

The Effectiveness of Reality Group Counseling with Confrontation Techniques to Reduce Smartphone Addiction Symptoms in College Students

Nursiah Ulfatari^{1✉}, Mungin Eddy Wibowo², Muhammad Japar²

¹ Universitas Negeri Semarang, Indonesia

² Universitas Muhammadiyah Magelang, Indonesia

Article Info

History Articles

Received:

23 January 2022

Accepted:

23 February 2022

Published:

30 April 2022

Keywords:

Group counseling,

Reality,

Confrontation,

Smartphone addiction

Abstract

Smartphone addiction is a problem experienced by students in academic and social environments. The reality group counseling with confrontation technique is predicted to be able to reduce student's smartphone addiction. This study aimed to test the effectiveness of group counseling using a confrontation approach to reduce the level of smartphone addiction in college students. It study used an experimental pretest-posttest control group design. The subjects were 14 college students who were divided into two groups. Research subjects were selected using a purposive sampling technique with the criteria of college students who had a high level of smartphone addiction. The data were taken using the Smartphone Addiction Inventory (SPAI) instrument which was adapted into Indonesian with a reliability level of .90 (alpha chronbach). Those were analyzed quantitatively using the Wilcoxon sign-rank test. The results of data analysis showed that group counseling using a reality counseling approach with confrontation technique could effectively reduce the level of smartphone addiction in students. The implications of the research results are presented in the discussion.

✉ Correspondence address:

Gedung A Kampus Pascasarjana UNNES

Jl. Kelud Utara III Semarang 50237

E-mail: nursiahulfatari@gmail.com

p-ISSN 2252-6889

e-ISSN 2502-4450

INTRODUCTION

In the 4.0 revolution era, various fields have experienced rapid development. One of which is the field of technology. The Industrial Revolution 4.0 fully utilizes technology through machines and equipment that can compete globally (Sima, Gheorghe, Subić, & Nancu, 2020). A gadget is a small electronic device that has a special function in downloading all information with sophisticated features in it (Dewanti, Widada, & Triyono, 2016). As technology advances, the use of gadgets such as smartphones, iPads, tablets, and other mobile devices is becoming popular among people today because of the enormous technological improvement (Abd Karim, et.al., 2018).

The development of technology has become a necessity for various aspects of life. This is because technology provides convenience for every human being in carrying out daily activities. Therefore, along with the development of science and communication, this also has a major influence on human life, both from the way humans think and behave in their environment. Smartphone is a form of technological development that has high-level capabilities and functions that resemble computers. It has a variety of applications and advanced features of the internet, games, cameras, video players, e-books, and browsers (Mandias, 2017).

Smartphone as a communication tool makes a big contribution to staying connected with family, friends or business partners who are far away and can be used in an emergency. This is what makes it considered important for every human survival. Besides being used as a communication tool, smartphone can also be used to meet social, work, and educational needs (Sunanjar, Mulawarman, & Purwanto, 2019). Smartphone makes it easy for users to be able to interact near or far distances with family and other people.

Unfortunately, besides having positive impacts on smartphone users, the excessive smartphone use can become addiction causing psychological and physical problems for users,

including decreased immune system, excessive fatigue, numb fingers, headaches, eye irritation, insomnia, low empathy, reduced social relationships in real life, academic problems, reduced concentration, cyberbullying (Hawi & Samaha, 2016; Nishad & Rana, 2016).

Smartphone addiction is a form of addiction or dependence on technological devices (Lin, 2014). Smartphone addiction is an attachment or addiction to a smartphone that allows individuals to experience social problems such as withdrawal and difficulty in carrying out daily activities (Karuniawan & Cahyanti, 2013). Smartphone addiction is also defined as excessive use of smartphone by a person and its negative effects on life because of their inability to control this behavior. Smartphone addiction is based on four categories, namely tolerance, withdrawal, distraction, and distraction (Gokcearslan, Uluyol, & Sahin, 2018).

One technique that can be used to reduce the symptoms of smartphone addiction is the confrontation technique. The confrontation technique is one of the techniques of the reality counseling approach. Counseling with a reality approach aims to help individuals find effective ways to fulfill their needs to become a unitary group, have freedom, pleasure, and power (El Fiah & Anggralisa, 2016).

Reality counseling is counseling based on William Glasser's control theory which states that human behavior aims to fulfill what an individual wants. Reality counseling argues that humans have the freedom to make choices in life and must accept the responsibilities that follow the choices they have made (Susanti, 2016).

The reason of using reality group counseling is because according to Glasser (in Fauzan & Flurentin, 1994) one of the explicit characteristics of the reality counseling approach is teaching reality to counselees about good ways to meet their needs responsibly, while at the same time training individuals to fulfill the needs without harming others. With the existence of reality group counseling, individuals can responsibly meet their needs in a more responsible way and not harm others. Reality counseling emphasizes that each person is

responsible for accepting the consequences for his or her own behavior.

