Cognitive-Behavioral Counseling: A Strategy to Overcome Students' Addiction to TikTok through Self-Instruction Method

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Abstract

TikTok has influenced the development of student behavior. Therefore, a service strategy is needed to overcome TikTok addiction in students. This study aimed to determine whether there was a decrease in TikTok addiction in students after being given cognitive-behavioral counseling with the self-instruction method. The researchers employed experimental research with one group pretest-posttest designs as the research design. The research samples consisted of 18 students. The researchers utilized the TikTok addiction scale as the research instrument for collecting the data. The validity result of the instrument was in KMO value of 0.791 with Sig. of 0.000 (0.791 greater than 0.5). The finding of the reliability test in the research instrument was 0.821 based on Alpha coefficient analysis. The researchers employed non-parametric statistics for data analysis of research. Furthermore, the decision H0 is rejected, and H1 is accepted based on the Z value of -2.703 (0.005 less than 0.05) by implementing the Wilcoxon test. Therefore, the results showed that there was TikTok addiction among the students after being given cognitive-behavioral counseling with the self-instruction method. The results of this study contributed as enrichment material both theoretically and practically related to the use of cognitive-behavioral counseling with self-instruction method as the basis for counseling services in schools.

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1. Introduction

The existence of social media is the effect of the development of web-based communication and information technology that drives communication to interactive dialogue through social media platforms, which is used as a means of social interaction online (Zubaedi, Utomo, & Musofa, 2021). One of the social media that has rapid development is TikTok. It provides many features of a short video of 15-60 seconds (Du et al., 2020). This application lets the users make or edit short videos with music as the supported back sound to be shared to social media to entertain other users. The swift development of TikTok has triggered an increase in the number of users.

The aims of TikTok are developing knowledge, entertaining people, marketing, looking for popularity, and sharpening and building creativity through social media. However, the problem happened since there are some irresponsible abuses of users, such as spreading hate speech, hoaxes, harassment, and other dangers. In fact, TikTok has given strict advice not to post any content that contains hatred against gender, race, ethnicity, religion, nationality, culture, gender, disability, or other discrimination (Anderson, 2020). It was confirmed in March 2020 when TikTok issued instructions in the form of an algorithm that functions to suppress posts considered abnormal and vulgar (Kennedy, 2020).

In Indonesia, through the Ministry of Communication and Information Technology on July 3, 2018, TikTok application was blocked. The blocking was carried out after receiving 2,853 reports about the negative impact of TikTok, especially for children (students). Currently, students tend to use the TikTok application only for fun (singing, dancing, making insignificant videos), as well as inappropriate actions such as bullying, narcissism, and body shaming (Damayanti et al., 2021). Whereas TikTok should be a learning media for students and can be an effective and educated media, such as short video feature containing a learning video (Hayes & Lamp, 2020).

In reality, TikTok has negatively impacted students' attitudes and behavior (TikTok addiction). They are easily influenced to create inappropriate video content, bullying, body shaming, excessive narcissism, sexual harassment, low interest in learning, and spending a long time just playing TikTok (Agustyn, 2022; Basch et al., 2020; Damayanti et al., 2021; De Leyn et al., 2022; Jerasa & Boffone, 2021; Kennedy, 2020; Montag et al., 2021; Pradnyanawati & Luh, 2022; Puspitasari & Tama, 2021; Satriana, 2022). The problem of TikTok addiction that occurs in students should not be allowed, and there needs to be a strategy for handling it.

As one of the support systems in education, guidance and counseling absolutely have the effort to solve student problems. In order to anticipate and overcome students' TikTok addiction, one of the solutions to be considered is cognitive-behavioral counseling through the self-instruction method. It is based on the considerations of cognition, emotion, and problematic behavior (negative) that can be replaced and modified by new learning (positive) (Beck, 2020; Meichenbaum, 2017). Self-instruction method is a learning activity done by the therapist to train individuals, which can change the self-negative statement with positive task-oriented statements through adaptive coping (Saputra & Lidyawati, 2019). There are seven steps in the process of this method: (1) rational procedure, (2) self-guidance, (3) overt external self-guidance, (4) overt self-guidance, (5) faded over sefl-guidance, (6) covert self-guidance, (7) homework and follow up.

