The Role of Social Support of Guidance and Counseling Teachers and Academic Resilience on Smartphone Addiction

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Abstrak

Smartphone merupakan alternatif media pembelajaran jarak jauh di era pandemi Covid-19. Kehadiran *smartphone* memiliki sisi positif dan negatif pada siswa. Salah satu aspek negatif yang berbahaya bagi siswa ialah *smartphone addiction* (kecanduan ponsel pintar). Hal ini didasarkan pada usia siswa (anak atau remaja) yang belum mampu secara objektif memilah kegunaan sesuatu dengan bijak. Atas dasar ini, dibutuhkan peran dukungan guru BK dalam menginternalisasi nilai-nilai akademis kepada siswa. Penelitian ini bertujuan untuk mengetahui peran dukungan sosial guru BK dan resiliensi akademik terhadap *smartphone addiction*. Adapun jenis penelitian ini menggunakan penelitian tindakan bimbingan dan konseling (PTBK), melalui model desain *pre-test, post-test*. Subjek penelitian ini merupakan 6 siswa kelas IX MTs Kesuma LKMD Namorambe. Hasil penelitian ini menunjukkan bahwa peran dukungan sosial guru BK dan resiliensi akademik dapat mengurangi kecanduan *smartphone* pada 6 siswa kelas IX MTs Kesuma LKMD Namorambe, hal ini terlihat dari hasil perbandingan yang cukup signifikan, mulai dari tahap pra-penelitian 95%, siklus I berjumlah 73%, dan memperoleh kategori rendah pada siklus II sebesar 45%.

Kata Kunci: Kecanduan *Smartphone,* Peran Guru BK, Resiliensi Akademik.

Abstract

Smartphones are an alternative to distance learning media in the era of the Covid-19 pandemic. The presence of smartphones has both positive and negative sides to students. One of the negative aspects that are dangerous for students is smartphone addiction. This is based on the age of students (children or teenagers) who have not been able to objectively sort out the usefulness of something wisely. On this basis, the support role of BK teachers is needed in internalizing academic values in students. This study aims to determine the role of BK teachers' social support and academic resilience on smartphone addiction. This type of research uses guidance and counseling action research (PTBK), through a pre-test, post-test design model. The subjects of this study were 6 students of class IX MTs Kesuma LKMD Namorambe. The results of this study indicate that the role of BK teacher social support and academic resilience can reduce smartphone addiction in 6 grade IX students of MTs Kesuma LKMD Namorambe, this can be seen from the results of a significant comparison, starting from the pre-research stage 95%, the first cycle was 73 %, and obtained a low category in the second cycle of 45%.

Keywords: Smartphone Addiction, the Role of Counseling Teachers, Academic Resilience.

INTRODUCTION

The millennial era is characterized by technological sophistication. Almost all access to communication and information is easy, the term is all in the grip of a smartphone. Various interesting features in presenting convenience, characterize smartphones as one of the innovations in information and communication technology (HS & Hidayat, 2021). Thus, the smartphone is a sophisticated communication tool that is familiar to the millennial generation.

Distance learning as a "new system" in the era of the Covid-19 pandemic is a challenge for education stakeholders in ensuring the sustainability of education for the millennial generation. In this context, smartphones play a very big role in mediating teachers, students, and learning resources. In line with this, Mahdi (2017) explained that in the era of the Covid-19 pandemic, the presence of smartphones showed a positive impact on education stakeholders, where school/madrasah leaders and teachers could use the online absence application feature, as well as check the application-based student learning process. . Likewise for students, smartphones help in efforts to find reference materials and learning materials that can be accessed at any time.

In addition, smartphones also cannot be denied have various negative impacts. Among them are the tendency of students to decrease their enthusiasm for learning (Said, 2021: 7-11), weak learning concentration (Juniarti, *et.al.,* 2015), the inability of students to control themselves in the duration of smartphone use (Madihah, *et.al.*, 2021), decreased student learning outcomes, changes in the routine of life among students, tiktok dance syndrome (Zaputri, 2021), weakened sensitivity among students to the social environment, causes anxiety (Puspitasari, 2018), and academic stress (Hamrat, *et.al.,* 2019: 13-19).

