



## Implementation of Card Scenarios in Group Counseling as a Strategy for Reconstructing Teenagers' Digital Ethics

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**Abstract:** The rise of immoral behavior carried out through social media by teenagers has become a serious problem that requires appropriate handling, especially in the school environment. At MTs Negeri Gresik, cases of immoral behavior involving the misuse of social media by students were found, which impacted the development of students' character and morals. This study aims to describe the application of the card scenario technique in group counseling as an effort to reconstruct adolescent ethics in using social media. The method used in this study is a descriptive qualitative method with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the use of card scenarios in group counseling can facilitate students in recognizing moral values, increase self-awareness of the impact of deviant behavior, and encourage more responsible behavior in the use of social media. Thus, this technique is effective as an educational medium in the contextual and participatory counseling process.

**Keywords:** Card Scenario, Group Counseling, Reconstruct

### INTRODUCTION

The rapid development of information and communication technology has brought about a major transformation in the way individuals, especially teenagers, interact and communicate. Social media, digital platforms, and other virtual spaces have become an integral part of teenagers' daily lives. However, easy access to the digital world is not always accompanied by digital literacy and ethical behavior in cyberspace. Although social media offers many conveniences, some adolescents are not yet able to use it wisely and instead engage in activities that deviate from ethical norms (Khoirunisa, 2022). The rapid development of technology poses a challenge in shaping the character of teenagers, because at this age they tend to be highly curious and prone to misusing technology if not properly supervised by adults (Syahnaz et al., 2023).

Adolescents are in a vulnerable stage of development, where they are forming their identity and often exploring social boundaries without a mature understanding of the ethical implications of their actions, especially in the digital world. The absence of systematic moral guidance in interacting in the digital space can lead to the formation of habits that are harmful to oneself and others. This condition shows an urgent need to rebuild awareness and understanding of digital ethics among adolescents. Therefore, an intervention strategy is needed that can guide adolescents in reconstructing ethical awareness and digital responsibility.

Group counseling is one effective approach to shaping ethical attitudes and behaviors because it provides a space for dynamic social interaction. In group counseling, participants actively discuss by asking questions, responding, and sharing experiences related to the issues being discussed. This helps resolve problems while also training participants to express their opinions and accept criticism and support (Pratiwi et al., 2024). However, in practice, group counseling often faces obstacles in optimizing participant engagement and relating the material to real situations faced by adolescents in the digital world. In this context, the Card Scenario method has emerged as an innovative strategy to increase the effectiveness of group counseling, namely a method that uses cards containing specific scenarios to stimulate discussion, self-reflection, and understanding of social and moral values.

Although several studies have examined the use of Card Scenario in an educational context, its application in group counseling for the reconstruction of adolescent digital ethics is still very limited and has not been explored in depth. Therefore, this research is very important as an effort to fill this gap. This study aims to describe and understand the process of implementing Card Scenario in group counseling and its impact on the reconstruction of adolescent digital ethics. The results of this study are expected to contribute theoretically and practically to the development of innovative counseling strategies that are relevant to the needs of the current digital age.

Thus, this study is of high urgency in supporting the formation of responsible and ethical digital character among adolescents, while enriching the knowledge base of counseling and digital education.

## **METHOD**

This study uses a descriptive qualitative approach that aims to describe in depth the application of the card scenario technique in group counseling as a strategy for reconstructing digital ethics among adolescents at MTs Negeri Gresik. This method was chosen because it is capable of revealing social phenomena in their natural context and interpreting participants' experiences subjectively, namely a research approach that focuses on understanding social phenomena in their natural context through in-depth description and emphasis on the meaning of events (Malahati et al., 2023).

The research design used in this study was a case study, focusing on the implementation of group counseling involving several students with backgrounds of problems related to the ethical use of digital media. Data collection techniques included observation of the counseling process, in-depth interviews with students and guidance counselors, and documentation such as service records and activity evaluations. The main instrument used in this study was the researcher himself, supported by interview and observation guidelines to maintain the direction of data collection.

## **RESULTS AND DISCUSSION**

### **Result**

This study reveals that the implementation of Card Scenario in group counseling has proven to be effective as a means of reconstructing digital ethics among adolescents, by increasing their active participation in discussions and reflections related to behavior in the virtual world. Students who were involved previously exhibited inappropriate behavior in the digital world, such as spreading false information, cyberbullying, and privacy violations. During the activity, students were given cards containing scenarios related to digital ethics. They were asked to read, reflect, and then discuss their solutions or opinions on the scenarios.

