

## Nomophobia Education and Counseling in Teenagers Self-Controlling as Prevention of Gadget Addiction at SMA Negeri 21 Makassar

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### ABSTRACT

No Mobile Phone Phobia (Nomophobia) is excessive anxiety/fear when away from smartphones caused by several conditions such as no battery and running out of quota. Nomophobia can be detrimental to adolescents during their school years such as decreased achievement, physical problems (pain in certain body parts), and psychological (panic especially when away from their smartphones). The importance of Nomophobia education and counseling activities can control themselves to use smartphones wisely. The purpose of the service is to educate adolescents of SMA Negeri 21 Makassar so that they do not experience Nomophobia tendencies. The results of the service on 121 adolescents, obtained that most respondents were 16 years old and used smartphones for > 2 hours. The most self-control in the good category (77.7%) and the tendency of Nomophobia in the moderate category (77.7%), There is a difference in the level of knowledge during the pre-post test after education, namely  $p = 0.0001$ . Education must be given to teenagers involving parents and schools to increase understanding of Nomophobia as a preventive measure as well as the involvement of health workers in identifying and intervening for teenagers who have high levels of Nomophobia.

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### ARTICLE INFO

#### **Article History:**

*Submitted/Received 14 Jun 2024*

*First Revised 3 Jul 2024*

*Accepted 18 Jul 2024*

*First Available online 31 Jul 2024*

*Publication Date 31 Jul 2024*

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#### **Keyword :**

*Nomophobia*

*Smartphones*

*Education*

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## INTRODUCTION

No Mobile Phone Phobia (Nomophobia) is excessive anxiety or fear when away from a smartphone caused by several conditions such as no network coverage, limited quota, and no battery. The

characteristics of Nomophobia tendencies are spending a lot of time using a smartphone, feeling anxious when the smartphone is not nearby, making sure the smartphone is active 24 hours, communicating more comfortably using a smartphone than face-to-face, spending a lot of money on a smartphone (Manurung, 2021). Teenagers are very vulnerable to experiencing Nomophobia if left unchecked because teenagers tend not to be able to control their behavior properly. Aspects of Nomophobia are the inability to communicate via smartphone; loss of connectivity; inability to access information via smartphone; and giving up on the convenience of using a smartphone (Yildirim & Correia, 2015).

Teenagers today are very familiar with smartphones which can affect the tendency of Nomophobia. Teenagers with low self-control are unable to cope with anxiety, frustration, and lack of cognitive skills, want to get things easily, and seek sensations without realizing that this behavior violates social norms (Fidiana, 2014). So the importance of teenagers using smartphones properly by controlling themselves to limit excessive smartphone use. The form of activities that support this solution is to provide education about Nomophobia and counseling through the achievements of the health SDGs, namely ensuring a healthy life and improving the welfare of all residents of all ages.

The island of Sulawesi has the third highest internet contribution after Java and Sumatra, namely, 6.92% of Sulawesi residents contribute to the internet (Asosiasi Penyelenggara Jasa Internet Indonesia, 2023). The population of the Tamalanrea sub-district is 10.20% subscribed to telkom internet services, this proves that internet users have spread widely in the area not only that smartphone users have also increased (Yafendi, Waluyo, & Yuliani, 2023). The number of teenagers aged 13-18 years of internet penetration is 98.20% of teenagers and as many as 99.55% of teenagers use smartphones to access the internet (Asosiasi Penyelenggara Jasa Internet Indonesia, 2023).

Previously, research data was collected at SMA Negeri 21 Makassar, one of the Senior High Schools located on Jl, Tamalanrea Raya No. 1A BTP Makassar, Tamalanrea, Kec—South Sulawesi with 870 students. The distance of SMA Negeri 21 Makassar to Hasanuddin University Campus is 3.5 km. The results of research on 275 students, classified as having good self-control (65.8%) and less self-control (34.2%), The results of the interview also found that most teachers often confiscate smartphones of students who are found using smartphones during learning hours, every break time students bring and use smartphones wherever they are. The longest duration of students use smartphones is 18 hours a day and mostly use them for online chatting.

Nomophobia can be detrimental to teenagers during school, such as lack of focus on material, decreased academic achievement, and tends to make students less active in class (Fadhilah, Hayati, & Bashori, 2021). In addition, Nomophobia also has a physical impact on sufferers, namely: problems with the eyes, pain in certain parts of the body, and lack of sleep; The psychological impact is: problems in social relationships because they pay more attention to smartphones than interlocutors, become more irritable and panic, especially when away from their smartphones (Rahayuningrum & Sary, 2019).

Teenagers are a group that is vulnerable to Nomophobia tendencies. This is due to the lack of self-control of teenagers, therefore the purpose of this program is to educate teenagers of SMA Negeri 21 Makassar so that they do not experience Nomophobia tendencies. Through a good understanding, it is expected to be able to control themselves to use smartphones wisely.

