IJRiCE

http://ppsfip.ppj.unp.ac.id

Strength-based counseling as self-help method to overcome Nomophobia and FOMO among students

Kadek Suranata[1], Ifdil Ifdil[2*], Itsar Bolo Rangka[3], Abu Yazid Abu Bakar[4], & Tamil Selvan Subramaniam[5]

[1]Guidance and Counseling Department, Faculty of science and education, Universitas Pendidikan Ganesha, Bali, Indonesia
[2]Guidance and Counseling Department, Faculty of science and education Universitas Negeri Padang, Padang, Indonesia
[3]Guidance and Counseling Department, Faculty of science and education, IKIP PGRI Indraprasta, Jakarta, Indonesia
[4]Faculty of Education, Universitas Kebangsaan Malaysia, Selangor, Malaysia.
[5]Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn, Malaysia
*Corresponding author, e-mail: Ifdil@konselor.org

Abstract

Student mental health's and psychological well-being has become a concern nowadays. Recent study reported that during the Covid-19 pandemic, there is an emergence of emotional and psychological disorder experienced by adolescents and students around the world that relates to the high use of internet and social media. This study aimed to report the effectiveness of self-help strength-based counseling (SBC) to overcoming Nomophobia and Fear of Missing Out (FoMo) among students. By following the RCT's procedure, this study involved a total of 418 high school students as participants. Through randomized sampling, two experimental groups and one control group were obtained. The first experimental group participated in SBC through learning management system (LMS), the second experimental group participated in SBC through the paper-based module, and waiting-list control group did not participate in any interventions. The results of this study show that the LMS-based self-help SBC method and the paper-based module SBC were effective interventions to overcome nomophobia and FoMO among students. Results of this study have implications for the use of self-help method in counseling services.

Keywords: Self help psychoeducation, strength-based counseling, nomophobia, FoMo.

Introduction

Mental health is one of the central issues in education. The mental health conditions and psychological well-being of adolescents today have become a concern of various groups. Recent report notes that there has been a decline in the quality of mental health and psychological well-being of adolescents and students in the world (WHO, 2020; (Ghosh, 2019; PeConga et al., 2020; Rao & Rao, 2021; Thahir et al., 2020)

During the Covid-19 pandemic, adolescent were at high risk of experiencing emotional and psychological disorders including high level of anxiety, burn-out, and depression (Ardan et al., 2020; Ifdil et al., 2021; Wiguna et al., 2020). Distance learning causes students to face more challenges in learning, which becomes a stressor that increases student's anxiety, stress, and emotional disturbances (Liang et al., 2020; Oktawirawan, 2020; C. Wang & Zhao, 2020). Study also notes that mental health problem in adolescent and student during pandemic is related to the use of internet and social media (Huckins et al., 2020).

Nomophobia (No Mobile Phone Phobia) is a term used to describe conditions of discomfort, anxiety, nervousness, or difficulty experienced by individuals when they cannot access their cellphones (P. W. Wang et al., 2014). This condition occurs as a result of dependence on cellphones (smartphones), where individuals who

experience it intensively use cellphones to access social media, seek information, or seek entertainment (Dixit et al., 2010; Thomée et al., 2011).

FoMO or fear of missing out is defined as a condition of individual fear or concern that others may have valuable experiences compared to themselves, so that it is characterized by a desire to continue to connect with what others are doing (Przybylski et al., 2013). People who experience FoMO are reported to experience several negative psychological consequences such as stress, anxiety, sleep disturbances, and can even have a negative impact on well-being and life satisfaction (Hayran et al., 2020; Hayran & Anik, 2021; Milyavskaya et al., 2018).

Several studies have reported high rates of adolescents experiencing FoMo and Nomophobia. The results of study by Gurbuz and Ozkan (2020) reported that 8.5% of adolescents experienced severe nomophobia. In time of Covid-19 pandemic, the phenomenon of teenagers experiencing Nomophobia was also reported to have increased, and resulted in the emergence of psychological disorders (Kukreti et al., 2021). The findings of study by Parent et al., (2021) also indicated that during the COVID-19 pandemic, adolescents tended to experience quite high FoMO due to restrictions on physical interactions. The phenomena of FoMo and Nomophobia are also experienced by adolescents in Indonesia. Study by Maysitoh et al., (2020) which examined the prevalence of FoMo in Indonesian students reported that as many as 23.46% of respondents experienced a fairly high FoMo tendency. Another study conducted by Christina et al., (2019) on Indonesian teenagers who actively use social media found that there was a significant relationship between FoMo and neuroticism which was characterized by fluctuating emotional conditions, feelings of anxiety, and depression. As for Nomophobia, a study by Kurnia et al., (2021) that involving Indonesian student as participants reported that students who experience Nomophobia tend to experience sleep disorders. This is in line with research by Rahayuningrum and Sary (2018) which found that adolescents who have a tendency to Nomophobia are also prone to experiencing high anxiety disorders. Another study conducted by Sagita et al., (2020) found that adolescent girls had a higher tendency to nomophobia than boys.