The group counseling process using Card Scenario was carried out in three sessions attended by seven students at MTs Negeri Gresik. The stages in each session are described as follows:

#### 1. Approach session

In the initial stage, the counselor provided participants with a basic understanding of the importance of digital ethics. Students were invited to discuss what behaviors are considered ethical and unethical in the use of digital media. In addition, the counselor explained the positive impacts of wise digital media use, as well as the risks or negative consequences of digital media misuse, such as the spread of hoaxes, bullying, and privacy violations. The main objective of this session was to raise initial awareness and build students' motivation to be more critical and responsible in their digital activities.

#### 2. Implementation Session

In the core stage, the counselor used the Card Scenario technique, which involved presenting various cards containing real and hypothetical scenarios related to digital ethics. Each student was asked to read, understand, and then discuss the scenario they received. They were invited to analyze the problem, identify the ethical values involved, and express their opinions about the actions that should be taken. Through group discussions, students exchange views with each other to form a common understanding of how to deal with challenging digital situations. This process aims to train critical thinking skills, decision-making abilities, and strengthen a sense of responsibility in the use of digital media.

#### 3. Evaluation Session

The final stage focuses on evaluating the students' learning experiences during the activity. The counselor asks reflective questions to assess the extent to which students' understanding of digital ethics has developed. Students are asked to restate the conclusions of the lesson. In addition, the evaluation also serves as a means of feedback to identify the extent to which the group counseling objectives have been achieved, while providing reinforcement so that students are able to apply this understanding in their daily lives.

The results of the observation show that the use of Card Scenario helps students to be more open, brave to speak up, and able to evaluate their own behavior. In addition, there was an increase in students' understanding of the risks and impacts of negative behavior on digital platforms. This can be seen from the students' reflections at the end of the session and their attitude changes during the process. Before counseling, some students still lacked understanding of the dangers and consequences of negative behavior on digital platforms. However, after participating in several group counseling sessions with real-life scenarios, students became more open in discussing their experiences and views regarding negative behavior on digital platforms. They also showed increased awareness of the importance of maintaining ethics and privacy when interacting in the digital world.

### Discussion

The misuse of digital media platforms has widespread negative impacts on both individuals and society. Dependence on virtual communication can weaken face-to-face interactions and reduce social skills, especially among adolescents. In addition, the rampant spread of false information causes public unrest, damages reputations, and deepens social polarization. Privacy threats are also a serious problem, as the misuse of personal data has the potential to cause harm (Meilinda Xanderina et al., 2024). In this context, group counseling services play an important role

in helping adolescents develop an understanding of digital ethics, increase critical awareness, and equip them with the social and emotional skills to face the challenges of the digital age.

### Card Scenario in Group Counseling

Involving a number of participants with a counselor as the leader, group counseling utilizes group dynamics to discuss personal issues and inappropriate digital behavior. To achieve the goals of individual and group development, group counseling services are carried out through a series of systematic stages using various relevant techniques. The stages and tasks involved in the group counseling process are as follows: (Ilhamuddin et al., 2024)

1. Planning, which includes determining the topics to be discussed, forming groups, preparing an activity agenda, formulating service protocols, preparing supporting facilities, and providing administrative equipment.
2. Implementation, which includes the application of action plans in the delivery of services, covering the coordination of activities through the stages of formation, transition, core implementation, and termination, accompanied by the distribution of service plans to relevant parties.
3. Assessment, including the selection of evaluation instruments, the preparation of assessment standards and procedures, the collection and refinement of the instruments used, and the management of data from the application of the instruments.
4. Analysis of evaluation results, in the form of activities to establish guidelines or standards, conduct studies or research, and examine the findings from the research results.
5. Follow-up, including determining the form and format of follow-up, communicating the follow-up plan to interested parties, implementing the follow-up program, and presenting the results.
6. Reporting, which consists of collecting data and submitting service report documents.

This process allows each member to reflect on themselves, obtain emotional support, and develop social skills in a healthier way. In order for the objectives to be achieved effectively, group counseling must be led by a competent counselor who is able to manage group dynamics optimally (Erlangga, 2017). In addition, group dynamics during the counseling process are quite effective. Students feel more comfortable and less intimidated to express their opinions and personal experiences because the card scenario helps them discuss problems indirectly.

