

Metaphor Reality Group Counseling Techniques to Increase Self-Esteem Students with Nomophobia Symptoms

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Abstract

This study aims to analyze the effectiveness of Metaphorical Reality group counseling to improve self-esteem in vocational students with nomophobic symptoms. This study used a Pretest-Posttest Random Control Group design involving 14 students selected by purposive sampling grouped into two randomly 7 people for each group. Data collection was performed using the Rosenberg Self-Esteem Scale (RSES) and Nomophobia Questionnaire (NMP-Q). Mann-Whitney U and Wilcoxon test results showed that the metaphorical reality engineering intervention group increased self-esteem in students with nomophobic symptoms, $Z = -2.375$, $p < 0.05$. This finding proves that metaphorical group reality counseling is effective for increasing self-esteem in students who experience symptoms of nomophobia.

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INTRODUCTION

Self-esteem is generally defined as an individual's cognitive and emotional concepts about themselves, self-esteem is a multidimensional construction that involves various fields such as competence, achievement, and self-esteem assessment. (Mazzone, et al., 2013). Self-esteem is one of the important factors that contribute to the formation of identity for adolescents (Rosidi., Sutoyo., & Purwanto, 2018). Furthermore Mulyana & Afriani (2017) revealed that self-esteem is a form of determinant that is important for the psychological well-being of individuals in identifying themselves.

Teenagers with low self-esteem feel inferior, often choose goals that are not realistic, pessimistic, and always negative in the past (Taylor, 2012). In these conditions, low self-esteem makes teenagers tend to look for a place to increase their self-esteem, as a result of low self-esteem adolescents lack value and democratic attitudes and unrealistic orientations. As research Hong, et.al., (2012), that low self-esteem can predict the use of the wrong phone.

Zhiqi, et.al (2019) revealed that self-esteem was significantly linked in turn to affect mobile addiction. Mayangsari & Ariana (2015) further explained self-esteem is related to how individuals perceive their daily lives. Low self-esteem can predict misuse of mobile phones, adolescents with low self-esteem make more frequent calls and send more text messages (Bianchi & Phillips, 2005 in (Hong, et al., 2012).

Billieux (2015) explains that low self-esteem usually has deviated from cognition and emotional regulation, which results in higher social anxiety. These people have to use cell phones excessively to get guarantees in affective relationships, Billieux said, nowadays, several terms are often used to describe the phenomenon, which is more popular nowadays, namely the nomophobia which refers to the fear of not being able to use cellphones.

Metaphor reality group counseling emphasize providing assistance to counsees in meeting their needs, the type of story metaphor technique has a non-directive advantage to make

the counselee conduct a self-evaluation of his total behavior (Rahmad, 2015). Metaphorical techniques have been used since the days of Freud and Jung (in Hasrul, 2016). In general, metaphor is defined as the technique of talking about one thing stated in another (Tompkins, in Chapman, 2009), or the transfer of meaning from one element to another. Burns (2005) further states that the form of a metaphor can use the media; books (bibliotherapy); healing stories (healing stories); video (videotherapy); drama; game (playtherapy), and humor, all of these technical tools can help the counselor to facilitate the counselee to identify the problem, and as a consequence, these steps will lead to problem solving.

This is confirmed by Kim (2008) research results prove that reality group counseling can increase the self-esteem of students who experience internet addiction. Rahman (2015) data analysis results show that: reality counseling with and without metaphorical techniques has the same effectiveness in increasing self-esteem. Sholihah, Sugiyono, & Nusantoro (2014) concluded that self-esteem can be improved through reality counseling services.

From the results of previous studies that support these studies, stating that the use of the Reality of metaphor techniques in a reality counseling frame can improve the efficiency of counseling in increasing the self-esteem of high school students (Rahman, 2015). From Rosidi's research findings (2018) reality counseling is effective in increasing self-esteem in MAN Semarang students. The findings of Herianto & Darminto (2019) effective group reality counseling to reduce the habit of using a cell phone during the learning process.

Following up on previous research, this study was intended to prove the effectiveness of counseling in the reality of the metaphorical technique in increasing the self-esteem of sufferers of nomophobia. Therefore, in this research it is hoped to generalize the effectiveness in the metaphorical reality counseling by increasing self-esteem in the context of nomophobia in SMK Bina Patria 1 Sukoharjo students.

METHODS

This study uses a Randomized Pretest-Posttest Control Group Design, which involves two groups, namely the experimental group and the control group. The selection of research subjects was carried out with criteria that had a low level of self-esteem in students with high symptoms of nomophobia. There were 14 people selected and then divided into 2 groups so that each group consisted of 7 students. Subjects in the experimental group received treatment in the form of metaphorical reality counseling, while in the control group received group counseling in general.

The instrument used to measure the level of self-esteem with the Rosenberg Self-Esteem Scale by Morris Rosenberg (1965) which consists of 10 items and uses a Likert scale with four scales with a choice (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly agree. The results of the validity test prove that calculate the total item correlation between 0.33 to 0.82, with an alpha coefficient of 0.749. Meanwhile, to measure the symptoms of nomophobia by using Nomophobia Questionnaire by Yildirim (2015) which consists of 20 items and uses a Likert scale with 4 scales with choices (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Very agree. The validity test results prove that calculate the total item correlation between 0.42 to 0.81, with an alpha coefficient of 0.93.

