


The Effect of Group Counseling Using Self-Management Techniques on the Tendency of Nomophobia among Students of SMK Swasta PAB 8 Sampali in the Academic Year 2024/2025

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Article Info	ABSTRACT
Keywords: Group Counseling Self-Management Technique Nomophobia	This study aims to determine the effect of group counseling using self-management techniques on the tendency of nomophobia among tenth-grade students of SMK Swasta PAB 8 Sampali in the academic year 2024/2025. The type of research used is a quasi-experimental design with a one-group pre-test and post-test design. The study was conducted from May to July 2025. The subjects of the research were eight tenth-grade TBSM students of SMK Swasta PAB 8 Sampali, selected using a purposive sampling technique. The data were collected through a nomophobia questionnaire consisting of 31 valid and reliable statements. The data were analyzed using the Wilcoxon test. The results of the analysis showed that the Asymp. Sig (2-tailed) value was 0.011, which is ≤ 0.05 . Therefore, H_0 is rejected and H_a is accepted. The mean pre-test score was 109.00, while the mean post-test score was 61.25. This indicates that the tendency of nomophobia decreased after receiving group counseling using self-management techniques, with a change interval of 43.80%. These findings demonstrate that group counseling using self-management techniques has a significant effect on reducing the tendency of nomophobia among students of SMK Swasta PAB 8 Sampali in the academic year 2024/2025, thus the hypothesis is accepted.
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INTRODUCTION

Information technology has developed significantly and continues to accelerate, particularly in the digital and communication sectors (Komalasari, 2011). One tangible manifestation of this progress is the increasing prevalence of smartphone use across various segments of society. Advances in mobile technology and information have paved the way for the adoption of mobile technology worldwide. Smartphones are mobile phones that have advanced features similar to computers and are equipped with sophisticated operating systems (Kuncoroputri, 2023). Mobile phones provide convenience in completing various daily activities with just one device, not only limited to voice calling functions, but also support various other digital needs such as sending text messages to people, checking and sending emails, scheduling meetings, surfing the internet, shopping, socializing on networks, playing games, and others (Park, 2013).

in recent years, global smartphone users have increased drastically, with projections indicating that usage will increase from 7.1 billion to 7.7 billion by 2028 (Josh Howarth, 2024). In Indonesia, according to BPS data in 2022, approximately 67.88% of Indonesians aged over five years old owned smartphones. Meanwhile, Indonesia is the fourth-largest smartphone user in the world, with 192.15 million people owning smartphones (Riyant, 2022). The ubiquitous nature of smartphones has marked the beginning of the era of nomophobia—the anxiety of not having a mobile device (Hessari, 2022). The anxiety experienced by adolescents when away from their smartphones is called nomophobia. Nomophobia is a form of addiction reflected in increased anxiety when someone is away from their smartphone (Muhammad Anshari, 2019). The term "no-mobile-phone phobia" is defined as the fear of being unable to use or access a smartphone (Fuady, 2024). *Nomophobia is often characterized by problems controlling self-satisfaction with the functions or facilities provided by mobile phones, ultimately leading to a loss of self-discipline* (Farchakh, 2021).

The prevalence of excessive smartphone use has been shown to be a contributing factor to the emergence of nomophobia among users. A study of students in India found that the majority (67.2%) experienced moderate nomophobia, with 17.3% experiencing severe nomophobia (Bartwal & Nath, 2020). A 2008 study in the UK, involving over 2,100 subjects, showed that more than half of smartphone users suffer from nomophobia (Bhattacharya, 2019; Notara, 2021). A preliminary study of eleventh-grade students at SMK Swasta PAB 8 Sampali revealed that students accessed social media for approximately four hours per day.

Several studies have found that anxiety or nomophobia can increase the likelihood of severe smartphone addiction (Buctot, 2020; Cheng, 2021). This phenomenon has attracted significant attention over the past decade, leading to a series of studies exploring its prevalence, origins, consequences, and impact on various demographic groups including youth, students, and working professionals (Notara, 2021; Rodríguez-García, 2020).

Based on interviews and observations at the PAB 8 Sampali Private Vocational School, some students exhibited the aforementioned nomophobia. Researchers obtained information from interviews with the guidance counselor and several 10th-grade students. The guidance counselor stated that smartphones disrupted students' concentration during the learning process. This was evidenced by students secretly using their smartphones during class, rather than using their time to interact online. This was further confirmed by several students who indicated they were constantly checking or looking at their smartphones during class, and during recess, some students prioritized playing with their smartphones over hanging out with their friends. Furthermore, interviews with several students revealed that they could not be away from their smartphones. This was evidenced by students' responses during interviews, which included constant checking of their smartphones, restlessness and anxiety when away from their smartphones, and a greater sense of comfort with their smartphones than with others because they believed smartphones provided up-to-date information both domestically and internationally.

