ESTUDOS DE PSICOLOGIA
PSICOLOGIA

Psychological Studies

Estudos de Psicologia (Campinas)

(Updated: 2023/01/30)

About the journal

Basic information

Estudos de Psicologia (Campinas) is advance publication journal of the Graduate Program of Psychology of the Center of Health Sciences of the Pontifical Catholic University of Campinas. Founded in 1983, it welcomes contributions from the national and international scientific communities.

Our mission is to promote and disclose scientific and technical knowledge in the area of Psychology, to discuss the meaning of practices in professional and research fields by publishing original articles that represent relevant contributions to Psychology. It also publishes theoretical works, reviews, and communications relevant to Psychology as a science and profession.

Currently is ranked as A1 from the Qualis/Capes list and is indexed in national and international data bases: Clase, DOAJ, Index Psi, Latindex, LILACS, PsycINFO, Psicodoc, RedaLyc, Scopus e SciELO.

Estudos de Psicologia stimulates the contributions of national and international scientific community. All items must be submitted electronically, by page ScholarOne.

Estudos de Psicologia does not charge submission and/or publication fees.

The journal uses a tool for detecting plagiarism on all articles before submitting them to peer review.

Estudos de Psicologia is abbreviated as Estud. psicol. (Campinas), which should be used in bibliographies, references, footnotes, and reference captions.

Indexation sources

- Clase
- DOAJ
- Index Psi
- Latindex
- LILACS
- Psicodoc
- PsycINFO
- RedaLyc
- Road
- SciELO
- Scopus

Qualis: A1

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The **Estudos de Psicologia** (Campinas) (e-ISSN 1982-0275) mission is to promote and disseminate scientific and technical knowledge in the field of Psychology, as well as to discuss the meaning of practices in the professional and research field, through the publication of original articles that represent relevant contributions to the area of Psychology. The Journal has adopted the rolling pass modality since 2019.

The Journal also publishes theoretical works, critical reviews and communications relevant to Psychology as a science and profession, encouraging contributions from the national and international scientific community.

Original articles are accepted for the following areas: Developmental Psychology, Social Psychology, Cognitive Psychology, Perception and Neuroscience, School and Educational Psychology, Community Psychology, Clinical Psychology and Psychotherapies, Health Psychology, Psychological Assessment, Organizational and Labour Psychology.

Estudos de Psicologia (Campinas) does not publish more than 1 (one) article by the same author (both in the position of principal author and co-author) in the same year (volume). This procedure aims to increase the number of topics and collaborations from national and international authors.

The Estudos de Psicologia (Campinas) in compliance with Open Science alignment, supports the use of preprint serves and accepts manuscripts which have been previoulsy shared in a reliable preprint server such as SciELO preprints.

The Estudos de Psicologia (Campinas) supports the use of repositories for data storage aimed at the preservation and reuse of data such as SciELO Data.

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Data deposit policy

Data are the scientific records that validate research results. Research data varies by knowledge area and covers: written documents, spreadsheets, statistics, lab notebooks, field notebooks, diaries/journals, questionnaires, transcripts, audio files, videos, photographs, methodologies, workflows, partial reports, and other materials prepared and/or collected during the development of the research. Supported by the FAIR principles (Findable, Accessible, Interoperable, and Reusable), the Brazilian Journal of Nutrition recommends that research data be deposited in SciElo Data after approval of manuscripts and that the Research Data Deposit Guide be consulted for this purpose.
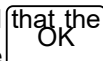
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Manuscripts covering investigations related to human beings and animals must declare in the text body that they were conducted respecting the ethical principles of their respective countries, as well as potential conflicts of interest.

Conflicts of interest

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Mendeley

ResearchGate

Google Acadêmico

Twitter

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Upon submission, the following documents must be attached:

(1) The article (complete file in Word format, including cover page, abstract, text, references and illustrations);

(2) The illustrations (in a separate and editable file, in the formats accepted by the Journal in the programs: Excel, GraphPrism, SPSS 22, Corel Draw Suite X7 and Word, in the following extensions: .cdr, .pzf, .spv, .jpg, .jpeg, .xls, .xlsx, .doc, .docx, .vsdx, .vst.);

(3) All the documents required by the Journal (duly signed by all authors).

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The Journal publishes articles that have a maximum of seven authors. Authorship credit should be based on substantial contributions, such as (I) conception and design, (II) data analysis and interpretation and discussion of the results, (III) review and approval of the final version of the article.

The inclusion of names of authors whose contribution does not meet the criteria above is not justified.

The affiliation must be informed with up to three levels. (Ex: University, Faculty, Program, Center, School, Department) The indication of the corresponding author must be based on the individual's highest degree and all authors must have and inform their ORCID® registration number. The registration is available for free at: https://orcid.org/.

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- Letter of presentation of article for submission [Template]
- Complete submission checklist [Template].
- Open Science Compliance Form [Template]

Where applicable:

- Document certifying permission to use the illustrations (tables, photos, graphs and others).
- Statement of Commitment to Ethics in Research
- Translation Certificate.
- Document attesting to permission for use, adaptation and translation of scales and questionnaires.

All persons listed as authors must sign the documents. Only scanned or electronic signatures are allowed in order to avoid any type of fraud. All documentation must be sent scanned and in PDF format.

