



Reduce the Bad Impact of Gadgets in Social Interaction with the Provision of Guidance Services in Discussion Technique Group to Students in Class IX Mts Al Bukhari Labuhanbatu

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Abstrak

Masalah dalam penelitian ini adalah apakah pemberian layanan bimbingan kelompok teknik diskusi dapat mengurangi dampak buruk gadget dalam interaksi sosial siswa Kelas IX MTs Al Bukhari Labuhanbatu T.A. 2022/2023. Untuk memperoleh data dalam penelitian ini, peneliti melakukan pengumpulan data melalui observasi dan angket. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus, siklus I dan siklus II masing-masing memiliki 2 kali pertemuan. Pada setiap siklus peneliti melakukan penilaian segera (Laiseg) dan penyebaran angket. Tujuan dari penelitian ini adalah untuk mengurangi dampak buruk gadget dalam interaksi sosial melalui layanan bimbingan kelompok teknik diskusi pada siswa Kelas IX MTs Al Bukhari Labuhanbatu T.A. 2022/2023. Berdasarkan hasil analisis angket sebelum diberikan tindakan, diperoleh 12 orang siswa dengan 9 orang yang memiliki interaksi sosial terendah akibat pengaruh gadget dan 3 orang yang memiliki interaksi sosial tertinggi. sehingga persentase awal dalam 1 kelompok adalah 25%. Dari hasil analisis data pada siklus I setelah diberikan tindakan diperoleh 3 orang siswa yang mengalami peningkatan dalam sikap sosial sehingga persentase keberhasilan menjadi 50%, hal ini dilihat dari hasil analisis angket dan laiseg. Pada siklus II terjadi peningkatan yang signifikan pada interaksi sosial siswa yaitu 83% karena diperoleh 4 orang siswa yang mengalami peningkatan. Walaupun masih ada 2 orang siswa (17%) yang dikategorikan 'sedang, namun tingkat keberhasilan layanan sudah memenuhi target yakni 75%. Dengan demikian dapat disimpulkan bahwa dampak buruk penggunaan gadget dalam interaksi sosial siswa dapat dikurangi melalui layanan bimbingan kelompok teknik diskusi pada siswa Kelas IX MTs Al Bukhari Labuhanbatu T.A. 2022/2023. Sebaiknya layanan bimbingan kelompok teknik diskusi ini digunakan oleh guru BK yang ada di MTs Al Bukhari Labuhanbatu agar dapat mengurangi dampak buruk gadget terhadap interaksi sosial siswa di sekolah,

Keywords: Pengaruh Gadget, Bimbingan kelompok

Abstract

The problem in this study is whether the provision of discussion group guidance services can reduce the negative impact of gadgets on social interaction of Class IX students of MTs Al

Bukhari Labuhanbatu T.A. 2022/2023. To obtain data in this study, researchers collected data through observation and questionnaires. This type of research is Classroom Action Research (CAR), which consists of 2 cycles, cycle I and cycle II, each of which has 2 meetings. In each cycle the researcher conducts an immediate assessment (Laiseq) and distributes a questionnaire. The purpose of this study was to reduce the negative effects of gadgets in social interaction through group discussion technique guidance services for Class IX students of MTs Al Bukhari Labuhanbatu T.A. 2022/2023. Based on the results of the questionnaire analysis before being given action, 12 students were obtained with 9 people having the lowest social interaction due to the influence of gadgets and 3 people having the highest social interaction. so that the initial percentage in 1 group is 25%. From the results of data analysis in cycle I, after being given the action, it was found that 3 students experienced an increase in social attitudes so that the percentage of success became 50%, this can be seen from the results of the questionnaire and segment analysis. In cycle II there was a significant increase in students' social interaction, namely 83% because it was obtained 4 students who experienced an increase. Even though there are still 2 students (17%) who are categorized as 'moderate', the service success rate has met the target of 75%. Thus it can be concluded that the adverse effects of using gadgets in student social interaction can be reduced through group discussion technique guidance services for Class IX MTs Al Bukhari Labuhanbatu T.A. 2022/2023. It is recommended that this discussion technique group guidance service be used by counseling teachers at MTs Al Bukhari Labuhanbatu in order to reduce the negative impact of gadgets on students' social interactions at school,

Keywords: *Gadget Influence, Group Guidance*

Introduction

School is a formal institution specifically formed to provide education for the community. In the school environment there are various kinds of differences from each individual, be it attitudes, behavior, economic conditions and so on. From these differences, social interaction is needed to maintain good social relations between fellow students.

