



Development of Individual Counseling Guidelines with Reframing Techniques to Reduce Nomophobia

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Abstract. The study utilized Research and Development (R&D) design. The purpose of the study was to develop and to determine the feasibility of products in the form of individual counseling guidelines for reframing techniques to reduce nomophobia in students. The model used in this research process was the Borg and Gall model. The test subjects of this study were material experts, media experts, and practice experts. The results showed that the individual counseling guide with reframing techniques could reduce nomophobia in students. Media feasibility assessments were conducted by material experts, media experts, and practice experts. The assessment of media feasibility was analyzed using an interrater agreement calculation model, which combined the assessments of two experts of each subject. The results of the guidance assessment according to the material expert obtained a score of 1.00 with the very good/decent category, the assessment according to the media expert received a score of 1.00 in the very good/decent category, and the assessment according to the practice expert obtained a score of 1.00 with the very good/decent category. Based on the results of the assessment from the expert, it can be concluded that the individual counseling guidelines of reframing techniques to reduce nomophobia in students are considered very good and feasible with an average score of 1.00.

Keywords: Individual Counseling · Reframing Technique · Nomophobia

1 Introduction

The development of technology is now growing rapidly, one of which is information and communication technology. One of the communication and information tools needed by most people today is a smartphone. Smartphones are getting more sophisticated with the help of the internet. Based on the results of the ICT usage survey by Center for Research and Development of Informatics Applications and Public Information and Communication Agency for Research and Development of Human Resources Ministry of Communication and Information of the Republic of Indonesia shows that more than

half of Indonesians already have smartphones or smartphones, namely, 66.3% of individuals have smartphones [1]. The percentage is seen based on the age of 9–19 years as much as 65.34%, 20–29 years as much as 75.95%. As for the work shows that students are 79.98% of smartphone users. In accordance with the results of the survey, it can be seen that more than half of the Indonesian population already uses smartphones from various circles, it is even known that one of the highest numbers of smartphone users is in students.

The millennial generation, especially among high school students as equals, is now getting smarter in using today's technologies, including the use smartphones. This phenomenon will certainly have an impact on the habits and lifestyles of students. Smartphones today have a very important role in the lives of teenagers because of their entertaining nature, easy to use for means of communication, and provide information. It is these unlimited users that make teenagers cool to explore and start ignoring the negative side of social media [2].

Student activities in the use of smartphones today have such a high intensity, from waking up to going back to sleep are inseparable from smartphones. This has an impact on unfocused learning processes and increasingly tenuous social interactions [3]. In addition to the reduced level of focus in learning and social interaction with the surrounding environment, the high intensity of smartphone use will cause students to experience dependence and addiction to the point of anxiety if there is no smartphone nearby. Another impact is there will be health problems that have a negative impact on a person, causing psychological problems and physical and behavioral changes [4].

People with characteristics that spend a lot of time in using smartphones, are anxious and nervous when the smartphone is not nearby, always look and check the screen of the cell phone, never turn off the cell phone and are always available 24 h, are more comfortable communicating through smartphones and spend a large fee on smartphones; are the characteristics of people who have experienced nomophobia [5]. Nomophobia refers to a person who is not related to the mobile phone and will result in feelings of discomfort, anxiety, nervousness or sadness for its users [6].

Research that has been done by Widyastuti & Muyana [7] in vocational high school students in the city of Yogyakarta with a total of 540 respondents, it showed that 28 students experienced nomophobia in very high categories and a total of 166 adolescents had nomophobia in the high category. As for the students who have low nomophobia, there are 131 and 24 students are in the very low category. This shows that there are still many students who experience nomophobia. Other studies conducted by Bivin [8] with 547 respondents, 13% showed nomophobia in the normal category, 64% were in the nomophobia risk category, and 23% were in the nomophobia category. The data indicate that nomophobia is a problem that arises in this modern era. Therefore, with the results of this study, problems related to nomophobia need to be considered.

The problem of nomophobia, which is experienced on average by adolescents, especially students, requires the role of a guidance and counseling teacher in it. The role of guidance and counseling teachers in the problem of nomophobia is one of them by handling students who experience nomophobia. This aims to minimize the number of

students who experience nomophobia. Thus, with the problem of nomophobia in students, researchers tried to provide solutions to guidance and counseling teachers to carry out individual counseling using reframing techniques to reduce nomophobia.

