

The Effectiveness of Mindfulness-Based Cognitive Therapy Counseling to Improve the Psychological Capital and Academic Performance of Students with *Nomophobia* Symptoms at SMP Negeri 1 Arjawinangun

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Abstract

Psychological capital and academic performance are factors which drive *nomophobia* among students. This phobia can happen due to the lack of psychological capital and academic performance as well as because some impacts on emotion, behavior, and negative behavior. Therefore, mindfulness-based cognitive individual counseling was chosen to improve psychological capital and academic performance so that *nomophobia* can be reduced, and students can have good responsibility as a student. This study used an experimental method with a randomized pretest-posttest control group design and involved 10 eighth grade students at SMP Negeri 1 Arjawinangun as the subjects which were divided into two groups, namely one experimental group and one control group. Their data were analyzed using MANOVA. Once the data were analyzed, the mindfulness-based cognitive individual counseling could significantly improve the psychological capital and academic performance of the students with *nomophobia* symptoms with a sig. = 0.000 < sig. = 0.05. This shows that the experimental group which received this counseling got better results than the control group.

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INTRODUCTION

Psychological capital is a part of positive psychology or a state in which individual psychology is seen from the positive dimensions. These dimensions are synergized and result actions that can benefit the individuals and surrounding environments. Psychological capital or commonly called PsyCap consists of positive psychological resources, such as hope, independence, resilience, and optimism (Luthans, et al., 2014) Atkinson in (Luthans, et al., 2016) states the existence of psychological capital assures an idea that psychological resources can shape attitudes and leadership for the desired goals in various domains of life, including relationship, welfare, academic success, and achievement.

Luthans, et al (2018) recently revealed that PsyCap contributes to the desired educational management, such as academic performance, (Luthans, Luthans, & Jensen, 2012), students' engagement (Luthans, Luthans, & Palmer, 2016), and students' adaptability (Hazan & Miller). Academic PsyCap can play an important role in applying persistence to attitudes and beliefs that lead to more productive behavior. As a result, high hopeful individuals are able to generate alternative paths to achieve their goals.

This study attempted to observe the way academic PsyCap mediated grit and academic performance. Another thing was to determine whether the mediating effect was more or less substantive. It can be confirmed by the future studies which investigate the moderator of this mediated relationship. The moderator could cover psychological or contextual factors which improve grit and academic PsyCap paths, such as awareness, academic adaptability, teacher-student exchange, and mentoring relationship. These factors can play important roles in contextualizing the mediating effect. The findings of this study have given more nuances conceptualization to understand grit and

academic performance relationship (Luthans et al., 2018). Academic performance is routine in terms of attitudes and behavior in relation to learning at school. It covers students' knowledge and skills in a particular subject whether academic or non-academic. Simamora in (Sobirin, 2018) defines performance as the level of tasks achievement which shapes one's work. It reflects how good a person in meeting requirements of a job. However, it is often misinterpreted as efforts which reflect the energy spent. Widyastuti & Muyana (2018) argue that smartphone usage is seen as normal by many people. However, its excessive use can cause nomophobia or the abbreviation of no mobile phone phobia. Nomophobia is a phobia felt when smartphone users are away from their gadgets. A study by Dixit, et al., (2010) found of the 53% of male and 47% of female, 18.5% of them experienced nomophobia.

Furthermore, Sakiroglu, et al., (in Yildirim & Correia, 2015) mention nomophobia is an extreme fear of being disconnected from communication via smartphone. It causes side effects, such as panic attack, shortness of breath, dizziness, tremors, sweating, increased heart rate, chest pain and nausea. Furthermore, the use of smartphones in an educational environment can have several risks and side effects such as dependence, attention-deficit-disorder, impaired empathy, and decreased academic achievement, interference or interference in educational activities, hypertension, obesity, anxiety, depression, personality disorders, aggression, dissatisfaction and loneliness (Spitzer, 2015).

Regarding the explanation above, it can be assumed that students who experience symptoms of nomophobia will have an impact on decreasing academic performance at school. The positive needs of students that should be channeled properly are now hampered because their lives turn negative. With regard to this, efforts to create outstanding young generation will be hampered.

A contradictive idea comes from a study by Yi, You, and Bae in (Utami & Kurniawati, 2019) which states intensive smartphone usage can direct adolescents' perceptions to be more positive in the academic performance. It is supported by the more advanced features, but affordable prices of today's smartphones.

Based on the results of the interviews with guidance and counseling teachers at SMP Negeri 1 Arjawinangun, some students were caught bringing gadgets to school. This happened due to the vague school rules of bringing gadgets to school. The problem is, students often used their gadgets during the learning process, and it disrupted the conduciveness of the learning. Some also played the gadgets during while the class was free.