Categories

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Before the manuscript is submitted for evaluation by the ad hoc reviewers, it is submitted for a pre-assessment by the Editorial Board. The following categories of papers are accepted for publication: Survey report, Theoretical article, Literature Systematic Review Article, Case Study, Thematic Section, Short Communication, Letter to the Editor (opinion article), and Review.

The manuscript that falls into one of the above categories and areas will be submitted to the Editorial Committee for pre-assessment.

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Aiming at the internationalization of the Journal, the Journal publishes unpublished articles in the English language.

However, authors can submit manuscripts in Portuguese and, after approval, they must provide their translation by professionals accredited by Estudos de Psicologia; the cost of the translation shall be borne by the authors.

To ensure the quality and consistency of the texts translated into the English language, the translation must be carried out, necessarily, by a highly qualified translator with proven experience in the translation of scientific texts, indicated and accredited by the Journal.

Assessment

Assessment Process

All manuscripts will only be processed if they comply with the Instructions to Authors. Otherwise, they will be returned to their authors to make them adherent with the rules, or to include a missing letter or other documents that may be required.

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(2) send back the manuscript to the authors, requesting modifications.

(3) reject the manuscript if: (I) the content is not compliant with the Journal's thematic line (II) originality, relevance of the topic and quality of the scientific methodology used are not adhered to.

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The original copies will be forwarded, without the name (s) of the author (s), to at least two ad hoc reviewers and give rise to four possibilities: (a) approval; (b) recommendation for a new review, after a minor reformulation; (c) recommendation for a new review, after a major reformulation; (d) rejection. In any of these cases, the author/s will be notified.

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The final decision on whether or not to publish the manuscript is always up to the editors.

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Manuscript

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The Journal Estudos de Psicologia (Campinas) adopts the American Psychological Association – APA (7th edition, 2020) publication rules, with some own style adaptations.

The Journal provides the following template [Template]

Text structure

The pages must have personalized numbering starting from the cover sheet (which should be numbered as number 1). The paper must be A4 size, with the formatting of upper and lower margins (at least 2.5 cm), left and right (at least 3 cm), with space between lines 1.5, font Arial 12. The file must be written in a text editor similar to the 2010 Word version.

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  - Cover sheet
  - Abstract
  - Text
  - References (on a separate page, following the end of the text);
  - Illustrations (each one on a separate page, after the references).

- Formatting references should facilitate the task of reviewing and editing. To this effect, spacing before and after 12 pt with 1.5 spacing and font size 12 pt must be used, and in accordance with the APA style (7th edition, 2020);

- The presentation of numerical and statistical information, as well as the preparation of tables and figures must follow the APA manual (7th edition, 2010) recommendations;

- Illustrations (Figures, Charts and Tables) must be inserted after the References section, one illustration per page, regardless of its size, and within the maximum limit of 25 pages. **It should be noted that illustration must also be forwarded in separate and editable files.**

The cover sheet should contain:

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  - Must be concise and avoid unnecessary and/or redundant words;
  - Without abbreviations and acronyms or geographic location of the investigation;
  - It should be limited to a maximum of 15 words.
- Full title in English, consistent with the title in Portuguese.

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The abstract must contain a minimum of 100 and a maximum of 150 words. The use of acronyms, abbreviations or citations is not allowed.

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Article organization

The text of all works submitted for publication must have a clear organization and titles and subtitles that facilitate reading.

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Introduction: development of the problem under investigation, including its historical background, and statement of the purpose of the investigation.

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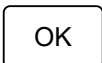
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Artigos from 3 to 20 authors

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Zhao, N., Wang, X. H., Kang, C. Y. Zheng, Y., Yang, L. Y., Guan, T. F., Bai, Y. X., Wei, R., Hinman, H. C., & Zhang, X. Y. (2021). Sex differences in association between cognitive impairment and clinical correlates in Chinese patients with first-episode drug-naïve schizophrenia. *Annals of General Psychiatry, 20*(26), 1-9.

Articles with 21 or more authors

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Unpublished theses or dissertations

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Intervention group logotherapy and performance measures for reducing phubbing in Generation Z

Logoterapia de grupo de intervenção e medidas de desempenho para redução do phubbing na Geração Z

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Abstract

Objective
This study aims to explore in-depth how to apply logotherapy to people with phubbing.

Methods
The research methodology uses with mixed methods, a sequential approach used in this study for handling the phubbing population is 110 students. Samples taken by purposive sampling with attention to the range aged 10-25 years, and the research sample obtains as many as 16 students. The sample was determined based on the scale analysis results and recommendations from the school – research data from research instruments in observation sheets and qualitative data interviews. A Phubbing scale was used to get quantitative data.

Results
The results of the study showed that there were better changes as evidenced by changes in phubbing scale scores before and after being given treatment.

Conclusion
The study's conclusion shows that Logotherapy Counseling effectively reduces phubbing in Generation Z.

Keywords: Generation Z; Group logotherapy; Phubbing.

Resumo

Objetivo
Este estudo tem como objetivo explorar em profundidade como aplicar a logoterapia a pessoas que são praticantes de phubbing.

