




Effectiveness of Group Counseling Solution-Focused Brief Therapy (SFBT) to Reduce Abuse of Smartphones by Students

Mardatilla Mardatilla¹, Hasan Hasan*¹ , Ridwan Syhran¹ , Mai Zuniati² , As'ari Latief³

¹Universitas Tadulako, Indonesia

²Universitas Ma'arif Lampung, Indonesia

³Stiching Azzam Aliyah, Suriname

 Corresponding Author: sir.hasanhasan@gmail.com*

	ABSTRACT
<p>ARTICLE INFO: Received April 04, 2025</p> <p>Revised May 05, 2025</p> <p>Accepted June 15, 2025</p> <p>KEYWORDS: Abuse, Group Counseling, Solution Focused Brief Therapy</p>	<p>This study aims to determine the effectiveness of group counseling services. Solution-focused brief Therapy (SFBT) to reduce smartphone abuse among students. The subjects in this study amounted to 12 samples, which became 2 groups, namely 6 samples in the experimental group and 6 samples in the control group. The data collection tool in this study was through the provision of a questionnaire on the abuse of smartphones. The data obtained was processed and analyzed using quantitative analysis, using the Mann-Whitney test. The results of the analysis show that before the provision of group counseling services, Solution-Focused Brief Therapy (SFBT), there are 2 students in the abuse level classifications smartphone moderate, and 4 students at the abuse level smartphone high classification. The results of the analysis using the Mann-Whitney test obtained a significance value of Sig. (2-tailed) of $0.024 < 0.05$, then H_0 rejected H_a accepted. So, it can be proven that group counseling Solution-Focused Brief Therapy (SFBT) is effective in reducing smartphone misuse by students.</p>

INTRODUCTION

Smartphones used by various groups, from parents to children, are now able to operate smartphones easily with various sophisticated features that make it easier for humans to access various interests (Febiola, 2014). Smartphones can have a significant influence on their users, both positively and negatively, especially among teenagers today. In addition, teenagers who have become addicted to smartphones will gradually forget how to socialize with peers and family members. This has a negative impact on the health and development of the social skills of adolescents with difficulty communicating with the surrounding environment (Kogoya & Korwa, 2022).

Starting from the need for a smartphone for student learning but ends with the misuse of smartphones used to access negative things that affect students, from habits to changes in attitudes. Therefore, in order to provide understanding to the public, the government and various stakeholders, including educational institutions, must increase the intensity of socialization and education to the public regarding these problems. Various social problems that exist in society today, Apriadi & Yanto (2021). The same thing has also been stated by Kwon, Kim, Cho, and Yang, that adolescents are more prone to addiction (addiction or physical and mental dependence on something) compared to adults. This is because at a young age, they want to try everything new in life but are not open to what they think and feel (Fitriasari et al., 2021).

How to cite	Mardatilla, M., Hasan, H., Syhran, R., Zuniati, M., & Latief, A. (2025). Effectiveness of Group Counseling Solution-Focused Brief Therapy (SFBT) To Reduce Abuse of Smartphones by Students. <i>Grief and Trauma</i> , 3(1). https://doi.org/10.59388/gt.v3i1.690
Homepage	https://journal.scidacplus.com/index.php/gt/
Published by	ScidacPlus https://creativecommons.org/licenses/by-sa/4.0/

The results of the 2018 APJII survey provide an overview of how high the number of users. Smartphones among the younger generation, who are generally students. The results of a survey conducted by APJII 2018, internet users aged 15-19 years were 91%. Meanwhile, based on a high school education background, it was 90.2%, and based on a work background, it was 71.8%. Every day, users who access the internet via computers or laptops are 19.6%, and users who access via mobile phones are 93.9% (Aloysius, 2022). In this regard, the use of smartphones (gadgets) for students has recently been seen as a problematic phenomenon. On the one hand, the use of smartphones provides opportunities for students to obtain various benefits, such as making it easier to obtain learning materials, facilitating connectivity that supports the learning process, and accelerating the process of transferring knowledge from teachers to students. The convenience in the learning process will ultimately improve the learning outcomes of the students concerned (Pratiwi et al., 2019).

