

Self instruction techniques recommends using the trend of student "smartphone addiction" to increase self-esteem

M. Zuhdi Zainul Majdi¹, Sulma Mafirja², Phina Maranata³

¹Institut Elkatarie, Lombok, Indonesia

²Universitas Islam Negeri Ar-raniry, Banda Aceh, Indonesia

³Universitas Negeri Semarang, Semarang, Indonesia

zainulmajdi930@gmail.com, smafirja@gmail.com, phina.maranata20@gmail.com

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Abstract: Smartphone addiction is a phenomenon that readily occurs in adolescents and harms physical and mental development. One of the factors that influence the occurrence of smartphone addiction in adolescents is low self-esteem. The purpose of this study was to test the effectiveness of group counseling using self-instruction techniques to increase students' self-esteem and make them vulnerable to smartphone addiction. This study used a pre-test and post-test design from a random control group, involving 7 XII students majoring in fashion at SMK Negeri 1 Takengon. The data analysis technique used is repeated measurement analysis of variance. The results showed that the self-instruction technique group counseling can effectively increase the self-esteem of students who tend to be addicted to smartphones in Takengon City, Aceh.

Keywords: Group Counseling; Self-Esteem; Self Instruction; Smartphone Addiction

Introduction

The development of technology and information is currently progressing very rapidly. One of the most popular technologies today is smartphones. Young users drive this rapid growth under 30 years of age, 18-24 years of age to be exact, with a share of 61% of all smartphone users (Ningrum, 2014). Manumpil et al (2015) states that 8 out of 10 high school students use smartphones more than 3 hours a day. So do not be surprised if this research shows the effect of using smartphones during lessons on learning achievement.

Smartphones can provide access to information connected to the internet (Bisen & Deshpande, 2016). The internet offers an immense contribution, especially for teenagers who can use the internet for various purposes (Shi et al., 2017). According to Öztürk (Öztürk & Özmen, 2016) adolescents who often spend their time using the internet are one of the risk groups for problematic internet users. Kormendi et al (2016) show that research subjects who experience smartphone addiction show behaviours such as taking selfies and editing the photo for an hour, watching movies, surfing the internet and visiting all their social networking sites.

Excessive smartphone use can be a sign of smartphone addiction (Kibona & Mgaya, 2015). If young people are addicted to the internet, it will have many harmful effects. These effects have an impact on mental health, reduced interaction among families, poor academic performance, lower grades, barriers to achieving psychosocial development tasks, and obstacles in life (such as suffering from social isolation) (W. Li & O'Brien, n.d.).

The high use of the internet in adolescents is due to low self-esteem (C. G. Dewi & Ibrahim, 2019; Latief & Retnowati, 2018; Mulyana & Afriani, 2017). Individuals with low self-esteem usually need full support from friends or other people, where they live more (L. M. W. Li et al., 2020). Teens who have low self-esteem make smartphones an escape from all things that make them uncomfortable and depressed (AlBarashdi et al., 2016).

Self-esteem is a decision towards himself, both positive and negative, shown by his attitudes (MacKinnon, 1994). High self-esteem, with someone who is very active, expressive, capable of academics, and tends to be successful in life, and vice versa with someone who has low self-esteem (Atamimi, 2015). People with low self-esteem can cause low self-confidence; addictive behaviour; self weakness; feel defeated. The dominant cause lies in a person's way of thinking from positive to negative, so this can determine a person's experience of experiencing internet addiction (Perdew, 2014).

Naseri et al (2015) research shows that adolescents with low self-esteem tend to spend time on social media networks, which can lead to internet addiction. Adolescents with low self-esteem are more common in women. Research conducted by Lee confirms this show that self-esteem has a negative relationship with smartphone addiction, which means that the higher the self-esteem of adolescents, the lower the risk of adolescents experiencing smartphone addiction.

One of the interventions to increase self-esteem with the smartphone addiction trend is the application of group counselling with independent learning techniques. Self-instruction is one of the methods in the behavioural therapy approach which aims to reshape mental patterns, assumptions, assumptions, and irrational decisions, to destroy oneself and make blame more realistic (Cormier & Cormier, 2009).

The cognitive behaviour therapy approach helps individuals to rebuild thought patterns (attitudes, assumptions and beliefs), test thought marks, decide what is useful and what is not helpful for individuals (Wilding & Milne, 2013). According to Meichenbaum, self-instruction training focuses more on helping clients become self-aware so they can talk to themselves (Corey, 2015). Self-instruction techniques have the advantage of increasing low self-esteem. The closest source stated that the research subjects experienced a decrease in their level in facing exams using independent instruction techniques (Dewantoro, 2016). Self-instruction techniques are effective in increasing student self-efficacy (Dewi et al., 2016), and traditional instruction helps train resources to individuals (Hsieh et al., 2016).

