



# Therapeutic Communication Strategies for Guidance Counseling Teachers in Handling Students Addiction to Gadgets

Lestari Eka Indriana<sup>1</sup>, Djarot Meidi Budi Utomo<sup>2\*</sup>, Kuku Sinduwiatmo<sup>3</sup>, Mashhura Toirxonovna Alimova<sup>4</sup>

\*Corresponding author email: [djarotdjarot@umsida.ac.id](mailto:djarotdjarot@umsida.ac.id)

<sup>1,2,3</sup>Communication Studies Program, University of Muhammadiyah Sidoarjo, Indonesia

<sup>4</sup>Professor of the Department of Management, Samarkand Institute of Economics and Service, Uzbekistan

**Abstract.** This study aims to determine how the strategy of SMPN 3 Krian counseling guidance teacher in dealing with students addicted to gadgets. During the Covid-19 pandemic, learning at school was carried out through gadgets, because of students' interaction with these gadgets, it did not rule out the possibility of students being addicted to gadgets. This research method uses descriptive qualitative methods. The research location is at SMPN 3 Krian with the determination of research informants using purposive sampling, namely two counseling guidance teachers from SMPN 3 Krian and six seventh grade students. Data collection was carried out in-depth interviews, observation, and documentation. So the results of this study are therapeutic communication is direct interaction can provide rapid recovery to students addicted to gadgets, the strategies used by counseling guidance teachers are asking questions, listening to complaints, receiving answers, repeating topics, clarifying information, and providing reflections to students. The conclusion of this study is that the therapeutic communication strategy at the pre-interaction stage, orientation stage, work stage and finally the termination stage, is very useful for overcoming student problems because they feel safer, calmer, easier to accept, and more support is given to form courage in making good decisions in order to improve achievements that can be achieved in the school environment.

**Keywords:** therapeutic communication, gadget addiction, counseling guidance

## 1 Introduction

With the development of technology, many people around the world have sophisticated communication tools. From various types of ages, namely adults to children, are believed to have a communication tool that can be called a smart phone. It can be seen that gadgets do have a positive influence on the mindset of children, namely being able to help children control the speed at which they play, organize strategies in the game, and help improve the ability of a child's right brain performance. The use of gadgets as audio-visual-based learning media is considered effective for learning videos from Youtube sources made by teachers or educational figures. But behind the positive impact of gadgets, there is also a negative impact of gadgets on children's development [1]. Parents who lack understanding and cause and effect will feel proud because their children are not considered stuttering or technology illiterate.

© The Author(s) 2024

B. Sobirov et al. (eds.), *Proceedings of the 2nd International Conference on Advanced Research in Social and Economic Science (ICARSE 2023)*, Advances in Social Science, Education and Humanities Research 842, [https://doi.org/10.2991/978-2-38476-247-7\\_35](https://doi.org/10.2991/978-2-38476-247-7_35)

In another context, there is a concern that children's psychology will develop much faster. In addition, the emergence and rapid development of technology can provide convenience for children, so they will have a sense of impatience when facing a problem. This can change the character of children in their daily lives. Children will be more comfortable with something fast and instant, even though everything must require a process and patience to get maximum results. Therefore, this should be used as a study for parents when teaching children to understand that every human being must try and be patient when doing something [2].

Various radiation gadgets have and can damage the tissue in the nerves and brain of children if they use gadgets too often. In addition, gadgets can also reduce the active power of children when interacting with others. Children will become less interactive and prefer to be alone and stay in their comfort zone with gadgets. So this can trigger an individualistic attitude in children and a lack of caring attitude towards friends around them, as well as other people. The tendency to use gadgets excessively and inappropriately will make a person uncaring or indifferent to their environment, both in the family and community. This indifference is what makes the situation around him can make someone shunned and even alienated in his environment [3]. This can have an impact on problems in the school environment, where the high curiosity of students can lead them towards the wrong use of gadgets.