## METHOD

Community service activities were carried out on March 5, 2024, at SMA Negeri 21 Makassar. This activity begins with an initial survey to identify the main problems and needs of students. The next stage is to prepare education by preparing materials about the impact and prevention of Nomophobia in controlling themselves using smartphones based on the results of the initial survey. In addition,

preparation in the form of a pre-post test questionnaire of 19 questions on the Nomophobia questionnaire and 10 questions on the self-control questionnaire in the form of Likert scale choices. After the preparation of education, followed by the education stage which began with pre-test, material provision, post-test, and counseling for adolescents who had high levels of Nomophobia. These activities can be seen in Figure 1.

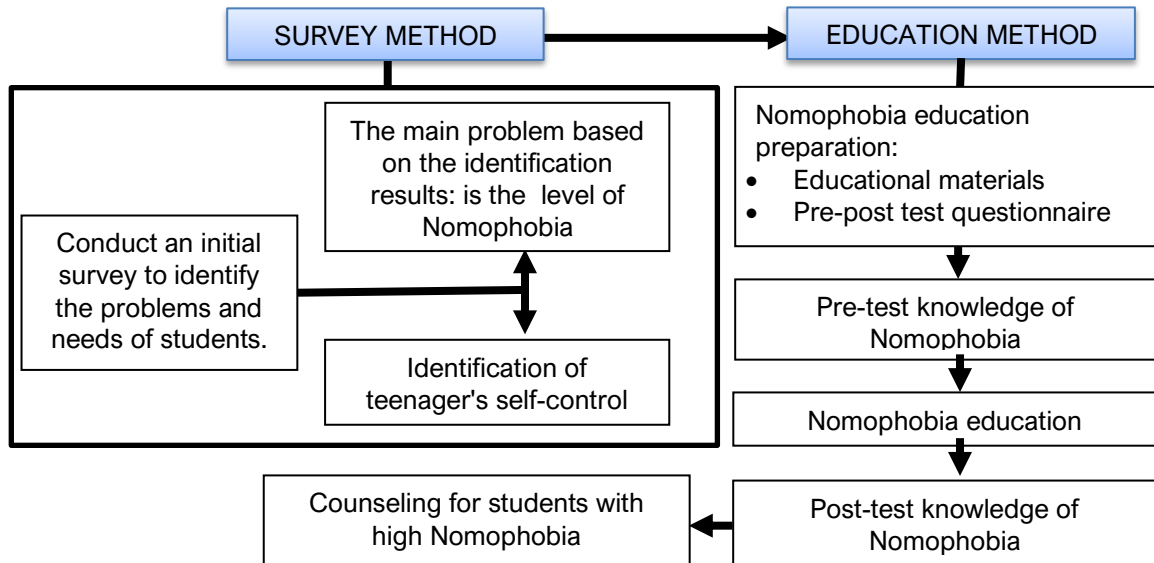


FIGURE 1. Method of community service activities at SMA Negeri 21 Makassar

## RESULTS AND DISCUSSION

Nomophobia in self-control using smartphones was conducted at SMAN 21 Makassar with a total of 121 students consisting of 39 boys and 82 girls in 12 classes. Starting with the pre-test of Nomophobia knowledge, followed by the provision of Nomophobia material by the service team using PowerPoint media with coverage of Nomophobia material related to definitions, impacts to prevention to avoid internet addiction can be seen in Figure 2.



FIGURE 2. Pre-testing of Nomophobia knowledge (a) Provision of material by the Service Team (b)

TABLE 1. Distribution of Self-Control in Teenagers (n=121)

Self-Control	f	%
Good	94	77,7
Less	27	22,3

Based on table 1, shows that the distribution of self-control of most respondents has good self-control, namely 94 (77.7%) students. The results of this study are in line with research (Noorrisa & Hariyono, 2022) that most respondents are respondents with high self-control. In addition, the results of research (Inessary, Karsadi, & Sunarjo, 2023) show that there is a significant negative relationship between self-control and the tendency of smartphone addiction in students of SMP Negeri 9 Kendari, namely if the lower self-control of students, the tendency of smartphone addiction in students is higher and vice versa.

**TABLE 2.** Distribution of Nomophobia Tendencies in Teenagers (n = 121)

<i>Nomophobia</i>	<i>f</i>	<i>%</i>
Low	14	11,6
Medium	94	77,7
High	13	10,7

Based on table 2, shows the distribution of Nomophobia tendencies in teenagers, most of the respondents were in the moderate Nomophobia category, namely 94 (77.7%) students. In line with research (Noorrisa & Hariyono, 2022) most Nomophobia scales are in the moderate category and there is a significant effect of self-control on Nomophobia in teenagers in Banjarmasin City. In addition, according to research (Nurani, Sari, & Septimar, 2023) that Nomophobia behavior in the moderate category is the most and there is a relationship between Nomophobia behavior and teenagers' learning achievement at SMAN 2 Tangerang Regency. The results of the assessment of teenagers' Nomophobia in the high category were 10.7% so Nomophobia counseling was given by a psychologist who was a team from community service. Based on research (Wahyuningsih, Putri, & Sari, 2023) the percentage level of self-control of Nomophobia students in class XI at SMK Negeri 7 Palembang before and after doing reality counseling, namely before being given group counseling is in the medium category and high category while after being given reality group counseling has increased with a high category, and the reality counseling approach can improve Nomophobia students' self-control in class XI students at SMK Negeri 7 Palembang. Another research showed that moderate Nomophobia (39.29%) was in the second highest category while the highest category was mild Nomophobia (55.29%) (Ramos-Soler, López-Sánchez, & Quiles-Soler, 2021).