Reframing techniques are verbal techniques designed to activate systems that can change their perspective on a problem and generate new ways of responding to it [9]. The reframing technique is used because it is seen as being able to change an individual's perspective on smartphone use. Where individuals who experience nomophobia have the thought that without a smartphone everything activities will not run smoothly, becoming individuals who use smartphones appropriately and according to their needs. Therefore, by using this reframing technique, it is hoped that it can change individual perception through individual counseling so that individuals who experience nomophobia can use smartphones reasonably and can reduce nomophobia.

In this study, the product developed was in the form of a guide for the implementation of individual counseling for reframing techniques. The product specifications of this alloy include 1) Introduction, containing discussions related to rational guidelines, general objectives, and specific objectives of implementing individual counseling reframing techniques to reduce nomophobia; 2) General instructions, containing user goals, implementation strategies, and implementation schedules; 3) Implementation procedure, contains the steps that will be taken by the counselor or guidance and counseling teacher in carrying out counseling starting from the first meeting to the last meeting.

2 Method

This research is Research and Development (R&D). The development model in this study uses the Borg and Gall model. Where the implementation of this development has ten research steps, including 1) researching and collecting information; 2) plan; 3) develop a preliminary design of the product; 4) test the initial design of the product; 5) revise the main product; 6) test the main products; 7) revise the product; 8) testing discharging; 9) the last product revision; 10) marketing and implementation. This research will be tested limitedly, which is only up to revising the main product in stage five. The test subjects involved in this research and development include material experts, media experts, and practice experts. This study used data collection instruments in the form of interview guidelines, nomophobia scales, and expert assessment sheets. The data analysis techniques used in this research and development are qualitative and quantitative descriptive techniques. Qualitative descriptive data analysis is taken from various inputs provided by experts, quantitative data analysis is divided into three data dumber, namely material expert of assessment data, media expert of assessment data, and practice expert assessment data. Quantitative data analysis obtained from the results of expert assessments, was carried out using a tabulation of two-person agreements (inter-rater agreements) that have been determined. Here is the tabulation format of the assessment of the two experts [10] (Table 1).

Table 1. Interrater Agreement Model

Expert Assessment 2	Expert Assessment 1 LR (1–2)	Expert Assessment
LR (1–2)	A	B
HR (3–4)	C	D

Information:

L.R: low relevance

H.R: high relevance

From the interrater agreement, an expert assessment index is determined by the formula:

$$\text{Expert assessment index} = \frac{D}{A + B + C + D}$$

Information:

A: Low relevance of experts 1 and 2

B: High relevance of expert 1 and low relevance of expert 2

C: Low relevance of expert 1 and high relevance of expert 2

D: High relevance of experts 1 and 2

3 Finding and Discussion

The results of the study are based on 5 (five) stages of development of the Borg and Gall model in the research on the development of individual counseling guidelines for reframing techniques to reduce nomophobia in students, namely as follows.

3.1 Researching and Collecting Information

At this stage, researchers collected information through nomophobia scale analysis and structured interviews from guidance and counseling teachers in Yogyakarta. The following is an explanation and analysis results of the two methods.

3.2 Collecting of Information Based on the Nomophobia Scale

Information collection in the form of giving a nomophobia scale adopted from the Hitmadita scale [11] which was given to 124 vocational high school students in Yogyakarta. The results of the data collection showed that 2.4% of students experienced nomophobia in the very low category, 40.3% in the low category, 46.8% in the high category, and

Table 2. Percentage Analysis of Nomophobia Indicators in Students.

Indicators	Percentage
Not Being Able to Communicate	64,1%
Losing Connectedness	65,30%
Not Being Able to Connect Information	63,23%
Giving Up Convenience	64,04%

10.5% in the very high category. This nomophobia scale contains 4 indicators in it and consists of 64 statement items. Indicator contained in this nomophobia scale include 1) not being able to communicate, 2) losing connectedness, 3) not being able to access information, 4) giving up convenience. The results of the analysis based on the indicator of nomophobia are presented in the following table.

Based on these data (Table 2), it can be concluded that the indicator of nomophobia that is most experienced by students is 65.30%, namely the indicator of losing connectedness or loss of connection when there is no smartphone.

3.3 Collection of Information Based on Interview Results

This structured interview was conducted with one of the Guidance and Counseling teachers in Yogyakarta. Based on the results of the interview, that some students showed symptoms of nomophobia but the guidance and counseling teacher has not been able to provide in-depth intervention because they experience confusion to provide appropriate intervention for students who show symptoms or who have experienced nomophobia. The results of collecting information/data about nomophobia problems in schools and guidance and counseling services along with the media needed by guidance and counseling teachers to deal with nomophobia problems, it is necessary to develop a media in the form of individual counseling guidelines reframing techniques as a technique that is considered suitable for dealing with nomophobia.

