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Effectiveness of Group Guidance Services Using Shaping Techniques to Reduce Student Doomscrolling Behavior

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Abstract: The purpose of this study is to determine the effectiveness of group guidance services using the shaping technique in reducing doomscrolling behavior among junior high school students. The method used is a quantitative approach with a quasi-experimental method employing a Nonequivalent Control Group Design (pretest-posttest). The research population consists of 50 students from the eighth grade of State Junior High School 1 Natal. The sample consists of 20 students selected through purposive sampling, consisting of 10 students in the experimental group and 10 students in the control group. The research instrument is a Doomscrolling Scale with 15 statement items using a Likert scale of 1–7. Prerequisite tests were conducted with normality tests (Shapiro-Wilk) and homogeneity tests, while data analysis used an independent sample t-test with the assistance of SPSS 25.0. The research results indicate a significant influence of the group guidance service using the shaping technique on the reduction of doomscrolling behavior, with a significance value of 0.000 ($p < 0.05$). The average doomscrolling score of the experimental group decreased from 77.50% to 30.70%, while the control group experienced an insignificant decrease, from 76.40% to 75.50%. The novelty of this study lies in the application of the shaping technique in the context of negative digital behavior, which has still been rarely studied in depth among high school students. The practical implications of these findings are that guidance teachers and school counselors can integrate the shaping technique into guidance programs to address excessive addiction to consuming negative content on social media. The contribution of this study adds empirical literature on behavior interventions based on psychological techniques in the fields of education and counseling, particularly related to digital mental health issues among adolescents.

Keywords: Doomscrolling Behavior, Group Guidance Service, Shaping Technique

A. Introduction

The development of information and communication technology has had a significant impact on the behavior patterns of society, especially among the younger generation. One new phenomenon that has emerged due to the advancement of digital technology is doomscrolling (Yousef & Alshamy, 2025). The term originates from two words in

English, namely 'doom' which means disaster or misfortune, and 'scrolling' which refers to the activity of continuously scrolling through a screen. Doomscrolling is generally defined as the habit of excessively spending time reading news, especially negative news, through social media and online sites (Bogolyubova & Krakovska, 2025). This behavior stems from the urge to continuously know the latest developments, but it has evolved into a compulsive habit that negatively impacts mental health and productivity (Aeni, Ashriady, & Amaliah, 2023).

The phenomenon of doomscrolling has received increasing global attention in the early 2020s, especially as the COVID-19 pandemic emerged. At that time, people felt the need to keep up with the developments of the situation in real-time, yet many individuals found themselves trapped in a cycle of excessive consumption of negative news (Hakim, Netrawati, & Ardi, 2023). In Indonesia itself, this behavior is becoming more rampant along with the increasing access to social media. Research (Çeber, 2025) shows that in 2021 there was a 35% increase in news consumption through digital platforms and a 47% increase in social media usage. This excess exposure not only creates digital dependency but also increases the prevalence of behaviors such as doom surfing and doomscrolling. Latest data from (Ãskaree, Zaman, & Khan, 2025) it shows that about 60% of respondents fall into the doomscrolling risk category, with a duration of digital device usage ≥11 hours per day in 40.3% of respondents. The study also found a significant correlation between doomscrolling and levels of anxiety, depression, and decreased life satisfaction. In the educational context, the impact of doomscrolling cannot be underestimated. This behavior leads to distractions, increased anxiety and stress, reduced sleep quality, and decreased motivation and academic engagement. Students who are accustomed to being exposed to negative content tend to lose interest in learning, get distracted easily, and experience a decline in academic performance (Ilman, Firman, & Netrawati, 2024).

Group counseling is a psychological service provided by a counselor to a group of individuals who have similar problems or needs (Kartika & Siregar, 2023). In this process, group members interact with each other, share experiences, and support one another to understand themselves and address the issues they face. The counselor acts as a facilitator who guides the group dynamics systematically so that each member can achieve personal and emotional development (Nasution & Siregar, 2023). Group counseling takes place in a safe, closed, and empathetic atmosphere, allowing for positive change within the group members (Siregar, 2023).