During the Coronavirus Disease 2019 (COVID-19) pandemic like this, almost every day junior high school children do online learning because there are recommendations from the government so that they can do activities at home. SMP Negeri 3 Krian is one of the schools that implements online learning, in accordance with government recommendations. Students at SMPN 3 Krian are finally closed to do online learning. Learning implemented by SMPN 3 Krian starts at 07.00-11.30 and is attended by all students from grade 7 to grade 9. The online learning scheme is almost the same as learning in general, except that the media used uses gadgets as an interaction between teachers and students. At the end of online learning, students may close the learning forum so that students can take a break to continue studying at home. Most SMPN 3 Krian students use smartphones for online learning.

After online learning is conducted, SMPN 3 Krian students have a lot of free time that can be used to repeat the material given by the teacher during online learning. But SMPN 3 Krian students do not utilize their time to study but only watch videos or play online games on their respective smartphones. In addition, many students play TikTok social media only for entertainment purposes without thinking about the future impact, because there are SMPN 3 Krian students who are jail to their teachers who have edited TikTok videos and then distributed them, this shows a disrespectful attitude towards their teachers. Gadgets themselves have many benefits, there are positive impacts and not a few negative impacts that easily arise when playing gadgets, with the sophistication of gadget technology it becomes easier to access various things that can enter can be from positive and negative things. So SMPN 3 Krian students can also access various things on their respective gadgets. It is possible that students access things that smell like pornography, this can also damage the morals of students and future generations. At this time many teachers and parents are constrained in guiding children, meaning that most teenagers tend to have behavior that is easily influenced by their environment and often do bad deeds. Therefore, special attention is needed in all matters and proper guidance and assistance are also needed to overcome the problems experienced.

Therapeutic communication is communication that aims for healing both mentally and physically [4]. Stuart revealed that the form of therapeutic communication uses the principles of interpersonal relationships [5]. It is also often used in counseling balances that can connect between counselors and clients. In this relationship, the client feels directed, valued, and

accepted. Clients will voluntarily express their feelings and thoughts. Therefore, all the emotions and burdens felt can disappear and recover like normal life usually.

Research entitled "Therapeutic Approach in Handling Student Problematics" shows that therapeutic communication tries to offer positive interactions to students who experience various problems that cause their learning achievement counseling to decline. Interaction therapeutic communication provides an empathetic attitude to students without discriminating against each other [6].

Research entitled "The Effect of Therapeutic Communication on the Quality of Education for Students with Special Needs". Therapeutic communication can affect the quality of education for children with special needs, with three main things for teachers to students, namely: 1. Sincerity, which means that teachers are encouraged to be able to provide value to students or learners who are in need of help, 2. Teachers must be empathetic towards students, 3. Teachers must provide warmth, namely showing acceptance of students by providing good encouragement without having guilt [7].

Research with the title "Therapeutic Communication of SLB Aisyiyah Tulangan Sidoarjo Teachers in Training Communicative Skills in Autistic Children". Therapeutic communication techniques and attitudes that facilitate therapeutic communication can establish good interpersonal communication so as to improve communicative abilities in autistic children at SLB Aisyiyah Tulangan Sidoarjo [8].

The above research shows that therapeutic communication can help overcome problems to children regarding mental disorders such as addiction to something or away from parental guidance. Researchers take therapeutic communication techniques to help overcome problems in students, especially in the problem of gadget addiction which can result in decreased learning achievement. Therapeutic communication techniques according to Stuart and Laraia, (2001) include: 1. Asking, this can stimulate children to express their feelings and thoughts, 2. Listening, this is the main technique besides asking in therapeutic communication because a person is involved in an active process of receiving information 3. Acceptance, this is a therapeutic communication technique of listening to others without showing doubts and problems faced by students, 4. Repeating, this therapeutic communication technique means repeating the main thoughts spoken by the student to strengthen his expression in the therapeutic communication process, 5. Clarification, is an explanation of the ideas expressed by the student but is less clear and requires a more detailed explanation by the counseling guidance teacher, 6. Reflection, aims to validate the therapist's understanding of what is expressed by the student, carry out empathy, interest and give appreciation to students and others [9].