3.4 Planning

In accordance with the excavation of this information, researchers created individual counseling guidelines for reframing techniques to reduce nomophobia in students. The use of individual counseling reframing techniques is suitable for reducing nomophobia because it is seen as being able to change the individual's perspective on smartphone use. Where individuals who experience nomophobia have the thought that without a smartphone everything activities will not run smoothly to become individuals who use smartphones reasonably and according to their needs. Therefore, by using this reframing technique, it can change individual perceptions through individual counseling so that individuals who experience nomophobia can use smartphones appropriately and can reduce nomophobia.

3.5 Develop a Preliminary Design of the Product

At this stage, the product is designed in advance. The design of this product is developed by: a) formulating the implementation of the practice to be developed, b) determining and formulating the material to be developed, c) designing the design of the guidebook. The following is an explanation of the design.

3.6 Formulating Service Implementation

The implementation of services is formulated and designed through individual counseling services sourced from [12], in which there are 6 counseling meetings including assignments.

3.7 Determining and Formulating the Content to Be Developed

In the developed guidebook, several indicators of nomophobia are discussed, where these indicators will be completed through the stages of individual counseling reframing techniques. The reframing technique is carried out to discuss and solve nomophobia problems in accordance with four indicators and through 6 stages of counseling including rationalization, identification, determining the elaboration of the perception system, identifying alternative perceptions, modifying perceptions, and assigning assignments.

3.8 Designing a Guidebook Design

In accordance with the initial product development that has been prepared, this stage is the stage where the design of a guide product that has not been validated/ revised by material experts, media experts, and practice experts. The content of this guide consists of six chapters containing 1) Chapter I Introduction, in which there is a background of the problem and the background of the creation of the guide, 2) Chapter 2 General instructions, which explains several things about the targets of using the alloy, participants or subjects who can use the guide, as well as the instruments used in counseling services, 3) Chapter 3 Understanding Nomophobia, which is a theoretical explanation of nomophobia, 4) Chapter 4 Reframing Technique Counseling, contains theoretical explanations about reframing techniques, 5) Chapter 5 Practice Implementation Guidelines, in this chapter contains the stages of practice implementation to be carried out in the counseling session, and 6) Chapter 6 Conclusion, contains the conclusion and the entire content of the guide.

3.9 Testing the Initial Design of the Product

Testing the initial design of the product is a stage to assess the design of the product and the assessment carried out by experts. Experts who assess products have qualifications including at least undergraduate degree (for practice experts) and master degree (for material and media experts) who are competent in guidance and counseling. The assessment results of material experts, media experts, and practice experts are as follows on Table 3, Table 4, and Table 5.

Based on the results of the overall expert assessment, the product gets an average value of 1.00. It can be concluded that the product developed is in the category of excellent/feasible. Nonetheless, there are some comments and suggestions as a note to improve the product.

3.10 Revise the Main Product

The next stage is to carry out the revision of the main product. The following revisions have been made based on the results of expert assessment analysis.

3.11 Material Expert

After being given notes and input by material experts, revisions were made by adding broader and in-depth content related to losing connectedness. In addition, in the implementation stage, there are also added behavioral targets to be achieved from each counseling meeting. The counseling stages are made according to the stages of the reframing technique. In addition, the root of the theory of reframing techniques, namely the REBT approach, is added to the discussion in the guide. At each meeting, a media attachment for counseling is added which is included in the appendix to the guidelines. Additionally, the title of the initial guide “Individual Counseling Guide to Reframing Techniques for Reducing Nomophobia in Students-Indonesian Version” changed to “Reframing Technique Counseling for Nomophobia-Indonesian Version”.

3.12 Media Expert

Based on the assessment of media experts, there are several things that need to be revised based on the notes of the two experts provided by media experts. Some of the things that were revised were maximizing the layout in the guide, adding some images and emoticons in the content of the guide to improve the attractiveness of the content of the guide, as well as improving some words that are still typo.

3.13 Practice Expert

Based on the assessment of practice experts, there are several things that need to be revised in accordance with the notes of the two practice experts, namely on the cover of the words “Operational Guidelines for Counselors/Teachers of Senior High School/Vocational Schools” better placed above so that readers understand the book in question.

The preparation of this guide is based on the research design of Borg and Gall [13]. However, this research only reached the stage of revision of the main product, this is due to time constraints and the situation of conditions that do not allow to carry out up to the marketing and implementation stage. The media developed still needs trials and effectiveness tests in the future because this media is a newly developed media.

