


Logotherapy to Increase Self-Esteem in Emerging Adulthood with Nomophobia

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<p>Submitted: 2024-06-04</p> <p>Published: 2024-08-24</p> <p>Keywords: Emerging Adulthood with Nomophobia, Logotherapy, Self-Esteem</p> <p>Copyright holder: © Author/s (2024)</p> <p>This article is under: </p> <p>How to cite: Nadeak, E. U., & Astuti, K. (2024). Logotherapy to Increase Self-Esteem in Emerging Adulthood with Nomophobia. <i>Bulletin of Counseling and Psychotherapy</i>, 6(2). https://doi.org/10.51214/00202406978000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: Self-esteem is an individual’s evaluation of themselves related to the belief that they have abilities, accomplishments, importance, and worth. Low self-esteem in emerging adulthood can lead to various problems and maladaptive behaviors, one of which is nomophobia. This study aims to determine the effect of logotherapy on self-esteem in emerging adulthood with nomophobia. This study used the experimental design untreated control group design with dependent pre-test and post-test samples. The study subjects were 12 emerging adulthood aged 18 to 29 years with nomophobia, with self-esteem scores in the medium category. Subjects were divided into 2 groups, consisting of 6 experimental groups and 6 control groups. The experimental group was given an intervention in the form of logotherapy in 6 sessions with 2,5 to 3 hours in a meeting. The data analysis method used is the Mann-Whitney U Test and Wilcoxon Signed Rank Test. Based on the results of the Mann-Whitney U Test, the value of $Z = -2.166$ was obtained, with $p < 0.05$, meaning that there was a difference in self-esteem scores in the control group and the experimental group before being given logotherapy. Meanwhile, based on the Wilcoxon Signed Rank test, the value of $Z = -2.207$ was obtained, with $p < 0.05$, meaning that there was a difference in self-esteem scores in the experimental group between measurements before and after being given logotherapy, where the self-esteem of the experimental group after being given logotherapy (mean = 77.67) was higher than before being given logotherapy (mean = 68.83). These results indicated that logotherapy could improve self-esteem in emerging adulthood with nomophobia.</p>
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INTRODUCTION

Smartphones are mobile phones equipped with advanced features that can be used for various things including communication, learning, and entertainment. The internet connection on smartphones also allows users to access information anytime and anywhere (Hong et al., 2021). These various conveniences cause smartphones today to become an indispensable tool for many people of all ages (Hong et al., 2021). From the results of the 2017 KOMINFO survey, it was found that based on age, the largest smartphone users were at the age of 20-29 years, as many as 75.95% (KOMINFO, 2017). The age of 20-29 years is also known as emerging adulthood (Matud et al., 2020; Maurits et al., 2023).

Emerging adulthood is a period of transition from adolescence to early adulthood which involves transitions in many aspects of life such as living arrangements, social relationships, education

and work (Matud et al., 2020). Individuals experience significant changes from completing their education, starting to live independently, working, romantic relationships to separating from friends (MacDonald & Schermer, 2021). These changes cause individuals to get a lot of demands from the environment, both in certain skills to maturity and full of instability because they begin to explore themselves (Tanner et al., 2008).

The many demands faced cause individuals in the emerging adulthood period to be the age group with the most users of smartphones compared to other age groups (Notara et al., 2021). This condition is further strengthened because individuals in the emerging adulthood phase are currently growing up in a time when technological developments have become basic needs so that they are more familiar in using modern technology and equipment including smartphones (Khairani et al., 2022). These various conditions cause the fulfilment of individual needs to be inseparable from the use of smartphones. Although it provides many benefits such as convenience, comfort, and availability and helps fulfill needs, smartphones can have a negative impact when their use becomes uncontrollable to dependence (Ak & Yildirim, 2018; Gezgin & Çakır, 2016). One of the problems of excessive smartphone use is nomophobia (Gezgin & Çakır, 2016).

Nomophobia is defined as a dependent behavior that stems from the fear of losing access to smartphones (Yildirim, 2014). Individuals with nomophobia have characteristics such as anxiety, restlessness, spending more time playing with gadgets than doing other activities, always carrying a charger, stress when the battery or quota runs out, and preferring communication on social media over face-to-face interaction (Yildirim, 2014). In terms of age, it was found that 77 percent of early adults aged 18 to 24 years reported experiencing nomophobia, followed by 25-34 year-old users at 68 percent (SecurEnvoy, 2012). The data are in line with a study by Khairani et al. (2022) which found that the 25-37 year age group had a moderate nomophobia rate of 75.8% and severe of 24.2% and in the 13-24 year age groups had a severe nomophobia rate of 100%. Several studies have found that nomophobia is related to the development of mental and personality disorders, loneliness, happiness, and self-esteem, especially in young people (Lee et al., 2018; Ozdemir et al., 2018).