High prevalence of psychological disorders faced by adolescents during pandemic indicate the need for psychological interventions to help adolescents avoid any mental health disorders and can be in a state of psychological well-being. Psychoeducation or guidance and counseling is encouraged to provide services that lead to the ease of access for counselees to quality information for learning, provide personal assistance to integrate life, study and work, and develop students (adolescents) as individuals, professionals, and strong citizens. Strength-based counseling (SBC) is one of the counseling models that can be used in an effort to improve resilience and psychological well-being of students. This model is guided by the positive psychology paradigm which views that every student has self-potential and important resources to realize and develop (Scheel et al., 2018). The concepts in strength-based counseling are also in line with the new paradigm of providing comprehensive and developmental counseling which views students as individuals who have the resources, potential, and positive competencies that can be empowered to help students achieve self-development effectively (Brewington & Kushner, 2020; Gysbers, 2001; Lau & Fung, 2008).

Although it is a new model in counseling practice, the use of the SBC model has great potential to be widely used in guidance and counseling services in schools as an effort to develop resilience, psychological well-being, and optimize academic achievement (Waters, 2011). Several studies have reported on the effectiveness of strengths-based counseling models (Austin, 2005; Bernand & Walton, 2011; Seligman et al., 2009). In Indonesia, interesting findings from the study of Suranata et al., (2017) show that strength-based counseling has a positive impact on the development of student resilience. The results of the study also shown that the effect of strength-based counseling can be paralleled with established counseling models such as CBT, REBT, SFBT and other counseling models.

With the rapid development of information technology and along with pandemic situation that demands technological adaptation in all dimensions of life, it is necessary to develop a technology-based counseling model that can facilitate the implementation of counseling services (Ifdil et al., 2020; X. Wang et al., 2020; Wong et al., 2018). Recent findings show online psychoeducation and counseling methods have been widely used and have shown good effectiveness (Ifdil et al., 2020; Suranata et al., 2020; Suranata & Prakoso, 2020). The use of technology and information in guidance and counseling is also useful as an alternative resource to support the implementation of more accessible, effective and efficient counseling services (Direktör, 2017; Hidayah, 2013; Mejah et al., 2019; Suranata & Prakoso, 2020).

This study aims to report the effectiveness of SBC to overcome Nomophobia and FoMo among students. In this study, participants will follow the SBC procedure by self-help method through modules that can be accessed online via learning management system (LMS) and paper-based modules.

Method

Research Procedure

The experimental design used in this study was a Randomized Control Trial (RCT). This study involves three groups consisting of students who have previously taken the initial screening (pre-test) by measuring the tendency of Nomophobia, and FoMO. Then a randomized sampling procedure was performed to obtain a

control group and two experimental groups. The first experimental group participated in online SBC through LMS, the second experimental group participated in SBC through a paper-based counseling module and the control group (waiting-list control) during this study did not follow the interventions. After the intervention ended, all group took the post-test.