The implementation of education begins with giving a pre-test to 112 of the 121 teenagers from the survey who filled out the questionnaire. Based on Table 3, the results of the assessment of the pre-test conducted by respondents before the provision of education, the results showed that half of the respondents, namely 50%, had good knowledge. Meanwhile, based on the assessment of the post-test conducted by respondents after the provision of education, there was an increase in value from the pre-test.

**TABLE 3.** Teenagers' Knowledge Level

<i>Pengetahuan</i>	<i>Pre Test</i>		<i>Post Test</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Good	56	50	69	61,6
Less	56	50	43	38,4

The level of knowledge of respondents who initially had 50% became 61.6% of respondents who had a good level of knowledge. This good knowledge was obtained after providing Nomophobia education containing material on the definition of Nomophobia, characteristics of Nomophobia, levels of Nomophobia, and the impact of Nomophobia (physical, social, and emotional) as well as preventing Nomophobia from avoiding internet addiction (such as turning off the cellphone, leaving the cellphone at lunchtime, finding alternatives that replace cellphones, distancing themselves from cellphones, doing

physical activities/hobbies, inviting children to play and making children's time using gadgets. Supported by the results of research (Wardhani & Yuliati, 2021) that there is an increase in pre-post test results on health education about the impact of gadgets on teenagers' health in one of the Surabaya Parishes in the category of good knowledge level. Supported by the results of research (Wardhani & Yuliati, 2021) that there is an increase in pre-post test results on health education about the impact of gadgets on teenagers' health in one of Surabaya's parishes in the category of good knowledge level. In addition, research (Birru, Dewi, Effendy, & Solekhah, 2024) also supports the results of this study that there is an increase in pre-post test results on education about the dangers of smartphone addiction and tips for maintaining eye health for students of SD Negeri 1 Sikunang Wonosobo.

**TABLE 4.** Differences in Knowledge Before and After Nomophobia Education (n=112)

Level of Knowledge	Pre Test		Post Test		p-value
	M(±SD)	Min-Max	M(±SD)	Min-Max	
	10,33(1,619)	5-14	11,91(2,029)	6-14	<0,001

Notes: Wilcoxon t-test,  $\alpha < 0.05$

Table 4 shows the average score of knowledge after counseling in the intervention group increased. The results of the t-test obtained a probability value (p-value) of 0.0001 ( $p < \alpha 0.05$ ) which means there is a difference in knowledge before and after the intervention. This is supported by research (Haniyah & Triana, 2022) that there is an increase in the mean pre-post-test value and the p-value shows a significant difference between the average level of knowledge before (pre-test) and after (post-test) counseling on how to overcome gadget addiction in children at PGTK Al Izzah Banyumas. In addition, research (Haq, Basra, Nasution, & Triana, 2023) also states that there is an increase in the mean pre-post-test value and the p-value shows that there is a significant difference between the average level of knowledge before (pre-test) and after (post-test) health education on the influence of gadgets on adolescents at SMAN 5 Padang City. Research also shows that school-based health education has a positive effect on teenagers' knowledge, namely an increase in knowledge before and after health education by 20.64% in teenagers (Merdekawati Evangli Weken, Agustina, & Syafriani, 2023). A series of other activities in this service can be seen in Figure 3.



**FIGURE 3.** Preparation of activities (a) Handover of souvenirs to SMAN 21 Makassar (b) Joint photo of the service team with teachers and students of SMAN 21 Makassar (c)

## CONCLUSION AND RECOMMENDATIONS

Education and counseling about Nomophobia is very important to be given to teenagers so that they can have adequate information about the impact of Nomophobia. In addition, teenagers can also know their Nomophobia category, and counseling is provided to overcome/lower high levels of Nomophobia in adolescents. The important role of health workers in the work area of the public health center is to identify and provide interventions for teenagers who have high levels of Nomophobia and the impact of

Nomophobia and the need for support from schools and parents to prevent short and long-term health impacts that occur in adolescents.

## ACKNOWLEDGMENTS

We thank the Institute of Research and Community Service, Hasanuddin University for providing funds for this community service and support from the Faculty of Nursing Universitas Hasanuddin. We also thank the principal, teachers, and students of SMA Negeri 21 Makassar who were involved in this community service activity.

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