The aforementioned phenomenon suggests that the problem of nomophobia in some students needs to be addressed. Guidance and counseling teachers have attempted to address this issue by limiting smartphone use and even confiscating smartphones for a week, but these efforts have been unsuccessful. One approach researchers have proposed to

address this issue in students is through the implementation of self-management group counseling. Self-management group counseling is considered an appropriate intervention to address nomophobia in adolescents (Widyastuti & Muyana, 2019).

Group counseling is a form of group counseling guidance service, where interaction between members is optimally utilized to create positive dynamics that support the process of behavioral change (Arifin, 2019). Furthermore, group counseling is an intensive communication activity between each individual group member that emphasizes the cognitive, affective, and behavioral processes of each group member as an effort to increase individual understanding of the process of optimal growth and development (Sukarti, 2018). Generally, group counseling aims to improve students' social skills, particularly in communication (Prayitno in (Rifda El Fiah, 2015). Through group interactions, various obstacles that interfere with the socialization and communication process can be identified, so that students' potential in establishing social relationships can develop optimally. In addition to the group approach, the intervention in this study also applied self-management techniques to reduce nomophobia among adolescents, where self-management is an appropriate alternative for humans to control behavior (Lestari, 2004). Self-management is self-regulation in the form of activities, so it is not mental or academic abilities (Boland, 2018).

Previous research discussing nomophobia was conducted by Dian Ari Widyastuti dan Siti Muyana (2019) in a work entitled "Group Counseling with Self-Management Techniques: Effective Strategies for Reducing Nomophobia Among Adolescents." The results of this study showed that self-management-based group counseling techniques have been proven to have a significant impact on reducing the level of nomophobia addiction in adolescents. among students. Based on the explanation that has been described, the research title is "The Effect of Self-Management Technique Group Counseling on Nomophobia Tendencies in Private Vocational School Students PAB 8 Sampali Academic Year 2024/2025". The purpose of this study is to determine the effect of self-management technique group counseling on class X students of Private Vocational School PAB 8 Sampali Academic Year 2024/2025.

METHOD

This study uses a quantitative method with a quasi-experimental approach with a one-group pre-test post-test design. This study was conducted at the Private Vocational School PAB 8 Sampali located at JL. Pasar Hitam No. 69 Sampali, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. This study was conducted for approximately two months in the even semester of the 2024/2025 academic year starting from May to July 2025. The subjects of this study were 8 students of class X TBSM of the 2024/2025 academic year at the Private Vocational School PAB 8 Sampali who showed indications of nomophobia tendencies and would be given intervention in the form of group counseling services. The sample selection was carried out using a purposive sampling technique, namely a method of determining samples based on certain criteria that are in accordance with the characteristics of the relevant population (Notoatmodjo, 2010). In this study, the instruments used were questionnaires and interviews and researchers used a Likert-based questionnaire to assess individual attitudes, opinions, and perceptions. The validity test used the Product Moment test. The reliability test

used Cronbach's Alpha. Hypothesis testing in this study used the Wilcoxon test to compare and see the differences between pretest and posttest data.

RESULTS AND DISCUSSION

Research Results

After the questionnaire was distributed to respondents, the next step was to assign scores to each answer and calculate the total score for each student.

Table 1. Nomophobia Categories

Interval	Category
31-61	Low
62-92	Medium
93-124	High

Nomophobia Pre-Test Results

The pre-test data obtained from 8 students selected based on purposive sampling can be seen in the following table:

Table 2. Nomophobia Pre-Test Results

Respondent	Score	Questionnaire Category
1	109	High
2	107	High
3	111	High
4	107	High
5	114	High
6	109	High
7	112	High
8	103	High
Total	872	
Avarange	109,00	
Lowest score	103	
Highest Score	114	
Standard Deviation	3,423	

Tabel 3. Presentase *pre-test*

Categori	Total	%
High	8	100,00%
Medium	0	0%
Low	0	0%

Nomophobia Post-Test Result

After conducting group counseling using self-management techniques, post-test results showed that none of the eight students fell into the high nomophobia category. Five students fell into the low nomophobia category, and three students fell into the moderate nomophobia category. Details of this data can be seen in the table below.