The taking of nomophobia variables is based on current conditions, which according to a survey of the use of ICT by Center for Research and Development of Informatics

Table 3. Assessment Results (Descriptive).

Aspects	Expert 1	Expert 2
Material	In the guidelines, indicators with a higher percentage of material provision should be clearer, the approach used should be more specific, each implementation taha needs to be listed the desired behavioral targets	The exploration discussed focuses on reframing techniques, the stages of counseling are enough to use reframing techniques not colliding with individual counseling stages, the roots of reframing theory need to be discussed in the guide, each stage needs to have material, the media used to support each counseling implementation, the title of the guide can be made with more interesting sentences
Media	Pay attention back to the number of pages	On the cover title, the level of the target school is added, the image is better representative, pay attention to the typo word again, the layout on the content of the guide is readjusted, add images or emoticons to the guide so that the guide contains more
Practice	<i>Lowest Level Heading.</i> Text fool in the title of the guide cover, it is better to put it above so that the reader understands the book in question, double-check every word and sentence because there are still some incorrect writings	No input

Table 4. Assessment Results (Quantitative)

Expert Assessment 2	Expert Assessment 1					
	Material		Media		Practice	
	LR (1-2)	HR (3-4)	LR (1-2)	HR (3-4)	LR (1-2)	HR (3-4)
LR (1-2)	0	0	0 0	0		0
HR (3-4)	0	19	0 24	0		9

Applications and Public Information and Communication Agency for Research and Development of Human Resources Ministry of Communication and Information of the Republic of Indonesia [1] that more than half of Indonesia’s population already owns a smartphone. It can also be known that one of the highest smartphone users is in students. The use of smartphones not only has a positive impact on its users but also negatively affects its users. Nomophobia is one of the negative impacts of smartphone users. Therefore, this study raises the variable of nomophobia because it is a problem that is experienced by many people recently, especially among students.

Table 5. Results of The Wholehearted Assessment.

No	Aspects of Product Assessment	Value
1	Material	1,00
2	Media	1,00
3	Practice	1,00
Sum		3,00
Average		1,00
Category		Excellent/Worthy

As for solving problems to overcome or reduce nomophobia in students, namely using individual counseling with reframing techniques. The use of individual counseling reframing techniques is suitable for reducing nomophobia because it is seen as changing the individual's perspective on smartphone use. Reframing is a technique designed to activate systems that can change their perspective on a problem and generate new ways of responding to it [9]. Individuals who experience nomophobia have the thought that in the absence of a smartphone everything activities will not go smoothly, being an individual who uses a smartphone reasonably and according to his needs. Based on the results of Agustina and Lukitaningsih's research [14] on six students who have an inferiority complex, it can be overcome using this reframing technique. The research says that using reframing techniques can reduce students' fear of guidance and counseling teachers [15]. Looking at some previous studies, reframing techniques are seen as strong and suitable for overcoming the problem of nomophobia in students. Therefore, using this reframing technique can change individual perceptions through individual counseling so that individuals who experience nomophobia can use smartphones reasonably and can avoid nomophobia. Based on the existing problems, an individual counseling guide for reframing techniques was created to reduce nomophobia in students which was realized as a learning medium for counselors/guidance and counseling teachers in schools.

This guide to counseling reframing techniques to reduce nomophobia in students has been declared feasible because it is designed and compiled based on the stages of research and development. The development of this guide is carried out through stage 1) researching and collecting information; 2) plan; 3) develop the initial design of the product; 4) testing the initial design of the product; 5) revise the main product until the product is declared fit for use.

4 Conclusion

Based on the results of research and development that has been carried out, it can be concluded that the results of the development of the media Guide for Counseling Reframing Techniques to Reduce Nomophobia in Students are declared very good for use. The feasibility of the product that has been developed is based on the assessment results of

several experts as follows: 1) The results of the material expert assessment, the Individual Counseling Guide reframing technique to reduce nomophobia is declared very good/suitable for use. 2) The results of the assessment of media experts, the Individual Counseling Guide of Reframing Techniques to Reduce Nomophobia are declared very good/suitable for use. 3) The results of the assessment of practice experts, the Individual Counseling Guide reframing techniques to reduce nomophobia are declared very good/suitable for use.

The suggestions for subsequent researchers are 1) the design of the guide is still simple so that it is necessary to develop a more attractive design, 2) the counseling guide is still focused on the individual counseling process, so it is hoped that the guide can be re-developed with a group counseling format, 3) the use of worksheets at each meeting is still simple and it is necessary to add media so that counseling is more attractive in accordance with the purpose of counseling.

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