
The Appropriateness of Cognitive Behavior Therapy to Reduce Adolescent's Social Media Addiction

Netrawati Netrawati^{1*}

¹Universitas Negeri Padang

*Corresponding author, e-mail: netrawati@fip.unp.ac.id

Abstract

Millennial generation is currently faced with rapid developments and advances in the field of technology and communication. The use of technology can be utilized for a lot of things, such as interacting in social media by sending messages or voice note, calling, listening to music, reading books through digital platform, reserving hotel, online, going online shopping in one time. Social media provides many experiences from psychological perspective with the potential which can cause problematic behavior. The use of social media in society can be termed as a double-edged sword causing negative effects such as, addiction or dependence on social media. Social media addiction is potentially becoming mental health problem for some users accessing excessively without any limit social media addiction is a habit or behavior that gives the feeling of pleasure when accessing the social media account for a long time and feels uncomfortable, angry, or bored if he cannot open the account. CBT is a therapy directing and modifying thoughts, feeling, and action by emphasizing the brain as analysis, decision making, questioning, action, and return decision that are directed at changing for better behavior. Th purpose of the study is to produce counseling module with cognitive behavior therapy setting group approach to reduce practical social media addiction and can be useful for counseling teachers at school. Through counseling with CBT approach, clients are trained to monitor their mindset and identify feelings and situations that can trigger their social media addiction behavior. This study uses ADDIE model development (Analyze, Design, Development, Implementation, and Evaluation), because ADDIE model employs general and systematic basis, the framework is gradual from one part to another. The counseling module for cognitive behavior therapy approach to reduce social media addiction in adolescents is appropriate both in content and appearance. It is ready to be used by counseling teachers at schools.

Keywords: social media addiction, cognitive behavior therapy, adolescents



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Introduction

Every individual has a basic need to interact and communicate with other people, or groups, where interpersonal communication is the key in fostering a social relationship. (Baumeister & Leary, 1995; Wang, 2013). Individual need in communication is currently supported by technology, such as cellular phones, video calls, social media and various connecting sites, such as Facebook, Instagram, WhatsApp and other applications as multifunctional tools in fostering social relationships (Sari, Ilyas, & Ifdil, 2018). The ease of socializing using online social media actually has an impact that makes someone look anti-social in real life. The frequency of speaking for a group of teenagers who are gathered together in one place is lower than using their respective smartphones to access their social media (Muflih, Hamzah, & Puniawan, 2017). Social media platforms that are easily accessible on the internet can cause addiction to social media, so that their use is irrational and interferes with activities and developmental tasks.

Social media presents many experiences from a psychological perspective with the potential leading to problematic behavior. For example, a person who may spend a lot of time on social media

repeatedly checks his profile and checks the number of “likes” and comments he gets. Self-narcissism is addictive “selfie”, even fear and anxiety that cause individuals to often access social media throughout the day and sacrifice other productive activities (Al-Menayes, 2015). Social media that is used in everyday life is becoming a habit that is increasingly common in all circles (Andreassen, Pallesen, & Griffiths, 2017). The use of social media in today's society can be termed a double-edged sword that can cause negative effects such as addiction or dependence on social media (Leong, Hew, Ooi, Lee, & Jie, 2019).

(Griffiths, 2000, 2012). Social media addiction causes behavioral symptoms of emotional, relational, health, and performance problems (Echeburua & de Corral, 2010; Kuss & Griffiths, 2011; Marino, Finos, Vieno, Lenzi, & Spada, 2017; Marino, Gini, Vieno, & Spada, 2018). In line with that, Ayub, Rozali, & Marni (2019) stated that social media addiction can be interpreted as unlimited use of time in daily activities that cause negative impacts in social communication.

The phenomenon of social media addiction in adolescents needs to be solved for the future of youth and the nation's children. The solution offered in this study is CBT group counseling to reduce social media addiction in adolescents. The inability of adolescents to control their thoughts, feelings and behavior is what causes the emergence of addictive behavior in adolescents, so a way to deal with it is needed, namely through cognitive behavior therapy counseling.

The aims of this research are; (1) produce a counseling module for the group cognitive behavior therapy setting approach to reduce social media addiction that is valid or appropriate in terms of content and appearance. (2) produce a counseling module for group cognitive behavior therapy setting approaches to reduce addiction to social media that is practical and used by counseling teachers/counselors in schools and (3) produce a counseling module for group cognitive behavior therapy setting approaches to reduce addiction to social media that is effectively used by counseling teacher/counselor at school.