The cognitive-behavioral counseling through the self-instruction method has a significant impact on helping students face their problems (maladaptive). The previous result showed that a negative (maladaptive) behavior that disturbs students could decrease significantly in line with the increase in new (positive) behavior after being given the self-instruction method (Amoah, 2019; Ayuningtyas et al., 2019; Hansard & Kazemi, 2018; Hsieh et al., 2016; Irawan et al., 2019; Mahatmaharti et al., 2019; Rosen & Yager, 2016; Shapiro et al., 2016; Smith et al., 2015; Vilanova et al., 2015). According to that, this research aims to find out how much the level of TikTok addiction decreases in students after being given cognitive-behavioral counseling with the self-instruction method. The results of this research are expected to be theoretically and practically enriching for school counselors in dealing with students who are addicted to TikTok.

2. Method

One group of pretest-posttest designs adapted from Ary et al. (2018) conducted this research experimentally. This research was done in Senior High School of Adiguna Bandar Lampung, Indonesia. The population of this research was 355 students in eleventh grade. Purposive sampling was used to decide the 18 students as the samples of this research. It is described in Table 1. The interval used in the categorization of TikTok addiction is: 94-124 means high addiction, 62-93 means moderate addiction, and 31-61 means low addiction.

The instrument of this research is the TikTok addiction scale. The research used validity and reliability before using the instrument. The explorative factor analysis was used for data analysis. According to this analysis, the result showed that the sampling result of the Kaiser-Meyer-Olkin measure is 0.791 with a significance of 0.000 (KMO value > 0.5) and shows that the TikTok addiction scale is valid and meets the requirements. Moreover, the results of Bartlett's Test of Sphericity chi-square value of 2811.283 with a significance of 0.000 (alpha (α) = 5%) show that the TikTok addiction scale indicator is related to each other. In addition, the results of the analysis show an alpha coefficient of 0.821 in the instrument reliability test. Therefore, the TikTok addiction scale has high reliability and consistency as a measurement tool. The results of the description of the exploratory factor analysis are presented in Table 2.

Table 1. Students' TikTok Level of Addiction

Subject	Gender	Pretest Score	Category
AB	Man	102	High
CF	Man	116	High
GH	Woman	99	High
TD	Man	101	High
HD	Woman	97	High
FB	Woman	105	High
VR	Woman	100	High
SD	Woman	98	High
JK	Man	104	High
NC	Man	107	High
LM	Woman	96	High
PU	Men	101	High
RP	Men	99	High
MR	Men	97	High
RS	Men	109	High
DF	Women	108	High
RP	Women	103	High
OS	Women	99	High

Table 2. Results of Exploratory Factor Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.791
Bartlett's Test of Sphericity	Approx. Chi-Square	2811.283
	df	465
	Sig.	.000

This research applied non-parametric statistical analysis. The data analysis used the Wilcoxon Test, which was done to see whether or not the reduction of TikTok addiction in students before and after being given cognitive-behavioral counseling with the self-instruction method. There were three research procedures: (1) **Preparation Stage**, this stage covers the preparation of the instrument's scale, preparation of cognitive-behavioral counseling guidelines using the self-instruction method, research administration arrangements, instrument scale trials, pretests, statistical data analysis, and research hypothesis testing, (2) **Implementation Stage**, the counseling was about cognitive behavior with the self-instruction method, (3) **Reporting Stage**, in this stage, the researcher was compiling a report on the results of the implementation of cognitive behavioral counseling with the self-instruction method following the provisions that have been in force.

3. Results

3.1. Hypothesis Testing

The hypothesis proposed in this research covers (1) H0: There is no decrease in TikTok addiction in students after being given cognitive-behavioral counseling using the self-instruction method, (2) H1: There is a decrease in TikTok addiction in students after being given cognitive-behavioral counseling with the self-instruction method. The hypothesis testing was done by using Wilcoxon Test. In Table 3, the Wilcoxon Test resulted from Z statistical testing as much as -2.703 with the probability was 0.0005 (probability < 0.05, then H0 is rejected and H1 is accepted). Thus, the result showed a decrease in students' TikTok addiction after being given cognitive-behavioral counseling with the self-instruction method.