From the three previous studies above, there are various conclusions about observations aimed at problems, subjects, objects and relationships obtained by summarizing information and describing messages. This research highlights the therapeutic communication strategies of counseling guidance teachers applied to SMPN 3 Krian students. Based on the research needed, the background that has been described above needs research on "Therapeutic Communication Strategies of SMPN 3 Krian counseling guidance teachers in dealing with Gadget Addicted Students" to find out the strategies used by SMPN 3 Krian counseling guidance teachers in dealing with gadget addicted students.

## 2 Research Methods

This type of research uses a descriptive type, which is a process of solving problems/conflicts that are being sought by explaining the state of the subject/object of research based on current facts [10]. This research uses a descriptive type that aims to provide a clear picture of the guidance teacher's therapeutic communication strategy in dealing with gadget addicted students. The basis of this research is qualitative, which is a descriptive research that examines events that are being experienced by research subjects [11]. Using a qualitative research base because researchers want to find the depth of content of therapeutic communication in overcoming the problem of gadget addiction in students.

This research was conducted at SMP Negeri 3 Krian, Sidorejo highway, Krian District, Sidoarjo Regency, East Java. Researchers chose this location because there are students addicted to gadgets. The subjects in this study were counseling guidance teachers of SMPN 3 Krian and students addicted to gadgets as many as 6 students, these individuals can be sampled and studied to become subjects with the aim of providing the information needed in the study. While the object in this study is therapeutic communication applied by counseling guidance teachers of SMPN 3 Krian.

In this study, researchers determined informants using purposive sampling. Purposive sampling is a sampling technique by making several considerations, and the informants selected are considered to know what the researcher expects. The informants who can be taken as research data on the therapeutic communication strategy of SMPN 3 Krian counseling guidance teachers in dealing with gadget addicted students are divided into two, namely: (a). Key Informants in this study are SMPN 3 Krian counseling guidance teachers who know the information and best understand the overall information related to research problems. Teachers who apply therapeutic communication to gadget addicted students are taken as many as 2 people, the informant was chosen because he applied therapeutic communication to gadget addicted students. (b) Supporting informants in this study are Class VIII (eight) students of SMPN 3 Krian who have gadgets and play too much.

Types and sources of data are obtained from primary data and secondary data. Primary data sources were obtained from informants in the form of in-depth semi-structured interviews with SMPN 3 Krian counseling guidance teachers who play an important role in the therapeutic communication process. Secondary data of this study were obtained from books, relevant scientific journals, and other archival data obtained from SMPN 3 Krian.

The data collection technique used in this research is to obtain as much data as possible, namely by using observation, in-depth interviews and documentation. Data analysis is a process that begins with the preparation of previously collected data either in the form of text data, recordings that are still in the form of notes. The flow of data analysis has several stages, namely data reduction, data presentation, and conclusion drawing or verification [12].

## 3 Results and Discussion

### 3.1. Research Results

According to the results of interviews with key informants (counseling guidance teachers), using therapeutic communication strategies aims to control the habits of students who play gadgets for too long, causing counseling guidance learning achievement to decline. Therapeutic

communication is communication aimed at changing client behavior in a better direction in order to achieve an optimal level of health. Provide the fact that in conducting therapeutic communication can apply various things such as certain techniques. This technique can be applied by counseling guidance teachers to students in overcoming the problem of gadget addiction including asking (question), listening (listening), accepting (accepting), repeating (restating), clarification (clarification), reflection (reflection) [9].

### **3.1.1. Questioning Technique**

This technique is done to encourage clients to express their feelings and thoughts [9]. The questioning technique used by counseling guidance teachers with students uses open question techniques, this can be proven because the questions given do not seem to give fear to students, so that students can express problems related to problems that are being experienced when playing gadgets. As well as as much as possible when asking questions using verbal communication so that the sentences conveyed in the message are easily understood by students. The researcher concluded that all informants used open questions in conducting questioning techniques to encourage students to reveal the problems they were experiencing, as well as provide a complete explanation of the problem. In addition, informants also make adjustments to a conducive surrounding environment, this aims to encourage student trust and create a sense of comfort. In this stage the informant must develop an open attitude which aims to provide a sense of security to students when interacting if there is nothing to hide. Opening up can also be done to someone who can be trusted and is felt to be able to help solve problems.

