The Effectiveness of Information Services in Overcoming Smartphone Addiction in Madrasah Students

Aditya Dio Putra[1✉], Nurussakinah Daulay[2]
State Islamic University of North Sumatra Medan, Indonesia[1,2]
E-mail: adityadioputra@gmail.com[1], nurussakinah@uinsu.ac.id[2]

Abstrak

Kecanduan *smartphone* menjadi problematika yang berbahaya di kalangan pelajar, termasuk siswa di MTs Kesuma LKMD. Studi pendahuluan ditemukan 11 siswa dari 38 total siswa kelas VII kategori kecanduan *smartphone* tingkat tinggi. Penelitian ini bertujuan untuk mengetahui efektivitas layanan informasi dalam mengatasi kecanduan *smartphone* pada siswa madrasah. Fokus riset ini untuk mengatasi tingkat kecanduan *smartphone* pada siswa tersebut melalui layanan informasi. Jenis penelitian ini ialah penelitian tindakan kelas bimbingan konseling (PTBK) dengan model *one group pre tes* dan *post design.* Subjek penelitian ini berjumlah 38 siswa kelas VII MTs Kesuma LKMD, dengan sampel 11 siswa, menggunakan teknik *cluster random sampling*. Hasil penelitian ini menunjukkan bahwa layanan informasi efektif dalam mengatasi kecanduan *smartphone* pada siswa madrasah, hal ini terlihat dari hasil perbandingan yang cukup signifikan, mulai dari tahap pra-penelitian 89% mengalami penurunan *smartphone addiction* pada siklus I (sebesar 71%), dan memperoleh kategori rendah sebesar 52% (siklus II).
Kata Kunci: Kecanduan *Smartphone,* Layanan Informasi.

Abstract

Smartphone addiction is a dangerous problem among students, including students at MTs Kesuma LKMD. The preliminary study found 11 students out of 38 total class VII students in the high-level smartphone addiction category. This study aims to determine the effectiveness of information services in overcoming smartphone addiction in madrasa students. The focus of this research is to overcome the level of smartphone addiction in these students through information services. This type of research is action research counseling guidance class (PTBK) with a one-group pre-test and post-design model. The subjects of this study were 38 students of class VII MTs Kesuma LKMD, with a sample of 11 students, using the cluster random sampling technique. The results of this study indicate that information services are effective in overcoming smartphone addiction in madrasa students, this can be seen from the results of a significant comparison, starting from the pre-research stage 89% experienced a decrease in smartphone addiction in the first cycle (71%), and obtained the category low by 52% (cycle II).
Keywords: Smartphone Addiction, Information Services.

INTRODUCTION

Smartphones are sophisticated communication tools and access to information (Setiadarma & Dinata, 2020). The presence of smartphones aims to make it easier for individuals to interact socially from a distance (Supendi & Mulyadi, 2017: 14-19; Daulay, *et.al.,* 2020). Likewise, at this time the main goal is converted into a primary need for everyone. This is supported by game application features, social access (shopping, transportation), and various service features that provide other conveniences (Irnawaty & Agustang, 2019: 41-46).

The Minister of Communication and Information (Menkominfo) informed that as of January 2021, the number of internet users in Indonesia reached 202.6 million. This increase in number is in line with the reduced social activities of the community during the Covid-19 pandemic era. In fact, a number of people were found to have two smartphones, both for personal use and as a special tool for work (such as online motorcycle taxi workers) (Marsal & Hidayati, 2017: 78-84). This shows that the level of public need for smartphones is already in the high category, not a few of whom tend to be addicted to smartphones (Hidayat, 2021).

Excessive use of smartphones (so addictive), can cause various negative impacts on users. According to Mudaim, *et.al.* (2020: 151-161) the negative impact of smartphone addiction for students is a decrease in learning concentration, causes laziness to study, tends to be aloof, affects social attitudes so that they are not sensitive and do not care about the surrounding environment. This opinion is in line with the phenomenon that occurs, where students prefer to find information via Google rather than having to read books.