Self-esteem is often associated with problematic smartphone use. According to Coopersmith (in Mruk, 2013), self-esteem is an individual's evaluation of himself which reveals the extent to which the individual thinks that he is competent, successful, meaningful, and valuable. The aspects of self-esteem consist of power, significance, virtue, and competence. Self-esteem in emerging adulthood is very varied. The results of a study by (Maryani et al., 2021) found that 52.5% of students aged 18-24 years had moderate self-esteem and 0.6% had low self-esteem. Another study by Vagka et al. (2023) found that 18.7% of students aged 18 to 25 years had low self-esteem.

Individuals who have low self-esteem can have lack of confidence in themselves, which leads to addictive behavior, weak self-control, feeling that they will fail, and easily thinking negatively whereas from this way of thinking a person can experience nomophobic tendencies (Donnelly, 2014). Individuals who have a poor or negative self-view tend to seek validation. As the most accessible device, smartphones help individuals who have low self-esteem feel comfortable because it allows them to escape from the real world, receive social support, and fulfill the psychological need to prevent unpleasant encounters with others in person (Qinthara, 2021). However, this convenience causes individuals to overuse smartphones and results in the emergence of anxiety to nomophobia (Bianchi & Phillips, 2005; You et al., 2019).

This condition is supported by several studies conducted in young adults which also show that individuals who have low self-esteem in this age range are more susceptible to problems such as depression, eating disorders, early pregnancy, victimization, difficulty forming and maintaining relationships, antisocial behavior, and suicidal ideation or attempts (DuBois & Flay in Mruk, 2013). Alwisol (2009) explains that when the need for self-esteem is met, individuals will feel more confident in their ability to live life. Therefore, a strategy is needed to increase the self-esteem of emerging

adulthood who experience *nomophobia*. One intervention that can be used to improve self-esteem is logotherapy (Naraasti & Astuti, 2019).

Logotherapy is a therapy with an existential-humanistic approach that can increase self-esteem through the mechanism of self-meaning. Logotherapy views smartphone-related maladaptive behavior as a result of frustration with existence and self-discovery caused by emptiness, boredom, and lack of ability to make meaning of life (Didelot et al., 2012). Maladaptive behaviors can also result from negative self-appraisals that develop from negative self-beliefs formed from previous life events (Kolubinski et al., 2018). Logotherapy can stimulate cognitive functions to increase awareness of self-potential and understanding of life circumstances, including when facing problems to achieve meaningfulness in life. This cognitive process in making meaning of self is needed to be able to increase self-esteem to be more positive. The result of the process is an awareness and understanding of the potential and positive values within oneself (Diadiningrum & Yudiarso, 2022).

Logotherapy is an intervention that has been widely used for cases of depression, anxiety, and other mental disorders and is proven to have a long-term impact on mental health (Kemp, 2020). The explanation is in line with the research from Naraasti and Astuti (2019) who found that logotherapy can increase self-esteem in drug-addicted adolescents through the discovery of the meaning of life so that there are changes in behavior, especially with the surrounding environment. In contrast to previous research, in this study logotherapy is used to improve self-esteem in emerging adulthood who experience nomophobia.

Based on the description above, research that focuses on improving self-esteem in emerging adulthood who experience nomophobia is still quite limited. Low self-esteem in young adults is feared to cause various problems both in developmental tasks and other psychological problems. Therefore, this study aims to examine the effect of logotherapy on improving self-esteem in emerging adulthood who experience nomophobia.

METHODS

This study uses a quasi-experimental method with untreated control group design with dependent pretest and posttest samples. Participants in this study are emerging adulthood aged 18-29 years (Matud et al., 2020), selected through purposive sampling technique with criteria including a moderate score on the Coopersmith Self-Esteem Inventory (CSEI) and moderate to high scores on the Nomophobia Questionnaire (NMP-Q). There are 12 participants in this study, divided into 2 groups, namely the experimental group and the control group. The experimental group will be given a pretest before treatment and a posttest after treatment. While the control group will be given a pretest and posttest with no treatment (Azwar, 2019).

The data collection tools in this study used the Coopersmith Self Esteem Inventory (CSEI) to measure self-esteem which has been adapted to Indonesian so as to obtain 36 items with a validity >0.4 and reliability of 0.935 (Maturbongs, 2021). Further data collection used the Nomophobia Questionnaire (NMP-Q) developed by Yildirim and Correia (2015) to measure nomophobia. According to Yildirim and Correia (2015), nomophobia consists of four dimensions, namely not being unable to communicate, losing connectedness, not being able to access information, and giving up convenience. The Nomophobia Questionnaire (NMP-Q) has been adapted into Indonesian with validity moving from 0.439 to 0.780 and reliability of 0.937 (Ussa'adah, 2023). The adaptation process was carried out by translating the scale into Indonesian by a linguist. The results were then consulted with expert judgment to further test the validity and reliability of the items.