Método

A metodologia da pesquisa dispõe de métodos mistos, com uma abordagem sequencial em uma população de 110 estudantes praticantes de phubbing. As amostras foram obtidas por amostragem proposital, respeitando uma faixa etária de 10 a 25 anos, resultando em 16 estudantes. A amostra foi determinada com base nos resultados da análise da escala de phubbing, usada para obtenção de dados quantitativos, e nas recomendações da escola – dados provenientes de instrumentos de pesquisa em fichas de observação e entrevistas de dados qualitativos.

Resultados

Os resultados do estudo mostraram que houve melhorias, como evidenciado pelas mudanças na pontuação da escala de phubbing antes e depois de receber o tratamento.

Conclusão

Concluímos que a Logoterapia reduz efetivamente o phubbing na Geração Z.

Palavras-chave: *Geração Z; Logoterapia em grupo; Phubbing.*

Generation Z comprises people who were born between 1995-2010 and that currently attends Elementary, Middle, and College seats. It is also known by another name, I-generation, the internet generation, belonging to the digital era known as the technology literate or technology-savvy generation. Some argue that Generation Z was born in 2000-2025. During the Z Generation, the mobile phone production began and came to be used by the public. Those of Elementary School age are already very proficient in operating or using gadgets such as cellphones to communicate or find information and doing tasks using laptops or computers.

Generation Z tends to be individualistic. The children are too busy with their cellphones and ignore interpersonal communication (Inta Elok Youarti, 2018). They are usually identified as optimistic, practical and instantaneous, confident and freedom-loving, they like details, need recognition and to have future challenges (Allred, 2020). This generation has distinctive characteristics, including dependence on gadgets and a shorter span of concentration. They master a variety of new and emerging technologies and engage with them by multitasking (Yao, 2020) – that is, by doing more than one activity simultaneously, such as using a cell phone to communicate, using a computer to do tasks or look for information, and listening to music simultaneously.

Generation Z and Generations X, Y, as well as previous ones, have distinctive features and respective weaknesses and strengths – such as high curiosity, multitasking, environmental awareness, and being into politics. A large part of teenagers in Generation Z (53%) consider their cell phones their best friend. One might say they cannot be separated from their cell phones. According to the confession, three out of four of them feels panic when they lose their cellphone. As a result, 6 out of 10 are more likely to check their cell phones than other age groups. According to a study of the Publication and Standardization Institute, Pearson, these teenagers rely more on YouTube (an application that uses audio-visual) for learning than on textbooks (Bohang, 2018).

The use of technology involves using gadgets like mobile phones to connect with people. This generation does not like to meet or meet face-to-face, preferring to communicate via Facebook, WhatsApp. On one hand, they are advantaged adapters to new technology. On the other, there is an excessive use of technology, especially gadgets that cause phubbing behavior. Research in several countries shows that most teenage cellphone users experience common problems in social relations (Ivanova et al., 2020; Parmaksiz, 2020; Roberts & David, 2020). Hanging out with friends or family not to interact with them, but remaining busy with each other's cellphones, this generations presents behaviors that hinder communication with other people.

The word "phubbing" was coined at the University of Sydney to describe a common problem in the neighborhood, namely, ignoring other people while busy playing on their cellphones (Aagaard, 2020; Xie & Xie, 2020; Yam & Kumcagiz, 2020) – that is, being generally indifferent or indifferent to other people around them (Schneider & Hitzfeld, 2019). The term became known as the technology that gave birth to today's gadgets was developed, thus referring to people who should be having fun chatting or communicating directly at gatherings with family or friends but are busy with their respective gadgets updating their statuses or uploading photos on Instagram. These conditions are some of the obvious forms of phubbing, which is also done to always get the latest information from social media. This behavior is found in Z Generation children and youngsters, including students in college, aged 18 to 30 years. Those students have a multitasking tendency when it comes to technology literacy, so it is not surprising that they have phubbing behavior. Although Generation Z is best known for phubbing, people of all ages and professions are also phubbing in public, at work, at school, or at home. The effects are relevant and dangerous, such as becoming anti-social, damaging personal and interpersonal relationships, reducing good and effective communication skills.

Students' interviews at the Muhammadiyah University of Palangkaraya show that some students tend to phub in campus. Thus, for instance, when gathering with friends at the canteen, while most of them should be chatting and discussing various fun topics, among those with gadgets, 3 out of 5 sit at one table busy playing their cellphones. The results of earlier studies show that if students' phubbing is not handled immediately, it could hurt their social relationships with other people and make it harder to adapt to the world around them. Phubbing triggers a person's disrespect, disrupts communication, and generates negative feelings (Vetsera & Sekarasih, 2019). A person experiencing internet addiction also has a high chance of phubbing (Benvenuti et al., 2019). Students can ask for help in handling problems faced by finding solutions together with a counselor. Counselors carry out guidance and counseling services to counselees who need help to solve issues and aid in collective decision-making. Guidance and counseling have many benefits.

Logotherapy is a technique that can help people to understand their own potential even in unfavorable (problematic) situations which they have not realized, obstructed, or forgotten, and take advantage of their potential so that their enthusiasm and purpose in life will emerge (Wulandari & Semarang, 2018). Logotherapy emphasizes the meaning of experience in helping alleviate problems (Ghorbani Taghlidabad & Tasbihsazan Mashhadi, 2020; Gracia et al., 2020). It highlights the spiritual dimension of a person (Husna, 2020), helping the counselee decide the direction of his or her life goals that prevent malicious behavior and thoughts and generate self-awareness and respect to others (not neglecting other people or their environment). Logotherapy will trigger human "primary" concerns, such as questions about the meaning of life, death, suffering, powerful motivational forces, and finding healing meaning, especially in the circumstances involving inevitable suffering, irreversible loss, and guilt feelings. The aim is to seek or find meaning in the life of the counselee (Abrami, 2016; Siadat & Gholami, 2018; Wardani et al., 2020). It involves comprehensive (cognitive) thinking activities that raise awareness to open the counselee's concepts or views so that they can have self-communication relationships with other people and help students adapt well to new environments, new people, and unique situations and conditions.

Students who experience phubbing will find that it impacts social relationships, communication with other people, and creates difficulty in adapting to new environments and people. Based on these conditions, the researcher will carry out a logotherapy counseling service strategy using deflection techniques. Therefore, researchers will conduct a study entitled "Logotherapy to stop phubbing behavior in Generation Z".

Method

Mixed-methods is a research approach that emphasizes combinations of qualitative and quantitative methods (Fetters & Molina-Azorin, 2017), resulting in more comprehensive data (Uprichard & Dawney, 2019). Mixed-methods is also known to combine two methodologies (Molina-Azorin & Fetters, 2019; Mowlabaccus & Jodheea-Jutton, 2020). The sequential strategy could include collecting qualitative data from observations, interviews, and documentation, and then conducting a survey using a questionnaire or scale. Researchers use this type of research to convey information about events because all forms of oral and written activities were observed in this study, then outlined in a report. The use of such methods intends to get data on how to start group logotherapy to cut student phubbing at the Muhammadiyah University of Palangkaraya.

Participants

The population of this study comprised 110 people. To get the research sample using purposive sampling, we paid particular attention to the age range 10-25 years and the checklist analysis of student problems (Lemos et al., 2020; Padovani et al., 2021). After the analysis, the research sample obtained 16 students (15% off 110), including eight women and eight men in the Primary School Teacher Education Department at Muhammadiyah University Palangkaraya. The researcher carried out data filtering with the Phubbing scale and obtained results that showed that 16 students had a high tendency of phubbing, who were used as research subjects.

Procedure

The mixed-methods research flow happened as follows:

Pre-test: Before receiving the logotherapy group counseling intervention, the researcher conducted observations and interviews in the Elementary School Teacher Education Study Program to find out phubbing experienced by students. The researcher also filtered the data using a phubbing behavior scale.

Intervention stage: involves giving treatment to research subjects, and, in this study, using logotherapy group counseling services.

Post-test stage: measuring the research subjects after treatment; the aim is to decide if there has been a successful implementation of the intervention to help students cut phubbing behavior with logotherapy group counseling services at The Muhammadiyah University of Palangkaraya. Observations were made on research subjects to determine changes in student behavior after being given logotherapy counseling services to see the intervention's effect on problems before and after. Mixed-Methods data analysis using this sequential exploratory strategy analyzes qualitative data and then analyzes quantitative data; this approach emphasizes qualitative data.

The present study was appraised and approved by the Research Ethics Committee of the Indonesian Counseling Guidance Association number: 056/ABKIN-Kalteng/P/IV/2020. The intervention group logotherapy used in this study followed several approved stages: 1) Stage one: Introduction and Coaching of Rapport; 2) Stage Two: Exploring and raising problems; 3) Stage III: Joint Discussion; 4) Stage IV: Evaluation and Conclusion; 5) Stage V: Attitude Change; 6) Stage VI: Termination.

Instrument

With the facts taken, researchers used data sources in two groups, namely primary and secondary data. In this study, secondary data are classmates or peers and lecturers in the Semester 2 of the Elementary School Teacher Education course at the Muhammadiyah University of Palangkaraya, because they are the ones who are directly related to students who phub. Qualitative data was obtained from observation, interviews, and documentation (Chariglione et al., 2020). Observations were carried out before and after the Logotherapy service was provided. Researchers used interviews to ask questions, with later answers from informants used as data sources. Documentation is generally an ordinary document in numbers, pictures, and supporting written data, such as student attendance lists and student learning outcomes. Qualitative research data was collected from the results of oral interviews recorded by tape-recorder and then rewritten into a research paper based on the counselee's consent. The counselee first reads the manuscript to get publication approval. The counselee's observation rubric results were also obtained and described in a diagram to see the real form of the existing phubbing behavior. Quantitative data was obtained from the results of the phubbing scale analysis (Del Prette et al., 2021). Quantitative data analysis of the phubbing scale used by SPSS (version 23) to see changes in existing phubbing behavior.

Data Analysis

The qualitative data analysis procedure is based on several data collection results, namely observation, interviews, and documentation, which are then reduced to find research results. Quantitative data analysis used SPSS (version 23) (Chariglione et al., 2020; Rodrigues-Palucci et al., 2020; Sun et al., 2020). Paired-sample T-Test Data analysis uses descriptive statistics to describe the data collected in the sample to find the effectiveness or comparison results using test analysis. It uses the information collected on the sample to find the effectiveness or results of comparisons using test analysis.

Results

Results of Qualitative Interview Analysis

Many students display phubbing behavior, which needs to be reduced because it will interfere with their social communication and not let phubbing become a part of culture. According to research subjects, phubbing is natural because everyone is holding a gadget, even from the Elementary School level. The factors that influence the students' phubbing behavior from within the student are usually due to 1) the high intensity of communication via chat; 2) the high intensity of online gaming. While external factors are due to the ease of getting information from smartphones, communicating with virtual friends is more fun than with real friends around them. The impacts of phubbing are: 1) lack of manners, with manners less focused on their world; 2) the communication with family, relatives, friends is lost and focused with virtual friends, not real friends. Phubbing in students majoring in Education Science may lead to this student later becoming a teacher who teaches and guides their students and constituting role models that give positive examples, not negative ones, such as phubbing.

Phubbing among students immensely disturbs learning activities. Phubbing in learning has the effect of the learning process being distracted and not focused on the lessons conveyed by

the lecturer. Internal factors come from within, and external reasons cause a desire for recognition from those around us. The impact of phubbing on students will make them feel dependent on cellphones. When students phub during learning, lecture will reprimand and direct students to use their cellphones at the right time. Reducing phubbing is necessary because many students are dependent on cellphones.

Research Subject Interview Results

As results of the interview, NF, CA, BA, TU forget the time because they are playing on their cellphones and checking social media updates (NF admits that he likes opening social media to see one of his favorite Korean k-pop boy bands), which is more exciting than talking to friends. NF, CA, BA, TU also know and understand the meaning of phubbing, its impact, and ways to cut it by paying more attention to the interlocutors, friends, parents, and lecturers. The results of the interviews with MW, MU, MI said that they admitted that they forgot the time because they were so busy playing with their cellphones. They are more fun to play games and update social media like YouTube. They also think that cellphones are more fun than talking to friends. MW thinks that phubbing is disrespectful behavior; MW, MU, MK, MI also know the impact of phubbing and how to cut it by reducing excessive cellphone use. The AEF, DE, PU interviews result that AEF, DE, PU often forget when it is too cold and focus on playing with cellphones, more precisely using social media, so they often ignore their interlocutors because they feel they have found their world when using a cellphone. AEF, DE, PU understand and recognize that phubbing behavior is malicious behavior, know the impact, and understand how to cut this behavior by reducing cellphone use when a friend talks – that is, to listen and pay attention to the friend as much as possible.

The ELS, UM, FI interviews show that ELS, UM, FI often forget time because of playing games on cellphones and think it is more interesting than other things, such as talking with friends or interlocutors. ELS, UM, FI are also aware of how malicious phubbing can be if it is overdone it. ELS, UM, FI also know the impact of this behavior and can plan ways to cut phubbing by keeping busy doing other tasks. The interview results with AAS, MK, ESY are that AAS, MK, ESY forget the time because they are cool chatting with friends, so they do not care about the other person. AAS, MK, ESY think social media is more fun and entertaining. AAS, MK, ESY understand that phubbing negatively impacts life due to excessive cell phone use and know the consequences of this behavior. AAS, MK, ESY also know how to cut phubbing by completing tasks first and paying attention to new interlocutors.

Observation Results

The results were obtained from the observation rubric that the researcher had made and filled in to directly check the counselee by observing, assessing, and measuring. Observation rubric items were made based on phubbing indicators, namely five items. Of the five things, there are four choice scores, 4, 3, 2, and 1. The observation rubric score has three items, namely: high, medium, and low. The highest score was 16-20, for the average group scores of 11-15, and group, the medium started from a score of 5-10, and the lowest was 5. The Figure 1 shows the change in behavior from the first session to the seventh session that sixteen counselees have attended for more details.

## Results of the phubbing scale before and after the treatment

At the first meeting, before treatment, a pre-test was carried out in classroom A3.3 building B of the Muhammadiyah University Palangka Raya, showing that students tend to have

high phubbing behavior. After treatment and post-test analysis, a decrease in phubbing occurred in students. The following are the results of changes in phubbing between before and after the treatment (Figure 2).

Quantitative Data Analysis

The normality test was carried out to check whether all variables are normally distributed or not. The normality test uses the Shapiro-Wilk formula in calculations using SPSS 23.00 to determine whether Sig > 0.05 is normal and if Sig < 0.05 can be said to be abnormal. The pre-test data has a Sig > 0.05. So, it can be concluded that the pre-test data are normally distributed.

Figure 1
Observation rubric. Palangkaraya, Indonesia (2019)
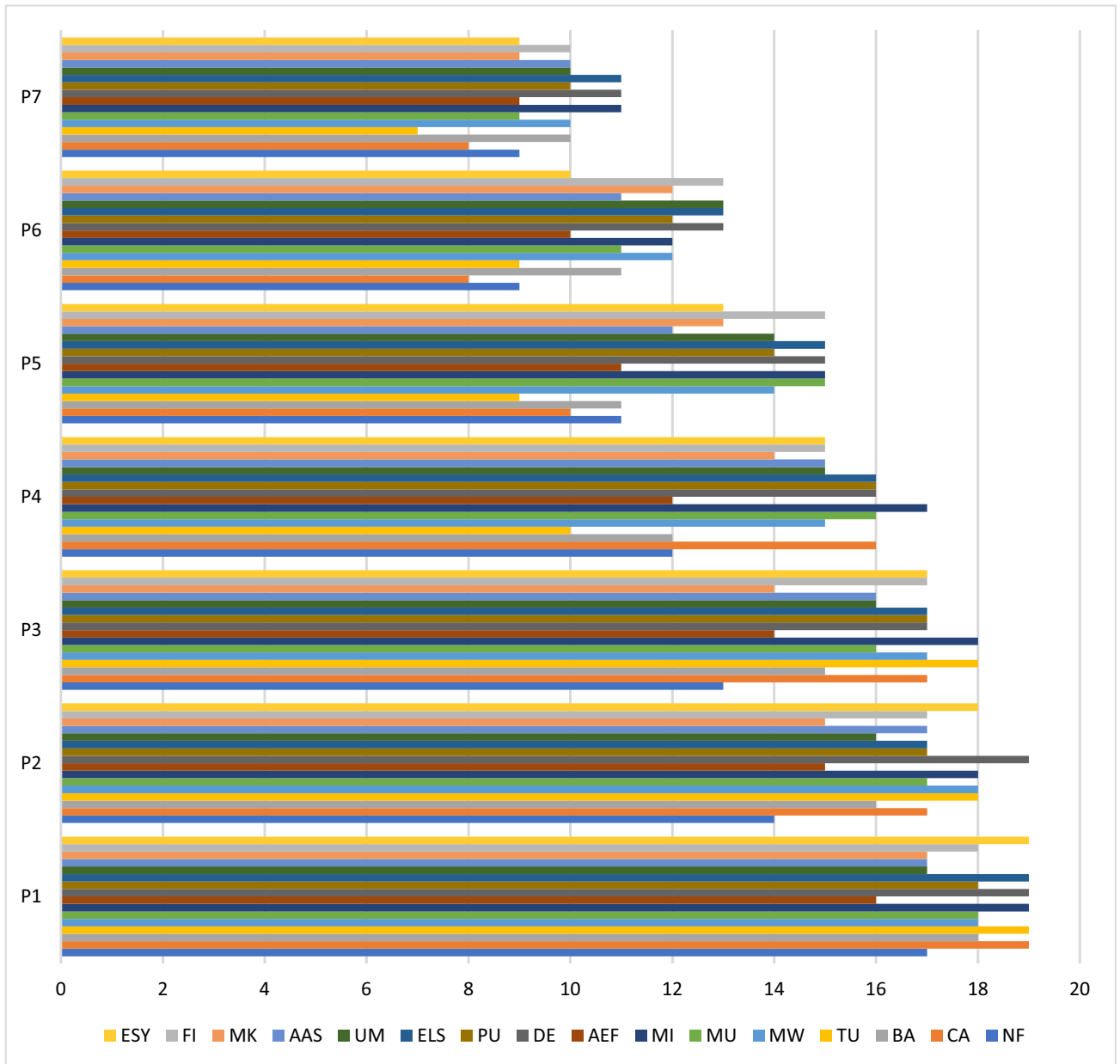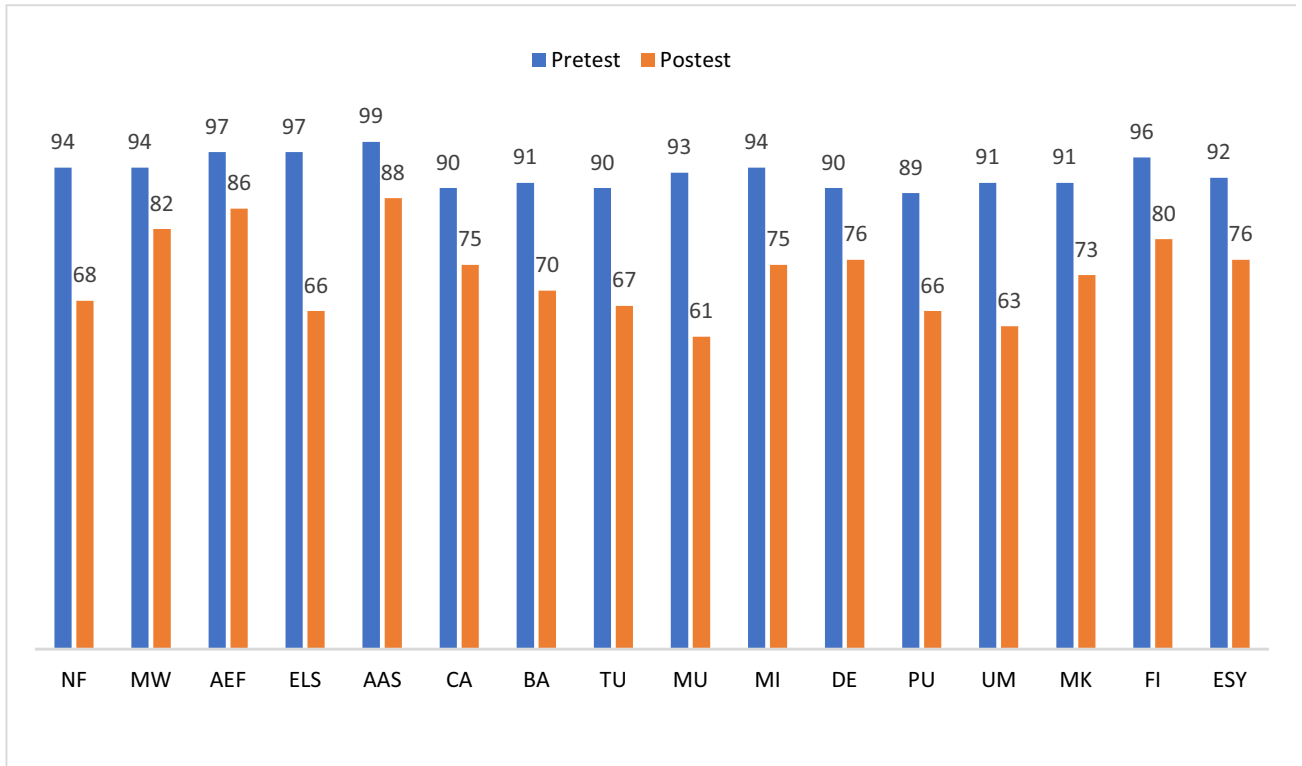
Note: AAS: Ayu Asmawati; AEF: Ayu Efania; BA: Bakhrudin; CA: Candra Anugrah; DE: Devi Eliana; ELS: Ely Sendayu; ESY: Esa Yayang; FI: Fajar Ilham; MI: Muhammad Ihsan; MK: Muhammad Khairudin; MU: Muamar; MW: Muhammad Wildan; NF: Nurul Fitria; PU: Putri Umayah; TU: Turipah; UM: Umar. P1: session 1; P2: session 2; P3: session 3; P4: session 4; P5: session 5; P6: session 6; P7: session 7.

Note: AAS: Ayu Asmawati; AEF: Ayu Efania; BA: Bakhrudin; CA: Candra Anugrah; DE: Devi Eliana; ELS: Ely Sendayu; ESY: Esa Yayang; FI: Fajar Ilham; MI: Muhammad Ihsan; MK: Muhammad Khairudin; MU: Muamar; MW: Muhammad Wildan; NF: Nurul Fitria; PU: Putri Umayah; TU: Turipah; UM: Umar.

While the post-test data has a Sig > 0.05, it can be concluded that the post-test data is normally distributed. In this research, we performed quantitative data analysis using the paired T-test technique. The paired sample T-test helps to see if there is a decrease in phubbing. The Paired-Sample T-Test, better known as Pre-Post design, is an analysis involving two measurements on the same subject to a particular effect or treatment. The first measurement was carried out before a particular treatment was given, and the second measurement is carried out afterward. The rationale is simple: if a treatment does not affect its target, the average difference is zero. Paired Samples Statistics shows that student phubbing has decreased by an initial average of 96,20 to 78,00, with an average number of decreases of 18,20.

The normality test using SPSS (version 23) and performing Shapiro-Wilk analysis shows that the data is normal when it is more significant than 0.05. The results of the normality test show a score of 0.272 which means more than 0.05 and the data is stated to be normally distributed. Statistical analysis of the paired sample t-test with the help of SPSS (version 23) for windows shows that the significant level is at a score of 0.013 in other words the score is less than 0.05 so that it can be said that there is an effect of using logotherapy group counseling in reducing student phubbing behavior.

Discussion

Advances in technology and information are essential elements of human life. Technology helps humans work more efficiently. Generation Z is a generation born in an era of technological advancement, with a distinctive feature of having good technological abilities. This generation

can also be named the Facebook generation, the online era, I-generation (Melo et al., 2020). Real technological advances have become a primary need for humans, especially with the existence of smartphones, where most of the time is spent playing. Smartphones affect human life, both positively and negatively (Molina-Azorin & Fetters, 2019; Mowlabaccus & Jodheea-Jutton, 2020). They can help students communicate and consult, especially during the COVID 19 pandemic, and are essential in the social distancing program's success. However, excessive smartphone use also triggers the misuse of smartphone usage (Nazir, 2020; Nuñez et al., 2020). Phubbing, however, is inseparable from smartphones (Parmaksiz, 2020). As phubbing is not generally seen as problematic, research on treatment is still minimal and not very well known in the community (Çikrikci et al., 2019). However, phubbing is also the behavior of not caring about other people and paying more attention to smartphones, which arises because of low internal control (Afdal et al., 2019). This condition is also the basis for research on phubbing, especially in focused on easing phubbing-related problems.

This research was conducted on five students as research subjects with a high level of phubbing identified with the phubbing scale scores. Furthermore, five research subjects were given treatment with logotherapy counseling services carried out in eight meetings. Logotherapy is closely related to phubbing, as an effort to heal through discovering and developing meaning in life (Cadena & Castañon, 2020; Mamashli & Aloustani, 2020; Rahgozar & Giménez-Llort, 2020; Riethof & Bob, 2019; Web & Wadsworth, 2020), and directing human life into the future. Logotherapy is a part of psychology that accepts the existence of a divine bond between humans and God and believes that anyone can have significant ideas to get a better life and be able to solve problems. The clinical world uses logotherapy to treat patients (Esalati et al., 2019; Ghorbani Taghlidabad & Tasbihsazan Mashhadi, 2020; Hosseinigolafshani et al., 2020). However, logotherapy clinical trials are still scarce (Toyin & Elizabeth, 2019). Logotherapy will make the patient more responsible and adaptable to actualizing meaningful values in life. In phubbing, logotherapy is used to make counselees aware of life's meaning by finding solutions to problems experienced in creating a meaningful life, such as improving social relationships with other people around and favoring mutual respect.