Ironically, the smartphone addiction that is spreading among students creates an unusual attitude for the (youth) generation, namely the desire for instant life. In fact, in the stage of cognitive development, elementary age children and adolescents need active interaction with peers, social environment, and be proactive in learning. On this basis, children and adolescents need the role of parents and teachers in fostering, guiding, and supervising children's behavior (Mayora, 2020).

In this context, guidance and counseling teachers are responsible for directing and preventing students from becoming addicted to smartphones. One effort that can be done is to provide information services for students (Kamaruzzaman & Sukmawati, 2017: 21-30). The information service in question is in the form of data showing the dangers of smartphone addiction for teenagers (Lestari, 2015). In practice, the teacher focuses students on limiting the place, circumstances, and time in using smartphones. Furthermore, students must be honest with teachers in reporting the quantity and quality of daily smartphone use.

According to Syafaruddin, *et.al.,* (2019), information services are the implementation of providing information from teachers to students (individuals and groups), to obtain new insights that are useful for character and behavior development. In line with this, Ernawati (2016) argues that information services serve as a provision for students to understand data and the realities that occur in society, as capital to make decisions independently. This is based on the maturity level of students (MTs/teenagers) which requires various considerations in making a decision.

Based on a preliminary study at MTs Kesuma LKMD Namorambe, information was obtained that so far the information services provided by BK teachers to students are still using the lecture method. According to Zaini, *et.al.* (2020: 126-131), the use of this method causes the application of information services to be less than optimally accepted by students. Furthermore, Sanjaya (2017) added that it is time for educators (BK teachers) to take advantage of technological sophistication in educating students' characters, especially steps to prevent smartphone addiction.

Indeed, research on smartphone addiction in students has become a major concern of previous researchers. These include discussing aspects of overcoming smartphone addiction in students through flipchart media (Langangka, 2021), the role of BK teachers in reducing smartphone use in schools (Rismaniar, 2018), socializing the use of appropriate smartphones (Mudaim, *et.al.*, 2020: 151-161; Hardini & Barmawi, 2022),

student achievement (Ula, 2021: 290-298; Gustilawati, *et.al.,* 2020: 109-115), student anxiety (Dilla, 2020), academic stress (Hamrat, *et.al.,* 2019: 13-19), and giving examples to students about the facts of the negative impact of smartphone addiction (Mulyati & Frieda, 2019: 1307-1316).

Observing the literature review above, information is obtained that relevant research on smartphone addiction discusses psychological conditions, effects (implications), and efforts to prevent smartphone addiction in students. However, there are no relevant studies that discuss efforts to reduce smartphone addiction through information services. On this basis, the researchers took the theme as a research gap analysis with the title, "*Effectiveness of Information Services in Overcoming Smartphone Addiction in Madrasah Students*".

METHOD

This study uses a type of classroom action research guidance and counseling (PTBK). In general, action research aims to improve or improve (fix) a service that should have been used by counselors. Of course, this type of research is in accordance with the professional task of the counselor in improving and improving BK services to students. Thus, this type of research is considered appropriate with the theme under study, namely an effort to overcome the problem of smartphone addiction that occurs among madrasa students.

The stages or sequence of activities in the first and second cycles can be seen from the chart below:
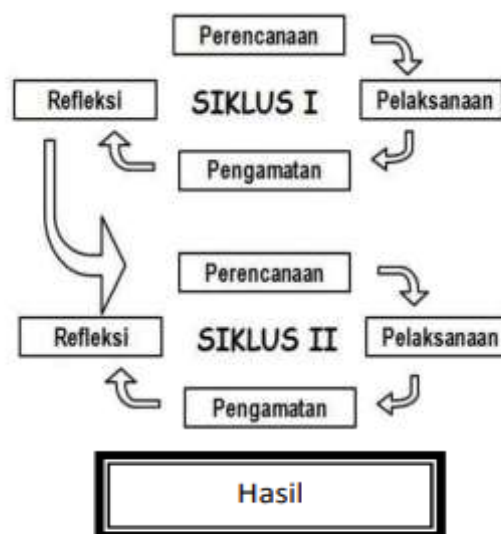

Figure 1. Research Procedure Framework.