The data analysis method used in this study is the Wilcoxon Signed Rank test to see the difference in self-esteem scores before and after treatment in the experimental group and the Mann-Whitney test used to see the difference in self-esteem scores before and after treatment in the experimental group and control group. Wilcoxon signed rank test and Mann-Whitney test were used

as a substitute for Paired Sample T-Test and Independent Sample T-Test because based on the normality test found that data groups were not normally distributed.

The logotherapy intervention used in this study was prepared by the researcher based on the Five Ways of Finding Meaning proposed by Bastaman (2007). The intervention consisted of six sessions given for three meetings with a duration of 2.5-3 hours. The implementation of logotherapy is guided by a therapist who facilitates the research participants in implementing logotherapy according to the module. The criteria of the therapist are a psychologist who has participated in or conducted logotherapy interventions or mastered the humanistic-existential approach therapy techniques. From these criteria, the selected therapist is considered capable of delivering logotherapy interventions to the participants. An overview of each session in the logotherapy module is described in Table 1.

Table 1. Logotherapy Module

Session	Stage	Activities
1	Self-understanding	<i>Building Rapport, understanding the meaning of life, recognizing oneself including strengths and weaknesses.</i>
2	Acting Positively	Inviting participants to act positively.
3	Relationship Familiarization	Explain the importance of the three lucky words and identify situations to apply them in life.
4	Finding the Meaning of Life from the Value of Creativity and Appreciation	Realizing the desires of childhood to the present and in the future, expresses the creative activities he has done, exploring the value of appreciation by appreciating art, love, and rhyme.
5	Finding the Meaning of Life from the Value of Being and Expectation	Exploring the value of attitude and the value of hope.
6	Exploring the Value of Worship	Interpreting the worship that has been done and the practice of praying, providing positive reinforcement to apply the values carried out during therapy in daily life, evaluation, and termination.

RESULT AND DISCUSSION

The data used as the basis for hypothesis testing is self-esteem data obtained from pretest and posttest scores.

Table 2. Self-esteem Scale Data Description

Variable	N	Experimental Group				Control Group			
		Min.	Max.	Mean	SD	Min.	Max.	Mean	SD
Pretest	6	57	76	68.83	6.795	56	76	68.33	7.633
Posttest	6	66	86	78.17	6.969	56	75	67.50	7.092
Follow Up	6	66	86	80.00	7.239	58	77	66.50	7.662

Table 2 shows that the mean value of self-esteem in the experimental group increased after being given a logotherapy intervention. Meanwhile, there was no increase in the mean value in the control group in the post-test measurement. Where the mean value of self-esteem after intervention in the experimental group is higher than the mean value in the control group.

Table 3. Mann-Whitney Test Analysis Results

Variable	Measurement	Z	p	Conclusion
Self-esteem	Pretest	-.161	0.872	No difference
	Posttest	-2.166	0.030	There is a difference
	Follow Up	-2.402	0.016	There is a difference

Table 3 describes the results of the Mann-Whitney hypothesis test in the experimental group and control group. From the post-test measurement results, the significance value of p is 0.030 ($p > 0.05$), so there is a difference in the self-esteem of the experimental group and the control group. These results are supported by follow-up measurements which show a difference in self-esteem with a significance value of p of 0.016 ($p < 0.05$). Based on these results, it can be concluded that logotherapy intervention can increase the self-esteem of research participants.

Table 4. Wilcoxon Test Analysis Results

Measurement	Experimental Group		Conclusion
	Z	p	
Pretest-Posttest	-2.207	0.027	There is a difference
Posttest-Follow Up	-.677	0.498	No difference

Table 4 explains the results of the Wilcoxon hypothesis test on the experimental group. The measurement results obtained a significance value of p of 0.027 ($p < 0.05$) means that there is a difference in the self-esteem of the experimental group after being given logotherapy. From this result, it can be concluded that logotherapy can increase the self-esteem of research participants.

Self-esteem is an individual's evaluation of himself that reveals the extent to which the individual thinks that he is competent, successful, meaningful, and valuable (Coopersmith in Mruk, 2013). Siagian and Niman (2022) revealed that self-esteem is related to an individual's ability to deal with stress. Individuals who have good self-esteem will feel worthy, happy, confident, and able to overcome life's difficulties and challenges. This condition arises through a process of self-awareness of potential, positive self-value, and acceptance of life experiences (Diadiningrum & Yudiarso, 2022; Syahrir et al., 2022). This also occurred in each participant during and after the logotherapy intervention.