Abuse of smartphones among teenagers is common. In this case, it is necessary to provide an understanding to the community, especially teenagers who experience significant changes in physical, social, and emotional development. The use of smartphones is not entirely for learning. Usually, teenagers misuse smartphones brought to school, which is indicated by teachers often finding students playing games while studying in class, using social networks such as WhatsApp, Facebook, and Instagram to upload statuses or photos while studying. Even worse is the frequent fights between students due to offending each other through statuses on social media.

According to one of the studies on the relationship between smartphones and learning concentration, Savitri (2018) conducted her study. In her study, Savitri analyzed that there is a close relationship between smartphone use and learning concentration. High smartphone use will damage students' learning concentration, while low smartphone use has a lower impact. Another study conducted by Agusta (2018) stated that high smartphone use will cause students' learning motivation in class to be low that which can have an impact on decreasing learning achievement.

Objectives

Based on the problems above, it is very important for researchers to find solutions to help reduce smartphone abuse by students through the application of group counseling using the Solution-Focused Brief Therapy (SFBT) approach. This approach is an effective and efficient approach because it is implemented in a short time. This approach helps clients find solutions to problems faced by clients, guiding them to focus on their problems so that they can put aside the problems they face (Rostini & Nurjannah, 2021).

METHODS

Research Design

The research design used is a Non-Equivalent Control Group Design. According to Sugiyono (2018), the research design is Non-Equivalent Control. There are two groups, namely the experimental group and the control group.

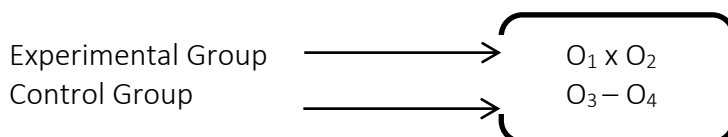


Figure 1. Research Design Scheme

Information:

- O₁= Pre-test Experimental Group
- O₂= Post-test Experimental Group
- O₃= Pre-test Control Group
- O₄= Post-test Control Group

- X = Treatment through SFBT group counseling services
- = Without going through the SFBT group counseling

Based on the research design that has been explained, the researcher conducted two tests on each group. The initial test was conducted on the experimental group and the control group to determine the level of student smartphone misuse. Then, in the final test, the experimental group was given treatment in the form of group counseling services. Solution-Focused Brief Therapy (SFBT). While the final test of the control group was given group counseling services without special techniques.

Population and Sample

The population in this study was 199 students, as described in Table 1.

Table 1. Research Population Table

Class	Man	Woman	Amount
VII A	11	13	24
VII B	12	12	23
VIII A	13	12	25
VIII B	12	13	25
VIII C	13	13	26
IX A	12	13	25
IX B	12	13	25
IX C	13	12	25
Total	98	101	199

The sample in this study consisted of students who were indicated to frequently use smartphones in ways not aligned with their intended function. Participants were selected using purposive sampling and divided into two groups: an experimental group and a control group. Each group consisted of 6 students, with a total of 12 participants in the study. Based on gender, both the experimental and control groups comprised 2 male and 4 female students, resulting in a total of 4 male and 8 female participants overall. The composition of the research sample is presented in Table 2.

Table 2. The Research Sample

Class	Man	Woman	Amount
Experiment	2	4	6
Control	2	4	6
Total	4	8	12

Procedure

Implementation procedure Solution-Focused Brief Therapy (SFBT) is shown in Table 3.

Table 3. Procedure Stage SFBT

Stage	Meeting Session	Activity
Stage I	Building Collaborative Relationships	The counselor sits facing the group members. The counselor looks and pays attention when group members are talking. Counselors give full attention to group members. The counselor listens to everything the group members say
	Opening a counseling conversation	Inviting clients to talk about things that are not related to the client's problems (neutral topics). The counselor enters the counseling conversation by focusing on the client's current goals. Giving follow-up questions, counselors can use questions that allow the client to achieve or