Based on the explanation above, it can be seen that self-esteem has a role in the occurrence of smartphone addiction. Therefore, this study aims to determine whether the group counselling of self-instruction techniques is hypothesized to increase students' self-esteem with the tendency of smartphone addiction.

Methods

This experimental study used a pretest-posttest random control group design. The subjects in this study were students of class XII of the Clothing Department at SMK Negeri 1 Takengon. Subject selection was made purposively. We were taking the subject using random assignment technique, as many as seven students who have a high tendency score for smartphone addiction and self-esteem in the low category. The instrument used in this study adapted two self-esteem scales and the trend of smartphone addiction. The self-esteem scale was adapted from Rosenberg (Gnambs & Schroeders, 2020). This instrument consists of 10 items with a Cronbach alpha coefficient of 0.68. Smartphone addiction scale adapted from Kwon et al (2013) this instrument consists of 10 items with a Cronbach alpha coefficient of 0.80.

Self-instruction technique group counselling to increase students' self-esteem with a tendency for smartphone addiction to be conducted six meetings with 90 minutes each. The

stages of the six self-instruction technique group counselling sessions will be explained in table 1.

Tabel 1. Self-instruction technique group counselling procedures

Sessions	Activity
1	Formation of groups and description of procedures (rational treatment).
2	Identify the problem of self-esteem with the trend towards smartphone addiction.
3	The ABC principles of cognitive distortions that cause low self-esteem.
4	Change and fight cognitive distortions that define self-esteem.
5	Applying techniques (reinforcing positive self-statements).
6	Evaluation and follow-up.

Results and Discussion

Hypothesis testing in this study uses a repeated measured ANOVA. This data analysis was used to determine the increase in the average self-esteem in each measurement of the pretest, posttest and follow-up. A summary of the results of repeated measured ANOVA can be seen in table 2.

Table. 2 The results of the repeated are measured by ANOVA self-instruction technique

Time	M	SD	F	P
T1	12,42	0,29		
T2	25,85	0,34	949,50	< 0,01
T3	35,42	0,36		

Based on table 2 it can be seen that the results of the average self-esteem test of students with a tendency to addiction to smartphones have increased with pretest (M = 12.42, SD = 0.29), posttest (M = 25.85, SD = 0.34), follow-up (M = 35.42, SD = 0.36) with $F(2,12) = 949.50, p < 0.01$. The result of the mean difference from each measurement time is a significant increase, namely the counselling group of independent instruction techniques that effectively increase students' self-esteem. Comparing between times in each self-esteem measurement with the tendency for smartphone addiction is seen in table 3

Table 3 Comparison of Measurements

Comparison	Self-Esteem		
	M	SD	P
T1 – T2	13,42	0,61	<0,01
T1 – T3	23,00	0,53	<0,01
T2 – T3	9,57	0,42	<0,01

Based on table 3, an increase in comparison occurred in increasing student self-esteem between pretest to posttest (MD = 13.42, $p < 0.01$), pretest to follow up (MD = 23.00, $p < 0.01$) and posttest to follow. up (MD = 9.57, $p < 0.01$). The results of the comparison between times show that there is a significant increase in self-esteem in each measurement phase.

Based on the findings, it shows that there is an increase in the average self-esteem of the pretest, posttest and follow-up, there is an increase or the influence of self-instruction techniques to increase students' self-esteem with a tendency to smartphone addiction. Furthermore, the comparison between the time of each measurement phase between pretest to posttest, pretest to follow up and posttest to follow up, there was a significant increase in increasing student self-esteem.

The instruction technique itself increases students' self-esteem by changing the cognitive system that focuses on changing its verbalization, starting with self-observation (all

negative dialogue). Initiating a lively internal conversation, self-statement of his abilities can influence behavior (Cormier & Cormier, 2009; Martin & Pear, 2019).

These findings are relevant to research conducted by Rostiana et al (2018) group counselling *self-instruction* techniques and *thought stopping* helping bullying victims' self-esteem, increasing self-esteem of social media users (Pernama, 2018; Thahir et al., 2018). The results showed that positive self-statements could increase a person's feelings of inferiority in social media. Talking to himself with positive statements directs his thoughts in a positive direction. The results of this study contribute to increasing self-esteem of students who tend to addiction to smartphones. The conclusion is that discussion groups with independent learning techniques can increase the self-esteem of students with a tendency to smartphone addiction.

Conclusions and Suggestions

This study tested the effectiveness of the self-instruction technique group counselling to improve students' self-esteem with the tendency of smartphone addiction at SMK Negeri 1 Takengon. The results showed that the group counselling of self-instruction techniques was effective in increasing students' self-esteem with the direction of smartphone addiction at SMK Negeri 1 Takengon. There is a significant comparison between times in each measurement phase. This intervention can be the basis for researchers to improve the limitations of the study, namely the absence of a control group as a comparison recommended in future studies using a control group.

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