According to Soerjono Soekanto, social processes are defined as ways of relating that can be seen when individuals and social groups meet each other and determine the systems and forms of social relations. The example of a teaching teacher is an example of social interaction between individuals and groups. Social interaction requires conditions, namely: Social contact and social communication.

Group guidance services are guidance and counseling services that allow students (clients) to jointly through group dynamics obtain various materials from certain sources (especially from supervising teachers) or

discuss together certain subjects that are useful to support their understanding and life daily life and to train to develop social skills, both as individuals and as students, as well as to create more effective behavior and improve the ability to communicate/interact both verbally and non-verbally. To be able to achieve the goals of group guidance services, this service is strengthened by using group discussion techniques.

The reason for using group guidance is because in group guidance students will carry out activities in groups to discuss issues related to social interaction that utilize group dynamics. to create a more relaxed and intimate atmosphere.

Based on the problems that have been described in the background of the problem, the problem can be formulated as follows "Is the provision of discussion group guidance services able to understand social relations in social interaction in Class IX MTs Al Bukhari Labuhanbatu T.A 2022/2023"?

Method

Types of research

This type of research is Counseling Guidance Action Research (PTK). Where this research seeks to improve students' social interaction abilities by getting students to be more active in interacting with people around them, rather than social media.

Place and time of research

This research was conducted in Class IX MTs Al Bukhari Labuhanbatu TA 2022/2023. This research was conducted from January to March in the odd semester of the 2022/2023 school year.

Research Subjects and Objects

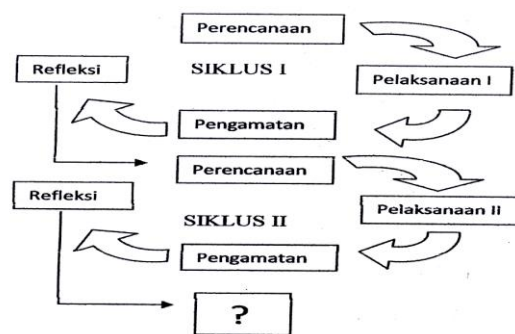
The research subjects in this PTK were Class IX students of MTs Al Bukhari Labuhanbatu Academic Year 2022/2023. From the results of observations and interviews with counseling teachers, it was shown that Class IX was identified as a class that had bad social interactions due to the influence of gadgets.

The objects in this study were students totaling 43 students. The characteristics of the sample taken were students who, based on the results of the questionnaire, did not have a positive social interaction attitude.

Research Design and Procedures

This research procedure has several stages of implementing the actions given in 2 cycles. In cycle I, action is applied which is an indicator of the variable. The results of the implementation of cycle I will be used as a reference for making improvements to cycle 2. The stages used in this research procedure are: Planning, Action Implementation, Monitoring, and Reflection

Below is the design of implementing classroom action research described by Arikunto et al, (2010: 137):



(Figure 1: Arikunto et al's Action Design Model)

Research Instrumentation

a. Sheet Observation

This instrument was designed by the researcher himself by asking for help from the supervisor. This observation sheet is to collect data regarding:

- 1) Student reaction to the action given.
- 2) Obedience of students in taking action.
- 3) Implementation of actions taken by students in the school environment.

b. Questionnaire

This instrument is used to find out and obtain data regarding students' active attitudes in interacting with people around them, especially for students who are considered less active in the school environment.

Data collection technique

a. Observation sheet

Observation sheets to record and examine student activities during the process of carrying out actions based on predetermined indicators.

b. Questionnaire

The questionnaire used was a closed questionnaire in the form of "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree" choices of 30 questions. This test aims to measure and determine the quality and quantity of students in interaction. In giving answers students only give a checklist (A/) in the column or place provided.

Data analysis technique

a. Percentage Analysis

This percentage analysis technique is carried out to determine the success or failure of an action carried out in research. This is seen from what percentage of the level of success to be achieved seen from changes in student social interaction. With the formula:

$$P = \frac{f}{n} \times 100\% \quad \text{Sugiono (2006:337)}$$

Where:

P = Positive Social Interaction Rate

f = Number of students who experienced a change

n = Total number of students

The performance indicators are as follows:

This research is said to be successful if changes in student interaction attitudes reach a value of 75%.