	Task Formulation between counseling sessions	can be implemented by the client in order to solve the problems that the client is experiencing. The form of questions, for example, "To what extent can your goals be achieved? The counselor, together with the client, summarizes several things that have been discussed during the counseling session. Providing a question form for this technique, for example. The counselor gives a piece of paper to write down the incident and say it clearly. "Between now and our next meeting, I hope you will observe, so that you can explain to me at the next meeting, what is happening in (your family, life, etc.) that you expect to continue to happen."
Stage II	Formulating Specific Goals	Counselors use questions that are based on stories that have been expressed by group members who have urgent problems. "What will be different in your life when your problems are solved?". Changing the purpose of the client's negative sentences into positive ones. Counseling comes with the goal of "not knowing"
	Shifting Problem-Focused Conversations to Solution-Focused Conversations	The counselor invites the client to explain what he/she has done during the last meeting. The counselor invites the client to formulate specific goals. The counselor asked the exclusion question, "What do you think will be different about you when your problem is solved?"
Stage III	Building Solutions	The counselor invites other group members to provide opinions and solutions.
	Inviting Imagination	The counselor invites the client to imagine again by using miracle questions. Counselors use imagination and solution sheets for clients to fill in.
Stage IV	Cultivating Client Understanding and Awareness	The counselor invites the client to make choices about what he has done.
	Making Positive Choices Based on Client Awareness	Members of the group help clients realize positive choices by asking them questions for clients to respond to with positive answers. The client states therapeutic goals in a positive self-question. To find out positive questions based on the client's understanding and awareness of the solutions he/she has created, the counselor can ask the client to provide his/her response on the conscious choice activity sheet.
Stage V	Evaluating the Achievement of Client Change. Maintenance of Changes Made by the Client	To realize and demonstrate an evaluation of the changes achieved by the client, the counselor uses a scale (scaling question) to find out the extent of the changes achieved by the client.

Instrumentation

The instrument used in this study was an adaptation of the research instrument of Finsensius Ratuaki (2023) on the Influence of Reality Counseling on Reducing Addiction to Smartphones and Improving Student Learning Achievement, and modified in such a way to support data collection in research. The questionnaire contains statements about smartphone misuse, with a total of 24 statement items, with a Cronbach's alpha of 0,70.

Data Analysis

Descriptive Analysis

Descriptive analysis is intended to provide an overview of students' misuse of smartphones through pre-test and post-test in the experimental class and control class. The score criteria for the scale of student misuse of smartphones used as a measuring tool are categorized into 5 (five) classifications, namely: very high, high, medium, low, and very low. Inferential analysis. This research uses data analysis techniques, the Mann-Whitney test, to analyze data and determine the differences in the level of smartphone abuse among students in the experimental group who received group

counseling services. Solution-focused Brief Therapy (SFBT) with control group students who received group counseling without special techniques.

RESULTS AND DISCUSSION

Results

Description of the results of the pre-test of smartphone misuse of students in the experimental and control groups before being given counseling, Solution-Focused Brief Therapy (SFBT), is shown in the following table.

Table 4. Score Data Pre-Test Experimental Group and Control Group

No	Respondent	Experimental Group			Respondent	Control Group		
		Score	%	Classification		Score	%	Classification
1	Tz	78	81,25	High	Is	78	81,25	High
2	An	73	76,04	High	Hb	72	75,00	Currently
3	Fd	68	70,83	Currently	In	74	77,08	High
4	Mr	69	71,88	Currently	As	75	78,13	High
5	If	79	82,29	High	On	69	71,88	Currently
6	That	80	83,33	High	Day	77	80,21	High

Table 5. Result Data Pre-Test Experimental Group and Control Group

No	Group	Number of Students	Average
1	Experiment	6	77,50
2	Control	6	77,17
Total		12	14,86

The table provides an overview of students in the experimental group having a higher average level of smartphone abuse, namely 74.50, compared to students in the control group with an average of 74.17. The data shows the average difference between the two groups is 0.33.

The final test (post-test) was given to students in the experimental group after providing treatment in the form of group counseling services. Solution-focused brief Therapy (SFBT), which aims to reduce abuse of smartphones, while students in the control group were given counseling services without special techniques. Implementation of the final test (post-test) to determine the effectiveness of group counseling Solution-Focused Brief Therapy (SFBT) to reduce abuse of smartphones.