### **3.1.2. Listening technique**

Listening techniques are the techniques most often used in therapeutic communication, in this technique individuals will be involved in actively conveying or receiving information and deepening understanding of one's reaction to messages that have been received [9]. In the process of listening to informants (counseling guidance teachers) trying to understand all messages conveyed by students both verbally and non-verbally, informants carry out listening skills well by giving the attitude of looking at students and maintaining eye contact which means that they want to listen to the complaints experienced by students. In addition, when students tell their complaints, informants do not interrupt student conversations, so students will feel the attention and affection of a teacher.

### **3.1.3. Accepting technique**

Acceptance in therapeutic communication is not all approved by the counseling party or the therapist. The results of the interviews of the two informants (counseling guidance teachers) this acceptance technique is very necessary because it aims to listen to other people's messages, without showing doubt or disagreement. The acceptance technique carried out by informants is always willing to help the problems experienced by students by conducting individual counseling several times, collaborating with parents regarding the problems experienced by students, and slowly rehabilitating by filling their free time participating in extracurricular activities at school so that students can reduce gadget playing slowly. If students have been able to reduce the time playing gadgets, the informant gives rewards and helps solve the problem of empty subject grades.

#### **3.1.4. Restating technique**

The technique of repeating is often used by counselors to explain the main thoughts explained by the client using sentences created by themselves [9]. It is intended to strengthen the client's feeling that the counselor follows the communication process by paying attention and expects long-term communication in order to solve the problem completely and maximally. In its application, the informant (counseling guidance teacher) repeats the message conveyed by the student in his own language, if there is a message that is not clear, the informant asks again. Conversely, if there are students who cannot express their complaints, the informant observes the parents of students and close friends of students to get clear information.

#### **3.1.5. Clarification technique**

Clarification is explaining again the ideas that the client has expressed that are not clear or can ask the client to explain the expression again in an organized and clear manner [9]. In this technique the therapist must be neutral, neither adding nor subtracting the message conveyed by the client. Therefore, the main focus of clarification is feelings so that optimal understanding can occur. In its application, the informant clarifies the student to get a valid answer, and the informant also uses his own sentence to clarify the student's statement. If there is information that is not clear, the informant makes observations to parents to find out more information about the problems experienced by students. As well as trying to understand the student's statement.

#### **3.1.6. Reflection technique**

Reflection is an action to redirect ideas, ideas, questions, feelings and the content of the conversation between the counselor and the client. This reflection has the aim of strengthening data or validating what is said by the client to the therapist. So this technique the therapist can just do empathy, provide motivation and give appreciation and appreciation to the client [9]. In this reflection technique, the informant's task (counseling guidance teacher) is to help change students' behavior in preventing the negative impact of gadget addiction. Informants first give examples of the negative impact of playing gadgets, besides giving examples of the positive impact and also being a good listener when students are experiencing problems. In addition, informants also cooperate with parents, this is necessary to control students and limit gadget playing at home. Informants also suggest that students fill their spare time to take part in extracurricular activities according to their interests and talents.

This is confirmed by supporting informants (students) who are conducting individual counseling, the cause of students being addicted to gadgets is also the factor of parents, each of whom is busy working so that children have no friends to communicate with, besides that broad and open access through gadgets makes students have a curious effect so they want to make gadgets as friends and are used excessively, the closeness of students to this gadget is what causes student counseling guidance to become addicted so that a day students can play gadgets for about 8 hours. Based on the data obtained through interviews, the length of time students use gadgets include: (a) RD = 8 hours, used to play online games and social media (b) MR = the length of time using from school until 23.00, used to watch videos on YouTube (c) JZ = every 1 minute checking the smartphone, used to play social media (d) ZA = from school until 12.00-01.00 at night, used to play online games, social media. (e) JK = 09.00 - 21.00, used to watch YouTube (f) KD = a full day (24 hours), used to play social media. This activity makes the counseling guidance teacher at SMPN 3 Krian provide therapy to students who are addicted to gadgets, giving advice to always participate in school activities such as extracurricular

activities, this can create interests and talents possessed by students. In addition, counseling guidance teachers also provide education on the prohibition of bringing gadgets to school except when there is online learning so that gadgets are needed. With the input from the counseling guidance teacher to students, these students are able to reduce the duration of time playing smartphones or gadgets and prefer to join organizations that exist at school and outside of school.