After the treatment, the interview analysis results in 5 counselees were that their understanding of phubbing was improved by recognizing phubbing characteristics or indicators, their impact, and how to cut it. Before logotherapy services, counselees were asked to fill out the availability sheet or consent to participate in counseling activities. Details on the counseling goals were provided by the counselor with an outline of the application logotherapy counseling to aid the application counseling compliance with current laws. Each client was given treatment in the form of logotherapy counseling with a duration of 45 minutes. In the counseling process, the researcher accepts the counselor's condition as sincere, caring, and full of empathy; this is meant to guide the process to so as students receive good service and make the desired goals during the counseling process. In this counseling, the researcher directs and helps the counselee plan and design solutions that will cut phubbing as desired, as the counselee wants, so that there is no coercion from any party.

The steps for research on logotherapy counseling implementation using reflective techniques are as follows. Stage I: Introduction and Coaching of Rapport; at this stage, the counselor: (a) Accepts the patient's presence by saying thanks. The counselor opens the meeting and creates a comfortable atmosphere for the patient; (b) Invites the counselee to pray. The counselor initiates the activity or counseling by inviting the client to pray; (c) Introduces himself openly, explaining his role as a facilitator; (d) The counselor introduces himself and explains the duties and functions of counseling activities; (e) Explains the notion of logotherapy counseling; (f) The counselor explains the general purpose of logotherapy counseling, which is achieved with this approach, namely, identifying problems faced or experienced and making clients discover or create meaning

in life; (g) Explains how the implementation or activities will assist in achieving these goals. The counselor explains the method that will be done in action from introduction to ending; (h) Explains the principles of logotherapy counseling. The principles applied in logotherapy are confidentiality, openness, normativeness, and volunteerism, and (i) Aims at creating good interpersonal relationships such as being friendly, open, respectful, and accepting each other. The counselor aims to create a comfortable atmosphere for consultation.

Stage II: Exploring and posing problems: (a) The counselor begins a dialogue for the patient to discuss the difficulties faced, and (b) The counselor diagnoses the patient's situation, understands the patient's reaction pattern to the problem, and explores depth the patient's problem. The counselor explores (collects information from the client, both the background of the problem) in-depth about the patient's situation to diagnose and determine the patient's reaction pattern to the problem.

Stage III: Joint Discussion: The counselor and patient equate the counseling process's opinions and goals.

Stage IV: Evaluation and Conclusion: The counselor makes interpretative explanations of the data gathered in the previous sessions.

Stage V: Attitude Change: The counselor plans attitude changes with the patient that include altering life goals and the reduction of symptoms. They plan to cut phubbing.

Stage VI: Termination: (a) The counselor says that the counseling will end soon; (b) The counselor concludes the counseling activity. The counselor completes the actions; (c) The counselor invites the patient to pray. The counselor leads a prayer before closing the training; and (d) The counselor completes the counseling activity and thank the patient.

After the post-test, the researchers conducted interviews with the counselees so that the counselees were happy to receive counseling services because they received new information that they had not understood before. Besides that, they got knowledge in overcoming problems by designing reasonable solutions and considering the smallest risks. It is concluded that phubbing is reduced with logotherapy counseling. Phubbing is the malicious behavior of someone who prioritizes their cellphone and not their interpersonal communication relationships. If allowed, phubbing will lead to depression in adolescents(Uprichard & Dawney, 2019): for a couple, it will also disturb their romantic relationship and lead to a deteriorating relationship (van Rooij et al., 2018). Women tend to phub more than men because they fear leaving various social media.

The results of earlier studies pointed to the importance of self-control. Someone who has good self-control phubs less (Kurnia et al., 2020). The right interventions are needed for using smartphones according to needs (Teixeira et al., 2020). This suggests that enhanced self-control will support a good relationship with the surrounding environment and lower phubbing. Phubbing also affects the quality of face-to-face communication (Allred, 2020). For educators, phubbing in students also impacts the quality of learning (Nazir, 2020). Phubbing is one of the negative impacts of excessive use of cellphones; if cellphone use is not unreasonable, there is no negative impact on cellphones' function and the user's interests. So phubbing is done at the right time, time, place, and situation.

Conclusion

Based on the results of research conducted by researchers in even semesters in the Elementary School Teacher Education study program, it shows that there are changes that occur

in students. Logotherapy counseling services were able to cut phubbing in Semester 2 Elementary School Teacher Education Students of the Muhammadiyah University of Palangaraya. The conclusion from the results of observations and interviews shows that students already understand how to minimize phubbing in themselves, and there are actions to improve their phubbing behavior. The results of the quantitative analysis showed a decrease in phubbing scores before and after being given logotherapy group counseling. Logotherapy group counseling is effective for reducing phubbing in students of the elementary school teacher education study program at the Muhammadiyah University of Palangkaraya. Research at other educational levels has not been conducted, so the results are not necessarily effective when applied to other educational levels.

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Contributors

M. FATCHURAHMAN was in charge of research design. K. KARYANTI was responsible for instrument validation and data interpretation, and M. A. SETIAWAN drafted the study's concept.