

Post-Pandemic Internet Addiction (Problem Analysis and Alleviation Strategy Through Guidance and Counseling Services)

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Abstract. The number of internet users continues to experience a significant increase from year to year. This is clear evidence that the existence of the internet is at the top of the hierarchy of human needs today. Students' status as digital natives with high internet access intensity raises concerns about the continuity of their education. This is because there is high interaction with the internet which can make students experience internet addiction. This research aims to analyze internet addiction problems experienced by students and what strategies are used by guidance and counseling teachers at schools. This research was conducted at MTsN 2 Pesisir Selatan. The research method used is a qualitative method with a case study approach. The primary data sources in this research were guidance and counseling teachers and with secondary data from students, subject teachers, homeroom teachers and deputy head of student affairs. From the results of the research conducted, it is known that there are 6 problems experienced by students due to internet addiction, namely: 1) decreased learning achievement; 2) undisciplined behavior; 3) online game addiction; 4) misuse of social media; 5) cyberbullying; and 6) pornography addiction. The strategies used by guidance and counseling teachers to help students overcome their internet addiction include: 1) Classical guidance; 2) Cross-class guidance; 3) Group guidance; 4) Development of comic media; 5) Individual counseling; 6) Group counseling; 7) Home visits; and 8) Google form based problem box.

Keywords: Internet addiction, Guidance Teacher Strategy

Abstrak. Jumlah pengguna internet terus mengalami lonjakan yang signifikan dari tahun ke tahun. Hal ini menjadi bukti nyata bahwa eksistensi internet sebagai puncak hirarki kebutuhan manusia masa kini. Status siswa sebagai *digital natives* dengan intensitas akses internet yang tinggi menimbulkan kekhawatiran akan keberlangsungan pendidikannya. Hal ini dikarenakan adanya interaksi yang tinggi dengan internet sehingga dapat membuat siswa mengalami adiksi internet. Penelitian ini bertujuan untuk menganalisis permasalahan adiksi internet yang dialami oleh siswa dan bagaimana langkah strategi yang digunakan oleh guru bimbingan dan konseling di sekolah. Penelitian ini dilakukan di MTsN 2 Pesisir selatan. Metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan studi kasus. Sumber data primer dalam penelitian ini adalah guru Bimbingan dan Konseling dan data sekundernya pihak yang terkait yaitu siswa, guru mata pelajaran, wali kelas dan wakil kepala bidang kesiswaan. Dari hasil penelitian yang dilakukan diketahui terdapat 6 masalah yang dialami oleh siswa akibat adiksi internet, yaitu: 1) penurunan prestasi belajar; 2) perilaku tidak disiplin; 3) kecanduan *game online*; 4) penyalahgunaan media sosial; 5) *cyberbullying*; dan 6) kecanduan pornografi. Adapun strategi yang digunakan oleh guru Bimbingan dan konseling untuk membantu siswa mengentaskan adiksi internet yang dialami meliputi: 1) Bimbingan klasikal; 2) Bimbingan lintas kelas; 3) Bimbingan kelompok; 4) Pengembangan media komik; 5) Konseling individual; 6) Konseling kelompok; 7) Kunjungan rumah; dan 8) Kotak masalah berbasis *google form*.

Kata Kunci: Adiksi internet, Strategi Guru BK

INTRODUCTION

The pandemic has confirmed the internet as a primary need on par with clothing, food and shelter for Indonesian society today. The number of users which continues to experience a significant increase from year to year is clear evidence of the existence of the internet as the top of the hierarchy of human needs today. The magic of the internet is able to bewitch thousands of pairs of eyes so that it seems as if it can replace the visible world with interactions in the virtual world. This statement is not without reason, data from the Indonesian Internet Service Providers Association records that by 2022, as many as 77.02% of Indonesian people have used the internet (APJII, 2022). This figure has increased by 15.1% when compared to 2021 data which recorded that the number of internet users was only 62.10% (BPS, 2022).