Description of the post-test results of smartphone misuse of students in the experimental and control groups after being given counseling services. Solution-focused Brief Therapy (SFBT) is shown in the following table.

Table 6. Score Data Post-Test Experimental Group and Control Group

No	Respondent	Experimental Group			Respondent	Control Group		
		Score	%	Classification		Score	%	Classification
1	TZ	50	56,25	Low	IS	56	58,33	Low
2	AN	51	53,13	Very Low	HB	59	61,46	Currently
3	FD	53	55,21	Low	IN	57	59,38	Low
4	MR	40	41,67	Very Low	AS	60	62,50	Currently
5	IF	52	54,17	Low	on	56	58,33	Low
6	THAT	40	41,67	Very Low	DAY	45	46,88	Very Low

Table 7. Result Data Post-test Experimental Group and Control Group

No	Group	Number of Students	Average
1	Experiment	6	48,33
2	Control	6	55,50
Total		12	14,86

The table above shows that students in the experimental group, after being given group counseling services, Solution Focused Brief Therapy (SFBT), have an average level of abuse smartphone lower, namely 48.33, compared to students in the control group who were only given group services without special techniques, with an average of 55.50. The results of descriptive analysis of the reduction of abuse of smartphones for students of Bambalamotu State Junior High School, as reviewed from the pretest and posttest, are shown in the table below.

Table 5. Reduction of Abuse Smartphone Student Bambalamotu State Junior High School Reviewed from Pretest and Posttest Results

No	Pretest		Posttest		Group	Information
	Score	%	Score	%		
TZ	78	81,25	54	56,25	Experiment	Significantly Decreased
AN	73	76,04	51	53,13	Experiment	Significantly Decreased
FD	68	70,83	53	55,21	Experiment	Significantly Decreased
MR	69	71,88	40	41,67	Experiment	Significantly Decreased
IF	79	82,29	52	54,17	Experiment	Significantly Decreased
THAT	80	83,33	40	41,67	Experiment	Significantly Decreased
IS	78	81,25	56	58,33	Control	Decrease Not Significant
HB	72	75,00	59	61,46	Control	Decrease Not Significant
IN	74	77,08	57	59,38	Control	Decrease Not Significant
AS	75	78,13	60	62,50	Control	Decrease Not Significant
on	69	71,88	56	58,33	Control	Decrease Not Significant
DAY	77	80,21	45	46,88	Control	Decrease Not Significant

Based on the table, there has been a decrease (reduction) in the misuse of smartphones among students in the experimental group and control group, as viewed from the pretest and posttest. However, there was a significant decrease experienced by the experimental group as the group which was given group counseling services. Solution-focused brief Therapy (SFBT).

Results post-test the level of smartphone misuse of students in the experimental group who were given group counseling Solution Focused Brief Therapy (SFBT), the average score obtained was 48.33. In the experimental group, there was a decrease (reduction) of 29.27 from the previous average pre-test result of 77.60. While the post-test results of the level of smartphone abuse of control group students who were given group counseling without special techniques, the average score obtained was 55.50. The post-test results in the control group decreased (reduced) by 21.76 from the previous average pre-test result of 77.26. The following are the results of the hypothesis test using the test of Mann-Whitney obtained by researchers.

Table 6. Mann-Whitney Test Results (Non-Parametric)

Post-test results of the experimental group & control group	
Mann-Whitney U	4,000
Wilcoxon W	25,000
WITH	-2,250
Asymp. Sig. (2-tailed)	,024
Exact Sig. [2*(1-tailed Sig.)]	,026 ^b

Data from analysis using the Mann-Whitney test, non-parametric and parametric, the results post-test level of abuse smartphone, the experimental group and control group students obtained a significance value or Sig. (2-tailed) of 0.024. According to the research hypothesis and the basis for

decision making, it was obtained that H_0 was rejected. This occurs due to the significance or Sig. (2-tailed) of $0.024 < 0.05$. Thus, it provides an illustration that there is a significant difference in the post-test results between the experimental group and the control group. So it can be proven that group counseling, Solution-Focused Brief Therapy (SFBT), is effective in reducing smartphone abuse.