This research consists of two cycles and reflection in each cycle. Each cycle has stages, for example planning, action, observation and reflection. Data collection techniques were obtained from questionnaires, observations and interviews. The success of the research will be measured through a Smarthpone Addiction questionnaire to find out how high the influence of smartphones is on students at MTs Kesuma LKMD Namorambe. The purpose of action research is to improve the rationale and appropriateness of the practice, the understanding of the practice, and the situation or institution in which the practice is carried out. The research focuses on the effectiveness of implementing information services that address the problem of smartphone addiction in students. On the other hand, the aim of the study was to identify the effectiveness of information services with student smartphone addiction, especially among students at MTs Kesuma LKMD Namorambe. The data processing method is carried out with a data reduction process, data exposure to conclusions. The result data that has been processed in the teacher's observations are simplified in the form of tables, narrated and concluded. The results of this conclusion are used to improve research in the next cycle.

RESULTS AND DISCUSSION

The use of smartphones by school students is influenced by the needs of millennials as the phenomenon of smartphone users has existed in the community, especially teenagers. In various opportunities, teenagers are busy playing smartphones. In carrying out the research at MTs Kesuma LKMD Namorambe from 12-18 March 2022, it was based on information and observations that researchers made during the information service process. Students realize that they are influenced by smartphones which make them less focused on various activities, especially during school learning hours. A study shows the results that dependence on smartphones can make you lazy to think. Moreover, it makes individuals tend to use their "brain" less to think and do activities every day.

Based on the results of research at MTs Kesuma LKMD Namorambe in class VII with a population of 38 students there are 11 students who have a smartphone addiction level. Therefore, researchers carry out information service activities to help students control themselves so they are not addicted to using smartphones. This can be seen by using the following table of survey results.

Table 1
Level of smartphone addiction at the start of the study

No	Name	Total score	Addiction smartphone level
1	Muhammad Ferdiansyah	90	High
2	Septhia Amanda	88	High
3	Rama Dandi Kurniawan	91	High
4	Robby Anggara Tarigan	92	High
5	Fitriani	87	High
6	Suparman	91	High
7	Eka Juita Armi	89	High
8	Sutrisno	86	High
9	Saskia Ramadani	91	High
10	Sindi Natasya	86	High
11	Hanny Suci Ramadhani	87	High

Based on the results received in the questionnaire sheet at an early stage, there were 11 students who could be observed and at the same time became subjects in this study, because these 11 students had a prominent level of smartphone addiction from their classmates. In the implementation of Information services, it consists of 2 cycles, in each cycle includes planning, implementation, observation and reflection activities. The material raised on information services, which concerns smartphone addiction, is "The Dangers of Smartphone Addiction to Millennial Children". The purpose of providing this service is to prevent student problems from having a bad impact on smartphone users and to direct students not to always depend on smartphone use.

Table 2
Level of smartphone addiction after cycle I

No	Name	Total score	Addiction smartphone level
1	Muhammad Ferdiansyah	74	Medium
2	Septhia Amanda	71	Medium
3	Rama Dandi Kurniawan	72	Medium
4	Robby Anggara Tarigan	75	Medium
5	Fitriani	70	Medium
6	Suparman	70	Medium
7	Eka Juita Armi	74	Medium
8	Sutrisno	69	Medium
9	Saskia Ramadani	73	Medium
10	Sindi Natasya	68	Medium

11	Hanny Suci Ramadhani	70	Medium

Based on the data presented in table (2) above, there is an average score for MTs Kesuma LKMD Namorambe students, whose initial addiction level was "high" to "moderate" after the first cycle was carried out. Based on the results of information service activities, it can be concluded that the totality of the implementation of information services is going well. At the planning stage, it is described that the competency formulation and achievement markers are formulated adequately. The objectives are formulated based on the achievement of the growth task and are relevant to the objectives of the BK action. From the basic considerations in order to continue in cycle II, the researchers carried out process evaluations and results evaluations. Evaluation of this process is attempted through observation, to identify the limitations of providing information services. On the other hand, the evaluation of the results in cycle I was more emphasized on the presence of knowledge, description, understanding and the desire not to fall into smartphone addiction. Evaluation of the results is used by sharing some of the questions given during the information service.

Table 3
Level of smartphone addiction after Cycle II

No	Name	Total score	Addiction smartphone level
1	Muhammad Ferdiansyah	56	Low
2	Septhia Amanda	52	Low
3	Rama Dandi Kurniawan	53	Low
4	Robby Anggara Tarigan	57	Low
5	Fitriani	50	Low
6	Suparman	51	Low
7	Eka Juita Armi	54	Low
8	Sutrisno	50	Low
9	Saskia Ramadani	51	Low
10	Sindi Natasya	47	Low
11	Hanny Suci Ramadhani	49	Low

Based on the presentation of observational data, it shows that students at the smartphone addiction level are at a low level after being given the second cycle of services. Based on the results of information service activities in the second cycle, it can be concluded that the overall implementation of information services went smoothly after distributing some questions and reflecting as the end of information services for students who were previously addicted to smartphones.

Table 4
Results of scores from conducting pre-research, cycle I and cycle II

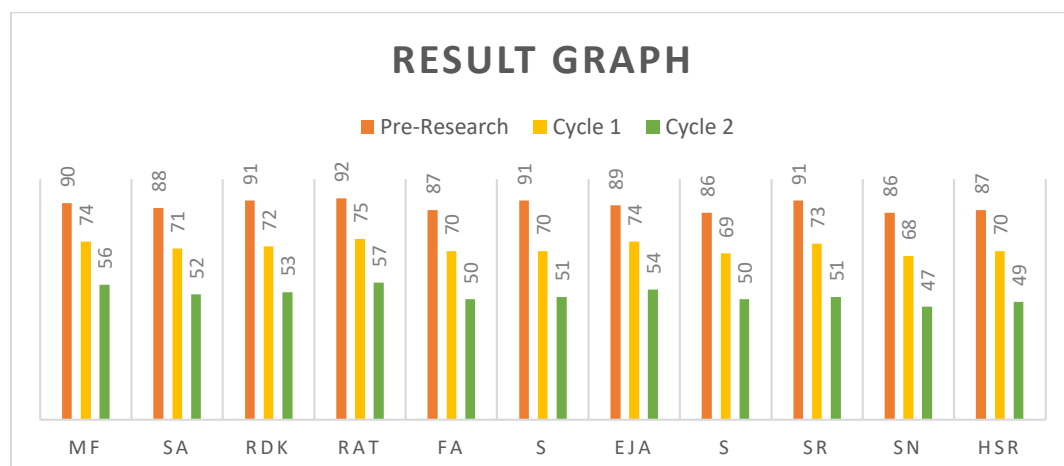| No	Name	Pre-research	Cycle I	Cycle II
1	MF	90%	74%	56%
2	SA	88%	71%	52%
3	RDK	91%	72%	53%
4	RAT	92%	75%	57%
5	FA	87%	70%	50%
6	S	91%	70%	51%
7	EJA	89%	74%	54%
8	S	86%	69%	50%
9	SR	91%	73%	51%
10	SN	86%	68%	47%
11	HSR	87%	70%	49%
	Total	89%	71%	52%

Figure 2. The Results of Changes in the Influence of Smartphone Addiction by Using Information Services

Based on table (4) and figure (2) above, the researcher describes a graph of the results of changes in the influence of smartphone addiction by using information services including from pre-research, cycle 1 and cycle 2. It is known that there is a percentage result from pre-research of 89 %, the total from the first cycle was 71% and the total from the second cycle was 52%. In the implementation of the follow-up research, Guidance and Counseling classes using this information service can gradually reduce the level of smartphone addiction in students, which initially decreased from 89% to a total of 52%.

CONCLUSION

Based on the results of action research that has been provided through information services in overcoming smartphone addiction, it shows a decrease in the second cycle of smartphone addiction levels experienced by 11 grade VII students of MTs Kesuma LKMD Namorambe, in the pre-cycle the frequency of students can be said to be large (89%) , while from the analysis of the level of smartphone addiction obtained through a questionnaire, the data obtained in the first cycle of the frequency of students towards smartphone addiction has a moderate level (71%). Then, in the implementation of the second cycle experienced a low level (52%). So it can be said that there has been a change in the level of student smartphone addiction from pre-cycle, cycle I and cycle II by 89%, 71%, and decreased to 52%. The results of observations and interviews related to smartphone addiction in students as the results of the research above, it can be concluded that the implementation of information services to reduce the level of smartphone addiction with the subject of 11 students at MTs Kesuma LKMD Namorambe in the 2021/2022 academic year has been carried out optimally and is going well.