Research Subjects

Following the randomized-control trial experiment procedure, a total of 418 high school students in Buleleng Regency, Bali, Indonesia, were invited to participate in the initial screening conducted by an online survey with Nomophobia scale (20 items), and FoMO scale (10 items). All scales used are Indonesian versions. Only 101 (60 female, 51 male, average age 17 years) students who meet the specified criteria, namely having mental health disorders in the moderate to very high category based on Nomophobia, and FoMO. The procedure for selecting subjects in this study is described in figure 01.
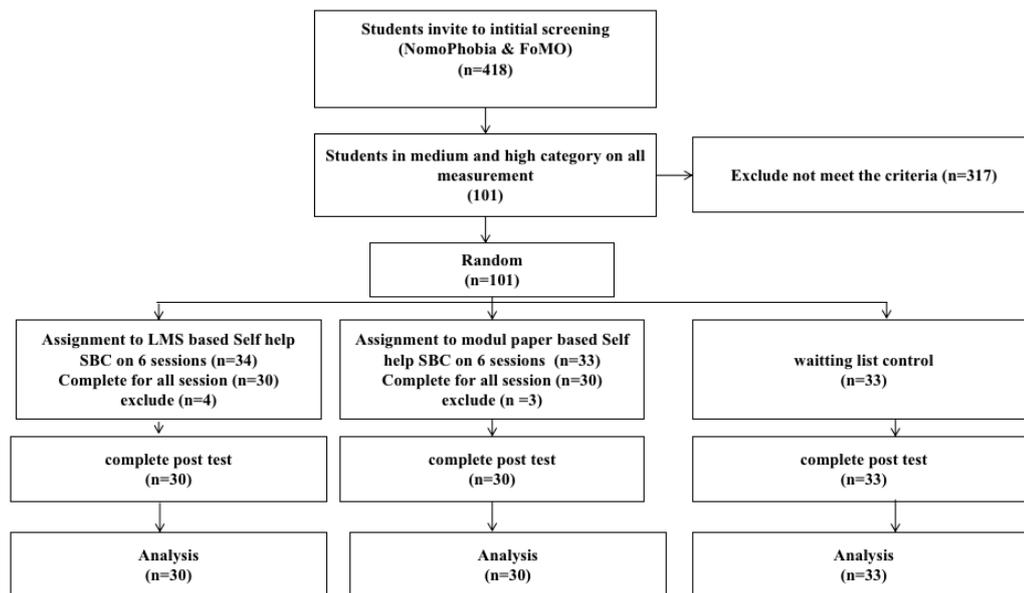

Fig 01. Sample selection and retention of study

Research Instruments

There are several instruments used in this study, namely the Nomophobia questionnaire (NMPQ) which consists of 20 items, psychometric properties of the Indonesian version of the scale reported in study by Rangka, I. B., Prasetyaningtyas et al., (2018) which showed that the Indonesian version of NMPQ fulfilled by evidence as a valid and robust instrument (α = .93). The FoMo scale using in this study consist of 10 item and the psychometric properties of the Indonesian version reported in study by Syahniar et al., (2018) which showed that the Indonesian version of FoMo scale is a valid and reliable instrument for Indonesian adolescents (α = .81).

Intervention Procedure

The SBC intervention procedure in this study follows the SBC protocol in study by Suranata et al., (2021) which consists of 2 types of procedures, namely (1) SBC through LMS and (2) SBC through paper-based modules. Participants who following SBC intervention through the LMS will (1) registering an account in order to join the LMS, (2) accessing the counseling module which consists of synchronous activities through video conference and unsynchronous through video tutorials and exercise forms. Participants access each part of the module in stages to follow the counseling stages which consist of (1) the stage of self-narration through narrative techniques, (2) the stage of finding strength, (3) the stage of growing hope and finding solutions, and (4) the stage of finding meaning through forgiveness techniques and forgiveness circles. Each stage and technique of SBC in LMS is accompanied by video tutorials, training forms, and discussion forums via video conference or discussion forums that are not synchronized in LMS.

Meanwhile, SBC through a paper-based module is an independent activity (self-help). Participants will be given a printed module and then fill out the counseling outcomes on a worksheet. The stages and techniques in paper-based module are the same as the contents SBC in LMS. The activities are facilitated by the counselor through the WhatsApp group. Participants report their achievements every week. At the end of the session, participants collect back the SBC module that has been completed. The facilitator then evaluates the process and results of the implementation of the stages and counseling techniques.

Data Analysis

The statistical program JASP version 0.13 for Mac is used in data analysis related to descriptive data presentation, MANOVA analysis and also ANOVA (JASP Team, 2021). Although the random assignment procedure for sample selection has been carried out, to avoid bias caused by the inequality of initial conditions in each group of participants in the study, the data analyzed in ANOVA and MANOVA are data gains scores in each group (Knapp & Schafer, 2009). The normalized gains score is the value of the difference between the post-test and pre-test which is normalized through the ideal score of measurement (Fitzpatrick, Grissmer, & Hastedt, 2011).

Results and Discussion

The data description showing the conditions in the initial test (pre-test) and the final test (post-test) on the Nomophobia and FoMO variables in the experimental groups 1 and 2 as well as the waiting list control group is presented in table 1.