## **3.2. Discussion**

### **3.2.1. Therapeutic Communication Techniques of SMPN 3 Krian Guidance Counseling Teacher in Handling Gadget Addicted Students**

Therapeutic communication in practice is as treatment, healing and care. So from the dictionary on the term counseling, therapeutic refers to the nature of being able to heal, treat, nourish [13]. This is intended as the ability to handle or cure psychological disorders. Counseling guidance teachers at SMPN 3 Krian using therapeutic communication is considered effective because it can provide healing effects and benefits for students who experience problems. The right strategy in therapeutic communication according to the counseling guidance teacher at SMPN 3 Krian uses 6 main techniques to deal with students, especially those who have gadget addiction problems, this technique can also be practiced in dealing with other student problems. The first technique used is to ask students about things that can make student problematic so that they hinder teaching and learning activities at school. Before asking questions, the counseling guidance teacher introduces himself to the students that this time the communicator (Teacher) is himself, the teacher and students get acquainted with each other to establish intimacy. In this case, it means that the communicator (Teacher) is ready to provide student learning services. By introducing himself, the teacher has been open to students and this is expected to encourage students to express themselves. The results of research from Rahmadhani (2018) reveal that the introduction carried out by the patient is carried out indirectly, the introduction carried out is using family media to find out more about the patient's identity. This study provides the results that the introduction carried out by both students and teachers is carried out directly and face-to-face so that it is easier to start providing therapy using therapeutic communication [14]. Then the counseling guidance teacher begins to listen to students' stories related to the problems faced. Counseling guidance teachers can listen to various messages expressed by students both verbal and non-verbal. After listening to various stories expressed by students, this technique is associated with the counseling guidance teacher's strategy, which is applied to students who experience gadget addiction problems. This technique is carried out to foster interpersonal relationships and depend on each other, through listening techniques can provide benefits for students to learn how to accept and be accepted by others. The therapeutic relationship in the listening process occurs interaction between counseling guidance teachers and students is a process to solve problems and foster mutual trust. So that an interpersonal relationship between teachers and students is created which has a positive impact, reduces loneliness, and exchanges ideas. The results of the study are also relevant to Fitriarti's research (2017), counseling has the aim of listening to various trauma experiences experienced by patients so that the counselor can provide the direction and information needed to overcome the problems faced by patients. Various directions given by counseling guidance teachers can make students become motivated and entertained so that the problems faced by students can be solved and resolved [15]. So the counseling guidance teacher must receive all incoming messages from students by responding to answers or just nodding, this is to maintain eye contact

and student body gestures can be focused on the teacher's conversation. This teacher's response can also have an effect on students to be able to tell more and more widely related to the problems they face, this result is also, explaining that acceptance also includes listening, providing feedback, especially using non-verbal communication but a little also using appropriate verbal words, not arguing and expressing doubts [16]. This repetition process aims to strengthen students' feelings so that it can be concluded that the counseling guidance teacher follows the communication process by paying attention. The results of research are relevant to this study because they reveal that the repetition technique is used to strengthen the expression conveyed by the client so that it provides an indication that the counselor can follow the conversation expressed, this indication is in the form of listening and validating information obtained previously directly from the client, the counselor can also directly support the patient by providing a good response [16]. In the clarification process the teacher should not give an opinion on what the student said, and should not add information. If the teacher gives the opinion of the student's speech, the judgment obtained will be based on the teacher's views and feelings. Through clarification techniques, it is hoped that teachers and students will have the same clarity about what students express. The main focus of the clarification technique is feelings, because understanding students' feelings is very important in understanding students. In the reflection technique, trust has been built and is at an optimal level. Fostering good relationships with students, teachers need to know the communication process and communication skills in helping students solve their problems. To reduce gadget addiction in students, counseling guidance teachers perform reflection techniques including: showing a friendly and empathetic attitude towards students; providing guidance and guidance patiently and sincerely; providing motivation and encouragement with comfort so that students can reduce the duration of time playing gadgets and can improve learning achievement. Feedback and advice and giving awards to students in the form of learning achievements or improving poor grades, this will encourage students to be more active in completing school assignments and minimizing playing gadgets at home.