BIBLIOGRAPHY

Daulay, R.S., Pulungan, H., Noviana, A., & Hurhaliza, S. 2020. Manfaat Teknologi *Smartphone* dalam Kegiatan Pembelajaran Pendidikan Islam di Masa Pandemi Corona-19. *Al-'Ulum: Jurnal Pendidikan Islam, 1*(1). http://ejurnalilmiah.com/index.php/Al-Ulum/article/view/7.

Dilla, T.A. 2020. Hubungan Kecanduan *Smartphone* dengan Kecemasan (*Nomophobia*) pada Mahasiswa Keperawatan Universitas Andalas. *Skripsi,* Universitas Andalas. http://scholar.unand.ac.id/60088/.

Ernawati, I. 2016. Pengaruh Layanan Informasi dan Bimbingan Pribadi Terhadap Kedisiplinan Siswa Kelas XII MA Cokroaminoto Wanadadi Banjarnegara Tahun Ajaran 2014/2015. *G-Couns: Jurnal Bimbingan dan Konseling, 1*(1). https://journal.upy.ac.id/index.php/bk/article/view/40.

Gustilawati, B., Utami, D., Supriyati, S., & Farich, A. 2020. Tingkat Kecanduan *Smartphone* dan *Self Efficacy* dengan Prestasi Belajar Mahasiswa Fakultas Kedokteran Universitas Malahayati. *Jurnal Ilmiah Kesehatan Sandi Husada, 9*(1), 109-115. https://akper-sandikarsa.e-journal.id/JIKSH/article/view/230.

Hamrat, N., Hidayat, D.R., & Sumantri, M.S. 2019. Dampak Stres Akademik dan Cyberloafing Terhadap Kecanduan *Smartphone*. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia, 5*(1), 13-19. http://www.jurnal.iicet.org/index.php/j-edu/article/view/324.

Hardani, D.S., & Barmawi, S.R. 2022. Pengaruh Model Edukasi Berbasis TIK "Aplikasi Teradam" Terhadap Pengetahuan Orang Tua dalam Penatalaksanaan Kegawatdaruratan Anak. *Jurnal Basicedu, 6*(1). https://jbasic.org/index.php/basicedu/article/view/2064.

Hidayat, R.P. 2021. *Teknopoli* dalam Fenomena Kehadiran *Smartphone*. *Skripsi,* Institut Seni Indonesia Padangpanjang. http://repository.isi-padangpanjang.ac.id/id/eprint/1320.

Irnawaty, I., & Agustang, A. 2019. *Smartphone Addiction* pada Mahasiswa Pendidikan Sosiologi Fakultas Ilmu Sosial Universitas Negeri Makassar. *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian, dan Pengembangan Keilmuan Sosiologi Pendidikan, 1*(1), 41-46. https://ojs.unm.ac.id/sosialisasi/article/view/13227.

Kamaruzzaman, A., & Sukmawati, E. 2017. Upaya Meningkatkan Orientasi Karier Melalui Layanan Informasi pada Mahasiswa Program Studi Bimbingan dan Konseling. *Sosial Horizon: Jurnal Pendidikan Sosial, 4*(1), 21-30. http://journal.ikippgriptk.ac.id/index.php/sosial/article/view/420.

Lagangka, S.N.H. 2021. Efektivitas Layanan Informasi Bahaya Bermain *Game Online* Disertai Media *Flipchart* dalam Mengurangi Intensitas *Game Online* di Sekolah Siswa Kelas XI IPS SMA Negeri 5 Model Palu. *Skripsi*, Program Studi Bimbingan dan Konseling Universitas Tadulako.

Lestari, I. 2015. Pengembangan Layanan Informasi Teknik *Symbolic* Model dalam Membantu Mengembangkan Kemandirian Belajar Anak Usia Sekolah Dasar. *Jurnal Konseling GUSJIGANG, 1*(1). http://jurnal.umk.ac.id/index.php/gusjigang/article/view/261.