Table 1. Pretest, Posttest, Gains score Nomophobia and FoMO among Groups

	Nomophobia M(sd)			FoMO M(sd)		
	Pretest	Posttest	Gains	Pretest	Posttest	Gains
LMS_SBC (n=30)	118.43(6.32)	64.53(11.26)	-54.75(10.74)	33.8(6.83)	30.07(5.52)	-4.41(3.58)
Paper Module_SBC (n=30)	113.63(7.48)	87.57(4.62)	-26.88(8.74)	34.36(7.67)	32.90(7.13)	-2.15(1.67)
Waitting list Control (n=33)	115.98(5.70)	121.58(4.62)	4.78(5.63)	34.90(7.05)	35.90(7.69)	0.302(1.844)

The descriptive data in Table 1 shows that the mean scores for the variables Nomophobia and FoMO in the three groups are not equal. So the decision to use the gains score as the unit of analysis in decision making and hypothesis testing in this study is correct. From the descriptive data, it can be seen that the group assigned to the LMS based self-help SBC intervention showed the most significant decrease between pre-test and post-test, both for the Nomophobia variable and for FoMO. The group assigned to follow the self-help SBC with the tutorial paper-based module also showed a decrease, but it was lower than the group in LMS based. Meanwhile, the waiting list control group actually showed an increase in Nomophobia and FoMO. In Figure 2, the gains score for Nomophobia and FoMO in each group shows how the tendency of Nomophobia and FoMO in each group changes from pre-test to post-test.
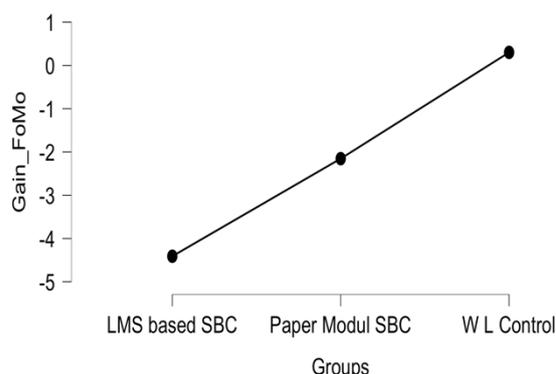

Figure 2. Gains score Nomophobia and FoMo among groups of study

Fig. 2 illustrates how the movement of the Nomophobia (left) and FoMO (right) pre-test and post-test scores in each group. The group assigned to the LMS-based self-help SBC intervention and the group assigned to the paper-based module intervention showed a decrease in Nomophobia scores (left) and also FoMO (left), which was indicated by a gains score of minus or below 0 (zero). While the waiting list control group is above 0 (zero) which indicates that their nomophobia and FoMO scores are increasing. From these plots, it can also be seen that the LMS-based self-help SBC group showed a greater reduction in nomophobia and FoMO than the group that followed the paper-based module intervention.

The MANOVA test results on Pillai's trace, Wilks' lambda, Hotelling–Lawley trace and Roy's Largest root (can access via https://osf.io/5u93q (Suranata, 2021) are all significant (p<.001) which means that there are differences in the type of intervention (SBC). online via LMS Schoology with a print module or waiting list

control) has a significant effect on the difference between nomophobia and FoMO simultaneously. Furthermore, ANOVA was conducted to examine the effect of the intervention on nomophobia and FoMO separately.

Table 2. ANOVA results of Nomophobia and FoMo between experimental groups I, II and waiting-list control

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Nomophobia						
Groups	55899.59	2	27949.80	382.90	< .001	0.895
Residuals	6569.48	90	72.99			
FoMO						
Groups	349.69	2	174.85	27.99	< .001	0.384
Residuals	562.09	90	6.25			

Note. Type III Sum of Squares

The results of Anova analysis showed significant differences in all variables. In the Nomophobia variable, the value of F (2.90) = 382.90, p < 0.001, and the effect size at η^2 = 0.895 (very high).