Discussion

Based on the results of data analysis, it can reduce misuse of smartphones due to the willingness from within the students themselves. After being given group counseling services, Solution-Focused Brief Therapy (SFBT), students can understand themselves comprehensively and start to be able to control themselves by using smartphones in not non-excessive manner. This is supported by Agusta's opinion (2016). Self-control is not limited only to behavioral control, but also other things related to emotional control, cognitive control, or way of thinking, and control in making decisions, and self-control that has not developed well can have a negative impact on users. Smartphone. One of them makes students less sensitive to their surroundings.

This description can be seen from the research results that group counseling Solution-Focused Brief Therapy (SFBT) can reduce abuse of smartphones according to the statement from Subject CA that previously he was not able to understand the impact of users smartphone and do not yet know the forms of abuse of smartphone but after attending group counseling Solution Focused Brief Therapy (SFBT) CA can find out what the impacts and forms of misuse are smartphone on himself. Results of pretests show CA is in the high category, which is 83.33%, then after being given treatment, CA decreased to the very low category, which is 41.67%. This is also supported by Wibowo's opinion (2005) that group counseling is essentially to help all students without exception, with the aim that they achieve an optimal level of personal development in various aspects of life. Group counseling will be more effective if carried out using certain techniques that are in accordance with the goals to be achieved.

Provision of group counseling services, Solution Focused Brief Therapy (SFBT), can reduce abuse of smartphones because it makes students realize that inappropriate smartphone use is wrong behavior and can even cause addiction. Students realize that excessive smartphone use makes it difficult to concentrate on studying in class. This is also supported by the opinion of Mulyati (2019), who said that, in general, it is a person's dependence or tendency to use smartphones continuously without regard to negative impacts. The user can feel very happy, causing anxiety and stress when the need arises smartphone not fulfilled.

This is also supported by research by Suriani (2022) entitled "Application of Solution Focus Brief Counseling (SFBC) Techniques in Reducing Negative Impacts of Smartphones which states that group counseling using the Solution Focus Brief Counseling (SFBC) technique can reduce negative impacts experienced by students from determining meaningful personal goals regarding wise use. In addition, it is also supported by the research results of Rahmadesti et al. (2022), with the title, which proves that the group counseling services approach Solution Focus Brief Counseling (SFBC) can reduce gadget addiction in students.

Implications

Implications of the research results of this research are a development of the science of Guidance and Counseling in determining the effectiveness of group counseling. Solution-focused Brief Therapy (SFBT) to reduce smartphone abuse among students at SMP Negeri 2 Bambalotu. As well as self-evaluation material regarding the quality of counseling guidance services that have been implemented, and as feedback to improve the performance to a higher quality.

Limitations and Future Research Directions

This study has proven that group counseling Solution-Focused Brief Therapy (SFBT) is effective in reducing abusive smartphone students of SMP Negeri 2 Bambalamotu. However, this study also

has several limitations, such as the research sample being limited to one school, so the results cannot be generalized to a wider population. In addition, the provision of group counseling Solution-Focused Brief Therapy (SFBT) is limited to abuse variables only in smartphones among students. Therefore, this research needs to be further developed on other variables. Thus, for further researchers who are relevant to this research, it is better to use different variables or other services available in counseling guidance.

CONCLUSION

Based on the description of the focus of the research study, namely the focus on the effectiveness of group counseling Solution Focused Brief Therapy (SFBT) to reduce abuse smartphone students, then it can be concluded that the level of abuse smartphone before being given group counseling services Solution Focused Brief Therapy (SFBT), there are 4 students who have a high level of smartphone abuse, then 2 students who have a high level of smartphone abuse smartphone who are currently and after participating in group counseling services Solution Focused Brief Therapy (SFBT), there were 3 students who had a low classification and also 3 students who had a very low classification. Based on the results of the analysis, it can be proven that the service group counseling Solution-Focused Brief Therapy (SFBT) is effective in reducing abusive smartphone use.