The impact of doomscrolling behavior is quite concerning, starting from concentration disturbances, increased anxiety and stress, reduced sleep quality, to decreased motivation to learn. In the context of education, this condition can certainly hinder the learning process and disrupt students' academic performance. At State Junior High School 1 Natal, this phenomenon has begun to manifest in the tendency of students to focus more on continuous gadget use compared to learning activities, as well as complaints from teachers about the declining attention and motivation of students in

class. Seeing the negative impact that arises, appropriate intervention efforts are needed to help students cope with doomscrolling behavior. One approach that can be used is group guidance services with shaping techniques. Shaping is a strategy in behavioral psychology aimed at developing new behaviors through gradual reinforcement of behaviors that are close to the desired behavior (Salsabila & Mulia, 2024). This technique is effective for shaping and modifying individual behavior in a more structured and systematic context. Doomscrolling behavior is a new phenomenon in the realm of digital psychology that is still rarely studied in depth, especially in the context of education and adolescent development. Although various studies have discussed the negative impact of social media use on mental health, such as anxiety, depression, and sleep disorders (Yunike & Kusumawaty, 2024), However, there is still very limited research that specifically highlights doomscrolling behavior as the object of psychological intervention, especially among junior high school students.

Most previous interventions have focused more on efforts to reduce social media addiction in general, or to address emotional disturbances due to academic stress. Meanwhile, research by (Kamila, Widodo, & Listiara, 2024), *doomscrolling* as a form of compulsive behavior that arises from excessive consumption of negative news, has not been adequately addressed through guidance and counseling approaches in schools. Moreover, the intervention techniques used tend to be conventional and have not systematically integrated behavioral modification principles. On the other hand, shaping technique, although widely recognized in behavioral psychology and proven effective in shaping and changing behavior in various contexts, has not been widely adopted in group counseling services in the educational environment of Indonesia to address negative digital behaviors like doomscrolling. Some studies such as those conducted by (Hakim, Netrawati, & Ardi, 2023) It indeed shows the success of this technique in assisting with the management of smartphone usage and improvement in discipline, but the objects and contexts of the behavior are different, and it has not specifically targeted the habit of doomscrolling, which is closely related to the information crisis and modern anxiety.

Thus, there is a research gap in two main aspects. First, there is a lack of empirical studies on effective strategies to reduce doomscrolling behavior among school-age adolescents. Second, the implementation of shaping techniques in group counseling to intervene in compulsive behavior based on digital media has not been optimal. Based on these gaps, this research has novelty in two main ways. First, this study is one of the early studies that explicitly tests the effectiveness of group counseling with shaping techniques on doomscrolling behavior among junior high school adolescents. Second, this research offers a behavior modification-based approach combined with group dynamics, which has not been widely applied in the context of formal education in Indonesia. By focusing interventions on doomscrolling behavior and using shaping techniques in a group counseling setting, this research is expected to provide practical contributions to an adaptive guidance counseling service model in response to the

challenges of the digital era, as well as enrich the academic literature on strategic approaches to changing adolescent behavior in the information age.

B. Methods

This research uses a quantitative approach, which is an approach that allows researchers to measure and analyze data objectively through statistical, mathematical, or computational techniques (Hasibuan, 2023). This approach was used to test the effectiveness of group counseling services with shaping techniques in reducing doomscrolling behavior among middle school students. The method used is a quasi-experiment, with a Nonequivalent (Pretest and Posttest) Control Group Design. This design involves two groups, namely the experimental group and the control group, which are not randomly selected but based on certain criteria (non-randomized). Both groups were given pretests and posttests, but only the experimental group received the treatment in the form of group counseling with techniques *shaping* (Sugiyono, 2022). The research design is presented schematically as follows:

Table 1. Research Design

Group	Pretest (O1)	Treatment (X)	Post-test (O2)
Experiment	O1	X1 = Group Counseling with Shaping	O2
Control	O1	X2 = Without Shaping Technique (Conventional Treatment)	O2

The research location was conducted at State Junior High School 1 Natal, with the research population being all 8th-grade students totaling 50 individuals. The research sample consisted of 20 students, selected using purposive sampling techniques based on the criteria of students who actively use scrolling-based social media with high intensity. The sample was divided into two groups: 10 students as the experimental group and 10 students as the control group. The research instrument used was the Doomscrolling Scale questionnaire, designed to measure the level of doomscrolling behavior. This instrument consists of 15 statement items with a Likert scale of 1–7 points, ranging from 'strongly disagree' to 'strongly agree,' reflecting the frequency, intensity, and impact of doomscrolling on respondents. Before conducting the data analysis, prerequisite tests are performed, namely normality and homogeneity tests (Creswell, 2020). Considering that the number of samples is less than 30, the normality test used is the Shapiro-Wilk Test. After the data is declared normal and homogeneous, analysis is performed using the paired sample t-test to see the differences in pretest and posttest scores within each group. All data analysis processes, including statistical calculations, were carried out using the SPSS 25.0 for Windows software. The research steps begin with the identification of subjects and group division, followed by the administration of a pretest to both groups, the implementation of group counseling sessions using shaping techniques for the experimental group over several meetings, then the provision of a posttest, and concluding with statistical data analysis to test the effectiveness of the intervention provided.

C. Results and Discussion

The research was conducted in May at State Junior High School 1 Natal. The researcher administered pretest and posttest questionnaires in the form of a Doomscrolling Scale to grade VIII students as the experimental group and to the control group. The population of the study consisted of 50 students, with 10 students as the experimental group and 10 students as the control group. Based on the results of the pre-test given to the population in the study, the following distribution of Doomscrolling levels was obtained:

Table 2. Categories of Students' Doomscrolling Level

Category	Interval	Frequency	Percentage
Low	< 29	4	8 %
Currently	30- 73	27	54 %
Tall	> 73	19	38 %
Amount		50	100 %

Based on Table 2 above, it can be concluded that there are 4 students or 8% who have a low doomscrolling behavior category, 27 students or 54% in the moderate doomscrolling behavior category, and 19 students or 38% in the high doomscrolling behavior category. 19 students are in the high category and 1 student in the moderate category, which will be used as samples in this research. Furthermore, to determine the effect of group services using shaping techniques, a measurement of the level of doomscrolling was conducted through pre-tests and post-tests on two groups, namely the experimental group and the control group. The results of these measurements are presented as follows:

Pre-Test Results

Table 3. Pre-Test Level of Doomscrolling of Students in the Experimental Group and the Control Group

Code	Level of Doomscrolling			
	Experimental Group		Control Group	
	Score	Category	Score	Category
1	75	Tall	74	Tall
2	78	Tall	78	Tall
3	75	Tall	72	Currently
4	81	Tall	80	Tall
5	75	Tall	74	Tall
6	80	Tall	77	Tall
7	73	Tall	73	Tall
8	79	Tall	79	Tall
9	78	Tall	76	Tall
10	81	Tall	81	Tall

Based on table 3 above, it can be explained that all participants in the experimental group are categorized as high, with doomscrolling scores ranging from 73 to 81.

Meanwhile, in the control group, nine out of ten students are also in the high category, with one student scoring 72 and categorized as moderate. These results indicate that both groups have a high level of doomscrolling and there is no significant difference between the two groups.