The concern of parents and teachers from the negative implications of using smartphones is the students' addiction to these communication tools. Where, students are not able to divide their time well in using smartphones, and are not able to select applications that are useful for learning support at their age. The phenomenon in society describes students or teenagers who are "smartphone addicted" it is difficult to avoid the habit of accessing smartphones, they will even be anxious and restless when away from smartphones for a short duration of time (1 hour or 2 hours).

Responding to the above phenomenon, it takes a formulation that can fortify students consciously and independently to avoid these bad habits. Psychologists call it academic resilience. According to Afriyeni, *et.al.* (2021), academic resilience is the ability of students to respond effectively to various pressures in the field of education. Meiranti & Suyanto (2020: 119-130) added that the internalization of academic resilience in students brings self-confidence and an unyielding attitude for students to achieve academic success despite being under pressure during the education process.

Academic resilience possessed by students will lead to a flexible attitude (not rigid) in students towards the course of the educational process. Various difficulties and problems that arise in an educational system and process are seen as something that is common for students. Thus, students will make every effort to achieve the highest academic goals in the education they aspire to.

According to Maharani (2021), resilience is a "fortress of self" for a person in addressing the problems and dynamics of life in order to survive. Furthermore, Kumalasari & Akmal (2020) defines academic resilience as a positive response of students in overcoming educational problems, this is driven by the potential of students, starting from the cognitive, affective, and psychomotor aspects. Thus, academic resilience is needed for students to apply the concept of lifelong learning and continuing education.

If resilience is viewed from an internal aspect that strengthens students in facing various challenges in the world of education. Thus, the role of BK teachers is seen as an external aspect in helping students to minimize various errors in participating in the learning process (Amylia & Surjaningrum, 2014). According to Permana (2020), BK teachers play a role in motivating students to be able to solve problems independently based on various existing considerations. The same thing was also stated by Minarsi, *et.al.* (2017) and Wahyuni & Falah

(2015: 21-34), that students are independent people who must be facilitated by guidance and counseling services to be able to independently address their problems.

The role of BK teachers in this context is intended as an effort to provide social support to students to improve academic achievement (Kusrini & Prihartini, 2014; Dhamayantie, 2014: 181-200). The togetherness that the teacher brings to students through social support will shape students' attitudes and mentality to accept the social environment holistically, so that they are more ready to socialize in the educational environment (Rokhmatika, 2013). In line with this, Santoso (2021: 11-26) informs that social support will help students to enthusiastically follow the direction and guidance of the teacher, because they feel emotionally close.

In fact, relevant research on social support, the role of guidance counselors, academic resilience and smartphone addiction, has been separately investigated by previous researchers. These include discussing aspects of preventing smartphone addiction in students (Mulyati & Frieda, 2019), implementing appropriate socialization for smartphones (Mudaim, *et.al.*, 2020: 151-161; Hardini & Barmawi, 2022), academic resilience among students (Habibah, 2018), academic resilience and the level of students' thinking skills (Eliza, 2020: 105-118; Fathoni, 2021), and the effect of social support on student character (Sepfitri, 2011).

Observing the literature review above, it is understood that previous relevant research on the role of guidance counselors, academic resilience, and smartphone addiction has not been studied related to one research theme. For this reason, as an effort to obtain research novelty and gap analysis between this research and the previous one, the researcher examines these three terms in one research theme, entitled, "The Role of Guidance and Counseling (BK) Teacher Social Support and Academic Resilience Against Smartphone Addiction".