### **3.2.2. Stages of Therapeutic Communication Strategy of SMPN 3 Krian Counseling Teacher in Handling Gadget Addicted Students**

The first stage is pre-interaction or preparation which is important to do before interacting with clients. At this stage, the counselor conducts self-introspection by exploring feelings and identifying his strengths and weaknesses [9]. One of the ways that counseling teachers prepare themselves before counseling by introspecting themselves is by looking at their own condition in terms of readiness to do counseling. If the counseling teacher's condition at that time is in a good mood then the counseling teacher will do counseling but if the counseling teacher is experiencing turmoil or other physical factors such as hunger, thirst and so on, then as soon as possible the counseling teacher overcomes it.

In this initial stage, the problem that the student is experiencing is explored. The counseling guidance teacher has the task of first analyzing whether the student's case is included in gadget addiction or vice versa (experiencing other problems). As when conducting effective and purposeful communication such as this therapeutic communication, a communicator must prepare himself so that his communication can run smoothly and in accordance with the expected goals. Therefore, in this pre-interaction stage, more emphasis should be placed on the preparation of the counselor who will face the client. Moreover, the conditions faced by clients generally have different characters. In this pre-interaction stage, the thing that must be done and considered by the counseling guidance teacher is collecting data about students. This activity is



also very important to do because by knowing information about students, counseling guidance teachers can understand students and make it easier to interact with students. At the first meeting of counseling, the counseling guidance teacher conducted an initial assessment to find out what students' needs were for the problems they were facing. The needs of students are explored in the form of needs in terms of, in general, psychological needs. In addition, the counseling guidance teacher invites students to tell about the gadget addiction they experience and find out about their family background, economy, and whether students have a support system or not.

This pre-interaction stage occurs various kinds of reactions or emotional outlets in the client. The most common thing that happens to students in this initial stage according to the counseling guidance teacher at SMPN 3 Krian is denial in students where students feel that they are not addicted to gadgets with a duration of playing gadgets for about 8 hours. This first denial occurs when students do not realize that playing smartphones for 8 hours continuously. Students who were met at the beginning of counseling often did not realize that they were addicted to gadgets. Students make denials such as not admitting and often studying when the reality is playing gadgets for too long. In this condition, students sulk easily because their emotions are not yet stable and clear. In this situation, the counseling guidance teacher provides an opportunity for students to be able to complain about the problems experienced due to the effects of gadget addiction. Basically, counseling is an interpersonal communication because communication that is done quickly can exchange messages. Providing opportunities for students to tell stories is a form of initial therapy to vent all their complaints, this is also called catharsis. Catharsis is a form of non-verbal communication to vent emotions by crying, shouting, or being silent. Counseling guidance teachers provide opportunities for students to share their complaints so that students feel relieved in the problem-solving process.