Reality therapy focuses on current behavior, and the counselor's skills in asking questions are needed in the implementation of it. According to Wubbolding (2017) in the implementation of reality therapy there is a questioning skill that must be possessed called WDEP, namely wants, doing, evaluation, and planning.

WDEP focuses on individual's internal "I will change" according to the 3R principles. According to Glasser (Darminto, 2007) reality group counseling is based on the 3Rs, namely responsible behavior planning (Responsibility), reality or focus on behavior (Reality), considering the values of client behavior, good and bad decisions (Right and Wrong).

Based on these problems, there needed some efforts to reduce smartphone addiction. One effort done in this study was using reality group counseling with confrontation technique. Therefore, this study aimed to examine the effectiveness of reality counseling with confrontation technique to reduce smartphone addiction in college students.

METHODS

Purposive sampling technique was used to select 14 research subjects from 70 students of Lancang Kuning University Pekanbaru. Random assignment was done by placing 7 people in the experimental and control groups so that both groups had equality.

Data collection on smartphone addiction tendencies was carried out using the Smartphone Addiction Inventory (SPAI) scale adapted from Lin et al (2014). The scale was adapted into the Indonesian version through several adaptation processes. It consists of 26 items with 4 indicators. Based on the results of this study, it was known that the coefficient of alpha scale is 0.90.

This study used a pretest-posttest control group design which involved two groups, namely the experimental group and the control group. The experimental group was given counseling with a reality approach with confrontation techniques, while the control group received conventional method (placebo).

There were several investigation procedures taken in this study. Those were in accordance with the Declaration of Helsinki (WMA, 2013). First, the researchers gave a pre-test to determine the level of college students' smartphone addiction symptoms before the intervention. Second, the researchers gave informed consent to be read, understood, and signed which contains the rights, obligations and risks that may occur during the research process to the subject. Third, providing 6 sessions of confrontation technique group reality counseling intervention with a time allocation of 2x45 minutes for each session.

Furthermore, the experimental group was given group counseling with a confrontation technique reality approach, while the control group was given treatment as usual (TAU). Fourth, giving a post-test to see changes in the level of college student smartphone addiction symptoms after giving treatment. Data analysis in this study was performed using non-parametric statistics with the Wilcoxon Signed Rank Test. The purpose of using this data analysis technique was to see changes in college students before and after getting treatment in the form of confrontation techniques.

RESULTS AND DISCUSSION

The description of the data in this study showed that the mean and standard deviation of smartphone addiction in the pretest experimental group tended to be high ($M=103.14$, $SD=3.57$). Meanwhile, the pretest control group tended to be the same at the high level ($M=95.00$, $SD=2.70$). This can be seen in table 1.

Table 1. Results Mean, SD and Hypothesis Test

Measurement		Experiment (n=7)	Control (n=7)	Mann Whitney	
				Z	P
Pre-test	M	103.14	95.00	-	-
	SD	3.57	2.70	-	-
Post-test	M	60.42	84.71	-3.14	<0.05
	SD	5.91	6.57		
Wilcoxon	Z	-2.37	-0.84		
	P	<0.05	>0.05		

The results of the analysis showed that there was a decrease in the level of smartphone addiction at the pretest (M=103.14, SD=3.57) compared to the posttest (M=60.42, SD=5.91; $Z=-2.37$, $p<0.05$), but in the control group there was no significant decrease at the pretest (M=95.00, SD=2.70) and posttest (M=84.71, SD=6.57; $Z=-0.84$, $p<0.05$).

Based on the data presented in table 1, the results of the Mann Whitney U test value ($Z=-3.14$, $p<0.05$) showed a significant difference in the decrease in student's smartphone addiction between the experimental group the control group.

This is in line with a study conducted by (Sharma & Palanichamy, 2018), which states that the results of psychological interventions are expected to change the following three areas: (a) symptoms, including physical and mental health; symptom; (b) activities, including but not limited to physical activities, activities of daily living, school and work assignments, peer relationships, family nurturing and communication activities; and (c) well-being, including spirituality, life satisfaction, quality of life, and promotion of recovery from smartphone addiction. Various psychological and behavioral theories have been suggested to explain smartphone addiction (Sharma & Palanichamy, 2018).

Leung and Wei (2007), explain that addiction is an attachment behavior to smartphones which is accompanied by a lack of control and has a negative impact on individuals. Cholz (2012), added that the use of smartphone without self-control will bring problems in the surrounding social environment.

The factors that cause college students to experience smartphone addiction were high desire to seek for sensation, low self-esteem, psychological situations, marketing of smartphone products, attractive smartphone attributes, and the benefits of expanding social interaction (Agusta, 2016). Addiction can be strong when college students' self-esteem is low. When it happens, compulsive smartphone use will be higher (Zhiqi, 2019). According to Lee, K. O., & Chae, H. J. (2017) self-esteem is an important factor in predicting self-control in smartphone addiction, particularly having low self-esteem results in compulsive behavior in smartphone use, causing smartphone addiction in individuals.

In addition, according to Mulawarman et al (2021) the SAMI2C3 mechanism applied in Reality group counseling allows college students to choose new behaviors according to their abilities so that they do not feel forced or burdened (Capuzzi & Stauffer, 2016; Corey, 2013). In addition to choosing a new behavior, reality counseling in a group setting also encourages college students to improve their self-evaluation so that they can see their abilities (Wubbolding, 2017). Reality group counseling also focuses on commitments that will make it easier for college students to optimize the fulfillment of new behaviors (Capuzzi & Stauffer, 2016; Kim, 2008). In counseling, all behaviors that are carried out voluntarily will result in satisfaction and will be more effective (Glasser, 2011; Wubbolding, 2017).

Confrontation technique can help clients have awareness and responsibility for every decision they make. Confrontation causes positive changes in emotions, thoughts and

behavior. Confrontation is also oriented toward changes in individual cognition and behavior (Haryanti, Sugiyo, & Purwanto, 2020). It emphasizes individual's responsibility. In addition to emphasizing responsibility, this technique also emphasizes individuals to carry out plans and commitments to behaviors that are difficult to change to suit their desires. The use of confrontation technique in the reality approach makes counselors away from criticism and debate with clients, and directs them to explore the client's behavior as a whole and create more effective plans (Sharf, 2012).

Based on the findings of this study, there are several implications that must be carried out by counselors in dealing with the increase in smartphone addiction in college students. First, counselors are advised to use reality group counseling with confrontation technique. Second, it is important for counselors to explore student's behavior thoroughly without criticizing or arguing with them. Third, counselors need to provide sufficient time allocation in implementing this counseling so that the interventions provided can run optimally. This is important to be considered by the counselor to create a conducive and effective atmosphere.

REFERENCES

- Abd Karim, R., Abu, A. G. B., Adnan, A. H. M., & Suhandoko, A. D. J. (2018). The use of mobile technology in promoting education 4.0 for higher education. *Advanced Journal of Technical and Vocational Education*, 2(3), 34-39. <https://doi.org/10.26666/rmp.ajtve.2018.3.6>.
- Agusta, D. (2016). Faktor-faktor resiko kecanduan menggunakan smartphone pada siswa di SMK Negeri 1 Kalasan Yogyakarta. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling*, 5(3), 86-96. jurnal.com/2017/06/faktor-faktor-resiko-kecanduan.html
- Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions (sixth edit)*. American Counseling Association.
- Chóliz. (2012). Mobile-phone addiction in adolescence: The Test of Mobile Phone Dependence (TMD). *Prog Health Sci*, 2(1), 33-44. https://www.umb.edu.pl/photo/pliki/prgress-file/phs/phs_2012_1/33-44_choliz.pdf
- Corey, Gerald. (2013). *Theory and practice of counseling and psychotherapy, 9th edition*. USA: Brooks/cole, cengage learning.
- Darminto, Eko. (2007). *Teori-teori konseling*. Surabaya: University Press
- Dewanti, C.T., Widada, Triyono. (2016). Hubungan keterampilan sosial dan penggunaan gadget smartphone dengan prestasi belajar siswa SMA Negeri 9 Malang. *Jurnal Kajian Bimbingan dan Konseling*, 1(3), 126-131. <http://journal.um.ac.id/index.php/bk>
- El Fiah, R., & Anggralisa, I. (2015). Efektivitas layanan konseling kelompok dengan pendekatan realita untuk mengatasi kesulitan komunikasi interpersonal peserta didik kelas X MAN Krui Lampung Barat TP 2015/2016. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 2(2), 43-56. <https://doi.org/10.24042/kons.v2i2.1207>
- Fauzan, L., & Flurentin, E. (1994). *Modul 2 konseling kelompok realita*. Malang: IKIP Malang.
- Glasser, W. (2011). *Take charge of your life: How to get what you need with choice-theory psychology*. iUniverse.
- Gökçearsan, Ş., Uluyol, Ç., & Şahin, S. (2018). Smartphone addiction, cyberloafing, stress and social support among university students: A path analysis. *Children and Youth Services Review*, 91, 47-54. <https://doi.org/10.1016/j.childyouth.2018.05.036>
- Haryanti. P.F., Sugiyo, S., & Purwanto, E. (2020). The effectiveness of reality group counseling with confrontation and being-positive techniques to improve students'