Post-Test Results

The group guidance service using the Shapping technique was conducted over 4 meetings. The treatment was carried out by the researcher as the group leader under the supervision of the school counselor. After the treatment was completed, the researcher administered a post-test to the experimental and control samples to determine the effectiveness of the group guidance service using the Shapping technique on reducing doomscrolling behavior. The results of the doomscrolling scale measurement from both groups are as follows:

Table 4. Post-Test Results of Doomscrolling Levels of Students in the Experimental Group and Control Group

Code	Level of Doomscrolling			
	Experimental Group		Control Group	
	Score	Category	Score	Category
1	30	Currently	74	Tall
2	32	Currently	77	Tall
3	28	Low	71	Currently
4	33	Currently	79	Tall
5	31	Currently	73	Tall
6	29	Low	76	Tall
7	34	Low	72	Currently
8	27	Low	78	Tall
9	30	Currently	75	Tall
10	33	Currently	80	Tall

Based on the post-test table above, it is seen that after the treatment was given, the level of doomscrolling in the experimental group decreased significantly. Most of the experimental group is now in the moderate and low categories, while the control group remains in the high category.

Table 5. Results of Descriptive Statistical Test for the Experimental Group and Control Group

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	10	73	81	77,50	2,838
Post-Test Experiment	10	27	34	30,70	2,312
Control Pre-Test	10	72	81	76,40	3,098
Control Pre-Test	10	71	80	75,50	3,028
Valid N (listwise)	10				

Based on the descriptive statistical table above, it shows the results of the pre-test and post-test measurements for the experimental group and the control group, each with a sample size of 10 people. In the experimental group, the pre-test score has a minimum value of 73 and a maximum of 81, with an average value of 77.50. After the treatment, the post-test score in the experimental group dropped drastically, with a minimum value of 27 and a maximum of 34, and an average value of 30.70. This indicates a very significant decrease in scores after the intervention in the experimental group. Meanwhile, in the control group, the pre-test scores had a minimum value of 72 and a maximum of 81, with an average score of 76.40. After being given the post-test, the scores in the control group had a minimum of 71 and a maximum of 80, with an average of 75.50. The score changes in the control group were very small, indicating no significant influence. Overall, this data shows that the treatment given to the experimental group was effective in reducing doomsurfing behavior, while no changes occurred in the control group. The distribution of data in each group is also quite homogeneous, as seen from the relatively small standard deviation values. This indicates that the treatment provided is effective in lowering the level of doomscrolling in the experimental group.

Table 6. Results of Normality Test for Pre-Test and Post-Test Results

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Level Doomscrolling	Pre-Test Experiment (Shaping Technique)	,197	10	,200*	,916	10	,325
	Post-Test Experiment (Shaping Technique)	,140	10	,200*	,962	10	,813
	Pre-Test Control	,137	10	,200*	,950	10	,670
	Post-Test Control	,096	10	,200*	,970	10	,892

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Normality testing is conducted to identify whether the information in the control and experimental classes has data distribution that is normally distributed or not. The researcher analyzes the normality results using the Shapiro-Wilk test in SPSS version 25. The reason the researcher relies on the results of this test is that the required sampling size is less than 30. The basis for the decisions made in this study is:
1) If sig > 0.05 it means the data is normally distributed
2) If sig < 0.05 it means the data is not normally distributed

According to the results of this Shapiro-Wilk test, it appears that the pretest and posttest scale levels of doomscrolling in the control and experimental groups have a significance level that is quite high compared to the value of 0.05. The pretest value for the experimental group is 0.325, while the posttest value for this experimental group is 0.813. Meanwhile, the pretest value for the control group is 0.670 and the posttest value for the control group is 0.892. Therefore, it can be concluded that the information regarding the pretest and posttest data on the scale levels of

doomscrolling in the control and experimental groups is normally distributed, thus the next step is to conduct a homogeneity test of the data.