The second stage is orientation, which is opening up to each other to relate and create a sense of trust between the counseling guidance teacher and the student who is doing counseling. This trust between the counseling teacher and the student is the key to the success of therapeutic communication to deal with gadget addiction. The counseling teacher is also open when introducing himself to the student being treated. The purpose of this orientation stage also affects the communication patterns used so that in the future it does not seem rigid or formal and communication becomes more effective. To maintain trust with students, counseling teachers must be honest, sincere, open, accept students as they are, be able to keep promises, and respect students. This orientation stage must also be planned by building a contract between the counseling guidance teacher and the student such as a place agreement, meeting time, and topic of conversation. Therefore, the counseling guidance teacher's job is also to remind students to carry out the contracts that have been made. In the orientation phase there are still students who are sad because of the problem of gadget addiction so that the counseling guidance teacher still gives students to express it to be relieved. The counseling guidance teacher cannot force the therapeutic communication process because the student's condition is still unstable. In dealing with this, the counseling guidance teacher must be patient to wait for the child's psychological condition to improve and the contract that has been made in therapeutic communication can begin.

The third stage is the work stage or called the entire activity of implementing the counseling action plan. At this stage the counseling teacher and students strengthen cooperation to be able to overcome the problems being faced. Experience and knowledge of counseling guidance teachers in therapeutic communication can affect the success of students who are being treated. SMPN 3 Krian counseling guidance teachers can receive, understand, interpret messages conveyed by gadget addicted students at the work stage. In addition to listening and receiving messages, counseling guidance teachers can also ask questions to students related to the

problems experienced, but the form of the question is relaxed and does not seem rigid so that students can easily answer these questions. Problem exploration by counseling guidance teachers can be applied to active listening, clarification, and reflection skills. Good active listening skills aim to find out the various problems faced by students after gadget addiction, being able to provide feedback or repetition related to the problems faced by students in order to carry out the process of clarification and reflection. Interpersonal communication that takes place can provide effects and feedback so quickly and can be known immediately.

The feedback given by the counseling guidance teacher also indicates that seriousness in listening to messages has been applied, talks accompanied by support can give students the courage to make a decision. The counseling process carried out is an interaction of message exchange between counseling guidance teachers and students at SMPN 3 Krian and occurs in two directions, therefore the process of exchanging and delivering messages can be faster. At this stage, it is still found that students are sad and prefer to be addicted to gadgets because the source of happiness that is created starts from the grip of gadgets. It was also found that the effect of playing gadgets for too long is because there are so many satisfactions offered such as playing games, watching tiktok videos, Instagram, and other social media. The parental factor also affects whether or not students are addicted to gadgets, because most students who are addicted to gadgets are students who rarely interact with their parents because they are busy or rarely meet. Therefore, students are more easily influenced by the outside world from a gadget that provides its own comfort to be done every day to non-stop. This triggers the negative impact of gadget use so that it can interfere with the teaching and learning process of students at SMPN 3 Krian.

The fourth stage is the termination stage, which is the final stage of the therapeutic communication process between counseling guidance teachers and students of SMPN 3 Krian. After the listening process, the counseling guidance teacher asks questions to students related to the problems being faced, the answers are then received by the counseling guidance teacher to do a repetition so that the information obtained is clearer and more accurate, this allows the counseling guidance teacher to choose the right program for solving the problems of students who are addicted to gadgets. Then the counseling guidance teacher provides various tips or input to students to provide reflection to students on the effects of gadget addiction that can interfere with the teaching and learning process at school. Students are asked to focus more on learning and are encouraged to join various organizations at school, the aim is to increase experience, learning, and strengthen communication interactions between peers. At the termination stage, students and counseling guidance teachers meet again at an agreed time, this termination process is to monitor the success of students to suppress the use of gadgets for too long. This student monitoring is called temporary termination, the next meeting with students found that there were students who could suppress the use of gadgets and take part in other extracurricular activities such as sports and scouts. Students are also more diligent in doing school assignments because it can improve student grades that were previously empty or many mistakes. Little by little students are active in the learning process at school and reduce screen time. After temporary termination, if the entire series of therapeutic communication processes between the counseling guidance teacher and students have been completed, the counseling guidance teacher conducts a final termination process, the counseling guidance teacher evaluates student activities after therapeutic communication and the lessons learned in reducing gadget use. Evaluation is objective, namely summarizing various series of therapeutic communication and student activities in the future. In addition, subjective evaluation is also carried out to find out how the client feels after following the various stages of the therapeutic communication process. Most students are happy because they can interact with teachers and peers, students are helped in

completing assignments and dare to make wise decisions. The termination stage has been completed when therapeutic communication gives good success to students on gadget addiction suppression.