Due to the COVID-19 pandemic in 2020, the government issued a study-from-home policy using online media. In the same way, counseling needed to adapt this regulation too by using apps, such as zoom or google meet.

According to Dermawan & Soemarni (2020) online learning can not only prevent the spread of the disease, but also increase motivation in distant online learning. This learning is expected to increase the education quality in Indonesia, especially during pandemics. Online counseling can also trigger innovations in guidance and counseling services to be more advanced along with the times.

Based on the above descriptions and previous studies, the present study attempted to investigate the effects of mindfulness-based cognitive therapy (MBCT) in improving the psychological capital and academic performance of students with nomophobia symptoms using an online medium. It was done in the form of individual counseling.

METHODS

This study used a quantitative approach and an experimental method. The experiment was designed prior to the execution based on hypotheses. Here, students in class VIII-I belonged to the experimental group, while those in class VIII-J belonged to the control group.

These two classes were chosen due to the high level of nomophobia symptoms the students had based on the results of the preliminary study. The guidance and counseling teachers also recommended those classes due to the heavy risk of nomophobia. In addition, the subjects were determined using a purposive sampling technique based on the population, goals, and personal judgments of the researchers (Purwanto, 2016). In sampling, the subjects were given the scales of psychological capital and academic performance. Here, there obtained 20 students with medium and high levels of nomophobia. Apart from the questionnaire results, the subjects also had inclusion and exclusion criteria.

The data used in this study were primary data taken directly at SMP Negeri 1 Arjawinangun.

Some data collected were from the pretest of psychological capital (psycap) and academic performance, the treatment of mindfulness-based cognitive therapy applied to the experimental class, and the posttest.

Nomophobia scale was used in this study. It originally has a foreign language, so a back translation process must be carried out. Further, the original theory underlying this scale was the one from Beaton, et al. (2000).

The data in this study were quantitative obtained from the students who filled out the scales of psycap and academic performance. These two scales were given before and after the treatment of the mindfulness-based cognitive therapy approach implemented in counseling. Following the data collection, data analysis was carried out through two kinds of test, namely assumption and hypotheses tests. The technique was MANNOVA.

RESULTS AND DISCUSSION

The following is the initial data of the students.

Category	Percentage
High	70 %
Medium	30 %
Low	0 %

The above table shows that there were 5 students who received the treatment and 5 others who joined the control group. Those 10 students were selected randomly. In details, 30% or as many as 3 students experienced nomophobia with a medium category, while the rest 70% or 7 students were at the high level.

MBCT was believed as the most proper treatment to improve the psycap and academic performance of the students with nomophobia symptoms. To know its effectiveness, the MANOVA analysis was carried out in SPSS (Statistical Product and Service Solutions) 23 application.

In the category column, the psycap score was 0.000 or less than 0.05 indicating that the MBCT was able to improve the psycap of the students with nomophobia symptoms. Moreover, the score for academic performance was 0.001 or less than 0.05 meaning that the MBCT could improve the academic performance of the students with nomophobia symptoms.

symptoms, while the rest 30 percent got a medium level, and there found a significant change in the academic performance and psycap following the implementation of the MBCT to the students who experienced nomophobia symptoms.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that, female students experience more nomophobia symptoms than the male, 70 percent of Junior High School students has a high level of nomophobia symptoms, while the rest 30 percent is at a medium level. Then, there is a significant change of academic performance and psycap after the MBCT was done to the experimental group containing students with nomophobia symptoms. Future researchers are suggested to give contributions and enrich the knowledge of counseling concepts and practices. Besides, the findings of this study can be used as a reference for their future investigations.

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Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent Parameter	Observed Power ^a
Corrected Model	psycap	90.000 ^a	1	90.000	3.297	.107	3.297	.359
	akademik_performance	1210.000 ^b	1	1210.000	23.247	.001	23.247	.987
Intercept	psycap	28729.600	1	28729.600	1052.366	.000	1052.366	1.000
	akademik_performance	37945.600	1	37945.600	729.022	.000	729.022	1.000
kategori	psycap	90.000	1	90.000	3.297	.000	3.297	.359
	akademik_performance	1210.000	1	1210.000	23.247	.001	23.247	.987
Error	psycap	218.400	8	27.300				
	akademik_performance	416.400	8	52.050				
Total	psycap	29038.000	10					
	akademik_performance	39572.000	10					
Corrected Total	psycap	308.400	9					
	akademik_performance	1626.400	9					

a. R Squared = .292 (Adjusted R Squared = .203)
 b. R Squared = .744 (Adjusted R Squared = .712)
 c. Computed using alpha = .05

Regarding the data analysis and discussion, it was known that female students experienced more nomophobia symptoms than the male ones, 70 percent of the Junior High School students got a high level of nomophobia

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