The increase in the number of internet users in 2022 will also be boosted by users aged 13 – 18 years. As many as 99.16% of this age group are active internet users (APJII, 2022). This means that almost all age groups who should currently be students in middle school or high school are affiliated with the internet. This data is in line with their status as a generation of digital natives who are "native speakers" of the digital language of computers, video games and the internet" (Prensky, 2001). Today's students are natives of the digital world where the internet reigns supreme. This generation was born and grew up with various digital technology devices such as computers and smartphones which continue to grow increasingly sophisticated.

Students' status as digital natives with high internet access intensity has sparked concerns about the continuity of their education. This is because high interaction with the internet can make students experience internet addiction. Addiction is understood as a situation characterized by excessive internet use so that it dominates the life of the addicted individual (Irman, et al., 2019, Kuswoyo, 2022). This dominance will disrupt the normal daily life of people with internet addiction because they cannot be separated from various things related to the internet, be it social media, email, pornography, online gambling, online games, chatting and others. As a result, they will spend a lot of time (more than 38.5 hours a week) using the internet without the ability to control it (Rini & Huriah, 2020, Astaty, Hamid & Marhan, 2020, Utami & Nurhayati, 2019).

Students are said to experience internet addiction if they experience six aspects of internet addiction (Griffiths in Simarmata&Citra, 2020). The aspects in question include: 1) Salience that occurs online with the help of the internet becomes the most important activity that dominates students' thoughts, feelings and behavior; 2) Mood modification, which is characterized by changes in feelings, becoming happy and cheerful when online, restless and restless when offline; 3) Online duration continues to increase from time to time in order to achieve satisfaction (tolerance); 4) Students begin to withdraw and become isolated from the real environment (withdrawal symptoms); 5) There is conflict with the real environment, both lessons, family and others; 6) It is difficult to escape from online activities even though students have tried to control themselves from internet addiction (relapse).

Internet addiction among students is increasing due to Coronavirus disease 2019 (Covid-19). where 78.2% of students in Indonesia are addicted to the internet (Putri & Priyono, 2021). President Joko Widodo's appeal on March 16 2020 for the public to implement physical and social distancing with the hashtag #fromhome further strengthens the dominance of the internet in students' lives. Students are asked to study from home with the help of the internet to break the chain of transmission of this deadly virus. As a result, an increase in internet access time for students cannot be prevented. During the pandemic, the average student accessed the internet for 8 hours 36 minutes a day (Hootsuite, 2022).

If elaborated further, the Hootsuite data above will lead to the realization that students access the internet for 60 hours and 15 minutes a week. This data raises the question, why do students use the internet for such a long duration? What do they access? How do students access the internet far beyond the internet addiction criteria of only 38.5 hours a week (Utami &

Nurhayati, 2019)? Do students study continuously without stopping for more than 8 hours a day? Or is it possible that students misuse this time for activities that have nothing to do with studying?

Islamic Research (in Ratulangi, 2021) outlines the answer to that question. The answer is that not all students are able to use the internet according to its initial purpose, namely learning. Students are vulnerable to abusing the internet as evidenced by data that only 35.8% of students use the internet to access online classes or study. The remaining 64.9% of students use the internet to access social media, 34.3% choose to use the internet as a means of playing online video games and 78.0% use the internet for watching films and recreation. The meaning of this data boils down to the understanding that students use the internet more for social media activities, playing online games, looking for entertainment and only use it less for learning activities.

The same phenomenon was also experienced by MTsN 2 Pesisir Selatan. Many students experience internet addiction. MTsN 2 Pesisir Selatan Guidance and Counseling (BK) data recorded that in the period January to September 2022, around 85% of the problems experienced by students were related to smartphone misuse, addiction and internet abuse (BK Data, 2022). This problem is evenly experienced by students due to the culture shock caused by the pandemic. Students who were previously accustomed to paper and pen were suddenly given smartphones, laptops and keyboards connected to the internet for studying. As a result, MTs students who are still in the stage of searching for their identity become so overwhelmed that they lose track of when using these devices (Ebnovrio, 9/10/2022).

The phenomenon of internet addiction among students at MTsN 2 Pesisir Selatan, data on students who are active internet users, their status as digital natives and the pandemic conditions that have struck have become an irony in the midst of the struggle to achieve their goals. Students, especially those at junior high school/MTs level and below, are actually not yet eligible to have full access to the internet and its devices. This is because students aged 13-18 years, in the view of developmental psychology, are in adolescence. It is common knowledge that teenagers are at the stage of searching for identity, still unstable and therefore easily influenced by the environment, especially the virtual world (Sari, et al., 2017). This is because today's students are more familiar with the virtual world environment than the real world environment.