Table 3. The Results of Wilcoxon Testing

Test Statistics[a]	
	Posttest - Pretest
Z	-2.703[b]
Asymp. Sig. (2-tailed)	.005

a = Wilcoxon Signed Ranks Test
b = Based on negative ranks

3.2. The Decreasing TikTok Addiction in Students

According to the pretest and posttest measurements, there was a reduction in students' TikTok addiction from the high category to the middle category, and it became the low category after it was given the cognitive-behavioral counseling with the self-instruction method. The comparison of the results of the pretest and posttest scores is presented in Figure 1.
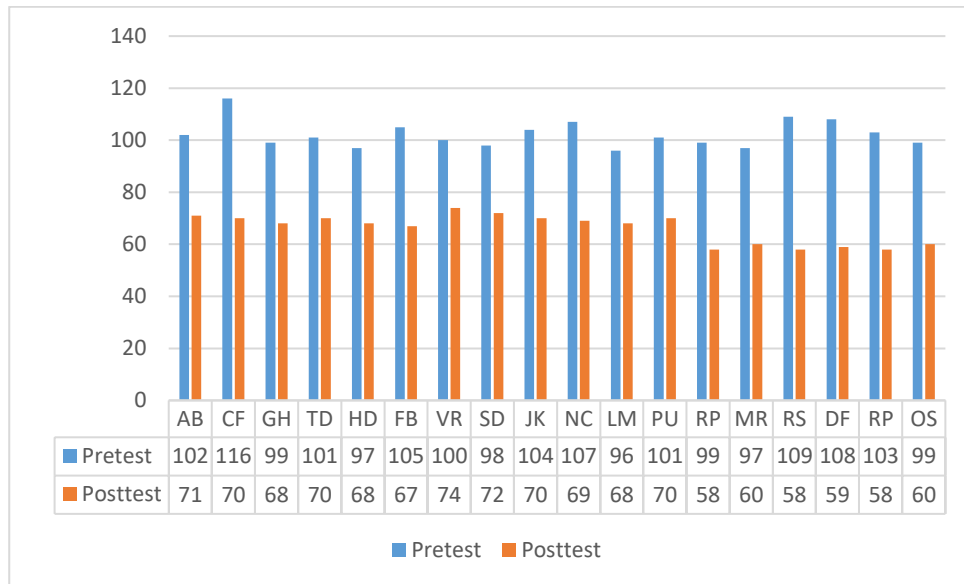

	AB	CF	GH	TD	HD	FB	VR	SD	JK	NC	LM	PU	RP	MR	RS	DF	RP	OS
■ Pretest	102	116	99	101	97	105	100	98	104	107	96	101	99	97	109	108	103	99
■ Posttest	71	70	68	70	68	67	74	72	70	69	68	70	58	60	58	59	58	60

Figure 1. Graphic of Decreasing TikTok Addiction in Students Before and After Being Given Cognitive-Behavioral Counseling

According to Figure 1, it is implied that the analysis results showed the students' TikTok addiction decreased after giving treatment of cognitive-behavioral counseling by using the self-instruction method. There were 12 students who got the decreasing of TikTok addiction in the middle category after treatment, and six students got decreasing TikTok addiction in low category after treatment. The result of this study showed that cognitive-behavioral counseling by using self-instruction could be used as an intervention medium to reduce students' TikTok addiction. A decrease can be seen from the results of the pretest score, which shows that TikTok addiction in students is in the high category, and after being given an intervention, it decreases in the medium and low categories.

3.3. Description of Students' Ability to Do Self-Instruction

The decrease in students' TikTok addiction was discovered by monitoring results during the cognitive-behavioral counseling process with the self-instruction method implemented. The results show that students are able to do self-instruction. The recapitulation of students' abilities in carrying out self-instruction is presented in Table 4.

Based on Table 4, the result showed that during the cognitive-behavior counseling process, from the self-guidance step to homework and follow-up process, students were able to do self-instruction well. These results indicate that students are able to carry out self-instruction well according to guidance while participating in the cognitive-behavioral counseling process with the self-instruction method.

