the form of online games, YouTube, and Twitter. Social media used by students is usually accessed to watch, play games, search for the latest information, find inspiration for products or things to do, and make videos on TikTok. Researchers also found that the time spent by students when accessing social media is approximately 12 hours a day. This is done continuously and repeatedly using various devices such as cellphones, laptops, and gadgets. Students also said that when they cannot access social media, they feel bored, reluctant to do something, anxious, lonely, and lose enthusiasm.

The results of distributing social media addiction questionnaires to 79 respondents consisting of 2 classes showed that 67 people or (84.8%) students had low social media addiction, while 12 people or (15.1%) students had moderate social media addiction. These results indicate that social media addiction in class XI MIPA students of SMA Negeri 2 Singaraja is in the low category. The results of this study are in line with previous studies which showed that the level of social media addiction of the adolescents studied was in the low category (Khairunnisa & Rusli, 2023; Aprilia et al., 2020).The same thing was also found in previous research, namely that the research respondents experienced a relatively low level of addiction or use of social media (Arifin et al., 2021; Pertiwi & Hidayat, 2018).

The application of counseling treatment with self-management techniques effectively reduced social media addiction in students. The statement is based on the results of the hypothesis test analysis using the paired sample t-test formula with a significant value for the pretest and posttest scores of t = 0.000 (p <0.05). While the results of the hypothesis test analysis for the posttest scores of the experimental class and the posttest of the control class obtained the results of t = -5.97 (p <0.05). Based on the results of these calculations, it is known that there is a significant difference in social media addiction in students before and after being given behavioral counseling treatment with self-management techniques.

Furthermore, it is known that the results of the experimental class effect size test were 10.3, while the control class was 5.61, and the effect size of the posttest results of the experimental class and control class was -5.45. Based on the results of these calculations, it is known that the effectiveness of behavioral counseling services using self-management techniques is effective in reducing social media addiction in class XI MIPA students of SMA Negeri 2 Singaraja. The results of this study are in line with several previous studies which show that group counseling treatment using self-management techniques has proven effective in reducing the percentage of online game addiction scores (Takaeb et al., 2024; Reza & Mulawarman, 2021).

Based on the explanation, it is known that behavioral counseling services with self-management techniques are effective in reducing social media addiction in class XI MIPA students of SMA Negeri 2 Singaraja. This is indicated by a decrease in the social media addiction score in class XI MIPA students of SMA Negeri 2 Singaraja.The novelty of providing treatment to students with self-management techniques can have implications for changing the paradigm of BK teachers in schools when providing counseling for high social media addiction in students. The limitation of this study is that the population only involvesstudents of class XI MIPA in one high school only. Further research can determine a wider population to produce more optimal research.

4. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that behavioral counseling services using self-management techniques are effective in reducing social media addiction in class XI MIPA students of SMA Negeri 2 Singaraja. Based on the results of the paired sample t-test analysis data table, it is known that the t value for the pretest and posttest scores is t = 0.000 (p <0.05). The experimental class effect size test showed a result of 10.3, the control class was 5.61, and the effect size of the posttest results of the experimental class and control class was -5.45. Based on the results of these calculations, it is known that behavioral counseling serviceswith the innovation of providing treatment to students through self-management techniqueseffectively reduce social media addiction in class XI MIPA students of SMA Negeri 2 Singaraja.

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