Table 3. Post-hoc comparation Tukey Nomophobia and FoMo between experimental group I, II and waiting-list control

		Mean Difference	SE	t	p tukey
NomoPhobia					
SBC LMS	SBC PaperModul	-27.87	2.21	-12.63	< .001
	Waiting List Control	-59.52	2.156	-27.618	< .001
SBC PaperModul	Waiting List Control	-31.66	2.156	-14.69	< .001
FoMO					
SBC LMS	SBC PaperModul	-2.26	0.65	-3.50	.002
	Waiting List Control	-4.711	0.63	-7.47	< .001
SBC PaperModul	Waiting List Control	-2.46	0.63	-3.90	< .001

Note. P-value adjusted for comparing a family of 3

The Post Hoc Comparison in table 3 shows that the comparison of differences in gains scores in each group is significant. The group that took the LMS-based self-help SBC significantly achieved a higher reduction in Nomophobia than the paper-based module or waiting list control group, while the group that took the paper-based module also achieved a significant reduction in Nomophobia compared to the waiting list control group. Similar results can also be found in the FoMO variable, ANOVA shows the value of F(2.90) = 27.99, p < .001, and the effect size is at ^{2} (Medium), which means that there is a significant difference in FoMO gains score between the three groups. This result is also supported by the results of the Post Hoc Comparison which shows that the comparison of differences in gains scores in each group is significant. The group participating in the LMS-based self-help SBC achieved a significantly higher reduction in FoMO than the paper-based module or waiting list control group, while the group following the paper-based module also achieved a significantly lower FoMO compared to the waiting list control group. The results of this analysis basically indicate that the LMS-based self-help SBC and the paper-based module SBC self-help method are both effective methods to overcome Nomophobia and FoMO disorders in students. When compared between the two, LMS-based Self-help SBC achieves more effective results.

Nomophobia and FoMo are psychological phenomena that have been widely reported to be experienced by adolescents and are the cause of various symptoms of other psychological disorders. Psychological intervention efforts to overcome the tendency of Nomophobia and FoMo in adolescents certainly need to adapt methods that are relevant to the adolescents. The use of information and technology in therapy and counseling has widely adopted and possibly give an insightful guidance to the counselee (Flujas-Contreras et al., 2022; Fonseca & Osma, 2021). In addition to the approach on adolescent, the use of technology also acceptable and attractive (Stjerneklar et al., 2019; Wong et al., 2018; Yurayat & Seechaliao, 2022). The results of this study support empirical evidence that online counseling with online media is an effective intervention method for students (Ardi & Ifdil, 2013; Haryati, 2020; Suranata & Prakoso, 2020). The results of this study also support empirical evidence about the efficacy of the strength-based counseling model which has previously been noted in the research of Suranata (2019) and Suranata et al., (2017).

The results of this study provide a positive contribution theoretically and practically to counseling services in schools. This online SBC intervention model through LMS media can be considered as a solution to the problems experienced by school counselors in providing effective interventions in accordance with the conditions of restriction community activities in preventing the spread of the Covid-19 outbreak. The limitation of this study is the population involved are limited, and this study has not used all of the existing strength-based counseling techniques. Therefore, future researchers are expected to be able to involve a wider population and use more comprehensive counseling techniques.

Conclusion

The results of this study found that self-help SBC method through LMS and paper-based module were effective interventions to overcome Nomophobia and FoMo among students. The comparison between the two methods shows that the LMS-based Self-help SBC method is more effective. The findings in this study have implications for the practice of guidance and counseling services in schools in an effort to improve students' mental health and psychological well-being. Based on the results of this study, it is recommended for school counselors to use self-help method to support the effectiveness of guidance and counseling services in schools.

Acknowledgment

References

Ardan, M., Rahman, F. F., & Geroda, G. B. (2020). The influence of physical distance to student anxiety on COVID-19, Indonesia. *Journal of Critical Reviews*, *7*(17), 1126–1132. https://doi.org/10.31838/jcr.07.17.141

Ardi, Z., & Ifdil, I. (2013). Konseling Online Sebagai Salah Satu Bentuk Pelayanan E-Konseling. *Jurnal Konseling dan Pendidikan*, *1*(1), 15–22.

Austin, D. (2005). The effects of a strengths development intervention program upon the self-perception of students' academic abilities. *Dissertation Abstracts International,66*.

Bernand, M., & Walton, K. (2011). The effect of You Can Do It! Education in six schools on student perceptions of wellbeing, teaching, learning and relationships. *Journal of Student Wellbeing*, *5*, 22–37.

Brewington, M., & Kushner, J. (2020). School Counselor Perceptions of a Comprehensive School Counseling Model and Implications for Practice. *Administrative Issues Journal*, *10*(2).