In the self-understanding session, individuals are helped to objectively identify the strengths and weaknesses of themselves and the environment. Kolubinski et al. (2018) state that negative self-beliefs formed from previous life events lead individuals to develop negative self-assessments that lead to maladaptive behavior. Through this understanding process, the meaning of life will be obtained by being more aware and grateful for the good that has been owned and received so far, which often goes unnoticed (Bastaman, 2007). This condition follows Coopersmith (in Mruk, 2013) who states that being grateful for the good that has been owned will bring up feelings of worth that are owned to increase the sense of self.

After gaining a better understanding of one's strengths and weaknesses, individuals are then helped to form an ideal image as a realistic life goal and goal to be achieved. In this positive action session, individuals are assisted to apply and implement all good and beneficial things for themselves and others according to the ideal image of themselves through real daily behavior and actions (Bastaman, 2007). This condition follows the results of Diadiningrum and Yudiarso's (2022) research that logotherapy stimulates the way of thinking so that individuals can get meaning in facing problems or the reality of life. When individuals can behave following the values they have, it will create a feeling of worth for their decisions and actions (Coopersmith in Mruk, 2013).

Furthermore, in the relationship familiarization session, individuals will develop good relationships with others to create feelings of mutual trust, need, and help. Through this process, individuals will feel that they are sincerely needed and need others, loved, and love others. The existence of a close relationship will make individuals feel that they are valuable and meaningful both for themselves and for others (Bastaman, 2007).

The "Catur Nilai" deepening session seeks to make individuals understand and implement the four kinds of values that are the sources of meaning in life: creativity, appreciation, attitude, and hope. The deepening of creative value brings individuals to give meaning to experiences, work, and actions that have been done (Wong, 2008). This deepening is experienced by all research subjects

where they can find their current desires and the steps that can be taken to realize this. Furthermore, through the value of appreciation, individuals learn to enjoy the beauty and whatever is felt at the moment (Wong, 2008). At this stage, participants are invited to sing together while absorbing the lyrics of the song being sung. Then the value of attitude provides an opportunity for individuals to take the right attitude towards tragic circumstances and failures that occur and are inevitable (Bastaman, 2007). Bastaman (2007) revealed that through the value of attitude and hope, individuals will find passion, enthusiasm, and belief in better changes in the future. Through the whole process, individuals will learn to realize their current condition and try to find meaning from whatever conditions are experienced so that individuals can respond to every event in their lives more positively and know the actions that must be taken. This process can lead to feelings of meaning and meaningfulness owned by individuals.

Finally, in the worship session, individuals learn to get closer to God by worshiping and praying, which will bring up feelings of peace and tranquility that can also provide meaning and appreciation for individuals through feelings as if they get His guidance and instructions in dealing with various life problems (Bastaman, 2007). The process of getting closer to God will bring up optimistic feelings about the attitudes and behaviors that must be carried out to increase self-esteem (Coopersmith in Mruk, 2013).

The results of this intervention process are supported by quantitative data which reveals that logotherapy increases self-esteem by stimulating participants' thought processes through increased self-understanding and ways of looking at their lives. This finding is in line with the results of research from Siagian and Niman (2022) who found that logotherapy helps individuals find and fulfill the meaning of their lives so that they feel more meaningful, valuable, and happy to increase their self-esteem. The positive impact of logotherapy on increasing self-esteem in emerging adulthood who experience nomophobia, then practitioners in the field of psychology (psychologists) can make logotherapy as one of the intervention options that can be used to increase self-esteem in emerging adulthood who experience nomophobia. Furthermore, research participants can continue and apply the understanding and skills that have been obtained during therapy, especially on skills to realize self-ability and live and be able to take meaning from every experience faced both pleasant and unpleasant.

In addition to these results, this study cannot be separated from weaknesses. The weakness of this study is that there is no random assignment in the division of subjects into groups. From these weaknesses, it is recommended for future research to be able to use random assignment in the division of subjects into groups so that group equality is obtained before treatment is given. In addition, future researchers are expected to consider using self-compiled measuring instruments and/or retesting the scale on research subjects to obtain the latest data following conditions in the field.

CONCLUSION

Based on the results of the research and discussion that has been done, it can be concluded that logotherapy can increase self-esteem in emerging adulthood who experience nomophobia. Through logotherapy, individuals can better understand and accept themselves, view unpleasant experiences more positively, and be able to make better and specific plans for the future. Through these experiences, individuals can have more self-awareness in taking responsibility for their lives and finding the meaning of life so that they feel more meaningful and valuable which increases their self-esteem.

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