Results and Discussion

Based on observations by distributing instruments to all Class IX students, there were 21 students who did not have good social interaction between peers. From the results of the questionnaire, 12 students were selected, 3 people who had the highest social interaction and 9 students who had the lowest social interaction due to improper use of gadgets.

Discussion technique group guidance was chosen as a way to increase students' positive social interaction. To find out the results of the research carried out by researchers using 2 questionnaires of 48 items. 1 social interaction questionnaire totaling 20 items, 1 more gadget impact questionnaire totaling 28 items. The best score according to the number of questionnaire items is 79. The results of the activities from the initial stage, cycle I and cycle II based on the questionnaire tabulation are:

Table 1. Questionnaire Results at the Early Stage, Cycle I and Cycle II

Respondents	Before being given BKP services	After being given service in cycle I	After being given service in cycle II

	Score	Category	Score	Category	Score	Category
BA	ISO	Tall	137	Currently	92	Low
WIS	95	Low	81	Low	73	Low
Ms	177	Tall	129	Currently	89	Low
FZ	156	Tall	96	Low	78	Low
NOW	88	Low	77	Low	66	Low
RA	178	Tall	131	Currently	84	Low
ID	185	Tall	160	Tall	142	Currently
Dr	173	Tall	94	Low	80	Low
RD	79	Low	64	Low	59	Low
AYD	174	Tall	136	Currently	95	Low
BC	181	Tall	165	Tall	139	Currently
SNA	166	Tall	93	Low	77	Low
Amount	183		136		104	
	2		3		4	
Gadget harm reduction	25 %		50 %		83 %	

RESEARCH DISCUSSION

Group guidance with discussion techniques is a conversation that has been planned between three or more people with the aim of solving a problem under the leadership of a group leader. In this discussion technique guidance not only solves problems but also develops students' personalities to interact with each other with their peers.

The implementation of this discussion technical group guidance service is that the discussion leader gives tasks to be discussed to members, tells the time to discuss, how to report the results of the discussion, and appoints observers if necessary. In this case the personal development of each student is highly expected so that they can solve the problems students are experiencing both now and in other days.

The actions taken from planning to the termination stage from cycle I to cycle II went according to the design of the implementation of discussion technique group guidance services, so that it can be said that the actions taken in cycle I

and cycle II could reduce the negative impact of gadgets on students' social interactions.

The hypothesis of this study is that the implementation of group discussion technique guidance can reduce the negative effects of gadgets in social interaction in Class IX MTs Al Bukhari Labuhanbatu. The results showed that there was an increase in the social interaction of the students who were the samples of this study. This is evidenced from the results of the questionnaire and Laiseg analysis. Based on this, it can be stated that the research hypothesis "Implementation of group guidance services using discussion technique II can reduce the harmful effects of gadgets in social interaction of Class IX MTs Al Bukhari Labuhanbatu acceptable. This means that group discussion technique guidance can be used to reduce or reduce the negative impact of gadgets in students' social interactions.

Conclusion

- a. Group guidance services can improve social interaction relationships students and reduce the bad influence of gadgets
- b. Discussion technique group guidance services can be used as one way to improve students' social relations and reduce the negative effects of excessive gadget use.
- c. Discussion technique group guidance services can make students more close to friends who are in class. In addition, through this group guidance students are more active in interacting, mingling and collaborating with other people even though the person is not that close so this shows that there has been an increase in social relations and has succeeded in minimizing the excessive use of gadgets.
- d. The success obtained by students in improving social interaction relationships in minimizing excessive use of gadgets is through field observations during the research process which shows positive changes, improved interaction and communication between teachers, classmates, and friends from other

classes and also on the results LAISEG as an addition after the activity ended to strengthen the evidence also showed changes in students' attitudes and feelings, especially those with problems. In addition, it also uses concrete evidence in the form of decreasing questionnaire scores. In the distribution of the initial questionnaire the problematic students only reached the Moderate criteria and some even met the High criteria. However, after cycle I, the success of these students increased to 50% in the quite successful category, and in cycle II it increased to 83% in the Successful category. This proves that this research was successful and group guidance services using discussion techniques can be used to reduce/understand social relations in students' social interactions.

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