Table 4. Recapitulation of Student Ability Levels in Doing Self-Instruction

Stage	Students' Ability to Self-Instruction	Category		
		Fair	Good	Very Good
Self-guidance	Able to identify the causes of TikTok addiction Able to identify the negative impact of TikTok Able to do self-reflection		√	
Overt external self-guidance	Able to plan own desires Able to express feelings Able to self reflect		√	
Over self-guidance	Able to identify/plan positive behavior Able to do self-reflection			√
Faded over self-guidance	Being able to stay away from TikTok addictive behavior Able to carry out better behavior Able to do self-reflection		√	
Covert self-guidance	Able to formulate the desired success Able to impose self-penalties/fines Able to do self-reflection		√	
Homework and follow-up	Able to make a self-commitment Able to increase positive behavior Able to do self-reflection		√	

4. Discussion

The result showed that there was decreased TikTok addiction in students after implementing cognitive-behavior counseling with the self-instruction method. This decrease can be seen from the posttest result, which showed that TikTok addiction in students decreased from high to middle level. These findings were strengthened based on the results of the hypothesis testing resulting in a Z test statistic of -2,703 with a probability of 0.005 (probability < 0.05, then H0 is rejected and H1 is accepted). The results of the analysis showed that the addiction to TikTok in students decreased after being given cognitive-behavioral counseling using the self-instruction method.

4.1. Self-Instruction Method: Smart Strategies to Overcome TikTok Addiction in Students

The use of the self-instruction method can be a smart strategy to overcome the students' TikTok addiction. This is because the self-instruction method emphasizes how students can organize their thoughts and then plan new actions (Prayogi & Utomo, 2021). Accordingly, by implementing the self-instruction method, students can do self-guidance in an effort to change negative self-statements (TikTok addiction) into positive self-statements (planning positive new behaviors) through self-verbalization, then internalized through new learning (positive behavior).

Self-instruction is the learning method aimed at letting students change cognitive distortions by reexamining self-beliefs. This process goes through various forms of verbal persuasion and repetitive activities until students are able to do it for themselves (Utomo et al., 2018). Through the process, students are invited to self-talk to direct their thoughts toward new plans, then change negative thoughts to positive ones through self-verbalization. In other words, the self-instruction method focuses on changing the self-verbalization of maladaptive behavior that arises from the influence of dysfunctional thoughts. Dysfunctional thoughts that tend to be influenced by negative self-statements are modified by positive self-statements through cognitive behavior modification with self-instruction (Hasan et al., 2018).

Basically, the self-instruction method points out how students can organize their thought and then plan their idea to the new concept, which covers: (1) planning new behavior, (2) self-guiding, (3) formulating and achieving the desired target, (4) handling the arises obstacles, (5) creating new alternative actions, and (6) doing self-verbalization. Essentially, the use of the self-instruction method is a student learning method for changing disturbing (maladaptive) cognitive distortions

through self-instruction (self-observation, self-internal dialogue, and coping skills) (Asri & Kadafi, 2020).

4.2. Cognitive-Behavior Counseling as a Basis for Counseling Services in Schools

Cognitive-behavior counseling with the self-instruction method can be a responsive service at school. Responsive services are assistance services to students who face needs and problems that require immediate help. If not immediately assisted, TikTok addiction can cause disruption in the process of achieving developmental tasks and positive self-development. Cognitive-behavior counseling is the combination of two approaches; cognitive therapy and behavior therapy (Meichenbaum, 2017). The assumption of the cognitive-behavior counseling approach is problem behaviors, cognitions, and emotions that have been learned and can be modified through new learning (Thoma et al., 2015). The cognitive-behavior counseling approach lets the counselee challenge wrong thoughts and emotions by presenting evidence that contradicts their beliefs about the problem at hand. The role of the therapist is expected to help the counselee find beliefs that are dogmatic in nature within the counselee and strongly try to reduce them (Fazeli et al., 2015).

The use of cognitive-behavioral counseling emphasizes cognitive-behavior modification with self-instruction methods. This technique emphasizes self-learning assistance to make the individual aware of self-directed instructions (Hsieh et al., 2016). In the process of counseling relationships, counselors must be able to build and maintain relationships through SCR (Stimulus, Cognition, and Response) mechanisms to change the structure of student cognition. The counselor must be able to assist the counselee in determining wrong beliefs and open up other alternatives for the counselee. In addition, counselors can provide professional actions such as supporting and encouraging students in solving student problems.