Christina, R., Yuniardi, M. S., & Prabowo, A. (2019). Hubungan Tingkat Neurotisme dengan Fear of Missing Out (FoMO) pada Remaja Pengguna Aktif Media Sosial. *Indigenous: Jurnal Ilmiah Psikologi*, *4*(2), 105–117. https://doi.org/10.23917/indigenous.v4i2.8024

Direktör, C. (2017). A new area of mental health care: online therapy, counseling and guidance. *Journal of Research in Humanities and Social Science*, *5*(2), 78–83.

Dixit, S., Shukla, H., Bhagwat, A., Bindal, A., Goyal, A., Zaidi, A., & Shrivastava, A. (2010). A study to evaluate mobile phone dependence among students of a medical college and associated hospital of central India. *Indian Journal of Community Medicine*, *35*(2), 339–341. https://doi.org/10.4103/0970-0218.66878

Fitzpatrick, M. D., Grissmer, D., & Hastedt, S. (2011). What a difference a day makes: Estimating daily learning gains during kindergarten and first grade using a natural experiment. *Economics of Education Review*, *30*(2), 269-279.

Ghosh, D. (2019). The Impact of The COVID-19 Pandemic On Children and Adolescents Mental Health: A Literature Review. *Indonesian Journal of Global Health Research*, *2*(4), 281–288. https://doi.org/10.37287/ijghr.v2i4.250

Gurbuz, I. B., & Ozkan, G. (2020). What is Your Level of Nomophobia? An Investigation of Prevalence and Level of Nomophobia Among Young People in Turkey. *Community Mental Health Journal*, *56*(5), 814–822. https://doi.org/10.1007/s10597-019-00541-2

Gysbers, N. . (2001). School guidance and counseling in the 21st century: Remember the past into the future. *Professional School Counseling*, *5*(2), 96–105.

Haryati, A. (2020). Online Counseling Sebagai Alternatif Strategi Konselor dalam Melaksanakan Pelayanan E-Counseling di Era Industri 4.0. *Bulletin of Counseling and Psychotherapy*, *2*(2), 27–38. https://doi.org/10.51214/bocp.v2i2.33

Hayran, C., & Anik, L. (2021). Well-being and fear of missing out (Fomo) on digital content in the time of covid-19: A correlational analysis among university students. *International Journal of Environmental Research*

and Public Health, *18*(4), 1–13. https://doi.org/10.3390/ijerph18041974

Hayran, C., Anik, L., & Gürhan-Canli, Z. (2020). A threat to loyalty: Fear of missing out (FOMO) leads to reluctance to repeat current experiences. *PLoS ONE*, *15*(4), 6–8. https://doi.org/10.1371/journal.pone.0232318

Hidayah, N. (2013). Online cognitive behavioral counseling model to improve junior high school students' self-regulated learning. *The International Conference*. http://repository.uniska-bjm.ac.id/398/1/Artikel ICCE .pdf#page=58

Huckins, J. F., da Silva, A. W., Wang, W., Hedlund, E., Rogers, C., Nepal, S. K., Wu, J., Obuchi, M., Murphy, E. I., Meyer, M. L., Wagner, D. D., Holtzheimer, P. E., & Campbell, A. T. (2020). Mental health and behavior of college students during the early phases of the COVID-19 pandemic: Longitudinal smartphone and ecological momentary assessment study. *Journal of Medical Internet Research*, *22*(6). https://doi.org/10.2196/20185

Ifdil, I., Fadli, R. P., Suranata, K., Zola, N., & Ardi, Z. (2020). Online mental health service in Indonesia during the COVID-19 outbreak. *Asian Journal of Psychiatry*, *51*(January). https://doi.org/https://doi.org/10.1016/j.ajp.2020.102153

Ifdil, I., Putri, Y. E., & Amalianita, B. (2021). Stress and anxiety among adolescents, during the covid-19 outbreak. *KONSELOR*, *10*(1). https://doi.org/https://doi.org/10.24036/0202094111941-0-00

Knapp, T. R., & Schafer, W. D. (2009). From gain score t to ANCOVA F (and vice versa). *Practical Assessment, Research, and Evaluation*, *14*(1), 6. Kukreti, S., Ahorsu, D. K., Strong, C., Chen, I. H., Lin, C. Y., Ko, N. Y., Griffiths, M. D., Chen, Y. P., Kuo, Y. J., & Pakpour, A. H. (2021). Post-traumatic stress disorder in Chinese teachers during covid-19 pandemic: Roles of fear of COVID-19, nomophobia, and psychological distress. *Healthcare (Switzerland)*, *9*(10). https://doi.org/10.3390/healthcare9101288