Table 7. Results of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Level of Doomscrolling	Based on Mean	,711	3	36	,552
	Based on Median	,419	3	36	,741
	Based on Median and with adjusted df	,419	3	30,855	,741
	Based on trimmed mean	,680	3	36	,570

Homogeneity testing is conducted to identify whether the information has homogeneous properties or not. Researchers analyze the results of the homogeneity test using Levene's statistic. In other words, homogeneity testing is conducted to determine whether the collection of information to be studied has similar characteristics or not. The basis for decision-making in this research is:
1) If the significance is 0.015, it means the data is homogeneous
2) If the significance is less than 0.05, it means the data is heterogeneous

In accordance with the results of the homogeneity test on the information from the post-test scale of doomscrolling, it has been identified that in both the control and experimental groups there are homogeneous data. The above information can be classified as homogeneous if the significance level exceeds 0.05. Based on the results of Levene's test, it has been found that the post-test results of the doomscrolling scale have more than the significance value, thus it can be concluded that the data from the post-test and pre-test of the doomscrolling level are homogeneous. Through the analysis of the data above, it shows that the data are normally distributed and homogeneous, so the researcher will conduct parametric t testing using a paired sample t-test.

Table 8. Results of the Paired Sample Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	46,500	3,779	1,195	43,797	49,203	38,916	9	,000

Pair 2 Control Pre-Test - Control Post-Test 1,200 1,033, 327, 461 1,939 3,674 9, 004 The paired t-test is a test conducted to identify whether there are differences between the averages of two paired samples. The requirement for this paired sample t-test is that

the information is normally distributed. The paired sample test in this study was used to provide an answer to the problem formulation "Is group guidance services using the shaping technique effective in reducing doomscrolling behavior?" To address this problem formulation, a paired sample test was conducted on the pretest and posttest information of the experimental class (group guidance services using the shaping technique) and then the pretest and posttest information of the control group (which was not given special techniques). According to the results from output 1, the significance value (2-tailed) is 0.0000, which is less than 0.005, leading to the conclusion that there is a differentiation in the mean level of doomscrolling between the post-test and pre-test in the experimental class. Meanwhile, for the results from pair 2, the significance value obtained is 0.004, which is also less than 0.005, indicating that there is a mean difference in the level of doomscrolling between the pre-test and post-test in the control group. Thus, it shows that the hypothesis (Ha), which states that there is an effect of group guidance services with shaping techniques on reducing doomscrolling behavior at SMP N 1 Natal, can be accepted. Furthermore, to identify whether a significant differentiation appears between the experimental and control groups, an independent sample t-test was conducted.

Table 9. Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
								Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Difference	Lower	Upper
Level Doomscrolling	Equal variances assumed	,836	,373	40,429	18	,000	46,800	1,158	44,368	49,232
	Equal variances not assumed			40,429	17,292	,000	46,800	1,158	44,361	49,239

Based on the test results, it can be observed that there is a significant difference in doomscrolling levels between the control and experimental groups. This finding is evidenced by a significance coefficient of 0.0000, which is smaller than 0.05. Therefore, it indicates that the hypothesis (Ha), stating that the influence of group guidance services with shaping techniques on reducing doomscrolling can be accepted.

The application of shaping techniques has 4 procedures: first, conducting an ABC analysis (Antecedent, Behavior, Consequence), where A = (the trigger of the behavior), B = (the problematic behavior), and C = (the consequence of that behavior). Second, setting targets together with the client regarding the behavior that is desired to be achieved. Third, determining the type of positive reinforcement that will be used. And fourth, then creating a plan with the stages of the behavior that is to be achieved, starting from the initial behavior to the final behavior.

The research was conducted over 5 meetings, with the first meeting distributing a pre-test questionnaire to the population. Based on the results of the pre-test questionnaire, there were 19 students identified with a high level of doomscrolling, 27 in the moderate category, and 4 in the low category. The researcher divided the participants into 2 groups: 10 students in the high category in the experimental group and 9 students in the high category and 1 student in the moderate category in the control group.

In the second meeting, the process of applying the shaping technique begins with conducting an ABC analysis (Antecedent, Behavior, Consequence). At this stage, the counselor and the client conduct a deep identification of the problematic behavior that they want to change. The analysis starts by identifying the triggers of the behavior (antecedent), which are the situations or conditions that provoke the emergence of that behavior. After that, the problematic behavior (behavior) is described clearly, both in terms of its form and the frequency of its occurrence. The counselor also identifies the consequences (consequence) that arise after the behavior occurs, including both environmental reactions and the impacts felt by the client. The results of this ABC analysis serve as the foundation for the counselor and client to design the following interventions.