Internet addiction in students must be stopped so that it does not have fatal consequences in real life. This is because excessive internet use has a significant negative impact on students. This impact can be seen from reduced social interactions in real life, often procrastinating on carrying out tasks, experiencing insomnia, disrupted health and decreased learning outcomes (Hakim&Raj, 2017). Apart from that, the most dangerous impact of internet addiction is the emergence of the psychological problem of FOMO (Fear of Missing Out) where students are afraid of not being up to date, afraid of missing the latest notifications from their virtual friends' online activities, resulting in a feeling of wanting to always be online (Tandon, et al. , 2021). FOMO causes individuals to always be near a gadget, usually a smartphone, to get the latest notifications, thus creating the term NOMOPHOBIA or No Mobile Phone Phobia which is understood as a psychological condition of not being able to be away from a smartphone (Bhattacharya, et al., 2019).

Students who are addicted to the internet need help to understand how to use the internet and digital devices they own in a targeted, minimal and wise manner. Students need to be equipped with the skills to manage their online time so that it becomes more useful. The ability to refrain from wanting to always access the internet also needs to be instilled in students. This set of ideas for freeing students from the trap of internet addiction is the main concept that must be promoted by Guidance and Counseling (BK) teachers. The active role of guidance and counseling teachers is needed because of the mandate of Minister of Education and Culture Regulation Number 111 of 2014 article 3. Guidance and Guidance teachers must help students achieve optimal development and gain complete independence in personal, social, learning and career

aspects. The process of providing assistance can be carried out through various types of services in guidance and counseling.

Activities to help students escape internet addiction by guidance and counseling teachers can be carried out by utilizing 2 of the 4 components of available guidance and counseling services. The components in question are: 1) Basic services to develop students' skills, knowledge and attitudes towards the addiction problems they are experiencing; 2) Responsive services to intervene in the internet addiction crisis currently being experienced by students and prevent the problem from getting worse (Kemdikbud, 2016). There are also strategies that can be used by guidance and counseling teachers to implement these service components, which can be seen in the following table:

Table 1. BK Service Components and Strategies

Components	How to Provide Services	Service Strategy
Basic service	Directly	Classical guidance Large class/cross class guidance Group conseling
	Using Media	BK media development Guidance board <i>Leaflet</i>
Responsif servive	Directly	Individual counseling Group counseling Consultation Case conference Home visit Transfer of case Advocacy
	Using media	Electronic counseling Problem box

Source: Kemdikbud, 2016

Counseling teachers can choose what service strategies they want to provide to students who experience internet addiction. The choice of strategy to be implemented is based on at least three considerations, namely: 1) Consideration of the number of students to be served. If there is only 1 student then individual services can be used, if there are between 5-10 people group services can be used and if there are more than 10 people it is better to use classical services; 2) Type and intensity of problems faced by students. If a student experiences a serious addiction and cannot be served by the guidance and counseling teacher any more, other strategies are sought, such as taking over the case; 3) How to implement it by considering whether the service will be provided directly or through the media. Tanggung jawab besar yang diemban oleh guru BK dalam membantu siswa lepas dari jerat adiksi internet tidak hanya diemban oleh guru BK di MTsN 2 Pesisir Selatan. Namun, Guru BK di lembaga pendidikan lainnya seperti SMP, SLTA atau MAN juga menghadapi masalah serupa namun bisa jadi strategi penanganannya berbeda. Artikel ini akan mengelaborasi strategi penanganan siswa yang mengalami adiksi internet oleh guru BK di MTsN 2 Pesisir Selatan. Hasil elaborasi ini akan memperkaya khazanah keilmuan bimbingan dan konseling sehingga dapat dijadikan sebagai sudut pandang lain dalam pengentasan masalah adiksi internet pada siswa di lembaga pendidikan lain.