Social Media Addiction and the Negative Outcomes

Individuals who are addicted to social media can be categorized as a form of internet addiction, where they show a strong desire to use social media excessively and they enjoy it (Griffiths, 2000; Starcevic, 2013). The results of several studies show that behavioral symptoms that appear in individuals who are addicted to social media are having feelings and hearts that are not calm, disturbed thoughts, physical reactions that are not good, tend to respond to others with anger, and have bad relationships with the surrounding environment (Balakrishnan & Shamim, 2013; Błachnio, Przepiorka, Senol-Durak, Durak, & Sherstyuk, 2017; Kuss & Griffiths, 2011; Tang, Chen, Yang, Chung, & Lee, 2016; Zaremohzabieh, Samah, Omar, Bolong, & Kamarudin, 2014).

The reason for individuals who experience social media addiction is because they do not get self-satisfaction when doing social relationships directly or face to face, so individuals must rely on online communication, to meet their needs in social interaction. When being online on social media, individuals can feel happy, free, feel needed, supported and excited, but on the contrary when individuals cannot access social media, individuals can feel lonely, anxious, unsatisfied, and even frustrated (Hakim & Raj, 2017; Neto & Barros, 2000).

Furthermore, the results of research conducted by Sidaria (2018) showed that 50% of students used gadgets for >6 hours, students stated that many tasks were neglected because of gadgets, they always used gadgets as a substitute for friends, and students stated that gadgets were always on hand either alone or with friends. In addition, from the results of the Cengage Learning survey, it was found that more than 59% of adolescents accessed social media during learning, this resulted in the youth not being focused on participating in learning, lack of participation in discussion activities, lack of focus in carrying out assignments, and disrupting the learning process for adolescents. (Jin, Liu, & Austin, 2014; Perloff, 2014; Uche & Obiora, 2016; Ardi & Sukmawati, 2017). Social media addiction is the behavior of spending a lot of time on activities on social media which results in negative impacts in life, such as ignoring social obligations and disrupting individual daily productive activities (Bozoglan, 2018). The factors that influence social media addiction are internal factors that come from personality and self-motivation, then there are external factors caused by activities or access to social media (Thompson, 2014).

Characteristics of Social Media Addiction

The characteristic components that influence social media addiction behavior are salience (importance), mood modification (mood), tolerance (tolerance), withdrawal (withdrawal), conflict (conflict), and relapse (relapse) (Griffiths, 2005). In line with the characteristics previously described, the

characteristics possessed by a social media user who experiences addiction generally have at least 1 or more of the 5 characteristics, namely; compulsive use, loss of control, continued use despite adverse consequences, tolerance, withdrawal (Coombs & Howatt, 2005).

Method

This research is a developmental research. According to Borg & Gall (Creswell, 2018) developmental research is a process used to develop and validate educational products. The products developed include teaching materials, learning media, questions, and management systems in learning. This study uses the development of the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation), because the ADDIE model uses a general, systematic basis, and the framework is gradual from one part to another (Mudjiran, 2011).

The module development procedure is presented in the following figure.