Furthermore, the process of cognitive-behavior counseling with the self-instruction method consists of seven stages: (1) Rational procedure, which provides students with an understanding of the procedures for implementing the self-instruction method, (2) Self-guidance gives a model for students to change negative internal dialogue to positive internal dialogue through the self-guidance process, (3) Overt external self-guidance, which instructs students to do things that the counselor has exemplified, students express self-statements out loud through the process of self-guidance, (4) Overt self-guidance asks students to repeat themselves by voicing the self-statement out loud, then verbalizing themselves through the self-guidance process, (5) Faded over self-guidance, which asks the students to verbalize self-statement by whispering through the self-guidance process, (6) Covert self-guidance, which lets students verbalize self-statement only in the heart without being heard by anyone through self-instruction, then the counselor asks students to describe self-instruction from what students have done covertly, (7) Homework and Follow Up, which gives students reflection sheets and asks them to verbalize themselves covertly during counseling. Afterward, the counselor asks each student to make a list of activities according to the self-instruction he has done while outside of school or at home (Utomo & Zubaidah, 2020).

Those seven stages of cognitive-behavior counseling with self-instruction above can be used by the counselor as the counseling service at school based on the principles of counseling, including: (1) students' problems and students' cognitive conceptualization, (2) the same understanding between counselors and students on the problems faced by students, (3) collaboration and active participation, (4) goal-oriented and focused on student problems, (5) focused on the problems recently, (6) students learning to be self-therapist, (7) strengthen on the preventive measure, (8) structured and systematic, (9) educate students to identify, evaluate, and respond to their dysfunctional thoughts and beliefs, and (10) using a variety of techniques to change students' thoughts, feelings, and behavior.

5. Conclusion

Cognitive-behavior counseling with self-instruction can be a smart strategy to overcome students' TikTok addiction. Cognitive-behavior counseling with self-instruction method is proven to be able to reduce TikTok addiction in students due to cognitive-behavioral counseling with a self-

instruction method guiding and teaching students to be able to organize their thoughts which further plan new actions, such as: (1) planning new behavior; (2) self-guiding; (3) formulating and achieving the desired target; (4) overcome the obstacles that arise; (5) making new alternative of behavior; and (6) self-verbalization. However, this research is limited to the group setting. Therefore, further researcher can investigate individual settings.

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All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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Konseling Kognitif-Perilaku: Strategi Cerdas Mengatasi Kecanduan TikTok pada Siswa melalui Metode Self-Instruction

Kata kunci

Kecanduan TikTok
Konseling kognitif-perilaku
Metode *self-instruction*
Siswa

Abstrak

TikTok terbukti memiliki pengaruh negatif terhadap perkembangan perilaku siswa, bahkan sampai menimbulkan kecanduan. Guna mengatasi kecanduan Tiktok pada siswa, dibutuhkan stategi layanan oleh konselor sekolah. Tujuan penelitian ini untuk mengetahui apakah terdapat penurunan kecanduan TikTok pada siswa setelah diberi konseling kognitif-perilaku dengan metode self-instructions. Rancangan penelitian menggunakan experimental research dengan one group pretest-posttest designs. Sampel penelitian berjumlah 18 siswa dari sebuah sekolah menengah atas di Lampung, Indonesia. Instrumen penelitian menggunakan skala kecanduan TikTok. Validitas instrumen menghasilkan nilai KMO sebesar 0.791 dengan Sig. sebesar 0.000 (0.791 kurang dari 0.5). Reliabilitas instrumen menghasilkan nilai koefisien Alpha sebesar 0,821. Analisis data menggunakan statistik nonparametrik. Hasil uji wilcoxon menghasilkan nilai Z sebesar -2.703 (0.005 kurang dari 0.05) dengan keputusan H_0 ditolak dan H_1 diterima. Hasil penelitian menunjukkan bahwa terdapat penurunan kecanduan TikTok pada siswa setelah diberi konseling kognitif-perilaku dengan metode self-instruction. Hasil penelitian ini berkontribusi sebagai bahan pengayaan baik secara teoretik maupun praktik terkait penggunaan konseling kognitif-perilaku dengan metode self-instructions sebagai layanan konseling di sekolah.