METHODOLOGY

This research, which was conducted at MTsN 2 Pesisir Selatan, used qualitative methods with a case study approach. This research was conducted to analyze internet addiction problems

experienced by students and analyze strategies for alleviating internet addiction problems by guidance and counseling teachers. The primary data sources in this research were guidance and counseling teachers and with secondary data from students, subject teachers, homeroom teachers and deputy head of student affairs. Research data was collected through interviews, observation and documentation. Meanwhile, research data analysis will be carried out in accordance with Miles and Huberman's theory. The data analysis steps in question include: 1) Information collection; 2) Information reduction; 3) Presentation of information; and 4) Drawing conclusions.

RESULTS AND DISCUSSION

This research will describe the problems experienced by students due to internet addiction disorders. Apart from that, it will also describe the strategies used by guidance and counseling teachers to help students overcome and control internet addiction through existing services in guidance and counseling.

Description of Internet Addiction Problems among MTsN 2 Pesisir Selatan Students

Internet addiction problems experienced by students vary. This problem has different characteristics from one student to another. These various problems have an impact on the variety of information that guidance and counseling teachers must explore in order to help students overcome the internet addiction they are experiencing. The problem of internet addiction among students handled by guidance and counseling teachers at MTsN 2 Pesisir Selatan can be classified into 6 groups, namely:

First, students experience a decline in learning outcomes. Many subject teachers complain about abnormal student learning results, attitudes and behavior. Many students do not do the assignments given by the teacher, do not concentrate while studying and even sleep when the teacher explains the lesson. After being investigated through the counseling process, it was revealed that the student had a smartphone that was always connected to the internet. The student's parents give the smartphone without supervision, meaning they give the child the freedom to use it as they wish without agreeing on clear usage rules. As a result, students can play online games all the time from school until late at night so they don't have time to study or get enough rest.

Second, students are addicted to accessing pornographic content on the internet. Several students admitted to having visited websites specifically for adult content, viewed pornographic images on the internet and some even downloaded the images or videos on their smartphones. There are also students who receive pornographic content from social media friends. Interestingly, there were students who initially did not feel interested in this content, but because they often received posts from fellow students, they became interested. Students also start trying to access pornographic content until they often feel like they want to see it again.

Third, guidance and counseling teachers meet students with online game addiction problems. This addiction encourages students to always upgrade their heroes. Students are willing to skip snacks at school to be able to buy diamonds. Apart from that, there are also students who like to buy chips by asking their parents for money for various reasons. Apart from that, there are students who experience problems with their parents because they were caught lying. Students ask their parents for money to buy school supplies, but it turns out the money was not bought for the original purpose. Students use the money to buy diamonds. Parents become angry so students feel afraid to be at home.

Fourth, students experience social media abuse. There were three female students who uploaded social media content that was not in accordance with the values of Islamic teachings. After being counseled, the reason students create and upload content is because they often access

social media. On these social media pages, students often see similar content. So students are interested in following trends that are going viral on these social media platforms. Students have watched content that they should not have seen at their unstable age. He uses the content circulating as justification for behavior, thinking that if a behavior is carried out by many other people, then that behavior is correct and worthy of imitation.

Fifth, disciplinary issues. Many students come late to school. When asked the reason for being late, students admitted that they woke up late because they slept late at night and some even admitted that they had not slept all night. After counseling, the fact was revealed that students were late waking up because they stayed up late "online" for various purposes. There are students who go online to use social media, there are those who are busy playing online games such as Free Fire and Mobile Legend, there are those who watch Korean dramas until their eyes swell due to drowsiness and cry all night while being carried away by the chest-suffocating "drakor" plot.

Sixth, students are involved in cyberbullying either as perpetrators or victims on social media. The guidance and counseling teacher discovered a problem where two students were fighting in the comments column on one of the social media platforms. Comment after comment written is less ethical to read. Insults, insults, the use of mocking memes become weapons in these fights. After tracing the root of the problem, it was simple, namely student A uploaded a selfie. Student B saw the status and wanted to like it. However, student B accidentally pressed the human waste emoticon. Student A was offended and made a comment in his comments column. Student B retaliated so a digital fight broke out.