In general, group counseling services aim to improve students' social skills, especially in the aspect of communication. Through the group counseling process, factors that have the potential to hinder or disrupt social interaction and communication skills can be identified and processed using various techniques. Thus, students' socialization and communication skills can develop optimally. In addition, the dynamics created in the group can also be used to help solve problems experienced by clients (Ningtiyas & Syaikh Abdurrahman Siddik Bangka Belitung, 2020). Meanwhile, in professional literature on group counseling, it is as follows: (Siregar, 2018)

1. Clients are able to recognize, accept, and develop their positive potential.
2. Clients learn to communicate openly, care for others, and build self-confidence and trust in others.
3. Clients are trained to manage their lives, set goals, and commit to constructive behavioral change.
4. Clients realize the meaning of living together, reflect on personal values, and understand that the problems they experience are often also felt by others, so they do not feel isolated.

Discussions within the group also strengthen solidarity and emotional support, which are very important in the psychological recovery process of students exposed to immoral cases on social media (Mamahit et al., 2021).

The application of card scenarios in the process can help students identify and manage emotions that arise from negative experiences on digital platforms. Students are trained to think critically, control their impulses, and make wiser decisions when using digital platforms. Group counseling using self-management techniques and rational emotive therapy has also been proven effective in reducing negative behavior and digital media addiction among students (Firnanda & Wiyono, 2022).

Corey (2016) also argues that media in group counseling serves as a communication bridge that can make it easier for group members to express their thoughts and feelings, especially when facing psychological barriers such as shame or fear of being judged (Wijayanti, 2020). This also occurred among students who participated in this activity, where they showed increased courage in expressing their opinions and willingness to evaluate themselves after interacting with the scenarios provided.

The use of card scenarios as a medium in group counseling has been proven to contribute positively to facilitating students' reflection and discussion processes, especially when discussing sensitive topics such as immoral behavior. This medium works by presenting fictional or real situations in the form of short narratives that provoke critical thinking and moral reflection from group members. The advantage of scenario cards lies in their ability to create psychological distance between participants and the issues being discussed, so that students feel safer to express their opinions and personal experiences. Corey (2016) emphasizes that the right media can reduce participant resistance, facilitate the exploration of feelings, and increase active participation in the group. In addition, media such as scenarios can encourage simultaneous cognitive and emotional engagement, which is important in the process of internalizing values and changing behavior. In this context, card scenarios serve as an effective stimulus for fostering self-awareness and ethical decision-making (Diniaty, 2018).

### Teen Digital Ethics

Teen digital ethics is a set of values, norms, and moral principles that govern behavior in the use of technology and digital media. As the generation closest to technological developments, teens tend to use digital devices not only as a means of communication, but also as a medium for learning, entertainment, and social interaction. Therefore, understanding and applying digital ethics is crucial to shaping responsible behavior in cyberspace.

Digital ethics is an important aspect that must be practiced by society to guide behavior in the use of digital media. The application of this ethics can minimize hate speech, bullying, harassment, and the spread of false information. By complying with online ethics, individuals are not only protected from risks that harm themselves and others, but also become responsible, ethical internet users with a more mature concept of self (Firda Laila Syahda et al., 2024). Issues related to ethics and morals among adolescents are urgent matters that need to be addressed immediately. Facts in the field show that the phenomenon of declining morality, especially among adolescents, is increasingly common in society (Hudi et al., 2019).

Individual understanding of the positive and responsible use of digital media, accompanied by safe online communication skills, is a fundamental aspect in the application of digital media ethics. These ethics refer to the appropriate, safe, and proportional use of digital media in

accordance with ethical values. The application of ethics in digital media is very important because it not only shapes healthy living habits but also functions as a mechanism for self-control in every action taken in the digital space (Harahap et al., 2024). In addition, the development of digital ethics needs to involve the roles of family, school, and society. The family serves as the first environment to instill moral values, schools provide knowledge through digital literacy education, while the community creates an ecosystem that supports the responsible use of digital media. With this collaboration, adolescents are expected to be able to internalize digital ethics as part of their character, so that they can face the challenges of the virtual world without losing their identity or the noble values they uphold.

## CONCLUSION

The results of this study confirm that the use of card scenarios in group counseling can be an effective strategy in reconstructing adolescent digital ethics. Through scenario-based discussions, students are encouraged to criticize negative behavior in the virtual world, reflect on personal experiences, and understand the risks and impacts of actions such as spreading hoaxes, cyberbullying, and privacy violations. This process not only increases students' openness and courage in expressing their opinions, but also fosters ethical awareness in interacting in the digital space.

In addition, the group dynamics created through card scenarios provide a safe space for students to engage in dialogue, learn to control their emotions, and internalize moral values relevant to the challenges of the digital age. Thus, card scenarios in group counseling can be positioned as an effective medium to help adolescents rebuild their understanding, attitudes, and behaviors in accordance with the principles of digital ethics and strengthen their social and communication skills.

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