REFERENCES

- Apriadi, D., & Yanto, R. (2021). Sosialisasi Dampak Penggunaan Smartphone Terhadap Siswa Siswi Mts Ittihadiyah Karang Dapo Musi Rawas Utara. *Jurnal Pengabdian Kepada Masyarakat Radisi*, 1(3), 176–180. <https://doi.org/10.55266/pkmradisi.v1i3.56>
- Apriadi, D., & Yanto, R. (2021). Sosialisasi Dampak Penggunaan Smartphone Terhadap Siswa Siswi Mts Ittihadiyah Karang Dapo Musi Rawas Utara. *Jurnal Pengabdian Kepada Masyarakat Radisi*, 1(3), 176–180. <https://doi.org/10.55266/pkmradisi.v1i3.56>
- Febiola, F. M. P. G. S. P. (2014). Pola Asuh Orang Tua Dalam Penggunaan Alat Komunikasi Handphone dan Medi Internet Berdasarkan Karakteristik Wilayah di Kecamatan Pauh dan Padang Timur. *Program Studi Pendidikan Geografi STKIP PGRI Sumbar. Padang*.
- Fitriasari, A., Purwanti, N., Alkatiri, W., Amaliya, N., & Hartati, H. S. (2021). Sosialisasi Dampak Smartphone Addiction Pada Remaja. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 2(3), 993–997. <https://doi.org/10.31004/cdj.v2i3.2878>
- Kogoya, W., & Korwa, P. K. (2022). Sosialisasi Solusi Penanggulangan Dampak Negatif Gadget Bagi Remaja. *Jurnal Pengabdian Masyarakat: Pemberdayaan, Inovasi Dan Perubahan*, 2(4), 43–54.
- Mulyati, T., & NRH, F. (2019). Kecanduan Smartohone Ditinjau Dari Kontrol Diri Dan Jenis Kelamin Pada Siswa Mardiswa Semarang. *Jurnal Empati*, 7(4), 1307-1316. <https://doi.org/10.14710/empati.2018.23438>
- Pratiwi, I., Hendrik, H., Atmadiredja, G., & Utama, B. (2019). Konsentrasi Belajar Siswa SMA dan Penggunaan Gawai. *Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kemeterian Pendidikan dan Kebudayaan*.
- Rahayu, R., Amalia, A., Handayani, S., & Rostikawati, Y. (2018). Dampak Penggunaan Gawai Terhadap Hasil Belajar Mahasiswa IKIP Siliwangi. *Parole: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(2), 157–164. <https://journal.ikipsiliwangi.ac.id/index.php/parole/article/view/192>
- Rahmadesti, A., Barida, M., & Susilowati, N. (2022). Upaya Mengurangi Gadget Addiction melalui Konseling Kelompok Pendekatan Solution Focused Brief Counseling pada Siswa kelas VIII SMP 4 Pangkalpinang. *Jurnal Pendidikan Dan Konseling*, 4(5), 919–922. <https://doi.org/https://doi.org/10.31004/jpdk.v4i5.6709>
- Rostini, R., & Nurjannah. (2021). Teori Dan Pendekatan Konseling SFBT (Solution Focused Brief Therapy) Berbasis Islam. *Taujih: Bimbingan Dan Konseling Islam*, 4(2), 81–92. <https://doi.org/http://dx.doi.org/10.22373/taujih.v4i2.11743>

- Savitri, E. P. (2018). Hubungan Penggunaan Gawai Dengan Konsentrasi Belajar Mahasiswa Semester II Keperawatan Universitas Aisyiyah Yogyakarta [*Universitas Aisyiyah Yogyakarta*]. <https://digilib.unisayogya.ac.id/4339>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Suriani, L. (2022). Penerapan Teknik Solution Focus Brief Counseling (SFBC) melalui Konseling Kelompok dalam Mengurangi Dampak Negatif Smartphone Kelas XI di UPT SMAN 9 Makassar. *Indonesian Journal of School Counseling: Theory, Application and Development*, 2(3), 201–208. <https://doi.org/10.26858/ijosc.v2i3.30781>
- Wibowo, Mungin Eddy. (2005). *Konseling Kelompok Perkembangan*. Semarang: Unnes Press. <http://scholar.unnes.ac.id>
-

Copyright Holder:

© Authors. (2025)

First Publication Right:

© Grief and Trauma

This article is under:

