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Original Article

Character Building of Students with Wise Use of Gadgets through Group Guidance Services

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Abstract. The purpose of the study is to "Formation of Student Character with Wise Use of Gadgets Through Group Guidance Services". The research method used is a quantitative approach. The population and sample in this study were students of class VII of SMP Bina Dharma, the population was 202 people and the sample was 53 students. Data were analyzed using SPSS software version 25. with the Kolmogorov-Smirnov Test normality test technique, which shows that the data is normally distributed (sig value > 0.05). To test the hypothesis, paired samples t-test is used. The results of the hypothesis test show a sig value (2-tailed) of 0.000, which is smaller than 0.05, so H_0 is rejected and H_a is accepted. with the technique. The results of the study concluded in general that group guidance is effective for character formation with the use of gadgets. The results of this study are useful for schools in designing group guidance programs to be more effective in helping to improve student character formation and eradicate student problems.

Keywords: Character Building; Wise Gadget Use; Group Guidance Services.

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Introduction

The character of students, whether in elementary, middle, or high school, is increasingly buried in the abyss of moral decline. This is clearly illustrated in the many news stories about immoral actions carried out by students. For example, a student who slashed a teacher was scolded at school because of the student's disappointment at not being allowed to take the exam because the student had not done the school assignment. detikcom (2023). There is also the latest news that a 10-year-old student shouted at his teacher at school and did not respect a teacher, for example, lampungtime.com (2023) reported that a student in elementary school shouted at a teacher at school and also the student chased, hit, and kicked the school door. In addition, CNN Indonesia (2023) also reported that there were students who were still in junior high school (SMP) who burned down their school, allegedly because they were often bullied by their friends, often teased and even ganged up on, and there was also some information that the reason the students burned down their school was because their work was not appreciated by their teachers and even their work was torn up by their teachers.

According to Megawangi in Handayani (2012), students with character are students who have positive basic values that are shown by their behavior in everyday life. These basic values are the result of a long process through learning, habituation, and acculturation which is a process of character education. How to form students with character? Becoming a person with noble morals is not given as a gift or automatically owned by every human being. However, the results require a long process through upbringing since childhood, as well as continuous

practice. In addition, according to Megawangi in Handayani (2012) also states that good character is more commendable than extraordinary talent. Almost all talents are gifts. Good character, on the other hand, is not bestowed upon us. We must build it little by little with thought, courage, and hard work. Good character is more commendable than extraordinary talent. Almost all talents are gifts. Good character, on the other hand, is not bestowed upon us. Meanwhile, according to Kurniasih (2014), states as for strategies that can used in effort to form character among them is: Inculcation value, Strategy coaching, Strategy role model, strategy development skills academic and social And Strategy facilitation.

The most influential parties in the formation of student character are parents and teachers at school. Parents are the first educational institution for a child who are tasked with maintaining the character education pattern obtained at school to be maintained and developed in their social environment, while teachers are important figures in shaping a person's character in the future and also instilling commendable values for students, correcting bad behavior into good and explaining what should and should not be done. According to Samami (2016), character is a basic value that builds a person's personality, formed both because of hereditary influences and environmental influences, which distinguishes it from others, and is manifested in attitudes and behavior in everyday life. Therefore, character education is very important to form individuals who can improve the nation's civilization, develop students' potential to always think critically, speak and act in accordance with the ethics and morals needed to succeed in life.

Whereas According to Mulyana (2011) said that factors that can influence character students. Among them namely: a) Internal factors, namely: Instinct, Trust, Desire, Heart Conscience and Eve Lust and b) Factors External namely: Environment, Home Ladder And school, socializing Friend and Friend and the ruler or Leader. Besides That, according to Telaumbanua (2018), factors that determine success a education, wrong the only one is role educator. Educator own role that also important in help make it a success education in schools. Educators own not quite enough big answer in produce quality students and also own good character and moral

With the advancement of sophisticated technology today, it also affects the world of education, especially in the character of education which aims to create the character of the nation's generation into moral humans. The development of this technology can be used to facilitate teaching students in schools about character formation. Education is an asset and necessity for the Indonesian nation, to help humans from the helplessness of life to humans who are useful. Education is directed to produce quality human resources who are able to contribute to Indonesia as a dignified nation. This is in line with the opinion of Kompri in Mustoip (2018), namely the book on educational management that "Education directs humans to a better life, concerning the degree of humanity that achieves its goals". Education has a very large role as a center of excellence to prepare human character in facing global challenges. In this case, if Indonesia succeeds in forming a strong character of the Indonesian people, then Indonesia will become a strong nation in all sectors in 2045 or 100 years after Independence Day. This is in line with Oberman's statement in Rokhman et al. That *"Indonesia will be a very strong nation in all sectors in 2045 or 100 years after its Independence Day. This is supported by Indonesia's economic growth. Already the 16th-largest economy in the world, Indonesia has the potential to be the 7th-biggest by 2030"*, (Rohinah, 2018). Thus, education needs to prepare quality, competitive, and creative students. Therefore, the implementation of education in Indonesia must be evenly distributed and oriented towards future challenges. The implementation is supported by good management by policy makers and education practitioners so that the implementation of national education can be achieved optimally in accordance with the goals of education.

Gadgets or devices that can easily connect to the internet have increased over time. Currently, approximately 45 million people use the internet, of which nine million use mobile phones to access the internet. In 2001, the number of internet users in Indonesia was only half a million people. According to Iswidharmajaya (2016), the use of gadgets includes: Increased

visual acuity, stimulating to follow the latest technological developments, supported academic aspects, increased language skills, increased typing soft skills, reduced stress levels, and increased mathematical skills. Meanwhile, according to Rozalia (2017), the internet service on mobile phones will help students find information that can support their knowledge at school, by using gadgets children can recognize letters and numbers and for children who have weak fine motor skills can use typing skills to improve coordination. In addition, according to Warisyah (2015), there are several benefits to using gadgets, including: First, increasing knowledge through educational applications provided by gadgets for the child's learning process. Second, increasing the network of early childhood friendships (this is done through the social media they use). Third, facilitating early childhood communication. Technology as sophisticated as gadgets will make it easier for everyone to communicate with everyone in the world.

Related to the background of the research above regarding the formation of student character through the wise use of gadgets, researchers use group guidance services with the aim of providing an understanding of the wise use of gadgets to help students have an understanding of the wise use of gadgets and can also improve social skills online, as well as learning moral and ethical values in the use of technology, where the focus of this research is to form good student character in their lives so that they become a smart, characterful generation and can have knowledge in using gadgets wisely. Nurul Aulia (2021), a person must be wise, don't lose friends in the real world because they are busy making more friends in cyberspace. According to Drajat (2017), Student or child is a unique personality who has potential and undergoing a development process. In the development process That child or students need assistance of a nature and the pattern No determined by the teacher but by child That alone, in a life together with other individuals. Besides that, according to Gunarsa (2018), Junior high school students are categorized as entering adolescence, where they will be experiencing puberty. During puberty is period important for teenagers, because on period This will influence direct to change attitude And behavior teenager.

There are three aspects of character, namely: 1) Moral Competence, namely the ability to change considerations and morals into moral and effective actions, for example, to solve a problem fairly, we need practical skills such as listening, discussing, views without defaming someone, and implementing solutions that are acceptable to all parties. Competence also affects other moral conditions, for example, to help someone who is facing a problem that is difficult to solve, we must be able to think and carry out plans that have been made. The implementation of a problem will be easier if we have previously had experience helping people who are facing difficulties. 2) Will Humans have the ability to will, feel and think. Will is the responsibility to act alone, try alone, organize themselves, both towards themselves and others. Or in other words, human will can be interpreted as effort, both in terms of thoughts, feelings, and actions. 3) Habits in many situations, habits are factors that form moral behavior. William Bennett as quoted by Thomas Lickona stated that people who have good character behave in the best way, loyal, brave, virtuous and fair without being tempted by the opposite. In fact, they often determine "good choices" unconsciously. (Lickona 2012)

There are several factors that influence character formation, namely: 1. Internal factors: a. Instinct or instinct is a trait that. can grow actions that convey to the goal by thinking first towards the goal and not preceded by the practice of the action. While instinct is a nature that is carried since birth which is an original disposition. So, a person's actions can come from exercises or disposition. b. Custom or habit is an action that is always repeated so that it is easy to do. So, it can be understood that by repeating a behavior continuously, the behavior can become part of or a habit of him. c. Will or desire is the desire to carry out all ideas and everything that is intended, even though accompanied by various obstacles and difficulties, but once in a while does not want to submit to these obstacles. The benefits of a will or desire are being able to be serious in doing something, especially in the desire to behave well, need to be encouraged to be realized. d. Inner voice or conscience, namely to warn of the dangers of doing

bad things and trying to prevent them, in addition to the urge to do good things. In humans, there is an inner voice that can make decisions to do good, and avoid bad deeds. e. Heredity is a factor that can influence human actions. In heredity there are two types of things that can be passed down from parents to their two children, namely physical traits, namely the strength and weakness of the muscles and nerves of the parents which can be passed down to their children and then spiritual traits, namely the weakness and strength of an instinct can also be passed down by parents which will later influence the behavior of their children and grandchildren. Two External factors, namely: a) Education has a very large influence in character formation. Education is to mature human personality so that their behavior is in accordance with the education that has been received by people, both formal, informal and non-formal education. Education is used as a means or place of training and obtaining information about character, so it is considered important if education is used as a means of forming character. b) Environment is something that surrounds a living body, such as plants, soil conditions, air, and human relationships that are always related to other humans or also to the surrounding nature. The nature that surrounds humans is a factor that influences and determines human behavior. While the social environment is spiritual. A person who lives in a good environment can directly or indirectly shape his personality to be good. (Gunawan 2014).

Gadgets are sophisticated items created with various applications that can present various news media, social networks, hobbies, and even entertainment (Widiawati and Sugiman 2014).

There are 3 aspects of gadget usage, namely: Knowing the functions and types of smartphone applications such as: 1) Understanding the functions of smartphones and knowing internet applications and their functions. 2) Being able to operate smartphones such as: Operating smartphones to collect information. 3) Utilizing the functions and applications available on smartphones, namely: Benefits of utilizing smartphones and utilizing smartphone functions. 4) Frequency of smartphone use (Dewanti et al. 2016)

There are several factors that influence the use of gadgets in learning activities, namely: 1) The cognitive dimension includes the user's knowledge and insight into smartphones and the internet. 2) Affective includes the user's comfort and attitude when using the internet. 3) Conative is the skill in using a smartphone. Knowledge, comfort and skill in using the internet will determine how high the use of smartphones is in students' learning activities. The user's internet access behaviour determines how he acts using the internet for his learning interests (Rahardjo 2016).

As a reference, the author cites several previous research results, namely that education can also humanize humans towards a better direction as it exists and can be seen today. That the more technology develops, the less character patterns are possessed by today's children. Based on a survey conducted by the Indonesian Child Protection Commission (KPAI), it was stated that 71.3% of school-age children have gadgets and play with them for quite a long time in a day and as many as 55% of them spend a lot of time playing games, TikTok, and so on. Based on this statement, it can be seen that technology or gadgets can have an impact on character growth in children, this can be seen in the actions and responses that are not good, which children give to their surroundings, be it the family environment, community environment and educational environment (Tris Desniat Natalia Hulu 2023).

From the results of previous studies, it is explained that the influence of gadget use on student character at SMP Negeri 01 Campalagian. Where the use of gadgets on student character is because with the use of gadgets, it can instill the character of SMP Negeri 01 Campalagian students such as curiosity, increase knowledge, train student creativity, and so on. And provide implications for students' perspectives that the use of gadgets can instil curiosity so that they can increase knowledge in carrying out learning in the classroom. The purpose of this study was to determine the description of the influence of gadget use on the character of junior high school students, to determine the character of junior high school students, and to determine the influence of gadget use on student character. Because in the school there are many students who use their gadgets during the learning process (Ahmad Waliid 2019).

Therefore, the focus of this study can be seen that it is very important to be studied because individual character is determined by habits and the surrounding environment and also the sophistication of technology in this advanced era, especially at SMP Bina Dharma Jakarta. So that it will reveal the relationship between character formation and the wise use of gadgets through group guidance services. So, this study can be used as a reference to see, prove, and help students by conducting group guidance services at school so that they can understand the importance of using gadgets properly for the formation of good character from an early age.

Method

This study is a quantitative approach with a Quasi-experimental Non-Equivalent Group research method on students of SMP Bina Dharma. The sample in this study amounted to 53 students but 64 students filled out the questionnaire, the students who were the samples were 12-15 years old with different ethnicities such as Javanese, Betawi, Sundanese, and Batak. Sampling used a purposive sampling technique (non-probability sampling). Data were collected through two pretest and post-test instruments totalling 142.

The questionnaire uses 5 points with a Likert scale including answer options: strongly disagree, disagree, undecided, agree, strongly agree. The instrument has been tested with SPSS software version 25. The results of the SPSS analysis on the pretest questionnaire obtained a reliability of 0.758 from 71 items to 41 valid items. So, the items on the tested instrument are declared reliable because they meet the prerequisite criteria for the reliability test, namely > 0.60 with a relationship level in the sufficient category, meaning that the instrument has good quality for measurement in research.

the SPSS analysis on the post-test questionnaire obtained a reliability of 0.831 from 71 items to 52 valid items, so the items on the questionnaire that had been tested were declared reliable because they met the prerequisite criteria for the reliability test, namely > 0.60 with a relationship level in the good category, meaning that the instrument has good quality to conduct research measurements. The research data were analysed using SPSS version 25 software with the person correlation technique.

Results

Based on the distribution of questionnaires to 64 students of SMP Bina Dharma Jakarta with 41 statement items, the average pretest score for the control class was 166.25, and the experimental class was 159.38. While the post-test score in the control class was 188.03, and the experimental class was 182.22. The frequency distribution of pretest and post-test scores is as follows:

Table 1. Categorization of Pretest Questionnaire

Score Range	Category	Frequency	Presentation
0-70	Low	Kel. Kon 14 Ex. 15	3.1
71-110	Currently	Kel. Kon 12 Kel. Eks 14	6.3
111-150	Tinggi	Kelkon 6 Kel.Ex 3	9.4

Based on the table above, it has been found that the control class that was given the pretest questionnaire got results in the Low category of 3.1% (14 students) , the Medium category of

6.3 % (12 students), and the High category of 9.4 % (6 students), while in the experimental class the Low category was 3.1% (15 students) , the Medium category was 6.3 % (14 students), and the High category was 9.4 % (3 students).

Table 2. Post-test questionnaire categorization

Score Range	Category	Frequency	presentation
0-73	Low	Kel. Kon 14 Ex. 21	3.1
74-119	Currently	Kel. Kon 14 Ex. 8	6.3
120-170	Tall	Kel. Kon 4 Ex. 3	9.4

Based on the table above, it has been found that the control class was given a pretest questionnaire and obtained results in the Low category of 3.1% (14) , the Medium category of 6.3 % (14 students), and the High category of 9.4 % (4 students) , while the experimental class was given a post-test questionnaire and obtained results in the Low category of 3.1% (21) , the Medium category of 6.3 % (8 students), and the High category of 9.4 % (3 students).

By using valid instruments, a prerequisite analysis test was conducted, namely the normality test which was used to determine the spread of data distribution, whether the data was spread normally or not at SMP Bina Dharma Jakarta. Based on the normality test using SPSS software version 25, the following results were obtained:

Table 3. Normality Test Results

Test of Normality							
Results	Class	Kolmogorov-Smirnov			Shapiro Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
	Pre-Experiment	118	2	.200*	946	2	.111
	Pos-Ekperimen	119	2	.200*	915	2	.015
	Pre-Kontrol	088	2	.200*	977	2	.723
	Pos-Kontrol	146	2	.081	887	2	.003

*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on the table above according to the number of researcher samples if the sample is more than 50 then the normality test used is Kolmogrov Smirnov which can be seen that the Pre-Test and Post-Test data from the experiment are normally distributed because they have a sig value of $0.200 > 0.05$. While in the control group the results of the Pre-Test and Post-Test are stated to be normally distributed with a value > 0.05 , so the data is normally distributed. So it can be concluded that the data group is normally distributed.

Table 4. Results of the paired simple t-test for the control and experimental classes

		Mean	N	Std. Deviation	Std. Error Mean
Ppair 1	Pretest	174.13	32	8.746	1.546
	Post-test	187.81	32	12.092	2.136

Based on the table, the average pretest value was 174.13 and the average post-test value was 187.81. Thus, there is a difference between the average pretest results and the average post-test results in the control class. Based on this, the results of the hypothesis testing are summarized in the following table:

Table 5. Paired Sample Test Hypothesis Testing for Control Class

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Post-test	-13.688	13.062	2.309	-18.397	-8.978	-5.928	331	.000

Based on the results of the statistical test, the significance value (2-tailed) of 0.000 is smaller than 0.05 ($0.000 \leq 0.05$), then according to the basis for decision making, H_0 is rejected and H_a is accepted. This means that there is a significant difference between the results of the pre-test and post-test of student character formation. However, because group guidance services were not provided in the control class, this difference was not caused by the treatment, and was likely caused by other factors.

Table 6. Results of the Experimental Class *Paired Sample Test* Hypothesis Test

		Mean	N	Std. Deviation	Std. Error Mean	Error
P	Pretest	1.59.38	32	12.040	2.128	
water	Posttest	1.82.22	32	23.563	4.165	
1						

Based on the table, the average pretest value was obtained as 1.59.38 and the average post-test value was 1.82.22. Thus, there is a difference between the average pretest results and the average post-test results in the experimental class. Based on this, the results of the hypothesis testing were obtained as summarized in the following table:

Table 7. Paired Sample Test Experimental Class

		Paired Differences					t	ddf	Sig. (2-tailed)
		Me an	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Uppe r			
Pair 1	Pretest - Posttest	- 22.844	23.023	4.070	-31.145	- 14.543	- 5.613	1 31	.000

Based on the table, it is known that the sig. value (2-tailed) is $0.000 \leq 0.05$, then as the basis for decision making it can be concluded that H_0 is rejected and H_a is accepted, the results of the hypothesis test in this study are that there is a significant increase between character formation in students before (pre-test) and after being given group guidance service treatment (post-test).

Discussion

Based on the results of the study at SMP Bina Dharma Jakarta obtained from the two variables processed using SPSS software version 25 to 64 respondents, the results of the normality test using the Kolmogorov-Smirnov Test, obtained a significance value (2-tailed) for the pretest and post-test of the control class of 0.200 and 0.081. Because the sig value (2-tailed) for the pretest and post-test of the control class is greater than 0.05, then as in the decision making in the Two-sample kologorov-smirnov that the data is said to be normally distributed. Furthermore, the results of the hypothesis test are known from the results of the two questionnaires, the Sig value. (2-Tailed) is $0.000 < 0.05$, then as the basis for decision making it can be concluded that H_0 is rejected and H_a is accepted, So it can be concluded that the results of the hypothesis test in this study are that there is a significant increase between character formation in students before (pre-test) and after being given group guidance service treatment (post-test).

This is in line with the opinion of Nursyamsiyah et al., (2024) that the results of the research conducted have changes in the presence of an increase or influence in the pretest and post-test results can be seen with several tests, one of which is the paired sample t-test. In parametric statistics, there are two types of normality tests that are often used, namely the Kolmogorov Smirnov and the Shapiro-Wilk test > 0.05 . So, it can be concluded that the research data is normally distributed. If the significance value (Sig) < 0.05 , it can be concluded that the research data is not normally distributed. In the normality test calculation test that the researcher conducted, the data obtained results were 0.200, so it can be said that the research is normally distributed.

In the results of the hypothesis test, the average value of the pretest of the control class and the experimental class. The average pretest questionnaire of the control class was 174.13 and the post-test was 187.81, while in the experimental class the average result of the pretest questionnaire was 159.38 and the post-test was 182.22. It can be concluded that there is an increase in character formation in the use of gadgets in students because from the results of the description of the questionnaire, the average score of the second post-test questionnaire is higher than the average score of the first pre-test questionnaire. In line with Mahmudah's opinion (2023), it is known that the results of the Sample Test obtained a significance value or Sig of 0.000. If compared, the value will be less than 0.05 ($0.000 < 0.05$). And also obtained the t-test value with t count = 4.022 with degrees of freedom = $n - 2 = 30 - 2 = 28$ so that the t table is 1.70. Because t table ($1.70 \leq t \text{ count } (4.022)$), this means that H_0 is rejected which indicates that there is a change in understanding the use of Gadgets Among Adolescents after being given Group Guidance Services with Group Discussion Techniques. This indicates that the treatment given to classes using Group Guidance Services with Group Discussion Techniques is very significant in increasing Adolescent Understanding in the Proper Use of Gadgets Among Adolescents

The character of students in using gadgets is quite good, students do not use gadgets during class hours, focus on what the teacher is explaining in front, respect and listen carefully at every class hour, are on time for congregational Dzuhur prayers, and are obedient when given orders and obey the new rules that exist. Students better understand the function of gadgets in everyday life besides for communication there are also several gadget features in managing the time of gadget use at a good time. Students can have a high curiosity about the talents and desires they have and what kind of path must be taken to find the potential that exists within themselves with the existence of gadgets can be utilized as well as possible.

This is in line with Syafi'i's opinion in Agrio Julmiran (2024) who stated that there is a negligible correlation between the variables of playing gadgets and student learning achievement, meaning that the more intensely students use gadgets, the lower their achievement.

In addition, according to Sukatno 2024, a gadget is a small electronic device with various functions. Gadgets have a good impact on the educational process in learning, but it is very

important to control and limit the use of gadgets so that they are more useful and do not deviate from existing facilities. Learning motivation is an urge that arises within a person to learn. Group guidance is one of the guidance and counselling services which is a process of providing assistance to individuals in a group atmosphere to gain new understanding and develop individual potential optimally.

Conclusion

The results of the study showed that the character of students in using gadgets was quite good. Although there were some students who were not used to minimizing the use of gadgets at school, in general students were able to focus on learning, listen carefully, and value time. Group guidance from BK teachers and homeroom teachers played an important role in increasing students' awareness of the positive and negative impacts of using gadgets. Students began to understand that gadgets can be used not only for communication, but also to develop their potential and explore information about their talents. Although progress has been seen, there is still room for improvement in terms of discipline in using gadgets in the school environment.

Based on the results of the data analysis research obtained in this study, namely about the formation of student character with the wise use of gadgets through group guidance services at SMP Bina Dharma Jakarta students, it was concluded that the average pretest scores of the control class and the experimental class. The average pretest questionnaire for the control class was 174.12 and the post-test was 187.81, while in the experimental class the average pretest questionnaire results were 159.38 and the post-test was 182.22. It can be concluded that there is a change in character formation in the use of gadgets in students because from the results of the description of the questionnaire, the average score of the second post-test questionnaire is higher than the average score of the first pre-test questionnaire.

The students' response in carrying out group guidance services is very good, where from this service there can be a change in the students' attitude of responsibility to increase and be willing to develop, especially in terms of the habit of playing gadgets during class hours at school.

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