The presentation above contains a series of problems experienced by MTsN 2 Pesisir Selatan students related to internet addiction. The problem most often experienced by students with internet addiction is a decrease in learning achievement. Then, disciplinary problems such as being late for school due to staying up late to go online are ranked second in most internet addiction problems experienced by students. Online game addiction is ranked third. After that, in succession, misuse of social media by students, cyberbullying and pornography addiction.

Strategy for overcoming Internet Addiction Based on Guidance and Counseling Services

The problems experienced by students related to internet addiction in this research are based on the guidance counselor's notes regarding the implementation of services in August and September 2022. In that two month period, guidance and counseling teachers at MTsN 2 Pesisir Selatan have provided basic services to 648 students, consisting of of 296 male students and 352 female students. Detailed data can be seen in the table below:

Table 2. Data on students who receive basic services

No	Class	Male students	Female students	Total Number
1	VII	97	113	210
2	VIII	101	114	215
3	IX	98	125	223
Total		296	352	648

The types of basic service components to reduce the level of internet addiction implemented by guidance and counseling teachers include direct services and services through the media. Direct services are carried out through strategies providing classical guidance, cross-class guidance in collaboration with various parties, and group guidance with themes related to internet addiction. Meanwhile, services via media are carried out with BK's media development strategy. Below we will describe each of them:

First, the implementation of classical guidance as a strategy used to help all students develop effective behavior and life skills in accordance with the developmental tasks that must be

achieved (Nurihsan, 2013; 34). The type of classical guidance provided by guidance and counseling teachers is different because it is adapted to the guidance and counseling program which has been prepared based on class level. The following is classical guidance data and materials provided by guidance and counseling teachers to reduce internet addiction in students:

Table 3. Data on the implementation of classical guidance

Class	Day/date	Topics
VII	August	The impact of social media and how to prevent it
	September	How to know cyberbullying and its impact
VIII	August	Online games and how to manage them
	September	NOMOPHOBIA (<i>No Mobile Phone Phobia</i>)
IX	August	How to communicate in the digital space
	August	Using gadgets to study
	September	Establish positive relationships in the real world and cyberspace

The data in the table above describes the classical guidance material given to students to prevent internet addiction. Class VII received two guidance materials which included: 1) The impact of social media and how to deal with it; 2) Get to know cyberbullying and its impacts. Class VIII gets material about: 1) Online games and how to manage them; 2) NOMOPHOBIA (No Mobile Phone Phobia). Meanwhile, class IX received guidance material in the form of: 1) How to communicate in the digital space; 2) Using gadgets to study; 3) establish positive relationships in the real world and cyberspace.

Second, the implementation of cross-class guidance can be understood as an activity carried out globally for different classes or levels at the same time. The aim of providing services is to provide insight, experience and understanding to students about something (Rahim, et al., 2021:17). The following is data on the provision of guidance and counseling services to reduce internet addiction in students:

Table 4. Data on the implementation of cross-class guidance

Day/date	People involved	Topics
Monday/ 19-09- 2022	Police Bayang district	The impact of juvenile delinquency laws (review in the real world and cyberspace)
Every morning at morning assembly	Deputy Head of Student Affairs and Public Relations	How to control yourself from the dangers of the internet, the impacts and behavior that students should show and others.

The data presented in the table above shows two cross-class guidance activities carried out by guidance and counseling teachers to eradicate internet addiction. The activities in question include collaboration with the police (Bayang District Police) which will be carried out on Monday 19 September 2022. Apart from that, the guidance and counseling teacher also collaborates with the deputy head of student affairs and the deputy head of public relations who are responsible for managing the students' morning assembly activities. The BK teacher coordinates so that during the morning roll call, a presentation is made about various current problems caused by internet addiction experienced by students while maintaining the principle of BK confidentiality. Through morning assembly activities, students are reminded periodically to be careful with cyberspace.