Marsal, A., & Hidayati, F. 2017. Pengaruh *Smartphone* Terhadap Pola Interaksi Sosial pada Anak Balita di Lingkungan Keluarga Pegawai UIN Sultan Syarif Kasim Riau. *Jurnal Ilmiah Rekayasa dan Manajemen Sistem Informasi, 3*(1), 78-84. http://ejournal.uin-suska.ac.id/index.php/RMSI/article/view/3529.

Mayora, I. 2020. Upaya Guru Bimbingan Konseling dalam Mencegah Degradasi Moral Remaja Melalui Layanan Informasi pada Peserta Didik Kelas X di SMA Al-Azhar 3 Bandar Lampung Tahun Pelajaran 2019/2020. *Skripsi,* UIN Raden Intan Lampung. http://repository.radenintan.ac.id/11754/.

Mudaim, M., Mu'in, J.A., & RI, P.N. 2020. Pengaruh Layanan Konseling Terhadap Penggunaan *Gadget* pada Peserta Didik SMK Islam Bina Khalifah Bangsa Kota Metro. *Counseling Milenial (CM), 1*(2), 151-161. https://mail.scholar.ummetro.ac.id/index.php/konselor/article/view/300.

Mulyati, T., & Frieda, N.R.H. 2019. Kecanduan *Smartphone* Ditinjau dari Kontrol Diri dan Jenis Kelamin pada Siswa SMA Mardisiswa Semarang. *Jurnal Empati, 7*(4), 1307-1316. https://ejournal3.undip.ac.id/index.php/empati/article/view/23438.

Rismaniar, R. 2018. Aplikasi Layanan Bimbingan Kelompok dalam Mengatasi Kecanduan *Gadget* di MAN 3 Medan. *Skripsi,* Medan: Universitas Islam Negeri Sumatera Utara Medan. http://repository.uinsu.ac.id/5992/1/SKRIPSI_RISMANIAR_NIM%2033143026.pdf.

Sanjaya, T.J. 2017. Dampak Aktivitas *Game Online* Terhadap Mahasiswa Pendidikan Sejarah UNIMED Angkatan 2012/2013. *Skripsi,* Medan: Universitas Negeri Medan. http://digilib.unimed.ac.id/id/eprint/23910.

Setiadarma, D., & Dinata, I.M.K. 2020. Hubungan Antara *Smartphone Addiction and Sustained Attention* pada Mahasiswa Program Studi Pendidikan Dokter Fakultas Kedokteran Universitas Udayana. *Jurnal Medika Udayana, 9*(1), 61-65. https://ojs.unud.ac.id/index.php/eum/article/view/58260.

Supendi, M., & Mulyadi, D. 2017. Pemanfaatan *Smartphone* dalam Proses Perkuliahan yang Efektif dan *Supportive*. *Jurnal Utilitas, 3*(1), 14-19. https://journal.uhamka.ac.id/index.php/utilitas/article/view/4693.

4406 *The Effectiveness of Information Services in Overcoming Smartphone Addiction in Madrasah Students –*
Aditya Dio Putra, Nurussakinah Daulay
DOI: https://doi.org/10.31004/basicedu.v6i3.2802

Syafaruddin, S., Syarqawi, A., & Siahaan, D.N.A. 2019. *Dasar-dasar Bimbingan dan Konseling: Telaah Konsep, Teori, dan Praktik.* Medan: Perdana Publishing.

Ula, W.R.R. 2021. Dampak Kecanduan *Smartphone* Terhadap Prestasi Belajar Siswa. *Tunas Nusantara, 3*(1), 290-298. https://ejournal.unisnu.ac.id/jtn/article/view/2140.

Zaini, A., Dianto, M., & Mulyani, R.R. 2020. Pentingnya Penggunaan Media Bimbingan dan Konseling dalam Layanan Informasi. *Prosiding Seminar Nasional Bimbingan dan Konseling Universitas Negeri Malang, 1*(1). http://conference.um.ac.id/index.php/bk/article/view/68.