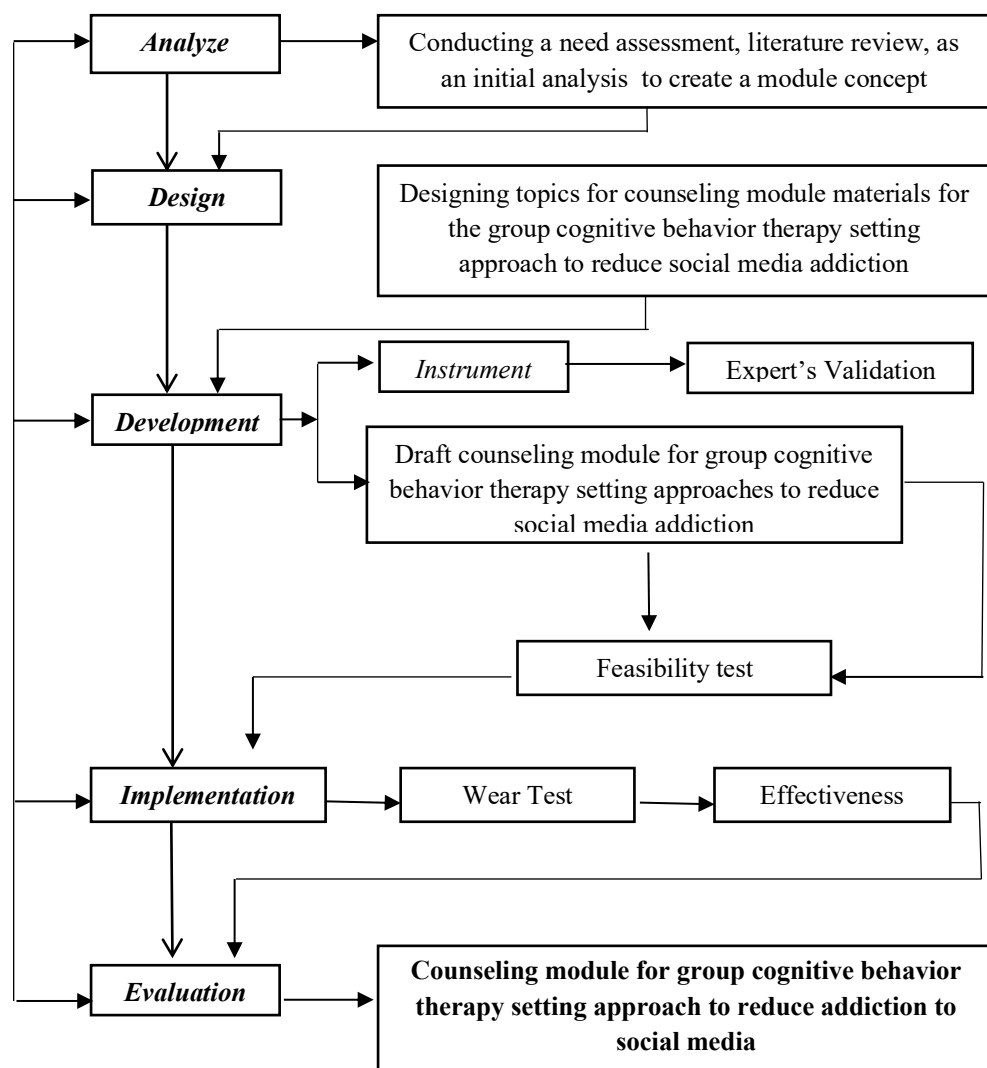


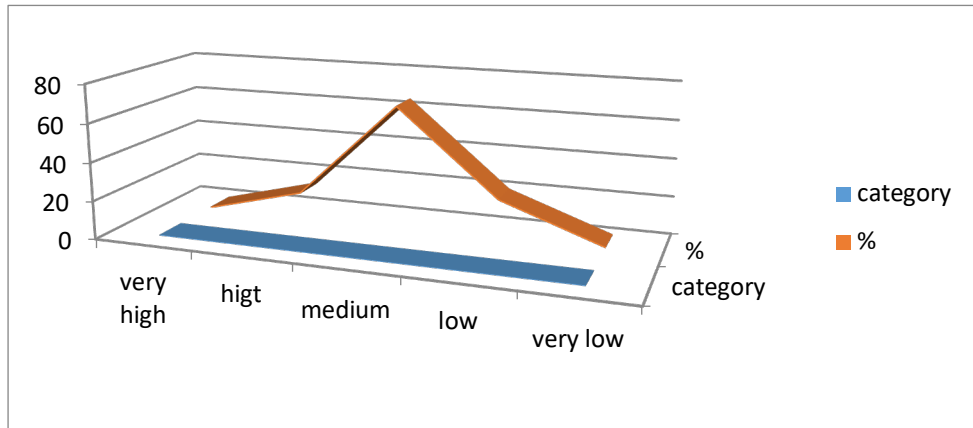
Figure 1. Procedure of Module's development

The type of data collected is in the form of validation data on the feasibility of module development designs and validation of the use of counseling modules for the group cognitive behavior therapy setting approach to reduce social media addiction. The data collection instruments used in this study were scale, questionnaire, and FGD. The questionnaire used in this study was the Likert model. This questionnaire will later be addressed to experts in collecting data on the feasibility test and to counseling teachers or counselors in collect data on the use of counseling modules for the group cognitive behavior therapy setting approach to reduce social media addiction.

Results and Discussion

The level of student’s social media addiction is based on the characteristics of addiction and to identify which indicators will be used as material in the CBT approach counseling module that is useful for counseling teachers/counselors to reduce social media addiction.

Grafik 1. The results of processing social media addiction instruments (n=250)



The results showed that there were 13.6% of adolescent students who experienced social media addiction in the high category, and 64% in the moderate category. This means that it can be said that teenagers who are carrying out education at the high school level have a tendency to use social media excessively or are addicted to social media. This addiction is shown by the behavior of accessing social media excessively, losing control when accessing social media so that it takes a lot of time and it is difficult to stop or go offline, furthermore, some students also experience unpleasant feelings when they cannot access social media, which in the end are disturbing developmental tasks of teenagers and allowing students to experience an increase in the category of addiction. Social media is a mean for addicted users to avoid problems and as a place to find their own satisfaction which is the cause of negligence in their responsibilities and obligations (Wicaksono, 2020).