Table 4. Results After Treatment (Post-Test)

Respondent	Score	Questionnaire Category
1	64	Medium
2	59	Low
3	61	Low
4	65	Medium
5	60	Low
6	61	Low
7	62	Medium
8	58	Low
Total	490	
Mean	61,25	
Lowest Score	58	
Highest Score	65	
Standard Deviation	2,375	

Table 5. Post-Test Percentage

Category	Total	%
High	0	0%
Medium	3	37,50%
Low	5	62,50%

Pre-Test and Post-Test Data Results for Nomophobia

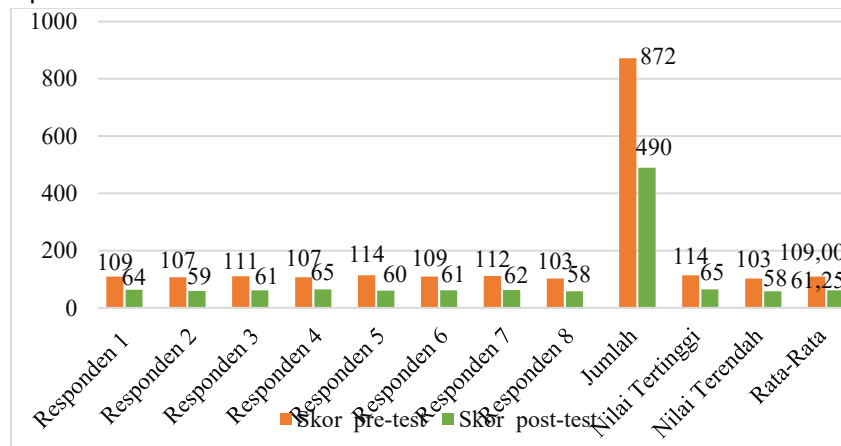
The analysis of the pre-test and post-test on nomophobia conducted on 8 students showed that each individual achieved the following results:

Table 6. Comparison of Pre-Test and Post-Test Data

No	Respondent	Score pre-test	Score post-test	Difference Change	
				Value	%
1	1	109	64	45	41,28%%
2	2	107	59	48	44,85%%
3	3	111	61	50	45,04%
4	4	107	65	42	39,25%
5	5	114	60	54	47,36%
6	6	109	61	48	44,03%
7	7	112	62	50	44,64%
8	8	103	58	45	43,69%
Total		872	490	382	43,80%
Highest Score		114	65	54	42,98%
Lowest Score		103	58	42	43,69%
Average		109,00	61,25	47,75	43,80%

The table above shows a decrease in student scores before and after receiving self-management technique group counseling. Overall, the eight respondents obtained a pre-test score of 872 and a post-test score of 490. This means that all respondents experienced a

decrease in nomophobia. The lowest change was found in respondent 4, with a change score of 42. The highest change was found in respondent 5, with a change score of 54. The overall average pre-test score was 109.00, while the average post-test score decreased to 61.25. Thus, there was a 43.80% decrease in nomophobia across all participants. The following visualization of the score changes will make it easier to see the differences in scores obtained by the eight respondents:



Gambar 1. Grafis Pre-tes dan Post-test Nomophobia

Nomophobia Data Results Categories Based on Aspect

Specifically, nomophobia in students is categorized according to each of the main aspects of nomophobia, namely:

a. Inability to Communicate

Table 7. Nomophobia Tendency Scores Based on the Inability to Communicate Aspect

Category	Range	Frequency	%
Low	6-11	2	25%
Medium	12-17	6	75%
High	18-24	0	0%
Total		8	100%

Based on the table above, the frequency of the inability to communicate aspect shows that 2 students (25%) are in the low category, 6 students (75%) are in the medium category, and 0 students (0%) are in the high category.

b. Relationship Loss

Table 8. Nomophobia Tendency Scores in the Relationship Aspect

Category	Range	Frequency	%
Low	9-17	3	37,5%
Medium	18-26	5	62,5%
High	27-36	0	0%
Total		8	100%

Referring to the data in the table, for the relationship loss aspect, 3 students (37.5%) were found to be in the low category, while 5 other students (62.5%) were in the medium category, and 0 students (0%) were in the high category.

c. Lack of Access to Information

Table 9. Nomophobia Tendency Scores for Lack of Access to Information

Category	Range	Frequency	%
Low	11-21	7	87,5%
Medium	22-32	1	12,5%
High	33-44	0	0%
Total		8	100%

Referring to the data in the table, for the indicator of inability to access information, 87.5% of students (7 students) were at a low level, while another 12.5% (1 student) were in the medium category, and 0 students (0%) were in the high category.

d. Giving Up on Comfort

Table 10. Nomophobia Tendency Scores for the Aspect of Giving Up on Comfort

Category	Range	Frequency	%
Low	5-9	5	62,5%
Medium	10-14	3	37,5%
High	15-20	0	0%
Total		8	100%

Based on the table above, the frequency of giving up on comfort indicates that 5 students (62.5%) are in the low category, 3 students (37.5%) are in the medium category, and 0 students (0%) are in the high category.

Hypothesis Testing

Hypothesis testing was conducted using the Wilcoxon test due to the small sample size of eight students. The criterion for change is a sig. ≤ 0.05 . A sig. ≥ 0.05 indicates no change after the treatment.