Entering the third meeting, the counselor and the counseled begin to set behavioral targets to be achieved and positive reinforcement. At this stage, the counselor invites the counseled to openly discuss the expected behavior changes. The formulated behavioral targets must be specific, measurable, and realistic so that they can be easily monitored and evaluated. The counselor also helps the counseled understand the importance of these behavioral changes and the benefits that will be gained if the targets are achieved. This target setting is done collaboratively so that the counseled feels a sense of responsibility and commitment in the behavioral change process. Determining the type of positive reinforcement that will be used. The counselor together with the client identifies forms of positive reinforcement that are appropriate and preferred by the client, such as praise, gifts, or opportunities to engage in enjoyable activities. The counselor explains to the client about the rules and timing of the reinforcement, so that the client understands that every progress towards the desired behavior will be rewarded. With the presence of appropriate positive reinforcement, it is expected that the client's motivation to change will become stronger.

The fourth meeting is to determine the steps for achieving a reduction in doomscrolling behavior. By creating appropriate steps, clients can feel gradual progress and not feel overwhelmed by overly drastic changes. In this process, the counselor also prepares monitoring and evaluation strategies to ensure that each stage proceeds as planned. The client is invited to understand and agree on these stages so that the shaping process can proceed systematically and purposefully. Thus, the

application of shaping techniques can assist the client in achieving the desired behavioral change gradually and sustainably.

In the fifth week, an evaluation was conducted regarding the achievement of behavior target goals and the distribution of post-test questionnaires for the control group and the experimental group. The counselor, along with the clients, assessed the extent to which the reduction of doomscrolling behavior had been successful, identified emerging barriers, and determined follow-up steps to sustain the behavioral changes in a lasting manner. This evaluation serves as a basis for improving or adjusting the shaping plan to achieve the desired outcomes optimally. The application of shaping techniques to reduce doomscrolling behavior is carried out systematically through behavior analysis, target setting, positive reinforcement, planning behavior stages, and regular evaluation of results. This approach allows for gradual and sustainable behavior change, while also reducing the negative impact of doomscrolling on the mental health of the counseled.

The results of this study indicate that group guidance services using the shaping technique are significantly effective in reducing doomscrolling behavior among eighth-grade students at State Junior High School 1 Natal. The decrease observed in the experimental group from an average score of 77.5 to 30.7 shows a substantial change in the respondents' behavior after participating in the counseling sessions. In contrast, the control group that did not receive the shaping technique treatment showed only minimal reduction, from 76.4 to 75.5. This finding is also statistically supported by the results of paired sample t-tests and independent sample t-tests which indicate a significance value < 0.05, indicating that the changes observed are not a result of chance, but rather a direct consequence of the intervention provided.

This finding is consistent with previous theories and studies highlighting the effectiveness of group counseling in addressing compulsive digital behavior. Research (Dumar & Mulyani, 2025) states that in group dynamics, individuals receive social and emotional support that allows them to reflect on maladaptive behaviors and learn from the experiences of others. In this context, shaping techniques play a central role as a method of behavior modification that gradually reinforces positive actions. In this way, participants are not required to change drastically, but rather through a process of small adaptations made consistently.

Furthermore, the phenomenon of doomscrolling is a new form of compulsive digital behavior, often arising from excessive exposure to negative content that triggers anxiety, stress, and even depression. Doomscrolling is reinforced by the brain's reward system, which is stimulated by notifications and emotional content (Najich, Rahman, & Atmoko, 2024). In this framework, shaping techniques are very relevant because they can modify this reward system through positive reinforcement, gradually replacing the old behavior (doomscrolling) with healthier alternative activities such as reading, journaling, or light physical activities.