Kurnia, E. A., Satiadarma, M. P., & Wati, L. (2021). The Relationship Between Nomophobia and Poorer Sleep Among College Students. *Proceedings of the International Conference on Economics, Business, Social, and Humanities (ICEBSH 2021)*, *570*(Icebsh), 1254–1261. https://doi.org/10.2991/assehr.k.210805.196

Lau, P. S. ., & Fung, S. . (2008). School Guidance and Counseling in an International Context : A Reaction Paper. *Asian Journal of Counselling*, *15*(2), 207–228.

Liang, L., Ren, H., Cao, R., Hu, Y., Qin, Z., Li, C., & Mei, S. (2020). The Effect of COVID-19 on Young Mental Health. *Psychiatric Quarterly*, *91*, 841–852.

Maysitoh, Ifdil, & Ardi, Z. (2020). Tingkat Kecenderungan FoMO (Fear of Missing Out) Pada Generasi Millenial. *Journal of Counseling Education and Society*, *1*(1), 1–4.

Mejah, H., Bakar, A. Y. A., & Amat, S. (2019). Online Counseling as an Alternative of New Millennial Helping Services. *International Journal of Academic Research in Business and Social Sciences*, *9*(9), 20–21. https://doi.org/10.6007/ijarbss/v9-i9/6267

Milyavskaya, M., Saffran, M., Hope, N., & Koestner, R. (2018). Fear of missing out: prevalence, dynamics, and consequences of experiencing FOMO. *Motivation and Emotion*, *42*(5), 725–737. https://doi.org/10.1007/s11031-018-9683-5

Oktawirawan, D. H. (2020). Faktor Pemicu Kecemasan Siswa dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, *20*(2), 541. https://doi.org/10.33087/jiubj.v20i2.932

Parent, N., Dadgar, K., Xiao, B., Hesse, C., & Shapka, J. D. (2021). Social Disconnection During COVID-19: The Role of Attachment, Fear of Missing Out, and Smartphone Use. *Journal of Research on Adolescence*, *31*(3), 748–763. https://doi.org/10.1111/jora.12658

PeConga, E. K., Gauthier, G. M., Holloway, A., Walker, R. S. W., Rosencrans, P. L., Zoellner, L. A., & Bedard-Gilligan, M. (2020). Resilience is spreading: Mental health within the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*, *12*, S47–S48. https://doi.org/10.1037/tra0000874

Przybylski, A. K., Murayama, K., Dehaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, *29*(4), 1841–1848. https://doi.org/10.1016/j.chb.2013.02.014

Rahayuningrum, D. C., & Sary, A. N. (2018). Study of Youth Anxiety Levels on No-Mobile Phone (Nomophobia) in Padang City. *IcomethNCP*, 11–16. https://doi.org/10.32698/25252

Rangka, I. B., Prasetyaningtyas, W. E., Ifdil, I., Ardi, Z., Suranata, K., Winingsih, E., & Wijaya, R. S. (2018). Measuring psychometric properties of the Indonesian version of the NoMoPhobia Questionnaire (NMPQ): Insight from Rasch measurement tool. *In Journal of Physics: Conference Series*, *1114*(1).

Rao, M. E., & Rao, D. M. (2021). The Mental Health of High School Students During the COVID-19 Pandemic. *Frontiers in Education*, *6*(July), 1–11. https://doi.org/10.3389/feduc.2021.719539

Sagita, D. D., Santika, F., Kurnia, E. A., Satiadarma, M. P., Wati, L., Christina Rahayuningrum, D., Novita Sary, A., Maysitoh, Ifdil, Ardi, Z., Christina, R., Yuniardi, M. S., & Prabowo, A. (2020). Nomophobia in adolescents based on gender: a case study of East Jakarta, Indonesia. *International Journal of Research in Counseling and Education*, *4*(2), 92–97. https://doi.org/10.2991/assehr.k.210805.196

Scheel, M. ., Stabb, S. ., Cohn, T. ., Duan, C., & Sauer, E. . (2018). Counseling psychology model training program. *The Counseling Psychologist*, *46*(1), 6–49.