CBT counseling model development stage

The results of expert validation regarding the content of the module can be concluded that the overall assessment of the experts on the content of the module is in the Very Eligible (VE) category with a percentage of 95.4%. This means that the experts provide an assessment which the content in the module meets the aspects required by the counseling teacher/counselor in the school. This can be seen from the terms of reference and the use of clear modules for facilitators and BK teachers/counselors. Then, to find out the alignment of the research results between each validator regarding the content of the module, a statistical test was carried out using the Kendall concordance coefficient test with the help of the SPSS version 24 program. The results of data processing can be seen in table 4.6 below.

Table 2. The results of the calculation of the Kendall concordance coefficient test for experts about the content of the module

N	Kendall Concordance Coefficient	Chi Square Count	Chi Square Table	Df	Asymp. Sig.
3	0,544	34,281	32,671	21	0,034

Table 2 shows that there is harmony or there is no significant difference in the assessment of the three experts on the research product seen from the aspect of the module content, so it can be concluded that from the content/material aspect, this module is suitable for use by counseling teachers/counselors in implementing counseling services at school.

Feasibility Test of Module Display

The Kendall Concordance Coefficient Test with the help of the SPSS version 24 program shows the alignment of the judgments of the three experts on the research produced from the aspect of appearance, (can be seen in table 3)

Table 3. The results of the Kendall concordance coefficient test calculations for experts about the module display

N	Kendall Concordance Coefficient	Chi Square Count	Chi Square Table	df	Asymp. Sig.
3	0,578	29,481	27,587	17	0,030

Analysis of Wearability Test Result

The counseling teacher's assessment of the usability of the module is in the Very Good (VS) category with a percentage of 94.1%. The results of these data indicate that the guidance and counseling teacher/counselor gave a positive assessment of the module as a useful medium and can be used in providing counseling services in vocational schools.

Furthermore, the results of the assessment of the counseling teacher/counselor were carried out statistical tests to determine the alignment of the counseling teacher/counselor's assessments regarding the assessment of the usability test of the module. The data was analyzed using the Kendall concordance coefficient test using the SPSS version 24 program. The results of the data can be seen in the following table.

Table 4. The results of the calculation of the Kendall concordance coefficient test for the counseling teacher

N	Kendall Concordance Coefficient	Chi Square Count	Chi Square Table	df	Asymp.Sig
3	0,579	27,770	26,296	16	0,034

Based on Table 4, the Asymp value is obtained. Sig is 0.034 which is smaller than the predetermined significance level of 0.05 and the chi square count is 27.770 while the chi square table is 26.296, so it can be concluded that there is an alignment of assessments between counseling teachers/counselors on the developed module.

Results of the Effectiveness of the Counseling Module Approach to Cognitive Behavior Therapy in Group Setting to Reduce Social Media Addiction for Counseling Teachers

To find out if there is an increase in the skills of counseling teachers/counselors in using the counseling module of the group cognitive behavior therapy setting approach to reduce adolescent social media addiction, a non-parametric Wilcoxon Signed Ranks Test was conducted with the help of SPSS version 20.00 below.

Table 5. The results of the pretest-posttest difference test on counseling teachers

		<i>Ranks</i>		
		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
<i>Posttest – Pretest</i>	<i>Negative Ranks</i>	0 ^a	0.00	0.00
	<i>Positive Ranks</i>	5 ^b	3.00	15.00
	<i>Ties</i>	0 ^c		
	<i>Total</i>	5		

In Table above, it can be seen that the negative rank value is 0^a, this means that there is no counseling teacher/counselor who has decreased skills. Furthermore, the positive rank value is 5^b, this means that there is an increase in skills in using the counseling module approach to group cognitive behavior therapy settings for BK teachers/counselors at school. Then the ties value is 0c, which means that there are no research subjects that have the same value between the pretest and posttest in the socialization activity using the counseling module approach to group cognitive behavior therapy setting to reduce adolescent social media addiction. After knowing the different test results, the significance values are summarized in the following table.

Table 6. Test of significance skill improvement of counselling teacher

<i>Test Statistics^a</i>	
	<i>Posttest - Pretest</i>
Z	-2.023 ^b
<i>Asymp. Sig. (2-tailed)</i>	.043

a. *Wilcoxon Signed Ranks Test*

b. *Based on negative ranks.*

Based on Table 6, it can be seen that asymp.sig is worth 0.043, which means it is smaller than 0.05, it can be concluded that there is a change in the skills of the counseling teacher/counselor teachers in using the counseling module of the group cognitive behavior therapy setting approach to reduce youth social media addiction toward counselor’s skill

Conclusion

The product developed in this research is "Cognitive Behavior Therapy Approach Counseling Module to Reduce Social Media Addiction in Adolescents" which is appropriate in content and appearance. It is ready to be used by counseling teachers/counselors in schools.

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