Third, implementing group guidance as an effort to provide assistance to students through small groups consisting of 2 to 10 people to prevent problems, maintain values or develop needed life skills (Rahim, et al., 2021). The guidance counselor has carried out 4 group guidance sessions

to help students who are considered to be experiencing internet addiction based on reports from subject teachers, homeroom teachers, the students' peers and the students' own parents. The following is the implementation data:

Table 5. Data on the implementation of group guidance

Day/date	Members of group	Topics
Wednesday/3-08-2022	DMC, IBN, RAM, ADH, RAB	Assignment topic: Online game addiction: The real world is not the World of Free Fire or Mobile Legend
Rabu/ 23-08- 2022	MRH, ALM, MTQ, VLP	Assignment topic: Protect yourself from cyberbullying.
Kamis/1-09- 2022	APM, RDP, ADM, MAA, CRY	Assignment topic: How to digest information obtained from the internet
Senin/ 19-09-2022	MFN, GAP, HPZ, MRH, DAF, DTP	Assignment topic: Online time management and offline time

The data in the table above can be explained that the guidance and counseling teacher has carried out 4 group guidance regarding efforts to eradicate internet addiction. Activities will be held on: 1) Wednesday, 3 August 2022; 2) Wednesday, 23 August 2022; 3) Thursday, September 1 2022; and 4) Monday, September 19 2022. The total number of students who received group guidance was 20 people with different guidance topics tailored to the needs and problems experienced by the students. The topics in question include online game addiction, cyberbullying, how to deal with information from the internet and effective online and offline time management.

Lastly, the development of BK media in the form of educational comics. The development of this comic is part of the guidance and counseling process to help students overcome their problems by utilizing interesting media (Pranowo, et al., 2014: 42). Comics created by BK teachers are used as a means of socializing BK. The comic contains an invitation to students to come to the guidance and counseling room to get help solving problems, including internet addiction problems. The following is the comic in question:

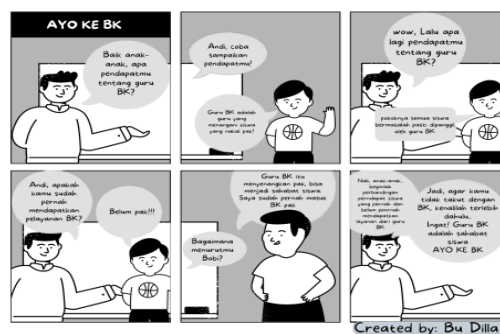


Figure 1. Comic Let's go to BK

The comic above illustrates a discussion between a BK teacher and his students named Andi and Bobi. The guidance counselor asked about students' views of the guidance counselor. Andi answered that a BK teacher is a teacher who handles naughty and problematic students. Then the guidance counselor asked whether Andi had ever received counseling services and Andi answered he had never. After that, the guidance and counseling teacher asked the opinions of other students who had received guidance and counseling services. The student named Bobi answered that the guidance and counseling teacher was fun because he could be the student's friend. Then the BK teacher invited students not to be afraid of the BK teacher because BK is the student's friend.

Another service component implemented by guidance and counseling teachers is responsive service. A total of 146 students, consisting of 18 female students and 128 male students, have received responsive services within a period of 2 months (August and September 2022). Detailed data can be seen in the table below:

Table 6. Data on students who receive responsive services

No	Class	Male students	Female students	Total Number
1	VII	53	7	60
2	VIII	34	9	43
3	IX	41	2	43
Total		128	18	146

The types of responsive service components to reduce the level of internet addiction implemented by guidance and counseling teachers include direct services and services through the media. Direct services are provided through individual counseling strategies, group counseling and home visits. Meanwhile, services via media are carried out using an electronic problem box strategy based on Google forms. Below we will describe each of them:

First, BK teachers carry out individual counseling to help students who experience internet addiction problems. Individual counseling is understood as activities carried out individually and face to face to help counsees (students) anticipate and resolve the problems they experience (Wilis, 2013: 158). From August to September 2022, guidance and counseling teachers have carried out individual counseling to help students who are experiencing problems with internet addiction according to the following data:

Table 7. Data on students who received individual counseling

No	Class	Male students	Female students	Total number
1	VII	5	0	5
2	VIII	2	1	3
3	IX	6	2	8
Total		13	3	16

The description of the data above is that 16 students were counseled individually because they were experiencing problems related to internet addiction. A total of 5 students came from class VII, 3 students from class VIII and 8 students from class IX. The number of students involved in internet addiction problems, in terms of gender, is 13 male students and only 3 female students. So, male students experience more problems with internet addiction compared to female students.