Seligman, M. E. P., Ernest, R., Gillham, J., Reivich, K., & Linkin, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, *35*, 293–311.

Suranata, K. (2019). The pilot study of SMART-Resilience a psycho-educational program. *COUNS-EDU: The International Journal of Counseling and Education*, *4*(3), 121. https://doi.org/10.23916/0020190424230

Suranata, K. (2021). *Manova and Anova Results Resilience, Wellbeing, HPLP among Group in RCT of SBC Online*. https://doi.org/10.17605/OSF.IO/WGFDZ

Suranata, K., Atmoko, A., & Hidayah, N. (2017). *Enhancing Students' Resilience: Comparing The Effect of Cognitive-Behavior And Strengths-Based Counseling*. *134*(Icirad), 102–108. https://doi.org/10.2991/icirad-17.2017.20

Suranata, K., Dharsana, I. K., Paramartha, W. ., Dwiarwati, K. A., & Ifdil, I. (2021). Pengaruh model Strength-based Counseling dalam LMS Schoology untuk meningkatkan kesehatan mental dan kesejahteraan psikologis siswa. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *7*(1), 137–146.

Suranata, K., & Prakoso, B. B. (2020). Program web-based SFBC untuk mereduksi kecemasan akademik siswa saat pandemi COVID-19; sebuah pilot studi. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *6*(2), 47–52. https://doi.org/10.29210/02020609

Suranata, K., Rangka, I. B., & Permana, A. A. J. (2020). The comparative effect of internet-based cognitive behavioral counseling versus face to face cognitive behavioral counseling in terms of student's resilience. *Cogent Psychology*, *7*(1). https://doi.org/10.1080/23311908.2020.1751022

Syahniar, S., Maysitoh, M., Ifdil, I., Ardi, Z., Yendi, F. M., Rangka, I. B., & Churnia, E. (2018). Social media fear of missing out: Psychometrics evaluation based on Indonesian evidence. *Journal of Physics: Conference Series*, *1114*(1).

Thahir, A. I. A., Iqbal, M., Maharani, S. A., & Syam, A. (2020). The emotional state and physical condition of indonesian college students: An emerging situation during the coronavirus disease-19 crisis in Indonesia. *Open Access Macedonian Journal of Medical Sciences*, *8*(T1), 261–267. https://doi.org/10.3889/oamjms.2020.5283

Thomée, S., Härenstam, A., & Hagberg, M. (2011). Mobile phone use and stress, sleep disturbances, and symptoms of depression among young adults - A prospective cohort study. *BMC Public Health*, *11*. https://doi.org/10.1186/1471-2458-11-66

Wang, C., & Zhao, H. (2020). The Impact of COVID-19 on Anxiety in Chinese University Students. *Frontiers in Psychology*, *11*(January), 1–8. https://doi.org/10.3389/fpsyg.2020.01168

Wang, P. W., Liu, T. L., Ko, C. H., Lin, H. C., Huang, M. F., Yeh, Y. C., & Yen, C. F. (2014). Association between problematic cellular phone use and suicide: The moderating effect of family function and depression. *Comprehensive Psychiatry*, *55*(2), 342–348. https://doi.org/10.1016/j.comppsych.2013.09.006

Wang, X., Joyce, N., & Namkoong, K. (2020). Investigating College Students' Intentions to Seek Online Counseling Services. *Communication Studies*, *71*(4), 550–567. https://doi.org/10.1080/10510974.2020.1750448

Waters, L. (2011). A Review of School-Based Positive Psychology Interventions. *The Australian Educational and Developmental Psychologist*, *28*(2), 75–90. https://doi.org/https://doi.org/10.1375/aedp.28.2.75

Wiguna, T., Anindyajati, G., Kaligis, F., Ismail, R. I., Minayati, K., Hanafi, E., Murtani, B. J., Wigantara, N. A., Putra, A. A., & Pradana, K. (2020). Brief Research Report on Adolescent Mental Well-Being and School Closures During the COVID-19 Pandemic in Indonesia. *Frontiers in Psychiatry*, *11*(November), 1–9. https://doi.org/10.3389/fpsyt.2020.598756

Wong, K. P., Bonn, G., Tam, C. L., & Wong, C. P. (2018). Preferences for online and/or face-to-face counseling among university students in Malaysia. *Frontiers in Psychology*, *9*(JAN), 1–5. https://doi.org/10.3389/fpsyg.2018.00064