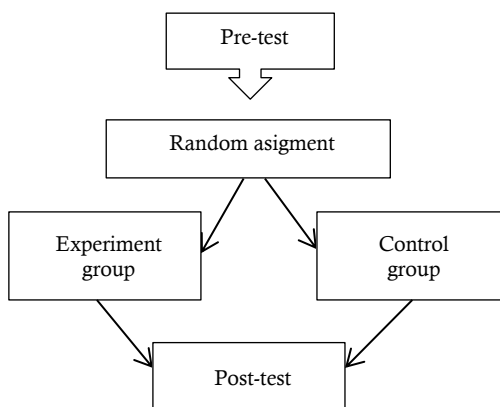


Figure 1. Experimental Procedure

Provision of treatment in the form of reality group counseling using metaphorical

techniques conducted during six meetings, then students are given a post-test to determine the development of self-esteem with the symophobia nomophobia after the implementation of group counseling activities. The stages of group counseling will be explained in figure 1 while systematic counseling activities will be explained in Table 1.

Table 1. Metaphor Reality Group Counseling Techniques Procedure

Session	Activity
1	Identify the problem of self-esteem in students with symptoms of nomophobia
2	Understand overall Quality World and Basic needs
3	Showing the direction (doing and direction) by applying metaphor techniques
4	<i>Self evaluation (client's direction and goals)</i>
5	Make a plan (planning) and assessment of the plans of group members
6	Termination, evaluation and follow-up

RESULTS AND DISCUSSION

The description of the data in this study shows that there is some increase in self-esteem in students with symptoms of nomophobia and standard deviations from the experimental group, namely pretest at a low level (M = 14.43, SD = 0.53), after receiving treatment, the level of self-esteem in Nomophobia students are at a high level (M = 35.14, SD = 1.21). This increase was higher than the control group pretest (M = 14.71, SD = 1.25), after receiving treatment, it was at a moderate level (M = 21.71, SD = 3.14).

Reality group counseling data analysis with metaphor techniques was performed using this study using a non-parametric test analyzed with the Two Independent Sample Test Mann-Whitney U and Wilcoxon test. This technique is used to test the effectiveness of group metaphor reality counseling to improve the self-esteem of students with symptoms of nomophobia in the pretest and posttest.

Based on the table shows the preposition (Z = -3.148, p < 0.05). So, this means that there is a difference in the distribution of scores in the experimental and control groups. This means that with reality counseling treatment with metaphorical techniques in the experimental group and conventional counseling in the control

group there is an increase and effective way to increase self-esteem with symptoms of nomophobia. However, there were differences from the two groups that the results of the Wilcoxon test of the experimental group used reality counseling with metaphorical techniques

($Z_1 = -2.375, p < 0.05$) and the control group used conventional counseling ($Z_1 = -1.890, p > 0.05$). This means that reality counseling with metaphorical techniques is more effective in increasing self-esteem with symptoms of nomophobia.

Table 2. Results of the Mann-Whitney Test and the Wilcoxon Test

Group	Pretest		Posttest		Z_1	P
	M	SD	M	SD		
Exsperiment	14.43	0.53	35.57	1.39	-2.375	< 0.05
Control	14.71	1.25	16.00	1.63	-1.890	> 0.05
Z_2		0.810		-3.148		
P		> 0.05		< 0.05		

Information:

$Z_1 =$ Uji Wilcoxon, $Z_2 =$ Uji Mann-Withney

Based on these data, the use of reality group counseling interventions with metaphorical techniques proved to be effective in increasing the self-esteem of students with symptoms of the experimental group nomophobia. In the experimental group, the pretest-posttest showed improvement. In other words, the experimental group increased from low to high level. On the other hand, the control group did not change the increase in self-esteem with the symptoms of nomophobia students of SMK Bina Patria 1 Sukoharjo. That is proven by stable conditions on the results of the pretest and posttest (still in the medium level).

The findings of this study, in line with research conducted by Rahman (2015) in the implementation of reality counseling, shows that with and without metaphorical techniques, they have the same effectiveness in increasing self-esteem. The difference between the two is only in terms of efficiency, where reality counseling using metaphorical techniques can increase self-esteem faster than reality counseling without using metaphorical techniques. In addition, the results of Wicaksono's research (2018) show that the metaphorical method in the form of cinematherapy is effective in enhancing students' positive self-concepts, the use of cinematherapy with appropriate film selection can make students more easily visualize opinions or images, making them more easily accepted by students. The results of Herianto's research (2019) achieved by the research subjects are able to be proof that reality group counseling with WDEP techniques

can effectively reduce the habit of using the telephone when the learning process is on students.

Interestingly, reality counseling with metaphor techniques in increasing self-esteem in this study was successfully generalized to counselees who experienced nomophobia. The metaphorical technique is effective, when it is applied in the form of healing stories and videotherapy. Healing stories (stories) as media. The process of delivering the story as a basis for change. With this, it means that through the story being told, it can provide parables and make it possible to change the point of view of students which means they can change their behavior. Then the application of metaphors in the form of videotherapy, students can understand the content or the purpose of delivering the video so that students are able to provide input on the topic at the counseling session.

More importantly, school counselors need to realize the importance of helping students to improve their self-esteem to avoid negative behaviors such as the emergence of nomophobic symptoms by providing reality group counseling intervention services with metaphorical techniques. Counseling guidance teachers or school counselors need to implement this counseling as a service delivery for students to have a better attitude to change and avoid deviant behavior. However, this research was only conducted in one school, namely the high school level with a limited number of groups.

CONCLUSION

Based on the description of the findings, it can be concluded that the counseling intervention of the reality group of metaphorical techniques is effective for increasing self-esteem in students of SMK Bina Patria 1 Sukoharjo with symptoms of nomophobia.

This study has implications for related parties, including (1) guidance and counseling teachers are expected to develop a program design & intervention strategy, through Reality group counseling services using metaphorical techniques to improve self-esteem in students with symptoms of nomophobia. (2) for further researchers, this research can be used as an alternative to basic understanding, in this study can also be used as a reference to improve the various limitations of previous research, so it is recommended to further researchers to design better research.

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