## 4 Conclusions

Based on the previous discussion, this study concluded that the therapeutic communication strategy used by SMPN 3 Krian counseling guidance teachers in dealing with gadget addicted students is through the pre-interaction stage used to introduce themselves to each other so that a sense of comfort is formed during the therapeutic communication process. The second orientation stage is used to create a sense of trust between counseling guidance teachers and students. The third stage of work is the action plan for providing counseling, exploring problems by counseling guidance teachers applied through active listening skills, clarification, and reflection. The fourth is the termination stage, which is the last stage of the therapeutic communication process, the counseling guidance teacher provides various tips or input to students effectively recommended to join various organizations at school. This therapeutic communication strategy is very useful for overcoming student problems because they feel safer, calmer, easier to accept, and more support is given to form courage in making good decisions in order to improve achievements that can be achieved in the school environment.

## Acknowledgments

Thanks to Allah SWT. For all his grace and guidance so that the writing of this journal can be completed as well as possible. Thank you to Mr. and Mrs. Umsida Communication Science Lecturers who have provided a lot of knowledge during lectures. Thank you also to my parents, family, friends who always provide support, enthusiasm and prayers during the writing of this scientific journal, and to the informants of the counseling guidance teacher and students of SMPN 3 Krian who are willing to spend their time so that this scientific journal can be completed properly.

## References

- [1] F. A. Dharma, "Audio Visual Podcasts as Educational Communication Media," *Sasak Journal: Visual Design and Communication*, vol. 4, no. 2, pp. 53-60, 2022.
- [2] A. D. Saputri and D. A. Pambudi, "The Impact of Gadget Use on Early Childhood Social Interaction Skills," presented at The 3rd Annual Conference on Islamic Early Childhood Education Yogyakarta, pp. 265-278, 2018.
- [3] Y. Novitasari, "Learning Guidance and Counseling (Academic)," Alfabeta, 2016.
- [4] J. Rahmat, "Psychology of Communication," Bandung: Teenage Workshop, 2004.
- [5] Suryani, "Therapeutic Communication: Theory & Practice, ED.2," EGC, 2013.
- [6] A. Sanusi, "Model of Therapeutic Communication in Education," *Journal of Passion of the Islamic Studies Center*, vol. 1, no. 1, pp. 418-434, 2019.
- [7] P. Karisa, "Education of Students with Special Needs," *JPD: Journal of Basic Education*, vol. 1, no. 1, pp. 106-118, 2019.
- [8] R. A. Wahyudhiyanti, "Therapeutic Communication of SLB Aisyiyah Tulangan Teacher," University of Muhammadiyah Sidoarjo, 2020. Thesis.

- [9] Stuart and Laraia, "In Suryani, Therapeutic Communication: Theory & Practice ED.2," EGC, 2001.
- [10] H. Nawawi, "Social Field Research Methods," Gadjah Mada University Press, 1990.
- [11] L. Moleong, "Qualitative Research Methodology," Bandung: Teenage Workshop, 2019.
- [12] M. B. Miles, "Qualitative Data Analysis," University of Indonesia Press, 1992.
- [13] W. Bachtiar, "Classical Sociology," Bandung: Teenage Workshop, 2006.
- [14] B. Rahmadhani, "Therapeutic Communication in the Rehabilitation Process for Drug Residents at Yayasan Satu Bumi Pekanbaru," 2018. Thesis.
- [15] E. A. Fitriarti, "Therapeutic Communication in Counseling (Descriptive Qualitative Study of Stages of Therapeutic Communication in Trauma Recovery of Victims of Violence Against Wives at Rifka Annisa Women's Crisis Center Yogyakarta)," *Prophetic: Journal of Communication*, vol. 10, no. 1, p. 83, 2017.
- [16] A. R. Astutik, "Therapeutic Communication with Patient Satisfaction Level," 2018. Thesis, pp. 1-103.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