METHOD

This research was formed by utilizing PTBK, namely research on certain directing and guiding activities that are equipped with PTBK strategies, especially research on study center and field activities in an effort to increase or reduce a level of habit. Kemmis and McTaggart in Rini (2017) recommend that research on learning room activities is the perception of learning exercises that are deliberately raised in class together, which includes a series of exercises consisting of four stages, namely preparation, implementation of activities, stages of perception , and the stage of introspection.
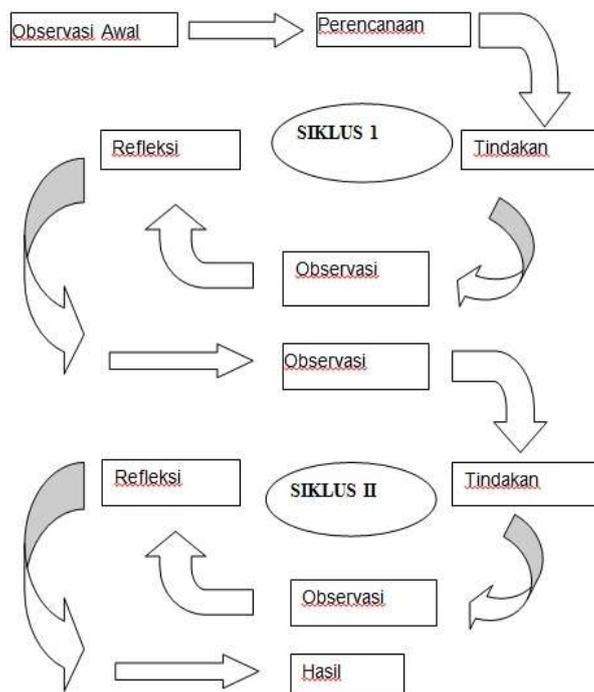

Figure 1. Research Procedure Framework.

The reason for conducting this review is to determine the degree (level) of smartphone habit (smartphone addiction) in students at MTs Kesuma LKMD Namorambe definitively in grade IX. By utilizing the role of BK teachers and academic resilience. This research activity was completed in 2 cycles. Each conference takes two hours. Each observation consists of four exercises, namely preparation, activity, perception and certain reflection (Arikunto, 2004).

RESULTS AND DISCUSSION

In the first observation in class IX of MTs Kesuma LKMD Namorambe for the academic year 2021/2022, the observation of activities in this class was carried out in 2 cycles. The first cycle starts from March 17 to March 20, 2022, while the second cycle starts from March 25 to March 26 2022. Each cycle has two meetings. Researchers prepare materials/topics that will be delivered in group counseling services using academic resilience techniques depending on the objectives of the student's problem. After giving the material, the researcher also made an evaluation sheet for the student.

Based on the observations made by the researcher, the survey results are presented in the form of a table as follows.

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

No	Name	Total score	Addiction smartphone level
1	RS	98%	High
2	SK	94%	High
3	IR	95%	High
4	AE	97%	High
5	MT	93%	High
6	FA	96%	High

From the population of class IX students which amounted to 15 students in the first cycle stage, from 15 students there were 6 students who had a high smartphone addiction level, which was identified by using a questionnaire given by the researcher to these students. The survey results will be returned to students as an assessment. It will show the difference before and after performing the service. Furthermore, the researcher gave the material/topic to the students, the researcher also directly observed the students. Then, the researcher gave a questionnaire again in order to find out the level of smartphone addiction had decreased. Furthermore, the researchers conducted group counseling services using resilience techniques.

This can indicate changes in the level of smartphone addiction to these students. the following table after conducting the counseling guidance research action as follows:

Table 2
Level of smartphone addiction after cycle I

No	Name	Total score	Addiction smartphone level
1	RS	78%	Medium
2	SK	75%	Medium
3	IR	76%	Medium
4	AE	73%	Medium
5	MT	70%	Medium
6	FA	71%	Medium

Based on the presentation of the data structure above, it shows that there is a decrease in the rate of improvement in smartphone addiction, which increased in the past, now has decreased after offering this type of assistance to students. After the meeting, guide assistance with the flexibility method was given to students. The inspection target that was entered at the beginning has shown an ideal number. From the investigations of students who experienced increasing degrees, it was found that by the time my cycle hours had decreased. While

in cycle II, as a general rule, in general students have experienced an increase in the level of cellphone addiction that has fallen. So, one might say that there has been student adjustment as far as mobile fixation goes. To see the results of cycle II can be described through the following table:

Table 3
**Level of smartphone addiction after Cycle II**

No	Name	Total score	Addiction smartphone level
1	RS	48%	Low
2	SK	44%	Low
3	IR	46%	Low
4	AE	45%	Low
5	MT	43%	Low
6	FA	44%	Low

The results of the research above, lead to the level of smartphone addiction ranging from low levels. This is because the six students already understand the influence of smartphones on themselves. Furthermore, the following are the results obtained in cycle I and cycle II which show the percentage of smartphone addiction levels obtained by researchers in the following table:

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

No	Name	Pre-research	Cycle I	Cycle II
1	RS	98%	78%	48%
2	SK	94%	75%	44%
3	IR	95%	76%	46%
4	AE	97%	73%	45%
5	MT	93%	70%	43%
6	FA	96%	71%	44%
	Total	95%	73%	45%

The researcher also made a graph of the results of the first and second cycles as follows:
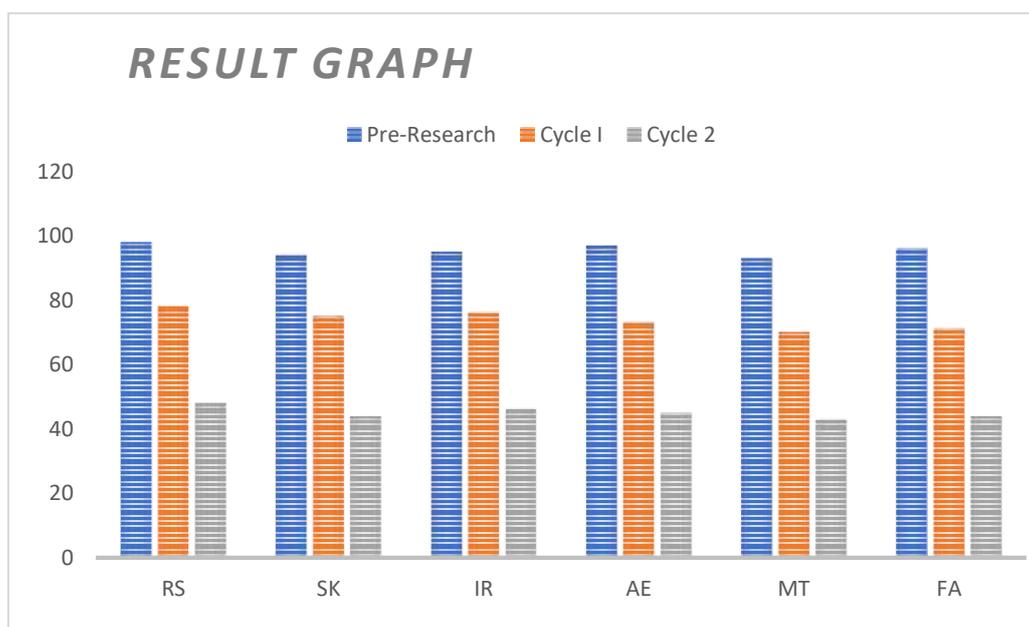
Consequences of the review in pre-study, cycle I, and cycle II, showed a reduction in smartphone addiction rates. This shows a positive result because each cycle has decreased. So with this decreasing result,

the practice of gathering management directing with flexibility strategy was discontinued because they had achieved normal results.

CONCLUSION

Based on the description of the research results above, it can be concluded that the role of BK teacher social support (external factors) and academic resilience (internal factors) can reduce smartphone addiction in 6 grade IX students of MTs Kesuma LKMD Namorambe. This can be seen from the comparison results which are quite significant, starting from the pre-research stage of 95%, in the first cycle of 73%, and obtaining a low category in the second cycle of 45%.

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