The validity of the analysis is also strengthened by good normality and homogeneity test results, allowing for the legitimate use of parametric tests. This supports the findings. The importance of group homogeneity in the success of group counseling services (Wąsacz & Sarzyńska, 2025). Homogeneity allows group members to experience similar social dynamics and makes it easier to empathize with one another. In addition, this research confirms previous studies that show that shaping techniques consistently provide a sense of small achievement, which psychologically enhances students' intrinsic motivation. This technique is in line with the micro-behavioral reinforcement approach as revealed by (Shen & Jiang, 2024), where small but continuous changes can lead to long-term behavior transformation. This research also reinforces the idea that behavior-based approaches, especially those based on cognitive-behavioral intervention, can have long-term effects in reducing digital compulsive behavior. Even according to (Aliero, Mainagge, & Tsagem, 2023), Gradual interventions such as shaping have the potential to reduce the elevated levels of dopamine caused by excessive scrolling activity, thus helping to restore the emotional balance and executive function of adolescents' brains.

From the perspective of adolescent development, structured interventions within a group context provide a safe space for students to explore emotions, develop self-awareness, and practice behavior regulation. This is as explained by (Gkintoni & Kourkoutas, 2024), that adolescents are in a stage of identity crisis that requires consistent and supportive interpersonal guidance. Thus, the results of this study reinforce the argument that group counseling services with shaping techniques are effective as an intervention for doomscrolling behavior, and also provide important contributions to the development of guidance and counseling programs in schools.

The success of this intervention is closely tied to the strength of the underlying behavioral theory. In view of (Skinner, 1953), shaping is a process of modifying behavior where responses that are closer to the target behavior are gradually reinforced until the desired behavior is formed. In the context of doomscrolling, this technique helps students to slowly replace the habit of consuming negative content with healthier alternative activities, such as journaling or reading. As stated, (Chung, Chung, & Lee, 2024), shaping is very suitable for developing new skills or behaviors that did not previously emerge spontaneously.

This approach is also reinforced by social learning theory (Bandura, 1977) which states that individuals can learn through observation, modeling, and reinforcement. In the group guidance process, students not only receive reinforcement from the counselor, but also from peers who serve as positive behavior models. This dynamic creates a supportive environment that accelerates behavioral change.

Comparatively, the control group that did not receive treatment based on shaping techniques showed no significant changes. This indicates that the decrease in doomscrolling in the experimental group was indeed a result of a structured

intervention, not from a natural process or coincidence. These findings are in line with research. group counseling is effective in addressing digital addictive behaviors because it relies on interpersonal strength and collective empathy among members (Berg, Landreth, & Fall, 2024).

However, it should be noted that this study has limitations in terms of a small sample size, namely only 20 students. Although the results are statistically significant, the limited sample coverage may affect the external validity or the ability of these findings to be generalized to a larger population. Therefore, further research with a larger sample size and a randomized experimental design is highly recommended to strengthen these conclusions. Additionally, this study opens up opportunities for long-term exploration of the effectiveness of shaping techniques in developing healthy digital habits. It even shows that gradual interventions can reduce dopamine responses due to excessive scrolling, thereby improving students' emotional balance in the long term (Hikmat & Yosep, 2025).

D. Conclusions

The research results at State Junior High School 1 Natal indicate that group guidance services using the shaping technique are effective in reducing doomscrolling behavior among grade VIII students. The significant decline from pre-test to post-test scores in the experimental group confirms that shaping through behavioral analysis stages, target setting, and positive reinforcement can gradually change negative digital habits. This technique makes a real contribution to Guidance and Counseling practices in schools, especially in addressing the challenges of adolescent digital behavior. School counselors are advised to integrate the shaping technique as a practical and adaptive intervention strategy. Implication-wise, the shaping approach reinforces the role of behavioral strategies in an increasingly digitized education world. However, the limitations of this study lie in the small sample size, short duration of the intervention, and the use of a single instrument in the form of a questionnaire. For future research, it is recommended to involve a larger sample, use a mixed methods approach, and consider external factors such as family environment and peer influence, so that the results obtained are more comprehensive and applicable.

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