- self-control. *Jurnal Bimbingan Konseling*, 157-162.
<https://doi.org/10.15294/jubk.v9i3.43376>.
- Hawi, N. S., & Samaha, M. (2016). To excel or not to excel: Strong evidence on the adverse effect of smartphone addiction on academic performance. *Computers & Education*, 98, 81-89.
<http://dx.doi.org/10.1016/j.compedu.2016.03.007>.
- Karuniawan, A., & Cahyanti, I. Y. (2013). Hubungan antara academic stress dengan smartphone addiction pada mahasiswa pengguna smartphone. *Jurnal psikologi klinis dan kesehatan mental*, 2(1), 16-21.
<http://journal.unair.ac.id/download-fullpapers-jpkk260c1a8f56full.pdf>
- Kim, J. U. (2008). The effect of a R/T group counseling program on the internet addiction level and self-esteem of internet addiction university students. *International Journal of reality therapy*, 27(2).
<https://dx.doi.org/10.1.1.520.6598>.
- Lee, K. O., & Chae, H. J. (2017). The relationship between cellular phone addiction and self-esteem of elementary school students in highly mobile environment. *Journal of Theoretical & Applied Information Technology*, 95(22).
https://www.researchgate.net/publication/321888188_The_relationship_between_cellular_phone_addiction_and_self-esteem_of_elementary_school_students_in_highly_mobile_environment.
- Leung, L., & Wei, R. (2000). More than just talk on the move: Uses and gratifications of the cellular phone. *Journalism & mass communication quarterly*, 77(2), 308-320.
<http://dx.doi.org/10.1177/107769900007700206>
- Lin, Y. H., Chang, L. R., Lee, Y. H., Tseng, H. W., Kuo, T. B., & Chen, S. H. (2014). Development and validation of the Smartphone Addiction Inventory (SPAI). *PloS one*, 9(6), e98312. DOI:
<https://doi.org/10.1371/journal.pone.0098312>.
- Mandias, G. F. (2017). Analisis Pengaruh Pemanfaatan Smartphone Terhadap Prestasi Akademik Mahasiswa Fakultas Ilmu Komputer Universitas Klabat. *Cogito Smart Journal*, 3(1), 83-90.
<https://doi.org/10.31154/COGITO.V3I1.47.83-90>
- Mulawarman, M., Rahmawati, A., Ariffudin, I., Wibowo, M., Purwanto, E., Shafie, A., & Afriwilda, M. (2021). Reality Group Counseling for Indonesian-Malaysian Muslim Students with Problematic Internet Use: Is it Effective? If So, How Does It Work? *Islamic Guidance and Counseling Journal*, 4(2), 169-180.
<https://doi.org/10.25217/igcj.v4i2.1700>
- Nishad, P., & Rana, A. S. (2016). Impact of mobile phone addiction among college going students. *Advance Research Journal of Social Science*, 7(1), 111-115.
<https://doi.org/10.15740/HAS/ARJSS/7.1/111-115>.
- Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases (Fifth)*. California, USA: Brooks/Cole, Cengage Learning.
- Sharma, M. K., & Palanichamy, T. S. (2018). Psychosocial interventions for technological addictions. *Indian Journal of Psychiatry*, 60(Suppl. 4), S541.
http://dx.doi.org/10.4103/psychiatry.IndianJPsychiatry_40_18
- Sima, V., Gheorghe, I. G., Subić, J., & Nancu, D. (2020). Influences of the industry 4.0 revolution on the human capital development and consumer behavior: A systematic review. *Sustainability*, 12(10), 1-28. <https://doi.org/10.3390/su12104035>
- Sunanjar, E. M., Mulawarman, M., & Purwanto, E. (2019). The impact of loneliness to problematic smartphone uses with self perception as a mediator. *Jurnal Bimbingan Konseling*, 8(1), 32-36.
<https://doi.org/10.15294/jubk.v8i1.26618>
- Susanti, R. (2016). Efektifitas Konseling realitas untuk peningkatan regulasi diri mahasiswa dalam menyelesaikan skripsi.

- Jurnal Psikologi*, 11(2), 88-93.
<http://dx.doi.org/10.24014/jp.v11i2.1398>
- Wubbolding, R. E. (2017). *Reality therapy and self-evaluation: The key to client change*. American Counseling Association.
- Zhiqi, You., Yingru, Zhang., Lu, Zhang., Yu, Xu., & Xuelian, Chen. (2019). How does self-esteem affect mobile phone addiction? the mediating role of social anxiety and interpersonal sensitivity. *Psychiatry Research*. 271, (526- 531). <https://dx.doi.org/10.1016/j.psychres.2018.12.040>