Table 11. Wilcoxon Test Results

Test Statistics^a

After being given treatment - Before being given treatment

Z	-2.530 ^b
Asymp. Sig. (2-tailed)	.011

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	8	103	114	109.00	3.423
podt-test	8	58	65	61.25	2.375

The Wilcoxon test results show that the calculated Z is 2.530 and a sig. 0.011. Based on the results of the conclusion analysis using the Wilcoxon signed rank test at a significance

level of $\alpha = 0.05$, a P value of 0.011 was obtained. = P value < α (0.011 < 0.05), thus H_a is accepted.

This means there is a difference between the post-test and pretest results regarding the tendency towards nomophobia in students of SMK Swab PAB 8 Sampali. This difference is likely due to the treatment of the self-management technique group counseling service.

Discussion

This study aimed to determine the effect of self-management group counseling services on the level of nomophobia among students at SMK Negeri 8 Sampali in the 2024/2025 academic year.

After obtaining the data, the results showed a 2-tailed Wilcoxon test with Asymp sig. 0.011, with a sig. < 0.05. Therefore, H_0 was rejected and H_a was accepted. The pre-test results showed an average score of 109.00. From the data, it can be concluded that students exhibit unhealthy smartphone usage patterns, reflecting negative digital habits such as frequent checking, wasting time, and being more comfortable with their smartphones. This is consistent with aspects of nomophobia (Yildirim, 2014). This study revealed that nomophobia contributes to increased stress levels, particularly due to social pressure arising from a lack of individual self-control (Ozdemir, 2018). After implementing the intervention, which included group counseling with self-management techniques, the average post-test score was 61.25, representing a 47.75-point difference from the previous average. This decrease reflects a 43.80% decrease in nomophobia. This means that before participating in the group counseling session, students experienced high levels of nomophobia, but after the intervention, there was a significant decrease.

In this context, group counseling was chosen because it aligns with Romlah's (2006) view that group counseling is an approach aimed at helping individuals achieve optimal development through prevention and improvement processes, enabling them to live more adaptively and effectively. From the initial process of group counseling using self-management techniques, data on student problems was obtained, including feelings of anxiety, restlessness, confusion, boredom, and even restlessness when not in possession of a smartphone.

In its implementation, the researchers used discussion and problem-solving as the initial methods used in the core activities or activity phase. After identifying the topic to be discussed, self-management techniques were then used. This activity involved self-monitoring, where students were asked to be aware of and pay attention to their own habits. In this activity, the PK (Social Counselor) asked students to report when and how many hours they used their smartphones and how they felt when they were not using them. Next, they engaged in self-contracting, where the PK asked students to make agreements or promises to themselves. At this stage, the PK asked students to make agreements with themselves, such as limiting smartphone use to a maximum of 2.5 hours per day or agreeing not to use their smartphones while studying.

After four sessions of self-management group counseling, students showed changes. They gradually reduced their anxiety and worry when not using their smartphones. The decrease in nomophobia was also evident in emotional changes. By the second and third

sessions, students appeared calmer and more relaxed when not accessing information. Overall, students experienced a decrease in nomophobic tendencies. The data above indicates that the self-management group counseling service had a significant and effective impact on reducing nomophobic tendencies among students at SMK Swasta PAB 8 Sampali. This change cannot be separated from the enthusiasm of students in participating in counseling activities where they give each other advice and solutions, but there are some students who show hesitation and lack courage in expressing their opinions openly, but after seeing their friends have high enthusiasm in this activity, this encourages students to be more courageous and active during the self-management technique group counseling session.

This research also supports the statement by Lawn & Schoo, (2010) that self-management is an effective intervention to address various problems, particularly nomophobia among adolescents. One approach used is the group approach. This approach is considered effective because it provides space for individuals to interact and build social relationships with their surroundings.

CONCLUSION

Based on the data analysis presented previously, it can be concluded that group counseling with self-management techniques significantly reduced nomophobic tendencies in students. The calculation results showed a 2-tailed Asymp sig. 0.011, which is <0.05 . Therefore, H_0 was rejected and H_a was accepted. There was a significant difference before and after the intervention. This reduction in nomophobic tendencies was also evident from the comparison of the average pre-test and post-test scores. Before the intervention, the average nomophobic score for students was 109.00, while after receiving group counseling with self-management techniques, the average score decreased to 61.25. This represents a difference of 47.75 points, equivalent to a decrease of 43.80%. This means that students initially had a high level of nomophobic tendencies, but after participating in group counseling sessions with a self-management approach, these tendencies significantly decreased. Thus, this empirical data supports the research hypothesis that "There is an Influence of Self-Management Technique Group Counseling on Nomophobia Tendencies in Private Vocational School Students PAB 8 Sampali Academic Year 2024/2025" or the hypothesis is accepted.

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