Second, another strategy used by guidance and counseling teachers is group counseling for 1 group of students with 3 meetings. Group counseling is understood as an effort to provide assistance by guidance and counseling teachers to students to resolve problems in a dynamic group atmosphere (Prayitno, 1995: 307). There is also data on the implementation of group counseling by guidance and counseling teachers which can be seen in the table below:

Table 8. Data on students who received group counseling

Day/date	Members of group	Students problems
Tuesday/ 13 September 2022	HAS, MRV, YDR, FJR	Pull out of school to play online games at a friend's house
Tuesday/ 20 September 2022	HAS, MRV, YDR, FJR	Pull out of school to play online games at a friend's house (continued activity)
Tuesday/ 27 September 2022	HAS, MRV, YDR, FJR	Pull out of school to play online games at a friend's house (continued activity)

Third, guidance and counseling teachers carry out home visits to students who experience internet addiction. This home visit is intended to complete information about the problems experienced by students in order to provide maximum services to students (Noor & Kosim, 2021: 307). Apart from that, home visits are also used to build parental commitment in alleviating the problem of internet addiction in students. This is because the process of controlling students from internet addiction will not be carried out well without cooperation with parents. This home visit activity can also be changed in format to parents being called to the school.

In a period of two months (August and September 2022) BK teachers have made 25 home visits, including parents being called to school. On average, parents complain about students' smartphone and internet usage habits. Parents revealed that students rarely study at home because they are engrossed in the internet. In fact, when parents ask for help, students do not respond as expected. Most students tend to ignore requests and continue with online activities. Even guidance and counseling teachers have met people who burst into tears when they told them how difficult it was for their children to be managed by the internet and its devices.

Fourth, the guidance and counseling teacher provides service media in the form of an electronic problem box based on Google Form. This is done as a form of BK's adaptation to current advances in digital technology. Apart from that, the use of manual problem boxes was deemed ineffective because only a few students wanted to fill in the problem boxes. The following is a display of the electronic problem box at MTsN 2 Pesisir Selatan:

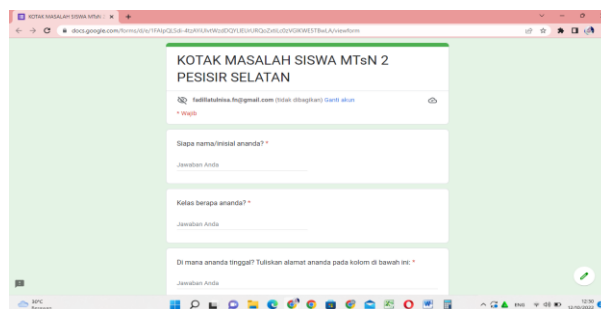


Figure 2. Display of the electronic problem box at MTsN 2 Pesisir Selatan

The electronic problem box contains questions that must be filled out by students who wish to receive services. There are five questions that students must answer, namely: 1) What is your name/initials?; 2) What class are you in?; 3) Where do you live?; 4) How many cellphone/WA numbers can you contact?; and 5) What problems are you experiencing/feeling at the moment? After students fill out the problem box form, the guidance and counseling teacher will carry out follow-up actions as needed. From August to September 2022, there was 1 student who was counseled individually after filling in the electronic problem box.

The presentation of guidance and counseling teachers' strategies in helping students who experience problems related to internet addiction led to the conclusion that there are eight service strategies used to help students. The strategies in question include: 1) Classical guidance; 2) Cross-class guidance; 3) Group guidance; 4) Development of comic media; 5) Individual counseling; 6) Group counseling; 7) Home visits; and 8) Google form-based electronic problem box. This strategy is implemented by guidance and counseling teachers by considering the needs and characteristics of the problems experienced by students.

CONCLUSION

The increasing trend of internet use is causing the problem of internet addiction among students. There are at least 6 problems currently experienced by students, namely: 1) decreased learning achievement; 2) undisciplined behavior; 3) online game addiction; 4) misuse of social media; 5) cyberbullying; and 6) pornography addiction. The strategies used by guidance and counseling teachers to help students overcome their internet addiction include: 1) Classical guidance; 2) Cross-class guidance; 3) Group guidance; 4) Development of comic media; 5) Individual counseling; 6) Group counseling; 7) Home visits; and 8) Google form based problem box.

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